



DEPARTMENT OF ENGLISH



ENGLISH BRIDGE -I LIFE SKILLS

***SEMESTER I
DEGREE HONOURS
(B.A., B.COM., B.sc.& B.B.A)***

**ENGLISH TEXT AND STUDY MATERIAL
2026-27 A.Y**

	PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA	Program & Semester Semester –I B.A., B.Com.B.Sc. B.B.A			
Course Code ENG 1001	TITLE OF THE COURSE English Bridge I : Life Skills				
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		3	1	-	4

Course Objectives:

1. To enable students to develop reading and comprehension skills through literary texts
2. To promote sensitivity towards issues such as environment, gender, identity and relationships
3. To introduce students to foundational grammar and functional usage of English
4. To enhance student's confidence in self-expression through writing and speaking
5. To cultivate phonetic awareness and develop pronunciation skills

Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Interpret and appreciate literary texts with reference to social, emotional and ecological concerns
CO2	Apply foundational grammar elements accurately in spoken and written English
CO3	Demonstrate improved reading comprehension and vocabulary acquisition
CO4	Engage in meaningful communication using functional expression and phonetic clarity
CO5	Exhibit awareness of self, society and the world through reflective and descriptive writing

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A),
KAKINADA
DEPARTMENT OF ENGLISH
General English for B.A., B.Com B. Sc & B.B.A SEMESTER – I
2026-2027
ENGLISH BRIDGE I : LIFE SKILLS**

Syllabus

UNIT- I:

- a. Poem : Coramandel Fishers -Sarojini Naidu
- b. Short Story : The Night Train at Deoli -Nissim Ezekiel
- c. Parts of Speech

UNIT- II:

- a. Short Story -The Lost Child -Mulk Raj Anand
- b. Prose -Letter to a Teacher-School of Barbiana
- c. Articles and Prepositions

UNIT- III:

- a. Poem -Where the Mind is without Fear -Rabindranath Tagore
- b. Speech -How Dare You-Greta Thunberg
- c. Active and Passive Voice

UNIT- IV:

- a. Poem – Night of the Scorpion-Nissim Ezekiel
- b. One Act Play -Refund- Fritz Karinthy
- c. Tenses

UNIT- V:

- a. Short Story -An Astrologer's Day -R.K.Narayan
- b. Phonetics -Basic Sounds and Word Stress
- c. Intonation and Homophones

References:

1. Soft Skills, Dr. Alex (New Delhi: S. Chand & Company Ltd) 2009.
2. Interpersonal Skills Training, Philip Burnard (New Delhi: Viva Books Private Ltd)
3. Soft Skills for Everyone, Jeff Butterfield
(New Delhi: Cengage Learning India Pvt Ltd) 2012.
4. Emotional Intelligence, Daniel Goleman (London: Bloomsbury Publishing) 1996
5. A Text Book of English Phonetics for Indian Students, Balasubramanian
6. A Handbook for English Language Labor, E. Suresh Kumar, P. Sreehari
7. Communication Skills (2nd Edition), Sanjay Kumar & PushpLata, Oxford University Press, 2016.

**General English for B.A., B.Com and B.Sc,
ENGLISH BRIDGE I : LIFE SKILLS
SEMESTER – I (2026-2027)
PATTERN OF QUESTION PAPER(Blue Print)**

Time: 2 Hours

Max Marks: 50M

Section -I

Answer any THREE of the following questions. Must attempt at least one question from each part. Each question carries 10 Marks. 3 X 10 = 30M

Part – A

1. Long Answer Question 1
2. Long Answer Question 2
3. Long Answer Question 3

Part - B

4. Long Answer Question 4
5. Long Answer Question 5
6. Long Answer Question 6

Section II

Answer any FOUR of the following questions. Each question carries 5 marks. 4 X 5 = 20M

7. Short Answer Question 7
8. Short Answer Question 8
9. Short Answer Question 9
10. Short Answer Question 10
11. Short Answer Question 11
12. Short Answer Question 12
13. Short Answer Question 13

SEMESTER – I (2026-2027)

Model Blue Print for the Question Paper Setter:

Unit Name	Essay Questions 10 Marks	Short Questions 5 Marks
UNIT I	1	2
UNIT II	2	1
UNIT III	1	2
UNIT IV	1	1
UNIT V	1	1
Total No. of Questions	6	7

PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA

DEPARTMENT OF ENGLISH

SEMESTER I : 2026-2027

GENERAL ENGLISH FOR B.A., B.Com., B.Sc, BBA

ENGLISH BRIDGE -I : LIFE SKILLS

SECTION - I

Answer any THREE of the following questions. Student must attempt at least one question from each part. Each Question carries 10 Marks. 3 X 10 = 30 M

Part – A

1. What makes "The Night Train at Deoli" a timeless and relatable story? Comment on the universality of its theme.
2. What is the central message of *Letter to a Teacher*? How do the students challenge the traditional role of education in society?
3. Discuss the symbolic significance of the child getting lost in the fair as presented in the short story "The Lost Child" by Mulk Raj Anand.

Part - B

4. Examine the global relevance of the speech *How Dare you* by Greta Thunberg.
5. Analyze the headmaster's strategy in dealing with Wasserkopf in the play "Refund" by Fritz Karinthy.
6. How does the story explore the theme of redemption and moral ambiguity through the astrologer's character in the short story "An Astrologer's Day"?

Section II

Answer any FOUR of the following questions. Each question carries 5 marks. 4 X 5 = 20M

7. Discuss how Sarojini Naidu uses the metaphor of the sea to symbolize life and freedom in *Coromandel Fishers*.

8. Fill in the blanks with the appropriate Parts of Speech

- i. The cat chased the _____ across the yard. (**noun**) [mouse, run, quickly]
- ii. He spoke very _____ during the presentation. (**adverb**) [clear, clearly, clarity]
- iii. Her dress is very _____. (**adjective**) [colorful, color, coloring]
- iv. Please _____ the door when you leave. (**verb**) [close, closed, closing]
- v. He missed the bus _____ he woke up late. (**conjunction**) [because, but, so]

9. Complete the sentences using appropriate Articles and Prepositions

- i. I saw ____ eagle flying above the trees. (**article**) [a, an,]
- ii. We watched ____ movie you recommended. (**article**) [an, the]

- iii. She adopted ____ cat from the shelter. (**article**)[a,an]
- iv. The book is ____ the table. (**preposition**) [on, in]
- v. She hid the gift ____ the bed. (**preposition**) [under, over]

10. Summarize the poem “Where the mind is without Fear “ by Rabindranath Tagore.

11. Convert the following sentences from Active Voice to Passive Voice by filling the blanks.

- i. Active Voice : The gardener waters the plants.
Passive Voice : The plants _____ by the gardener. (*are watered / were watered*)
- ii. Active Voice : The manager approved the leave request.
Passive voice : The leave request _____ by the manager. (*was approved / is approved*)
- iii. Active voice : The chef prepares the food.
Passive voice : The food _____ by the chef. (*is prepared / was prepared*)
- iv. Active voice : The company will launch a new product.
Passive voice : A new product _____ by the company. (*will be launched / is launched*)
- v. Active voice : The students wrote an essay.
Passive voice : An essay _____ by the students. (*was written / is written*)

12. Complete the sentences using the correct tense forms of the verbs

- i. She ____ to school every day. [go, goes, went]
- ii. They ____ to Paris next week. [will go, went, going]
- iii. I ____ here since morning. [have been waiting, waited, wait]
- iv. He ____ to the gym on Mondays. [go, goes, went]
- v. I think it ____ tomorrow. [will rain, rains, rained]

13. Fill in the Blanks

- i. /'kæt/ → _____ Write the English word for the given Phonetic Transcription
- ii. 'stju:dənt/ → _____ Write the English word for the given Phonetic Transcription
- iii. Toothbrush - Mark the stress on the given word
- iv. How are you ? Mark the intonation in the sentence.
- v. I want to ____ a letter to my friend. (right,write). Fill in the blank with the appropriate Homophone.

Unit I

Poem: Coromandel Fishers – Sarojini Naidu

Short Story: The Night Train at Deoli – Ruskin Bond

Parts of Speech



Sarojini Naidu (1879–1949), known as the “**Nightingale of India**,” was a celebrated poet, freedom fighter, and politician. She was born on **13 February 1879** in **Hyderabad** to a scholarly Bengali family. A brilliant student, she studied in **Madras**, **London**, and **Cambridge**, showing exceptional talent in both academics and poetry.

Her poetry reflected Indian culture, nature, and patriotism, with famous collections like *The Golden Threshold* and *The Bird of Time*. Inspired by **Mahatma Gandhi**, she joined the **Indian freedom movement**, actively participating in the **Civil Disobedience** and **Quit India Movements**.

Sarojini Naidu was the **first Indian woman to become President of the Indian National Congress (1925)** and later the **first woman Governor of an Indian state (Uttar Pradesh)**. She passed away on **2 March 1949**, leaving behind a legacy of poetic brilliance and national service.

The Coromandel Fishers- Sarojini Naidu

Rise, brothers, rise; the wakening skies pray to the morning light,
The wind lies asleep in the arms of the dawn like a child that has cried all night.
Come, let us gather our nets from the shore and set our catamarans free,
To capture the leaping wealth of the tide, for we are the kings of the sea!

No longer delay, let us hasten away in the track of the sea gull's call,
The sea is our mother, the cloud is our brother, the waves are our comrades all.
What though we toss at the fall of the sun where the hand of the sea-god drives?
He who holds the storm by the hair, will hide in his breast our lives.

Sweet is the shade of the cocoanut glade, and the scent of the mango grove,
And sweet are the sands at the full o' the moon with the sound of the voices we love;
But sweeter, O brothers, the kiss of the spray and the dance of the wild foam's glee;
Row, brothers, row to the edge of the verge, where the low sky mates with the sea.

Short Summary of the poem - 5 marks

Sarojini Naidu's "*Coromandel Fishers*" is a poem that glorifies the life of the fishermen on the Coromandel Coast. It presents their courage, unity, and deep connection with the sea, which they treat as a mother and divine protector.

In the poem, the fishermen are called to wake up at dawn, prepare their nets, and set sail. The sea is shown as their rightful home and source of livelihood. They see the waves, winds, and storms not as threats but as companions, and they believe in the protection of the sea god.

The poem also highlights the fishermen's adventurous spirit. They long to reach the far horizon where the sky meets the sea and are fearless even in the face of violent storms.

Finally, Naidu contrasts the simple pleasures of life on land—like coconut groves and the fragrance of mango trees—with the freedom and excitement of the sea. The fishermen prefer the challenges and rewards of the ocean over the temporary comforts of land, showing their devotion to a life of bravery, hard work, and harmony with nature.

Expanded Summary of the Poem "*The Coromandel Fishers*" - 8 marks

Sarojini Naidu's poem "*The Coromandel Fishers*" talks about the life of fishermen on the Coromandel Coast. It shows their bravery, hard work, and close relationship with the sea, which they see as a mother and a protector. The poem praises their courage and love for freedom.

The poem begins with a call for the fishermen to wake up early in the morning, before the sun rises. They are asked to get their nets ready and set out in their boats. For them, the sea is like their home and their world. Their goal every day is to reach the far horizon, where the sky seems to touch the sea. This shows their adventurous nature.

In the second stanza, the poem describes how fearless the fishermen are. They are not afraid to go far into the sea, even where storms and strong waves can be dangerous. They trust the sea god to keep them safe and think of the winds and waves as family. This shows how closely they are connected with nature and how brave they are in facing risks.

In the last stanza, the poet compares the life on land with life on the sea. On land, there are many comforts like the cool shade of coconut trees and the sweet smell of mango groves. But these pleasures are only temporary. The fishermen prefer the freedom of the sea, even if it is risky and difficult. They find more happiness and satisfaction in the adventurous life on the water than in the safe but boring life on land.

Overall, the poem shows that true joy does not come from comfort or rest, but from living bravely, working hard, and being close to nature. The fishermen are presented as symbols of courage, freedom, and harmony with the natural world.



The Night Train at Deoli - written by Ruskin Bond

Ruskin Bond is one of India's most beloved authors, known for his simple yet heartwarming stories about nature, childhood, and life in the hills. He was born on **19 May 1934** in **Kasauli, Himachal Pradesh**, to British parents. After his early education in **Shimla**, he went to England for a few years before returning to India, where he chose to settle in **Mussoorie**.

His first novel, "**The Room on the Roof**" (1956), won the **John Llewellyn Rhys Prize**. Bond has since written numerous novels, short stories, and essays, many of which depict the beauty of the Himalayas and the innocence of village life. He has also written for children, becoming a favorite among young readers.

In recognition of his contribution to literature, he received the **Padma Shri** (1999) and the **Padma Bhushan** (2014).

The Night Train at Deoli

When I was at college I used to spend my summer vacations in Dehra, at my grandmother's place. I would leave the plains early in May and return late in July. Deoli was a small station about thirty miles from Dehra; it marked the beginning of the heavy jungles of the Indian Terai.

The train would reach Deoli at about five in the morning, when the station would be dimly lit with electric bulbs and oil-lamps, and the jungle across the railway tracks would just be visible in the faint light of dawn. Deoli had only lone platform, an office for the stationmaster and a waiting room. The platform boasted a tea stall, a fruit vendor, and a few stray dogs; not much else, because the train stopped there for only ten minutes before rushing on into the forests.

Why it stopped at Deoli. I don't know. Nothing ever happened there. Nobody got off the train and nobody got in. There were never any coolies on the platform. But the train would halt there a full ten minutes, and then a bell would sound, the guard would blow his whistle, and presently Deoli would be left behind and forgotten.

I used to wonder what happened in Deoli, behind the station walls. I always felt sorry for that lonely little platform, and for the place that nobody wanted to visit. I decided that one day I would get off the train at Deoli, and spend the day there, just to please the town.

I was eighteen, visiting my grandmother, and the night train stopped at Deoli. A girl came down the platform, selling baskets.

It was a cold morning and the girl had a shawl thrown across her shoulders. Her feet were bare and her clothes were old, but she was a young girl, walking gracefully and with dignity.

When she came to my window, she stopped. She saw that I was looking at her intently, but at first she pretended not to notice. She had a pale skin, set off by shiny black hair, and dark, troubled eyes. And then those eyes, searching and eloquent, met mine.

She stood by my window for some time and neither of us said anything. But when she moved on, I found myself leaving my seat and going to the carriage door, and stood waiting on the platform, looking the other way. I walked across to the tea stall. A kettle was boiling over on a small fire, but the owner of the stall was busy serving tea somewhere on the train. The girl followed me behind the stall.

'Do you want to buy a basket?' she asked. 'They are very strong, made of the finest cane ...'

'No,' I said, 'I don't want a basket.'

We stood looking at each other for what seemed a very long time, and she said, 'Are you sure you don't want a basket?'

'All right, give me one,' I said, and I took the one on top and gave her a rupee, hardly daring to touch her fingers.

As she was about to speak, the guard blew his whistle; she said something, but it was lost in the clanging of the bell and the hissing of the engine. I had to run back to my compartment. The carriage shuddered and jolted forward.

I watched her as the platform slipped away. She was alone on the platform and she did not move, but she was looking at me and smiling. I watched her until the signal-box came in the way, and then the jungle hid the station, but I could still see her standing there alone ...

I sat up awake for the rest of the journey. I could not rid my mind of the picture of the girl's face and her dark, smouldering eyes.

But when I reached Dehra the incident became blurred and distant, for there were other things to occupy my mind. It was only when I was making the return journey, two months later, that I remembered the girl.

I was looking out for her as the train drew into the station, and I felt an unexpected thrill when I saw her walking up the platform. I sprang off the foot-board and waved to her.

When she saw me, she smiled. She was pleased that I remembered her. I was pleased that she remembered me. We were both pleased, and it was almost like a meeting of old friends.

She did not go down the length of the train selling baskets, but came straight to the tea stall; her dark eyes were suddenly filled with light. We said nothing for some time but we couldn't have been more eloquent.

I felt the impulse to put her on the train there and then, and take her away with me; I could not bear the thought of having to watch her recede into the distance of Deoli station. I took the baskets from her hand and put them down on the ground. She put out her hand for one of them, but I caught her hand and held it.

'I have to go to Delhi,' I said.

She nodded. 'I do not have to go anywhere.'

The guard blew his whistle for the train to leave and how I hated the guard for doing that.

'I will come again,' I said. 'Will you be here?'

She nodded again, and, as she nodded, the bell clanged and the train slid forward. I had to wrench my hand away from the girl and run for the moving train.

This time I did not forget her. She was with me for the remainder of the journey, and for long after. All that year she was a bright, living thing. And when the college term finished I packed in haste and left for Dehra earlier than usual. My grandmother would be pleased at my eagerness to see her.

I was nervous and anxious as the train drew into Deoli, because I was wondering what I should say to the girl and what I should do. I was determined that I wouldn't stand helplessly before her, hardly able to speak or do anything about my feelings.

The train came to Deoli, and I looked up and down the platform, but I could not see the girl anywhere.

I opened the door and stepped off the footboard. I was deeply disappointed, and overcome by a sense of foreboding. I felt I had to do something, and so I ran up to the station-master and said, 'Do you know the girl who used to sell baskets here?'

'No, I don't,' said the station-master. 'And you'd better get on the train if you don't want to be left behind.'

