

English Algorithm: Basic Skills for Personal and Social Communication

Learning Material for First Year Degree Students

Semester I

Prepared by

Prof. V. Balakista Reddy

Prof. Rajeshwar Mittapalli

Dr. Vasundhara Dhanvantri

Ms. Roopna Ravindran



**Telangana Council of Higher Education
(TGCHHE), Hyderabad**

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FOREWORD

This Learning Material, *English Algorithm: Basic Skills for Personal and Social Communication*, has been carefully prepared for first-year undergraduate students across colleges in Telangana. It is the first in a four-semester series and serves as an entry point into the study of English at the college level. The aim is simple but far-reaching: to help students speak, listen, read, and write with greater ease, clarity, and confidence in the situations they are most likely to encounter—in classrooms, in public spaces, at home, and at work.

The course rests on the view that language is not a matter of rules alone, but of use. It grows through practice, through habit, and through daily need. For this reason, the materials in this book are not abstract or excessively formal. They are grounded in the ordinary rhythms of life—introducing oneself, asking for directions, describing people and places, recounting events, and responding to what others say or write—and are largely shaped by the history, culture, and contemporary social background of Telangana. These are the kinds of situations in which language matters most, and this book takes them seriously.

Each Unit begins with a listening task that introduces key expressions and familiar speech. These are followed by speaking exercises, often based on everyday interactions. Reading passages—from poems, speeches, essays, and short stories—are included not only to improve comprehension, but also to deepen the sense of tone, rhythm, and expression that good writing carries. Grammar is treated with care, not as a separate subject, but as a part of language in use. Vocabulary is drawn from the readings and used in ways that help students make sense of the words in context. Writing assignments grow gradually in complexity and are rooted in the real-life situations that students are likely to face.

The book includes a dedicated section on “Reading for Pleasure” in each Unit. This is not a luxury or an afterthought. It is based on the understanding that students who read widely and with interest tend to grow in fluency, imagination, and confidence. The selections in this section have been chosen with this in mind. They are meant to be read not just for answers, but for the experience of reading as well.

This course is part of a broader effort to make quality education available to all students, regardless of background, and directly supports the vision of our **Hon'ble Chief Minister, Shri Revanth Reddy garu**, for imparting essential skills to the youth of Telangana, empowering them for future success. Every attempt has been made to keep this Learning Material affordable for all, without compromising on quality. The content has been written and reviewed by teachers who have spent years working with students in classrooms across the state. Their experience, and their sense of what helps students grow, has informed every page of this book.

I sincerely compliment the dedicated efforts of **Prof. V. Balakista Reddy** and his team in bringing this vision to life through this carefully crafted material.

I sincerely hope that students who work through these lessons will not only improve their English, but also come to see that language, when learnt diligently, can open doors—to learning, to work, and to the quiet satisfaction of saying what one means, in words that feel right.

D. Sridhar Babu
Minister for Information Technology
Government of Telangana
Hyderabad

PREFACE

This Learning Material, *English Algorithm: Basic Skills for Personal and Social Communication*, has been prepared for the first-year students of degree colleges in Telangana. It seeks to develop an interest in English as it is lived and used—rather than reducing the study of the language to the learning of rules and dry exercises. The materials gathered here open the subject in a manner that feels both natural and thoughtful.

Most English textbooks used for degree courses in India depend heavily on long literary passages, often presented with little concern for how a young student might approach them. The focus usually falls only on mechanical comprehension questions or the identification of grammatical forms. Such an approach leaves the learner struggling to connect the lesson with everyday speech or with the needs of real conversation. This book steers away from that path. It takes as its starting point the belief that students must grow secure in the basic skills of listening, speaking, reading and writing that form the living body of language.

The design of this book is simple, yet it answers deeply felt needs. Each unit begins with short listening passages that introduce the rhythm of ordinary English. These passages are not distant or irrelevant—they breathe with the accents of daily life, whether in a classroom, a marketplace, or a friendly exchange between peers. The speaking tasks follow in a graded order, moving from the most basic greetings to more formal exchanges. Students are invited to speak English in the way they might actually use it—with respect, attentiveness, and a sense of purpose.

Reading material in this volume is chosen with careful attention to balance. Poems, short essays, and prose pieces appear not as heavy burdens but as opportunities to sense tone, rhythm, and expression. They give students a way into literature without making them stumble on unnecessary difficulty. The questions that follow these readings are designed to provoke thinking and to allow connections between the text and the life of the learner. Grammar, too, is not lifted out from living usage—it is gently woven into the tasks so that rules are understood through context rather than rote learning. Vocabulary is presented with the same spirit—it grows organically from readings and is used in practice, so words become tools for expression rather than hurdles to memorise.

Another salient feature of this book is its attention to reading pleasure. A special section is dedicated to reading for enjoyment. This marks a crucial difference from most standard textbooks on English, which hardly acknowledge that the student of English should also taste the freedom of reading without pressure. When learners experience texts in this way, they not only grow more confident but also discover that English can belong to them, that it can become part of their inner voice.

The usefulness of this book does not lie in any single feature—it lies in the way all parts come together. Listening leads into speaking, reading feeds vocabulary, grammar steadies writing, and writing deepens thought. The lessons are not abstract exercises—they are drawn from situations familiar to the student in Telangana, making language something recognisable and immediate. In this union of practice and awareness lies the strength of the work.

Students and teachers alike will find within these pages a companion rather than a burden. The pathway from the first to the final unit feels natural, with each stage preparing for the next. By the time the volume is completed, learners will stand with greater poise, able to converse and write with a confidence born of sustained practice. In a time when English often appears remote or forbidding, this book brings it nearer, turning study into a living experience.

It is with this spirit that the book is offered—to open doors, to steady the early steps in college English, and to show that language, when pursued with patience and sincerity, can reshape thought and deepen human connection.

Prof. V. Balakista Reddy

ACKNOWLEDGEMENTS

This learning material is the outcome of the shared efforts, thoughtful contributions, and quiet dedication of many academics and administrators. We owe our sincere thanks to all those who stood behind this project from its earliest stages to its completion—readily offering their time, insight, and guidance.

We are deeply indebted to the following officers of the Telangana Council of Higher Education (TGCHÉ), Hyderabad, whose vision and encouragement have helped shape this work: Prof. Etikaala Purushotham, Vice-Chairman - I, Prof. S.K. Mahamood, Vice-Chairman - II, and Prof. Sriram Venkatesh, Secretary. Their emphasis on the need for a thoughtful and easily accessible English Learning Material for degree college students in Telangana has been a steady source of inspiration throughout the process. We sincerely acknowledge the contributions of the TGCHÉ team, whose efforts helped shape this learning material.

We would also like to thank the Heads of the Departments of English and the Chairpersons of the Boards of Studies of various universities across Telangana. Their academic and administrative support has helped guide this project through many stages of discussion and development.

We place on record our deep appreciation of Prof. Rajeshwar Mittapalli for his contributions, including editorial work, to this book. The accompanying audio files, recorded by him, will greatly improve the learning experience of students. We also acknowledge his services as Associate Editor of the *Telangana Journal of Higher Education*, an international biannual publication of the Telangana Council of Higher Education, known for its distinct thematic issues.

The writing of this learning material was facilitated and supported by a team of committed scholars and experienced teachers whose discipline and attention to detail have left a clear mark on every page. We are grateful to Prof. Kanakadurga Dantu, Dr. Vasundhara Dhanvantri, Ms. Roopna Ravindran, and Dr. B. Sandhya. Each of these scholars has brought a clear sense of purpose to the task at hand, working with diligence but never allowing haste to compromise quality.

We also wish to acknowledge, with profound respect and admiration, the authors and poets—past and present—whose writings have found a place in this Learning Material. Their words carry the richness of lived experience, and their voices continue to speak with clarity and power across generations. In particular, we are grateful for permission to include the following works: “Night

of the Scorpion” by Nissim Ezekiel (© by owner, made available at no charge for educational use), “Woman Work” by Maya Angelou (© by owner, made available at no charge for educational use), “This is a Photograph of Me” from *The Circle Game* by Margaret Atwood (© 1998 by Margaret Atwood. Reproduced with permission from House of Anansi Press).

We are thankful to the editors of local English newspapers from which we borrowed some passages for educational purposes. The images used in this Learning Material have been sourced from Creative Commons. They have been carefully selected to support learners visually. The audio files accompanying the book have been generated using a combination of licensed software and free software that permits its products to be used in educational contexts.

No work of this nature ever stands alone. It rests upon the hard work, trust, and goodwill of many. To all who have played a part—named and unnamed—we offer our heartfelt thanks.

Prof. V. Balakista Reddy

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UNIT 1

FOUNDATIONS OF ENGLISH COMMUNICATION SKILLS

Introduction

“The most fruitful and natural exercise of the mind is conversation.”

—Michel de Montaigne

In the present day, the world functions as a closely connected whole. People across continents, cultures and contexts now share a common thread through the English language, which serves as the primary means of communication in many settings. The ability to speak and understand English clearly and carefully has become necessary in order to succeed, both in one’s career and in personal life. Those who express themselves with clarity and purpose often find their path forward less obstructed.

Unit 1 in this course is titled *Foundations of English Communication Skills*. It serves as the opening Unit in your English learning journey. It has been thoughtfully prepared to meet the learning needs of students in colleges across Telangana. It is not merely an instructional guide for simple exchanges in English. It should be viewed as a basic step in the wide range of experiences of using English in everyday situations. The Unit introduces the essentials of spoken interaction: greetings, starting and continuing a conversation and ending it suitably. While the word ‘basic’ may suggest simplicity, these early lessons form a firm foundation upon which more advanced speaking skills can be developed.

Those who speak well tend to be open-minded. They listen with care and attentiveness, paying heed to different voices and experiences in a respectful manner. A non-judgmental attitude helps to build trust. Listening with attention, without forming hasty conclusions, is necessary in any exchange. At the heart of real human connection lies conversation. It is through listening and speaking that people share information, shape ideas and come to understand one another.

A strong beginning is important, but so too is the readiness to let go of habits that hold us back. This course pays close attention to listening, speaking, reading and writing, as these are the main skills that allow people to communicate effectively. Every Unit begins with listening, which lays the groundwork for spoken English. Simple conversations—both formal and informal—are used to introduce the rhythm and tone of the language.

The section on speaking in Unit 1 deals with how we use both our words and our body language. Activities in this section are arranged in a graded manner, allowing students to improve their speaking skills through steady practice. Through listening to recordings, acting out dialogues and repeating useful phrases, students learn to speak with correct tone and structure. Great care is given to the use of questions. Asking and answering are at the heart of all fluent speech. Students will practise yes/no questions, wh-questions and tag questions, among others. These exercises will prepare them to take part in both formal discussions and casual conversations. They will also

develop the language necessary to come up with replies that are suitable and well-formed, with increasing command of vocabulary and sentence patterns.

The Reading section includes a short poem and a condensed prose passage. These have been chosen to appeal to college students, both in terms of content and level of difficulty. Alongside Listening and Speaking, Reading and Writing are also developed, so that students may grow in every area of communication. The Reading materials—poems, stories and extracts from news articles—encourage students to read with care, understand meaning beyond the surface and think in original ways. Writing tasks help learners express their thoughts clearly. They learn to describe people, share opinions and recount personal experiences with logical flow and coherence.

This Unit has been prepared with the aim of combining various skills. Listening, Speaking, Reading and Writing are taught together with special attention to Vocabulary and Grammar. A section called ‘Reading for Pleasure’ is also included, with the hope of forming a reading habit among students. The Vocabulary section uses examples from the reading passages. It focuses on how words are formed, how to find similar or opposite meanings and how to guess meaning from the context. Grammar sections are designed to help students write correct sentences in all four areas of communication.

The overall aim of this course is to build a lasting interest in the English language and to offer students a clear and comprehensive understanding of its structure and function. The ‘Reading for Pleasure’ section supports this goal by offering a space where reading becomes an enjoyable and regular activity. Through a wide variety of texts—from literature to journalism—students will become more thoughtful readers by developing critical thinking skills.

By the time students complete this Unit, they will be able to take part in simple conversations in English with both confidence and courtesy. They will be ready to continue with the rest of the course, having gained the ability to speak in everyday situations with ease and accuracy. Whether in the classroom, the workplace or in informal settings, they will be better prepared to speak with purpose and to listen with care.

LISTENING

1.1.0 Introduction

Human beings are naturally drawn to one another. Their wellbeing often depends on love and care from parents, siblings, friends and others who wish them well. Emotional ties with family, companions, local communities and the broader public offer support, especially in times of hardship, sorrow or doubt. To form worthwhile connections in life, one must begin with the ability to hold a simple conversation. A sound grasp of language and the ability to communicate clearly are of great importance in one's personal life, education, work and social interactions.

1.1.1 The Four Basic Language Skills

Listening, Speaking, Reading and Writing form the foundation for learning any language. Listening and Reading are known as receptive skills because they involve taking in information. Speaking and Writing, on the other hand, are considered expressive skills, as they include putting thoughts into words.

Listening comes first. It helps to shape and support the other skills over time. It is the earliest form of language awareness that children develop. A child listens closely before attempting to say any word. Once a word is heard often enough, the child tries to repeat it. Listening must not be confused with hearing. Hearing happens without effort. Listening, however, calls for attention and a clear mind. One must focus to make sense of what is heard.

In Unit 1, students practice Active Listening, which involves paying full attention to what someone says, understanding it, responding appropriately, and retaining the information. When they actively listen, they have to concentrate on what the speaker is saying, demonstrate interest with body language like eye contact and nodding and stay away from distractions. It also means asking questions or giving feedback to make sure you understand. Practicing Active Listening demonstrates respect and helps you communicate better, whether you are in class, talking to friends or at work.

1.1.2 Greetings and Introductions

Greetings are polite expressions or words that are often used to start a conversation. They can change depending on the time of day, how formal the situation is and the relationship between the people. For example: Good morning, good afternoon, hi, hello, hey, what's up.



1.1.2.1 Audio 1 U-1_A1.mp3

Answer the following questions before listening to the audio.

1. Have you attended a college orientation programme?
2. What information do you seek from seniors when joining a new college?

Listen to a short, informal exchange between an older student and a new one at university. Play the recording twice. During the second listening, underline all the questions in the audio script.

Here is a sample of a casual conversation that could occur during a college orientation programme.

Senior: Hey there! You look new here. Are you a First-year student?

Junior: Yeah. I just joined. I am still figuring things out.

Senior: Nice! Welcome to Government Degree College (GDC), Khairatabad. Which course are you in?

Junior: Thanks! I'm in B. Com Computer Applications. What about you?

Senior: Same course! I'm in my final year. Where are you from?

Junior: I am from Mancherial.

Senior: Okay. So, are you staying in the college hostel?

Junior: Yeah, Block B of the new hostel.

Senior: Some of my friends stay in the same hostel. If you need any assistance with anything in the hostel, such as food, Wi-Fi or books, please don't hesitate to contact me.

Junior: That would be awesome, thank you! I'm Mahesh, by the way.

Senior: Nice to meet you, Mahesh. I'm Irfan. See you later, I've a class now.

1.1.2.2 Practice

In the above conversation, the greeting is "Hey there!" The conversation begins in a casual and friendly way.

After listening to the conversation, introduce yourself to at least five new students in the class. Ask them questions to gather information about their place of residence, origin and interests.



1.1.3 Audio 2 U-I_A2.mp3

Answer the following questions before listening to the audio.

1. What are some situations in which you formally introduce yourself?
2. Have you attended any Science Exhibitions, Project Presentations or similar events?

Now, listen to the audio. While listening, write down the words used at the beginning of various questions in the conversation.

Two students introduce themselves at the Jignasa State Level Project Presentations

Sara: Hi, I'm Sara. May I know your name?

Tanveer: Hello Sara, I'm Tanveer. May I know which college you are from?

Sara: I'm from Government Degree College (GDC), Begumpet. What about you?

Tanveer: I'm from Government Degree College (GDC), Siddipet. What course are you studying?

Sara: I'm studying B.A. What about you?

Tanveer: I'm studying B.Sc. with a combination of Botany, Zoology and Chemistry. Meet my team members, Radhika, Salma, Archana and Rakesh.

Sara: Hello. Nice to meet you all. What is the topic of your presentation?

Tanveer: Our presentation is on Artificial Intelligence and English Language Learning.

Sara: That is interesting. AI is the most talked-about topic these days. Ours is also on AI. Do you have the programme schedule? Please take a look at the venue.

Tanveer: It is at 11:00 AM in the AV Room. Ours is the first presentation. I am excited about it.

Sara: All the best for your presentation.

Tanveer: Thank you and wish you the same!

Sara: Thank you!

1.1.3.1 Practice

After listening to the conversation, arrange the questions posed in the following table:

Wh—Questions	May/ Can Questions	Do/Does/Did Questions

Table 1.1 showing the different types of questions

1.1.4 Types of Greetings and Introductions

i. Informal Greetings

These expressions are used when you interact with your friends and peers. For example:

Hi! / Hey! / Hello! How are you? / What's up? / How's it going? Good to see you!

ii. Formal Greetings

These kinds of greetings are used in professional and official settings. For example:

Good morning! / Good afternoon! / Good evening!

How do you do? (This is a traditional and formal expression used to begin a conversation.)

It's a pleasure to meet you.

Nice to meet you.

I hope you're doing well.

iii. Informal Introductions

Introducing yourself

Hello! I'm Arjun from Hyderabad. I teach Computer Science.

Hi, I'm Priya. I teach English

iv. Informal Introductions

Introducing someone else

Hey, meet my friend Riya. She's into IT. This is Rahul. We work together in marketing.

v. Formal Introductions

Introducing yourself

Good morning! My name is Arjun Sharma. I am from Hyderabad. I teach Computer Science.

Hello, I am Priya. I am an English teacher.

vi. Introducing someone else

Let me introduce my friend, Riya. She is a software engineer.

I would like you to meet Rahul, my colleague from the marketing team.

This is my cousin, Ananya. She is from Delhi.



1.1.5 Audio 3 U-I_A3.mp3

Answer the following questions before listening to the audio.

1. How do you begin a self-introduction?
2. What are some of the details you give when you introduce yourself?

Here is a formal self-introduction. Listen to the audio twice. During the second listening, underline the key personal details required to complete the biodata.

Good morning, everyone! My name is Mudavath Kumar. I am 20 years old. I was born on June 9, 2005. I come from Puttamgandi village in Nalgonda and I attended DAV Model High School for my schooling. I completed my intermediate from Pragathi Junior College, Nalgonda. I am a

graduate. I studied B.Sc. MPC from KNM Government Degree College, Nalgonda. Coming from a humble background in a rural area, I am a first-generation learner. I have faced several obstacles all along, but each one has strengthened my determination to succeed.

Academically, I have been consistently ranked among the top performers in my class. I'm fortunate to receive the TG Ambedkar Overseas Vidya Nidhi Scholarship this year. I have presented a few papers on Robotics at National Seminars in different universities. This enhanced my interest in Robotics. My final year project was also in the same area. I want to do my research in Robotics and aspire to teach the subject at a university. I made an effort to be a good public speaker and I believe that everyone should be able to communicate his thoughts and ideas effectively. I'm also interested in learning languages. English, Hindi and Telugu are the languages we learn in school. In addition, I learnt French. Lambada language is my mother tongue. Beyond academics, I am passionate about reading and dancing. I've also been actively involved in NSS, which helped develop my leadership skills from my student days and flair for community service. I firmly believe that education is a tool for empowerment. I aspire to make a meaningful contribution to society.

Once again, I would like to express my sincere gratitude to you all for inviting me to be here today and for allowing me to share my life's journey with you. I hope it encourages you to stay committed to your goals, regardless of the circumstances. You may note down my email ID and phone number for any further communication. My email ID is mkumar123@gmail.com and my phone number is 9000013140. Thank you all.

1.1.5.1 Practice

After listening to the audio, complete the following biodata using the details given in the audio.

i. Personal Details

Name : _____
 Date of Birth : _____
 Nationality : _____
 Address : _____
 Email ID : _____
 Phone No. : _____

ii. Educational Background

Degree and Place of Study : _____
 Intermediate and Place of Study : _____
 High School and Place of Study : _____

iii. Skills and Abilities

Languages known : _____

Technical Skills : _____

Soft Skills : _____

iv. Extracurricular Activities

Art and Culture : _____

Sports and Games : _____

Social and Leadership: _____

v. Scholarship, Prizes and Achievements _____

SPEAKING

1.2.0 The Importance of Oral Communication

Oral communication stands at the heart of any language. People speak their mother tongue with ease, even when they have never learnt to read or write, simply because they hear it often. As English holds a wide presence across the world, learning to speak it well has become important both in education and at work. When speaking is practised regularly, it lays the groundwork for the other language skills to grow more naturally. For this reason, students in India find it useful to learn to speak English well.

There are several reasons for this. To begin with, many courses in higher education, especially those accepted at the national level, are taught in English. In addition, career paths that extend beyond India often require the ability to speak English with confidence. Moreover, within India itself, where people speak many languages, English serves as a shared means of communication.

Students should regard spoken English as a key part of their learning. It allows them to express themselves clearly, build connections with others and deal with a wide range of everyday situations. Reading and writing in English call for a sound knowledge of vocabulary and grammar. Speaking, however, asks for more than that. It also involves an ear for the sounds of English, correct pronunciation, the ability to hold conversations differently that suit social and working life and above all, the courage to speak without fear. To speak well, one must practise alone, speaking aloud until the language comes naturally and correctly. Speaking also requires a quick thought process and the ability to articulate it. Unlike Reading or Writing, one cannot prepare every word in advance. For this reason, steady and regular practice is needed to speak with ease.

1.2.1 Key Aspects of Spoken English

Speech in English depends on fluency, clear pronunciation, correct stress on words and a feel for natural turns of phrase and tone that match the situation. Everyday speech often includes casual words, contractions and fillers that fill pauses. These features help speech sound easier and truer to life.

Good speech in English also calls for correct Grammar, careful choice of words and, at times, the use of familiar sayings or expressions that are common in English-speaking settings.

i. Pronunciation

Pronunciation concerns the way we form sounds, syllables, words and complete sentences. It helps the listener to understand the speaker's intentions without confusion. When the speaker pronounces words clearly, the meaning comes through without effort.

ii. Stress

Stress refers to the way we give strength to a certain syllable of a word. It becomes more important, especially in sentences where meaning depends on which word is spoken more strongly. For

example: the sentence “I didn’t say she broke the glass” can take on different meanings depending on which word is stressed. Each version may suggest a different idea or emphasis.

For example:

I didn’t say she broke the glass: means that it’s not me who said that she broke the glass.



I didn’t say **she** broke the glass: means that someone else broke the glass and not she.

I didn’t say she **broke** the glass: means that she might have merely dropped it without breaking it and the claim that she broke it is incorrect.

I didn’t say she broke the **‘glass’**: means that she broke something else, but not the glass.

Note: You will study pronunciation and stress in the following Units.

iii. Intonation

Intonation refers to the rise  and fall  of tone (voice modulation) while speaking. It expresses emotions and intentions. For example: a rising or falling intonation can indicate a question, while statements typically take a falling intonation. Similarly, imperative and exclamatory sentences primarily use falling intonation.

1. I enjoyed the movie. (Falling intonation)
2. Is she a teacher? (Rising intonation)
3. What’s your name? (Falling intonation)
4. Sit down. (Falling intonation)
5. What a beautiful painting! (Falling intonation)
6. What an elegant monument! (Falling intonation)

1.2.2 Nonverbal Communication

Nonverbal communication conveys mood and message through body language—including facial expressions, eye contact, nodding, and gestures—all of which occur with or without the use of spoken words. Nonverbal cues help build trust, show empathy and forge meaningful connections in conversations.

i. Emotions such as happiness, sadness, anger and surprise are recognised through facial expressions.

ii. Gestures such as waving or giving a thumbs-up, including movements of the hands, arms or fingers, often convey specific messages. Similarly, actions like a handshake, a pat on the back or a hug express emotions and relationships.

iii. Postures such as sitting, standing or moving can convey confidence, interest, nervousness, and other emotions.

iv. **Eye contact** reflects confidence, attentiveness, honesty or discomfort.

1.2.3 Greetings

Greetings hold an important place in everyday social exchanges. They help to create a sense of warmth and friendliness between people. A proper greeting can open the way for a pleasant conversation and help to build a sense of ease and understanding. When we begin and end our conversations with care, we often leave a favourable and lasting impression on those with whom we speak. The way we greet someone usually depends on how well we know them. We may speak more formally with strangers or those in positions of authority, while a more relaxed tone may suit friends or close acquaintances. By choosing our words thoughtfully, we shape the mood of the exchange from the very first moment.

1.2.4. Introductions

Introductions shape the first impression that one person forms of another. They often set the tone for how people will relate to each other in the future. When two people meet for the first time, a proper introduction can help to open the space for conversation and shared interests. This first exchange often marks the beginning of a connection that may grow stronger with time.

A thoughtful introduction can create a sense of trust and ease. When people feel welcome, they are more inclined to speak freely. Introductions also show respect and good manners. These qualities help build understanding and a sense of fairness among those who participate in the exchange. In this way, introductions can lay the foundation for relationships that are respectful, open and lasting.

1.2.5 Speech Acts of Greetings

Speech acts refer to the actions we perform through language, such as making statements, asking questions, giving commands or making promises. They highlight how language is not just about conveying information but also about performing functions like persuading, apologising or requesting.

Greetings are used to begin a conversation, to recognise the presence of a friend or to acknowledge the person who is introduced. Here is a list of set expressions used in our conversations and discussions when we meet and greet people.

Formal greetings:

Good morning! / Good afternoon! / Good evening! / How are you? / It's a pleasure meeting you.

Informal greetings:

Hi! / Hello! / Hey there! / What's up? / How's it going?

Introducing yourself:

My name is ... / I'm ... / Hi / nice to meet you/ I work as a ... / I moved here recently from... / I'm passionate about music.

Introducing others:

Have you met ...? / Let me introduce you to .../ This is ... / they're...

Asking about others:

What's your name? / Where are you from? / What do you do? / How long have you been here?

Responses to introductions:

It's nice to meet you / A pleasure to meet you / I've heard so much about you!

Responding to questions:

I'm from ... / How about you? / I work as a ... / What about you? / I've been living here for ... years / How long have you been here?

Closing a greeting or introduction:

It was great meeting you. / I'm looking forward to seeing you again. / Let's stay in touch!

Ending on a friendly note:

Take care! / Have a great day! / See you around!

1.2.6 Speech Acts in Conversation

Here is an example that illustrates a natural flow of conversation in greetings and introductions. The speakers meet for the first time on the college campus.

i. Meeting a friend on the first day of college

Kushi : Hi! I am Kushi. Nice to meet you. What's your name?

Smitha : I'm Smitha. Nice to meet you. I think I saw you at our Orientation Programme.

Kushi : Oh, is it? How do you find the course?

Smitha : Interesting. How about you?

Kushi : Interesting, but I feel the syllabus is a little heavy. Come, let's go to the common room and meet others.

Smitha : Yeah, let's go.

ii. Greeting a professor on the campus

Karthik : Good morning, Professor Sharma. I am Karthik, a student of B.Com.

Professor : Good morning. How are you? I suppose you're a first-year student.

Karthik : Yes, Professor. Could I have a copy of the syllabus?

Professor : Sure. I have your class in the next hour. I'll discuss it then.

Karthik : Thank you, sir. We'll wait for you.

1.2.7 Practice

Now, try solving the following exercises:

Meeting a new classmate

Fill in the blanks by choosing an appropriate speech act from the list given above (1.2.5)

A: Hi, I don't think we've met before. I'm Aruna.

B: Hi, Aruna. Sakeena. Are you here for the Economics lecture?

A: Yes, it's my first class. you?

B: Same here. Nice

ii. Introducing yourself to the classmates

Lecturer: Good morning, everyone. Let's introduce ourselves, starting with the student seated last.

Student: Hi, I'm Prasad, a first-year student, studying I love Every day I listen to it for one hour.

iii. Meeting someone for the first time at a social event. Construct a dialogue.

Scene : At a wedding reception. Characters: Chitra and Priya.

Chitra : Hello! I'm Chitra. I don't think we've met before.

Priya : Hi, Chitra. I'm Priya. Nice to meet you. Did you meet the bride and groom?

Chitra :

Priya :

Chitra :

Priya :

Find someone in the class who...

S. No	Details	Names
1.	is from Palamuru/Medak	
2.	can sing Telugu and Hindi film songs	
3.	can play basketball	
4.	good at acting	
5.	interested in stamp and coin collection	

Table 1.2 showing the details of the friends to be gathered

READING

1.3.0 Introduction

Reading involves the ability to comprehend written texts and interpret them with insight. Improving comprehension skills is a key aspect of acquiring English language proficiency through reading. In this Unit, students are introduced to different types of Reading, like Scanning, Skimming, Extensive and Intensive Reading. Students read short poems and abridged prose pieces for meaning and apply them to their lives. This method not only helps with vocabulary and sentence construction, but it also makes students more confident in speaking. In general, integrating Reading with other skills creates a supportive space for language enhancement. Students read the poem “The Mountain and the Squirrel” by Ralph Waldo Emerson and the prose “Of Friendship” by Francis Bacon, and answer comprehension questions. They read between the lines and discuss their thoughts on the concepts. Besides, through Critical Reading, students uncover deeper meanings beyond the surface of the text.

1.3.1 Poem

Answer the following questions before reading the poem.

1. Do you think individuals sometimes erroneously judge others based on their looks, size or strength?
2. Do you think it is vital to look past those traits?
3. Scan the poem, identify and list the words or phrases that stood out to you.

1.3.1.1 About the author

Ralph Waldo Emerson (1803-1882), an American poet of remarkable insight, wrote about ideas that seek to awaken the human mind. His poem “The Mountain and the Squirrel” stands as a clear example of his careful attention to matters that often pass unnoticed. He looked upon the world with a sense of fairness, giving thought even to the smallest of living beings. In this poem, the squirrel holds meaning and serves as a reminder that nothing in nature is without worth.

Emerson believed that every form of life has its strength. Greatness does not lie in size alone. A mountain may stand tall and grand, but the squirrel, though small, brings its gift. The poem suggests that different creatures carry different skills. These must not be judged by the same measure. Instead, they should be accepted, as each has its place and purpose.

1.3.1.2 The Mountain and the Squirrel

The mountain and the squirrel
Had a quarrel,
And the former called the latter
“Little prig.”
Bun replied,

“You are doubtless very big;
 But all sorts of things and the weather
 Must be taken in together
 To make up a year
 And a sphere.
 And I think it no disgrace
 To occupy my place.
 If I’m not so large as you,
 You are not so small as I,
 And not half so spry:
 I’ll not deny you make
 A very pretty squirrel track.
 Talents differ; all is well and wisely put;
 If I cannot carry forests on my back,
 Neither can you crack a nut.”

1.3.1.3 Practice

Reading Comprehension

Have you understood the poem? Now, answer these questions:

1. What did the mountain say about the squirrel?
2. How did the mountain insult the squirrel?
3. Did the squirrel feel low when the mountain hurled an insult at it?
4. What was the squirrel’s answer to the mountain?
5. Why does the mountain feel so great?
6. What moral do you learn from the poem?
7. Who did you like better in the poem, the Mountain or the Squirrel? What made you choose that character?
8. Could you think of another animal like the squirrel?
9. Write three sentences about that animal.
10. Construct a short dialogue between the mountain and the squirrel based on the poem.

1.3.2 Prose

Answer the following questions before reading the prose.

1. What does it mean to be a friend?
2. What do you believe are the most important traits for a friendship to last?

3. Skim the first few lines of the essay. What do you think Bacon's main idea about friendship might be?

1.3.2.1 About the author

Francis Bacon (1561-1626) played a seminal role in pioneering the English Essay. He was not only a writer, but also a philosopher, a thinker with a scientific mind and a man active in public affairs. At a time when poetry and drama held the highest regard in English letters, he brought forward a new form of writing—the essay. With this, he opened a fresh path in English literature.

Through his essays, Bacon offered clear thoughts shaped by reason and careful study. He wrote with an eye to the world around him, drawing lessons from daily life and human nature. His manner of writing urged readers to think for themselves and to observe life with care. His essays do not aim to please the ear alone; they speak to the mind and they leave the reader with thoughts worth keeping. Bacon's work gave English literature a new shape, one that allowed both clarity and depth in brief prose.

1.3.2.2 Of Friendship

“Whosoever is delighted in solitude, is either a wild beast or a god:” for it is most true, that if a man has secret hatred towards society, he would be somewhat like a savage beast; but, if he has good character and is kind and affectionate towards others, he would be divine. The ancient hermits and holy fathers of the church were always alone. Of course, a crowd is not company if there is no love in it. For ordinary people, solitude is miserable, and they want true friends, without which the world is but wilderness.

A principal fruit of friendship is the ease in dealing and the affection which comes from the bottom of the heart, where feelings and ideas of all kinds can be shared. One can cut open the physical body with a knife, but it is only love and friendship that can open the heart. It is only a true friend with whom one may share griefs, joys, fears, hopes, suspicions, counsels and whatsoever lies heavy upon the heart to oppress it.

Even the great kings need true friends. Even the wisest and most polite that ever reigned need friends. But it is only time that proves who are real friends, as in the case of who thought Brutus was Caesar's bosom friend; but it was Antonius who proved to be a genuine friend and well-wisher. In history, some princes and kings had wives, sons, nephews and yet, all these could not supply the comfort of friendship.

Certainly, if a man opens up himself to his friends, one of the most admirable things happens. This communication of a man's self to his friends works in two contrary directions: it doubles the joys and cuts griefs into half. So, sharing has good benefits. It reduces sorrow and relieves the mind while increasing the happiness of collective experiences.

The second fruit of friendship is helpful in understanding people; friendship indeed makes a fairly bright day out of darkness and confusion of thoughts. By sharing, a man can see how his ideas are

when they are turned into words: finally, he becomes wiser than his old self and that can happen more by an hour's discourse than by a day's meditation. Even if the friend does not counsel him, a man learns to bring his thoughts to light. Briefly, a man relates himself to a concrete form of his ideas, instead of suffering from his confused thoughts which pass in a smother.

The light that a man receives by counsel from another is devoid of sentiments, purer and more objective than his understanding and judgment, which is ever infused and drenched in his subjective thoughts. So, as there is as much difference between the counsel that a friend gives and that a man gives himself. Reading good books of morality for advice is a little flat and dead; observing our faults in others is sometimes improper, in this case, but the best receipt is the admonition of a friend. 'A friend is another himself; for that a friend is far more than oneself.'

A person has many personal relationships that cannot change. A man cannot speak to his son but as a father; to his wife but as a husband; to his enemy but upon terms, whereas a friend may speak as the case requires and not as it suits the person. I have given the rule: a man cannot suitably play his part if he does not have a friend.

1.3.2.3 Practice

Reading Comprehension

Answer the questions given below.

1. What happens to a person who is happy in loneliness, according to Bacon?
2. What is the difference between a crowd and a trustworthy company?
3. What is one principal benefit of friendship, as mentioned by the author?
4. Do kings and monarchs need friends?
5. How can sharing with friends influence a person's joys and sorrows?
6. What is the second benefit of friendship for understanding?
7. Why is the advice of a friend considered more valuable than self-counsel?
8. How does the text describe the relationship a person has with his son, wife or an enemy?
9. What role does friendship play in allowing a person to express himself suitably?
10. Do you think Bacon believed that friendship is a luxury or a necessity? Why?

VOCABULARY

1.4.0 Introduction

Vocabulary may be understood as the collection of words that a person knows. It can be placed into two main groups: Active Vocabulary and Passive Vocabulary. The active group includes the words that people use with ease in speech and writing. These words come to mind quickly and are used often in everyday communication.

The passive group contains the words that a person recognises and understands but does not use freely. These words may appear in books, articles or formal speech and although their meanings are known, they do not usually appear in casual use. The number of words in the passive group is usually greater than that in the active one. Over time, with repeated exposure and use, some words from the passive group may move into the active group.

1.4.1 Words

A word may be described as a single, distinct Unit of meaning within a language. Learning new words is important for those who wish to express ideas clearly and form sentences that suit different situations. A wider range of words allows a speaker or writer to shape thought with greater precision, clarity, and purpose.

Words may be placed into two broad groups: Content Words and Structure Words. Content words carry the main idea. For example: in the sentence “Rakesh is an intelligent student,” the words ‘Rakesh,’ ‘intelligent,’ and ‘student’ express the main thought. These are Content Words. Even if the words ‘is’ and ‘an’ were left out, the core meaning would remain. Words such as ‘is,’ ‘are,’ ‘was,’ or ‘has’ serve another role. They belong to the group called Structure Words. These words help to form correct sentences, but they do not carry meaning on their own. Their value lies in the shape of meaning they give to the sentence as a whole.

To use a word with confidence, one must know more than its spelling or surface meaning. A fuller understanding should include its pronunciation, the different meanings it may carry, words that are close in sense (often called Synonyms), words with opposite meanings (Antonyms), its place in Grammar, how it behaves in sentences and whether it appears in set forms or expressions. In some cases, a word may change its form to serve various Parts of Speech. All these aspects matter and each plays a part in the way meaning is formed and shared.

1.4.2 Descriptive Words (known as Adjectives in Grammar)

Descriptive words help the speaker or writer to paint a clearer picture. They explain how something appears, sounds, tastes, feels or behaves. They may also tell us about its state or condition. A list of such words is given in the exercise. Students are advised to consult a good dictionary to learn how these words are pronounced, how they are used and what shades of meaning they carry.

1.4.2.1 Practice

1. Find out two Synonyms, Antonyms, Idioms and Derivatives for each word.

Read the poem “The Mountain and the Squirrel” by Ralph Waldo Emerson and observe the following descriptive words used in the poem.

- i. little – describes the squirrel
- ii. so small – refers to the squirrel’s size
- iii. so spry – describes the squirrel’s quickness and agility
- iv. very big, so large – describes the mountain’s size
- v. pretty –describes the mountain’s look

2. How would you describe a tiger using descriptive words? Discuss with your peer and construct a short description of five sentences using the following words—big, strong, fast, brave, wild.

1.4.3 Descriptive Words (Synonyms, Antonyms, Derivatives and Idioms)

Now, read the essay, “Of Friendship” by Francis Bacon and observe the descriptive words used in the essay. Here is an instance.

1. The word **delighted** appears in the essay. The word means ‘experiencing great pleasure.’

They are **delighted** at the prospect of a visit from their friends.

In this sentence, the word **delighted** is used to describe their feelings. So here it is an **Adjective**. Adjectives are used to describe how someone or something is. It modifies a Noun or a Pronoun. This sentence describes the Pronoun ‘**they**’ and how ‘**they**’ feel.

1.4.3.1 Synonyms and Antonyms

Now turn your attention to words that share a similar meaning with *delighted*. These are known as Synonyms. Words such as *gratified* and *ecstatic* carry a sense close to *delighted*, though each may suggest a slightly different degree or shade of feeling.

In daily communication, it is often necessary to use words that express the opposite of what has just been said. For example: a person might say, “He is *helpful* in different situations,” when speaking about someone. Another person, who has had a different experience with the same person, might respond saying, “No, he is *indifferent* to others’ difficulties.” In such cases, the second speaker uses a word that stands in contrast to the first. Words that express this kind of opposition in meaning are called antonyms.

An Antonym gives the sense that runs counter to the word it is set against. To continue the earlier example, the antonyms of *delighted* are *depressed* and *disheartened*. These words express feelings that lie on the other end of the emotional scale. A clear grasp of both Synonyms and Antonyms helps in choosing words with care and in shaping sentences that convey thoughts precisely.

1.4.3.2 Practice

Pick out five words from the poem Unit 1 (1.3.1, **The Mountain and the Squirrel**) and five words from the reading text of Unit 1 (1.3.2, **Of Friendship**) and give two Synonyms and two Antonyms for each word.

1.4.3.3 Derivatives

The word **delight** generates other forms, too.

Delight is a Noun and Verb; **delighted** is the Past Tense of the Verb and Adjective; **delightful** is an Adjective; **delighting** is the Present Participle and Gerund and **delightedly** is an Adverb. Gaining command of the derivations of every known word and their uses enriches the students' command of English.

1.4.3.4 Idioms

Idioms are phrases that have fixed meanings; they cannot be understood by adding the meanings of their words. They have to be taken as whole expressions that possess specific meanings.

i. Take delight in is an idiom that has the word delight in it. The idiom means **to enjoy something**.

For example: He used to **take delight in** flying kites high in the sky.

To be in a state of delight means **to be extremely happy**.

For example: She **has been in a state of delight ever since she got** her dream job.

ii. Passionate: The word **passionate** means expressing strong emotion. For example: She is **passionate** about Archaeology.

In this sentence, the word **passionate** is used to describe her feelings. So, here the word is an Adjective.

Synonyms of **passionate** are: intense, ardent

Antonyms of **passionate** are: apathetic, placid

Idioms: A **passionate plea** refers to an emotional or heartfelt request.

For example: The programme closes with a passionate plea for national Unity.

Derivatives: **Passion, passionless and passionateness** are Nouns; **passionate** is an Adjective; **passionately** is an Adverb.

iv. Genuine: The word **genuine** means real. For example: His witness and proof are **genuine**. **Genuine** is an Adjective here.

Synonyms are: authentic, original

Antonyms are: fake, counterfeit.

Derivatives are: **Genuineness** is a Noun; **genuine** is an Adjective and **genuinely** is an Adverb.

v. Admirable: Admirable means held in great respect. For example: Her dedication to her profession is admirable. Here, **admirable** is used to describe feelings. So, here it is an Adjective.

Synonyms are: praiseworthy, commendable

Antonyms are: deplorable, despicable.

Derivatives are: admirer, admirableness.

1.4.3.5 Practice

Write as many sentences as possible, mentioning their grammatical category—Synonyms, Antonyms, Derivatives and Idioms for the following words: **contrary** and **subjective**.

i. Find a Synonym for the word given in bold print. You can select from the words given below.

concrete **genuine** **delighted** **collective** **passionate**

1. The **zealous** campaigner worked tirelessly to raise awareness about animal rights.
2. His description of the incident was so **authentic** that everyone in the room felt deeply moved.
3. She was **ecstatic** upon receiving the news of her promotion.
4. The team achieved great success through their **collaborative** efforts on the project.
5. The engineer drew the **actual** plan for building the new bridge.

ii. Find an Antonym for the word given in bold print:

1. The country declared itself a **sovereign** nation, free from foreign rule
2. She needed **concrete** evidence to support her claims in the debate.
3. He gave her **genuine** Registration Papers.
4. They held **contrary** opinions on how the project should be managed.
5. The team made a **collective** decision to postpone the meeting until next week.

1.4.4 Interrogatives

In a conversation, many questions are posed to get complete information. These question words are called **Interrogative Words**. They help to gather information. Questions in English always begin with interrogative words.

Observe the following question words and their purpose:

1. **‘Who’** is used to ask a question about a person.

2. **‘What’** is used to ask about a thing, an idea, a plan or a schedule
3. **‘Where’** is used to ask about a place.
4. **‘When’** is used to ask about time
5. **‘Why’** is used to ask about the cause or reason.
6. **‘How’** is used to ask about manner or process.
7. **‘Which’** is used to ask about a choice between two or more options.
8. **‘Whose’** is used to ask about the ownership.

1.4.4.1 Practice

i. Fill in the blanks with a suitable interrogative word.

1. _____ among your classmates is your genuine friend?
2. _____ do you share your happiness and grief with?
3. _____ caused the sudden change in their blossoming friendship?
4. _____ does your friend understand you are not active today?
5. _____ is your companion considered a true friend rather than just an acquaintance?

GRAMMAR

1.5.0 Introduction

Grammar is a core component of both spoken and written communication, shaping the way ideas are expressed. Whether communicating through speech or writing, we rely on Grammar to ensure our messages are clear and understood. Often, students are unaware that they naturally follow Grammar rules when using English. To improve their communication skills, they must gain a deeper understanding of grammatical structures, correctly use parts of speech, and form sentences that are clear and in the appropriate tense. In this Unit, students will learn to break sentences down into their basic parts, such as Nouns, Verbs, Adjectives, Adverbs and more. Through regular practice, they will become more confident and accurate in using English in real-life situations.

1.5.1 The English Sentence

In English, as in many other languages, a sentence typically consists of two main parts: the action and the person or thing that acts. The doer of the action is known as the Subject and the action itself is known as the Verb. These two elements form the core of a well-formed English sentence.

In some languages, such as Telugu, a sentence may appear complete even without a Verb. For instance, expressions like “నవీన్ మంచి విద్యార్థి” or “రమేష్ పొడవాటి అబ్బాయి” in Telugu may be understood as full statements. However, in English, such expressions remain incomplete unless a Verb is included. The correct English forms would be “Naveen is a good student” and “Ramesh is a tall boy.” Without the Verb ‘is’, the sentence lacks the structure that English requires. The Article ‘a’ also plays a part in shaping the sentence correctly.

In English, a sentence may at times omit the Subject-especially in instructions or informal exchanges-but it cannot stand without a Verb. The Verb is central to the sentence and its form must match the time at which the action takes place. For this reason, a precise knowledge of Verbs and their changes through time is essential. Such knowledge allows a speaker or a writer to use English with both correctness and clarity.

1.5.2 Parts of English Speech

Now, observe this Paragraph from the reading passage “Of Friendship” by Francis Bacon.

“Certainly, if a man opens up himself to his friends, one of the most admirable things happens. This communication of a man’s self to his friends works in two contrary directions: it doubles the joys and cuts griefs into half. So, sharing has good benefits. It reduces sorrow and relieves the mind while increasing the happiness of collective experiences.”

Verbs express the core action or state of being of the subject.

In this Paragraph, the **Verbs** are *opens, happen, works, doubles, cuts, has, reduces, relieves*.

For example: In the sentence, “It doubles the joys...It reduces sorrow.”

Here, Bacon explains how joy is multiplied and sorrow is reduced.

Nouns are the words used to identify people, place, animal, thing or feelings. In this Paragraph, Bacon talks about man and his communication with friends. In the Paragraph, *man, friends, things, communication, self, directions, joys, griefs, benefits, sorrow, mind, happiness, and experiences* are Nouns.

The **Pronouns** in the Paragraph are *himself, one, this, it*. Pronouns are used to replace Nouns in sentences to avoid repetition.

The **Adjectives** in the Paragraph are *admirable, contrary, good, and collective*. Adjectives are used to modify a Noun or a Pronoun. Here he uses the Adjective, admirable to qualify the noun ‘things.’

Articles *a, the* are found in the Paragraph.

The **Conjunctions** *and, so, and while* are used to connect words, phrases and clauses. In the Paragraph the conjunction, ‘and’ connects the phrases ‘it doubles the joys’ and ‘cuts griefs into half.’

The **Prepositions** *to, of, in, and into* show the relationship between Noun and other words in the sentences.

The Paragraph begins with an **Adverb** *certainly*. In the Paragraph, it reinforces the action, ‘open up.’

Now, let us recapitulate the **Parts of Speech** that you have studied in your school and junior college.

1.5.2.1 Main and Helping Verbs

Verbs form the heart of English sentences. In this language, a sentence cannot be complete without a Verb. Although the subject may at times be left out, the verb must always be present. This is evident in commands or warnings. For example: *Do not ignore traffic rules! Stop smoking!* In these sentences, the subject ‘you’ does not appear, yet the meaning remains clear and complete. The Verb carries the weight of the sentence.

i. Kinds of Verbs in English

Verbs in English fall into two broad groups: **Main Verbs** and **Helping Verbs**. The Main Verb expresses the action or the state. It gives the sentence its meaning. The Helping Verb supports the Main Verb. It indicates when the action takes place and sometimes specifies the number or form of the subject.

In everyday speech, the Main Verb receives more weight in pronunciation, while the Helping Verb is spoken with less strength. Consider the following examples: *The children are playing in the park. Their parents are watching them.* In these sentences, the word *are* serves as the Helping Verb. It supports the Main Verbs ‘playing’ and ‘watching’, which express the actions taking place.

A clear understanding of both types of Verbs is necessary for anyone who wishes to form correct and complete sentences in English.

1.5.2.2 Practice

Mark the Helping and Main Verbs in the following sentences

1. He is tall. He is growing tall.
2. They are in college. They are preparing for exams.
3. She did her work. She did complete her work.
4. He has two sisters. He has helped his sister with her studies.
5. She sings melodiously. She has sung melodiously.

ii. The Verbs *Be*, *Do* and *Have*

The Verbs *be*, *do* and *have* hold a central place in English for two main reasons. First, they appear more often than most other Verbs. Second, each of them can serve two roles. They may stand on their own as Main Verbs or they may work alongside other Verbs to give shape to different expressions of time and form.

The verb '*be*' takes several forms, depending on the Subject and the Tense. These forms include '*am*', '*is*', '*are*', '*was*' and '*were*'. All of these belong to the same Verb group.

In much the same way, the Verb '*do*' appears as '*do*', '*does*' and '*did*'.

The verb '*have*' takes the forms '*have*', '*has*' and '*had*'. Each of these forms may act as a Main Verb.

