

GOVT POLYTECHNIC, GAJAPATI

LEARNING MATERIAL

COMMUNICATIVE ENGLISH (TH 1A)

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LECT. IN ENGLISH

Standing Upon Yourself

Unit - 1

- Yevgeny Yevtushenko

Q&A

1. Is the narrator a child or an adult narrating his childhood experience?

A Here in the prose "Standing Upon Yourself", the narrator is an adult one who narrates the pathetic experiences of his disturbed and childhood.

2. Does the narrator have happy experiences in his childhood? Why / Why not?

A No, the writer does not have a happy and joyful childhood experiences. He was living all alone in an empty flat in a quiet Mosques street. His parents were divorced and lived somewhere else. He never received any letter from them. There was none to look after his health, education, feeding and staying.

3. What was his relationship with his father?

A After divorce, the writer's father was living somewhere in Kazakhstan. His father had a second marriage and he was living there with his two children. However, he never visited the poor narrator and never sent him any letter.

4. How did his mother spend her time?

A By profession, the narrator's mother was a geologist. But she had given up her job to become a singer. She spent her time giving ~~concerts~~ concerts for the troops.

5. What does "My education was left to the street" mean here?

A "My education was left to the street", here the writer means to say that he didn't have access to a decent means of education, like school. In stead, he learnt whatever he could from the street. The street taught him different bad habits and good lessons too. The street taught him not to be afraid of anyone in life - a great lesson.

6. What were the two habits that remained with him all the time?

A Among various lessons, the street taught him two practical lessons in life: to keep his fists at the ready and never to be afraid of anyone. These were the two habits that remain with him all his life.

7. What in your opinion was the best lesson the street taught to the narrator?

A In my opinion, the best lesson the street taught to the narrator was that - never to be afraid of anyone or anything. In this world of cut throat competition, what matters in life is to overcome one's fear of those who are stronger. After all, strength wins and strength comes from fearlessness.

1. What made Red look older than he really was?

A Red was a young boy of sixteen years old. But, his big and broad shoulder and round pock marked face along with his terrific get up made him look older than he really was.

2. How did he roam in the street?

A Red was the monarch of the street. He didn't care anyone. He walked masterfully up and down the street, with his legs wide and with rolling gait, like a seaman on his deck.

3. How did he dress himself?

A Red was a cheeky boy always disturbing the other boys of the street. Knowingly, he dressed himself awkwardly just to scare others. He wore the cap backward. His forelock tumbled over his face like a cascade. His eyes were green, full of hatred for all.

4. Did he intentionally dress himself and walk in the manner described above?

A Red intentionally dress himself terribly and walked ~~was~~ the street masterfully just to arouse fear in others. And, clearly, the writer mentions that everyone in the street was afraid of him, including the writer himself.

7. What was the way of forcing money out of other boys?

A Red was the undeclared master of the street. He could stop any boy and say impressively the one word "Money". His lieutenants immediately turned his pocket out and snapped all that the boy had. If the boy resisted, they would beat him up hard.

8. How did he rule the street?

A Red was a cruel and broad shouldered boy and was the master of the street. He was rude to all the boys with no kindness for anyone. He could ask anything from anyone and would beat him ^{with knuckledusters} if he resisted. He was always moving with his gang of two to three other boys. They also helped him.

9. Was the writer afraid of Red? Quote the sentence from the text.

A Everyone in the street was afraid of Red, including the writer. Because, "Red always carried a knuckleduster in his pocket. So was everyone was afraid of Red. So was I". This statement clearly shows that even the writer feared Red.

1. What was the first thing the narrator did to overcome his fear of Red?

A. The narrator always wanted to conquer his fear of Red. So, to overcome his fear, the first thing he did was that he composed a poem, making fun of Red. And, the poem was a great triumphant against Red.

2. How did the people in the street respond to the poem?

A. To overcome his fear of Red, the narrator had composed a poem, making fun of Red. By the next day, the poem had reached every corner of the street. The whole street knew it by heart and recited the poem with great joy.

3. Explain the expression "Triumphant Hatred."

A. Red was a rude boy. Everyone was afraid of him. They were looking for some way to beat Red. But, they were helpless. When the writer had composed the poem about Red, everyone drew great joy singing the song. They celebrated the song with great satisfaction and also hatred against Red. This is what the writer means by "Triumphant Hatred."

4. How did Red sneer the writer?

A. Out of utter disgust, Red was looking for the writer here and there. One morning, on the way to school, Red suddenly came upon the writer. His sneering and scornful eyes seemed to bore through the writer.

He sneered at the writer in a threatening manner.

5. What was the result of his first encounter with Red?

Q. What was his first remuneration as a poet?

A. To take his revenge upon the writer, Red beat the writer up hard. He drew his knuckleduster from his pocket and struck the writer's head. The narrator fell down streaming with blood and lost consciousness. He had to spend several days in bed to recover. This was the result of his first encounter with Red. And this was his first remuneration as a poet.

7. What was a more difficult situation for the writer to be injured by Red on to overcome his fear of Red?

Q. What was the result of his second encounter?

A. After his first encounter, when the writer came upon Red, he struggled hard to challenge Red. But, he gave up and fled away. He was ashamed of his impotency and cowardice. What was more difficult for him was his failure to overcome his fear of Red after his recent failure. However, after his second encounter, he made up his mind to overcome his fear of Red at any cost.

1. How did the writer train himself to get stronger?

A: Once he made up his mind to overcome his fear of Red, the writer tried all he could to get stronger. Together with two other boys, he practised lifting parallel bars and weights. He even exchanged his one week's ration to get a book on Ju-jitsu. He stayed at home and practised for three weeks.

2. How did he get a textbook on ju-jitsu?

A: Ju-jitsu was a miraculous Japanese method of wrestling which gave an advantage to the weak over the strong. He exchanged a week's ration card to get a textbook on Ju-jitsu.

3. Where was the final encounter took place and what was Red doing then?

A: On the day of his final encounter, Red was sitting on the lawn of the writer's yard. There, he was playing vinyet-un with his lieutenants. He was completely absorbed in the game and was unaware of the writer's arrival.

4. How did the writer attack Red?

or

6. How did Red react to the narrator's attack?

or

7. How did the narrator tackle Red?

A: Overcoming his fear, the writer went up to the players and scattered the cards with a kick. Rising up, when Red's hand dived into his pocket for the

knucklebuster, the writer made a quick jabbing movement to throw Red on the ground. ~~Further~~ he swinging his head from side to side like a maddened bull, Red tried to retaliate with his knucklebuster. But, the writer squeezed caught and squeezed Red's wrist until he dropped the knucklebuster and fell down on the ground. Thus, Red was defeated ~~in the~~ and ceased to be the monarch of the street.

8. How did Red suffer at the hands of Red?
(Refer to the answer of Q. No. 5, 6, 7).

9. What lesson did the writer learn during his encounter with a bully like Red?

A. From his last encounter with Red, the writer the following lesson, that —

one need not fear the strong. All one needs to know the way to beat them. That, every strong man has a weakness and once we know the weakness, we can defeat them easily.

He also learnt another lesson, that writing poem is not enough, but one must know how to stand up for his poem.

The Inchcape Rock

Unit 1

Robert Southey

1. How does the poet describe the inchcape rock?

A: The Inchcape Rock was a perilous rock off the coast of Scotland. The rock was a few inches above the surface of the sea in the low tide. The rock was completely covered by the sea in high tide or when the sea was rough. Many ships had been wrecked by this rock and the mariners lost their life and property when the rock was covered by the sea.

2. Was the inchcape rock dangerous? Why?

A: (Refer to the answer of Q. No. 1)

3. Why did the Abbot place a bell on the rock?

A: Out of generosity for the poor mariners, the Abbot of Abberbrothok had placed a warning bell on the inchcape rock. The bell was fixed to a buoy. Whenever, the rock was hidden by high tide, the buoy floated and it rang the bell on the top. The warning bell thus helped the mariners choose the right direction and save their life and property. The mariners felt grateful to the Abbot for his great service and so they blessed the Abbot of Abberbrothok.

