

A.Y: 2020-21 SEM-I

ENGLISH

(Material)



**DEPARTMENT OF BASIC SCIENCES AND
HUMANITIES**

UNIT-1

DETAILED TEXT- SUMMARY:

A DRAWER FULL OF HAPPINESS

“A drawer full of happiness” is the beautiful memory of two sisters who persuade their father to open a drawer that has been locked for 25 years.

When the drawer was opened with hammer all of them were astonished to find wooden hair pins, metal bindi stamps with tiny containers of colored bindi powder, small wooden kumkum cases, an array of cosmetics including eye shadow kit, blush, mascara and liquid foundation and a collection of lipsticks from that era. The author kept an glancing and touching these items while making comparisons from technology of a day to the passed time.

She surprised at the uniqueness of the products and ways in which women used everyday products differently back in 1990s. It was bewildering that all products are in usable condition by maintaining their consistency and retaining their creaminess.

As little girls, they craved to use their mother’s makeup kits secretly to feel older and glamorous. To makeup they saw on T.V actors was the ideal way to use in real life, however their mother like all mothers of 1990s strictly denied the cosmetic usage. But the author found on contrast now little girls are allowed to use lip glass for their lips and kohl for their eyes.

According to the author the reason why childhood in 1990s present in our hearts and minds is things unintentionally happened in a balanced a way. People had everything in equal measure but made it unknowingly. In 1990s people had less choice but were happy. On the other hand the present generation has so much to choose but dissatisfied with their lives. People were more contended in 1990s, when it is compared with next generation. There was less money, but quality life. Children were still child- like and not interested in computers and mobile phones. Technology had not involved the lives of children. The author remembers children had simple delights like reading magazines like “champak” and “tinkle”. They used to get ready for school while listening to the song “school chale hymn” on radio. Every day play time was also a big thing in the evenings, mothers used to permit their children to play only after completing homework. T.V had fewer but some great shows like *Ramananda Sagar's Ramayana* and *Small Wonder*. Children enjoyed watching these shows by sitting with grandparents and parents. They were close to humans and nature not technology. In those days hobbies were existed like philately to know about the world. They could collect the stamps, admire and spend hours dreaming of those for away places. Going to watch movies in theatre was also very popular. The author opines that the decade had the finest happy moments to offer to the children of that time.

NON-DETAILED TEXT SUMMARY:

DELIVERANCE by Premchand

The short story entitled 'Deliverance' by Premchand deals with the themes of untouchability and class discrimination. It consists of four sections.

In the first section, we meet Dhuki, the main character of the short story. He lives a hard life with his wife Jhuria and their only daughter. His daughter is to be betrothed. So Dukhi needs the help of the Brahman PanditGhasiram to fix an auspicious day for the betrothal of his daughter. But Dukhi and his wife are very anxious and meticulous about how they would receive the PanditGhasiram at their house.

As they found some leisure time after their respective household chores, Jhuria, the wife of Dukhi, urges his husband to go the Brahman PanditGhasiram to ask him to come. Dukhi said, "Yes, I am going, but we have to think about what he's going to sit on." His wife said that they would borrow a cot from the village headman's wife. But Dukhi knew that none of his neighbours would lend them a cot. So he suggested his wife wash their own cot and set that out to get dry by the time the Pandit would come to their home.

Jhuria said, "He would not sit on our cot." It was because she knew that the Pandit was a stickler about religion as he obeyed the religious rituals very strictly. Then Dukhi decided to break off some mohwa leaves and make a mat for him. They also decided to manage some food and some other thing to offer the Brahman. Dukhi asked his wife to take Gond's daughter, a girl of their neighbour, to the village merchant and bring all the things that they needed to offer to the Pandit. They decided to collect a full two pounds of flour, half of the rice, a quarter of a gram, an eighth of ghee, salt, turmeric and four annas as offering to the Pandit.

After these instructions, Dukhi picked up his stick, took a big bundle of grass and went to make his request to the Pandit. He couldn't go empty-handed to ask a favour of the Pandit. He knew that if the Pandit saw him without an offering, he would shout abuse at him from far away.

Thus in the first scene, we see that Dukhi and his wife are very anxious and sincere about how they would receive the Pandit. Here we see more that how the lower castes of people revere and respect the Brahmans too much.

But in the subsequent sections of the story, we see the hollowness of the so-called Brahmans. The more Dukhi and his wife were concerned about the reception of the Pandit the more negligent and opportunist the Brahman appeared to be. Here lies the irony of caste discrimination in Indian society.

After going there, Dukhi saw that PanditGhasiram was busy with his daily rituals. After washing his hands and feet at eight o'clock, he would begin the real ceremony of worship, the first part of which consisted of the preparation of bhang. After that he would grind sandalwood paste for half an hour, then with a straw, he would apply it to his forehead before the mirror. Between the two lines of sandalwood, he drew a red dot. Then on his chest and arms, he drew designs of perfect circles. Then he took out the image of the Lord, bathed it and applied the sandalwood to it, decked it with flowers, performed the ceremony of lighting the lamp and rang a little bell.

At that moment Dukhi bowed his head down and said, "I'm arranging Bitiya's betrothal. Will your worship help us to fix an auspicious date? When can you find the time?"The Panditsaid, "I have no time today. But still, I'll manage to come toward evening."

Then Pandit took the avail of this situation and set Dukhi to work in his house. He had to carry straw and split a hard piece of wood. All day long he worked hard in hunger. The Pandit and his wife did not care to feed him. Even the Pandit uttered insulting words to him for not being able to split the piece of wood. Then Dukhi set to split the wood with his utmost strength and got exhausted. He fell down on the spot and died instantly. Even after death, he did not get funeral rituals.

Thus the author Premchand, in his story 'Deliverance' has portrayed the fatal effect of caste discrimination in Indian society with a vigorous force.

CONTENT WORDS VS. FUNCTION WORDS

- **Content** = information, meaning
- **Function** = necessary words for grammar

In other words, content words give us the most important information while function words are used to stitch those words together.

Content Word Types

Content words are usually nouns, verbs, adjectives, and adverbs. A noun tells us which object, a verb tells us about the action happening, or the state. Adjectives give us details about objects and people and adverbs tell us how, when or where something is done. Nouns, verbs, adjectives and adverbs give us important information required for understanding.

- **Noun** = person, place or thing
- **Verb** = action, state
- **Adjective** = describes an object, person, place or thing
- **Adverb** = tells us how, where or when something happens

Examples:

Nouns	Verbs	Adjectives	Adverbs
house	Enjoy	heavy	slowly
computer	Purchase	difficult	carefully
student	Visit	careful	sometimes
lake	Understand	expensive	thoughtfully
Peter	Believe	soft	often
science	look forward to	fast	suddenly

Function Word Types

Function words help us connect important information. Function words are important for understanding, but they add little meaning beyond defining the relationship between two words. Function words include auxiliary verbs, prepositions, articles, conjunctions, and pronouns. Auxiliary verbs are used to establish the tense, prepositions show relationships in time and space, articles show us something that is specific or one of many, and pronouns refer to other nouns.

- **Auxiliary verbs** = do, be, have (help with conjugation of tense)
- **Prepositions** = show relationships in time and space
- **Articles** = used to indicate specific or non-specific nouns
- **Conjunctions** = words that connect
- **Pronouns** = refer to other nouns

Examples:

Auxiliary Verbs	Prepositions	Articles	Conjunctions	Pronouns
Do	In	A	and	I
Has	At	An	but	you
Will	though	The	for	him

BASIC STRUCTURES:

1. Subject-Verb
2. Subject-Verb-Object
3. Subject-Verb-Adjective
4. Subject-Verb-Adverb
5. Subject-Verb-Noun

WH- QUESTIONS (QUESTION WORDS)

S.No	Question words	Usages	Examples
1	What	Used to ask about things	- What are you doing? - What do you think about the movie?
2	When	Used to ask about time	- When will the meeting start? - When are you leaving?
3	Where	Used to ask about places	- Where's my bag? - Where do you live?
4	Who	Used to ask about people	- Who do you love the most in your family? - Who told you that story?
5	Whom	Used to ask about people (object of verb)	- Whom did you see in the morning? I saw Mr. Mark, my English teacher. - Whom was Jim talking to? He was talking to Jack, his new roommate.
6	Which	Used to ask about choices	- Which one do you choose? The left or right? - Of all the drinks in the menu, which one would you like?
7	Whose	Used to ask about possession	- Whose pencil is this? Is it yours? - Whose books are these?
8	Why	Used to ask about reasons/ causes	- Why did it happen? I didn't understand. - Why is he crying?
9	How	Used to ask about manner/ process	- How can you explain this problem? Please tell us. - How can you get here?

GRE VOCABULARY

1. **Abstain:** verb, Restrain oneself from doing or enjoying something
Synonyms: refrain, desist, hold back
“The decision to abstain from such techniques, just and wise though it was, came at a cost.”
2. **Abyss:** noun, a deep or seemingly bottomless chasm
Synonyms: gorge, ravine, void
“Whose dire warnings about risks... seem most believable? Which abyss looks darker and deeper?”
3. **Adept:** adjective, Very skilled or proficient at something
Synonyms: expert, proficient, accomplished
“An abundance of clever people—adept in English law as much as in finance—draws in banks, fund managers and so forth...”
4. **Agog:** adjective, Very eager or curious to hear or see something
Synonyms: excited, impatient, in suspense
“We are now agog to know when, on the basis of its forecasts, the Bank will push up interest rates...”
5. **Allure:** noun, the quality of being powerfully and mysteriously attractive or fascinating
Synonyms: attraction, lure, draw
“Yet it was the allure of the Model T for millions of consumers that finally drove the horse off the road.”
6. **Altruism:** noun, the belief in or practice of selfless concern for the well-being of others
Synonyms: selflessness, compassion, goodwill
“Dr Decety is not the first to wonder, in a scientific way, about the connection between religion and altruism.”
7. **Ambivalent:** adjective, having mixed feelings or contradictory ideas about something or someone
Synonyms: equivocal, uncertain, unsure
“The first was a chronic lack of focus. Right from the start Yahoo was ambivalent about whether it should be a media or a technology company.”
8. **Annul:** verb, Declare invalid
Synonyms: repeal, reverse, rescind
“Last month’s election was a re-run of a vote in October 2015, the results of which were annulled after several candidates alleged electoral malpractice.”
9. **Apathy:** noun, Lack of interest, enthusiasm, or concern
Synonyms: indifference, passivity, ennui
“Perhaps most difficult will be overcoming the cynicism, and apathy, of the public.”
10. **Arbitrary:** adjective, Based on random choice or personal whim, rather than any reason or system
Synonyms: capricious, random, chance
“The prevailing belief among linguists had been that the sounds used to form those words were arbitrary.”
Source: "Distant languages have similar sounds for common words" published in The Economist
11. **Arbiter:** noun, a person who settles a dispute or has ultimate authority in a matter
Synonyms: authority, judge, controller

“The viewer is, ultimately, the arbiter of influence: either partaking in the objectification, or actively challenging the power dynamic.”