A sound grasp of these three Verbs, in all their forms and uses, is essential for anyone who wishes to speak or write English with care and accuracy. Look at the following Table:

First Person	Singular	I	Present	Past
			am	was
Second Person	Plural	We	are	were
	Singular	You	are	were
Third Person	Plural	You	are	were
	Singular	he/she/it	is	was
Third Person	Plural	They	are	were
	Singular	he/she/it	is	was

Table 1.3 showing the forms of 'be'

iii. The Four forms of the Main Verb

Main Verbs in English appear in four basic forms. Each form serves a clear purpose and is used in particular kinds of sentences. The **Simple Present** form is used when speaking about actions that occur repeatedly or about actions that take place in the present or are general truths. The **Present Participle** form ends in *-ing*. It is used when the action continues for an extended period. This form always appears with a Helping Verb. The **Simple Past** form is used for actions that took place in the past and are now complete. The **Past Participle** form is used in more than one way. It is used when the action has just been completed.

iv. Types of Verbs

There are two types of Verbs. The first is **Regular** and the other is **Irregular**. Further, the Irregular Verbs are classified into three more types. The **Regular Verbs** have the same form for both Past and Past Participle uses. For example: talk, talked, talked; study, studied, studied

Irregular Verbs are of three types. In the first type of Irregular Verbs, the Present and Past Participle have the same form. For example: run, ran, run; become, became, become.

In the second type of Irregular Verbs, all three Verb forms are different. For example: speak, spoke, spoken; go, went, gone; know, knew, known; ring, rang, rung; rise, rose, risen; take, took, taken; write, wrote, written; drink, drank, drunk; mistake, mistook, mistaken.

In the third type of Irregular Verbs, all three Verb forms have the same form. For example: beat, beat, beat; fit, fit, fit; put, put, put. Some more are: bet, cast, cost, hit, hurt, let, quit, set, shed, shut.

Simple Present	Present Participle	Simple Past	Past Participle (used with 'have' form)	Type of Verb
1. walk	Walking	walked	walked	regular
2. play	Playing	played	played	regular
2. come	Coming	Came	come	irregular
3. write	Writing	Wrote	written	irregular
4. cut	Cutting	Cut	cut	irregular

Table 1.4 showing the four forms of Verbs

1.5.2.3 Practice

Here is a list of the Verbs from the poem, “**The Mountain and the Squirrel.**” Mark the Verbs as **Regular** or **Irregular**.

Simple Present	Present Participle	Simple Past	Past Participle (used with ‘have’ form)	Type of Verb
1. call	Calling	called	Called	regular
2. take	Taking	Took	Taken	irregular
3. make	Making	made	Made	
4. think	Thinking	thought	Thought	
5. put				

Table 1.5 showing the four forms of Verbs

In addition to Verbs, English sentences contain other word groups that give shape, detail and balance to expression. These include Nouns, Pronouns, Adjectives, Adverbs and Articles. Alongside these, one must also learn the use of Prepositions, Conjunctions and Interjections. Each of these plays a part in both written and spoken English. Their use must be learnt with care, so that speech and writing may be both correct and precise.

1.5.3 Nouns

Read the following sentences and observe how Nouns are used in these sentences:

1. **Desai** is a wealthy **man**.
2. **Hyderabad** is a beautiful **city**.
3. **Dogs** bark at **strangers**.
4. This **table** is strong.

The above sentences contain the names of a person, a place, an animal, a thing or a feeling. These are called Nouns in Grammar. There are two types of Nouns: Proper Nouns, which stand for specific persons and places and Common Nouns used for people, places, animals and things as a class without much specification. **Desai** and **Hyderabad** are Proper Nouns because they are names of a particular person and place. **A man, a city, dogs, strangers and a table are Common Nouns.**

Common Nouns are further categorised into **Concrete Nouns**, **Abstract Nouns** and **Collective Nouns**.

Types of Nouns in English

Concrete Nouns name things that can be seen and touched. **Abstract Nouns** refer to things that cannot be seen or touched, such as ideas, qualities or feelings. **Collective Nouns** refer to groups seen as single Units. Two more types of Nouns may be added here. Both fall under the broader group known as **Common Nouns**. One of them is the **Compound Noun**, which is formed by joining two or more words. The other is the **Gender-specific Noun**, which shows whether

something is male or female. There is also a kind of noun formed from a verb. When *-ing* is added to the verb, the new word may act as a noun. This is called a **Gerund**. Among all these Nouns, some can be counted. These are **Countable Nouns**. Others cannot be counted but can be measured by amount or volume. These are **Non-countable Nouns**. Examples for each group appear below.

Proper Nouns: Hari, Delhi, Tommy and Mona Lisa (Painting). These are specific names.

Common Nouns: boy, city, tiger, window and the like. These are commonly seen and used for their kind.

Concrete Nouns: house, mountain, river, zoo etc. These can be seen and are commonly used.

Abstract Nouns: kindness, concept, comfort, beauty, death, life, idea etc. These cannot be seen.

Collective Nouns: team, gang, choir, fleet, herd, bunch, group, crowd and the like. These are used for groups.

Compound Nouns: mother-in-law, brother-in-law, bus-stop, coffee-shop and the like. Two or more words together.

Gender-specific Nouns: lady-lord, boy-girl, waiter-waitress, host-hostess, cow-bull, man-woman, etc.

Gerunds: singing, talking, thinking, swimming, painting, building, dancing, drawing etc., used as Nouns.

Non-Countable Nouns: milk, water, gold, copper, wisdom, knowledge, elegance, beauty, poetry, etc.

Countable Nouns: coins, notes, robots, computers, villas, apartments, books, poems, novels etc.

Common Abstract Nouns: All ideas, qualities and feelings, which cannot be seen, are Abstract Nouns.

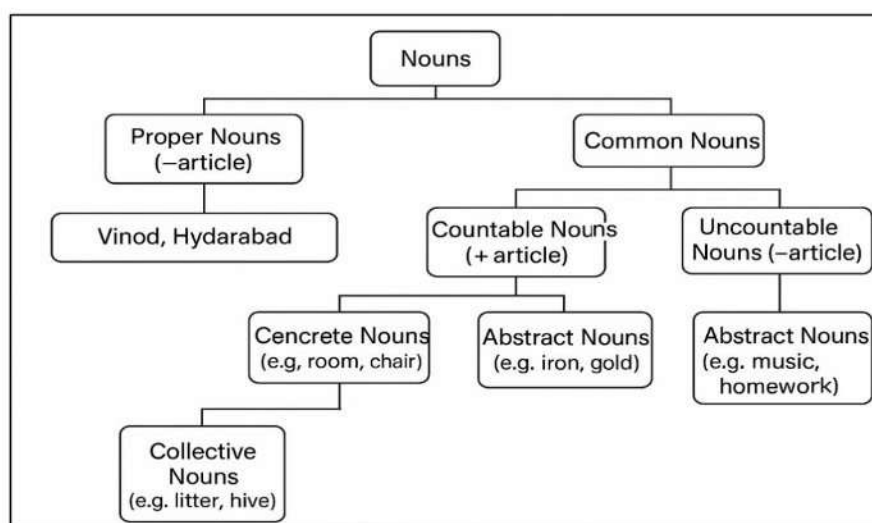


Chart 1.1 showing the kinds of Nouns

Note: Proper Nouns and Common Uncountable Nouns do not take Articles. Common Countable Nouns take Articles. But all Nouns can function as Subjects and Objects in sentences.

A clue to locate Nouns: Words which end in these suffixes are all Nouns: **-hood, -dom, -ness, -y, -ation, -ion, -ity, -ment, -ance and -ence.**

Note some examples: childhood, boyhood, motherhood, etc.

1.5.3.1 Practice

Fill in the Blanks: Types of Nouns

Instructions: Fill in the blanks with a Noun from the word bank given below. Each blank corresponds to a specific type of Noun (e.g., Common, Proper, Abstract, Collective, or Concrete).

Word Bank: Mountain, Squirrel, quarrel, track, Himalayas, talents, forest, disgrace, grove

1. “You are doubtless very big,” said the squirrel to the _____ (Common Noun).
2. The _____ (Proper Noun) and the squirrel quarrelled.
3. “I think it no _____ (Abstract Noun) to occupy my place.”
4. “I’ll not deny you make a very pretty squirrel _____ (Concrete Noun).”
5. “If I cannot carry _____ (Collective Noun) on my back...”

1.5.4 Articles

Articles are always associated with Nouns. There are two kinds of Articles in English: The Definite Article and The Indefinite Article. The Definite Article *the* is used before Nouns that are already known or have been mentioned earlier. The Indefinite Articles *a* and *an* are used before Singular Nouns that are not known beforehand to the reader or listener.

Consider the following examples:

1. *Mother consoled the crying child.*
2. *The Sun and the Moon are celestial entities.*

In the first sentence, the word *child* is introduced with the Definite Article *the* because it refers to a particular child understood in that context. In the second sentence, *Sun* and *Moon* also take the Definite Article because they are not only familiar but also unique. Certain natural features-such as mountain ranges, rivers, deserts, monuments and the epics-always take the definite article *the*. Examples include: *the Alps, the Ganges, the Sahara, the Golconda Fort, the Ramayana*, the Bible, the Quran and *the Mahabharata*. Indefinite Articles are used before Singular, Countable, Common Nouns. When the Noun begins with a consonant sound, *a* is used. *An* is used when the Noun begins with a vowel sound.

For example: **a** book, **a** pen, **a** jungle etc. Similarly, **an** ant, **an** expert, **an** ink pot, **an** owl and **an** umbrella.

‘*A* lion bounces on *an* elephant deceptively from behind.’ *A* is used here before **lion**, which is singular in number and commences with a consonant sound; *An* is used before the **elephant** as it is a singular Common Noun which begins with a vowel sound ‘e.’ (**a, e, i, o, u** are vowels).

For example: an **ant**, an **expert**, an **ink** pot, an **owl** and **an** umbrella.

Note: i. Sometimes a word beginning with a vowel has the sound of a consonant. Then **a** is used instead of **an**. For example: **a** European, **a** university. Some words have a silent consonant at the beginning and take the indefinite article ‘**an**’. For example: **an** hour, **an** honest man, **an** honorary post etc.

ii. It should be noted that not all Nouns take Articles. Proper Nouns, when they refer to the specific names of people or places, are not used with articles. This means that, in most cases, no article appears before the names of persons or geographical locations. However, when referring to certain natural features-such as mountain ranges, rivers, planets or well-known monuments-the definite article **the** is used. For example: **the** Golkonda Fort, **the** Ganges, **the** Himalayas, **the** Sun, **the** Taj Mahal. The article signals that the object or place is known and stands apart from others of its kind.

1.5.4.1 Practice

Instructions: Fill in the blanks with the correct Article (a, an, or the).

1. Brutus was believed to be ____ bosom friend of Caesar.
2. Sharing griefs and joys is ____ admirable thing.
3. Even ____ greatest kings need true friends.
4. Friendship is ____ union of souls, where hearts speak without words and burdens are shared in silence.
5. A true friend can fill ____ empty mind with wisdom, hope, and new ideas.

1.5.5 Adjectives

Adjectives are words that give more details about Nouns and Pronouns. They are used only with Nouns and Pronouns. Their purpose is to add meaning by expressing a quality, state or attribute. They describe or limit the Noun or Pronoun in some manner. For example: *AI is highly useful in the digital world.* In this sentence, *useful* adds meaning to the Noun *AI* and *digital* adds meaning to the Noun *world*. Both the words are Adjectives. In most cases, an Adjective is placed before the Noun it describes. Examples include: *a beautiful garden, a sweet song, an honest reply and a cold morning.*

When the Verb in the sentence is not complete without further detail, the Adjective comes after the Verb. For example: *He is **tall**.* *The plan seems **possible**.* In both the cases, the Adjective completes the meaning by describing the subject. An Adjective can also take the role of a Noun when the article *the* is placed before it and the Noun it describes is left out. In such constructions, the Adjective stands in place of both the describing word and the Noun it would qualify.

1.5.5.1 Practice

Fill in the blanks with appropriate **Adjectives** from the **word bank** below.

Word Bank: lonely true wise wild divine miserable affectionate concrete objective genuine

1. Whosoever delights in solitude is either a _____ beast or a _____ being.
2. For ordinary people, solitude is often _____, and they long for _____ friends.
3. A crowd is not company if there is no _____ connection within it.
4. Even the _____ and most _____ kings needed companionship.
5. It is only time that proves who is a _____ friend.

1.5.6 Adverbs

Adverbs add further meaning to Verbs, Adjectives and other Adverbs. Their purpose is to express manner, degree, time, frequency or place, among other details. They shape the sentence by giving it greater clarity or depth. Consider the following examples: *Abraham Lincoln's personality was greatly appreciated by everybody. He was extremely kind towards the poor. He used to speak very well. His speeches remain highly popular among the people.* In the first sentence, the word 'greatly' adds meaning to the verb 'appreciated.' In the second, 'extremely' gives more weight to the Adjective 'kind.' In the third, 'very' modifies the Adverb 'well'. In the fourth, 'highly' strengthens the meaning of the Adjective 'popular.' Each of these Adverbs plays a clear part in shaping the sentence. The choice of Adverb affects both tone and emphasis.

1.5.6.1 Practice

Fill in the blanks with the appropriate **Adverb** from the **word bank** to complete each sentence meaningfully.

Word Bank

truly deeply often wisely certainly openly finally genuinely ever briefly

1. Whosoever is delighted in solitude is either a wild beast or a god, because one who avoids people is not _____ social.
2. A person who loves others and behaves kindly is _____ admired.
3. The ancient hermits and holy men lived _____ in solitude.
4. True friends allow you to speak _____, without fear of judgment.
5. Friendship _____ helps people share griefs, joys, hopes, and fears.

1.5.7 Pronouns

Pronouns take the place of Nouns to avoid repeating the same Noun too often. This helps to keep the sentence clear and avoids unnecessary repetition. Consider the following example: Rajiv

Gandhi became the Prime Minister following the assassination of Indira Gandhi. He was campaigning during the subsequent general election in 1990. Sadly, he too lost his life in a bomb blast in Tamil Nadu.

In the first sentence, the name Rajiv Gandhi is used in full. In the following sentences, the Pronoun he refers back to him. This is a necessary feature of written and spoken English. A Pronoun is usually used after the Noun it replaces. The words I, we, you, he, she, it and they are subject Pronouns. They are used when the Pronoun is the Subject of the sentence. The Object forms of these Pronouns are: me, us, you, him, her, it and them. These appear when the Pronoun receives the action of the Verb.

Pronouns can also show possession. These are called Possessive Pronouns. The forms are: *mine, ours, yours, his, hers, its* and *theirs*. Each of these stands on its own and shows who owns or holds something. It is also helpful to note the possessive Adjectives. These are: *my, our, your, his, her, its* and *their*. These come before a Noun and are used to show belonging. For example: *my book, her voice, their house*. Subject Pronouns, Object Pronouns, Possessive Pronouns and Possessive Adjectives each have their place in a sentence. Their correct use depends on the role they play in relation to a Verb and a Noun.

		Subjective Pronouns	Objective Pronouns	Possessive Pronouns	Possessive Adjectives
First Person	Singular	I	me	mine	my
	Plural	We	us	ours	our
Second Person	Singular	You	you	yours	your
	Plural	You	you	yours	your
Third Person	Singular	he/she/it	him/ her/ it	his/ hers/ its	his/ her/ its
	Plural	They	them	theirs	their

Table 1.6 showing the Pronouns and Possessive Adjectives

Note: The Possessive Pronoun and Possessive Adjective of each person look alike, but there is a minute difference.

As a Pronoun is used for a person, the Possessive Pronoun contains both the noun and the personal word. But, if it is a Possessive Adjective, the noun has to follow it. See the following examples:

This shirt is **mine**. / This is **my** shirt. (PP, PA) This house is not **ours**. / This is **their** house. (PP, PA)

Is this **yours**? / Is this **your** car? (PP, PA) This is not **hers**. / This is not **her** book. (PP, PA)

This laptop is **his**, not **yours**. (PP, PP) This is **his** laptop, not **your** laptop. (PA, PA)

Observe the above sentences. When a Possessive Pronoun is used, the Noun is not used; but when a Possessive Adjective is used, its corresponding Noun has to follow.

1.5.7.1 Practice

Fill in the blanks with the correct **Pronoun** from the **word bank** to complete each sentence meaningfully.

Word Bank

he she it they you I we me him us them

1. The mountain and the squirrel had a quarrel because _____ both thought they were more important.
2. The mountain mocked the squirrel, but _____ quickly replied.
3. “Neither can _____ crack a nut,” the squirrel added.
4. “Talents differ,” the squirrel told the mountain, “but all of _____ have our place.”
5. The squirrel proved that size alone does not make _____ more useful.

1.5.8 Prepositions

Prepositions are used to create relationships among the Nouns in a sentence. A Preposition is placed before the Noun that it is related to (pre -position). For example: The gift is **in** the box. The box is **on** the table. Please walk **into** the room and take the gift **out of** the box.

The prepositions **in, on, into and out of** are used between two Nouns in each sentence and create a relationship between them. **Out of** is a phrasal Preposition.

Phrasal Prepositional Verbs: Prepositions play an important role when used with Verbs such as call, get, give, look, see, put and take. One example with ‘call’ is demonstrated here:

1. call around – to phone several people to get information or some help
2. call away – to ask someone to stop doing something and attend to some other work
3. call back – respond to a call
4. call down – to scold or criticise someone who is a subordinate
5. call for – to demand something
6. call in – to phone somebody to report something
7. call off – to cancel or stall something (like a strike/ protest)
8. call on – to visit someone
9. call out – to shout to attract the attention of somebody
10. call through – to connect a phone call to someone else
11. call over – to ask someone to come closer
12. call up – to phone someone

Note: Prepositional Phrasal Verbs should be mastered, as these small prepositions have the potential to change the entire meaning of the expression. For example: simple prepositions used with the Verb ‘pass’ could give dangerously different meanings. For example: ‘pass by’ means **to go away** without stopping and ‘pass away’ means **to die**. Therefore, attention is required when using these brief English expressions.

Examples: He just passed by and I didn’t notice, (I missed him.) He passed away yesterday. (He died.)

1.5.8.1 Practice

Find a list of common **Prepositional Phrasal Verbs** that can be made using the verbs **carry, make, take, put, and think**, along with their meanings.

1.5.9 Conjunctions

Conjunctions are used between two words, two Phrases or two Clauses of equal status in a sentence.

1. He went to the stationery shop and bought some pencils, pens, erasers, a sharpener **and** some paper for his daughter. (**And** is used between the last two items, the sharpener and some paper)
2. You can travel by road **or** by train. (**Or** is used between the phrases ‘by road’ and ‘by train’.)
3. He ordered his spicy meal **and** some cool drinks. (**And** is used between the phrases spicy meal and some cool drinks.)
4. She is poor, **yet** she is happy. (**Yet** is used between to connect two clauses.)
5. The old man is sick **but** refuses to see the doctor. (**But** is used to connect two clauses.)

1.5.9.1 Practice

Fill in the blanks with suitable Conjunctions.

1. Whosoever is delighted in solitude is either a wild beast _____ a god.
2. The ancient hermits lived alone, _____ they were full of spiritual wisdom.
3. Friendship helps one share joys _____ divide griefs.
4. Even kings need true friends, _____ they appear powerful and complete.
5. You can cut open the body with a knife, _____ only love can open the heart.

1.5.10 Interjections

These are expressions of sudden joy or sorrow. They use the expressions, **Hurrah, hello, alas, my God**. For example: Thank God! We reached the station on time. Hello! What brings you here?

1.5.10.1 Practice

Read each sentence carefully and underline the Interjection in each.

1. *Oh!* I may be small, but I'm clever and quick.
2. *Hmph!* You think being big makes you better than me?
3. *Ha!* I can crack a nut - can you do that?
4. *Wow!* You carry forests, but I carry fun and wit.
5. *Hey!* Don't forget that talents differ.

1.5.11 Types of Sentences

Based on the context and tone used to utter them, sentences are divided into four different types.

i. Declarative Sentences: Uttering a simple fact followed by a full stop at the end is called a **Declarative Sentence**. For example: The scientist discovered a new cough medicine. People are curious to know about it.

These are simple statements of facts.

ii. Imperative Sentences: When emphasis is added or a command or an order is given, it is called an **Imperative Sentence**. For example: '**Don't** leave! **Wait** till the officer arrives. **Put** the gun **down!** Or I will shoot you.' These are emotional utterances expressing emphatic orders.

iii. Exclamatory Sentences: These are expressed out of a sudden feeling of joy or sorrow. For example:

Wow! India won the match. **Oh my God!** The death toll in the plane crash is increasing.

iv. Interrogative Sentences

These are most frequently used in daily conversations. To enquire about something or to seek some information, these are uttered in a polite tone. A question mark is used at the end.

For example: How can I help you? Is the pandemic spreading fast?

Sentence 1 questions about the need of the visitor. Sentence 2 expresses a feeling of fear.

Both are used to get some information from the other person. These utterances should always be delivered in a highly polite tone.

1.5.12 Questioning Strategies

Questions are used to seek information and so they appear often in everyday speech. Whether the setting is public or private, the manner of speaking should remain courteous. Politeness in questioning is not only a matter of social custom but also a way to keep the exchange open and steady.

Questions could be of two types: information-seeking questions and information-gathering questions.

i. The first type of question is called a Yes/No type of question. For example:

1. Are you a student? Yes, I am.
2. Have you registered yourself at the office? No, Madam, now I will.

These questions are asked to seek some information and the answers are brief. The answers begin with a 'Yes' or 'No' as the context suits.

- i. The second type of questions is called Wh-type, which begins with a wh-word and expects complete information from the answer. For example:

When are you leaving for America? I'm going on the 16th on a late-night flight.

How will you manage your expenses there? I'll take up a part-time job, Ma'am.

iii. Personal Questions: Questions about individual life are asked indirectly in the form of statements. Because there is no compulsion to answer the indirect questions, one can keep silent. To ask an Indirect question, the following expressions are used: I think, I feel, I suppose, I believe, I hope, I surmise, I thought, I'm afraid Observe the following indirect questions.

1. I hope your husband is not drunk. 2. You are not married, I suppose. 3. You have done well, I think.

iv. Question Tags: In the context where the answer is known and the question is asked to get it confirmed, the Tag Question is added to the statement. The Helping Verb and the Pronoun used in the sentence are repeated in the Question tag.

For example: You cannot swim, can you? You don't smoke, do you?

You have completed your work, haven't you? He has passed the test, hasn't he?

Note 1: If the statement is positive, the tag is in the negative; and if the statement is negative, the tag is in the positive form. For example: She can speak French, can't she? He cannot leave now, can he?

Note 2: If there is a Proper Noun, its corresponding Pronoun is used.

Balu has completed his course, hasn't **he**? **Ratna** couldn't run fast, could **she**?

Note 3: If there is no Helping Verb, a suitable Helping Verb has to be used in the Tag Question.

Gopal **teaches** effectively, **doesn't** he? Karuna **sang** melodiously, **didn't** she?

1.5.12.1 Practice

Fill in the blanks with suitable Question Tags.

1. Talents do differ, _____?
2. The mountain can't crack a nut, _____?
3. The squirrel was not afraid to reply, _____?
4. You are very big, _____?
5. The squirrel does not feel inferior to the mountain, _____?

6. We must consider everything together, _____?
7. They acknowledged their differences, _____?
8. Let us respect each other's talents, _____?
9. The mountain called the squirrel a "Little Prig", _____?
10. Both the mountain and the squirrel are important in their own way, _____?

WRITING

1.6.0 Introduction

Among all the ways in which people share thoughts, writing stands out as one of the most intricate. It brings together various skills—reading, thinking, organising, and expressing—and in doing so, becomes a powerful means of both learning and saying something with clarity. It helps writers arrange thoughts, put them in order, and share them with others in a lasting form. Once thoughts are written down, they take on a permanence that speech cannot offer. For this reason, learning how to write well is not just helpful; it is necessary.

Writing well calls for the confident use of English at a higher level. It demands a clear understanding of how the language works and how to apply that understanding in written form. In this Unit, students will begin to refine their writing, gradually, step by step. The first step involves learning how to bring ideas together—how to make one sentence lead naturally into the next, so that the writing feels smooth and connected. This is the basis of a well-formed Paragraph. Later, students will write about matters of interest and meaning, such as a hobby that brings peace of mind or someone they admire. The majority of assessments will be written, asking students to express what they have grasped through clear and ordered writing.

1.6.1 Bringing Ideas Together Through Sentences

Learning to combine sentences is one of the most important steps in developing a confident style of writing. It allows the writer to take simple, separate thoughts and turn them into something more complete and precise. But joining sentences is not merely about putting words together; it also involves careful attention to the shape and rhythm of language. This includes knowing how to use clauses, full sentences, and the right connecting words in order to express the intended meaning clearly.

When two ideas are linked, more is being done than placing them side by side—what is being shown is how they relate. One idea might lead to another, stand in contrast to it, support it, or follow from it in time. By drawing these connections clearly, the writer helps the reader follow the line of thought without confusion. Instead of giving a list of disconnected sentences, the writer shapes a more thoughtful and layered piece of writing—one that holds the reader's attention and makes the meaning easier to take in.

The methods used for joining ideas depend on the relationship being shown. Words such as *and*, *but*, *so*, and *or* help to connect thoughts directly. Others—such as *however*, *therefore*, or *meanwhile*—help to show change, consequence, or time. Prepositions can also be useful, as can punctuation marks like colons and semicolons, which quietly signal shifts or links between parts of a sentence. When used with care, these tools make writing not only clearer but also more thoughtful. They help the reader follow the path of reasoning—and in doing so, they reduce the chance of confusion that often arises when ideas are left floating on their own.

1.6.1.1 Examples of joining ideas

1. **Addition:** I am a well-known dancer and I am also a recipient of the ‘Best Singer’ award in college.
2. **Contrast:** I am good at Chemistry, but I couldn’t get a seat in the Chemical Technology Course.
3. **Cause and Effect:** I fell sick, so I cancelled my trip to Kashmir.
4. **Choice/Alternative:** I could join a university or an IIT, as a lecturer, with my Ph.D. in Technology.
5. **Condition:** If you want to pursue medicine, you should take the biology group at the Intermediate level.
6. **Sequence/Time:** First, put the Immersion Heater in the water bucket, then switch on the electricity.
7. **Comparison:** An old man falters in his speech just as a child of two years.
8. **Elaboration/Explanation:** I was tired; I had to walk up the steps on a hill to reach the temple.
9. **Purpose:** I went to the Bank to apply for a housing loan.
10. **Emphasis/Qualification:** Very challenging questions were posed to me in the interview; nevertheless, I was selected.

1.6.1.2 Practice

i. Jumbled sentences about traveling by ship are given below. Rearrange them to form a meaningful Paragraph.

1. Passengers can relax, spend time with family, meet new people and explore unfamiliar ports.
2. A sea voyage is a unique experience that satisfies the human desire to explore the unknown.
3. Many people enjoy traveling by ship because it offers comfort, peace and a sense of adventure.
4. The calm surroundings and the chance to discover new places bring joy and lasting memories.
5. The wide views of the sea, stunning sunrises and sunsets and glimpses of sea creatures like dolphins make the journey exciting.

A healthy hobby

Hobbies are like good friends that keep you company, engaging your mind and keeping your interest alive, especially when you're alone. Engaging in activities you enjoy, such as games and sports, helps both your body and mind. This is particularly important for young people who go to

school and work. Indoor games, such as chess, sharpen your thinking skills, while active sports, like running, help you build a strong body and allow you to enjoy the fresh air and sunshine. Together, these activities promote calmness, reduce stress and sustain endurance in the face of challenges. Ultimately, having hobbies contributes to personal growth. Thus, hobbies not only improve society in general but also help people of all ages lead calm and happy lives.

a. Summarisation and finding keywords

Read the above Paragraph carefully. Then, write a one-sentence summary of the main idea in your own words. After that, list three to five keywords or phrases from the Paragraph that are essential to its meaning.

b. Sentence combining

Take the following pairs of sentences from the Paragraph and combine each pair into a single, more concise sentence without losing any important information.

1. Hobbies are like good friends that keep you company. They engage your mind and keep your interest alive, especially when you are alone.
2. Indoor games, like chess, sharpen your thinking skills. Active sports, such as running, help you build a strong body and allow you to enjoy fresh air and sunshine.

c. Adding detail and specificity

Choose one of the following sentences from the Paragraph. Rewrite it, adding more specific details or examples to make it more vivid or informative.

1. “Engaging in activities you enjoy, such as games and sports, helps both your body and mind.”
2. “Together, these activities promote calmness, reduce stress and sustain endurance in the face of challenges.”

To master the process of synthesising sentences, one must first know the different types of sentences. The English Sentences are of four types: Simple, Compound, Complex, and Compound-Complex sentences. Observe their structure.

1.6.1 Types of Sentences: Simple, Complex and Compound Sentences

The English language consists of three primary elements in its structure: Words, Phrases and Clauses. A *Word* carries a single meaning and stands alone. It cannot be broken down into smaller parts without losing its sense. A *Phrase* is a group of words that does not contain a Verb. For this reason, it does not express a complete thought. Its meaning remains partial and depends on further context. A *Clause* contains both a Subject and a Verb. It represents a whole idea and can often stand as a sentence on its own. Consider the following examples: *Sky* and *blue* are words. Each has one clear meaning. *In the sky* is a Phrase. It contains three words but lacks a Verb, so it does not express a whole idea. *The sky is blue* is a Clause. It has a Subject (*sky*) and a Verb (*is*) and it

offers a complete meaning. A Clause may stand alone or it may join with another clause to form a longer sentence. In English, every sentence is made up of at least one Clause.

Observe the following sentences:

1. The sky **is** blue.
2. In the blue sky, there are numerous stars and they **twinkle**.
3. The starry night with a full Moon **impacts** emotions, **brightens** the moods and **lifts** the spirits.
4. The stars and the Moon, which **shine** brightly in the sky, **shed** light on the Earth.
5. The stars and the Moon, which shine brightly in the sky, shed light on the Earth, cool down the atmosphere and **make** the ambience pleasant.

Simple Sentence: Sentence 1, ‘The sky is blue,’ has one Verb: **is**. A sentence that has one Verb is a **Simple Sentence**.

Compound Sentence: Sentence 2 has two Verbs, **are** and **twinkle**. This sentence has two Verbs, which can make this one sentence into two independent clauses: ‘In the blue sky there are numerous stars.’ ‘And they twinkle.’ Both these sentences are complete and independent. A sentence that has two independent clauses is called a **Compound Sentence**.

Sentence 3 has three Verbs, which means it consists of three clauses. If the subject is provided, each of these Verbs could become independent sentences.’ ‘The starry night with a full moon impacts emotions’, ‘They brighten the moods’, ‘They lift the spirits.’ As this sentence has three independent clauses, it is also a **Compound Sentence**.

Complex Sentence: Sentence 4 has two Verbs: ‘The stars and the Moon shed light on the Earth,’ and ‘which **shine** brightly in the sky.’ A sentence that has an independent clause and one or more dependent clauses is called a **Complex Sentence**.

Compound-Complex Sentence: Sentence 5 contains four clauses—three of these are independent and one is dependent. A sentence that includes two or more independent clauses along with at least one dependent clause is called a *compound-complex sentence*. Consider the following examples: *The stars and the Moon shed light on the Earth. The stars and the Moon cool down the atmosphere. The stars and the Moon make the ambience pleasant.* Each of these is an independent clause. It carries a subject and a Verb and expresses a complete thought. Now consider this clause: *Which shine brightly in the sky.* This clause cannot stand on its own. It depends on another clause for its meaning and is therefore known as a *dependent clause*. In Sentence 5, three clauses are independent and one is dependent. A dependent clause must be joined to an independent clause to complete its meaning.

To bring clarity and balance to writing, these three types of sentences—Simple, Compound and Complex—should be combined with thought and care. The act of joining two or more sentences into one is called *sentence synthesis*. Before this can be done, one must understand the nature of

the connectors involved. These are called *Conjunctions*. Among Conjunctions, some are coordinating and others are subordinating. *Coordinating Conjunctions* join two or more independent clauses. Examples include *and, but, or, nor, for, yet* and *so*. *Subordinating Conjunctions* connect a dependent clause to an independent clause. Examples include *because, although, since, when* and *if*. A clear understanding of these connections helps in forming balanced and well-shaped sentences.

Observe the difference between the following two sentences:

1. As long as he **is** jobless, you have to **support** him.
2. He **is** jobless and you have to **support** him.

Sentence 1 has two clauses, as there are two Verbs: **is** and **support**. It is a Complex sentence as one clause is dependent.

As long as he is jobless – This clause is incomplete, as what happens if **he is jobless** is not stated. It becomes incomplete as a subordinate Conjunction **as long as** connects the two sentences. **You have to support him** is an independent clause, as the message is complete. Hence, this is a **Complex sentence** with one main clause and one subordinate clause connected by a subordinating Conjunction.

Now read Sentence 2. It also has two clauses, but when they are separated, both are complete in conveying their message. **He is jobless**, which is an independent clause, gives full meaning; **you have to support him**, which also makes complete sense. So, the two clauses are independent and the coordinating Conjunction ‘**and**’ connects them. It is a **Compound sentence**.

Coordinating Conjunctions are: and or, nor, for, but, yet, so, still, either...or, neither nor... Coordination Conjunctions are used between independent clauses.

I. Ways of combining two or more Simple Sentences into One Simple Sentence:

In this process, only one Verb is retained and the other Verbs are changed into non-verbal forms to convert those clauses into phrases. When there is only one full-fledged Verb, there would be only one clause in the sentence and it becomes a Simple Sentence.

i. By using Present Participle (-ing form of the Verb):

1. He **opened** the gate. He **took** the dog out for a walk.
2. Opening the gate, he **took** the dog out for a walk.

There are two Verbs and two clauses in sentence 1. One Verb is replaced by its present participle form in sentence 2. Here, the Verb **opened** is changed to its present participle form **opening** and there is only one Verb **took**. **Opening** without the **be** form is not a Verb; **is opening** or **was opening** is a Verb.

ii. By using an infinitive:

1. You must **help** your brother. It is your duty.

2. It **is** your duty to help your brother.

Here, the verb '**help**' is changed to '**to help**,' which is the infinitive form and is not a verb. (To + verb is called the infinitive form. It is not a complete Verb as it expresses intention but not any action.)

iii. By using a Noun or Apposition phrase:

1. Mr. Ravi **is** my tenant. He **pays** the rent regularly.
2. Mr. Ravi, my tenant, **pays** the rent regularly.

Here, a Noun Phrase, '**my tenant**,' is used, removing the first Verb, 'is.' (Noun Phrase is formed with a Noun and other Parts of speech, such as Possessives and Prepositions.)

iv. By using a Preposition + a Noun or a Gerund:

1. Rossetti was a painter. He was also a poet.
2. Besides being a painter, Rossetti was also a poet.

The first Verb '**was**' is replaced by the Prepositional phrase **besides being** which is not a verb.

v. By using an Adverb or an Adverbial Phrase:

1. He will **get** the gold medal. That **is** certain.
2. He will **certainly** get the gold medal.

The Verb '**is**' in the second sentence is removed and the Adverb **certainly** is used.

Two independent sentences could thus be combined to form a single Simple sentence by the above methods.

II. Ways of combining two or more Simple Sentences into One Compound Sentence: In combining Simple sentences into one compound sentence, the Conjunctions should be Coordinating Conjunctions.

i. By using a Coordinating Conjunction:

1. He got up. He went to the post office.
He got up **and** went to the post office.
2. Tom passed the test. Brown failed to clear the test.
Tom passed, **but** Brown failed to clear the test.

If the Subject is common, any number of clauses could be combined. For example: the following six sentences have different verbs, but the subject is common.

3. He **left** his office. He **came** home. He **took** a shower. He **dressed up**. He **put on** his raincoat. He **went** out.

He left his office, came home, took a shower, dressed up, put on his raincoat and went out.

This is a Compound sentence.

ii. By using the Conjunctions such as but, yet and whereas, contrasting statements could be combined:

1. She is poor. She is happy.

She is poor, **but** she is happy.

2. He is rich. He is sad.

He is rich, **yet** he is sad.

3. Ravi is ambitious and hard-working.

His brother Chandu is lazy and morose.

Ravi is ambitious and hardworking, whereas his brother Chandu is lazy and morose.

iii. By using either...or, neither...nor or else... otherwise for expressing choices:

1. You can have tea. You can have coffee.

You can have **either** tea **or** coffee.

2. He is not a fool. Nor is he a madman.

He is **neither** a fool **nor** a madman.

iv. Ways of combining two or more Simple Sentences into One Complex Sentence: In combining Simple sentences into one complex sentence, the Conjunctions should be subordinating Conjunctions such as *that, if, whether, when, while, where, why, how, as soon as, as long as, though, although, so long as* etc. For example:

1. I don't think so. He will not miss this chance.

2. I don't think **that** he will miss this chance.

Sentence 2 is a Complex sentence as it has a subordinate clause **that he will miss this chance**.

1. Please meet me. Don't leave before that.

2. Please meet me **before you leave**.

This sentence is a Complex sentence as it has a subordinate clause **before you leave**.

1. I may get a scholarship. **Then** I will go abroad.

2. I will go abroad if I get a scholarship.

This sentence is also a Complex sentence, as it contains a subordinate clause: 'if I get a scholarship.'

In the Complex sentences seen above, the subordinate clauses do not make complete sense without the independent clause. For example: the clause **if I get a scholarship** gives only half of the information. What will he do if he is awarded the scholarship? It is the other half of the sentence that completes the sense. Even without this part, the clause “I will go abroad” is independent. Hence, this sentence has one main clause and one dependent clause.

1.6.1.1 Practice

Read the following Dialogue. Write each clause as a sentence.

My salary had been raised to fifty dollars a month and I felt that the bank was the only place for it. So, I walked in and looked round and asked the clerk. ‘Can I see the manager?’ I asked the clerk and added ‘alone.’ I don’t know why I said ‘alone.’ ‘Certainly,’ said the clerk and brought him. The manager was a calm, serious man.

One example: 1. My salary had been raised to fifty dollars a month.

Break the rest of the sentences into Simple sentences having only one clause (one subject and one Verb).

READING FOR PLEASURE

1.7.0 Introduction

Reading for Pleasure of this Unit invites students into a poem and a short story, one based on the experiences in an Indian scenario and the other based on a Canadian setting. Nissim Ezekiel portrays a vivid and emotional scene of a village responding to a scorpion sting in ‘Night of the Scorpion.’ The story shows how cultural beliefs, maternal love and human powerlessness in the face of nature may all come together. “My Financial Career” by Stephen Leacock, on the other hand, employs humour and irony to tell the story of a man's nervous attempt to open a bank account, turning an ordinary event into a funny comedy of mistakes. Both literary pieces, even if they have different tones and styles, show the richness of human experiences and offer enjoyable reading by using powerful imagery and clever storytelling.

1.7.1 Night of the Scorpion by Nissim Ezekiel

Nissim Ezekiel (1924-2004) was an Indian poet, actor, playwright, editor and art critic. He held a notable place in India's literary history after independence. His work in Indian English poetry is widely recognised, as he wrote in a form of English that carried the sound and rhythm of local speech. He received the Sahitya Akademy award for his contribution to literature. Although his subjects were ordinary and drawn from daily life, his style showed a clear and unsentimental view of the world. His choice of words was careful and refined. There was a depth in his thought that marked his work as distinct.

Night of the Scorpion

I remember the night my mother
 Was stung by a scorpion. Ten hours
 Of steady rain had driven him
 to crawl beneath a sack of rice.
 Parting with his poison—flash
 of diabolic tail in the dark room—
 he risked the rain again.
 The peasants came like swarms of flies
 and buzzed the name of God a hundred times
 to paralyse the Evil One.
 With candles and with lanterns
 throwing giant scorpion shadows
 on the mud-baked walls
 they searched for him: he was not found.

They clicked their tongues.
With every movement that the scorpion made
his poison moved in Mother's blood, they said.
May he sit still, they said.
May the sins of your previous birth
be burned away tonight, they said.
May your suffering decrease
the misfortunes of your next birth, they said.
May the sum of all evil
balanced in this unreal world
against the sum of good
become diminished by your pain.
May the poison purify your flesh
of desire and your spirit of ambition,
they said and they sat around
on the floor with my mother in the centre,
the peace of understanding on each face.
More candles, more lanterns, more neighbours,
more insects and the endless rain.
My mother twisted through and through,
groaning on a mat.
My father, sceptic, rationalist,
trying every curse and blessing,
powder, mixture, herb and hybrid.
He even poured a little paraffin
upon the bitten toe and put a match to it.
I watched the flame feeding on my mother.
I watched the holy man perform his rites
to tame the poison with an incantation.
After twenty hours
it lost its sting.
My mother only said
Thank God the scorpion picked on me

And spared my children.

1.7.1.1 Answer the following questions.

1. What is the central theme presented in the poem, “The Night of the Scorpion” by Nissim Ezekiel?
2. How does the poem reflect cultural and emotional elements through its narrative?
3. Which character do you like the most and why?
4. What was the father doing to nullify the poison of the scorpion?
5. Why did the mother thank God?

1.7.2 My Financial Career by Stephen Leacock

Stephen Butler Leacock (1869–94) was a well-known Canadian author, humourist, political scientist and teacher. He was regarded as one of the most prominent English-speaking humourists in the world from 1915 to 1925. His early works, such as *Literary Lapses* (1910) and *Nonsense Novels* (1911), depict his playful imagination and sharp humour. These are the masterpieces that will live on in his name. Leacock's humour generally comes from a sharp eye for social quirks and the contrast between appearances and reality. *Sunshine Sketches of a Little Town* (1912) is considered his most famous work. It is a light parody of life in the fictional town of Mariposa, Ontario. *Arcadian Adventures with the Idle Rich* (1914) is another well-known work that has humorous situations and witty social commentary.

My Financial Career

My salary had been raised to fifty dollars a month and I felt that the bank was the only place for it. So, I walked in, looked around and asked the clerk. “Can I see the manager?” I asked the clerk and added “alone.” I don’t know why I said “alone.” “Certainly,” said the clerk and brought him. The manager was a calm, serious man.

While talking to him I held my fifty-six dollars in my pocket. “Are you the manager?” I spoke. God knows I didn’t doubt it.

“Yes,” he said. “Can I see you,” I asked, “alone?” I didn’t want to say “alone” again, but without this word the question seemed useless.

“Come in here,” he said and led the way to a private room. “We’re safe from interruption here.” “You’re one of Pinkerton’s detectives?”

“To speak the truth,” I began. “I’m not a detective at all. I’ve come to open an account. I intend to keep all my money in this bank.” The manager looked serious; he felt sure now that I was a very rich man, probably a son of Baron Rothschild.

“A large account, I suppose,” he said. “Rather a large one,” I whispered. “I intend to place in this bank the sum of fifty-six dollars now and fifty dollars a month regularly.”

The manager got up and opened the door. He called out to the clerk. “Mr. Montgomery,” he said loudly, “This gentleman is opening an account. He will place fifty-six dollars in it,” and showed me the other way. I went up to the clerk and handed him the money. My face was pale. “Here,” I said, “put it on my account.”

When the operation was performed, I remembered that I hadn’t left any money for immediate use. My idea was to draw out six dollars. Someone gave me a cheque book and someone else began telling me how to write it out.

The people in the bank seemed to think that I was a man who owned millions of dollars, but was not feeling very well.

I wrote something on the cheque and pushed it towards the clerk. He looked at it. “What, are you drawing it all out again?” he asked in surprise.

Then I realised that I had written fifty-six dollars instead of six. I was too upset to think clearly now. I had a feeling that it was impossible to explain the thing.

All the clerks stopped writing to look at me. One of them was prepared to pay the money. “How will you have it?” he said. “What?” “How will you have it?”

“Oh,” I caught his meaning and answered without even trying to think, “in fifty—dollar notes.” He gave me a fifty—dollar note. “And the six?” he asked coldly. “In six—dollar notes,” I said. He gave me six dollars and I ran out. As the big door closed behind me, I heard a sound of laughter that went up to the roof of the bank.

Since then, I use a bank no more. I keep my money in my pocket and my savings in silver dollars in a sock.

1.7.2.1 Answer the questions given below.

1. Why did the man go to the bank?
2. How many dollars did he want to deposit?
3. How many dollars did he withdraw?
4. What was the mood of the man in the bank? Happy, depressed, sad or nervous? How do you know it?
5. Have you ever visited a bank? Write briefly about your experience at the bank.

UNIT 2

THE ART OF GIVING CLEAR INSTRUCTIONS AND DIRECTIONS

Introduction

“Listen for the instruction, instead of begging for the direction.”

—Iyanla Vanzant

In today's fast-moving and closely connected world, the ability to give directions and instructions clearly has become an important part of communication. The title rightly refers to this as an art. It is not only a matter of language, but also a broader skill required in everyday life. Clear, specific and to-the-point instructions or directions are useful at home, at work, in unfamiliar places and during online exchanges. Such situations demand accuracy, so that meaning is not lost or misunderstood. Although many people now rely on GPS and other tools, the human role in giving and receiving instructions still holds its place. This depends on careful listening, checking for understanding and a willingness to adapt.

When directions lack clarity, confusion can follow. In some cases, this leads to mistakes, wasted effort or even danger. A minor error in wording can significantly impact the overall outcome. It is therefore necessary to express instructions and directions in a way that is easy to follow and free of doubt. Whether in manuals, staff briefings, work emails or technical notes, clear instructions support effective work. They are also present in everyday actions: taking the right bus, cooking a meal, setting up a device or knowing what to do in an emergency. To give directions that are easy to follow, one must picture the setting, think about likely questions and offer guidance that leaves no room for uncertainty.

In this Unit, students listen to audio recordings that give clear directions and instructions. After listening, they take part in speaking tasks where they direct someone to a place or explain how to complete a task. The Grammar and Vocabulary parts of this Unit cover the Verbs used in instructions, the use of the imperative and words that point to time and place. Students also deal with real-life examples, such as train announcements or brief conversations in public places. In the writing section, they practise giving written instructions and directions. The Reading section helps students think about the instructions and directions in a metaphorical level. By working through this Unit, students learn to use oral and written instructions and directions. This skill helps them both in their personal lives and in work-related settings.

LISTENING

2.1.0 Introduction

Instructions contain advice or information on how to do something or how to use a particular item. These are often found in books, on labels or on packaging. Directions, in contrast, help someone reach a place. Whether one is giving instructions or directions, the message must be clear and easy to understand. The language must suit the level of the learner so that no part of the meaning is lost.

Listening attentively is as important as speaking clearly. When someone gives directions to a place, there should be no room for uncertainty. In the same way, when instructions are spoken, the listener must be able to follow them without difficulty.

Listening for information is an essential skill. We use it when we need to remember and grasp important data, directions or instructions. It is paying close attention to the speaker so that you can accurately receive and process information. For instance, when a teacher tells you how to finish a project or a friend tells you how to get to a new place, it is crucial to pay attention, take notes in your head or on paper and do each step in the right order. This kind of listening helps people avoid making mistakes and makes sure that things are done well. Informational Listening can help you learn and get things done in everyday life if you stay focused and ask questions when you do not understand something.



2.1.1 Audio 1 Unit II_A1.mp3

Answer the following questions before listening to the audio.

1. What instructions do you generally receive at the time of an examination?
2. Have you ever faced difficulty in finding your allotted room in the examination centre?
3. Try to underline the instructions while listening to the audio 1 for the second time.

Instructions to the students before an examination

Mr. Rao : Good morning, everyone. Please listen carefully. Before you enter the exam hall, keep your ID card and hall ticket ready. Mobile phone must be switched off and kept outside the room. No smartwatches or bags are allowed inside.

Lekha : Sir, are we allowed to bring a transparent water bottle?

Mr. Rao : Yes, that's fine, but make sure there's no label on the bottle.

Lekha : What about calculators? We have an accounting exam today.

Mr. Rao : Only non-programmable calculators are allowed. If you're not sure, show it to me and enter the hall.

Lekha : Okay and when will we get the answer sheets, sir?

Mr. Rao : Answer booklets will be given once everyone is seated in the hall. Write your roll number clearly on the front page. Do not write your name anywhere on the answer sheet.

Lekha : When should we submit our papers?

Mr. Rao : You must stop writing when the first bell rings. Then, after 5 minutes, the final bell will be given. Then you should get up and wait. We will collect your answer paper. No time will be provided after that.

Lekha : Thank you, sir!

Mr. Rao : All the best, everyone. Please enter quietly and take your seats according to your assigned roll numbers.

2.1.1.1 Practice

- i. Complete the instructions by matching suitable parts in the following table:

A	B
Fill in	_____ the steps carefully.
Keep	_____ your Hall ticket Number on the answer sheet.
Submit	_____ the calculator to me.
Follow	_____ the worksheet before 4 PM.
Read	_____ the blanks with the correct answers.
Complete	_____ the questions in full sentences.
Answer	_____ the instructions before starting.
Show	_____ your papers when the bell rings.
Write	_____ your ID card and hall ticket ready.

Table 2.1 showing the Instructional Words in column 'A' to be matched with the details in column 'B'



2.1.2 Audio 2

Unit II_A2.mp3

Answer the following questions before listening to the audio.

