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(CDOE)**

**Bachelor of Arts  
(B.A.) SEM. IV**

**ENGC-202**

**ENGLISH COMPULSORY  
(Text : CENTRE STAGE)**



**Guru Jambheshwar University of Science &  
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## CONTENTS

<b>Unit-1 Centre Stage( Plays)</b>			
1.	The Envoy(Bhasa)	Dr. Pallavi	3
2.	The Swan Song(Anton Chekhov)	Dr. Pallavi	17
3.	The Monkey's Paw(W.W.Jacobs),	Dr. Pallavi	32
4.	Before Breakfast(Eugene O'Neill)	Dr. Pallavi	51
5.	The sleepwalkers (NissimEzekiel)	Dr. Pallavi	67
<b>Unit-2 Grammer</b>			
1.	Introduction and Importance of Spoken English Communication Process.	Dr. Pallavi	82
2.	Clauses &Conditionals	Dr. Pallavi	97
3.	Vocabulary Building	Dr. Pallavi	110
4.	The Verb and Subject Verb Concord	Dr. Pallavi	140
5.	Tenses	Dr. Pallavi	159
6.	Prefixes and Suffixes	Dr. Pallavi	180
7.	Non-Finites	Dr. Pallavi	197
8.	Prepositions	Dr. Pallavi	206
9.	Dialogue Writing a And Translation	Dr. Pallavi	221

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<b>Subject:English (Compulsory)</b>	
<b>Course Code: ENGC-202</b>	<b>Author:Dr. Pallavi</b>
<b>Lesson no:01</b>	<b>Vetter</b>
<b>“The Envoy”By- Bhasa</b>	

### **1.1 Learning Objectives**

### **1.2 Introduction**

### **1.3 Main Body of the Text**

**Explanation of Important Passages,**

### **1.4 Further Main Body of the text-**

### **1.5 Check your Progress**

### **1.6 Summary**

### **1.7 Key words**

### **1.8 Self- Assessment Test**

### **1.9 Answers to check your Progress**

### **1.10 References/Suggested Readings**

### **1.1 Learning Objectives**

After going through this lesson , you will be able to:

- i. To have the skill of reading.
- ii. To acquire new vocabulary and content words.
- iii. To enrich their vocabulary and enjoy reading and writing.



## 1.2 Introduction

Bhasa is known as the most prominent literary figure in classical Sanskrit literature. He is the earliest known dramatist of ancient India, most of the discovered plays of Bhasa deals with the original themes such as, “ Heroism “ & “ Romantic Love” . These themes appear to be borrowed from the Ingenious Indian texts such as the Ramayana and the Mahabharata .From the technical viewpoint; they provide valuable insights into the dramatic tradition that existed in Bhasa’s age. Plays employed various combinations of the eight basic emotions ( bhava) and flavours ( rasa) they were professionally written and performed and other aspects of stage crafts were well developed in terms of content, the most notable thing about the Bhasa’s Mahabharta plays is how he uses creative licence to extra polate dialogues and imagine scenes that were not in the original text of the epic but which are largely consistent with its tone.

Salient features

1. Bhasa displays the emotions professionally and beautifully.
2. The playwright has shown the complexities very well.

## Major Character



### 1.2.1 Literary Terms



1. **Aside-** is a stage device in which a character expresses to the audience his 'Soliloquy' . By convention, it is inaudible to the other characters on the stage. Both devices, common in Elizabethan and later drama, the plays convey the illusion of real life.
2. **Personification-** It is a literary device through which human features are attributed to non-human things. For eg.Sudarshana the divine discus is personified by the playwright as it is shown as a speaking character in the play.

### 1.3 Main Body of the Text- Important Passages for Explanation

1. Don't speak like that, Badarayana! Is that servant of your Kansa your best of men? Is that herder of cows your best of men? Is that your best of men who was deprived by Jarasandha of his lands and reputation? Is this the way the King's servant should behave? With such insolent words? You-----

**Reference to the context:-** These lines are taken from the play "The Envoy" written by a prominent classical Sanskrit literary figure Bhasa. These words are uttered by Duryodhana who hides his servant for speaking noble words about Krishna who has come in his court as a messenger.

**Explanation:-** Duryodhana rebukes Badarayana who is his servant. In an authoritative tone, Duryodhana reprimands his servant for his way of speaking. The passage reveals that the Duryodhana's servant must have used 'Best of men' or " the best men for Krishna. Adjectives such as " the best of men" infuriate Duryodhana. The degree of Duryodhana's anguish for Krishna becomes auto-reflexive in the following rhetorical questions that the scoldingly poses to Chamberlain:

1. Is that servant of Kansa your best of men?
2. Is that herder of cows your best of men?

2. Worthily spoken. A son of Gandhari, indeed they are all well. And they have also required about your welfare and that of your kingdom. Yudhisthira and his brothers also want to inform you that they have suffered many sorrows. The time has now come. So let the inheritive be divided, and the due share given to them.

**Reference to the Context:-** These lines have been taken from the play" The Envoy" written by Bhasa. The Pandavas and Kauravas are ready to fight for the Kurukshetra war. Lord Krishna visits Kuru camp with a peace proposal. But Duryodhana has made up his mind for the war.



**Explanation:-** In these lines, Duryodhana asks about the welfare of pandavas. Krishna tells him that they are alright and praises him for asking well-being of the pandavas. He tells Duryodhana that they, too, have asked about the welfare of the kauravas and their kingdom. He also informed him that they also want to convey the message that they have suffered a lot. So they want the inheritance to be divided.

3. This is a picture worth seeing there is Dukshasana, holding Draupadi by the hair. Here is Draupadi, seized by Duhshasana and wide-eyed with terror, she looks like a digit of the moon in eclipse. And here is that wretched Bhima, sizing up the pillars of the hall as he angrily watches Draupadi being humiliated before all the princes. Here is Yudhisthira quietening Bhima with sidelong looks. Here is the righteous and truthful one, stupefied by the game of dice. And here now is Arjuna, eyes filled with rage, lips trembling. He has such contempt for his enemies. He slowly draws the string of his bow, as if he would destroy them all, but Yudhisthira stops him. And here are Nakula, Sahadev, faces flushed, swords in hand, ready to fight. Recklessly they attack my brother, like two calves against a tiger.

**Reference to the Context:-** These lines are taken from the play entitled : The Envoy written by a prominent classical Sanskrit literary figure Bhasa. These words are uttered by Duryodhana who is commenting on the pathetic picture of Draupadi as a part of his strategy to tease Krishna.

**Explanation:-** Before Krishna's entry into the council chamber, Duryodhana commands chamberlain to bring the "painting which shows Draupadi being dragged by hair". Taking an aside Duryodhana speaks that he will look at the painting at the time when Krishna enters and will not get up for keshava. Duryodhana commands chamberlain to unfold the painting before him. Mockingly he comments on the painting and compares helpless and hopeless Draupadi with "a digit of the moon in eclipse". He also ridicules the pandavas. He calls Bhima a "wretched" and compares Nakula and Sahadev with "claves" in comparison to his brother whom Duryodhana calls "lion".

4. Moreover, if anyone gets upto receive Keshava, he will be fined twelve gold coins by me. So, don't forget that gentlemen. Now, what should be the reason for my not getting up? Ah, that it Badarayana! Bring me that painting which shows Draupadi being dragged by her hair and her garments. I will look as it and not get up for Keshava,



**Reference to the Context:-** These lines are taken from the play entitled: The Envoy written by a prominent classical Sanskrit literary figure Bhasa. These words are uttered by Duryodhana who warns the present gathering not to stand up in honour of Krishna.

**Explanation:-** Duryodhana plans to arrest Krishna instead of welcoming him in his court. Duryodhana says to the princes that the idea of receiving Keshava with honour does not appeal to him. He plans to arrest Krishna because his arrest will result in deprivation of direction and advice for Pandus. This way Duryodhana gloats the idea of being the owner of ‘ the whole earth’! He warns the present gathering not to stand honour of Keshava. He also declares that the violation of the warning will result in the penalty of twelve gold coins. Before Krishna’s entry into the council chamber Duryodhana commands chamberlain to bring “ painting “which shows Draupadi being dragged by hair. Taking an aside Duryodhana speaks that he will look at the painting at the time when Krishna enters and will not get up for Keshava.

5. When did you say? The pandavas will seize it? Let the wind- god in the shape of Bhima attack us in battle. Let the king of gods himself strike us in the person of Arjuna. Not a blade of grass will I give of this kingdom, held and protected by my forefathers not for all your harsh words, ambassador.

**Reference to the context:-** These lines are taken from the play entitled.” The Envoy” is written by a prominent classical Sanskrit literary figure Bhasa. These words are uttered by Duryodhana who fundamentally denies the very proposal to divide the inheritance.

**Explanation:-** Duryodhana in a deficient manner asks Krishna whether the Pandus will grab his kingdom. Giving an open challenge to Krishna, Duryodhana asks Krishna that let the ‘The Wind god’ Bhima attack Kurus in battle. Duryodhana is not fearful of Arjuna too. He says that let the king of gods himself attack Kurus. Duryodhana bluntly states that he will not give even a “Blade of grass” out of his kingdom.

6. Since, you know History, Sir let me also ask you. Vichitravirya was addicted to pleasures and died of the wasting sickness. Your father Dhritarashtra was born to Ambika from Vyas. Then how did he succeed to the kingdom? No, no sir. By this way of mutual confrontation the Kuru clan may soon become just a name. It is better to give up anger and accept that Yudhisthira and the others have lovingly requested.



**Reference to the context:-** These lines are taken from the play entitled. The Envoy written by a prominent classical Sanskrit literary figure Bhasa . These words are spoken by Krishna. Here he uses the shared family history of both the kurus and Pandus as the basis of his argument.

**Explanation:-** Showing his strong sense of disputation Duryodhana hates the curse given to his uncle Pandu. Due to which Pandu become incapable with his wives. Therefore, Pandu had no progeny. Keeping this family history in his mind, Duryodhana asks.” How can a patrimony go to the sons of others?” Making history itself as the base of his argument Krishna tells Duryodhana that his father Dhristarastra was born to Ambika Vyasa. Therefore, Krishna posits a counter question:” Then how did he succeed to the kingdom? “Krishna warns Duryodhana that the growing conflict will result in destruction of the Kuru clan. Therefore, Krishna advises Duryodhana to give up anger and to agree to what Pandus are lovingly requesting.

7. How can Krishna leave? He has transgressed the proper conduct of envoys? Dushasana! Durmashana! Durmukha! Durbuddhe! Dushteshara! Arrest him! What? You cannot? Dushasana? You are not able! This Krishna has no strength or power. He is at fault by his own mouth in front of princes. He should be arrested immediately. But you cannot! Uncle, arrest Krishna! What? He turns his face and falls! Very well, I will arrest him myself.

**Reference to the context:-** These lines are taken from the play entitled: The Envoy written by a prominent classical Sanskrit literary figure Bhasa. These words are spoken by Duryodhana who gives his command to arrest Krishna.

**Explanation: -** In a taunting tone, Duryadhana utters that how Krishna can leave his court. He accuses of Krishna of disobeying the proper demeanor of a messenger. Duryodhana calls Duhshahsana ,Durmashana, Durmukh, Durbuddhi and Dushteshvara to arrest Krishna. Motivating Dushasana, Duryodhana tells him that it is easy to arrest Krishna as Krishna has no power. Justifying his arrest, Duryodhana tells the gathering that Krishna has committed the mistake of going beyond the limits of a messenger in front of princes. Therefore, Duryodhana feels that Krishna should be immediately arrested. Surprisingly he tells that uncle you cannot arrest Krishna. Thus he makes a loud claim that he will himself arrest Krishna.





8. You are not worthy of being spoken with. I bear the royal white umbrella. My head is anointed with water from the hands of high priests. You are no better than a follower of my vassal kings. I do not speak with the likes of you. I tell them.

**Reference to the context:-** These lines are taken from the play entitled: The Envoy written by a prominent classical Sanskrit literary figure Bhasa. These words are spoken by Duryodhana who stops his dialogue with Krishna.

**Explanation-** Duryodhana clinches the very possibility of dialogue by calling Krishna unworthy of being spoken to. He boasts of his royalty by mentioning that he bears the kingly white umbrella. Taking pride in himself, he tells that his head has been rubbed with water by the hands of priests of high rank. Duryodhana finds Krishna worse than his dependent kings. Making a statement full of arrogance, Duryodhana declares that he does not talk to the people of Krishna's category.

### Very Short Answer Questions

**Q1.** Who convenes the meeting of princes?

Ans Duryodhana was a Kaurava . He convenes the meeting of the princes to discuss about the impending war between the Kauravas and the Pandavas.

**Q2.** How does Duryodhana busy himself during the entrance of the envoy?

Ans Duryodhana keeps himself busy by gazing a painting in which Draupadi is being dragged by her hair in the Kaurava court.

**Q3.** Why are Duryodhana's warriors confused at the entrance of Krishna?

Ans Duryodhana ordered his warriors not to get up in the honour of Krishna. But the warriors want to show their respect for Krishna. So they are confused at the entrance of Krishna.

**Q4.** What is the purpose of the meeting?

Ans. The Kauravas are going to have a war with the pandavas. So Duryodhana calls the meeting to decide who would be the commander –in-chief of his eleven armies?

**Q5.** What is Duryodhana's response to the pandava plea for the division of inheritance?

Ans. Krishna comes with a peace proposal. He tells Duryodhana that the pandavas want the division of inheritance. But, Duryodhana rejects the proposal sent by the Pandavas.



**Q6.** What do the Pandava brothers seek from the Kuru clan?

Ans. The Pandavas do not want to fight against the kaurava brothers. They want to make reconciliation with them. So they want their due share in the inheritance the Kuru clan.

**Q7.** Why does Duryodhana call Krishna a cow herd?

Ans There are two reasons for it. Firstly, Krishna loved cows and took them for grazing. Secondly he was brought up by Nanda who belonged to tribe of cowherds.

**Q8.** According to Duryodhana, Krishna had no pity for whom?

Ans According to Duryodhana , Krishna had no pity for the king Kansa, his maternal uncle (Mama) and the brother-in-law of his father.

### **1.4 Further Main Body of the Text**

**Answer the following questions in about 100 words each.**

**Q1.** How does Bhasa personify Sudharshana?

Ans Sudharshan chakra was the divine discus that had been given to lord Vishnu by lord Shiva. Krishna was the incarnation of lord Vishnu. So he too had this weapon. The puranas state that the Sudharshan chakra is the most powerful weapon that can annihilate the strongest of enemy. The divine chakra ends sins, practitioners of evil and sorrows of all sorts and dimensions. Being a divine weapon it could assume human form also. When Krishna become angry with Duryodhana as he made insulted him. He wants to kill him. So, Krishna orders Sudharshan Chakra to destroy Duryodhana. But Sudharshan requests Lord Krishna to show mercy on wretched Duryodhana. At this Krishna controls his anger. He tells Sudharshan to go back to his abode.

**Q2.** Why does Dhritarashtra apologise to Krishna?

Ans There is every possibility of war between Kauravas and Pandavas. Krishna comes to the Kaurava camp as an envoy. He wants to make reconaliation between them. He does not want that the brothers should fight against one another. He conveys the message of Pandavas that they should be given their due share in inheritance of Kuru clan. But Duryodhana starts insulting him by calling him a cow herd. At this, Krishna decides to leave his comp but Duryodhana tries to arrest him. He even mocks at Krishna when he assumes his universal form. At this, Krishna becomes angry and wants to kill him.



Dhritarashtra comes to know that his son has behaved him badly. He knows that Krishna's anger can bring destruction to the whole kingdom. So he apologises to Krishna. Krishna forgives him.

**Q3.** Krishna's visit as an envoy stands for peace and reconciliation between the Pandavas and the Kauravas. Explain.

Ans There is every possibility of war between the Pandavas and Kauravas as Pandavas seek the inheritance from the Kuru clan. But Duryodhana was adamant not to give them their due share. Krishna does not want that the brothers should kill one another. He wants to avoid war as it can bring death and destruction from the both sides. He wants reconciliation between them. So he visits to the court of Duryodhana as a messenger on the behalf of Pandavas. He conveys the message of Pandavas that they should be given their due share in the inheritance of the kuru clan. At this, Duryodhana says that he is not ready to give anything to the Pandavas. In this way, he rejects the peace proposal of the pandavas.

**Q4.** Who is referred to as the "Lotus-eyed-Lord"? Why is he angry?

Ans Lord Krishna is referred to as the "Lotus-eyed-Lord". He is angry because Duryodhana has insulted him. Firstly of all Duryodhana warns all the princes not to get up from their seats in the honour of Krishna. Secondly, he rejects his proposal of peace. Krishna does not want that the brothers should fight against one another. He tells Duryodhana that the Pandavas want their due share in the inheritance of the Kuru clan. At this, Duryodhana tells him that he will not give them even a blade of grass. So Krishna becomes angry and decides to use his Sudharshan Chakra to kill Duryodhana. But he changes his mind at Sudharshan's suggestion. Then Dhritarashtra comes there and apologises to forgive him.

### Long Answer Questions

**Q1.** The theme of the play is an attempt to strike reconciliation between the Pandavas and the Kauravas and not to provoke war". How far do you agree to this statement?

Ans There is no doubt that the theme of the play is an attempt to strike reconciliation between the Pandavas and the Kauravas and not to provoke war. The play is based on the great epic, the Mahabharata. Both the Pandavas and the Kauravas are ready to fight for the Kurukshetra war. There is every possibility of getting war between them as the Pandavas seek their inheritance from the kuru clan. But Duryodhana was adamant not to give them this due share. Lord Krishna does not want that the brothers should kill one another. He wants to avoid this war as it can bring death and destruction from



both sides. He wants reconciliation between them. So he visits to the court of Duryodhana with a peace proposal on the behalf of then Pandavas.

When Krishna enters the court of Duryodhana, the latter starts insulting him. He has already warned his courtiers that they would not honour Krishna. If anyone tries to give him honour he will be fined twelve gold coins by him. He also keeps gazing at the painting which shows Draupadi being dragged by her hair and garments. Thus he was a wicked person. Krishna tells him that the Pandavas have suffered greatly. Now they want that their due share in the inheritance of kuru clan should be given to them. But Duryodhana refuses to give them any share in the kingdom of Hastinapur. Further he tells Krishna that he will not give them even a blade of grass. He even insults Krishna by calling him a cow-herd. So Krishna becomes angry and decides to use his Sudharshan Chakra to kill Duryodhana, but he changes his mind at Sudharshan's suggestion. Then Dharitarashtra comes there and apologizes to forgive him. Krishna forgives him and leaves the court. Thus the theme of the play is to make reconciliation between the Pandavas and Kauravas.

**Q2.** Elucidate the arguments and the counter-arguments between the envoy and Duryodhana?

Ans The play "The Envoy" by Bhasa is based on the great Indian epic the Mahabharata. Almost the entire play revolves around a prolonged dialogue between the protagonist and the antagonist. The time of the play is that moment when the Pandavas and the Kauravas were ready to fight for the Kurukshetra war. But lord Krishna does not want that the brothers should kill one another. He wants to avoid this war as it can bring death and destruction from the both sides. He wants reconciliation between them. So he visits to the court of Duryodhana to give the Pandavas their due share in the inheritance of Kuru clan. He refuses to acknowledge the Pandavas as his Kinsman. He says, how can a patrimony go to the sons of others?" Further he says, "one does not beg for a kingdom, nor give it as charity. He says that kingdom is won by princes with stout hearts who defeat their enemies. It shows clearly that he does not want to share his kingdom. But Krishna tries to make him understand. He says that sovereignty is attained by the accumulated merit of past good deeds. Duryodhana taunts Krishna that he had killed his maternal Uncle, Kansa. He justifies the act saying that, "the wiseman's braving accords with the time, the place and the situation.'

Krishna again advises Duryodhana to give the Pandavas their due share. He warns him that adharma will ultimately lead them to death destruction. He says, "By this way of mutual confrontation



the kuru clan may soon become just a name!! He tells him that war can destroy his magnificence palace. Then he uses strong words, Suyodhana, don't you know the might and power of Arjuna? However Duryodhana is adamant. He refuses to give them even a blade of grass. He also insults Krishna by calling him a cow herd. Then Duryodhana tries to arrest him. So, Krishna becomes angry and decides to use Sudharshan Chakra to kill Duryodhana. But he changes his mind at Sudarshan's suggestion.

### **Extended Language skills**

#### **What is Translation?**

Translation is the communication of one meaning from one language to another language. The translation refers to written information, whereas interpretation refers to spoken information .

The purpose of translation is to convey the original tone and intent of a message , taking into account cultural and regional differences between source and target languages. It has been used by humans for many centuries; beginning after the appearance of written literature it is important as people prefer their native language. English is the most widely spoken language . It is a rendering of the same ideas in a different language from the original. Transliteration implies the writing of words with characters of another alphabet that represent the same sound or sounds.

#### **Some rules for Translation**

1. General rules of grammar regarding number, gender, sequence of tenses, etc., should be carefully kept in mind.
2. Avoid using big, bombastic words in your translation.
3. The use of simple words will add to the beauty
4. Use the direct form of narration.
5. The use of a good dictionary will be helpful.
6. Avoid long& unmanageable sentences

#### **1.5 Check your Progress**

1. What leads to death and destruction?
2. The play'' The Envoy'' is based on what?
3. What is Protagonist?



4. According to Duryodhana, Krishna had no pity for whom?
5. What type of person Duryodhana was?
6. The name and author of the play?
7. Who visits Kuru camp?
8. Who apologises to whom?

## 1.6 Summary

“**The Envoy**” is one of the thirteen plays of Bhasa discovered by T. Ganpati Shastri during the early decades of the twentieth century. The original Sanskrit name of this play was Dute -Vakya. It is based on a momentous episode from the Mahabharata. It presents an important moment in the progress of the epic. The warring factions of Kauravas and Pandavas are getting ready to fight each other at Kurukshetra. However the Pandavas decide to make a last bid for peace. They send Krishna as their envoy to the Kanrava camp. They want Krishna to plead on their behalf and convince the Kauravas that war can be avoided if the Kauravas agree to give the Pandavas their inheritance. The play depicts Krishna's dignified entry into the Court and his graceful advice to Duryodhana. But the villainous Kaurva King behaves very insolently and insulting while talking Krishna. Enraged at this, Krishna at once calls for Sudarshana who at once appears with his deadly disc. Duryodhana would have been killed there and then had it not been for the softening words of Sudarshana to Krishna. Krishna sends away Sudarshana and himself leaves for the Pandavas Camp. However before he leaves Dhritrashtra comes there and begs Krishna to be forgiven for the offensive behaviour of his son.

## 1.7 Keywords

Rage-Fury

Display-Exhibit

Grasp-Hold

Honors-Respect

Dragged- Pulled

Inheritance- legacy

Charity- Donation



Ambassador- A Messenger

Hermitage-Residence

### 1.8 Self- Assessment Test

1. Worthily spoken. A son of Gandhari, indeed they are all well. And they have also required about your welfare and that of your kingdom. Yudhisthira and his brothers also want to inform you that they have suffered many sorrows. The time has now come. So let the inheritative be divided, and the due share given to them.
2. You are not worthy of being spoken with. I bear the royal white umbrella. My head is anointed with water from the hands of high priests. You are no better than a follower of my vassal kings. I do not speak with the likes of you. I tell them.
3. Moreover, if anyone gets upto receive Keshava, he will be fined twelve gold coins by me. So, don't forget that gentlemen. Now, what should be the reason for my not getting up? Ah, that it Badarayana! Bring me that painting which shows Draupadi being dragged by her hair and her garments. I will look as it and not get up for Keshava,
4. How can Krishna leave? He has transgressed the properconduct of envoys? Dushshasana! Durmashana! Durmukha! Durbuddhe! Dushteshara! Arrest him! What? You cannot? Dushasana? You are not able! This Krishna has no strength or power. He is at fault by his own mouth in front of princes. He should be arrested immediately. But you cannot! Uncle, arrest Krishna! What? He turns his face and falls! Very well, I will arrest him myself.

### 1.9 Answers to check your progress

1. Adharma leads to death and destruction.
2. The play "The Envoy" by Bhasa is based on the great Indian epic the Mahabharata.
3. Protagonist is the main character of the story . He is the primary agent propelling the story.
4. Krishna had no pity for Kansa, his material uncle.
5. Duryodhana was a wicked and ill-natured person .
6. The name of the play is "The Envoy"

The name of author is "Bhasa"



7. Lord Krishna visits for peace proposal to kuru camp.

8. Dhritarashtra apologises to Lord Krishna

### **1.10 References/Suggested Readings**

1. Thirteen Trindram plays escribed to bhasa , translated by H.C Woolner, Lakshman sarup, 193
2. Encyclopaedia of Indian Theatre , Bhasa , by Bisvajit Sinha , Ashok Kumar Chaudhary. Raj Publications,2000





<b>Subject:English(Compulsory)</b>	
<b>Course Code: ENGC-202</b>	<b>Author:Dr. Pallavi</b>
<b>Lesson no:02</b>	<b>Vetter</b>
<b>“The Swan Song” By-Anton Chekhov</b>	

## **2.1 Learning Objectives**

## **2.2 Introduction**

## **2.3 Main Body of the text**

### **2.3.1 Important Passages**

- i. Reference to the context**
- ii. Explanation**

## **2.4 Further Main Body of the text**

### **2.4.1Extended Language Skills-Paragraph writing**

### **2.4.2 Characteristics of a Good Paragraph**

## **2.5 Check your Progress**

## **2.6 Summary**

## **2.7 Keywords**

## **2.8 Self-Assessment Test**

## **2.9 Answers to Check your Progress**

## **2.10 References/Suggested Readings**

## **2.1 Learning Objectives**

After going through this lesson, you will be able to:



1. To develop the interest of the students for reading
2. To develop the students imagination.
3. To acquaint the students with the writer's style.

## 2.2 Introduction

“The Swan Song”, one of Chekhov's early plays. It was written in 1887. It is based on ancient belief. It was believed that the swan sings a beautiful song just before it dies. It is about the last performance of a sixty eight years old actor, Svietlovid off, who is old and lonely. After playing his part, he falls asleep in the dressing room under the influence of alcohol. When he wakes up he finds that he is lonely in this world. His friend comes to him. He recalls about not only the shattering experiences of his life, but also his past greatness as an actor. In the end Svietlovidoff bids adieu to the stage by some moving lines from Shakespeare's play” Othello”. The empty stage represents the absurdity of life.

### Salient features

1. Chekhov displayed the complexities of life
2. The harsh life is full of pain and agony.

### Major characters

#### **Svietlovidoff**

**An artist who performs his last performance on stage.**

#### **Nikita Ivanitch**

**A close friend of Svietlovidoff**

### Literary Terms

1. **Three Unities**-Unity of Time, Unity of Place, Unity of Action all these three unities become one of the rules of drama .The unity of time means that the play should take at one place in one day. The action should complete on one spot means the unity of place . Unity of action consists of a secession / sequence of events all emerge to same plot.



2. **Dramatic Irony**- Dramatic is a form of contrast. It is a dramatic technique that is often deployed by the dramatists for a particular situation in which what is being said or done on the stage has one meaning for the characters concerned and another for the spectators who know something that the characters do not.

## 2.3 Main Body of the text

### 2.3.1 Important Passages with Explanation

1. Even if I don't mind ruining my health, I ought at least to remember my age, old idiot that I am! Yes, my old age! It's no use! I can play the fool and brag and pretend to be young, but my life is really over now, I kiss my hand to the sixty eight years that have gone by: I'll never see them again! I have drained the bottle, only a few little drops are left at the bottom, nothing but the dregs. Yes, yes, that's the case, Vasili, old boy.

**Referenceto the context:-** These lines have been taken from the play 'The Swan Song' written by Anton Chekhov. It is the story of Svietlovidoff who was once a famous stage actor. When the play opens, it is night and the audience has gone. But he is in the dressing room lonely and sad.

**Explanation:-** In these lines Svietlovidoff is alone in the dressing room at night. He is talking to himself. He has taken a lot of wine and is drunk. He knows that he is ruining his health by drinking too much. He says that he can boast about himself and pretend to be young. Then he looks at the bottle which he has emptied. He has taken a lot of wine in order to forget his sorrow and loneliness.

2. I served in the army, in the artillery, before I fell as low as this, and what a fine young chap I was! Handsome, daring eager! Where has it all gone? What has become of those old days? There is a pit that has swallowed them all! I remember it all now, forty five years of my life lie buried there, and what a life!

- **Reference to the context:-** These lines have been taken from the play "The Swan Song" written by Anton Chekhov. Svietlovidoff is an old stage actor. He has performed for the stage for forty five years. Now he is sad, forgotten and lonely. He remembers his past glory.
- **Explanation-** In these lines, Svietlovidoff is talking his friend Ivan Itch. He says in his youth he served in the army. He was in the artillery division. But now, as an actor he has fallen to a very low position in his old age. He says that in his youth he was a fine boy. But in his old age, his



condition is pitiable. Life is like a pit in which forty five years of his life are buried. Thus these lines show the misery of an actor who was once famous, but now he is forgotten.

3. She was beautiful, graceful as a popular, young, innocent, pure and radiant as a summer dawn. Her smile could charm away the darkest night. I remember, I stood before her once, as I am now standing before you. She had never seemed lovely to me as she did then, and she spoke to me so with her eyes—such a look! Enraptured, intoxicated, I fell on my knees before her I begged for my happiness, and she said:” Give up the stage!” Do you understand? She could love an actor, but marry him never!

**Reference to the context:-** These lines have been taken from the play” The Swan Song” written by Anton Chekhov. The main character of this play, Svietlovidoff, is an old actor. He goes to the dressing room and falls asleep. When he wakes up in the night, he weeps at his sad & lonely condition. He tells her that when he was at the peak of his career a woman fell in love with him.

**Explanation:-** Here Svietlovidoff remembers the love affair of his youth. He was a famous actor and a woman fell in love with him. She was very beautiful. He says that he will never forget her. He proposed her for marriage. But for marriage she laid the condition that Svietlovidoff should give up theatre. He says that a woman could love an actor but could not marry an actor. It was because in those days stage acting was considered a low profession.

4. I was acting that day, I remember- I had a foolish, clown’s part, and as I acted, I felt my eyes being opened, I saw that the worship of the art I held so sacred was a delusion and an empty dream; that I was a slave, a fool, the plaything of the idleness of strangers.

**Reference to the context:-** These lines have been taken from the play ”The Swan Song” written by Anton Chekhov. The play deals with the story of an actor named Svietlovidoff who has been in the theatre more than forty years. This play presents Svietlovidoff last performance on the stage. When the play opens, it is night and the audience has gone.

**Explanation:-** Here Svietlovidoff is talking to Nikita. He tells him that he realizes the actual position of an actor in society. He never thought that the woman would reject his proposal he says that he was playing a foolish clown’s part on that day. Her refusal opened his eyes. He realized that his sacredness of art was only a delusion. His art had done nothing for him. He considered himself a slave and a fool. This shows that the artists or stage actors are taken nothing more than the entertainers. They are given no social respect and respect at all.



5. But I am a man, I am still alive. Warm, red blood is tingling in my veins, the blood of noble ancestors. I was an artillery, before I fell as low at this, and what a fine young chap I was!

**Reference to the context:-** These lines have been taken from the play "The Swan Song" written by Anton Chekhov. The play deals with the story of old actor named Svietlovidoff. The play presents Svietlovidoff's last performance on the stage.

**Explanation:-** In these lines Svietlovidoff feels very sad to think that he has no home, family relatives and nobody to care him. Nikita tries to console him. He asks him not to feel sad. To this Svietlovidoff says that he too, is a human being and still alive. He has warm blood running in his veins. He says that he is an aristocrat and has served in the army and was in the artillery regiment. He was a smart and strong young man before adopting acting career and then fell low as this.

6. Do you think I am easier to be played on than a pipe? Call me what instrument you will, though you can fret me, you cannot play upon me! Bravo! Encore! Bravo! Where the devil is there any old age in that? I am not old, that is all nonsense, a torrent of strength rushes over me; this is life, freshness youth? Old age and genius can't exist together.

**Reference to the context:-** These lines have been taken from the play, "The Swan Song" written by Anton Chekhov. Svietlovidoff is an old actor. He was very famous in the past. But now he is lonely. At night he sits with his friend Nikita Ivanitch and shares his past memories & sadness with him.

**Explanation-**In these lines, Svietlovidoff is talking to his friend Nikita Ivanitch. Svietlovidoff is sixty years old. He is lonely & sad. Now nobody cares for him. Sometimes he was very sad at his miserable condition. But then he tells his friend that he is not completely exhausted. He is not an instrument upon which anyone can play. Although he is old, he feels a wave of strength coming over him. He says that old age and genius cannot exist together. He has art and therefore, old age does not matter.

7. My audience has gone home. They are all asleep, and have forgotten their old clown. No, nobody needs me, nobody loves me; I have no wife, no children.

**Reference to the Context:** These lines have been taken from Anton Chekhov's play, 'The Swan Song'. In this play, the playwright brings out the disillusionment of an actor who finds that while he is loved and applauded as an artiste, he is disregarded as an individual and a human being.

**Explantion:** After his swansong (Last performance) on the stage, Svietlovidoff gets drunk and falls asleep in the dressing room itself. When he gets up, he finds that everyone else has left for their homes



and he has been left all alone. None has cared to wake him up and take him home. The audience who were mad with enthusiasm at his wonderful performance, did not care a fig for him. They had all gone home, fallen asleep, and forgotten the old clown who had entertained them for forty-five years of his life. Now at last, the old actor realizes that nobody needs him as a human being, and nobody likes him. He has no wife and no children also to take care of him. He feels himself all alone like an outcast.

8. Enraptured, intoxicated, I fell on my knees before her, I begged for my happiness, and she said: 'Give up the stage!' Give up the stage! Do you understand? She could love an actor, but marry him - never!

**Reference to the Context:** These lines have been taken from Anton Chekhov's play, 'The Swan Song'. In this play, the playwright brings out the disillusionment of an actor who finds that while he is loved and applauded as an artiste, he is disregarded as an individual and a human being.

**Explanation:** Here, the old comedian, Svetlovidoff, recalls how a beautiful woman refused to marry him simply because he would not give up the stage. Svetlovidoff felt intoxicated and enraptured when he found that a very beautiful woman among his audience was madly fond of him. But when he proposed to her for marriage, she said, "Give up the stage." It gave Svetlovidoff the shock of his life to see that a woman could love an actor, but never think of marrying him. In other words, people take actors merely as playthings, not living human beings having their own feelings and emotions.

9. I saw that the worship of the art I had held so sacred was a delusion and an empty dream; that I was a slave, a fool, the plaything of the idleness of strangers. I understood my audience at last, and since that day I have not believed in their applause, or in their wreath, or in their enthusiasm.

**Reference to the Context:** These lines have been taken from Anton Chekhov's play, 'The Swan Song'. In this play, the playwright brings out the disillusionment of an actor who finds that while he is loved and applauded as an artiste, he is disregarded as an individual and a human being.

**Explanation:** These lines have been spoken by the old comedian, Svetlovidoff, to the prompter, Ivantich. Svetlovidoff recalls how a beautiful woman refused to marry him just because he was not ready to give up the stage. But he could never think of doing such a thing. He says that he was playing a foolish clown's part that day, but the woman's reaction opened his eyes. He realized all his worship of art was an empty dream. His art had done nothing but turn him into a slave and a fool. It had made him



a plaything of the idleness of strangers. After that day, he came to understand his audience. Since that day, he stopped believing in their applause, wreaths or their enthusiasm.

**10** The people applaud me, they buy my photograph, but I am a stranger to them. They don't know me, I am as the dirt beneath their feet. They are willing enough to meet me ....but allow a daughter or a sister to marry me, an outcast, never!

**Reference to the Context:** These lines have been taken from Anton Chekhov's play. 'The Swan Song'. In this play, the playwright brings out the disillusionment of an actor who finds that while he is loved and applauded as an artiste, he is disregarded as an individual and a human being.

**Explanation:** Here, the old comedian, Svietlovidoff, expresses his disillusionment about his life as an actor. He finds that people applaud him for his genius in acting. But as a human being, he is a stranger to them. They know nothing about his feelings and emotions as an individual. While they applaud him as an actor, they show complete disregard for him as a human being. They treat him as the dirt beneath their feet. They are willing to meet him as an actor, but will never allow a daughter or a sister to marry him. Then they forget all about his genius and treat him as an inferior human being.

### Very Short Answer Questions

**Q1.** Why does Svietlovidoff feel dismayed?

Ans Svietlovidoff is dismayed because he is old and lonely. In his youth he was a famous actor. But now nobody cares for him.

**Q2.** What was Nikita Ivanitch's occupation?

Ans Nikita Ivanitch is one of the two characters in the play. He is a prompter like the hero of the play he is also old and lonely. He has no house and at night he sleeps in the dressing room.

**Q3.** How does the protagonist describe the prime days of his life?

Ans Svietlovidoff remembers the period of his youth. At that time he was at the peak of his success. People applauded his performance on the stage.

**Q4.** What was the condition that the woman who Svietlovidoff loved put on their marriage ?

Ans When Svietlovidoff was young, a wonderful charming and rich woman fell in love with him. He also loved her. But the woman put the condition that in order to marry her, he would have to give up his stage career.



**Q5.** How long has Svietlovidoff been an actor?

Ans Svietlovidoff has been an actor for the last forty- five years. He has devoted himself since long ago for the entertainment of the public and for the entertainment of the public and for the upliftment of art and theatre.

**Q6.** How are Svietlovidoff and his friend Nikita Ivanitch similar?

Ans Both Svietlovidoff and Nikita Ivanitch are in the same theatre. Both have spent their youth in the theatre and are now old. Both of them are lonely and sad.

**Q7.** How did the audience bid farwell to the actor?

Ans The audience felt excited on the last performance of the old actor. They called out his name sixteen times.

**Q8.** What does Svietlovidoff do at the end of the play?

Ans At the end of the play Svietlovidoff is with his friend Nikita in the dressing room. He speaks some lines from the play” Othello”. Then he and Nikita go out together.

## **2.4 Further Main Body of the text**

### **Short Question Answers**

**Q1.** What Svietlovidoff’s condition at the beginning of the play?

Ans When the play begins, Svietlovidoff is sixty eight years old. He has been in the theatre for about forty five years. He has already climbed many peaks of success and achievements in his acting career. When the play opens, we find him alone in the drunken condition. Today, he gave the last performance and the audience applauded him. But now the audience and other artists have left the theatre. He went to the dressing room and fell asleep there under the effect of wine. Now he is awake and laments at his loneliness. He is homeless and lonely. He remembers with sadness his glory.

**Q2.** What is the similarity between Svietlovidoff and King Lear?

Ans When Svietlovidoff thinks over his past glory, he becomes very sad. He talks to Nikita about his loneliness. But Nikita’s is also facing the same situation. He has no home and no one look after him. At night, he sleeps in the dressing room. Suietlovidoff recalls his glorious days as a famous actor. He recites lines from Shakespeare’s play’ King Lear’. He asks Nikita to play the part of the fool from the play, Nikita to play the part of the fool from the play, Nikita obliges him and speaks some lines from the





fool's part. In this play of Shakespeare, King Lear was also old and lonely as his own daughters turned him out of his palace. Svietlovidoff utters Lear's lines when he is lonely in a storm:

Rumble thy bellyful! Spit, fire! Spout, rain! Nor rain, wind, thunder, fire, are my daughter's".

**Q3.** What does Svietlovidoff remember about the lady who loved him?

Ans: Once Svietlovidoff was a famous actor. But now there is only emptiness and sadness in his life. He says "I am helpless." This remark shows his despair and sadness in his old age. When his acting career was at the climax, a wonderful, young, rich woman loved him. He proposed to marry her. But she refused to marry him. She put the condition for marriage that she should leave his acting career. She could not be an actor's wife. It was because at that time stage acting was considered a low profession. The actor or stage artists were regarded as only entertainers for the rich people.

**Q4.** Comment on the use of dramatic irony in "The Swan Song"

Ans Dramatic irony is the literary device in which the audience in a drama knows more than the characters on the stage. In Chekhov's play "The Swan Song", the main character, Svietlovidoff gives the last performance. The audience applauds him. Then the audience goes home. Svietlovidoff feels lonely and sad. He considers himself a "squeezed lemon". He feels that there is nothing left in him. But there is another audience, that is, the readers of the play. The audience knows better than the theatre audience. The readers are audience to Svietlovidoff's performance with Nikita. This is a very good use of dramatic irony.