But I paced up and down the platform, and stared over the railings at the station yard; all I saw was a mango tree and a dusty road leading into the jungle. Where did the road go? The train was moving out of the station, and I had to run up the platform and jump for the door of my compartment. Then, as the train gathered speed and rushed through the forests, I sat brooding in front of the window.

What could I do about finding a girl I had seen only twice, who had hardly spoken to me, and about whom I knew nothing — absolutely nothing — but for whom I felt a tenderness and responsibility that I had never felt before?

My grandmother was not pleased with my visit after all, because I didn't stay at her place more than a couple of weeks. I felt restless and ill-at-ease. So I took the train back to the plains, meaning to ask further questions of the station-master at Deoli.

But at Deoli there was a new station-master. The previous man had been transferred to another post within the past week. The new man didn't know anything about the girl who sold baskets. I found the owner of the tea stall, a small, shrivelled-up man, wearing greasy clothes, and asked him if he knew anything about the girl with the baskets.

'Yes, there was such a girl here, I remember quite well,' he said. 'But she has stopped coming now.'

'Why?' I asked. 'What happened to her?'

'How should I know?' said the man. 'She was nothing to me.'

And once again I had to run for the train.

As Deoli platform receded, I decided that one day I would have to break journey there, spend a day in the town, make enquiries, and find the girl who had stolen my heart with nothing but a look from her dark, impatient eyes.

With this thought I consoled myself throughout my last term in college. I went to Dehra again in the summer and when, in the early hours of the morning, the night train drew into Deoli station, I looked up and down the platform for signs of the girl, knowing, I wouldn't find her but hoping just the same.

Somehow, I couldn't bring myself to break journey at Deoli and spend a day there. (If it was all fiction or a film, I reflected, I would have got down and cleaned up the mystery and reached a suitable ending for the whole thing). I think I was afraid to do this. I was afraid of discovering what really happened to the girl. Perhaps she was no longer in Deoli, perhaps she was married, perhaps she had fallen ill ...

In the last few years I have passed through Deoli many times, and I always look out of the carriage window, half expecting to see the same unchanged face smiling up at me. I wonder what happens in Deoli, behind the station walls. But I will never break my journey there. It may spoil my game. I prefer to keep hoping and dreaming, and looking out of the window up and down that lonely platform, waiting for the girl with the baskets.

I never break my journey at Deoli, but I pass through as often as I can.

Summary of *The Night Train at Deoli* – 5 marks

Ruskin Bond's short story "*The Night Train at Deoli*" is about a young boy's brief but unforgettable meeting with a poor girl who sells baskets at a small railway station called Deoli.

The narrator, a college student, often travels by train to his grandmother's house during his holidays. On one of these journeys, he notices a lonely station where trains stop for only ten minutes. At this station, he sees a girl selling baskets. She is simple, poor, and dressed in ordinary clothes, but her beauty and quiet charm immediately capture his attention.

The boy feels an instant connection with her. Though they do not speak much, their brief eye contact and silence create a deep bond between them. When the train leaves, he cannot forget her and keeps thinking about her throughout his journey.

During his next holiday, he eagerly waits to see her again at Deoli. He hopes to speak to her this time. However, when the train stops, the girl is not there. He looks for her desperately but in vain. She has disappeared, leaving him with only memories.

The story ends with the boy realizing that he may never see her again. Yet, the short meeting leaves a lasting impression on him. It becomes a memory that he treasures, showing how even brief encounters can touch our hearts deeply and remain unforgettable.

Expanded Summary of *The Night Train at Deoli* – 8marks

Ruskin Bond's story "*The Night Train at Deoli*" is about a young boy's short but unforgettable meeting with a basket-seller girl at a small railway station. It is a story of simple love, longing, and memories that never fade.

The narrator, a college student, used to travel by train from Delhi to his grandmother's house in Dehradun during his holidays. On the way, the train stopped for ten minutes at a small lonely station called Deoli. Normally, nothing exciting happened at this station. But one day, the boy saw a young girl there selling baskets.

The girl was poor and wore simple clothes, but she was very attractive and different. The boy felt drawn to her the moment he saw her. They looked at each other, and even though they spoke only a little, he felt a strong connection with her. Before he could say more, the train started moving, and he had to leave. But her image stayed in his heart.

At his grandmother's house, he kept thinking about the basket-seller girl. He felt eager to meet her again when he returned by the same train. He dreamed of talking to her properly next time.

But when the train stopped again at Deoli on his return journey, the girl was not there. He searched the platform with hope, but she did not come. He felt sad and disappointed. He realized he might never see her again.

Even though their meeting was very short, the memory of the girl remained with him forever. The story shows that some moments in life are brief but very special. They stay in our hearts and give us feelings of love, beauty, and longing that we never forget.

Parts of Speech

1. Noun

- **Definition:** A noun is the name of a person, place, thing, or idea.
- **Examples:** *Ravi, city, dog, book, honesty, happiness*
- **Types:**
 - Proper Noun – *Delhi, Ganga, Sita*
 - Common Noun – *girl, river, country*
 - Collective Noun – *team, flock, army*
 - Abstract Noun – *love, truth, anger*
 - Material Noun – *gold, milk, wood*

2. Pronoun

- **Definition:** A pronoun is a word used in place of a noun.
- **Examples:** *he, she, it, they, we, you, who*
- **Types:**
 - Personal Pronouns – *I, you, he, she*
 - Possessive Pronouns – *mine, yours, theirs*
 - Reflexive Pronouns – *myself, herself*
 - Demonstrative Pronouns – *this, that, these*
 - Interrogative Pronouns – *who, what, which*
 - Relative Pronouns – *who, whose, which*

3. Verb

- **Definition:** A verb shows action, event, or state of being.
- **Examples:** *run, eat, write, is, was, have*
- **Types:**
 - Action Verbs – *play, jump, sing*
 - Linking Verbs – *is, seem, become*
 - Helping (Auxiliary) Verbs – *have, will, can*

4. Adjective

- **Definition:** An adjective describes or qualifies a noun or pronoun.
- **Examples:** *big, red, tall, beautiful, three*
- **Types:**
 - Adjective of Quality – *honest, sweet*
 - Adjective of Quantity – *some, much, little*
 - Adjective of Number – *first, five, many*
 - Demonstrative – *this, that, those*
 - Interrogative – *which, what, whose*

5. Adverb

- **Definition:** An adverb modifies (adds meaning to) a verb, an adjective, or another adverb.
- **Examples:** *quickly, very, always, here, soon*
- **Types:**
 - Manner – *slowly, neatly*
 - Place – *here, there, outside*
 - Time – *now, yesterday, soon*
 - Frequency – *always, never, often*
 - Degree – *very, too, almost*

6. Preposition

- **Definition:** A preposition shows the relationship between a noun/pronoun and another word in the sentence.
- **Examples:** *in, on, at, under, over, with, between, by*
- **Example Sentence:** *The book is on the table.*

7. Conjunction

- **Definition:** A conjunction joins words, phrases, or clauses.
- **Examples:** *and, but, or, because, although, if*
- **Types:**
 - Coordinating – *and, but, or, nor, so*
 - Subordinating – *because, although, if, when*
 - Correlative – *either...or, neither...nor, not only...but also*

8. Interjection

- **Definition:** An interjection is a word that expresses sudden feelings or emotions.
- **Examples:** *Oh! Alas! Hurrah! Wow! Hey!*

Noun Exercises

Noun is one the most common Parts of Speech, you will find in any sentence. A simple definition for Noun says it represents a person, thing, or a place.

Example: The capital city of Telangana is **Hyderabad**. Here Hyderabad is a noun as it represents a place.

Now, there is a miscellaneous practice series that can help you to understand Noun.

Questions

1. The Taj Mahal is famous all over the world. [Identify the noun here]
2. Chiranjeevi is praised for his great acting skills. [Identify the noun here]
3. Sheetal has no control over her anger. [Identify the noun here]
4. I saw a school of fish in the river today. [Identify the noun here]
5. Droupadi Murmu is the 15th President of India. [Identify the noun here]
6. Ganges is the longest ____ in India. [Fill in the blanks with a noun]

7. Khadija bought a new ____ from the market. [Fill in the blanks with a noun]
8. ____ is one of the most costly metals all over the world. [Fill in the blanks with a noun]
9. A huge ____ was gathered to watch the event. [Fill in the blanks with a noun]
10. ____ has composed the National Anthem of India. [Fill in the blanks with a noun]

Answers

1. Tajmahal
2. Chiranjeevi
3. Sheetal. Anger
4. School
5. Droupadi Murmu, India
6. Ganges, River
7. Carpet
8. Gold
9. Crowd
10. Rabindra Nath Tagore

Pronoun Exercises

Pronouns are used in place of nouns in a sentence. Pronouns are used to prevent the repeated use of nouns in a paragraph.

Example: We went to visit London last December. Here, 'we' is a noun. Now, you can start practising on a practice series dedicated to Pronouns.

Questions

1. Are you listening? [Identify the pronoun here]
2. He is the nicest person, I know. [Identify the pronoun here]
3. Who is your favourite soccer player? [Identify the pronoun here]
4. The parliament cast their vote. [Identify the pronoun here]
5. While playing football, I hurt my left foot. [Identify the pronoun here]
6. ____ ice cream flavour do you prefer? [Fill in the blanks with a pronoun]
7. My grandmother ____ saw a ghost at night! [Fill in the blanks with a pronoun]
8. She is Mrs. Benson. Have you heard about ____ ? [Fill in the blanks with a pronoun]

9. All the girls participated in the competition and ____ one of them got some prizes. [Fill in the blanks with a pronoun]
10. The children unintentionally locked ____ up in the tunnel. [Fill in the blanks with a pronoun]

Answers

1. You
2. He, I
3. Who, Your
4. Their
5. I, My
6. Which
7. Herself
8. Her
9. Each
10. Themselves

Verb Exercises

As a definition of Verb, it can be said that verbs usually indicate the physical or mental actions of the subject, especially what it is doing.

Example: Christen **plays** cricket in the park. Here the word 'plays' is used to identify what the subject Christen is doing or the state of action.

Now, you can have a look at the exercises associated with Verb.

Questions

1. Amit sleeps for 8 hours every day. [Identify the verb here]
2. Have you heard about the incident? [Identify the verb here]
3. We are waiting for Roshan. [Identify the verb here]
4. Let me check your hands. [Identify the verb here]
5. Ramya is a lecturer. [Identify the verb here]
6. Sarah ____ to market every morning. [Fill in the blanks with a verb]
7. She ____ her Matriculation program in 2015. [Fill in the blanks with a verb]
8. Just now, I have ____ my task. [Fill in the blanks with a verb]
9. My brother ____ playing video games. [Fill in the blanks with a verb]

10. My elder sister and I ____ on the phone every day. [Fill in the blanks with a verb]

Answers

1. Sleeps
2. Have, heard
3. Are waiting
4. Check
5. Is
6. Goes
7. Completed
8. Finished
9. Is
10. Speak

Adjective Exercises

Adjectives usually gives information about the subject, ie., Noun or Pronoun.

An adjective usually modifies a noun or pronoun.

Example: Shyam is a **tall** boy. Here the word ‘tall’ gives information about a boy (Shyam) and it says the boy (Shyam) is tall. Here, tall is an adjective.
Here is a practice set with answers that can help you to understand adjectives more precisely.

Questions

1. The tiger is a fierce animal. [Identify the Adjective here]
2. He is a selfish man. [Identify the Adjective here]
3. We have enough food for the trip. [Identify the Adjective here]
4. The food is delicious. [Identify the Adjective here]
5. The aeroplane bore heavy damage. [Identify the Adjective here]
6. Krishna is ____ chess player than Prasad. [Fill in the blanks with an Adjective]
7. The weather today is _____. [Fill in the blanks with an Adjective]
8. She is known for her _____. [Fill in the blanks with an Adjective]
9. The ____ girl sang a melodious song. [Fill in the blanks with an Adjective]
10. The dog is very _____. [Fill in the blanks with an Adjective]

Answers

1. Fierce
2. Selfish
3. Enough
4. Delicious
5. Heavy
6. More Talented
7. Harsh
8. Benevolence
9. Beautiful
10. Energetic

Adverb Exercises

Adverb is another important part of speech that can describe or modify a verb, another adverb, and even an adjective.

A great way to detect an adverb in a sentence is to check where any word ends with 'ly' or not. Adverbs usually end with 'ly' after a word.

Example: Chaitra is running **quickly** to catch the train. Here, the word 'quickly' is modifying the verb running. So, quickly is the adverb here.

Now, we can move forward to have a Question and Answer series on Adverbs.

Question

1. The elephant is sleeping soundly. [Identify the Adverb here]
2. The leopard jumps extremely high. [Identify the Adverb here]
3. We barely know these guys. [Identify the Adverb here]
4. He drives his scooter very well. [Identify the Adverb here]
5. The player kicked on the football badly. [Identify the Adverb here]
6. We ____ see a white elephant. [Fill in the blanks with an Adverb]
7. It's a ____ tough question. [Fill in the blanks with an Adverb]
8. The cat is ____ cautious. [Fill in the blanks with an Adverb]
9. She ____ drove him away. [Fill in the blanks with an Adverb]
10. Indian soldiers fought _____. [Fill in the blanks with an Adverb]

Answers

1. Soundly
2. Extremely
3. Barely
4. Well
5. Badly
6. Rarely
7. Very
8. Too
9. Quietly
10. Bravely

Preposition Exercises

A preposition usually displays the relation between a noun, pronoun, and phrase with another part in a sentence.

Example: We will have our regular meeting **on** Monday. Here the word ‘on’ has connected the term ‘meeting’ with ‘Monday’. Here ‘on’ is the preposition.

Now we can move to the exercise part with questions and answers.

Questions

1. The crow is sitting on the balcony. [Identify the Preposition here]
2. The cat jumped over the fence. [Identify the Preposition here]
3. Ramana went to the Shopping mall. [Identify the Preposition here]
4. Gayathri put the basket on the table. [Identify the Preposition here]
5. He lives in Sydney. [Identify the Preposition here]
6. He is very happy ____ our performance. [Fill in the blanks with Preposition]
7. The kids played ____ themselves. [Fill in the blanks with Preposition]
8. Bharath is the best boy ____ the entire colony. [Fill in the blanks with Preposition]
9. The Indian soldiers were ____ at war with China in 1962. [Fill in the blanks with Preposition]
10. The baby jumped ____ the couch. [Fill in the blanks with Preposition]

Answers

1. On

2. Over
3. To
4. On
5. In
6. With
7. Among
8. In
9. At
10. On

Conjunction Exercises

‘Conjunction’ – the term itself refers to joining something.

The Parts of Speech ‘Conjunction’ usually connects and joins words, phrases, and clauses together.

Example: Shruthi and Sunitha visited the Golconda fort last weekend. Here the word ‘and’ connects both the Proper noun or Words, Shruthi and Sunitha. Here, ‘and’ is the preposition.

Now, we can have a look at **more specific conjunction exercises** with 10 questions and answers.

Questions

1. Supriya will play today if she gets a chance. [Identify the Conjunction here]
2. Sooner or later, I’ll find out who is telling the truth. [Identify the Conjunction here]
3. I can’t believe that Vijay is not a good person. [Identify the Conjunction here]
4. Devesh doesn’t have a vehicle, so Vinodh will have to drive him home. [Identify the Conjunction here]
5. I met a beautiful and sober girl at the party. [Identify the Conjunction here]
6. He came on time ____ her wife is late again. [Fill in the blanks with Conjunction]
7. Is it New York ____ New Jersey? [Fill in the blanks with Conjunction]
8. I will visit the Taj Mahal ____ I will go to Agra. [Fill in the blanks with Conjunction]
9. Uma won’t pass the test ____ she studies. [Fill in the blanks with Conjunction]
10. John can drive ____ his brother can’t. [Fill in the blanks with Conjunction]

Answers

1. If
2. Or
3. That
4. So
5. And
6. But
7. Or
8. Whenever
9. Unless
10. But

Interjection Exercises

Interjections can convey feelings or emotions in a well-mannered way.

Example: Hurrah! We have won the match. Here the word Hurrah is the interjection. Now, we can have a look at the Questions and Answers series of Interjections.

Questions

1. Oops! I just broke a glass. [Identify the Interjection here]
2. Ouch! The girl has fallen down the stairs. [Identify the Interjection here]
3. Hello! How are you? [Identify the Interjection here]
4. Well, I appreciate your honesty. [Identify the Interjection here]
5. Hush! Please don't make noise. [Identify the Interjection here]
6. ____! Please select a seat. [Fill in the blanks with Interjection]
7. ____! Our kitty is dead. [Fill in the blanks with Interjection]
8. ____! Is it painful? [Fill in the blanks with Interjection]
9. ____! Are you okay? [Fill in the blanks with Interjection]
10. ____ Sam! What a surprise! [Fill in the blanks with Interjection]

Answers

1. Oops
2. Ouch
3. Hello
4. Well

5. Hush
6. Welcome
7. Alas
8. Oh Dear
9. Hey
10. Hi

UNIT- II

- a. Short Story -The Lost Child -Mulk Raj Anand
- b. Prose -Letter to a Teacher-School of Barbiana
- c. Articles and Prepositions

The Lost Child By Mulk Raj Anand

It was the festival of spring. From the wintry shades of narrow lanes and alleys emerged a gaily clad humanity. Some walked, some rode on horses, others sat, being carried in bamboo and bullock carts. One little boy ran between his father's legs, brimming over with life and laughter. "Come, child, come," called his parents, as he lagged behind, fascinated by the toys in the shops that lined the way. He hurried towards his parents, his feet obedient to their call, his eyes still lingering on the receding toys. As he came to where they had stopped to wait for him, he could not suppress the desire of his heart, even though he well knew the old, cold stare of refusal in their eyes. "I want that toy," he pleaded. His father looked at him red-eyed, in his familiar tyrant's way. His mother, melted by the free spirit of the day was tender and, giving him her finger to hold, said, "Look, child, what is before you!"