12. **Artless:** adjective, without guile or deception

Synonyms: candid, direct, forthright

“He is loveably artless and embarrassingly awkward in his unstoppably cheerful attempts to win over the frosty members of the band...”

13. **Audacious:** adjective, showing a willingness to take surprisingly bold risks

Synonyms: bold, daring, fearless

“It was as audacious as any heist and yet unlikely material for a Hollywood blockbuster.”

14. **Austere:** adjective, Having an extremely plain and simple style or appearance

Synonyms: unadorned, subdued, stark

“Not all Western airports have austere arrival concourses à la Heathrow; many have eateries and bars...”

15. **Blight:** noun, a thing that spoils or damages something

Synonyms: affliction, scourge, bane

“Yet the USFS predicts that within a couple of decades, because of slowing growth and climate-related blights, the forests will become an emissions source.”

16. **Blithe:** adjective, showing a casual and cheerful indifference considered to be callous or improper

Synonyms: indifferent, unconcerned, blasé

“Mr. Cameron’s government was too posh, too cocky, too blithe about globalization’s merits, too metropolitan. Too Notting Hill. “

17. **Blowhard:** noun, a person who blusters and boasts in an unpleasant way

Synonyms: boaster, bragger, show-off

“His name conjured up associations such as ‘arrogant’ and ‘blowhard’ ...”

18. **Bolster:** verb, Support or strengthen

Synonyms: reinforce, prop up, boost

“If the results are confirmed, they will bolster voters’ belief in the system.”

19. **Bombastic:** adjective, High-sounding but with little meaning; inflated
Synonyms: pompous, blustering, turgid

“Cynics may ascribe Mr. Rubio’s mild tone to the diverse population of his home state, and the fact that bombastic Mr. Trump trails in the polls there.”

20. **Boycott:** noun, a punitive ban that forbids relations with certain groups

Synonyms: veto, shunning, rejection

“Conversely some prominent black women have called for a boycott, seeing Mr. Parker’s past as a disqualifying stain.”

UNIT-2

DETAILED TEXT- SUMMARY:

NEHRU'S LETTER TO DAUGHTER INDIRA ON HER BIRTHDAY

Birthday letters hold a special significance. Especially when written by a parent who articulates his heartfelt hopes for his young daughter. The present letter was written by Pt. Jawaharlal Nehru to Indira Gandhi, on the occasion of her thirteenth birthday. Being in prison, the only gifts, he could send his daughter were “of the mind and spirit... things that even the high walls prison cannot stop”.

Although Nehru's letters to a young Indira have been immortalized in the famous collection “Letters from a father to his daughter”, this one holds a special significance because it reflects Nehru's own ideals of honest, fearless living. As a closely watched public figure, this could not have been an easy ideal to live by. Despite he advises Indira to aspire to a life of courage and openness as she stands on the threshold of young adulthood. He tells his daughter to find out what is right and what is not right, what should be done and what shouldn't be done, mere sermonizing or giving advice don't work out. Only through discussion or talk, he believes truth comes out. In the world and beyond the world many things are there to learn to become wise. But at prison, he can only send a letter, but it never takes place the role of talk. So he suggests his daughter to imagine as if they really were having a talk.

He remembers while Indira was reading the story of Jeanne d'Arc first time, she was fascinated to become like Jeanne d'Arc. He opines even ordinary men and women become heroic for a great cause. So great leaders inspire ordinary people and make them to do great deeds. In India, Gandhiji inspire Indians to great actions and noble scarifies. He helped to make starving, the poor and the oppressed free and happy. Though he is in prison, his message inspired men women and even little children to come out of their comfort zones and become soldiers of freedom. He feels both of them are very fortunate to witness and to take part in this 'great drama'.

He suggests his daughter to apply a small test when she is in doubt to decide what is right and what is not, if something is done secretly or wishes to hide that is bad and unworthy. So He advises her to be brave, then all the rest follows. In the great Freedom Movement, under Gandhiji's leadership, there is no place for secrecy or hiding. They are not afraid of what they do or what they say. He tells that they work in the sun and in the light means transparent. He suggests his daughter even in the personal live also the same transparency should be maintained. If she does so, she will grow up a child of light, unafraid, serene and unruffled in whatever the situation.

NON-DETAILED TEXT- SUMMARY:

BOSOM FRIEND by Hira Bansode

Bosom Friend is a poem authored by Hira Bansode, a woman Dalit poet. The poem is a critique of the caste system in Indian society, the pretensions and hypocrisies of the higher caste towards the lower caste. In the poem, Bansode tells the conflict between her expectation and reality.

One day, the poet's close friend from a higher caste community comes to her home, a lower caste family to have dinner for the first time. When her friend comes to her lower caste family, the poet thinks that her friend has left behind the caste prejudices, the rigid high and low caste distinctions. She thinks so because in their society women do not usually ignore the caste disparities. The poet thinks that her friend has ripped out all those caste distinctions bridging the gulf of those caste prejudices that divide between people, between communities and between relationships. She thinks that her friend comes with a mind as large as the sky to her small house leaving behind the age old divide between higher and lower castes. She is very excited and happy. She praises her friend and regards and call her 'bosom friend.'

Having contented that her friend is free from caste prejudices, the poet serves her food like the naive devotion of *Shabari* of the Ramayana. However, the poet's friend makes a change on her face when she looks at the plate served by the poet. The poet's friend, with a display of shock, tells the poet her dislike to the way the poet serves her *chutney-koshimbir*. She tells the poet that the way the poet serves food is not proper and she (the poet) has not still learned how to serve it. Her friend then tells the poet that the low castes will never rise above their old and outdated manners and customs.

Her friend's words make the poet embarrassed. She remains silent. Then towards the end of the meal, her friend expresses surprise when she learns that there is no buttermilk or yoghurt with the last course of the rise which is normal among higher castes.

At this time, the poet has lost all her courage. Her strength fell away like a falling star. She has lost all her pride in front of her friend whom she dearly calls 'bosom friend.' She feels sad and numb. It triggered her like the ripples created in a pool of stagnant water when a stone is thrown in it. She remembers all her childhood memories yet she cannot tell all of these to her friend except to remember and keep as memories to herself.

In her childhood, the poet did not have even milk for tea which is much less compared to yoghurt or buttermilk. Her mother cooked on sawdust which she brought from the lumberyard, wiping away the smoke

from her eyes. Every once in a while they might get garlic chutney on coarse bread. Otherwise they just ate bread crumbled in water. They did not know what a sweet like *shrikhand* was. The poet recollects that she never smelled the fragrance of *ghee* and never tasted *halva*, *basundi*.

The poet then realises that her friend has not discarded the old tradition of caste inequalities and disparities. Its roots went deep in her friend's mind and a change in her belief cannot be brought so easily. Lifelong prejudices and beliefs do not disappear overnight.

The poet serves her friend yoghurt with the last course of rice. She expresses regret that she could not serve the food in a manner that her friend sees as proper.

The poet always thought that she was equal to her friend. Since she was well-educated, she expected that her friend would have no caste prejudice. She was of the belief that her friend came to her home for dinner without any consideration of caste. She thought that her friend was broad-minded and a true friend. But everything happened in contrast to her expectation. While in conversation, her friend addressed the poet as 'you folk'. All these indicated that her friend still carries the attitude of looking down on the low castes though she pretended to treat them as equals. Now the poet is asking herself whether her friend is a true friend, a bosom friend; whether the society treats the low caste equally.

Bosom Friend is a poetical protest and a tale of conflict between the poet's expectation and reality. The poet wonders whether her friend sees her equally as she expected. In a deeper sense, the poem tells about the deep-rooted caste prejudices and disparities in her society. In the poet's own words, "my hand which had just touched the sky was knocked down."

ARTICLES

DEFINITION:

- An article is a word that combines with a noun to indicate the type of reference being made by the noun.
- An article is sometimes called a noun marker also.
- There are only three articles in English -a, an and the.
- There are two types of articles- I) Indefinite and II) Definite

INDEFINITE ARTICLE:

- Indefinite articles (A and An) refer to something not specially known to the person you are communicating with. They are used before a singular countable noun.
Examples: I ate a banana for lunch.
I saw an elephant this morning.
- As a general rule, a common noun in the singular number should have an article before it.
Examples: I have seen an/the elephant
- But a common noun in the plural does not require the unless we want to particularize.
Examples: Children love sweets.
But, The children (those already referred to) are eating sweets.
- Exceptions A and An are used with some of the following uncountable nouns:
Have a drink/ a meal/ a bath/ a shower/ a shave/ a rest/ a talk/ a walk/ a sleep/ a conversation/ a dream/
Have a chat/ a tussle/ a swim/ a ride/ a headache/ a disagreement/ a cold/ a cough/ a try/ a good knowledge/ a good education.
Make a noise/ in a hurry/ etc.

Use of Article - "A":

1. Article "A" is used before a consonant
Example: a girl, a boy, a guest, a layer etc.
2. It is also used before such vowels that have the sound of "you"
Example: a useful book, a university, a European, a unit, etc.
3. When "o" sounds like "w" article "A" is used.
Example: a one-eyed man, a one rupee coin, such a one, etc.
4. We use a when the noun we are referring to begins with a consonant (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, y, z)
Example: a city, a factory, a hotel

Use of Article - "An":

1. Article "An" is used before a vowel (a, e, i, o, u)
Example: an eye, an idiot, an ox, an egg, an idea, an orange, etc.
2. It is also used before a consonant beginning with a vowel sound.
Example: an honest man, an hour, an M.A., an x-ray, etc.
3. If a word begins with a consonant sound when we say it,

Example: university, we use A

4. If a word begins with a vowel sound when we say it

Example: hour we use An

We say 'university' with a 'y' sound at the beginning as though it were spelt "you niversity"

We say "hour" with a silent "h" as though it were spelt "our"

DEFINITE ARTICLE:

- Definite article (the) is used to point out to some particular person/thing.
- The is used before a singular or plural noun whether countable or uncountable, when that noun is specially identified or its identity is already understood.