### **Long Answer Type Questions**

**Q1.** Discuss the appropriateness of the title.

Ans "The Swan Song" is the last powerful performance of an artist for the public. In this one act play of Chekhov "The Swan Song" is performed by the central character Svietlovidoff. This play is about Svietlovidoff's last performance on stage. He is now sixty eight years old. He has been in the theatre for about forty five years. He has already climbed many peaks of success and achievements in his long acting career.

When the play opens we find him alone, we find him alone in the drunken condition. Today, he gave the last performance of his career. It was great performance and the audience applauded him. But the audience and other artists have left the theatre. He went to the dressing room and fell asleep there under



the effect of wine. Now he is awake and laments at his loneliness. He is homeless and lonely. He remembers with sadness, his past glory and feels miserable at the present condition.

Nikita Ivanitch is a prompter in the same theatre. He is also old and lonely, He comes to console him. He shows deep sympathy for Svietlovidoff has devoted himself since long ago for the entertainment of the public. But now he has only emptiness and sadness in his life. His friend Nikita consoles him. He tells Svietlovidoff that he still has talent in him. Svietlovidoff is encouraged. He utters lines from Shakespeare's plays. In the past he gave powerful performances of the plays written by the famous dramatist Shakespeare. Now he speaks powerful dialogues from Shakespeare's famous play 'King Lear'. The he reads out lines from the play "Othello". Nikita Ivanitch applauds him. This is the real swan song of Svietlovidoff. After this Svietlovidoff goes out. Thus the little of the play is highly appropriate.

**Q2.** Explain the themes of 'alienation' and 'mental torment' in the play.

Ans Two important themes of this play are "The Swan Song" are those of alienation and mental torture. This play is the story of Svietlovidoff. He is sixty eight years old. He has performed on the stage for forty five years. When the play opens, we find him alone in the drunken condition. Today, he gave the last performance of his career. It was a great performance and the audience applauded him. But now the audience and other artists have left the theatre. He went to the dressing room and fell asleep there under the effect of wine. Now he is awake and laments at his loneliness. He is homeless and lonely.

Nikita Ivanitch is a prompter in the same theatre. He is also old and lonely. He comes to console him. He shows deep sympathy for Svietlovidoff. He has devoted himself since long ago for the entertainment of the public.. But now he says, "I am helpless". This remark shows his despair and sadness his old age. When his acting career was at the climax, a wonderful young woman loved him. He proposed to marry her. But she refused to marry him. She put the condition for marriage that he should love an actor but not be an actor's wife. It was because at that time stage acting was considered a low profession. The actor's or stage artists were regarded as only entertainers for the rich people. When Svietlovidoff thinks over these things he becomes very sad. He talks to Nikita Ivanitch about his loneliness. But Nikita is also old and lonely. Thus both Svietlovidoff and Nikita suffer from alienation and mental torture.

#### **2.4.1 Extended Language Skills:-Paragraph writing**



"Practice, Practice, Practice Writing= Writing is a craft that requires both talent and acquired skills. You learn by doing, by making mistake and then seeing where you went wrong."

Jeffrey A Carver

A paragraph is one of the central components of writing. It is a group of sentences or a single sentence that forms a unit." A paragraph is a separate section of a piece of writing. There are no fixed rules about the ideal length of a paragraph. A paragraph begins on a new line even if you have to leave most of the previous line empty. When a paragraph reaches its completion, it should summarize what has been read.

Writing a Good paragraph= While writing a paragraph certain basic element, should be considered before.

1. Pre-Writing Stage= At the pre-writing stage think Carefully and organize your ideas for your Paragraph before you begin writing.
2. Consider the topic carefully= Before writing specify your topic. Ask yourself: what is the most important point you want to make? How can you make an introductory sentence? How can you make your paragraph interesting?
3. Collect facts related to your topic= Look for the facts that will help you answer your question. At this stage word order or grammatical mistake may be overlooked.
4. Choose relevant interesting points= Choose the most important point you are going to present. The relevance will spark the topic.

### **Organize your facts to develop your main idea**

Decide which facts and ideas will best support the main idea. You must find the best idea and best way to interest your readers.

### **2.4.2 Characteristics of a Good Paragraph**

A good paragraph is

- **Unified-** It should be unified. The writer should focus
- On the central idea to unfold them logically.
- **Coherent-** It means logical relationship between the
- Ideas and the presentation. Unity means dealing with the



- Single idea white coherence means linking them in an
- Appropriate manner.
- **Well Developed-** Every idea discussed in the paragraph should be adequately explained and supported through evidence and details.

## 2.5 Check your Progress

1. What was the last solo performance enacted by Svietlovidoff before leaving the stage?
2. Why does Svietlovidoff feel dismayed?
3. How does Svietlovidoff realizes that old age is no more a burden?
4. Who remembers the past glory.
5. Make sentence of- Pride and Pomp

## 2.6 Summary

The theme of this play is the mental torment that a person has to undergo because of isolation and alienation. In his last performance, Svietlovidoff is accorded a grand farewell with lots of applause, gifts and wreaths. After the performance, he gets drunk and falls asleep in the dressing room itself. Every else leaves the theatre and he finds himself all alone. The old prompter, Ivanitch also had not home too. While talking to him, Svietlovidoff pours out all the pain of his heart. He knows that though he has been loved as an actor no one cares a fig for him as a human being. He had a bitter taste of it. A rich woman loved him immensely when he was an actor, but refused to marry the actor because she wanted him to give up. And now when he has become old, nobody cares to put him in bed or leave him at his home with deepest pain in his heart, he says to Nikita Ivanitch, "The people applaud me, they buy my photograph, but I am a stranger to them. They don't know me, I am as the dirt beneath their feet." Now he realises that his worship of art was a mere delusion and an empty dream. His leaving the stage at the end of the play gives us clear premonition of his exit from the stage of the world.

## 2.7 Keywords

1. Snoring- Taking a nap
2. Rascal- Rogue
3. Disgusting- Worthless



4. Gracious- Genial
5. Dodderer-To shake
6. Shivering-Trembling
7. Pretend-To show off
8. Rehearse- Practice
9. Grave-Deep
10. Shriek-Frightened
11. Artillery-Weaponry
12. Swallow-Gobble

## 2.8 Self- Assessment Test

1. The name of the play is \_\_\_\_\_.
2. The name of the playwright is \_\_\_\_\_.
3. The play is about \_\_\_\_\_.
4. He has been in the theatre for about \_\_\_\_\_.
5. He was applauded by the \_\_\_\_\_.
6. When the play opens, we find him in a \_\_\_\_\_ condition.
7. After his performance, he went to the \_\_\_\_\_.
8. He falls asleep and remembers his past\_\_\_\_\_.
9. He is \_\_\_\_\_ &\_\_\_\_\_.
10. His friend, Nikita Invanitch is a \_\_\_\_\_.
11. He is \_\_\_\_\_.
12. His friend consoles him and shows \_\_\_\_\_.
- 13.Svietlovidoff says\_\_\_\_\_ now.
- 14 When his acting career was at the climax, a young \_\_\_\_\_proved him
15. But he refused to marry as she doesn't want to be \_\_\_\_\_ wife.



16. At that time stage acting was considered a \_\_\_\_\_.
17. \_\_\_\_\_ becomes sad over these things.
18. He recalls his glorious days & recites some lines from Shakespeare's \_\_\_\_\_.
19. Nikita, his friend obliges him and speak some line's from the \_\_\_\_\_.
- 20 \_\_\_\_\_ was also old as his own daughters turned him out of his palace.
21. He how he used to play the role of \_\_\_\_\_.
22. He \_\_\_\_\_ some lines.
- “ Farewell the ranquil mind ! Farewell content!
- “ Farwell the plumed troops &the big wars”
23. \_\_\_\_\_ also bids farewell to the stage & the curtain falls.

### (b)Self -Assesment Test

1. Write some lines about the play?
2. How Nikita Ivanitch consoles him?
3. What Suietlovidoff remembers?
4. Who was applauded by whom.
5. What is” The Swan Song”?

(c) .1. I served in the army, in the artillery, before I fell as low as this, and what a fine young chap I was! Handsome, daring eager! Where has it all gone? What has become of those old days? There is a pit that has swallowed them all! I remember it all now, forty five years of my life lie buried there, and what a life!

2. I saw that the worship of the art I had held so sacred was a delusion and an empty dream that I was a slave, a fool, the plaything of the idleness of strangers. I understood my audience at last, and since that day I have not believed in their applause, or in their wreath, or in their enthusiasm.

3. I was acting that day, I remember- I had a foolish, clown's part, and as I acted, I felt my eyes being opened, I saw that the worship of the art I held so sacred was a delusion and an empty dream; that I was a slane, a fool , the plaything of the idleness of strangers .



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## 2.9 Answers to your Progress

1. Reciting moving lines from the "Othello"
2. He is dismayed because he is old & lonely.
3. He feels that where there is art and genius, there can never be old age.
4. Svietlovidoff
5. Anchal is full of Pride and Pomp

## 2.10 References/Suggested Readings

1. James. N . Loehlin The Cambridge Introduction to Chekhov to 2010



<b>Subject:English(Compulsory)</b>	
<b>Course Code: ENGC-202</b>	<b>Author:Dr. Pallavi</b>
<b>Lesson no:03</b>	
<b>“The Monkey’s Paw”By- W.W.Jacobs</b>	

### **3.1 Learning Objectives**

### **3.2 Introduction**

### **3.3 Main Body of the Text- Explanation of Important Passages**

### **3.4 Further Main Body of the Text**

### **3.5 Check your Progress**

### **3.6 Summary**

### **3.7 Key Words**

### **3.8 Self- Assessment Test**

### **3.9 Answers to Check Your Progress**

### **3.10 References/Suggested Readings**

### **3.1 Learning Objectives**

1. To understand the passage and to read fluently.
- 2 To develop the ability of speaking English correctly and to pay more attention to the text.
3. To involve the profound and detailed understanding of the text.

### **3.2 Introduction**

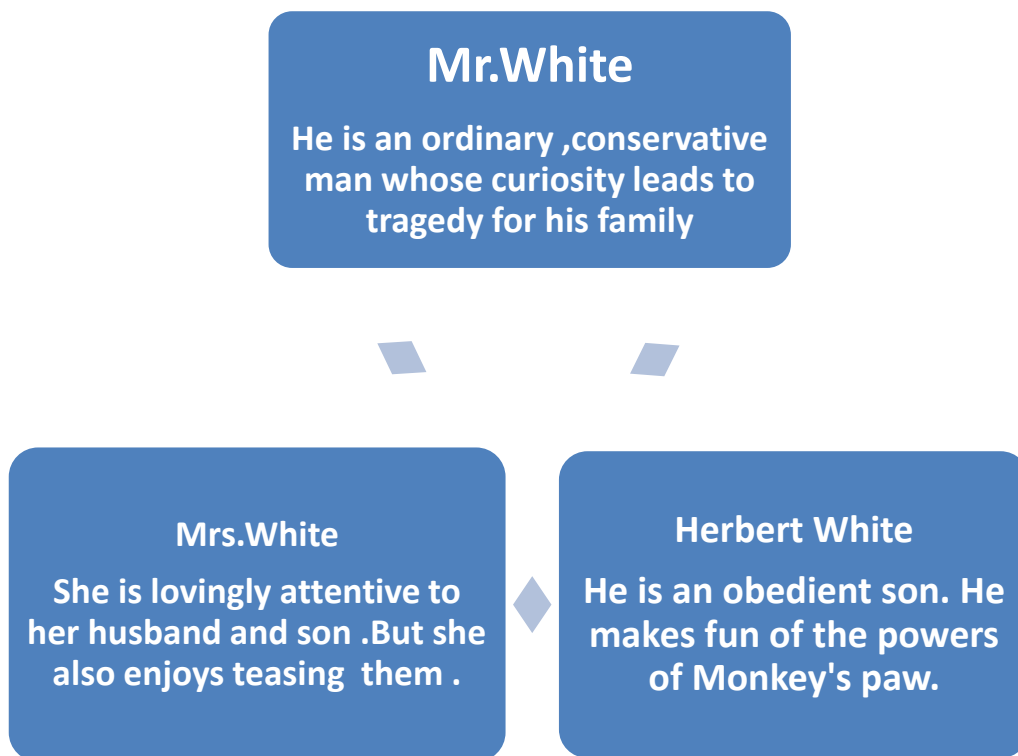




"The Monkey's Paw" written by William Wymark Jacobs is a dramatised version of Jacobs famous macabre tale which appeared in Harper's Monthly Magazine in 1902. He was born in London in 1863. He made writing his hobby. His work is characterized by a gentle and distinctive humour. Jacobs literary efforts between the first World War and his death comprised adaptations of his own stories for the stage. The play is about a monkey's paw that has magical powers. The element of mystery and horror are skillfully interwoven. The evocative atmosphere and the dialogues make the play a perennial favourite. Salient features

1. The playwright has created gothic atmosphere .
2. The supernatural element produced a horror picture.

### Major characters



### Literary Terms

**1. Allusions-** Jacobs drew from a number of widely known literary sources in writing to make the story both familiar and unsettling.



**2. Motif, Theme and Symbol-** In a literary work and ,a motif can be seen as an image, sound, action or other figures that have a symbolic significance and contributes towards the development of a theme. A theme is a central idea or a message. Symbols are images, ideas, sounds or words that represent something else and help to understand an idea or a thing.

### 3.3 Main Body of the Text

#### Reference to the Context

**1.** Ah! By an old Fakir .He was a very holy man. He'd sat all doubted up in one spot , goin'on for fifteen years, think 'o' things. And he wanted to show that fate ruled people .That everything was cut and dried from the beginnings as ,you might say .That there wasn't no getting away from it. And that, if you tried to, you caught is hot.

**Reference to the context:-** These lines have been taken from the play' The Monkey's Paw' and written by W..W. Jacob. Major Morris has served in the British army in India. He tells the whites family about a monkey's paw magic.

**Explanation-** In the above mentioned lines, major Morris tells about an old fakir, who was sacred by nature. He says that the old man has put a magical spell on the monkey's paw. He wanted to prove that luck ruled over people life. According to him , everything was ready made from the initial stage. He also says that nobody escaped from the clutches of fate. If anyone tried to overcome on it, then that person suffered a lot latter on.

**2.** I won't! I won't! My hands are clear of it. I threw it on the fire. If you keep it, don't blame me, whatever happens. Here ! Pitch it back again.

**Reference to the Context:** These lines have been taken from a well- known play 'The Monkey's Paw' and written by W.W. Jacob. Major Morris tells the white family about the magic of monkey's paw. He told them that he got it from an old fakir in India

**Explanation-** Major Morris tells the white family about the magical quality of the paw. He also warns them about the use of magical paw. He didn't want to give them magical paw. So, he threw it into the fire. Mr. White brings it back from the fire. Morris again warns the whites not the blame him from any happening due to this paw. So he puts pressure on Mr. White to throw it back into the fire.



3. And all that rubbish about its making you unhappy if your wish was granted! How could two hundred pounds hurt you eh, father?

**Reference to context-** These lines have been taken from a well-known play 'The Monkey's Paw' and written by W.W. Jacob. White's family is worried about the monkey's magical paws. They are conversing with each other on his paw.

**Explanation-** In the above lines, Mrs. White tells her husband that he might have been thinking about the magical paw. She says that he is unhappy due to this magical paw. She also says that how he could be worried about 200 pounds. He also told him about a person who suffered badly due to this paw.

4. He was telling his mates a story .Something that had happened here last night. He was laughing, and wasn't noticing and----- and----- (hushed) the machinery caught him.

**Reference to the Context:-** These lines have been taken from a well-known play, 'The Monkey's Paw' and written by W.W. Jacob. Sampson is the speaker of these lines. He is talking about an accident which occurred last night.

**Explanation:-** Sampson, a worker of Heartbeat house to inform his parent about his death. He said that he was telling his comrades about a curious story that happened last night. While he was talking he was not paying heed on the machine and caught by the machine. This news was a great shock for old parents.

5. You're not going to tell him. You're going to keep your mouth shut. That's what you're going to do. Why, I should never hear the least of it.

**Reference to the Context:-** These lines have been taken from a well-known play 'The Monkey's Paw' written by W.W. Jacob. Mr. White demands the paw to fulfill his first wish.

**Explanation:-** Mr. White and Mrs. White are waiting anxiously for the fulfillment of his first wish. There was a bell on the door. First of all they thought Herbert would come from his job. But, a postman was on the door. He gives an envelope to Mr. White. It contains 200 pounds.

6. Might drop on my head in a lump. Don't see any other way. And I'd try to bear that. Though, mind you, Morris said it would all happen so naturally that you might take it for a coincidence, if so disposed.

**Reference to the Context:** These lines have been taken from the play, 'The Monkey's Paw', written by W. W. Jacobs. This is a horror play which proves that fate rules all people.



**Explanation:** Mr White had wished for 200 pounds on the paw. But now he is worried lest his wish should bring him unhappiness. However, he tries to make light of his fear. He says that he sees no other way of getting the money except that it should fall on his head in a lump. However, he says as a jest that he is prepared to bear that much pain for the money. But then he is reminded of what Morris had said. Morris had said that the wish would be granted so naturally that one might not find anything supernatural in it. It would appear at the most a mere coincidence.

7. He's been dead ten days, and - Jenny ! I only knew him by his clothing - if you wasn't allowed to see him then - how could you bear to see him now ?

**Reference to the Context:** These lines have been taken from the play, 'The Monkey's Paw', written by W. W. Jacobs. This is a horror play which proves that fate rules all people.

**Explanation :** Mrs White is heartbroken after the death of her son. She has no interest in life. Ten days later, she suddenly thinks of the paw. Two more wishes can still be had from it. Mrs White asks her husband to take the paw and wish Herbert alive again. But Mr. White warns her against it. He says that Herbert had been so badly crushed in the machine that he could be identified by his clothing only. Mrs White had not been allowed to see him then. And what a sight could it be to see Herbert alive with that face! Surely, it would be too horrible for Mrs White to bear. So Mr White advises her not to have such a wish.

8. We're too old. We were only alive in him. We can't begin again. We can't feel anything now, John, but emptiness and darkness.

**Reference to the Context:** These lines have taken from the play, 'The Monkey's Paw', written by W. W. Jacobs. This is a horror play which proves that fate rules all people.

**Explanation :** These lines show the mental state of the White after the death of their only son, Herbert. Mrs White says to her husband that there is no charm left in their life. They are too old to have any desire to live. Previously, they were alive only through their son. But now without him, it was all emptiness and darkness. Life was meaningless for them. There was no charm in it.

9. Do you think I fear the child I bore! Let me go!

**Reference to the Context:** These lines have taken from the play, 'The Monkey's Paw', written by W. W. Jacobs. This is a horror play which proves that fate rules all people.



**Explanation :** Ten days after Herbert's death, Mrs White suddenly thinks of the paw. Two more wishes can still be had from it. Mrs White compels her husband to wish Herbert alive again. Mr White does it much against his desire. A little later, knocking is heard at the door. Mrs White thinks it is her son, Herbert. She runs to open the door. But Mr White tries to stop her. He Says, 'Think what you might see.' At this, Mrs White pathetically replies that she had given birth to Herbert. on seeing the child she bore ? Thus Mrs White pleads with her Could a mother be afraid husband to let her go and open the door for her so

### 3.3.1 Very Short Answer Type Questions

**Q1.** Why does Mr. White get angry?

Ans. He gets angry because he is going to lose his game.

**Q2.** What is Herbert's attitude to Morris's stories?

Ans Herbert's does not believe in superstitions. He thinks that Morris is telling him fairy tales.

**Q3.** Why did the fakir put a smell on the paw?

Ans Fakir put a smell on the paw because he wanted to prove that fate ruled people. And one who tries to meddle in between had to suffer terribly.

**Q4.** How Herbert's parents react to Morris Jokes?

Ans Morris often tells them some mocking jokes from India. They listen to the jokes very attentively. They encourage him for his jokes.

**Q5.** What is Mr. White's reaction after he reads the document brought by the postman?

Ans Mr. and Mrs. White are anxiously waiting for 200 pounds. When the postman handed over the document and finds a receipt of interest. He feels unhappy and his wife teases him for it.

**Q6.** In the final scene, why does Mr. White not want his wife to open the door?

Ans In the final scene, he doesn't want his wife to open the door because she cannot bear the dreadful scene of his son's multi-lated body.

**Q7.** What did Morris get for losing his arm?

Ans Morris get medal of bravery for losing his arm in the battle.

**Q8.** What was Morris occupation?



Ans Morris is a sergeant –Major in the army.

### 3.4 Further Body of the Text- Short Answer Type Questions

**Q1.** Why does Mr. White draw attention to the howling wind at the beginning of the play?

Ans White's family lives at 'Labournum villa' which is situated on the outskirts of a town. Labournum Villa is situated in a lonely place where it is not easy to reach particularly in rainy season and at night. In rainy season, the road becomes flooded and it is all muddy. Mr. White lives with his wife and son and he has no company except his best friends, Sergeant Major Morris. Major Morris is a funny character and tells them some romantic stories. One evening, weather turns very cold and wet. Due to bad weather his friends is not able to come at his home. So he is sitting in a distress mood. He tries to deviate his attention from his friends company. So, draws the need of his friend wife and son to the howling sound of wind to overcome the distress of heart.

**Q2.** Why does Morris leave the gathering? What effect does his departure on the others?

Ans Sergeant major Morris comes to visit the whites. They sit around the fire. Morris has been in the army in India for the past 2 years. He tells the whites stories of his adventures in that far away land and shows them a monkey's paw that has the power to grant three wishes. But he warned that the fulfilling of the wishes would have serious results. Mr. White takes the paw from him Morris says that he will not be responsible if there is any horrible incident. After that Morris leaves. As soon as he leaves Mr. White makes a wish for 200 pounds. But nothing happens and he feels disappointed

**Q3.** How could two hundred pounds hurt you, eh, father? Comment on the irony of Mrs. White's statement with regard to the three wishes made by her husband.

Ans Mr. Morris shows a paw to the Mr. White that has power to grant three wishes. But he warns him that he will not be responsible if there is any horrible incident. Mrs. White wants that her husband should make wish, Mr. White wants that her husband should make wish, Mr. White begins to feel worried . The next morning a fancily dressed man pays the whites a visit. He tells the whites that Herbert has been killed in a machinery accident. The man says that the company take no blame for Herbert's death but want to give the whites a cheque for two hundred pounds as compensation. Mrs. White scream and Mr. White faints . Thus their wish for 200 pounds does get true at the cost of their son's death.



**Q4.** What is the theme of the monkey's paw?

Ans 'The Monkey's paw' is a supernatural play. We find some supernatural elements in this play from beginning to end. The old fakir words show the theme of the play i.e 'Fate rules all people. We find everything in cut and dried position from the beginning to end, there is no alteration in it. If anyone tries to interfere, he will face more and more trouble. In order to prove this, he puts a spell on a withered and dries Monkey's paw. According to fakir conditions, three people try this paw and they have to suffer a lot. In a nutshell, we can say fakir words i.e fate rules all people become three in the end of the play. So, Monkey's Paw the theme of the play is appropriate.

### 3.4.1 Long Answer Type Questions

**Q1.** Comment on the use of language, and elisions in 'The Monkey's Paw'

Ans The play 'The Monkey's paw' is a wonderful creation of W.W. Jacob's mind. The play is replete with supernatural elements. Jacob's creates an atmosphere of horror and mystery through the supernatural elements. Its language is quite appropriate to create an horror among the masses. He uses simple languages style. There is no ambiguity language of the play is quite easy, limped, simple and to the point. There is no place for literary ornamentation. There are no use of hyperbolas exaggerations in the play. He uses simple, terse sentences so that the readers are able to comprehend the meaning of the sentences. 'The Monkey's Paw' has been written in a colloquial style. The protagonists converse with each other in a mono- syllables, ordinary words and simple sentences. The beginning of the play shows that the weather is cold and windy. Dialogues are too speedy but there is no digression or waver at all. Elisions create any impedance for the reader to understand the full form of the word. Language and elisions enhance its charm and simplicity.

**Q2.** Narrate the sequences of events that leads up to Mr. White's making his first wish. What was its outcome?

Ans Mr. and Mrs. White live at 'Laburnum Villa' with his son, Herbert, which is situated on the outskirts of Fulham town, Laburnum villa is situated in a lonely place where it is not possible to reach, particularly in night and rainy season. In rainy season the road becomes flooded and it is all muddy. Mr. White bought this house in 200 pounds. He is worried about the payment of this house loan. His son, Herbert works in an electrical company and hopeful that he will earn this and pay off the loan. Major Morris is a close friend of Mr. White. Major Morris is a funny character and tells them some



supernatural stories. One night, he tells them a supernatural story of a Monkey's Paw. He takes out the Monkey's paw from his pocket. He tells them that an old fakir had put a spell on this withered and dried Monkey's paw.

According to fakir this paw can fulfilled the three wishes of three persons. He also tells them that this paw had done much damage. He throws the paw into fire but Mr. White wants to keep it, so he snatches it out of the fire. His son, Herbert encourages his father for the first with i.e. 200 pounds. Herbert is mocking at his father and says he does not see the monkey anywhere and leaves for his job. The next morning, a fancily dressed man pays the whites a visit. He tells the whites that Herbert has been killed in a machinery accident. The man says that the company takes no blame for Herbert's death but wants to give the white's a cheque for two hundred pounds as compensation. In nutshell, we can say Mr. White's first wish is fulfilled but this money comes as a compensation for Herbert's death.

**Q.3.** Comment on the use of language and elisions in 'The Monkey's Paw'.

**Ans.** 'The Monkey's Paw' is a horror play and the writer's use of language and elisions is quite in conformity with his purpose. He creates an atmosphere of mystery, awe and horror through the use of the supernatural. And for this, he uses such a language and style that the reader had not to labour hard to assimilate. The language is quite easy, clear, simple and to the point. There is no quibbling, no literary ornamentation, no hyperboles or exaggerations. He calls a spade a spade, as they say. The play has been written in a colloquial style. The characters talk to each other as they would in their common, ordinary life. There are no long-drawn sentences or lengthy speeches. Most of the conversation or dialogue between the characters is in short, crispy monosyllables, simple words, phrases or sentences; as -

**Herbert :** Why haven't you tried it, sir ?

**Sergeant :** I have.

**Herbert :** You've had your three wishes ?

**Sergeant:** Yes.

**Mrs White :** Were they granted ?

**Sergeant :** They were.

Nothing could be more simple or direct. And the dialogues are so speedy that they hardly allow the reader a moment to digress or waver.





**Mr White :** If you wasn't allowed to see him then, how could you bear to see him now ?

**Mrs White :** I don't care. Bring him back.

**Mr White :** I dare not touch it.

**Mrs White :** Here ! Here! Wish!

**Mr White :** Jenny !

**Mrs White :** Wish !

**Mr White :** I .....wish.....my.....son...alive again.

And the elisions, too, are as clear as the language is. Nowhere does an elision cause any difficulty for the reader to understand what the full form of the word is. The elided sound at once becomes clear when the word is pronounced with reference to the context. For example :

1. You're a deep 'un (=one)
2. I s'pose(=I suppose)
3. What d'you ( do you) mean ?
4. None o'(= of) your villas.
5. awake o'(=on) nights
6. If't (If it) wasn't.

To conclude, we can say that Jacobs' use of language and elisions in 'The Monkey's Paw' is unmatched as far as simplicity, beauty and exactitude are concerned. He makes his writing easily comprehensible and thus enjoyable for every reader.

## **Extended Language Skills**

### **E-MAIL WRITING**

E-mail (electronic mail) is the medium of communication that sends and receives message through a specially-designed computer network. With the revolution in information technology, along with the rapid growth of the Internet, e-mail has become the most popular medium of communication. More and more people are using e-mail to send their message. Due to its high speed, efficiency and low cost, e-mail has become one of the most important channels of communication. As e-mails are faster than letters, they are used for a quick transmission of all sorts of information.



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## Advantages of E-mail

Listed below are some of the important advantages of e-mail:

**Speed** : Speed is the main advantage of using e-mail. Unlike regular mail, which may take days or even weeks to reach its destination, e-mail reaches its destination instantly. A message can be sent quickly to anyone and anywhere in the world. Distance is immaterial. We have just to type the name and e-mail address of the recipient and click the mouse on the 'send' button. The message goes instantly.

**Low Cost** : Low cost is yet another advantage of using e-mail. Sending e-mail does not involve any printing and copying. So it is less expensive than any other channel of communication. The size of the message or the destination distance does not affect the cost.

**Quick Distribution** : E-mail makes the distribution of message very quick and easy. Message can be sent to more than one person at the same time. There is no wastage of time.

**Flexibility**: While using e-mail, the sender can edit, revise, modify or redesign his message any way he likes. He can easily reshape his e-mail message before sending it.

**Easy Attachments**: It is easy to attach files, photographs, clippings, drawings, video clips or even sound recordings to an e-mail. For example, resumes, scanned copies of testimonials and other documents can be attached easily to job application e-mails.

**Freedom of Style**: While using e-mail, the sender need not worry about any formal or fixed style of communication. He can follow the norms of any set pattern and is also free to choose any style suits the content.

## Characteristics of Good E-mail Messages

The use of e-mail for private, business and professional communication purposes continues to expand day by day. It has become the most common medium of communication. It is replacing all types of letters and memos. Good e-mail message share certain characteristics, which include conciseness, accuracy, clarity, conversational tone, and single theme.

**Conciseness**: It is the most important characteristic of a good e-mail message. An e-mail should not contain unnecessary information. All repetitions, wordy expressions and exaggerations should be avoided.



**Accuracy** : It is very important that an e-mail leaves no room for any ambiguity or confusion. Correct format and structure should be followed. The e-mail addresses should also be correct. Message will bounce if incorrect e-mail address is written. The content of the e-mail should also be checked for factual accuracy.

**Clarity:** An e-mail should be simple and clear. An unclear or vague e-mail can fail to get any response. The recipient may delete it immediately. Simple, familiar, direct and specific words should be used. Sentences and paragraphs should be sort and easily comprehensible.

**Conversational Tone-** It is always better to use a tone which gives a personal touch to e-mails. However, one should avoid being too informal or emotional. Conversational contractions (you'll, he'll, she'll, can't, don't, doesn't, etc.) may be used, but standard writing techniques must be followed.

**Single Theme** : A good e-mail message deals with only one topic. It is important that the sender focuses on a single theme only.

### **The Format of an E-mail**

Different e-mail systems normally provide us with their ready-made format.

However, we should be aware of the current e-mail conventions and standard practices.

When we receive an Internet e-mail message, it usually contains many lines before the beginning of the actual text. These lines consist of a 'header' which is a record of the path the message took from the sender's computer to the reader's computer. Headers also often contain a time and date stamp and an indication of whether files are attached to the message.

The three most important pieces of information in the header are the e-mail address of the sender and the recipient, and a subject line that tell what the message is about.

All e-mail messages contain these three pieces of information.

When a person sends an e-mail message, the programme usually inserts his/her name, return e-mail address and date. He/ She just needs to fill in:

- I. The 'To' line with the recipient's e-mail address.
- II. The 'Subject' line with a clear and concise description of the subject of his / her message.
- III. The Cc line with the e-mail address of anyone who is to receive a copy of the e-mail message.



Thus an e-mail includes the following:

- Heading
- salutation
- Body
- Closing
- Signature

The heading segment of an e-mail includes the following:

- Date
- From
- To
- Subject
- The **Date** line indicates the date the e-mail was written. It includes the day, month, year, and the exact time. While sending an e-mail message, the date line usually appears automatically.

Examples:

Date : Sat. 7 March 2009 12.50.20

Date : Sun. 7 May 2009 08.37.58

Date : Mon. 20 July 2009 15.01.19

- The **Form** line contains the sender's name and e-mail address. The name does not include any personal title such as Ms, Mrs, Mr, Dr, etc. While sending an e-mail message, the sender's address usually appears automatically.

Examples:

From : 'Kalpana Jain'<kalpana@rediffmail.com

From : 'Kewal Krishan'<kewal@bsnl.com

From : 'Ashraf Rizvi'<ashrafrizvi@yahoo.com

- The **To** line includes the recipient's e-mail address.

Examples :



To : <vaughan@rediffmail.com>  
To : <maya@yahoo.com>  
To : <snmukherjee@perl.ism.ac.in>

- The **Subject** line summarises the topic of the e-mail in a few words.

Examples :

Subject: Market Feedback

Subject: Return from Extraordinary Leave

Subject :Annual Conference 2010

- The Cc (Carbon copy) line may include the e-mail address of anyone who is to receive a copy of the e-mail message. It is an optional line.

Examples :

Cc : maya@cal.vsnl.net.in

Cc : Kapoorsons@tcs.ac.in

Cc : hfiint@yahoo.com.dl

- The **Bcc** (Blind carbon copy) is a copy of the original which bears no evidence that the copy was sent to some other person also.
- A **Salutation** should be used if e-mail is being used as a means to reach out to people outside the sender's organization. The same name as in the **To** line can be used with a personal title such as Ms, Mrs, Mr, or Dr. However, salutation may be omitted if the e-mail is being used to send information inside the sender's organization.

Examples :

Dear Maya,

Dear Dr Bright,

Dear Professor Kapoor

- The **body** of an e-mail contains the complete detail of the message. It should be divided into suitable paragraphs if the message is a lengthy one.



- The **closing** usually includes word of good wishes such as Best regards, Kind regards, Regards, Sincerely, Your faithfully, Thank you, All the best, and so on.
- The **signature** line in an e-mail message generally contains only the writer's name. However, it may sometimes include the title and organization of the sender.

## To Sum Up

E-mails and letters are almost similar in style. E-mails between relatives, friends and colleagues can be informal, but business e-mail can be semi-formal or formal, depending on the individual relationship and what the message is about.

- You do not have to write Dear Sir / Madam / Mrs .....etc. You don't have to use a particular formula (i.e. subscription) at the end also. You can just put your name
- You should be consistent in style. Don't vary between formal and informal.
- Your language should be very clear, simple and direct. The message should be divided into proper paragraphs.
- The message should be short and to the point.
- The subject line should summarize the point of the message so that the reader at once becomes clear about the content of the e-mail.

## Specimen of an Informal E-mail

. You have to go to Delhi to work on a software project for your company in Bengaluru. Send an e-mail message to Deepak Travels ( address: [Tours@deepaktravels.com](mailto:Tours@deepaktravels.com)) asking them to make travel arrangements for you to go to Delhi by air and return after a week. Specify the airline you would prefer to travel by, the dates, the class by which you want to travel, the mode of payment, the delivery instructions and your food preference in an attachment called,

‘Travel details’

Ans From: Mohanparamhans@gmail.com

To : [Tours@deepaktravels.com](mailto:Tours@deepaktravels.com)

Dear Sir,



I have to go to Delhi on a software project for my company in Bengaluru. I will stay there for one week from 15 April to 22 April 2017

You are requested to grant me package of this tour.

The package should include the follow:

1. Preferred Airlines: India Airline
  2. Return airfare from Delhi to Bengaluru
  3. You have to book a five-star hotel for me
  4. Pick up me from the Airport.
  5. Provide me a taxi for seven day
- Yours Sincerely  
Mohan Paramhans

2. The new observer, a newspaper has invited readers to send letters to the editor on this e-mail address i.e. [mukeshrajput@gmail.com](mailto:mukeshrajput@gmail.com). Write an e-mail to the editor that you showed a spurious report yesterday on the topic of demonetization. That was not true

Compose		Same as draft		Delete
<p>Sent</p> <p>To: <a href="mailto:mukeshrajput@gmail.com">mukeshrajput@gmail.com</a></p> <p>Add Cc      Add Bc</p> <p>Subject: Spurious report on demonetization</p> <p>Attach more files</p> <p>Browse more files</p>				

New Observer

Sir,

There was a spurious report in your newspaper dated 12.12.2016 on the topic of demonetization. In your report you showed that ten lacs crore rupees could be found as a black money. But in government record, it was showed four lac crore. If this leading newspaper shows such type of misleading report, what we expect from the others. So, you are requested to publish an apology and rectify the report.



Yours Sincerely

Deepanshu Kaushik

### 3.5 Check your Progress

1. Meaning of allusion?
2. What is Herbert's attitude to Morris stories?
3. Make sentences of grope, governor, polite, awkward
4. Who was the Fakir?
5. What happened to Herbert?

### 3.6 Summary

Mr. and Mrs. White and their son Herbert live in an old-fashioned house. They are playing chess. Herbert is in an electric company and an obedient son. He assures to marry only after he has paid of the loan of 200 pounds. A family friend sergeant major Morris comes. He surprises the Whites by telling them about the mysterious powers of a dried-up monkey's paw. He says that the paw can fulfill three different wishes of three different individuals. The Indian Fakir had cast a spell on the paw. Mr. Morris tells that he wants to get rid of it as the first wish was unhappy. He throws the paw into the fire. Mr. White gets up and takes out the paw and intends to keep it. He places the paw on his palm. Mr. Morris warns him not to use it. Mr. White wishes for 200 pounds. As he makes his wish there is a sudden crash on the piano. He says that the paw wriggled like a snake later he sees faces in the fire. Herbert starts making fun of the paw, the Whites accused Morris of telling them false stories. The next morning, the Whites were waiting for the son. The postman delivers the envelope. The Whites think that the envelope might have 200 pounds which they had wasted for. After a while a man dressed in black appears and tells how their son was caught in a machine and killed. He hands over a cheque for 200 pounds as compensation from his campaign. He tells Herbert, was telling about some paw when the accident happened. The old couple feels miserable. After a week Mrs. White compels her husband to wish their son to be alive again. Unwillingly, Mr. White makes the second wish, thinking that Herbert has come, but she fails to open the door because of a stiff-cold. Meanwhile, Mr. White thinks that they would not be able to see the mutilated body of Herbert. He makes the third wish for Herbert to go back to his grave. The knocking at the door stops. The door opens and there is no one to see. Mr. and Mrs. White sway in prayers and wail in half an hour.





### 3.7 Keywords

1. Mantelpiece – Bookshelf
2. Bog – Swamp
3. Grog - A strong alcoholic drink
4. Cove – A man in a old fashioned disguise
5. Swooning – Fainting
6. Trenches – Drains
7. Sociable – Friendly
8. Governor – Chief
9. Fancies – Dreams
10. Wholesome – Healthy
11. Trifle – Little
12. Shut - Closed

### 3.8 Self-Assessment Test

1. Might drop on my head in a lump. Don't see any other way. And I'd try to bear that. Though, mind you, Morris said it would all happen so naturally that you might take it for a coincidence, if so disposed.
2. And all that rubbish about its making you unhappy if your wish was granted! How could two hundred pounds hurt you eh, father?
3. Ah! By an old Fakir .He was a very holy man. He'd sat all doubted up in one spot , goin'on for fifteen years, think 'o' things. And he wanted to show that fate ruled people .That everything was cut and dried from the beginnings as,you might say .That there wasn't no getting away from it. And that, if you tried to, you caught is hot.

#### (b) Self-Assessment Test

Q1 Who was Herbert?

Q2 Who gave the monkey's paw?



Q3 Name the characters of the play.

Q4 How many elements are there in the play?

Q5 Who was in a deep grief?

### 3.9 Answers to check your progress

1. Allusion – To create something which is a mixture of strange but dramatically woven
2. Herbert's attitude towards Morris is that of a dismissive skeptic. He denies the least possibility of a tale such as narrated by Mr. Morris
3. Grope – He was groping something.
  - a. Governor – Mr. Ram is the governor of the state.
  - b. Polite – She is very polite.
  - c. Awkward – He is in a very awkward situation.
4. Fakir was the one who put a spell on the monkey's paw.
5. Herbert was caught accidentally by a machine. (rip Herbert)

### 3.10 References /Suggested Readings

1. Jacobs, W.W; Parker, Louis N.(1910). The Monkey's Paw: A Story in Three Scenes. London: Samuel French,Ltd



<b>Subject:English(Compulsory)</b>	
<b>Course Code: ENGC-202</b>	<b>Author:Dr. Pallavi</b>
<b>Lesson no:04</b>	
<b>“Before Breakfast” By-Eugene O’Neill</b>	

#### **4.1 Learning Objectives**

#### **4.2 Introduction**

#### **4.3 Main Body of the text- Important passages with explanation**

#### **4.4 Further Main Body of the text**

#### **4.5 Check your Progress**

#### **4.6 Summary**

#### **4.7 Keywords**

#### **4.8 Self-Assessment test**

#### **4.9 Answers to check your progress**

#### **4.10 References/Suggested Readings**

#### **4.1 Learning Objectives**

1. To enable the students to read aloud prose lessons.
2. To enable the students to comprehend the thought and idea contained in the passage.
3. To enrich their active and passive vocabulary.