It was a flowering mustard-field, pale like melting gold as it swept across miles and miles of even land. A group of dragon-flies were bustling about on their gaudy purple wings, intercepting the flight of a lone black bee or butterfly in search of sweetness from the flowers. The child followed them in the air with his gaze, till one of them would still its wings and rest, and he would try to catch it. But it would go fluttering, flapping, up into the air, when he had almost caught it in his hands. Then his mother gave a cautionary call: "Come, child, come, come on to the footpath." He ran towards his parents gaily and walked abreast of them for a while, being, however, soon left behind, attracted by the little insects and worms along

the footpath that were teeming out from their hiding places to enjoy the sunshine. “Come, child, come!” his parents called from the shade of a grove where they had seated themselves on the edge of a well. He ran towards them. A shower of young flowers fell upon the child as he entered the grove, and, forgetting his parents, he began to gather the raining petals in his hands. But lo! he heard the cooing of doves and ran towards his parents, shouting, “The dove! The dove!” The raining petals dropped from his forgotten hands.

“Come, child, come!” they called to the child, who had now gone running in wild capers round the banyan tree, and gathering him up they took the narrow, winding footpath which led to the fair through the mustard fields. As they neared the village the child could see many other footpaths full of throngs, converging to the whirlpool of the fair, and felt at once repelled and fascinated by the confusion of the world he was entering. A sweetmeat seller hawked, “gulab-jaman, rasagulla, burfi, jalebi,” at the corner of the entrance and a crowd pressed round his counter at the foot of an architecture of many coloured sweets, decorated with leaves of silver and gold. The child stared open-eyed and his mouth watered for the burfi that was his favourite sweet. “I want that burfi,” he slowly murmured. But he half knew as he begged that his plea would not be heeded because his parents would say he was greedy. So without waiting for an answer he moved on. A flower-seller hawked, “A garland of gulmohur, a garland of gulmohur !” The child seemed irresistibly drawn. He went towards the basket where the flowers lay heaped and half murmured, “I want that garland.” But he well knew his parents would refuse to buy him those flowers because they would say that they were cheap. So, without waiting for an answer, he moved on. A man stood holding a pole with yellow, red, green and purple balloons flying from it. The child was simply carried away by the rainbow glory of their silken colours and he was filled with an overwhelming desire to possess them all. But he well knew his parents would never buy him the balloons because they would say he was too old to play with such toys. So he walked on farther. A snake-charmer stood playing a flute to a snake which coiled itself in a basket, its head raised in a graceful bend like the neck of a swan, while the music stole into its invisible ears like the gentle rippling of an invisible waterfall. The child went towards the snake-charmer. But, knowing his parents had forbidden him to hear such coarse music as the snake- charmer played, he proceeded farther.

There was a roundabout in full swing. Men, women and children, carried away in a whirling motion, shrieked and cried with dizzy laughter. The child watched them intently and then he

made a bold request: "I want to go on the roundabout, please, Father, Mother." There was no reply. He turned to look at his parents. They were not there, ahead of him. He turned to look on either side. They were not there. He looked behind. There was no sign of them. A full, deep cry rose within his dry throat and with a sudden jerk of his body he ran from where he stood, crying in real fear, "Mother, Father." Tears rolled down from his eyes, hot and fierce; his flushed face was convulsed with fear. Panic-stricken, he ran to one side first, then to the other, hither and thither in all directions, knowing not where to go. "Mother, Father," he wailed. His yellow turban came untied and his clothes became muddy. Having run to and fro in a rage of running for a while, he stood defeated, his cries suppressed into sobs. At little distances on the green grass he could see, through his filmy eyes, men and women talking. He tried to look intently among the patches of bright yellow clothes, but there was no sign of his father and mother among these people, who seemed to laugh and talk just for the sake of laughing and talking.

He ran quickly again, this time to a shrine to which people seemed to be crowding. Every little inch of space here was congested with men, but he ran through people's legs, his little sob lingering: "Mother, Father!" Near the entrance to the temple, however, the crowd became very thick: men jostled each other, heavy men, with flashing, murderous eyes and hefty shoulders. The poor child struggled to thrust a way between their feet but, knocked to and fro by their brutal movements, he might have been trampled underfoot, had he not shrieked at the highest pitch of his voice, "Father, Mother!" A man in the surging crowd heard his cry and, stooping with great difficulty, lifted him up in his arms. "How did you get here, child? Whose baby are you?" the man asked as he steered clear of the mass. The child wept more bitterly than ever now and only cried, "I want my mother, I want my father!" The man tried to soothe him by taking him to the roundabout. "Will you have a ride on the horse?" he gently asked as he approached the ring. The child's throat tore into a thousand shrill sobs and he only shouted: "I want my mother, I want my father!" The man headed towards the place where the snake-charmer still played on the flute to the swaying cobra. "Listen to that nice music, child!" he pleaded. But the child shut his ears with his fingers and shouted his double-pitched strain: "I want my mother, I want my father!" The man took him near the balloons, thinking the bright colours of the balloons would distract the child's attention and quieten him. "Would you like a rainbow-coloured balloon?" he persuasively asked. The child turned his eyes from the flying balloons and just sobbed, "I want my mother, I want my father!" The man, still trying to make the child happy, bore him to the gate where the flower-seller sat.

“Look! Can you smell those nice flowers, child! Would you like a garland to put round your neck?” The child turned his nose away from the basket and reiterated his sob: “I want my mother, I want my father!” Thinking to humour his disconsolate charge by a gift of sweets, the man took him to the counter of the sweet shop. “What sweets would you like, child?” he asked. The child turned his face from the sweet shop and only sobbed, “I want my mother, I want my father!”

10 marks summary

The short story “The Lost Child” was written by Mulk Raj Anand. He is one of the important Indian writers in English. The story narrates a festival, the location, the crowd, a boy's attraction towards the shops and finally the transformation of his preferences. The story has an open ending, where the readers have the liberty to decide the climax of the story.

The story begins with the description of the festival of spring. A large group of people were moving towards the fair. Some people walked, some rode on horses and some travelled on bamboo and bullock carts based on their economic condition. A small boy was going to the festival with his parents happily. The boy was attracted by the toys on the way and his parents hurried him when he slowed down. Unable to control his desire, the boy expressed his wish for the toys, knowing well his parents would not buy them for him. His father looked at him angrily; his father's cruel look and his mother's affectionate distraction distracted him from the toy.

They entered into a mustard field and which looked like a melting gold under the morning sun, as the field lasted for several miles. The boy ran towards his parents happily, and soon he was attracted by insects and worms. The parents asked the boy to rush up and rest under the shade of the trees. The place was sheltered with banyan, jack, jaman, neem, champak and scrisha trees. The boy was collecting the falling petals and was immediately attracted by the doves. The parents again hurried the boy to follow them and they entered into a footpath which led to the fair.

On the way to the temple, many shops attracted the boy. The vendor of sweets hawked the list of sweets. The child looked longingly at the ‘burfi’, his favourite sweet and, knowing his parents' denial and blaming him as greedy, he refrained from asking for the sweet. There was also a seller of multi- coloured flowers and the boy looked at a garland with wonder. Next to him, there was a balloon-seller who sold colourful balloons. He again controlled himself without asking, as they would say that he was too big to play with. A snake charmer was playing a flute to a cobra, which swayed its head to the music, but he moved away, thinking that his parents would scold him for listening to the forbidden music.

A merry-go-round was spinning and people enjoyed the ride by making joyful sounds. The boy, unable to control his desire, finally, with courage, asked his parents to allow him to take a ride. As he did not receive any reply, he searched for his parents and realised that he had been separated from them. He suddenly felt abandoned, and he ran here and there looking for his parents. He tried to enter the crowded temple in search of his

parents. Someone picked up the boy from the crowd and asked about his parents. The question left the boy in tears, and he started crying, "Father! Mother!"

That man took the boy near the shops to console him. He moved towards the juggler and wanted the boy to listen to the music and forget his sadness. Again, the child rejected the offer and cried, "Father! Mother!" He then moved to the balloon shop and offered to buy balloons, but the boy rejected them. When the man offered to buy flowers and 'burfi' to make the child calm, the child only began crying more and more, asking for his parents. The author shows that the very things the child wanted to buy earlier were not more important than his parents.

5 Marks summary

The Lost Child – Mulk Raj Anand

"The Lost Child" was written by **Mulk Raj Anand**, one of the important Indian writers in English. The story describes a boy's visit to a spring festival with his parents and shows how his priorities change after he gets separated from them.

The story begins with a description of the spring festival. A large crowd of people is moving towards the fair. A little boy goes with his parents and is attracted by toys, sweets, flowers, balloons and other colourful things. He wants to buy them, but he knows that his parents will not allow him, so he controls his desires.

On the way, the boy enjoys the beautiful mustard fields, trees, flowers, insects and birds. At the fair, he is attracted by sweets, balloons, a snake charmer and a merry-go-round. Finally, he asks his parents for a ride on the merry-go-round. When he receives no reply, he looks around and realizes that he has lost his parents.

The boy becomes frightened and runs through the crowd crying, "**Father! Mother!**" A kind man finds him and tries to comfort him by offering him balloons, flowers, sweets and other things that he had wanted earlier. However, the boy refuses everything and continues to cry for his parents.

The story shows that **a child's love for his parents is greater than his desire for material things**. The ending is open, allowing readers to think about what happens next.

5 Marks Summary of "Letter to a Teacher" – 5 marks

Letter to a Teacher is based on the experiences of eight schoolboys from Barbiana, later translated into English by Nora Rossi and Tom Cole in 1970. Guided by Father Lorenzo Milani, the boys wrote about the failures of the education system. The writer criticizes the exam and grading systems that humiliate poor students, forcing them back to labor in fields and factories. Rich children, supported by tutors, passed easily, while poor children failed due to lack of help. Teachers showed ignorance, partiality, and superiority, focusing on irrelevant knowledge like Cicero instead of real struggles of working-class families. The boy-writer accuses teachers of being uncaring and degrading, ultimately teaching them a lesson about true education.

10 Marks Summary of “Letter to a Teacher”

Letter to a Teacher is a book written by eight schoolboys from Barbiana, Italy, with the guidance of Father Lorenzo Milani. Later, Nora Rossi and Tom Cole translated it into English in 1970. The book talks about the problems students face in the education system.

The student-writer explains how the exam system was very unfair. Poor children, whose parents were farmers or factory workers, often failed because they had no extra help at home. When they failed, they had to leave school and return to hard work in the fields or factories, losing their dreams of a better future. On the other hand, rich children had tutors to guide them and easily passed exams.

The grading system also discouraged poor students. Teachers judged them harshly without properly teaching or helping them. For example, in a physical education exam, students were simply told to play basketball without being taught the rules. When they got confused, the teacher insulted them and failed them instead of guiding them.

The writer also criticizes teachers for being ignorant about real life. They lived comfortably, using lifts and cars, and never understood the struggles of poor working families who had to suffer daily problems like crowded buses and hard labor. Teachers cared more about bookish knowledge like Cicero rather than teaching about the real lives of ordinary people.

In conclusion, the boy expresses anger against teachers’ partiality, harsh words, and lack of care. He says that instead of teachers teaching lessons to students, here it is the student who teaches a lesson to the teachers. The book strongly highlights the voice of poor children who are usually unheard in the education system.

1. Articles

Articles are small words used before nouns. They tell us if the noun is **specific** or **general**.

Types of Articles:

1. **Definite Article** – *the*

- Used when we talk about something specific.
- Example:
 - The sun rises in the east.
 - I saw **the** book you gave me.

2. **Indefinite Articles** – *a, an*

- Used when we talk about something general or not known.
- **a** → before words beginning with a consonant sound.
 - a dog, a pen, a university (u sounds like "yu")
- **an** → before words beginning with a vowel sound (a, e, i, o, u).
 - an apple, an hour (h is silent), an umbrella

□ *Rule:*

- Use **a/an** for first mention, then **the** for second mention.
 - I saw **a dog** in the park. **The dog** was very friendly.

Articles Exercises

Fill in the Blanks with appropriate indefinite Article 'a' or 'an'

1.old man wanted to see you in the morning.
2. John built ...yard for his cattle.
3. She ate only orange for her breakfast.
4. My grandmother told me..... story.
5. Mr. Nautiyal bought new car.
6. My son is.....M.A from Agra University.
7. Rohan is intelligent son of.....poor farmer.
8. Neha lodged F.I.R. against the cheat.
9. Pass me slice of bread.
10. Rita has gone on month's vacation.
11. Narayanpur is small village.
12. Visitors can meet the patient only twice.....day.
13. There waselephant in the field.
14. Ravi made error of judgement.
15. He was late by hour for the meeting.
16. Suresh has interest in acting.
17. Sita's brother isengineer inreputed company.
18. There iseucalyptus tree near my house.
19. She is honorary secretary of the club.
20. We met European girl in Rishikesh.

Answer Key 1. an 2. a 3. an 4. a 5. a 6. an 7. an, a 8. an 9. a 10. a 11. a 12. a 13. an 14. an 15. an 16. an 17. an,a 18. a 19. an 20. a

Fill in the Blanks with appropriate articles:

1.village chief has startedutensil shop.
2. Joya's father isprincipal of our college.
3.Ganges flows fromHimalayas.
4. Please give me.....copy of The Times of India.
5.Dhawans are particularly interested in music.
6.Market will remain closed for two days.
7. She wrote paper for seminar.
8. Rohan bought cup of coffee.
9.earth moves round sun.
10. He met withaccident yesterday.
11. Meeta saw.....cat ingarden.
12. We sawtiger inzoo.
13. Sunil's father isadvocate inhighcourt.
14. Suresh is.....tallest boy inclass.
15. She gave mecall in the evening.
16. Dr.Hamid isurdu teacher.
17. I metboy.boy was very polite.
18. Reading isgood habit.
19. He iscapiain inarmy.
20. Mr. Gokhale ishonorary president of our society.

Answer Key 1. The, a 2. the 3. the, the 4. A 5. the 6. the 7. a, the 8. a 9. the, the 10. An 11. a, the 12. a, the 13. an, the 14. the, the 15. A 16. An 17. a, the 18. A 19. a, an 20. An

2. Prepositions

Prepositions are words that show the relationship between a noun/pronoun and other words in a sentence.

Common Types:

1. **Prepositions of Place/Position** – show where something is.
 - in, on, at, under, over, between, behind, in front of
 - Example:
 - The book is **on** the table.
 - She is **in** the room.
 - The school is **between** the temple and the park.
2. **Prepositions of Time** – show when something happens.
 - at, on, in, since, for, during, from...to
 - Example:
 - He wakes up **at** 6 a.m.
 - We met **on** Monday.
 - She was born **in** July.
3. **Prepositions of Direction/Movement** – show movement from one place to another.
 - to, into, onto, towards, across, along
 - Example:
 - He is going **to** school.
 - The cat jumped **onto** the roof.
 - She walked **towards** the bus stop.
4. **Prepositions of Cause/Reason/Purpose**
 - because of, due to, for, from
 - Example:
 - The match was cancelled **because of** rain.
 - She is famous **for** her kindness.
5. **Prepositions of Instrument/Mean/Agent**
 - by, with, through
 - Example:
 - The book was written **by** Ruskin Bond.
 - She cut the paper **with** scissors.

A. Fill in the blanks with the correct preposition

1. The cat is hiding ____ the table.
2. We will meet you ____ 5 p.m.
3. She went ____ the market to buy vegetables.
4. The book is lying ____ the shelf.
5. He has been living here ____ 2010.
6. They walked ____ the park and enjoyed the flowers.
7. The train goes ____ Delhi to Mumbai.
8. The picture is hanging ____ the wall.