Example: The apple you ate was rotten.

Did you lock the car?

Use of Article - "The":

1. Definite article "the" is used when we know that the listener knows or can work out what particular person/thing we are talking about.

Example: The apple you ate was rotten.

Did you lock the car?

2. We also use the when we have already mentioned the thing we are talking about.

Example: She has got two children, a girl and a boy.

The girl is eight and the boy is fourteen.

3. We use "the" to talk about geographical points on the globe.

Example: The North Pole, the equator, etc

4. We use "the" to talk about rivers, oceans and seas.

Example: The Nile, the Pacific, the English Channel, etc

5. We also use "the" before certain nouns when we know there is only one of a particular thing.

Example: the rain, the sun, the wind, the world, the earth, the white house, etc

I could hear the wind.

6. The is also used to say that a particular person or thing being mentioned is the best, most famous, etc.

Example: Tony's bar is the place to go

You don't mean you met rhe tonu Blair, do you?

7. We use "the" before singular common nouns to represent a whole class.

Example: The donkey carries load. The dog is a faithful animal.

8. Before superlative "the" is used.

He is the best singer in the group

9. Before comparatives (A) as adverbs, (B) as contrast.

Example: The more the merrier

10. Before a national name with a plural notion, to denote people collectively. Without the , such a noun indicate the language of the people.

Example: The English are intelligent. English is a rich language.

PREPOSITION

Definition: It is a word placed before a noun or pronoun to show its relation to some other word in the sentence.

Three Groups of Prepositions:

- a. Prepositions of place, position and direction.
- b. Prepositions of time.
- c. Prepositions for other relationships.

SOME COMMON PREPOSITIONS				
PLACE	POSITION	DIRECTION	TIME	OTHER
above	beyond	on		
across	by	opposite	after	except
along	down	out (of)	before	as
among	from	outside	at	like
at	in	over	by	about
away from	in front of	around	for	with
behind	inside	through	during	without
below	into	to	from	by
beside	near	towards	in	for
between	off	under		
		up		

TYPES OF PREPOSITION:

1. Simple prepositions
2. Compound prepositions
3. Phrasal prepositions
4. Participle prepositions
5. Appropriate prepositions

1. SIMPLE PREPOSITIONS

Simple prepositions are words like **in, on, at, about, over, under, off, of, for, to, by, from, out, through, till, to, up, with, etc**

For example:

- I am not going **with**
- Dad is going **to** the market.
- She is waiting **In** the park.

as (*also conjunction*)

- He is working as a waiter.
- Ram is as tall as Anthony.

at

- He is at school.
- He started work at 17 (years of age).

à la (*from French*)

- It's a TV show **à la** CNN. Same style, similar content.

- bar**
- Everyone came bar Angela.
- but** (*also* conjunction)
- Everyone came but Andrea.
- by**
- We came by car.
- circa**
- He died circa 1270.
- cum**
- I have a study-cum-bedroom.
- down**
- They ran down the hill.
- for** (*also* conjunction)
- This is for you.
- from**
- Where do you come from?
- given**
- He is in very good health, given his age. He's at least 95.
- gone** (*mainly* British English)
- It's certainly gone 11 o'clock. It must be 11.30.
 - He's gone 50. He must be nearly 60 years old.
- in**
- Monkeys live in the jungle.
 - There are 60 seconds in a minute.
- less**
- 10 less 3 = 7.
- like**
- She is like her sister.
 - I want something cold, like iced-coffee.
- minus**
- 10 minus 3 = 7.
 - The temperature is minus 30 degrees centigrade.
- near**
- The school is near the post office.
 - It's 20 December. We are very near Christmas Day
- of**
- I live in the house at the end of the road.
 - He lives south of London.
 - I don't know any of these people.
 - He lives in the south of London.
- off**
- Please take your shoes off the table.
 - It fell off the table and broke.
 - Keep off the grass.
 - They live in a street off Fifth Avenue.
- on**
- Please don't put your shoes on the table.
 - He broke his leg on getting out of the car.
- over**
- We are flying over the mountains.
 - Can you stay with us over Christmas?
- past**
- The post office is just past the police station.
 - This is difficult. It's past me.
- per**
- The speed limit is 70 miles per hour.
 - The carpet costs \$10 per square metre.
- plus**
- 2 plus 2 = 4.
 - There will be three of us, plus the baby. So

that's four in total.

pro

- Are you pro capital punishment or against it?
- He is very modern. He is generally pro new ideas.

re

- Re: your letter dated 21 May
- I want to talk you re the proposed meeting.

round

- I live round the corner.

save (formal)

- All save Mrs Jones were present.

since (also conjunction)

- I haven't seen Josef since Monday.

than (also conjunction)

- He is a writer than whom there is no finer.

through (also thru - American English)

- The train goes through a tunnel.
- I can see light through the keyhole.

till (also conjunction)

- I work from 9am till 5pm.

to

- Could you give this to Kob?

up

- Jack and Jill ran up the hill.

versus

- He was the judge in the case of Gore versus Bush.

via

- We flew from Paris to Bangkok via Dubai.

with

- Do you live with your parents?
- Do you want to come with us?

worth

- This car is worth \$10,000.

- There is a hedge round the house.

- Mr Brown has worked in a bank since 1985.

- Your car is bigger than my car.

- You went thru a red light.
- The error occurred through my own stupidity.

- Please wait till I come.

- The time is ten to five. [4.50]

- There is a post office up the street.

- We should choose peace versus war.

- I made this chair with my own hands.
- You'll forget her with time.

2. COMPOUND PREPOSITIONS

Compound prepositions are used to join two nouns, pronouns or phrases. Some of the compound prepositions are **about, across, among, beside, before, above, along, inside, between, around, behind, below, beneath, etc.**

For example:

- My city is located **between** two mountains.
- I will finish the lunch **before**
- I want to know **about**

aboard

- We climbed aboard the boat.

about

- What do you think about Mary?
- Let's talk about something different.

above

- Is there a doctor aboard the plane?

- I've just read a book about President Putin.
- The lion was pacing about its cage.

- We are flying above the clouds.
- We live in the hills, 1,000 metres above sea-level.

across

- We drove across the desert.

after (*also* conjunction)

- We had lunch [1pm] after the meeting [11am].

against

- Did you vote for or against the suggestion?

along

- We walked along the beach for two miles.
- There are trees along the road.

alongside

- Their boat came alongside our boat.
- Team A worked alongside Team B during construction.

amid | **amidst** (*poetic*)

- I couldn't hear her amid the noise.

among | **amongst** (*mainly* British English)

- Is there a doctor among us?
- There were secret police among the crowd.

anti

- He seems to be anti my idea.

around

- We walked around the town for an hour.
- They all sat around the camp fire.
- There is a big fence around the house.

astride

- She sat astride the horse.

atop (*poetic*)

- The church is situated atop a hill.

before (*also* conjunction)

- We had lunch [1pm] before the meeting [3pm].
- We met the day before yesterday.

behind

- There is a police car behind us. It's following us.

below

- Much of Holland is below sea-level.

beneath

- Our garage is beneath our house.
- The tunnel runs beneath the sea.

beside

- The river runs beside our house.

besides

- What shall we have besides coffee?

between

- Tara was sitting between Ram and Ati.
- Between you and me, I think she's crazy.

- It's only two degrees above freezing point. [+2°C]
- Who came above you in the test results?

- She lives in the house across the street. It's nearly opposite mine.

- Let's meet the day after tomorrow.

- He put his bicycle against the wall.

- The toilet is along the corridor.

- We were lost amidst the trees.

- I was amongst strangers. I didn't know anyone.

- Some people are anti everything.

- He was born around 1570.

- Let's meet around 7pm.

- She was before me in the queue.
- I would rather die before doing that.

- She is behind the other children in her class.

- There is a family in the flat below us.

- Laurence is beneath the General Manager.
- It was beneath his dignity to do that.

- James was sitting beside Miriam.

- I can meet you between 1pm and 2pm.

beyond

- Can you see someone in the distance, beyond that house?

- This is too difficult. It's beyond me.
- The meeting continued beyond midnight.

despite

- We went swimming despite the cold water.

- He passed the test despite being ill.

except

- You can have any colour except blue. There is no more blue.
- They all came except Stephen. He didn't want to come.

inside

- It was dark inside the tunnel.
- My modem is inside my computer. It's an internal modem.

into

- John went into that shop.

- Five into ten makes two.

onto (*mainly* American English) *see on to*

- The cat jumped onto the chair.

- The police are onto us. (slang)

opposite

- There is a post office opposite my house.
- She sat opposite him and looked into his eyes.

outside

- I don't live in London. I live outside London.

- It was very cold outside the car.
- This is outside my scope.

throughout

- It is raining throughout the whole country.
- He worked throughout the day, and most of the night.

towards (*mainly* British English), toward (*mainly* American English)

- He drove off toward(s) the mountain.
- It's the first step toward(s) peace.

- He has a positive attitude toward(s) his work.

under

- The mouse ran under the chair.
- The bucket is under the sink.

unlike

- That's very unusual. It's unlike Andrea to be so rude.
- This problem is unlike any we have met before.

until (*formal; also* conjunction)

- They continued the meeting until 11 pm.

- Please wait until I come.

upon (*formal*)

- Please don't put your shoes upon the table.
- We met upon a Monday.

- He broke his leg upon getting out of the car.

within

- There is a modem within the computer.
- I will finish within 30 minutes.

- He lives within 10 miles of his work.
- It's not within my power to help you.
- .

3. PHRASAL PREPOSITIONS

Prepositional phrases are groups of words having prepositions indicating relationships among various elements in the sentence. Some of the phrase prepositions are **according to, an account of, in spite of, in front of, for the sake of, in order to, by means of, with reference to, in addition to, due to, by way of, along with, despite of, in accordance with, in course of, in favour of, on account of with regard to** etc.

