Unit – I Part – A Questions

1. Prepositions:

(a) Insert the correct preposition

1. Do you think it is a good idea to ban smoking ___ public places?
2. Look at the picture ___ the wall.
3. My house is ___ the end of the street.
4. I stopped ___ Nancy's house.
5. Do you like walking ___ the garden?
6. I found my keys ___ the desk.
8. He was crying ___ the back of the classroom.
9. I saw the film ___ TV.
10. These people live ___ my hometown.

(b) Prepositions – Place

1. ___ the picture, I can see a woman.
2. The woman is sitting ___ a table.
3. She is sitting ___ a chair.
4. There is another chair ___ the woman.
5. Her feet are ___ the table.
6. The woman is holding a cup ___ her hands.
7. ___ the table are a laptop, a paper, a calculator, an appointment calendar, two pens and a muffin.
8. The woman is looking ___ her laptop.
9. The woman's bag is ___ the table.
10. In the picture, I can see a family ___ a kitchen.
11. There is a vase and fruits ___ the worktop.
12. The mother is standing ___ her husband and her daughter.
13. She is holding a mug ___ in her hand.
14. The father and the daughter are sitting ___ the worktop ___ beautiful iron chairs.
15. There is a picture ___ the wall.
16. There is a window ___ the father.
17. The woman is looking ___ her daughter.
(c) Use the right preposition of time:

1. What are you doing _____ Saturday?
2. I am going to the countryside _____ the weekend.
3. I haven't been to the countryside _____ December.
4. I am leaving _____ the afternoon. May be _____ three o'clock pm. I am coming back _____ Sunday evening. I'll catch the half _____ seven train _____ Sunday. I'll be here _____ nine o'clock.
5. So you'll be there _____ the whole weekend. I'll be missing you!
6. What are you doing _____ the weekend?
7. I don't know yet. Maybe I'll go to the cinema _____ Saturday.
8. That's interesting. I haven't been to the cinema _____ so many years.
9. We could go there together _____ the afternoon.
10. That would be great. But I would prefer to go there in the evening. I am visiting my grandma _____ Saturday.
11. That's okay. The film starts _____ eight o'clock.
12. It lasts _____ two hours and forty-five minutes.
13. _____ eight _____ a quarter _____ eleven.
14. That's right. But I must hurry home _____ the film. I have to be home _____ eleven o'clock.

(d) Put in the correct prepositions of place

1. The wine is _____ the bottle.
2. Pass me the dictionary, it's _____ the bookshelf.
3. Kumar is _____ work.
4. Berlin is _____ Germany.
5. You have something _____ your face.
6. Turn left _____ the traffic lights.
7. He has a house _____ the river.
8. The answer is _____ the bottom of the page.
9. Suresh will be _____ the plane now.
10. She lives _____ London.
11. I'll meet you _____ the airport.
12. The cat is _____ the house somewhere.
13. She has a house _____ Japan.
2. Wh-Questions:

(A) Choose the correct question words.

2. ___ 's that girl? - She's my sister.
3. ___do you go to school? - By bus.
4. ___do banks open? - At eight O'clock.
5. _____are you wearing that coat? - Because it's hot!

(B) Write questions about the words in bold.

1. They went to Spain.
2. He writes novels.
3. Lacy likes soccer.
4. The girls watched a serial.
5. He discovered the truth.

(C) Fill in who, what, how, when, where.

1. _____likes westerns? Brenda and John.
3. _____are your hobbies? Swimming and collecting stamps.
4. _____is your birthday? In April.
5. _____many minerals are in the box? Ten, I think.
6. _____is good at English? Tom.
7. _____old is her son? Seven.
8. _____your posters? Over my bed.
9. _____ much is this pullover? Twenty pounds.
10. _____colour is your car? Red.

3 – Simple Tenses

Exercises – 1 – Simple Present Tense

a) Complete the following sentences

1) Sheela _____________French very well.
2) We don’t often _____________coffee.
3) The swimming pool__________at 7.00 every morning.
4) Bad driving_________many accidents.
5) My parents___________in a very small flat.
6) The Olympic Games_________place every four years.
7) The Panama Canal_________the Atlantic and Pacific oceans.
8) The Sun_________in the west.
9) I_______to temple on Sundays.
10) It_______in winter.

b) Put the verb into the correct form.
1) Meena______________(not / play) very often.
2) What time______________(the college / close) here?
3) I’ve got a printer, but I ________________(not / use) it much.
4) Where______________ (Mathu / come) from?
5) What _________(you / do)? ’I’m a goldsmith.’
6) It ______________(take) me an hour to get to work. How long ___________(it / take) you?
7) Look at this sentence. What _________________ (this word / mean)?
8) Das isn’t very fit. He ______________(not / do) any sport.
9) Where_______________(this road / leads) to?
10) Normally, I _______________(not / work) on Sundays.

c) Use the following verbs to complete the sentences. Sometimes you need the negative.
Believe eat flow go grow make rise tell translate open
1. The earth ______ round the sun.
2. Rice_______ in some countries.
3. The sun ____________in the east.
4. Bees___________honey.
5. Vegetarians__________meat.
6. An atheist_____________in God.
7. An interpreter_________________from one language into another.
8. Liars are people who_____________the truth.
9. The River Amazon ________________into the Atlantic ocean.
10. The café _______________at 7.30 in the morning.

d) Frame question from the following:
1. I work. 2. They play. 3. He sings. 4. It eats.
8. We cook. 9. They work hard. 10. She dances well.
Exercises 2 – Present Continuous Tense

a) Correct the verbs in the following sentences.
1. The water boils. Can you turn it off?
2. Look! That man tries to open the door of your car.
3. Can you hear those people? What do they discuss about?
4. I must go now. It gets late.
5. ‘Hurry up! It’s time to leave.’ ‘OK, I come.’
6. I hear you have got a new job. How do you get on?
7. He doesn’t get on well. He always argue.
8. I’m busy. What do you do?
9. Krish wants to work in North India, so he learn Hindi.
10. The population of the world increases very fast.

b) Put the verbs into the correct form.
1) Let’s go out. It _______________(not / rain) now.
2) Hurry up! Everybody ___________________(wait) for you.
3) ‘________________(you / listen) to the radio?’ ‘No, you can turn it off.’
4) The river______________(flow) very fast today – much faster than usual.
5) a: How is your French?
   b: Not bad. I think it______________(improve) slowly.
6. Rafia is in USA at the moment. She ____________(stay) at the Park Hotel.
7. Can we stop walking soon? I______________(start) to feel tired.
8. Sabari___________ (look) for a place to live.
10. I usually _________(enjoy) films, but I ________(not / enjoy) this one very much.
11. Don’t put the dictionary away. I__________(use) it.
12. Who is that man? Why______________(he / look) at us?
13. I______________(think) of selling my house. Would you be interested in buying it.
14. I_______(feel) hungry. Is there anything to eat?
15. Excuse me. (anybody / sit / there?)
17. Hurry up, the taxi _________(wait).
18. It__________(rain) hard. I am afraid the match will have to be cancelled.
20. The boys ________(rehearse) a play for College Day.

(c) Finish the second sentences. Use always –ing.