9. I am good ____ playing chess.
 10. Please put the flowers ____ the vase.

Answers

1. Under 2. At 3. To 4. on 5. since 6. through / in 7. from 8. on 9. at 10. in

Fill in the Blanks with appropriate Prepositions:

1. The Minister is attending an international seminarEngland. (in, at,)
2. Suman is junior.....your brother. (to, than)
3. They livearyanagar chowk.(at, in)
4. The book is keptthe table.(in,on)
5. The old man is used eating such food.(to, of)
6. All the teachers are fond.....Praduman.(of, off)
7. Megha has a scar.....her forehead.(in, on)
8. Aladin rubbed the lamp.....mistake.(by, of)
9. Daya has been..... America twice.(to, into)
10. Arvind was ashamed.....his conduct.(of, for)
11. The cart was driven.....a pair of horses.(by, with)
12. You must not depend others.(on,upon)
13. The members were disgustedhis rude behaviour.(at,on)
14. Netaji lived and diedhis beliefs.(of, for)
15. We differedtaste and manners.(in, of)
16. Raman is not eligible.....the post of assistant manager.(of, for)
17. Everybody marvelledher boldness.(at,on)
18. The authorities will lookthe matter.(in, into)
19. Diya ranthe room(in, into)
20. His mother isthe hospital.(in, at)

Answer Key 1. in 2. to 3. at 4. on 5. to 6. of 7. on 8. by 9. to 10. Of 11. by 12. upon 13. at
 14. for 15. in 16. for 17. at 18. into 19. into 20. In

Fill in the Blanks with appropriate Prepositions:

1. The cat sleeps.....her bed.(under, beneath)
2. Dinesh left the scooter.....the garage.(behind, beside)
3. They hung their clothes.....the fireplace.(on, over)
4. Rohan looked pleased.....himself.(with, of)

5. The secret agents were pledged.....secrecy.(to, with)
6. He slept8 o'clock.(till, until)
7. Ritu bought the dressrupees 500.(for, of)
8. The milkman stoodthe gate.(beside, beneath)
9. They live in a flatours.(above, on)
10. There is a house.....those trees.(behind, beside)
11. We wentthe place(round, around)
12. He is totally innocent.....the crime.(of, for)
13. Look at the cracks.....the help of a magnifying glass.(with, from)
14. I thanked himbeing so kind to me.(of, for)
15. I can explain the lesson to you if you see methe class.(after, behind)
16. Students are not allowed to gothis boundary wall.(beyond, within)
17. The demands of the workers were the rules.(within, in)
18. If the temperature fallsa certain degree, we should be careful.(below, above)
19. He diedcholera last night.(of, from)
20. The library is equippedthe latest books. (with, of)

Answer Key 1. under 2. behind 3. over 4.with 5. to 6. till 7. for 8. beside 9. Above 10. behind
11. around 12. of 13. with 14. for 15. after 16. beyond 17. within 18. below 19. of 20. with

Unit III

Poem: Where the Mind is Without Fear – Rabindranath Tagore

Speech: How Dare You – Greta Thunberg (Open Source)

Grammar: Active Voice and Passive Voice



Rabindranath Tagore (1861–1941) was a renowned Indian poet, writer, philosopher, and polymath. He became the first non-European to win the Nobel Prize in Literature in 1913 for his collection *Gitanjali* (Song Offerings). Tagore's works include poems, novels, short stories, plays, and essays that explore themes of nature, spirituality, humanism, and nationalism.

He composed India's national anthem, *Jana Gana Mana*, and also inspired Bangladesh's anthem, *Amar Shonar Bangla*. Tagore founded Visva-Bharati University in Santiniketan,

emphasizing a blend of Eastern and Western educational philosophies. His ideas promoted universalism, cultural harmony, and freedom of thought.

Tagore remains one of India's most influential cultural figures, often called "Gurudev" for his deep spiritual and artistic legacy.

Where The Mind Is Without Fear – Rabindranath Tagore

Where the mind is without fear and the head is held high
 Where knowledge is free
 Where the world has not been broken up into fragments
 By narrow domestic walls
 Where words come out from the depth of truth
 Where tireless striving stretches its arms towards perfection
 Where the clear stream of reason has not lost its way
 Into the dreary desert sand of dead habit
 Where the mind is led forward by thee
 Into ever-widening thought and action
 Into that heaven of freedom, my Father, let my country awake.

Summary of *Where the Mind is Without Fear*- 5Marks

"Where the Mind is Without Fear" is a poem by Rabindranath Tagore that expresses his vision of an ideal India. In this poem, Tagore wishes for a nation where people live with freedom, dignity, and courage. He dreams of a country where knowledge is freely shared, narrow-mindedness and superstition disappear, and people think and act for the common good.

Tagore emphasizes the importance of truth, reason, and unity. He hopes for a society where the mind is fearless, words are truthful, and people are not enslaved by outdated traditions. He also envisions a country where knowledge is accessible to all, where people are brave and work hard for progress, and where the mind is constantly striving for higher ideals.

Overall, the poem is a prayer for freedom, enlightenment, and moral integrity, reflecting Tagore's deep love for his country and his desire for a better, progressive India.

Expanded Summary of "Where the Mind is Without Fear" – 10 Marks

"Where the Mind is Without Fear" is one of the most famous poems written by Rabindranath Tagore. In this poem, Tagore expresses his dream for an ideal India, a country where people can live freely and fearlessly. He imagines a place where the mind is free from fear, where people are not scared to think, speak, or act according to their conscience.

Tagore wishes for a nation where knowledge is freely available to everyone. He believes that education should reach all, and people should not be limited by poverty or social barriers. In such a country, people would be brave, honest, and hardworking, always striving to improve themselves and their society.

He also talks about the importance of truth and moral courage. People should speak the truth and act righteously, without being influenced by narrow-mindedness, superstitions, or blind traditions. According to Tagore, a nation can grow only when its citizens are united, free, and enlightened.

The poet also dreams of a progressive country where the people's minds are constantly awake and alert, seeking higher ideals and knowledge. He hopes that the nation will not bow down to foreign domination or oppression, but will stand tall with dignity and self-respect.

In short, the poem is a prayer for a fearless, enlightened, and united country. Tagore's words inspire people to dream of freedom, knowledge, truth, and moral integrity. It reflects his deep love for his country and his hope for a better, just, and progressive society where everyone can live with respect and freedom.

Full text of Greta Thunberg's 'How Dare You' speech at the UN Climate Action Summit:



Who is Greta Thunberg?

Sixteen-year-old Greta Thunberg is a climate activist from Stockholm, Sweden. Over the last 14 months, she has inspired millions of people, predominantly school children, to act to prevent the climate crisis. Greta's climate activism started after a scorching summer sparked wildfires across Sweden last year. That's when she learnt about the looming threat of global warming and climate change. The adults weren't doing enough, and so she must, Greta realised. For one month, from August to September 2018, when Sweden's parliamentary elections took place, Greta bunked school and parked herself on the cobblestone steps outside the Swedish Parliament. She would hand out pamphlets to passers-by, urging them to act. She drew support from some parliamentarians, who joined her in protest. After the elections, Greta went back to school, but attends classes only four days a week. She spends her Fridays protesting outside the Parliament. This led to the Fridays for Future movement and, more recently, the [Global Climate Strikes](#). For her work, Greta has been nominated for the Nobel Peace Prize this year.

Speech

"My message is that we'll be watching you. This is all wrong. I shouldn't be up here. I should be back in school on the other side of the ocean. Yet you all come to us young people for hope. How dare you!

"You have stolen my dreams and my childhood with your empty words. And yet I'm one of the lucky ones. People are suffering. People are dying. Entire ecosystems are collapsing. We are in the beginning of a mass extinction, and all you can talk about is money and fairy tales of eternal economic growth. How dare you!

"For more than 30 years, the science has been crystal clear. How dare you continue to look away and come here saying that you're doing enough, when the politics and solutions needed are still nowhere in sight.

"You say you hear us and that you understand the urgency. But no matter how sad and angry I am, I do not want to believe that. Because if you really understood the situation and still kept on failing to act, then you would be evil. And that I refuse to believe.

"The popular idea of cutting our emissions in half in 10 years only gives us a 50% chance of staying below 1.5°C, and the risk of setting off irreversible chain reactions beyond human control.

"Fifty percent may be acceptable to you. But those numbers do not include tipping points, most feedback loops, additional warming hidden by toxic air pollution or the aspects of equity and climate justice. They also rely on my generation sucking hundreds of billions of tons of your CO₂ out of the air with technologies that barely exist.

"So a 50% risk is simply not acceptable to us — we who have to live with the consequences.

"To have a 67% chance of staying below a 1.5°C global temperature rise – the best odds given by the [Intergovernmental Panel on Climate Change] – the world had 420 gigatons of CO₂ left to emit back on January 1st, 2018. Today that figure is already down to less than 350 gigatons.

"How dare you pretend that this can be solved with just 'business as usual' and some technical solutions? With today's emissions levels, that remaining CO₂ budget will be entirely gone within less than 8 1/2 years.

"There will not be any solutions or plans presented in line with these figures here today, because these numbers are too uncomfortable. And you are still not mature enough to tell it like it is.

"You are failing us. But young people are starting to understand your betrayal. The eyes of all future generations are upon you. And if you choose to fail us, I say: We will never forgive you.

"We will not let you get away with this. Right here, right now is where we draw the line. The world is waking up. And change is coming, whether you like it or not.

"Thank you."

Summary of Greta Thunberg's Speech – 5 marks

Greta Thunberg, a young climate activist, strongly criticizes world leaders for not taking real action against climate change. She says it is unfair that young people like her have to fight for the future while leaders focus on money and growth. Greta warns that people are already suffering, ecosystems are collapsing, and we are facing a mass extinction.

She points out that science has been clear for decades, but leaders still fail to act. Policies like cutting emissions by half in ten years are not enough and put her generation at great risk. Greta repeatedly asks, “How dare you?” to show leaders’ moral failure in ignoring the crisis.

Finally, she warns that young people will no longer forgive inaction and declares that change is coming. Her speech is a call for urgent action, responsibility, and honesty to protect the planet and future generations.

ESSAY 08 MARKS

Greta Thunberg, a young Swedish climate activist, has become a strong voice in the fight against climate change. In her famous speech, she speaks directly to world leaders and blames them for not taking real action. She says leaders care more about money and economic growth than about saving the planet, while young people like her are forced to fight for their own future. Greta believes this is very unfair, because it should be the responsibility of adults and leaders to protect children, not the other way around.

She explains how serious the situation is: people in many parts of the world are already suffering from floods, droughts, wildfires, and other climate disasters. Forests are being destroyed, animals are losing their homes, and many species are at risk of disappearing forever. She warns that this could lead to a mass extinction of life on Earth. Greta also reminds everyone that scientists have been warning about climate change for decades, but leaders keep delaying action instead of solving the problem.

Even the promises that sound big, like reducing emissions by half in the next ten years, are not good enough. Greta says these plans are too slow and too weak, and they still put her generation in great danger. She believes every year of delay makes the crisis worse and harder to fix.

The most powerful part of her speech is when she asks leaders again and again: “**How dare you?**” These words show her anger and disappointment. She accuses world leaders of betraying young people by choosing money and comfort over saving the planet.

At the end of her speech, Greta warns that young people will not forget or forgive if leaders continue to do nothing. She promises that change is on the way because young people everywhere are demanding justice, truth, and action.

Her speech is not just a warning—it is also a call for hope and courage. Greta’s message is simple: the time to act is now. Protecting the planet is not only about politics, it is about fairness, survival, and responsibility to future generations.

Active and passive voice

Active and passive voice are two ways of building the same English sentence. In active voice, the subject performs the action. In passive voice, the subject receives it. Both are correct; each has its own purpose

What Is Active Voice?

Active voice is a sentence structure in which the subject performs the action expressed by the verb. In other words, the person, animal, or thing acting comes before the verb and directly carries out the action.

Structure: Subject + Verb + Object

Examples:

- Maya wrote the letter.
- The dog chased the ball.
- The company launched a new product.
- The teacher explained the lesson.

In each sentence, the subject (Maya, the dog, the company, the teacher) is doing the action.

What Is Passive Voice?

Passive voice is a sentence structure in which the subject receives the action of the verb rather than performing it. The focus is placed on the action or the recipient of the action instead of the person or thing carrying it out.

Structure: Subject + Be Verb + Past Participle (+ by + Agent)

Examples:

- The letter was written by Maya.
- The ball was chased by the dog.
- A new product was launched by the company.
- The lesson was explained by the teacher.

In each sentence, the subject (the letter, the ball, a new product, the lesson) receives the action.

Difference Between Active and Passive Voice

A side-by-side comparison of the two voices will give you a clear understanding and effective use of the Active and passive voices. Do not confuse active and passive voice with direct and indirect speech.

Feature	Active Voice	Passive Voice
Focus	The doer (subject)	The receiver (object becomes subject)
Sentence order	Subject + Verb + Object	Object + be + V3 + (by + Subject)

Verb form	Main verb only	“be” + past participle (V3)
Tone	Direct, energetic	Formal, indirect
Length	Usually shorter	Usually longer
Use when...	The doer is important	The action or receiver matters; doer is unknown or obvious
Example	The chef prepared the meal.	The meal was prepared by the chef.

Rules to be Followed When Converting the Active Voice to the Passive Voice

To convert any active sentence into passive voice, use this structure:

Object + appropriate form of "be" + Past Participle (V3) + by + Subject

Five core rules:

1. The object of the active sentence becomes the subject of the passive sentence.
2. The subject becomes the agent after "by" — and is dropped when unknown, obvious, or unimportant.
3. The main verb changes to its past participle (V3), preceded by the matching form of "be".
4. The tense never changes — only the verb form does.
5. Pronouns shift: I → me, we → us, he → him, she → her, they → them, who → whom.

Active and Passive Voice Rules for All 12 Tenses

The formula stays the same; only the "be" verb shifts with the tense.

Tense	Active Structure	Passive Structure	Example Pair
Simple Present	S + V1/V1s + O	O + is/am/are + V3 + by + S	She writes a letter. → A letter is written by her.
Present Continuous	S + is/am/are + V-ing + O	O + is/am/are + being + V3 + by + S	She is writing a letter. → A letter is being written by her.
Present Perfect	S + has/have + V3 + O	O + has/have + been + V3 + by + S	She has written a letter. → A letter has been written by her.

Simple Past	S + V2 + O	O + was/were + V3 + by + S	She wrote a letter. → A letter was written by her.
Past Continuous	S + was/were + V-ing + O	O + was/were + being + V3 + by + S	She was writing a letter. → A letter was being written by her.
Past Perfect	S + had + V3 + O	O + had been + V3 + by + S	She had written a letter. → A letter had been written by her.
Simple Future	S + will + V1 + O	O + will be + V3 + by + S	She will write a letter. → A letter will be written by her.
Future Perfect	S + will have + V3 + O	O + will have been + V3 + by + S	She will have written a letter. → A letter will have been written by her.

Note: The three perfect continuous tenses and future continuous are not normally used in the passive — the structure becomes awkward. Rephrase in a different tense instead.

Examples of Active and Passive Voice (By Tense)

Each pair below shows the active sentence on the left and its passive form on the right, grouped by tense.

Simple Present Tense

Active Voice	Passive Voice
She bakes a cake.	A cake is baked by her.
He drives the bus.	The bus is driven by him.
They clean the classroom.	The classroom is cleaned by them.
The teacher checks the homework.	The homework is checked by the teacher.
Riya plays the piano.	The piano is played by Riya.
We watch the news.	The news is watched by us.
Mom prepares breakfast.	Breakfast is prepared by Mom.

The mechanic repairs cars.	Cars are repaired by the mechanic.
Children love stories.	Stories are loved by children.
The dog chases the cat.	The cat is chased by the dog.
The chef makes dessert.	Dessert is made by the chef.
Farmers grow rice.	Rice is grown by farmers.
Birds build nests.	Nests are built by birds.
She speaks French.	French is spoken by her.
He writes poems.	Poems are written by him.

Simple Past Tense

Active Voice	Passive Voice
Newton discovered gravity.	Gravity was discovered by Newton.
She painted the wall.	The wall was painted by her.
The chef cooked dinner.	Dinner was cooked by the chef.
He kicked the ball.	The ball was kicked by him.
The dog bit the postman.	The postman was bitten by the dog.
They built a bridge.	A bridge was built by them.
The boy broke the window.	The window was broken by the boy.
Mom baked cookies.	Cookies were baked by Mom.
The artist drew the portrait.	The portrait was drawn by the artist.
She invited her friends.	Her friends were invited by her.
They sang a hymn.	A hymn was sung by them.

He repaired the computer.	The computer was repaired by him.
The driver started the engine.	The engine was started by the driver.
She solved the puzzle.	The puzzle was solved by her.
The fire destroyed the forest.	The forest was destroyed by the fire.

Simple Future Tense

Active Voice	Passive Voice
She will finish the report.	The report will be finished by her.
He will buy a car.	A car will be bought by him.
They will paint the gate.	The gate will be painted by them.
Riya will sing a song.	A song will be sung by Riya.
The team will win the match.	The match will be won by the team.
Mom will prepare dinner.	Dinner will be prepared by Mom.
The carpenter will fix the chair.	The chair will be fixed by the carpenter.
He will deliver the parcel.	The parcel will be delivered by him.
She will write a novel.	A novel will be written by her.
They will plant trees.	Trees will be planted by them.

Present Continuous Tense

Active Voice	Passive Voice
She is reading a book.	A book is being read by her.
He is fixing the door.	The door is being fixed by him.
They are building a house.	A house is being built by them.

Mom is cooking lunch.	Lunch is being cooked by Mom.
The dog is chasing a squirrel.	A squirrel is being chased by the dog.
Workers are painting the wall.	The wall is being painted by workers.
She is teaching the children.	The children are being taught by her.
He is driving the truck.	The truck is being driven by him.
They are watching a film.	A film is being watched by them.
The boy is flying a kite.	A kite is being flown by the boy.