4. When did the inchcape bell ring?

5. Why did the Mariners bless the Abbot?

(For answers of Q. No. 4 & 5, Refer to the answer of Q. No. 3)

Unit-11

Spring

1. How does the poet express the cheering power of a

A It was spring season. The sky was clear. The sun was shining brightly. The birds were joyful and were chirping and flying round. The wind was blowing gently. Everyone there could feel the power of spring. It was so enchanting that it made the Ralph whistle and sing.

2. How did Ralph come across the inshape bell

A It was a sunny day. The Ralph was on a voyage venture. When he came to the deck of the ship to look around, he found a darker spot on the sea. He looked at it consciously and confirmed it to be the inshape bell. Determined to cut apart the bell, the Ralph asked his men to get him to the rock.

3. What was the effect of the cheering power of

A (Refer to the answer of Q. No. 1)

4. What kind of a person was Ralph?

5. What act of wickedness did he do?

6. Why did he do the wicked act?

A Ralph was a pirate, looting the poor mariners on the sea. He was an evil person. He was drawing pleasure by causing pain to others.
 => To curse the good deed of the Abbot of Abberbrothok and to trouble the mariners, he

knowingly cut apart the bell. He was jealous of fame of the Abbot. And, he was satisfied when he broke apart the bell.

Unit-III

1. How did Ralph become rich?

A: Ralph, the rover, was a pirate. For many days, he would sail around the sea and plunder the ships he came across. He stole all the riches of the ship and thereby became rich.

2. Why did the ship lose its way in the sea while it was heading towards Scotland?

A: After spending several days looting the ships in the sea, the Rover finally ordered his boatmen to sail to the Scotland's shore. It was evening time. The sky was cloudy. The wind was blowing very fast and the surges were swelling high in the sea. They could not control the ship and thus they lost their way with ~~the~~ wind and high tide.

3. Why did a mariner think that they were near the shore?

A: One of the mariners onboard thought that they were near the shore. For, he could hear the breaking of the waves against the incape rock. But, due to night dark, he thought the incape bell to be Scotland's shore.

4. "Oh Christ! It is the Inchcape Rock." Why did the mariners exclaim so? &

B. Why did Sir Ralph curse himself?

A. Fast blowing wind and high tide drifted away their ship and dashed it against the a huge rock with a terrible shock. Realizing it to be the Inchcape Rock, the Rover exclaimed "Oh Christ! It is the Inchcape Rock." Now, he realized his evil-doing of cutting apart the inchcape bell and cursed himself in despair.

5. Why did the Sir Ralph curse himself?

A. After his ship dashed against the inchcape rock and wrecked into pieces, he realized his evil-doing of cutting apart the inchcape bell. Understanding his helplessness, Sir Ralph cursed himself in despair.

6. "The Devil below was ringing his knell."

What does the expression mean?

A. After the accident, the ship broke into pieces. The waves all around rushed into the boat and it started sinking beneath the sea. Standing too close to death, the Rover was terribly scared. In his dying fear, it seemed to him as if the devil below was ringing his death knell with the inchcape bell. Here, the expression signifies the helplessness and punishment to Ralph for his crime against humanity.

The Magic of Teamwork

- by Dr. Sam Pitroda

it-I

1. What is the key problem affecting India's progress?

A Analyzing the key problems affecting India's progress and that of the Indians, the author ~~says~~ points out them to be lack of teamwork and cooperation and a lack of implementation of the policies.

3. What is the "Crab Mentality"?

A "Crab mentality" is a social evil rising out of jealousy ~~for~~ of others' progress. It has been derived from leg pulling behaviour of the crabs. Crab Mentality can be summarized in the following way - "I would not do it. I would not let you do it. And if by chance you start succeeding, we will all gang up and make sure that you don't get to do it."

4. Where does the root of crab mentality lie?

A As per the author, the root of crab mentality partly lies in our cultural background, i.e. our feudal and social hierarchical social system, in which the senior one is supposed to know the best and has the ultimate authority. The author points this out to be a great demerit that affects the Indians even today.

5. What is the demerit of hierarchical social system?

A (Refer to Q. N. 04)

6. How can the right teams be created?

A. To create the right teams, the team leader must understand the diversity of experiences of all his members. He must leverage or use this diversity to attain the common goal of the team.

7. What is hierarchical social system?

A. A hierarchical social system is a system in which the persons are arranged in a pyramidal order giving weightage to one factor over the other. As per this social order, the senior one is supposed to know the best and have the best judgement. He is the ultimate authority / decision maker in all situations.

1. "If this were happening in India". What does the author mean by "this"?

A In the US, the author was surprised to see the way the tasks were delegated to the senior executives and their positive response without out complaint. He thought to himself and imagined if all this were happening in India, people would have reacted vehemently to such a system. Because in India, hierarchy naturally comes to gets priority over merit and teamwork. By "this", the author refers to the situation he had witnessed in the USA.

2. How does hierarchy come in the way of doing a task in India?

A Hierarchy is a system in which the persons are arranged ~~as~~ according to their age, power and position. Due to its cultural background, India has always been suffering from this social evil. It influences every walk of life. It even affects the delegation of tasks among the members.

3. What should the members of a team learn for effective teamwork?

A For effective teamwork, the team members must learn how to exercise leadership and accept others' leadership ~~the~~ simultaneously. They should also have a thorough understanding of the strengths and weaknesses of the members.

5. Who is a good team player?

A. A good team player is one who has a sense of respect for others. He must be tolerant enough to accept different points of views and ready to give all sorts of supports to others.

8. What are the qualities of a good team player?

A. A good team player must possess different qualities and traits. For instance, respect for others, tolerance of different points of view, ability to resolve conflicts, clarity of thought and honesty. He should also express a good work ethic.

9. What does the author mean by hidden agenda?

Does it affect teamwork?

A. Many a time, teamwork is affected by the hidden agenda of its members. Hidden agenda, as per the author, is the evil intention that a person has but behaves to be a good person to win others' impression. In simple words, hidden agenda is to say something and mean exactly the opposite. Author calls this as split level consciousness.

10.

10. What does a "good work ethic" mean?

A. According to the author, a good work ethic means to say and mean the same thing. It is possible only when a person has clarity of thought and honesty of performance.

1. How did the author handle the inefficient employees in C-DOT?

A. While working in C-DOT, if someone had not been doing well, the author used to tell the person directly in a general meeting.

2. How did the errant employees react to his open criticism?

A. The errant employees, whom the author had criticized openly in a general meeting, would later express the regret to the author. Further, they would advise the author that they should have been pulled aside to be told of their inefficiency.

3. What was the author's intention behind open criticism?

A. The author had figured that criticizing someone openly in a general meeting would benefit all the present. He intended that this would send all a message not to commit the mistake again.

4. What did he learn about Indian attitude to criticism?

A. From his experience in C-DOT, the author learnt that Indians don't differentiate between criticizing an idea and criticizing a person. They would take it to a personal level if someone criticized their idea or action.

1. How do diversifying tasks help workers?

A Diversifying tasks helps workers increase their self-esteem and motivation. It brings a sense of responsibility and respect to them. It makes them feel encouraged and become a good team player.

2. Why is it difficult to build teams in India?

A In India, it is very difficult to build a good team because nobody wants to play the second fiddle. None wants to be subjugated by others. The ego clashes which makes it difficult for the team members to have any sort of interaction between them.

3. How can working with diversity happen?

A Working with diversity is possible only when we get rid of personal, caste and community interests. The members must rise above all ~~the~~ selfish narrow interests and work for the greater goal of the team.

6. How should the seniors treat employees with lower self-esteem?

A The seniors should realize that the employees with lower self-esteem must be ~~treated with~~ pampered and encouraged a little more. They would be motivated to give their best only when they are recognized and respected.

7. What are the fundamental ideas in corporate environment?

A. In corporate environment, the fundamental ideas are respect for others, openness, honesty, communication, willingness to disagree, resolution of conflicts and recognition of the larger goal of the team above all personal interests.

TO MY TRUE FRIEND

- By Elizabeth Pinard

Q.1 What does the poet pray for?

Ans. The poet loves her friend passionately. She prays the Almighty Lord for a never-ending friendship. She wishes to keep her friendship in fact for all the times to come.

Q.2 How did the ~~poet~~^{friend} encourage the poet?