1) a: I have lost my watch again.
   b: Not again! __________________________

2) a: The bus has broken down again.
   b: That bus is useless. It __________________

3) a: Look! You’ve made the same mistake again.
   b: Oh no, not again! I

4) a: Oh, I’ve forgotten my purse again.
   b: Typical! __________________________

5) a: Tinu is never satisfied.
   b: She________________________

Exercises 3 – Present Perfect Tense

a) Read the situations and write sentences. Use the following verbs.
   Arrive     break     fall     go up     grow     improve     lose
1. Kumar is looking for his money. He can’t find it. He________
2. Malini can’t walk and her leg is in plaster. She________
3. Last week the bus fare was 2 rupees. Now it is 3 rupees. The bus fare____
4. Mala’s English wasn’t very good. Now it is better. Her English____
5. This morning I was expecting a phone call. Now I have it. The phone call____
6. Dinesh didn’t have a beard before. Now he has a beard. He____
7. The temperature was 10 degrees. Now it is only 3. The ________

b) Complete the sentences by using the verbs in brackets.

1. Would you like something to eat? No, thanks. _______________ (I / just / have / lunch)
2. Do you know where Mahesh is? Yes, _______________ (I / just / see / her)
3. What time is the train leaving? _______________ (it / already / leave)
4. What’s in the newspaper today? I don’t know. _______________ (I / not / read / it yet)
5. Is Sasi coming to the cinema with us? No, ____________(she / already / see / the film)
6. Are your relatives here yet? Yes, ____________ (they / just / arrive)
7. What does Thomas think about your plan? _______________ (we / not / tell / him yet)
(c) Read the situations and write sentences with just, already or yet.

1. After lunch you go to see a friend at her house. She says, 'Would you like something to eat?'
   You say: No thank you. _________________. (have lunch)

2. Madan goes out. Five minutes later, the phone rings and the caller says, 'Can I speak to Madan?'
   You say: I'm afraid _________________. (go out)

3. You are eating in a restaurant. The waiter thinks you have finished and starts to take your plate away.
   You say: Wait a minute! _________________. (not / finish)

4. You are going to a theatre tonight. You phone to reserve a ticket. Later your friend says, 'Shall I phone to reserve a ticket.' You say: No, _________________. (do it)

5. You know that a friend of yours is looking for a place to live. Perhaps she has been successful. Ask her.
   You say: _________________. (find)

6. You are still thinking about where to go for your holiday. A friend asks, 'Where are you going for your holiday?' You say: _________________. (not / decide)

7. Leela went to the bank, but a few minutes ago she returned. Somebody asks, 'Is Leela still at the bank?' You say: No, _________________. (come back)

d) Complete the following sentences by using the clues given:

be play see have read meet eat be

1. How is Dilip these days? I don't know. I ________________ him recently.


3. Can you play cricket? Yes, but ________________ for ages.


5. Is Australia an interesting place? I've no idea. ________________ there.

6. Muthu was late for work again today. Again? He ________________ late every day this week.

7. What’s Mark’s sister like? I've no idea. ________________ her.

8. Are you enjoying your holiday? Yes, it’s the best holiday ________________ for a long time.

9. I hear your kitchen window broke down again yesterday. Yes, it’s the second time ________________ this week.

10. Who’s that boy by the door? I don’t know. ________________ him before.

(e) Read the situations and write sentences:

1. Jagadish is driving a car, but he’s very nervous and not sure what to do.
   You ask: ________________
   He says: ________________

2. Banu is playing tennis. He’s not good at it and he doesn’t know the rules.
You ask: ________________________
She says: No, this is the first _______________________
3. Sujatha is riding a horse. She doesn’t look very confident or comfortable.
You ask: ________________________
She says: ________________________
4. Muthu is in London. He has just arrived and it’s very new for him.
You ask: ________________________
He says: ________________________

Exercises 4 – Present Perfect Continuous Tense

a) Write questions for each situation.
1. You meet Paul as he is leaving the swimming pool.
   You ask: (you / swim?) ________________________
2. You have just arrived to meet a friend who is waiting for you.
   You ask: (you / wait / long) ________________________
3. You meet a friend in the street. His face and hands are very dirty.
   You ask: (what / you / do) ________________________
4. A friend of yours is now working in a shop. You want to know how long.
   You ask: (how long / you / work / there) _________
5. A friend tells you about his job – he sells computers. You want to know how long.
   You ask: (how long / you / sell / computers?) _________

(b) Read the situations and complete the sentences.
1. It’s raining. The rain started two hours ago.
   It __________________ for two hours.
2. We are waiting for the bus. We started waiting 20 minutes ago.
   We __________________ for 20 minutes.
3. I’m learning Spanish. I started classes in December.
   I __________________ since December.
4. Meenakshi is working in Mumbai. She started working there on 18 January.
   __________________ since 18 January.
5. Our friends always spend their holidays in Switzerland. They started going there years ago.
   __________________ for years.
(c) Put the verb into the present perfect continuous.
1. ________________ (Menaka / learn) English for two years.
2. Hello, Dinesh. ________________ (I / look) for you. Where have you been?
3. Leela is a teacher. ________________ (she / teach) for ten years.
4. Sathya is very tired. ________________ (she / work) very hard recently.
5. ________________ (I / talk) to Aruna about the problem and she agrees with me.

(d) For each situation, write a sentence using the words in brackets.
1. Tinu started reading a newspaper one hour ago. He is still reading it and now he is one page 15.
   (read / for two hours) _________________________
2. Ram is from Austria. He is traveling round Europe at the moment. He began his trip three months ago.
   (travel / for three months) She____________________________
3. Pradeep is a football player. He began playing football when he was 8 years old. This year he is national champion again – for the fourth time.
   (play / football since he was eight) _________________________
4. When they left college, Lena and Sundar started doing business together. They still do business.
   (do / business since they left college) _________________________

(e) For each situation, ask a question using the words in brackets.
1. You have a friend who is learning Guitar. You ask:
   (how long / learn / guitar)____________________
2. You have just arrived to meet a relative. She is waiting for you. You ask:
   (wait / long) Have________________________
3. A friend of yours is a teacher. You ask:
   (how long / teach?)________________________
4. You meet somebody who is a poet. You ask:
   (how long / write / poems)_______________________
5. A friend of yours is saving money to go on holiday. You ask:
   (how long / save?)__________________________

(f) Put the verb into the present perfect continuous.
1. Where have you been? ________________ (you / play) tennis?
2. You look tired. ________________ (you / work) hard?
3. Sorry I’m late. That’s all right. ________________ (I / not / wait) long.
4. ____________________ (I / read) the book you lent me.
(g) Complete the following.

1. Balu is in hospital, isn’t he? Yes, he_____________ in hospital since Monday.
2. Do you see Anju very often? No, I ____________ her for three months.
3. Is Muthu married? Yes, he_____________ married for then years.
4. Are you waiting for me? Yes, I _________ for the last half hour.
5. You know Lakshmi, don’t you? Yes, we ____________ each other a long time.
6. Do you still play volleyball? No, I ____________ volleyball for years.
7. Is Sundar reading newspaper? Yes, he___________ newspaper for all the day.
8. Have you got a headache? Yes, I __________ a headache all morning.
9. Mahesh is never ill, is he? No, he ______________ ill since I've known him.
10. Sujatha lives in Delhi, doesn’t she? Yes, she_____________ in Delhi for the last few years.
11. Do you go to the cinema a lot? No, I __________ to the cinema for ages.
12. Would you like to go to Russia one day? Yes, I ______________ to go to Russia. (use always / want)

4. Word Formation

(i) Write the words in brackets in proper word formation:

1. The Sultan spent over fifty million dollars making the capital city’s main hotel the most _____ in the country. (luxury)
2. Police working on solving the bank robbery have by chance _____ a plan to murder a leading politician. (cover)
3. We should go and eat at "Franco's" which is _____ a great little restaurant. (suppose)
4. I left the house at 8am and stared at the empty garage in____. My car was nowhere to be seen. Someone had stolen it! (believe)
5. If you have any problems finding things, just ask Roger. He is very _____ and will tell you where to find what you want. (help)
6. You paid $25 for a simple breakfast?! They have certainly _____ you! You should go back and complain. (charge)
7. The gang robbed three banks in the same city and all at about the same time. Not____, they were caught by the police during the fourth attempt. (surprise)
8. Sarina is only my half sister because we have _____ mothers. (differ)
9. This queue hasn't moved in five minutes. I'm getting a bit____! (patient)
10. Politicians should spend some time living on the streets like ____people have to and then they would understand better the problems they have. (home)
11. Carl was calmly taking a photograph as this ____ large bear walked towards the car. It was a terrifying experience...at least for me! (astonish)
12. If you go walking around the factory, ensure you have ____ clothing on. (protect)
13. Are you sure you have cleaned the kitchen? There is still a pretty ____ smell coming from it. (pleasant)
14. Although it isn't definite we will see you tomorrow, it is quite ____. (like)
15. Be sure not to put more than three ____ of vodka into the mix, otherwise it will be too alcoholic. (spoon)
16. Finding a cure for cancer will be a huge ____ breakthrough for mankind. (medicine)

(ii) Put the following words in brackets in proper word formation:
1. It's totally ______________________________ (understand) that you stayed home when you were sick.
2. Don't laugh at his stupid jokes! You'll only ______________________________ (courage) him to say them again.
3. That sidewalk is ______________________________ (slip), I almost fell!
4. After Monday, I will no longer be a foreigner--I am receiving my _______________________(citizen)!
5. Arthur will be very lonely unless you ______________________________ (friend) him.
6. Every afternoon, the cooks __ (sharp) their knives in preparation for dinner.
7. I hate being around Mary Lou, she is so so ______________________________ (friendly).
8. The stock market crash of 1929 left my great-grandfather ____________________________ (penny).
9. I have a class at 8:00 a.m. but I always _________________________ (sleep).
10. The groom may _______________ (veil) the bride only when their vows have been exchanged.
11. I think we should try something else. That strategy seems way too _______________________ (risk).
12. My father's death left me with a great ______________________________ (empty) in my heart.
13. George W. Bush is pretending that he attacked Iraq to ____________________(liberty) the Iraqis.
14. Americans fought hard to earn their ______________________________ (free) from Britain.
15. When you work at a nuclear power plant, you have to be extremely _____________ (care).
16. Every time I think I've beaten you, you ___________________________ (do) me!
17. had to take three months off when I was pregnant, but my boss has been very ______ (understand).
18. He will _________________________ (cork) the wine as soon as we are ready for dinner.
19. You need to work on your orthography so you don't _______________ (spell) these words.
20. The weather ______________________________ (cast) looks bad for a picnic--rainy and windy!

(iii) Use a prefixes to find the opposite of these verbs:

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<th>Opposite</th>
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<tr>
<td>1- wrap</td>
<td>Unwrap</td>
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<td>2- use</td>
<td>Misuse</td>
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<td>3- agree</td>
<td>Disagree</td>
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<td>4- engage</td>
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<td>5- behave</td>
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<td>6- understand</td>
<td>Misunderstand</td>
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<td>7- fold</td>
<td>Unfold</td>
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<td>8- spell</td>
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<tr>
<td>9- connect</td>
<td>Disconnect</td>
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<td>10- close</td>
<td>disclose</td>
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(iv) Put the words in brackets in the appropriate form (use a prefix or a suffix):

1. He was acting in a very ______ way. (child)
2. She looked ______. She started to cry. (happy)
3. He passed his exam. He was ______ for the second time. (succeed)
4. The team that he supported were able to win the ______. (champion)
5. I couldn’t find any ______ in his theory. (weak)
6. He wants to be a ______ when he grows up. (mathematics)
7. There were only a ______ of people at the match. (hand)
8. The road was too narrow, so they had to ______ it. (wide)
9. I think that you should ____ your decision. It may not be the best thing to do. (consider)
10. You need a ______ of motivation, organization and hard work to realize your dreams. (combine)

(v) Prefix Meaning Match

Match the prefix to it meaning by writing the letter in the blank.

Use the words after each prefix as a hint.

1. ex export ______ A. again
2. bi bicycle ______ B. not
3. pre preschool ______ C. after
4. mis misspelling ______ D. out or away from
5. **Word Expansion (Root words/Etymology)**

**Prefixes: A)** Fill in the missing prefix. Then write a sentence using the word.

1. _____literate____________________________________________________.
2. _____provement__________________________________________________.
3. _____happy______________________________________________________.
4. _____ology ____________________________________________________.
5. _____ordinate____________________________________________________.
6. _____ponent ____________________________________________________.
7. _____tribute ____________________________________________________.
8. _____sionary ____________________________________________________.
9. _____name ______________________________________________________.
10. _____ection ____________________________________________________.
11. _____pare ______________________________________________________.
12. _____convenient ________________________________________________.
13. _____appointing ________________________________________________.
14. _____scription __________________________________________________.
15. _____dertow ____________________________________________________.

**Prefixes**

**B)** Circle all of the words that have a prefix.

1. prominent substance disappear gyroscope
2. constrict stutter vulgar composer
3. tinsel magnificent package jacked
4. forceps resulting clatter overpass
5. northward allegiance historian corkscrew
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**Suffixes**

C) Fill in the missing suffix. Then write a sentence using the word.

1. inva____.__________________________________________________.
2. defi____.__________________________________________________.
3. breath____.________________________________________________________________.
4. stetho____.________________________________________________________________.
5. like____.__________________________________________________________________.
6. afflu____.__________________________________________________________________.
7. abol____.__________________________________________________________________.
8. reun____.__________________________________________________________________.
9. refor____.__________________________________________________________________.
10. sever____.__________________________________________________________________.
11. jewel_____. ____________________________________________________.
12. gener_____. ____________________________________________________.
13. conquer_____. ____________________________________________________.
14. deafen_____. ____________________________________________________.
15. simultane_____. ____________________________________________________.

Suffixes

D) Circle all of the words that have a suffix.

1. burglar dissect lieutenant numerous
2. premise microscopic fiddle pedigree
3. kickoff seafood ascend ballad
4. terrorize decibel gurgle longhorn
5. conclude midget cottonmouth expenditure
6. distasteful squeeze nourish bathrobe
7. nutrient evolution pesticide moccasin
8. struck convince machinist appropriate
9. stubborn shorten decathlon grindstone
10. hoodlum pebble corkscrew windshield
11. phonograph trumpet sweeten outsider
12. terrorism locksmith assurance grenade
13. anniversary bondage barrio deficiency
14. lengthwise discovery armchair revenge
15. elevated graphite shellac breathless
16. aspect custodian domain witness
17. massacre darken decade coleslaw
18. dashboard backboard expire comprehension
19. software apparel disease presume
20. kingdom improvement bottom crotch
21. hygiene twinkle dominion headstone
22. periscope encore mammoth domino
23. reference honestly likelihood exterior
24. interest thunderstorm naught upheaval
25. outward petroleum deafen birthmark
Root Words

E) Fill in the blanks with the meaning of each word root.