#### **4.2 Introduction**

“Before Breakfast” is a melodrama. The Playwright Eugene O ‘Neill was born in New York City. ‘The Long Voyage Home’, The Moon of the Caribees’ and” Before Breakfast” are some of the finest one act

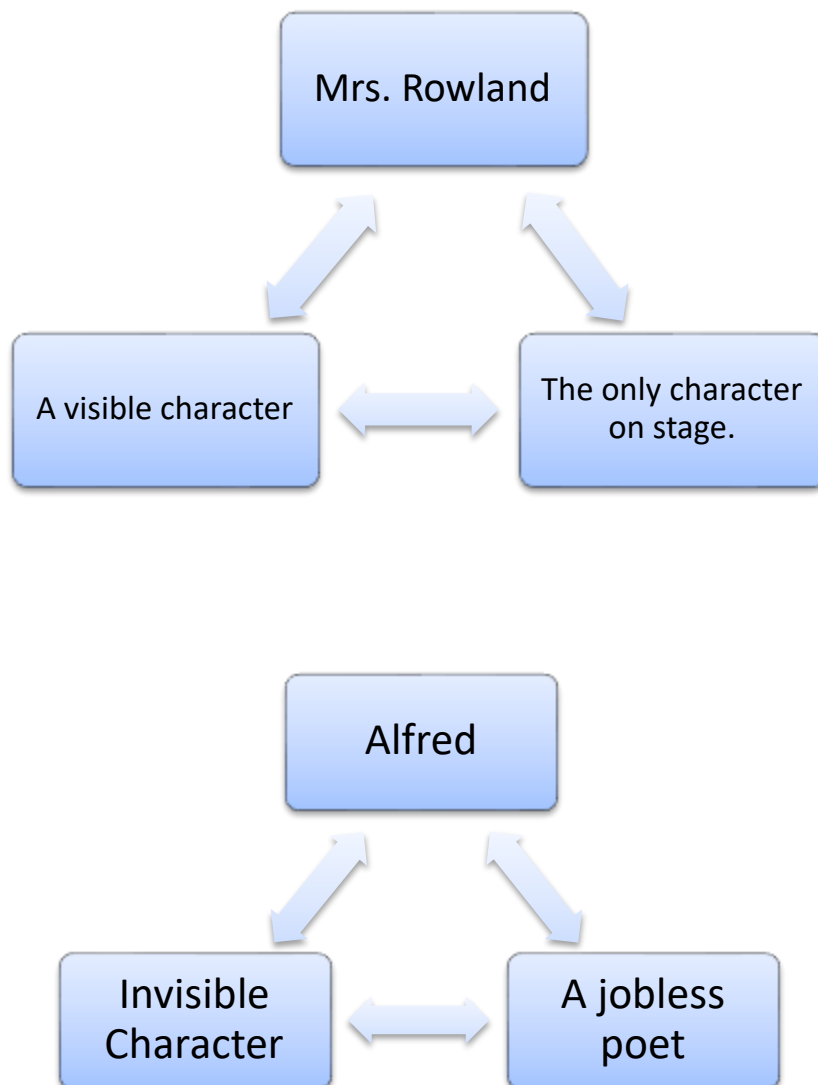


plays, which O' Neill wrote during the early days of his career as dramatist. The play depicts the mutual tension and strained relationship between Mrs. Rowland and her poet husband, Alfred.

Salient features

1. The conflicts and frustration are shown.
2. An aggressive wife, abusive language shows the pain and agony.
3. The careless behavior of the husband depicts the inferiority complex.

### Major Characters





## Literary Terms

1. **Monodrama**- A drama acted or designed to be acted by a single person it refers to a dramatic representation of what passes in an individual mind, as well as to a musical drama for a solo performer.
2. **Soliloquy**- A passage in a drama in which a character expresses his or her thoughts or feelings, aloud is termed as “soliloquy”. In a dramatic terminology. At the time of articulation either he or she is alone upon the stage.

### 4.3 Main Body of the text

#### Explanation with Ref. to the context:-

1. Alfred! Get up, do you hear me? I want to make that bed before I go out. I'm sick of having this place in a continual muss on your account. Not that we'll be here long unless you manage to get some money some place. Heaven knows I do my part and more- going out to sew everyday while you play the gentleman and loaf around barrooms with that good for nothing lot of artists from the square.

**Reference to the context:-** These lines have been taken from the play” Before Breakfast” written by Eugene O’Neill. In this play Mrs. Rowland a young wife is disappointed with her poor life. She is angry with her husband who does nothing. The household runs with her meager earnings. She is only character on stage in this play.

**Explanation:-** In these lines, Mrs. Rowland is quarrelling with her husband. There is poverty in the house. She says that the rent of the flat is due in this week. The landlord will turn them out if the rent is not paid. He says he cannot get a job. But she says that it is a lie. He spends the day in writing poems and stories which do not sell. She does a meagre job and it is only with her earnings that the family is not starving.

2. You'll have to get money today some place. I can't do it all, and I won't do it all. You've got to come to your senses. You've got to beg, borrow, or steal it somewhere. But where, I'd like to know? You're too proud to beg and you've borrowed the limit, and you haven't the nerve to steal?

**Reference to the context:-** These lines have been taken from the play” Before Breakfast” written by Eugene O’ Neill. In this play, Mrs. Rowland’s husband never appears on stage although sound show his presence. She keeps rebuking her husband for his failure in life.



**Explanation:-** These lines are spoken by Mrs. Rowland and addressed to her husband who is not seen on the stage. She tells him that there is no money in the house. She says that he will have to get money from somewhere, whether he begs, borrows or steals. He is too proud to beg. He has already reached his limit of borrowing and he has no courage to steal.

3. Foolish question! I ought to know you better than that by this time. When you left here is such a huff last night I knew what would happen. You can't be trusted for a second. A nice condition you came home in! The fight we had was only an excuse for you to make a beast of yourself. What was the use of pawning your watch if all you wanted with the money was to waste it in buying drink?

**Reference to the Context:-** These lines have been taken from the play "Before Breakfast" written by Eugene O' Neill, Mrs. Rowland, a young wife is disappointed with her poor life. She keeps rebuking her husband for his failure in life.

**Explanation:-** In these lines, Mrs. Rowland keeps rebuking her husband. The previous night they had a quarrel and Alfred left the house in a hurry. When he came back he was in a drunken position. He had pawned his watch and with that money he came home drunk. Thus, Mrs. Rowland is very angry with her husband for not earning anything.

4. What on earth are you doing this all time? Well you're almost dressed at any rate. I expected to find you back in bed. That'd be just like you. How awful you look this morning! For heaven's sake, shave! You're disgusting! You look like a tramp. No wonder no one will give you a job. I don't blame them when you don't even look half way decent

**Reference to the context:-** These lines have been taken from the play "Before Breakfast" written by Eugene O' Neill. A relation full of stress and complexities.

**Explanation:-** Here, Mrs. Rowland wonders what her husband has been doing in his room. She looks in and finds that he has not shaved. She says that he looks like a vagabond. She says that she will give him hot water for shave. Then she pours some hot water into the bowl.

5. Look at you hand tremble. You'd better give up drinking. You can't stand it. It's just you kind that get the DT's. That would be the last straw! Look at the mess you've made of this floor-cigarette butts and ashes all over the place. Why can't you put them on a plate? No you wouldn't be considerate enough to do that. You never think of me. You don't have to sweep the room and that's all you care about.



**Reference to the context:-** These lines are taken from the play entitled: Before Breakfast written by Eugene O' Neill. These words are spoken jointly by the unidentified voice and Mrs. Rowland. The playwright has purposely allowed the unidentified voice to provide additional information for the audience.

**Explanation:-** Tauntingly she comments: “ look at your hands tremble. She asks him to give up drinking. She scolds him for spreading the butts of cigarette and ashes on the floor. She ridicules him for not being kind enough to put the butts of cigarette on a plate. She regrets that she has to clean the room she accuses him for not caring her. Teasingly she remarks:” You don't have to clean the room and that's all you care about”. Thus trivial issues such as putting the butts etc become the measurement of husband's care. It is quite clear that she is an aggressive character devoid of patience at least at this stage of her life.

6. The millionaire Rowland's only son, the Harvard graduate the poet, the catch of the town. Huh! There wouldn't be many of them now envy my catch if they knew the truth. What has our marriage been, I'd like to know? Even before you millionaire father died owing everyone in the world money. You certainly never wasted any of your time on you wife. I suppose you thought I'd ought to be glad you were honourable enough to marry after getting me into trouble. You were ashamed of me with your fine friends because my father's only a grocer that's what you were. Atleast he's honest, which is more than anyone could say about yours.

**Reference to the Context:-** These lines are taken from the play entitled: Before Breakfast written by Eugene O' Neill . These words are spoken by Mrs. Rowland. She mocks at the high family and academic background of her husband.

**Explanation:-** Here too she takes this opportunity to poke fun of Alfred's rich family background and his graduate degree that he has earned from Harvard. She bitterly calls him, “ the poet, the catch of the town”. She expresses a strong desire to know the answer of her question:” What our marriage has been?” She complains Alfred for not spending time with her. She expresses her anguish by mentioning that Alfred was ashamed of her in front of his friends simply because she is the daughter of a grocer. She makes a comparison between her father and Alfred's father and ranks her own father higher than Alfred's father in terms of honesty.



7. Goodness knows what time it is. We haven't even got any way of telling the time since you pawned your watch like a fool the last valuable thing we had, and you knew it. It's been nothing but pawn, pawn, pawn with you anything to put off getting a job, anything to get out of going to work like a man .

**Reference to the context- :-** These lines are taken from the play entitled: *Before Breakfast* written by Eugene O' Neill . These words are spoken by Mrs. Rowland. She mocks at the high family and academic background of her husband.

**Explanation-** In these lines Mrs. Rowland rebukes Alfred, her husband for not doing a job. There is a lot of poverty in the house. She says that there is no way of telling the time because he has pawned his watch. He has pawned a number of things so that he can get money and avoid getting a job. She taunts him that he does not do any work like a man. Thus, she quarrels with her husband because he does not earn anything.

8. And from where are you going to get money, I'd like to know? The rent was this week they won't. I notice due this week and you know what the landlord is. He won't let us stay a minute over our time. You say you can't get a job. That's a lie and you know it. You never even look for one . All you do is moon around all day writing silly poetry and stories that no one will buy—and no wonder I can always get a position, such as it is, and it's only that which keeps us from starving to death.

**Reference to the Context- :-** These lines are taken from the play entitled: *Before Breakfast* written by Eugene O' Neill.. These words are spoken by Mrs. Rowland. She mocks at the high family and academic background of her husband.

**Explanation-** In these lines Mrs. Rowland is quarrelling with her husband. There is poverty in the house. She says that the rent of the flat is due in this week. The landlord will turn them out if the rent is not paid. He says that he cannot get a job. But she says that it is a lie. He never tries to get a job. He spends the day in writing poems and stories which do not sell. She does a meager job and it is only with her earnings that the family is not starving.

### Very Short Question Answers

**Q1.** Who is sleeping in the next room. Why does Mrs. Rowland want to wake him up?

**Ans** In the next room, Mrs. Rowland's husband Alfred is sleeping. It is morning and he is still sleeping. Mrs. Rowland wants to awake him up because she is preparing breakfast.





**Q2.** What does Mrs. Rowland say about the breakfast which she has prepared?

Ans Mrs. Rowland has prepared a simple breakfast because there is no money in the house. She says that if she does not work, they cannot afford this even simple breakfast.

**Q3.** According to Mrs. Rowland where does her husband pass most of his time?

Ans Mrs. Rowland husband, Alfred has no job. He is an artist. Mrs. Rowland thinks that he passes most of his time in bar rooms with his artist and poor friends.

**Q4.** Why does Mrs. Rowland ask her husband to shave himself?

Ans She asks him to shave himself as he looks shabby. She says that no one will give him any job in this condition.

**Q5.** Mrs. Rowland hears the sound of something falling heavily. What has happened.

Ans Towards the end of the play, Mrs. Rowland hears the sound of something falling heavily. She looks in and finds that her husband has committed suicide by cutting his throat with a razor.

**Q6.** Who is Helen? What makes Mrs. Rowland think that she may be a artist or a poet?

Ans Helen is the girlfriend of Mrs. Rowland's husband has read her letter written to her husband. From that letter she has judged that she is an artist or a poet like her husband.

**Q7.** What did Alfred do with the money that he got by pawning his watch?

Ans Alfred is out of work. He doesn't do any job. He has no money. One day Alfred pawns his watch. He purchases wine with that money & gets drunk.

**Q8.** Why is Mrs. Rowland frustrated?

Ans Mrs. Rowland is frustrated because her husband Alfred does nothing for a living. There is poverty in the house. In order to run the household, she has to do the menial job of sewing.

#### **4.4 Further Main Body of the text:- Short Answer type Questions**

**Q1.** Comment on Mrs. Rowland's attitude towards her husband.

Ans An individual's attitude towards someone is constituted in one's thinking. This thinking gets reflected through language. Therefore to know Mrs. Rowland's attitude towards her husband it would be appropriate to enumerate some of the comment that Mrs. Rowland makes on her husband.



1. Highlighting her husband's habit of borrowing she articulates: "It has been nothing but pawn, pawn, pawn with you-----".
2. She complains bitterly about her husband's unemployment and his pleasure seeking lifestyle: "----- going out to see everyday while you play the gentleman and loaf around bar rooms"
3. In a mocking tone she makes a comprehensive comment:  
"You're too proud to beg and you have borrowed the limit and you haven't the nerve to steal."
4. Mrs. Rowland anguishes for Alfred because self-reflexive in the utterance. "The bread's stale. I hope you'll like it. You don't deserve any better, but I don't see why I should suffer".
5. She finds his looks "awful" and calls him, "disgusting" and not even halfway decent".
6. Teasingly, she remarks: "you don't have to clean the room and that's all you care about"
7. She gives expression to her grief of giving birth to a dead child whom she calls "the poor thing". Not only on the present issues she hides Alfred but also or would have been issues as she mocks Alfred by saying: "what a father you'd have been"

**Q2.** Why does Mrs Rowland not want to leave her husband and go back to her parents?

Ans Mrs. Rowland marries Alfred who has supposed to be a rich man. His father was said to be a millionaire. So she was very happy to marry Alfred. But soon her dreams were shattered. She became disillusioned. She finds that Alfred has no source of income. He does nothing to earn his living. There is poverty in the house. Mrs. Rowland has to do the low pay of sewing clothes. Alfred has pawned most of the things of the house. But in spite of her misery she does not want to leave her husband and go back to her parents. This is because, she does not want to admit that she made the biggest mistake of her life by marrying Alfred.

**Q3.** Why does Mrs. Rowland shriek and come running out of the bedroom at the end of the play?

Ans Throughout the play, Mrs. Rowland keeps ragging her husband. She criticizes him because he doesn't do any work. She is preparing breakfast and he is still not ready. She says that he gets breakfast only because she does the job of sewing clothes. She tells him that she knows that he has a girlfriend also. She says that she will not divorce him and he will not be able to marry her girlfriend. She criticizes his habit of writing poems and short stories which do not sell. Suddenly she hears the sound of



something falling heavily. She looks into the bed room. Then she comes out shrieking like a madwoman. It is because her husband has committed suicide.

**Q4.** What do we know the family life of Mrs. Rowland and Mr. Alfred in the beginning of the play?

Ans There is only one character in this play. Her name is Mrs. Rowland and her husband, Alfred, is in the bedroom when the play opens, we see Mrs. Rowland cleaning the room. She is a young wife but she appears older than her age because of the poverty of the house. It is late morning and Alfred is still sleeping. His wife calls out his name and asks him to get up. We find that Alfred does not do anything for a living. He is a poet and hopes to earn through writing poems. But he has not succeeded. He has pawned most of the household things.

#### **4.4.1 Long Answer Type Questions**

**Q1.** How far has O'Neill succeeded in delineating the tensions in a marriage through the monologue of Mrs. Rowland?

Ans 'Before Breakfast' is a powerful play depicting the tension in the married life of Mrs. Rowland and her husband, Alfred. The play contains little action and yet it is charged with conflict. The plot is simple and straight forward- a wife onstage berates her offstage husband throughout the play. The conflict between them is long- standing and bitter. This is resolved in the play's horrifying conclusion. The play is a monologue in which the entire speaking part is performed by Mrs. Rowland. Her husband does not appear on the stage and remains in the bedroom. However, through the monologue of Mrs. Rowland, we come to know that there is a great tension in their married life.

Through the speech of Mrs. Rowland we come to know that she married Alfred thinking him to be a rich man. His father was supposed to be millionaire. But after marriage she finds that he was heavily under debt. Alfred does not do any work to earn his living. He is an artist and spends most of his time in the company of artists & poets. Mrs. Rowland criticizes him for the poverty of the house. She says that she has to support the family by doing the sewing work.

Mrs. Rowland rebukes her husband because he has pawned most of the items of the houses. The last thing that he pawned in his watch. He drank wine with the money he got by pawning it. She says that if she did not work, the family would starve. She is preparing a simple breakfast. She says if she does not do the job of sewing even this simple breakfast will not be possible. In the end, her husband is so much



upset by her sharp comments that he commits suicide. In this way, the play reveals tension in a married life.

**Q2.** Discuss 'Before Breakfast' as a dramatic monologue. How does the dramatist imply the presence of the husband in the play?

Ans 'Before Breakfast' is monologue as the entire play is spoken by one character, that is Mrs. Rowland. Her husband is present in the bed room. But he never speaks anything and does not appear on the stage. At one point, he puts his hand out of the room to take a bowl of hot water from his wife's hand. At that time, the dramatist comments. "It is a sensitive hand with slender fingers." This is a positive comment. It is believed that artists have hands with slender fingers. It must be noted that although Mrs. Rowland keeps rebuking her husband, the dramatist never says anything negative about him. We can compare this play to Browning's poem "My last Duchess" which is already dead. But her husband's negative comments about her only make her emerge as a lovely and sensitive wife. We come to know that he is a poet or an artist. He keeps writing poems and short stories. He visits libraries for inspiration. He is a sensitive man who is troubled by the realities of life. Alfred is unable to sell any of his writings and spends any money he has on wine in order to forget his misery.

The dramatic technique of O' Neill is modernist and superb. Throughout the play, only the wife speaks and the husband remains in the bedroom. But his presence is implied through a number of devices. One of these is the comments of Mrs. Rowland herself. She looks into the room and says, "Oh, you are up." At another occasion her husband put out her hand in order to take a bowl of water from his wife. Apart from these the sounds of moans, the overturning of the chair and the sound of something falling heavily show the presence of Alfred.

**Q3.** The characters of Mrs. Rowland and Alfred become evident through Mrs Rowland monologue. Explain.

Ans. Before breakfast can be called a dramatic monologue the entire play is spoken by one character that is Mrs. Rowland. Her husband is present in the bed room, but he never speaks anything at one point he puts his hand out of the room and to take a bowl of hot water from his wife's hand. At that point, the dramatist comments 'It is sensitive hand with slender fingers. This is a positive comment. It is believed that artists have hands with slender fingers. In the play we come to know Alfred is an artist. He spends his time in the company of artists and poets. This play reveals the characters of Alfred through



the sharp-tongued criticism of his wife. He writes poems and short stories which do not sell. He is a sensitive man who is sadly mismatched with his wife. Alfred is unable to sell any of his writings and spends the money he has on in order to forget his misery. In this play, Mrs. Rowland drives her husband to suicide. The sensitive artists are troubled by the realities of life. He is already on the edge her wife's sharp tongue provides the last push. However, Mrs. Rowland has her own problems. She married Alfred who belongs to a rich family. His father was said to be a millionaire. But it was only after marriage that she found the supposed wealth of Alfred's father was only a millionaire. She also found that Alfred do not do anything to earn his livelihood. She has to do the swing work in order to run the household. But she is a sharp-tongued and nagging wife. Instead of understanding the sensitive soul of her husband, she quarrels with him. She passes sarcastic comments about her husband. Thus, the play reveals the characters of both Mrs. Rowland and her husband Alfred.

### **Extended Language Skills**

Resume is a French word that means 'summary'. In English it is used to refer to 'an account or a summary of something'. 'Resume' pronounced as 'razume' should not be confused with the word, 'resume' which distinctly means 'to begin again'.

A resume is a document that contains a summary of the personal details, relevant, job experience, education, skills, goals, achievements and interest of an applicant. It is the first thing that an employer encounters regarding the job seeker to short list him/her for a job interview.

#### **IMPORTANT POINTS.**

1. A resume is normally used for seeking employment in business, finance, especially in the private sector.
2. It is brief and concise.
3. It has a free style and customarily enumerates a candidate's data in reverse chronological order.
4. It highlights only the relevant credentials.

Resumes are always position specific and they cannot be identical for different posts.

#### **ATTRIBUTES OF A GOOD RESUME.**

1. Well displayed with proper formatting, spacing and sufficient white space.



2. Factual, correct and complete.
3. Information is categorized under headings and columns.
4. Use of appropriate concise style rather than using (I) repeatedly.
5. Coherent, uniform and brief in presentation.
6. Highlights relevant areas starting from the recent ones.
7. Use of right words, grammar, spelling and punctuation.

### STYLES OF RESUME

- A. Reverse Chronological Resume:-This is the most commonly used format. The employers today are more interested in your recent achievements. Such resumes go well for both a fresher and beginner.
- B. Functional Resumes:- This is basically a skill profile that is used to focus on abilities . They are suitable for those who want to change their career have a wide work experience or are applying for jobs that require clearly defined profile and personality traits.

#### Resume for a Fresh Applicant

In the absence of experience, employers would be more interested in aspects such as training, projects, education, skills and achievements.

- A. Career objective:- Express your broad career goals, type of task you would like to do and willingness to learn.
- B. Training:- Mention about your training highlighting the training field and what you have gained from it.
- C. Education:- Provide this information in a little details, that is starting from the current, you may go back to matriculation.
- D. Skills Strength: - At this stage, you cannot be very specific, mention your general capabilities and traits relevant to the position.
- E. Achievements, Activities Interests:- These should be emphasized as companies want people who are all-rounders, self-motivated, have a positive attitude and are eager to take challenges.

Name: - Radha



Address: - B-428, Lajpat Nagar – Cantt

Haryana

Telephone: - 01662-2422431

Nationality – Indian

Date of Birth – 6 Aug 1994

**Qualification: -**

- 2015, M. A. in English With 63% marks from Govt. College, Cantt.
- 2013, B.A With icons in English, 71%marks from Govt. College, Hisar, Cantt.
- 2010, Senior Secondary from I.D. Niketan School, Hisar, Cantt.with 80% marks.
- 2008 Secondary School from I.D. Niketan School Hisar, Cantt, with 76% marks

**Other Qualification**

1. Fluent in both languages.
2. An ardent participant in college debates/defamation.

Sample:-

The Daily Newspaper is looking for fresh graduates with, good languages skills to be appointed

As sub-editors, at is Chandigarh office. Prepare a resume that suits this job profile, and write a covering letter for this resume.

The Editor

The Daily Newspaper

New Delhi

10 Oct, 2020

Subject :- Sub –editors for the Chandigarh Office

Sir,



In response to your advertisement in some English dailies dated 07 October, 2020, I am sending you my resume to be considered for the said jobs. The originals of all Certificates and testimonials mentioned herin can be produced whenever demanded.

Yours faithfully

Radha

#### 4.5 Check your Progress

1. Mrs. Rowland was a \_\_\_\_\_ wife.
2. Who is Helen?
3. Why is Mrs. Rowland frustrated.
4. Why does Mrs. Rowland ask her husband to shave himself?
5. Mrs. Rowland hears the sound of something falling heavily. What has happened.
6. Who is Helen? What makes Mrs. Rowland think that she may be a artist or a poet
7. What did Alfred do with the money that he got by pawning his watch?

**4.6 Summary:-**The play is in the form of a monodrama. Mrs. Rowland, the only character in the play. on her speech, she vents the agony of her heart over her husband's deceitful leherous and irresponsible behaviour. He spends the time with worthless friends, nights at barrooms. He never tries to find a job for himself. In order to feed for the family the poor woman has to work all day. She comes to know that her husband has illicit relations with another woman. She can't go back to her poor parents and cause embarrassment to them. All through the play, Mrs. Rowland keeps speaking and we neither see nor hear a word from her husband. Though he appears nowhere in the play, it is through him that the climax of the play is reached when Mrs Rowland sees him lying dead in a pool of blood on the bedroom floor. She runs away shrieking madly into the outer hallway.

#### 4.7 Keywords:-

1. Pretty-Lovely
2. Armful-Dreadful
3. Muss-Mess
4. Envy-Jealously





5. Anger-Wrath
6. Groan-Moan
7. Stare-Gaze
8. Bully-Intimidate

#### 4.8 Self- Assessment Test

1. You'll have to get money today some place. I can't do it all, and I won't do it all. You've got to come to your senses. You've got to beg, borrow, or steal it somewhere. But where, I'd like to know? You're too proud to beg and you've borrowed the limit, and you haven't the nerve to steal?
2. . What on earth are you doing this all time? Well you're almost dressed at any rate. I expected to find you back in bed. That'd be just like you. How awful you look this morning! For heaven's sake, shave! You're disgusting! You look like a tramp. No wonder no one will give you a job. I don't blame them- when you don't even look half way descent
3. The millionaire Rowland's only son, the Harward graduate the post, the catch of the town. Huh! There wouldn't be many of them now envy my catch if they knew the truth. What has our marriage been, I'd like to know? Even before you millionaire father died owing everyone in the world money. You certainly never wasted any of your time on you wife. I suppose you thought I'd ought to be glad you were honourable enough to marry after getting me into trouble. You were ashamed of me with your fine friends because my father's only a grocer that's what you were. At least he's honest, which is more than anyone could say about yours.

#### 4.9 Answers to check your Progress

1. Nagging
2. Helen was the girlfriend of Mrs. Rowland.
3. Because Mr. Rowland did not earn anything.
4. She asks him to shave himself as he looks shabby. She says that no one will give him any job in this condition.
5. Towards the end of the play, Mrs. Rowland hears the sound of something falling heavily. She looks in and finds that her husband has committed suicide by cutting his throat with a razor.



6. Helen is the girlfriend of Mrs. Rowland's husband has read her letter written to her husband. From that letter she has judged that she is an artist or a poet like her husband.

7. Alfred is out of work. He doesn't do any job. He has no money. One day Alfred pawns his watch. He purchases wine with that money & gets drunk.

#### **4.10 References/Suggested Readings**

1. Githa Sowerby's Before Breakfast: Vivian Casper- Published by- Penn State University Press.



<b>Subject:English(Compulsory)</b>	
<b>Course Code: ENGC-202</b>	<b>Author:Dr. Pallavi</b>
<b>Lesson no:05</b>	
<b>“The Sleep Walkers” By- Nissim Ezekiel</b>	

## **5.1 Learning Objectives**

## **5.2 Introduction**

## **5.3 Main Body of the text Important Passages**

## **5.4 Further Main Body of the text- Short and Long Question Answers**

## **5.5 Check your Progress**

## **5.6 Summary**

## **5.7 Keywords**

## **5.8 Self- Assessment Test**

## **5.9 Answers to your Progress**

## **5.10 References/Suggested Readings**

## **5.1 Learning Objectives**

1. To discover, integrate and apply knowledge.
2. To understand and critically evaluate the literature.
3. To communicate and disseminate knowledge.

## **5.2 Introduction**

Nissim Ezekiel began writing plays in 1968. Three of his plays, ‘Nalini’ , ‘ Marriage poem’ and ‘ The Sleepwalkers’ were published collectively by The Writers Workshop, Kolkata. The play exposes the

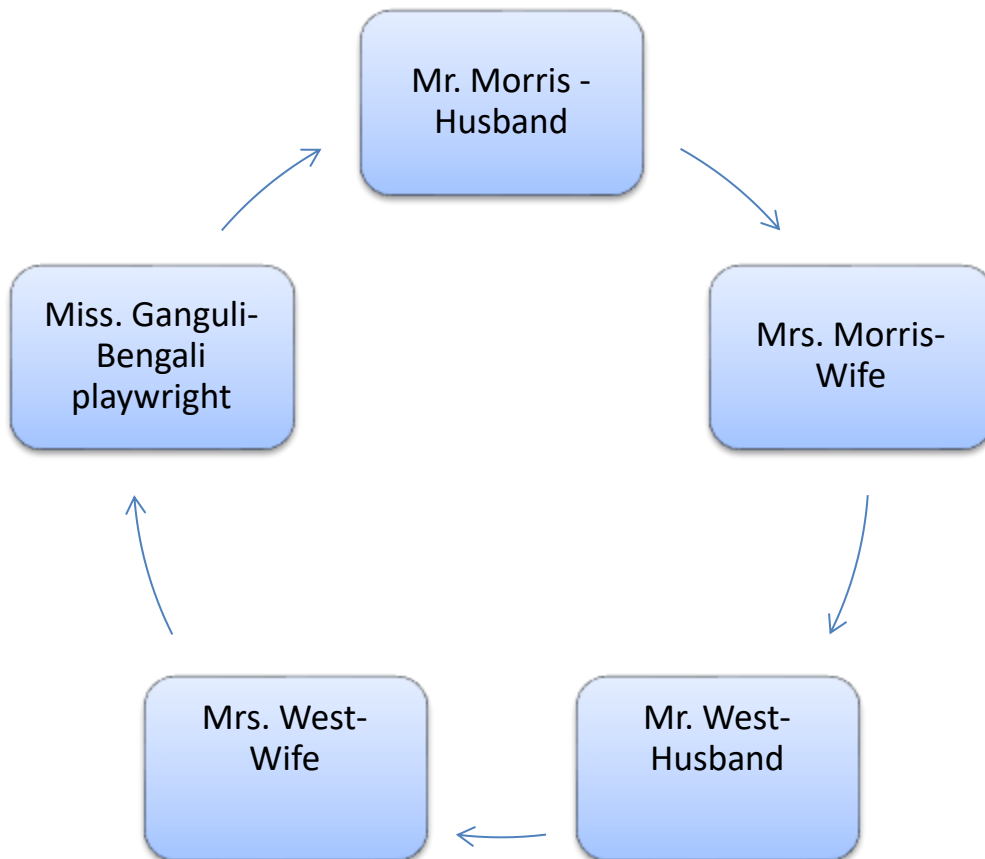


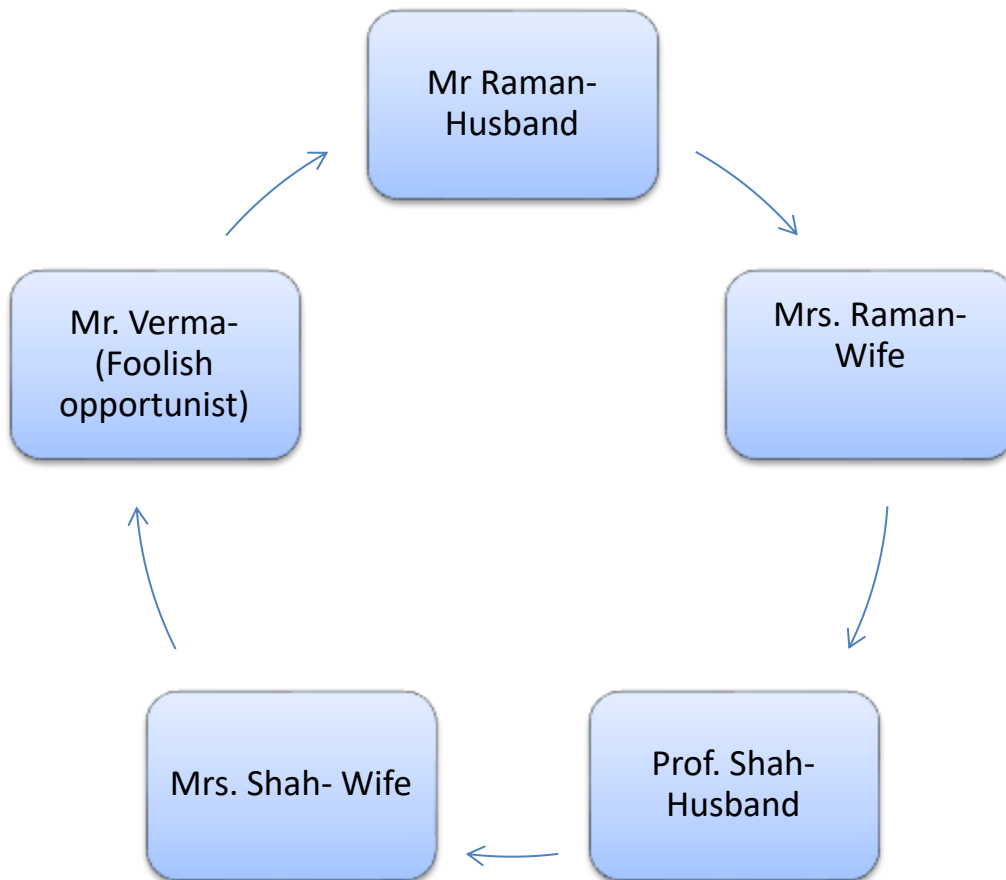
hollowness of the so called elite class of today who still look up to Americans visiting India. The play provides healthy social criticism with subtle touches of irony and satire. The play criticizes the servile way in which the Indians seem to compromise their self- respect in front of American visitors. Ezekiel brings out the blackness of the guests who are stupefied by what Mr. Morris says. The play is full of amusing situations and dialogues replete with humour.

#### Salient features

1. The satire in elite Indian class.
2. The audience passionate about American lifestyle.
3. The style and dialogue delivery is full of mockery.

#### Major Characters





## Literary Terms

1. **Farce-** is a type of comedy that uses absurd and highly improbable events in the events. Situations are humorous because of their ridiculous nature. Farce is both a verbal and physical humour, using deliberate character exaggeration by the actor.
2. **Hegemony-** is a term in political science, In the contemporary context, it is understood to mean 'dominance by consent'. Thus, domination is exerted not by force, nor even necessarily by active persuasion, but by a more subtle and inclusive power over economy and over state apparatuses such as education and media.

### 5.3 Main Body of the text

#### 5.3.1 Important Passages

1. Bengali has the most advanced literature in India, Mrs. Morris, according to foreign observers.



**Reference to the Context:-** These lines have been taken from the one act play "The Sleepwalkers", by Nissim Ezekiel. This is in the form of a force and satire where Indian men look upon the American or English as superior human beings.

**Explanation:-** Introducing Miss Ganguli to Mrs. Morris, Mr. West says that she is a Bengali playwright from Calcutta. In a vein of self-praise, Miss Ganguli says that Bengali has the most advanced literature in India. Miss. Ganguli doesn't even know that literature is not a thing to be observed. And then foreign observers can't be considered to be the ultimate judges of Bengali literature.

2. India is culturally rich, Mr. Morris though economically backward. Our spiritual life is so much better compared to materialistic America.

**Reference to the Context:-** These lines have been taken from the one-act play, 'The Sleepwalkers', by Nissim Ezekiel. This is in the form of a force and satire.

**Explanation-** These lines have been spoken by Prof. Shah to Mr. Morris when Miss Ganguli and Mr. Varma talk of the great play wrights in Bengali and Hindi. In his attempt to impress Mr. Morris, Prof. Shah says that India is cultural rich though economically backward with an air of superiority, he says, "Our spiritual life is so much better compared to materialistic America". What a consolation for being economically backward!

3. My stories are perfectly suitable for your magazine, Mr. Morris, My critics say they are totally without thought.

**Reference to the Context:-** These lines have been taken from the one act play, "The Sleepwalkers", by Nissim Ezekiel, This play has been written in the form of a force and a stature.

**Explanation:-** Describing the main feature of his magazine. Mr. Morris says, "In my magazine there is no thought". Even without thinking, the Indian guests start praising the magazine for investing for this quality and investing themselves with 'greatness'. These lines show how Indians become too willing to imitate even the absurdities of white skinned people.

4. Real living, the living that matters is living by doing. The more we do the happier we are. But we cannot be doing all the time. Sometimes we relax. We watch television. We listen to radio of the record player. We read magazines.



**Reference to the Context:-** These lines have been taken from the play” The Sleepwalkers” written by Nissim Ezekiel . An American, Mr. Morris comes to India in order to promote his magazine’ Blank’ .At the airport, he tells them so called Indian intellectuals that the aim of his magazine is to discourage thought.

**Explanation:-** In these lines an American, Mr. Morris is speaking. He continues speaking about his magazine. He says in real living only doing work is important. The light is not important. The more we do, more happy we will be. But we cannot do work all the time. We want relaxation also. At such times, his magazine will be very useful. People will be able to pass time by reading his magazine.

5. Unfortunately, these media which were originally used to abolish thought or to decrease it, are often used to provoke it. As long as people think they will come to different conclusions. These different conclusions are the true cause of division among human beings. When humanity doesn’t think, it is peaceful. Thinking divisions humanity into warring groups . In my magazine there is no thought.

**Reference to the context:-** These lines have been taken from the play” The Sleepwalkers” written by Nissim Ezekiel . An American, Mr. Morris comes to India in order to promote his magazine’ Blank’ . At the airport, he tells them so called Indian intellectuals that the aim of his magazine is to discourage thought.

**Explanation:-** In these lines, Mr. Morris is addressing his Indian friends. He says that in the past, the aim of the media was to abolish thought or to discourage it. But now they often provoke thought. When people think they come to different conclusions. These can be the division among people. Humanity is peaceful only it doesn’t think. Because of thought people are divided into violent groups. That is why there is no thought in his magazine.

6. We don’t analyze. We don’t separate one thing from another. We don’t make any distinction between what is important and what is unimportant . That makes for dis-comfort, Everything that happens is important and unimportant. They merge they become one. We merge with it. We are with it. We swing along. We swing along. We happen. In that way we discourage ideas.

**Reference to the context:-** These lines have been taken from the play” The Sleepwalkers” written by Nissim Ezekiel . An American, Mr. Morris comes to India in order to promote his magazine’ Blank’ . At the airport, he tells them so called Indian intellectuals that the aim of his magazine is to discourage thought.



**Explanation:-** In these lines, Mr. Morris says that in his magazine, they don't analyze. They don't separate one thing from the other. His magazine does not differentiate between the important and unimportant matters of life. All the happenings of life are important as well as unimportant. They are actually one and his magazine also merges with them. They flow along the happenings of the world. In this way, us are in the villages, and there's no entertainment in the villages or anything like that. You know, the way you have night clubs, and so on.

**Reference to the context:-** These lines have been taken from the play "The Sleepwalkers" written by Nissim Ezekiel. An American, Mr. Morris comes to India in order to promote his magazine 'Blank'. At the airport, he tells them so called Indian intellectuals that the aim of his magazine is to discourage thought.

7. Mr. Morris, all your foundations know about it, and they all help, many of them help, but you see we are five hundred million, and most of

**Explanation:-** These lines are spoken by Miss Ganguli. She is a Bengali playwright. She says that in the villages, there are no means of entertainment. That is why the population of village is increasing. In America, there are night clubs. But in the Indian villages, there are no such night clubs. She tells Morris that all the foundations of America know this fact. She believes that there should be some means of entertainment of the villagers.

### 5.3.2 Very Short Question Answers

**Q1.** What is a farce?

Ans A farce is a comedy that aims at entertaining the audience. It can be used as a satire to describe something that is supposed to be serious, but has turned ridiculous.

**Q2.** Why are the Indian guests wearing masks?

Ans In the play, the guests are wearing masks on their faces. It is because they don't have individuality. Before the American guests, they are all flatterers.

**Q3.** What kind of stories does Mr. Varma write?

Ans Mr. Varma tells Mr. Morris that his stories will be perfectly suited to his magazine. 'Blank'. He writes stories which are totally without thought.

**Q4.** What are the usual themes of Miss Ganguli's play?





Ans Miss Ganguli is a playwright. The themes for her plays are supplied by the government of India. These themes are mostly concerned with family planning.