1. How often do you travel by train?
2. Did you find difficulty in identifying your train? Who helped you?

Make a note of the following while listening to the audio. You can listen to the audio twice, if required.

1. Where is the train heading to?
2. From which station are your friends boarding the train?
3. What time does the train arrive?
4. Which platform is the train arriving on?
5. How long will the train stop here?

At the Hyderabad Railway Station

“Attention please! The Tirupati Express, train number 12764, will arrive at 9.10 PM on platform No. 5 and will depart at 9:15 PM from Hyderabad. Passengers are requested to proceed to platform 5 immediately. Repeat, the Tirupati Express, train number 12764, will arrive at 9.10 PM and depart at 9:15 PM from platform 5.”

Manushree : Ramesh, do you hear that? I think that is our train.

Ramesh : I’m not sure. Does she say 12764? And platform 5?

Manushree : Yes, that’s right—Tirupati Express, train number 12764, 9:15 PM, platform number 5. That matches our ticket.

Ramesh : Okay, but just to be sure, let’s ask the railway staff.

Manushree : Excuse me, sir. Is the Tirupati Express leaving from platform 5?

Railway Staff : Yes, it is. That’s train number 12764. It is on time. You should go there now.

Ramesh : Thank you, Sir!

Manushree : Let’s go. We don’t want to miss it!

2.1.2.1 Practice

- i. Fill in the example sentences using suitable words/phrases given in the left column.

Column A	Column B
Word/Phrase	Example Sentence
Turn left/right	_____ down the hall.
Go straight	The restroom is _____ the elevator.
Take the stairs	The waiting area is _____ the arrival section.
Go up/down	The cab stand is _____ the exit gate.
Cross	_____ to go to Platform No. 5.
Next to	The parking area is _____ the terminal.

Column A	Column B
Word/Phrase	Example Sentence
Opposite	The library is _____ the canteen.
Between	The ATM is _____ the entrance and the ticket counter.
Behind	_____ to platform number 3.
Beside	_____ after the gate.
In front of	_____ the road and you'll see the taxi stand.
Near	_____ from the main entrance.
Exit	The bookstore is _____ the main entrance.
Enter	_____ through Gate 2.

Table 2.2 showing the instructional words/phrases in column 'A' to be matched with the sentences in column 'B'



2.1.3 Audio 3 Unit II_A3.mp3

Answer the following questions before listening to the audio.

1. Have you been to the airport or travelled on a plane?
2. What kinds of announcements do you hear most often on the flight?
3. What important safety tips do passengers receive once the plane lands?

An announcement during air travel.

Ladies and gentlemen, boys and girls, welcome to Rajiv Gandhi International Airport. The local time is 12:30 PM and the temperature is 31 degrees Celsius. For your safety and comfort, please remain seated with your seatbelt fastened until the captain switches off the 'Fasten Seat Belt' sign.

Please check your seat area for any belongings you may have brought on board. Take care when opening the overhead compartments, as items may have moved during the flight. If you need assistance while leaving the aircraft, please remain seated until all other passengers have exited. A member of the crew will be happy to assist you.

On behalf of the airline and its crew, I would like to thank you for flying with us. We look forward to welcoming you again soon. For any questions, please speak to our staff. We wish you a pleasant stay.

2.1.3.2 Practice

After listening to the audio, write a clear and structured dialogue between co-travellers about hiring a cab. Formulate instructions and directions to help a traveller get a cab. Practice the dialogue and present it before the class.

SPEAKING

2.2.0 Introduction

Giving clear instructions and directions is essential in everyday conversations. Short and precise instructions help speakers understand each other without confusion. They bring clarity to personal, academic and work-related exchanges. They reduce errors, guide actions and help people complete tasks with ease.

Giving and receiving directions in everyday conversation play a crucial role in clear communication and social exchange. It requires the clear transfer of information and the use of basic conversational skills, such as attentive listening and the ability to read both spoken words and unspoken signals. The act of giving directions involves taking turns in conversation that depend on context, social roles and what is suitable for the moment.

2.2.1 Use of Imperative Sentences

Imperative sentences serve to give directions and instructions. These are typically brief and focus on key details. The subject is understood rather than expressed. For example:

- i. Mix the ingredients well before baking.
- ii. Turn left at the traffic signal.

2.2.2 Sentence Structures and Phrases used for Directions/Instructions

i. Verbs of Movement

- a. Go straight ahead.
- b. Turn right at the signal.
- c. Walk 10 metres.
- d. Take the first right.
- e. Cross the road.
- f. Follow the lane.

ii. Verbs of Action

- a. Press the green button properly.
- b. Mix the ingredients thoroughly.
- c. Insert the key into the slot.
- d. Read the instructions carefully.

iii. Using Prepositions of Place and Movement

- a. It is to your left/ right.

- b. It is opposite the park.
- c. It is beside the Bank.
- d. It is at the back of the building.
- e. It is just around the corner.
- f. Pass the supermarket.
- g. Use the subway/service road.

iv. Indicating Distance/Time

- a. Continue straight for approximately 200 meters.
- b. Drive for roughly 10 km.

It is about a five-minute walk from here.

2.2.3 Examples in Context

i. Instructions: Take a video while you open the parcel. Then, open the box. Remove all the items. Check all the items with the bill.

ii. Directions: Go straight until you reach the circle. At the circle, take the right. You will find the library on your left, beside the post office.

2.2.3.1 Illustrations of instructions and directions

Instructions

i. Making a Sandwich

The following imperative sentences give step-by-step instructions for preparing a peanut butter and jam sandwich.

Take two slices of bread and place them on a cutting board. Cut away the hard edges. Spread peanut butter evenly on one slice of bread. Spread jam on the other. Use a knife for both. Place the slices together with the spreads touching each other. Cut the sandwich into the shape you prefer. Have it with a cup of hot tea.

ii. Directions to reach Necklace Road from Nizam College, Hyderabad

From Nizam College, go towards Liberty Circle through Basheer Bagh Crossroads. Walk straight about 100 yards and you will find a 'T' junction with signals. The Tank Bund Road, which lies on your right-hand side, leads towards Secunderabad. Take the left and walk about 50 yards, where you will find the signals again. From those signals, take the right-side road that runs between the Lumbini Park and the Secretariat, which is called the Necklace Road.

2.2.4 Practice

Giving Instructions and Directions

i. Making tea

Complete the following exercise by filling the blanks with the words given:

Ingredients:

compulsory: tea powder, water

optional: milk, sugar or lemon

containers: a vessel, a cup or mug, a stove, a strainer

Procedure: Pour a little in a and put it on and light it. When the water is boiling, add and Let it boil for a couple of minutes. Next, add Let it boil for a while. Then, strain it and pour it into a Take a moment to relax and enjoy your cup of tea.

ii. Complete the following directions

Help the person go from Hindi Maha Vidyalaya, Vidya Nagar, to Central Library, Osmania University using the words given below:

an arch, University Garden, on the top, on the right, the left-side road, pass by, the crossroads

Start at Hindi Maha Vidyalaya, Vidya Nagar. Walk about 30 yards and you will come across a signal. Near the signal, don't take, which leads to Charminar crossroads. Go straight and you will get another Go straight at this crossroads, too. Walk half a km and you get, the main gate of Osmania University. Walk through the gate, Andhra Mahia Sabha on the left and the Engineering College Go further. You will cross the Women's Hostel and the Law College on the left. A few yards away from this, you find the on the right. Just opposite the garden, you find steps leading to the University Library, situated of a hillock. The Osmania University library is a large building with a vast collection of books.

iii. Making a simple kite

Required materials: two bamboo sticks, a sheet of paper, string, glue, tape and scissors

Take the longer stick and place it vertically. Place the shorter stick horizontally to form a cross. Tie the two sticks tightly at the centre using the string.

Complete the other steps in making a kite.

iv. Reaching the Charminar from Koti bus stop

(Guide him using public transport)

Ammer: Excuse me, could you tell me the way to reach the Charminar.

Rahul: Sure! From Koti Bus Stop, take the bus route number 71A/63M/65A heading towards the Charminar.

Ameer:

Rahul:

Ameer:

Rahul:

READING

2.3.0 Introduction

Reading is the process of understanding written text to gain knowledge, ideas or enjoyment. It helps improve vocabulary, comprehension and critical thinking skills. Whether for information or leisure, reading connects us to new perspectives and experiences. You are introduced to Swami Vivekananda's speech in this Unit. In his historic Chicago speech, Swami Vivekananda advised the world to embrace tolerance and universal brotherhood, urging people to rise above religious divisions and work towards harmony and Unity. His words remain relevant in today's society, which continues to face numerous global challenges.

2.3.1 Poem

Answer the following questions before reading the poem.

1. Were you ever forced to follow instructions that you disagreed with? Did you speak up or keep quiet on that occasion?
2. Have you ever disagreed with your friend or neighbour regarding the need for a rule or boundary for your home? If so, what was the disagreement about?
3. Scan the poem “Mending Wall” by Robert Frost and locate words or phrases related to neighbourhood in the poem.

2.3.1.1 About the author

Robert Frost (1874-1963), a poet and playwright, stands as one of the most recognised forerunners of modern poetry. His poem “Mending Wall” explores the lasting tension between sociability and the wish for privacy. During his lifetime, poetry shifted away from broad themes drawn from nature and turned towards the private life of the individual. The contrast between seclusion and human contact, even after several decades, continues to trouble the modern reader, whose world has become increasingly complex due to rapid technological advancements. Has technology made man more secluded? Writers who came after Frost have repeatedly raised this question.

2.3.1.2 Mending Wall

Something there is that doesn't love a wall,
That sends the frozen-ground-swell under it,
And spills the upper boulders in the sun;
And makes gaps even two can pass abreast.
The work of hunters is another thing:
I have come after them and made repair
Where they have left not one stone on a stone,

But they would have the rabbit out of hiding,
To please the yelping dogs. The gaps I mean,
No one has seen them made or heard them made,
But at spring mending-time we find them there.
I let my neighbour know beyond the hill;
And on a day we meet to walk the line
And set the wall between us once again.
We keep the wall between us as we go.
To each the boulders that have fallen to each.
And some are loaves and some so nearly balls
We have to use a spell to make them balance:
'Stay where you are until our backs are turned!'
We wear our fingers rough with handling them.
Oh, just another kind of outdoor game,
One on a side. It comes to little more:
There where it is we do not need the wall:
He is all pine and I am apple orchard.
My apple trees will never get across
And eat the cones under his pines, I tell him.
He only says, 'Good fences make good neighbours.'
Spring is the mischief in me and I wonder
If I could put a notion in his head:
'*Why* do they make good neighbours? Isn't it
Where there are cows? But here there are no cows.
Before I built a wall I'd ask to know
What I was walling in or walling out,
And to whom I was like to give offense.
Something there is that doesn't love a wall,
That wants it down.' I could say 'Elves' to him,
But it's not elves exactly and I'd rather
He said it for himself. I see him there
Bringing a stone grasped firmly by the top
In each hand, like an old stone savage armed.

He moves in darkness as it seems to me,
 Not of woods only and the shade of trees.
 He will not go behind his father's saying,
 And he likes having thought of it so well
 He says again, 'Good fences make good neighbours.'

2.3.1.3 Practice

Reading Comprehension

Now, answer the following questions:

1. What does the poet mean by 'wall' in the title of the poem?
2. Are 'walls' helpful in building human relations?
3. What are good fences?
4. What is the moral of the poem?
5. What do you feel about 'walls' between human beings? State your opinion briefly.

2.3.2 Prose

Answer the following questions before reading the prose.

1. What does the word 'success' mean to you? Do you think that successful people have special abilities? Do you believe that success can be attained through hard work?
2. Can you name a few successful people? What are some of the secrets of their success?
3. "Arise, awake and stop not till the goal is reached." Do you know who said these wise words? Yes. National Youth Day is celebrated in his memory.

2.3.2.1 About the author

Swami Vivekananda (1863-1902) was a thinker and saint who viewed the world as a single family. When he addressed the audience in Chicago at the Parliament of Religions in 1893 with the words "Brothers and Sisters of America," he spoke with sincerity. The crowd felt moved. His belief was apparent: the human race is one and people must live together with care and kindness.

As a disciple of Sri Ramakrishna Paramahansa, he travelled across many countries and spoke about a life of virtue, based on the teachings of the Vedas. These ancient texts speak of both thought and spirit. Vivekananda's idea of a worthy life involved being humane rather than simply human. He spoke of success achieved through fair means and of a life guided by truth and purpose.

One event from Vivekananda's life may be of interest to students. He was once invited to speak in France. When he arrived, the organisers welcomed him with respect but informed him that the lecture had been postponed by a month. They requested that he remain in France during that time. Though they arranged for his stay and outings, Vivekananda had little choice. He could not return

and come back later, as he lacked the means to make two such journeys. He followed their plans, met many people and learnt the French language during that month.

He had first planned to speak in English and the organisers had arranged for his words to be translated. But on the day of the event, he stepped up to the podium and gave his talk in French. He spoke with care, fluency and proper command of the language. The audience sat in silence at first. Then, in a wave of surprise and delight, they stood and applauded for fifteen minutes without pause.

Students should think about this. Vivekananda once said: “Nothing is impossible if only we have strong determination.” He learnt a foreign tongue in one month. Can we not learn English in three years? The answer lies in the effort we are willing to make.

2.3.2.2 Secret of Success

(Lecture delivered in Los Angeles, California, January 4, 1900)

One of the greatest lessons I have learnt in my life is to pay as much attention to the means of work as to its ends. I have always been learning great lessons from that one principle and it appears to me that all the secret of success is there; to pay as much attention to the means as to the ends. Our defect in life is that we are so much drawn to the goal which is so much more enchanting, so much more alluring, so much bigger in our mental horizon, that we lose sight of the present work at hand altogether.

But whenever failure comes, if we analyse it critically, in ninety-nine percent of cases, we shall find that it was because we ignored the process. **If the means are taken care of, the ends ought to be good.** We forget that it is the cause that produces the effect; the effect cannot come by itself; and if the causes are exact, proper and powerful, the effects have to happen without fail. Once the ideal is chosen and the means determined, we should let go of the ideal, because we are sure it will be there when the means are perfected. When the cause is there, there is no more difficulty with the effect; the effect is bound to come. If we address the cause, the effect will take care of itself. The realisation of the ideal is the effect. The means are the cause. Attention to the means, therefore, is the great secret of success. We must work constantly with all our power, putting our whole mind into whatever work we are doing. That is to say, we must not be drawn away from the work by anything else.

If we examine our own lives, we find that the greatest cause of sorrow is this: we take up something and put our whole energy on it—perhaps it is a failure and yet we cannot give it up. We know that it is hurting us, that any further clinging to it is simply bringing misery on us; still, we cannot tear ourselves away from it. Again and again, we are finding ourselves in that state. We are being worked upon by other minds and we are always struggling to work on other minds. Had it not been for this, life would have all been sunshine.

That is the one cause of misery: we are attached to the goal, not the means! **Work constantly; work, but be not attached to the goal;** be not caught by expectations. Reserve unto yourself the

power of detaching yourself from the goal, however beloved, however much the mind and heart might yearn for it, however great the pangs of misery you feel if you were not going to achieve it. Still, reserve the power of leaving it whenever you want.

Weakness leads to slavery. Weakness leads to all kinds of misery, physical and mental. Weakness is death. There are hundreds of thousands of microbes surrounding us, but they cannot harm us unless we become weak, until the body is ready and predisposed to receive them. There may be a million microbes of misery floating about us. Never mind! They dare not approach us; they have no power to get hold of us until the mind is weakened. This is a great fact: **strength is life, weakness is death**. Strength is felicity, life eternal, immortal; weakness is constant strain and misery: weakness is death.

There is another secret to learn. The beggar is never happy. The beggar only gets a dole with pity and scorn behind it, at least with the thought behind that the beggar is a low object. He never really enjoys what he gets. We are all beggars. Whatever we do, we want a return. **We are all traders**. We are traders in life, we are traders in virtue, we are traders in religion. And alas! We are also traders in love. **Trade means a question of give-and-take**; if it is a question of buy-and-sell, abide by the laws of buying and selling. **We get caught in these commercial transactions**. How? Not by what we give, but by what we expect. **We get misery in return for our love, not from the fact that we love, but from the fact that we want love in return. There is no misery where there is no expectation. Desiring something in return is the father of all misery**. Desires are bound by the laws of success and failure. **Desires must bring misery**.

The great secret of true success, of true happiness, then, is this: **the man who asks for no return, the perfectly unselfish man, is the most successful one**. True, but we know that his unselfishness is the reason, the cause of a great victory—the crowning of millions upon millions of lives with the blessings of true success. **Ask nothing; want nothing in return. Give what you have to give; it will come back to you**—do not think of that now, it will come back multiplied a thousandfold. But the attention must not be on that. Yet have the power to give: give and there it ends. Learn that the whole of life is giving, that nature will force you to give. So, give willingly. Whether you will it or not, you have to give. It is because we dare not give, because we are not resigned enough to accede to this grand demand of nature, that we are miserable.

The Sun is taking up water from the ocean to return it in showers. You are a machine for taking and giving: you take, in order to give. **Ask, therefore, nothing in return; but the more you give, the more will come back to you. A river is continually emptying itself into the ocean and is continually filling up again. Be, therefore, not a beggar; be a giver**. Nature provokes us to react, to return blow for blow, cheating for cheating, lie for lie, to hit back with all our might. But the super divine power in us tells us not to hit back, to keep control, to be unattached.

It is very difficult, but we can overcome the difficulty by constant practice. **We must learn that nothing can happen to us unless we make ourselves susceptible to it**. I have just said, no disease can come to me until the body is ready; it does not depend alone on the germs, but upon a certain predisposed weakness which is already in the body. We get only that for which we are fit. At the

same time, from this very analysis will come a note of hope and the note of hope is: **“I have no control of the external world, but that which is in me and nearer unto me, my own world, is in my control.** If the two together are required to make a failure, if the two together are necessary to give me a blow, I will not contribute the one which is in my keeping; and how then can the blow come? If I get real control of myself, the blow will never come.”

We are all the time, from our childhood, trying to lay the blame upon something outside ourselves. We are always standing up to set right other people and not ourselves. If we are miserable, we say, “Oh, the world is a devil’s world.” We curse others and say, “What infatuated fools!” But why should we be in such a world, if we really are so good? If this is a devil’s world, we must be devils also; why else should we be here? “Oh, the people of the world are so selfish!” True enough; but why should we be found in that company, if we be better? Just think of that. We only get what we deserve. It is a lie when we say, the world is bad and we are good. It can never be so. This is the first lesson to learn: **be determined not to curse anything outside,** not to lay the blame upon anyone outside, but be a man, stand up, lay the blame on yourself. You will find, that is always true. **Get hold of yourself.**

The very fact that you complain and want to lay blame upon the external world shows that you ‘feel’ the external world—the very fact that you ‘feel’ shows that you are not what you claim to be. You only make your offence greater by heaping misery upon misery, by imagining that the external world is hurting you and crying out, “Oh, this devil’s world! This man hurts me; that man hurts me!” and so forth. It is adding lies to misery.

We are to take care of ourselves—that much we can do—and give up attending to others for a time. **Let us perfect the means; the end will take care of itself. For the world can be good and pure, only if our lives are good and pure. It is an effect and we are the means. Therefore, let us purify ourselves. Let us make ourselves perfect.**

2.3.2.3 Practice

Reading Comprehension

Answer the following questions:

1. What is needed for cultivating the right attitude towards work?
2. List any five important pieces of advice that Swami Vivekananda gives through this speech.
3. What is the secret of success, according to Vivekananda?
4. What should one care about— the means or the ends? Why?
5. What is the cause and what is the effect in this context?
6. What is the result of forgetting the target or the goal?
7. While carrying on a task, what should be focused on?
8. In the entire world, whom can we completely control?
9. What is life and what is death?
10. Of all the points in the speech, which do you like the best and why?

VOCABULARY

2.4.0 Introduction

Directional Vocabulary refers to words and phrases used to indicate direction, position and spatial relationships. Learning such words is helpful, as they guide the listener or reader reach a new place. They assist others in reaching their desired destinations. You must give clear and simple directions to prevent confusion. Here are a few examples of position words that appear in the poem “Mending Wall.”

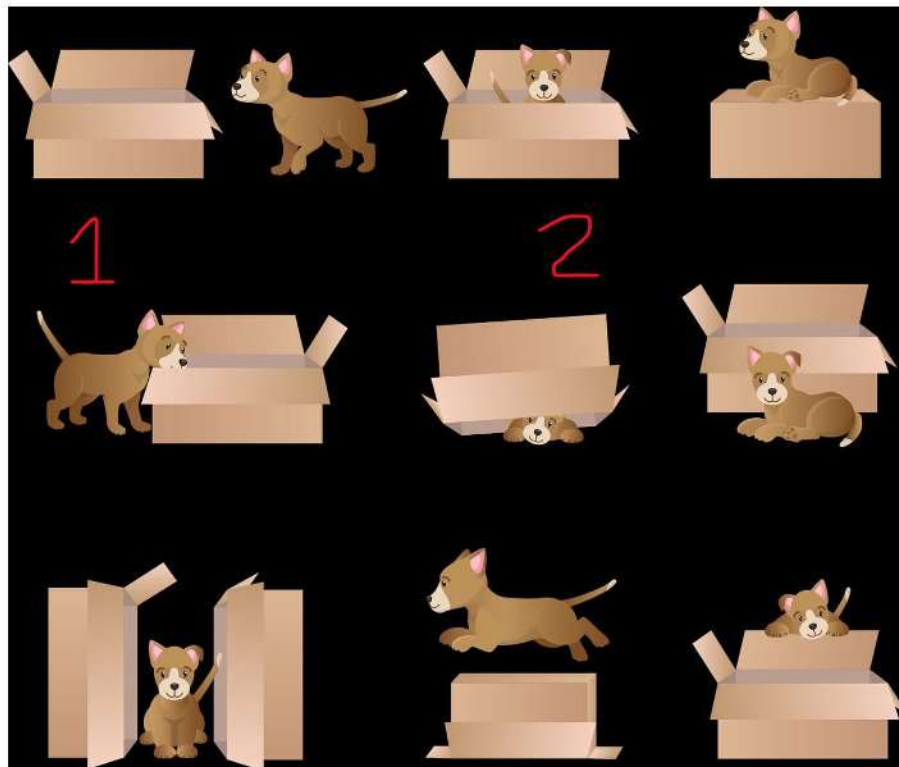
2.4.1 Directional words

1. Between indicates the position or separation of two objects or regions. For example: set the wall between us once again.
2. Beyond shows a location out of sight. For example: Ulysses yearned to explore beyond the shores.

Above, below, near, far, opposite, adjacent, next to, behind and in front of are some of the commonly used position words.

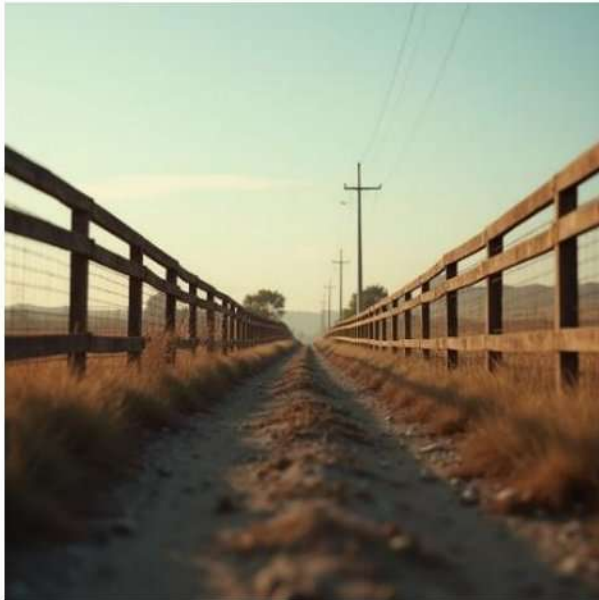
2.4.1.1 Practice

- i. Read the sentences given below and number the corresponding action in the pictures: Two questions are answered to guide you.



Picture 2.1 showing the different positions of the dog.

1. The box is open and the dog is standing **next to** it.
2. The dog is **inside** the box.
3. The dog is **in front of** the box.
4. The dog is **between** two boxes
5. The dog is **peeking out of** the box.
6. The dog is **jumping over** the box.
7. The dog is **under** the box.
8. The dog is **on** the box.
9. The dog is **beside** the box



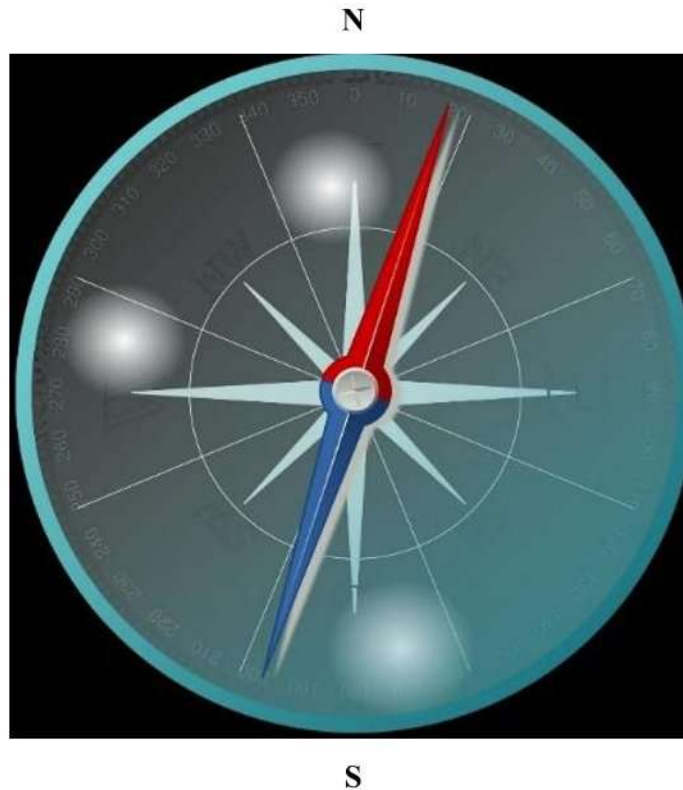
Picture 2.2



Picture 2.3

Pictures 2.2, 2.3 and 2.4 showing different directions

Look at Picture No. 2.2, which shows two fences/railings running parallel to each other. How shall we describe Picture No. 2.3? The footpath crosses the road **perpendicularly**.



Picture 2.4

ii. Generally, for larger areas, directions are given using their cardinal placements, such as **North**, **South**, **East**, **West**, **Northeast**, **Northwest**, **Southeast** and **Southwest**. Look at Picture No. 2.4 to understand these directions. Mark all the above-mentioned directions in Picture 2.4

iii. Compile the directional words used in the passage below and try to understand their meaning with the help of a dictionary. These words are helpful when you are asking for directions or using a GPS. For example: North, Northwest.

iv. Read the following passage:

One sunny morning, I walked **diagonally across the park**, heading towards the **northwest** corner. **Beside** the path, there was wild grass and the stone wall ran like a line drawn carefully **along** the land. The school **is adjacent to the wall**. I turned **right** at the **intersection** by the old oak tree and continued **straight** ahead until I reached the **bend** where the path curved towards the hill. My neighbour's house stood **southwest** of mine and he often arrived **through the shortcut** in the trees. We met at the **corner** where the wall had broken apart the previous winter. The stones had tumbled **down**. He approached from the **east**, walking **forward**. We worked side by side, placing stones to build the wall. When we finished, we walked **backward**, admiring our straight line of effort, stretched neatly from the **southeast** to the **northwest**. The wall stood firm, a deliberate, quiet monument to our tradition and the space between.

2.4.2 Instructional Words

Instructional words tell you how to do something in a task. The following action words from the given poem, ‘Mending Wall,’ can be used to offer instructions.

- i. mend – repairing or fixing something. For example: the poem is about more than mending a physical wall.
- ii. make – creating or restoring balance. For example: we need new policies to make up for historical inequalities and regain balance.
- iii. bring – initiating the act of repair. For example: bring a stone.
- iv. walk – inspecting or working along a path. For example: to walk the line.
- v. build –the act of constructing the wall. For example: build the wall.

2.4.2.1 Practice

i. Read the Paragraph given below:

Observe the instructional words given in bold. Think, pair and share what are some other instructional words that can be used to cultivate the right attitude in college mates?

It is important **to challenge** yourself and **strive** for personal growth, not just academic success. When you **reflect on** your actions and **take ownership** of your choices, you build character and maturity. Try to **stay focused** on your goals and **be proactive** in managing your responsibilities, even when things feel overwhelming. At the same time, **listen actively** and **value others’ input**, because collaboration often leads to better outcomes. **Support one another and be willing to offer constructive feedback, as this nurtures** a stronger and more respectful community. Always **keep an open mind, stay humble and maintain a growth mindset**; mistakes are just opportunities to learn. Most importantly, cultivate perseverance and **practice gratitude**, because the right attitude can transform your entire college experience.

If you observe these words, you understand that these words express commands, advice or lessons to be learnt. In Vivekananda’s “Secret to Success,” numerous motivational phrases are employed to encourage young people toward self-discipline, focus and inner strength.

2.4.3 Sequence Words

Instructions follow step-by-step procedures. So, it is important to use **Sequence Words** to indicate the order of events. This offers clearer information.

- i. Sequence words are used at the beginning of the instructions. For example: first of all, to begin, once, to start with, in the beginning, etc.
- ii. Sequence words are used in the middle of the instructions. For example: subsequently, in addition, later, furthermore, etc.
- iii. Sequence words are used at the end of the instructions. For example: finally, at last, in conclusion, by the end, eventually, etc.

2.4.3.1 Observe and underline the sequence words given in the Paragraph below

The key to a balanced work-life begins with a clear sense of what you can achieve through steady effort. You must know what drives you and match your daily tasks with your long-term purpose. Once you have a goal, it becomes easier to stay organised and manage your learning. After that, focus on steady growth in knowledge and skill. At the same time, it is important to keep a fair balance between work and personal life, so that fatigue does not take over. Later, as your experience grows, helping others through your guidance can bring a sense of purpose and help you grow in your role. Also, being open to advice from others helps you improve in your work and in your personal life. In the end, success is not only about what you reach, but also about how you live through the path that takes you there.

2.4.3.2 Practice

Give instructions on how to write an assignment neatly. You can use sequence words as and when necessary. Work with your peer and write down instructions.

GRAMMAR

2.5.0 Introduction

Giving instructions and directions requires the use of clear and concise language to ensure the listener can follow easily. Imperative sentences, which start with a Verb, are commonly used, such as 'Turn left' or 'Go straight.' Prepositions like 'onto,' 'towards,' and 'past' help describe movement and locations accurately. Additionally, sequencing words such as 'first,' 'then,' and 'finally' is essential for logically organising steps.

2.5.1 Imperative Sentences and Imperative Verbs

As already stated, imperative sentences express emphasis and command. They give orders to be obeyed. They express suggestions, requests and instructions and always use strong Verbs for emphasis. Imperatives often drop the subject 'You.' For example:

- i. Don't open the window. – Command
- ii. Always open the door slowly. – Suggestion
- iii. You'd better follow the advice of your father; otherwise, you may lose a lot of money.
– Advice

Imperative Verbs are in their base form and carry some emphasis in tone. For example:

- i. Close the door! (Command)
- ii. Please pass the soup. (Request)
- iii. Turn left. (Instruction)
- iv. Stop the vehicle. (Order)
- v. Don't forget to call your mother. (Advice)

In Imperative sentences, the Verb used is most important as it carries the message and is uttered in an emphatic tone. The sentence begins directly with the Verb and no Subject is required.

2.5.1.1 Practice

Underline Imperative Verbs in the following sentences.

1. Work constantly with all your power.
2. Reserve unto yourself the power of detaching yourself from the goal.
3. Give what you have to give; it will come back to you.
4. Learn that the whole of life is giving.
5. Stand up, lay the blame on yourself.

2.5.2 Organising the Sequence of Sentences in a Paragraph

Arranging the sentences in a Paragraph coherently is an interesting exercise. The linking words and tense verbs give clues to arrange the sequence correctly.

i. The steps for making lemon juice are jumbled. Number them in the correct order.

- A. ___ Add sugar and a pinch of salt to the lemon water.
- B. ___ Wash the lemons properly.
- C. ___ Stir well until the sugar dissolves completely.
- D. ___ Squeeze the juice from the lemons into the water.
- E. ___ Serve the juice in a glass and enjoy!
- F. ___ Pour some water into a jug.

ii. Directions to reach Ravindra Bharathi Auditorium from Government Degree College, Khairatabad are jumbled. Read each sentence carefully and number them in the correct order. You can use the linking words as clues.

- A. ___ After that, continue straight until you reach the Public Gardens.
- B. ___ Finally, you will see Ravindra Bharathi Auditorium on your left.
- C. ___ From the main road, take the left turn towards Nampally Road.
- D. ___ From Government Degree College, Khairatabad, walk towards the main road.
- E. ___ Next, pass by the Assembly Metro Station on your right.
- F. ___ Now, go past the Telangana Legislative Assembly building.

iii. Logical Sequencing Exercise.

Physical vs Moral Courage

The following sentences are jumbled. Use the linking words to help you rearrange the sentences in logical order (1–7). Write the correct number next to each sentence.

- A. ___ But moral courage is higher and rarer, a better virtue than physical courage.
- B. ___ I know many men who had admirable physical courage and lacked moral courage.
- C. ___ The two are different from each other.
- D. ___ There are two types of courage: physical and moral.
- E. ___ On the other hand, I found many men from a normal background who possessed immense moral courage.
- F. ___ Some of them occupied high positions, but had no moral courage.
- G. ___ Physical courage is helpful in day-to-day situations.

Now, clues to arrange these sentences have to be located. Some questions and conjunctions used before the sentences would give the clues.

- What is the topic of the passage? The answer is Courage. Then the first sentence should have that word. The sentence that introduces the topic is no. 4. Write it down.

- What is said about the two types of courage? Sentence 2 talks about the speaker's experience of watching many people. Copy it down. Who are they? Sentence 6 speaks about them. Copy it down.
- Now he talks about other people who are different. Sentence 5 suits here. Now he concludes by saying which is better and how both are useful. Sentence 7 is placed here because it concludes the topic. Now, place the remaining sentences in their proper place and right down the Paragraph.

iv. Read the Paragraph below and indicate whether it has coherence and makes sense.

There are two types of courage: physical and moral. I know many men who had admirable physical courage and lacked moral courage. Some of them held high positions but lacked moral courage. On the other hand, I found many men from ordinary backgrounds who possessed immense moral courage. Physical courage is helpful in day-to-day situations. However, moral courage is a higher and rarer virtue than physical courage.

This is how the clues and the message given in each sentence should be thoroughly examined and understood and the sequence arranged.

2.5.3 Grammar of Spoken English: Basic Features

Every language uses two kinds of words in both speech and writing. Some words carry the main meaning. These are called content words. Other words help to form the sentence in a way that is grammatically correct. These are called structure words. In written language, all words must be used with care. Each word must be in the right place and spelled correctly. Every sentence must be correct as per grammar and meaning. However, spoken English follows different patterns to express meaning clearly.

Learning the correct way to pronounce words is one of the most important steps in learning a second language. English poses a challenge in this area. It does not follow regular phonetic rules. This is partly because English has taken words and phrases from many other languages. When these words entered English, the pronunciation often changed. The spelling, however, usually stayed the same. That is why it is not safe to guess how a word is said. It is best to learn pronunciation through a teacher or a reliable dictionary.

2.5.3.1 Pronunciation of Content and Structure Words

In Spoken English, Content Words are said with more strength because they give the meaning. Structure Words are spoken more softly. They do not carry meaning on their own but help to show relationships among the other words and form complete and correct sentences.

This way of speaking is important for learners of English in India, where English is not the first language. One must pay attention to this aspect to speak clearly and be understood.

Take the sentence, "The boy has gone to school." The words *boy*, *gone* and *school* are Content Words. They tell us the main idea. Even if one says only these three words—*boy*, *gone*, *school*—

the meaning still comes through, though the sentence is not correct as per grammar. On the other hand, if one says only *the, has, to*, the listener would not understand anything. These words do not carry meaning by themselves.

Therefore, in speech, Structure Words are less strong. Content Words are said with more force. This way of stressing the words that matter is called *Stress*. So, the words that give the sense of a sentence are spoken more clearly and strongly. The other words are spoken with less weight.

The earlier sentence would sound like this when spoken: **The boy** *has* **gone to school**. (Here, the bold words are strong and the italic ones are weak.)

2.5.3.2 Practice

i. Pick out the Content Words in the following sentences and practice them loudly, laying stress on the right syllable:

1. He was reading a book when he received a phone call.
2. Let him leave, he has some urgent work.
3. She didn't have an umbrella and waited for the rain to stop.
4. Is she happy with the exam result?
5. Her parents felt happy that she got a job.

ii. Select a short Paragraph from your reading passage (Swami Vivekananda's "Secret of Success") and make lists of Content Words and Structure Words.

2.5.4 Syllable Structure

A Syllable is a single, unbroken unit of sound in a word. It usually has a vowel sound, with or without consonants around it and is generally thought of as the 'beat' or 'rhythm' of spoken language. There is at least one syllable in every English word. One—syllable words, including cat, dog, book and sun, are short and easy to say. There is only one vowel sound in these words and they are all uttered in one beat. Words with two syllables, like apple, table, joyful and student, have two different vowel sounds or beats. Here is the syllable division for these words:

1. Apple → ap·ple (2 syllables)
2. Table → ta·ble (2 syllables)
3. Joyful → joy·ful (2 syllables)
4. Student → stu·dent (2 syllables)

Each of these words has two syllables and they are divided where the natural breaks in sound occur when spoken.

Now try saying the words, banana, elephant, chocolate and yesterday. How many syllables do these words have? They have three syllables. These are harder to say and have more complicated structures. Here is the syllable division for three syllable words:

1. Banana → ba·na·na (3 syllables)
2. Elephant → el·e·phant (3 syllables)
3. Chocolate → choc·o·late (2 or 3 syllables, depending on pronunciation)
4. Yesterday → yes·ter·day (3 syllables)

Going on, four—syllable words like calculator, vegetable, indestructible and refrigerator four syllables.

1. Calculator → cal·cu·la·tor (4 syllables)
2. Vegetable → veg·e·ta·ble (4 syllables)
3. Indestructible → in·de·struc·ti·ble (5 syllables)
4. Refrigerator → re·frig·er·a·tor (5 syllables)

Finally, words with five syllables are longer and tend to be more formal or academic. Examples include unbelievable, astonishing, individualism and inadvertently. Here is the syllable division for five—syllable words:

1. Unbelievable → un·be·liev·a·ble (5 syllables)
2. Astonishing → as·ton·ish·ing (4 syllables)
3. Individualism → in·di·vid·u·al·ism (6 syllables)
4. Inadvertently → in·ad·vert·ent·ly (5 syllables)

It's crucial to know how to break words down into syllables as they help you in reading and writing, as well as learning correct pronunciation and spelling.

2.5.5 Stress

The emphasis placed on the content words above is called *Stress*. In spoken English, stress plays an important part in carrying the meaning, because the listener pays attention to the stressed words in order to grasp the message. Therefore, the words that carry the meaning are stressed during speech.

One point to keep in mind is that many common words, which are used both as Nouns and as Verbs, share the same spelling. These words are spoken with different stress patterns to avoid confusion. When the word is used as a Noun, the stress falls on the first syllable. When the same word is used as a Verb, the stress shifts to the second syllable.

Take the word **present** as an example. In the sentence, “The **present** you had given me is beautiful,” the word ‘present’ is a Noun and the stress is on the first syllable. In the sentence, “He pre’sented himself before the judge,” the word ‘presented’, is a Verb and the stress is on the second syllable.

Here are some other such word pairs to notice: 'conduct—con'duct; 'contract—con'tract
'absent—ab'sent; 'increase—in'crease; 'object—ob'ject .

2.5.5.1 Practice

Practice uttering the following words once as a Noun and again as a Verb: conflict—extract—
transport—export—import—contrast—transfer—progress—converse—decrease—record—
produce—contest—suspect—subject—perfect—convict—protest—convert—desert—envelop—
object—perfume—rebel—insult—ally—combine—dictate—discourse—escort—exploit—
frequent—permit—survey

These are commonly used words and it is their pronunciation that makes it clear if it is a Noun or a Verb.

2.5.6 Patterns of Stress

In English, each Content Word is stressed in speech. Stress patterns are as follows: Stress the bold letters:

1. Short words of one or two syllables usually have stress at the beginning. Some examples are given below: two, do, dumb, tongue, law, way, raw, zone, mesh, church, judge, sat, new, fine, lion, take

2. Some words of more than two syllables have stress on the second syllable:

re 'markable, ef 'ficient, ho 'tel, po 'lice, de 'velop, ma 'chine, of 'ficial, e 'conomy, ne 'cessity

3. Some general rules of stress in English: Words beginning with 'a' 'be' 're' with two syllables are always stressed on the second syllable: a 'way. a 'long, a 'side, a 'gain
a 'mong, ac 'cross, a 'cruce be 'ware, be 'long, be 'side
be 'come, be 'get, be 'ware, be 'lieve, re 'verse, re 'ceive
re 'lieve, re 'mind, re'cess, re 'volve, re 'read

4. Words ending in '—ation' always have stress on the consonant before 'a' in 'ation':

lo'cation do'nation ne'gation remune'ration reali'sation sen'sation

5. Compound words which are formed by combining two separate words are usually stressed at the beginning of the expression: 'shopkeeper, 'salesman, 'waterbottle, 'taperecorder, 'airport, 'textbook

6. Some compound words where the second word is more important in conveying the sense have stress on the second word: goodbye, sea 'shore, after 'noon, week 'end, chief 'minister, thir 'teen, nine 'teen

7. Phrasal Verbs carry the stress on the second word:

call'off, hold'on, care'for, put'up, turn'off, call'off, bring'up, take'away, break'down

8. In the case of derived words, the stress pattern changes from word to word:

'certify, cer'tificate, certifi'cation, 'diplomat, di'plomacy, diplo'matic

'analyze, a'nalysis, ana'lytic, 'equal, e'quality, equali'sation, 'telegraph, te'legraphy, tele'graphic

These rules serve only as general guidance for learning pronunciation. Some words do not follow them. When the meaning of a new word is not clear, a dictionary must be used to check its spelling, meaning and correct pronunciation. A word becomes fully known only after its related forms, their meanings, their use and their proper pronunciation have been learnt. In this regard, the most reliable source for clearing doubts is the dictionary.

Now, English speech can be broadly divided based on the types of words it uses. Out of the ten parts of speech, five are said with more force and five are said with less. The words that carry meaning by themselves are: Nouns, Main Verbs, Adjectives, Adverbs and Interjections (words that express strong feelings). These are given stress in speech.

The other types—Pronouns, Articles, Prepositions, Conjunctions and Helping Verbs—do not usually receive stress. They are spoken with less weight, as they do not carry meaning on their own, but help to form complete sentences.

Exceptions: The exceptions to the above rule are Pronouns and the Article 'the' in some contexts:

1. Pronouns are stressed only in specific contexts: 'He hasn't stolen the purse; 'she has stolen it.
2. Article 'the' is stressed before a superlative word: He is 'the mechanic for repairs.
3. Prepositions are stressed depending on the context: The paper is 'in the drawer, 'not 'on the table.
4. The stress of conjunctions also depends upon the context: I told you to leave; 'still, you are here!

2.5.6.1 Practice

- i. Mark the stress on the words you emphasise in the following passage:

Deep Sleep

A study on aircraft noise and sleep disturbance, financed by the Department of Transport, says as follows:

“An average person living near an airport stands only a 1 in 75 chance of being disturbed by aircraft.” The study, which looked at patterns of sleep near four British airports concluded that “once asleep, very few people living near airports are at risk of any substantial sleep disturbance due to the aircraft noise.”

2.5.7 Syllabic Consonants

Some words lose the vowel sound after the Consonants: **button**, **mutton**, **dozen**, **caution**, **tension**, **nation**, **certain**, **written**, **spoken**, **couple**, **double**, **kitchen**, **mention**.

Those that gain the vowel sound: **pris(a)m**, **rhyth(a)m**.

2.5.8 Silent Letters

- final **e**: **make**, **take**, **complete**
- initial **g**: **gnome**, **gnomon**, **gnarl**
- initial **k** (before a nasal): **know**, **knit**, **knife**
- **h** mute: **hour**, **honour**, **heir**
- initial **p** before **n** and **s**: **pneumonia**, **pneumatic**, **pneumonic**
- initial **p** before **s**: **pseudo**, **psychology**, **pseudonym**
- initial **w** before **r**: **write**, **wrong**, **writ**
- **b** before **t**: **doubt**, **debt**, **subtle**
- silent **c** after **s**: **science**, **scissors**, **scent**; **c** is silent in **indict**
- silent **d**: **Wednesday**, **handsome**, **sandwich**
- **gh** in middle position: **daughter**, **light**, **sight**
- **gh** as **f** in the final position: **laugh**, **cough**, **tough**
- **l** before **k**: **talk**, **walk**, **stalk**
- **l** before **m**: **calm**, **palm**, **balm**
- **r** in the middle and final positions: **world**, **girl**, **curd** and **car**, **scar**, **pier**
- **t** after **s**: **whistle**, **castle**, **hustle**
- **b** after a nasal: **bomb**, **comb**, **lamb**
- **d** before **g**: **wedge**, **budge**, **edge**
- **n** after **m**: **condemn**, **autumn**, **column**

2.5.9 Double Consonants

Double Consonants are always pronounced as single sounds, For example: **butter**, **rubber**, **summer**, etc.

2.5.10 Ordinal and Cardinal Numbers

Ordinal and Cardinal Numbers have different meanings, though both of them deal with numbers. Their pronunciation is also different.

Cardinal numbers indicate the quantity and they are expressed as one, two, three, four etc.

Ordinal numbers refer to the position or the placement of a number. They show the rank or sequence. They are expressed as first, second, third, fourth etc.

Note: Cardinal numbers from thirteen to nineteen are stressed on the teen and thirty to ninety have stress at the beginning. For example: thir'teen – 'thirty; four'teen – 'forty; fif'teen – 'fifty and so on. The stress on ordinal numbers generally falls on the first syllable. For example: 'first, 'second, 'third and so on.

WRITING

2.6.0 Introduction

Clear instructions and sound guidance help students enhance their Writing skills. They bring order to the task and support clear thought. When students know what is expected of them, they are more likely to stay on course and avoid confusion. They also begin to think critically and express their ideas with greater clarity and control.

Good direction helps students shape their writing for different purposes. Whether they are Writing essays, reports or research papers, they learn how to tailor their approach to meet the specific needs of each task. In time, they gain the skill to write with order and purpose. These habits serve them well in their studies and continue to benefit them in their future work.

2.6.1 Instructions for making Tomato Soup

Take 1 kg of tomatoes and wash them thoroughly. Take a pan and pour some water. Boil the tomatoes for five minutes or until the skin begins to peel. Let it cool for five minutes. Then, peel off the skin of the tomatoes. Grind them to make a soft puree. Now, take another pan, add butter and heat it. When the butter melts, add finely chopped garlic and a bay leaf, along with a pinch of *garam masala*. Now add the tomato puree to it and $\frac{3}{4}$ litre of water. Boil it at a moderate heat for 10 minutes, until it reaches the consistency of the soup. Serve it hot with a bit of butter, pepper, salt and bread crumbs.

2.6.1.1 Practice

Your younger brother got a new mobile as a gift. Instruct him on how to set up and prepare the mobile, from installing the SIM to using it after downloading the required Apps.

2.6.2 Instructions to Use the Electric Rice Cooker

An electric rice cooker is particularly helpful for working women and families where people eat at different times due to varying work hours.

First, gather the necessary items. These include the electric rice cooker, rice (white, unpolished, single-polished or Basmati), clean water, a measuring cup. Now follow these steps:

Take two cups of rice in a bowl. Clean the rice thoroughly with normal water. Drain the water and transfer the rice to the vessel of the cooker. Add 4 cups of water to the rice. Wipe the outside of the vessel with a cotton cloth and place it correctly inside the cooker. Put the lid on. Plug in the cooker and press the 'cook' button in front of it.

The rice will take about fifteen to twenty minutes to get cooked. The switch will then move to the 'warm' setting. Wait for five minutes. Use a wooden spatula to serve the rice.

Note: After use, unplug the cooker. This will save power and prevent excess heat. If you want to use the rice later, switch on the cooker, warm the rice and then serve it.

2.6.2.1 Practice

- i. Offer Instructions for an Online Examination.
- ii. Write down Instructions needed for a job interview at a Private Bank.

2.6.3 Directions

Provide directions from Nampally Railway Station to the Ravindra Bharati

Here are the directions to reach the **Ravindra Bharati** from **Nampally Railway Station**. Start from Nampally Railway Station and walk straight until you reach the flyover. At the flyover, take the left and head towards Public Gardens Road. Walk for approximately 1 km. Pass by the Public Gardens on your left. At the signal near the Telangana State Legislative Assembly, take a right turn and walk approximately 500 m. The Assembly building will be on your left and continue towards Ravindra Bharati. Drive straight for about 500 meters. Ravindra Bharati is located on the right side, adjacent to the Telangana State Art Gallery.