Past Continuous Tense

Active Voice	Passive Voice
She was writing a letter.	A letter was being written by her.
He was painting the fence.	The fence was being painted by him.
They were building the bridge.	The bridge was being built by them.
Mom was cooking dinner.	Dinner was being cooked by Mom.
The boy was kicking the ball.	The ball was being kicked by the boy.
Workers were repairing the road.	The road was being repaired by workers.
She was decorating the room.	The room was being decorated by her.
He was watering the plants.	The plants were being watered by him.
They were rehearsing the play.	The play was being rehearsed by them.
The dog was chasing the cat.	The cat was being chased by the dog.

Present Perfect Tense

Active Voice	Passive Voice
--------------	---------------

She has finished the work.	The work has been finished by her.
He has eaten the cake.	The cake has been eaten by him.
They have written the report.	The report has been written by them.
Mom has prepared lunch.	Lunch has been prepared by Mom.
The team has won the cup.	The cup has been won by the team.
She has sent the invitation.	The invitation has been sent by her.
He has solved the case.	The case has been solved by him.
They have planted roses.	Roses have been planted by them.
The cat has caught the mouse.	The mouse has been caught by the cat.
She has cleaned the kitchen.	The kitchen has been cleaned by her.

Past Perfect Tense

Active Voice	Passive Voice
She had finished her lunch.	Her lunch had been finished by her.
The thief had stolen the jewels.	The jewels had been stolen by the thief.
Mom had baked the cake.	The cake had been baked by Mom.
He had repaired the bicycle.	The bicycle had been repaired by him.
They had built the temple.	The temple had been built by them.

Future Perfect Tense

Active Voice	Passive Voice
She will have completed the task.	The task will have been completed by her.
They will have finished the project.	The project will have been finished by them.

He will have written the article.	The article will have been written by him.
The team will have won the trophy.	The trophy will have been won by the team.
She will have painted the door.	The door will have been painted by her.

Modal Verbs

With modals (can, could, may, might, should, must, ought to, have to), the structure is: Object + modal + be + V3 + by + Subject.

Active Voice	Passive Voice
She can solve the problem.	The problem can be solved by her.
He must finish the homework.	The homework must be finished by him.
You should respect elders.	Elders should be respected by you.
They may invite us.	We may be invited by them.
The driver might damage the car.	The car might be damaged by the driver.
You ought to follow the rules.	The rules ought to be followed by you.
She could play the violin.	The violin could be played by her.
He has to submit the report.	The report has to be submitted by him.
Students must wear uniforms.	Uniforms must be worn by students.
She would prepare the meal.	The meal would be prepared by her.

Imperative Sentences

Imperatives use "Let + object + be + V3" or "You are requested to + V1".

Active Voice	Passive Voice
Open the door.	Let the door be opened.
Close the window.	Let the window be closed.

Help the poor.	Let the poor be helped.
Do not waste water.	Water should not be wasted.
Please bring my pen.	You are requested to bring my pen.

Interrogative Sentences

Keep the question word or auxiliary at the front, then apply passive structure.

Active Voice	Passive Voice
Who broke the cup?	By whom was the cup broken?
Did she write the letter?	Was the letter written by her?
Does he drive the bus?	Is the bus driven by him?
Will they finish the work?	Will the work be finished by them?
Why did he leave the office?	Why was the office left by him?

How to Change Active Voice to Passive Voice

Worked example: The chef cooked the meal.

Step 1 — Identify subject, verb, and object. Chef / cooked / meal.

Step 2 — Move the object to the subject position. The meal ...

Step 3 — Match the form of "be" to the tense. Simple past, singular → was.

Step 4 — Add the past participle (V3). The meal was cooked ...

Step 5 — Add "by" + the original subject (or drop it). The meal was cooked by the chef.

When to Use Active vs Passive Voice

Use active voice when:

- You want clarity, directness, and energy.
- The doer of the action is important.
- You're writing emails, blog posts, instructions, or stories.

Use passive voice when:

- The doer is unknown — My phone was stolen.
- The doer is obvious or irrelevant — English is spoken here.
- You want to emphasise the action or receiver — The patient was rushed to surgery.
- You're writing scientific reports, news, or legal text — The sample was tested at 37°C.

Active and Passive Voice Worksheet

Convert each active sentence into the passive voice. Try them yourself, then check the answers.

1. The dog chased the cat.
2. She is writing a story.
3. They have completed the task.
4. He will deliver the parcel tomorrow.
5. The students respect their teacher.
6. Mother baked the cake.
7. Workers are repairing the road.
8. The thief had stolen my watch.
9. She must finish the assignment.
10. Open the gate.

Answers:

1. The cat was chased by the dog.
2. A story is being written by her.
3. The task has been completed by them.
4. The parcel will be delivered by him tomorrow.
5. The teacher is respected by the students.
6. The cake was baked by mother.
7. The road is being repaired by workers.
8. My watch had been stolen by the thief.
9. The assignment must be finished by her.
10. Let the gate be opened.

Unit IV

- **Poem: Night of the Scorpion – Nissim Ezekiel**
- **One Act Play: Refund – Fritz Karinthy**

- **Tenses**



Nissim Ezekiel (1924–2004) was an influential Indian poet, playwright, and literary critic, often regarded as the father of modern Indian English poetry. Born in Bombay (now Mumbai) to a Bene Israel Jewish family, Ezekiel's works explored themes of identity, alienation, everyday life, and the search for meaning in urban India.

His poetry is known for its simplicity, irony, and sharp social observation, often using humor and conversational language. Some of his notable collections include *A Time to Change*, *The Exact Name*, and *The Unfinished Man*.

Ezekiel played a key role in shaping post-independence Indian English literature—both as a poet and as a mentor to younger writers. His poem “The Night of the Scorpion” is among the most widely studied works in Indian English poetry.

Night of the Scorpion - Nissim Ezekiel POEM

I remember the night my mother
was stung by a scorpion. Ten hours
of steady rain had driven him
to crawl beneath a sack of rice.

Parting with his poison - flash
of diabolic tail in the dark room -
he risked the rain again.

The peasants came like swarms of flies
and buzzed the name of God a hundred times
to paralyse the Evil One.

With candles and with lanterns
throwing giant scorpion shadows
on the mud-baked walls
they searched for him: he was not found.
They clicked their tongues.
With every movement that the scorpion made his poison moved in Mother's blood, they said.

May he sit still, they said
May the sins of your previous birth
be burned away tonight, they said.
May your suffering decrease
the misfortunes of your next birth, they said.
May the sum of all evil
balanced in this unreal world

against the sum of good
become diminished by your pain.

May the poison purify your flesh

of desire, and your spirit of ambition,
 they said, and they sat around
 on the floor with my mother in the centre,
 the peace of understanding on each face.
 More candles, more lanterns, more neighbours,
 more insects, and the endless rain.
 My mother twisted through and through,
 groaning on a mat.
 My father, sceptic, rationalist,
 trying every curse and blessing,
 powder, mixture, herb and hybrid.
 He even poured a little paraffin
 upon the bitten toe and put a match to it.
 I watched the flame feeding on my mother.
 I watched the holy man perform his rites to tame the poison with an incantation.
 After twenty hours
 it lost its sting.

My mother only said
 Thank God the scorpion picked on me
 And spared my children.

Summary – 5 marks

The poem “*Night of the Scorpion*” tells the story of a painful incident from the poet’s childhood. One rainy night, a scorpion entered the house to escape the heavy rain. In the darkness, it stung the poet’s mother. After the sting, the scorpion quickly hid beneath a sack of rice.

When the neighbours heard about it, they all gathered in the house. They sat around the mother, murmuring prayers and chanting to drive away the evil. They believed that her pain would reduce her sins and that of her previous life, and also bring blessings to her family. This shows the **superstitious mindset of the villagers**.

Meanwhile, the poet’s father, who was a rationalist and did not believe in such superstitions, tried different practical methods to cure her. He gave her powders, herbs, and medicines, and even burned her toe with a flame to draw out the poison. But nothing seemed to give relief.

The mother suffered in terrible pain for almost twenty hours. Finally, the poison lost its effect and she recovered. After all the chanting, remedies, and struggles, her simple words revealed her **deep love and sacrifice**:
 She thanked God that the scorpion had stung her and not her children.

Essay Question – 8 Marks

The poem describes a night when the poet’s mother was stung by a scorpion. One rainy night, a scorpion came into the poet’s house to escape from the rain. In the darkness, it stung the

poet's mother. After stinging her, the scorpion quickly crawled under a sack of rice and hid there.

When the villagers heard about the sting, they all came to help. They sat around the poet's mother and started chanting prayers. They believed that every movement of the scorpion would increase her pain, so they wanted it to stay still. They also said that her pain would burn away her sins, reduce the suffering of her next life, and even bring safety to her children. These beliefs show the **superstitious nature of the villagers**.

The poet's father, however, was a modern man who believed in science. He did not trust the villagers' words. He tried his own ways to cure her. He used powders, herbs, and holy ash. He even burned her toe with a flame to draw the poison out. Still, nothing gave her quick relief.

For almost twenty hours, the mother suffered with the pain of the sting. Everyone was worried, but at last the pain slowly went away. She became normal again.

What is most touching is the mother's reaction. After all the suffering, she did not complain about the pain or curse the scorpion. Instead, she simply thanked God that the scorpion had bitten her and not her children. This shows the **deep love and sacrifice of a mother**.

The Refund by Fritza Karinthy



Frigyes (Fritz) Karinthy (1887–1938) was a Hungarian author, playwright, journalist, and humorist known for his wit, satire, and imaginative ideas. He wrote across many genres, including fiction, essays, and plays, often blending humor with deep social and philosophical insights.

Karinthy is best known for his short story "*Chains*" (*Láncszemek*, 1929), in which he introduced the concept of "six degrees of separation"—the idea that everyone in the world is connected by a chain of no more than six acquaintances. This idea later inspired sociological studies and modern social network theories.

His works, such as *Journey Round My Skull*, which recounts his experience with a brain tumor, reveal both his intellect and his ability to find humor in serious situations. Karinthy remains one of Hungary's most celebrated literary figures.

The Characters

- The Principal
- A servant
- Wasserkopf
- The Mathematics Master
- The History Master

- The Geography Master

(The Principal is seated in his office in a high school. Enter a servant.)

THE SERVANT: Sir, there is a man outside. He introduces himself as 'Wasserkopf and he wants to see you.

THE PRINCIPAL: Tell him to come here.

THE SERVANT: Yes, sir.

(He goes off. A carelessly dressed and bearded man enters. He is under forty and energetic)

WASSERKOPF: How do you do? *(He remains standing)*

THE PRINCIPAL *(rising)*: What can I do for you?

WASSERKOPF: I'm Wasserkopf. Don't you remember me?

THE PRINCIPAL *(shaking his head)*: No.

WASSERKOPF: Mr. Principal Sir, I was a student in this school eighteen years ago.

THE PRINCIPAL: Oh well, what do you want now? A certificate?

WASSERKOPF *(doubtfully)*: No, I'm bringing back my certificate you gave me and I don't need another one?

THE PRINCIPAL: Well?

WASSERKOPF: As a former student of this school I want you to refund my all tuition fees.

THE PRINCIPAL *(incredulously)*: You want me to refund your tuition fees?

WASSERKOPF: Yes. If I were a rich man I'd tell you to keep them. But I'm not a rich man, and I need the money.

THE PRINCIPAL: I cannot understand what you say.

WASSERKOPF: I want my tuition fees back.

THE PRINCIPAL: Why do you want it back?

WASSERKOPF: This certificate here says I got an education. But, I didn't. I didn't learn anything from the school and I want my money back.

THE PRINCIPAL: I don't understand it at all! I've never heard of such a thing before. What an absurd idea!

WASSERKOPF: It is not an absurd idea. It's a good idea. I didn't get the idea from my own head. My old classmate Leaderer gave me the idea.

THE PRINCIPAL: Gave it to you?

WASSERKOPF: Yes. I was walking along the street, wondering how I could get some cash. I met Leaderer. We discussed about somethings. Finally he told me 'Wasserkopf, you don't know anything. Go to the school and get your tuition fees back. So I came here as fast as I could.

THE PRINCIPAL (*rising*): You – you are not really serious, are you?

WASSERKOPF: I am really serious. Treat me wrong here and I'll go straight to the Ministry of Education and complain about you! You took my money and you taught me nothing... I can't do anything.

THE PRINCIPAL: What makes you think you can't do anything and you don't know anything?

WASSERKOPF: Everybody thinks so. If I get a job I can't keep it. Give me an examination. Then you will realize that I don't know anything.

THE PRINCIPAL: What an unusual case! I shall have to consult the staff. I shall have to call a conference... will you wait in the waiting room and give me a few minutes?

WASSERKOPF (*rising*): Yes, be quick.

THE PRINCIPAL (*rings; the servant enters*): Ask the staff to come here at once. A most extraordinary conference!

THE SERVANT: Yes, sir. (*He goes out*)

(*The masters enter*)

THE PRINCIPAL: Gentlemen, I have asked you to come here on account of a most unusual state of affairs. Sit down, gentlemen. A former pupil named Wasserkopf has come to see me. He brought up a question, which I've never encountered in my many years of experience.

THE MATHEMATICS MASTER: Tell us about it.

THE PRINCIPAL: He wants – he wants his tuition fees back.

THE MATHEMATICS MASTER: Why?

THE PRINCIPAL: He says he learned nothing. He says a re-examination will prove it. I'd like to know what you gentlemen think about a re-examination.

THE MATHEMATICS MASTER (*chuckling*): A re-examination? Gentlemen, we will lose nothing by re-examining Wasserkopf. If he fails he will prove he learned nothing and want tuition fee back. So, he must not fail. We will not make our questions too difficult – agreed,

gentlemen? We will ask him questions. Whatever his answers, we agree beforehand that they are correct.

THE PHYSICS MASTER: Who will decide the correctness of answer?

THE MATHEMATICS TEACHER: I will handle it, if you permit me.

THE PRINCIPAL: Isn't there a chance of something going wrong?

THE MATHEMATICS MASTER: Leave it to us.

THE PRINCIPAL (*to the servant who has reappeared*): Call Wasserkopf.

(*He enters. His hat is over one ear; he keeps his hands thrust into his pockets and stares insolently*)

WASSERKOPF: Start exam! Let's hear the questions. I need money.

THE PRINCIPAL: The examination will begin with History.

THE HISTORY MASTER (moving to the centre of the table) Wasserkopf, won't you be seated?

WASSERKOPF : To hell with a seat! I'll stand.

THE MATHEMATICS MASTER: Bravo! Excellent! He will not be seated; he will stand. It proves that his physical condition is splendid, and I take it upon myself to award him an 'Excellent' in physical culture.

THE PRINCIPAL: Quite Right. (*He writes*) 'Physical Culture: Excellent'

THE STAFF: Agreed! Agreed!

WASSERKOPF: (*He sit*) You caught me once. Well, you won't do it again. From now I'll have my ears open.

THE PRINCIPAL: 'Alertness: Very Good'

THE HISTORY MASTER: 'Perseverance: Unusual.'

THE MATHEMATICS MASTER: 'Logic: Excellent.'

WASSERKOPF: Ask me other questions!

THE MATHEMATICS MASTER (to the Principal): 'Ambition: Boundless. (*The Principal nods and writes*)

THE PRINCIPAL: Next, the examination in Geography.

(The Geography Master takes the place facing Wasserkopf)

THE GEOGRAPHY MASTER: Please tell me what city of the same name is the capital of the German province of Brunswick?

WASSERKOPF: What a dumb question! The answer's part of the question.

THE GEOGRAPHY MASTER: what is it?

WASSERKOPF: 'Same' of course. That's the answer. If the name of the city is same, then the name of the city is 'Same.' Right? If it isn't I fail, and you refund my tuition fees.

THE GEOGRAPHY MASTER: The answer is correct. The name of the city is 'Same.' Gentlemen, the candidate shows exceptional knowledge of the history of the city Brunswick. There is a story about the city, as the Emperor Barbarossa was riding in to the city, he met a young girl who was munching a bun, and whose mouth was full. He called out to her, 'God bless you. What's the name of this city?' and the peasant girl answered 'Same to you, sir.' Then she stopped because her mouth was full, and the Emperor laughed and said, 'Ho, ho! So the name of the city is "Same."?' And for many years, thereafter, he never referred to Brunswick, except by that title. (*He turns at his colleagues.*) The answer is excellent. The candidate is entitled to a grade of 'Excellent' in Geography.

THE PRINCIPAL (*writing*): 'Geography: Excellent. Only the examination in mathematics is left. Should he pass that he will have passed the entire examination.

WASSERKOPF (*nervously*): I'm going to be more careful now. (*The Mathematics Master takes his place facing Wasserkopf.*)

THE MATHEMATICS MASTER: I'm going to ask you two questions. One of them is easy; the other is hard.

The easy question: If we represent the speed of light by x , and the distance of the star Sirius from the sun by y , what is the circumference of a one-hundred-and-nine-sided regular polyhedron whose surface coincides with that of the hip-pocket of a State railway employee whose wife has been deceiving him for two years and eleven months with a regimental sergeant-major of hussars?

WASSERKOPF: Of course I know it! Naturally I know it! I'll tell you: two thousand six hundred and twenty nine litres. I've given you an answer which is too good!

THE MATHEMATICS MASTER: No. The answer is wrong. The correct answer is two thousand six hundred and twenty-eight litres, and not twenty nine. (*He turns to The Principal*) refuse to pass the candidate. Mark him 'Failure.'

WASSERKOPF: My tuition fees! My tuition fees!