Ans. ~~The friend~~ As a true friend, she always stands by the poet through all ups and downs of life. She always guides and encourages the poet. She asks the poet to love herself and believe that she can do anything she puts her mind to. This way she encourages and reassures ^{the poet}.

Q.3 How did the ~~poet~~^{friend} reassure the poet?

Ans. Refer to the answer of question no. 2

Q.4 Why did the poet trust her friend?

Ans. The poet trusted her friend sincerely as her friend always stood by her. Her friend consistently advised and encouraged her whenever she was confused and didn't know what to do.

Q.5 How did the friend inspire self-confidence in the poet?

Ans. The friend inspired self-confidence in the poet by telling her ~~that~~ to love and believe herself. She told her that she could do anything she puts her mind to. She

Q.6 How did the poet cherish the memory of her friend?

Ans. The poet loved her friend passionately and intimately. She truly ~~protects~~^{cherishes} all the memory of her friend. She ~~treasures~~ treasured her smile all her life.

Q.7 How does the poet value her friendship?

Ans. Her friendship is of great value to her. She hopes that her friendship grows and flourishes and lasts unto infinity.

Q.8. Why does the poet call her friend extra-special?

Ans. The poet calls her friend extra-special and guardian angel because she is her only genuine friend. She always stands by her, encourages her, guides her and protects her just like a guardian.

Q.9 Why does the poet call her friend "my guardian angel"?

Ans. Refer to the answer of Q.8.

Q.10 What is the poet's final wish?

Ans. The poet finally wishes that her friendship should grow and flourish and last unto infinity. She wants to enjoy all the moments of her rare and precious friendship. They can't miss a single chance of their friendship as it brings them pure bliss and joy.

The Inchcape Rock (By Robert Southey)

Q.1. How does the poet describe the Inchcape Rock?

Ans. The Inchcape Rock was a dangerous reef under the sea. The poet says that the rock was a few inches above the sea surface. It was completely covered by the sea in ~~the~~ high tide and posed a serious threat to the mariners.

Q.2. Why did the poet Abbot place a bell on the Inchcape Rock?

Ans. In order to keep the mariners safe from the imminent danger of the inchcape rock, the Abbot of Abberbrothok placed a bell on the inchcape rock. The bell always floated on water and rang whenever it was covered by ^{water.} a

Q.3. Why did the mariners bless the Abbot?

Ans. The bell installed by the Abbot of Abberbrothok on the Inchcape Rock rang a warning bell whenever the rock was covered by high tide. It helped the mariners protect their lives and properties. Hence, the mariners expressed blessed the Abbot to express their gratitude.

Q.4. How does the poet express "the cheering power of Spring" and what was its effect on Ralph?

Ans. Spring is the prince of the seasons. Everything in nature remains fresh and joyful under the cheering power of Spring. The breeze blows smoothly and brings inexpressible joy to everybody. The cheering power of Spring was so strong that it made Sir Ralph, the Plover whistle and sing songs out of joy.

Q.5 What act of wickedness Ralph did and why?

Ans. Sir Ralph the Rover was jealous of the good task done by the Abbot of Abbenbrothok. To destroy his good task, Ralph did the social crime of removing the bell from the Inchcape Rock.

Q.6 Why did Ralph cut the bell?

Ans. Refer to the answer of Q. No. 5

Q.7 Why was Ralph punished? OR

→ Why did Sir Ralph curse himself? OR

→ "Oh Christ! It is the Inchcape Rock." What does the expression ^{mean?}

→ OR "The Devil below was ringing the bell." Explain.

Ans. To destroy the good task done by the Abbot, Sir Ralph the Rover did the social crime of removing the bell. Sir Ralph was ~~sew~~ punished because of his ~~soe~~ social crime against the mankind. He tore his hairs, and cursed himself by saying, "Oh Christ! It is the Inchcape Rock." ~~Sin~~ It appeared to Sir Ralph ~~that~~ as if the Devil below the sea was calling out to the Ralph with its bell.

Ch. V : Articles :

- Articles are of two types—

Definite Article (the)

Indefinite Article (a, an)

⇒ Uses of Indefinite Articles (A, An) :

- Article "A" is used before a singular countable noun opening with a consonant sound.

Ex: I saw a tiger. He is a European girl.

- Article "An" is used before a singular countable noun opening with a vowel sound.

Ex: My brother is an intelligent student.

There is an elephant in the jungle

- Articles a/an are used before a noun used for the first time

Ex. There is a library in our college.

- to express one in numerical sense.

Ex. I have a book on English grammar.

- used before an adjective in its positive degree.

Ex. The Arabian Nights is an interesting story.

- to express the meaning of per

Ex: It costs 50 rupees an hour

- used before little and few to ~~make~~ mean a small number/quantity.

Ex. There are a few participants in the competition.

A little water is enough to save his life.

- Used before the names of persons when they are not known to the speaker—

Ex: A Mr. Poojary has come to meet you.

• Usages of Article 'The' :

• Before the names of unique objects

Ex: The sun rises in the east.

• Before a noun to make it definite

Ex: The boy in white shirt is my younger brother.

• Before a singular countable noun to refer to the class

Ex: The dog is a faithful animal.

• Before superlative degree of an adjective

Ex: She is the brightest student in the class.

• Before comparative degrees of adjectives when compared to each other.

Ex: The higher you the cooler you feel.

• Before the positive degrees of adjectives to refer to the whole class.

Ex: The poor are honest and simple.

• Before ordinal numbers—

Ex: The second prize goes to Mohan.

• Before 'special meals'.

Ex: Are you attending the New Year Dinner party?

• Article 'The' is used before the names of the following →

① Names of mountain ranges - the Himalayas, the Atlas

② Rivers - The Ganga, the Mahanadi

③ Oceans / Seas - the Indian Ocean, the Arabian sea

④ Groups of islands - the Andaman, the Lakshadweep

⑤ Group of countries - the USA, the UK

⑥ Trains, Ships, Planes - the Shatabdi, the Comorondel

⑦ Newspapers - the Samaj, the Sambad

⑧ Magazines - The Young India, The Feminine

⑨ Holy books - the Mahabharat, the Geeta

- ⑩. Religious groups - the Hindus, the Christians
- ⑪. directions - the North, the South
- ⑫. Musical instruments - the piano, the Harmonium
- ⑬. Language Communities - the English, the Hindi

⇒ Omission of Articles :

- No articles are used before abstract nouns

Ex: Honesty is the best policy.

- Before uncountable nouns -

Water is precious to life.

- Before proper nouns.

Sohan is my friend.

- Before man, woman...

Man will die.

- Before the names of languages -

English is a foreign language.

- Before the names of materials.

Gold is a costly metal.

- Before the names of days, months etc

January is the first month.

- Before the names of games/sports

Cricket is a popular game.

Ch. VI : Determiners

- Determiner is a word that limits or fixes the meaning of a noun with which it is used.
- Kinds of Determiners :

- ① Articles (already discussed in Ch. V.)
- ② Possessives
- ③ Numerals
- ④ Quantitatives
- ⑤ Demonstratives-

⇒ Possessives :

My, our, your, his, her, their, its, one's

- ① A possessive must agree to its antecedent.

Ex: One should not lose one's self-confidence.

- ② When two nouns are joined by or / nor, possessive must agree in number to the noun nearest to it.

Ex: Mr. Khanna or his friends will bring their car.

⇒ Numerals :

Numerals are of three types—

- ① Definite Numerals :

(i) Cardinals (one, two, three ...)

Bring me two books.

(ii) Ordinals (First, Second ...)

The first song was marvelous.

- ② Indefinite Numerals :

Several, few, any, all, a lot of, whole

- ③ Distributive Numerals :

Each, every, either, neither

⇒ Quantitatives :

① Some and any -

Ex: There is some milk in the jug.

Is there anyone in this hall?

② All and Both (PCN)

③ Much (UCN) and Many (PCN)

↳ shows quantity ↳ shows number

④ Little, A little, the little (UCN)

Little money. (No money)

A little money. (some amount of money)

The little money (all the money)

⑤ Few, A few, the few (PCN)

Few friends. (No friend)

A few friends (some friends)

the few friends (all not many, but all of them)

⇒ Demonstratives

This - That

These - those

- This & these - near position
- That & those - far off position
- these & those - plural in number
- this & that - singular in number.