Prefixes
inter = between, among
per = through
ob = against
in = into

Root Words
nat = birth, born
ject = to throw
manu = hand
radic = root
lud = to play
liter = letter
viv = life
corpor = body

1. international inter- , _______________ + nat , _______________ + ional
2. interlude inter- , _______________ + lud , _______________ + e
3. object ob- , _______________ + ject , _______________ 
4. literate liter , _______________ + ate
5. manual manu , _______________ + al
6. vivace viv , _______________ + ace
7. percolate per- , _______________ + colate
8. radical radic , _______________ + al
9. incorporate in- , _______________ + corpor , _______________ + ate

Match each definition with a word.
1. _______________ a person who can read and write
2. _______________ pass through
3. _______________ arising from or going to the root
4. _______________ from or between other countries
5. _______________ form a corporation
6. _______________ a brief show (music or dance etc) performed between the sections of another performance
7. _______________ a small handbook
8. _______________ lively, in music
9. _______________ a tangible and visible entity; an entity that can cast a shadow

Root Words legal / divide / code / inform

Word Unscramble

Unscramble the words by writing the letters in the correct order in the space provided.

1) cndoee __________________________________________
2) edvdii __________________________________________
3) edco ____________________________________________
4) morfin __________________________________________
5) niiovsdi _________________________________________
6) legal _____________________________________________
7) coeedd __________________________________________
8) frvmientoia ______________________________________
9) lialelg __________________________________________
10) iltelgay __________________________________________
11) foaritnnmoi ______________________________________
12) isivudbed _________________________________________
13) iaglzeel _________________________________________
14) nmroimisf ________________________________________
Unit – 2

Part – A (2 marks)

1. Definitions

Write definitions for the following words:

1. Baroscope
2. Calculator
3. Calorimeter
4. Cooling tower
5. Dynamo
6. Fax
7. Flowchart
8. Fuel cell
9. Gas condenser
10. Generator
11. Laboratory
12. Lathe
13. Lubricant
14. Lunar
15. Microphone
16. Polymer
17. Printer
18. Semiconductor
19. Sensor
20. Solar cell
21. Thermometer
22. Transistor
23. Abacus
24. Aerial
25. Aeronautics
2. Imperatives

Exercises

a) Change the following sentences into Imperatives.

1. He should have a job.
2. We mustn't stop now.
3. You must go to bed.
4. You should get up early.
5. You mustn't stand here.
6. She can have a drink.
7. They must clean the carpet.
8. We needn't wait for him.
9. We must have a shower first.
10. You can't park in this street.
11. You must be here soon.
12. They should taste this cake.

b) Write the following sentences into imperatives using the clues given in brackets.

1. I don't have my credit card. (pay)
2. You needn't be afraid of the exam. (try it)
3. I'm not going to inform her. (tell)
4. Why should I carry the luggage? (take it)
5. Why don't you want my money? (take it)
6. You are so noisy! (be silent)
7. Give it to your mum.
8. Let us forget about it.
9. Let's think about it.
10. Be kind to her.
11. Let us have a break.
12. Take the car to the garage.
13. Do be quiet. (must)
14. Let me finish it first. (would like)
15. Repair your roof. (should)
16. I'll dust the furniture and you hoover. (can - can)
17. Let's not go on foot. (should not)
18. Drive slowly, will you? (must)
19. Don't be angry. (mustn't)
20. Hurry up. (must)
21. Let them make an experiment. (can)
22. Do not touch the screen. (must not)
23. Do not let us worry about it. (need not)
24. Let us see them tomorrow. (could)
25. Come to my birthday party, will you? (must)

c) Put the following sentences in proper imperative sentences.
   1. he/you/ladder/will/fetch
   2. him/it/try/let/again
   3. use/umbrella/do not/my/him/let
   4. first/the/take/on/right/the/turning
   5. mistake/us/not/make/let/a
   6. do/seatbelt/your/fasten
   7. quickly/it/you/will/do
   8. about/protest/let's/don't/it
   9. car/my/in/jump
   10. tell/things/me/such/don't
   11. ask/it/do/about/her
   12. them/our/sleep/let/bedroom/in

d) Write the following sentences into imperative forms.
   1. You must listen to your teachers.
   2. You mustn't be noisy.
   3. You mustn't cheat.
   4. You must sit at your desk.
   5. You mustn't be late.
   6. You must write tests.
   7. You mustn't bully your classmates.
   8. You must pay attention.
3. Subject – Verb Agreement

a) Choose the correct form of the verb that agrees with the subject.

1. Annie and her brothers (is, are) at school.
2. Either my mother or my father (is, are) coming to the meeting.
3. The dog or the cats (is, are) outside.
4. Either my shoes or your coat (is, are) always on the floor.
5. George and Tamara (doesn't, don't) want to see that movie.
6. Benito (doesn't, don't) know the answer.
7. One of my sisters (is, are) going on a trip to France.
8. The man with all the birds (live, lives) on my street.
9. The movie, including all the previews, (take, takes) about two hours to watch.
10. The players, as well as the captain, (want, wants) to win.
11. Either answer (is, are) acceptable.
12. Every one of those books (is, are) fiction.
13. Nobody (know, knows) the trouble I've seen.
14. (Is, Are) the news on at five or six?
15. Mathematics (is, are) John's favorite subject, while Civics (is, are) Andrea's favorite subject.
16. Eight dollars (is, are) the price of a movie these days.
17. (Is, Are) the tweezers in this drawer?
18. Your pants (is, are) at the cleaner's.
19. There (was, were) fifteen candies in that bag. Now there (is, are) only one left!
20. The committee (debates, debate) these questions carefully.
21. The committee (leads, lead) very different lives in private.
22. The Prime Minister, together with his wife, (greets, greet) the press cordially.
23. All of the CDs, even the scratched one, (is, are) in this case.

b) Identify the subject and verb in the following sentences.

1. At Yellowstone Park grizzly bears (doesn’t, don’t) have names; they have numbers.
2. In the meeting between human and bear, a wild-card factor (throws, throw) all calculations and studies to the wind.
3. The Yellowstone authorities should (has, have) kept thorough records on each bear.
4. When some bears (encounters, encounter) people, it is the bear who runs.
5. The great national parks (holds, hold) about 200 grizzlies, with possibly 30 of them being breeding females.
6. Behind an experimental fenced yard protecting campers in Glacier National Park, six visitors has been fatally mauled by grizzlies in the past 19 years.
7. Meandering downriver toward a deer, three grizzly cubs comes within 15 yards of it.
8. To a grizzly almost anything are food except rocks.
9. Lingering snow patches often become playgrounds for grizzlies observed making snowballs.
10. Female grizzlies mates every third year in summer, without their fertilized eggs implanting in the womb until fall.

c) Circle the correct verb in each of the sentences below.
1. Your friend (talk-talks) too much.
2. The man with the roses (look-looks) like your brother.
3. The women in the pool (swim-swims) well.
4. Bill (drive-drives) a cab.
5. The football players (run-runs) five miles every day.
6. That red-haired lady in the fur hat (live-lives) across the street.
7. He (cook-cooks) dinner for his family.
8. The boys (walk-walks) to school every day.
9. The weather on the coast (appear-appears) to be good this weekend.
10. The center on the basketball team (bounce-bounces) the ball too high.

d) Circle the correct verb in each of the sentences below.
1. Mumps (is-are) one of the most uncomfortable diseases.
2. One hundred dollars (is-are) not a lot of money to some people.
3. She (doesn’t-don’t) look very well today.
4. Twenty minutes (is-are) the amount of time it takes me to get home from work.
5. It (doesn’t-don’t) seem so cold today.
6. Gymnastics (is-are) easy for Angela.
7. Interesting news (is-are) what sells our paper.
8. A pound of cookies (cost-costs) about a dollar.
9. They (doesn’t-don’t) think they’ll win the game tonight.
10. He (don’t-doesn’t) speak very well.
Unit – 3 (2 marks)

1. Tenses (Past)

Exercises—Past Tense

(a) Put the verb into the correct form.