**Q5.** Which reputed authors are referred in the play?

Ans Miss Ganguli and Mr. Morris are talking to each other about literature. At that point, she refers to the American writer Hemmingway and Indian writer Rabindernath Tagore.

**Q6.** Which American agencies sponsor family planning projects in India?

Ans Mr. Morris tells Miss Ganguli that American agencies like Ford Foundation and Reckfelter Foundation generally sponsor family planning projects in India.

**Q7.** How will the magazine 'Blank' contribute to containing violence in Bengal?

Ans Mr. Morris says that our thoughts create differences among people. His magazine 'Blank' will make people's minds blank. So they will not indulge in violence.

**Q8.** How, according to Mr. Morris, can a person be depersonalized?

Ans According to Mr. Morris, his magazine will teach people to give up their thoughts. When a person has no thoughts in his mind, he becomes depersonalized.

#### **5.4 Further Main Body of the text- Short Answer type Questions.**

**Q1.** Describe the incident where the sari of Mrs. Morris fell off?

Ans Mrs. Morris and Mrs. Raman have been talking to each other. Mrs. Morris likes Mrs. Raman's sari and wants to wear it. They go away for some time. When they come back, they have exchanged each other's dresses. Now Mr. Morris is in a sari and Mrs. Raman is in the western dress. Mrs. Kapoor tells her that her sari is a little too high. Mrs. Shan leans forward and gives the sari a tug from behind. At the same time Mrs. Kapoor gives a tug from the front. As a result her sari falls off. The ladies shriek and men come forward to help them. Mrs. Morris gathers up the sari and runs out.

**Q2.** What happens when Mr. Morris tells the Indian guests about his magazine?

Ans When the Indians listen to Mr. Morris, they all praise him. Some of them think that they can benefit from this magazine. When Mr. Morris says that he has four million subscribers, Mr. Raman offers himself to work as a correspondent for this magazine. Morris says that he will bring out editions in Indian language also. At this Mr. Varma offers to publish his stories in this magazine. He says that his stories will be greatly suitable for it because there is no thought in his stories. Miss Ganguli is a Bengali



playwright. She says that this magazine will be good for Bengal. Prof. Shah also says that Indians have reached a state of mind where thought is unnecessary.

**Q3.** The person laughed at is separate from the person laughing. Explain.

Ans Mr. Morris tells the Indians that there is no honour in his magazine. When we laughed, we laugh at somebody or something. The person laughed at is separated from the person who is laughing at him. This creates a division between them. The laughing of people at one another may lead to nations laughing at one another. This laughing of nations can cause conflicts. He says that laughter is not necessary for peace of mind. According to him, he who does not laugh, neither shall he weep. Thus he stresses that there is no need of humour or laughter in our lives.

**Q4.** How can the American magazine ‘Blank’ enable the readers to dispense with thinking?

Ans Mr. Morris says that his magazine ‘Blank’ will help people give up thinking. According to him thought is very harmful. Mr. Raman asks him how it is possible to avoid thought completely. We cannot help thinking. Mr. Morris agrees that we cannot help thinking. He says that in the modern time, there are many technological means for neutralizing thought. His magazine will help people give up thinking with the help of these means. Thus his magazine will be able to make people’s mind blank.

**Q5.** Bring out the significance of the title “The Sleepwalkers”

Ans Nissim Ezekiel’s play is a satire on the so-called Indian intellectuals and scholars. This play laughs at their pretensions and hollowness. They pose to be scholarly but their knowledge is shallow. It is important to note that the Indian guests in this play are wearing masks. It means that they do not have any individuality. They are all- alike. They behave as if they are walking in sleep. They are all flatterers of Americans That is why they all chant the praise of the Americans when Mr. Morris come. So the title of the play is very appropriate.

#### **5.4.1 Long Answer Type Questions**

1. The play is a sarcastic take on the so called liberal, modern, advanced men and woman of progressive India, Comment.

Ans Most men and women of the elite Indian society profess to be progressive in their outlook. They profess to be liberal, modern and advanced in their views. But in reality they are all slavish in their behavior. They blindly follow what western. The white skin is for them a sure mark of superiority.



They have no confidence in themselves. They would cower and cringe in front of a Britishers or American . They have no faith in their own ability and would seek recommendations and favours even for pretty things. It is this lot of the so- called liberal, modern advanced men and woman of progressive India that, the play, ‘ The Sleepwalkers ‘ has a take on.

In this play, we have some light Indian guests who have been invited to a reception arranged in honour of American editor and publisher, who has come to India to launch his new magazine. The Indian guests include Mr. and Mrs. Raman Mr and Mrs. Shah, Mr. and Mrs. Kapur, Mr. Verma and Miss Ganguli . Mr. Raman is a journalist who has studied journalism in New York. . Prof Shah is a poet and critic, Mr. Kapur is an editor, Mr. Verma is a short story writer and Miss Ganguli is a Bengali dramatist. Thus all these are educated people and are supposed to have their own individual and independent views.

But the fact is quite opposite of it. The playwright doesn’t allow them to show their faces all through the play. He makes them wear masks because they are just types and have no distinct individuality of their own. We can see the likes of them everywhere in our society . We can see prof. Shah in our educational institutions who for their lectures use notes they had prepared as students decades ago. We can see Mr. Verma who can seek recommendations and influence to have their short stories published. We can see Miss Ganguli who have no idea of the themes of their dramas. We see ladies whose husbands have whisky and meat while the ladies content themselves with orange juice and vegetables. Thus we are left with no doubts that the play is a satire on the servile and ludicrous behavior of the so called elite Indians.

### **Extended Language Skills- Book Review**

**- Book Review** A well written and comprehensive review can let you know whether that book worked as a communication tool between the author and reader or not. A review is the personal reflection of the reviewer's opinion about the book, in which he\she communicates to the readers; such as was the book good and worth reading? Was it thought- provoking and informative? To whom it is recommended?

1. An introductory paragraph:- It describes the main theme and contribution of the book in the field. Thus basically it explains what the book is about. It also describes the pertinent information about the author and what’s his/her standing in the field.



**2. The body of the review:-** It describes the key points of the book. It is the responsibility of a reviewer to avoid too much detail and discuss only few core points, and provide concrete evidence for assertions.

**3. A Conclusion:-** In this section, reviewer critiques the book and point out the weaknesses and strength in the use of evidence's the kind of provided evidence's and the inferences drawn. For concluding the write-up, the reviewer is required to sum up the ideas to provide the reader an outcome regarding the book.

A good book review is considered a commentary on the book not a summary of the book. An effective review should be educational, attractive and opinionated. Ideally, a book review should be written by an expert but anyone else who has some basic core knowledge of the subject, which the book covers can also do this job and write a satisfactory review.

### **While reviewing a book, one must look at the following points**

1. Subject of the book
2. Quality of the contents
3. Single author or multi- author books
4. Chapters or sections
5. Preface
6. Forward & who has written it.
7. References
8. Index
9. Highlighted important points

While reviewing any book, first of all carefully read its preface , it will give you the objective of writing that book and related information. It will help you a great deal and guide you about the authenticity of the issues subjects discussed in the book, which is always covered by those writing the foreword.

The review should be as comprehensive as possible and not only give enough information about the book to the reader but also attract him/ her to buy and read the book.

### **Main Points while reviewing a book**



1. What does the reader of the review need to be informed?
2. What was the purpose of the book?
3. What are the issues it explores& how well does it do this?
4. Did the authors accomplish that purpose?
5. What makes this book worth reading?

### **Characteristics of a good review**

1. It should be unprejudiced, balanced and professionally written.
2. Provide constructive feedback.
3. Create interest among the prospective readers about the book.
4. Be written in simple language
5. Be specific
6. Not be very long because readers have limited time.
7. Evaluate the book for its overall worth, thesis and short comings.

### **Sample Book review**

You have already learnt guidelines for writing effective book reviews keeping those in mind write a review of “The Sleepwalkers”

#### **A review of the One- Act- Play – “The Sleepwalkers”**

The play is the sharp satire on the so called intellectuals of India. In this the play wright seems to suggest that the root of all these lies in our aping of American ways. The craze of Indians for everything American is amply made fun of in” The Sleepwalkers” an” Indo – American Farce” . The Indian intellectuals who anxiously await the arrival of their, “ Daily American” can reffered to here as the “ Sleepwalkers”, fast asleep to what is happening around them. Instead of being themselves and relying on their on heads they look forward to the ‘ Superior American Heads’ , American town planer , American educational adviser , American architect , American consultant, American tea- taster, American garbage, American traffic control expert, even American white sunshine and air. Here the



playwright seems to suggest that colonialism is actually a two way process, not one. There is no dominance without docility.

But the Americans are not motivated by any humanitarian purposes in coming to India. They are business people. They are here to promote themselves. The voice in the airport suggests, "The Purpose of his visit" is to promote his magazine (Blank) in Indian meetings and to meet Indian writers and journalist. Mr. Morris says, "I am Just dying to see India". He makes it clear on what brings him to India. He says "I, ve got this magazine see. It could be sold here to your people. Back in the states, it's popular. Millions of copies are sold you have a big population, don't you? " So he has his eye on the, "Five hundred million", potential customers here the mention of which takes his breath away. He continues, "The More Magazines people read, The More Progress all round-----." Thus, the play is sarcastic take on the so called liberal, modern, advanced man and woman of progressive India.

### 5.5 Check your Progress

1. What is a farce?
2. Which reputed authors are referred to in this play?
3. What kind of stories does Mr. Varma write?
4. How does Ezekiel satirizes economic & cultured exchange programmes?
5. How can a person be depersonalized?

### 5.6 Summary

This play has been written in the form of a farce. It means to satirize the so called liberal, modern and educated men & women of progressive India. The play exposes the hollowness and shallowness of the so called elite classes of today who still look to the Americans for guidance & help. The play provides healthy social criticism with subtle touches of irony and satire.

The play begins with the line: "give us this day our daily American." It is a parody of the line from the Bible: "Give us this day our daily bread and forgive our sins-----!"

But here in this play, what the so-called educated intellectuals pray for is anything American, even without knowing what that thing is or can be- " American Tour Planner," " American Traffic Control Expert", " American Educational Advisor". They pray for even the American sunshine and American air as if they were not satisfied even with the air and sunshine their own land. Thus in the very



beginning of his play, the playwright makes it abundantly clear what a sarcastic picture of the Indian mind he is going to present before us. All the characters in the play, including the American visitors, are shown to be farcical not only in their actions, but in their thought also. The American visitor himself admits that Americans prefer to be below thought. And look at the 'elite' Indians who prefer to have as their ideal these 'below thought' people.

### 5.7 Keywords

Whispers murmurs

Distribution-Division

Influence-Effect

Frank-Open

Query-Inquiry

Glimpse-Glance

Permission-Allowance

Muffled-Subdued

### 5.8 Self- Assessment Test

1. Mr. Morris, all your foundations know about it, and they all help, many of them help, but you see we are five hundred million, and most of us are in the villages, and there's no entertainment in the villages or anything like that. You know, the way you have night clubs, and so on.
2. . Unfortunately, these media which were originally used to abolish thought or to decrease it, are often used to provoke it. As long as people think they will come to different conclusions. These different conclusions are the true cause of division among human beings. When humanity doesn't think, it is peaceful. Thinking divisions humanity into warring groups. In my magazine there is no thought.
3. My stories are perfectly suitable for your magazine, Mr. Morris, My critics say they are totally without thought.

(b) Self- Assessment Test

### 5.9 Answers to check your Progress



1. A farce is a play which has humorous elements in abundance.
2. Hemmingway & Rabindranath Tagore.
3. He writes stories which are totally without thoughts.
4. These are only farce as the Americans are interested in only those programmes which bring them money.
5. By giving up their thoughts.

### **5.10 References/Suggested Readings**

1. R R Rao – Perspectives on Nissim Ezekiel : Essays in Honour of Rosemary C. Wilkinson, 260,1989.





# Unit-2

# GRAMMER



<b>Subject:</b> English	
<b>Course Code:</b> ENGC-202	<b>Author:</b> Dr. Pallavi
<b>Lesson no:</b> 01	<b>Vetter</b>
<b>INTRODUCTION AND IMPORTANCE OF SPOKEN ENGLISH</b>	

### Lesson Structure

- 1.0 Learning Objectives**
- 1.1 Introduction**
- 1.2 Main Body of the Text**
  - 1.2.1 Speaking Skills- An Introduction**
- 1.3 Further Body of the text -Syllable**
- 1.4 Word stress**
- 1.5 Shifting of stress**
- 1.6 Intonation**
- 1.7 Check your Progress**
- 1.8 Summary**
- 1.9 Keywords**
- 1.10 Answers to Your Progress**
- 1.11 Self -assessment Questions**
- 1.12 Suggested Reading**



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## **Introduction and Importance of Spoken English**

### **1.0 Learning objectives**

The objective of this lesson is to discuss the importance of Spoken English. To acquire standard English pronunciation, fluency and accent, one must have knowledge of basic phonetics -English sounds, word accent and intonation.

### **1.1 Introduction**

Language plays a vital role in the acquisition of knowledge. Learning is the art of oral interaction in English has become indispensable today. Efficiency in spoken English is a passport to employment. Language learning ability is an unconscious but an effective process. Henceforth, language is learnt not naturally, but by effort.

### **1.2 Main Body of the Text**

The content of this lesson shall be presented as follows:

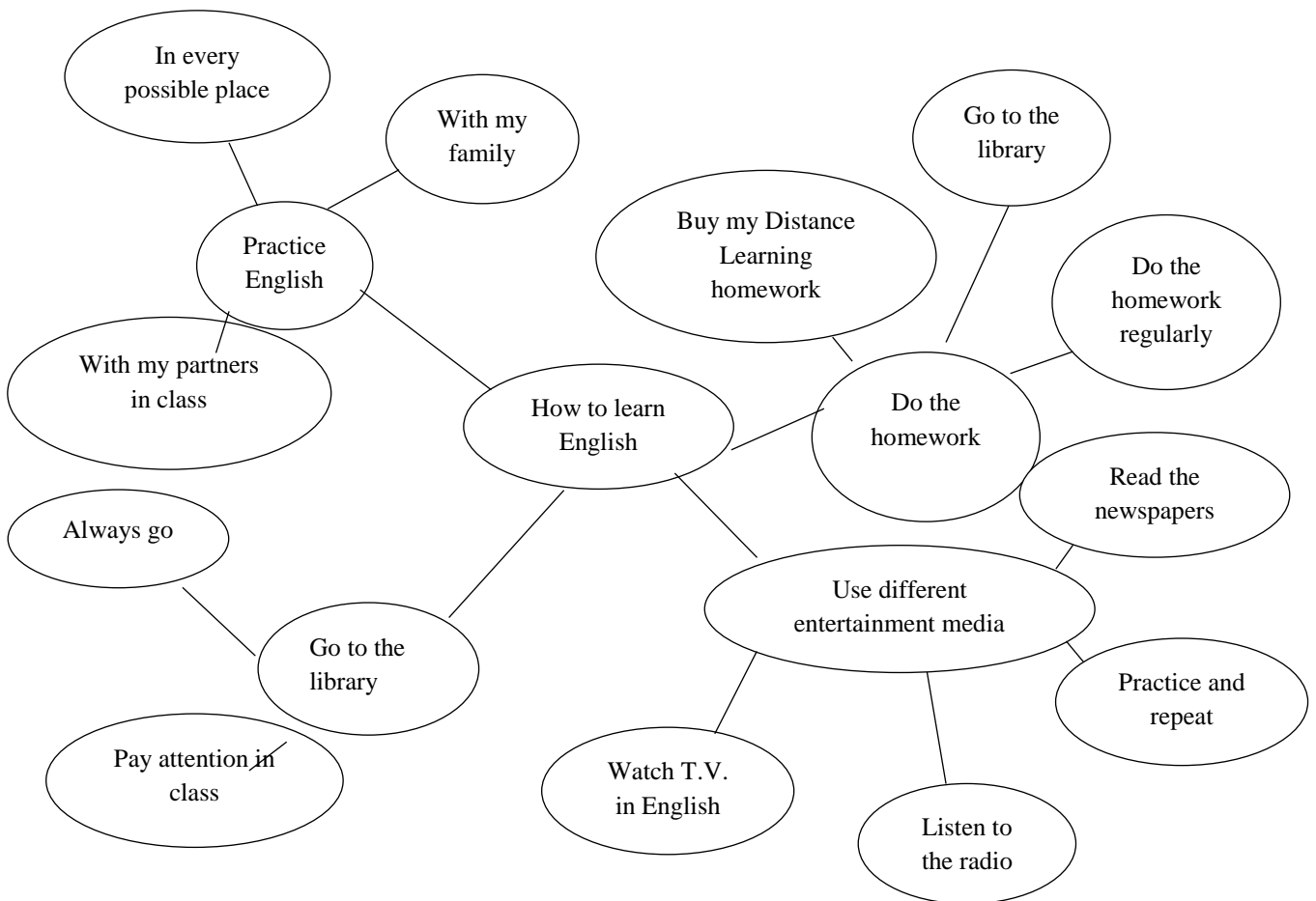
- . Spoken English- An Introduction
- Importance of Spoken English
- Effectiveness of Spoken English

### **Spoken English- An Introduction**

English has been universally accepted as the lingua franca , that is a common language used between people whose main languages are different. In informal and social circles, the use of interaction in English is gaining momentum. To achieve success in one's career good communication skills in English have become a necessary requirement. In communication process, effective oral skills in English make the encoding part strong, resulting in an equally effective decoding by the receiver. This can be done in three stages. First stage: understanding is the very first stage of knowing a word or a sentence. Then go for the second stage, try to visualize, a picture or a situation corresponding to the word or sentence, when it is third stage, you must be sure that you have understood the word, bring it in your usage, in speaking as well as writing. The way we speak aspects the image we project. One must become bright and deserving by the trails of speech and manner. It is quite a demanding task to learn and speak a non-native language fluently. In 21st century, lot of people had a common opinion that individuals learn the



art of conversing during their childhood by observing people around there and imitating them. However, this theory was later discarded as it couldn't explain the structural and grammatical mistakes children did when they spoke specific sentences. For example-a child might say to I "food give you me" in a family where no one would ever say that line. This means that even at such a tender age, a child's mind starts processing and creating new rules in speech. While language competency is inherited, the spoken is little bit harder. Constant speaking and listening to correct usage will incorporate the right rules of grammar in his brain. This doesn't mean that grammar can be neglected. A conversation becomes more meaningful with right usage of grammar but as with anything new, beginners should stress on speaking what they have learnt first, moving on.





- **Importance of Spoken English**

English is the second language in India. It is a medium in which great number of interactions takes place. In recent years, English has gained a lot of importance among the educated class, particularly the youth, who appears to be using as a mother tongue and not as a second language. The problem arises when these people face interviews, attend conferences or seek jobs in their own country as well as in other countries where use of such language is considered faulty and a sign of incomplete or poor education. Moreover, speaking English will enable you to contact people from all over the world. English is one of the most dominating languages of the world which is having its impact on every field of work. Speaking skills opens up the opportunities to study in the best universities in the world, which are, in fact, in the countries where they speak English. It is easy to learn. This is debatable and difficult depending upon who you speak to but it is generally accepted that English isn't the most difficult language to get grips with. Here are some reasons why spoken English is must.

1. English communication gives power and influence. Most of the modern day knowledge and communication tools work in English.
2. Social media works in English- Mainstream media has a majority influential English segment. If you don't know the language, you are denying yourself more than half the weapons.
3. English communication increases income. In a global market place, you reach to more customers if you can speak their language. All good jobs need good English communication skills. Business requires you to be able to talk to clients in English.
4. Knowledge of English helps make friends. Communication can be an easy platform where you share your ideas, views with the people not from your state, people not from your country.
5. English helps the world know our culture. The world is not about forcing people, it is about convincing them. It's called soft power. There are many ways to develop oral communication in English. The learner chooses them according to his/her own requirements and abilities. The following guidelines can be of great utility to the learners. The non-native learners of spoken English come across certain most commonly identified barriers during the process of learning and they should be aware of their specific barriers.

## **Hesitation**



A learner is highly error conscious and doesn't want to take risk of committing mistakes. A self-conscious learner, who cherishes this image of English may not open up due to the fear of hurting his/her public image. A hesitant and obsessive nature creates an invisible wall in our mind and stops us from free expression.

- **Limited Word Power:** During this initial stages of learning, one can mix words of other languages to maintain the flow of speaking and to build self –confidence. A limited vocabulary in English may become an impediment in learning or improving oral skills.
- **Weak Grammar Skills:** Weak grammar skills hamper effective communication. The speakers are not able to express their idea properly. At the same time, speaker's consciousness about his/her weak grammar causes hesitate. Strong language skills are an asset that will promote a lifetime of effective communication. Our speaking is the most important part of our being. Language provides us knowledge expertise and skills for various jobs, so that we can become effective members of society.
- **Effectiveness of Spoken English-** Effecting speaking means being able to say what you want to say in such a way that it is heard and acted upon. What you say means choice of words. Words you might use while chatting to a friend are likely to be quite different from those used in a formal presentation or interview. Use of short sentences are easier to process and understand .Using shorter sentences also creates urgency. Simpler words are also easier to understand. If you cannot explain something in simple terms, you have probably not understood it yourself. The voice can reveal about the personal history of your appearance. The sound of a voice and the content of speech can provide clues to an individual's emotional state.

It is an unbeatable fact that to be professionally successful, one has to be highly proficient in communication skills. There is always a need not only to learn these skills but also to upgrade from time to time. The effectiveness becomes highly approachable when listening exercises come into practice. Listening exercises have been to be highly fruitful. The learners according to their requirements are exposed to intensive listening of English sounds, recorded texts, speeches, group-discussions, tones, reviews and role plays. Specific stress should be laid on the development of oral skills. Development of listening skills demand training of the ear by an exposure to a wide variety of native and non-native



speakers, discussing familiar topics and using formal conversational deliveries. Listening strengthens the subconscious grasping of the nuances of the language and helps overcome the mother tongue and regional language barrier. To make learning faster and more effective audio visual effect can be brought in by making students listen and watch simultaneously. Advance learners may listen and watch CDs of jobs interviews, group discussions on various topics .Loud reading practice is a tested tool for bringing clarity and fluency in speaking.

In this way, a multimedia technology for effective speaking can be proved to be an excellent additional tool for strengthening, not only the listening but also the skills of word – building, grammar, reading and writing.

The word phonetic means using special symbols to represent each different speech sound and transcription refers to something that is represented in writing. I P A is used to represent the sounds of English language and is useful in describing pronunciation patterns or transcribing the words phonetically. Phonetic transcription is, thus, a kind of alphabetical writing in which each phonetic alphabet represent each sounds.

### 1.3 Syllable

To understand word accent, we should first know what is a syllable? A sound is the smallest unit of spoken English. The combination of sounds makes a syllable and the combination of syllables makes a word. Note down-each syllable has one vowel sound and may have one or more consonant sounds. A word can have one, two, or three syllables .Syllabic division is marked by a hyphen (-)

1. Monosyllabic words-/kaet/, /ma:sk/

2. Disyllabic word -/ ma:sta/

**1.4 Word Stress-** It must be understood that all the syllables combined into a word are not uttered with the same degree. We say one syllable very loudly and all the other very softly. If you have heard two stresses, you have heard two words.

#### Main points to be kept in mind

- (a) Stress is always placed on a syllable.
- (b) One word one stress.
- (c) Stress is marked by a vertical bar (') above and before the syllable.



(d) Vowel sounds /I/ and /a/ are weak sounds, syllables with these are generally not stressed

Merry/ 'meri

Obtain / ab'tein

**1.4.1 Word stress using Parts of Speech** - In these words stress is placed on the first syllable when the word is used as a noun or an adjective and on the second syllable, when it is used as a verb.

<b>Noun/Adjective</b>	<b>Verb</b>
'Absent	ab'sent
'Addict	ad'dict
'Contrast	con'trast
'Decrease	de'crease
'Export	ex'port
'present	pre'sent
'record	re'cord

#### 1.4.2 Word stress related to prefixes

Weak prefixes-a-,de-,be-,pre-,uh-,mis-,re-,is are not stressed in a word. These are stressed on the root word.

1. a- a'rise, a'far
2. de- de'fuse, de'clare
3. be- be'cause ,be'come
4. pre- pre'book, pre'amble
5. un - un'like, un'comfortable
6. mis - mis'conduct ,mis'deed
7. re - re'new, re'vise
8. il - il'legal, il'logical

Words ending in-'ever,-self or selves take primary stress

#### 1.4.3 Word stress in compound words

Who'ever            your'self





My'self            them'self

Which'ever        them'selves

With two nouns take stress on the first one

'postmaster        'lifeboat

'mainland            'milkman

'waiting room        'looking-glass

#### 1.4.4 The stress take on the second element when one is adjective plus noun

Prime minister

post'graduate

home'made

#### 1.4.5 When compound word , adjective with a numeral plus take stress on the second element

half'yearly

three'concerned

two'edged

e'lectrify

#### 1.4.6 Words ending in suffixes-ity,-iey,-fy and -crat are stressed on the third syllable.

facility

u'tility

e'lectrify

#### 1.4.7 Words ending in -ette,-ee,-eer,-ean,-een,-illa,-oo,-ique,-eum,-esque,-eur.carry stress on them

engi'neer        can'teen        pictu'resque

ciga'rette        bam'boo        mas'seur

devo'tee        an'tique        va'nilla

Euro'pean



**1.4.8 Words ending in =ial,-ian,-ion,-eous,-logy,-ific,-ious,-meter,are stressed on the syllable precedingthesuffix**

mu'seum	va'riety
re'medial	'various
phy'sician	deco'vation
combi'nation	ba'rometer
cou'rageous	fe'rocious
bi'ology	ter'rific

**1.5 Shifting of stress**

Stress shifts from the first syllable to the fourth syllable as the longer words are derived from the shorter ones. For eg-'hypocrite, hy'pocrisy, hypo'critical, 'politics, po'litical, poli'tician, politicization ,'family, fa'miliar , famili'arity,

**1.5.1 The inflexional suffixes- -d,-ed,-s,-es , ing and derivational suffixes-age, once,-en,-er,-ess,-ful**

For example -'pass - 'passed

Fade - 'faded

Mass - 'masses

Think - 'thinking

Suffer - 'sufferer

Duty - 'dutiful

Host - 'hostess

**1.5.2 Mark primary stress in the following words:**

limit,waiter,stupidity,courteous,donation,trouble,dissolve,minimum,reason,seldom,fluently,article,office ,romantic,translate,agree,journey,surprise,digest,object.

**1.6 Intonation** - It is the word used for some pattern in speech which is related to rise and fall of the voice in speaking, affecting the meaning of what is being said.



**1.6.1 Patterns of Intonation-** The degree of change in the pitch depends upon the intention of the speaker. Speaking variation in tone may be of four types

- Falling tone
- Rising tone
- Falling-rising tone
- Rising-falling tone
  - **Falling tone** - Here the pitch changes from a higher level to a low level. It conveys the mood of lack of interest.
  - **Define statements**

For ex- The 'movie is not interesting

- **Wh-questions asked casually**

'where you want to go?

- **Commands**

'shut the door"

- **Invitations:** come over for a cup of tea
- **Exclamations:** How nice of you!
- **Greetings :** Good morning

- **Rising tone-** Here the pitch rises from a low level to a high level. It conveys politeness, surprise, and concern.

- **Polite request**

'please come and help me

- **Wh questions asked to show concern**

'How is your son?

- **To show courtesy**

After you, ma' m

- **To encourage some one**

That's Ok



- **Greetings**

Good evening

- **Yes/No questions**

Has /he come

- **Falling rising tone-** Here the pitch falls and rises. It conveys doubt and polite inquiries.

- **Statements for correction of the information**

He 'teaches' French German

- **Incomplete statements**

If you don't finish it,

- **Statements showing a kind of reservation**

He is good (but no one likes him)

I'll do it tomorrow

- **Expressing warning**

Careful

- **Rising-falling tone-**Here the pitch rises and falls. It conveys enthusiastic, agreement and wonder.

- **Statements showing enthusiastic agreement**

It was terrific.

- **Questions showing suspicion**

'Will you be able to do it?

- **Exclamations showing irony:**

How clever of you!

- **Imperatives expressing haughtiness**

'Go and break your head.



## 1.7 Check Your Progress

Transcribe the following words using IPA symbols:

1. Women
2. bright
3. raise
4. address
5. deserve
6. plan
7. like
8. sheep
9. cloud
10. aim
11. once
12. flower
13. Waist
14. guide
15. clear
16. apple
17. army
18. foot
19. day
20. boat
21. choice
22. give
23. good
24. tour
25. murder
26. doubt
27. coffee
28. polite



29. virtue
30. bird
31. family
32. wealth
33. hurry
34. hate
35. cruel
36. queen
37. savage
38. shout
39. pool
40. battle
41. hurt
42. record
- 43.** gram

**1.8 Summary-** What we have seen the lesson is that English language is an always have been a diverse entity .It has changed dramatically over the centuries since it first arrived on the shores of Britain from the north of Europe, and these changes mean that the language that was spoken at that time is almost incomprehensible to us now. As the language has spread it has diversified, to such an extent that some scholars suggest that it is no longer accurate to talk of the single ,’English’ that instead there are many different English languages around the world today. At the same time English exists in the world today as a means of international communication as a way for people from different social groups to communicate with each other – and to fulfill this function it would seem that variation in the language needs to be curtailed trio a certain extent.

### 1.9 Keywords

**1. Syllable-** A unit of pronunciation having one vowel sound, with or without surrounding consonants forming of a word. For eg, there are two syllables in water and three in inferno.

**2. Word accent-** A district emphasis given to a syllable or word in speech by stress or pitch.

**3. Intonation-** It is the word used for a pattern in speech related to rise and fall of the voice.



### 1.10 Answers to Your Progress

1. wɪmɪn
2. brɑ:t
3. reɪz
4. ['æ.dres](#)
5. dɪ'zɜ:v
6. plæn
7. lɑ:k
8. ʃɪp
9. klaʊd
10. eɪm
11. wʌns
12. 'flaʊə
13. weɪst
14. gaɪd
15. klɪr
16. 'æpəl
17. 'ɑ:mi
18. fɒt
19. deɪ
20. bʊt
21. fɔ:ɪs
22. grɪv
23. [gʊd](#)
24. tɔ:r
25. 'mɜ:rdə
26. daʊt
27. ['kafi](#)
28. pə'laɪt
29. 'vɜ:ʃu



30. bɜːrd
31. ['fæməli](#)
32. 'wɛlθ
33. 'hɜːri
34. heɪt
35. ['kruəl](#)
36. kwɪn
37. ['sævədʒ](#)
38. ʃaʊt
39. pul
40. 'bætəl
41. hɜːrt
42. ['rɛkərd](#)
43. gram

### 1.11 Self- Assessment Questions

1. What is a syllable?
2. What is word accent?
3. Why is intonation important?
4. Discuss the importance of Spoken English in Society?
5. What are the essential points to be kept in mind while speaking?

### 1.12 Suggested Readings

1. English Grammar, Composition & usage : J.C Nestified ; Revised by
2. English Grammar; Raymond Murphy.
3. New Oxford Advanced Learners Dictionary.





<b>Subject:</b> English	
<b>Course Code:</b> ENGC-202	<b>Author:</b> Dr. Pallavi
<b>Lesson no:</b> 02	<b>Vetter</b>
<b>CLAUSES AND CONDITIONALS</b>	

### Lesson Structure

- 2.0 Learning Objectives
- 2.1 Introduction
- 2.2 Main Body of the Text
  - 2.2.1 Principal or Main Clause
  - 2.2.2 Sub-Ordinate Clause
  - 2.2.3 Co-ordinate Clause
- 2.3 Functions of a Noun Clause
- 2.4 Adjective Clause
- 2.5 Adverb Clause
- 2.6 Further Body of the Text - Conditionals
  - 2.6.1 Open Condition
  - 2.6.2 Rejected Condition
  - 2.6.3 Imaginary Condition
- 2.7 Check Your Progress
- 2.8 Summary
- 2.9 Keywords
- 2.10 Self- Assessment Test
- 2.11 Answers to Your Progress
- 2.12 Suggested Readings



## 2.0 Learning Objectives

1. Student will be able to recognize dependent and independent clauses.
2. Student will be able to identify subordinating conjunctions.
3. Student will be able to identify result and condition clauses in conditional sentences.
4. Distinguished between the various types of real and unreal conditional sentences.
5. Identify the main functions of real and unreal conditional sentences.
6. Produce a real variety of real and unreal conditional sentences.
7. Explain how verb tense functions in real and unreal conditional sentences

## 2.1 Introduction

In language, a **clause** is a part of the sentence that contains a verb. A typical clause consists of a subject and a predicate, the latter typically a verb phrase, a verb with any objects and other modifiers. However, the subject is sometimes not said or explicit, often the case in null-subject languages if the subject is retrievable from context, but it sometimes also occurs in imperative sentences and non-finite clauses. A simple sentence usually consists of a single finite clause with a finite verb that is independent. More complex sentences may contain multiple clauses. Main clauses (*matrix clauses, independent clauses*) are those that can stand alone as a sentence. Subordinate clauses (*embedded clauses, dependent clauses*) are those that would be awkward or incomplete if they were alone. The conditional sentences refer to what the speaker presents as possible/hypothetical consequences/outcomes. *In a simple form they consist of a main clause and an if clause.* Their usage is referred to as ‘the unreal past’ because we use a past tense but we are not actually referring to something that happened in the past. Many conditional forms in English are used in sentences that include verbs in one of the past tenses.

## 2.2 Clauses

- A Clause is a group of words-having a subject and a verb of its own, but it forms part of a sentence. A clause has no independent existence. An independent clause or simple sentence, states one idea. It can contain many other parts of speech, including prepositional phrases and modifiers, and might have the inferred “you” as the subject, a compound subject, or a compound



verb but it must have at least one complete subject and verb. A clause is a single sentence within a larger sentence, made of two or more than two clauses which are joined by suitable conjunctions.

**Clauses of three kinds**

**2.2.1 Principal or main clause**

**2.2.2 Sub –ordinate clause**

**2.2.3 Co-ordinate clause**

Clause1	Conjunction	Clause2
He saw the beggar	and	gave him a coin

**2.2.1 Principal or Main clause:**

It is the independent clause. It doesn't depend on any clause for its meaning.

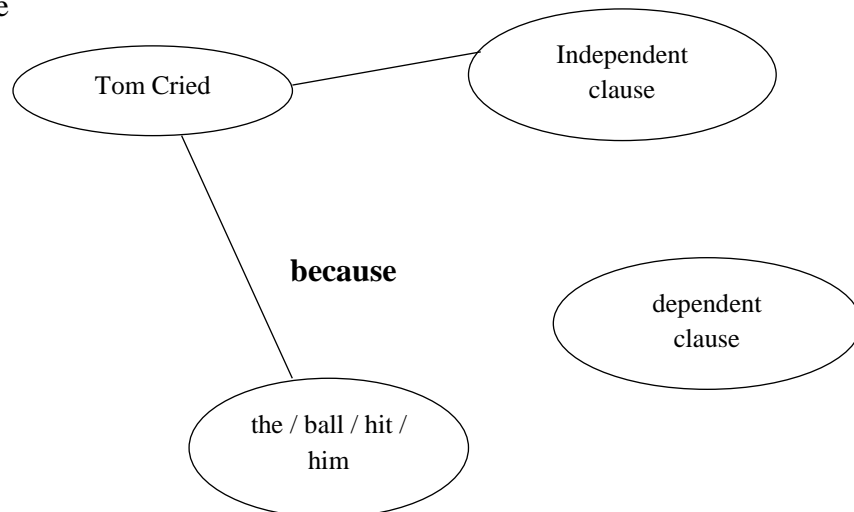
- I love the city where I was born

Principal/Main Clause

- It is certain that she will help you.

Principal/Main Clause

**Complex Sentence**



**2.2.2 Co-ordinate Clause-** A clause which is equally independent like the Principal clauses. It is joined by co-ordinate conjunctions like and, but, so, or, otherwise, either.

- I know him and I like him.

Independent Clause + conjunction + co-ordinate clause



- Work hard otherwise you will fail

Co-ordinate + conjunction + co-ordinate clause

➤ **Coordinating conjunctions**

- And, both, not only—but, also, as well as etc. are used to join co-ordinate clauses.

He stuck me and I fell down

- But, yet, nevertheless, however, still, whereas etc are used to express an idea which is different from the first one.

She ran fast but missed the but

- Or, either-----or, neither-----nor, else are used to join two alternatives to choose from

He is either a painter or a dancer.

- So, therefore accordingly are used to express a natural and obvious result

He felt tired, so he rested under a tree.

**Exercise for Practice**

Combine Simple sentence into a compound sentence by using conjunctions.

. The sun set .It grew dark

Eg.The sun set and it grew dark.

1. She is rich. She is unhappy.
2. He is smart. He is honest
3. She is ill .She cannot go to office.
4. Try harder. You will fail.
5. I know that you are a good boy

**2.2.3 Subordinate Clause**-A clause which is dependent on the Principal Clause.

Is called Sub ordinate clause

**Kinds of Subordinate Clauses**

**1. Noun Clause 2. Adjective Clause 3. Adverb Clause**

- (1) **Noun Clause**- functions as nouns in relation to the main clause.



Eg Listen to the teacher says what

Noun Clause- These are also called That clauses

- I know that he is honest.

Object and works as a noun. So, it's a noun clause.

So, it's a noun clause.

- Identification of Noun clause
- If the sub-ordinate clause give the answer to 'what'  
eg. How he solved the sum is not known.
- Noun clause start from : that, what, where, how, why, when

## 2.3 Functions of a Noun Clause

### 2.3.1 (Subject to a verb)

What he does is not known to me

### 2.3.2 (Object to a verb)

He promised that he would help me

### 2.3.3 (Object to a preposition)

I never believe in what he says.

### 2.3.4 (Object to an infinitive)

I am glad to hear that you have passed

### 2.3.5 (Object to an infinitive)

She believes in sharing whatever she has.

### 2.3.6 (Object to a participle)

Believing that he was honest, I pardoned him.

### 2.3.7 (Complement to a verb)

The fact is that she is innocent.

### 2.3.8 (In apposition to It)

It is true that they are dishonest



### Exercise for Practice

(Combine Simple sentence into a complex sentence)

(By using a Noun Clause)

eg. You said her something .It is true

What you said is true.

1. I was wrong. The teacher told me this.
2. You won a medal .I am happy to learn it.
3. You will pass. I am confident,
4. I said something. I am sorry for it.
5. He is going somewhere. I do not know.
6. He is wrong. I am sure of it.
7. What have you done? Tell me.
8. You said something. It is true.
9. You may pass or not. I am not interested in it.
10. Is it time for the train to start? Ask the guard.

### 2.4 Adjective Clause- describes a noun or a pronoun is the main clause.

Ex The book which has a green cover is mine.

Adjective Clause

#### The Adjective Clauses

It is also called a Relative Clause. It begins with Relative Pronouns (who, whom, whose, which, that) or Relative Adverbs (when, where, why) etc.

1. God helps those who help themselves
2. Do you know the reason why he is always late.

#### Combine simple sentences into a complex sentence

( By using an Adjective Clause)

Harsh keeps a pet dog .I like it

I like the pet dog which, Harsh keeps



1. I know the boy. He stole your purse.
2. Where were you born? Do you know the place?
3. She is my cousin. I often play with her.
4. A jug is lying on the table. The jug is full of milk.
5. Here is a road. This road leads to Delhi.
6. Show me the gift. She gave you a gift.
7. This is Mrs. Jones. Her son won a price.
8. A lady wrote this novel. She is coming to dinner.
9. Bring me a book. It is lying on the table.
10. You put it somewhere. Show me the place.

**2.5 Adverb Clause-** They modify the verb or an adjective or adverb by expressing their time, place, result, purpose, manner.

ex. Make hay while the sun shines

**The Adverb Clause:** A Subordinate clause that does the work of an adverb. It may be used to show, Time, Place, Condition, Comparison, manner, result etc.

1. Wait here till I return ( Showing Time)
2. You may go wherever you like (showing place)
3. Plants breathe as animals do (showing manner)
4. We eat that we may live ( showing purpose)
5. She failed because she wasted her time ( showing reason)
6. He ran so hard that he got tired ( showing effect)
7. If I make a promise, I keep it ( showing condition)
8. She is as tall as you are (showing comparison)
9. Though he is poor, he is honest ( showing contrast)
10. The higher we go ,the cooler it is( showing extent)

### **Combine Simple Sentences into Complex sentence**

(By using an Adverb Clause)

Ex. It might rain .It looks like that.