Ch IV : Modal Verbs

A. Will (used with the first person)

① habitual actions in the future —

Flowers will bloom during the spring.

② to express one's decision / intention / promise / determination.

We will start early in the morning.

③ to express a threat.

I will see you outside.

B. Shall (used with the second and third persons)

① to express a command

You shall obey the order.

② to express promise / determination

He shall return the money by tomorrow.

③ to express a threat.

They shall be punished.

C. Would

① to express polite requests

Would you mind writing this for me.

② used after wish.

I wish you would join us.

③ used with like

I would like to request you...

④ used with adverbs rather, sooner --

I would rather resign my job than submitting ~ to this

D. Should

- to express duty / determination ...
You should follow the traffic rules.
We should oppose the proposal.

E. Can

- to express ability, permission, possibility ... (present time)
I can speak English. (ability)
You can use the bike, if urgent. (permission)

F. Could

- to express ability, permission, possibility (past time)
She could dance well in her young age. (ability)
Could I take a glass of cold water? (permission)

R.

- to express a polite request.
Could you go with her to the hospital.

G. May

- to express permission and possibility.
You may take one umbrella if required. (permission)
It may rain in the afternoon. (possibility)

H. Might

- Might is used like May to express permission, possibility and command.

I. Must

- to express obligation / necessity
We must respect our soldiers.
- to express strong determination
They must be very cautious.

J. Ought

- to express obligation. - We ought to love our parents
- to express strong possibility - She ought to win the match.
- to show duty left unfulfilled - You ought to have informed me.

K Dare

- to express bravery
 - We dare say ~~to~~ to fulfill our demands.

L Need

- to express obligation/duty/necessity
 - You need not go to the hospital.
 - ~~You~~ I need work hard for the entrance.

M Used

- to express a discontinued habit
 - I used to run very fast when I was young.
- to express a routine activity in the past.
 - He used to threaten me everyday.

Ch. III : Sub-Verb Agreement :

- A verb must agree to the subject in number and person.
- Thumb rule -

Singular Subject - Singular Verb
Plural Subject - Plural Verb

⇒ Subject - Verb ~~Singular Sub - Plural Subject~~

I - am/was/have/do/V₁

We/you/they - are/were/have/do/V₁

He/She/it/name - is/was/has/does/V₁+s/es/ies.

Rule 1 : Error of Proximity :

- A verb must agree to a ~~sub~~ number and person of the proper subject, not a noun nearer to it.

Ex: The result of the students is satisfactory.

His command on foreign languages is praiseworthy.

Rule 2 :

- Two or more nouns joined by "and" require a plural ~~sub~~ ^{verb}.

Ex: India and Pakistan are two neighbouring countries.

Hari and Gopal are two good friends.

- Exception : If two nouns so joined by "and" refer to the same person or idea, they take a singular verb.

On the other hand, if they refer to two different individuals or ideas, they agree to a plural verb.

(Single individual) Ex: The Vice President of India and Chairperson of Rajya Sabha has addressed the house.

(Two individuals) The poet and the reporter have arrived.

Rule 3 :

When two or more ^{Singular} nouns or pronouns are connected by "or" / "nor", they take a singular verb.

Ex: Neither food nor water was available in the camp.

But, when one of them is plural, they agree to plural verb.

Ex: Either the gardener or his sons have watered the ^{plants}.

Singular plural plural

Rule 4 :

When two nouns or pronouns are joined by "with", "along with", "as well as", the verb agrees in number and person of the first subject.

Ex: The plane with its passengers was hijacked.

They as well as I myself were invited.

Rule 5 :

A subject phrase beginning with each, every, everyone, anybody, either, neither, none, nobody etc take a singular ^{verb}.

Ex: Each of the participants was given a certificate.

Neither of two boys was guilty.

Rule 6 :

① Nouns singular in form, but plural in meaning, take a plural verb.

Ex: The people in general are good.

The police have arrested the culprit.

② Nouns plural in form, but singular in meaning, take a singular verb.

Ex: Mathematics is an interesting subject.

The wages of sin is death.

Rule 7 :

Collective Nouns $\left\{ \begin{array}{l} \text{considered as a single unit - singular verb} \\ \text{considered as individuals of - plural verb} \\ \text{a group/team} \end{array} \right.$

Ex: The committee has approved this plan.

The committee are divided on this issue.

Rule 8 :

When the plural noun is the name of a book / group ..., take a singular verb.

Ex: The USA is a large country.

The Arabian Knights is a story book.

Rule 9 :

When the plural noun denotes some amount or quantity as a whole, it takes a singular verb.

Ex: 10 Km is a long distance.

100 Rupees is not enough.

UNIT III (Application of English Grammar)

CH. I: Tense & Aspects

• Tense - time based changes in the form of a verb.

• Types of tense -

① Present Tense

② Past Tense

③ Future Time Reference

Present Tense:

⇒ Present Simple Tense -

Structure: $S \pm V \pm s/es/ies + O.W.$ (Affirmative)

$S + do/does + not + V_1 + O.W.$ (Negative)

$Do/does + S + V_1 + O.W + ?$ (Interrogative)

Example: I play badminton.

He does not play badminton.

Do they play badminton.?

I / we / you / they - V_1 (do)
He / She / it / name - $V_1 + s/es/ies$ (does)

Usages:

① Everyday habitual activities.

② Statements of truth (general, universal & scientific)

③ Sports commentary

④ Fixed ^{Govt.} activities of future.

Time Adv:

Everyday, Everynight, Every year, Every month, always, usually, never, generally, commonly, frequently, rarely, occasionally, often, seldom,

Present Progressive Tense :

Structure : S + is/am/are + V₁ + ing + O.W.

Example : She is writing a letter.

They are practicing mathematics

I - am
He/she/it/name - is
We/you/they - are

Usages :

- ① to express activities continuing at this moment.
- ② to express a temporary activities
- ③ to express a personal planning of future time
- ④ to express an activity that has become a habit.
- ⑤ to express the unpleasant activities of everyday life.

Time Adverbs :

Today, tonight, still, till now, right now, now,
at this moment, these days, now-a-days,

Present Perfect Tense :

Structure : S + has/have + V₃ + O.W. (Affirmative)

S + has/have + not + V₃ + O.W. (Negative)

Has/have + S + V₃ + O.W.? (Interrogative)

I/we/you/~~they~~ - have
He/she/it/name - Has

Example : He has purchased a new car. (Affirm.)

They have ~~never~~ not built it yet. (Neg.)

Have I gone to Delhi? (Interrog.)

Usages :

① to express an action of the recent past.

② to express a past action with present relevance

Time Adv :

yet, even, never, just, already, lately, for, since,

Present Perfect Progressive Tense :

Structure: $S + has / have + been + V_1 + ing.$ (Affirmative)
 $S + has / have + not + been + V_1 + ing + o.w.$ (Negative)
 $Has / have + S + been + V_1 + ing + o.w + ?$ (Interro.)

Example: It has been raining since last night.
I have been working here for last 5 years.

Usages: To express an action of recent past continuing in the present moment.

Time Adv: for, since etc.

Simple Past Tense :

Structure: $S + V_2 + o.w.$ (Affirmative)
 $S + did + not + V_1 + o.w.$ (Negative)
 $Did + S + V_1 + o.w + ?$ (Interrogative)

Example: He composed a poem. (Affirm)
Did he answer all the questions.? (Interro.)
I didn't participate in the competition. (Neg.)

Usages :

- ① to express an action completed in the past.
- ② to express a habit of the past time
- ③ to express historical activities.

Time Adv: Yesterday, last night, last year, last week, ago, once upon a time,

Past Progressive Tense :

Structure: $S + was / were + V_1 + ing.$ (Affirmative)

$S + was / were + not + V_1 + ing.$ (Negative)

$Was / were + S + V_1 + ing + o.w + ?$ (Interro.)

I / He / She / it / name - Was
You / We / they - Were

Example: I was writing a letter.

He was singing while she was dancing.

Usages: ① to express an action that is said to be in progress by a given time in the past.

② to express an action that was in progressive while another happened.