For example:

- I returned home **due to** condolence in the college.¹⁹

- **According to me**, there were three mango trees in the garden.
- I work hard **in order to** maintain my position in the class.

ahead of

- Anthony is ahead of Rachel in the race. He'll win.
- We have a long day ahead of us. Let's get going!

along with

- Do you want some pork along with the chicken?

apart from

- Nobody objected apart from you, so we did it.

as for

- As for Matt, he will arrive later.

aside from

- I have another car aside from this one. Both are red.

as per

- We must work strictly as per the law.

as to

- As to your behaviour, I think you were wrong.

as well as

- You should telephone as well as write, just to be sure.

away from

- The cat ran away from the dog and escaped.

because of

- We can't play tennis because of the rain.

but for

- It's your fault! But for you, I'd have been on time.

by means of

- You open a door by means of its handle.

close to

- My car is close to your car. About two cars away.

contrary to

- Contrary to expectations, the euro fell in value.

due to

- The cancellation was due to the rain. There was no other reason.

except for

- Everyone was present, except for Mary. She stayed at home.

forward of

- He was sitting forward of me in the plane. I could just see the back of his head.

further to

- Further to your letter, I have spoken to Mr Brown.

in addition to

- There were two people in addition to me. So that made three of us.

in between

- He is in between the two opinions. He wants to compromise.

in case of

- You can phone me in case of need. Day or night.

in face of

- He reacts bravely in face of danger.

in favour of

- I am not in favour of your idea. It won't work.

in front of

- You can park your car in front of my house.
- I couldn't see the film because the woman in front of me was wearing a big hat.

in lieu of

- I don't have any dollars. Can I pay euro in lieu of dollars?

in spite of

- We went swimming in spite of the cold water.

instead of

- We don't have any tea. Would you like coffee instead of tea?

in view of

- In view of your illness, we will wait for a week.

near to

- There is a restaurant near to my office. Just two minutes away.

next to

- The school is next to the bank. Between the hotel and the bank.

on account of

- Don't worry on account of me. Think about yourself.

on behalf of

- I'm calling you on behalf of Mr Brown. I represent him in legal matters.

on board

- Is there a doctor on board this plane?

on to (mainly British English) see onto

- The cat jumped on to the chair.

on top of

- The cat is sitting on top of the television.

opposite to

- There is a tree opposite to the house. Straight across the road.

other than

- Sorry, we're out of whisky. But we have every drink other than whisky.

out of

- Take your hands out of your pockets and help me!
- He went out of the room to smoke a cigarette.
- We're out of eggs. Shall I buy some?

outside of

- They stopped outside of the city to check the map before entering.

owing to

- We didn't go swimming, owing to the cold weather.

preparatory to

- I made a graph preparatory to the meeting, so everything was ready.

prior to

- I never spoke French prior to living in France. But I learned quickly after coming to France.

regardless of

- I don't want it, regardless of the price. Even if it's free, I just don't want it.

save for

- Everyone came, save for Lek who had to work.

thanks to

- Thanks to Shirley, we arrived on time.

together with

- I'd like chicken please, together with vegetables.

up against

- We are up against a powerful enemy.

up to

- There was a shop here up to 1990. But it closed that year.

up until

- We worked up until they came. Then we stopped.

vis-à-vis (*from French*)

- I prefer Jaguar cars vis-à-vis BMW cars.
- I need to speak to you vis-à-vis your homework.

with reference to

- With reference to your comments, I'll reply soon.
- I am writing with reference to your order.

with regard to

- I'd like to speak to you with regard to your work.

4. PARTICIPLE PREPOSITIONS

A participle preposition is a participle (like an, ed, or ing verb) which acts as a preposition such as **assuming, considering, barring, given, concerning, notwithstanding, pending, during, regarding, respected, provided, etc.**

For example:

- I get sick **during** summer season.
- I would like to speech **regarding** healthy food.

according to

- According to John, Mary was late. I believe John.

barring

- Barring rain, we'll play tennis tomorrow.

concerning

- Your teacher talked to me concerning your homework.
- I have some questions concerning your decision.

considering

- Considering the poor quality, I think the price is too high.
- I think I must be going, considering the time.

counting

- There were four people, or five counting the baby.
- That makes \$70, not counting the tax.

during

- He fell asleep during the meeting.
- I want to go swimming during the weekend.
- I was bored during the whole film.

depending on

- We'll play tennis tomorrow, depending on the rain.

excepting

- I can eat anything excepting pork. It makes me sick.
- Excepting Jo, everyone was present. No-one knew where Jo was.

excluding

- It costs \$70, excluding \$10 for delivery. (Total = \$80.)
- We open every day excluding Christmas Day. On Christmas Day we have a holiday.

following

- We had coffee following lunch.
- He couldn't work following his illness.

including

- The price is \$70 including \$10 for delivery. (Total = \$70.)

- There were four of us, including the baby.

notwithstanding

- Notwithstanding the low price, I don't want it.
- They went swimming, notwithstanding the rain.

pending

- We cannot supply you pending payment.
- Pending his return, we can do nothing.

regarding

- I would like to speak to you regarding my homework.
- Regarding John, let's talk later.

respecting

- I would like to speak to you respecting my homework.
- I am writing to you respecting our latest products.

saving (formal)

- Saving yourself, nobody thanked me.

touching

- Touching your homework, I think we need to speak.

5. APPROPRIATE PREPOSITIONS

Acquainted with, abide with, write with.....

Examples:

- He was acquainted with my family.
- Students should abide with rules of the Institution.
- She can write with either hand.

GRE VOCABULARY

1. **Dote:** verb, be extremely and uncritically fond of
Synonyms: adore, love dearly, be devoted to
"Falling birth-rates allowed parents to dote on fewer children, who were increasingly likely to go to school."
2. **Endow:** verb, Provide with a quality, ability, or asset
Synonyms: equip, bless, give
"Good and inspiring teachers, meanwhile, such as... J.K. Rowling's Minerva McGonagall, are portrayed as endowed with supernatural gifts..."
3. **Ephemeral:** adjective, Lasting for a very short time
Synonyms: fleeting, passing, short-lived
"One was Song Dong, just 19 and studying oil painting which he quickly abandoned. Now he is known for his performances and his ephemeral—sometimes edible—installations."
4. **Ethos:** noun, the characteristic spirit of a culture, era, or community
Synonyms: character, atmosphere, climate
"Mr. Cotton presented himself as a member of the generation moved by the patriotic spirit... leaving civilian careers to join the army and learn a 'warrior ethos.'"
5. **Facetious:** adjective, Treating serious issues with deliberately inappropriate humor
Synonyms: flippant, glib, tongue-in-cheek

“More disturbing,’ says Mr. Hart, I didn’t note that his column was facetious. In tone, it was indeed, and I should have noted that.”

6. **Faction:** noun, a small, organized, dissenting group within a larger one, especially in politics
Synonyms: contingent, section, sector
“One particular separatist faction is now widely accepted to have been responsible for a string of small bombs which detonated in August...”
7. **Fallow:** adjective, Inactive
Synonyms: dormant, quiet, slack
“Their fickle attention might waver for a few fallow years of rebuilding, but Angel Stadium will still be standing...”
8. **Falter:** verb, Move unsteadily or in a way that shows lack of confidence
Synonyms: stumble, fumble
“His early steps were faltering, and a frail soul might have been daunted by his mentors’ fate...”
Flail: verb, Flounder; struggle uselessly
Synonyms: thrash, thresh, squirm
“This means that, a good accent, rhythm and grammar notwithstanding, the intermediate-to-advanced learner is likely to flail...”
9. **Fluke:** noun, Unlikely chance occurrence, especially a surprising piece of luck
Synonyms: coincidence, accident, a twist of fate
“Was this a fluke? Mr. Baker is not the first to notice the anomaly.”
10. **Forage:** verb, (of a person or animal) search widely for food or provisions
Synonyms: hunt, scavenge, grub
“And you must be ready to abandon tired orthodoxies of the left and right and forage for good ideas across the political spectrum.”
11. **Fortuitous:** adjective, Happening by a lucky chance
Synonyms: fortunate, advantageous, opportune
“Thanks to these sensible policies, and the fortuitous tailwind of higher productivity growth, the economy boomed and prosperity was shared.”
12. **Fringe:** noun, the unconventional, extreme, or marginal wing of a group or sphere of activity
Synonyms: peripheral, radical, unorthodox
“Fringe beliefs reinforced in these ways can establish themselves and persist long after outsiders deem them debunked...”
13. **Garner:** verb, Gather or collect (something, especially information or approval)
Synonyms: accumulate, amass, assemble
“Labs that garnered more pay-offs were more likely to pass on their methods to other, newer labs...”
14. **Gist:** noun, the substance or essence of a speech or text
Synonyms: quintessence, main idea
“Machine translation, too, has gone from terrible to usable for getting the gist of a text...”

UNIT-3

DETAILED TEXT- SUMMARY:

STEPHEN HAWKING – POSITIVITY ‘BENCHMARK’

British physicist and mathematician Stephen Hawking has made fundamental contributions to the science of cosmology—the study of the origins, structure, and space-time relationships of the universe.

Early life & Education

Stephen Hawking was born in Oxford, England on January 8, 1942. He grew up in a highly educated family. Both of his parents had attended Oxford University and his father, Frank, was a medical researcher. When he was nine, Stephen got very poor grades in school and just managed to be an average student. He was always interested in how stuff works and he took clocks and radios apart, but had trouble putting them back together.

Stephen enjoyed math and science in school where he earned the nickname "Einstein." He wanted to study math at university but Oxford didn't have a math degree at the time so he chose physics and chemistry instead. Stephen found college coursework to be very easy. He enjoyed being a member of the school's boat club as well as classical music. After graduation, he went to Cambridge to study for his PhD.

While Hawking was working on his PhD at Cambridge University, he began to have health issues. His speech became slurred and he became very clumsy, often dropping items or falling for no reason. After going through a series of tests, doctors discovered that Hawking had a disease called ALS (also called Lou Gehrig's disease). At the time, the doctors said he only had a few years to live.

Theory of singularity

Hawking made his first major contribution to science with his idea of singularity, a work that grew out of his collaboration (working relationship) with Roger Penrose. A singularity is a place in either space or time at which some quantity becomes infinite (without an end). Such a place is found in a black hole, the final stage of a collapsed star, where the gravitational field has infinite strength. Penrose proved that a singularity could exist in the space-time of a real universe.

Drawing upon the work of both Penrose and Albert Einstein (1879–1955), Hawking demonstrated that our universe had its origins in a singularity. In the beginning all of the matter in the universe was concentrated in a single point, making a very small but tremendously dense body. Ten to twenty billion years ago that body exploded in a big bang that initiated time and the universe. Hawking was able to produce current astrophysical (having to do with the study of stars and the events that occur around them) research to support the big bang theory of the origin of the universe and oppose the competing steady-state theory.