1. It ________ raining for a while, but now it’s raining again. (stop)
2. The police__________ three people, but later they let them go. (arrest)
3. I _________ for a job as a bus driver, but I wasn’t successful. (apply)
4. Where’s my bike? It ________ outside the house, but it’s not there now. (be)
5. The robbers________ the traveler of all his money. (rob)
6. I __________ this pen yesterday at the super bazaar. (buy)
7. He was badly wounded, and ________ profusely. (bleed)
8. A scorpion ________ my brother. (sting)
9. Before he left for the London he __________ farewell to his friends. (bid)
10. Our hen __________ two eggs yesterday. (lay)
11. I ______ a novel last month. (read)
12. All the guests__________ half an hour ago. (leave)
13. I meant to call you last night, but I __________ (forget)
14. Tom __________ his key. (loose)
15. I ______ the tv yesterday. (repair)

(b) Are the underlined parts of the following sentences right or wrong? Correct them where necessary.

1. My mother has grown up in Scotland. ______________
2. How many plays has Shakespeare written? ______________
3. The Chinese have invented paper. ______________
4. Where have you been born? ______________
5. Albert Einstein has been the scientist who has developed the theory of relativity. ______________
6. Have you eaten a lot of sweets when you were a child? ______________
7. I’ve bought a new car last week. ______________
8. Where have you been yesterday evening? __________
9. Lisa has left school in 1999. ______________
10. When has this book been published? ______

(c) Make sentences from the words in brackets.
1. (it / cold / last week) It ________________
2. (I / not / read / a newspaper / yesterday) I_________
3. (she / not / earn / so much / last year) ______________
4. (I / buy / this car / in France / last week) _________
5. (Kumar / work / very hard / last month)_________

(d) write sentences about yourself using the ideas in brackets.
1. (something you didn’t do yesterday) _____________________
2. (something you did yesterday evening) __________________
3. (something you forgot last month)____________________
4. (something you did enjoy last year) ____________
5. (something you did miss recently) _____________
6. (something you did want to do)__________
7. (something you did buy last week) __________
8. (something you did eat in hotel yesterday) __________
9. (something you did play well last week) __________
10. (something you did not forget last month) ________

Exercises – Past Continuous

(a) What were you doing at these times? Write sentences. The past continuous is not always necessary.
1. (at 7o’clock yesterday evening) _____________________
2. (at 6 o’clock last Wednesday _____________________
3. (at 10.15 yesterday night) _____________________
4. (at 7.30 this morning) _____________________
5. (at 1 o’clock yesterday afternoon)____________
6. (half an hour ago) ______________________
7. (at 5 o’clock last week evening) ____________
8. (at 11.30am day before yesterday) __________
9. (today’s morning) _________________________
10. (at 3.30pm last month) _________________
11. (one months before) _____________________
12. (three weeks before) _________________
13. (at 5.30pm six months before) ___________
14. (last year) _____________________________
15. (ten minutes before) _________________

(b) Use your own ideas to complete the sentences. Use the past continuous.

1. Mathi phoned while we ____________________
2. The doorbell rang while I ___________________
3. We saw an accident while we __________________
4. Amutha fell asleep while she__________________
5. The television was on, but nobody ____________
6. Kumar was playing on the ground, while we _____________
7. The fridge was on, while we ___________________
8. The flight was taking off while we ________________
9. The dog was barking, while we _______________
10. The bell was ringing, while the boys _______________
11. The thief was entering, while we ______________
12. The fans were on, but nobody ________________
13. The doors were opening, while ______________
14. The bus was moving, but nobody ______________
15. The boy was trying to play, but the teacher ______________

(c) Put the verb into the correct form, past continuous or past simple.

1. Jegan ________(wait) for me when I ____________(arrive).
2. ‘What __________________ (you / do) at this time yesterday?’ ‘I was asleep.’

3. ‘____________________(you / go) out last night?’ ‘No, I was too tired.’

4. How fast __________________ (you / drive) when the accident _________(happen)?

5. Sam _____________(take) a photograph of me while I ______________(not / look).

6. We were in a difficult position. We ___________ (not / know) what to do.

7. I haven’t seen Alan for ages. When I last ______________ (see) him, he ______________(try) to find a job.

8. I ________________(walk) along the street when suddenly I ______________(hear) footsteps behind me. Somebody _____________________(follow) me. I was scared and I ________________(start) to run.

9. When I was young, I______________(want) to be a pilot.

10. Last night I __________(drop) a plate when I ______________(do) the washing up. Fortunately it ___________(not / break)

Exercises—Past Perfect

(a) Read the situations and write sentences from the words in brackets.

1. You went to Sudha’s house, but she wasn’t there.
   (she / go / out) __________________

2. You went back to your home town after many years. It wasn’t the same as before.
   (it / change / a lot) __________________

3. I invited Rachel to the party, but she couldn’t come.
   (she / arrange / to do something else)_______________

4. You went to the cinema last night. You got to the cinema late.
   (the film / already / begin) _______________

5. It was nice to see Dan again after such a long time.
   (I / not / see / him for five years) _______________

6. I offered Sue something to eat, but she wasn’t hungry.
   (she / just / have / breakfast)___________
7. I planned to meet principal, but I couldn’t.
(I / decide / to meet principal)_______________
8. The government tried to call off the lorry strike, but the lorry owners refused.
(the lorry owners / decide / to start the strike)_______________
9. Moderate rainfall occurred during last monsoon season. The crops were not grown sufficiently.
(the crops / grow / enough in the last monsoon season) ________________
10. Spain won the cup in the final match.
(Spain / win / the cup / in the final match.)

(b) For each situation, write a sentence ending with never... before. Use the verbs in brackets.
1. The man sitting next to you on the plane was very nervous. It was his first flight.
(fly) ______________________
2. A woman walked into the room. She was a complete stranger to me.
(see) I ____________________
3. Sundar played football yesterday. He wasn’t very good at it because it was his first game.
(play) He____________________________
4. Last year we went to Denmark. It was our first time there.
(be there) We ______________________
5. Last month I saw a film. It was entirely a different movie.
(see) I ______________________

(c) Use the sentences to complete the paragraphs. These sentences are in the order in which they happened. But your paragraph begins with the underlined sentence, so sometimes you need the past perfect.
1. (1) Somebody broke into the office during the night.
(2) We arrived at work in the morning.
(3) We called the police.
We arrived at work in the morning and found that somebody ___________ into the office during the night. So ____________________
2. (1) Laura went out this morning.
(2) I tried to phone her.
(3) There was no answer.
I tried to phone Laura this morning, but ________no answer. She _________ out.

3. (1) Akash came back from holiday a few days ago.
(2) I met him the same day.
(3) He looked very well.
I met him a few days ago. ____ just ________holiday. __________very well.

4. (1) Kumar sent Sekar lots of emails.
(2) He never replied to them.
(3) Yesterday he got a phone call from her.
(4) He was very surprised.
Yesterday Kumar_____from Sekar. He _____very surprised. He ____lots of emails, but she _________.