③ to express actions continuing simultaneously by a given time in the past.

Time Adv:

Past progressive + When + Simple Past tense

Simple Past + While + Past Progressive tense.

Past Progressive Tense

Structure: S + was/were + V₃

Past Perfect Tense :

Structure: S + had + V₃ + O. W. (Affirmative)

S + had + not + V₃ + O. W. (Negative)

Had + S + V₃ + O. W. + ? (Interrogative)

Example: Gobind had worked hard for the exam.

Radha had gained a huge profit.

Usages:

① to express an action said to have completed before another action of the past time.

Time Adv:

Past Perfect + Before + Simple Past tense.

Simple Past + After + Past Perfect tense

Future Time Reference :

① Simple Present Tense —

Structure — S + V₁ ± s/es/ies + O.W.

Usages — to express fixed govt. planning of future time.
— to express calendar activities of future time.

② Present Progressive Structure —

Structure — S + is/am/are + V₁ + ing + O.W.

Usages — to express an action of immediate future

Ex: They are coming soon.

— to express personal planning of future time

Ex: Next month, we are going to Chennai

③ Be + going to + V₁ [Be — is/am/are]

Usages: Future prediction based on present situation.

Ex: The sky is cloudy. It is going to rain.

④ Simple Future :

Structure: S + will/shall + V₁ + O.W.

Usages: to express a future action.

Ex: We will visit you tomorrow.

— to express actions beyond human control.

Ex: Heavy rain will cause flood.

Man will die.

⑤ Future Progressive — S + will/shall + be + V₁ + ing + O.W.

Usages: Activities expected to continue by a given time in future

Examples: The doctor will be arriving soon.

⑥ Future Perfect — S + will/shall + have + V₂ + O.W.

Usages: Activities expected to have completed by a given time ^{in future}

Example: Robots will have replaced man by 2040.

Ch. II (Voice Change)

- Voice - the manner of speaking (subject dominant or object ^{dominant})
- Voice in English Grammar is of two types -
Active Voice and Passive Voice.
- Active Voice - Subject dominant
Passive Voice - object dominant
- Voice Change: changing the voice of a sentence; from Active to Passive and vice versa.

Example:

I wrote a letter. (Active Voice)
A letter was written by me. (Passive Voice)

Basic Changes

① Change in the place of subject and object.

: Subject of an Active Voice becomes the subject of a Passive Voice and vice versa.

② Change in the form of verb. (from Active to Passive)

③ Change in the pronoun

④ Use of 'by + agent.'

⇒ Change in the form of Verb:

	<u>Active</u>	<u>Passive</u>
①	$V_1 / V_1 + s/es/ies$	$is / am / are + V_3$
②	V_2	$was / were + V_3$
③	$is / am / are + V_1 + ing$	$is / am / are + being + V_3$
④	$was / were + V_1 + ing$	$was / were + being + V_3$
⑤	$Has / have + V_3$	$has / have + been + V_3$
⑥	$Had + V_3$	$Had + been + V_3$
⑦	$modal\ verb + V_1$	$modal\ verb + be + V_3$

⇒ Change in Pronoun -

<u>Active</u>		<u>Passive</u>
I	-	Me
We	-	us
You	-	you
He	-	him
She	-	her
they	-	them

⇒ Voice Change in Declarative Sentences -

- ① He cooks rice. - Rice is cooked by him.
- ② They are playing cricket. - Cricket is being played by them.
- ③ Rohan has lost his pen. - His pen has been lost by Rohan.
- ④ We watched a movie - A movie was watched by us
- ⑤ You were singing a song. - A song was being sung by you
- ⑥ I had composed 3 stories - 3 stories were composed by me
- ⑦ He will teach English. - English will be taught by him.
- ⑧ I may invite him. - He may be invited by me.

⇒ Interrogative Sentences

- ① Did he get a ticket.? - Was a ticket got by ^{him?} ~~him?~~
- ② How ^{were} ~~did~~ you ^{here} ~~asked~~ the questions - How ^{here} ~~the~~ questions " ^{rapid} ~~rapid~~

⇒ Exclamatory Sentences

- ① What a ~~best~~ beautiful flower.
It is said to be a beautiful flower.

⇒ Imperative Sentences

- ① Bring me a glass of water.
You are requested to bring a glass of water.
- ② Open your book.
Let your book be opened by you.

Unit V: Elements Of Communication

Ch. I: Communication: Meaning and Process:

Definition -

The term "Communication" has been derived from a Latin term "Communicare", which means "to share". Communication can be defined as the process of sharing or exchanging of information between two individuals, through a common system of symbols. It is known as the process of sending and receiving information which involves the active participation of both the sender and the receiver.

Features -

① Perennial to Life:

Where there is life, there is communication. Healthy communication is the root of a well-adjusted progressive society.

② Exchange of information -

It is the sole aim of communication without which the whole process will fail.

③ Interactive:

Communication is always interactive. It requires an active participation of both the sender and the receiver. The information should flow from both the sides.

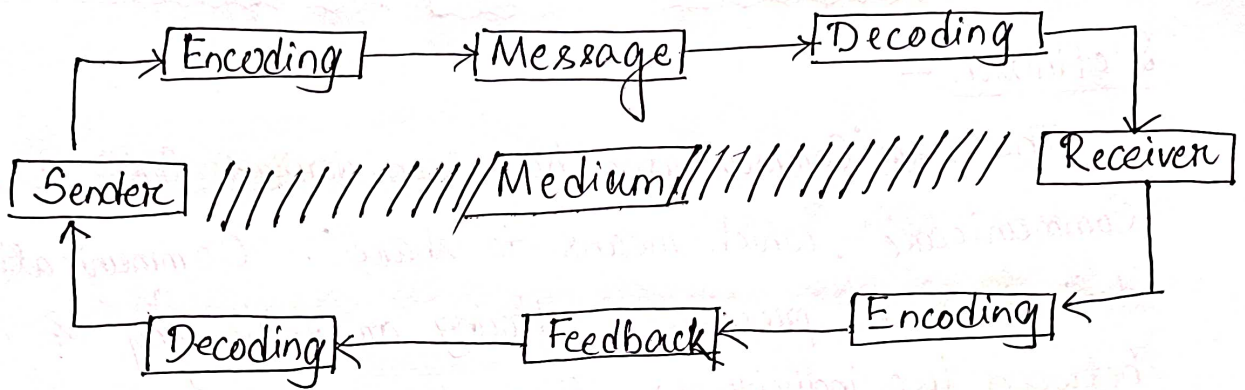
④ Symbolic:

The process of communication happens only through a ^{common} set of symbols, both verbal and non-verbal.

⑤ Result-oriented:

An appropriate feedback is always expected at the end of the process -

Process of Communication / Stages in Communication :



① Sender :

A sender is the person or the organization which initiates the process of communication. It is the source with which the process of communication begins. The sender must be clear about the message or the information to make the process a successful one.

② The Message :

Message is the piece of information that the sender wants to share with the receiver. It is the sole aim of communication without which the whole process will fail.

③ The Receiver :

The person or group who receive the message is known as the receiver. He decodes the message, attaches meaning to ^{it} and sends a feedback.

④ The Feedback :

Feedback is the ~~reply~~ response that the receiver produces in reply to a message. It is the most important part of communication which makes it complete and successful.

⑤ Encoding :

Encoding is the process of translating one's thoughts into a suitable message, understandable to the receiver.

⑥ Decoding :

Decoding is the process of converting a message into understanding, or attaching meaning to it.

⑦ Feedback The Medium :

Medium is the vehicle or the means through which a message is transmitted from a sender to the receiver.

⑧ Noise :

Any unwanted sound that creates obstruction in the smooth flow of communication, is known as Noise. It is responsible for the failure of the communication process.

One Way Communication :

It is a type of communication in which the flow of information is restricted to only one side, i.e. the sender. The receiver does not give any feedback. Ex: News Channel.

Two Way Communication :

In this type of communication, both the sender and the receiver are involved actively and dynamically. A feedback from the receiver is required to make the process complete and successful.