Hawking's research led him to study the characteristics of the best-known singularity: the black hole. A black hole's edges, called the event horizon, can be detected. Hawking proved that the surface area (measurement of the surface) of the event horizon could only increase, not decrease, and that when two black holes merged the surface area of the new hole was larger than the sum of the two original.

Hawking's continuing examination of the nature of black holes led to two important discoveries. The first that black holes can give off heat opposed the claim that nothing could escape from a black hole. The second concerned the size of black holes. As originally conceived, black holes were immense in size because they were the end result of the collapse of gigantic stars. Hawking suggested the existence of millions of mini-black holes formed by the force of the original big bang explosion.

Unified field theory

In the 1980s Hawking answered one of Einstein's unanswered theories, the famous unified field theory. A complete unified theory includes the four main interactions known to modern physics. The unified theory explains the conditions that were present at the beginning of the universe as well as the features of the physical laws of nature. When humans develop the unified field theory, said Hawking, they will "know the mind of God."

Publications

As Hawking's physical condition grew worse his intellectual achievements increased. He wrote down his ideas in *A Brief History of Time: From the Big Bang to Black Holes*. It sold over a million copies and was listed as the best-selling nonfiction book for over a year.

In 1993 Hawking wrote *Black Holes and Baby Universes and Other Essays*, which, in addition to his scientific thoughts, contains chapters about Hawking's personal life. He coauthored a book in 1996 with Sir Roger Penrose titled *The Nature of Space and Time*. Issues discussed in this book include whether the universe has boundaries and if it will continue to expand forever. Hawking says yes to the first question and no to the second, while Penrose argues the opposite. Hawking joined Penrose again the following year in the creation of another book, *The Large, the Small, and the Human Mind* (1997). In 2002 he was likewise celebrating the publication of *The Universe in a Nutshell*. Despite decreasing health, Hawking traveled on the traditional book release circuit.

Honors and commitments

Hawking's work in Modern Cosmology and in theoretical Astronomy and Physics is widely recognized. He became a fellow of the Royal Society of London in 1974 and five years later was named to a professorial chair

at Cambridge University that was once held by Sir Isaac Newton (1642–1727). Beyond these honors he has earned a host of honorary degrees, awards, prizes, and lectureships from the major universities and scientific societies of Europe and America. By the end of the twentieth century Stephen Hawking had become one of the best-known scientists in the world. His popularity includes endorsing a wireless Internet connection and speaking to wheelchair-bound youth. He also had a special appearance on the television series *Star Trek*.

NON-DETAILED TEXT- SUMMARY:

SHAKESPEARE'S SISTER by Virginia Woolf

Virginia Woolf's 'Shakespeare' Sister' is the third chapter from her literary essay *A Room of One's Own*. In this chapter, which is the essay on Shakespeare's Sister, she considers the question of why no women writers are represented in the canon of Elizabethan drama. To explore the issue, Woolf invents a fictional and mythical sister, Judith, for William Shakespeare and compares the barriers brothers and sisters would have encountered in achieving success as playwright.

The narrator is disappointed at not having found an incontrovertible statement on why women are poorer than men. She decides to investigate women in Elizabethan England, puzzled why there were no women writers in that fertile literary period. She believes there is a deep connection between living conditions and creative works. She reads a history book and finds that women had few rights in the era, despite having strong personalities, especially in works of art. The narrator finds no material about middle-class women in the history book, and a host of her questions remain unanswered.

She is reminded of a bishop's comment that no woman could equal the genius of Shakespeare, and her thoughts turn to Shakespeare. She imagines what would have happened had Shakespeare had an equally gifted sister named Judith. She outlines the possible course of Shakespeare's life: grammar school, marriage, work at a theater in London, acting, meeting theater people, and so on. His sister, however, was not able to attend school, and her family discouraged her from studying on her own. She was married against her will as a teenager and ran away to London. The men at a theater denied her the chance to work and learn the craft. Impregnated by a theatrical man, she committed suicide.

This is how the narrator believes such a female genius would have fared in Shakespeare's time. However, she agrees with the bishop that no women of the time would have had such genius, "For genius like Shakespeare's is not born among labouring, uneducated, servile people," and women back then fit into this category. Nevertheless, some kind of genius must have existed among women then, as it exists among the working class, although it never translated to paper. Even if a woman surmounted various obstacles and wrote something, it would have been anonymous.

The narrator questions what state of mind is most amenable to creativity. She finds that creating a work of art is extraordinarily difficult; privacy and money are scarce, and the world is generally indifferent to whether or not someone writes. For women in the past, the conditions were even harsher. The privacy of a private room or

vacations was a rarity. Moreover, the world was not only indifferent to female writers, but actively opposed their creativity. Over time, the effect on a budding female writer is very detrimental.

The narrator believes this male discouragement accords with the masculine desire to retain the status of superiority. Unfortunately, genius is often the most susceptible to the opinions of others. She believes the mind of the artist must be "incandescent" like Shakespeare's, without any obstacles. She argues that the reason we know so little about Shakespeare's mind is because his work filters out his personal "grudges and spites and antipathies." His absence of personal protest makes his work "free and unimpeded."

TENSES

SIMPLE PRESENT

(Sub + V1 + s/es/ies + obj)

It is used for:

USAGE & EXAMPLE

1. General, usual & casual actions
2. Routine, daily & repeated actions.
3. Universal truths, proverbs & quotations
4. Likes & dislikes of persons
5. Present ownership & profession of persons.
6. Fixed time table & definite future actions.
7. Dramatization of past
8. Order, command, advise & request.
9. Attitudes & nature of persons.
10. Customs, traditions of nations & races.
11. Questions about the jobs, professions of others.

- = A teacher teaches lessons.
- = I go to my village once in 6 months.
- = The Earth moves around the sun.
- = My father dislikes bad habits.
- = This factory belongs to my uncle.
- = The Tirumala express arrives by 7 A.M.
- = ...then Rama takes an arrow and kills...
- = Please give me a glass of water.
- = She cooks food very deliciously.
- = The Punjabis grow beards.
- = What does your father do ?

PRESENT CONTINUOUS

(Sub + am/is/are + V1 + ing + obj)

It shows an action that is going on at present time:

USAGE & EXAMPLE

1. Actions which are happening at the time of speaking.
I am writing about tenses now.
2. Changing situations.
The population of India is growing.
3. Vexed repeated actions (Always)
He is always creating nuisance.
4. With the help of "Going to"
 - I. Pre-arranged actions.
I am going to meet my friend tomorrow.
 - II. Actions of assumptions & thinking.

It is going to rain.

III. Actions...on the point of happenings.

The boat is full of water, it is going to sink.

5. Temporary actions or situations.

The machine is not working.

6. Happenings about a period of time, but not necessarily at that time.

She is attending to computer classes / CBI is investigating the case.

7. To request and direct

Look! someone is knocking the door.

Don't disturb me ! I am painting.

PRESENT PERFECT

(Sub + has / have + V3 + obj)

It shows an action just before completed:

USAGE & EXAMPLE

1. Just, just now, recently completed actions.

I have just come into the class.

2. Things... done first time in life. (This is the first time)

This is the first time that I have driven a car in my life.

3. Actions...have never done for that time. (Has / Have + never + V3)

I have never seen the Tajmahal.

4. Actions completed before expectation. (Has / Have + already + V3)

I have already finished my work.

5. Question about positive happenings of an action from past. (ever)

Have you ever seen Tajmahal ?

6. Timeless actions / Past experiences.

I have talked to Diana.

7. Actions began in past continued to now.

I have waited for you for 2 hours.

8. To use as subordinate clause for future.

I shall apply for M.C.A. after I have known my results.

PRESENT PERFECT CONTINUOUS

(Sub + has been / have been + V1 + ...ing + obj)

It shows an action began in the past and is still going on and stepping into future also:

USAGE & EXAMPLE

Actions which began in the past and still continuing up to the moment of the speaking and are likely to be continued in to future ...

1) For point of time .

Y.S.R has been ruling A.P. since 2004.

2) For period of time.

Y.S.R has been ruling A.P. for five years.

SIMPLE PAST

(Sub + V2 + obj)

It shows an action completed at some time in the past:

USAGE & EXAMPLE

1. Actions which happened and completed.
N.T.R. ruled Andhra Pradesh.
2. Past regular, habitual – actions (used + V1)
Nehru used to wear rose to his coat.
3. Actions which occupied for a definite period of time in past.
Britishers ruled India for 200 years.
4. Narration / Series of past actions.
An accident happened yesterday. A car knocked down a cyclist and he fell down ...
5. Questions about past actions “Wh”
When did you complete your P.G. ?

PAST CONTINUOUS

(Sub + was/were + V1 + ing + obj)

It shows an action as continuing at some time in the past:

USAGE & EXAMPLE

1. Past action which was happening at a point of time.
We were watching T.V. yesterday by this time.
2. Past actions continuous through out a period.
I was watching movies the whole yesterday.
3. Past two or more actions at a time.
When the teacher was teaching students were sleeping.
4. As combination to simple past .
When I was crossing the road I saw an accident
5. Past vexed repeated actions with the help of “always”
Sub + (was/were) + always + V1 + ing + obj
He was always ringing up to me at midnights.

PAST PERFECT

(Sub + had + V3 + obj)

It shows an action completed in the past before another action took place:

USAGE & EXAMPLE

1. If two actions had happened one after one
 - 1) action – past perfect
 - 2) action – simple past

The train had left the platform before I reached the station.

2. Actions happened at a point of time in the past.
I had met my friend yesterday by 10 A.M.
3. Unfulfilled wishes of the past with the verb "wish"
I wish I had become an I.A.S. Officer.
4. Actions stopped at last moment which almost come to the edge with the word "almost"
They had almost cried loudly. (Laugh, say, ask, cry, shout)

PAST PERFECT CONTINUOUS

(Sub + had been + V1 + ...ing + obj)

It shows an action began in the past and continued up to some point of time in the past:

USAGE & EXAMPLE

Actions which began sometime ago in the past and were going on up to a given point of time in the past or up to another action started in the past.

N.T.R. had been ruling A.P. until Naidu captured the power.

SIMPLE FUTURE

(Sub + shall/will + V1 + obj)

It shows a future action.

USAGE & EXAMPLE

1. Actions will happen in future.
I shall come tomorrow.
2. Actions will probably happen in future / actions likely to happen in future.
He will get good marks.

FUTURE CONTINUOUS

(Sub + shall be/will be + V1 + ing + obj)

It shows an action going on at some point in future time.