Total Distance: Approximately 2 km.

Estimated Time: 10 to 15 minutes (depending on traffic).

2.6.3.1 Practice

I. Provide detailed Directions, including landmarks, turns, signal crossings and distances, to reach Birla Mandir from Nampally Railway Station.

READING FOR PLEASURE

2.7.0 Introduction

Reading for Pleasure has two inspiring texts in this Unit—a poem, “I Keep Six Honest Serving Men” by Rudyard Kipling and a prose, “Bachendri Pal: Empowerment of Women.” The poem helps the students understand that asking questions and being curious are important for learning about the world. The poem's rhythm and memorable phrases make us want to ask, examine and understand. On the other hand, the latter is an inspiring biography of the first Indian woman to climb Mount Everest. It shows her bravery, tenacity and the spirit of women's empowerment. These writings offer a pleasurable and meaningful reading.

2.7.1 I Keep Six Honest Serving Men by Rudyard Kipling

Rudyard Kipling (1865-1936) was an English poet, novelist, short story writer and journalist. He was born in British India.

This poem shows that a man's curiosity is what helps him gain knowledge. If Newton had not asked the question, “Why should the apple fall down and not go up?” the laws of gravity might not have come to light. The only real difference between man and beast lies in the desire to understand the world. This need to ask questions has propelled human civilization forward and new inventions have emerged from it. C.E.M. Joad once said that civilisation means “thinking new thoughts.” Without reaching into fresh fields of thought, man cannot move ahead.

I keep six honest serving men

I keep six honest serving-men

(They taught me all I knew);

Their names are What and Why and When

And How and Where and Who.

I send them over land and sea,

I send them east and west;

But after they have worked for me,

I give them all a rest.

I let them rest from nine till five,

For I am busy then,

As well as breakfast, lunch and tea,

For they are hungry men.

But different folks have different views;

I know a person small—

She keeps ten million serving-men,

Who get no rest at all!
 She sends 'em abroad on her own affairs,
 From the second she opens her eyes—
 One million Hows, Two million Wheres,
 And seven million Whys!

2.7.1.1 Answer the following questions

1. What are the question words used in the poem?
2. Why is it important to ask questions?
3. How many direction words are there in the poem?
- 4 How many numbers are mentioned in the poem?
5. Do you agree with the core idea of the poem?

2.7.2 Bachendri Pal: Empowerment of Women

In ancient times, Indian women enjoyed equality with men and were often held in high regard for their roles in both family and public life. Vedic learning was given to both girls and boys. This helped them grow in knowledge and act with commitment towards their community.

Gargi, Maitreyi and Lopamudra were among the learned women who took part in discussions on the Vedas and philosophy. Others, such as Suphala and Apala, made known their thoughts on the Vedas. Suphala had a deep sense of the spirit and took part in thoughtful talks which helped many young minds during her travels. Apala shared her thoughts on Brahmagnana and her name is linked with hymns from the Rigveda.

In later centuries, some brave women stood against foreign forces. Rani Lakshmibai and Rani Abbakka are remembered for their strength in battle. In the 13th century, Rani Rudrama of the Kakatiya line ruled a vast region for twenty-seven years with firmness and skill.

It was only under foreign rule that women lost their place in public life. They were kept inside the home for many centuries, primarily for safety reasons. After India gained independence, the issue of women's liberation became a part of public concern. Education gave them a way forward. Over the past fifty years, women have entered all fields alongside men and have demonstrated both strength and intellect.

Their part is no longer limited to everyday duties. Even in complex and testing roles, women have shown that they are equal to men. Bachendri Pal stands as a clear example. She reached the summit of Mount Everest, a goal that few women had considered before her time.



Picture 2.5 showing Bachendri Pal

Bachendri Pal was the first Indian woman to reach the summit of Mount Everest. She became a figure of strength and courage, bringing honour to women and giving hope to those who would come after her.

This rare achievement was completed on May 23, 1984. It carried a clear message to women across the world: they could trust in their strength and believe in their own minds. She was only twenty-nine years old at the time.

The Indian Mountaineering Foundation had prepared its fourth expedition to Mount Everest. Bachendri Pal was one of the eleven people chosen for the team. Climbing a mountain is not like walking on a road or crossing still waters. It is a task full of risk, where danger may strike without warning.

This team faced a critical moment when an avalanche struck on the night of May 15th-16th. They were halfway up the mountain. Some members left the climb because of fear and the harsh weather. Bachendri Pal stayed with a small group and went ahead. At 1 PM on 23 May 1984, they reached the summit. It was the day before her thirtieth birthday. Bachendri Pal stood at the top of the world. She became a symbol of strength for women everywhere.

The memory of her journey would remain with many women. It would give courage to young girls, helping them follow their dreams and rise above the limits placed before them.

2.7.2.1 Answer the following questions

1. When was Bachendri Pal born?
2. How many members were selected for the team on the mountaineering task?
3. What happened on the way?
4. Could Bachendri Pal reach the summit? What quality must have made her succeed?

5. How were women during ancient times?
6. Which lady scholar was enlightening the youth with her knowledge?
7. Which lady scholar contributed to the *Rigveda*?
8. How do you think Bachendri Pal became a symbol of inspiration to girls?
9. Who were the lady rulers mentioned in the text?
10. Do you think gender equality helps society to progress? Why? Why not?

UNIT 3

TALKING ABOUT HABITUAL ACTIONS AND PAST EVENTS

Introduction

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”

—Aristotle

Meaningful relationships depend on clear and thoughtful communication. We speak about our daily experiences, our memories, personal concerns and work-related matters with those around us. This exchange plays an important part in building and maintaining human connections. Conversations of this nature help people think carefully about their behaviour and adjust it when the moment calls for change. They deepen mutual understanding and allow empathy to grow. Through such exchanges, we come to understand the shared traditions of different cultures, as well as the qualities that make each person distinct. When we express what we think and feel, we build trust, deepen understanding and move forward together.

Unit 3 examines how to make sense of conversations and how to describe repeated actions and past events. It points out the value of being aware of time in both speech and writing. With a focus on the main rules of the Simple Present and Simple Past Tenses, students will learn how to talk about their daily habits, describe past happenings and tell the difference between the two forms.

The Simple Present Tense is used when speaking about habits and things that happen repeatedly. On the other hand, speaking about past events requires a sound grasp of the Simple Past Tense. This part of the course helps students speak and write with grammatical precision when they describe regular habits and past experiences.

The Listening and Speaking sections help them use Grammar and Vocabulary in everyday settings. Vocabulary related to daily actions, emotional states and Basic Verbs is introduced in this Unit. The Unit also draws attention to the use of Sequence Words, Ordinal Numbers and Sensory Verbs. By the end of the Unit, students will be able to discuss their daily habits, past events, assess and improve them and use Grammar and Vocabulary with confidence and accuracy.

LISTENING

3.1.0 Introduction

Habitual actions are activities that a person regularly performs, often as part of a routine. What one does in the quiet parts of one's life tends to become one's second nature. Setting a goal and following a steady course of practice helps a person achieve the result they hope for. For example: sports figures who have achieved success in life have often endured long periods of effort before gaining public attention.

Empathetic Listening is introduced in this Unit. It combines Active Listening with an effort to understand the speaker's feelings. It is important to show care and concern for the speaker when they express their emotions. You need to offer support to the speaker through your thought-provoking responses.



3.1.1 Audio 1

Unit III_A1.mp3

Answer the following questions before listening to the audio.

1. Are you interested in sports? Do you play any?
2. What are some of the Sports and Games that you follow?
3. Do you agree that a consistent and well-planned routine is the key to a sportsperson's success?

Daily routine of a sportsperson



Picture 3.1 showing P.V. Sindhu in action

The 21-year-old Olympic silver medallist **follows** a strict fitness regimen, naturally. Here, the athlete, also a Gatorade ambassador, shares not only how she prepares and dedicates her time to excel at her craft, but also what she **loves** apart from her first love: badminton.

Her fitness regimen is as follows: “I **start** my morning session at 7 o’clock, which **goes** on till about noon. This is when I **focus** on my game on the court. After that, I head home for lunch at 1 pm and **rest** until 3 pm. I am **back** at the academy by 4 pm for endurance training and **wrap up** my day by 7 pm in the evening. My pre-workout routine **starts** with stretching exercises and **finishes** with a run. My workout sessions vary from day to day and are planned monthly, with a focus on my back, abdomen, knees and shoulders. In between practice sessions, I **keep** myself well hydrated since athletic performance is greatly improved when one is properly hydrated.”

Her diet: “Nutrition for me is about balancing the carbs and proteins. My day usually **starts** with a breakfast of milk, eggs and fruit. I then **head** to the courts and keep myself hydrated in between sessions with plenty of liquids.

My match-day prep typically **involves** exercises that help me warm up and nothing too tiring. My diet for match day is calculated based on the match timing.

Apart from sports, she is passionate about clothing. “I **love** spending time shopping.”

Her hidden talent: “I am yet to discover my hidden talent, but I do **love** dancing.”

Currently on her Netflix watching list is, “I **love** watching sports documentaries.”

Her workout playlist **includes** pop and rock music...’

3.1.1.2 Practice

1. Which one of the qualities of P.V. Sindhu did you like the most?
2. Listen to the audio for a second time and make a note of the verbs. Work in pairs and frame sentences using those verbs.



3.1.2 Audio 2 Unit III_A2.mp3

Answer the following questions before listening to the audio.

1. Who is Sunder Pichai?
2. What is Sunder Pichai’s nationality?
3. Is he an influential personality?
4. Do you think his daily routine has a role in making him an influential personality?

Daily routine of a CEO

Ever wondered how Sundar Pichai, the CEO of Google and Alphabet, manages his day?

Running one of the world's largest tech companies is no easy task, but Pichai has a simple yet effective daily routine that keeps him focused, productive, and calm. From his morning rituals to how he spends his free time, here's a deep dive into the daily routine of Sundar Pichai!

Habitual actions of Sundar Pichai

i. Note the action verbs while listening to the audio for the second time. Discuss with your peer and decide which action verbs are used.

ii. How does Sundar Pichai start his day?

Unlike many CEOs who dive straight into work, Pichai starts his day on a slow and mindful note. His secret? A good night's sleep and a calm morning.

- Wake-up Time: Between 6:30 and 7:00 am
- Morning Habit: Reading the newspaper (Yes, the hard copy!)
- Breakfast: A simple cup of tea with toast and eggs

Pichai believes that a slow and thoughtful start to the day sets the tone for productivity. He avoids rushing into emails or meetings immediately and instead enjoys reading *The Wall Street Journal* and *The New York Times* to stay updated.

iii. How many hours a day does Sundar Pichai work?

As the CEO of Google and its parent company, Alphabet, Pichai has an intense schedule filled with meetings, decision-making and strategy planning.

- Total Work Hours: Around 10–12 hours per day
- Start Time: 8:00 to 9:00 am
- End Time: Usually around 6:00 to 7:00 pm, but can go further, depending on the situation. A significant part of his workday involves:
 - Meetings with top executives and engineers
 - Reviewing Google's biggest projects
 - Decision-making on AI, Search and Cloud initiatives
 - Brainstorming new innovations

iv. Even with his demanding role, Pichai believes in efficient work over long hours and emphasises a balanced approach to leadership. Pichai is known for his calm, composed and thoughtful leadership style. He follows a few key habits to stay focused and be productive.

- Avoids checking his phone first thing in the morning
- Takes time to think before making big decisions
- Delegates tasks effectively to avoid micromanaging
- Encourages a positive, stress-free work culture at Google...

v. How does Sundar Pichai end his day?

After a long day of work, Pichai unwinds by spending time with family and watching sports or TV shows. Watches cricket or tennis matches. Reads a book or tech news before going to bed. Goes to bed around 10:30 pm. He understands the importance of rest and recovery, ensuring he gets enough sleep to stay sharp and focused for another productive day ahead.

3.1.2.1 Practice

After listening to the audio, discuss it with a friend and plan a better daily routine for both of you. Prepare a daily timetable that can be followed consistently.



3.1.3 Audio 3

Unit III_A3.mp3

Answer the following questions before listening to the audio.

1. Do you have any siblings/cousins/friends who feel lazy to wake up in the morning?
2. Are they night owls?
3. What is their parents' reaction when they don't wake up despite being called multiple times?

Conversation between a student and a counsellor

Here is a student who finds it difficult to wake up in the morning and follow a daily routine. He consults a counsellor to help him set a routine. The counsellor proposes improvement and helps him understand the importance of building a routine.

While listening, identify the habits that require improvement and circle them in your book.

Counsellor: Hi! Thanks for coming in. How have you been managing your time lately?

Student: Honestly, not that great, ma'am. I sleep late, wake up late and spend a lot of time on my phone. I keep telling myself I will study, but I never get to it.

Counsellor: That sounds frustrating. How do you feel at the end of each day?

Student: Guilty, mostly. I feel like I have wasted so much time. What time do you wake up these days?

Counsellor: That is understandable. You aren't alone. Many students come to me with the same problem. Building a routine is like training a muscle. It takes time, determination, consistency and patience. The key to success is starting on a small level.

Student: Around 11 A.M., sometimes even later, ma'am.

Counsellor: Alright. What if we set a target wake-up time of 8 A.M. for the next few days, not too early, but earlier than before? And no phone for the first 30 minutes?

Student: That sounds possible, I guess.

Counsellor: Exactly. And we could structure just one study block in the morning, say, from 10 to 11 A.M. After that, you can check your phone for 10–15 minutes as a reward. We aren't cutting things out completely, but just making space for what matters.

Student: I like that idea. It's not as if I have to give up everything.

Counsellor: That is the goal. Aim for progress, not perfection. And if you slip up, restart it the next day.

Student: Thank you, ma'am. That makes me feel a little more in control.

Counsellor: You are in control. We will build a routine together, step by step.

3.1.3.1 Practice

1. Discuss in your peer group and propose an improvement for the student. Some suggestions are given below.

Set a consistent sleep and wake time. Also set a regular study time.

Reduce screen time. Replace scrolling with something like exercising or journaling.

SPEAKING

3. 2.0 Introduction

Daily routines play an important part in conversations because they reveal how we allocate our time and prioritise what matters most in our day-to-day lives. Speaking about routines helps people form connections through shared habits and a clearer understanding of one another's way of life. For example, talking about how one takes tea or coffee in the morning, the hours one keeps at work, or the habit of going for a walk in the evening can bring people closer. These exchanges offer an opportunity to reflect on how our habits have evolved and how we can cultivate more effective ones. We speak of past routines that shaped us, the ways we live now and the hopes we carry for days to come. Such habits form a topic that holds interest, feels familiar and works well in conversation, especially in a place like Hyderabad, where people come from many backgrounds and live together.

3.2.1 Past, Present and Future Tense Forms to Speak About Time of Actions

Habitual actions are activities that we perform regularly and repeatedly as part of our daily life. The Simple Present Tense is used when we speak about habits or routines, such as “I wake up at 6 am every day” or “She takes a walk in the park every evening.” These actions are steady and follow a pattern. In contrast, past habitual actions describe routines or habits that were followed earlier but are no longer part of present life. Sentences like “I used to play cricket every Sunday” or “Formerly, I was a Professor at Delhi University” show how people were in the past. These tell us about past habits. By comparing present and past habits, people can notice how their way of life or behaviour has changed with time. Planned future habits are shown with the future tense, using helping verbs such as *will* or *going to*. For example: “I will start waking up at 5 am from tomorrow to do yoga,” or “We will be going for family dinners together every Sunday from next month.”

Here are some examples of habitual actions.

3.2.1.1 Daily routine of a cricket player

Cricket players wake up early in the morning. They do physical exercises to stay fit and maintain good health. They practise batting, bowling and fielding on a regular basis. They follow a set training timetable to improve their play. After practice, they take a rest and get ready for the next match or training session.

3.2.1.2 My daily routine

I wake up late, usually after 8:00 am, and as a result, I often miss breakfast. I miss classes at times. I complete homework in a hurry at the last minute. I spend my free time on WhatsApp or Netflix. I usually eat food from outside. I go to bed late and the same pattern continues. My brother's daily routine differs from mine.

3.2.1.3 Daily routine of my brother

My brother gets up in the morning and goes for a jog. He returns home at 8:00 a.m. and has his breakfast. After that, he leaves for college. During the class, he writes down important points. In the evening, he plays football with his friends. At night, he studies until about 10.00 pm and then relaxes by listening to music. He goes to bed at 11.00 pm.

3.2.1.4 Colleges ban phones: students' debate

A: Hi, did you see that post on Instagram about the new college rules?

B: Yes, I saw it. To be honest, I'm not sure how it will affect us. Did you read all of it?

A: Just a bit. They are saying phones will no longer be allowed in the classroom. Some students are unhappy.

B: I think it's fine. It might help us pay more attention. But what if the teachers take it too far?

A: That's what I'm worried about. The punishment might be too harsh. Let's wait and see how they carry it out.

B: We could speak to the student council. What we think should matter as well.

A: That's a good thought. Let's keep ourselves informed and decide what to do next.

3.2.2 Analysis of a Sports Competition

The final of the inter-university Kabaddi tournament is between Osmania University and Kakatiya University. Both teams play with full effort and determination from the start. The raider from Osmania University shows quick reflexes, touches two defenders and returns to his side safely. Kakatiya University answers with a strong defence and catches Osmania's raider with skill. The match becomes tense as the scores of the two teams come very close. In the last moments, the captain of Osmania University carries out a well-timed raid and earns the winning points. The crowd cheers and waves as the referee announces Osmania University as the winner. Their teamwork and smart play helped them win the championship trophy.

3.2.2.1 Practice

i. Sharing information about habits

Here are a few questions you could ask your friend.

1. What do you usually do in the mornings?
2. What time do you normally have dinner?
3. How often do you exercise?
4. How frequently do you chat with your friends?
5. Do you always have breakfast before coming to college?
6. Do you pray before you go to bed?
7. Do you watch reels in your free time?

8. Do you play every day?

The answers could be: I take Roti, I love playing, watches TV, read rarely

Now share something interesting you have learnt about your partner's routine.

ii. Finding opinions about family

Continue working with your friend. Ask him the following questions to learn about his mother and father.

1. Which quality do you admire most about your mother?
2. Which favourite activity do you share with your mother?
3. What advice did your mother often give you?
4. Which skill did your father teach you?
5. Name a common topic of conversation between you and your father.
6. Which do you think is the most important element for a strong family bond?
7. Name a common activity that strengthens your family's bond.

The answers could be like: kindness, cooking together, fixing things around the house, discussing current events, communication and sharing.

iii. Now share something interesting you have learnt about your friend's family.

iv. The future of learning: skill-oriented or general studies-oriented courses or both?

Ask your partner about his/her views on skill-oriented learning. Compare them with your opinions, highlighting similarities and differences and prepare a report to present them to your classmates.

1. What are your thoughts on skill-oriented learning and traditional university courses?
2. Which do you think is more valuable in today's job market: skill-oriented learning or traditional courses?
3. Do you think that universities should shift more towards skill-oriented certifications?
4. What are the advantages of purely skill-oriented courses?
5. Do you think employers are valuing specific skills over academic degrees?
6. How do you think that education should adapt to tech-savvy and skill-focused learning?

The answers could be: Skill-oriented learning is valuable, but it depends on the individual's career goals. However, traditional courses offer a basic understanding of concepts, critical thinking skills and a broader network of personality development, leadership roles or career opportunities. I think a blend of both is ideal.

v. Evening Bliss: Tank Bund Glow



Picture 3.2 showing the Hussain Sagar Lake and the Statue of Buddha. Picture 3.3 showing people involved in different activities on the Tank Bund

Ask your friend about the activities that are captured in these two pictures. The questions could be as follows:

1. Can you identify the place captured in the pictures?
2. Why have the people gathered?
3. What are they doing?
4. Whose statue is that in the middle of the Tank Bund?

Now, write a few sentences about the scene on the Tank Bund in Simple Present Tense and Present Continuous Tense. Here are a few sentences to help you. Add some more sentences of your own.

The Tank Bund is a well-known place in Hyderabad. It connects the twin cities of Hyderabad and Secunderabad. Many families in the city choose it as a weekend outing spot. It stretches across the large Hussain Sagar Lake and there is a tall Buddha statue placed in the middle of the water. Along the road, there are statues of well-known figures from our history and culture. People often come here in the evenings to take a walk and enjoy the view of the lake. Sometimes, small events take place. Children are usually drawn to the toys sold by street vendors and spend time playing nearby.

READING

3.3.0 Introduction

Reading a poem gives us a way to think about deep feelings and thoughts. These are often shown through unusual and striking language that helps us understand how words can carry meaning. Poems can also bring us closer to ways of life and ways of thinking different from our own. They may help us care more deeply about others and think more widely about the world. This Unit includes a poem “Woman Work” by Maya Angelou and a prose written by Dr. A.P.J. Abdul Kalam. The prose is inspiring and teaches important lessons about life through its simple but powerful language. His writing encourages people to dream big, work hard and be honest when serving others. Dr. Kalam's writing combines patriotism, spirituality and optimism, which makes it extremely powerful for students and young people who are looking for meaning, clarity and confidence in their lives.

3.3.1 Poem

Answer the following questions.

1. What work do your sisters and mothers typically do at home or in society?
2. What does ‘work’ mean to you? Is it only physical labour or can it also be emotional and mental?
3. Do you think women’s work is often valued as much as men’s work in society? Why? Why not?

3.3.1.1 About the author

Maya Angelou, born Marguerite Annie Johnson (1928 - 2014), was an American writer, poet and activist. She wrote seven autobiographies, three collections of essays and several volumes of poetry. Her work also included plays, films and television productions over a span of more than fifty years. She received many awards and over fifty honorary degrees.

Her autobiographical series centres on her early life and young adulthood. The first book, *I Know Why the Caged Bird Sings* (1969), covers her life until the age of seventeen and brought her wide recognition. She took part in the Civil Rights Movement and worked with Martin Luther King Jr and Malcolm X. Her long career also included poetry, drama, film writing, direction, performance and public speaking.

Woman Work by Maya Angelou

I’ve got the children to tend

The clothes to mend

The floor to mop

The food to shop

Then the chicken to fry

The baby to dry
I got company to feed
The garden to weed
I've got shirts to press
The tots to dress
The can to be cut
I got to clean up this hut
Then see about the sick
And the cotton to pick.

Shine on me, sunshine
Rain on me, rain
Fall softly, dewdrops
And cool my brow again.

Storm, blow me from here
With your fiercest wind
Let me float across the sky
'Til I can rest again.

Fall gently, snowflakes
Cover me with white
Cold icy kisses and
Let me rest tonight.

Sun, rain, curving sky
Mountain, oceans, leaf and stone
Star shine, moon glow
You're all that I can call my own.

3.3.1.2 Practice

Reading Comprehension

1. List five tasks the speaker mentions in the first stanza. What do these tasks tell you about her daily life?
2. What kind of work does the speaker describe: household, emotional, physical or all of these? Give examples.
3. Who is the speaker addressing in the second half of the poem? What does she ask for?
4. How does the tone of the poem shift after the first stanza? What clues show this change?
5. What do the chores in the first stanza suggest about the speaker's role and responsibilities? What assumptions can you make about her life?
6. Why might the speaker turn to nature in the second half of the poem? What does nature represent for her?
7. How does Maya Angelou use contrast to highlight the theme of escape or relief?
8. What more profound message does the poem convey about the lives of women, especially working or caregiving women?
9. Do you think the woman in the poem is overburdened with work? What can you do to lessen her burden?
10. Explain the meaning of the phrase "storm, blow me from here." What might the speaker be emotionally asking for?

3.3.2 Prose

Answer the following questions before reading the prose.

1. Do you agree with the statement, "the young are better equipped than older generations to bring a change in this society"?
2. Can you give examples of youth organisations that work for the betterment of the world?
3. To bring peace in the world, what are some of the positive actions you can think of? What values and skills should young people develop to sustain peace in the world?

3.3.2.1 About the author

APJ Abdul Kalam (1931-2015) was from a simple family and rose to the highest office in India. He served as the President of India from 2002 to 2007. His life shows what one can achieve with ambition and firm resolve. Known for his kindness, humility and care for others, Kalam worked as a scientist and played a key part in India's progress in defence equipment. Because of his work in this field, people often called him the 'Missile Man' of India.

When his term as President came to an end, he left the official residence carrying only a small suitcase with a few clothes. After this, he spent his time teaching students and encouraging young people to work hard and build a kind and peaceful society. Through his project *Lead India*, he worked with school and college students to help them build good character, care for others and serve those in need.

3.3.2.2 Youth alone could build a Peaceful World

You should stand for a culture of excellence, not by accident. It's the process where individuals continuously try to better themselves, setting their performance standards. They work on their dreams with focus and they are prepared to take calculated risks and do not get deterred by failures as they move towards their dreams. Then they step up their dreams as they tend to reach the original targets and later strive to work to their potential. In the process, they increase their performance, thereby multiplying their potential further. This is an unending phenomenon of the lifecycle. 'Culture of Excellence' means 'they are not in competition, but complement each other.'

I know every youth wants to be unique. That is, you! But the world around you are doing its best, day and night, to make you just like everybody else! Question yourself: Do you want to be you or like everybody else? Being like everybody else is convenient at first glance, but not satisfying in the long run. The challenge, therefore, my young friends, is that you have to fight the most brutal battle that any human being can imagine and never stop fighting until you arrive at your destined place; that is the unique you! To achieve uniqueness, you're in a big battle. The battle requires four unique tools. **One key aspect is setting a goal, the second is acquiring knowledge continuously, the third is working hard with devotion and the fourth is perseverance.** Where there is righteousness in the heart, there is beauty in the character. When there is beauty in the character, there is harmony in the home. When there is harmony in the house, there is order in the country. When there is order in the country, there is peace in the world.

3.3.2.3 Practice

Reading Comprehension

Answer the following Questions.

1. What is a 'culture of excellence' according to Abdul Kalam?
2. How do individuals with a culture of excellence approach their dreams?
3. What happens when individuals strive to work to their potential?
4. Is achieving excellence a one—time event or an ongoing process?
5. What challenges do young people face according to the passage?
6. What does the world around us try to make us?
7. What are the four unique tools needed to fight the battle to become unique?
8. What steps does Kalam suggest to the youth to achieve world peace?
9. What is the ultimate goal mentioned in the passage regarding world peace?
10. How do you want to contribute to achieving world peace?

VOCABULARY

3.4.0 Introduction

Learning and using a language require a lot of Vocabulary. It helps us say what we mean and understand what other people are saying. In this section, you will learn new words and how to use them. Learning new words will help you speak and write better. Let us look at these words and see how they can help you improve your language skills.

Action verbs are used to describe an act that is performed. For example: the words: *stand, work, take, move, step up, fight, stop, acquire, learn, strive, increase*, etc., show physical and mental actions.

3.4.1 Daily Routine

Now, observe the actions in ‘Daily Routine.’

“I usually **wake up** at 7:00 am except on Sundays when I like to sleep in. The first thing I do after getting up is have a shower. After my shower, I **get dressed** and **have breakfast**. I normally **have milk** and cereal with a cup of coffee. When I **have finished** breakfast, I always **clean** my teeth. Most days, I **leave** the house at a quarter to eight and **walk** to the subway station, which is a 22—minute **walk** from my flat. I usually **take** the underground because it’s quicker, but sometimes I **catch** the bus. From 9 to 5, I **work** in an office. If I **am** busy, I **have** a sandwich at my desk for lunch. Otherwise, I **go** to the nearby coffee shop with a colleague. After **spending** most of the day in front of a computer screen, I **need to get** some exercise. So, after work I always **go** to the gym.”

3.4.1.1 Practice

Underline the action verbs in the poem. What do these actions denote? Are they performed regularly?

The highlighted phrases like ‘wake up,’ ‘get dressed,’ ‘have breakfast,’ ‘have milk’ are the vocabulary of habitual action. Habitual actions are usually expressed using the simple present tense. These actions happen regularly. Certain time expressions are used to describe habits. Words like **usually, normally, always, most days, often**, etc. are used to describe actions that happen regularly.

Examples:

“I usually wake up at 7:00 am...”

Verb tense: wake up (simple present)

Time word: usually

Habitual Action: Describes a daily routine.

“I normally have milk and cereal...”

Verb tense: have (simple present)

Time word: normally

Habitual action: A typical breakfast routine.

Compile a list of action verbs that are commonly used in daily activities (e.g., eat, run, study). Then, write 10 complete sentences describing your daily routine using these action verbs. Be sure to vary the verbs and include details about what time you do each activity or how often you do it.

3.4.1.2 Practice

i. Now, read the essay “Youth alone could build a peaceful world” and underline the following expressions. Can we think of replacing these words with one-word substitutes? Using one—word substitutes improve clarity and precision in writing.

- | | |
|---|------------------|
| a. Continuously tries to better oneself | self-improvement |
| b. Prepared to take calculated risks | risk-taker |
| c. Do not get deterred by failure | resilient |
| d. Strive to work to their potential | aspirant |
| e. Wants to be a unique | individualistic |
| f. Make you just like everybody else | conform |
| g. Fight the most brutal battle | struggle |
| h. Hard work with devotion | diligence |
| i. Order in the nation | system |
| j. Peace in the world | global peace |

ii. Replace the underlined expressions with the one-word substitutions you have learnt.

- Dr. Kalam’s dream was a world of no wars and complete harmony.
- He supported the desire to be unique, not just to fit in.
- Dr. Kalam believed that constantly trying to better yourself is the first step toward national development.
- Kalam encouraged students to be undeterred by failure and keep moving forward.
- According to him, success comes through working hard with devotion.

GRAMMAR

3.5.0 Introduction

Grammar gives structure, clarity, and meaning to communication. Among the core components of grammar, tenses play a crucial role in expressing time. It helps us talk about the past, present, and future accurately. The most effective way to learn them is contextually, through real-life situations, conversations and integrated language activities such as Listening, Speaking, Reading and Writing. For example, reading a diary entry helps learners understand Past Tense, while writing about daily routines strengthens their use of the Present Tense. Speaking about future plans or goals enables them to use Future Tense forms confidently. This integrated approach makes learning more relatable, practical, and enjoyable.

3.5.1 Simple Present Tense in Sentences

Time and Tense: Tenses indicate at what time the action happened. It means they clarify the time of action for the reader. They are divided into three kinds, indicating the Present, the Past and the Future. Again, each tense has four different types for convenience.

i. Simple Present Tense: Verb (Present)

For example: The night sky presents a glorious spectacle. The universe consists of many celestial bodies. **The Simple Present Tense** is used in the following situations:

S. No	Purpose or Use	Examples
1.	To talk about things in general	The Earth is a speck in the universe.
2.	To say how often something happens	I watch the sunset every evening.
3.	To talk about daily routine/habitual actions	I go to bed at 10 pm.
4.	To ask general questions	Where do you come from?
5.	To make suggestions	Why don't you consult a lawyer for your case?
6.	To speak about universal truths	The Earth revolves around the Sun.
7.	To give commentaries	Kohli makes another century of runs.
8.	To give the headlines for news reports	A team from India visits Russia.
9.	To express very near, very definite schedules	Our college reopens tomorrow.
10.	To express regular schedules	The train leaves at 6 pm.

Table 3.1 listing different uses of the Simple Present Tense

Habitual actions are expressed using the Simple Present tense. But the Present Continuous tense is used; it refers to a temporary action. For example: She takes tea every morning. Today, she is drinking coffee. The first action happens each day. The second occurs only once or for a short period.

Note:

1. If the subject is **he, she or it**, the Verb takes an '**s**' – takes, walks, reads etc.

2. Question words are always placed before the subject. For example:

Do you study your lessons regularly? **When** do you study your lessons?

3. To express a negative sense, a Helping Verb is necessary. For example:

Leelah **likes** sweets, but Mohan **doesn't** like them.

3.5.1.1 Practice

i. Read the following lines from the poem and **list the Verbs in Simple Present Tense**.

Shine on me, sunshine

Rain on me, rain

Fall softly, dewdrops

And cool my brow again.

Storm, blow me from here

With your fiercest wind

Let me float across the sky

'Til I can rest again.

Fall gently, snowflakes

Cover me with white

Cold icy kisses and

Let me rest tonight.

ii. All the sentences below are in the **Simple Present Tense**. Read each one, underline the verbs and explain if it tells about a habit, general truth, or repeated action.

1. Individuals continuously try to better themselves.
2. They work on their dreams with focus.
3. They do not get deterred by failures.
4. Then they step up their dreams.
5. They tend to reach the original targets.
6. They increase their performance.

7. Every youth wants to be unique.
8. The battle requires four unique tools.
9. Where there is righteousness in the heart, there is beauty in the character.
10. They strive to reach their full potential every day.

3.5.2 Illustrate the use of the Simple Past Tense

Simple Past Tense: Verb (Past)

An action that is completed and has no connection with the present time is expressed in the simple past tense.

For example: Early astronomers **mapped** the placement of stars. Earlier, People **mistook** the Earth for being flat.

The Simple Past Tense is used in the following situations.

i. For actions that happened in the past and are not connected in any way to the present. For example: In the past three centuries, scientists have made many discoveries.

Note: Question words are placed before the subject. For example: **Did** the early astronomers know about the black hole? **Could** they find out the actual number of stars?

ii. To express a negative question, a Helping Verb is used. For example:

Didn't the early astronomers know about the stars? **Didn't** anybody discover the gravitational force of the Earth before Newton?

Note: Whenever a Helping Verb is used, the Main Verb takes the Present form. For example:

Krishna **didn't have** a car last year. **Didn't** the ancient scientists **know** that the Earth was round?

3.5.2.1 Practice

i. Fill in the blanks with the **Simple Past Tense** verb.

1. She _____ (set / sets) a goal and worked hard to achieve it.
2. They _____ (acquire / acquired) knowledge continuously.
3. He _____ (was / is) ready to take calculated risks.
4. The students _____ (fought / fight) to stay true to their dreams.
5. I _____ (believed / believe) in my uniqueness.

ii. Write 5 short sentences about how you showed excellence or uniqueness in the Past, using the Simple Past Tense.

- I worked hard on my science project.
- I believed in myself and stayed focused.

3.5.3 Questions in Simple Present Tense and the Simple Past Tense

The difference between a statement and a question lies in the order of the words.

For example: Children like ice cream. Do children like ice cream?

It may be noticed that the question word is placed before the subject mentioned and as the question progresses, the voice is raised; it is called Rising Tone. For the statement, the voice falls as the utterance comes to an end. It is called Falling Tone.

There are two types of questions: one type can be answered with a simple **Yes or No** and the other is the Wh- type question, which requires an elaborate answer. **Yes—No** type of answers begin with a **Yes or No** and end with a Verb.

Wh– type of question. Yes – No type of question begins with Yes or No and ends

with the Verb. For example: ‘Do you like psychology? – Yes, I do.’ ‘Can she speak French?’ – No, she can’t. When answering these questions, the entire statement should not be repeated; a brief answer is sufficient.

Wh– questions are used to get the complete answer, which the questioner does not know. For example: Which State in India do you like most? I like Telangana the most. What is your father? – My father is a doctor. In these questions, the Wh–word begins the sentence, followed by the Verb and the subject is mentioned in the last position. These questions demand complete information in the answer. And the Verb is always in the Present tense form.

In Simple Past Tense, to frame Yes–No type questions in the Simple Past Tense, we use did. For example: Did she visit the museum?

To ask for detailed information in Simple Past Tense, begin with a **Wh– word** like *what, where, when, who, why, how*, etc. For example: When did they arrive?

3.5.3.1 Practice

i. The words in each question are jumbled. Rewrite them to form correct questions in Simple Present Tense.

people / do / what / strive / for?

fight / what / they / do / for?

set / goal / do / why / a / they?

knowledge / acquire / who / continuously / does?

want / youth / every / be / unique / does?

ii. Match the Simple Past Tense Questions to their correct answer based on the events described in the poem, “Woman Work.”

Questions	Answers
A. What did she do to the baby?	1. She cleaned the house.
B. What did she do after mending clothes?	2. She pressed shirts and dressed tots.
C. How did she prepare for guests?	3. She dried the baby.
D. What did she do in the garden?	4. She weeded the plants.
E. What did she do to clean the hut?	5. She cooked and fed them.

3.5.4 The Use of Simple Present Tense with Sensory Verbs

Simple Past Tense with Sensory Verbs: Some contexts in English always demand the use of the Simple Present Form of the Verb. They are:

1. **For expressing general truths:** The Sun rises in the East and sets in the West.
2. **With Verb, actions that cannot have continuation:** He has two sisters. She has one son. Here, either they have or they don't have. But they can't **be having** sisters or sons.
3. **For feelings** such as like, love, hate: She likes his demeanour. He hates to use cheap words in speech.
4. **For Sensory Verbs** such as see, watch, hear, taste, smell, touch For example: I see a difference in his behaviour. I smell some fraud in his plan. I hear some sound from there. I watch the game intently but they are used in continuous form to mean different things. “I'm seeing my friend today” can be said to suggest a meeting with the friend.
5. **With Verbs** such as feel, think, understand For example: “I feel something is fishy” is right. “I am feeling better today” can be used to talk about the physical condition. Similarly, for opinions, “I think he is right” is correct. But for plans, “I am thinking of buying a flat” could be said.

Note: This information is essential as some Verbs in some contexts do not take the Continuous Tense, but are used in the Simple Present Tense.

WRITING

3.6.0 Introduction

Writing serves as a useful way to share thoughts, memories and plans. One can develop writing skills by concentrating on topics drawn from daily life. Common actions from both the past and present, such as regular routines or pastimes once enjoyed, can be clearly described through writing. Describing family life allows one to focus on relationships, customs and memorable moments. Writing diary entries about thoughts, feelings and daily experiences can improve one's ability to express ideas. Planning a holiday invites creativity through the description of a pleasant and well-organised trip. These writing tasks help improve clarity, imagination and confidence, while also strengthening Grammar, Vocabulary and the ability to write clearly. This way of learning builds a better grasp of how to write about life, family and personal experiences.

3.6.1 Understanding a Well-written Paragraph

A Paragraph is a short piece of writing that looks at one clear idea. It usually contains five to seven sentences. When writing a Paragraph, it is important to arrange the ideas in a clear and sensible order. The first sentence, known as the topic sentence, gives the main point. For instance, if the title is "Leopards in Balapur," the topic sentence might be: "Leopards can be aggressive and their presence near human homes is alarming." After this, there should be at least three sentences that add detail and explain the point further. These may include reasons, examples or other facts. For example: "Recently, there was an incident where leopards were seen roaming in the early hours on the RCI campus in Balapur, Hyderabad. A CCTV video of the incident quickly spread among residents. Parents kept their children indoors and forest officials were called to the campus." The final sentence should bring the Paragraph to a close by repeating the main idea in a new way or adding a final thought. In this case: "The incident left the residents deeply disturbed."

A good Paragraph maintains a clear connection between its ideas. Each sentence should follow naturally from the one before. This makes the Paragraph easy to read and understand. Words such as *first*, *also*, *therefore* and *as a result* help link the ideas. A Paragraph that follows this pattern will appear clear and well-organised.

3.6.2 Journal Entry

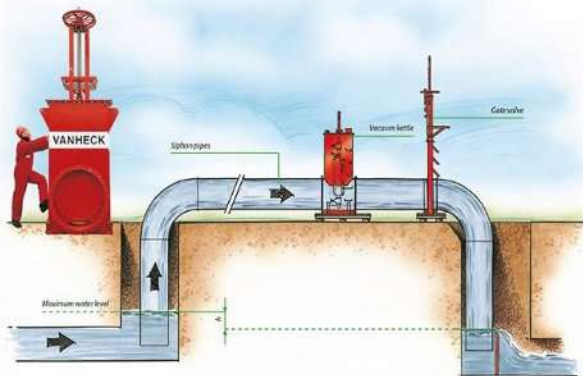
Writing a diary every night before sleep is a helpful habit. It gives one a chance to recall events from the day. During school days, a teacher once gave us the advice to write something in English every day. This helped us refine our writing style and language use. That advice led us to a steady habit and continued since then without a break. In time, this practice helped us form a regular routine and played a large part in improving timekeeping in daily tasks.

3.6.2.1 A day in my life

I begin my day early at 6:00 am. I do a little exercise and get ready for the college. At 8.00 am I set my book and pack the food I need. At the college, I attend lectures, pay close attention to the teacher and take notes so that I can follow the lessons well. During the break at 1:00 pm, I spend time with friends and have lunch. After college, I return home, take some rest and either revise what I learnt or prepare for the upcoming examination. In the evening, I participate in activities such as playing games, practising music or reading my favourite books. After dinner, I review the day's lessons, prepare my things for the next day and go to sleep at 10:00 pm. I wake up feeling fresh and get ready to begin the next day.

3.6.2.2 Practice

i. The Sarala Sagar Project: A legacy of innovation in irrigation



Picture 3.4 showing the working of the automatic siphon system from the gates



Picture 3.5 showing water gushing

Rearrange the following sentences to form a coherent Paragraph

1. This remarkable project was initiated by Raja Rameshwara Rao III of Wanaparthi and was completed in 1959.
2. The primary purpose of this system was to provide irrigation for approximately 4,182 acres of agricultural land in the region, offering a sustainable and self-regulating solution for water management.
3. An automatic siphon system is an innovative engineering design that allows water to be released from a reservoir without manual operation or pumps, relying solely on the principles of gravity and air pressure once the water level reaches a certain height.
4. The system primarily utilises water flow from the Krishna River, but it also receives contributions from local rainfall and feeder canals.
5. Its design, inspired by technology from California, USA, exemplifies a blend of traditional knowledge and innovative engineering.
6. The Sarala Sagar Project in Wanaparthi (formerly Mahabubnagar) district, Telangana, features a unique automatic siphon system, making it the second largest in Asia to use this technology.

ii. Construct a Paragraph about your study schedule, 'My Academic Rhythm'

Here is a list of helpful vocabulary to write a cohesive Paragraph on **My Academic Rhythm**:

a. Vocabulary

organised, consistent, disciplined, balanced, regularly, punctually, systematically, efficiently, to begin with, in addition, as a result, moreover, therefore, similarly, in conclusion

b. Sentence Structures

Topic Sentence

- My academic rhythm is well-organised and productive.

Some supporting details

- I begin my day early and systematically plan my tasks.
- Moreover, I focus on studying diligently during specific hours to ensure steady progress.
- In addition to my studies, I balance my routine with extracurricular activities, which keep me motivated.

Concluding sentence

- In conclusion, this structured approach helps me stay consistent and achieve my academic goals.

iii. Cherished past incident: visit to my grandparents

Use the cues, the outline and examples given below to write a Paragraph about a visit to your grandparents. Conclude it with your feelings about the visit.

1. When did it happen?

- Was it during a holiday, weekend or special occasion?
- *Example: "Last Friday was a holiday and I got a three—day short vacation."*

2. Where did you go and why?

- Mention the location (e.g., grandparents' house, village, etc.) and the reason for your visit.
- *Example: "I decided to visit my grandparents, who live in a big house in the village."*

3. How did you travel and what time did you arrive?

- Mention the mode of transportation and your arrival time.
- *Example: "On Friday morning, I took the bus that goes through my grandparents' village and arrived at their home around 11 o'clock."*

4. Describe the time of year and weather.

- Was it summer, winter or another season? How was the weather?
- *Example: "It was August and the weather was lovely; although the Sun was shining brightly, there was a pleasant cool breeze."*

5. How did your grandparents welcome you?

- Describe their reaction and how you felt.
- *Example: "The warmth with which they received me and embraced me brought tears to my eyes."*

6. What did you do when you arrived?

- Did you talk, eat or rest? Describe briefly.
- *Example: "I smiled happily, held their hands and we sat together on the couch."*

7. What special activity or routine did you share with your grandparents?

- Gardening, cooking, storytelling or something unique?
- *Example: "I helped my grandmother plough and plant seeds in the garden, watered all the plants and cleaned the entire area."*

8. What did you do in the evenings?

- Mention any fun or relaxing activities.
- *Example: "In the evenings, the three of us watched movies, talked heartily and laughed a lot!"*

9. Did you help with anything?

- Highlight a task or chore you assisted with.
- *Example: "At night, I read a book aloud to my grandfather before bedtime."*

10. How did you feel after the visit?

- Describe your emotions and any plans for the future.
- *Example: "I returned home on Sunday night, feeling happy and refreshed. It was a wonderful time and I've decided to visit them once a month and during holidays as well."*

3.6.3 Sentences in Simple Present Tense

Some Verbs in English are not used in the continuous form. There are two such categories of Verbs: Sensory Verbs and Verbs which cannot be in constant action. Observe their usage:

A. Sensory Verbs: See, smell, hear, taste, feel, think and remember are Verbs related to the senses. For everyday actions, they are used in the Simple Present Tense. Observe the following sentences:

1. I see a change in her behaviour. (I am seeing is wrong.) If anyone says, "I'm seeing shadows these days," it is their weird experience. "I am seeing my lawyer today" could be used in the sense of "meeting his lawyer."

2. Similarly, "I hear some odd sound" is right. But if anyone says, "I'm hearing some odd sounds these days," it is their weird experience. "I smell something wrong," "I taste a bad thing" are right.

3. The same rule applies to all the expressions used to express personal opinions: Suppose, appear, seem, hope, expect, look, understand, imagine, believe and afraid of ... are used to express personal opinions. They are always used in the Simple Present tense forms and are never used in the continuous tense form.

4. Some Verbs express actions that cannot continue. They are: agree, appear, believe, seem, belong, care, cost, like, dislike, exist, forget, have, hate, include, know, look, love, mind, need, own, prefer, realise, recollect, want, etc. For example: "He knows the truth" is right; "He is knowing the truth" is wrong. One cannot be "knowing" the truth.

Some exceptional uses could be mentioned here. For example:

5. Verbs such as have, feel and think could be used in the Continuous Tense for physical experience, but are not used for possession, psychological experience or thoughts.

i. Have: "He is having two sons" (wrong), as either he has or doesn't have two sons; how can he be "having" two sons? "He is having his lunch. They are having dinner." These are right as the action is about an experience.

ii. Feel: "Yesterday I had a high fever and felt weak. But today, I'm feeling better" is right. But "I'm feeling insulted" is wrong. "I feel insulted" is the correct expression.

iii. Think: "I am thinking of buying a new car" is right, as it is a real thought expressed. But "I am thinking that he is not honest" is wrong. The right expression is "I think he is not honest."

The Simple Present is used on many occasions and the Present Continuous is used only for temporary actions that continue for some time. Any continuous tense is used for actions that are ongoing or temporary.

3.6.3.1 Practice

1. Write six sentences using the Verbs that cannot be used in the continuous tense.

READING FOR PLEASURE

3.7.0 Introduction

Reading for Pleasure of this Unit consists of “Leisure” by W.H. Davies and “On Forgetting” by Robert Lynd. Both make students think about life. Davies uses simple but powerful images in “Leisure” to demonstrate how people often rush through life without stopping to enjoy the beauty around them. His poetry reminds us that it is essential to spend time outside and in calm places to be happy. Robert Lynd's hilarious essay “On Forgetting” looks at the comical and annoying ways individuals forget things in everyday life, like losing umbrellas or forgetting names. It also hints at the deeper distractions of modern life. Both texts are pleasurable to read. They combine gentle humour with situations that people can relate to and think critically to make their own lives better.

3.7.1 Leisure by WH Davies

William Henry Davies (1871-1940) was a Welsh poet who expressed a thoughtful idea through a short poem with great impact. He observed life and nature with care and took great pleasure in travelling to different places. His attention to the difficulties people faced gave him subjects closely tied to human experience and its many layers. He presents a challenge, urging people to think about the true values of life instead of troubling themselves with matters of little importance.

Leisure

What is this life if, full of care,
 We have no time to stand and stare?
 No time to stand beneath the boughs,
 And stare as long as sheep and cows.
 No time to see when woods we pass,
 Where squirrels hide their nuts in grass.
 No time to see, in broad daylight,
 Streams full of stars, like skies at night.
 No time to turn at Beauty's glance,
 And watch her feet, how they can dance.
 No time to wait till her mouth can
 Enrich that smile, her eyes began?
 A poor life this if full of care,
 We have no time to stand and stare.

3.7.1.1 Answer the following questions

1. What activities do you enjoy during your leisure time?

2. How much time do you typically set aside for leisure each week?
3. Do you prefer relaxing at home or going out for leisure activities?
4. How important is leisure time to your overall well-being?
5. What role does leisure play in your daily or weekly routine?
6. Have you picked up any new hobbies or interests during your leisure time?
7. How do you find balance between work and leisure in your life?
8. What is your favourite way to unwind after a long day?
9. Do you think people today have enough leisure time compared to the past?
10. How does spending time in nature impact your leisure experience?

3.7.2 On Forgetting by Robert Lynd

Robert Wilson Lynd (1879-1949) was an Irish writer who also worked as an editor of literary books and journals. His English style carried a quiet humour that remains timeless. He wrote essays on the ordinary habits and qualities of people, which often lead readers to question their ways. This essay is one such piece that reveals the typical nature of human beings.

On Forgetting

A list of articles lost by railway travellers and now on sale at a great London station has been published and many people who read it have been astonished at the absent-mindedness of their fellows. If statistical records were available on the subject, however, I doubt whether it would be found that absent-mindedness is common.