(d) Put the verbs in brackets into the gaps in the correct tense Past Perfect or Simple Past.
1) After Fred__________(to spend) his holiday in Italy he__________(to want) to learn Italy.
2) Jill_________ (to phone) Dad at work before she___________(to leave) for her trip.
3) Susan ___________ (to turn on) the radio after she ______________(to wash) the dishes.
4) When she ______________ (to arrive) the match already______ (to start).
5) After the man___________ (to come) home he______________ (to feed) the cat.
6) Before he_____________ (to sing) a song he __________(to play) the guitar.
7) She__________(to watch) a video after the children___________(to go) to bed.
8) After Eric_____________(to make) breakfast he____________(to phone) his friend.
9) I ______________(to be) very tired because I __________(to study) too much.
10) They _________ (to ride) their bikes before they_________(to meet) their friends.

Exercises–Past Perfect Continuous

a) Read the situations and make sentences from the words in brackets.

1. I was very tired when I arrived home.
2. The two boys came into the house. They had a football and they were both very tired.

3. I was disappointed when I had to cancel my holiday.

4. Ann woke up in the middle of the night. She was frightened and didn’t know where she was.

5. When I got home, Tom was sitting in front of the TV. He had just turned it off.

b) Read the situations and complete the sentences.

1. We played tennis yesterday. Half an hour after we began playing, it started to rain.

2. I had arranged to meet Tom in a restaurant. I arrived and waited for him. After 20 minutes I suddenly realized that I was in the wrong restaurant.

3. Sarah got a job in factory. Five years later the factory closed down. At the time the factory____________, Sarah _______________ there for five years.

4. I went to a concert last week. The orchestra began playing. After about ten minutes a man in the audience suddenly started shouting.

5. I began walking along the road. I __________________ when __________________.

(c) Using the Past Perfect Continuous tense, fill in the blanks with the correct forms of the verbs shown in brackets.

1. We ________________ for an apartment. (to search)

2. She ________________ extra courses. (to take)

3. We ________________ the grass. (to cut)

4. You ________________ at the photographs. (to look)

5. They ________________ you the letters. (to give)

6. He ________________ for us. (to wait)
7. She __________________ a business. (to run)
8. It __________________ all night. (to rain)
9. We ___________________ them. (to encourage)
10. You __________________ on the beach. (to lie)
11. They __________________ the sauce. (to taste)
12. He __________________ behind. (to lag)

d) Rewrite the following affirmative statements as questions, negative statements, negative questions without contractions, negative questions with contractions, and affirmative statements followed by negative tag questions. For example:

She had been keeping a diary.

    Had she been keeping a diary?
    She had not been keeping a diary.
    Had she not been keeping a diary?
    Hadn't she been keeping a diary?
    She had been keeping a diary, hadn't she?

1. We had been raking the leaves.
2. You had been visiting your cousins.
3. They had been swimming in the lake.

2. Sequence Words

Exercise – 1

Finally or Lastly, or At last,)

Choose the appropriate bold words above to fill in the blanks below:

1) _______ I fed the kids, next I put the garbage out. _______ ______, we all left.

2) It's easier if you go first to the gas station, _______ go to the market, _______ _____ to the pharmacy, and then to the post office. _________, you pick me up.

3) _______ I got home, and _______ I started studying. Later _______ _____, I fell asleep.
4) I'm finishing this work, ____ ____! 

5) I'll call you first, ok? ____ we decide what to do.

Exercise – 2

Rewrite the paragraph using the following words. Use each item at least once.

After that  finally  first  next  then  while

Scrambled Eggs

1. __________, take four eggs and 2. ________________break them into a bowl. 3. ______add ½ cup of milk. 4. ____________mix the milk and the eggs with a fork. 5. ______, add salt and pepper. 6. ____________melt a tablespoon of butter in a frying pan. 7. ________________, pour the eggs into the frying pan. Stir the eggs. 8. ________________they are cooking. Cooking them until they are soft but not dry.

Exercise – 3

Identify sequence words in the following paragraphs

Once upon a time, there was a wicked queen who asked her magic mirror, "Mirror, mirror, on the wall, who's the fairest of them all?" Each time this question was asked, the mirror would give the same answer. "You, O Queen, are the fairest of all."

Then, one morning when the queen asked, "Mirror, mirror on the wall, who's the fairest of them all?" she was shocked when it answered: "You, my queen, are fair; it's true. But Snow White is even fairer than you." After that, the queen grew so angry that she ordered the huntsman to take Snow White into the forest, and leave her there, never to return.

All of a sudden, Snow White saw that she was alone in the great forest, and she did not know what to do. But then, she saw a small house and went inside to rest. Later that day, the owners of the small house returned home. They were the seven dwarfs who mined for gold in the
mountains. They saw Snow White sleeping and wondered who she was. Then, when Snow White woke up, they told her she could live with them if she took care of their small house.

The next day, the wicked queen, who was disguised as an old woman, knocked on the door and gave Snow White a poisoned apple. If Snow White ate the apple, it would put her to sleep for 100 years. Snow White was very hungry, so she ate the shiny, red apple. All of a sudden, she became very, very sleepy, and she lied down and fell asleep. After a while, the seven dwarfs returned home and found Snow White asleep. They knew the wicked queen had poisoned her, and they were very sad.

Later that night, a handsome prince riding his horse stopped at the small house looking for food and shelter. When he saw Snow White sleeping, he gave her a kiss. Suddenly, Snow White woke up! Then, when Snow White learned what had happened, she was so happy that the Prince's kiss woke her up, she decided to married him. In the end, Snow White, the Prince, and the seven dwarfs all lived happily ever after.

3. Adjectives

1. Definite numeral adjectives:
   (i) Cardinals
   (1) One of the parrots escaped from the cage.
   (2) Two parrots were left in the cage.
   (3) Three kids stood under the tree, staring at the parrot which had escaped.
   (4) I have bought six eggs.
   (ii) Ordinals
   (1) The first child to reach the ice cream vendor got the biggest cone.
   (2) The second child to reach the ice cream vendor chose the chocolate cone.
   (3) The third child to reach the ice cream vendor realized that there were no chocolate cones left.
   (5) Who was the first woman to win the Nobel Prize for Physics?
2. Indefinite numeral adjectives:

(i) Many of the swings in the park were unsafe.
(ii) Some of the swings in the park were broken.
(iii) All the swings in the park needed to be cleaned.
(iv) No child was allowed to sit on the swings in the park.
(v) Several of the children left the park with their parents on realizing that they could not play on the swings.
(vi) A few children visited the park that day.
(vii) Most of the children who came to the park left early.
(viii) More funds were required to repair the swings in the park.

Exercise – 1: Identify Numeral Adjectives in the following sentences

1. I wrote two letters.
2. There are seven days in a week.
3. I have learnt many languages.
4. Most boys like cricket.
5. Abdul won the second prize.
6. The hand has five fingers.
7. Few cats look well.
8. All men must die.
9. Ram came first in the race.
10. There are ten class rooms in our school.

Comparative Adjectives

Exercise – 2: Fill in the spaces with the correct comparative adjectives

1. The red jacket is ______(cheap) than the blue jacket.
2. The shoes are ______ (nice) than the boots.
3. The pink socks are ______ (expensive) than the white socks.
4. The brown sweater is ______ (good) than the blue sweater.
5. The chocolate looks ______ (bad) than the candy.
6. The radio is ______ (new) than the DVD player.
7. The Cds are ______ (old) than the DVDs.
8. These apples are ______ (bright) than those apples.
9. This dress is ______ (beautiful) than that dress.
10. Those green tomatoes are ______ (sweet) than the red tomatoes.

Exercise – 3: Fill in the spaces with the correct comparative adjectives
1. His gift was ____ (surprising) than hers.
2. My hat is ___ (cool) than your hat.
3. He is ____ (shy) than his brother.
4. Tim is ____ (calm) than Janet.
5. Those fireworks were ___ (incredible) than the fireworks last year.
6. He is a ____ (good) writer than his friend.
7. Today is ____ (hot) than yesterday.
8. These monkeys are ____ (crazy) than the elephants.
9. Do you think she is ____ (intelligent) than her classmate?
10. Your boots are ____ (dry) than before.