USAGE & EXAMPLE

Actions which will be continuing or happening at some time or at a point of time in future.

1. We shall be learning computer tomorrow.
2. They will be coming to India next week.

FUTURE PERFECT

(Sub + shall have/will have + V3 + obj)

It shows an action that will be completed at a time in the future:

USAGE & EXAMPLE

Actions will have been done or completed by some future time.

1. I shall have purchased a car by next week.
2. He will have joined the job by next week.

FUTURE PERFECT CONTINUOUS (Sub+shall have been / will have been+V1+ ing+ obj)

It shows future action as going on up to some point of time in the future:

USAGE & EXAMPLE

Actions that continuous over a period of time and ends in the future.

I shall have been writing the exams by this time next Monday.

VOICE

Voice refers to the form of verb.

Active voice: when a verb form shows that subject does something, it is to be in the active voice. In other words, it gives importance to the doer of the action

Subject is active and the doer of the action

Passive voice: when a verb form shows that something is done to the subject, it is to be in the Passive voice. In other words, it gives importance to the action and not to the doer of the action.

Subject is dull in this voice

VOICE CHANGE INVOLVES IN THE THREE MAJOR AREAS:

1. It changes the function of the subject and object
2. It changes the position of the subject and object
3. It changes the form of the verb.

BASIC RULES TO CHANGE ACTIVE VOICE TO PASSIVE VOICE:

1. Object becomes Subject.
2. The Helping Verb must be used according to tense of the verb.
3. Past participle form of the verb must be used.
4. Preposition "by" follows the past participle.
5. Subject becomes object.

MODEL –I (ASSERTIVE)

1. Present Simple tense	-	Ravi writes a story	(A.V)
		A story is written by Ravi	(P.V)
2. Present continuous tense	-	Ravi is writing a story	(A.V)
		A story is being written by Ravi	(P.V)
3. Present perfect tense	-	Ravi has written a story	(A.V)
		A story has been written by Ravi	(P.V)
4. Past Simple tense	-	Ravi wrote a story	(A.V)
		A story was written by Ravi	(P.V)
5. Past continuous tense	-	Ravi was writing a story	(A.V)
		A story was being written by Ravi	(P.V)
6. Present perfect tense	-	Ravi had written a story	(A.V)
		A story had been written by Ravi	(P.V)

- | | | | |
|-------------------------|---|--|-------|
| 7. Future Simple tense | - | Ravi will writes a story | (A.V) |
| | | A story will be written by Ravi | (P.V) |
| 8. Future perfect tense | - | Ravi will has written a story | (A.V) |
| | | A story will have been written by Ravi | (P.V) |

MODEL –II (INTERROGATIVE)

VERBAL TYPE

- | | | |
|----------------------------------|---|---------------------------------------|
| 1. Do you play cricket? | - | Is cricket played by you? |
| 2. Are you playing cricket? | - | Is cricket being played by you? |
| 3. Have you played cricket? | - | Has cricket been played by you? |
| 4. Did you play cricket? | - | Was cricket played by you? |
| 5. Were you playing cricket? | - | Was cricket being played by you? |
| 6. Had you played cricket? | - | Had cricket been played by you? |
| 7. Can you play cricket? | - | Can cricket be played by you? |
| 8. Will you have played cricket? | - | Will cricket have been played by you? |

“WH” TYPE:

- | | | |
|------------------------------------|---|--|
| 1. Who wrote this book? | - | By whom was this book written? |
| 2. What do you want? | - | What is wanted by you? |
| 3. Why did you give money? | - | Why was money given by you? |
| 4. When have you written the book? | - | When has the book been written by you? |
| 5. How was he treated you? | - | How were you treated by him? |

MODEL –III (IMPERATIVE)

- | | | |
|----------------------------|---|------------------------------------|
| 1. Stop the noise. | - | Let the noise be stopped. |
| 2. Open the door. | - | Let the door be opened. |
| 3. Please, come here. | - | You are requested to come here. |
| 4. Please, listen to me. | - | You are requested to listen to me. |
| 5. Let me see the picture. | - | Let the picture be seen by me. |

MODEL –IV (TWO OBJECTS)

- | | | |
|------------------------|---|---|
| 1. Ravi gave me a book | - | A book was given me by Ravi.
I was given a book by Ravi. |
|------------------------|---|---|

MODEL –V (IMPERSONAL)

- | | | |
|---|---|--------------------------------------|
| 1. People speak English all over the world. | - | English is spoken all over the world |
| 2. Somebody has stolen my books | - | My books have been stolen. |

UNIT- 4

DETAILED TEXT- SUMMARY:

LIKE A TREE UNBOWED: Wangari Maathai

Wangari Maathai (1940-2011) was a woman born in Kenya and founded the Green Belt Movement. She was the first woman in East and Central Africa to get a doctorate and the Nobel Peace Prize Laureate in 2004 (The Green Belt Movement, 2016). She has contributed to the field of environment in different ways. Maathai was born and raised in an African village near Mt. Kenya and was lucky enough to go to college, something that was, and is, rare for African women to do. She studied biology in America and eventually returned to Africa to get her Ph.D. in anatomy. It was after returning to Africa that Maathai became aware of the struggles that African women were facing due to the steady decline of the country's ecological system.

She has been known for her activism in Sustainable Development, Democracy, and Peace. One of the reasons why she formed the Green Belt Movement was to counter the deforestation that threatened the subsistence of the agricultural population. The Green Belt Movement campaign mainly encourages women to plant trees and think ecologically. The reason why this movement was popular and effective was that it encouraged the women to plant the trees in their local setting. With time, this movement spread across Africa and progressed to the planting of over thirty million trees.

Another reason why she becomes an important person in society is she used the planting of trees to encourage women empowerment (Norwegian Nobel Institute, 2004). As a woman, she was a symbol to many other women, and that appeal to the social environment. She managed to rise to the post of the Minister for Environment in Kenya. The fact that she managed to stand against the Moi regime and prevent the deforestation of different areas within Kenya makes her brave. At the time, Kenya was characterized by dictatorship, and that meant that she was risking being detained among other risks.

Many studies characterize Wangari Maathai as someone whom would "think globally and act locally." This is why she managed to become successful. At the time, she did not have the resources needed to mobilize all parts. However, by forming the Green Belt Movement, she managed to make an impact on different countries. In addition, this movement still exists even after her death. That means that her work continues especially at such a critical time when climate change has become a global threat. People now have the chance to continue with her work and help the world achieve her vision.

Therefore, she becomes an important person in history since she came from the African continent and managed to capture the attention of the entire world. Different nations and powerful leaders have recognized her work. In addition, her academic qualifications also laid the ground for a future in which many African women are now becoming educated and empowered.

NO- DETAIED TEXT- SUMMARY:

TELEPHONE CONVERSATION by Wole Soyinka

About the Author: AkinwandeOluwole 'Wole' Soyinka (born 13 July 1934) is one of the brightest Nigerian writers of his generation and the first person from Africa and the diaspora to be honored with a Nobel Prize in Literature (1986). During the reign of General SaniAbacha (r. 1993–98), Soyinka escaped from Nigeria via the 'Nadeco Route' on a motorcycle. Abacha had proclaimed a death sentence on him in absentia.

Summary: In the poem "Telephone Conversation", the poet Wole Soyinka talks principally about two strangers speaking over the telephone and the resulting revelations which come to the fore concerning the attitudes some people have on others even without knowing him or her personally but just by having cognizance of the color of his or her skin. The initial lines make the readers aware of the reason behind the black-African man's arrival at the phone booth, which is to call a possible would-be landlady. The price of the room and the location, among other essentials, are agreeable to the man. During the course of the dialogue, the man gets to know that his privacy would not be hampered as the landlady does not stay on the premises. Then the moment comes when the man has made up his mind to consider the offer. But right before he declares his interest in renting the place, he mentions to the white lady that he is black. At the other end of the line, the immediate response is nothing but silence. The African man takes it to be an impolite gesture of refusal.

However, the silence is soon broken as the landlady starts to speak again, and asks him to explain exactly how dark he is. At first, the man thinks that he might have misheard the question but when the landlady repeats the same, he understands that it is something very important for her to know before she allows him to rent her house. This came out to be entirely devastating for the man, and for a moment he felt disgusted with the question and fancies himself to be a machine, like a phone, and that he has been reduced to being a button on that very phone. He could also smell the stench from her words and sees "red" all around him.

The idea behind "Telephone Conversation" is to depict how brutal and devastating it can be for a man who is subjected to racial discrimination. Thoughts of racism and preconceived notions come blended with an element of irony. The black-African man is reduced to shame by the sudden silence from the other side and he gets into a state of make-belief when he sarcastically thinks that the lady has broken her silence and has given him the option to define "how dark" he is. "Like chocolate, or dark or light?" Then, he goes on to answer that his skin color can be pictured as "West African sepia". The lady, not knowing how dark it could be, does not want to embarrass the man further by resorting to silence. So, she asks him to define what he means. The man replies that it is almost similar to being a brunette, but a dark brunette.

All this while, the man has been holding on to codes of formality which breaks down at the landlady's insensitivity. The African man now shouts out loud saying that he is black but he is not that black for anyone to be put to shame. He also says that the soles of his feet and the palms of his hand are all white, but he is a fool to sit on his rear as a result of which it has turned black due to friction. He knows that the landlady will never be convinced with his black complexion and he senses that she might slam down the receiver anytime. At such a crucial juncture, he makes a desperate and silly attempt pleading her to come and take a good look at him but could not prevent the situation from getting any better. Finally, the landlady slams down the receiver on his face.

Theme: The theme of "Telephone Conversation" rests upon the conflict between the protagonist i.e. the black man, and the absurdity of racism that makes the antagonist i.e. the white landlady, take a negative stance towards the former. The problem begins with the protagonist's confession of being a black African man, which reveals the racist inclinations of the white lady. The fear of being judged on the merit of being a black man puts forth a highly corrupt image of the society where individuality is at stake.

ADJECTIVE

Definition:

- Adjective is the word which is used to modify noun or pronoun. Adjective is a word which enhances the meaning of a noun. It tells about the quality, quantity, number and colour of things.
- When an adjective follows a linking verb with a personal subject (rather than 'It...') we can put a number of things after the adjective.
- That-clause (to talk about someone's feeling or opinion, or about how sure we are of something)

afraid, alarmed, amazed, angry, annoyed, ashamed, astonished, aware, concerned, delighted, disappointed, glad, (un)happy, pleased, shocked, sorry, upset, worried, certain, confident, positive, sure (with the exception of aware and confident these can also be followed by a to-infinitive)

There are five kinds of adjective as follow.