It looks as if it might rain.



1. She is poor. She is happy
2. You can go anywhere. I shall follow you
3. You say something. You will reap the same
4. I can't go. I have no ticket.
5. I waited for my friend. I waited till his arrival.
6. The wheat was ripe. The farmer harvested it.
7. He checked the pedals. Then he checked the breaks.
8. I was washing my hands. The telephone rang.
9. He entered the room. It began to rain.
10. Rita works hard. She wants to pass.

## 2.6 Conditionals-There are three kinds of condition.

### 2.6.1 Open condition.

This is such type of condition as may or may not be fulfilled. In it, the 'if' clause will invariably be in the present tense, and the main clause will be in the future tense.

**Structure - ( S+ will/shall/can/may+V1)**

**(a) If clause in present tense**

**ex. If it rains, he will not come in time.**

- **If he runs fast , he will reach in time.**
  - **If you want to lose weight, eat less bread.**
  - **If it stops snowing, we can reach safely.**
- (b) When the work is done automatically in a sentence.**
- **If you heat ice it turns to water.**
  - **If you boil water it turns to vapours.**
- (c) If+ Present Continuous Tense**
- **If you are waiting for a taxi, you should better go there.**
  - **If you are looking for Raja, you may find him in the park.**
- (d) If + Present perfect Conditional sentence**
- **If you have finished dinner, I will ask the waiter for ice cream.**





- If she has written the thesis, I will send it to the professor.

**2.6.2 Rejected Condition** -- This condition is related to the time of speaking (Present) but the condition is improbable in the present. Therefore 'were' is used the conditional clause of subjunctive past tense.

**Structure -- (S+ V2 + would/ should/ could + V1 + might )**

### 1. If clause in Past Tense

- If I had an umbrella I would lend it to you.
- If I had a brief case, I would give it to her.

### 2. When 2nd form of verb is used in 'If Clause'

- If he tried to threaten me I would inform his father.
- If a thief came into my room I would call you.

**3. When both If clause and main clause are in Past infinite Tense, the work has been done automatically one after another.**

- If anyone abused him he became angry.
- If she interrupted him he got angry.

**2.6.3 Imaginary Condition-** Here the sentence refers to the past tense. Hence there is no possibility for the condition. Something happened in the past but at present we only calculate the results.

**Structure- (If+S+had+V3+ -- would/should/could/might/have+V3)**

### 1. If Clause in Past Perfect Tense

- If she had invited me I would have attended the function.
- If he had come to me I would have helped him.
- If she had invited me I would have attended the function.

### ➤ **Other types of Conditional Sentences.**

#### (a). Use of would

If you would like to come I will arrange a party for you.

**(b). Use of If + Should**

If you should have any difficulty in getting newspaper, ring at this number.

**(c). Use of If + were**

If I were you, I would forgive him.

**(d). Use of Until**

-->. Until he comes back you will wait for him.

--> I will stay here until you complete your work.

**(e). Use of Unless**

--> You cannot pass unless you attend the college.

--> I cannot go to America unless I have a visa.

**(f). Use 'In Case**

--> Inform me in case you need money.

--> Turn on the light in case you need my help.

**(g). Use of 'So long'**

--> I shall support him so long he is here

--> So, long I am here I will assist in your work.

**(h). Use of ' Provided ' - means ' this is the condition**

--> I shall attend the meeting provided he also attends.

--> We shall support you provided you favour us

**(i). Use of 'Suppose '**

--> Suppose a monkey comes here what will you do?

--> Suppose she doesn't agree what can you do?

**(j). Use of 'But for ' --> means ' if it had not happened'**



--> But for the flood, I would have been arrived here yesterday.

### Exercise for Practice

#### Fill in the blanks choosing the appropriate word.

- (1). I will stay here \_\_\_\_ you came (until/ unless)
- (2). \_\_\_\_ you work hard, you can't secure first position. (Until / unless)
- (3). If I \_\_\_\_ you, I would forgive him. (was/ were)
- (4). If I were him, I \_\_\_\_ dismiss you. (may / would)
- (5). If it rains, he \_\_\_\_ not come. (will/ would)
- (6). If you boil water it \_\_\_\_ to vapour (turns/ will turn)
- (7). If you are waiting for a taxi, you \_\_\_\_ better go there. (Should/ would/ have )
- (8). If he had come here I \_\_\_\_ given him a room to stay. (would/ have )
- (9). If she \_\_\_\_ me, I would have attended the function. ( had invited / invited )
- (10). If he tried again he \_\_\_\_ pass. (Will / would)

### 2.7 Check your Progress

1. A good school is an institution and feels grateful long afterwards when he has gone out of the school. He feels proud of to fulfill his ambitions parents feel happy to know how a shy child, emerge as a confident young man from the school. This is to me.

2. Most of the parents do not know for life. They just go on complaining they go on finding faults with them. The parents do not know only the language of love

#### ➤ Check your Progress.

#### (Correct the following sentences)

- (1). If I was you, I would dismiss him.
- (2). Unless, he comes back, wait for him.
- (3). Until you work hard, you can't beat him.
- (4). Suppose she does not agree, what could you do?



(5). If he tried again, he can pass.

## 2.8 Summary

A clause is comprised of a group of words which includes a subject and a finite verb. A clause contains only one subject and one verb. The subject of a clause can be mentioned or hidden, but the verb must be apparent and distinguishable. The situation given in the conditional sentences is generally introduced by 'if' 'or' 'unless'. A conditional clause has two parts.

If clause

We can classify the conditional sentences into three

1. Open or probable condition
2. Improbable or Unfulfilled condition of the present
3. Impossible or Unfulfilled condition of the past

## 2.9 Keywords

1. **Clause-** A clause is a group of words having a subject and a verb of its own.
2. **Noun clause** – A clause which does the work of a noun in the sentence.
3. **Adjective clause-** A clause which does the work of an adjective in the sentence.
4. **Open Condition --** A condition which may or may not be filled ex. If it rains , the match will be cancelled. ( It may rain , or it may not)
5. **Rejected Condition --** A condition which might have been fulfilled but is not. ex -- We could start dinner if only Sita were here.

**6. Imaginary Condition --** The one which could not be true or which, even if it is not impossible, is not contemplated but is only advanced for the sake of argument

**Ex.** If I were a million are I would give generously to good causes.

## 2.10 Self- Assessment Question

Q.1. What is a clause?

Q.2. Explain Adverbial Clauses?

Q. 3. What is a conditional sentence?

Q. 4. How many types are there in conditional sentences?



---

## 2.11 Answers to your Progress

- (1). If I were you, I would dismiss him.
- (2). Until he comes back , wait for him.
- (3). Unless you work hard , you can't beat him.
- (4). Suppose she doesn't agree , what can you do ?
- (5). If he tried again , he could past

### Answers 1

1. where a child gets invaluable experience
2. what he has achieved
3. what a good school means

### Answers 2

1. how to prepare their children.
2. that their children do not come up to their expectation.
3. that the children understand only the language of love.

## 2.12 Suggested Readings

1. English Grammar, Composition & usage : J.C Nestified; Revised by
2. English Grammar; Raymond Murphy.
3. New Oxford Advanced Learners Dictionary.



<b>Subject:</b> English	
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<b>Lesson no:</b> 03	<b>Vetter</b>
<b>VOCABULARY BUILDING</b>	

### Lesson Structure

#### **3.0 Learning Objectives**

#### **3.1 Introduction**

#### **3.2 Main Body of the Text**

##### **3.2.1 Meaning of Synonyms**

##### **3.2.2 Meaning of Antonyms**

#### **3.3 Further Body of the Text – Idioms and Phrases**

#### **3.4 Check Your Progress**

#### **3.5 Keywords**

#### **3.6 Self- Assessment Questions**

#### **3.7 Answers to Your Progress**

#### **3.8 Suggested Readings**

## **Synonyms and Antonyms**

### **3.0 Learning Objectives**

The objective of this lesson is to generate a sense of knowledge in the youth. Importance of synonyms and antonyms makes students to understand the vocabulary in the usage of English. After studying this lesson, the students will be able to-



1. To get an introduction to Synonyms and Antonyms
2. To be able to distinguish one word from another with its slight change in meaning.
3. To build up a good vocabulary.
4. To get a knowledge about phrases.
5. To understand the meaning of idioms.

### 3.1 INTRODUCTION

Synonyms and Antonyms play an important role to use words appropriately in speech and writing. Words are the building blocks of spoken or written communication. A rich vocabulary is the area of language competence, which is directly related to all four skills of listening, speaking, reading and writing. Idioms and phrases are language specific and also vary from culture to culture. An idiomatic language is always better equipped to communicate as it lends charm and expression to a routine language. For non-native speakers idioms and phrases represent a challenge in understanding the language, because their meaning cannot be retrieved from the words.

### 3.2 Synonyms and Antonyms

The content of this lesson shall be presented as follows:

1. Meaning of synonyms
2. Meaning of antonyms

#### 3.2.1 Meaning of Synonyms

- Synonyms are the words that have the same or almost the same meaning with another.

For example,

Assist: help /support. The synonyms add vividness to the expression. The meaning can only be judged by the context in which it has been used.

Here are the some useful synonyms and antonyms for your ready reference.

1. Abandon - Desert , Leave ,Quit ,Forgo ,Renounce ,Surrender
2. Abrupt - Hurried, Sudden , Blunt, Curt, Brusque
3. Abstract - Hypothetical, Theoretic, Academic, Speculative, Ideal, Abstruse
4. Abundant - Ample , Generous, Heavy, Bountiful, Plentiful, Substantial



5. Accelerate – Haste, Hurry, Quicken, Hustle, Expedite, Speed Up
6. Accomplish – Achieve, Attain, Gain , Reach, Realize, Fulfill
7. Accumulate – Aggregate, Amass, Collect, Garner, Gather, Pile Up
8. Accuracy - Correctness, Exactness, Truth, Veracity, Precision, Rightness
9. Acquire - Gain, Get, Procure, Obtain, Secure, Win
10. Adequate - Enough, Satisfactory, Sufficient, Comfortable, Average, Decent
11. Acute - Critical, Crucial, Piercing, Sharp , Incisive ,Shrill
12. Adopt - Affirm, Approve, Confirm, Sanction, Pass, Ratify
13. Adventurous- Bold, Dare, devil , Daring, Dangerous, Risky, Enterprising
14. Affection - Attachment, Liking, Love , Fondness ,Loyalty ,Sentiment
15. Aggregate - Amount, Sum, Total , Totality, Entirety, Gross
16. Aggressive - Hostile , Militant, Combative, Contentious, Attacking
17. Alert - Observant, Vigilant , Wary, Watchful, Keen
18. Alliance - Coalition , League, Union, Association, Group ,Confederation
19. Alone - Lonely , Single ,Solitary ,Detached ,Isolated, Apart
20. Amazing - Astonishing, Fantastic, Fabulous, Incredible, Marvellous , Wonderful
21. Ambitious - Aspiring , Desirous ,Emulous ,Eager, Longing ,Ardent
22. Amuse - Entertain , Recreate ,Regale ,Divert ,Delight ,Please
23. Ancient - Old, Archaic , Timeworn, Primal ,Obsolete ,Outdated
24. Anxiety - Distress , Nervousness ,Unease, Concern, Worry ,Angst
25. Appealing - Tempting ,Interesting ,Alluring, Fascinating ,Charming ,Engaging
26. Appreciate – Value , Welcome, Admire ,Cherish ,Escalate ,Recognize
27. Approve - Accept , Like, Support ,Ratify, Recognize, Endorse
28. Arrogance - Haughtiness, Insolence, Egotism, Prism, Superciliousness, Conceit
29. Artificial - Synthetic, Sham, Fake, Deceptive, Unnatural, False





- 
30. Astonishing- Surprising, Astounding, Amazing, Fabulous, Incredible
  31. Attentive - Intent, Heedful, Regardful, Considerate, Responsive
  32. Attract - Appeal, Draw, Entice, Allure, Magnetize, Fascinate
  33. Authentic - Credible, Genuine, Trustworthy, Valid, Real, Originate
  34. Average - Common, Acceptable, Moderate, Usual, Typical, Ordinary
  35. Avoid - Escape, Shun, Evade, Elude, Duck, Dodge
  36. Aware - Alive, Awake, Cognizant, Mindful, Attentive, Responsive
  37. Awful - Dreadful, Shocking, Horrible, Terrible, Ghastly, Appalling
  38. Awkward - Clumsy, Graceless, Inept, Cumbersome, Inelegant
  39. Baffle - Amaze, Confuse, Puzzle, Rattle, Stun, Astound
  40. Ban - Boycott, Prohibition, Restriction, Censorship, Embargo, Suppression
  41. Bankrupt - Insolvent, Penniless, Ruined, Destitute, Broke, Impoverished
  42. Beat - Bang, Bash, Batter, Cane, Castigate, Drub
  43. Beneath - Below, Underneath, Under, Down, Unworthy, Covered
  44. Benevolent - Benign, Caring, Chivalrous, Considerate, Humane, Generous
  45. Beneficent - Charitable, Kind, Helpful, Generous, Compassionate
  46. Betray - Deceive, Delude, Forsake, Abandon, Break Faith, Cross
  47. Bind - Attach, Affix, Annex, Rivet, Secure, Append
  48. Bland - Boring, Dull, Flat, Insipid, Unexciting, Monotonous
  49. Blend - Combine, Mix, Brew, Concoct, Fuse, Instill, Mingle
  50. Block - Bar, Impede, Obstruct, Choke, Clantog, Congest
  51. Blunt - Dull, Abrupt, Curt, Gruff, Short, Brusque
  52. Boast - Brag, Praise, Crow, Exult, Vaunt, Prate
  53. Bothersome - Annoying, Irksome, Troubling, Irritating, Vexatious, Provoking
  54. Boundless - Endless, Limitless, Unlimited, Infinite, Immeasurable, Plenty



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55. Broadminded- Liberal, Progressive, Open, Tolerant, Flexible, Radical
56. Bully - Intimidate, Menace, Threaten, Browbeat, Bludgeon, Cow
57. Calm - Peaceful, Quiet, Serene, Placed, Detached, Nonchalant
58. Casual - Accidental, Informal, Natural, Spontaneous, Relaxed
59. Cautious - Careful, Prudent, Wary, Chary, Gingerly, Circumspect
60. Chaos - Clutter, Confusion, Disarray, Jumble, Muddle, Disorder
61. Charming - Delightful, Enchanting, Heavenly, Attractive, Appealing, Lovely
62. Cheater - Defrauder, Swindler, Trickster, Crook, Scammer, Deceiver
63. Clumsy - Awkward, Graceless, Unskilled, Inept, Unwieldy, Unmanageable
64. Coarse - Crude, Rough, Uncivilized, Uncouth, Obscene, Filthy
65. Collusion - Conspiracy, Connivance, Intrigue, Plot, Scheme, Machination
66. Compact - Dense, Close, Crowded, Packed, Tight, Heavy
67. Complain - Grouch, Grump, Whine, Fret, Fuss, Grieve
68. Complex - Complicated, Intricate, Elaborate, Knotty, Tangled, Convoluted
69. Concise - Brief, Compendious, Laconic, Succinct, Terse, Summary
70. Conflict - Confrontation, Hostility, Strife, Discord, Dissent, Variance,
71. Conquer - Defeat, Overcome, Subdue, Rout, Surmount, Vanquish
72. Contradictory-Contrary, Converse, Diametric, Opposite, Polar, Reverse
73. Courteous - Attentive, Considerate, Polite, Solicitous, Genteel, Mannerly
74. Curtail - Abbreviate, Abridge, Condense, Reduce, Shorten, Cut
75. Deadly - Fatal, Lethal, Mortal, Ghastly, Malignant, Baneful
76. Decline - Refuse, Reject, Dismiss, Fall, Deteriorate, Descend
77. Delicate - Elegant, Exquisite, Fine, Feeble, Fragile, Sensitive
78. Delight - Pleasure, Joy, Cheer, Exult, Rejoice, Gladden, Gratify
79. Demolish - Destroy, Destruct, Raze, Shatter, Wreck, Smash



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80. Deny - Contradict, Negate, Disallow, Reject, Refuse, Repudiate
81. Depart - Exit, Leave, Retire, Drop, Demise, Deviate
82. Despair - Anguish, Dejection, Melancholy, Misery, Sorrow, Despondency
83. Detain - Delay, Retard, Hold, Lag, Confine, Imprison
84. Devastate - Ravage, Waste, Plunder, Smash, Pillage, Raze
85. Diligent - Assiduous, Industrious, Studious, Earnest, Attentive
86. Diminish - Abate, Decrease, Dwindle, Lessen, Rebate, Reduce
87. Diplomatic - Discreet, Sensitive, Tactful, Politic, Astute, Adept
88. Disclose - Bare, Show, Unveil, Convey, Transmit, Impart
89. Distant - Far, Faraway, Remote, Offish, Reticent, Solitary
90. Distinct - Clear, Sharp, Pronounced, Visible, Manifest, Unambiguous
91. Distract - Disturb, Flurry, Fluster, Perturb, Ruffle, Unsettle
92. Dominant - Commanding, Governing, Ruling, Authoritative, Prevailing
93. Downfall - Descent, Collapse, Fall, Bane, Ruination, Undoing
94. Drowsy - Dozy, Sleepy, Slumberous, Somnolent, Soporific, Nodding
95. Dubious - Doubtful, Skeptical, Uncertain, Ambiguous, Chancy
96. Dumb - Inarticulate, Mute, Silent, Stupid, Mute, Dimwitted
97. Ebb - Abatement, Letup, Wane, Dwindling, Drop, Slackening
98. Elegant - Graceful, Exquisite, Delicate, Fine, Stylist, Pleasing
99. Eminent - Celebrated, Established, Illustrious, Notable, Famed, Prominent
100. Enhance - Aggravate, Heighten, Intensify, Boost, Plug, Embellish
101. Enormous - Giant, Herculean, Immense, Mammoth, Massive, Stupendous
102. Erase - Delete, Efface, Expunge, Obliterate, Abolish, Extinguish
103. Essential - Basic, Fundamental, Vital, Integral, Elementary, Requisite
104. Eternal - Everlasting, Infinite, Incessant, Perpetual, Relentless, Immortal



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105. Exaggerate- Inflate, Magnify, Overstate , Hyperbolize , Boast ,Emphasize
106. Exclude - Debar , Eliminate Bar ,Except ,Rule Out ,Omit
107. Excuse - Condone , Remit, Absolve ,Spare ,Relieve, Discharge
108. Expensive – Costly , Dear ,High ,Exorbitant ,Over-Priced, Lavish
109. Extensive - Large-Scale, Spacious, Considerable, Sweeping, Far-Reaching, Expansive
110. Extinct - Dead , Defunct ,Lifeless ,Departed ,Vanished, Lost
111. Extinguish- Douse , Quench ,Annihilate ,Abolish, Quash, Obliterate
112. Extrovert – Gregarious, Outgoing , Communicative ,Unreserved, Boisterous
113. Fabulous - Amazing, Astounding , Phenomenal, Legendary ,Splendid, Terrific
114. Facilitate – Ease, Expedite , Aid ,Promote, Further ,Speed Up
115. Fair - Attractive , Gorgeous ,Pretty ,Auspicious ,Benign ,Unbiased
116. Faithful - Allegiant , Loyal, Trustworthy, Credible, Rigorous ,Precise
117. Fake - Bogus, Counterfeit , Fraudulent ,Phony ,Spurious ,Sham
118. Fatal - Deadly , Lethal ,Mortal ,Vital, Disastrous ,Critical
119. Fictitious- Fanciful , Invented ,Made-Up, Artificial ,Assumed, Fabricated
120. Finite - Definite , Limited, Precise ,Restricted, Specific, Exact
121. Flatter - Adulate , Enhance ,Praise ,Blandish ,Butter Up, Slaver
122. Flexible - Ductile, Malleable, Pliable , Resilient, Adaptable ,Supple
123. Flourish - Bloom, Thrive, Prosper, Flower , Shine, Brandish
124. Fluent - Easy , Flowing ,Fluid ,Graceful, Smooth
125. Frank - Candid , Forthright ,Ingenuous, Straightforward ,Open, Plainspoken
126. Fraud - Cheat , Swindle ,Charlatan ,Impostor ,Phony ,Fake
127. Futile - Barren , Useless, Vain, Fruitless ,Unsuccessful ,Unprofitable
128. Gain - Acquire, Procure, Secure, Accomplish , Attain
129. Gallant - Audacious, Dauntless, Heroic , Plucky ,Valiant ,Mettlesome



130. Generous - Lavish, Liberal, Magnanimous, Bountiful, Copious, Substantial
131. Genius - Brilliance, Aptitude, Flair, Knack, Talent, Bent
132. Gentle - Mild, Tender, Delicate, Faint, Moderate, Slight
134. Gloomy - Cheerless, Bleak, Dismal, Morose, Sullen, Melancholic
135. Glorify - Exalt, Acclaim, Eulogize, Praise
136. Gorgeous - Ravishing, Stunning, Glorious, Magnificent, Splendid, Attractive
137. Grateful - Appreciative, Thankful, Congenial, Agreeable, Gratifying, Welcome
138. Grief - Sorrow, Anguish, Despair, Heartbreak, Distress, Gloom
139. Guilty - Culpable, Blameworthy, Censured, Damned, Condemned, Doomed
140. Hardship - Asperity, Difficulty, Adversity, Affliction, Catastrophe, Distress
141. Harmony - Accord, Agreement, Conformity, Congruence, Rapport
142. Harsh - Coarse, Jagged, Rugged, Hoarse, Jarring, Acerbic
143. Hateful - Malicious, Malevolent, Malignant, Nasty, Spiteful, Vicious
144. Hazardous - Dangerous, Jeopardous, Perilous, Treacherous, Chancy, Risky
145. Homely - Plain, Unattractive, Uncomely, Simple, Ordinary, Comfortable
146. Horrific - Horrible, Horrid, Terrible, Awful, Dreadful, Beastly
147. Hostile - Belligerent, Combative, Contentious, Pugnacious
148. Humorous - Amusing, Comic, Jocular, Witty, Facetious, Funny
149. Hurdle - Bar, Barrier, Block, Clog, Hamper, Impediment
150. Ideal - Exemplary, Model, Standard, Perfect, Supreme, Hypothetical
151. Identical - Same, Similar, Equal, Equivalent, Tantamount, Even
152. Ignorant - Illiterate, Uneducated, Unaware, Oblivious, Unacquainted
153. Immense - Enormous, Monumental, Vast, Titanic, Colossal, Elephantine
154. Inclusive - Comprehensive, Expansive, Extensive, Sweeping, Widespread
155. Different - Dispassionate, Objective, Just, Apathetic, Nonpartisan, Square



156. Industrious-Assiduous , Diligent Hardworking ,Studious ,Sedulous ,Laborious
- 157 .Infinite - Boundless , Eternal, Endless, Unlimited ,Countless ,Innumerable
158. Initial - Inceptive ,Beginning ,Introductory ,Maiden ,Primary
- 159 .Innovative- Ingenious , Inventive ,Original ,Improvised ,Unprecedented
- 160 .Insane - Crazy, Draft , Unsound, Maniac ,Lunatic ,Dotty
161. Intensify – Aggravate , Deepen, Enhance ,Heighten, Redouble ,Increase
- 162 .Intimate - Close, Familiar ,Friendly, Interior ,Confidential, Personal
163. Invert - Reverse , Transpose ,Turn ,Flip Upturn , Black track
- 164 .Invincible- Impregnable ,Indomitable, Unconquerable ,Unbeatable
- 165 Irritate - Aggravate, Bug ,Exasperate ,Fret ,Peeve ,Nettle
166. Isolate - Seclude , Segregate ,Insulate, Detach ,Remove
- 167 .Jade - Wear , Fatigue ,Drain, Tire ,Down, Enervate
- 168 .Jocular - Comedic , Facetious ,Humorous ,Funny ,Witty ,Frolicsome
- 169 .Jolt - Bump , Collision ,Smash ,Shock ,Crash ,Blow
- 170 .Jubilant - Exultant ,Happy ,Triumphant ,Elated, Euphoric ,Gleeful
171. Judicious – Prudent , Rational, Balanced, Sensible ,Sound ,Reasonable
172. Jumble - Muddle , Scramble ,Disarray ,Disrupt ,Befuddle ,Confound
- 173 .Junk - Discard, Dispose Of Scrap , Dump ,Jettison ,Chuck
- 174 .Justify - Rationalize , Vindicate ,Corroborate ,Substantiate ,Apologize ,Defend
- 175 .Keen - Alert , Ardent , Fervent , Preceptive ,Sensitive, Sharp
176. Knit - Fasten , Affix ,Link ,Loop ,Intermingle ,Weave
177. Knock - Censure , Criticism ,Condemnation ,Blame ,Rap ,Smash
178. Kudos - Accolade , Distinction ,Acclaim ,Applause ,Eulogy ,Plaudit
179. Lavish - Luxurious , Opulent ,Extravagant ,Prodigal ,Profuse ,Generous
180. Lean - Bony , Lanky ,Meager ,Slender ,Succinct



181. Lethal - Deadly , Fatal ,Mortal ,Vital ,Destructive
182. Lethargic – Sluggish , Stuporous ,Torpid ,Apathetic ,Detached ,Indifferent
183. Liberal - Progressive , Tolerant ,Broad-Minded ,Modern ,Generous
184. Loafer - Bum , Drone ,Idler ,Sluggard ,Lazybones ,Wanderer
185. Loyal - Faithful , Staunch ,Steadfast ,Devoted ,Allegiant ,Trustworthy
186. Lunatic - Crazy , Demented ,Insane Distraught ,Maniac ,Unsound
187. Magnificent –Glorious , Splendid, Grand ,Noble, Outstanding
188. Majestic - August , Imposing ,Grandiose ,Lordly ,Stately ,Sublime
189. Mammoth - Colossal , Enormous ,Huge ,Prodigious ,Sensation ,Wonder
- 190 .Marvel - Miracle , Phenomenon ,Prodigy ,Sensation ,Wonder
191. Masculine – Macho , Manly, Manlike ,Mannish, Virile
192. Mean - Malevolent , Spiteful, Vicious ,Ignoble ,Sordid ,Niggard
193. Mentor - Advisor , Consultant ,Counsellor ,Trainer ,Coach ,Guide
194. Merge - Blend, Fuse, Mingle , Amalgamate ,Stir, Mix
195. Midst - Centre , Median ,Middle, Midpoint ,Deep, Interior
196. Minute - Diminutive , Dwarf ,Minuscule ,Tiny ,Pygmy
200. Miserly - Close-Fisted, Niggard , Parsimonious , Pernurious ,Stingy ,Pinching
201. Misfortune- Adversity, Haplessness, Affliction, Casualty, Mishap, Unluckiness
202. Moderate - Modest, Reasonable, Temperate, Conservative, Restrained, Mild
203. Monstrous - Atrocious, Heinous, Gruesome, Scandalous, Gigantic, Mighty
- 204 .Motivate - Goad, Impel, Prod, Prick, Spur, Stimulate
205. Muddy - Murky, Roiled, Turbid, Drab
206. Mute - Dumb, Inarticulate, Mum, Silent, Voiceless, Wordless
207. Native - Congenial, Inherited, Inborn, Indigenous, Aboriginal
208. Naughty - Mischievous, Immodest, Indecent, Unbecoming, Unseemly



209. Neglect - Disregard, Ignore, Slight, Default, Fail, Omit
210. Negligible- Inconsiderable, Paltry, Petty, Trifling, Slender, Slight
211. Nervous - Agitated, Anxious, Concerned, Jittery, Restive, Tense
212. Nurture - Cultivate, Foster, Nourish, Nurse, Discipline, Train
213. Obedient - Amenable, Compliant, Conformable, Docile, Submissive, Supple
214. Objective - Concrete, Substantial, Equitable, Nonpartisan, Realistic
215. Obsolete - Outdated, Useless, Discarded, Archaic, Antique, Superseded
216. Obstacle - Bar, Barrier, Block, Clog, Hurdle, Hinderances
217. Obvious - Apparent, Clear, Distinct, Visible, Plain, Evident
218. Omit - Drop, Eliminate, Remove, Default, Fail, Neglect
219. Opaque - Blurred, Dusky, Foggy, Hazy, Misty, Sooty
220. Original - Fundamental, Prime, Authentic, Genuine, Innovative, Initial
221. Orthodox - Conventional, Recognized, Sanctioned, Conservative
222. Outstanding-Noticeable, Prominent, Remarkable, Salient, Extraordinary
223. Pacify - Appease, Assuage, Conciliate, Mollify, Propitiate, Soothe
224. Pathetic - Pitiabile, Rueful, Deplorable, Lamentable, Distressing, Miserable
225. Peerless - Matchless, Incomparable, Singular, Unmatched, Alone, Unequal
226. Pessimist - Defeatist, Cynic, Doomsayer, Killjoy, Downer, Worrier
227. Precise - Categorical, Definite, Accurate, Specific, Genteel, Puritanical
228. Prescribe - Decree, Dictate, Fix, Impose, Lay Down, Ordain
229. Prime - Superior, Splendid, Foremost, Paramount, Premier, Original
230. Proficient- Adept, Crack, Masterly, Professional, Skilled, Expert
231. Prolific - Fecund, Fertile, Fruitful, Productive, Proliferous, Rich
232. Prolong - Elongate, Extend, Lengthen, Protract, Stretch, Prolongate
233. Prompt - Foment, Goad, Impel, Instigate, Motivate, Pique





234. Prosperous- Booming, Flourishing Prospering, Thriving, Auspicious
235. Provisional- Interim, Temporary, Acting, Conditional, Provisory, Tentative
236. Prudent - Rational, Sage, Sapiient, Sensible, Cautious, Circumspect
237. Pushy - Audacious, Brazen, Cheeky, Insolent, Impertinent, Sassy
238. Puzzling - Arcane, Cabalistic, Cryptic, Enigmatic, Mysterious, Occult
239. Pack - Charlatan, Fake, Fraud, Humbug, Impostor, Phony
240. Quick-Witted-Alert, Clever, Intelligent, Keen, Sharp, Smart
241. Random - Desultory, Haphazard, Indiscriminate, Spot, Unplanned, Chance
242. Rash - Brash, Foolhardy, Impetuous, Impulsive, Reckless, Temerarious
243. Reasonable - Consequent, Levelheaded, Sage, Discreet, Restrained, Modest
244. Rebuke - Admonish, Castigate, Chastise, Chide, Reprimand, Reprove
245. Regard - Contemplation, Concern, Solicitude, Caution, Cognizance
246. Reliable - Dependable, Responsible, Trustworthy, Impeccable, Loyal
247. Relieve - Allay, Alleviate, Assuage, Mitigate, Lessen, Palliate
248. Reluctant - Averse, Indisposed, Disinclined, Loath, Unwilling, Diffident
249. Remarkable - Arresting, Marked, Salient, Preeminent, Outstanding, Singular
250. Renovate - Reinstate, Rejuvenate, Restitute, Refurbish, Restore, Revamp
251. Renowned - Celebrated, Eminent, Distinguished, Illustrious, Prominent
252. Resemblance- Affinity, A likeness, Similarity, Analogy, Conformity
253. Resist - Withstand, Buck, Challenge, Contest, Dispute, Traverse
254. Resourceful- Ingenious, Inventive , Aggressive, Talented, Venturesome, Enterprising
255. Respect - Admiration, Appreciation, Esteem, Repute, Prestige, Regard
256. Retain - Hold, Recollect, Reminisce, Revive, Engage, Hire
257. Revengeful - Spiteful, Vengeful, Vindictive, Rancorous, Implacable, Resentful
258. Rewarding - Advantageous, Lucrative, Profitable, Remunerative, Bountiful, Beneficial



259. Riddle - Conundrum, Enigma, Mystery, Perplexity, Puzzle, Maze
260. Ridicule - Deride, Gibe, Jeer, Jest, Mock, Scoff
261. Rigid - Inflexible, Unyielding, Immutable, Adamant, Incompliant, Stubborn
262. Rival - Competitor, Contender, Contestant, Opponent, Combatant, Emulous
263. Ruthless - Unscrupulous, Merciless, Unprincipled, Fierce, Callous
264. Scatter - Dispel, Disperse, Dissipate, Diffuse, Disseminate, Radiate
265. Severe - Demanding, Stern, Bleak, Brutal, Dour, Momentous
266. Shatter - Fracture, Rift, Smash, Ruin, Splinter, Wreck
267. Shortcoming- Deficiency, Defect, Inadequacy, Paucity, Scarcity, Flaw
268. Solitary - Detached, Isolated, Lonesome, Secluded, Reticent, Singular
269. Spectacular- Dramatic, Sensational, Theatrical, Breathtaking, Astounding
270. Spontaneous- Impulsive, Instinctive, Volitional, Natural, Unrestrained, Unpremeditated
271. Steadfast - Determined, Unbending, Unflinching, Unwavering, Resolute, Steady
272. Steep - Abrupt, Bold, Precipitous, Stiff, Lofty, Elevated
273. Straightforward- Candid, Downright, Ingenuous, Forthright, Plainspoken, Frank
274. Superficial- Cursory, Shallow, Sketchy, Apparent, Ostensible, Seeming
275. Sympathetic- Empathetic, Compassionate, Condolatory, Understanding, Pitying, Commiserative
276. Swift - Breakneck, Expeditious, Fleet, Hurried, Rapid, Speedy
277. Talkative - Chatty, Conversational, Garrulous, Loquacious, Talky
278. Tame - Domesticate, Moderate, Soften, Subdue, Tone Down, Bust
279. Tempting - Bewitching, Enchanting, Enticing, Fascinating, Winsome, Alluring
280. Tender - Gentle, Mild, Soft, Delicate, Dainty, Frail
281. Thrilling - Electrifying, Exhilarating, Moving, Stimulating, Exciting, Uplifting
282. Tidy - Orderly, Spruce, Taut, Uncluttered, Moderate, Snug
283. Transparent- Crystalline, Limpid, Lucid, See- Through, Pellucid, Vaporous



284. Tribute - Commendation, Compliment, Salute, Salvo, Testimonial
285. Triumph - Conquest, Victory, Win, Exultation, Jubilation, Success
286. Ugly - Hideous, Unsightly, Horrid, Roiled, Rugged, Cranky
287. Ultimate - Underlying, Utmost, Transcendent, Unsurpassable, Fundamental, Essential
288. Vacant - Empty, Void, Idle, Inane, Vacuous, Otiose
289. Vain - Futile, Hollow, Conceited, Egoistic, Narcissistic, Otiose
290. Valid - Cogent, Just, Authentic, Authoritative, Convincing, Credible
291. Vanish - Disappear, Evanesce, Evaporate, Fade, Exit, Dematerialize
292. Vast - Enormous, Giant, Immense, Heroic, Monstrous, Walloping
293. Versatile - All- Round, Multifaceted, Protean, Adaptable, Ambidextrous, Resourceful
294. Vigilant - Alert, Observant, Open-Eyed, Wakeful, Wary, Watchful
295. Violate - Breach, Contravene, Infringe, Transgress, Flout, Ravish
296. Visionary - Farsighted, Chimerical, Delusive, Illusive, Fanciful, Notional
297. Vivid - Bright, Colourful, Flamboyant, Graphic, Expressive, Meaningful
298. Vulgar - Humble, Ignoble, Mean, Boorish, Crass, Bawdy
299. Wayward - Aberrant, Balky, Capricious, Erratic, Fickle, Forward
300. Weaken - Decline, Degenerate, Fade, Languish, Sink, Wane
301. Wicked - Evil, Iniquitous, Reprobate, Malignant, Spiteful, Venomous
302. Widespread - All-Inclusive, Comprehensive, Expansive, Extensive, Sweeping, Far-Reaching
303. Witch - Enchantress, Sorceress, Beldam, Crone, Siren, Temptress
304. Withhold - Abstain, Forbear, Hold, Retain, Reserve, Refrain
305. Witty - Comedic, Facetious, Humorous, Jocular, Scintillating, Sparkling
306. Zeal - Ardour, Enthusiasm, Fervour, Passion, Intentless, Alacrity
307. Zigzag - Crinkled, Crooked, Fluctuating, Inclined, Meandering, Transverse

### 3.2.2 Meaning of Antonyms



An antonym is a word opposite in meaning with another. To express contrast between two objects, persons or situations, antonyms are the best option. They can also be formed by using prefixes .for example, competent: incompetent, organize.