Exercise – 3: Fill in the blanks with the comparative adjectives.
1. Apples are ______ than chips. (healthy)
2. Elephants are ____ (big) than bears.
3. Gold is ______ than silver. (expensive)
4. Bikes are ____ than cars. (slow)
5. I am _____ at English than my brother. (good)
6. My friend is ______ than me. (tall)
7. Sandy is _____ than Tamara. (thin)
8. My father is ______ than Tom's father. (strong)
9. "Harry Potter "books are ______ than "The Book of the Jungle". (interesting)
10. The tiger is ____ than a fox. (heavy)
11. The weather is_____than yesterday. (hot)
12. The girls are_____than the boys. (happy)
13. Berta is_____than Debby. (beautiful)
14. French is_____than English. (difficult)
15. Tina is 5 years old. Sandra is 10 years old. Sandra is_____than Tina. (old)
16. Russia is_____than France. (large)
17. I am_____at Mathematics than my best friend. (bad)
18. Love is_____than money. (important)
19. His car is_____than mine. (cheap)
20. The first movie is_____than the second. I don't recommend it. (boring)

Exercise – 4: Fill in the blanks with the correct comparative adjectives.

1. I think London is more________(expensive) than New York.
2. Is the North Sea_____ (big) than the Mediterranean Sea?
3. Are you a____ (good) student than your sister?
4. My dad's_____ (funny) than your dad!
5. Crocodiles are______ (dangerous) than dolphins.
6. Physics is_____ (bad) than chemistry.
7. Cars are______ (safe) than motorbikes.
8. Australia is_____ (far) hotter than Ireland.
9. My house is_____ (big) than yours.
10. This flower is_____ (beautiful) than that one.
11. Non-smokers usually live______ (long) than smokers.
12. A holiday by the sea is_____ (good) than a holiday in the mountains.
13. It is strange but often a coke is_____ (expensive) than a beer.
14. The weather this summer is even_____ (bad) than last summer.
4. Different Forms and uses of words

Write different forms and their uses of the following words:

25. Both 26. Either

5. Cause and Effect Words

Write sentences using the following cause and effect words:

1. because 2. since 3. consequently 4. this led to...so 5. if...then
6. nevertheless 7. accordingly 8. because of 9. as a result 10 in order to
11. may be due to 12. yet 13. for this reason 14. not only...but also
Unit – 4 (2 marks)

1. Adverbs

Adverb – exercises

1. Choose the meaning that fits the sentence, write a letter in the box.

1.a.- He only ate a bit of bread.
   b.- Only he ate a bit of bread.
   ______ Nobody else ate it.

2.a.- Honestly, do you think he will get it?
   b.- Do you think he will get it honestly?
   ______ I want your sincere opinion.

3.a.- Frankly, she doesn’t want to talk about that.
   b.- She doesn’t want to talk about that frankly.
   ______ To tell you the truth, she doesn’t feel like talking.

4.a.- We have often told them not to do that.
   b.- We have told them not to do that often.
   ______ We don’t want them to repeat the same action so many times.

5.a.- Mary only promised to write once a month.
   b.- Only Mary promised to write once a month.
   ______ Nobody else said they were going to write.

6.a.- I don’t really like his parents.
   b.- I really don’t like his parents.
   ______ I don’t like them at all.

7.a.- Has he come late?
   b.- Has he come lately
   ______ Was he late?

8.a.- Just wait here.
   b.- Wait just here.
   ______ Don’t do anything else.
9.a.-This is her last play.
   b.-This is her latest play.

______ She isn’t going to write more plays.

10.a.-At length, I wrote to the manager of the company and complained.
   b.-I wrote to the manager of the company at length and complained

______ It was a long letter

2. Choose the meaning that better fits the sentence, write a letter in the box.

1.a.-He only ate a bit of bread.
   b.-Only he ate a bit of bread.

______ He couldn’t get more than that

2.a.-Honestly, do you think he will get it?
   b.-Do you think he will get it honestly?

______ Do you think he’ll be honest

3.a.-Frankly, she doesn’t want to talk about that.
   b.-She doesn’t want to talk about that frankly.

______ I think she is lying

4.a.-We have often told them not to do that.
   b.-We have told them not to do that often.

______ We have insisted they shouldn’t

5.a.-Mary only promised to write once a month.
   b.-Only Mary promised to write once a month.

______ She didn’t say she was phoning or coming

6.a.-I don’t really like his parents.
   b.-I really don’t like his parents.

______ I am not sure about what I think about them

7.a.-Has he come late?
   b.-Has he come lately

______ Have you seen him recently?

8.a.-Just wait here.
b.-Wait just here.
       ______ Don´t leave this room.
9.a.-This is her last play.
       b.-This is her latest play.
       ______ this her newest, most recent play
10.a.-At length,I wrote to the manager of the company and complained.
       b.-I wrote to the manager of the company at length and complained
       ______ I finally decided to write to the manager begosantao

3. Fill in the blanks with the correct adverb.
   1. James is careful. He drives carefully .
   2. The girl is slow. She walks slowly.
   3. Her English is perfect. She speaks English perfectly.
   4. Our teacher is angry. She shouts angrily.
   5. My neighbor is a loud speaker. He speaks loudly.
   6. He is a bad writer. He writes badly.
   7. Jane is a nice guitar player. He plays the guitar nicely.
   8. He is a good painter. He paints well.
   9. She is a quiet girl. She does her job quietly.
   10. This exercise is easy. You can do it easily.

2. Single Word Substitutes
   ♦ Herbivorous – An animal that lives on herbs
   ♦ Honorarium – An emolument over and above fixed income or salary
   ♦ Reproof – An expression of mild disapproval
   ♦ Command – An imaginary name assumed by an author for disguise
   ♦ Reflex – An involuntary action under stimulus
   ♦ Momentous – An occasion of great importance
   ♦ Sinecure – An office or post with no work but high pay
   ♦ Honorary office – An office for which no salary is paid
   ♦ Summon – An official call to appear in a court of law
♦ **Windfall** – An unexpected stroke of good luck
♦ **Gregarious** – Animals live in flocks
♦ **Graminivorous animals** – Animals living on grass
♦ **Cannibals** – Animals living on human flesh
♦ **Carnivorous animals** – Animals living on meat
♦ **Centrifugal** – Anything tending to move away from centre
♦ **Postscript** – Anything written in a letter after it is signed
♦ **Chronological** – Arrangement in order of occurrence
♦ **Economical** – Avoiding wastage
♦ **Personify** – Be the embodiment or perfect example of
♦ **Heresy** – Belief or opinion contrary to what is generally accepted
♦ **Universal** – Belonging to all parts of the world
♦ **Supernatural** – Beyond the power of nature
♦ **Stoicism** – Calmness and indifference to suffering
♦ **Transparent** – Capable of being through
♦ **Monotonous** – Characterised by dull uniformity
♦ **Fosterchild** – Child brought up by persons who are not his parents
♦ **Rotunda** – Circular building or hall with a dome
♦ **Circumstantial** – Clues available at a scene
♦ **Protocol** – Code of diplomatic etiquette and precedence
♦ **Alliteration** – Commencement of adjacent words with the same letter
♦ **Attempt** – Constant effort to achieve something
♦ **Illegal** – Contrary to law
♦ **Unnatural** – Contrary to nature
♦ **Indictment** – Crime of offence
♦ **Polygamy** – Custom of many wives
♦ **Pensive** – Deep in thought
♦ **Sadism** – Deriving pleasure from inflicting pain on others
♦ **Ignorant** – Destitute of knowledge
♦ **Interment** – Detaining and confining someone
♦ **Diagnose** – Determine the nature of the disease
♦ **Hypochondria** – Excessive preoccupation with one’s health
♦ **Eligible** – Fit to be chosen
♦ **Eatable, Edible** – Fit to be eaten
♦ **Palatable** – Food which agrees with one’s taste
♦ **Bullion** – Gold or silver before using for manufacturing ornaments
♦ **Autocracy** – Government by a ruler who has unlimited power
♦ **Biennial** – Happening every second year
♦ **Bigamy** – Have two wives or two husbands at a time
♦ **Meticulous** – He is very careful and particular about everything he does
♦ **Stoicism** – Indifference to pleasure or pain
♦ **Alimony** – Allowance paid to wife on legal separation