The most typical form of forgetfulness, I suppose, occurs in the matter of posting letters. So common is it that I am always reluctant to trust a departing visitor to post an important letter. So little do I rely on his memory that I put him on his oath before handing the letter to him. As for myself, anyone who asks me to post a letter is a poor judge of character. Even if I carry the letter in my hand, I am always past his first pillar-box before I remember that I ought to have posted it. Weary of holding it in my hand, I then put it for safety into one of my pockets and forgot all about it. After that, it has an unadventurous life till a long chain of circumstances leads to a number of embarrassing questions being asked and I am compelled to produce the evidence of my guilt from my pocket. This, it might be thought, must be due to lack of interest in other people's letters; but that cannot be the explanation, for I forget to post some even of the few letters that I myself remember to write.

At the same time ordinarily, good memory is so common that we regard a man who does not possess it as eccentric. I have heard of a father who, having offered to take the baby out in a perambulator, was tempted by the sunny morning to pause on his journey and slip into a public-house for a glass of beer. Leaving the perambulator outside, he disappeared through the door of the saloon bar. A little later, his wife had to do some shopping, which took her past the public-house, where, to her horror, she discovered her sleeping baby. Indignant at her husband's behaviour, she decided to teach him a lesson. She wheeled away the perambulator, picturing to

herself his terror when he would come out and find the baby gone. She arrived home, anticipating with angry relish the white face and quivering lips that would soon appear with the news that the baby had been stolen. What was her vexation, however, when just before lunch her husband came in smiling cheerfully and asking, 'Well, my dear, what's for lunch today?' having forgotten all about the baby and the fact that he had taken it out with him. How many men below the rank of a philosopher would be capable of such absent-mindedness as this? Most of us, I fear, are born with prosaically efficient memories. If it were not so, the institution of the family could not survive in any great modern city.

3.7.2.1 Answer the following questions:

1. What is common among people?
2. Why are people surprised by the sale note published at a London station?
3. What does Lynd say about posting the letters?
4. Why did the writer say that the letter had a long, unadventurous life?
5. Why did the essayist face embarrassing questions?
6. What did the forgetful father do?
7. Who took the baby home?
8. What did the lady expect from her husband when he came home at lunchtime?
9. Did you ever forget an important thing or an appointment? Mention it.
10. Ask at least five of your friends or family members about the things they generally forget.

UNIT 4

CRAFTING DESCRIPTIVE LANGUAGE

Introduction

“Description isn't an inventory-it's the brushstroke that evokes emotion and colour in the reader's mind.”

—Barbara Kingsolver

Descriptive language is often used in poetry, short stories, novels and other kinds of creative writing to create vivid images in the reader's mind. Writers bring places, characters and emotions to life through expressions that appeal to the senses—sight, sound, touch, taste and smell. This allows readers or listeners to become absorbed in an atmosphere that is both engaging and memorable. In everyday situations, people also use descriptions. A tour guide, For example: describes places in a way that holds the attention of visitors.

In this Unit, students will learn to describe people, places and experiences using suitable Adjectives in a range of spoken and written contexts. Students take part in many activities involving Listening, Speaking, Reading and Writing. These activities help students to observe closely, understand what they see or hear and describe it clearly and carefully.

At the start of the Unit, students learn to describe others based on their appearance and character traits. They then move on to the more challenging task of comparing and contrasting people's qualities and attitudes. This gradual development improves their vocabulary and helps them notice and express fine differences in personality and behaviour.

The Listening section of the Unit helps students to sharpen their ability to notice and make sense of what they hear. They listen to passages that describe people and places and they learn to pick out key features and understand their meaning. In the speaking section, students practise describing people and comparing various tourist destinations clearly.

Through close reading of literary texts such as Sarojini Naidu's poem “The Bangle Sellers” and Samuel Johnson's essay “Necessity of Cultivating Politeness,” students come across the kind of descriptive language used in literature.

The Vocabulary and Grammar parts of the Unit strengthen their understanding of descriptive adjectives and how to use their comparative and superlative forms. Students will write Paragraphs about places they imagine. In the final part, Reading for Pleasure, will build their comprehension and encourage thoughtful and creative responses in writing.

LISTENING

4.1.0 Introduction

A description is an oral or written account of a person, place, object or event. The words chosen for it carry great weight and should not be criticised in themselves. They can honour what makes someone distinct or they can diminish a personal quality.

In this Unit, students learn Appreciative listening. When they listen to music or an entertainment video, they are enjoying the listening experience. Here, the listeners seek information they appreciate.



4.1.1 Audio 1 Unit IV_A1.mp3

Answer the following questions before listening to the audio.

1. Some students find it difficult to focus on studying, even if they really want to do well. Do you know someone like that?
2. Have you ever felt peer pressure in something? How did that affect your behaviour?
3. What kind of personality do you imagine someone might have if they are easily distracted by phone?

Character Description (Based on a short story by R.K. Narayan)

Sampath was a boy with good intentions, but a mind easily led astray by the world beyond his window. His school uniform was always a little untidy and his books were never in proper order, though he carried them as if they were of the utmost importance. The examination was the next day and, as always, Sampath told himself that things would be different this time. This time, he would study.

But as the hours passed, the open sky, the sound of leaves in the wind and a distant flute pulled his thoughts away from the pages of his Learning Material. He stared at the same sentence for an hour and took in nothing. He thought of running away, of vanishing into the hills where no one would ask about marks or school reports. Yet, when night came, a sudden wave of guilt took hold of him—the kind every student knows too well—and he tried to stay awake, eyes heavy, the Learning Material slipping from his hands.

Sampath was not idle. He was weighed down by what others expected of him, by his own dread of falling short and by a world far too full of distractions to sit quietly with pen and paper. He was one of those found in nearly every classroom—weak in studies, worried, lost in thought, a little silly and unable to keep his mind on his lessons.

4.1.1.1 Practice

After listening to the audio, write about the qualities of Sampath that the author portrayed. Use the cues given below

1. Try to imagine the place where Sampath lives and describe it.
2. Describe his interest in keeping his books and dress neat.
3. Talk about his concentration in studies; talk about his distractions.



4.1.2 Audio 2 Unit IV_A2.mp3

Answer the following questions before listening to the audio.

1. Have you ever felt encouraged by a speaker in any conference / seminar / meeting / workshop?
2. What were some of the speaker's qualities that left an impression on you?
3. What is body shaming? How can you describe someone's physical features without offending or judging them? Students can form groups of five and discuss this question, using examples where necessary.

After a Conference, Radhika and Fathima discuss the characteristics of the speaker/trainer.

Fathima: That was quite an intense session. How did you find it?

Radhika: Very engaging. The trainer, Dr Anitha Joseph, really knew how to keep the audience interested.

Fathima: Yes, she had a calm but confident presence. What stood out to you the most?

Radhika: Several things, actually. First, her clarity. She explained complex ideas in a simple and organised manner. It never felt too much to take in.

Fathima: Agreed. She didn't rush, but she still managed to cover a lot of ground.

Radhika: Exactly. And she was respectful. She welcomed questions and was open to disagreement. I could tell that she values different points of view.

Fathima: That's not very common. Many trainers become defensive when someone challenges them.

Radhika: Not her. She even admitted that when someone raised a point she hadn't thought of.

Fathima: Did you get a chance to speak to her directly?

Radhika: Yes, during the coffee break. I complimented her teaching approach and she immediately asked how similar topics were taught in our university. She wasn't just being polite—she was truly interested.

Fathima: So, she prefers working together rather than simply instructing. That's a good trait.

Radhika: Absolutely. And her body language—open, calm, natural. She smiled often, made eye contact and moved in a way that didn't feel forced. No dramatic gestures, just real conversation.

Fathima: Sounds like she brings together professionalism and warmth. That's not easy to find.

Radhika: Completely agree. It wasn't just what she taught, but how she made people feel—respected, welcome, encouraged.

Fathima: There's another session tomorrow.

Radhika: We should definitely go. She's someone worth learning from—not only because of what she knows, but because of who she is.

4.1.2.1 Practice

After listening to the audio, identify some of the positive qualities of a speaker/trainer from the conversation.



4.1.3 Audio 3 Unit IV_A3.mp3

Answer the following questions before listening to the audio.

- c. Have you ever visited or at least heard of the Ramappa Temple? Do you know where it is located?
- d. Do you know why the Ramappa Temple is important in Indian history? Have you heard about it being a World Heritage Site recognised by the UNESCO?
- e. While listening to the audio, underline the descriptive expressions or sentences in the script.



Picture 4.1 showing Ramappa Temple

Descriptions of Ramappa Temple

Quietly set among the fields and forests of Palampet in Telangana, there stands a lesser-known treasure of ancient India-the Ramappa Temple. Also called the Rudreshwara Temple, this creation, built during the rule of the Kakatiya king Ganapati Deva, has remained in place since 1213 AD. The moment you step inside, it feels as though time has turned back. Each stone, each carving speaks of careful and intricate workmanship. Named after its chief sculptor, Ramappa, this may be the only temple in India that carries the name of its maker.

What sets this temple apart? The bricks. Yes, the roof is built of bricks so light they can float on water, yet they have lasted through centuries of storms and battles. The design of the temple went far beyond what was common in its time. It stands on a star-shaped base, with the main shrine devoted to Lord Shiva. Inside, a grand statue of Nandi faces the shrine and carvings of dancers, musicians and mythical figures appear caught in the middle of graceful movement.

But it is not only the art that leaves a mark. It is the silence, the surroundings, the sense of stories carried by the breeze. There is quiet and a deep feeling of wonder. In 2021, UNESCO gave the Ramappa Temple the status of World Heritage Site-an honour long known to those who live nearby. This is not merely a temple. It stands as proof of India's cultural wealth and the skill of craftsmen whose names have faded with time.

4.1.3.1 Practice

Fill in the following blanks.

1. The Ramappa Temple is located in the village of _____ in Telangana.
2. The temple is also known as the _____ Temple.
3. Ramappa Temple was constructed in the year _____ AD.
4. The temple was built during the reign of _____ a Kakatiya ruler.
5. The temple is named after its chief sculptor, _____.
6. The roof of the temple is made of unique _____ bricks that can float on water.
7. The Ramappa Temple stands on a _____—shaped platform.
8. The main sanctum of the temple is dedicated to Lord _____.
9. A majestic _____ faces the sanctum inside the temple.
10. In the year _____, the Ramappa Temple was designated a UNESCO World Heritage Site.

4.1.3.2 Practice

1. What are the other UNESCO Heritage sites in India?

Students should form groups of five each and discuss at least two sites, then present them to the class.

SPEAKING

4.2.0 Introduction

Descriptions are helpful in everyday conversations and in ordinary life, especially because they make communication clear and easy to understand. They help others to understand clearly what is being said, whether one is explaining a problem, telling a story or giving directions. They allow people to share experiences and thoughts in greater detail, which makes the conversation richer and more engaging.

4.2.1 Adjectives

Adjectives, in particular, are essential to these vivid descriptions. They give precise details about people, such as calling someone handsome and kind or describing their warm smile. For objects, adjectives tell us about qualities, such as a red car or a soft sofa. When speaking about nature, such as a gushing river or tall mountains, Adjectives help to express personal feeling. They are useful when speaking about everyday things, such as juicy tomatoes, heavy boxes, lovely gardens or when describing historical figures like Swami Vivekananda, who was known as a powerful speaker and spiritual leader. Adjectives form an important part of language and make daily conversations more lively, clear and expressive.

The following is a list of words often used in daily speech to describe people, objects and actions. These expressions are heard frequently in informal conversation. They leave a strong impression. Here are some words that may be used when describing people, things and the way something is done.

S. No	Describing People	Describing Things	Describing Actions
1.	Friendly	Beautiful	quick
2.	Kind	Expensive	slow
3.	Smart	Delicious	careful
4.	Shy	Fragile	confusing
5.	Talkative	Comfortable	exciting
6.	Helpful	Useful	relaxing
7.	Funny	Durable	energetic
8.	Honest	Clean	efficient
9.	Lazy	Messy	creative
10.	Hardworking	Trendy	spontaneous

Table 4.1 showing a list of words that can be used in descriptions

1. Describing a Friend

My friend Rohit is kind and always ready to help. He has a sharp sense of humour that lifts the mood wherever he goes. Though he tends to be quiet in large gatherings, he is honest and completely dependable. His strong work ethic sets an example for everyone around him.

2. Describing a Thing

The glass flower vase is striking, with detailed patterns that catch the eye. It appears costly, as though it belongs in a fine exhibition. It must be handled with care, as it is delicate. When polished, it gleams and stays spotless for quite some time. Its design suits modern interiors very well.

3. Describing a Music Performance

The music fest arranged by the youth club was full of excitement, with performances that stirred the crowd. The atmosphere was electric, filled with strong rhythms and cheerful applause. The event was put together with care and everything moved along without trouble. The stage setup and the performances held the audience's attention from start to finish. At times, the sequence of acts seemed unplanned, but that only added to the enjoyment, keeping everyone wondering what might come next.

4. Describing a Historical Leader

Chhatrapati Shivaji was a remarkable ruler of India. He became known for the use of guerrilla tactics and for his sharp military thinking. He founded the Maratha Empire and ruled with a clear aim to bring fairness and order to his kingdom. He built a strong and carefully managed state. Shivaji inspired many with his courage and sense of purpose. He believed in self-rule and earned deep respect for his firm principles. His forward-thinking ideas and tireless devotion made him one of the most admired figures in Indian history.

5. Adjectives to describe a Kind or Unkind neighbour

Some Adjectives are given below:

Adjectives describing positive qualities	Adjectives describing negative qualities
Caring	Indifferent
Friendly	Rude
Thoughtful	Selfish
Generous	Arrogant
Humble	Irritable
Helpful	Unapproachable
Respectful	Cold
Polite	Inconsiderate

Table 4.2 showing a list of words that state positive and negative traits in people

Our neighbour, Mrs. Lalitha, is always caring and concerned about everyone in the colony. She is thoughtful and often gives us homemade treats or small gifts as a surprise. Her friendly nature makes her easy to talk to and she always has a warm smile. Whenever someone needs help, she is generous with her time and resources, offering spontaneous help to the neighbours. Though she is reasonably rich and helpful, she remains humble, never expecting anything back for what she does. She thinks it is her moral and social responsibility.

4.2.2 Practice

i. Find someone in your class who has a bad/indifferent neighbour. Listen to what he/she has to say about his/her neighbour: Our new neighbour seems quite unfriendly. He is often rude and indifferent if anyone tries to talk to him. The whole family seems selfish, never thinking about others and their arrogant attitude makes things difficult. Share this description with your friends.

Now, complete the above description by adding some more information about them.

ii. Description of a Stormy Sea



Picture 4.2 showing a ferocious sea of Bay of Bengal



Picture 4.3 showing a furious sea of Bay of Bengal

Here is a list of a few adjectives used to describe a violent sea. Using them, describe the sea of **Bay** of Bengal: turbulent, violent, chaotic, raging, unpredictable, menacing, ferocious, tempestuous, dark, swarming etc.

The Bay of Bengal was very stormy. Huge waves were rising almost 2 to 3 metres high. The sky above was dark and looked thunderous, making the rough water below seem even more hostile and harsh.

Now, complete the description and share it with your friends.

iii. An Escape: The Timeless Charm of a Hill Station

Describe to your friend the hill station you visited during vacation. You can take the help of the following adjectives: serene, picturesque, vibrant, welcoming, timeless, tranquil, enchanting, refreshing, majestic etc.

The Ananthagiri Hills station, which I visited last summer, was serene, with its calm atmosphere offering a perfect escape from the chaos of city life and being far from the maddening crowd. The picturesque landscapes, with lush green valleys, left me mesmerised.

Now, complete the description.

READING

4.3.0 Introduction

Reading opens the door to lively, colourful, realistic and graphic descriptions that bring ideas, places and experiences to life. Through carefully chosen words, authors create images in the minds of readers, allowing them to picture scenes, sense emotions and enter the mood of a story or topic. Descriptions in literature help build a deeper connection to the content, drawing the audience into the world being shown. Whether it is the fine detail of a busy city or the quiet calm of a forest, descriptive language turns simple text into a sensory experience that captures the imagination and deepens understanding.

4.3.1 Poem

Answer the following questions.

1. Have you ever observed or visited the Lad Bazar or a local market where bangles are sold? What was the atmosphere like and what types of people were selling or buying them?
2. When do Indian women usually buy new sets of bangles?
3. Can you describe any specific colours of bangles that are worn during different stages of a woman's life in India (e.g., childhood, marriage, middle age)? Why do you think these colours are chosen?

4.3.1.1 About the author

Sarojini Naidu (1879-1949) earned the titles Nightingale of India and Bharat Kokila. She took an active part in the Indian struggle for freedom from British rule. She became the first woman President of the National Congress during the freedom struggle. After India gained independence, she became the first Governor of the United Provinces. She studied at Cambridge University in her teens and developed a deep interest in English literature, especially poetry. When she began to write about English summers and the English way of life, a senior poet advised her that poetry arises from emotional experience and should be rooted in one's own culture. She understood this advice. As a result, thoughtful poems such as "Bangle Sellers" and "Palanquin Bearers" came into being. These poems are based on themes drawn from Indian life.

Bangle Sellers by Sarojini Naidu

Bangle sellers are we who bear
 Our shining loads to the temple fair...
 Who will buy these delicate, bright
 Rainbow-tinted circles of light?
 Lustrous tokens of radiant lives,
 For happy daughters and happy wives.

Some are meet for a maiden's wrist,
 Silver and blue as the mountain mist,
 Some are flushed like the buds that dream
 On the tranquil brow of a woodland stream,
 Some are aglow with the bloom that cleaves
 To the limpid glory of new born leaves.
 Some are like fields of sunlit corn,
 Meet for a bride on her bridal morn,
 Some, like the flame of her marriage fire,
 Or, rich with the hue of her heart's desire,
 Tinkling, luminous, tender and clear,
 Like her bridal laughter and bridal tear.
 Some are purple and gold flecked grey
 For she who has journeyed through life midway,
 Whose hands have cherished, whose love has blest,
 And cradled fair sons on her faithful breast,
 And serves her household in fruitful pride,
 And worships the gods at her husband's side

4.3.1.2 Practice

Reading Comprehension

Answer the following questions:

1. What do the bangle sellers carry to the temple fair?
2. How are the bangles described in terms of colour and appearance?
3. Whom are the bangles intended for, according to the writer?
4. How do the bangles relate to different stages of a woman's life?
5. What colours are mentioned to describe the bangles?
6. What emotions do the bangles evoke for brides and wives?
7. How does the poem illustrate the significance of bangles in Indian culture?
8. What role do the bangle sellers play in the tradition of gifting and celebration?
9. Read and find out if there is something to learn from the below given passage.

4.3.2 Prose

Answer the following questions before reading the prose.

1. What does politeness mean to you?
2. Have you ever experienced a situation where someone's politeness made a big difference? Explain the situation to your peers.
3. Is politeness considered a weakness in the present-day society?

4.3.2.1 About the author

Samuel Johnson (1709-1784) may be regarded as one of the great writers of all time. His *Preface to Shakespeare* stands as a model of objective criticism in an elevated style. His greatest work was a comprehensive Dictionary of English. Although he did not write in every form of literature, he wrote about 208 essays on various subjects, all concerned with human nature and patterns of behaviour. His deep understanding of people and his clear expression of their feelings and difficulties, which affect their thoughts and actions, are unmatched. His style cannot be imitated. Every essay contains thoughts that urge people to improve themselves and act with care. The present essay seeks to teach people the value of politeness in both thought and behaviour. Johnson's careful way of expressing complex thoughts, especially his wit, remains without equal.

Necessity of Cultivating Politeness by Samuel Johnson

Just conclusions and cogent arguments, formed by laborious study and diligent enquiry, are often get deposited in the treasuries of memory, **as gold in a miser's chest**, useless alike to others and himself. As some are not richer for the extent of their possessions, some are not wiser for the multitude of their ideas.

The observance of some little civilities and ceremonious delicacies contributes to the regulation of the world by facilitating pleasant interaction among men; that was termed as 'Art of Living' by the French. Politeness is one of those advantages which we never rightly estimate till we face the inconvenience of its absence, like sickness teaches us the value of health. Still, its influence upon the manners is constant and uniform.

Wisdom and virtue are by no means sufficient without supplementing them with politeness; one should get freed from degenerating to rudeness and from swelling into insolence. The actual effect of politeness is the gain of ease and delight. Genuine politeness should be cultivated as it is not delivered by precept or obtained by imitation. The most important principle to be observed in a company is '**No man should prefer himself over others.**' We generally observe some rich men, who consider themselves as special human beings because of the wealth they possess, ignore human nature and misbehave; their impolite walk and talk breed disgust in the victims of their vanity, though it remains latent. They are subjected to humiliation with the show of the catalogue of pictures of the rich man, his jewels and unique assets, grand lifestyle, etc. Such people become a terror to others who are less wealthy and they increase the number of enemies without any fight

or violence. That is the direct result of indulging in vanity, pride and impertinence. The only weapon to counter it is to cultivate and practice politeness.

4.3.2.2 Addendum to Samuel Johnson's Essay

Polite talk with humility always wins over anyone. Greatest personalities in human history were very polite in their demeanour. Abraham Lincoln, the 16th President of America, faced a peculiar situation. Some senators and other elected members of the government disliked Mr. Lincoln, who came from an impoverished family, for being the Head of the country. They wanted to insult Lincoln publicly. One day, a senator said to Lincoln, who was conducting an official meeting: "Mr. Lincoln, my father bought a pair of shoes made by your father. They are tattered now. What do I do with them?" Abraham Lincoln stood and replied politely: "Sorry, I apologise on behalf of my father. I picked up some skills for making shoes from my father. If you would like it, I shall repair those shoes without any charge and give them to you."

Humility is an excellent quality that every human being should cultivate. Polite people could gain many friends and well-wishers in their lives. Impudence does not help people in their family life or social relations. Politeness is one of the important qualities that strengthen the character of a human being.

4.3.2.3 Practice

Reading Comprehension

Answer the following questions:

1. What gets deposited in a miser's chest, according to the author?
2. Can you guess why some are not richer despite their possessions?
3. What is the term that contributes to regulating the world by facilitating pleasant interaction among men?
4. Why do we never estimate as right until it is lost?
5. What should be supplemented to wisdom and virtue for making a human being complete?
6. How should a man, even if he is rich, behave in the company of others?
7. How do some rich men behave towards others and what is the result?
8. What is the only weapon to counter the adverse effects of vanity and pride?
9. How did Abraham Lincoln respond to a senator's attempt to insult him?
10. What is intensive reading? What should you focus on while reading Samuel Johnson's "The Necessity of Cultivating Politeness" intensively?

VOCABULARY

4.4.0 Introduction

Descriptive words help readers picture a scene, characters or emotions. Adjectives are words that describe nouns, which may refer to people, places, things or feelings. In the poem “The Bangle Sellers,” Sarojini Naidu uses many adjectives to describe bangles, as well as the stages in a woman’s life and the feelings linked with them. For example: “Who will buy these delicate, bright / Rainbow-tinted circles of light?”

4.4.1 Descriptive words in the poem

1. delicate

Meaning: something that can be easily broken or damaged.

Synonyms: subtle, tender

Antonyms: strong, sturdy

Phrase: ‘Delicate balance’ means a situation where two or more different things must be kept in an even state.

Derivatives: delicacy (noun), delicately (adverb)

Adverbs describe an action. For example: Handle the bangles delicately as they are brittle.

2. tranquil

Meaning: peaceful, free from disturbance.

Synonyms: peaceful, calm **Antonyms:** disturbed, chaotic

Phrase: tranquil ambience; tranquil lake

Derivatives: tranquillity (noun), tranquilly (adverb, rarely used)

3. limpid

Meaning: clear and simple

Synonyms: transparent, glassy **Antonyms:** opaque, muddy

Phrase: limpid eyes, limpid prose

Derivatives: limpidity (noun), limpidly (adverb)

4. tender

Meaning: showing gentleness

Synonyms: kind, caring **Antonyms:** callous, hard-hearted

Phrase: tender age, tender-hearted

Derivatives: tenderness (noun), tenderly (adverb)

5. fruitful

Meaning: producing good results

Synonyms: successful, productive **Antonyms:** futile, unproductive

Phrase: fruitful discussion, fruitful experience

Derivatives: fruitfulness (noun), fruitfully (adverb)

4.4.1.1 Practice

1. Using a thesaurus, note down the meanings of the following words. Write one synonym and one antonym for each of the following words:

bright, lustrous, radiant, sunlit, luminous

2. Frame sentences of your own using each of the 5 words given above.

4.4.2 Colour Adjectives

Sarojini Naidu uses the colour words and their adjectives **silver(y)**, **blue**, **crimson**, **purple**, **gold(en)** and **yellow** to describe bangles. These colours evoke positive feelings. There are specific colours that convey negative feelings and express depressive feelings. For example: The word **ashy** denotes having the colour of ash and it is pale. The words **colourless**, **dark**, **muddy** and **sombre** give a dull picture of life.

4.4.2.1 Practice

Read the passage and connect colour adjectives to the corresponding human moods.

Films use colours to reflect human emotions. For example: warm colours like **red**, **orange** and **yellow** signify **passion**, **anger** or **warmth**, respectively. For instance, in the film **Whiplash**, intense reds underline the tension among the characters. Cool colours like **blue** and **green** are commonly used to evoke **calmness**, **sadness** or **isolation**, as in the film **Blue Valentine**. In this film, blue shows the emotional distance in a failing relationship. **Black** and **grey** tones convey **despair** or **seriousness**, such as in the film **The Batman**. Conversely, vibrant colours like **pink** and **pastel shades** can evoke **joy**, **innocence** or **fantasy**, as seen in **Barbie**. Through such deliberate choices, filmmakers use colour as a visual language to parallel and amplify human moods. The film, **Three Colour Trilogy**, uses three colours throughout each of the three films. The first one uses **white**, the **second**, **red** and the third one, **blue**. Blue, white and red are the colours of the French flag and the films are related to **liberty**, **equality** and **fraternity**.



Picture 4.4 showing the Three Colour Trilogy (Blue, White and Red)

4.4.3 Adverbial Forms

An Adverbial is a word or group of words that modifies an action. If it is a single word, it is called an adverb. The adverbial forms of some key Adjectives appear in the sentence, “We generally observe some rich men, who consider themselves special because of the wealth they possess.” The word **generally**, an Adverb, modifies the verb **observe**. All the adjectives in the essay “Necessity of Cultivating Politeness” can be changed into adverbs. For example: the word **laborious** appears in the first sentence of the essay in the phrase **laborious study**. By adding—ly to the Adjective, we form the Adverb **laboriously**. For example: He studied laboriously to master the subject.

4.4.3.1 Practice

The table given below shows the conversion of **adjectives** into **their adverbial** forms. Complete the table with appropriate examples.

No.	Adjective	Adverbial Form	Usage
1	Diligent	Diligently	She diligently completed her work in time.
2	Constant	Constantly	My brother constantly checks his mobile for WhatsApp messages.
3	Genuine	Genuinely	He was genuinely humble in his response.
4	Polite	Politely	Abraham Lincoln replied politely .

5	impertinent	impertinently	He spoke impertinently in the meeting.
6	strange	Strangely	
7	Poor	Poorly	
8	humble	Humbly	
9	Great	Greatly	
10	Public	publicly	

Table 4.3 showing Adjectives with corresponding Adverbial forms

4.4.3.2 Practice

Fill in the blanks with the correct Adverb form of the Adjectives given in brackets.

1. Mr. Lincoln handled the situation _____ turning insult into respect. (wise)
2. The senator had expected Lincoln to react _____ (angry)
3. True politeness cannot be _____ imitated; it must come from within. (mere)
4. Even the greatest personalities behaved _____ with others, regardless of their position. (respectful)
5. A person who is _____ aware tends to behave with sensitivity and kindness in group settings. (social)

4.4.4 Homophones are words that have same pronunciation but different meanings and spellings. For example, the words, *bear* and *bare* are pronounced in the same manner. But ‘bear’ means to carry and ‘bare’ means uncovered. Here are more words taken from the reading section of this Unit.

Word	Homophone	Meanings	Examples
Bear	Bare	Bear = to carry Bare = uncovered	The bangle sellers bear their treasures through dusty roads, hoping to adorn the bare wrists in colour and beauty.
Fair	Fare	Fair = event Fare = cost of travel or food	The bangle sellers went to the temple fair, wanting to earn enough fare selling their delicate, rainbow-tinted bangles.
Some	Sum	Some = a few Sum = total	Some bangles were expensive and the sellers thought of earning a good sum of money from their sales at the temple fair.
Sole	Soul	Sole = single Soul = the spiritual or immaterial part of a human being	Politeness is the sole remedy against pride and vanity, for it touches not just the behaviour but the very soul of a person.

Their	There	Their = possessive pronoun (belonging to them) There = refers to a place or condition	Their arrogance made others uncomfortable, yet they failed to notice the resentment in the people present there.
Peace	Piece	Peace = harmony, absence of conflict Piece = a portion or part	Peace begins when each person offers their piece to the greater good of society
Read	Red	Read (past tense of “to read”) = to have looked at and understood written material Red = a colour, here referring to blushing from embarrassment	As the young man read about the lives of great, humble leaders like Abraham Lincoln, his face turned red, recalling his rude behaviour.
Won	One	Won = past tense of win (gained respect) One = the number 1	Abraham Lincoln won the respect of even his critics with just one humble and polite reply about his father’s shoemaking.

Table 4.4 showing Homophones

4.4.5 Homonyms are words that have same spelling and same pronunciation but different meanings. For example: Light can mean illumination and also not heavy. Here are more words taken from the reading section of this Unit.

Homonyms	Meanings	Examples
Light	1. Illumination 2. Not heavy	1. The verandah was filled with light from the morning sun as the bangle seller arrived. 2. The bangles he carried were surprisingly light.
Meet	1. Suitable 2. To come together	1. His performance did not meet the expectations for the job. 2. The bangle sellers meet their customers at the temple fair.
Fire	1. Literal flame 2. Passion or emotion	A sudden fire alarm interrupted the usual flow of the crowd. She pursued her dreams with a fire that refused to be extinguished.
Stream	1. Flowing water 2. branch or specialisation	The stream looked crystal clear. The essay reflects on the different streams of engineering and their pros and cons.
Chest	1. A box for storage 2. Upper body part	The seller kept the bangle packets in a small chest. He clutched his chest after laughing too hard at the joke.
Face	1. To confront 2. The front part of the head	The seller had to face the reality that not everyone paid. Each face he saw in that place told a different story.
Present	1. Being there 2. A gift	The sellers were present way before the rush began. He left a small present for that little boy.
Character	1. Moral quality 2. A person in a story	The essay subtly questioned the character of people when no one was watching. That character in the story resembled my mother.

Mean	1. Intend to convey 2. lacking dignity or honour	I mean, education is a powerful tool for social change. Some of them were mean to the seller, often buying bangles without ever paying for them.
Charge	1. Cost 2. Accusation or attack	The seller did not charge much for each bangle, relying on honour instead. One of those boys faced a charge of misconduct when caught stealing snacks from the temple fair.

Table 4.5 showing Homonyms

4.4.6 Practice

Here are a few Homophones. Find their meanings and frame your sentences using them.

1. **Pair / Pear**
2. **Flour / Flower**
3. **Knight / Night**
4. **Right / Write**
5. **Blew / Blue**

Identify the different meanings of the following Homonyms. Frame them into sentences.

1. Bat
2. Bank
3. Match
4. Well
5. Lie

GRAMMAR

4.5.0 Introduction

Adjectives or describing words, are an essential part of language. They add colour, depth and detail to speech and writing. These words express qualities, features and feelings, which make phrases clearer and more expressive. Without Adjectives, language would seem dull and lifeless, like a painting without colour. In Phrases such as *bright colour*, *sunny day* or *biting cold*, Adjectives help the reader or listener to form a clear picture. Learning the use of adjectives is important because they help people write more clearly, grow their Vocabulary and express thoughts with clarity and imagination.

4.5.1 Types of Adjectives and their Affixation

Adjectives: The following are the eight types of Adjectives:

1. Pankaj is a **good** player. Leela is an **excellent** singer. -Qualitative Adjective
2. The sky is **blue**. The mountain is **brown**. -Colour Adjective
3. He drank **some** water. She begged for a **little** help. -Quantitative Adjective
4. There are **fifty** students in the class. **Two** lions attacked people in a safari. -Cardinal/ Numerical Adjective
5. Jaya is the **last** in the list. Ravi stood **first** in the class. -Ordinal Numerical Adjective
6. **This** room is bigger than **that** room. -Demonstrative Adjective
7. **Each** man has to sign **every** paper. -Distributive Adjective
8. **Which** fool did this? **What** idea do you have? -Interrogative Adjective

4.5.1.1 Practice

Underline the Adjective in each sentence and write its type.

1. Bangle sellers are we who bear our shining loads to the temple fair.
shining – Qualitative Adjective
2. Who will buy these delicate, bright, rainbow-tinted circles of light?
3. For happy daughters and faithful wives.
4. Some are blue as the sky, some are green as the forest.
5. Some are flushed like the buds that dream on the tranquil brow of a woodland stream.
6. For she who has journeyed through life midway.
7. On her fair hands shall wear.
8. The bridal laughter and bridal tear.
9. These are for the youngest maiden's wrist.
10. Which bangles are suitable for a bride?

4.5.2 Placement of Adjectives

Adjectives are generally placed before the nouns they describe. For example: Divya is an **intelligent** girl. Pranav is a **strong** boy.

In some instances, adjectives are placed after the verbs such as **be, seem, appear, become, turn, grow, prove**, etc.

They **are** five oranges. The grapes **seem** good. His room **appears** tidy. She **became** sensible. The students **turned** violent. These plants **grow** tall. His argument **proved** wrong.

4.5.3 Categorise Adjectives derived from Nouns and Verbs

Derivation is a common feature in all languages. It means that a word is formed from a root and from that word, other parts of speech come into use. For example: *able* is an adjective; the nouns *abled* and *ability* come from it. In the same way, the noun *certificate* comes from the verb *certify*. Learners should know what role a word plays in a sentence so that they may use it correctly.

Some **Adjectives** derived from **Noun** forms are given below:

stone - stony, wood - wooden, gold - golden, care - careful, poverty - poor, length - long, height - high, anger - angry, speed - speedy, apology - apologetic, criticism - critical, beauty - beautiful, etc.

Some **Verbs** are derived from **Adjectives**:

break - broken, brutal - brutalise, equal - equalise, legal - legalise, modern - modernise, real - realise, normal - normalise, stand - standing, null - nullified, drag - dragging, bore - boring, play - playing, show - showy, etc.

4.5.3.1 Practice

1. Write five pairs of sentences using the form once as an Adjective and once as its derivative (form).

2. Look into the following examples:

a. **Noun and Adjective:** **Wood** is useful in making furniture. I love this **wooden** screen.

b. **Verb and Adjective:** He did not want to **break** the glass. The **broken** window needed to be repaired.

For example: A doctor should be very patient (adjective) with the patients (noun).

Make sentences with these derivatives.

Wise - wisdom, caring - care, brave - bravery, creative - creativity, strong – strength

4.5.4 Degrees of Comparison

Comparison is always sought among people, places and things. These adjectives are used in three different forms to compare. When two are compared with each other, the Comparative Degree is used. When more than three are compared, the Superlative Degree is used.

For example:

Sneha is a **tall** girl. Rama is **taller than** Sneha. Sita is **the tallest** girl in the class.

Generally, most of the adjectives take **-er** for comparative and **-est** for superlative.

For example:

long - longer - longest, soft - softer - softest, young - younger - youngest, large - larger - largest, etc.

Note i: Adjectives which end in **-e** take only **-r** and **-st** for other degrees. Pure -purer -purest.

Note ii: Adjectives ending in **-d, -g, -m, -n** and **-t**, if preceded by a vowel, double the final consonant before adding **-er** and **-est**. For example: sad - sadder - saddest, big - bigger - biggest, slim - slimmer - slimmest, thin - thinner - thinnest, hot - hotter - hottest, etc.

Note iii: Adjectives ending in **-y** change it into **-i** before adding **-er** or **-est**. For Example:

dry - drier - driest, holy - holier - holiest, lovely - lovelier - loveliest.

But if **y** is preceded by a vowel, it is not changed. For example: grey - greyer - greyest, etc.

Note iv: Longer words take **more** and **most** for comparative and superlative degrees. For example:

Difficult - more difficult - most difficult, splendid - more splendid - most splendid.

Note v: Some Adjectives are irregular in Comparative and Superlative Degrees. For example: up—upper—uppermost, out - outer - outermost, good—better—best, bad—worse—worst, little—less—least, much/many—more—most etc.

Note vi: Comparative adjectives: inferior, superior, junior, senior and prior take the preposition 'to' and not 'than.'

4.5.4.1 Practice

i. Identify and name the Degree of Comparison

1. Some are not **wiser** for the multitude of their ideas.
2. Humility is an **excellent** quality.
3. Politeness is one of the **most powerful** weapons against pride.
4. Humility is **better** than arrogance.
5. Lincoln was **more polite** than the senators.

ii. **Fill in the blanks.**

1. **Adjective: bright**

Positive: The bangles are bright.

Comparative: These bangles are brighter than those.

Superlative: These are the brightest bangles in the basket.

2. **Adjective: delicate**

Positive: _____

Comparative: These bangles are more **delicate** than the others.

Superlative: These are the most **delicate** bangles in the collection.

3. **Adjective: happy**

• **Positive:** The bride is **happy**.

• **Comparative:** The bride is **happier** than her sister.

• **Superlative:** _____

4. **Adjective: radiant**

• **Positive:** _____

• **Comparative:** These bangles are **more radiant** than the others.

• **Superlative:** _____

4.5.5. Application of the Present Continuous and Past Continuous Tenses.

1. Present Continuous Tense: be + main verb + ing.

In the Present Continuous Tense, the Helping Verb and the Present Participle form of the Main Verb are used to show the continuation of the actions. Here are two sentences following that pattern:

The environment is witnessing unprecedented destruction. Scientists are constantly warning us about the irreversible damage.

The Present Continuous Tense is used in the following situations:

- a. To talk about an action happening now. For example: The forest **is burning**.
- b. To talk about an action happening nowadays; This action occurs over a period of time. For example: My brother **is studying** an engineering course.
- c. To talk about the present period, season or term. For example: Burning of fuels **is causing** pollution everywhere.
- d. To talk about changing situations. For example: **Is** his health **improving**?
- e. To talk about personal plans for the future. For example: I **am going** to Delhi next week.

4.5.5.1 Practice

Fill in the blanks using the **Present Continuous** form of the verb in brackets. All sentences are based on the poem “*Bangle Sellers*”.

1. The bangle sellers _____ (walk) to the temple fair.
2. They _____ (carry) shining bangles in their baskets.
3. Women _____ (look) at the colourful bangles.
4. A young girl _____ (choose) pink bangles for her wrist.
5. The sellers _____ (call) out to people in the market.

iii. Make meaningful questions in Present Continuous Tense using the clues given.

(the bangle sellers / selling/ bright bangles/are)

_____ Are the bangle sellers selling bright angles?

(they /are/ speaking / about different stages of womanhood)

_____ (the girls / looking / at the bangles/are)

_____ (the poet / describing/Is / bangles for new brides)

_____ (you / imagining / are/ the colours in the poem?)

2. The Past Continuous Tense: be+ Main Verb + ing.

This form is used in the following situations:

i. To indicate an action continued in the past for some time. For example: The early astronomers believed that **the planets were revolving around the Earth.**

Sharath **was living** in Hyderabad until 2010.

ii. To talk about two actions of the past in which one of them continued for some time. For example: Many forests **were dying** when this **was estimated** in 1984.

My friend **was buying** some books when I **met** him in the shop.

situations.

Note: Some Verbs are never used in the continuous tense.

1. Sensory Verbs: See, hear, smell, taste, think, feel (mental condition), etc.
2. Verbs used to express opinions: Believe, doubt, guess, imagine, mean, suppose, understand, hope, etc.

3. Verbs which cannot have any continuation of action: like, love, hate, prefer, recognise, remember, appear, agree, belong, care, cost, differ, disagree, disbelieve, equal, quit, forget, have, hold, own, poses, realise, refuse, requisite, resemble, want and wish cannot be used in the Continuous Tense.

4. Verbs ending in -e such as: make, drive and write drop the final e before adding -ing.

5. Verbs ending in -ie such as: die, lie, tie replace -ie with -y.

6. Verbs ending in -d, -g, -m, -n, -p and -t, preceded by a vowel, get doubled before adding **-ing**. But if consonants precede these letters, **-ing** is added directly. For example: kid -kidding, swim -swimming

Practice

i. Fill in the blanks using the Past Continuous form of the Verb in brackets.

1. The sellers _____ (call) out their wares when the crowd arrived.
2. The green and silver bangles _____ (glow) in the sunlight while the women were choosing them.
3. The young maiden _____ (search) for the perfect bangle when her sister called her.
4. Customers _____ (buy) colourful bangles as the music played in the background.
5. The children _____ (watch) the bangle sellers with wonder in their eyes.

ii. Frame questions to get the following answers.

1. Yes, they were giving bangles for a maiden, bride, and mother.
Were they giving bangles for a maiden, bride and mother?
2. They were selling bangles suited for different stages of life.
3. Because they were imagining their future as brides.
4. Yes, they were using beautiful words and imagery.
5. They were reflecting joy, desire, pride, and motherhood.

WRITING

4.6.0 Introduction

Description is essential in creating vivid and convincing impressions for readers. It allows the writer to use language to bring people, institutions and emotions to life. By drawing upon sensory details—such as sight, sound, smell, taste and touch—the reader can form a clearer sense of the subject. When writing about people, attention should be given to physical appearance, manner, expression and temperament. This helps the reader picturise the person with great ease. Similarly, a careful description of objects, places or abstract ideas adds depth to the writing and makes it more appealing.

4.6.1 Description of a Person

Let us consider Abraham Lincoln, who remains without equal. He was very tall, measuring six feet four inches. He was lean, strong and well-built. His forehead was high. His legs and arms were long. His hands and feet were large. His hair was black and his skin had a reddish tone. Something was striking in his appearance.

Abraham Lincoln became the sixteenth President of the United States. He was elected in 1861 and served until he death in 1865. He was born on February 12, 1809, into a poor family. This gave him a profound sense of humility, which made him modest and free from pride. Though his formal education was limited, he read widely and taught himself. He spoke well and gave speeches of great force. He was not only one of the greatest Presidents of the United States but also a man of rare character. He is honoured for his leadership during the Civil War and for his part in ending slavery. He was honest, courageous, thoughtful, kind, patient and noble. His name will be remembered for his truthfulness, his kindness and his strong sense of right and wrong.

4.6.1.1 Practice

i. Fill in the blanks in the following passage with the adjectives given below.

Compassionate, long, some, ample, talkative, stray, soundly, calm

My friend Ramesh is very towards animals. Every day he gets some food and gives **it** to..... dogs. At home, he has a parrot. It waits for Ramesh to return from college, as he feeds it. He plays for time with the parrot; studies for..... time and sleeps..... and gets up early to study his lessons.

ii. Write a short description

Here are simple cues for you to write a short description of Amitabh Bachchan:

His look and voice: Talk about how tall he is and his profound voice.

His famous roles (early days): Mention that he was known as the “angry young man” in old movies.

How good is he at acting? Say he can act in many different types of movies, like action, comedy and serious ones.

How long has he been famous? Explain that he has been a star for a very long time and continues to act.

His TV show: Talk about how he hosts the famous TV show “Kaun Banega Crorepati.”

Why is he important? He is a living legend and one of India’s most beloved film stars.

4.6.2 Sensory Adjectives

Sensory Adjectives are qualities known through the senses. The response to seeing a lovely view, tasting a rich dish, smelling a sweet scent, hearing a gentle sound or touching something smooth stirs the senses. To express these experiences, we use sensory adjectives.

Here are some examples.

The **cool** night on a full moon day outside my window attracted me and I went out into my garden.

The baby’s **silky pink** frock added glow to its face.

The **sweet** smell of the cut jackfruit made me buy the entire big chunk.

I heard a **loud** shout from across the road.

The **soft** touch of the sunflower glued me to it.

The sandwich was **spicy** and **tasty**, just like the one my mother used to make for me.

The air felt **chilly** and crisp on the winter morning.

The **shine** of the glowworms competed with the twinkling stars in the moonlit night.

4.6.2.1 Practice

i. Make five sentences for the five senses: see, hear, smell, taste and touch.

4.6.3 A Descriptive Paragraph about a Beautiful Place

During our Christmas holiday tour, we found a very beautiful place. It was hidden deep inside a forest. Here, green grass stretched far and hills stood in the distance. A clear river ran through the valley, and its water fell over rocks, making a light mist. Colourful wildflowers grew close to the river, and their smell filled the air. Tall trees with vines wrapped around them stood still. Thin plants moved in the wind as if they were dancing. The whole place was quiet, with only the sound of birds now and then. The fresh green grass below and the clear blue sky above made us feel calm and peaceful, far from the noise of our everyday lives.

4.6.3.1 Practice

i. Here are some simple cues for writing a short descriptive Paragraph about the Statue of Equality in Muchintala.

1. What it is and where: Start by saying it is a gigantic statue of a great saint named Sri Ramanujacharya, located in a place called Muchintala, near Hyderabad.
 2. Its size and appearance: It is 216 feet tall and made of five special metals, shining with a golden colour.
 3. What it sits on: Describe how the main statue sits on a three-storey building, which also has a big lotus flower and elephants at its base.
 4. Its meaning: Explain that the statue represents the equality of all people, which is the main teaching of Sri Ramanujacharya.
 5. The evening show: In the evenings, there is a wonderful light and sound show that tells stories about the saint's life.
 6. Overall feeling/impact: It is a magnificent and peaceful place, drawing many visitors to learn about the saint and be inspired.
- ii. Here is a painting of Raja Ravi Varma for you to describe. Some cues are given to help you describe the painting. Write a short Paragraph describing the painting.



Picture 4.5 showing the painting by Raja Ravi Varma

1. The subject: The painting centres on a graceful Indian woman. She is shown in a traditional saree. Her manner is composed and still. Her presence holds the viewer's gaze.
2. The lamp and light: She carries an oil lamp in her hands. Its gentle flame lights up her face and hands. The soft glow draws the eye, while the rest of the setting remains in shadow. The contrast is quiet and striking.
3. Her pose and expression: She stands with a calm poise. Her posture is upright and simple. Her face carries a thoughtful look. Her eyes are lowered. Her features remain steady and composed.

4. Colours and atmosphere: The artist used bright and soft colours. The light falls across the figure. The shifts between brightness and shade are smooth and subtle. The air feels still, almost hushed.
5. Sense of quietness/devotion: There is a deep silence in the scene. The woman appears alone with her thoughts. Her stillness and the lamp's glow suggest a moment of inward focus. The feeling is one of peace and closeness.
6. Overall, beauty and impact: The painting holds a lasting charm. Its serene beauty and delicate detail have made it a treasured part of Indian art. Its quiet truth and careful touch continue to move those who see it.

4.6.4 An interesting write-up for fun

Tom and Jerry, the well-known cat-and-mouse pair, were created by William Hanna and Joseph Barbera. They first appeared in the 1930s under Metro-Goldwyn-Mayer (MGM). These characters soon became much loved by children. The main difference between them lies in their kind: Tom is a cat who tends to be clumsy and Jerry is a quick-witted mouse. The cartoons follow their endless chase. Jerry often escapes through clever tricks, which lead to amusing results. Although they seem to quarrel without end, their lasting appeal speaks to the skill and imagination of their creators.

4.6.4.1 Practice

i. Write a Paragraph comparing and contrasting the Tiger and the Lamb.

Cues: Write about their physical appearance (size, colour and design of the skin, food, nature and relation with human beings).

ii. Compare and Contrast the specificities of an Android phone and an iPhone (key features, Customisation and User Interface (UI), Hardware Variety and Price Range, App Ecosystem and Sideloaded, Software Updates and Longevity).

iii. Compare and contrast a village and a city.

iv. Write a Descriptive Paragraph on any one of the following topics.

1. A historical place you visited
2. Memories of your childhood friend
3. A fictional character
4. A smartphone or a laptop
5. Electric cars or bikes or cycles

READING FOR PLEASURE

4.7.0 Introduction

Reading for Pleasure is like stepping into a quiet journey through the pages of a book. Each sentence may open the way to new places, thoughts or feelings. This kind of reading, which is not tied to classwork, deepens our sense of language. As we meet clear descriptions, plain comparisons and strong images shaped by skilled writers, we take in their ways of expression without effort. Through this quiet enjoyment, our choice of words grows wider. We learn how to describe scenes with care, how to shape pictures through words and how to help our readers see, hear and feel what we wish to share.