- 1) Possessive Adjective
- 2) Descriptive Adjective
- 3) Numeral Adjective
- 4) Demonstrative Adjective
- 5) Interrogative Adjective

1) POSSESSIVE ADJECTIVE

Definition: Possessive Adjective is the adjective which is used to point out the noun that belongs to someone and there are seven Possessive Adjectives. They are My, Your, Our, Their, His, Her and Its.

Example:

- This is my book.
- Your car is outside.
- His girl friend is waiting

2) DESCRIPTIVE ADJECTIVE

Definition: Descriptive Adjective is the adjective that is used to tell the sorts of noun or quality.

Example:

- He is a tall man.
- They are good students.
- She is a beautiful girl.

3) NUMERAL ADJECTIVE

Definition: Numeral Adjective is the adjective which is used to show the number of noun. There are three types of Numeral Adjective as follow.

- Definite Numeral Adjective
- Indefinite Numeral Adjective
- Distributive Numeral Adjective

a) Definite Numeral Adjective

Definition: Definitive Numeral Adjective is the adjective that is used to denote an exact number of noun as first, second, third or one, two, three....

Example:

- Ankor Wat is the seventh wonders of the world.

- Ankor temple has got five towers.

b) Indefinite Numeral Adjective

Definition: Indefinite Numeral Adjective is the adjective which is used to denote an inexact number of nouns as some, any, much, many, little, a few....

Example:

- I have some friends here.
- She has a few pictures.
- He has got much money.

b) Distributive Numeral Adjective

Definition: Descriptive Adjective is the adjective that is used to cache one noun. They are every, each, another, other...

Example:

- Each student is very friendly.
- They speak to another person.

4) DEMONSTRATIVE ADJECTIVE

Definition: Demonstrative Adjective is the adjective which is used to point out the noun. They are this, these, that, and those.

Example:

- That man is very handsome.
- These girls are good-looking.

5) INTERROGATIVE ADJECTIVE

Definition: Interrogative Adjective is the adjective that is used to ask the question. They are where, what, which....

Example:

- Which animal do you like?
- Where doctor is he?
- What food do you prefer?

ADVERB

- Adverb is a word which is used to modify verb, adjective or adverb.
- It is a word which enhances the meaning of a verb or a adjective or another adverb.
- Adverbs modify verbs, adjectives, and adverbs. They answer the questions When? Where? How? Or How much? Adverbs describe an action or state of being in greater detail and can provide a more vivid picture of what is happening.

Example:

- She **always** signs her name with "Ms." (When?)
- They put the children **downstairs**? (Where?)
- Knead the dough **slowly**. (How?)
- I objected **mildly** to the suggestion. (How much?)

Types of Adverbs

- 1) Adverb of Time
- 2) Adverb of Place
- 3) Adverb of Manner
- 4) Adverb of Frequency
- 5) Adverb of Degree
- 6) Adverb of Reason

1) ADVERB OF TIME

Adverb of time is used to tell the time that an action happens or someone does something. There are many adverbs of time as the following.

Today, last night, yesterday, now, tomorrow, last month, before...

Formula₁:

Sentence + Adverb of Time

Example:

- I study English today.
- He met his friends last night.

Formula₂:

Adverb of Time + Sentence

Example:

- Yesterday she went to Phnom Penh.
- Now I'm learning English.

2) ADVERB OF PLACE

Adverb of place is used to tell the place where an action occurs or where someone does something. There are many adverbs of place as the following.

Here, there, inside, outside... or we can use with the preposition of place like at school, at the market...

Formula:

Sentence + Adverb of Place

Example:

- My dog sleeps outside.
- We have the meeting in the hotel.

3) ADVERB OF MANNER

Adverb of manner is used to tell how an action happens.

Those Adverbs of Manner are:

Badly, beautifully, carefully, quickly, softly, lately, hardly, late, hard, truly, fast, easily, fully, automatically...

Formula:

Subject + Intransitive Verb + Adverb of Manner

Example:

- She sings beautifully.
- He runs quickly.

NOTE: For lately and hardly its formula is:

Subject + Lately/Hardly + Verb + Complement

Example:

- She hardly believes you.
- He lately goes to USA.

WARNING: Don't use adverb after "Linking Verb".

4) ADVERB OF FREQUENCY

Adverb of frequency is used to express how often something happens or someone does something.

100%	80%	60%	
Always everyday	usually normally generally	often frequently	
50-40%	20%	10%	0%
sometime occasionally	seldom	rarely hardly ever	never

Formula:

Subject + Adverb of Frequency + Verb + Complement

Example:

- They always do their homework at night.
- We sometime go to the cinema at the weekend.

5) ADVERB OF DEGREE

Adverb of degree is used to give information about the extent or degree of something.

Very, quite, fairly, extremely, too, enough, so, almost, a lot...

Formula₁:

Subject + Intransitive Verb + Adverb of Degree

Example:

- My friends talk a lot.
- The economy grows extremely.

Formula₂:

Sub + Transitive Verb + Object + Adverb of Degree

Example:

- My boss treats all workers fairly.
- Children study English, too.

• **Formula₃:**

Subject + Linking Verb + Adverb of Degree + Adjective

Example:

- She seems too hungry.
- I feel too much better.

6). ADVERB OF REASON:

An Adverb Clause of Reason indicates why the particular action of the verb is taken.

Read the following sentence.

- Because he likes his master, he helped his master.

In this sentence, why he helped his master has been answered by the Adverb-Clause 'because he likes his master'.

Such an Adverb-Clause may be of Adverb-Clause of Reason type.

- I did this work, because this work is part of my educational project.

DEGREES OF COMPARISON

There are three Degrees of Comparison

- Positive degree** : He is a clever boy.
Comparative degree : He is clever than Ravi.
Superlative degree : He is cleverest of all boys.

There are Five Models

MODEL-I

- SD = S+V+ (The+ Superlative word) +OW
CD = S+V+ Comparative word) + than any other +OW
PD = No other+ OW +V+ as/so (Positive word) +as +S.

Hyderabad is the largest city in south India.
Hyderabad is larger than any other city in south India.
No other city in south India is as large as Hyderabad.

MODEL-II

- SD = S+V+ (one of the+ Superlative word) +OW
CD = S+V+ Comparative word + than most other +OW
PD = Very few+ OW +V(Plural)+ as/so (Positive word) +as +S.

John Keats is one of the greatest English Poet.
John Keats is greater than many other English Poets.
Very few English Poets are as great as John Keats.

MODEL-III

- SD = S+V + not+ the+ Superlative word) +OW
CD = S+V+ not+ Comparative word + than some other +OW
PD = Some+ OW +V (Plural) +at least +as (Positive word) +as +S.

Rose is not the most beautiful flower.
Rose is not more beautiful than some other flower.
Some flowers are at least as beautiful as Rose.

MODEL-IV

- CD = A+V+ Comparative word + than +B
PD = B+V + not + as (Positive word) +as +A.

John is taller than Ravi.
Ravi is not as tall as John.

MODEL-V

- PD = A+V + as (Positive word) +as +B.
CD = B+V+ not+ Comparative word + than +A

Tea is as good as Coffee
Coffee is not better than Tea.

UNIT-5

DETAILED TEXT- SUMMARY:

“STAY HUNGRY SAY FOOLISH”: Steve Jobs

On a sunny day in May 2005, Apple and Pixar co-founder Steve Jobs addressed the graduating class of Stanford University. He shared three stories from his life that illustrated his guiding principles: Do what you love; indulge your curiosity; trust your intuition and pursue your passion. Jobs explained how the worst points in his life – dropping out of college, being ousted from Apple and developing cancer – served as doorways to a higher level of creativity and understanding. The speech provided an intimate glimpse into what motivated this successful, iconic man, and Jobs’s advice is timeless. His words in this speech have enlightened the young blood to achieve great success in life.

1. Connect the Dots: Steve Jobs’s birth mother insisted that his adoptive parents be college graduates. In fact, Jobs’s adoptive father never graduated from high school, and his mother didn’t graduate from college. However, they promised to send Jobs to college to appease his birth mother. Some 17 years later, Jobs attended Reed College but felt uncomfortable with how much the tuition cost his working-class parents. He dropped out after only six months and then “dropped in” on classes that interested him, such as calligraphy. Later, when Jobs worked on the first Macintosh computer, he included this practice to the development of proportionally – spaced fonts. The typography in the Macintosh simply differentiates between Apple computers and other computers. The life lesson he gives is that you can never connect the dots looking forward, you can only connect them looking backward. Just believe that the dots will connect in the future. He believes that this trust, destiny, gut whatever you may call has never let him down and indeed made all the difference in his life.

2. Love and Loss: Probably these are the best of three life lessons. Nobody can differ on this fact that you must find what your passion is as soon as possible. Steve jobs say that he was lucky that he found his love at an early age of 20. This helped him in restricting his domain and completely focuses on it. He started Apple at 20 in a garage with Steve Wozniak. Apple later turned into a billion dollar company with over 4000 employees. This was all because he found his love early in his life. But that’s not the end. How his love helped him in life comes next. At the age of 30 Steve Jobs was fired from his own company. Quite from company is unbelievable. The board of directors wanted him out of the company, but you cannot defeat the man who knows his passion. After getting fired, he launched a company named NEXT and PIXAR. Pixar created the world’s first computer animated film named *Toy Story*, and today it is the most successful animation studio in the world. Next was purchased by apple and Steve Jobs got a call back to his own company. Today Next is the heart of apple’s renaissance. He had not been fired from Apple, he would have never formed Next. Without Next apple

would not have reached the peak. He says that life will hit you in your head with a brick, but you must keep doing what you love because that will pave your path to a bright future. Since work will acquire a large part of your life, it's very important to find out what you love.

3. Death: Death is immortal. It will come one day. Steve jobs were diagnosed with a tumor in his pancreas, which doctor's believed was not curable at all. He was advised to prepare for the death. But later on when he got some other diagnosis, the doctor's found out that it was a minor cancel which was completely curable with a surgery. After the surgery, he was hail and hearty. The lesson he wants to depict here is that your time on this planet is limited, so stop wasting it living someone else's life. Stop believing in other's opinions because it destroys your mental confidence completely. The most important things in life are to follow your heart and intuition. Once you find it out, everything else in your life will become secondary.