### ANTONYMS

1. Abandon - Continue, Keep, Pursue
2. Abrupt - Smooth , Gradual ,Courteous
3. Abstract - Concrete, Definite, Factual
4. Abundant - Rare ,Tight , Scarce
5. Accelerate – Decelerate , Retard, Slow Down
6. Accomplish - Fail, Forsake , Give Up
7. Accumulate - Disperse , Scatter, Dissipate
8. Accuracy - Inaccuracy, Error, Anomaly
9. Acquire - Forfeit , Forgo, Relinquish
10. Adequate - Deficient, Wanting, Insufficient
11. Acute - Dim, Dull, Obtuse
12. Adopt - Disclaim, Disown, Spurn
13. Adventurous- Cautious, Safe, Timid
14. Affection - Enmity, Hatred, Dislike
15. Aggregate - Single, Individual, Separate
16. Aggressive - Complaisant ,Laid-Back ,Easy-Going
17. Alert - Asleep, Drowsy , Inattentive
18. Alliance - Antagonism, Discord, Hostility
19. Alone - Together , Accompanied ,Escorted
20. Amazing - Ordinary , Commonplace ,Average
21. Ambitious - Content , Unassuming ,Satisfied
22. Amuse - Bore, Annoy , Fatigue



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23. Ancient - Modern , New ,Young
  24. Anxiety - Composure , Assurance ,Quietude
  25. Appealing - -Disagreeable ,Unappealing ,Off-Putting
  26. Appreciate – Disregard, Condemn, Disapprove
  27. Approve - Censure, Deplore, Disallow
  28. Arrogance - Humility, Meekness, Servility
  29. Artificial – Genuine, Real, Natural
  30. Astonishing- Dull, Unimpressive, Boring
  31. Attentive - Heedless, Inattentive, Neglectful
  32. Attract - Repel, Repulse, Deter
  33. Authentic - Counterfeit, Fake, Unreal
  34. Average - Exceptional, Outstanding, Unusual
  35. Avoid - Face , Seek ,Want
  36. Aware - Ignorant, Unaware, Insensitive
  37. Awful - Pleasing , Charming ,Beautiful
  38. Awkward - Dexterous , Adept, Skillful
  39. Baffle - Enlighten, Explain, Clarify
  40. Ban - Allowance, Permission, Approval
  41. Bankrupt - Solvent, Prosperous, Wealthy
  42. Beat - Aid, Assist, Help
  43. Beneath - Up, Overhead, Above
  44. Benevolent – Malevolent, Mean, Spiteful
  45. Beneficient- Malicious, Misanthropic, Uncharitable
  46. Betray - Defend, Protect, Support
  47. Bind - Detach, Break, Free



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48. Bland - Delicious, Distinctive, Sharp
49. Blend - Separate, Disintegrate, Dissociate
50. Block - Open, Clear, Release
51. Blunt - Pointed, Sharp, Polite
52. Boast - Be Modest, Be Quiet
53. Bothersome – Convenient, Helpful, Smooth
54. Boundless - Limited, Restricted, Less
55. Broadminded- Orthodox, Conservative, Narrow- Minded
56. Bully - Support, Ease, Assuage
57. Calm - Turbulent, Violent, Wild
58. Casual - Planned, Premeditated, Deliberate
59. Cautious - Rash, Hasty, Imprudent, Unguarded, Heedless, Careless
60. Chaos - Calm, Harmony, Order
61. Charming - Offensive, Repellent, Terrifying
62. Cheater - Honest, Truthful, Simple
63. Clumsy - Expert, Dexterous, Adroit
64. Coarse - Smooth, Refined, Sophisticated
65. Collusion - Discord, Separation, Estrangement
66. Compact - Loose, Slack, Uncondensed
67. Complain - Applaud, Commend, Praise
68. Complex - Evident, Obvious, Plain
69. Concise - Expansive, Elaborate, Lengthy
70. Conflict - Agreement, Concord, Peace
71. Conquer - Retreat, Succumb, Yield
72. Contradictory – Consistent, Reconciled, Agreeing



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73. Courteous - Rude, Impolite, Uncivilized
74. Curtail - Extend, Lengthen, Prolong
75. Deadly - Nonfatal, Harmless, Lively
76. Decline - Increase, Rise, Accept
77. Delicate - Coarse, Harsh, Robust
78. Delight - Trouble, Sadden, Dismay
79. Demolish - Build, Repair, Restore
80. Deny - Admit, Allow, Confess
81. Depart - Arrive, Come, Enter
82. Despair - Joy, Cheerfulness, Happiness
83. Detain - Liberate, Release, Free
84. Devastate - Build, Construct, Enrich
85. Diligent - Languid, Lazy, Lethargic
86. Diminish - Expand, Prolong, Extend
87. Diplomatic - Artless, Tactless, Boorish
88. Disclose - Conceal, Hide, Withhold
89. Distant - Adjacent, Close, Neighboring
90. Distinct - Fuzzy, Hazy, Vague
91. Distract - Appease, Reassure, Pacify
92. Dominant - Humble, Modest, Reserved
93. Downfall - Ascent, Rise, Success
94. Drowsy - Alert, Awake, Lively
95. Dubious - Certain, Reliable, Trustworthy
96. Dumb - Articulate, Vocal, Smart
97. Ebb - Incline, Increase, Rise



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98. Elegant - Crude, Unrefined, Rough
99. Eminent - Unremarkable, Lowly, Unknown
100. Enhance - Lower, Minimize, Reduce
101. Enormous - Insignificant, Minute, Tiny
102. Erase - Add, Insert, Create
103. Essential - Auxiliary, Subsidiary, Secondary
104. Eternal - Brief, Ephemeral, Transient
105. Exaggerate - Play, Down, Understate, Depreciate
106. Exclude - Accept, Include, Allow
107. Excuse - Blame, Condemn, Incriminate
108. Expensive - Cheap, Inexpensive, Moderate
109. Extensive - Narrow, Restricted, Limited
110. Extinct - Alive, Extant, Existing
111. Extinguish - Light, Enact, Establish
112. Extrovert - Introvert, Reserved, Quiet
113. Fabulous - Ordinary, Simple, Common
114. Facilitate - Block, Detain, Hinder
115. Fair - Partial, Unjust, Ugly
116. Faithful - Dishonest, Unreliable, Treacherous
117. Fake - Genuine, Original, True
118. Fatal - Nourishing, Harmless, Helpful
119. Fictitious - Actual, Factual, Genuine
120. Finite - Endless, Infinite, Unlimited
121. Flatter - Belittle, Castigate, Condemn
122. Flexible - Rigid, Stiff, Unyielding





- 
123. Flourish - Languish, Stunt, Hinder
124. Fluent - Uneven, Intermittent, Irregular
125. Frank - Secretive, Evasive, Divisive
126. Fraud - Honest, Ethical, Forthright
127. Futile - Useful, Productive, Fertile
128. Gain - Forfeit, Lose, Waste
129. Gallant - Cowardly, Timid, Afraid
130. Generous - Mean, Miserly, Stingy
131. Genius - Inability, Incapacity, Weakness
132. Gentle - Crude, Rough, Violent
134. Gloomy - Cheerful, Sunny, Bright
135. Glorify - Castigate, Condemn, Criticize
136. Gorgeous - Homely, Ugly, Ordinary
137. Grateful - Thankless, Heedless, Critical
138. Grief - Delight, Exhilaration, Ecstasy
139. Guilty - Blameless, Innocent, Truthful
140. Hardship - Benefit, Assistance, Ease
141. Harmony - Disagreement, Discord, Clash
142. Harsh - Mild, Pleasing, Soft
143. Hateful - Amiable, Harmless, Loving
144. Hazardous - Guarded, Safe, Secure
145. Homely - Attractive, Modern, Charming
146. Horrific - Comforting, Reassuring, Satisfying
147. Hostile - Agreeable, Friendly, Gentle
148. Humorous - Morose, Sad, Tragic



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149. Hurdle - Furtherance, Assistance, Help
- 150 .Ideal - Flawed, Imperfect, Problematic
151. Identical – Distinct, Diverse, Dissimilar
152. Ignorant - Aware, Knowledgable , Literate
153. Immense – Minute , Tiny , Paltry
- 154 Inclusive – Exclusive, Narrow, Selective
- 155 Indifferent – Concerned , Caring, Sympathetic
- 156 Industrious- Indolent, Lethargic, Slack
- 157 Infinite- Definite, Limited, Measurable
- 158 Initial – Closing, Final, Last
- 159 Innovative- Customary, Habitual, Traditional
- 160 Insane – Sane, Rational, Logical
- 161 Intensify – Weaken, Soothe, Lower
- 162 Intimate – Formal, Incompatible, Cool
- 163 Invert- Advance, Forward, Hold
- 164 Invincible- Beatable, Conquerable, Breakable
- 165 Irritate – Assuage, Please, Aid
- 166 Isolate- Integrate, Incorporate, Mingle
- 167 Jade- Amuse, Excite, Exhilarate
- 168 Jocular- Morose, Serious, Grave
169. Junk – Keep, Hold, Preserve
- 170 Justify- Assail, Impugn, Protest
- 171 Keen – Reluctant, Uninterested, Indifferent
- 172 Knock- Compliment, Praise, Endorsement
- 173 Kudos- Censure , Condemnation, Vituperation



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- 174 Lavish- Economical, Scanty, Scarcet  
175 Lethargic- Active, Lively, Vivacious  
176 Loafer- Hard Worker, Workaholic, Overachiever  
177 Majestic- Shabby, Low, Humble  
178 Marvel – Anticipation, Normalcy, Usualness  
179 Mean – Affectionate, Gentle, Dignified  
180 Mentor- Adversary, Opponent, Student  
181 Merge – Divide, Separate, Part  
182 Midst – Exterior, Outside, Outer  
183 Monstrous- Average, Common, Cultured  
184 Motivate- Depress, Dissuade, Impede  
185muddy- Bright, Lucid, Explicit  
186 Mute – Articulate, Communicative, Vocal  
187 Native- Alien, Foreign, Discharge  
188 Naughty- Modest, Proper, Behaved  
189 Neglect- Honour, Respect, Regard  
190 Negligible- Significant, Major, Important  
191 Nurture- Deprive, Ignore, Neglect  
192 Obedient- Insolent, Mutinous, Insolent  
193 Objective- Prejudiced, Partial, Subjective  
194 Obsolete- Contemporary, Current, Modern  
195 Obstacle - Assistance, Clearance, Opening  
196 Obvious – Ambiguous, Obscure, Vague  
197 Omit- Include, Insert, Inject  
198 Opaque- Lucid, Unclouded, Transparent



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- 199 Original – Derivative, Latest, Newest
- 200 Orthodox- Heterodox, Progressive, Radical
- 201 Outstanding-Inferior, Ordinary, Average
- 202 Pacify - Agitate, Incite, Upset
- 203 Pathetic – Cheerful, Worthwhile, Delightful
- 204 Peerless – Inferior, Mediocre, Subordinate
- 205 Pessimist- Optimist, Dreamer, Hoper
- 206 Precise- Ambiguous, Inexact, False
- 207 Prescribe- Dismiss, Reject, Ban
- 208 Prime- Inferior, Secondary, Unimportant
- 209 Proficient- Clumsy, Inept, Incompetent
- 210 Prolific- Barren, Impotent, Unproductive
- 211 Prolong- Abbreviate, Shorten, Compress
- 212 Prompt- Depress, Halt, Dissuade
- 213 Prosperous- Languishing, Stunted, Losing
- 214 Provisional- Certain, Definite, Permanent
- 215 Prudent- Indiscreet, Unrealistic, Unwise
- 216 Pushy- Unassuming, Modest, Quiet
- 218 Puzzling- Comprehensible, Intelligible, Understandable
- 219 Quack – Regular, Typical, Usual
- 220 Quick-Witted- Slow, Stupid, Dim
- 221 Random- Definite, Specific, Systematic
- 222 Rash – Cautious, Planned , Thoughtful
- 223 Reasonable- Immoderate, Irrational, Rash
- 224 Rebuke- Applaud, Commend, Extol



- 225 Regard- Neglect, Thoughtlessness, Indifference
- 226 Reliable- Deceptive, Undependable, Disloyal
- 227 Relieve- Harm, Hurt, Incite
- 228 Reluctant- Anxious, Eager, Enthusiastic
- 229 Remarkable- Ordinary, Insignificant, Common
- 230 Renovate- Demolish, Destroy, Ruin
- 231 Renowned- Unknown, Inferior, Unremarkable
- 232 Resemblance- Contrast, Diversity, Dissimilarity
- 233 Resist- Encode, Scramble, Tangle
- 234 Resourceful- Dull, Unimaginative, Inactive
- 235 Respect- Disdain, Dishonor, Disrespect
- 236 Retain – Release, Loss , Spend
- 237 Revengeful – Compassionate, Merciful, Considerate,
- 238 Riddle,- Solution, Understanding, Knowledge
- 239 Ridicule- Praise, Regard, Consider
- 240 Rigid- Bending, Pliant, Yielding
- 241 Rival- Associate, Partner, Aside
- 242 Ruthless- Sympathetic-,Sparing, Merciful
- 243scatter- Hoard, Gather, Accumulate
- 244 Severe- Amendable, Comprising, Willing
- 245 Shatter- Fix, Mend, Repair
- 246 Shortcoming- Advantage, Sufficiency, Plenty
- 247 Solitary- Accompanied, Together, Sociable
- 248 Spectacular- Ordinary, Usual,Plain
249. Spontaneous- Deliberate, Intended, Planned



250 Steadfast- Disloyal, Unreliable, Shaky

### 3.3 Idioms and Phrases

- |                                     |   |                                    |
|-------------------------------------|---|------------------------------------|
| 1. A B C                            | - | Elementary Knowledge about A Thing |
| 2. To Back Up                       | - | To Support                         |
| 3. To Give the Back                 | - | To Turn Back                       |
| 4. To Bear the Brunt Of             | - | To Bear The Main Attack            |
| 5. To Burn the Candle At Both Ends  | - | To Be Extravagant                  |
| 6. To Be Born With A Silver Spoon   | - | To Be Born In A Rich Family        |
| In One's Mouth                      |   |                                    |
| 7. To Be In The Good Books Of       | - | To be the favourite of             |
| 8. To Be On The Horns of Dielemma - |   | In A Critical Position             |
| 9. To Break One's Heart             | - | To Disappoint                      |
| 10. To Break With A Person          | - | To Quarrel                         |
| 11. To Bell The Cat                 | - | To Lead In Danger                  |
| 12. To Beard A Man                  | - | To Oppose Or Challenge Man         |
| 13. To Burn The Hatchet             | - | To Make Peace                      |
| 14. To Bring The Light              | - | To Make Known                      |
| 15. To Break The Ice                | - | To Break A Silence                 |
| 16. To Bring To Book                | - | To Punish                          |
| 17. To The Backbone                 | - | Completely                         |
| 18. To Call To Account              | - | To Demand An Explanation Form      |
| 19. To Call In Question             | - | To Express Doubt                   |
| 20. To Call A Spade A Spade         | - | To Speak The Truth                 |
| 21. To Catch Red-Handed             | - | To Be Caught In The Very Act       |
| 22. To Come To Flaws                | - | To Quarrel                         |



23.	To Comply With	-	To Act According To Directions Or Orders Given
24.	To Come Off With Flying Colours	-	To Come Out With Brilliant Success
25.	To Cry For The Moon	-	To Desire An Impossible Thing
26.	To Come Of Age	-	To Attain The Age Of Twenty One
27.	To Cut A Sorry Figure	-	To Make A Bad Show
28.	To Curry Favour	-	To Seek Favour By Flattering
29.	To Cross The Rubican	-	To Take A Decisive Step
30.	To Clear Off	-	To Pay
31.	To Cry Out Against	-	To Protest
32.	To Clinch The Issue	-	To Settle The Matter
33.	To Die In Harness	-	To Die While Working
34.	To Go To Dogs	-	To Be Ruined
35.	To End In Smoke	-	To Fail
36.	To Fall A Prey To	-	To Become A Victim Of
37.	To Follow Suit	-	To Follow The Example
38.	To Get Into Hot Water	-	To Be In Difficulties
39.	To Give Oneself Airs	-	To Be Proud
40.	To Grease The Palm	-	To Bribe
41.	To Gain The Upper Hand	-	To Become Successful
42.	To Hit Below The Belt	-	To Act Unfairly
43.	To Keep Body And Soul Together	-	To Maintain Life
44.	To Keep At An Arms-Length	-	To Avoid
45.	To Laugh In One's Sleeves	-	To Laugh Secretly
46.	To Lead To An Altar	-	To Be Married



- |     |                                  |   |   |
|-----|----------------------------------|---|---|
| 47. | To Lose The Day                  | - | To Be Defeated  |
| 48. | To Look Through Coloured Glasses | - | To Look With Prejudiced Mind                          |
| 49. | To Move Heaven And Earth         | - | To Try Ones Earth                                     |
| 50. | To Make Both Ends Meet           | - | To Live Within Ones Income                            |
| 51. | To Pay Back In The Same Coin     | - | To Treat A Person In The Same Way As He<br>Treats You |
| 52. | To Play Truant                   | - | To Stay Away From School Without Leave                |
| 53. | To Pocket An Insult              | - | To Bear An Insult                                     |
| 54. | To Play Into The Hands Of        | - | To Be Guided By                                       |
| 55. | To Pick Holes                    | - | To Find Fault   |
| 56. | To Run Into Debt                 | - | To Be Under Debt                                      |
| 57. | To Set At Naught                 | - | To Treat As Of No Account                             |
| 58. | To Smell A Rat                   | - | To Suspect Foul Play                                  |
| 59. | To Spare No Pains                | - | To Make Every Effort                                  |
| 60. | To Task To Task                  | - | To Reprove  |
| 61. | To Take To One's Heels           | - | To Run Away   |
| 62. | To Take Time By The Forelock     | - | To Catch From Opportunity                             |
| 63. | To Turn The Tables               | - | To Reverse Success                                    |
| 64. | To Throw Down The Gauntlet       | - | To Challenge  |
| 65. | To And Fro                       | - | Here And There  |
| 66. | A Rainy Day                      | - | For The Time Of Need                                  |
| 67. | At One's Wit's End               | - | To Be Puzzled   |
| 68. | At The Eleventh Hour             | - | At The Last Moment                                    |
| 69. | At Sixes And Sevens              | - | In Disorder   |
| 70. | Birds Of Feather                 | - | People Of Similar Tastes                              |





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71.	Bed Of Roses	-	Very Easy Or Comfortable
72.	Bad Blood	-	Feelings Of Anger
73.	A Black Sheep	-	A Person Of Bad Integrity
74.	Oil On Troubled Waters	-	To Bring About Peace
75.	A Cat And Dog Life	-	A Quarrelsome Life
76.	Chicken-Hearted Fellow	-	A Coward
77.	Close Fisted Man	-	A Miser
78.	Crocodile Tears	-	False Tears
79.	By Dint Of	-	By Force Of
80.	Drop A Veil Over	-	Hide
81.	Plays Ducks And Drakes	-	To Waste Money
82.	Eggs And Legs	-	Non Sensible Talk
83.	Eye-Wash	-	Pretence
84.	Every Inch	-	Completely
85.	Feather In One's Cap	-	An Additional Success
86.	Fly In The Face Of	-	To Oppose
87.	French Leave	-	Absence Without Permission
88.	Feel One's Pulse	-	To Know One's Intentions
89.	Gift Of The Gab	-	Talent For Speaking
90.	Go Through Fire And Water	-	To Face All Difficulties
91.	Go To The Wall	-	Be Forced To Yield
92.	Gala Day	-	A Day Of Festivity
93.	Hang In Balance	-	To Remain Undecided
94.	Herculean Task	-	A Very Difficult Work
95.	By Hook Or By Crook	-	By Fair Means Or Foul



- |                     |                          |
|---------------------|--------------------------|
| 96. In The Teeth Of | - In Spite Of Opposition |
| 97. In Deep Water   | - In A Fix               |
| 98. Hue And Cry     | - Confused Loud Noise    |
| 99. In Quest Of     | - In Search Of           |
| 100. King Midas     | - A Greedy Rich Man      |

### 3.4 Check your progress

#### 1. Synonyms

Admire/Bliss/Bold/Crazy/Match/harsh/ideal/isolate/lean/noble

#### 2. Antonyms

Except/Below/Common/Danger/Foolish/dull/fail/hate/honest/loyal

### 3.5 Key words

1. A synonym is a word or expression that has the same meaning as another.
2. An antonym is a word opposite in meaning with another.

### 3.6 Check your progress

1. A bird's eye view
2. A slap on the wrist
3. Add fuel to the fire
4. A snake in grass
5. Drink like a fish
6. Cry for the moon
7. Chalk and cheese
8. Die in harness
9. Drive home
10. In a red

#### Check your answers



1. A general view
2. A very mild punishment
3. To make a bad situation worse
4. A deceitful person
5. To drink heavily
6. To wish for something impossible
7. different from each other
8. Die while working
9. To emphasis something
10. Do be in a loss

### **3.7 Answers to your Progress**

1. Synonyms:

Praise/Happiness/Daring/Mad/Equal/cruel/perfect/detach/slim/aristocratic

2. Antonyms:

Refuse/Above/Rare/Safety/Wise/intelligent/succeed/love/dishonest/disloyal

### **3.8 Suggested Readings**

1. English Grammar, Composition & usage : J.C Nesfield; Revised by
2. English Grammar; Raymond Murphy.
3. New Oxford Advanced Learners Dictionary.



<b>Subject:</b> English	
<b>Course Code:</b> ENGC-202	<b>Author:</b> Dr.Pallavi
<b>Lesson no:</b> 04	<b>Vetter</b>
<b>THE VERB &amp; SUBJECT VERB CONCORD</b>	

### Lesson Structure

#### **4.0 Learning Objectives**

#### **4.1 Introduction**

#### **4.2 Main Body of the Text- The Verb & its types**

#### **4.3 Further Text- Four main principles of Verbs**

#### **4.4 Subject Verb Agreement**

##### **4.4.1 Problems in Agreement**

##### **4.4.2 Compound Subject**

#### **4.5 Verb Patterns**

#### **4.6 Check Your Progress**

#### **4.7 Summary**

#### **4.8 Keywords**

#### **4.9 Answers to Your Progress**

#### **4.10 Exercise for Practice**

#### **4.11 Answers to Your Progress**

#### **4.12 Self- Assessment Questions**

#### **4.13 Suggested Readings**



## The Verb

### 4.0 Learning Objectives

1. Student will be able to recognize that verbs are action word.
2. Student will be able to recognize different types of verbs .Identify verbs in various sentences.(Use of present and past tense verbs)
3. Students will learn the most common rules for subject / verb agreement.
4. Students will learn to identify proper and improper subject/ verb agreement in their own and pre writing.
5. Students will be able to create their own sentences using subject/ verb agreement.

### 4.1 Introduction

The verb may be defined as the action word of the sentence. To determine whether a word is a verb or not, consider its role in the sentence .In short, verb is a word which says something about a person, place or thing. All saying words are verbs.

**4.2 Main Text:**As we have seen in the introduction, the verbs are saying words. But a detailed study is required. There are two classes of verbs in English

- (a) Auxiliaries: may can, will, have, must etc.
- (b) Ordinary Verbs: run, sleep , fly, play etc.

**Ordinary verbs may be further divided into two classes**

- (a) **Finite verbs**
- (b) **Non-Finites**

**Finite Verbs-** Change their form according to the number and person of the subject and the tense.

I go, He goes , they

go.

**Non-Finite Verbs-** do not change their form according to tense or number and person of the subject.

Note down -(The infinitive ,the gerund and the participle are non-finites)

Finite verbs are of two kinds



- **Finite Verbs are of two kinds:**

### Finite Verbs

#### Transitive Verbs

#### Intransitive Verbs

#### Object

#### No Object

**Transitive Verb-** He sings a song .In this sentence, the action denoted by the verb passes on to the object.

**Intransitive Verb-**In this, it has no object

- (a) Fire burns
- (b) The Sun rose.

- **Some intransitive verbs can be used both with and without objects.**

- 1. Fire burns            1. He burnt a hole in his shirt.
- 2. The water is boiling    2. Please boil some water.

- **Transitive Verbs with two objects**

- 1. Direct Object            2. Indirect Object

Some transitive Verbs like buy, find, give, get, send, write, tell, etc take two objects after them a person and a thing.

**Note down-** Here the things is called a direct object

Here the person is called the indirect object

- (a) Ram teaches us English- (Direct Object)
- (b) Mr. Ram teaches English to us- (Indirect Object)

- **If the Indirect object is placed after the direct object, it must be preceded by the preposition to or for.**

#### Transitive Verbs of Complete Predication

- 1. Some Transitive verbs take one object only, and their predicate is complete.
  - (a) Harman plays hockey
- 2. Some Transitive verbs take some word in addition to the object to make the predication complete.
  - (a) They elected him president.



3. Some intransitive verb express the action by themselves and make the sense complete.
- (a) Horses run, Birds fly
4. Some intransitive verbs need some additional word (i.e, complement) to complete the sense.
- (a) The dog went mad.
5. When the compliment comes after an Intransitive verb, it is related to the subject. So, it is called a subject compliment.
- (a) She looks cheerful
- (b) He became a painter.
6. When the complement comes after a Transitive verb in active voice, it is related to the object. So it is called an object complement.
- (a) The students made him monitor.
- (b) I consider her honest.

• **Exercise for Practice**

**(Pick out the words in transitions Verbs )**

- (1). We go to school.
- (2). The Fowler catches birds.
- (3). He cut his finger.
- (4) They bathe in a river.
- (5) The cow gives us milk.
- (6). Brave people fight injustice.
- (7). The birds flew away.
- (8). Ali shot a bird.
- (9). She left her purse on her table.
- (10). Mina left for her office at ten.

**Answers.**

- (1). Transitive (2). Transitive (3). Intransitive (4). Intransitive (5). Transitive (6). Intransitive. (7). Intransitive (8). Transitive (9). Intransitive. (10). Transitive.

**Exercise for Practice**



Pick out the Direct and Indirect objects in the sentences given below

1. He passed the ball to the captain.
2. The principal granted me a scholarship.
3. They showed her no sympathy.
4. She told me the good news.
5. He offered me a seat.
6. Mother cooks food for us.
7. I sent a gift to my son.
8. I gave him my address.

➤ **Auxiliary Verbs- Be/Have/Do**

**1. Use of Be- is, am, are(present)**

**Was, were( past)**

**(a)Be as principal verb**

1. I am a teacher.
2. They are farmers.
3. He was not there.

**(b) In Present Continuous Tense**

1. I am writing a letter.
2. She is picking flowers.
3. Some boys are bathing in the river.

**(c) In Past Continuous Tense**

1. They were laughing.
2. She was learning English last year.
3. Were they running?

**2. Use of Have-has ,have(present)**

- **Had (past)**

1. Have a principal verb





2. I have a car
3. She has an umbrella.

**(b) In Present Perfect Tense.**

I have seen the Red Fort.

I have shut the door.

You have returned my pen.

**(c) In Past Perfect Tense.**

They had not arrived yet.

We had approached them.

We had completed the course before the examination began.

**(3) Use of Do → Do , does (Present)**

-- did (Past)

**(a) Do as principal verb**

They revise their paper. (Present)

She writes a letter. (Present)

They loved their work. (Past)

**For negative and interrogative sentences Present**

He doesn't sing does Tina sing?

She doesn't eat eggs do you eat meat?

**(b) Past**

She did not sleep for two hours. Did she sleep for two hours?

**Exercise for Practice**

**Fill in the blanks with suitable auxiliary verbs.**

(1). The birds\_\_\_\_\_ flying. (Was, are)

(2). He\_\_\_\_\_ not know my address. (does , was)



- (3). Mother\_\_\_\_ (cooking). (has, is)
- (4). The farmers\_\_\_\_(returning home. (Where, do)
- (5). You \_\_\_\_\_ not look well. (does, do)
- (6). Who\_\_\_\_ beating the baby.(is, are)
- (7). A dog\_\_\_\_\_ not eat grass. (Was, has)
- (8). \_\_\_\_\_our soldiers fight bravely. (has , did)
- (9). She\_\_\_\_\_ not read this book yet. (do , has)
- (10). They\_\_\_\_\_ submitted their exercise books. (are , has)

#### 4.3 Further Text -Four main principal forms of English verbs.

##### (1). Present (1st form)

##### (2). Past (2nd form)

##### (3). Past Participle (3rd form)

##### (4). Present Participle (-ing form)

Present	Past	Participle	Present Participle
(1). Abuse	abused	abused	abusing
(2). Advice	advised	advised	advising
(3). Answer	answered	answered	answered
(4). Arrest	arrested	arrested.	arresting
(5). Bathe	bathed	bathed	bathing
(6). Beg	begged	begged	begging
(7). Boil	boiled	boiled	boiling
(8). Call	called	called	calling
(9). Change	changed	changed	changing
(10). Climb	climbed	climbed	climbing
(11). Cross	crossed	crossed	crossing



(12). Count	counted	counted	counting
(13). Decorate	decorated	decorated	decorating
(14). Dare	dared	dared	daring
(15). Die	died	died	dying
(16). Divide	divided	divided	dividing
(17). Earn	earned	earned	earning
(18). Enter	entered	entered	entering
(19). Fail	failed	failed	failing

<b>Present</b>	<b>Past</b>	<b>Participle</b>	<b>Present Participle</b>
(20). Fear	feared	feared	fearing
(21). Face	faced	faced	facing
(22). Grant	granted	granted	granting
(23). Gain	gained	gained	gaining
(24). Hate	hated	hated	hating
(25). Hear	heard	heard	hearing
(26). Help	helped	helped	helping
(27). Invite	invited	invited	invited
(28). Jump	jumped	jumped	jumping
(29). Kick	kicked	kicked	kicked
(30). Kill	killed	killed	killing
(31). Like	liked	liked	liking
(32). Love	loved	loved	loving
(33). Live	lived	lived	living
(34). Melt	melted	melted	melting



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(35). Miss	missed	missed	missing
(36). Name	named	named	naming
(37). Need	needed	needed	needing
(38). Obey	obeyed	obeyed	obeying
(39). Open	opened	opened	opening
(40). Order	ordered	ordered	ordering
(41). Oppose	opposed	opposed	opposing
(42). Pass	passed	passed	passing
(43). Pack	packed	packed	packing
(44). Play	played	played	playing
(45). Pray	prayed	prayed	praying
(46). Punish	punished	punished	punishing
(47). Place	placed	placed	placing
(48). Push	pushed	pushed	pushing
(49). Pluck	plucked	plucked	plucking
(50). Prevent	prevented	prevented	preventing
(51). Rain	rained	rained	raining
(52). Reach	reached	reached	reaching
(53). Rob	robbed	robbed	robbing
(54). Rest	rested	rested	resting
(55). Receive	received	received	receiving
(56). Save	saved	saved	saving
(57). Sow	sowed	sowed	sowing
(58). Search	searched	searched	searching
(59). Select	selected	selected	selecting



(60). Smile                      smiled                      smiled                      smiling

Present	Past	Participle	Present Participle
(61). Stop	stopped	stopped	stopping
(62). Stay	stayed	stayed	staying
(63). Talk	talked	talked	talking
(64). Thank	thanked	thanked	thanking
(65). Tie	tied	tied	tying
(66). Touch	touched	touched	touching
(67). Trust	trusted	trusted	trusting
(68). Walk	walked	walked	walking
(69). Wash	washed	washed	washing
(70). Wait	waited	waited	waiting
(71). Watch	watched	watched	watching
(72). Whistle	whistled	whistled	whistling
(73). Wish	wished	wished	wishing
(74). Wave	waved	waved	waving
(75). Wound	wounded	wounded	wounding

**(Verbs fulfill five function in our language in their conjugated form.)**

### Exercise for Practice

**Fill in the blanks with Past Participle forms of the verbs.**

- (1). The sun has\_\_\_\_ (rise)
- (2). He\_\_\_\_(bet) and lost about five hundred rupees.
- (3). He\_\_\_\_ (loose) his purse.



(4). The seeds were \_\_\_\_ (sow) in the flower.

(5). The headmaster \_\_\_\_ (chide) the boy.

#### 4.4 Verb Subject Agreement

Subjects and verbs must agree. Singular subject must be paired with singular verbs, and plural subjects with plural verbs. Agreement allows us to show who's doing what in a sentence by indicating which parts of a sentence go together. A verb must agree with its subject in number and person. This is called a grammatical Concord.

1. A boy is playing football (singular subject)
2. A child like sweets. (singular verb).
3. Boys are playing football (plural subject).
4. Children like sweets.( Plural verb).

##### 4.4.1 Problems in agreement

**a).When, the Subject is an indefinite pronoun, verb must agree with it.**

##### 1. Singular Indefinite Pronoun

Each, every, either, neither, one , everyone, everybody, none, nobody, anyone, anybody, someone, some body.

- One of these dogs is mine.
- Each of the members was garlanded.

##### 2).Plural indefinite pronoun

Both , few, many, several

- Many of us keep cows
- Both of them are feeling tired.

**3.**Some pronouns may be used either singular or plural according to the sense.

All, any, none, some

- All of the states send representatives to the parliament.
- Some of the elders were disappointed



4. When a phrase comes between the subject and verb.

- One of us is guilty.
- The quality of the apples is not good.

5. When a collective noun is used to mean the group as one unit is singular and takes a singular verb.

- The committee is making the selection.

6. When a collective noun that stands for individual members of the group is plural and takes a plural verb.

The committee are discussing the selection process.

7. In sentences beginning with 'here' and 'there', the verb agrees with the subject that follows it.

- Here comes the hero.
- There is no leaf on the tree.

8. Plural words stating amounts or quantity take a singular verb.

- Five year's is a short time.
- Five hundred rupees was a big sum fifty years ago.

9. Nouns plural in form but singular in meaning take a singular verb.

- The news is true.
- Politics is a dirty game.

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

- The cattle are grazing in the field.
- People have assembled in the auditorium.

11. The title of a book, country usually takes a singular verb.

- Arabian nights is an interesting book
- The United States has good relations with India..

#### 4.4.2 Compound subject

It consists of two or more connected subjects having the same verb.



1). When two or more singular nouns or pronouns joined by and takes a plural verb.

- Mina and Mahi are cousins.

2). When two or singular nouns joined by and refers to the same person or thing, take a singular verb.

- Bread and butter is a wholesome food.

3). Two singular subjects in a sentence are joined by or, take a singular verb.

- Ram and Sham has come here.

4). Some English words are always singular and take singular verbs.

- Advice, electricity, furniture, scenery, traffic, fruit, food, music, dust, behaviour, information, luggage, weather.
- My information is wrong.
- My furniture is sold.

5). A number of is considered plural takes plural verb.

- A number of shops were closed yesterday.

6). The collective nouns such as a bunch of, a bouquet of, a set of, a pack of etc. take plural nouns but singular verbs.

- A bunch of grapes is given to the beggar.

### **Exercise for practice.**

(1). The number of friends \_\_\_\_ twenty. (Is, are)

(2). A number of chain snatchers \_\_\_\_\_ caught. (was /were).

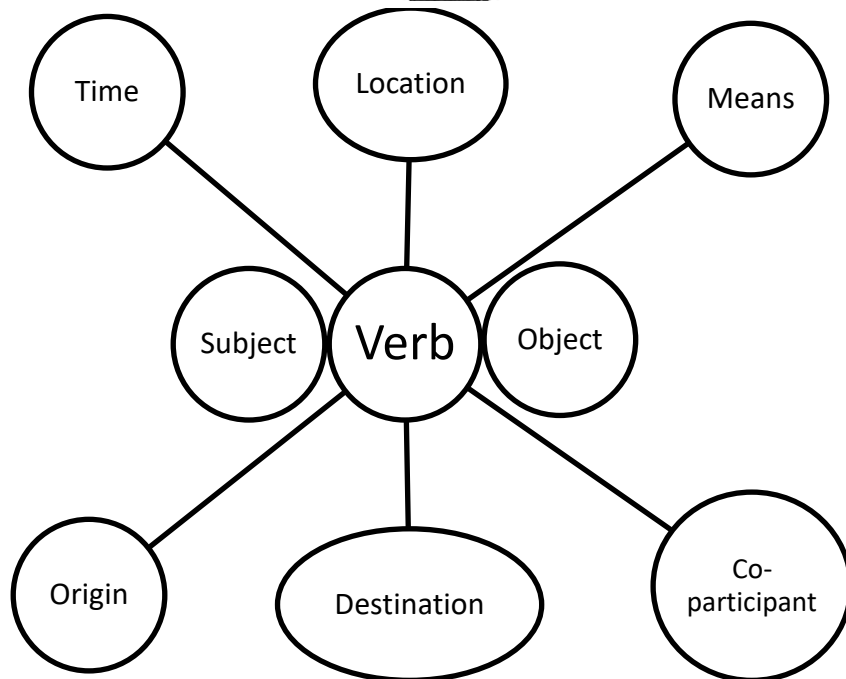
(3). My brother \_\_\_\_\_ neatly. (write /writes).

(4). Tom and John \_\_\_\_\_ best friends. (is/ are).

(5). Each of the beggars \_\_\_\_\_ given food. (was/were).

## **4.5 Verb Patterns**





### 1. SUBJECT+VERB

This is the simplest of verb patterns. The subject is followed by an intransitive verb, which expresses complete sense, without the help of any other words.

Fire burns. Her heart sank. The moon is shining. Don't ever give up.

### 2. SUBJECT+VERB+SUBJECT COMPLEMENT

The complement usually consists of a noun, a pronoun or an adjective:

This is a book. She is a doctor. That pen was mine. Hari looks sad.

### 3. SUBJECT+VERB+DIRECT OBJECT

She opened the door. He has lost his watch. Who broke the jug?

### 4. SUBJECT+VERB+INDIRECT OBJECT+DIRECT OBJECT

I'll write him a letter. She told us the whole story. Show me your hands.

### 5. SUBJECT+VERB+DIRECT OBJECT+PREPOSITION+PREPOSITIONAL OBJECT:



He sold his car to me. I have bought a watch for my sister. We have paid money to them. She made coffee for all of us.

**6. SUBJECT+VERB+NOUN/PRONOUN+ADJECTIVE**

I found the job difficult. He pushed the door open. You have made your shirt dirty. I like my coffee strong.

**7. SUBJECT+VERB+PREPOSITION+PREPOSITIONAL OBJECT**

He met with an accident. She agreed to my proposal. You can count on my help. She complained of his rudeness.

**8. SUBJECT+VERB+TO-INFINITIVE**

He wants to go. I want him to succeed. I can't allow you to smoke.

**9. SUBJECT+VERB+NOUN/PRONOUN+TO-INFINITIVE**

He wants you to go. I want him to succeed. I can't allow you to smoke.

**10. SUBJECT+VERB+GERUND**

He began singing. I love teaching. She enjoys dancing. Don't keep saying that.

**11. SUBJECT+VERB+NOUN/PRONOUN+PRESENT PARTICIPLE**

I smell something burning. We found him playing cards. She saw me crossing the road.

**12. SUBJECT+VERB+NOUN/PRONOUN+PLAIN INFINITIVE**

I heard her cry. We made him work. Let me go.

**13. SUBJECT+VERB+NOUN/PRONOUN+PAST PARTICIPLE**

She heard her name called. I had my shoes clean. We found the house deserted.

**14. SUBJECT+VERB+NOUN/PRONOUN+COMPLEMENT**

We elected him chairman. They named the child Ankit.

The court appointed her guardian of the infant.

**15. SUBJECT+VERB+THAT -CLAUSE(OBJECT OF THE VERB)**

The teacher said(that ) he was busy.

I hoped that you would succeed.



### 16. SUBJECT+VERB+NOUN/PRONOUN+THAT CLAUSE

She told me that she was unwell. He has assured me that he will come.

### 17. SUBJECT+VERB+WH- CLAUSE

Nobody knows where he lives. I wonder what he wants.

### 18. SUBJECT+VERB+NOUN/PRONOUN+WH-CLAUSE

I asked her where she lived. Tell us what it is.

### 19. SUBJECT+VERB+WH-WORD+TO-INFINITIVE

He doesn't know how to drive a car. I forgot when to switch on the machine.

### 20. SUBJECT+VERB+NOUN/PRONOUN+WH-WORD+TO-FININFINITIVE

He showed me how to operate a computer. Please advise me what to do know.

## 4.6 Check your progress.

- 1). Jet airplanes \_\_\_\_\_ (fly) very fast.
- 2). A snail\_\_\_\_\_ (move) very slowly.
- 3). There \_\_\_\_\_ a storm last night.(was/were).
- 4). Ten pounds\_\_\_\_\_ a lot of money.( Are /is).
- 5). This furniture\_\_\_\_\_ very expensive.(are/is)
- 6). Apple pie and custard\_\_\_\_\_ my favorite dish.
- 7). Wheat , rice and barley\_\_\_\_\_ cereals.
- 8). The postman\_\_\_\_\_ (call) each morning with the letters.

## 4.7 Summary

The finite verb reveals when something happens (tense), who's doing it (person) how many are doing it (number), and the nature of the statement (mood). In short ,verbs can perform the roles of many or parts of speech-nouns, adjective, adverbs, verbs.

## 4.8 Keywords

1. **Subject:** A subject is the word or words about which something is said.



2. **Verb**-- A verb is the action word of the sentence.
3. **Transitive Verb**-- is a verb that accepts one or more objects. It needs to transfer its action to something or someone an object.
4. **Intransitive Verb**--- A verb that indicates complete action without being accompanied by a direct object or that doesn't take a direct object.
5. **Noun**: Name of a person , place , thing , quality , feeling or an emotion
6. **Pronoun**: Any word in sentence that may replace a noun. For ex. He , she , it
7. **Adjective**: A word that qualifies a noun or pronoun
8. **Adverb**: It qualifies an adjective or a noun
9. **Gerund**: First form of verb + ing used as a noun
10. **Present participle**: Verb + ing
11. **Past participle**: v3S

#### 4.9 Answers to your progress.

- 1) Fly 2) Moves 3) was 4) Is 5) Is 6) Is 7) Are 8) Calls.

#### 4.10 Exercise for Practice

(Rearrange the following the words and phrases to form meaningful sentences)

1. us/to get/there/tell/how  
medicine/him/she/study/advised/to
2. examination/failed/he/his/in/annual
3. rain/soon/expect/will/it/i/that
4. lamp/he/low/turned/the
5. she/what/couldn't/to do/decide
6. you/him/miss/seeing/mustn't
7. visit/like/we/museum/wood/to /the
8. fool/she/him/a/called
9. lives/me/where/can/he/you/tell
10. owner/money/we/to/the/paid/the/have



11. gave/homework/teacher/us/of/a/lot/the
12. house/them/leave/bade/the/he
13. we/she/park/go/suggested/should/to/the
14. burning/kept/the/she/fire

#### 4.11 Answers to your progress

1. tell us how to get there.
2. she advised him to study medicine.
3. he failed in his annual examination.
4. I expect that it will rain soon.
5. he turned the lamp low.
6. she couldn't decide what to do.
7. you mustn't miss seeing.
8. we like to visit the wood museum.
9. she called him a fool.
10. can you tell me where he lives.
11. we have paid the money to the owner.
12. the teacher gave us a lot of homework.
13. he bade them leave the house.
14. she suggested we should go to the park.
15. she kept the fire burning.

#### 4.12 Self -Assessment Questions

1. What is a Verb? Explain its types.
2. What is the difference between transitive and intransitive verb?

#### 4.13 Suggested Readings



1. English Grammar, Composition & usage : J.C Nestified; Revised by
2. English Grammar; Raymond Murphy.
3. New Oxford Advanced Learners Dictionary.