4.7.1 Daffodils by William Wordsworth

William Wordsworth (1770-1850) was a renowned English Romantic poet. *An Evening Walk*, *Descriptive Sketches*, *The Prelude* and *Lyrical Ballads* are among his most noted works. Many readers admire Wordsworth for his deep love of nature, which profoundly shaped much of his writing. His poems often explore how nature and memory touch the heart and mind. One of his best-known poems is “I Wandered Lonely as a Cloud,” often called “Daffodils.” The poem shows his gift for finding joy, stillness and thought in the natural world. Daffodils are bright yellow flowers, much like the mustard blossoms seen in parts of North India.



Picture 4.6 showing Daffodil Garden



Picture 4.7 showing Mustard Field in India

Daffodils

I wandered lonely as a cloud.
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
 And twinkle on the milky way,
 They stretched in never-ending line
 Along the margin of a bay:
 Ten thousand saw I at a glance,
 Tossing their heads in sprightly dance.
 The waves beside them danced; but they
 Out-did the sparkling waves in glee:
 A poet could not but be gay,
 In such a jocund company:
 I gazed—and gazed—but little thought
 What wealth the show to me had brought:
 For oft, when on my couch I lie
 In vacant or in pensive mood,
 They flash upon that inward eye
 Which is the bliss of solitude;
 And then my heart with pleasure fills,
 And dances with the daffodils.

4.7.1.1 Answer the following questions.

1. In the opening stanza, how does Wordsworth describe the visual of golden daffodils? Does he attribute human qualities to the daffodils? How?
2. How does the poet connect the stars to the daffodils in the second stanza? What does this comparison say about the description of the scene of daffodils?
3. What does the phrase “Ten thousand saw I at a glance” mean?
4. What does the poet say about the movement of the daffodils and the waves in stanza three? 5. What does this speak of the lively nature of daffodils?
6. What does the phrase “jocund company” mean and how does it portray the emotions of the poet?

4.7.2 A Snake in the Grass by R.K. Narayan

R.K. Narayan (1906-2001) was an Indian writer who wrote in English. He wrote novels and short stories that draw from Indian life, thought and custom. English education in India began in the nineteenth century and writing in English took shape from 1874. Fiction in English began to appear in the early twentieth century. Both men and women wrote widely during this time. Many women writers turned to the troubles faced by women. Men often chose themes based on social change

and long-held beliefs. R.K. Narayan's clear style and thoughtful subjects drew many readers. He soon gained a firm place among writers of fiction.

A Snake in the Grass

One afternoon, all the members of a family were resting inside their house. Suddenly, a cyclist rang the bell of his cycle outside the door of the house. After one of the family members opened the door, the cyclist said, "I have seen a cobra entering the compound of your house." After saying this, he went away.

Hearing that, the four sons and their mother became very worried. So, they assembled at the gate. They found their old servant, Dasa, sleeping under a shade. After waking Dasa, they said to him, "A cobra has entered the house. Wake up and kill it."

Dasa dismissed the matter and tried to rest again. But the family forced him to search for the cobra. They also threatened him by saying he would be dismissed from his job if he did not find the snake. In the meantime, some of the neighbours had already gathered around the house. They also accused Dasa of being idle. But Dasa defended himself and said: "I have been demanding a grass-cutter daily. Had I had one, the snake would not have entered the house." Hearing this, the family members started to discuss buying a grass-cutter. They also talked about how much a grass-cutter costs. In the meantime, a college boy of the family came in and read statistical data that showed the number of deaths caused by snake-biting. Seeing this, the family members grew more worried than before.

Now, the boys brought a bamboo stick and gave it to Dasa. "Take the bamboo stick and search for the snake." So, they too started looking for the snake in bushes and creepers. They searched the cobra everywhere but could not find it. When the servant could not find the snake even after searching for it everywhere, he asked the others with a triumphant smile, "Where is the snake?" At mealtime, an old beggar cried for money at the gate. They told her not to disturb. "We are looking for a cobra," they said. The old beggar forbade killing the cobra because God Subramanyam forbade its killing. Once the boys' mother agreed, the old man took the coin and went away.

Shortly after, an old man arrived at the house and introduced himself as a snake charmer.

The family gathered around him and told him that a cobra had entered the house. "Can you bring it out?" Everyone asked the snake-charmer. But the snake charmer said, "I can do nothing if you do not show me the snake." But before leaving, he gave his name and address to the family members and told them to call him if they found the snake.

Around 5:00 PM, the family members were discussing the strategy for catching the snake. When they were discussing, the servant, Dasa, suddenly came with a pot in his hand and said, "I have caught the snake." He also bragged about his bravery and blamed the family members for calling him lazy. Finally, he said, "I will hand over the snake to the snake charmer." Hearing this, the mother of the four boys appreciated Dasa.

Five minutes after Dasa left home with the pot, the youngest son of the house suddenly cried out (screamed), “See over there! A cobra came out of the hole.” The snake must have heard the scream. He just looked at the gathering, crawled under the gate and disappeared. The mystery remains: if the snake was here, what was in the pot in Dasa’s hand? Was he fooling everyone? Or were there two cobras inside the house? But, of course, this would not have been a mystery had anyone opened the pot.

4.7.2.1 Answer the following questions:

1. Why are people afraid of snakes?
2. Who announced the entry of the snake into the compound?
3. What was the reaction of the inmates to that announcement?
4. Whom did they ask to catch the snake?
5. What did they blame Dasa for?
6. What statistics did the college boy read out to the family?
7. What advice did the beggar give to the family?
8. What was the joyful announcement of Dasa?
9. What was the conclusion of the story?
10. Do you think that Dasa had caught the snake? Why? Why not?

UNIT 5

WEAVING PERSONAL NARRATIVES: EVENTS AND BIOGRAPHIES

Introduction

“Narrative is radical, creating us at the very moment it is being created.”

—Toni Morrison

Personal stories, life events and biographies hold great value in everyday experience. They serve as a means of personal expression and offer a strong channel for communication, connection and growth within academic and professional contexts. For undergraduate students, working with personal accounts and biographies helps them learn how to speak and write about their own lives with clarity, sensitivity and order. They come to recognise that each person’s story is distinct and worth attention. Through writing or studying these accounts, students learn how to think clearly, choose words with care and share ideas with emotional awareness. They also begin to see the many points of view, beliefs and difficulties that shape how people live.

Telling these stories or recounting events from life, helps students speak and listen more effectively. This leads to stronger bonds with classmates, teachers and wider audiences. In the workplace, being able to speak about one’s background or understand the experiences of others matters greatly when working in teams, building contacts or taking on leadership roles. Whether explaining one’s path in a cover letter or trying to grasp a client’s concerns, the skills gained through work with personal and biographical writing allow for honest and careful communication. Life stories can also serve as examples of courage, new thinking and thoughtful choices. These qualities are often valued across lines of work. Through personal stories and biographies, students not only improve how they write and speak but also lay the groundwork for success in both their private and working lives.

This Unit invites students to think and imagine through the craft of storytelling. ‘Weaving Personal Narratives, Events and Biographies’ helps students learn how to shape accounts that bring together their own lives, moments from history and stories of others. They will practise writing that follows a clear path from start to finish, brought to life through strong detail and emotional weight. They

will study the key parts of story writing, including how to build characters, keep themes steady and arrange ideas in a sound and clear way.

Work in listening and speaking will sharpen their sense of biography and improve how they express themselves aloud. Reading sessions will introduce them to key works by Langston Hughes and Martin Luther King Jr. Vocabulary study and grammar lessons at an advanced level will help them explain subtle thoughts with both clarity and feeling.

By the close of this Unit, students will have gained a solid grasp of the craft of storytelling. They will also grow in empathy, thoughtfulness and awareness of both their own lives and the lives of others.

LISTENING

5.1.0 Introduction

Personal stories are texts that speak about life experiences. They may focus on a single event or examine past experiences through thoughtful analysis. Such writing brings together storytelling and personal insight and it requires careful attention to what others share about their own lives.

In this Unit, students study careful listening to examine ideas, test the strength of reasoning, question assumptions, weigh evidence and draw fair conclusions. This kind of listening is necessary for clear and honest communication. One must listen with care and thought, especially when false or misleading information can spread quickly through online platforms. It is important to examine, assess and connect information in a way that is logical, fair and ordered.

Critical listening is the process of listening attentively, thinking critically, and analyzing the information to understand its meaning. Students need to decide how relevant the information is and form their judgment about it. Understanding the message includes any hidden meanings or assumptions. Students need to analyze and determine if the information is accurate or biased. They should weigh the arguments to decide whether they make sense and if there are proofs available to validate them. Students learn to distinguish between facts and opinions.



5.1.1 Audio 1

Unit V_A1.mp3

In the first audio, a student narrates her experience of visiting the statue of Dr. B.R. Ambedkar near the Tank Bund. Before listening to her audio, answer the following questions.

1. Have you seen the gigantic statue of Dr BR Ambedkar?
2. What are some of the specialties you noticed about the iconic statue?
3. While listening to the audio, observe the words given in bold and Italics.

A Visit to the Ambedkar Statue in Hyderabad.

Before I *left* for my hometown, I had the opportunity to visit the Ambedkar Statue, located near Necklace Road in Hyderabad. As soon as I *arrived* at the location, the sheer size and grandeur of the statue caught my attention. The statue of Dr. B.R. Ambedkar has stood tall and proud since **April 14, 2023**. His eyes seemed to gaze thoughtfully into the distance, reminding everyone of his monumental role in shaping modern India.

When I walked closer, I *felt* a wave of respect and admiration for the greatness of his character. I **had read** a lot about Ambedkar's contributions to the Constitution of India and his fight against social discrimination. To stand there in front of the statue made me feel everything far more real

and personal. The atmosphere was calm, but the air carried a quiet strength, much like the man himself.

I *noticed* families and students at the site. Some of them read the plaques that described his life and achievements. I *thought* about how much he **had endured** and how steadily he **had worked** for achieving fairness and dignity. It made me think deeply about the values of courage and perseverance.

While I stood there, I *felt* a mixture of emotions— inspiration, gratitude and a solemn promise to remember and uphold the ideals Ambedkar had stood for. Visiting the statue was not just a sightseeing trip; it was a meaningful experience. It was a journey into understanding the spirit of resilience and change. I *left* the place greatly motivated.

5.1.1.1 Practice

After listening to the audio, identify how the words given in bold are different from the words shown in italics.

1. Students form a group of five and read about Dr. B.R. Ambedkar and note down 10 key points that can be added to the biography of Dr. B. R. Ambedkar.
2. Have you watched any films related to Dr. B. R. Ambedkar? Name them.
3. Have you watched the film, ‘Jai Bhim?’

Yes, the film is related to Dr B.R. Ambedkar. Listen to the audio.



5.1.2 Audio 2

Unit V_A2.mp3

Jai Bhim: A Portrayal of Reality

I am unable to recall when I had this kind of experience. Was it because the film depicted a real incident that happened three decades ago in Tamil Nadu? Or was it because the story was so gripping and the acting and direction superb? Whatever the case may be, the film shook me. The performance of the chief protagonists, Advocate Chandru played by Suriya, victims Senggeni played by Lijomole Jose and Rajakannu played by K Manikantan, was outstanding.

The story is very ordinary. A poor Irular snake-catcher, who dotes on his wife and daughter, is arrested on the suspicion that he stole the jewellery of a politically well-connected landlord. Since he belongs to the Irular caste, his word carries no weight and he and his relatives are severely beaten at the police station to extract a confession.

Rajakannu, who is subjected to the worst kinds of third-degree torture, succumbs to the pain. The police spread the story that he and two others had escaped from the police station. I have myself reported worse cases.

However, what makes the story so touching is that Senggeni, despite all the beatings she suffers at the hands of the police, refuses to back down and is “ready to go anywhere.” This is all the more remarkable because she is in an advanced stage of pregnancy. Her aim is clear. The men who committed the murder—men who wore the uniform and used it as a shield—must answer for what they did. She will not rest until they do. One of the most dramatic moments in the film is when she flatly declines the Tamil Nadu police chief’s offer to get her a reasonable sum of money if she withdraws the case against his colleagues.

The film concludes with a court order, under which she is given three lakh rupees in compensation and allotted two-and-a-half cents of land in the heart of the village, where generations of Irulars had lived without any legal entitlements. She is even seen moving into a newly built, white-washed house made of brick and mortar.

Come to think of it, *Jai Bhim* would have been just a documentary, seen by a few at documentary festivals, but for Tamil actor Suriya’s involvement in the film, both as an actor and a producer. His role is modelled after Justice K. Chandru, a former judge of the Madras High Court, who accepted Parvathy’s brief while he was a lawyer in the nineties.

Suriya is depicted as an admirer of Ambedkar. Anyone who knows the father of the Constitution and has read his works would easily become an admirer of his.

5.1.2.1 Comprehension Questions

1. Who are the main characters in the film *Jai Bhim*, as mentioned in the passage?
2. What happens to Rajakannu in the film?
3. How does Senggeni’s character reflect strength and resilience throughout the film?
4. How is the film related to Dr. B.R. Ambedkar?
5. Why is it given the title ‘Jai Bhim’?



5.1.3 Audio 3 Unit V_A3.mp3

Leaders of the students’ group can address the class and read out the important points they noted in the previous group work on Dr. B. R. Ambedkar.

5.1.3.1 Practice

- i. While listening to the audio, underline the important facts about Dr. B.R. Ambedkar.

Ambedkar: Towards an Enlightened India is a biography written by Gail Omvedt. The book chronicles the life of visionary Dr. B.R. Ambedkar, from his early years to his lasting legacy.



Picture 5.1 showing Dr. B.R. Ambedkar

Dr B.R. Ambedkar was born on 14 April 1891 in Mhow, which is now in Madhya Pradesh, into a Dalit (Mahar) family. From a young age, he faced harsh caste-based discrimination. He was not allowed to sit in class with upper-caste students or drink water from the same tap. Despite these barriers, he earned a doctorate from Columbia University and later from the London School of Economics.

In his public life, he served as the Chairman of the Drafting Committee of the Indian Constitution. He supported reservation measures for the Scheduled Castes and the Scheduled Tribes. He resigned from Nehru's cabinet when the Hindu Code Bill was weakened. In 1956, he embraced Buddhism along with millions of others, turning away from the caste system. As a reformer, Ambedkar led the Mahad Satyagraha, which demanded access to public water tanks for Dalits. He led the struggle against caste discrimination. He stood firmly for education, self-respect and the rights of Dalits and other oppressed groups.

The book presents opinions that some readers may question. Gail Omvedt (1941–2021), an American-born Indian sociologist, draws attention to the sharp disagreement between Ambedkar and Gandhi, especially concerning the 1932 Poona Pact. Her book argues that Ambedkar showed a more substantial commitment to genuine democracy and fairness than many of his contemporaries. It also presents him as a thinker whose ideas still speak to present struggles against caste divisions and injustice.

5.1.3.2 Practice

After listening to the audio, differentiate the facts and opinions about Dr. B.R. Ambedkar.

An example is given below:

S.No	Facts	Opinions
1.	Dr B.R. Ambedkar was born on 14 April 1891 in Mhow.	Her book argues that Ambedkar showed a more substantial commitment to genuine democracy and fairness than many of his contemporaries.

Table 5.1 showing the details to be extracted from Dr. B.R. Ambedkar's biography

SPEAKING

5.2.0 Introduction

Narrating brief events, stories or biographies in daily life and conversation is an essential form of communication. It helps us connect with others, share thoughts and keep experiences alive. Telling a story is, at its heart, a simple act. We speak about what has happened to inform, to amuse or to move someone with an account that carries excitement or meaning.

To hold the listener's attention, a story must be clear, brief and focused on what matters most. The order of events should follow the order in which they took place. This helps the listener follow the story without confusion. A touch of feeling can bring the story closer to the listener and leave a lasting mark.

The tone and style should suit the moment—whether light-hearted, serious or shaped by a certain setting—so that the listener can understand the mood and purpose. A story told with care and attention to tone will often leave a stronger impression. By telling events, stories and biographies with thought and care, we not only keep memories alive but also help others understand the world and the people in it.

5.2.1 Vocabulary Used in Narrations

Using the correct Vocabulary and Tense in narration enhances clarity, emotional depth and engagement. They add emotion, spontaneity and emphasis in narrations. Given below are some expressions that are listed according to the situations in which they are used.

Expressing Surprise: Wow! Oh! Ah! My goodness!

My goodness! I didn't expect the hero to die that way.

Expressing Joy: Hurray! Woohoo! etc. Hurray! Our college won the Inter-collegiate Trophy.

Expressing Disapproval or Disbelief: Ugh! Oh no! Oops!

Oh no! She missed her flight, but it turned out to be a blessing in disguise as the plane crashed a few seconds after take off.

Expressing Pain or Shock: Ouch! Alas! Oh dear!

Alas, the hero lost everything, including the heroine, in the end.

Expressing Hesitation or Thinking: Hmm, Uh, Um, Well.

Hmm, I wonder why she decided to get into politics.

Sequence Markers help maintain the logical flow of events: first, then, next, finally.

First, he saved money, then bought a house, and finally, got married.

Descriptive Words bring the story to life and evoke emotions.

Beautiful, tragic, inspiring, thrilling, mysterious. The Harry Potter story is exciting and mysterious.

Linking Words connect ideas and make the narration cohesive. For example: however, therefore, moreover, although, because, as a result

Both the teachers and students worked hard; therefore, the college achieved 100% results.

Emotive Words evoke specific emotions in the listener or reader.

amazing, heart-breaking, unbelievable, joyous, shocking. It was an amazing car race.

Action Verbs take the story forward and keep it dynamic. For example: discovered, achieved, fought

She crossed all obstacles with great determination and achieved her Doctorate.

5.2.2 Tense Forms in Narrations

The Past Tense is used for narrating past events or biographies.

The Present Tense is used for creating immediacy or dramatic effect, especially in storytelling.

The Past Perfect Tense is used to refer to events that happened before another event in the past.

Future Tense is used rarely but can be employed to discuss future outcomes in a narrative.

5.2.3 Narrating an Incident, Event and Short Stories

1. Mutual Confessions

One evening, a husband asked his wife in a nervous voice, “Honey, if I had an affair, would you forgive me?” She smirked and replied, “Of course, dear. But only after your funeral.” The husband, taken aback, stammered, “Well, that means I know why your gym trainer keeps calling you sweetheart.” The wife grinned and said, “Ah, so now you understand why I forgave you last week.”

2. The Chicken Thief Mystery

A man was carrying a bag of groceries when a police officer stopped him and asked, “What’s in the bag?” The man answered with hesitation, “Just some chicken... I mean, I didn’t steal it!” The officer raised an eyebrow and said, “No one mentioned a chicken being stolen.” The man blushed and muttered, “Oh... uh, never mind then.” The officer walked away, now more puzzled than before.

3. A Ghastly Fire Accident

Late in the evening, a fire broke out in a four-storey residential building with sixteen flats. The residents ran for safety. Thick black smoke rose into the air. The fire engines arrived at the scene and fought the flames with water cannons. A crowd gathered and began helping the fire crew. The women and children watched with fear. Ambulances arrived and took the injured to the hospital. Nine people lost their lives in the fire.



Picture 5.2 showing the fire accident

The first police report stated that chemicals had been kept in the building without permission. This may have caused the fire. The police sealed the area. The officials continued their inquiry. The residents mourned their losses. The event was sudden, tragic and caused great harm to life and property.

4. Jibaush, My Heart's Joy



Picture 5.2 showing Jibaush

My Jibaush was never just a pet. He was like family to me. He constantly brought joy and warmth into my days, often circling my legs. “When he looked into my eyes, he seemed to ask for one more game, one more moment by my side. Seven years with him passed as quickly as seven days.

Zibaa is a word from the Persian language. It describes beauty, charm or visual grace. My Jibaush was all of these. He was cheerful and kind. His presence filled the room with lightness and ease. He treated everyone as a friend, even those he had never met before. Every person who came to my home asked after him. People remembered him with fondness. He left that kind of mark.

He played with everyone. He would lick the feet of the men and tug at the *chunnis* of the girls. He made people smile without trying. He belonged to no one and to everyone.

5.2.3.1 Practice

i. Create a narrative with the given cues and share them with your parents.

The College Music Night

- **When:** Friday evening, 20 June 2025
- **Where:** College Auditorium
- **Start Time:** 6:00 PM
- **End Time:** Around 9:30 PM
- **Atmosphere:** Lively, good energy, lots of cheering
- **Favourite Performance:** Hindi and Telugu film songs
- **Food/Drinks:** There was a small snack stall outside the auditorium, with delicious and spicy samosas
- **How you felt:** Had a great time, thought it was a successful event
- **Number of Performers:** 12 different batches (singers, dancers, bands)
- **Difficulties Faced:** Power fluctuations during rehearsals, one mic wasn't working initially

ii. Create a narrative with the given cues and share it with your parents.

Theft in the Neighbourhood

- **Whose house:** The Rao's (next door)
- **Time of theft:** Between 2:00 AM and 3:30 AM last night (early morning of June 25, 2025)
- **Initial feeling:** Shocked and worried
- **What happened:** Someone broke in
- **Police presence:** A police car was outside the house this morning

- **How they entered:** They forced open a window at the back side of the house that wasn't closed properly
- **What was stolen:** A gold chain, two diamond rings, A laptop, approximately Rs. 20,000 cash
- **Family's whereabouts:** The Rao's family was away on a pilgrimage to Tirupati.
- **Investigation status:** Police have registered a case and are collecting fingerprints.

iii. Create a narrative with the given cues and share it with your friends.



Picture 5.3 showing the IPL winning moment

IPL Final 2025

Information for Narrative

- Time & Date: 7:30 PM, 3 June 2025, Narendra Modi Stadium, Ahmedabad
- Teams: Royal Challengers Bengaluru vs Punjab Kings
- Match situation: RCB batting first set a total of 190/9 in 20 overs
- Top performance: Virat Kohli scored a crucial 43 off 35 balls—his final IPL innings before finally winning the trophy
- Bowling response: PBKS restricted RCB with disciplined bowling, especially by Krunal Pandya (Player of the Match: 2 wickets for 17) and Bhuvneshwar Kumar (2 for 38)
- Outcome: PBKS replied with 184/7 in 20 overs, falling 6 runs short—RCB won by 6 runs, clinching their first-ever IPL title after 18 years
- Crowd & Atmosphere: 90,871 fans, massive celebration erupted in Bengaluru after the title—historic chants like “Ee sala cup namdu” reverberated
- Historical context: RCB had lost previous finals in 2009, 2011 and 2016; this victory ended a long wait (18 seasons)

- **Records & Stats:** Final was one of the narrowest IPL final wins (6 runs). The stadium usually sees high-scoring games; in this final team batting first won six of eight matches at this venue

Narrative Writing Task

Based on the picture and the cues above, write a narrative about the final moments and emotions of this historic match.

Include:

- The setting (time, stadium, crowd atmosphere)
- The pressure of the chase, describing RCB's total and PBKS's reply
- Key actions and turning points: Kohli's innings, the bowling spells of Krunal Pandya and Kumar
- The tension in the stadium and reactions of fans and players
- The moment of victory and its emotional impact on RCB players, fans, especially Virat Kohli
- Aftermath: celebration scenes, historical significance

iv. Create a Narration with the given cues of your trip and share it with your friends.

Srisailem Project in August: Gates Open, Hearts Full

Information for the narration

- **Weather:** A certain freshness after recent rains, greenery everywhere.
- **Roads:** Curvy, scenic ghat roads, excitement growing with every turn.



Picture 5.4 showing the Srisailem Dam



Picture 5.4 showing the temple of Mallikarjuna Swamy

- **Arrival at the dam:** The forest opened up to a breath-taking sight – the Srisailem Dam!
- **The Gates:** What a sight! All the gates were open! The water gushing out was mesmerising.

- Force of water: Creating a white, misty spray that cooled the air.
- Before lunch: Reached the temple.
- The Queue: Long queues, but a sense of collective patience and devotion.
- The Deity: And then, the moment... a good darshan of Lord Mallikarjuna Swamy and the Divine Mother, Bhramaramba Devi.

READING

5.3.0 Introduction

Reading plays an important part in helping students shape personal stories. It draws them into events, life accounts and ways of telling. By engaging with both real and imagined stories, students come to understand how experiences take form on the page, how feelings are expressed and what may be taken from them. This kind of reading deepens their sense of their own lives and helps them write stories that link their thoughts and memories to wider matters shared by others. Through such reading, students learn how to turn moments into stories that carry both thought and feeling.

5.3.1 Poem

Answer the following questions:

1. What are some pieces of advice that have stayed with you?
2. Why are they significant?
3. Can you recollect any such instance from your life?
4. What is the role of a mother in helping a child overcome difficulties in life?
5. Do you wish to share any stories about your mother with your class?

5.3.1.1 Mother to Son by Langston Hughes

James Mercer Langston Hughes (1901-1967) was an American poet, playwright, novelist, thinker and writer for newspapers. He played a part in the early development of a form known as jazz poetry, which drew more interest in later years. Jazz poetry brings together the rhythm of jazz music and spoken verse. It is meant to be performed aloud, not only read in silence.

The poem speaks of the struggles faced by Black people in America. A mother speaks to her son and urges him not to give in to despair. She tells him to hold on, despite the hardship caused by their race and the unfair treatment of Black people.

Read the speech by Martin Luther King Jr., given below, to understand more about the condition of African-Americans in America. Martin Luther King Jr. worked for the rights of Black people. He was a leading voice in the Civil Rights Movement. He was shot and killed in 1968, at the age of thirty-nine, because he stood against racial injustice.

Mother to Son

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare.
But all the time
I've been a—climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So, boy, don't you turn back.
Don't you set down on the steps
'Cause you finds it's kinder hard.
Don't you fall now—
For I'se still goin', honey,
I'se still climbin',
And life for me ain't been no crystal stair.

5.3.1.2 Practice**Reading Comprehension**

1. What comparison does the mother make about her life in the poem?
2. What obstacles has the mother faced in the poem?
3. What does the mother advise her son?
4. Why does the mother advise her son against turning back?
5. What does 'crystal stair' mean in the poem?
6. How does the mother view her progress in life despite facing challenges?

7. What does the mother warn her son about when it comes to giving up?
8. What message is the mother conveying to her son in the poem?
9. What is the theme of the poem 'Mother to Son' by Langston Hughes?
10. Is the mother's advice feasible? Why? Why not?

5.3.3 Prose

Answer the following questions.

1. Have you ever been a victim of injustice? Or have you heard about any injustice happening around you? Share it with the class.
2. Are you aware of slavery in the U.S.A.?
3. What is racial discrimination? Narrate a few cases of racial discrimination in the United States.

5.3.3.1 About Martin Luther King Jr.

Martin Luther King Jr. (1929 -1968) was an American Baptist clergyman, civil rights activist and political philosopher who led the civil rights movement from 1955 until he was assassinated in 1968. He fought for civil rights for people of colour in the US by using peaceful resistance and civil disobedience against Jim Crow laws and other types of legal discrimination.

King took part in and led marches for civil rights, including the right to vote, desegregation and workers' rights. He was in charge of the Montgomery bus boycott in 1955 and was the first president of the Southern Christian Leadership Conference. King was one of the leaders of the 1963 March on Washington, where he gave his famous "I Have a Dream" address on the steps of the Lincoln Memorial. King was awarded the Nobel Peace Prize in 1964 for fighting racial inequality through non-violent resistance.

5.3.3.2 Significance of the Speech

"I Have a Dream" is a public speech delivered by the American civil rights campaigner and Baptist minister Martin Luther King Jr. on 28 August 1963, during the March on Washington for Jobs and Freedom. In this speech, King called for fair treatment in public life and working life and he spoke against racial hatred in the United States.

I Have a Dream by Martin Luther King Jr.

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 hope to millions of Negro slaves who had been seared of injustice. But 100 years later, the Negro still is not free; the life of the Negro is still sadly crippled by the segregation and discrimination; the Negro lives in poverty in the midst of vast material prosperity; the Negro is still languished in the corners of American

society like in exile in his land; and so, we've come here today to dramatise this shameful condition.

The architects of our Declaration of Independence promised every American an heir. This was a promise to all men— Black men as well as White men— liberty and the pursuit of happiness. But, the citizens of colour are given a bad check, with insufficient funds.

We demand the riches of freedom and the security of justice. Now is the time to make real the promises of democracy, time to rise from the segregation to the sunlit path of racial justice, to stand on the solid rock of brotherhood.

It would be fatal for the nation to overlook the sweltering summer of the Negro's legitimate discontent about freedom and equality. 1963 is not an end, but a beginning. There will not be rest or tranquillity in America until the Negro is granted his citizenship rights. But there is something to say to my people who should stand on the bright warm threshold of justice. In the process of gaining our rightful place, we must not be guilty of wrongful deeds. We must forever conduct our struggle on the high plane of dignity and discipline. We must not degenerate into physical violence. Again and again, we must rise to meet the physical force with soul force. Our white brothers, as evidenced by their presence here today, have come to realise that their destiny is tied up with our destiny. We cannot walk alone and we cannot turn back.

We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality, or when we cannot gain lodging in the motels and the hotels. We can never be satisfied as long as our children are stripped of their selfhood and dignity displaying signs stating: "For whites only." We fight until justice and righteousness roll down like a mighty stream.

You have come here out of great trials and tribulations; some have come fresh from narrow jail cells, and some others from areas where your quest for freedom left you battered by persecution and staggered by police brutality. But let us not wallow in despair, my Friends. Despite the difficulties of today and tomorrow, I still have a dream that this nation will rise and live out the true meaning of its creed, that all men are created equal. I have a dream that the sons of former slaves and slave owners will be able to sit down together at the table of brotherhood. I have a dream that one day, oppression will be transformed into freedom and justice, where my children live in a nation where they will not be judged by their colour but respected for the content of their character. One day, little Black boys and Black girls will be able to join hands with little White boys and White girls as sisters and brothers. We will be able to transform the discord into a beautiful symphony of brotherhood. We will be able to work together, pray together, struggle together, go to jail together, stand up for freedom together, knowing that we will be free one day.

I sing for America; it is to be a great nation, let freedom ring. And when this happens and when we allow freedom to ring from every place, we will be able to speed up that day. When all of God's children, Black men and White men, will be able to join hands and sing in the words of the old Negro: Thank God, we are free at last.

5.3.3.3 Practice

Reading Comprehension

1. When and by whom was the speech “I Have a Dream” given?
2. What was the main objective of King Jr.’s speeches?
3. What was Martin Luther King’s demand?
4. What has America given the Negro people instead of keeping its promise, in King’s opinion?
5. What scene does Martin Luther King aspire to see?
6. What caution does King issue to his people regarding their fight for liberty?
7. What does King hope his children will achieve?
8. How does King see racial relations in America developing in the future?
9. What happens when freedom rings from every side?
10. Explain Martin Luther King Jr’s Dream in a short Paragraph.

VOCABULARY

5.4.0 Introduction

Learning words related to shaping personal stories, events and life accounts helps students express their thoughts with clarity and style. It gives them the language they need to describe feelings, places and actions in detail, which makes their stories more vivid and full of life. A wide range of words allows students to link their stories to shared human concerns and to gain a more profound sense of meaning.

5.4.1 Sensory Verbs

Read the sentence: ‘The boy looks at the steep hill, then climbs, slips and falls, continues and finally reaches his goal.’

Can you visualise the scene? Yes? That is mainly due to the use of Sensory Verbs. **Sensory Verbs** are action words that relate to the five senses: *sight*, *sound*, *smell*, *touch* and *taste*. In Langston Hughes’ poem ‘*Mother to Son*, Sensory Adjectives and verbs help paint a vivid imagery of struggle and perseverance. For example:

“But all the time
I’ve been a—climbin’ on,
And reachin’ landin’s,
And turnin’ corners,
And sometimes goin’ in the dark
Where there ain’t been no light.”

Sensory details are used in personal narratives. It helps the reader experience the moment when you vividly narrate any specific event. Sensory words are usually used in Narrative Paragraphs, essays and also stories. Here are a few words from “I Have a Dream.”

1. The word **See** is a **Sight-related** verb.

For example: I have a dream that one day every valley shall be exalted... and the glory of the Lord shall be revealed and all flesh shall **see** it together.

Synonyms: notice, observe, look.

Antonyms: ignore, overlook, conceal.

2. The word **Ring** is a **Sound-related** verb.

For example: Let freedom ring from the mighty mountains of New York.

Synonyms: echo, resonate, reverberate

Antonyms: dampen, deaden, quieten

3. The word **Join** is a **Touch-related** verb.

For example: little black boys and black girls will be able to join hands.

Synonyms: adjoin, connect, link

Antonyms: disjoin, detach, separate

4. The word **Satisfy** can be considered a **Taste-related** verb.

For example: We are satisfied with the good taste of our cool drinks.

Synonyms: quench, satiate, gratify

Antonyms: parch, starve, displease

5.4.1.1 Practice

Think of a place such as a park, beach, riverside or lake. Narrate a moment when something unexpected took place. It may involve an adventure, a surprise, a mistake or something that happened by chance. Talk about it with your peer. Use **Sensory Verbs** to help your reader see, hear, smell, taste and feel the moment as if they were there. Your passage should not go beyond ten lines. A sample appears below:

One sunny day, I walked along the beach. The sand felt warm under my feet. I heard the waves crash and the birds sing. Then I stepped on something hard. It was a large conch. My heart jumped. I felt both joy and wonder. I picked it up and looked at the sea. A soft breeze passed over my face. I smiled without a word.

5.4.2 Sensory Adjectives

Sensory Adjectives enhance descriptive writing and strengthen emotional appeal. Here are a few Sensory Adjectives used by Martin Luther King in his speech.

1. Sight-related Adjectives are used to describe what can be seen.

- **Dark** (“dark and desolate valley”)
- **Bright** (“bright day of justice”)
- **Sunlit** (“sunlit path of racial justice”)
- **Desolate** (“desolate valley”)

2. Sound-related Adjectives are used to describe what can be heard.

- **Jangling** (“jangling discords of our nation”)

- **Mighty** (“mighty stream”)
- **Voice** (implied in “let freedom ring”)
- **Discord** (contrast of noise and harmony)

3. Touch-related Adjectives are used to describe what can be touched.

- **Sweltering** (“sweltering summer of discontent”)
- **Warm** (“warm threshold”)
- **Rough** (“rough places made plain”)
- **Smooth** (implied in contrast to “crooked” and “rough”)

4. Taste-related Adjectives are used to describe what can be tasted.

- **Bitterness** (“drinking from the cup of **bitterness** and hatred”)

5.4.2.1 Practice

Write a personal narrative (around 10 lines) about a time when you or your friend faced a difficult challenge. Use **Sensory details** and **vivid Adjectives** such as *hard, bare, dark, intense* and **Verbs** like *climb, fall, turn* and *reach* to make your story come alive. Like in the poem, show how you kept moving forward—even when the path was challenging and uncertain.

5.4.3 Words used to Describe Human Qualities

Adjectives are used to describe human qualities. Let us look at specific positive human attributes that can be formed using the Nouns given in “I have a Dream.”

1. Dignified is an Adjective formed out of the noun *dignity*. Dignified means ‘controlled, serious, calm and therefore deserving respect.’

For example: Martin Luther King dreamed of a world where all people, regardless of race, could walk together as equals in a dignified and peaceful society.

2. Disciplined is an Adjective formed out of the Noun *discipline*. Disciplined means behaving in a very controlled way.

For example: King urged his followers to remain peaceful and disciplined in their fight for justice and equality.

3. Faithful is an Adjective formed out of the Noun, *faith*. Faithful means ‘remaining loyal’.

For example: King remained faithful to his vision of equality, believing that justice would one day roll down like waters.

4. Hopeful is an Adjective formed out of the Noun, *hope*. Hopeful means ‘feeling positive about a future event.’

For example: King’s speech painted a hopeful picture of a future where children of all races could live and learn together in harmony.

5. Brotherly is an Adjective formed out of the Noun, brotherhood. Brotherly means characteristics appropriate for brothers.

For example: King dreamed of a nation where people of all colours would treat one another with brotherly love and respect.

5.4.3.1 Practice

i. Here are a few adjectives used to describe a person's positive qualities. For example: *patient, wise, kind, warm, gentle, humble*. Add some more words to the list. The list of synonyms is exhaustive. Take the help of a thesaurus and add as many words as possible.

5.4.4 One-Word Substitutes

One-word substitutes are single words that can replace a group of words or a phrase to make a sentence shorter and clearer. Instead of using many words, you can use one word to express the same meaning. For example:

1. The practice of differentiating people based on their race or ethnic background— **Racism** Martin Luther King called for an end to **racism** in the United States.

1. The act of setting free from the control of someone— **Emancipation**

2. A significant formal statement made in front of an audience— **Proclamation**

3. Five score years ago, a great American, in whose symbolic shadow we stand today, signed the **Emancipation Proclamation**.

4. The state of being kept apart— **Segregation**

5. Unfair treatment based on race— **Discrimination**

The life of the Negro is still sadly crippled by the manacles of **segregation** and the chains of **discrimination**.

6. The state of being barred from a native country— **Exile**

Negro finds himself in **exile** in his land.

7. Extreme cruelty, deliberate violent meanness— **Brutality**

Negro is the victim of the unspeakable horrors of police **brutality**.

8. State of being mistreated or unjustly— **Oppression**

I have a dream that one day the heat of **oppression** will be transformed into an oasis of freedom and justice.

9. Suffering or trouble, usually resulting from oppression— **Tribulation**

Some of you have come here out of great trials and **tribulations**.

10. Unfair or abusive treatment toward a person or group of people—**Persecution**

Your quest for freedom left you battered by the storms of **persecution**.

5.4.3.1 Practice

Replace the words in bold in each sentence with a suitable one-word substitute given below.

Constitution

Negro

Revolt

Justice

Righteousness

1. We will not be satisfied until there is a way of life that is all about doing the right thing.
2. We refuse to believe that the bank that stores **the quality of being just** is bankrupt.
3. The **rise against an authority in an act of rebellion** will continue to shake the foundations of our nation until the bright day of justice emerges.
4. The architects of our republic wrote the magnificent words of the **statement of the basic principles and laws of a nation**.
5. The members of a dark-skinned group of people **originally native to Africa** are still not free.

GRAMMAR

5.5.0 Introduction

Mastering Grammar is important for clearly bringing together personal stories, events and biographies, as it brings order and Unity to the writing. Careful use of tension, sentence structure and punctuation helps students express timelines, emotions, and actions with accuracy and force. When students understand Grammar, they can write stories that move smoothly and hold the reader's attention with ease.

5.5.1 The Present Perfect Tense

1. Present Perfect Tense: **have/has + Verb (past participle)**

The Present Perfect Tense is used for completed actions which are still connected with the present time. For actions not connected to the present time, the Simple Past Tense form is used. For example: I **didn't find** the keys. (I stopped searching for them). I **haven't found** the keys. (I am still searching for them).

The Present Perfect Tense is used for the following situations:

1. Used for actions which are yet to happen and have a connection with the present. For example:
He didn't marry. – It means he stopped thinking about marriage.
He hasn't married. – He is yet to be married.
2. For just completed actions. For example: I have met your brother on the way (just happened)
3. For actions done for the first time. For example: I have driven my car on the road.
4. For actions not done for some time, but there is a chance of them happening. For example: I haven't seen the sunrise for a long time.
5. For actions that are still open to happen. For example: I didn't go to America. (No chance of going now.) I haven't gone to America. (Still, there is a chance to go to America).
6. Used with time words such as **just, already, ever, never, yet, so far, since** and **for**. For example: She has **just** seen a starry sky.

Note:

1. In questions **has** or **have**, is placed in the initial position. For example: **Have you ever seen a total solar eclipse?**
2. When past time is mentioned, the Simple Past Tense is used. However, without specifying the time, the Present Perfect Tense can be used for any action in the past. For example: I saw the Taj Mahal **in 1990**. I have seen the Taj Mahal. (No time word is used.)

5.5.1.1 Practice

1. Refer to your reading passages and pick out five sentences that are in the Present Perfect Tense.
2. Construct five sentences using the Present Perfect Tense.

5.5.2 The Past Perfect Tense

2. Past Perfect Tense: **had + Verb (Past Participle)**

The Past Perfect Tense is used when two past actions must be mentioned. The first action should appear in the past perfect and the second in the simple past tense. If this order is reversed, the meaning may change. For example: *I had reached home when it rained* (I did not get wet). *I reached home when it had rained* (It rained while I was on the way).

To make the meaning clear, the correct tense must be used. The Past Perfect is not needed when only one past action is described. For example: *I had gone to the bus stop when the bus started* (I caught the bus). *I reached the bus stop when the bus had gone* (I missed the bus).

5.5.2.1 Practice

1. Refer to your reading passages and pick out five sentences that are in the Past Perfect Tense.
2. Construct five sentences using the Past Perfect Tense.

5.5.3 The Present Perfect Continuous Tense

3. Present Perfect Continuous Tense: **Have/Has + Been + Verb + ing.**

The Present Perfect Continuous Tense is used for actions that started in the past, continue at present and will continue. For example: It **has been raining** for three days now. (it is still raining). The baby **has been crying** for two hours now.

Note:

1. The Present Continuous is used for temporary actions and the Present Perfect Continuous is used for prolonged actions. For example: We are living in Hyderabad. (Indicates a shift of place in the near future). We have been living in Hyderabad. (tells about the likelihood of permanent residency in Hyderabad).
2. She works in a school. (A simple fact). She is working in a school. (Likely to change her job). She has been working in a school. (No plan to change her job).
3. We have been trying to fix the machine. (We are still trying.)

In questions, the *wh*-word is placed before *have/has*. For example: What have you been reading yesterday? Where has she been living all this time?

5.5.3.1. Practice

1. Refer to your reading passages and pick out five sentences which are in the Present Perfect Continuous Tense.
2. Construct five sentences using the Present Perfect Continuous Tense.

5.5.4 The Past Perfect Continuous Tense

4. Past Perfect Continuous Tense: Had + Been + Verb + ing.

The past perfect continuous tense is used when a repeated or ongoing action in the past leads to a result that is also stated. For example: *They had been digging for four years before they found oil.*

The two men were fighting on the road when the police took them to the station.

Note: The past perfect tense also includes two actions, but they do not carry a clear link of cause and result. In contrast, the past perfect continuous tense shows that one action led to the other through steady or repeated effort.

5.5.4.1. Practice

1. Refer to your reading passages and pick out five sentences that are in the Past Perfect Continuous Tense.
2. Construct five sentences using the Past Perfect Continuous Tense.

WRITING

5.6.0 Introduction

Learning to write well is important for shaping personal stories, listing events and composing life accounts. These skills help students express thoughts, feelings and experiences in clear and creative ways. Writing helps them arrange their ideas, build strong plots and form clear pictures that hold the reader's attention. It also strengthens their ability to think about past events and link them to larger ideas. By working on their writing, students can shape honest and lasting pieces that stay in the reader's mind.

5.6.1 Writing a Short Incident/Story

Read the following two narrations:

i. The Stubborn Parrot

One day, a man bought a parrot that had been advertised as a great talker. He took it home with high hopes and waited for it to speak, but the bird only stared at him in silence. He tried many things to make it talk. He spoke simple words and played recordings of other parrots. Still, the parrot said nothing. At last, he lost his patience and shouted, "Why are you so silent?" To his surprise, the parrot answered, "I waited until you stopped talking first!" The man laughed out loud. He saw then that he had judged the bird too soon.

ii. The Mischievous Auto-correct

A woman sent a message to her boss to say she would be late for a meeting. She meant to write, "I'll be there in 10 minutes," but her phone changed the words. The message said, "I'll be there in 10 monkeys!" Her boss replied, "Why are you bringing monkeys to the meeting?" When she saw what had happened, she laughed and corrected the message straight away. For weeks, her colleagues made jokes about whether monkeys would appear at the next meeting.

5.6.1.1 Narrating a story

To narrate a story or an incident about something that happened, you need to follow some steps. Here are some simple instructions for you.

1. Who, What, Where, When: Start by saying the most important things.

- **Who was involved?** (The people or even animals)
- **What** happened? (A quick idea of the event)
- **Where** did it happen? (The place)
- **When** did it happen? (The date and time)
- *Example:* "Yesterday at 3 PM, my kitty got stuck in the fence of our backyard."

2. Tell the Story Step-by-Step: Now, explain what happened in the order it occurred.

- What led up to the main event?
- What exactly happened during the event?
- What happened right after?
- *Example:* “Kitty was chasing a squirrel and he tried to squeeze through a small gap in the fence. He could push his head through, but he struggled a lot to push his body.”

3. What Happened Next: Describe how the problem was solved.

- What actions were taken?
- What was the outcome?
- *Example:* “I heard him, so I ran outside. I had to gently push and pull him for a few minutes. Finally, he became free, a bit scared but okay. I checked him over to make sure he wasn’t hurt and then I closed the gap in the fence so it wouldn’t happen again.”

Important things to remember:

- **Be clear:** Use simple words that everyone can understand.
- **Stick to facts:** Don’t add your feelings or guesses, just what you saw and heard.
- **Be specific:** Instead of ‘a little later,’ say ‘five minutes later.’
- **Keep it short and to the point:** Only include important details.

5.6.1.1 Practice

Here are some simple cues to help you write a narration. It is a common experience for everyone: keeping things in safe places for security, forgetting them and the whole family searching for them. People often misplace things they use every day and then search for them.

1. Start with a daily problem that creates a crisis at home

Cue: Begin with something ordinary that often happens at home.

Example: ‘The TV remote control was missing.’ Everyone misplaces a remote control. This quickly draws in the reader.

2. Show funny reactions

Cue: Describe how people behave when a problem arises.

Example: They begin to search for it, turning the furniture upside down and even opening the refrigerator. The head of the family, the father, blames everyone and everything. Add responses to make it amusing.

3. Build peace

Cue: Allow the situation to grow more confusing before a solution appears.

Twenty minutes pass in disorder, with pillows thrown across the room and half-eaten snacks scattered around. This shows how frustration and mess increase.

4. The funny reveal

Cue: The solution to the problem should be very simple.

Example: The remote was in the pocket of the father's shirt. This is the classic twist that brings sudden laughter.

5. End with laughter

Cue: The reader should laugh at the silly situation.

Example: The father changes from angry to an embarrassed mood in a second, and the whole family begins to laugh. This shows that the humour was shared and the crisis ended in joy.

5.6.2 Narrating a Simple Incident/Short Story

Read the following two stories:

i. Rohan and his Bicycle

Rohan loved his old bicycle, even though one of its wheels made a squeaking sound. One sunny morning, he chose to ride it to the market. As he set off, he whistled a cheerful tune. All at once, the chain slipped off and the bicycle stopped in the middle of the road. Rohan let out a sigh. A man who worked as a mechanic walked past and offered to help. Within a few minutes, the chain was fixed and Rohan rode away, thankful for the unexpected kindness of the mechanic.

5.6.2.1 Analysis of the story

This short piece about Rohan and his bicycle is a clear example of a simple tale with a beginning, middle and end. It also touches upon a quiet, thoughtful idea.

1. Beginning: This part introduces the setting, the main character and an important detail.

Example: Rohan loved his old bicycle, even though one of its wheels made a squeaking sound. One sunny morning, he chose to ride it to the market, whistling a cheerful tune.

Analysis: We meet Rohan and learn about his attachment to the bicycle. Though it is not perfect, he cherishes it. The morning is bright and his mood is light. The early tone is calm and the mention of the squeaking wheel hints at a possible problem to come.

2. Middle: This section brings in the problem, which forms the heart of the story.

Example: All at once, the chain slipped off and the bicycle stopped in the middle of the road. Rohan let out a sigh. A man who worked as a mechanic walked past and offered to help.

Analysis: The bicycle breaks down and Rohan cannot continue. His sigh shows his helplessness. The arrival of the mechanic changes the course of the story. The new character brings hope and moves the story forward.

3. End: This part resolves the problem and brings the story to a close.

Example: Within a few minutes, the chain was fixed and Rohan rode away, thankful for the unexpected kindness of the mechanic.

Analysis: The trouble is soon dealt with. Rohan's sense of gratitude shows that the help made a real difference. The story ends with a return to calm and his journey continues without further trouble.

4. Theme: The main idea explored here is the value of help from unknown people.

The story shows how a small, thoughtful act can change someone's day. It suggests that even during a minor setback, the goodwill of a stranger can offer comfort and relief. It gently reminds the reader that kindness often appears when it is most needed.

ii. Now read the following story/incident and try to analyze it.

Leela liked drawing the busy city she could see through her window. One afternoon, her favourite red crayon fell from the table and vanished. She looked for it under the bed, behind the curtains and even inside her school bag. When she was about to stop searching, her little brother, Amit, who was standing at the doorstep, crawled into the room. He was giggling and held the red crayon tightly in his small hand. Leela laughed, gave him a hug and went on to finish her bright and cheerful drawing.

One morning, a man thought he would surprise his wife by making breakfast. He carried a tray with eggs, toast and coffee into the bedroom. As he opened the door, he tripped over his slippers. The tray slipped from his hands. The eggs landed neatly on the dog's head. The toast stuck to the wall in a way that looked like a painting. His wife stared for a moment, then burst out laughing. The man lay on the floor, soaked in coffee. He looked up and said, "Breakfast served... with a slice of chaos." Even the dog seemed pleased.

5.6.2.2 Using the following cues, write a small narration

Begin with something ordinary that occurs every day. Like someone forgetting his mobile or pen in all possible places. This enables the reader to share the experiences and feel a sense of Unity with them.