NON- DETAIED TEXT- SUMMARY:

STILL I RISE by Maya Angelou

The poem is directed towards those oppressors in society who would tie the speaker to her past and to a history that has been misrepresented and cannot be relied upon. Her ancestors were depicted unfairly and dishonestly in history, and she will rise above the cruelty and suffering they experienced. The speaker is both angry and confident throughout the poem. Initially, she is baffled by the way in which her oppressors—ostensibly, white people and specifically, white males—do not want her to succeed or become more than the sum of her history. She notes that her joy seems to make them miserable, and she questions why that is. At the same time, she taunts these oppressors, acknowledging the impact of her behaviors and personality and delighting in the fact that she bewilders them with her power and confidence. The poem as a whole is a declaration of strength and of determination.

The speaker proclaims boldly that whatever her oppressors do to try to hamper her progress or take away her rights, it will not matter. Nobody will ever take her power away, and she will always rise above the racism, pain, and sexism to be the powerful woman she knows she is. She will break the negative cycle of the past.

She also speaks on behalf of other black people without actually stating that this is what she is doing. By making references to her ancestors and naming slavery explicitly near the poem's conclusion, she is addressing the collective experiences of her people and stating that they as a race are more powerful than their oppressors. Whatever the oppressors do, they cannot stop her people from moving forward in their lives.

The poet ends her declaration by affirming that no matter what happens, she will continue to rise above history, hate, and bigotry just like her ancestors dreamed would be possible. She will fulfill their dreams and hopes for freedom and happiness.

DIRECT AND INDIRECT SPEECH

DIRECT SPEECH

- When the actual words of the speaker are reproduced, it is called **Direct Speech**.

Example: He said, 'I am going to school.'

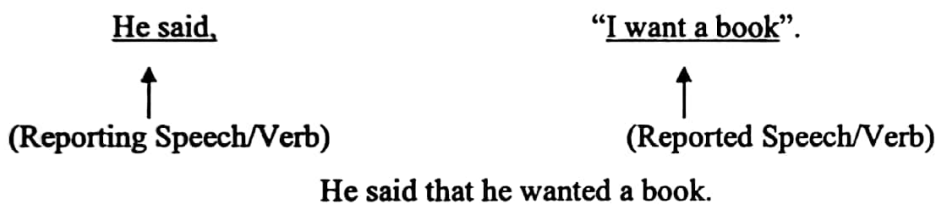
INDIRECT SPEECH

- When the main idea of a speaker's words is reported by another person and the exact words are not quoted, it is called **Indirect Speech/narration/discourse** or reported speech

Example: He said that he was going to school.

DIRECT SPEECH: Speaker actual words

INDIRECT SPEECH: What he said



RULES TO BE FOLLOWED

1. The comma and quotation marks are removed.
2. Conjunction should be used after Reporting Verb.
3. First person "I" is changed in Third person "HE"
4. Simple present tense is changed into simple past.

DIRECT SPEECH

1. Present Simple
2. Present Continuous
3. Present Perfect
4. Present perfect continuous
5. Past Simple
6. Past continuous
7. Past perfect
8. Future Simple (will)
9. Future continuous (will be)
10. Future perfect (will have)

INDIRECT SPEECH

- Past Simple
- Past continuous
- Past Perfect
- Past perfect continuous
- Past Perfect
- Past perfect continuous
- Past perfect
- Future Participle (would)
- Future Participle (would be)
- Future Participle (would have)

	DIRECT SPEECH	INDIRECT SPEECH		DIRECT SPEECH	INDIRECT SPEECH
1	AM,IS	WAS	18	THIS	THAT
2	ARE	WERE	19	NOW	THEN
3	HAS,HAVE	HAD	20	HERE	THERE
4	SHALL	SHOULD	21	THUS	SO/ THAT WAY
5	WILL	WOULD	22	TODAY	THAT DAY
6	CAN	COULD	23	TOMORROW	NEXTDAY
7	MAY	MIGHT	24	YESTERDAY	PREVIOUSDAY
8	MUST	HAD TO	25	TONIGHT	THATNIGHT
9	SHOULD	SHOULD	26	AGE	BEFORE
10	WOULD	WOULD	27	THESE	THOSE
11	COULD	COULD	28	SAID	SAID TO
12	MIGHT	MIGHT	29	SAID TO	TOLD
13	I	HE/SHE	30	SIR	RESPECTFULLY
14	WE	THEY	31	MADAM	RESPECTFULLY
15	YOU	HE/SHE/ THEY	32	GOOD MORNING	GREETED
16	MY	HIS/HER	33	GOOD MORNING	GOODDAY
17	YOUR	THEIR	34		

MODEL -I (Statements) Conjunction "THAT" is used

Ravi said, "I write a story".

Ravi said that he wrote a story.

He said, "He is listening to the music".

He said that he was listening to the music.

She said, "he has finished his work"

She said that he had finished his work"

He said, "I have been studying since 3 O' clock". He said that he had been studying since 3 O' clock

Ravi said, "They went to cinema".

Ravi said that they had gone to cinema.

I said, "it was raining"

I said that it had been raining.

He said, "he had started a business"

He said that he had started a business.

He said, "I will buy a computer"

He said that she would buy a computer.

She said, "They will be working hard"

She said that they would be working hard.

He said, " he will have passed the exam"

He said that he would have passed the exam"

MODEL -II (Interrogative)

Conjunction "**IF/WHETHER**" is used

Verbal Type

He said to me, "Did you go to the class"?

He enquired if I had gone to the class.

He said, "Have you completed the work"?

He asked me if I had completed the work.

Wh Type

Ravi said, "How many brothers have you"?

Ravi asked how many brothers I had.

He said, "What is your name"?

He asked me what my name was.

She says, "Who is he?"

She asked who he was.

MODEL -III (Imperative)

Conjunction "**TO**" is used

Teacher said to me, "Stand up and read it".

Teacher ordered me to Stand up and read it.

Teacher said to students, "Don't waste time".

Teacher advised to students not to waste time.

He said to me, "Not to smoke."

He forbade me to smoke.

He said to me, "Shut the door."

He requested me to shut the door.

Radha said to his boss, "Let me go home"

Radha requested his boss to allow him to go home.

MODEL -IV (Exclamatory)

Conjunction "**THAT**" is used

Ravi said, "Oh I have cut my finger"!

Ravi exclaimed that he had cut his finger.

She said, "Oh God I have lost my purse"!

She exclaimed bitterly that she had lost my purse.

He said, "Hurray! I have won the match."

He exclaimed with great joy that he had won the match.

I said, "How lucky I am!"

I said in great wonder that I was very lucky.

OPTATIVE SENTENCES:

Father said, "May God bless you."

Father prayed that God might bless me.

We said, "Lord save the Earth from evil."

We wished that Earth should be saved from evil.

They said, "Long live the King."

They prayed that the king should live long life.

She said, "Would that I were rich"

She wished that she had been rich.

SIMPLE COMPOUND COMPLEX SENTENCES

PHRASE: It is a group of words. It gives some meaning but not complete meaning. It does not have a verb.

Ex. In spite of, instead of

CLAUSE: It is a group of words. It gives some meaning. It has subject and verb.

Ex. He wrote the exam

MAIN CLAUSE: It gives complete meaning.

Ex. He climbed a tree.

SUBORDINATE CLAUSE: It does not give complete meaning. It depends on main clause for full meaning.

Ex. When Jim saw the Tiger,

There are three types of SENTENCES

SIMPLE SENTENCE (phrase+ subject+ verb): It has a phrase and a main clause.

Ex: Seeing the tiger, Jim climbed tree.

Being lazy he failed

COMPOUND SENTENCE: It has two main clauses linked by co-ordinate conjunction

Ex: Jim saw the Tiger and he climbed a tree.

He was lazy so he failed.

COMPLEX SENTENCE: It has a main clause and a subordinate clause

Ex: When Jim saw the Tiger, he climbed a tree.

As he is lazy he failed.

In spite of hard work, he failed in the Exam (**Simple sentence**).

He worked hard but he failed in the Exam (**Compound sentence**).

Though he worked hard, he failed in the Exam (**Complex sentence**).

He brought a very nice pen (**Simple sentence**).

He brought a pen and it was very nice (**Compound sentence**).

He brought a pen which was a very nice (**Complex sentence**).

SIMPLE	COMPOUND	COMPLEX
Being It being Besides being To infinitive Seeing On seeing Having In spite of Instead of Despite of Besides	And On Yet And so Then Still Not only-But also Other wise Where as Either- Or Neither-Nor At once	But Or So For Though Even if Although Even though When Which Who What Since As Unless After As soon as No sooner So that not

	SIMPLE	COMPOUND	COMPLEX
1	<u>In spite of/ instead of/ despite of</u> In spite of his hard work, he failed in the Exam.	<u>But/Yet/Still</u> He worked hard but he failed in the Exam.	<u>Though/although/even though</u> Though he worked hard, he failed in the Exam.
2	<u>Owing to/because of/on account of being</u> Owing to his negligence, he failed in the Exam.	<u>And so/so/therefore</u> He neglected and so he failed in the Exam.	<u>As/since/because</u> As he neglected, he failed in the Exam.
3	<u>In case of / in the event of</u> In case of working hard, you can score good marks	<u>And/ and then</u> You must study well and then you can score good marks.	<u>If</u> If You must study well, you can score good marks.
4	<u>In case of not/ in the event of not</u> In case of not working hard, you will not get a first class.	<u>Or/or else/otherwise</u> You must work hard or else you will not get a first class.	<u>Unless/if not</u> Unless you work hard, you will not get first class.
5	<u>On +verb+ing</u> On seeing the police, the thief ran away	<u>And</u> The thief saw the police and he ran away.	<u>When</u> When the thief saw the police, he ran away.
6	<u>Too-to</u> Coffee is too hot for me to drink	<u>And therefore</u> Coffee is very hot and therefore I cannot drink.	<u>So-that (not)</u> Coffee is so hot that I cannot drink.
7	<u>Besides</u> Besides being a poet, he is a painter	<u>Not only-but also</u> He is not only poet but also painter.	<u>As well as</u> He is a poet as well as a painter.
8	<u>Soon after/ immediately</u> Soon after the train is coming to the station, my brother came to receive me.	<u>And at once</u> The train is coming to the station and at once my brother came to receive me.	<u>No sooner- than/ scarcely-when/hardly-when/ as soon as</u> Scarcely did the train come to the station when my brother came to receive me.