<b>Subject:</b> English	
<b>Course Code:</b> ENGC-202	<b>Author:</b> Dr.Pallavi
<b>Lesson no:</b> 05	<b>Vetter</b>
<b>TENSES</b>	

### Lesson Structure

- 5.0 Learning Objectives
- 5.1 Introduction
- 5.2 Main Body of the Text- Tense
- 5.3 Further Text – Tense and Time Difference
- 5.4 Summary
- 5.5 Check Your Progress
- 5.6 Keywords
- 5.7 Answers to Your Progress
- 5.8 Self -Assessment Questions
- 5.9 Suggested Readings

## Tenses

### 5.0 Learning Objectives

The objectives of this chapter are

1. Students will be able to recognize the present, past and future tenses of regular and irregular verbs.



2. Students will be able to understand, the verbs change from depending on their relationship to time.

**5.1 Introduction:** Tenses form a very important part of grammar. To write correct language we must have knowledge of tenses and their usage. Grammar needs a lot of practice. Practice should be done from the books.

## 5.2 What is a tense?

A tense is a form of the verb which indicates the time of an action or its state. Tense may also indicate whether an action state or activity is or was or will be in progress over a period of time.

## 5.3 Tense and Time: Differences

Time is a universal phenomenon while tense is a grammatical concept. Time has three main divisions. These are:

5.3.1 The Present Tense

5.3.2 The Past Tense

5.3.3 The Future Tense

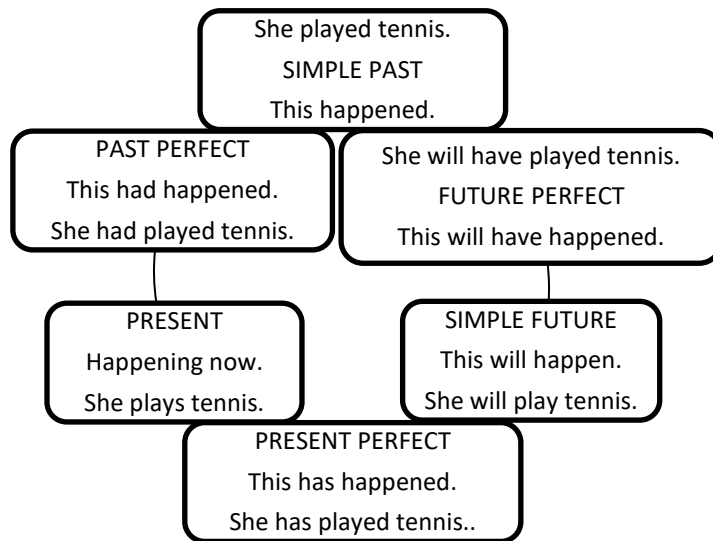
Each of these three main tenses has four forms

- **Simple or Indefinite**
- **Continuous or Progressive**
- **Perfect**
- **perfect Continuous**

### Tenses

Present	Past	Future
1. Present Indefinite	Past Indefinite	Future Indefinite
2. Present Continuous	Past Continuous	Future Continuous
3. Present Perfect	Past Perfect	Future Perfect
4. Present Perfect Continuous	Past Perfect Continuous	Future Perfect Continuous





### Kinds of Sentences

**Subject-S      Verb-V      Object- O      Helping Verb-(HV)**

#### 5.3.1 Positive /Affirmative (S+V+O)

- Ram solves the sum

S      V      O

#### Negative (S+HV+V+O)

- Ram does not solve the sum

#### Interrogative Positive (HV+S+V+O)

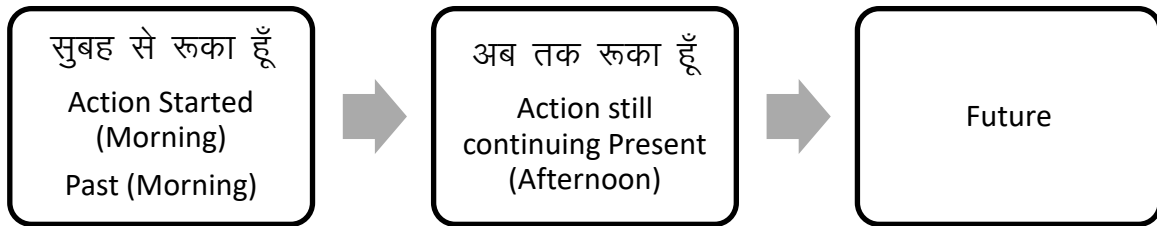
- Does Ram solve the sum?

HV      S      V      O

#### **Interrogative Negative (HV +S+ Not V+O)**

- Does Ram not solve the sum ?

HV   S      V      O



### Use of Simple Present Tense

1. To describe a habitual action.

- Anjali goes for a walk daily

2. To express a Universal or Scientific truths.

- Milk sells at rupees forty these days.

3. To express Newspaper head lines

- The Electricity Board cuts supply

4. To express a universal or scientific truth.

- The sun rises in the east.

5. To express Quotations

- Keats says, to” Beauty is to see not to touch”.

6. To start Imperative sentence

- Always speak the truth.

### Exercise for Practice

1. The peon the bell (ring).
2. Sheher breakfast at8 am (eat).
3. WeT.V. every night (watch).
4. Cloudrain (bring).
5. A good personanybody (not hate).
6. Woodon water (float).



7. Teacherstheir pupils (love).
8. A countrygood citizens (need).
9. YouEnglish fluently (not speak).
10. Hehis servants well (not treat).
11. My grandmotherus fairy tales(tell).
12. A candleslowly (burn).
13. These boysgenerally quiet (be).
14. A novelistnovels (write).
15. Bad peopleto settle disputes (quarrel).

➤ **Main points**

**First Person - I/My**

**Second Person - You/Your/Yours**

**Third Person - He/She/It/Name**

**I/We/You/They - Do**

**He/She/It/ Name - Does**

Ex- Coweat grass. - Plural object takes singular verb

Plural V(s)

A coweats grass

Singular PV - Singular subject takes plural verb

Forms of 'to be'

Is, am, are

**The present Continuous Tense**

**Formation-S+ (is/am/are)+v1 +ing +object**

**Positive**

- I am writing a letter



S+HV V1+ing object

### Negative

- I am not writing a letter

S+HV V1+ing object

### Interrogative

- Am I writing a letter

HV+SUB v1+ing object

### Uses of Present Continuous tense

1. To express an action happening now at the time of speaking.

- She is dancing

2. To express repeated happenings.

- He is always losing his things'

3. To describe an action in progress.

- The well is working.

4. For a planned program in near future.

- She is going to Dubai tonight.

### ➤ Main Points

These verbs are not used in this tense.

- Verbs of Senses : see, hear, smell
- Verbs of emotions : want, wish, love, hate, like
- Verbs of possession : Have, belong, own
- Verbs of thinking: feel, know, mean, think
- other verbs : seem, contain, appear

### Exercise for practice

1. We now \_\_\_\_\_ ( learn) English.
2. The baby(cry) because it is hungry.



3. They( tremble) with fear.
4. He(not go) to England this year?
5. Whythe children( cry)?
6. Whoyou\_\_\_\_\_( wait) for?
7. She(stand) by the fire.
8. The clouds(move) across the sky.
9. My aunt(stay) with us for a few days.
10. The doctor(examine) the patients?
11. Why you(not eat) anything?
12. I am\_\_\_\_\_ ( live) in a rented house.
13. My brother(do) his research.
14. She(cook) food now.
15. Something(burn) in the kitchen.

**Present perfect tense**

**Formation- S+ has/have+v3+object**

- She has finished lunch.
- **3 forms of verbs**

<b>1<sup>st</sup> form</b>	<b>2<sup>nd</sup> form</b>	<b>3<sup>rd</sup> form</b>
Eat	ate	eaten
Long	longer	longest
Play	played	played
Grow	grew	grown

**Positive**

- I have played my role

**Sub HV V3 Object**

**Negative**

- I have not played my role

**Sub HV V3 Object**

**Interrogative**

- Have I played my role.

**HV Sub V3 object**

**Uses of Present Perfect Tense**

- To express an action which has been finished  
Ex-I have just completed it
- To express an action which happened in the past at an indefinite time.  
I have lived here for ten years.
- To express an action which began in the past and has continued upto the present  
I have lived here for 10 years.

- Main points- Here for and since can be used to denote the length of time.

The following adverbs are generally used with this tense-just, never, ever, so far, yet, already

I/we/you/They-have

He/she/It/Name-has

**Exercise for practice**

1. We - (consider) all this before.
2. We(look) into the saliva of mad dogs that just die.
3. You(keep) the rules.
4. You get a cough.
5. She(join) college recently.
6. The postmannot (come) so far.



7. He(buy) a shirt in May.
8. Ashaneverthe Red Fort.(see)
9. Whereyou(lose) your purse?
- 10.you(write) a letter.
11. He(go) to Delhi.
12. She(live) in Delhi for eight years.
13. RajuSaroj since 1980(know).
14. How many sumsshe(solve).
15. Who(beat) this child?

### Present Perfect Continuous Tense

**Formation** -S+ has/ have+been+v1+ing (since/for)+object

I have been living here since 1980

#### Positive

- I have been waiting

**Sub+ H.V + V1 ing**

#### Negative

- I have not been waiting

**Sub H.V V1 ing**

#### Interrogative

- `Have I not been waiting

**HV SUB V1 ING**

### Uses of Present Perfect Continuous Tense

(1) To express an action which began in the past but is still continuing

eg. It has been raining since morning

(2) To express an action which has just finished but effect or result still continues:

eg.I am late because I have been washing my car.



### Exercise for practice

1. I(teach) in this school for twenty years.
2. She(do) her homework since 8 am.
3. The students(work) well this year.
4. You(play) tennis all morning?
5. For how long he(work) in this office?
6. Since when you(stand) here?
7. He(study) medicine here since 2001.
8. We(wait) for the bus for half an hour.
9. The members (discuss) the problem since lunch.
10. Who(quarrel) with you for ten minutes?
11. Whatyou(do) since morning?
12. Whereshe(stay) since July last?
13. She(water) the plants. Her clothes are wet.
14. The match(go) on for an hour now.
15. I(read) in this school for two years.

### 5.3.2 Past Tense or Past Indefinite Tense

**Formation- I met him yesterday**

**sub v2 object (did)**

#### Positive

- Ram solved the sum.

**S v2 O**

#### Negative

- Ram did not solve the sum.

**S V1 O**

#### Interrogative

- Did swami solve the sum?

**S V O**





### Uses of Simple Past Tense

1. To express an action completed in the definite past.

I came to this city in 1985.

2. To express a past habit.

He always carried an umbrella.

2. To express an action which continued in the past.

- He climbed the stairs slowly.

3. When a question is asked.

- When did you meet him?

➤ **Main points**

Did is used in negative and *did* is used in interrogative by placing it before the subject and using the 1<sup>st</sup> form of verb.

**I/We/You/They**

**He/She/It/Name-was**

### Exercise for practice

1. The lady(not go) up the stairs.
2. A little boy(keep) his promise yesterday.
3. Shakespeare(write) a number of plays.
4. My servant(leave) me last week.
5. They(not learn) the lessons last month.
6. He(live) in Mumbai for ten years.
7. Why you(return) from Agra yesterday.
8. In the past man(live) in caves.
9. I(fly) to London last year.
10. Long- long ago sunny(build) this town.
11. Three passengers got out and(disappear) into the night.



12. His father court(close) in the second week of May.
13. In my childhood, I(play) games daily.
14. Gita (not attend) the class last month.
15. It is a high time we(start) working.

### The past continuous Tense

#### Formation- S+HV+V1+ing+O

- I was writing letters last night.

#### Positive

- I was playing.

**S + HV+V ing**

- Sita was singing a song.

**S + HV + V1 ing O**

#### Negative

- I was not playing

**S + H.V + V1 ing**

#### Interrogative

- Was I playing

**HV + S+ V1 ing**

#### Uses of Past Continuous Tense

- To express an action this was continuing at some point of time in the past.

The fire was burning when we came in.

- To express two or more actions happening simultaneously in the past.

While Ram was singing, his sister was dancing.

- To express actions which were happening repeatedly in the past.

He was always asking me for help.



- **Main Points:** For actions going continuously or past habits, always and continually are used with this tense.

### Exercise for Practice

1. We saw that on the water, they(float) like water birds.
2. As he could see, she(cry) silently.
3. Mohan knew what they(go) to do.
4. The old penguin(move) slowly.
5. The dog(blink) his eyes when I saw it.
6. I(sleep) when the door - bell rang.
7. When you telephoned me we(play).
8. I(see) her as I was passing the street.
9. He entered the room while I (write).
10. I(drop) my watch as I was winding it.
11. He jumped off the train while it(move).
12. I(read) a newspaper then.
13. She(cross) the road when a car hit her.
14. She found that the milk(boil) over.
15. I(rest) on the roof when it started raining.

### Past Perfect Tense

#### Formation- S+HV+V3+O

Susan had finished her lunch.

#### Positive

- I had played the piano

**S + HV + V3 + O**

#### Negative

- I had not played the piano

**S + HV + V3 + O**

#### Interrogative



- Had I played the piano

**HV + S + V3 + O**

### Uses of Past Perfect Tense

1. To express an action completed before a certain point of time in the past.

I had completed my work at 10 p.m.

2. To express an impossible condition of the past:

If he had worked hard, he would have passed.

3. When two actions happened in the past.

The thieves had run away when the police arrived.

### Main Points:

**I/We/You/They- had+V3**

**He/She/It/Name**

### Exercise for practice

1. Neeta realized what she(do) and began to cry.
2. The patient(die) before the doctor arrived.
3. They(know) each other for forty years.
4. Mr. Sharma was all that I (expect) .
5. Ram(solve) the sum before father scolded him.
6. She(reach) the school before the bell rang.
7. He thanked me for what I (do).
8. The enemy(flee) before we opened fire.
9. When he(eat) his lunch, he got up.
10. She made tea after the father(come)
11. I wrote a letter after he(leave).
12. The accident(occur) before you come.
13. She(not play) her fees till yesterday.
14. I wish you(recommend ) me.
15. The(finish) the meeting by noon.



### Past Perfect Continuous Tense

**Formation- S+had+been+V1 ing+-----**

It had been raining since morning.

#### Positive

- He had been working since dawn.

**S HV +been+V1 ing+ since+-----**

#### Negative

- He had not been working since dawn

**S HV+ not+ been+ V1 ing + since-----**

#### Interrogative

- Had he been working since dawn.

**HV S been V1 ing since-----**

### Uses of Past Perfect Continuous Tense

- To express the continuity of an action at a given point in the past.

He had been waiting for when I reached there.

#### ➤ Main Points

Here the action started before a given point in the past continuing at that time and continued after that also.

Since and for are used to express the tense.

#### Exercise for Practice

1. They(talk) about the treasure hunt for two hours.
2. This was the opportunity he(wait) for.
3. The conductor(pull) the bell for a long time when the bus stopped.
4. Ram(carry on) with his work since long.
5. She(continue) her studies since childhood.

### 5.3.3 The Simple Future Tense




---

**Formation** → S+HV+V+O

- She will sing a song.

**Positive**

- I shall play.

S + V + O

**Negative**

- I shall not play

S + V + O

**Interrogative**

- Shall I play?

V+ S+ O

**Uses of Simple Future Tense**

1. To show future:

- He will go to Mumbai next week.

2. For a planned work in near future

- The Prime Minister leaves Delhi tomorrow.

➤ **Main Points**

**I/We-( To show promise, threat, Determination)**

**You/He/She/It- Will**

**Exercise for Practice**

1. He \_\_\_\_\_(die) of sun stroke if he keeps on like this.
2. I(tell) you afterwards.
3. He \_\_\_\_\_(visit) us next week.
4. I \_\_\_\_\_ certainly \_\_\_\_\_(do) this kind of thing.
5. That chain I \_\_\_\_\_(not break).



6. Ram(conduct) a new experiment.
- 7 I(not pay) the money.
- 8 .I( remember) this day all my life.
9. You( ring) the bell.
10. She \_\_\_\_\_(attend) the party if she is invited.
11. Give me my ship and I (bring) enough,
12. If God smiles, Spain (become) wealthy.
- 13.you (go) to school tomorrow.
14. Theynot tell me the truth.
15. When the poison reaches his heart, he \_\_\_\_\_(die).

### The Future Continuous Tense

**Formation- S+ will/shall+be+V1 ing+ O**

- I will be seeing him tomorrow.

#### Positive

- I shall be playing.

**S + HV+BE+ V1 ing**

#### Negative

- I shall not be playing.

**S +HV +not + be+ V1 ing**

#### Interrogative

- Shall I not be playing.

**HV S V1 ing**

### Uses of Future continuous Tense

1. To express an action in progress at a given point of time in future.
  - At this time tomorrow, I shall be driving a car.
2. In the interrogative, this tense implies a polite request.
  - Will you be coming with me?



3. To express a definite arrangement.
- We are seeing the manager tomorrow.
- **Main points –Here, there are no determination and desire.**

### Exercise for Practice

1. When I (reach) Shimla, it \_\_\_\_\_ (show) there.
2. I( wait) for you at the crossing.
3. We(play) cricket at this time tomorrow
4. The maid \_\_\_\_\_ (cook) food at this time next Sunday.
5. Next week our principal(visit) Delhi.
6. Ram(revise) his lessons tomorrow at this time.
7. The conductor(wait) for an opportunity when you reach there.
8. Rama(draw up) his will by next week.
9. The divers( chew) their food. slowly .
10. The author(meet) a driver at this hour tomorrow.
11. When I reach Kolkata, it probably \_\_\_\_\_ (rain) there.
12. When you arrive, I probably(water) the plants.
13. He(take) his examination next week.

### The Future Perfect Tense

**Formation- S+ will/shall+have+v3**

**He will have done his work.**

#### Positive

- I shall have played.

**S will/shall v3**

#### Negative

- I shall not have played.

**S v3**

#### Interrogative

- Shall I have played.





### Uses of Future Perfect Tense

1. To express a time expression beginning with by: by then, by that time, by the 24<sup>th</sup>
  - Subodh will have reached Delhi by now.

### Exercise for Practice

1. I (complete) my work till Monday morning.
2. I (take) meals by the time you come back.
3. The train (leave) before we reach the station.
4. The picture (start) by the time we reach the hall ?
5. I (solve) all the sums by evening
6. Your examination (over) by Monday.
7. I (complete) my work till Monday morning.
8. By the end of this year, he (get) married.
9. The farmers (not reap) the harvest before September.
10. I (take) exercise before the sunrise.
11. I expect your friend (return) the book.
12. I (be) thirty two tomorrow.
13. I (repay) it next month
14. He (learn) his lessons by next week.
15. The thieves (run) away before the police reached there.

### The Future Perfect Continuous

**Formation- S+ will/shall/+have been +V1 ing**

#### Positive

- I shall have been playing.

S                      V1 ing

#### Negative



- You will not have been playing.

S                    V1 ing

### Interrogative

- Will you have been playing.

S            HV            v1 ing

### Uses of the Future Perfect Continuous Tense

1. When the action is continuous

- By the next month we shall have been living in this house for ten years.

### Exercise for Practice

1. I(do) the washing tomorrow morning.
2. He(sleep) at four o' clock.
3. I don't think we(meet) again.
4. The boys(to play) football next Sunday.
5. By the time you come back, children(go) to bed.
6. Tomorrow our father(take) us to the fair.
7. I wonder what, I(do) this time next you.
8. I hope you will do well in the examination I(think) of you.
9. The sun(rises) before we reach the top.
10. By next morning I(stay) with you for three weeks.
11. The guests(arrive) since morning by this time tomorrow.
12. She(read) for two hours by the time you ring her up.
13. He (live) in this city for ten years by next June.
14. By next Sunday I \_\_\_\_\_(stay) in hostel for four months.
15. She(do) her sums for ten days tomorrow.

### 5.4 Summary



The word, 'tense' has been derived from Latin word 'tempus' which means 'time'. It is a form of a verb, which is used to indicate the time, and sometimes the continuation or completeness of an action in relation to the time of speaking. In short, tense is a method that we used in English to refer to time-past, present and future.

### 5.5 Check your Progress

Last Sunday our school (organize) a fair . There (be) stalls selling edible items. People(rush) at all these stalls. There(seem) to be an unending hustle. Suddenly, i(hear) a child crying. I(look) around and(see) a pretty little girl who(sob) and(cry) out mummy.

### 5.6 Keywords

1. **Present Tense- A verb that refers to the present time.**
2. **Past Tense - A verb that refers to past time.**
3. **Future Tense - A verb that refers to future time.**

### 5.7 Answers to Your Progress

(1)Organized (2) were (3) were rushing  
(4)seemed(5)heard(6)looked(7)saw(8)was sobbing(9)crying

### 5.8 Self -Assessment Questions

1. Explain present tense and its types?
2. Describe Present indefinite tense and its usage with suitable examples?
3. Explain future tense with its types?
4. How will you differentiate between Past perfect and Past perfect Continuous tense?

### 5.9 References/ Suggested Readings

1. English Grammar, Composition & usage : J.C Nestified; Revised by
2. English Grammar; Raymond Murphy.
3. New Oxford Advanced Learners Dictionary.



<b>Subject:</b> English	
<b>Course Code:</b> ENGC-202	<b>Author:</b> Dr.Pallavi
<b>Lesson no:</b> 06	<b>Vetter</b>
<b>PREFIXES AND SUFFIXES</b>	

### Lesson Structure

#### **6.0 Learning Objectives**

#### **6.1 Introduction**

#### **6.2 Main Body of the Text- Prefixes and Suffixes**

#### **6.3 Check Your Progress**

#### **6.4 Summary**

#### **6.5 Keywords**

#### **6.6 Answers to your Progress**

#### **6.7 Self-Assessment**

#### **6.8 Suggested Readings**

## **Prefixes and Suffixes**

In this lesson we will go through and learn the usage of prefix and suffixes. Prefix and Suffixes are sets of letters that are added to the beginning or end of another word. They are not words in their own right and cannot stand on their own in a sentence: if they are printed on their own they have a hyphen before or after them. The lesson structure will be as follows:

### **6.0 Learning Objectives**

1. It will help the students to determine the meaning of new and unfamiliar words using prefixes and suffixes.
2. The lesson will strengthen the vocabulary skills and will support decoding and spelling.



## 6.1 Introduction

In this lesson we will go through and learn the usage of prefix and suffixes. Prefix and Suffixes are sets of letters that are added to the beginning or end of another word. They are not words in their own right and cannot stand on their own in a sentence: if they are printed on their own they have a hyphen before or after them. Prefixes and suffixes are super useful to customizing the meanings of words, but what are they? A prefix is a group of letters that's added to the beginning of a word and a suffix is an affix that's added to the beginning of a word and a suffix is an affix that's added to the end of a word. They can make a word negative, show repetition, or indicate opinion.

Some suffixes add to or change a words meaning.

## 6.2 Word Formation

The content of this lesson will be presented as follows:

- ➔ Formation of Nouns.
- ➔ Formation of Nouns.
- ➔ Formation of Verbs.

### Formation of Nouns (By Adding Suffixes)

	<b>Word</b>	<b>Noun</b>
(1). <b>-al -</b>	Arrive	Arrival
	Dispose	Disposal
	Deny	Denial
	Propose	Proposal
	Bury	Burial
	Disperse	Dispersal
	Approve	Approval
	Refuse	Refused
	Try	Trial
	Remove	Removal
(2). <b>-age --</b>	Carry	Carriage



	Marry	Marriage
	Store	Storage
	Waste	Wastage
	<b>Word</b>	<b>Noun</b>
	Stop	Stoppage
	Use	Usage
	Bond	Bondage
	Orphan	Orphanage
(3).— <b>cy</b>	Infant	Infancy
	Accurate	Accuracy
	Private	Privacy
	Secret	Secrey
	Vacant	Vacancy
	Agent	Agency
	Constant	Constancy
(4). – <b>ure --</b>	Depart	Departure
	Mix	Mixture
	Please	Pleasure
	Fail	Failure
	Moist	Moisture
	Fig	Figure
	Guest	Gesture
(5). – <b>ry</b>	Deliver	Delivery
	Enter	Entry
	Poet	Poetry



	Discover	Discovery
	Bake	Bakery
	Cook	Cookery
	Brave	Bravery
	Slave	Slavery
(6). –ment	Agree	Agreement
	Amaze	Amazement
	Appoint	Appointment
	Arrange	Arrangement
	Develop	Development
	Employ	Employment
	Fulfill	Fulfillment
	Improve	Improvement
	Entertain	Entertainment
(7). – ation , -tion ,ion	Combine	Combination
	Examine	Examination
	Inform	Information
	Limit	Limitation
	Connect	Connection
	Explain	Explanation
	Construct	Construction
	Define	Definition
	Devote	Devotion
	Direct	Direction
	Educate	Education



(8). – <b>ance</b>	Appear	Appearance
	Avoid	Avoidance
	Enter	Entrance
	Disturb	Disturbance
	Assist	Assistance
	Attend	Attendance
	Guide	Guidance
	Allow	Allowance
	Ignore	Ignorance
(9). – <b>ence</b>	Depend	Dependence
	Occur	Occurrence
	Differ	Difference
	Resident	Residence
	Present	Presence
	Offend	Offence
(10) – <b>ssion,-sion</b>	Admit	Admission
	Permit	Permission
	Provide	Provision
	Revise	Revision
	Supervise	Supervision
(11) – <b>ness</b>	Clean	Cleanliness
	Empty	Emptiness
	Foolish	Foolishness
	Good	Goodness
	Polite	Politeness





	Sweet	Sweetness
	Ugly	Ugliness
12). -ar, -er, -or.	Edit	Editor
	Lie	Liar
	Labour	Labourer
	Lead	Leader
	Advise	Advisor
	Employee	Employer
	Produce	Producer
13). -dom, -ice.	Free	Freedom
	Wise	Wisdom
	Serve	Service
	Advise	Advice
	Coward	Cowardice
	King	kingdom
(14). -ee , -- eer	Pay	Payee
	Trust	Trusted
	Refuge	Refugee
	Cricket	Cricketer
	Absent	Absentee
	Employ	Employer
15). T, th	Wide	Width
	True	Truth
	Warm	Warmth
	Weigh	Weight



16). – hood	Woman	Womanhood
	Child	Childhood
	Brother	Brotherhood
	Boy	Boyhood
	Girl	Girlhood
(17). -Ship	Lord	Lordship
	Friend	Friendship
	Partner	Partnership
	Captain	Captainship
	Student	Studentship
	Leader	Leadership
	Member	Membership
18). -ist, -ian	Magic	Magician
	Tour	Tourist
	Art	Artist
	Cartoon	Cartoonist
	Physics	Physician
	Music	Musician
19). -ant, -ent	Depend	Dependent
	Preside	President
	Attend	Attendant
	Assist	Assistant
	Consult	Consultant
20). -ity	Real	Reality
	Major	Majority



Minor	Minority
Grave	Gravity
Original	Originality
Punctual	Punctuality
Valid	Validity
Mortal	Mortality
Human	Humanity
Pure	Purity

**Formation of adjectives ( by adding suffixes).**

	<b>Word</b>	<b>Noun</b>
1). -al	Culture	Cultural
	Nature	Natural
	Brute	Brutal
	Nation	National
	Poet	Poetical
	History	Historical
	Essence	Essential
2).- Ful	Use	Useful
	Help	Helpful
	Care	Careful
	Cheer	Cheerful
	Need	Needful
	Thought	Thoughtful
	Duty	Dutiful
Mercy	Merciful	



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3). <b>-Ly</b>	Kind	kindly
	Love	Lovely
	Day	Daily
	Coward	Cowardly
	Time	Timely
	Friend	Friendly
	Order	Orderly
	Woman	Womanly
	Year	Yearly
4). <b>-Y</b>	Cloud	Cloudy
	Ice	Icy
	Rock	Rocky
	Milk	Milky
	Thirst	Thirsty
	Thorn	Thorny
	Fun	Funny
	Sun	Sunny
	Storm	Stormy
	<b>Word</b>	<b>Noun</b>
5). <b>-Ous</b>	Fame	Famous
	Joy	Joyous
	Fury	Furious
	Nerve	Nervous
	Zeal	Zealous
	Labour	Laborious



	Danger	Dangerous
	Courage	Courageous
6). <b>-Ish</b>	Self	Selfish
	Fever	Feverish
	Dog	Doggish
	Red	Reddish
	Spain	Spanish
	Boy	Boyish
	Book	Bookish
7). <b>-less</b>	Harm	Harmless
	Life	Lifeless
	Care	Careless
	Thought	Thoughtless
	Sense	Senseless
	Child	Childless
8). <b>-en, -ern</b>	<b>Word</b>	<b>Noun</b>
	Earth	Earthen
	Gold	Golden
	South	Southern
	North	Northern
	Silk	Silken
	Wool	Woolen
9). <b>-n, -an, -ian</b>	Asia	Asian
	Mexics	Mexican
	Italy	Italian



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	India	Indian
	Egypt	Egyptian
10). -able, -ible	Love	Lovable
	Honour	Honourable
	Respect	Respectable
	Laugh	Laughable
	Desire	Desirable
	Admire	Admirable
	Fashion	Fashionable
	Sense	Sensible
	Divide	Divisible
	Terror	Terrible
	Change	Changeable
11). -like, -some, -worthy	Child	Childlike
	Life	Lifelike
	Hand	Handsome
	Lady	Ladylike
	Quarrel	Quarrelsome
	Tire	Tiresome
	Trouble	Troublesome
	Trust	Trustworthy
12). -ar, -ary	Single	Singular
	Familiar	Familiar
	Circle	Circular
	Music	Musical



	Pole	Polar
	Moment	Momentary
	Discipline	Disciplinary
	Custom	Customary
13).-ic	Hero	Heroic
	Space	Specific
	System	Systematic
	Angel	Angelic
	Acid	Acidic
	Art	Artistic
	Idiot	Idiotic
	Patriot	Patriotic
14). -ive	Educate	Educative
	Progress	Progressive
	Act	Active
	Relate	Relative
	Attract	Attractive

**Formation of verbs (by adding prefixes).**

	<b>Word</b>	<b>verb</b>
1).en-	Courage	Encourage
	Joy	Enjoy
	Able	Enable
	Rage	Enrage
	Danger	Endanger
	Slain	Enslane



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	Large	Enlarge
	Close	Enclose
2). <b>Be-</b>	Friend	Befriend
	Fool	Befool
	Little	Belittle
	Calm	Becalm
	Witch	Bewitch
	Cloud	Becloud
3). <b>Dis-</b>	Agree	Disagree
	Honest	Dishonest
	Obey	Disobey
	Satisfy	Dissatisfy
	Ability	Disability
	Like	Dislike
	Appear	Disappear
	Please	Displease
	Comfort	Discomfort
	Believe	Disbelieve
	Honour	Dishonour
	Advantage	Disadvantage
4). <b>Im-</b>	Prison	Imprison
	Port	Import
5). <b>Un-</b>	Lock	Unlock
	Do	Undo
	Necessary	Unnecessary





	Fold	Unfold
6). <b>Non-</b>	Co-operate	non-co-operate
7). <b>De-</b>	Fraud	defraud
	Value	devalue
	Grade	degrade
	Promote	demote
8). <b>Ac-</b>	Company	accompany
	Custom	accustom
9). <b>Con-</b>	Firm	confirm
10). <b>Re-</b>	Fine	refine
	Fresh	refresh
	New	renew
	Arrange	rearrange
11). <b>E-</b>	Strange	estrangle
	Mail	E-mail

#### Some Prefixes express size or degree

- Ordinary - extraordinary
- Law - outlaw
- Circle - semicircle
- Grow - outgrow
- Do - overdo

#### Prefixes express time or position

- 1). Tell - foretell
- 2). mayor - ex-mayor
- 3). call - recall
- 4). graduate - postgraduate



5). War - postwar

### Prefixes express attitudes

- 1). Social - anti-social
- 2). Government- anti-government
- 3). Communist - pro-communist

### Prefixes express number

- 1). Acting - mono-acting
- 2). Annual - bi-annual
- 3). Wheeler - Tri-wheeler
- 4). colour - Tri- colour

## 6.3 Check Your Progress

1. Form words using the following prefix.

- Bi,intra,mega,micro,ill,in,alter,auto,cat,ambi,counter,cyber,demi,epi,intro,mono,ultra,trans,tri

2. Form words using the following suffixes

- acy , ade , ant ,art , action , eer , fold , ward , less , ism , like , most

## 6.4 Summary

Affixes, some words are formed with the help of affixes.(Prefix or a Suffix).They were originally words themselves but they are now letters or groups of letters added to words or to roots to create new words. Prefixes are groups of letters placed before words or roots. Prefixes modify or extend the meanings of words and roots .A suffix is a letter or groups of letters attached to the ends of roots, words or word groups and serve grammatical function. A suffix can indicate the part of speech (noun, verb, adjective, adverb) the word belongs to. It can also modify and extend the meaning of the word, for e.g. The-al suffix makes an adjective from a noun such as ‘national’ and ‘structural’.

## 6.5 Keywords



1. Prefix: A letter or group of letters that you put at the beginning of a word to change its meaning.
2. Suffix: A letter or group of letters that you put at the end of a word to change its meaning.

### 6.6 Answers to Your Progress

- (a)
1. Bi- bicycle, bilingual
  2. Intra- intramuscular
  3. Mega- megastar, megaship
  4. Micro- microscope, micro-mini
  5. Ill- illiterate, illegible
  6. In- insecure, inaction
  7. Alter- alternate, alteration
  8. Auto- automobile, autograph
  9. Cata- catalogue, cataract
  10. Ambi - ambitious, ambiguous
  11. Counter- counterfoil, counterattack
  12. Cyber- cybercafé, cybercrime
  13. Demi- demigod, demi paradise
  14. Epi- epitome, epiglottis
  15. Intro- introduce, introvert
  16. Mono- monologue
  17. Ultra- ultraviolet, ultramodern
  18. Trans- transform, transaction
  19. Tri- tricolour, tricycle
- (b)
1. Acy- privacy, supremacy
  2. ade- cascade, barricade, brigade
  3. ant- servant, applicant
  4. art- handcart, bullockcart
  5. ation- invitation



- 
6. eer – engineer, mountaineer
  7. fold- manifold
  8. ward- forward, inward, outward
  9. less- kindness, goodness
  10. ism- socialism, humanism
  11. like- childlike, warlike
  12. most- innermost, foremost

### **6.7 Self-Assessment Questions**

1. What do you mean by a Prefix?
2. What is a Suffix? Explain it with suitable example.

### **6.8 Suggested Readings**

1. English Grammar, Composition & usage : J.C Nestified; Revised by
2. English Grammar; Raymond Murphy.
3. New Oxford Advanced Learners Dictionary.



<b>Subject:</b> English	
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<b>Lesson no:</b> 07	<b>Vetter</b>
<b>NON- FINITES</b>	

### Lesson structure

#### 7.0 Learning Objectives

#### 7.1 Introduction

#### 7.2 Main Body of the Text- Infinitives

#### 7.3 The Gerund

#### 7.4 Further Body of the Text - The Participle

#### 7.5 Check Your Progress

#### 7.6 Keywords

#### 7.7 Answers to Your Progress

#### 7.8 Suggested Readings

## Non – finites

### 7.0 Learning Objectives

1. Students will be able to distinguish between Finite and Non Finite verbs.
2. Students will have a clear understanding of infinitive, participles and gerunds.

### 7.1 Introduction

By definition a non–finite verb cannot served as the root of an independent clause. In practical terms, this means that they don't serve as the action of a sentence. They also don't have a tense while the



sentence around them may be past, present or future tense, the non-finite verbs themselves are neutral.

A finite verb agrees in number and person with its subject.

An infinitive is not limited by the number and person of the subject.

**There are three types of non-finite verbs gerunds, participles and infinitives.**

## 7.2 What is an Infinitive?

- An infinitive is not limited by the number and person of the subject.
- The infinitive may be used (1).without 'to' (2).with 'to'

### ➤ **The Infinitive without 'to'**

It is used to

#### (a). After the verbs

to make, to bid, to let, to see, to hear (to make)

- I made him run
- I heard the postman knock at the door ( to hear)

#### (b). But is passive voice 'to' is not omitted.

- He was made to run (to make)
- He was seen to leave (to see)

#### (c). After the modal auxiliaries 'dare' and 'need'

- He dare not do it.
- You need not go there.

#### (d.) But when need and dare are used as main verbs they form questions.

- Does he dare to do it?
- Do you need to go there.

#### (e.) After the modal auxiliaries can, could, may, might, will, would, shall, should, must; as

- You had rather do it quickly.
- I would rather starve than beg.

#### (f). After but, except, than; as



- She did nothing but weep
- He did everything except work hard.

➤ **The Infinitive with 'to' is used**

(a) After the verbs of knowing or understanding

Know, think, consider, feel, etc.

- I consider him to be a fool.
- I know how to cook.

(b) After a Noun or Pronoun as an Adjective.

- Give me some water to drink.
- I know how to cook.

(c) After a Verb as an Adverb;

- I went to see the doctor.
- I got up to ask a question.

(d) After an Adjective as an Adverb;

- I was delighted to see him.
- He was angry to find his pen.

(e) After too, adjectival adverb.

- He is too weak to walk.
- The milk is too hot to drink.

(f) After adjective/ adverb enough.

- He is strong enough to lift this box.
- She is intelligent enough to understanding what I say.

(g) In place of a clause while combining two sentences into me.

- He went to the market. He wanted to buy fruit.
- She is intelligent enough to understand what I say.

➤ **Note down**

**Infinitive is a Verbal Noun. It can be used instead of Noun as it performs all the functions of a noun,**

**1. As the subject to a verb.**

To tell lies is a sin.

To save you is in the hands of God.

**2. As the object to a Verb.**

She likes to do it.

**3. As the object of a Preposition.**

He was about to set out on his journey

He stood up to ask a question.

**4. As the Complement of a verb.**

She appeared to be sad

Her aim in life is to be a pilot

**5. As an objective Complement**

I helped her to push the car.

I asked her to give away the prizes.

**Exercise for Practice**

Inset 'to' wherever necessary, before the infinitives I brackets.

- (1) I used \_\_\_\_\_ (live) in a hotel.
- (2) She can \_\_\_\_\_ (sing) quite well.
- (3) May I \_\_\_\_\_ (use) your phone.
- (4) They refused \_\_\_\_\_ (accept) the bride.
- (5) How dare you \_\_\_\_\_ (open) my letters.
- (6) He made us \_\_\_\_\_ (wait) for hours.
- (7) Where would you like \_\_\_\_\_ (have) lunch?
- (8) We were permitted \_\_\_\_\_ (enter) the school.
- (9) She wanted \_\_\_\_\_ (see) the house.
- (10) Need I \_\_\_\_\_ (come)? I'd rather \_\_\_\_\_ (stay) at home.

**7.3 The Gerund**







- 
- |  |           |
|--|-----------|
| (5) We decided to start work           | (decide)  |
| (6) He deserves to be promoted         | (deserve) |
| (7) He experts to get the job          | (expert)  |
| (8) The manager offered to step down   | (offer)   |
| (9) He meant to cheat                  | (mean)    |
| (10) They attempted to cross the river | (attempt) |

### Verbs followed by Gerund

Here the Gerund must be used after the following verbs:

- |   |            |
|---|------------|
| (1) Most women enjoy shopping           | (enjoy)    |
| (2) I suggest going for a walk          | (suggest)  |
| (3) We missed seeing that film          | (missed)   |
| (4) It is no use waiting for him        | (use)      |
| (5) She dread getting old               | (dread)    |
| (6) He detests writing letters          | (detest)   |
| (7) The police denied using force       | (deny)     |
| (8) He kept (on) discussing the subject | (keep)     |
| (9) My dad disk likes seeing films      | (dislikes) |
| (10) She practiced dancing everyday     | (practice) |

### Either Gerund or Infinite can be used after

- (1) Begin, start, continue
- (2) Love, like, hate, prefer
- (3) Permit, allow, advise, recommend
- (4) Try, purpose, mean, goon, used to, be afraid(of)
- (5) Remember, regret, forget
- (6) Attempt, intend, can't bear

## 7.4 Participle



It is also called a Verbal Adjective.

It is partly a Verb and partly an Adjective.

- I saw Rani writing a letter.

Here, writing is a participle. It is formed from the verb 'write'. It is formed from the verb 'write'. It also qualifies Rani. So, a Participle does the work of an adjective and a verb.

### **Kinds of Participles**

There are three kinds of participles:

(a) Present Participle

(b) Past Participle

(c) Perfect Participle

(a) Present Participle:-The 'ing' form of the Verb is called Present Participle. It denotes an unfinished or incomplete action.

- I saw him crossing the road.

(b) Past Participle:- It is the third form of the verb and ends in d, ed, t, n or en, it shows finished or complete action.

- They entered the hall.