Show the emotions in writing. For example: when you describe a voice, you may say, 'pleasant voice' or 'grunted yes.' Add sensory details about what people **smell, hear or see**. The "strong smell of last night's curry" is a great example. It instantly tells us there's a problem and adds to the humour.

Build the humour, grow step by step. Let the plot reveal the characters.

- Priya is busy at work.
- She asks her husband, Keshav, to clean the bin.
- First, Keshav says he did it.

- Then, the smell proves he didn't.
- Priya then teases him about it.
- And finally, he realises his mistake.

Complete with a funny thought that makes the whole story make sense. For example: the pervasive stench of stale leftovers defeated Keshav.

5.6.3 Writing a Biography

A Biography records the life of a person, written by someone else. It presents their experiences, work, struggles and the mark they left on the world. To write a Biography, one must collect reliable details about the person's early years, education, major accomplishments, habits and reputation. The account may include short stories, direct quotations and a central idea that connects the events in the person's life. Let us now begin to write brief biographies.

5.6.3.1 A.P.J. Abdul Kalam

A.P.J. Abdul Kalam, often called the 'Missile Man of India,' was a scientist, a humble public figure and the 11th President of India. He was born on 15 October 1931 in Rameswaram, a town in Tamil Nadu, to a family of modest means. From an early age, he showed great interest in learning. Although he faced financial hardships during his youth, he continued to study with care and later earned a degree in aerospace engineering from the Madras Institute of Technology.

He played a key part in India's progress in space and defence research. He worked on the development of the Agni and Prithvi missiles, which marked a step forward for the country's scientific efforts. People across many walks of life admired his calm manners and simple living. He held positions of great responsibility but chose to remain simple in his habits and speech.

Abdul Kalam placed great value on truth, learning and service to others. He often spoke to students and urged them to think clearly, act with purpose and dream big. He believed that education should shape both the mind and the heart. He often repeated the idea that young people must train their thoughts and efforts towards the good of the country.

One of his best-known messages was to "ignite the minds of youth." He hoped to see an India guided by knowledge, truth and compassion. His words and actions continue to inspire people who value honest work and care for the future.

5.6.3.2 Analysing a biography

Look into the breakdown of the biography into key information categories:

1. Introduction to the person

- **Name:** Dr. A.P.J. Abdul Kalam
- **Nickname:** "Missile Man of India"
- **Roles:** Visionary scientist, humble leader and the 11th President of India

2. Early Life and Background

- **Birthdate:** October 15, 1931
- **Birthplace:** Rameswaram, Tamil Nadu
- **Family Background:** Born into a modest family
- **Key Trait:** Thirst for knowledge evident from a young age

3. Education

- **Challenges:** Faced financial hardships
- **Achievement:** Earned a degree in space technology from the Madras Institute of Technology

4. Career and Accomplishments

- **Field of Expertise:** Aerospace and defence
- **Contributions:**
 - Groundbreaking work in India's space and defence programs
 - Lead role in the development of the Agni and Prithvi missiles
- **Legacy:** Recognised as a pioneer in science and technology

5. Personal Traits

- **Simplicity:** Lived modestly despite major achievements
- **Truthfulness and Humility:** Core values admired by many

6. Beliefs and Vision

- **Belief in Education:** Advocated the transformative power of education
- **Encouragement to Youth:** Inspired young Indians to dream big and work hard
- **Key Messages:**
 - Importance of integrity, innovation and Unity
 - Building a self-reliant and prosperous nation

7. Legacy

- **Advice to Indians:** 'Ignite the minds of the youth'
- **Vision for India:** A nation driven by knowledge, truth and compassion
- **Inspiration:** Continues to inspire millions through his life and message

This structure focuses on all important elements that make a biography well-rounded, including early life, education, major achievements, personal traits, values and lasting legacy.

5.6.3.3 Practice

With the help of the following cues, write a Biography of Latha Mangeshkar.

1. Introduction

- Lata Mangeshkar, the 'Nightingale of India.'
- A legendary singer.
- Known for her contributions to Indian music.

2. Early Life and Learning Music

- Born on September 28, 1929.
- Place: Indore, Madhya Pradesh.
- Family of Marathi-speaking musicians.
- Father, Pandit Deenanath Mangeshkar, was a classical singer.
- Her father taught her music.
- Began singing after his death to support her family.
- Studied classical music under Ustad Aman Ali Khan and others.

3. Career and Performances

- Career spanned over seven decades.
- Recorded more than 25,000 songs.
- Sang in 36 languages.
- Worked with famous music directors: S.D. Burman, R.D. Burman, and A.R. Rahman.
- Received national awards: Bharat Ratna, Padma Bhushan, and others.

4. Personal Characteristics

- Known for her humility.
- Also known for her discipline.
- Noted for her attention to detail.
- Showed great dedication to her work.
- Prepared thoroughly for every performance.

5. Vision and Legacy

- Believed music could unite people.
- Her songs continue to reach millions.
- Inspired generations of singers and musicians.

READING FOR PLEASURE

5.7.0 Introduction

This section in Unit 5 gives students a chance to read for pleasure and also think critically. Rabindranath Tagore's poem "Where the Mind is Without Fear" is a prayer for a free and enlightened nation where people are guided by truth, courage and reason. The beauty of the poem comes from its positive tone and appeal to everyone, which makes people want to dream of a better world. On the other hand, A.G. Gardiner's article "On Saying Please" depicts light humour and real-world examples to emphasise how important it is to have good manners in everyday life. Both of these works are entertaining because they speak to the heart and mind. Tagore does this via poetry and Gardiner does it through humour and wisdom. Both the literary texts remind us that kindness, compassion, freedom, truth, and honesty are of the utmost importance for a better world.

5.7.1 Where the Mind is without Fear by Rabindranath Tagore

Rabindranath Tagore (1861-1941) was one of the few Indians who received the Nobel Prize for his poetic work *Gitanjali*. He was gifted and expressed his original thinking in many fields. He was a poet, composer, playwright, writer, social reformer, philosopher and painter. Due to his interest in different areas of study, Tagore founded Shantiniketan University, where children could study any subject they wished. The system included both broad education for personal growth and practical training to help earn a living. That idea followed the Vedic approach to education.

In this poem, he hopes for a free world where nobody lives in fear—fear of poverty, social hardship, crime, disrespect or deceit. People should have the chance to live with peace of mind in a calm and peaceful environment.

Where the Mind is without Fear

Where the mind is without fear
and the head is held high
Where knowledge is free
Where the world has not
been broken up into fragments
By narrow domestic walls
Where words come out from the depth of truth
Where tireless striving
stretches its arms towards perfection
Where the clear stream of reason
has not lost its way
Into the dreary desert sand of dead habit

Where the mind is led forward by thee
 Into ever-widening thought and action
 Into that heaven of freedom, my Father,
 let my country awake.

5.7.1.1 Answer these questions.

1. What does the title say?
2. How does the poet expect people to lead their lives?
3. What is a 'clear stream of reason'?
4. What are 'narrow domestic walls'?
5. What does the poet mean by saying, "Into that heaven of freedom... let my country awake"?
6. List the ideas you like in the poem.

5.7.2 "On Saying Please" by AG Gardiner

Alfred George Gardner (1865-1946) was an English author, editor and journalist. His essays are full of humour and express a concern for a kind and thoughtful social life. His essays explore basic human qualities and truths of life. They are distinct in theme and matchless in style. Serious social faults appear through humour in the works of A.G. Gardner.

Now, read the following passage critically.

On Saying Please

The young lift-man in an office who threw a passenger out of his lift the other morning and was fined for the offence was undoubtedly in the wrong. It was a question of 'Please.' The complainant, entering the lift, said, 'Top.' The lift-man demanded 'Top please' and this concession being refused he not only declined to comply with the instruction but hurled the passenger out of the lift. This, of course, was carrying a comment on manner too far. Discourtesy is not a legal offence and it does not excuse assault and battery. If a burglar breaks into my house and I knock him down, the law will acquit me and if I am physically assaulted, it will permit me to retaliate with reasonable violence. It does this because the burglar and my assailant have broken quite definite commands of the law, but no legal system could attempt to legislate against bad manners or could sanction the use of violence against something which it does not itself recognise as a legally punishable offence. And whatever our sympathy with the lift-man, we must admit that the law is reasonable. It would never do if we were at liberty to box people's ears because we did not like their behaviour or the tone of their voices or the scowl on their faces. Our fists would never be idle and the gutters of the city would run with blood all day.

I may be as uncivil as I may please and the law will protect me against violent retaliation. I may be haughty or boorish and there is no penalty to pay except the penalty of being written down an

ill-mannered fellow. The law does not compel me to say ‘please’ or to attune my voice to other people’s sensibilities. It does not recognise the laceration of our feelings as a case for compensation. There is no allowance for moral and intellectual damages in these matters.

This does not mean that the damages are negligible. It is probable that the lift-man was much more acutely hurt by what he regarded as a slur upon his social standing than he would have been if he had a kick on the shins, for which he could have got a legal redress. The pain of a kick on the shins soon passes away but the pain of a wound to our self-respect or our vanity may poison a whole day. I can imagine that lift-man, denied the relief of throwing the author of his wound out of the lift, brooding over the insult by the hour and visiting it on his wife in the evening as the only way of restoring his equilibrium. For there are few things more catching than bad temper and bad manners. Bad manners probably do more to poison the stream of the general life than all the crimes in the calendar. For one wife who gets a black eye from an otherwise good-natured husband, there are a hundred who live a life of martyrdom under the shadow of a morose temper. But all the same, the law cannot become the guardian of our private manners. No Decalogue could cover the vast area of offences and no court could administer a law which governed our social civilities, our speech, the tilt of our eyebrows and all our moods and manners.

But though we are bound to endorse the verdict against the lift-man, most people will have a certain sympathy with him. While it is true that there is no law that compels us to say ‘Please,’ there is a social practice much older and much more sacred than any law which enjoins us to be civil. And the first requirement of civility is that we should acknowledge a service. ‘Please’ and ‘Thank you’ are the small change with which we pay our way as social beings. They are the little courtesies by which we keep the machine of life oiled and running sweetly.

I should like to ‘feature’ in this connection my friend, the polite conductor. By this discriminating title, I do not intend to suggest a rebuke to conductors generally. On the contrary, I am disposed to think that there are few classes of men who come through the ordeal of a very trying calling better than bus conductors do. Here and there, you will meet an unpleasant specimen who regards the passengers as his natural enemies— as creatures whose chief purpose on the bus is to cheat him and who can only be kept reasonably honest by a loud voice and an aggressive manner. But this type is rare— rarer than it used to be. I fancy the public owes much to the Underground Railway Company, which also runs the buses, for insisting on a certain standard of civility in its servants and taking care that that standard is observed. In doing this it not only makes things pleasant for the travelling public, but performs an important social service.

5.7.2.1 Practice

Reading Comprehension

1. Why was the lift man fired according to the passage?
2. What caused a fight in the lift?

3. Why does the passage say that the law does not see bad manners as an offence that can be punished?
4. What does the writer say about the difference between physical harm and an insult to
5. self-respect?
6. Who is called “an unpleasant specimen” and what does the author say about such people?
7. What does it mean when the essayist says, “no allowance for moral and intellectual damages”?
8. Why does the writer say that having a battered ego might hurt more than bodily pain?
9. Why does the author say that the law can’t control manners and politeness?
10. What do societal norms like saying ‘please’ and ‘thank you’ do for society?
11. How can we and people around us cultivate saying ‘please’ and ‘thank you’?

UNIT-6

FROM SENSATION TO SENTENCE: DESCRIPTIVE ESSAYS AND EVENT ACCOUNTS

Introduction

“Description begins in the writer’s imagination, but should finish in the reader’s.”

—Stephen King

Building on the material covered in Unit 4, this Unit teaches students how to describe their experiences with clarity and depth. They come to understand the importance of using vivid vocabulary, sensory detail and figurative language when speaking or writing about people, places and events. The main aim of the Unit is to help students turn what they see, hear, feel, smell or taste into written and spoken descriptions that stay in the mind. They also learn to recognise the difference between objective description and personal response. These abilities are helpful in areas such as journalism, literature, advertising, teaching and media work.

The listening tasks in this Unit support students in understanding and making better sense of audio materials that rely on description. The speaking exercises help students become more confident in expressing their observations and perceptions. They are introduced to stories and accounts involving people from various walks of life, drawn from real events, natural disasters or other large-scale happenings. Through Reading, Speaking and Writing, they begin to look more closely at how different people live and think.

The Reading section develops students’ comprehension skills and introduces them to works from earlier periods, including texts that mention scientific ideas. These readings help students grasp ways of thought from other times and places and they also offer strong examples of how language can be used descriptively and with order.

In Writing, students learn to express themselves with greater precision and style. They work on using vocabulary that suits the situation and they practise Future Tense in order to write about what is likely to happen next, whether in a festival or an unfolding story. The grammar section strengthens the ability of students to write with purpose, whether they are describing the atmosphere of a celebration or imagining a future outcome.

The section on Reading for Pleasure enables students to enjoy a poem, “This is a Photograph of Me” by Margaret Atwood and a short story, “Fat and Thin” by Anton Chekhov. They are also invited to think about the ideas and power relations that lie beneath these works. Reading these texts encourages them to look beyond the classroom and to think of learning as something that can continue throughout life, driven by curiosity, thoughtful engagement and a wish to understand others.

LISTENING

6.1.0 Introduction

When you describe an event, it helps your listeners imagine it in their minds. Writing or speaking about an event clearly and effectively is a skill learnt with great effort. When you speak about a celebration, you should choose words that suit the mood of the occasion. Your description must be clear and appealing. It should include basic details such as when it happened, where it took place, how it unfolded, and why it mattered.

It is not enough to find suitable words. You must also pay attention to the speaker's feelings. For instance, someone may speak with joy about their birthday or they may speak with pride when they describe a parade. The person who listens must be able to sense these emotions.

In this Unit, you will learn how to listen not only to a speaker's words but also to their feelings. This kind of Listening is called comprehensive listening. Comprehensive Listening is a type of listening that involves understanding and interpreting the meaning of words and messages that are communicated. It is not enough to hear noises or recognise words; the listener must actively analyze the information, follow the speaker's logic and understand the main point or message. It includes understanding the context of the message. In situations like lectures, directions or conversations, such listening is important. Background knowledge, language skills and the capacity to link concepts are also important parts of Comprehensive Listening. Listening carefully can help you communicate, learn and solve problems better.



6.1.1 Audio 1

Unit VI_A1.mp3

Before you listen to the audio, answer the following questions.

1. Have you ever organised a party in your school/college?
2. How did you feel about it?
3. Was that a successful event?

Here are two college students, Arjun and Aisha, planning a freshers' party at their college. Arjun is the head of the organising committee and Aisha is the cultural secretary. Let's listen to their conversation. While listening, note down the list of programmes.

Arjun: Hello Aisha! It's high time that we plan a freshers' party. Let's finalise the programme schedule now.

Aisha: Hello, Arjun. Yes. Let's do it right away. Shall we start the event with a welcome speech?

Arjun: Exactly. I will welcome the freshers on behalf of the seniors. After that, we will invite the principal and the HOD to **give** short speeches.

Aisha: Sure. After the speeches, let's include cultural performances, classical dances, group songs, group dances and also skits.

Arjun: Good idea. Will you prepare a detailed script for the MCs? Priya and Nikhil are ready to anchor the event. They will make the event lively; they are adept at engaging with the audience. I am sure they will keep the energy up throughout the event.

Aisha: Yeah. That's true. I will prepare the script in a couple of days. What about the icebreaker games for the freshers?

Arjun: Yes, after the cultural performances, we will conduct fun games to help freshers interact. We will also select a few students for the Mr. and Ms. Fresher contest.

Aisha: After we announce the winners, we'll bestow some small titles like 'Most Friendly', 'Best Smile', etc., to them and give out gifts to the rest.

Arjun: Sure. We will then wrap it up with a DJ and dance session. Everyone will have the opportunity to relax and enjoy themselves.

Aisha: Perfect. Will you assign responsibilities for the class representatives today? We will have a meeting with them tomorrow at Noon to finalise the performances.

Arjun: Yes. I will post a message in the WhatsApp group to inform everyone. See you tomorrow then.

Aisha: See you!

6.1.1.1 Practice

After listening to the audio, arrange the following in a logical order, as Arjun and Aisha planned it.

1. Title distribution and gifts
2. Principal/HOD address
3. Welcome Speech
4. Cultural performances
5. Mr. & Ms. Fresher contest
6. DJ and dance session
7. Icebreaker games



6.1.2 Audio 2

Unit VI_A2.mp3

Now, let's listen to an educational tour coordinator in college. Before listening to the audio, please answer the following questions.

1. What plans do you have for a college educational tour?
2. Have you been to the Charminar?
3. What do you know about the Charminar?

Please take a note of the facts about the Charminar as you listen to the audio. Also, observe the tone of the speaker.



Picture 6.1 showing the Charminar

The educational tour coordinator addresses fellow students in their classroom.

Hello everyone. Next month, we will go on an educational tour to Hyderabad. For those of you studying the Arts, this will be both exciting and informative. You will visit the well-known historical site, the Charminar. If you look at the Telangana tourism website, you will find a detailed description of the Charminar. The pictures on the website are also striking.

The Charminar is a fine piece of architecture and a symbol of Hyderabad, a city known for its rich culture and long history. Let me read this part aloud for you:

“It features a four-sided archway and towering minarets that reach 48.7 meters above ground level. The Charminar represents more than just a landmark; it embodies historical, social, cultural and economic values unique to Hyderabad. This monument is an exquisite example of Indo-Islamic architecture, boasting delicate Persian influences. Its arches and domes proudly display Islamic architectural styles. At the same time, the balconies and outside walls showcase intricate stucco floral ornamentation inspired by Hindu architecture, creating a harmonious union between two cultures within this grand edifice.”

I hope this short passage makes you eager to take part in the tour. Yes, start preparing. During the trip, keep a notebook with you so that writing a travel report will be easier once you return to

college. You will learn how to observe and record information that goes beyond your Learning Materials. I believe this tour will remain one of the most memorable times in your lives.

If you have any questions or need anything explained about the trip, feel free to ask me. I will be available in the college. Thank you.

6.1.2.1 Practice

After listening to the audio, form groups of 5-6 students each and discuss what you want to do in and around the Charminar. It should include interesting and practical activities/games beyond what the coordinator mentioned. The group leader should present their findings before the class.



6.1.3 Audio 3

Unit VI_A3.mp3

Before listening to the audio, observe the picture and try to guess what is happening. Students listen to the audio and pay attention to the expressions given in **bold**. After listening, they find out the meanings of these words.



Picture 6.2 showing a display of India's military might

Meet the Voices behind the Republic Day Parade 2025

Every year on January 26th, the nation's heart swells with pride as the Republic Day Parade unfolds along the historic Kartavya Path in New Delhi. This year, the 2025 celebration was brighter than ever and richer in culture, tradition and innovation. But behind the **resplendent** tableaux, the marching contingents and the roar of patriotic fervour, there is a dedicated team of voices ensuring that every moment resonates across the country... The parade's magnificence is not just in the spectacle of disciplined marching or the flutter of the tricolour—it's also in the words and emotions

conveyed by the official commentators. Often unseen but always heard, these men and women lent their voices to narrate the unfolding scenes, share historical context and highlight key details about each contingent, dance performance and technological showcase... Millions of citizens, whether in India or abroad, rely on these commentators to experience the grandeur of Republic Day from the comfort of their own homes... From the heroic sagas of our armed forces to the cultural richness of each state's tableau, the commentary provides depth and perspective. This year's commentary team, guided by the PRO Defence Dehradun, spent weeks, sometimes months, meticulously planning their scripts... The team collaborated with defence officials, cultural experts and state representatives to gather accurate information. They studied historical archives, visited regimental centres and interviewed parade participants to glean firsthand stories. Under the thoughtful guidance of PRO Defence Dehradun, the commentary script was refined and updated to reflect the latest additions and ceremonial protocols... Some (commentators) have been associated with Republic Day commentary for decades, bringing seasoned insight and a comforting sense of continuity... Their tireless work, in-depth research and heartfelt narration ensured that the meaning of Republic Day resonated in every home...

6.1.3.1 Practice

i. Fill in the blanks using the words given below:

Resplendent, intricate, patriotic, seasoned, comforting, in-depth, heartfelt

1. The narrator provided an _____ commentary on the nation's history.
2. It was a _____ display of Unity and pride.
3. Among the crowd were _____ veterans, receiving warm applause and _____ gratitude from citizens.
4. The colourful and _____ parade marched through the city streets.
5. The air was _____, filled with music, flags and laughter.

ii. Answer the following comprehension questions.

1. What was special about the 2025 Republic Day celebration?
2. According to the passage, who are 'unseen but often heard' during the parade?
3. What is the central role of the commentators during the Republic Day Parade?
4. How does the commentary team prepare for their role in the Republic Day Parade? Provide at least two specific actions they take.
5. In the past, when there were only radios, people from all corners of India would listen to the commentary of the Republic Day parade. There were no visuals to support the audio, yet the voice still resonated with patriotic fervour. How was that done?

SPEAKING

6.2.0 Introduction

Descriptions help to turn thoughts into shared understanding. They work like word pictures that allow others to see, feel or imagine what we speak about or experience. They bring clarity and depth to daily conversations. Descriptions make things easier to grasp. Whether you are telling a story, recalling a fond memory, explaining how to prepare your favourite Hyderabad biryani or even describing a new app, careful use of descriptive language can shape your ideas into something more complete and easier to follow. They make speech more vivid, more engaging and more enjoyable.

6.2.1 Descriptions

Descriptions are often used when plain words fall short of expressing thoughts or feelings fully. In informal conversations with friends, they breathe life into stories and help listeners picture what is being said. In classrooms or offices, they help to explain ideas that might be hard to understand at first. When someone must be persuaded or when a gripping story must be told, careful descriptions help to stir the right emotions and build a sense of connection. A strong command of description allows people to speak more clearly and with greater effect. It helps others to grasp the message in a way that feels both natural and convincing.

Here is a list of words used to evoke sensory perceptions through language.

S. No	Visual (Sight)	Auditory (Sound)	Tactile (Touch)	Olfactory (Smell)	Gustatory (Taste)	Emotional/Mood	Other Common Descriptive Words
1.	bright	loud	soft	fragrant	sweet	happy	quick
2.	dark	quiet	rough	foul	bitter	sad	slow
3.	colourful	noisy	smooth	sweet	salty	excited	heavy
4.	shiny	melodic	sticky	fresh	sour	nervous	light
5.	dull	screeching	hard	stale	spicy	calm	large
6.	clear	whispering	fuzzy	spicy	Savory	angry	small
7.	blurry	echoing	slippery	earthy	tangy	cheerful	beautiful
8.	sparkling	buzzing	warm	musty	bland	gloomy	ugly
9.	shadowy	deafening	cold	pungent	creamy	confident	neat
10.	vibrant	rhythmic	bumpy	citrus-like	zesty	anxious	messy

Table 6.1 showing a list of sensory words

6.2.2 Descriptions

1. A Joyful Telugu Wedding

A Telugu wedding is a bright and joyful celebration that honours the customs of Telangana. The bride wears a silk saree in strong colours such as red or gold. The fabric often carries detailed patterns. She matches her attire with ornaments made of gold. The groom usually wears a dhoti

and a kurta. His appearance is graceful and composed. The stage, known as the mandapam, is decorated with flowers such as marigolds and jasmines, along with banana leaves and traditional hangings. These decorations are thought to bring good fortune to the couple.



Picture 6.3 showing Mangalya Dharanam, an event in Telugu wedding



Picture 6.4 showing Talambralu, an event in Telugu wedding

Important ceremonies, such as *Jeelakarra Bellam* and *Kanyadaanam*, express the meaning of family ties and the sacred nature of marriage. A wide range of dishes from Telangana is served on banana leaves, giving importance to the local food traditions. Hyderabad *biryani*, *double ka meetha*, *kaddu kheer* and other special dishes form part of the meal. Young people bring cheer to the occasion through dance and celebration. Photographs hold the cheerful moments shared with family and friends. It is a time when friends meet, relatives greet one another with affection and gifts are exchanged with love. The atmosphere is full of caring and sharing, laughter and joy.

6.2.2.1 Practice

Familiarise yourself with the descriptive expressions in the Paragraph and consider incorporating them into your conversations to enhance your language skills. Here is the list colourful and lively celebration, showcases the traditions of Telangana, beautiful silk saree, bright colours, weaved with designs, gold jewellery, dresses traditionally, looking graceful and dignified, decorated with flowers, traditional hangings, bring good luck, important rituals, highlight the meaning of family, sacredness of marriage, delicious variety, served on banana leaves, celebrating the local food culture, Hyderabad *biryani*, *double ka meetha*, *kaddu ka kheer*, young people, add energy, joyful dances, capture happy moments, catch up with friends, warm exchanges, greetings, thoughtful gifts, filled with music, laughter, love.

2. Gym in an Apartment

The gym in the apartment is full of energy as people of all ages exercise to stay fit. A young woman runs on the treadmill. Her ponytail moves up and down with each step. A group of friends laughs near the dumbbells and dares one another to lift more. In one corner, a man lifts weights with steady focus. In another, someone stretches on a yoga mat and enjoys a quiet moment. Music plays in the background. The mirrors show the busy scene, where everyone seems eager and ready to display their best.

6.2.2.2 Practice

Observe all the following expressions used in the description of ‘Gym in an Apartment’ and try to use them in your conversations.

Buzzing with energy; people of all ages; work out to stay fit; young woman; ponytail bouncing in rhythm; group of friends; laughs and challenges each other; focused determination; enjoying a moment of calm; air hums with upbeat music; mirrors reflect the lively atmosphere; motivated and encouraging each other; push their limits.

3. The Dazzling Charm of Tulips

Tulips rise tall towards the sky. Their slender stems move gently as the breeze passes through the garden. Their colours—bright red, cheerful yellow, soft pink and deep purple—bring the garden to life. Each petal carries a golden glow under the sunlight and shines with quiet charm. A mild fragrance floats in the air and brings calm to those who walk nearby. With open blooms, the tulips seem to welcome all who enter the garden. They appear to greet everyone in the same way, sharing joy with no thought of difference. Their presence brings a sense of calm and balance.



Picture 6.5 showing a bunch of tulips at a stretch

They please the eye and remind us of the quiet beauty found in nature. To stand among them is to feel surrounded by peace and wonder.

6.2.2.3 Practice

Take note of the following descriptive expressions and consider incorporating them into your conversations.

Stretch gracefully; slender stems; swaying gently; vivid colours; bright reds; cheerful yellows; soft pinks; royal purples; living rainbow; each petal dazzles; golden brightness; reflecting the sunlight; glowing with an innate charm; subtle fragrance; refreshing and soothing; warm invitation; open blooms; colourful abode; silent warmth; smile alike at everyone; spreading joy without any discrimination; blooms radiating a sense of harmony; feast to the eyes; celebration of nature’s artistry and beauty; surrounded by peaceful elegance; endless wonder.

4. Grace in Reflection: A Tribute to Raja Ravi Varma



Picture 6.6 showing beauty and grace immortalised on canvas

One of Raja Ravi Varma's masterpieces beautifully captures the elegance and culture of South India, as portrayed by a stunning lady standing before a mirror. She is brushing her long, shiny hair. The lady is adorned in traditional South Indian attire; her sari is draped with intricate designs. Her temple jewellery shines brightly and enhances her radiant beauty. A gentle, serene smile on her face reflects confidence and contentment. The mirror in the painting subtly emphasises her self-admiration and the timeless grace of Indian femininity. Ravi Varma deftly captures the rich traditions of South India, blending artistic detail with a sense of life and warmth. This painting not only highlights his unmatched skill but also pays homage to the traditions of South India.

6.2.2.4 Practice

Make a note of the following descriptive expressions and try to use them in your conversations.

Beautifully captures, elegance and culture of South India, portrayal of a stunning lady, standing before a mirror, long, lustrous hair, combing her hair with a brush, adorned in traditional South Indian attire, sari draped in intricate design, temple jewellery gleams softly, perfectly complementing her radiant beauty, gentle, serene smile, reflects confidence and contentment, mirror in the painting subtly emphasises, self-admiration, timeless grace, Indian femininity, masterfully captures, rich traditions of South India, blending artistic detail, sense of life and warmth, highlights his unmatched skill, pays homage to the traditions of South India.

6.2.4 Work in pairs and craft descriptions with the help of the given cues.

1. A Market Scene

The following expressions help you to paint a vivid picture of the market and bring its spirit to life. Describe it to your friend who is new to Hyderabad.

Describing the Market:

Buzzing with energy, chatter and laughter, the air filled with the aroma of fresh produce, bright sunlight streaming through the stalls, the hum of bargaining voices filling the air, crowded aisles with people moving in all directions

Describing the Sellers:

Vendors enthusiastically calling out their prices, a man stacking red, ripe tomatoes, a woman arranging a neat pile of shiny eggplants, hands moving quickly to weigh and pack produce



Picture 6.7 showing a local market of fresh vegetables and fruits

Describing the Buyers:

Ladies in colourful sarees selecting the fresh greens, men carrying large baskets filled with fruits and vegetables, children tugging at their parents, pointing to juicy mangoes, buyers eagerly bargaining for the best deals

Describing the Produce:

Bright red apples, golden bananas neatly arranged in clusters, glossy green cucumbers stacked in rows, fresh spinach leaves bundled together, still dewy

2. The Hands that Feed the Nation

The following descriptive expressions capture the essence of a South Indian farmer's life.

They highlight his hard work, simplicity and dedication to his family and society. Describe him and explain his hard work to your friends.



Picture 6.8 showing the South Indian farmer working in the fields

Appearance:

Clad in a simple dhoti and shirt, wears a towel neatly tied as a turban, sun-tanned skin reflecting years of hard work, a weathered face with lines of experience and determination.

Work Ethics:

Toiling tirelessly in the rice fields, begins his day at sunrise and works until dusk, bends over the fields, planting and mending to crops, always assisted by his hardworking wife, never shuns away from long, laborious hours.

Personality:

Leads a simple, humble life, honest and kind to everyone around him, driven by love and responsibility for his family, determined to educate his son and marry off his daughter, known in his village for his sincerity and hard work.

Surroundings and Lifestyle:

Walks through lush, green rice fields, the aroma of the wet earth lingers around him, lives in a modest house, reflecting his humble means, eats simple meals, often made with fresh ingredients from his farm and finds moments of peace under the shade of a tree during short breaks.

3. The Eternal Guardian: The 800-Year-Old Banyan Tree of Palamuru

The Banyan Tree of Palamuru stands tall and wide. Its long and sturdy branches stretch in all directions. Thick roots drop from above and reach the ground like pillars. The leaves are deep green and complete, offering cool shade to those who rest beneath them. This tree has given shelter to travellers, animals, and birds for many years. On hot summer days, people gather under its cover to escape the heat.



Picture 6.9 showing the giant Banyan of Palamuru

The Banyan has witnessed many lives pass by and has endured great changes. Its roots and leaves have fed the soil and kept the ground rich. For many, it is more than a tree. It is a place of rest, memory and quiet peace. Families sit together beneath it. Friends share stories and food in its shade. The Banyan of Palamuru carries with it the calm strength of time.

4. Sowing the Seeds for Tomorrow: The Art of Planting Saplings



Picture 6.10 showing the students planting

The following descriptive expressions offer comprehensive information about the process involved in planting a sapling. Taking the help of these descriptive expressions, describe how to plant a sapling to your friend.

Choosing the right sapling, varieties that thrive in local climatic conditions, trees that give fresh air, digging deep and wide pits, selecting the soil and manure, using nutrient-rich, well-draining soil, mixing compost or organic manure to enrich the soil, planting the sapling, placing the sapling gently in the centre of the pit, pressing the soil around lightly to secure the sapling upright, watering generously right after planting, especially during the first few weeks, protecting the sapling with a small fence or guard.

READING

6.3.0 Introduction

Reading, narrative essays and descriptive essays are closely connected through their focus on storytelling and explicit imagery. When we read, we come across different thoughts and ways of seeing the world. Narrative essays present personal or imagined events through stories that hold the reader's attention. Descriptive essays focus on places, objects or feelings by using detailed language that appeals to the senses. These forms of writing show how words can offer knowledge, bring enjoyment and carry readers into different settings.

6.3.1 Poem

Answer the following questions that will help in understanding the poem:

1. What are some of the thoughts that come to your mind when you see a tiger in front of you?
2. Do you think a tiger is both beautiful and dangerous at the same time? Why? Skim through the poem quickly. What words, ideas or lines caught your attention first?
3. Why do you think they are worth a read?

Skimming means going over the text quickly to get a general sense of what it says.

6.3.1.1 About the author

William Blake's "The Tyger" brings out the puzzles of creation and life. Even God has shown the contrast in the world through the making of both a tiger and a lamb. The tiger stands for ferocity and strength. The lamb stands for meekness and frailty. The work of God and nature is hard to explain in simple terms. The poet uses strong images to describe the tiger's fearful beauty. This beauty causes both wonder and fear. The poet is not sure if the same God made both creatures—one so fierce, the other so gentle. Perhaps God intends people to learn how to face life, which brings both joy and sorrow. "The Tyger" gives us a fine example of Blake's skill with language and deep meaning.

The Tyger

Tyger Tyger, burning bright,
In the forests of the night;
What immortal hand or eye,
Could frame thy fearful symmetry?

In what distant deeps or skies.
Burnt the fire of thine eyes?

On what wings dare he aspire?
 What the hand, dare seize the fire?

And what shoulder, and what art,
 Could twist the sinews of thy heart?
 And when thy heart began to beat,
 What dread hand? And what dread feet?
 What the hammer? what the chain,
 In what furnace was thy brain?
 What the anvil? what dread grasp,
 Dare its deadly terrors clasp?

When the stars threw down their spears
 And water'd heaven with their tears:
 Did he smile his work to see?
 Did he who made the Lamb make thee?

Tyger Tyger burning bright,
 In the forests of the night:
 What immortal hand or eye,
 Dare frame thy fearful symmetry?

6.3.1.2 Practice

Reading Comprehension

Answer the following questions:

1. Who is the speaker of the poem 'The Tyger'?
2. What does the speaker mean by 'fearful symmetry'?
3. In which setting does the poem take place?
4. How are the tyger's eyes?
5. What are the two contrasting creatures mentioned in the poem?
6. What does the speaker feel about the creation of the tiger?
7. What do the 'hammer' and 'chain' symbolise in the poem?

8. How does the poem explore the theme of creation and destruction?
9. What is the significance of the repetition of the phrase 'Tyger Tyger'?
10. What emotions does the speaker convey about the tiger and its creator?

6.3.2 Prose

Answer the following questions.

1. Do you think traditional knowledge can help solve many of our problems? Why or why not?
2. Can science and tradition go hand in hand? Give an example or share your opinion.
3. What are some of the ways in which ancient societies understood nature without modern tools or technology?

The Vedas: Source for all Sciences

The Vedas state that all people, regardless of age or gender, should seek scientific knowledge and continue learning throughout life. Information needed for daily living, such as foods that support or weaken health, seasonal changes, illnesses and treatments, physical activity and care for domestic animals, is important for every adult. The way of life described in the Vedas encourages closeness to nature.

The Great Sages were thinkers who uncovered truths already present in the Vedas. Whatever they learned from the Vedas or discovered on their own was shared with society. Their purpose was to benefit others and they never sought fame or personal reward. Sage Charaka and Sage Sushruta were known for their medical knowledge and skill. They carried out complex surgeries and cared for the sick using the Ayurvedic method. This word refers to a part of the Vedas that aims to give people a long life. In ancient times, sages gained remarkable knowledge recorded in the Vedas in many fields, such as physics, chemistry, astronomy, medicine, warfare, mining, economics and public affairs, as can be found from the work of Chanakya, King Manu and others.

The King of Kashi had a flying machine that needed no fuel. The Jantar Mantar in New Delhi remains a wonder of astronomy. Stephen Hawking, a modern scientist, once visited this site. Maharaja Sawai Jai Singh II of Jaipur built it, but the origins of the knowledge behind it remain unknown. Many splendid temples in India and abroad, such as Angkor Wat in Cambodia, are known for their sculpture. Their design follows the methods explained in the Vedic sciences of Agama Sastra and Shilpa Sastra. Some Indian temples use the principles of light bending to allow a beam to fall on the feet of the main idol on a special day at a chosen moment. These features also connect with the movement of stars and planets.

The sages of the Vedic era were thinkers who studied nature and helped others by turning their thoughts into practical knowledge. Thousands of them worked for the good of all. In contrast to many present-day inventions, which have harmed the earth and all forms of life, the knowledge drawn from the Vedas never damaged the land or the air, nor did it cause harm to animals or people.

For instance, modern tools and machines have brought effects such as global warming, holes in the ozone layer, pollution of air and water and the harmful use of electric devices, chemical sprays and artificial crop treatments. These have led to diseases and many health problems. Too much trust in machines, poor eating and sleeping habits, damages human bonds. A rise in harmful emotions like jealousy, anger and selfishness have all weakened the healthy way of life that earlier generations followed. It is now worth thinking again about the methods found in the Vedas, which may help us to find a balance between material gain and a life rooted in health, happiness and meaning.

In the Vedic view, science and skill should grow within the limits of culture and tradition. They must take into account the needs of the time and serve the people. Whether a discovery comes from the West or the East, the root of the idea can be traced back to the Vedas. Science should be taught to all, as basic knowledge of the world is necessary. Many do not realise that the Vedas contain both the study of science in theory and the written accounts of its use in daily life.

Bertrand Russell, a modern thinker, writes in *Science and Its Impact on Society* that man invents tools and machines. If these are used for the good of others, humankind will move forward. If not, it will bring harm instead of help.

6.3.2.1 Practice

Reading Comprehension

1. What is the advice of the *Vedas*?
2. Why should people have scientific knowledge according to the Vedas?
3. Who were the scientists during the Vedic times?
4. How do modern scientific inventions harm living beings?
5. Which scientific Marvel is still seen in India?
6. Where is the Angkor Wat temple?
7. Based on which sciences were the temples built during the Vedic times?
8. What caution has to be taken while making scientific inventions?
9. What are some of the dangers of modern advancement?
10. What warning does Bertrand Russell give to the users of the modern scientific inventions?

VOCABULARY

6.4.0 Introduction

Teaching vocabulary linked to stories, events, and descriptions places attention on words that bring depth to storytelling, stir feelings, and form clear pictures in the mind. Such words include action words, sensory terms and linking expressions that show order and detail. When learners study expressive language, they can more clearly describe people, places and happenings. This brings greater interest and feeling to their writing. Regular practice through creative tasks helps learners make these words their own and use them correctly in their own stories and descriptive work.

6.4.1 Understanding the Meaning from the Context

In the listening section of this Unit, audio 1 deals with preparing a programme schedule for a college event. This Unit also includes other kinds of gatherings, such as national festivals, weddings and special occasions. In the audio, you will hear certain words and phrases that are often used during such events.

Event planning has become a growing profession today. We see organisers arranging weddings, business meetings, social events, sports days and official functions. This kind of work needs clear thought, careful planning and proper handling of each part of the event so that everything goes well and leaves a good impression on those who attend.

Event organisers work closely with hosts, suppliers and service teams to make sure that the gathering runs without problems and brings enjoyment to everyone present.

Here are some words that you may use when you act as the host of an event.

6.4.2 Technical Vocabulary: Event Management

What exactly are the differences between the terms ‘conference, seminar, and workshop?’

1. **Conference:** A structured meeting for discussion that usually has speakers and breakout sessions.
2. **Seminar:** A learning event that focuses on one topic.
3. **Workshop:** A learning or training event where you do things yourself.
4. **Exhibition or Expo:** A public display or commercial show of goods or services.
5. **Networking Event:** A get-together meant to help people make business connections.
6. **Launch Event:** An event that shows off a new product or service.
7. **Ceremony:** A formal event, such as an inauguration or an award ceremony.
8. **Agenda:** A list of things planned for an event.
9. **Itinerary:** A thorough plan for travel and things to do.

10. **Venue:** The place where the event takes place.
11. **Sponsorship:** A firm gives money or goods to help promote something in return.
12. **Branding:** Using logos, slogans and themes to make people feel like they belong.
13. **Press Release:** A formal announcement given to news organisations.
14. **Event Planner or Coordinator:** The person in charge of putting the event together.
15. **Speaker:** A speaker is someone who has been asked to speak or give a presentation.
16. A **Keynote Speaker:** A Keynote Speaker is the main speaker at an event, conference, seminar or function who delivers a central speech, the **keynote address**.
17. **Chief Guest:** The primary or most important guest at a formal event or function. Often delivers a key speech, inaugurates the event or participates in special ceremonies (e.g., ribbon-cutting, lamp-lighting).
18. **Guests of Honour:** Guests of Honour are distinguished guests, recognised and appreciated for their presence or achievements. The Guests of Honour may give a short speech or assist in award distribution, but their role is secondary to that of the Chief Guest.
19. **A volunteer:** Someone who helps out without getting paid.
20. **Stakeholder:** Anyone who is involved in or affected by the event.
21. **Invoice:** A bill for services that were provided.
22. **Emcee (MC) -** The person who hosts or presents the event.

6.4.2.1 Words or Phrases used by 'Master of the Ceremony'

In audio 1, we came across the expression 'master of the ceremony.' Here is a helpful list of words and phrases that you can master to be an MC/Emcee. They engage the audience with their spontaneous and versatile anchoring skills, whether at weddings, parties, formal events or other occasions. The following expressions help you appear professional and confident when you anchor an event.

General MC Vocabulary

1. Welcome Speech-A speech to welcome invitees and start the event.
2. Cue- A cue to start or do something, like music or speech.
3. Script: The written text that the MC reads.
4. Backstage: The area behind the stage where things get ready.
5. Line up: A List of performers or speakers in the order they go.

Things MCs say a lot

Starting the Event: “Good evening, ladies and gentlemen...” or “Let us begin this beautiful evening...”

Welcoming Guests: “We are honoured to have you here today,” and “A warm welcome to all our respected guests...”

“Please put your hands together for...” and “It gives me great pleasure to invite...” are two ways to introduce speakers or performers.

Changing “Now let’s move on to the next exciting part of the event, ...” or “Now let’s focus on...”

“Please take a seat; we will begin shortly.” “We ask everyone to stick to the schedule.”

“Can I hear some applause?” and “Let’s cheer them up!” are two ways to get the audience involved.

In conclusion, “Thank you for being a great audience.” “That wraps up today’s celebration.”

“Thank you very much for your efforts,” and “A special thanks to...” are two ways to show appreciation.

6.4.2.2 Practice

Welcome: Read the speech given below and fill in the blanks:

Speech for a College Event

Good morning/afternoon/evening, everyone,

It is my great pleasure to welcome you all to (Event Name) organised by the (Department/Club Name) of (College Name). Today is a special day as we come together to celebrate the talents, creativity and teamwork of our students and faculty.

We are honoured to have among us our **Chief Guest**, [Dr./Mr./Ms. Name], who has made remarkable contributions in the field of [mention area] and we thank him for gracing this event with his presence. We also warmly welcome our **Guest of Honour**, respected faculty members, staff and, of course, our enthusiastic students.

Events like these are not just about enjoyment—they are a powerful platform for acquiring real-world skills, including planning, communication, teamwork and leadership. Behind the scenes, our dedicated event management team has worked tirelessly, from venue setup to guest coordination, to make this function a grand success.

Let us celebrate this occasion with great energy and respect for the efforts of all those involved. We hope this event will leave behind lasting memories and valuable experiences.

Thank you and once again!

6.4.2.3 Practice

Fill in the blanks using the right words from the word bank below. Each word should be used only once.

Word Bank: venue, rehearsal, logistics, emcee, agenda, inauguration, guest of honour, backdrop, coordination, feedback

1. The _____ was attractively decorated with flowers and lights behind the stage.
2. The cultural program began with the _____ of the new auditorium.
3. We have asked a famous writer to be our _____ at the book launch.
4. The students had a full _____ before the last show to make sure everything went well.
5. The _____ kept the audience interested and led the event.
6. The _____ team is in charge of every little thing, from transportation to food to the sound system.
7. The event would have been in shambles without adequate _____ between departments.
8. The _____ listed all the sessions and shows in the right order.
9. After the event, the people in charge got _____ from the audience to make future events better.
10. The college chose the seminar hall as the _____ for the awards ceremony that happens every year.

6.4.3 Scientific Vocabulary

The prose in the reading section of the Unit, “The Vedas: Source for All Sciences,” addresses the importance of acquiring scientific knowledge. The essay includes several scientific terms. Refer to dictionaries, books or the internet and find out the meaning of the terms. Also, describe the following concepts in a Paragraph.

1. Global warming
2. Ozone layer
3. Air and Water Pollution
4. Uses and dangers of Electric gadgets
5. Use of Fertilisers and Pesticides for Crops
6. Organic food

6.4.3.1 Some of the Sciences found in the Vedas

1. Science of Logic and Reasoning (Tharka Sastra)
2. Science of the Universe/Astronomy (Khagola Sastra)
3. Science of Mathematics (Ganitha Sastra)
4. Science of Time Calculation (Kalaganana Sastra)

5. Science of Sunrays (Kirana Sastra)
6. Science of Earth/Geology (Bhu Vignana)
7. Science of Minerals and Metals (Dhathu and Loha Sastra)
8. Science of Physical Phenomena/Physical Science (Bhautika Sastra)
9. Science of Mechanics/Engineering (Yantra Sastra)
10. Science of Construction (Silpa Sastra)
11. Science of Environment (Paryavarana Sastra)
12. Science of Chemicals/Chemistry (Rasayana Sastra)
13. Science of Medicine and Treatment (Ayurvedam)
14. Science of Agriculture (Vyavasaya Sastra)
15. Science of Plants/Botany (Vriksha Sastra)
16. Science of Animals/Zoology (Janthu Sastra)
17. Science of Electricity (Vidyuth Sastra)
18. Science of Archery (Dhanurvedam)
19. Science of Building Aeroplanes (Vyomayana Sastra)
20. Science of Ship Building (Nauka Sastra)
21. Science of Dress Making/Textile Industry (Vastra Parisrama)
22. Science of Atoms/Atomic Science (Anuvignana);
23. Science of Astrology (Jyotisha Sastra)
24. Science of Calligraphy (Lipi Sastra)
25. Science of Sound and Speech (Dhwani Sastra)
26. Science of Sacred Sound (Mantra Sastra)
27. Science of Science of Fire Burning (Homa Sastra)
28. Science of Politics/Political Science (Rajaneethi Sastra)
29. Science of Economics (Artha Sastra)

GRAMMAR

6.6.0 Introduction

Teaching Grammar for events and descriptions places attention on sentence forms that give shape and life to scenes and actions. This includes the use of proper Tenses in sentences that add detail and variety. Through careful practice of Grammar, students can write descriptions that are clear, full, and well-connected.

6.6.1 Simple Future Tense

1. Simple Future Tense will+ Main Verb (Present form)

The Simple Future Tense is used in the following situations:

I. To mention an action that will happen in the future.

Will and **shall** are used generally as Helping Verbs. For example:

- I will see you tomorrow.
- I shall help you in this situation.
- He will certainly attend this meeting.

Note: Other Tense forms could be used in the following situations to indicate future actions.

1. The Present Continuous is used for personal plans. – I'm going to Delhi next week.
2. Simple Present is used for official schedules, which are fixed. – Our college reopens on Monday.
3. Contracted/short forms are used in oral communication.

Positive: I'll, he'll, she'll, it'll, you'll, we'll, they'll. **Negative:** won't, will not

Will is used for simple intentions or for what one thinks will happen. It is often used as follows:

Probability: I'll probably come late this evening.

Certainty: I'm sure you'll like her.

Expectation: I expect they will finish the project on time.

Opinion: I think we'll win the match.

6.6.1.1 Practice

- i. Construct four sentences each in the positive and negative sense using the Simple Future Tense.

6.6.2 Future Continuous Tense

Future Continuous Tense: will/shall + be + main verb + ing

The Future Continuous Tense is used for those actions which will start and continue for some time in the future.

For example:

I'm on leave tomorrow. **I'll be watching** the match throughout the day.

Prabhu has finished constructing his house. By this time next month, he **will be living** in his new house.

Note:

i. Observe the uses of all three Continuous Tense:

Prakash **was working** in a factory for five years. (for some time in the past)

Ravindra **is working** in a school. (now, at present)

Manasa has got the appointment. She **will be working** in her office from tomorrow. (in the future)

ii. Future Continuous Tense or Present Continuous Tense is used for planned or scheduled actions:

I'll be going to the library tomorrow/ **I'm going** to the library tomorrow. (Both are appropriate)

iii. Future Continuous Tense is used to ask about others' plans: **Will you be** using your car tomorrow?

6.6.2.1 Practice

Construct five sentences using the Future Continuous Tense.

6.6.3. Future Perfect Tense

Future Perfect Tense: will + have + main verb (Past Participle)

The Future Perfect Tense form is used when the completion of an action in the future is referred to. **For example:**

By December 2026, I'll **have completed** ten years of service.

My wife has just boarded the train; she'll **have reached** Bombay by 6 AM tomorrow.