THE MATHEMATICS MASTER: In my opinion the candidate's request is reasonable. How much do we owe you, Herr Wasserkopf?

WASSERKOPF (*greedily, forgetting everything else*): I'll tell you exactly. I attended this school for six years in all. During the first three years the fee was 150 crowns quarterly. Total for three years 1, 800. During the second three years the fee was 400 crowns semi-annually. Total: 2, 400 and 1, 800 is 4, 200. Examination fees, 250 crowns 95 heller. Certificates,

documents, books, stamp taxes, 1, 241 crowns 43 heller. Total: 5, 682 crowns 38 heller. Incidentals, stationery, notebooks, 786 crowns 12 heller. Grand total: 6, 450 crowns 50 heller. Knock of the heller and call it crowns.

THE MATHEMATIC MASTER (*checking with his paper and pencil as Wasserkopf calls out the amount*): Exactly! It's right to the smallest detail. (He offers Wasserkopf his hand) I congratulate you! That was my difficult question!

WASSERKOPF (not understanding) : What?

THE MATHEMATICS MASTER (to the Principal): I certify that the candidate passes in Mathematics. His answer to the easy question was wrong; but his answer to the difficult question – how much the refund should be – was exactly correct. Herr Wasserkopf is a mathematical genius.

THE PRINCIPAL (*rising*): I present the results of the examination. Wasserkopf has passed with distinction in every subject. Wasserkopf, we offer our congratulations – now that we have verified your knowledge and your abilities –get out before I have you thrown out!

(*He rings for the servant.*)

THE SERVANT (*entering*): Yes, sir?

THE PRINCIPAL (*indicating Wasserkopf*): Remove that object! (*The servant seizes Wasserkopf by the collar and the seat of his trousers and rushes him off. The Principal turns to the staff and beams.*) Thank you, gentlemen, for your magnificent co-operation. In the future it will be our proudest boast that in this school a pupil simply cannot fail!

(*They shake hands and slap each other's back*)

End.....

Summary of Refund 5marks

Wasserkopf, a forty-year-old incompetent man, often lost jobs and remained penniless. One day, after meeting his classmate Leaderer, he got the idea of demanding his school fees back, claiming the school had taught him nothing. He went to his old school after eighteen years and asked the Principal for a refund.

The Principal, surprised, consulted the staff. They decided to re-examine him but make sure he passed so that no refund could be claimed. During the test in History, Geography, Physics, and Mathematics, Wasserkopf gave absurd answers on purpose, yet the teachers cleverly justified them as correct.

Finally, the Mathematics teacher tricked him into calculating his expected refund, proving his knowledge. Declared successful in all subjects, Wasserkopf was denied the refund and thrown out of the school.

Summary of Refund 8 marks

Wasserkopf was a man of about forty years. He was incompetent and could not keep a job. Wherever he worked, he was dismissed. He had no money and thought of himself as a fool.

One day, after losing a job, he met his old school friend Leaderer. Leaderer told him jokingly that since he knew nothing, he should ask his school to return his tuition fees. Wasserkopf liked the idea. He decided that the school was responsible for his failures and must refund his fees.

He went back to his school after eighteen years and met the Principal. He demanded his money back, saying he had learned nothing. The Principal was surprised and called a meeting with the teachers. They decided to give him a re-examination but to make sure he passed, no matter what answers he gave.

The test began. Wasserkopf gave silly and insulting answers in History, Geography, and Physics. But the teachers twisted his words and declared him correct each time. He wanted to fail, but they made him pass.

At last, the Mathematics teacher asked him a tricky question. Wasserkopf gave a foolish answer, and the teacher declared him failed. Happy with this, Wasserkopf quickly calculated the amount of money he should get back. But the teacher announced that this was the real question and his answer was correct. So he passed Mathematics too.

In the end, the Principal declared that Wasserkopf had passed all subjects. Therefore, he was not entitled to a refund. Finally, he was thrown out of the school.

Types of Tenses

There are 3 main tenses, and each has 4 forms:

1. Present Tense – action happens now

- **Simple Present** → I eat. / She plays.
- **Present Continuous** → I am eating. / She is playing.
- **Present Perfect** → I have eaten. / She has played.
- **Present Perfect Continuous** → I have been eating for an hour.

2. Past Tense – action happened before now

- **Simple Past** → I ate. / She played.
- **Past Continuous** → I was eating. / She was playing.
- **Past Perfect** → I had eaten. / She had played.
- **Past Perfect Continuous** → I had been eating for an hour.

3. Future Tense – action will happen later

- **Simple Future** → I will eat. / She will play.
- **Future Continuous** → I will be eating. / She will be playing.
- **Future Perfect** → I will have eaten. / She will have played.
- **Future Perfect Continuous** → I will have been eating for an hour.

Chart Of Tenses - Rules

	Present	Past	Future
Simple	- Sub + v (+ e/es) + ob. - Sub + do/does + V1 + ob. - Do/does + Sub + V1 + ob + ?	- Sub + v2 + ob. - Sub + did + not + v1 + ob. - Did + sub + v1 + ob + ?	- Sub + will/shall + v1 + ob. - Sub + will/shall + not + v1 + ob. - Will/shall + sub + v1 + ob + ?
Continues	- Sub + is/am/are + v1(+ing) + ob. - Sub + is/am/are + not + v1(+ing) + ob. - Is/am/are + sub + v1(+ing) + ob + ?	- Sub + was/were + v1(+ing) + ob. - Sub + was/were + not + v1(+ing) + ob. - Was/were + sub + v1(+ing) + ob + ?	- sub + will/shall + be + v1(+ing) + ob. - sub + will shall + not + be + v1(+ing) + ob. - Will/shall + sub + be + v1(+ing) + ob + ?
Perfect	- Sub + has/have + v3 + ob. - Sub + has/have + not + v3 + ob. - Has/have + sub + v3 + ob + ?	- Sub + had + v3 + ob. - Sub + had + not + v3 + ob. - Had + sub + v3 + ob + ?	- sub + will/shall + have + v3 + ob. - sub + will/shall + not + have + v3 + ob. - Will/shall + sub + have + v3 + ob + ?
Perfect Continues	- Sub + has/have+been + v1(+ing) + since/for + time. - Sub + has/have + not been + v1(+ing) + since/for + time. - Has/have+ Sub + been + v1(+ing) + since/for + time + ?	- Sub + had + been + v1 (+ing) + since/for + time. - sub + had + not + been + v1(+ing) + since/for + time. - Had + sub + been + v1(+ing) + since/for + time + ?	- sub + will/shall + have been + v1(+ing) + since/for + time. - sub + will/shall + not + have been + v1(+ing) + since/for + time. - will/shall + sub + have been + v1(+ing) + since/for + time + ?

Tense	Signal words	Use	Form	Examples affirmative	Examples negative	Examples interrogative
Simple Present	every day sometimes always often usually seldom never first ... then	something happens repeatedly how often something happens one action follows another things in general with the following verbs (to love, to hate, to think, etc.) future meaning: timetables, programmes	Infinitive he/she/it + -s	I work . He works . I go . He goes .	I don't work . He doesn't work . I don't go . He doesn't go .	Do I work ? Does he work ? Do I go ? Does he go ?
Present Progressive	now at the moment Look! Listen!	something is happening at the same time of speaking or around it future meaning: when you have already decided and arranged to do it (a fixed plan, date)	to be (am/are/is) + Infinitive + ing	I'm working . He's working . I'm going . He's going .	I'm not working . He isn't working . I'm not going . He isn't going .	Am I working ? Is he working ? Am I going ? Is he going ?
Simple Past	last ago in 1990 yesterday	action took place in the past, mostly connected with an expression of time (no connection to the present)	regular: Infinitive + -ed irregular: 2. Spalte	I worked . He worked . I went . He went .	I didn't work . He didn't work . I didn't go . He didn't go .	Did I work ? Did he work ? Did I go ? Did he go ?

Tense Chart in English			
TENSE	PRESENT	PAST	FUTURE
Simple	V1 or V1 + s/es is/am/are	V2	will + verb
Continuous	is/am/are + V1 + ing	was/were + V1 + ing	will be + V + ing
Perfect	has/have + V3	had + V3	will have + V3
Perfect Continuous	has/have been + V1 + ing	had been + V1 + ing	will have been + V1 + ing

1. Present Tense

(a) Simple Present → habit, fact, routine

- She goes to school every day.
- Birds fly in the sky.
- I drink tea in the morning.
- They play football in the park.

(b) Present Continuous → action happening now

- She is reading a book.
- I am watching TV.
- The children are playing outside.
- We are studying English.

(c) Present Perfect → action finished, effect in present

- I have eaten my lunch.
- She has finished her homework.
- They have visited Delhi.
- We have seen that movie.

(d) Present Perfect Continuous → action started in past, still continuing

- I have been studying for two hours.
- She has been working here since 2019.
- They have been waiting for the bus.
- We have been living in this city for ten years.

2. Past Tense

(a) Simple Past → completed action in past

- I visited my grandmother yesterday.
- She sang a song in the concert.
- They played cricket last Sunday.
- He wrote a letter to his friend.

(b) Past Continuous → action going on in past

- I was sleeping when the phone rang.
- She was cooking dinner at 8 p.m.
- They were watching TV yesterday evening.
- We were playing football when it started to rain.

(c) Past Perfect → action finished before another past action

- I had completed my homework before dinner.
- She had left the house before I arrived.
- They had finished the game before it got dark.
- We had studied the lesson before the test.

(d) Past Perfect Continuous → action continuing up to a point in the past

- I had been reading for two hours before he came.
- She had been working all day, so she was tired.
- They had been waiting for the bus for half an hour before it arrived.
- We had been playing cricket for an hour when it started raining.

3. Future Tense

(a) Simple Future → action will happen later

- I will call you tomorrow.
- She will go to London next week.
- They will play cricket in the evening.
- We will start the meeting at 10 a.m.

(b) Future Continuous → action will be going on in future

- I will be studying at 8 p.m. tonight.
- She will be waiting for you at the station.

- They will be playing football tomorrow evening.
- We will be traveling to Delhi next month.

(c) Future Perfect → action will be finished before a point in future

- I will have finished my work by 5 p.m.
- She will have cooked dinner before you arrive.
- They will have completed the project by next week.
- We will have reached home before it gets dark.

(d) Future Perfect Continuous → action continuing up to a point in future

- I will have been studying for two hours by 9 p.m.
- She will have been working here for ten years by next June.
- They will have been waiting for an hour by the time you arrive.
- We will have been playing football for three hours by evening.

1. Present Tense

(a) Simple Present

1. The sun rises in the east.
2. She speaks English very well.
3. They play football every evening.
4. My father reads the newspaper daily.
5. We go to school by bus.

(b) Present Continuous

1. I am writing a letter now.
2. She is cooking dinner in the kitchen.
3. They are playing cricket outside.
4. We are watching a movie.
5. The baby is sleeping peacefully.

(c) Present Perfect

1. I have completed my homework.
2. She has gone to the market.
3. We have visited the Taj Mahal.
4. They have finished their lunch.
5. The teacher has explained the lesson.

(d) Present Perfect Continuous

1. I have been studying since morning.
2. She has been working here for two years.
3. They have been waiting for the bus for an hour.
4. We have been living in this city since 2010.
5. He has been running for twenty minutes.

2. Past Tense

(a) Simple Past

1. I visited my uncle last week.
2. She sang a beautiful song yesterday.
3. They played football in the park.
4. We watched a movie last night.
5. He wrote a letter to his friend.

(b) Past Continuous

1. I was reading when she called me.
2. She was cooking at 7 p.m. yesterday.
3. They were playing cricket when it started to rain.
4. We were sleeping when the alarm rang.
5. He was watching TV all evening.

(c) Past Perfect

1. I had finished my work before dinner.
2. She had left the house before I arrived.
3. They had eaten their lunch before the class.
4. We had studied the lesson before the exam.
5. He had cleaned the room before his parents came.

(d) Past Perfect Continuous

1. I had been studying for two hours before he arrived.
2. She had been working all day, so she was tired.
3. They had been waiting for the train for half an hour before it came.
4. We had been playing football for an hour before it rained.
5. He had been writing for two hours when I met him.

3. Future Tense

(a) Simple Future

1. I will call you tomorrow.
2. She will go to London next week.
3. They will play football in the evening.
4. We will meet at the park later.
5. He will buy a new car soon.

(b) Future Continuous

1. I will be studying at 9 p.m. tonight.
2. She will be waiting for you at the station.
3. They will be playing football tomorrow evening.
4. We will be traveling to Delhi next month.
5. He will be sleeping when you arrive.

(c) Future Perfect

1. I will have finished my homework by 8 p.m.
2. She will have cooked dinner before you come.
3. They will have completed the project by next week.
4. We will have reached the station by 6 o'clock.
5. He will have written the letter before lunch.

(d) Future Perfect Continuous

1. I will have been studying for three hours by 10 p.m.
2. She will have been working here for ten years by next June.
3. They will have been waiting for you for an hour by the time you arrive.
4. We will have been living in this city for twenty years by 2030.
5. He will have been running for half an hour by the time the game starts.

Fill in the blanks (Choose the correct tense form)

1. She ____ (write) a letter right now.
2. I ____ (eat) breakfast every morning.
3. They ____ (go) to the market yesterday.
4. We ____ (finish) our homework before dinner.
5. He ____ (come) tomorrow to meet us.
6. The baby ____ (sleep) when I entered the room.
7. I ____ (study) English since morning.
8. She ____ (play) football every Sunday.
9. They ____ (watch) a movie when it started raining.
10. We ____ (live) in this city for five years.

Answers:

1. is writing (Present Continuous)
2. eat (Simple Present)
3. went (Simple Past)
4. had finished (Past Perfect)
5. will come (Simple Future)
6. was sleeping (Past Continuous)
7. have been studying (Present Perfect Continuous)
8. plays (Simple Present)
9. were watching (Past Continuous)
10. have been living (Present Perfect Continuous)

B. Rewrite the sentences in the tense mentioned

1. He eats an apple. → (Past Continuous)
2. They went to school. → (Future Perfect)
3. She is reading a book. → (Past Perfect Continuous)
4. I have done my homework. → (Future Continuous)
5. We will go to the park. → (Present Perfect)

Answers:

1. He was eating an apple.
2. They will have gone to school.
3. She had been reading a book.
4. I will be doing my homework.
5. We have gone to the park.

C. Error Correction

Correct the mistakes in these sentences:

1. She are reading a book now.
2. They was playing football yesterday.
3. I will saw that movie tomorrow.
4. He have done his homework already.
5. We had been play for an hour before it rained.
6. She go to school every day.
7. I am eat breakfast at 7 a.m.
8. They has been waiting for you.
9. He will goes to Delhi next week.
10. We has seen that movie before.

Answers:

1. She **is** reading a book now.
2. They **were** playing football yesterday.
3. I will **see** that movie tomorrow.
4. He **has** done his homework already.
5. We had been **playing** for an hour before it rained.
6. She **goes** to school every day.
7. I am **eating** breakfast at 7 a.m.
8. They **have** been waiting for you.
9. He will **go** to Delhi next week.
10. We **have** seen that movie before.

D. Choose the correct tense

1. I ____ (am/is/are) going to the market now.
2. She ____ (has/have/had) finished her work already.
3. They ____ (was/were/will be) playing cricket yesterday.
4. He ____ (will/was/will have) completed the project by Friday.
5. We ____ (have/has/had) been living here since 2015.

Answers:

1. am
2. has

3. were
4. will have
5. have

Choose the Correct Tense

1. She ____ (go / goes / went) to school every day.
2. I ____ (am eating / eat / ate) breakfast now.
3. They ____ (play / played / are playing) cricket yesterday.
4. We ____ (have finished / has finished / had finished) our homework before dinner.
5. He ____ (will come / comes / came) tomorrow.
6. The baby ____ (is sleeping / sleeps / was sleeping) when I entered.
7. I ____ (have been studying / has been studying / had been studying) English since morning.
8. She ____ (play / plays / played) football every Sunday.
9. They ____ (watch / were watching / have watched) a movie when it started raining.
10. We ____ (have been living / has been living / had been living) in this city for five years.
11. I ____ (will see / saw / see) you tomorrow.
12. She ____ (is reading / was reading / reads) a book right now.
13. They ____ (had eaten / have eaten / ate) lunch before the meeting.
14. He ____ (was running / runs / will run) when the bell rang.
15. We ____ (will have finished / have finished / finished) our project by next week.
16. I ____ (am going / was going / will be going) to the park at 6 p.m. today.
17. She ____ (has seen / have seen / had seen) that movie twice.
18. They ____ (were playing / will be playing / have been playing) football all evening yesterday.
19. He ____ (will have been studying / has been studying / had been studying) for two hours by 8 p.m.
20. We ____ (go / went / are going) to the market every Saturday.
21. I ____ (am reading / read / was reading) a novel now.
22. She ____ (had gone / has gone / went) to London before we met her.
23. They ____ (have been waiting / has been waiting / had been waiting) for the bus for 30 minutes.
24. He ____ (will finish / finishes / will be finishing) the work tomorrow.
25. We ____ (were studying / are studying / have studied) when the teacher arrived.
26. I ____ (will have completed / have completed / had completed) the assignment by tomorrow.
27. She ____ (writes / wrote / will write) letters to her friends every week.
28. They ____ (are playing / were playing / will play) cricket at this time tomorrow.
29. He ____ (has been working / had been working / will have been working) here since 2018.
30. We ____ (will have been living / have been living / had been living) in this city for ten years by 2030.