(c) Perfect Participle:- It is formed by putting (having before) the past participle of the verb. It denotes an action, which was finished in the past.

- Having finished his work, he went out to play.
- Having fed the dog, he sat down for his dinner.

### **Uses of the participles**

The Participle is used in the formation of various tenses.

1. Present participle is used for forming the continuous tenses of the active voice.

- Ram is running

2. Past Participle is used for forming the perfect tenses of Verbs in the Active voice.

- He had already written to you.



3. Past Participle is also used for forming the Passive voice. Here it is always preceded by different form of verbs 'to be' or 'to have'

- Wheat is sown in winter.

1. The Participle is used as an Adjective.

- I saw a sleeping tiger.
- A faded rose has no smell.

2. Participle is used to combine in one sentence two actions by the same subject.

- Smiling and shouting, he came to words us.
- Seeing the policeman, the thief ran away.

### Exercise for practice

Join the following pairs of sentences using participles.

(1) We left the car on the road

We walked into the jungle.

(2) She fed the cow

Then she milked her.

(3) He was exhausted by his work

He started playing upon the violin.

(4) I felt pity for the beggar

I gave him some money.

(5) We have decided to fight.

Let us fight

### 7.5 Check your Progress

(a) Gorillas have good eyesight but are deficient in both \_\_\_\_\_ (hears) and \_\_\_\_\_ (smell). In the face of danger the male gorilla prefers \_\_\_\_\_ (stay) behind while his family members get away. At time the male gorilla is used \_\_\_\_\_ (make) a \_\_\_\_\_ (terrify) roar.



(b.) \_\_\_\_\_ (know) little about gorillas we want \_\_\_\_\_ (know) a great deal more about them.  
Travelers have seen a male gorilla \_\_\_\_\_ (help) a female climb up a steep rock to the \_\_\_\_\_ (make)  
a pile of food they sit down \_\_\_\_\_ (eat) in a group.

## 7.6 Keywords

1. **Infinite**– An infinite in note limited by the number and person of the number and person of the subject.
2. **Gerund** – A gerund is a form of the verb which end in ‘ing’. It is partly a verb and partly a noun.
3. **Participle** – A participle also known as verbal adjective. It is partly a verb and partly an adjective.

## 7.7 Answer to your Progress

- (A) (1) hearing (2) smelling (3) to say (4) to making (5) terrifying  
(B) (1) having knowing (2) to know (3) helping/help (4) Making (To eat

## 7.8 Suggested Readings

- English Grammar, Composition & usage : J.C Nesfield ; Revised by
- English Grammar; Raymond Murphy.
- New Oxford Advanced Learners Dictionary.



<b>Subject:</b> English	
<b>Course Code :</b> ENGC-202	<b>Author:</b> Dr. Pallavi
<b>Lesson no:</b> 08	<b>Vetter</b>
<b>PREPOSITIONS</b>	

### Lesson Structure

#### **8.0 Objectives**

#### **8.1 Introduction**

#### **8.2 Main Body of the Text- Prepositions**

#### **8.3 Further Body of the Text- Prepositions of Time**

#### **8.4 Check your Progress**

#### **8.5 Summary**

#### **8.6 Keywords**

#### **8.7 Answers to your Progress**

#### **8.8 Self -Assessment Questions**

#### **8.9 Suggested Readings**

### **8.0 Learning objectives**

1. The student will be able to recognize prepositions and their objects.
2. The student will be able to define prepositions to explain their usage, identify preposition in text

### **8.1 Introduction**

A preposition is a word placed before a noun or a pronoun to show its relation to some other words in the sentence. It usually have spatial or temporal meanings. They connect words in sentences. The words being connected are usually nouns or pronouns or phrases .Prepositions could be arranged across a few types according to their functionality. Prepositions of Time, Place, Agency, cause, contrast,



source, manner, rate or possession , they can be arranged as simple prepositions, compound prepositions, or double prepositions. We know it sounds like so many of them. It's very interesting to know how one preposition can be used in such different ways.

## 8.2 Main Body of the Text: Preposition

**It is a word placed before a noun or a pronoun to show its relation to other words in the sentence.**

**For eg. In, at , after, during etc.**

### ➤ **Kinds of Prepositions:-**

**Prepositions are of five kinds**

1. Simple Prepositions; as

At , by , of, for, in ,off.

2. Compound prepositions ;

About, across, before, beside, into

3. . Double prepositions;

From, among, from, under, out of etc.

4. Participle Prepositions;

Accepting, during , regarding etc.

5. Phrase prepositions

Along with, according to, away from.

### ➤ **Position of the preposition**

**1. A preposition is generally placed before a noun or a pronoun it governs; as**

He died of cholera

Delhi is famous for the Red fort.

But there are some exceptions.

**2. If a preposition governs a relative pronoun**

This is the man whom I spoke to.



### 3. When the relative pronoun is that;

Here is the pen that you were looking for.

### 4. When a relative pronoun is understood;

That is the boy I was speaking about.

### ➤ Some Important Prepositions Distinguished.

#### 5. After and In

eg. When we speak of space of time

6. He came back after a month. (past)

He will come back in a week (future)

#### 7. In and within

eg. I shall return in a month (at the end of one month)

I shall return within a month (before the end of one month)

#### 8. In and Into

e.g. The boy was in the garden (Rest inside)

The boy was walking in the garden (Act of moving inside).

9. He walked into the garden (Movement towards inside).

#### 10. At and In.

e.g. These are used in speaking of things at rest;

The students are sitting their desks She is lying in her bed.

#### 11. In speaking of places.

I live at Rohtak in Haryana

At- smaller place

In- bigger place .

#### 12. In speaking of time

At (point of time)

In (period of time)

I wake up at 8`o clock

I got up early in the morning.



**13. On and upon.**

He sat on a bench. ( shows rest).

He jumped upon the rat (shows moment).

**14. By and with**

The lion was killed by the hunter (the doer of the action).

She cut he vegetables with a knife (with the help of an instrument).

**15. Between and among;**

Bhiwani is between Hisar and Rohtak (Refers to two persons or things).

The robbers divided money among themselves (Refers to more than two).

**16. Till and to**

Farmers work in their fields till evening. (Used for time)

He walked to the end of the road (used for place).

**17. From and since (Denote a point of time).**

I have been living in this house since 1980.

From tomorrow, the school will open at 7.am

**18. Beside and besides.**

The child walked beside me. ( By the side of).

Besides this, I have five more pens. (In addition)

**On, Over and Above,**

The book is lying on the table.( Contact with surface).

This building is above all the buildings

Water flows over plants &bushes (Higher position directly above)

**8.3 Further Body of the Text- Prepositions of Time****At-For fixed time +festivals**

At 3:30,at noon, at dawn



At Christmas, at Diwali

**On - for a day or date**

On Sunday, on birthday

On Sunday morning, on 15th march.

**In.- Period of time**

In this evening, In April

**During - for a known period of time.**

During the holidays, during 1947

**By- At that time or before it**

He will be home by 7pm

**For- period of time**

For six months, for two years

**Since - point of time**

She has been here since 6`o clock

➤ **Prepositions of travel and movement**

**For transportation - we travel by bus / by train or by plane**

But remember We walk on foot, ride on horseback /cycle

**Exercise for Practice**

- (1). Come and sit. ....me
- (2). Pit your purse .....your pocket.
- (3). They came back .....ten days.
- (4). Chennai is ..... the south of India.
- (5). He did not listen .....my advice.
- (6). It has been raining ..... morning.
- (7).There is no quarrel..... the two brothers.



- 
- (8). She is fond .....music.
- (9). Do not mix .....bad boys.
- (10). We could not wait ..... them.
- (11). Ashok a ruled .....a vast empire.
- (12). It is half past four.....my watch.
- (13). He invited me .....tea.
- (14). She writes .....ink.
- (15). I have no desire ..... wealth.

### Verbs followed by prepositions

#### Formation- verb + preposition

- (1). Absent from=> she is absent from school today.
- (2). Abstain from=> He abstains from wine.
- (3).Adapt to=> Adapt yourself to new surroundings.
- (4).Afraid of=> He is afraid of dogs.
- (5).Answer for=> We have to answer for our sins.
- (6).Bark at=> Dogs bark at strangers.
- (7).Beg for=> He begged for mercy.
- (8). Believe In=> He believe in God.
- (9). Beware of=> Beware of pick - pockets.
- (10).Borrow from=> He borrowed a book from me.
- (11).Care for=> He does not care for me.
- (12). Call on=> I called on my friend yesterday.
- (13). Charge with=> He was charged with murder.
- (14). Come of=> Ram comes of a noble family.
- (15). Congratulation=> He congratulated me on my success.



- (16). Deal in=> His father deals in cloth.
- (17). Depend upon=> Do not depend upon him.
- (18). Die of=> He died of cholera.
- (19). Differ from=> This book differs from that.
- (20). Dispose of=> He has disposed of his car.
- (21). End in=> All his efforts ended in smoke.
- (22). Escape from=> He escaped from the prison.
- (23). Enquiry of=> I enquired of him.
- (24). Explain to=> Can you explain this to me?
- (25). Fail in=> He failed in his mission.
- (26). Feed on=> Cows feed on grass.
- (27). Fight with=> Let us not fight with our friends.
- (28). Fight for=> We must fight with our friends.
- (29). Fill up=> Fill up the blanks please.
- (30). Give up=> He has given up smoking.
- (31). Grieve at=> Do not grieve at this loss.
- (32). Grumble at=> Do not grumble at your loss.
- (33). Guard against=> You should guard yourself against cold.
- (34). Hanker after=> He hankers after fame.
- (35). Hope for=> Always hope of recovery.
- (36). Hope of=> He has not indulge in gossip.
- (37). Indulge In=> Do not interfere in my work.
- (38). Interfere In=> Do not interfere in my work.
- (39). Invite to=> He has invited me to dinner.
- (40). Insist on=>He insisted on seeing the film.



- (41). Jeer at=> Do not jeer at the beggar.
- (42). Jump at=> Don't jump at the idea of dancing.
- (43). Jump to=> He jumped to the conclusion.
- (44). Keep to=> Always keep to the left.
- (45). Knock at=> Who is knocking at the door
- (46). Knock down=> He knocked down a man.
- (47). Laugh at=> Do not laugh at the poor.
- (48). Live on=> He lives on fruit and milk.
- (49). Live for=> A true patriot lives for his country.
- (50). Look after=> He looks after her.
- (51). Look through=> You cannot look through his game.
- (52). Make up=> Make up your deficiency.
- (53). Make away=> The thief made away with a purse English.
- (54). Mix with=> Do not mix with bad boys.
- (55). Object to=> He objected to my proposal.
- (56). Part from=> I parted from my friend.
- (57). Pay for=> He had to pay for his deeds.
- (58). Play on=> She was playing in the sitar.
- (59). Point out=> The teacher pointed out my mistakes.
- (60). Polite to=> Be polite to your elder.
- (61). Protect from=> The Umbrella protects us from rain.
- (62). Put out=> Put out the lamp at once.
- (63). Quarrel with=> Do not quarrel with your brother.
- (64). Quarrel over=> They quarreled over trifle
- (65). Recover from=> He has recovered from illness.



- (66). Relieve of=> He was relieved of charge.
- (67). Rely on=> Never rely on friends.
- (68). Refer to=> He referred to his doctor.
- (69). Succeed in=> He succeeded in his exams.
- (70). Submit to=> We must submit to the will of God.
- (71). Stand by=> I shall stand by you.
- (72). Trust in=> Trust in God.
- (73). Taste of => This water tastes of salt.
- (74). Take after=> Ram takes after his father.
- (75). Tide over=> Try to tide over these difficulties.
- (76). Wait on => A deputation waited on the Government orders.
- (77). Wait for=> He is waiting for his result.
- (78). Work at=> He is working at the well.
- (79). Wonder at=> The people wondered at the feat.
- (80). Yield to=> Do not yield to difficulties.
- (81). Yearn for=> Everyone yearns for happiness.

### **Nouns followed by Prepositions**

#### **Formation - Noun + Preposition**

- (1). Abundance of - plenty of  
--> India has abundance of wheat.
- (2). Ambition for--> He has no ambition for politics.
- (3). Candidate for--> There are ten candidates for this post.
- (4). Competition with--> I have no competition with him.
- (5). Comparison with--> Mohan cannot stand comparison with Sohan.
- (6). Contact with--> I have no contact with him.



- (7). Desire for--> I have no desire for wealth.
- (8). Duty to--> Do your duty to your parents.
- (9). Excuse for--> You have no excuse for delay.
- (10). Equality with--> Do not equality with your boss.
- (11). Expert in=> He is an expert in mechanics.
- (12). Faith in => He had no faith in rituals.
- (13). Fondness for => He had no fondness for music.
- (14). Grief at =>I felt deep grief at the death.
- (15). Guess at =>He can guess at the moral of the story.
- (16). Heir to=> she is the only heir to my property.
- (17). Interest in=> she takes interest in gardening.
- (18). Key to=> Hard work is the key to success.
- (19). Lack of=> The crops failed for the lack of rain.
- (20). Match for=> Ram is no match for mohan.
- (21). Need of => He is always in need of money.
- (22). Objection to=> He raised an objection to my proposal.
- (23). Pity for=> he has no pity for the poor.
- (24). Pride in => do not take pride in your wealth.
- (25). Proof of => There is no proof of his guilt.
- (26). Qualification for=> What are your qualification?
- (27). Remedy for=> There is no remedy for cold.
- (28). Resemblance to=> you have a close resemblance to your mother.
- (29). Reward for=> He got a reward for his honesty.
- (30). Slain to=> Do not be a slain to bad habits.
- (32). Sympathy for=> He has no sympathy for the poor.



(33). Victim to=> I fell a victim to his oily tongue.

(34). Victory over=> He got victory over evil.

(35). Zeal for=> He showed a zeal for sports.

### **Adjectives followed by prepositions**

#### **Formation- adjective+ preposition**

- (1). Acceptable to => your terms are not acceptable to us.
- (2). Addicted to => He is addicted to drinking.
- (3). Affected by=> We shall not be affected by this law.
- (4). Aline to => I am aline to my weakness.
- (5). Ashamed of=> He should be ashamed of his misconduct.
- (6). Blind of => He is blind of one eye.
- (7). Boast of => Do not boast of your ability.
- (8). Born to=> A son was born to her.
- (9). Busy with=> I am busy with my work.
- (10). Capable of => you are capable of doing great deeds .
- (11). Careful about=> be careful about your wealth.
- (12). Confident of=> she is confident of her success.
- (13). Convicted of=> he was convicted of murder.
- (14). Deaf to => He was deaf to my advice.
- (15). Destined to => she was destined to be a queen.
- (16). Devoid of => his stories are devoid of honour.
- (17). Engaged in=> We are engaged in a discussion.
- (18). Eligible for=> You are eligible for this post.
- (19). Envious of=> I am not envious of your success.
- (20). Exhausted with=> I feel exhausted with work.





- (21). Familiar to=> Your face is familiar to me.
- (22). Famous for - Delhi is famous for Red Fort.
- (23). Fond of => He is fond of music.
- (24). Foreign to=> Dishonesty is foreign to him.
- (25). Gifted with=> She is gifted with a sweet voice.
- (26). Given to=> He is given to gambling.
- (27). Good for=> He is good for nothing.
- (28). Good at=> I am glad at your success.
- (29). Guilty of=> He was found guilty of the left.
- (30). Harmful to=> Smoking is harmful to health.
- (31). Hopeful of=> I am hopeful of my success.
- (32). Healed of=> He was healed of wounds.
- (33). Honest in=> He is honest is word.
- (34). Ignorant of=> She is ignorant of the truth.
- (35). Ill with=> He is honest in word.
- (36). Infested with=> The house is infested with rats.
- (37). Innocent of=> A child in innocent of evil.
- (38). Inferior to=> This pen in inferior to that.
- (39). Jealous of=> She is jealous of me.
- (40). Junior to=> He is junior to him.
- (41). Lame in=> He is lame in the left leg.
- (42). Lost to=> He is lost to all sense of shame.
- (43). Loyal to=> One should be loyal to one's country.
- (44). Mad with=> He was mad with anger.
- (45). Married to=> Sita was married to Ram.



- (46). Mistaken for=> I was mistaken for my brother.
- (47). Natural to=> Selfishness is natural to man.
- (48). Necessary for=> Games are necessary for health.
- (49). Obedient to=> Ram is obedient to his parents.
- (50). Occupied in=> Mohan is occupied in business.
- (51). Partial to=> The teacher was partial to him.
- (52). Polite to=> Be polite to your teachers.
- (53). Preferable to=> Freedom is preferable to slavery.
- (54). Quick at=> He is quick at his work.
- (55). Quick of=> She is quick of understanding.
- (56). Reward for=> I have a great reward for you.
- (57). Related to=> I am related to him by birth.
- (58). Rich in=> India is rich in coal.
- (59). Sacred to=> The Gita is sacred to the Hindus.
- (60). Satisfied with=> I am satisfied with your work.
- (61). Short of=> He ran short of money.
- (62). Similar to=> My cap is similar to your.
- (63). Sorry for=> I am sorry for her.
- (64). Thankful to=> I am thankful to you.
- (65). Tired of=> The sick man is tired of life.
- (66). Useful for=> Milk is useful for health.
- (67). Vain of=> Rani is vain of her beauty.
- (68). Versed in=> She is well versed in cooking.
- (69). Wanting in=> She is wanting in common sense.
- (70). Zealous for=> Everyone is zealous for freedom.



(71). Zealous in=> He is zealous in his work.

### 8.4 Check your Progress

1. He was born \_\_\_\_\_ 1980.
2. She sat \_\_\_\_\_ the ground.
3. He is junior \_\_\_\_\_ me.
4. He is addicted \_\_\_\_\_ gambling.
5. Come and sit \_\_\_\_\_ me.
6. He killed the snake \_\_\_\_\_ a stick.
7. I jumped \_\_\_\_\_ the river.
8. I can see \_\_\_\_\_ your game.
9. We went to Agra \_\_\_\_\_ train.
10. My father deals \_\_\_\_\_ cloth.

### 8.5 Summary

A preposition is a word placed before a noun or a pronoun to show its relation to some other words in the sentence. The noun or pronoun which is used with a preposition is called its object. It is said to be governed by the preposition.

### 8.6 Keywords

1. Preposition of time.
2. Preposition of travel and movement.
3. Preposition of place.

### 8.7 Answers to your progress

(1). In (2).on (3). to (4).to (5).with (6).with (7).into (8). Through (9).By (10).in

### 8.8 Self -Assessment Questions

1. What is a Preposition?
2. What is the role of a preposition in a text?

### 8.9References/ Suggested Reading.



1. English Grammar, Composition & usage : J.C Nestified; Revised by
2. English Grammar; Raymond Murphy.
3. New Oxford Advanced Learners Dictionary.



<b>Subject:</b> English	
<b>Course Code:</b> ENGC-202	<b>Author:</b> Dr.Pallavi
<b>Lesson no:</b> 09	<b>Vetter</b>
<b>DIALOGUE WRITING AND TRANSLATION</b>	

## Lesson Structure

- 9.0 Learning Objectives**
- 9.1 Introduction**
- 9.2 Main Body of the Text- Dialogue Writing**
- 9.3 Special Hints**
- 9.4 Further Body of the Text**
- 9.5 Translation**
- 9.6 Check your Progress**
- 9.7 Self -Assessment Questions**
- 9.8 Suggested Readings**

## DIALOGUE WRITING

### **9.0 Learning Objectives**

1. Students will be able to identify the ways in which a character's unique personality changes the way he/she would speak about something.
2. To familiar the students with the ways in which a dialogue makes a story come alive.

### **9.1 Introduction**



A dialogue literally means (talk between two people). Dialogue writing is useful form of composition since it enables a student to learn the colloquial way of talking English, and trains him to express his thoughts in easy and natural language. The spoken English of the Indian school boy is often stilted and bookish, because he rarely comes in contact with English – speaking people.

## 9.2 Main Body of the text

Good dialogue is not easy to write, and in the hand of a novice it is apt to become extraordinarily wooden. Your dialogue should be neat, flexible and pointed. At the same time, it should not be obviously “literary” though this is scarcely probable. It is much more likely to possess the opposite faults of amateurish in consequence and redundancy. If the conversation is to appear natural and convincing it must first of all pass through a careful selection in which these excrescences are removed. Another point to remember is that the force of the spoken word depends, to a very large extent, on gesture, the posture of the body, facial expression, intonation and accent. You should, therefore, not fail to supply necessary suggestions as well help the reader to understand the full importance of the words of the various character. To write a dialogue successfully, it is necessary to have complete and accurate knowledge of the characters who take part in the conversation, their opinions, feelings, tastes, weaknesses and the circumstances in which they are placed, etc. There should also be perfect consistency in the treatment of the character. Their talk must correspond to the circumstances in which they speak. As regards the matter of your conversation, develop it logically observe the principles of unity, consistency and coherence. Again, careful preparation is necessary for writing a good dialogue, though this must not be apparent. Remember, that the greatest art lies in the concealment of art.

### ➤ Main Points

1. Be natural, not formal, affected or bookish. Remember that colloquialism, slang, etc. are permissible to only a limited degree.
2. Think out your characters and give them variety. To do this you must have in your mind a clear idea of the way in which each character is to express his views. For example a bookish student will talk in a different way from a sportsman.
3. Give your characters consistency, life and movement.



4. Carefully think over the subject given and jot down briefly the arguments or opinions about it.
5. Arrange the ideas in a logical order.
6. Avoid clumsy repetitions like he said, I said, etc.

### 9.3 Special Hints / Important Tips

1. Do not let any of your characters monopolies the conversation; all have a right to express their views.
2. Let the conversation be brisk and rapid.
3. In real conversation, one person sometimes interrupts the other, or breaks in on what he is saying. For example – I don't care what he told you ! I know for a fact that he did it. He confessed his fault in the class.
4. In life a speaker anticipates a question from the trend of the conversation that is going on and answers it before it is asked.

For example -

A – “What will you do if a lion were to come out of the bushes now?”

B – “Well, what would you do?”

1. In day to day life, a speaker often uses exclamations expressing :

To show surprise -

My word! “Good heavens!”

“Excellent!”

To show pleasure -

“How nice!” , “Splendid!”

“Well done!”

To show irritation -

“Bother!”, “Confound it !”

2. It is necessary to begin the dialogue in an interesting way so that the reader's attention may be caught from the start.
3. The conversation should lead to some definite conclusion. It should not end abruptly.
4. The characters must talk good English. They should avoid such expressions as, “He asked my brother and I to dinner.”



5. Keeping these points in view, write your dialogue in a natural, interesting and realistic manner. The whole conversation should be brief, and the questions and replies as concise and pointed as possible.

### Ralph W. Emerson

“Conversation is the laboratory and workshop of the students”.

#### ➤ Some Useful Phrases

1. **Greetings** (starting) Hello! / Hi / Good Morning / How nice to see you! / What’s a pleasant surprise! (ending) Bye! Have a nice day! / Good day! / See you! / It’s good to see you! / Thanks for coming!
2. **Salutations-** Mr. Sharma / Mrs. Rani / Miss Sharma / Madam / Sir / Ladies and gentleman / Yes, Mr. Smith.
3. **Introduction-** Let me introduce Mr. Rani (to you) / Let me introduce myself) meet my friend Raj / How do you do?
4. **Thanks-** Thank you / Thanks / Thank you very much / I’m most grateful to you / Thanks a lot / It’s good of you.
5. **How to say “yes” / “no”** yes, good / Ok / all right / that it! / Certainly! / Of course / Sure ! / Oh, no / I don’t think so / not at all / certainly not / not yet.
6. **Requests-** Will you please pass me / help me? / Here you are / with pleasure / could you please? / would you help me?
7. **Excuses-** I’m sorry / excuse me, please / sorry, I cannot help it / it’s ok / that’s all right / will you excuse me for a moment ? Pardon me!
8. **Courtesy -** How are you? I’m well, thank you, and you? / Have a good time / Quite well, thanks / this way, please.
9. **Satisfaction -** Very good / Great / Splendid / Amazing / That’s fine / That’s ok. That’s all right / I’m glad to see you again.
10. **Dissatisfaction -** Stop it ! / How can he be so silly! / It’s stupid! It’s unbelievable! / ‘I’ m sick of it!
11. **Weather-** What’s the weather forecast ? It’s awfully hot / It is sultry / It’s getting warm / It is sunny / It is raining. It’s cloudy / It’s breezy.





12. **Health-** How are you? / Are you feeling better now? / You look / don't look well / I'm very well / I hurt my knee / I've broken my arm.
13. **Sympathy** - Please accept my condolences / I share your distress / Accept my deepest condolences / I'm so sorry for him.
14. **Agreeing** - Absolutely / Precisely / Exactly / I totally agree / So do I / Nor do I / I think you're right up to a point.
15. **Disagreeing** - You're quite wrong there / I'm sorry, but I don't agree at all / that's an exaggeration.
16. **Checking your** - Do you really mean to say ---? / What exactly do you mean by that?
17. **Asking for Opinions** - So, what do you think? / How do you feel about this / What is your view / Do you agree with that.
18. **Giving Opinions-** In my opinion / As far as I'm concerned / I think / I feel / To my mind.
19. **Correcting misunderstandings** - Don't get me wrong. What I meant was --- / That's not quite what I meant by ---
20. **Interrupting-** Sorry to interrupt, but --- / May I interrupt you for a moment ? Can I just make a point,
21. **Dealing with interruptions-** I haven't finished, if you don't mind / If I might just finish --- / Let me just make my point.

#### 9.4 Further Body of the Text-Sample Dialogues

##### 1. An interaction between the student and the librarian.

Student - Good morning, Sir,.

Librarian - Good morning!

Student - I've come to return these books.

Librarian - Sure! But two of these books were due on last Tuesday. You're late by a week.

Student - Yes sir, I know. But --- I was suffering from fever and have not been coming to college these days.

Librarian - Oh! But you've to pay the fine.

Student - I know students are excused from fine on medical grounds.



Librarian -Of course it is. You'll have to fill the application form and get it signed by your head of the department.

Student- Fine sir, I'll get it done. Meanwhile please issue these books.

Librarian - Put your signature here.

Student - Thanks a lot, sir.

Librarian - Thanks !

## 2. A dialogue between two friends discussing a TV program.

Kush- Hello Richa ! How are you?

Richa - I'm fine thanks, And you?

Kush - I'm fine too. What are you doing these days?

Richa- These days ? Nothing special, - just lying on the bed, watching TV -

Kush - So you too like watching TV?

Richa - Of course / Me too!

Kush - Which TV show do you like the most ?

Richa - My favourite TV show is 'Sa re ga ma pa' !

Kush - Wow! This is my favourite TV show too. You know I'm fond of singing.

Richa - We'll soon arrange a get together and will invite our old friends, Radha, Nisha, Ram, Ashish also.

Kush - Wonderful! That will be great!

Richa - Good bye! Take care.

Kush- Bye! See you!

## 3. A dialogue between two friends who meet after the English paper outside the examination hall.

Mohit- Hello Ajay, you are all smiles. How about the English paper?

Ajay - Oh, My luck worked there. It had all those topics I had prepared thoroughly.

Mohit - But I had to write off hand and I don't think it was a good attempt.

Ajay - Oh, don't mind. You always score better than me. I wish you good luck.

Mohit - Thank you, Ajay.

Ajay - Now let's go and prepare for the next paper.



Mohit - You are right, Ajay, Bye!

Ajay - Bye.

**4. A dialogue between Rahul and Ram about the importance of Smartphone.**

Ram - Hi / How are you, Rahul?

Rahul - Fine and you ?

Ram - I am also fine. Where are you going now ?

Rahul - I am going to buy a smartphone.

Ram - Oh I see. Could you please tell me something about uses of it.

Rahul -It is great use. Through smartphone, one can access internet, store data, take photos, send message, watch videos, play games, know about time, solve the work of calculation, be aware of current news and much more.

Ram- Interesting, I am eager to buy a smartphone.

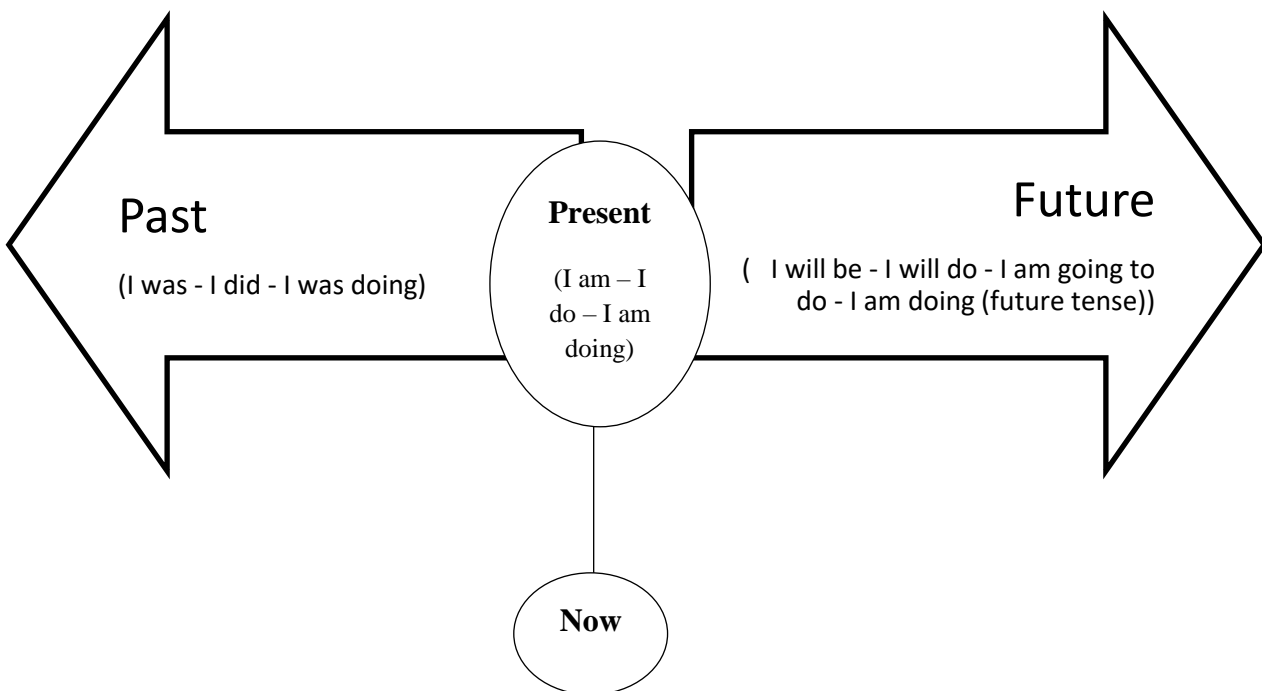
Rahul -Yes, you should buy a smartphone.

Ram - It seems, it also saves our valuable time and money.

Rahul -Yes, have you time to go with me to buy a smartphone.

Ram - Oh sure, let's go.

Rahul -Thank you very much.





## 9.5 TRANSLATION

### From Hindi to English

1- प्रत्येक व्यक्ति के जीवन में कोई न कोई इच्छा होती है। इच्छारहित व्यक्ति एक अन्धे व्यक्ति की तरह है जो अंधेरे में भटकता रहता है। मेरे जीवन में एक उद्देश्य है। मैं व्यापार पसंद नहीं करता। यद्यपि इसमें धन प्राप्ति अधिक है। मैं नौकरी नहीं करना चाहता। मैं धन और इज्जत का भूखा नहीं हूँ। मैं तो अध्यापक बनना चाहता हूँ क्योंकि अध्यापक ही देश के भविष्य का निर्माता है। मैं अपने विद्यार्थियों के लिए एक अच्छा मित्र और मार्गदर्शक सिद्ध हो सकूँगा ऐसा मेरा विश्वास है।

Every person has some desire in his life. The person who has no desire is like a blind person who wonders about darkness. I too have an aim in life. I do not like business, although it is the source of earning money. I don't want to do a job. I am not hungry of money and honour. I want to be a teacher because the teacher is the builder of future of our country. It is my firm belief that I will prove to be a good friend and guide to my students.

2. खेल हमें स्वस्थ और मजबूत बनाते हैं। वे हमारी मांसपेशियों को सख्त बनाते हैं। हमारे तंतुओं को मजबूत बनाते हैं और हमारे शरीर का गठन करते हैं। ऐसा व्यक्ति जो शारीरिक रूप से मजबूत और स्वस्थ होता है, वह महान कठिनाइयों को सहन कर सकता है, तनाव को सह सकता है जबकि ऐसा व्यक्ति जो निष्क्रियता का जीवन बिताता है। अवर्णित कष्टों एवं बीमारियों का आसानी से शिकार हो जाता है। खेल-कूल स्वास्थ्य की सुरक्षा के लिए बहुत महत्वपूर्ण है। एक मजबूत शरीर हमें प्रसन्न रखता है। एक प्रसन्न चित्र साथी, जैसा कि हम जानते हैं, वास्तव में एक खजाना होता है। कौन ऐसा व्यक्ति होगा जो किसी शक्ति और चेतना से उमड़ते हुए लड़के को पसंद नहीं करता हो और फिर भी यहां कुछ ऐसे लोग भी हैं जो खेलों के बारे में विचित्र विचार रखते हैं।

Games make us healthy and strong. They strengthen our muscles, make our tissues strong and build up our constitution of body. A man, who is physically strong and healthy can bear great hardships and endure strain whereas a man who leads a life of activity is apt to fall a victim to untold suffering and illness. Games and sports are very important for the preservation of our health. A strong body enables us to maintain cheerfulness of spirit. A cheerful companion, we know, is a treasure indeed who does not like to see a boy bubbling with vigour and vitality? And yet there are some people who have queer ideas about games.

3. जीवन एक सतत संघर्ष है। हर व्यक्ति जीवन की दौड़ में अपने साथी से आगे बढ़ाना चाहता है। जो व्यक्ति सतर्क है और जिसमें समय पर काम करने की क्षमता है, वह सफल हो जाता है, परन्तु जो व्यक्ति दुविधा में

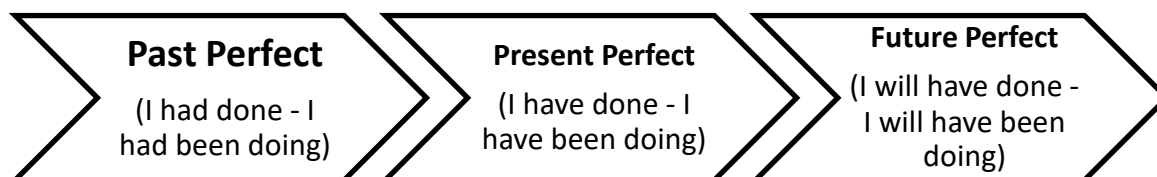


रहता है वह पीछे रह जाता है। जब उसे होना आता है तो वह अपने को बुरी तरह पराजित पाता है। अक्सर जीवन में केवल एक बार आता है यदि इस अवसर को हाथ से निकाल दिया जाए तो हमारा भविष्य सदा के लिए बर्बाद हो सकता है।

Life is a constant struggle. Every person wants to march forward with his companions in the race of life. The person who is alert and his capability to do his work on time, gets success. But the person who wavers is left behind. When he wakes up, he finds himself defected. Badly opportunity comes in life only once. If the opportunity is allowed to miss, our future is ruined forever.

4. महात्मा गांधी ने एक बार कहा था, 'भारत प्रगति करने की आशा तब तक नहीं कर सकता जब तक कि भारत के ग्रामों की दशा में सुधार नहीं किया जाता।' गाँव में रहने सहन का स्तर बहुत नीचा है अधिकतर मकान मिट्टी के बने होते हैं। गलियों की दशा शोचनीय है। बहुत से गाँवों में बिजली और पानी का उचित प्रबंध नहीं है। वहाँ डॉक्टर एवं शिक्षा की भी काफी सुविधाएँ नहीं हैं। वहाँ के लोग आधुनिक यातायात के साधनों का आनंद नहीं ले सकते।

Mahatma Gandhi once said, "India cannot hope to progress so long as the condition of villages is not improved". The standard of living in villages is very low. Most of the houses are made of earth. The condition of streets is pitiable. In most of villages, there are no proper arrangements of electricity and water. There is also lack of a number of medical and educational facilities. People of villages cannot enjoy modern transport facilities.



### From English to Hindi

1. Most of our important cities and towns are situated on or near the banks of rivers. We are a bathing nation. A river bath is more refreshing than a bath taken otherwise. Rivers provide us with the fine pastime of swimming. Often lighted lamps made of leaves or earth or clay are floated on the rivers which give them a festive appearance. Bathing fairs and festivals are held on the banks of rivers. The most important of such fairs is the Kumbh Mela held after every twelve years on the confluence at



Allahabad. Boating for pleasure and pastime is made possible by rivers. There is something very soothing and healing in every river.

हमारे अधिकांश महत्वपूर्ण नगर और कस्बे नदियों के किनारे या उनके पास बसे हुए हैं। हम नहाने के शौकिन लोग हैं। नदी में नहाना किसी भी दूसरी तरह के नहाने से अधिक ताज़गी देने वाला होता है। नदियां हमें तैरने का अवसर देकर सुन्दर मनबहलाव की साधन भी बनती हैं। बहुधा पत्तों और कच्ची या पक्की मिट्टी के बने जलते दीपक नदियों में तैरा दिए जाते हैं, जो एक बहुत ही सुन्दर दृश्य बनाते हैं। स्नान करने के त्यौहार व मेले भी नदियों के किनारे लगते हैं। ऐसे मेलों में सर्वाधिक महत्वपूर्ण मेला, कुम्भ मेला, हर बारह साल बाद इलाहाबाद में त्रिवेणी पर लगता है। आनंद और मनबहलाव के लिए नाव चलाने का अवसर भी नदियों से मिलता है। प्रत्येक नदी में सान्त्वना और स्फूर्ति देने की विलक्षण शक्ति होती है।

2 Today the world is progressing at a very fast pace. The progress of science and new inventions have brought the world closer. The countries have become inter-dependent and inter responsible. If anything happens in one corner of the world, it in some way or the other, affects the whole world. World's peace, therefore, the greatest need of today. We must break the chains of narrow nationalism and work for international peace. If we want to save the world from destruction we shall have to follow the principle of live and let live.

आज दुनिया बड़ी तेजी से प्रगति कर रही है। विज्ञान की प्रगति और बड़े-बड़े आविष्कारों ने विश्व को छोटा बना दिया है। देशों एक दूसरे के प्रति जिम्मेदार बन गए हैं। यदि विश्व में किसी एक कोने में कोई घटना घटती है तो उसका प्रभाव किसी न किसी प्रकार से सारे विश्व पर पड़ता है। इसलिए विश्व-शान्ति आज की सबसे बड़ी आवश्यकता है। हमें अनुदार राष्ट्रियता की शृंखलाओं को तोड़ना होगा और अंतर्राष्ट्रीय शान्ति के लिए काम करना होगा। यदि हम संसार को विनाश से बचाना चाहते हैं तो हमें 'जिओ और जीने दो' के सिद्धान्त पर आचरण करना होगा।

## 9.6 Check your progress

1. We read books in school. We also read books at home. We find books in all the languages. Books are our good friends. We get much knowledge from them. They teach us a lot. I was fond of reading books.

**Difficult words** - languages = भाषायें, knowledge = ज्ञानि, a lot = अधिक

2. The wolf stood behind the horse and caught his tail in his mouth. And the horse jumped and kicked the wolf in the mouth. Four of the wolf's teeth fell to the ground and he ran into the jungle.



3. Tulsi Das is a matchless poet of Hindi world. His importance as a poet is very great. His Ramayana is full of number less morals. It is a measure of wisdom. It clearly teaches us how a son should behave with his father, the wife with her husband, a brother with his brother, the pupil with his teacher and the subjects with the king.

**Difficult words** - matchless = अद्वितीय, greatest = सर्वश्रेष्ठ, importance = महत्त्व, numberless = असंख्य, morals = नैतिकता, measure = माप, pupil = शिष्य, wisdom = चतुराई, should behave = व्यवहार करना चाहिए, subject = विषय

### 9.7 Self -Assessment Questions

1. What do you mean by dialogue writing?
2. How translation helps in effective speaking?

### 9.8 Suggested Readings

1. English Grammar, Composition & usage : J.C Nestified; Revised by
2. English Grammar; Raymond Murphy.
3. New Oxford Advanced Learners Dictionary English