Barriers to Communication :

Definition :

Anything that poses a challenge to the smooth flow of communication between the sender and the receiver is known as Barrier to Communication. It causes obstruction to the process, rendering the process failure or miscommunication. The barriers can be of various types, these are —

- ① Linguistic Barrier
- ② Physical Barrier
- ③ Organizational Barrier
- ④ Psychological Barrier

Linguistic Barrier —

Language is the prime mode of communication. However, it may sometimes lead to barrier in communication in the following cases —

- (i) No common language
- (ii) Poor vocabulary
- (iii) Poor knowledge of grammar

Physical Barrier —

~~Barriers~~ Obstruction due to physical objects is called physical barrier. These are —

- (i) Noise (the unwanted or disturbing sound waves)
- (ii) Distance
- (iii) technical errors & .

Organizational Barrier —

Barriers due to line of hierarchy, strict rules and regulations, wrong medium of communication are known as Organizational Barriers.

Psychological Barrier

- (i) Attitudinal barriers
- (ii) Emotional Barriers
- (iii) Cultural Barriers

Ch. II : Professional Communication (The Communication Network)

Communication Network :

Every business organization has to deal with people both within and outside the organization. The employees of an organization need to be guided about the policies, goals and objectives of the firm. The employees ^{in turn} need to communicate with each other and the superiors.

In order to regulate this flow of information, every business organization establishes a line of authorities, known as Communication Network. The flow of information through this established line of authorities is known as Formal Communication. Here, the information generally flows in downward, upward or horizontal directions.

Examples :

- An under employee reporting his superior about work progress.
- Management passing an instruction to the employees.

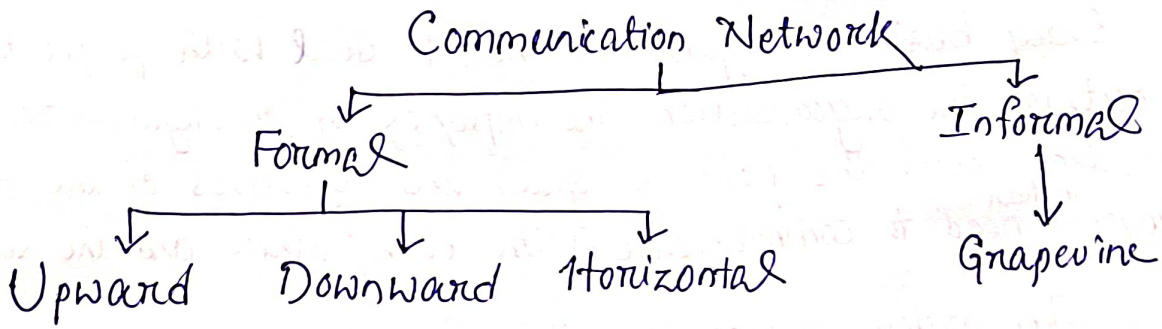
Advantages :

- ① Establishes the supremacy of the management.
- ② Ensures accountability and authenticity to the information.
- ③ Strengthens relationship between the superior and the ^{Subordinate}.

Disadvantages :

- ① Widens gap between the management and the employees.
- ② It may sometimes lead to harassment of the subordinates.
- ③ ~~leads to~~ ^{Creates} an atmosphere of red-tapism in the organization.
- ④ Information gets distorted due to the involvement of several people at various stages.

- Communication Network can be better understood from the following diagram.



Types of Formal Communication :

Downward Communication :

The flow of information from top to bottom of an organization is known as Downward Communication. Here, the information flows from the management to the officers, and from the officers down to the employees at bottom. Downward Flow of Communication is strictly regulated by the management.

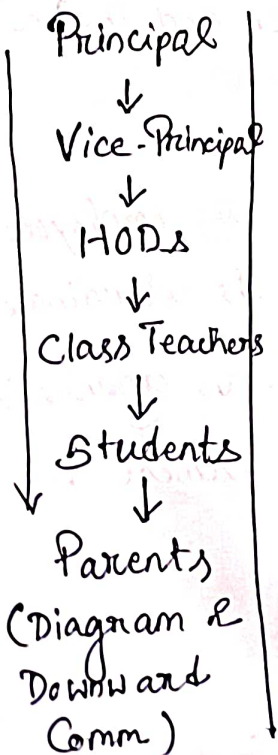
Example : The Principal issuing a notice for circulation among the students and parents.

Merits :

- ① Easy for the management to ^{convey} ~~issue~~ orders, instructions, aims and objectives.
- ② Strengthens the control of the management on employees.
- ③ Incompetent employees can be dealt properly.

Demerits

- ① Delays the delivery of message
- ② message is sometimes distorted and overloaded
- ③ authority lies with a handful of people



Upward Communication :

The flow of information from the bottom to the top of a business organization is known as Upward Communication. In this type of communication, the movement of the flow of information is always from the grassroot level to the top notch superiors of an organization. Through this, the employees at lower level get an opportunity to share their views, feedback, suggestions and complaints.

Example :

Employees of a company demanding a pay hike.

Merits :

- ① the employees convey their feedback genuinely and confidently.
- ② fosters a sense of belongingness in the employees.
- ③ restricts misuse of authority.

Demerits :

- ① Lack of initiative by the management
- ② Indifferent attitudes of the bosses
- ③ delays and distorts the message.

Methods : periodical meetings, complaint boxes, one to one meetings etc

Management

↑
President

↑
Managers

↑
Asst. Managers

↑
Supervisors

↑
Trainees/
Employees



(Diagram of Upward Comm.)

Horizontal / Parallel Communication :

Communication between two employees of the same rank is called horizontal / Parallel Communication. It stems out of the interdependent nature of the various departments within the same organization. It brings perfect coordination among various department, leading to the overall prosperity of the company. This form of communication is also known as Lateral Communication.

Examples :

HODs of different departments of the same discussing the academic progress.

Merits :

- ① promotes teamwork among the employees
- ② improves problem solving skills and boosts capability
- ③ Helps employees feel empowered.

Demerits :

- ① can be chaotic if not properly managed.
- ② can be time consuming
- ③ may lead to conflict among the employees

Grapevine Communication (Informal Communication):

An informal channel of communication exists in every business organization side by side their prescribed channel of formal communication. Such a form of communication ignores all formalities and depends more on interpersonal relationship. In this form of communication, the information flows smoothly as it is not regulated like formal. Thus, this form of communication is called grapevine communication.

Example :

Employees discussing an issue informally among themselves.

Merits :

- ① gives emotional relief to the workers
- ② it is speedy and spontaneous

Demerits :

- ① No accountability in the message
- ② Misleading information
- ③ Harmful for the organization.

Ch. III: Non-Verbal Communication

Non-Verbal Communication:

Non-Verbal Communication consists of all the messages other than words that are used in communication. A great deal of meaning is conveyed through these non-verbal means of communication. In a spoken message, these symbols are transferred by means of intonation, tone, voice, noise, body languages, like, posture, gesture, facial expressions etc. They can ~~express~~ add meaning to verbal expression, even they can sometimes better express a meaning, more effectively than words.

Body Language:

Action speaks louder than words. Similarly, our body sends unmistakable signals to the people around us. As a means of Non-Verbal Communication, it includes postures, gestures, facial expressions, eye-contact etc. Our body connects faster than the words. ~~As the saying goes,~~ First impression lasts long, Hence, one must be very conscious and careful about his/her body language. However hard one may try, it is very difficult to control one's body language. How you say is more important than what you say, as the body decides to a large extent the quality and meaning of our communication.

Kind of Body Language:

Body Language can be studied under following categories:

- ① Paralinguistics
- ② Posture
- ③ Gesture
- ④ Kinesics
- ⑤ Proxemics
- ⑥ Eye Contact.

Paralinguistics :

Paralinguistics refers to the non-verbal aspects of vocal communication, like tone of voice, pitch, volume, tempo etc. The same words spoken with different tone and loudness mean differently to the listener.

Posture :

Posture refers to the position of the body as a whole. It includes the direction of leaning, body orientation, arms position, and body openness. Body postures express one's formality, attention, involvement, confidence, nervousness etc. A relaxed body posture will help a person appear and feel more relaxed and confident. It also gives clues to one's status in a group. To summarize, our eyes, face and posture together express what is going on inside us.