Answers

1. goes

2. am eating
3. played
4. had finished
5. will come
6. was sleeping
7. have been studying
8. plays
9. were watching
10. have been living
11. will see
12. is reading
13. had eaten
14. was running
15. will have finished
16. am going
17. has seen
18. were playing
19. will have been studying
20. go
21. am reading
22. had gone
23. have been waiting
24. will finish
25. were studying
26. will have completed
27. writes
28. will be playing
29. has been working
30. will have been living

Choose the Correct Tense - Exercises

1. I ____ (am reading / read / was reading) a book now.
2. She ____ (go / goes / went) to school every day.
3. They ____ (play / played / are playing) football yesterday.
4. We ____ (have finished / has finished / had finished) our homework before dinner.
5. He ____ (will come / comes / came) tomorrow.
6. I ____ (have been studying / has been studying / had been studying) English since morning.
7. The baby ____ (is sleeping / sleeps / was sleeping) when I entered.
8. She ____ (plays / play / played) tennis every Sunday.
9. They ____ (were watching / watch / have watched) TV when the phone rang.
10. We ____ (have been living / has been living / had been living) in this city for five years.
11. I ____ (will see / saw / see) you tomorrow.
12. She ____ (is cooking / cooks / cooked) dinner right now.
13. They ____ (had eaten / have eaten / ate) lunch before the meeting.
14. He ____ (was running / runs / will run) when the bell rang.
15. We ____ (will have finished / have finished / finished) the project by next week.

16. I ____ (am going / was going / will be going) to the park at 6 p.m. today.
17. She ____ (has seen / have seen / had seen) that movie twice.
18. They ____ (were playing / will be playing / have been playing) cricket all evening yesterday.
19. He ____ (will have been studying / has been studying / had been studying) for two hours by 8 p.m.
20. We ____ (go / went / are going) to the market every Saturday.
21. I ____ (am reading / read / was reading) a novel now.
22. She ____ (had gone / has gone / went) to London before we met her.
23. They ____ (have been waiting / has been waiting / had been waiting) for the bus for 30 minutes.
24. He ____ (will finish / finishes / will be finishing) the work tomorrow.
25. We ____ (were studying / are studying / have studied) when the teacher arrived.
26. I ____ (will have completed / have completed / had completed) the assignment by tomorrow.
27. She ____ (writes / wrote / will write) letters to her friends every week.
28. They ____ (are playing / were playing / will play) cricket at this time tomorrow.
29. He ____ (has been working / had been working / will have been working) here since 2018.
30. We ____ (will have been living / have been living / had been living) in this city for ten years by 2030.
31. The train ____ (arrives / arrived / will arrive) at 8 p.m. tonight.
32. I ____ (am doing / did / will be doing) my homework right now.
33. She ____ (was studying / studies / will study) when the lights went out.
34. They ____ (have visited / visited / had visited) the museum last month.
35. He ____ (will be traveling / travels / travelled) to Paris this time next week.
36. We ____ (are going / were going / have gone) shopping every Sunday.
37. I ____ (have eaten / had eaten / will have eaten) before the meeting.
38. She ____ (is watching / was watching / watches) TV when I called her.
39. They ____ (were playing / will be playing / have been playing) in the park all afternoon yesterday.
40. He ____ (has written / had written / will have written) three letters so far.
41. I ____ (am learning / learn / will be learning) French these days.
42. We ____ (will visit / visited / have visited) our grandparents next month.
43. She ____ (was walking / walks / will walk) when it started to rain.
44. They ____ (have been studying / had been studying / will have been studying) for hours before the exam.
45. He ____ (writes / wrote / will write) emails every day.
46. I ____ (am going / was going / will go) to the library tomorrow.
47. She ____ (has been working / had been working / will have been working) here since morning.
48. They ____ (are playing / were playing / have played) football every evening.
49. He ____ (will have finished / has finished / had finished) the work by the time you arrive.
50. We ____ (have been waiting / had been waiting / will have been waiting) for the bus for 20 minutes.

Answers

1. am reading
2. goes
3. played
4. had finished
5. will come
6. have been studying
7. was sleeping
8. plays
9. were watching
10. have been living
11. will see
12. is cooking
13. had eaten
14. was running
15. will have finished
16. am going
17. has seen
18. were playing
19. will have been studying
20. go
21. am reading
22. had gone
23. have been waiting
24. will finish
25. were studying
26. will have completed
27. writes
28. will be playing
29. has been working
30. will have been living
31. arrives
32. am doing
33. was studying
34. visited
35. will be traveling
36. are going
37. have eaten
38. was watching
39. were playing
40. has written
41. am learning
42. will visit
43. was walking
44. had been studying
45. writes
46. will go
47. has been working
48. are playing

49. will have finished
50. have been waiting

Unit V

- a. Short Story -An Astrologer's Day -R.K.Narayan**
b. Phonetics -Basic Sounds and Word Stress
c. Intonation and Homophones

An Astrologer's Day – R. K. Narayan



R.K. Narayan (1906–2001) was one of India's most beloved English-language novelists and short story writers. He is best known for creating the fictional South Indian town of **Malgudi**, which serves as the setting for many of his works. Through simple language and gentle humor, Narayan portrayed the everyday lives, struggles, and emotions of ordinary people.

His notable works include *Swami and Friends*, *The Bachelor of Arts*, *The Guide* (which won the Sahitya Akademi Award), and *Malgudi Days*. Narayan's writing is admired for its warmth, realism, and insight into Indian culture and human nature.

He was one of the pioneering figures of Indian English literature, alongside Mulk Raj Anand and Raja Rao, and helped introduce Indian storytelling to a global audience.

An Astrologer's Day – R. K. Narayan

Punctually at midday he opened his bag and spread out his professional equipment, which consisted of a dozen cowrie shells, a square piece of cloth with obscure mystic charts on it, and a bundle of palmyra writing. His forehead was resplendent with sacred ash and vermilion, and his eyes sparkled with a sharp abnormal gleam which was really an outcome of a continual searching look for customers, but which his simple clients took to be a prophetic light and felt comforted. The power of his eyes was considerably enhanced by their position, placed as they were between the painted forehead and the dark whiskers which streamed down his cheeks: even a halfwit's eyes would sparkle in such a setting.

To crown the effect he wound a saffron coloured turban around his head. This colour scheme never failed. People were attracted to him as bees are attracted to cosmos or dahlia stalks. He sat under the boughs of a spreading tamarind tree which flanked a path running through the Town Hall Park. It was a remarkable place in many ways: a surging crowd was always moving up and down this narrow road morning till night. A variety of trades and occupations was represented all along its way: medicine sellers, sellers of stolen hardware and junk, magicians, and, above all, an auctioneer of cheap cloth, who create enough din all day to attract the whole town.

Next to him in vociferousness came a vendor of fried groundnut,

who gave his ware a fancy name each day, calling it 'Bombay Ice-cream' one day, and on the next 'Delhi Almond' and on the third 'Raja's Delicacy', and so on and so forth, and people flocked to him. A considerable portion of this crowd dallied before the astrologer too. The astrologer transacted his business by the light of a flare which crackled and smoked up above the groundnut heap nearby. Half the enchantment of the place was due to the fact that it did not have the benefit of municipal lighting.

The place was lit up by shop lights. One or two had hissing gaslights, some had naked flares stuck on poles, some were lit up by old cycle lamps, and one or two, like the astrologer's managed without lights of their own. It was a bewildering criss-cross of light rays and moving shadows. This suited the astrologer very well, for the simple reason that he had not the least intended to be an astrologer when he began life; and he knew no more of what was going to happen to himself next minute. He was as much a stranger to the stars as were his innocent customers. Yet he said things which pleased and astonished everyone; that was more a matter of study, practice, and shrewd guesswork. All the same, it was as much an honest man's labour as any other, and he deserved the wages he carried home at the end of a day.

He had left his village without previous thought or plan. If he had continued there he would have carried on the work of his forefathers—namely tilling the land, living, marrying, and ripening in his cornfield and ancestral home. But that was not to be. He had to leave home without telling anyone and he could not rest till he left it behind a couple of hundred miles. To a villager it is a great deal, as if an ocean flowed between.

He had a working analysis of mankind's troubles; marriage, money, and the tangles of human ties. Long practice had sharpened his perception. Within five minutes he understood what was wrong. He charged three pies per question, never opened his mouth till the other had spoken for at least ten minutes, which provided him enough stuff for a dozen answers and advises. When he told the person before him, gazing at his palm, 'In many ways you are not getting the fullest results for your efforts', nine out of ten were disposed to agree with him. Or he questioned: 'Is there any woman in your family, maybe even a distant relative, who is not well disposed towards you?' Or he gave an analysis of character: 'Most of your troubles are due to your nature. How can you be otherwise with Saturn where he is? You have an impetuous nature and rough exterior'. This endeared him to their hearts immediately, for even the mildest of us loves to think that he has a forbidding exterior.

The nuts vendor blew out his flare and rose to go home. This was a signal for the astrologer to bundle up too, since it left him in darkness except for a little shaft of green light which strayed in from somewhere and touched the ground before him. He picked up his cowrie shells and paraphernalia and was putting them back into his bag when the green shaft of light was blotted out; he looked up and saw a man before him. He sensed a possible client and said: "You look so careworn. It will do you good to sit down for a while and chat with me". The other grumbled some reply vaguely. The astrologer pressed his invitation; whereupon the other thrust his palm under his nose saying: "You call yourself an astrologer?" The astrologer felt challenged and said, tilting the other's palm towards the green shaft of light: "Yours is a nature...." "Oh, stop that, the other said, 'tell me something worth while.

Our friend felt piqued. 'I charge only three pies per question, and what you get ought to be good enough for your money.' At this the other withdrew his arm, took out an

anna, and flung it out to him, saying: 'I have some questions to ask. If I prove you are bluffing, you must return that anna to me with interest.'

'If you find my answers satisfactory, will you give me five rupees?'

'No' 'Or will you give me eight annas?'

'All right, provided you give me twice as much if you are wrong,' said the stranger. This pact was accepted after a little further argument. The astrologer sent up a prayer to heaven as the other lit a cheroot. The astrologer caught a glimpse of his face by the matchlight. There was a pause as cars hooted on the road, jutka drivers swore at their horses, and the babble of the crowd agitated the semi-darkness of the park. The other sat down, sucking his cheroot, puffing out, sat there ruthlessly. The astrologer felt very uncomfortable. 'Here, take your anna back. I am not used to such challenges. It is late for me today.' He made preparations to bundle up. The other held his wrist and said: "You can't get out of it now. You dragged me in while I was passing." The astrologer shivered in his grip; and his voice shook and became faint. 'Leave me today. I will speak to you tomorrow. The other thrust his palm in his face and said: 'Challenge is challenge. Go on. The astrologer proceeded with his throat drying up: "There is a woman..."

'Stop,' said the other. 'I don't want all that. Shall I succeed in my present search or not? Answer this and go. Otherwise I will not let you go till you disgorge all your coins.' The astrologer muttered a few incantations and replied: 'All right. I will speak. But will you give me a rupee if what I say is convincing? Otherwise I will not open my mouth, and you may do what you like.' After a good deal of haggling the other agreed. The astrologer said: "You were left for dead. Am I right?"

"Ah, tell me more."

"A knife has passed through you once" said the astrologer. 'Good fellow!' He bared his chest to show the scar. What else?"

'And then you were pushed into a well nearby in the field. You were left for dead.

"I should have been

dead if some passer-by had not chanced to peep into the well,' exclaimed the other, overwhelmed by enthusiasm. "When shall I get at him?" he asked clenching his fist.

'In the next world,' answered the astrologer. "He died four months ago in a far-off town. You will never see any more of him". The other groaned on hearing it. The astrologer proceeded:

'Guru Nayak.

'You know my name!' the other said, taken aback.

“As I know all other things. Guru Nayak, listen carefully to what I have to say. Your village is two days' journey due north of this town. Take the next train and be gone. I see once again great danger to your life if you go from home. He took out a pinch of sacred ash and held it to him. 'Rub it on your forehead and go home. Never travel Southward again, and you will live to be a hundred.'"

'Why should I leave home again?' the other said reflectively.

'I was only going away now and then to look for him and to choke out his life if I met him. He shook his head regretfully. 'He has escaped my hands. I hope at least he died as he deserved.' 'Yes,' said the astrologer. 'He was crushed under a lorry. The other looked gratified to hear it.

The place was deserted by the time the astrologer picked up his articles and put them into his bag. The green shaft was also gone, leaving the place in darkness and silence. The stranger had gone off into the night, after giving the astrologer a handful of coins.

It was nearly midnight when the astrologer reached home. His wife was waiting for him at the door and demanded an explanation.

He flung the coins at her and said: 'Count them. One man gave all that.'

"Twelve and a half annas,' she said, counting. She was overjoyed. 'I can buy some jaggery and coconut tomorrow. The child has been asking for sweets for so many days now. I will prepare some nice stuff for her.'

"The swine has cheated me! He promised me a rupee,' said the astrologer. She looked up at him. 'You look worried. What is wrong?

'Nothing.'

After dinner, sitting on the pyol, he told her: 'Do you know a great load is gone from me today? I thought I had the blood of a man on my hands all these years. That was the reason why I ran away from home, settled down here, and married you. He is alive.

She gasped. "You tried to kill!"

'Yes in our village, when I was a silly youngster, we drank, gambled, and quarrelled badly one day—why think of it now? Time to sleep,' he said yawning, and stretched himself on the pyol.

Summary of *An Astrologer's Day* 5 marks

The story is about an **astrologer** who earns his living by reading people's fortunes in a small town in India. He is clever, confident, and has a good understanding of human nature. People come to him with questions about their future, and he reads their palms and tells them what they want to hear, often using clever guesses.

One evening, a **stranger** approaches the astrologer. The man is tense and cautious. The astrologer studies him carefully and soon realizes that this man is the one who **tried to kill him years ago**. That night, the astrologer had fought with a man, and the man had left him wounded, but the astrologer survived.

The stranger does not recognize the astrologer. The astrologer cleverly keeps his identity a secret and manipulates the situation. He tells the stranger that **his enemy is already dead**, meaning the astrologer himself survived the attack and the man he fought with is gone. The stranger, relieved, leaves quietly.

The astrologer closes his day satisfied, thinking that he has escaped danger without anyone realizing it. Despite living a life of deception professionally, he cleverly **turns a potentially dangerous encounter into safety**, using his intelligence and quick thinking.

Expanded Summary of *An Astrologer's Day* 10 marks

The story is about an **astrologer** who earns his living by reading people's fortunes. He sits in the streets of a small town in India, offering advice to people who come to him. People ask about their future, their family, their health, or their business. The astrologer is clever and uses his knowledge of human nature to give answers that sound true. Often, he does not know the real future, but he guesses cleverly and convinces people that he knows everything.

One evening, as the astrologer is about to finish his day, a **stranger** comes to him. The man looks serious, worried, and cautious. The astrologer studies him carefully and soon recognizes him. Years ago, the stranger had tried to kill the astrologer. That night, they had fought, and the man had left the astrologer wounded. Fortunately, the astrologer survived, but the memory of the attack had stayed with him.

The stranger does not recognize the astrologer. The astrologer cleverly keeps his identity secret. He talks to the man in a calm and confident way. Using his quick thinking, the astrologer tells the stranger that the person he is searching for – his enemy – is **already dead**. He makes the man believe that the danger is gone. The stranger, feeling relieved and satisfied, leaves quietly.

The astrologer finishes his day happily and safely. He has escaped a dangerous situation without anyone realizing it. Despite living a life of deception in his profession, telling people what they want to hear, he is intelligent and brave enough to handle real danger when it comes to him.

Phonetics

Phonetics is the study of **speech sounds** – how they are produced, transmitted, and heard. It helps us understand how words are pronounced correctly.

iː	ɪ	ʊ	uː	ɪə	eɪ	
see	his	put	too	ear	say	
e	ə	ɜː	ɔː	ʊə	ɔɪ	əʊ
ten	ago	her	saw	pure	boy	so
æ	ʌ	ɑː	ɒ	eə	aɪ	aʊ
hat	but	car	hot	air	buy	now

p	b	t	d	tʃ	dʒ	k	g
pen	book	tea	day	chair	jam	key	go
f	v	θ	ð	s	z	ʃ	ʒ
four	very	thin	that	sun	zoo	she	vision
m	n	ŋ	h	l	r	w	j
man	no	sing	hat	look	red	want	yes

VOWELS	long sounds	short sounds	DIPHTHONGS
CONSONANTS	voiced consonants	unvoiced consonants	

Based on Adrian Underhill's British English Phonemic Chart

2. Basic Sounds in English

English sounds are made up of **vowels** and **consonants**.

A. Vowels

Vowels are sounds made **without blocking the airflow** in the mouth. There are **short vowels** and **long vowels**.