Any verb in the Perfect Tense refers to the completed action. The Future Perfect verb talks about the completion of an action in the future.

6.6.3.1 Practice

Construct five sentences using the Future Continuous Tense.

6.6.3. Special Usage of Tense Forms

Read the following passage where most of the Verb forms are in Past, Present and Future Tenses. I **started** a recurring deposit in a bank **last year**. I **want** to continue this. I **was depositing** Rs.

1000/- per month. I'm happy I **had deposited** the money every month. I **have** now **increased** the amount to Rs. 2000 per month. I **am depositing** Rs. 2000/- this year. Next year, I **will be depositing** 3000 per month. By the time it is completed, I **will get** Rs. 70,000/- plus interest and I **will have saved** a good amount of money this year.

1. **started – simple past for completed action**
2. **want – Simple Present expressing a wish or plan.**
3. **was depositing – Past Continuous, an action continued for some time in the past.**
4. **had deposited – Past Perfect, an action completed in the past.**
5. **have increased – Present Perfect, just completed action in the present.**
6. **am depositing – Present Continuous, action in the present.**
7. **will be depositing – Future Continuous, an action which will begin and continue in the future.**
8. **will get – Simple Future, a simple action of the future.**
9. **will have saved – Future perfect, an action to be completed sometime in the future.**

In both spoken and written communication, the correct use of Tense is necessary for clear expression. Learners of English as a second language, such as Indian students, often feel uncertain about the use of certain Tense forms, as they may seem alike. However, a slight but clear distinction exists between them. Understanding these differences and practising them with care is important for gaining proper control over English usage. Take note of the following points:

1. Use of the Simple Past and Present Perfect for Past actions: For all the past actions, the Simple Past Tense is used, particularly when the specific past time is mentioned.

For example: I saw that movie last year. I read this novel two years ago. I saw the Taj Mahal in 2021.

However, when the message concerns the action, 'have/has' can be used without specifying the time. For example:

I **have seen** that movie. I **have read** this novel. I **have seen** the Taj Mahal.

However, 'have/has' is not used in conjunction with a **specific past time**. It means that when the time of action is important, the Simple Past Tense is used; when the emphasis is on the action and not on time, the Present Perfect Tense is used for any past action, without specifying the time.

2. Use of Simple Present and Present Continuous Tense: For Habitual actions,

Simple Present is used: I **take** tea **every morning**. I **go** by bus to my college.

These two actions happen every day. So, the Simple Present Tense should be used. "I am drinking tea" means it is not a daily happening. "Every day I drink milk and today I'm drinking tea." For all actions that occur regularly, every day or **over a period**, the Simple Present Tense should be used.

For example:

I meet my school friends **every weekend**.

We conduct a test for students **once a month**.

Dressing fashions change every **decade**.

The Sun's movements change slightly over **a century**.

Human civilisation changes drastically in every millennium.

The words in bold print indicate the time of occurrence for the actions; notice that they are regular actions, happening regularly, although the time gap is different. **All the actions that periodically occur are expressed through the Simple Present Tense.** The Present Continuous Tense is used for actions that happen now and stop after some time and do not happen at regular intervals. Present Continuous Tense is formed by using the Present Tense of the Verb 'to be'

(am, is, are) followed by the Present Participle (-ing form of the Main Verb)

They are also used for planned future events.

For example: I **am reading** a book.

We **are having** dinner at a restaurant tonight.

3. Use of the Past Continuous Tense: This form is used for actions that continued for some time in the past. **For example:**

We **were living** in this colony till 2004.

I was playing football during my college days.

To report two actions of the past, one action occurred while another was happening.

I was watching TV when the doorbell **rang**.

The accident **happened** when I **was waiting** for the bus.

A man **was stealing** his co-passenger's wallet when the conductor **caught** him.

4. Use of Past Perfect Tense: Past Perfect Tense is used for an action that was completed before another action or time in the past. Simple Past is used for actions that are over in the past. **For example:**

When **did** you **come**? I **came** yesterday. (not I have come)

Did you **have** dinner? Yes, I **did** or yes, I **had**.

Swamy **cooked** dinner yesterday.

I **completed** it.

I **bought** this pen for you.

The train **had left** before I **arrived** at the station.

I wish I **had bought** that doll for my child.

She **had completed** our assignment before her friends **invited** her for dinner.

5. Present Continuous and Present Perfect Continuous Tense: The Present Continuous is used for actions happening now or in the near future.

For example:

We **are living** in Hyderabad. (Means I may be transferred next year. At present, we are in Hyderabad.)

The dog **is sitting** on the sofa.

They **are going** to America next week.

6. Use of Present Perfect Continuous for permanent actions: The Present Perfect Continuous Tense describes actions that started in the Past and are still going on or have come to an end, with emphasis on the duration of the action.

For example:

I **have been reading** a novel for the past few days.

It **has been raining** since yesterday.

They **have been living** in Hyderabad for ten years.

She **has been working** in this school for 20 years.

Note: Tense forms should be mastered and used to convey the proper sense and intended message. Command of Verb forms and Tenses increases fluency and effective delivery of speech.

Read the above explanation thoroughly. You have learnt four forms of the Past Tense, four forms of the Present Tense and three forms of the Future Tense. They are:

Past Tense: Simple Past Tense, Past Continuous Tense, Past Perfect Tense and Past Perfect Continuous Tense.

Present Tense: Simple Present Tense, Present Continuous Tense, Present Perfect Tense and Present Perfect Continuous Tense.

Future Tense: Simple Future Tense, Future Continuous Tense and Future Perfect Tense.

6.6.4.1 Practice

Take each form and construct two sentences using the Verb of that form. In total, you should write 22 sentences. Try using different actions and Verbs.

WRITING

6.6.0 Introduction

Writing an essay helps a person arrange thoughts and express ideas clearly with a purpose. This process involves learning the main parts of an essay, such as an introduction, clear and connected sentences and a suitable ending. Writers know how to form a central idea, support it with examples or reasons and keep their writing steady and focused. Through careful practice of these skills, they gain the ability to express their views with confidence across different subjects and forms.

6.6.1 The Art of Essay Writing

An essay is a short piece of writing that presents a central idea or argument about a particular topic. It is longer than a Paragraph. Writing an essay calls for clear organisation and suitable examples to express ideas with clarity. It begins with an introduction that draws the reader in and states the main point. For example: when writing an essay on the importance of the Himalayas, the introduction might say: “The Himalayas, often called the ‘roof of the world,’ are a natural wonder that shapes climate, supports wildlife and influences human life.”

The main Paragraphs should then develop this idea through detailed examples. One section may discuss how the Himalayas affect the climate in South Asia, with attention to how the range blocks cold winds and affects the monsoon. Another Paragraph may describe the area’s rich wildlife, with mention of animals such as the snow leopard and the red panda. In the next part, the cultural role of the Himalayas may be explored, with reference to their spiritual place in Hinduism and Buddhism, with a mention of sacred places such as Mount Kailash.

The essay should end with a summary of these points. This final part should restate the idea that the Himalayas are not only a striking landform but also a key part of both nature and human belief.

6.6.2 Structure of an Essay

In the previous Unit, we learnt how to write a Paragraph. The difference between a Paragraph and an essay is that a Paragraph deals with a single point, while an essay covers all key matters related to a subject. For this reason, an essay contains several Paragraphs, each dealing with one part of the topic.

The structure of an essay should meet the following conditions:

1. **Unity of Thought:** Each Paragraph must contain a central point, stated in the topic sentence. This sentence expresses the idea that gives the Paragraph its shape. All other sentences must support this point. These may include explanations, examples and conclusions. Every supporting sentence must remain closely tied to the main idea.
2. **Order:** It is necessary to list the main points and arrange them in a sensible order. For example: an essay on the Growth of population in India and its effects should consider

matters such as health, food, education, clothing, work and housing. A practical sequence for these points may be: food, housing, clothing, health, education and work. Writing that follows a clear order will be easier to understand.

3. **Language and Clarity:** After completing the first draft, the writing should be checked for grammar. The use of suitable adjectives and adverbs helps give precision to nouns and verbs. This improves the quality of writing. The careful use of prepositions also adds clarity. Conjunctions are important for keeping the flow of thought steady and connected.
4. **Chronological Order:** When giving a series of events, the sentences should follow the proper order of time. Begin with an introduction that states the subject. Then describe the events step by step. End with a summary that brings together the main points.
5. **Definition:** When giving the meaning of a term, write it in plain and exact language. Avoid too much detail. The tone should be neutral and based on facts, not on personal opinion.
6. **Similarity:** When comparing two things or ideas, show how they are alike in a clear way. If you explain a concept that is not easy to picture, use a clear example. For instance: “Your generous offer is like a delicious cake.”
7. **Difference:** When showing how two things are not alike, make the contrast clear. Use conjunctions such as ‘but,’ ‘consider,’ ‘on the other hand,’ and ‘in contrast’ to mark this.
8. **Reasoning:** Give sound explanations for the ideas or people described in your essay. The reasoning must follow a clear path, use facts for support and include examples. A precise and careful method like this will help your writing stay sharp and easy to follow.

6.6.3 Structure of an Event

Planning and Writing an Event Report

Writing an account of an event requires careful thought and clear arrangement. The aim is to make the event known to others in a way that is both truthful and easy to follow.

Planning the Account:

1. Think about the reason for writing the report. It may be to inform, to entertain or to explain an experience.
2. Gather the main details. These may include the date, place, people involved and key happenings.
3. Choose a clear order in which to present the information. This may follow the order of time or may be based on the main parts of the event.

Arranging the Details:

1. Begin with the early steps, such as planning, setup, or opening remarks.
2. Write about the main moments or turning points.
3. Choose the words carefully to describe sights, sounds and feelings.

Writing the Account:

1. Keep in mind who will read the report. Use a tone that matches the setting—formal, casual or thoughtful.
2. Tell the story clearly and steadily.
3. End with a short note on the results, what was learned or what the event meant.

Example:

Event: An exhibition at a medical college.

Planning: Students chose topics and created displays.

Main Moments: Visitors took part in open discussions. Models showed parts of the human body and how the digestive system worked.

Mood: Students felt proud. The audience clapped often.

Close: The best work was praised. The whole event was seen as a success.

6.6.4 Importance of Festivals in India

India's many cultures, languages, religions and ethnic groups fill the year with a wide range of festivals and observances. Each day holds meaning and each moment carries a sense of reverence for many people. Still, some days stand apart and have a deeper weight, as they are linked with local customs and shared memory. One such day is Dussehra.

In Telangana, the nine days of Navratri are known as Bathukamma. During this time, women and girls gather flowers and arrange them in tall stacks. They meet in groups, sing folk songs and dance around the flower towers. Bathukamma shows care, faith and a deep connection with nature and the place of women in the community.

6.6.4.1 Bathukamma Festival

Introduction: In Telangana, the youngest Indian state, formed in 2014, the most important festival is Bathukamma. The Bathukamma festival gives sacred meaning to flowers and turns them into objects of worship. Many sources suggest that the festival has ancient origins, dating back over a thousand years.



Picture 6.1 Showing the floral decoration of Bathukamma



Picture 6.2 Showing Gouramma seated in the centre of Bathukamma

Body of the Essay

The Bathukamma Festival is a floral celebration in Telangana. It is dedicated to Goddess Gouri and is joyfully observed by women and girls of all age groups in the region. The goddess is believed to bring prosperity. Living near different flowers, including medicinal plants, during the nine days is thought to support the health and welfare of women.

Bathukamma is placed with care and decorated with flowers. The women and girls sing traditional folk songs as they move in circles around their dear Bathukammas. These songs tell us of events that happened long ago and speak of the present way of life, giving praise to human ties.

Bathukamma begins on the New Moon Day at the start of Sharath Ruthu (Autumn), when the flowers used in the festival grow in plenty. The flowers are arranged in the shape of a cone. The flowers include marigold (Banthi), chrysanthemum (Chamanthi), celosia (Gunne Puvvu), Indian lotus (Tamara), ixora (Rangoon creeper) and asters (Sravani). They appear in striking colours: yellow, orange, pink, red, purple, and white. The sweet scent of the flowers lifts the festive spirit of the people.

Conclusion

The festival is not only about the flowers; it reminds people that, however brief life may be, everyone should bring joy to others through both graceful presence and kind thoughts. This flower festival brings the whole community together in a spirit of togetherness.

6.6.4.2 Practice

i. Another important festival celebrated in Telangana is Ramzan

As the sun sets each evening during Ramzan, families and friends gather to break their fast with **Iftar**. The meal begins simply with dates and water, followed by a variety of dishes. In Telangana, this meal is filled with great warmth and meaning. People not only share food with those in their homes but also with neighbours, travellers, and anyone in need.

Culinary Delights

- Highlight the special role of dishes like **Haleem** and **Sheer Khurma**.
- Describe Haleem's preparation: slow-cooked with wheat, meat, ghee, and spices, known for its rich and comforting taste.
- Explain Sheer Kurma's significance: a sweet dish with milk, vermicelli, sugar, dates, and nuts, traditionally served on **Eid**.

Spirit of Community and Giving

- Emphasise how Ramzan brings people together.
- Focus on the strong **spirit of charity**, with people offering food, clothes, and money to the less fortunate.

- Note that this generosity fosters a **sense of shared purpose** and care among the community.

Religious and Spiritual Centres

- Mention the importance of key landmarks like the **Mecca Masjid** and the **Charminar Mosque** in Hyderabad.
- Describe the large gatherings for prayer, peace, and reflection.
- Explain the significance of **Taraweeh**, the special night prayers held each evening, and their role in bringing calm and spiritual strength.

Vibrant Nightlife and Commerce

- Portray the lively atmosphere of Ramzan nights.
- Describe the bustling streets, especially at Laad Bazaar and near the Madina Building, with shops and stalls.
- Mention the types of goods sold, such as clothes, bangles, perfumes, and sweets.
- Conclude with the lasting impression of families walking together, symbolizing the festive community spirit.

Conclusion

- Summarise Ramzan in Telangana as more than just a religious observance.
- Characterise it as a time of **beauty, kindness, and togetherness**.
- End with the idea that the month leaves behind a legacy of light, warmth, and enduring memories.

ii. Practice: Write a three-Paragraph descriptive essay on any other festival celebrated in India.

6.6.5 All India Industrial Exhibition of Hyderabad



Picture 6.3 showing people entering the Exhibition



Picture 6.4 showing people purchasing and moving around

The All-India Industrial Exhibition, held every year in the city of Hyderabad, is one of the oldest fairs in the country. It began in 1938 under the rule of Mir Osman Ali Khan, the seventh Nizam of the Asaf Jahi dynasty. Since then, the exhibition has been held each year for about forty-six days, starting on the first of January and continuing until the middle of February. Locals fondly call it

Numaish. It stands as a source of pride for the city of Hyderabad, where people can see a wide range of goods and enjoy various forms of entertainment. For children, young people and groups of friends, it remains the most awaited event at the beginning of each new year.



Picture 6.5 showing a display of toys and gift items



Picture 6.6 showing a display of garments and jewellery

The exhibition starts with the daily needs of people—textiles, food items (mostly snacks), household goods, new gadgets, toys for children and fresh items that interest the youth. A wide and varied collection is present, offering something for nearly every taste. Kashmiri sarees, shawls and finely woven carpets draw special attention. Other stalls display clothes, goods from different states, attractive cutlery, a broad range of electronic items, home decorations, and handmade crafts. These attract large numbers of visitors. Rides such as the giant wheel and the merry-go-round remain in great demand, as shown by the long queues seen at the ticket counters.



Picture 6.7 showing a merry-go-round and other play rides



Picture 6.8 showing a train that takes people round the exhibition

This exhibition in Hyderabad has delighted the public for nearly eighty-seven years and may continue to do so for many more years to come. People of all ages visit and spend cheerful evenings on the grounds of the Exhibition. The bright lights and lively setting lift their spirits. For three or four hours, it often feels as though the world beyond the fair has faded away.

6.6.5.1 Practice

Give a detailed description of the Tank Bund using the images given below. Please compose a three-Paragraph essay on it. In the first Paragraph, introduce the scene depicted in the pictures. Start describing the image. In the second Paragraph, analyze the pictures and give an appropriate conclusion.



Picture 6.9 showing the Buddha statue in Hussain Sagar Lake



Picture 6.10 showing a view of the Secretariat



Picture 6.11 showing Lumbini Park



Picture 6.12 showing people in different activities on the Tank Bund

6.6.6 Conveying Responses to Sensory Experiences

A Day in the Woods: Sensory Experience

Whatever scientific or technical progress humans may reach, it tends to satisfy the mind and bring a sense of pride in being part of the species *Homo sapiens*. Yet, after long hours or days spent in devotion to science and technology, people often begin to feel mechanical, tired and dull. At such times, nature brings peace and helps restore energy and spirit. The woods, with their wild and unplanned growth, hold a deep appeal. Since man is born of nature, it is only in her presence that he truly finds rest.



Picture 6.13 showing the pastoral beauty of Himalayan ranges, India Picture



6.14 showing the cultivation in the mountain ranges

Nature offers a setting that seems like a dream. Its beauty, its colours and its scents touch the mind in a quiet and lasting way. All the senses begin to feel the freshness again. Wildflowers bloom in soft and rich colours. The leaves rustle high above, while the grass below gives comfort to the feet. A stream flows nearby with a gentle sound. The breeze carries a cool and fragrant touch. All these elements, together with the sight of the woods, bring a kind of calm that few have known. The eyes feel joy. The scents stir the sense of smell and make the body delighted. The birds sing in many tones—some light, some deep—and the ears hear music that has long been missed.

In such a place, the senses grow sharp and full. Time seems to soften. The quiet nature of the woods draws the mind away from daily cares. There is a stillness that joins body and spirit. Thought and feeling move in step. For a short while, both heart and mind seem to rest in one rhythm. A person who stands in that setting, with the trees around and the sky above, may well feel like a noble figure from an old tale—perhaps King Arthur, lost in peace rather than war.

6.6.6.1 Practice

Describe any scene that pleased your senses a lot. It could be a garden, a seashore, a valley or hills.

6.6.7 The Aftermath of an Earthquake

Man takes pride in his civilisation and the progress made through science and technology. At times, he believes that no force stands above him and that he is beyond control. Yet, Nature, much like a watchful mother, often reminds him that he remains small before her strength. His reach has not yet grown wide enough to escape the sudden turns of nature. Earthquakes, avalanches, hurricanes, hailstorms, droughts, landslides and floods bring destruction and cause great loss to both life and property.



6.15 showing the destruction of the Earthquake in Japan



Picture 6.16 showing the devastation

One such event, the earthquake that struck Japan on July 5, 2025, disrupted daily life and shook the people of the region. The quake caused fear and distress and public activity came to a halt. Hundreds of homes fell and thousands of people were left without shelter. The government acted at once to rescue those in danger, arranged food and shelter and helped them begin to rebuild their lives. Some cars were damaged beyond repair and many two-wheelers broke into fragments. The affected zones lie near the Ryukyu Islands. The seismology department reported that the earthquake had reached a magnitude of 5.4 and had occurred at a depth of ten kilometres. Its epicentre was about 3,450 kilometres from Thailand.

By 21st June 2025, nearly 1,000 earthquakes had been recorded in the Tokara Island chain, which lies to the south of the Kyushu region. The strongest among them showed a magnitude of 5.5. These tremors also reached parts of Thailand. Some areas in the Tokara Islands had to be cleared of people. A more powerful quake struck Akuseki Island and it measured seven points on the seismic scale.

After news of frequent quakes in the region spread, many tourists chose to cancel their travel plans to Japan and nearby islands. In response to the recent events, the Japanese government has decided to improve its emergency procedures. It has sent alerts to people in nearby locations where the tremors have occurred at short intervals.

6.6.7.1 Practice

Write an essay detailing the floods in the Krishna River. Mention the causes, impacts and any history of such floods in the Krishna River.

READING FOR PLEASURE

6.7.0 Introduction

In this section, students will explore two pieces of literature that give them a quite different and thought-provoking experience. “This is a Photograph of Me” by Margaret Atwood is a haunting poem that slowly unveils its emotional depth and hidden meanings. It makes you think about identity, memory, and visibility. The second is a short story by Anton Chekhov called

“Fat and Thin.” Chekhov is recognised for his sharp observations of human nature and social behaviour. Chekhov shows how social class and power can affect even the most personal relationships in just a few pages. Consider the literary texts and their implicit meanings.

6.7.1 This is a Photograph of Me by Margaret Atwood

Margaret Eleanor Atwood was born on 18 November 1939. She is a Canadian novelist, poet and literary critic. Since 1961, she has published eighteen books of poetry, eighteen novels, eleven works of nonfiction, nine collections of short stories, eight books for children, two graphic novels and several small press editions of both poetry and fiction. Her most widely known book is *The Handmaid’s Tale*, a dystopian novel published in 1985. Atwood has received many awards and honours for her writing, including two Booker Prizes, the Arthur C. Clarke Award, the Governor General’s Award, the Franz Kafka Prize, the Prince of Asturias Award for literature and lifetime achievement prizes from both the National Book Critics Circle and PEN Centre USA.

This is a Photograph of me

It was taken some time ago.
 At first it seems to be
 a smeared
 print: blurred lines and grey flecks
 blended with the paper;
 then, as you scan
 it, you see in the left-hand corner
 a thing that is like a branch: part of a tree
 (balsam or spruce) emerging
 and, to the right, halfway up
 what ought to be a gentle
 slope, a small frame house.
 In the background there is a lake,
 and beyond that, some low hills.
 (The photograph was taken

the day after I drowned.
 I am in the lake, in the centre
 of the picture, just under the surface.
 It is difficult to say where
 precisely or to say
 how large or small I am:
 the effect of water
 on light is a distortion
 but if you look long enough,
 eventually
 you will be able to see me.)

6.7.1.1 Answer the following questions.

1. Describe the physical setting in the photograph?
2. How does the speaker describe the lake and the hills?
3. Where is 'she' seen in the photograph?
4. What is the significance of the speaker's statement: "It was taken some time ago"?
5. Why is it difficult to see the speaker in the photograph?
6. How does the speaker's "invisibility" relate to her identity or voice?
7. How does the poem explore the theme of identity?
8. Find out how this poem becomes a feminist statement.

6.7.2 Fat and Thin by Anton Chekov

Anton Pavlovich Chekhov (1860-1904) was a Russian playwright and writer of short stories. Many readers and critics consider him one of the greatest writers in history. His work for the stage includes four plays that are now seen as classics. His short stories are also held in high regard. His name is often placed alongside those of Henrik Ibsen and August Strindberg. Many see him as one of the three key figures who helped shape early modern drama. Chekhov was trained and worked as a doctor.

Fat and Thin

Two friends-one a fat man and the other a thin man-met at the Nikolaevsky station. The fat man had just dined in the station and his greasy lips shone like ripe cherries. He smelled of sherry and fleur d'orange. The thin man had just slipped out of the train and was laden with portmanteaus,

bundles and bandboxes. He smelled of ham and coffee grounds. A thin woman with a long chin, his wife and a tall schoolboy with one eye screwed up came into view behind his back.

“Porfiry,” cried the fat man on seeing the thin man. “Is it you? My dear fellow! How many summers, how many winters!”

“Holy saints!” cried the thin man in amazement. “Misha! The friend of my childhood! Where have you dropped from?”

The friends kissed each other three times and gazed into each other’s eyes, their faces full of tears. Both were agreeably astounded.

“My dear boy!” began the thin man after the kissing. “This is unexpected! This is a surprise! Come, have a good look at me! Just as handsome as I used to be! Just as great a darling and a dandy! Good gracious me! Well and how are you? Made your fortune? Married? I am married, as you can see. This is my wife, Luise, whose maiden name was Vantsenbach. She is of the Lutheran persuasion. And this is my son Nafanail, a schoolboy in the third class. This is a friend from my childhood, Nafanya. We were boys at school together!”

Nafanail thought a little and took off his cap.

“We were boys at school together,” the thin man went on. “Do you remember how they used to tease you? You were nicknamed Herostratus because you burned a hole in a schoolbook with a cigarette and I was nicknamed Ephialtes because I was fond of telling tales. Ho--ho! . . . we were children! . . . Don’t be shy, Nafanya. Go nearer to him. And this is my wife, her maiden name was Vantsenbach, of the Lutheran persuasion.”

Nafanail thought a little and took refuge behind his father’s back.

“Well, how are you doing, my friend?” the fat man asked, looking enthusiastically at his friend. “Are you in the service? What grade have you reached?”

“I am, dear boy! I have been a collegiate assessor for the last two years and I have the Stanislav. The salary is poor, but that’s no great matter! The wife gives music lessons and I go in for private carving of wooden cigarette cases. Capital cigarette cases! I sell them for a rouble each. If anyone takes ten or more, I will reduce the price, of course. We get along somehow. I served as a clerk, you know and now I have been transferred here as a head clerk in the same department. I am going to serve here. And what about you? I bet you are a civil councillor by now? Eh?”

“No, dear boy, go higher than that,” said the fat man. “I have risen to privy councillor already . . . I have two stars.”

The thin man turned pale and rigid all at once, but soon his face twisted in all directions in the broadest smile; it seemed as though sparks were flashing from his face and eyes. He squirmed, he doubled together, crumpled up. . . . His portmanteaus, bundles and cardboard boxes seemed to shrink and crumple up too. His wife’s long chin grew longer still; Nafanail drew himself up to attention and fastened all the buttons of his uniform.

“Your Excellency, I... delighted! The friend, one may say, of childhood and to have turned into such a great man! He--he!”

“Come, come!” the fat man frowned. “What’s this tone for? You and I were friends as boys and there is no need for this official obsequiousness!”

“Merciful heavens, your Excellency! What are you saying...?” sniggered the thin man, wriggling more than ever. “Your Excellency’s gracious attention is like refreshing manna. . . . This, your Excellency, is my son Nafanail, . . . my wife Luise, a Lutheran in a certain sense.”

The fat man was about to make some protest, but the face of the thin man wore an expression of such reverence, sugariness and mawkish respectfulness that the privy councillor was sickened. He turned away from the thin man, giving him his hand at parting.

The thin man pressed three fingers, bowed his whole body and sniggered like a Chinaman: “He--he--he!” His wife smiled. Nafanail scraped with his foot and dropped his cap. All three were agreeably overwhelmed.

6.7.2.1 Answer the following questions.

1. What physical descriptions are given of the Fat and the Thin men? How does Chekhov use sensory details to help the reader visualise them?
2. Which sensory words in the story create a strong impression of the Thin Man’s excitement?
3. How does Chekhov’s use of contrast (between the two characters’ appearances or reactions) emphasise their differences?
4. Explain how body language and physical reactions are described in the story.
5. What is the first thing that happens in the story?
6. Where does the encounter between the Fat and Thin man take place?
7. How does the Thin Man react when he learns about the Fat Man’s rank? Describe his reaction.
8. Describe the conversation between the two friends from the beginning to the end. How does it progress and what key turning point changes their tone?
9. Retell the story from the perspective of the Fat man.
10. Although the story uses physical descriptions (fat and thin) in its title and characters, the main focus of the story is on social hierarchy and power dynamics. Do you agree? Why? Why not?

Appendix I

Syllabus for General English

English Algorithm: Basic Skills for Personal and Social Communication

Semester 1

UNIT 1

Foundations of English Communication Skills

Objectives

Students will be able to

- Initiate and participate in basic social interactions
- Demonstrate proficiency in formulating questions and articulating responses to inquiries

1. Learning Competencies

- 1.1 Applies social etiquette and integrates verbal/nonverbal cues
- 1.2 Acquires vocabulary to form various question types
- 1.3 Organises grammatical order for clear questions
- 1.4 Uses appropriate vocabulary and intonation

2. Listening

- 2.1 Assimilates audio clippings, both formal and informal conversations
- 2.2 Interprets the ideas after listening to the audio clippings
- 2.3 Differentiates the purpose of Wh-words used in the audio
- 2.4 Distinguishes and reviews the details of a friend, gathered by filling the particulars given in the form

3. Speaking

- 3.1 Cultivates proper use of stress and intonation in conversations
- 3.2 Adopts nonverbal communication to bring out the impact of conversation
- 3.3 Introduces a friend whose details are filled in the form
- 3.4 Builds a dialogue (frames questions for the given answers and answers for the given questions through role plays)

4. Reading

- 4.1 Recites the poem, “The Mountain and the Squirrel” by Ralph Waldo Emerson

exchanges responses and opinions about the poem read

4.2 Reads the given poem and constructs a dialogue

4.3 Reads “Of Friendship” and answers the given comprehension questions

4.4 Explains the main theme of the above passage

5. Vocabulary

5.1 Uses interrogative and descriptive words

5.2 Substitutes selected words with their synonyms

5.3 Substitutes selected words with their antonyms

5.4 Deduces the meaning of a word from the context

6. Grammar

6.1 Applies suitable Main and Helping Verbs

6.2 Constructs different Types of Sentences – Statements, Interrogatives, Imperative, and Exclamatory

6.3 Formulates proper questioning strategies

6.4 Categorises vocabulary into different Parts of Speech

7. Writing

7.1 Synthesises ideas by connecting sentences

7.2 Constructs a paragraph about a healthy hobby

7.3 Composes a paragraph about a person whom he admires

7.4 Formulates a paragraph about a mode of travel the student prefers

8. Reading for Pleasure

8.1 Analyzes the poem, “The Night of the Scorpion”

8.2 Analyzes the opinions of the characters from the poem

8.3 Summarises the given excerpt from Stephen Leacock’s “The Financial Career” and justifies the sentences or expressions he enjoyed the most

8.4 Constructs a write up on their experiences related to the excerpt

UNIT 2**The Art of Clear Instructions and Directions****Objectives**

Students will be able to

- Formulate instructions and directions
- Build vocabulary for different utterances and sentence structures

1. Learning Competencies

- 1.1 Applies verbs suitable for instructions
- 1.2 Formulates directions based on a map
- 1.3 Employs appropriate tone, vocabulary, and grammar
- 1.4 Acquires vocabulary related to directions and descriptions

2. Listening

- 2.1 Comprehends instructions provided through an audio source
- 2.2 Analyzes directions from an audio source
- 2.3 Determines the correct train based on a railway announcement and locates the designated platform
- 2.4 Understands and follows the instructions provided at the airport to exit and secure a cab

3. Speaking

- 3.1 Formulates clear instructions for preparing a recipe
- 3.2 Demonstrates the use of appropriate tone and pace to deliver directions effectively
- 3.3 Illustrates the functionality and operation of a gadget
- 3.4 Directs someone to navigate and reach a famous monument

4. Reading

- 4.1 Interprets the poem “Mending Wall” by Robert Frost
- 4.2 Analyzes the directions given in the brochure to reach a new house
- 4.3 Reads Swami Vivekananda’s “Secret of Success”
- 4.4 Understands the right attitude towards work

5. Vocabulary

- 5.1 Compiles the instructional and directional vocabulary
- 5.2 Assembles the words used to express sequence and order
- 5.3 Gathers the words used to express landmarks to reach a place
- 5.4 Accumulates the words used for emphasis and command

6. Grammar

- 6.1 Reviews imperative sentences and imperative verbs
- 6.2 Organises the sequence of the given sentences
- 6.3 Analyzes content and structure words and their usage in oral and written communication
- 6.4 Applies ordinal and cardinal numbers and their pronunciation

7. Writing

- 7.1 Composes instructions for a recipe
- 7.2 Formulates instructions to use a gadget
- 7.3 Develops directions to reach a sightseeing place
- 7.4 Constructs clear, step-wise instructions to upload a file from one's computer

8. Reading for Pleasure

- 8.1 8.1 Reviews the poem "I Keep Six Honest Serving-Men" by Rudyard Kipling
- 8.2 Interprets the poem and understands the importance of staying inquisitive
- 8.3 Reads and examines the passage Bachendri Pal: Empowerment of Women
- 8.4 Analyzes the passage in the context of gender equality

UNIT 3

Talking About Habitual Actions and Past Events

Objectives

Students will be able to

- Present daily routines and habitual actions in simple English
- Analyze the application of the Simple Present Tense and Simple Past Tense

1. Learning Competencies

- 1.2 Organises habitual actions and incidents in a logical sequence

- 1.2 Constructs day-to-day actions, ensuring proper subject-verb agreement
- 1.3 Incorporates related sequential verbs and linkers
- 1.4 Distinguishes time sequences within a narration

2. Listening

- 2.1 Comprehends recordings that describe daily activities
- 2.2 Synthesises the daily activities from the recordings
- 2.3 Identifies and interprets habitual actions expressed in Simple Present Tense and Simple Past Tense
- 2.4 Evaluates routine activities shared in the audio and proposes changes for improvement

3. Speaking

- 3.1 Employs proper intonation to engage the listener
- 3.2 Shares information about each other's daily routines
- 3.3 Discusses an online news item on a social platform
- 3.4 Analyzes a sports event through commentary

4. Reading

- 4.1 Reads and identifies the verbs used in the poem "Woman Work" by Maya Angelou
- 4.2 Constructs sentences and questions in Simple Present Tense and Simple Past Tense based on their readings.
- 4.3 Reads Abdul Kalam's "Youth alone could build a peaceful world"
- 4.4 Comprehends the given passage and identifies their contribution to a peaceful world

5. Vocabulary

- 5.1 Identifies action verbs from the given passage
- 5.2 Compiles vocabulary used for habitual actions
- 5.3 Analyzes the relationship between Tense and Time words to recognise habitual action expressions
- 5.4 Scans a passage and determines one-word substitutes for selected expressions

6. Grammar

- 6.1 Illustrates the use of the Simple Present Tense in sentences
- 6.2 Illustrates the use of the Simple Past Tense in sentences

6.3 Reviews questions and answers in the Simple Present Tense and Simple Past Tense

6.4 Comprehends the use of Simple Present Tense with sensory verbs

7. Writing

7.1 Composes a diary entry of habitual actions using the Simple Present Tense

7.2 Narrates a past incident using the Simple Past Tense

7.3 Constructs a paragraph about his study or work schedule

7.4 Formulates sentences in the Simple Present Tense using sensory verbs

8. Reading for Pleasure

8.1 Reads and analyzes the excerpt from Robert Lynd's "On Forgetting"

8.2 Explains the sentences or expressions in the essay

8.3 Reads the poem "Leisure" by W.H. Davies

8.4 Interprets the poem and understands the importance of leisure

UNIT 4

Crafting Descriptive Language

Objectives

The students will be able to

- Apply a variety of adjectives appropriately in diverse contexts
- Create coherent sentences to illustrate people and places with detail and vividness

1. Learning Competencies

1.1 Categorises and describes individuals by appearance and personality using adjectives

1.2 Compares and contrasts individuals' qualities and attitudes

1.3 Illustrates individuals using pronouns and descriptive phrases

1.4 Analyzes environments using spatial language and evokes sensory details of appealing places

2. Listening

2.1 Identifies characteristics of individuals as described by writers

2.2 Compares and contrasts the attributes of two individuals based on an oral presentation

2.3 Interprets the descriptions of a famous monument presented orally

2.4 Visualises beautiful places based on oral descriptions

3. Speaking

- 3.1 Illustrates the cooperation among neighbours
- 3.2 Portrays a favourite artist or historical character
- 3.3 Justifies the key features of a particular place with a personal impact
- 3.4 Depicts a natural element such as the ocean or a mountain

4. Reading

- 4.1 Analyzes the theme of Sarojini Naidu's poem "The Bangle Sellers."
- 4.2 Interprets the colours used in the above poem and the emotions they indicate
- 4.3 Reads the essay "Necessity of Cultivating Politeness" by Samuel Johnson
- 4.4 Understands the consequences of being a rude human being

5. Vocabulary

- 5.1 Lists homophones and homonyms for the words learnt
- 5.2 Lists synonyms of the selected adjectives using a thesaurus
- 5.3 Connects colour adjectives to corresponding human moods
- 5.4 Identifies adverbial forms of adjectives using a dictionary

6. Grammar

- 6.1 Identifies types of adjectives and their affixation
- 6.2 Categorises adjectives derived from nouns
- 6.3 Explains degrees of comparison
- 6.4 Applies of the present continuous tense to describe on-going actions
 - 6.4.1 Analyzes the use of the past continuous tense to describe actions in progress at a specific time in the past
 - 6.4.2 Differentiates between simple present tense and other present tenses

7. Writing

- 7.1 Describes a person using adjectives
- 7.2 Constructs sentences using sensory adjectives
- 7.3 Composes a descriptive paragraph about a beautiful place
- 7.4 Compares and contrasts childhood and old age using adjectives

8. Reading for Pleasure

- 8.1 Reads and analyzes the poem “Daffodils” by William Wordsworth
- 8.2 Understands the descriptive expressions in the poem
- 8.3 Reads and investigates R.K. Narayan’s “Snake in the Grass” to determine how snakes are captured.
- 8.4 Constructs a description based on the story

UNIT 5

Weaving Personal Narratives, Events and Biographies

Objectives

The students will be able to

- Construct simple narratives with a clear beginning, middle, and end
- Apply appropriate descriptive language and tone to engage the reader

1. Learning Competencies

- 1.1 Recognises the elements of a well-structured narrative
- 1.2 Comprehends story themes and essay structure
- 1.3 Analyzes characters and presents objective opinions
- 1.4 Organises thoughts logically and contextualises individuals

2. Listening

- 2.1 Identifies the main idea and key events of a biography presented in an audio
- 2.2 Differentiates facts from opinions in a biography
- 2.3 Determines circumstantial influences on an individual
- 2.4 Analyzes the plot, characteristics, and emotions of a person

3. Speaking

- 3.1 Modulates tone to convey the meaning of a presentation
- 3.2 Distinguishes between narrating and presenting dialogues
- 3.3 Narrates short, related personal experiences
- 3.4 Expresses emotional empathy with characters and their experiences

4. Reading

- 4.1 Comprehends the theme of the poem “Mother to Son” by Langston Hughes

4.2 Analyzes the character of the 'Mother' in the poem

4.3 Reads Martin Luther King Jr. "I have a dream"

4.4 Elucidates Martin's Dream

5. Vocabulary

5.1 Employs precise words and suitable vocabulary in essays and stories

5.2 Integrates sensory adjectives and verbs

5.3 Uses words to describe human qualities

5.4 Applies knowledge of antonyms, synonyms, and one-word substitutes

6. Grammar

6.1 Constructs and creates sentences in present perfect to show completed actions with present relevance

6.2 Analyzes the function of the past perfect continuous tense to describe on-going actions before another past action

6.3 Develops examples illustrating the use of the present perfect continuous tense to show actions that started in the past, continued until recently, and have present results

6.4 Describes and explains how the past perfect continuous tense indicates the duration of an action completed before another point in the past

7. Writing

7.1 Composes a brief story

7.2 Describes the positive qualities of a person

7.3 Summarises the success of a celebrity

7.4 Develops a general essay on a selected topic

8. Reading for Pleasure

8.1 Interprets the poem "Where mind is without fear" by Rabindranath Tagore

8.2 Describes the kind of nation the poet envisions in the poem

8.3 Comprehends the excerpt from A.G. Gardner's "On Saying Please" and elaborates on the sentences or expressions he enjoyed the most

8.4 Understands the relevance of using 'please' in real life

UNIT 6

From Sensation to Sentence: Descriptive Essays and Event Accounts

Objectives

The students will be able to

- Compose vivid descriptions using sensory details and figurative language
- Construct chronological accounts of events, incorporating relevant details and sequence of actions

1. Learning Competencies

- 1.1 Employs descriptive language for engaging events
- 1.2 Differentiates objective descriptions from personal reflections
- 1.3 Describes a significant sight-seeing place in an essay form
- 1.4 Illustrates behavioural patterns triggered by emotions

2. Listening

- 2.1 Comprehends a paragraph describing an event
- 2.2 Analyzes the sequence of events in a Paragraph
- 2.3 Identifies descriptive adjectives and phrases used for an event
- 2.4 Differentiates emotions in the audio's tone

3. Speaking

- 3.1 Depicts a wedding scene to friends
- 3.2 Illustrates a gym in an apartment
- 3.3 Describes a garden
- 3.4 Portrays a stormy scene

4. Reading

- 4.1 Reads and understands the poem “The Tyger” by William Blake
- 4.2 Understands the descriptions used in the poem
- 4.3 Reads the essay “The Vedas: Source for All Sciences”
- 4.4 Explains their impression of the essay

5. Vocabulary

- 5.1 Integrates descriptive words for a marriage scene
- 5.2 Uses descriptive words for parties
- 5.3 Incorporates descriptive words for national festivals
- 5.4 Applies descriptive words for special college events

6. Grammar

- 6.1 Applies simple future tense
- 6.2 Constructs sentences using the future continuous tense
- 6.3 Formulates sentences using the future perfect tense
- 6.4 Explains special usage of tense forms

7. Writing

- 7.1 Composes a descriptive account of an event
- 7.2 Illustrates a scene through descriptive writing
- 7.3 Conveys reactions to sensory experiences descriptively
- 7.4 Depicts the aftermath of an earthquake through descriptive writing

8. Reading for Pleasure

- 8.1 Reads “This is a Photograph of Me” by Margaret Atwood
- 8.2 Understands the relevance of the poem in the context of an identity crisis
- 8.3 Reads “Fat and Thin” by Anton Chekov
- 8.4 Understands and describes social differences as expressed by the concept of fat and thin

Appendix II

General English

Model Question Paper

Semester-I

Max Marks: 80

Section A

(10 marks)

Q1. Read the following prose passage and answer the questions that follow. (5 Marks)

The purpose of education, finally, is to create in a person the ability to look at the world for himself, to make his own decisions, to say to himself this is black or this is white, to decide for himself whether there is a God in heaven or not. To ask questions of the universe and then learn to live with those questions is the way he achieves his own identity. But no society is really anxious to have that kind of person around. What societies really, ideally, want is a citizenry which will simply obey the rules of society. If a society succeeds in doing this, it is able to perpetuate itself without change, which means that the people are merely machines for that society. The really terrible thing, though, is that this means that they no longer live, in any meaningful sense. If you are told, from the time you are born, that the world is flat, and you believe it, and act on it, and teach it to your children, then you are not only living a lie— you are passing on a lie to future generations. The purpose of education, then, is not to teach people what to think, but how to think— and that is a very different thing. It requires courage, honesty, and a willingness to question everything, even what you've been told by those in power. That is what real education demands, and that is why it is always a political act, whether we admit it or not.

1. Do you believe that deciding the 'what' and 'how' of education is a political act? Why?
2. How can education help you to achieve your own identity?
3. What type of person is generally accepted/welcomed by society? Why?
4. When is a person/individual considered 'no longer living in any meaningful sense'?
5. What does the 'real education' demand? What qualities are required by both the teacher and the student to achieve it?

Q2. Read the following poem carefully and answer the questions that follow. (5 marks)

Dreams

Hold fast to dreams

For if dreams die

Life is a broken-winged bird

That cannot fly.

Hold fast to dreams

For when dreams go

Life is a barren field

Frozen with snow.

- a. What is the meaning of the 'dreams' in the poem?
- b. Is it necessary to have dreams in life? Why?
- c. What happens to a person if his dreams die?
- d. Name the number of syllables and identify the stressed syllable in the following words:
Frozen, Bird, Dream, Snow

Section-B**(Marks 20)**Q3. Answer any **three** of the following questions.**(12 Marks)**

1. Describe the theme of the poem, "Night of the Scorpion."
2. What was the ambition of Bachendri Pal?
3. Write do you learn about 'time' in the poem, "Leisure"
4. Write about the beauty of daffodils as described by the poet.
5. What is the theme of the poem, "Where the mind is without fear."
6. What is the main idea of the poem, "This is a Photograph of Me?"

Q4. Answer any **four** of the following questions.**(8 Marks)**

1. What caution has to be taken while making scientific inventions?
2. Explain Martin Luther King Jr's Dream.
3. How did Abraham Lincoln respond to a senator's attempt to insult him?
4. What steps does Kalam suggest to the youth to achieve world peace?
5. What is the secret of success, according to Vivekananda?
6. What are the benefits of friendship, as mentioned by Bacon?

Section – C**(Marks-20)**

Q5. The sentences given below are not in proper sequence. Write them in a proper order to make the passage more meaningful.

(Marks 5)

- a. I received a confirmed ticket for Bombay from the IRCTC APP.
- b. I went to the Railway Station to leave for Bombay.
- c. I got on the train and started my journey.
- d. I paid the ticket charges on the IRCTC Portal.
- e. I received an OTP to confirm my mobile number.

OR

A topic sentence is given below. Add four supporting details and a concluding sentence.

Sentence: I met an old friend of mine coming from New York at the New Delhi airport.

Q6. Narrate an incident that happened to you/you witnessed recently at the Industrial Exhibition.

OR

Narrate how you would take care of your pet (Dog/ Cat) to keep it healthy and strong.

(Marks 5)

Q7. Describe how your birthday / new year was celebrated in your house this year (Add sensory details and organise it chronologically.)

OR

Describe briefly a Cultural Programme you witnessed in your college. (Add sensory details and organise it chronologically)

(Marks 5)

Q8. Write Instructions or Directions as directed.

Your brother got a new mobile phone. Give him detailed and specific instructions to set up the phone and make it ready to use both for phone calls and social media.

OR

Write the Directions needed to be taken from Kacheguda Railway Station to Narayanguda Crossroads. (A drawing or a sketch should be given to mark the directions of the route. Follow them and write down the directions.)

(Marks 5)

Section-D

(Marks 30)

Q9. Name the Tense of the Verb form in each sentence and rewrite it as directed. (Marks 5)

a. I wrote the examination well. (Write the question tag form.)

b. It's a wonderful picture. (Write the interrogative form.)

c. I have been driving this car for many years. (Write the present perfect form)

e. Use a subordinate conjunction and rewrite the sentence.

i. I peruse Science. I want to become a doctor or scientist.

ii. Convert the following simple sentence into a Complex Sentence.

He confessed his crime.

Q10. Fill in the blanks with the correct Tense form.

- a. I _____ working on his problem since 10 AM.
- b. The Thief _____ the house before the police arrived.
- c. The Earth _____ around Sun.
- d. They _____ the assignment now.
- e. I _____ here for 3 hours by 6 PM

Q11. Parts of Speech. Identify the Parts of Speech of the underlined word. (Marks 5)

- a. He did the mischief.
- b. It's a beautiful flower.
- c. I correctly answered all my questions.
- d. There was fish in the pond.
- e. He was sick but still he decided to attend the examination.

Q12. Correct the following sentence. (Marks 5)

- a. Did you understood what I am speaking about?
- b. Neither the dogs nor the cat have eaten food today.
- c. Every one like sweets.
- d. Five rupees are not a big amount.
- e. The quality of the vegetables are good.

Q13. Identify the Positive, Comparative and Superlative sentences in the following. (3+2 Marks)

- a. Soundarya was considered the most beautiful woman in the group.
- b. Mukesh Ambani is richer than any other person in India.
- c. No other animal is as strong as the lion.
- d. The Comparative and Superlative forms of the following Adjectives/ Adverbs are:

Beautiful -----

Intelligent -----

Happy -----

Bad -----

Q14 Write the Synonyms/Antonyms/Homonyms/Homophones/One-word Substitutes for the following: (Marks 10)

i. Find a Synonym for the underlined word. Choose the correct answer from the options in brackets.

- a. The lecturer gave a comprehensive lecture on Research Methodology.
- b. (brief, thorough, repetitive)
- c. The students were impressed by her well-articulated presentation.
- d. (unclear, expressive, hesitant)

ii. Find an Antonym for the underlined word. Choose the correct answer from the options in brackets.

1. Her approach was rigorous and error-proof.
(thorough, superficial, complex)
2. The speaker was concise, using minimal words to convey complicated ideas.
(brief, expansive, effective)

iii. Choose the correct homophone and rewrite the sentence:

1. In his speech, the Dean will **cite** / **site** / **sight** a few recent research publications.
2. The Department was praised for her **role** / **roll** in organising the conference.

iv. Write a sentence each for the following Homonyms. One use of the homonym is given for you.

Bat

- a. As dusk settled, a tiny bat flew into my house.
- b.

Lie

1. He promised that he would never lie.
- 2.

v. Give a One-word substitute for the following:

- a. One word for 'A person who speaks many languages.'
- b. One word for 'an animal or something kept as a companion.'

English Algorithm: Basic Skills for Personal and Social Communication

English Algorithm: Basic Skills for Personal and Social Communication is a practical and thoughtful course book for first-year undergraduates in Telangana. It introduces the core skills of listening, speaking, reading and writing in a way that is simple to follow and rich in context—daily conversation, academic exchange, and workplace preparation. Each unit begins with listening tasks that prepare the learner for purposeful interaction. One of the book's distinctive features lies in its embedded audios for listening and speaking practice, which allow learners to rehearse tone, rhythm and natural flow with confidence. To strengthen the self-study element, six expert audio lectures—one on every unit—bring teachers' voices straight into the hands of students. The lessons develop from foundational tasks to more demanding exercises in a measured manner, with equal care for vocabulary and grammar. This book is an excellent resource for students in Telangana and beyond, and a trusted companion for anyone seeking progress in English communication.



Telangana Council of Higher Education

JNAFAU Building, Mahaveer Marg, Masab Tank, Hyderabad 500028 Telangana, India.