Postures can be both open and closed. An open body posture reflects the mental poise and confidence of the speaker, while a closed body posture radiates negativity, rejection and unwelcoming nature. Hence, one should try to maintain a good body posture.

Gesture :

A gesture is a non-verbal ~~aspect~~ of bodily movement intended to express a meaning. They may be articulated with hands, limbs, arms and movements of the head, face, eyes etc. This non-verbal activity is regularly used with oral communication. Gestures express a great range of meanings and emotions, like - relaxation, confidence, readiness, indifference, interest, anxiety, assurance, frustration, anger etc. Gestures can be both open and closed, like open free lying hands, folded hands, feet apart, legs crossed etc.

Kinesics :

Kinesics studies as to how our body movements and gestures express meaning as forms of non-verbal communication. It includes facial expressions, gestures, oculosics, etc.

Facial Expressions -

There are six ^{universal} facial expressions, like happiness, sadness, surprise, fear, anger and distrust.

Forehead Body Language -

Wrinkling, sweating, touching etc

Head body language -

Nodding, raising, tilting, etc

Hand gesture -

handshake, rubbing hands, thumbs up, folding hands etc

Proxemics :

Proxemics is the scientific study of how space matters as a form of non-verbal communication. Distance is an indicator of the intimacy in a relationship. For example, the more we get to know each other, the more we are permitted to get into each other's personal space. On the other hand, we maintain a reasonable distance with the strangers as we feel uncomfortable. From this point of view, space can be 4 four types -

- ① Intimate Space for embracing or whispering
- ② Personal space for conversation with good friends
- ③ Social Space for conversation with relatives
- ④ Public Space for public speaking.

The distance between the speaker and listener influence their communication. This distance is subject to ~~sex~~ status and gender social roles.

Reading and Comprehension:

1

We were standing on the bridge, trying to catch some fish for supper when a small red plane flew almost directly above our heads. We could even see the pilot's face.

"What on earth is he up to?" I asked. I felt rather annoyed.

"I think he's in trouble," Jack said. "His engine is making a strange noise."

"Well, we can't do anything, can we?" I said. "We can't even phone from here."

We were on a boating holiday and we were miles from the nearest town.

"We can follow the plane down the river." Jack said.

"Come on! Let's go!" I must admit I liked the idea.

There weren't many fish in that part of the river and I was bored. We dropped our fishing lines and ran towards our boat. It lay under some bushes about a hundred yards down the river. Luckily the engine started almost at once and soon we were roaring down the river.

"But can the pilot land here?" I asked Jack.

He came to this part of the country for a holiday almost every year and he knew the area well.

"There's a lake about fifteen miles down the river," Jack said. "If the pilot really is in trouble, he'll probably try to land there."

The river was already becoming wider. We went round a bend and there was the lake in front of us.

"Can you see anything?" Jack asked. I looked across the lake. "No, absolutely nothing," I replied.

"Wait a minute, though. There's something in the water, near that island in the middle." It was the small red plane!

We raced across the lake. By the time we reached the island, the pilot a very young woman! - was sitting on top of the plane.

"Hi!" she called out to us. "Thanks for coming to help me. I'm sorry I disturbed you while you were fishing. Anyway, would you like some fish for supper?" She reached into the plane and pulled out a large fish,

"There's plenty more in here!" she said, laughing.

A. Find these words and phrases in the text:

What ... is he up to?; in trouble; bored; wider; bend; raced; disturbed .

Now choose the right meaning,

- | | |
|-----------------------------|---------------------------------|
| 1. bigger | 5. not interested |
| 2. went quickly | 6. (the river was) not straight |
| 3. What is he trying to do? | 7. having difficulties |
| 4. interrupted | |

B. Choose the right answer.

١. When the plane flew over their heads. Jack and his friend were:
a) having supper b) fishing c) doing nothing
٢. Jack said, "I think the pilot's in trouble" because:
a) the plane was making a strange noise
b) they could see the pilot's face
c) the plane was very low.
٣. Jack knew the area well because:
a) he had a boat b) he often came there c) he lived there
٤. They saw the plane in the middle of:
a) the lake b) the island c) the trees
٥. When they reached the island, the pilot:
a) was fishing b) was waiting for them c) was swimming.

C. Put these sentences in the correct order.

١. The engine was making a strange noise.
٢. Jack and his friend found the plane in the middle of the lake.
٣. Jack and his friend were fishing.
٤. The pilot was safe.
٥. Jack and his friend went down the river in their boat.
٦. Jack and his friend decided to follow the plane.
٧. Jack and his friend came to a lake.
٨. A plane flew over their heads.

D Vocabulary practice. Complete these sentences, using these words

(admit , bend, directly, flew, island, wider, area , bored, disturb, holiday, noise)

١. I'm sorry I made a lot of ... last night. I hope I didn't ... you.
٢. This is the first week of our ... , so we don't know the ... very well yet.
٣. What shall we do? Have you any ideas? I must ... I'm feeling ... !
٤. The valley is just round this You'll see it in a minute when the path gets
٥. The house was on an ... , in the middle of a lake, and we ... almost ... over it.

The two boys walked slowly across the valley. Then suddenly Fred stopped and sat down on a large stone.

"It's no use," he said. "I can't go any further. I'm absolutely exhausted!"

George looked at him for a minute.

"Oh come on!" he said. "It's not very far now. Only five or six miles at the most."

"Yes, but it's uphill most of the way," Fred said.

He pointed to the path in front of them. It went straight up the side of the valley. George sat down too. For a while the two boys said nothing. Then Fred pointed to some trees about half a mile ahead.

"There's a hut among those trees," he said. "Perhaps we can spend the night there."

"I'll go and take a look," George said. He ran down the path towards the hut and vanished among the trees. Fred followed more slowly.

"What's it like inside?" he asked when he reached the hut.

"Not bad." George called back. "It feels a little damp, but there's some wood in one corner, so we can light a fire."

The two boys cleaned out the hut and lit a fire. Then they had supper. They were both tired and they did not talk much. Before they went to bed, they put plenty of wood on the fire. George fell asleep almost at once, but Fred lay awake for a long time, watching the flames. Then he too fell asleep. Suddenly he was awake again. The fire was nearly out. He could hear noises outside. It sounded like voices. He woke up George.

"It's only the wind," he grumbled. "Go to sleep again!"

But it wasn't the wind! The voices came nearer until they were just outside the hut. The door opened and a light shone on their faces

"They're here!" a voice called out.

A policeman was standing in the doorway. He addressed the two boys.

"You've given us a lot of trouble," he said. "We looked all over the valley for you two!"

A. Find these words in the text:

Exhausted; straight; ahead; hut; damp; addressed.

Now choose the right meaning.

- | | |
|----------------|-------------|
| 1. small house | 4 spoke to |
| 2. directly | 5. in front |
| 3. very tired | 6. wet |

B. Choose the right answer.

1. Fred wanted to stop, but George wanted to:
 a) go back b) go on c) talk.

٢. The path in front of them was:
 - a) long
 - b) easy
 - c) difficult.
٣. The hoys lit a fire because:
 - a) they could not see
 - b) the hut was damp
 - c) they wanted to cook.
٤. After supper, the boys:
 - a) went to bed
 - b) sat and talked
 - c) cleaned out the hut.
٥. Fred woke up because:
 - a) he heard a noise
 - b) he was afraid
 - c) he was cold.
٦. The policeman who came to the hut:
 - a) wanted to sleep there
 - b) was looking for the boys
 - c) wanted to catch the boys.

C. Put these sentences in the correct order.

١. The boys did not talk much.
٢. The boys cleaned the hut out.
٣. Fred watched the flames for a long time.
٤. The hoys went to bed.
٥. Fred fell asleep.
٦. The boys found a hut among the trees.
٧. The hoys had supper.
٨. George fell asleep quickly.
٩. The boys lit a fire.
١٠. The boys put plenty of wood on the fire.

D. Vocabulary practice. Complete these sentences, using these words.

(absolutely, at the most, damp, hut, path, valley, ahead, awake exhausted, noise, straight)

١. We lay ... for a long time, listening to the ... of the wind.
٢. Most of the rooms were warm and dry, but my room felt a little
٣. There's a small town not very far It's only two or three miles away...
٤. Follow this ... through the trees. It goes ... to the village.
٥. Is that a house on the other side of the ... ? No, it's too small. It's probably a
٦. I went to bed early last night. I was !