Short vowels:

- /i/ → sit, pin
- /e/ → bed, pen
- /æ/ → cat, man
- /ʌ/ → cup, fun
- /ɒ/ → hot, dog
- /ʊ/ → put, full

Long vowels:

- /i:/ → see, tree
- /u:/ → moon, blue
- /ɑ:/ → car, father
- /ɔ:/ → saw, door
- /ɜ:/ → bird, her

Diphthongs: (two vowel sounds combined)

- /eɪ/ → day, play
- /aɪ/ → my, light
- /ɔɪ/ → boy, coin
- /aʊ/ → now, house
- /əʊ/ → go, show
- /ɪə/ → near, here
- /eə/ → hair, care

B. Consonants

Consonants are sounds made by **blocking or partially blocking airflow**.

Some examples:

- /p/ → pen
- /b/ → bat
- /t/ → top
- /d/ → dog
- /k/ → cat
- /g/ → go
- /f/ → fan
- /v/ → van
- /s/ → sun
- /z/ → zoo
- /ʃ/ → she
- /ʒ/ → pleasure
- /θ/ → think
- /ð/ → this
- /h/ → hat
- /m/ → man
- /n/ → nose
- /ŋ/ → sing
- /l/ → lamp
- /r/ → red
- /w/ → wet
- /j/ → yes

Vowels

Vowels are sounds made **without blocking the airflow** in your mouth.

Short Vowels**Sound Example Words**

/i/	sit, pin, bit, ship, lid
/e/	bed, pen, men, red, net
/æ/	cat, man, bat, hat, sat
/ʌ/	cup, fun, sun, run, luck
/ɒ/	hot, dog, pot, not, log
/ʊ/	put, full, good, book, foot

Long Vowels**Sound Example Words**

/i:/	see, tree, green, three, free
/u:/	moon, blue, food, school, boot
/ɑ:/	car, father, park, heart, arm
/ɔ:/	saw, door, four, ball, more
/ɜ:/	bird, her, turn, learn, word

Diphthongs (two vowel sounds combined)**Sound Example Words**

/eɪ/	day, play, rain, face, cake
/aɪ/	my, light, fine, fly, high
/ɔɪ/	boy, coin, toy, joy, voice
/aʊ/	now, house, loud, mouse, town
/əʊ/	go, show, home, no, road
/ɪə/	near, here, clear, beer, fear
/eə/	hair, care, fair, bear, chair

B. Consonants

Consonants are sounds made by **blocking or partly blocking airflow**.

Sound Example Words

/p/	pen, pin, pot, apple, paper
/b/	bat, bag, boy, baby, table
/t/	top, ten, two, better, cat
/d/	dog, door, dad, ladder, bed
/k/	cat, kite, key, clock, back
/g/	go, get, game, bag, garden
/f/	fan, food, far, leaf, coffee
/v/	van, very, voice, love, river
/s/	sun, see, sit, pass, house
/z/	zoo, zero, buzz, rise, easy

Sound	Example Words
/ʃ/	she, shop, fish, wish, brush
/z/	pleasure, measure, vision, beige
/θ/	think, thin, bath, both, teeth
/ð/	this, that, there, mother, father
/h/	hat, house, happy, hello, head
/m/	man, mother, moon, time, summer
/n/	nose, nice, sun, night, pen
/ŋ/	sing, song, long, ring, king
/l/	lamp, love, little, ball, play
/r/	red, run, right, car, tree
/w/	wet, wind, wall, water, why
/j/	yes, yellow, young, yard, beyond

3. Word Stress

Word stress means **emphasizing one syllable in a word more than the others**. English words usually have **one main stressed syllable**.

Examples:

- **Table** → stress on the first syllable
- **reLAX** → stress on the second syllable
- **phoTOgraph** → stress on the first syllable
- **phoTOgraphy** → stress moves to the second syllable

Tips to identify stress:

- Stressed syllables are **longer, louder, and clearer**.
- Unstressed syllables are **shorter, softer, and weaker**.

Rules:

1. Most **two-syllable nouns** have stress on the **first syllable** (T**A**ble, WIN**D**ow).
2. Most **two-syllable verbs** have stress on the **second syllable** (re**L**AX, de**C**IDE).
3. **Long words** often have stress on the **third or fourth syllable from the end**, but this can vary.

Word stress is when **one syllable in a word is pronounced louder, longer, and clearer** than the others.

Examples of Word Stress

1. **Two-syllable nouns** → stress on **first syllable**:
 - Table, WINdow, PENcil, MOther, DOctor
2. **Two-syllable verbs** → stress on **second syllable**:
 - reLAX, deCIDE, beGIN, aRRIVE, exPLAIN
3. **Long words** → stress usually on the **third or fourth syllable from the end**:
 - phoTOgraphy (stress on TO), inFORmation (stress on MA), unDERstandable (stress on STAND)
4. **Prefixes and suffixes**: Stress often shifts:
 - reMARKable (stress on MARK)
 - unHAppily (stress on HAP)

Tips to Identify Stress

- Stressed syllables: **louder, longer, and clearer**
- Unstressed syllables: **softer, shorter, weaker**

What are Homophones?

Homophones are words that **sound the same when spoken** but have **different meanings** and often **different spellings**.

They can be tricky because even though they **sound identical**, they are **used differently in sentences**.

2. Examples of Homophones

Word 1	Word 2	Meaning
to	too	to → direction / too → also
there	their	there → place / their → belonging to them
two	too	two → number / too → also
sea	see	sea → large water body / see → look at
flower	flour	flower → plant / flour → for baking
night	knight	night → evening / knight → a soldier in armor
bare	bear	bare → uncovered / bear → animal
pair	pear	pair → two / pear → fruit
right	write	right → correct or direction / write → to put words on paper
mail	male	mail → letters / male → boy or man
sun	son	sun → the star / son → male child
buy	by	buy → purchase / by → near or through
blue	blew	blue → color / blew → past tense of blow
peace	piece	peace → calm / piece → part of something

Word 1 Word 2**Meaning**

knows nose knows → is aware / nose → part of face

Common Homophones

Word 1	Word 2	Meaning / Example
air	heir	air → the sky / heir → someone who inherits
ate	eight	ate → past tense of eat / eight → number 8
blew	blue	blew → past of blow / blue → color
buy	by	buy → purchase / by → near or through
cell	sell	cell → small room or part of a phone / sell → to give for money
cereal	serial	cereal → breakfast food / serial → story in parts
dear	deer	dear → loved / deer → animal
fair	fare	fair → just or festival / fare → bus or train price
fate	feat	fate → destiny / feat → an achievement
fir	fur	fir → type of tree / fur → animal hair
heal	heel	heal → recover / heel → back part of the foot
here	hear	here → this place / hear → listen
knot	not	knot → tied rope / not → negative
mail	male	mail → letters / male → man or boy
made	maid	made → created / maid → house helper
mourning	morning	mourning → grief / morning → early part of the day
one	won	one → number / won → past of win
pair	pare	pair → two / pare → trim or reduce
peace	piece	peace → calm / piece → part of something
plain	plane	plain → simple / plane → airplane
rain	reign	rain → water falling / reign → rule as king
road	rode	road → street / rode → past of ride
role	roll	role → part in a play / roll → turn or rotate, or a bread roll
sail	sale	sail → on a boat / sale → discount or selling
sea	see	sea → ocean / see → observe
so	sew	so → therefore / sew → stitch with a needle
some	sum	some → a few / sum → total number
stair	stare	stair → steps / stare → look fixedly
steel	steal	steel → metal / steal → take without permission
their	there	their → belonging to them / there → place
they're	there	they're → they are / there → place
to	too	to → direction / too → also
waist	waste	waist → body part / waste → trash

Word 1	Word 2	Meaning / Example
way	weigh	way → path / weigh → measure weight
weather	whether	weather → climate / whether → choice or condition
week	weak	week → 7 days / weak → not strong
which	witch	which → question word / witch → magic woman
your	you're	your → belonging / you're → you are

Exercise 1: Fill in the blanks

Choose the correct homophone from the brackets:

1. I can't _____ the door. (see / sea)
2. The _____ was shining brightly today. (sun / son)
3. She bought a loaf of bread and a _____ of butter. (pair / pear)
4. He didn't want to _____ the chance to meet her. (miss / mist)
5. The _____ ran quickly through the forest. (dear / deer)
6. I need to _____ my hands before dinner. (knead / need)
7. Please don't _____ the secret to anyone. (leak / leek)
8. The teacher asked us to write a _____ about our summer. (story / storey)
9. I have to _____ the car before the trip. (check / cheque)
10. The baby is very _____ after the long nap. (weak / week)

Exercise 2: Choose the correct word

Select the correct homophone to complete the sentence:

1. I saw a (knight / night) on a horse in the story.
2. She couldn't (hear / here) the music from outside.
3. He gave me a (piece / peace) of cake.
4. The plane will (sail / sale) across the sky at noon.
5. I want to (buy / by) a new notebook.
6. The (weather / whether) is very sunny today.
7. I (won / one) prize in the competition.
8. Don't forget to (sew / so) the buttons properly.
9. That (stair / stare) looks dangerous.
10. The (flower / flour) smells so sweet.

Exercise 3: Fill in the blanks

Choose the correct homophone from the brackets:

1. I need to _____ my homework before class. (write / right)
2. She wore a _____ dress to the party. (plain / plane)
3. The rabbit hopped across the _____. (hare / hair)

4. He will _____ the guitar at the concert. (play / plaie)
5. Don't _____ your time on useless things. (waste / waist)
6. The castle was guarded by a brave _____. (knight / night)
7. I can't _____ my friend at the crowded station. (see / sea)
8. The baker added more _____ to the cake. (flour / flower)
9. She felt very _____ after running the marathon. (weak / week)
10. The teacher asked us to choose the correct _____. (their / there / they're)

Exercise 4: Choose the correct word

Select the correct homophone to complete the sentence:

1. I need to (buy / by) a new notebook for school.
2. The baby was asleep all (weak / week).
3. Don't (stare / stair) at people—it's rude.
4. She will (write / right) a letter to her grandmother.
5. I (see / sea) a ship sailing in the distance.
6. The knight fought bravely in the (night / knight).
7. He had to (pare / pair) the apples before cooking.
8. We enjoyed the (sun / son) on the beach.
9. I will (sew / so) the buttons on my shirt.
10. The (flower / flour) in the garden smells lovely.

Exercise 5: Correct the homophones

The following sentences have wrong homophones. Rewrite them correctly:

1. I knead to go to the store.
2. She bought two pies of shoes.
3. The son is shining brightly today.
4. He red a book yesterday.
5. Please right your name on the paper.
6. There going to the market later.
7. I cannot bare this pain.
8. He blew a beautiful picture for his mom.
9. We will meat at the park.
10. The knight climbed the stairs quickly.

What is intonation?

Intonation is the way our voice rises and falls to add emphasis, express emotion, or ask a question. Intonation in speech helps you communicate more than just the words you're saying. In combination with the words and [grammar](#) you use, intonation is the changes in the pitch of your voice to communicate.

Intonation is an important part of [English pronunciation](#). Some elements of pronunciation affect clarity — individual sounds, connected speech, etc. But like sentence stress, intonation affects meaning too.

Types of intonation patterns in English

1. Rising intonation (↗)

This is when the pitch of your voice rises at the end of a sentence or phrase. Yes-or-no questions (“Do you want a ↗drink?”), polite requests (“Could you please pass the ↗salt?”) or question tags that require an answer (“You didn’t lose it, did ↗you?”) all have rising intonation.

- Yes/no Questions

(Questions that can be answered by 'yes' or 'no'.)

- Do you like your new ↗teacher?
- Have you finished ↗already?
- May I borrow your ↗dictionary?
- Do you have any ↗magazines?
- Do you sell ↗stamps?
- Questions tags that show uncertainty and require an answer (real questions).
 - We've met already, ↗haven't we?
 - You like fish, ↗don't you?
 - You're a new student ↗aren't you?
 - The view is beautiful, ↗isn't it?

We sometimes use a combination of rising and falling intonation in the same sentence. The combination is called Rise-Fall or Fall-Rise intonation.

2. Falling intonation (↘) (The pitch of the voice falls at the end of the sentence.)

Falling intonation — when the pitch of your voice falls at the end of a sentence or phrase — is the most common kind of intonation in English. Statements (“Nice to meet ↘you”), commands (Close the ↘door), Wh- questions (What time will you be ↘home?), questions tags that don’t need an answer (“It’s a nice day, isn’t ↘it?) and exclamations all have falling intonation.

- Statements
 - Nice to meet ↘you.
 - I’ll be back in a ↘minute.
 - She doesn’t live here ↘anymore.

- Dad wants to change his ↘car.
- Here is the weather ↘forecast.
- Cloudy weather is expected at the end of the ↘week.
- We should work together more ↘often
- I'm going for a walk in the ↘park.
- Commands
 - Write your name ↘here.
 - Show me what you've ↘written.
 - Leave it on the ↘desk.
 - Take that picture ↘ down.
 - Throw that ↘out.
 - Put your books on the ↘table.
 - Take your hands out of your ↘pockets.
- Wh- questions (requesting information.)

(questions beginning with 'who', 'what', 'why', 'where', 'when', 'which', and 'how')

Social Sciences

- What country do you come ↘from?
- Where do you ↘work?
- Which of them do you ↘prefer?
- When does the shop ↘open?
- How many books have you ↘bought?
- Which coat is ↘yours?
- Whose bag is ↘this?
- Questions Tags that are statements requesting confirmation rather than questions

Not all tag questions are really questions. Some of them merely ask for confirmation or invite agreement, in which case we use a falling tone at the end.

- He thinks he's so clever, doesn't ↘he?
- She's such a nuisance, isn't ↘she?
- I failed the test because I didn't revise, did ↘ I?
- It doesn't seem to bother him much, does ↘ it?
- Exclamations
 - How nice of ↘ you!
 - That's just what I ↘need!
 - You don't ↘ say!
 - What a beautiful ↘ voice!
 - That's a ↘surprise!

3. Rising-falling intonation

In many sentences and phrases, you should combine rising and falling intonation. Rising-falling intonation is when the pitch rises and then falls within a sentence or phrase.

Check out these examples that have rising-falling intonation:

- Rising-falling intonation for choices:
 - **Do you speak ↗Spanish or ↘French?"**
- Rising-falling intonation when making lists:
 - **You need ↗eggs, ↗flour, and ↘sugar**
- Rising-falling intonation for conditional structures:
 - **If it rains ↗tomorrow, we'll stay at ↘home"**

Everything we've looked at so far is simple. But intonation can also communicate more complicated things. For example, unfinished thoughts have rising-falling intonation.

- **Did you enjoy the meal? The ↗salad was ↘nice**

They liked the salad but what about the rest? The speaker here has left a lot unsaid and the rising-falling intonation shows they don't want to share their full opinion. Here you see an example of how intonation adds layers to the things you say.

We use rise-fall intonation for choices, lists, unfinished thoughts and conditional sentences.

- Choices (alternative questions.)
 - Are you having ↗soup or ↘salad?
 - Is John leaving on ↗Thursday or ↘Friday?
 - Does he speak ↗German or ↘French?
 - Is your name ↗Ava or ↘Eva?
- Lists (rising, rising, rising, falling)

Intonation falls on the last item to show that the list is finished.

- We've got ↗apples, pears, bananas and ↘oranges.
- The sweater comes in ↗blue, white pink and ↘black.
- I like ↗football, tennis, basketball and ↘volleyball.
- I bought ↗a tee-shirt, a skirt and a ↘handbag.
- Unfinished thoughts (partial statements)

In the responses to the following questions, the rise-fall intonation indicates reservation. The speaker hesitates to fully express his/her thoughts.

- Do you like my new handbag? Well the ↗leather is ↘nice... (but I don't like it.)
- What was the meal like? Hmm, the ↗fish was ↘good... (but the rest wasn't great).
- So you both live in Los Angeles? Well ↗Alex ↘does ... (but I don't).
- Conditional sentences

(The tone rises in the first clause and falls gradually in the second clause.)

- If he ↗calls, ask him to leave a ↘message.
- Unless he ↗insists, I'm not going to ↘go.
- If you have any ↗problems, just ↘contact us.

4. Falling-rising intonation (↘ ↗) (The voice falls and rises usually within one word.)

Falling-rising intonation is when the pitch rises and then falls — unlike the previous examples, this usually happens within one word. This shows two things.

First, this pattern shows the speaker isn't certain of the answer they're giving, or perhaps they don't want to answer at all.

For example: **What were you doing on Saturday at 8 pm? I don't ↘re↗member.**

Second, it can also show politeness and uncertainty when asking a question.

For example: **Do you think it would be ↘O↗K?**

The main function of fall-rise intonation is to show that the speaker is not certain of the answer they are giving to a question, or is reluctant to reply (as opposed to a falling tone used when there is no hesitation). It is also used in polite requests or suggestions.

- Hesitation/reluctance:
 - So you'd be willing to confirm that? ...Well ... I ↘sup ↗pose so ...
 - You didn't see him on Monday? I don't quite ↘re ↗member ...
- Politeness-Doubt-Uncertainty: (You are not sure what the answer might be.)
 - Perhaps we could ↘vis ↗it the place?
 - Should we ↘cop ↗y the list?
 - Do you think it's ↘al ↗lowed?

5. Flat intonation

Finally, we have flat intonation when the pitch stays the same throughout the sentence or phrase. Flat intonation shows you don't care or are not interested in the subject. It shows that you would like to change the topic and move on to the next thing.

“All I want is an education, and I am afraid of no one.”



“The roots of education are bitter, but the fruit is sweet.”

-Aristotle