3

It was already late when we set out for the next town, which according to the map was about fifteen miles away on the other side of the hills. There we felt sure that we would find a bed for the night. Darkness fell soon after we left the village, but luckily we met no one as we drove swiftly along the narrow winding road that led to the hills. As we climbed higher, it became colder and rain began to fall, making it difficult at times to see the road. I asked John, my companion, to drive more slowly. After we had travelled for about twenty miles, there was still no sign of the town which was marked on the map. We were beginning to get worried. Then, without warning, the car stopped. A quick examination showed that we had run out of petrol. Although we had little food with us, only a few biscuits and some chocolate, we decided to spend the night in the car.

Our meal was soon over. I tried to go to sleep at once, but John, who was a poor sleeper, got out of the car after a few minutes and went for a walk up the hill. Soon he came running back. From the top of the hill he had seen, in the valley below, the lights of the town we were looking for. We at once unloaded all our luggage and, with a great effort, managed to push the car to the top of the hill. Then we went back for the luggage, loaded the car again and set off down the hill. In less than a quarter of an hour we were in the town, where we found a hotel quite easily.

I Choose the best answer.

- a The travellers had a map but
 - (i) they did not know how to use it
 - (ii) it gave them the wrong information
 - (iii) they could not see it very well in the dark
 - (iv) the town they were looking for was not clearly marked
- b Their car stopped because
 - (i) they had travelled more than twenty miles
 - (ii) the petrol ran out of it
 - (iii) there was no petrol left
 - (iv) they were going uphill

2 Answer the following questions briefly, in your own words as far as possible.

Use one complete sentence for each answer.

- a. What did the travellers expect to find in the next town?
- b. How long did it take them to reach the town after they set off down the hill?

3. Answer these questions, using only short form answers.
- a Was it dark when they left the village?
 - b Did they push the car up the hill easily?
4. Complete the following sentences. Your answers must be related to the ideas contained in the passage.
- a The writer asked John to drive more slowly because .
 - b John went for a walk because .
 - c ".....", said John, after he had run back to the car.
 - d so that it would be easier to push it to the top of the hill.
 - e They would have spent the night in the car if .
5. Notice this sentence:
- They managed to push the car to the top of the hill.
- Manage(d) to + infinitive is a common way of describing achievement, something successfully done, often in spite of difficulties.

Now rewrite these sentences, replacing the verbs in italics by managed to + infinitive.

- a My hat fell into the river, but I succeeded in getting it out.
- b In the end, after a long argument, we were able to persuade them.
- c He succeeded in passing his driving test, although he was a bad driver.
- d Were you 'able to find the book you wanted ?
- e How on earth did you succeed in finding out where I live?
- f They were able to put the fire out before the house burnt down.
- g No prisoner has ever succeeded in escaping from here.

4

While I was walking along the road the other day, I happened to notice a small brown leather purse lying on the pavement. I picked it up and opened it to see if I could find out the owner's name. There was nothing inside it except some small change and a rather old photograph- a picture of a woman and a young girl about twelve years old, who looked like the woman's daughter. I put the photograph back and took the purse to the police station, where I handed it to the sergeant in charge. Before I left, the sergeant made a note of my name and address in case the owner of the purse wanted to write and thank me. That evening I went to have dinner with an uncle and aunt of mine. They had also invited another person, a young woman, so that there would be four people at table. The young woman's face was familiar, but I could not remember where I had seen it. I was quite sure that we had not met before. In the course of

conversation, however, the young woman happened to remark that she had lost her purse that afternoon. I at once remembered where I had seen her face. She was the young girl in the photograph, although she was now much older. Of course she was very surprised when I was able to describe her purse; to her. Then I explained that I had recognised her face from the photograph I had found in the purse. My uncle insisted on going round to the police station immediately to claim the purse. As the police sergeant handed it over, he said that it was a remarkable coincidence that I had found not only the purse but also the person who had lost it.

1. Choose the best answer.
 - a The purse which the writer found
 - (i) was empty
 - (ii) had some money in it
 - (iii) had a few coins and a photograph in it
 - (iv) had an old photograph in it
 - b The writer recognised the young woman because
 - (i) he had met her somewhere before
 - (ii) she was the woman in the photograph
 - (iii) she often had dinner with his uncle and aunt
 - (iv) she looked rather like the young girl in the photograph
2. Answer the following questions briefly, in your own words as far as possible. Use one complete sentence for each answer.
 - a Why did the sergeant make a note of the writer's name and address?
 - b Where did they go to get the purse back?
3. Answer these questions, using only short form answers.
 - a Did the writer find the owner's name in the purse?
 - b Was the young woman surprised when the writer described her purse?
4. Complete the following sentences. Your answers must be related to the ideas contained in the passage.
 - a When the writer opened the purse, he hoped .
 - b The sergeant had a book, in which .
 - c The young woman so that there would be four people at table.
 - d The writer said: "There was a photograph in the purse. That is how"
 - e "Let's ," the writer's uncle insisted.

In the sixteenth century, an age of great marine and terrestrial exploration, Ferdinand Magellan led the first expedition to sail around the world. As a young Portuguese noble, he served the king of Portugal, but he became involved in the quagmire of political intrigue at court and lost the king's favour. After he was dismissed from service to the king of Portugal, he offered to serve the future Emperor Charles V of Spain.

A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of these ships was exploring the topography of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near a latitude of 50 degrees S. Magellan named this passage the Strait of All Saints, but today we know it as the Strait of Magellan.

One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those who remained crossed the meridian we now call the International Date Line in the early spring of 1521 after ninety might days on the Pacific Ocean. During those long days at sea, many of Magellan's men died of starvation and disease. Later Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and seventeen sailors under the command of the Basque navigator Elcano survived to complete the westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge.

1. The sixteenth century was an age of great ___ exploration.
A. cosmic B. Land C. Mental D. common man E. none
2. Magellan lost the favour of the king of Portugal when he became involved in a political _____.
A. entanglement B. Discussion C. Negotiation D. Problems
E. none of the above
3. The Pope divided New World lands between Spain and Portugal according to their location on one side or the other of an imaginary geographical line 50 degrees west of Greenwich that extends in a ___ direction.
A. north and south B. Crosswise C. Easterly D. south east
E. north and west

4. One of Magellan's ships explored the ____ of South America for a passage across the continent.
- A. coastline B. mountain range C. physical features
D. Islands E. none of the above
5. Four of the ships sought a passage along a southern ____.
- A. coast B. Inland C. body of land with water on three sides
D. Border E. answer not available
6. The passage was found near 50 degrees S of ____.
- A. Greenwich B. The equator C. Spain D. Portugal
E. Madrid
7. In the spring of 1521, the ships crossed the ____ now called the International Date Line.
- A. imaginary circle passing through the poles
B. Imaginary line parallel to the equator
C. area
D. land mass
E. answer not found in article

6

Marie Curie was one of the most accomplished scientists in the history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped to unlock the secrets of the atom.

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At the early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research.

The fact that she had two young daughters to raise by herself greatly increased her distress. Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne.

She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

1. The Curies' ____ collaboration helped to unlock the secrets of the atom.
A. friendly B. Competitive C. Courteous D. Industrious E. chemistry
2. Marie had a bright mind and a __personality.
A. strong B. Lighthearted C. Humorous D. Strange E. envious
3. When she learned that she could not attend the university in Warsaw, she felt ____.
A. hopeless B. Annoyed C. Depressed D. Worried E. none of the above
4. Marie ____ by leaving Poland and traveling to France to enter the Sorbonne.
A. challenged authority B. showed intelligence C. behaved
D. was distressed E. answer not available in article
5. ____ she remembered their joy together.
A. Dejectedly B. Worried C. Tearfully D. Happily E. Sorrowfully
6. Her ____ began to fade when she returned to the Sorbonne to succeed her husband.
A. misfortune B. Anger C. Wretchedness D. Disappointment
E. ambition
7. Even though she became fatally ill from working with radium, Marie Curie was never ____.
A. troubled B. Worried C. Disappointed D. Sorrowful E. Disturbed

XXXXXX