### 3. Use of Abbreviations & Acronyms

**Common Abbreviations & Acronyms**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
<th>Long.</th>
<th>Acronym</th>
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<td>Artium Baccalaureus [Bachelor of Arts]</td>
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<td>M.D.</td>
<td>Medicinae Doctor [Doctor of Medicine]</td>
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<td>gross national product</td>
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Unit – 5 (2 marks)

1. Direct & Indirect speech

1. Change the following sentences into indirect speech

1. "I admire you."
2. "It is too late."
3. "I have replied."
4. "I met you yesterday."
5. "I cannot come."
6. "I could fall down."
7. "I will pay tomorrow."
8. "The Himalayas are the highest."
9. "I may lend you some money."
10. "I have been watching a film."
11. "Suresh must rest."
12. "I have not done it today."
13. "If I was younger, I would accept it."
14. "I was with him last week."
15. "You needn't change your shoes in our house."
16. "I am calling my mum."
17. "I will finish this picture tomorrow."
18. "I would buy it."
19. "Greg used to be my friend."
20. "Sit down, please!"
22. "What do you do?"
23. "Do you want it?"
24. "Don't forget!"
25. "Where did you live?"
26. "Park your car behind the house, please."
27. "Do not hesitate."
28. She said, “Liz doesn't speak Greek.”
29. “I have never met you,” he said.
30. They told, “We will start tomorrow.”

2. Read the dialogue and report it.
   Example:
   Mike: "What are you doing here, Liz? I haven't seen you since June."
   Liz: "I've just come back from my holiday in Ireland."
   Mike: "Did you enjoy it?"
   Liz: "I love Ireland. And the Irish people were so friendly."
   Mike: "Did you go to the Wicklow Mountains?"
   Liz: "It was my first trip. I can show you some pictures. Are you doing anything tomorrow?"
   Mike: "I must arrange a couple of things. But I am free tonight."
   Liz: "You might come to my place. What time shall we meet?"
   Mike: "I'll be there at eight. Is it all right?"
   1. Mike asked Liz _______. And he said _______.
   2. Liz explained that _________.
   3. Mike wondered___________.
   4. Liz told him that_________ and that _____________.
   5. Mike wanted to know _________.
   6. Liz said that ________ and that she _________.
   7. And then she asked him if _________.
   8. Mike explained that _________.
   9. But he added that _________.
   10. Liz suggested that ________ and asked him _________.
   11. Mike said _____________
   12. And then he asked ___________.
3. Complete the sentences:
1. "Where are you?"
2. "What will you choose?"
3. "Please, get in touch with them today."
4. "Don't leave your luggage unattended."
5. "Are you flying soon?"
6. "May I ask you a question?"
7. "Jump in!"
8. "Have you set your alarm clock?"
9. "Is Prague the capital?"
10. "You mustn't touch the screen!"
11. "Would you rather dance?"
12. "How long have you been standing here?"
13. "Stop laughing!"
14. "Pass me the salt, please."
15. "What did you say?"

2. Fixed and Semi-fixed Expressions

I – Match the sentence heads with their endings to make acceptable sentences.

| 1. But despite his humble quiet Behavior | a. help me proof read my thesis. |
| 2. When it was time to sow | b. there was a heavy rain. |
| 3. A few days later when he came | c. you can extend your help by giving some money. |
| 4. If you feel sorry for him | d. he was humiliated by his friends every day. |
| 5. As soon as he stepped out | e. the farmers tilled their fields. |
| 6. If you see anything strange | f. the princess fed her with affection. |
| 7. But before the queen could ask for food | g. he was aghast to see the house full of flower pots. |
| 8. I would be grateful to you if you could | h. bring it to our notice immediately. |
II - Insert the right sentence heads in the blanks using the ones given in the box.

<table>
<thead>
<tr>
<th>If that were so</th>
<th>We are really fortunate to have</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was said that flowers would bloom</td>
<td>Now let me see</td>
</tr>
<tr>
<td>In the evening when everyone had left</td>
<td>I hereby appoint you</td>
</tr>
<tr>
<td>As a matter of fact I am looking for</td>
<td>As a token of appreciation</td>
</tr>
<tr>
<td>Hearing the man’s cries</td>
<td>As if in answer</td>
</tr>
</tbody>
</table>

1. _____________ her as our principal.
2. _____________ only in some seasons.
3. _____________, why should there be a commotion?
4. _____________ he felt lonely.
5. _____________ how this gadget works.
6. _____________, Tom gave a gesture.
7. _____________ as the secretary of this organisation.
8. _____________ his wife rushed to him.
9. _____________ I would like to give you a memento.
10. _____________ a job in a multi-national company.

III – Choose the right sentence head from the four options to make a meaningful sentence.

1. _____________ he could not stand steady.
   a) But this is nothing    b) The way he was acting
   c) In the pursuit of      d) Now that he was old
2. _____________ dancing he fainted.
   a) As you may have heard   b) Troubled by his thoughts
   c) But this is nothing    d) One day while he was
3. _____________ he saw a puppy in his house.
   a) Troubled by his thoughts b) When he awoke
   c) After much deliberation d) The way he was acting
4. _____________, she faced many hardships in her life.
a) Troubled by his thoughts  b) The good part is that  
c) Now that he is old  d) As you may have heard

5. ______________, she committed suicide.
   a) But this is nothing  b) Now that he is old  
c) One day while he was  d) Troubled by her thoughts

6. ______________, I thought she was filthy rich.
   a) But this is nothing  b) Now that he is old  
c) One day while he was  d) Troubled by her thoughts

7. ______________, he decided to take up a foreign assignment.
   a) In the pursuit of  b) The way he was acting  
c) When he awoke  d) But this is nothing

8. ______________, you will not have to pay anything to enrol on the course.
   a) Now that he is old  b) Troubled by his memories  
c) The good part is that  d) When he awoke

9) ______________, happiness, he made a pilgrimage to Manasa Sarovar.
   a) After much deliberation  b) One day while he was  
c) In pursuit of  d) The ways he was acting

IV – Make sentences using the sentence heads given below.

But despite his humble behaviour  I would be grateful if you would
If you feel sorry for him  We are really fortunate to have
If you see anything strange  As if in answer
As a token of appreciation  The good part is that
As you may have heard  As a matter of fact
After much deliberation
Unit – I (16 marks)

1. Skimming a Reading Passage

Exercise 1

Read the first sentence of each paragraph in the following text.

THE PERSONAL QUALITIES OF A TEACHER

Here I want to try to give you an answer to the question: What personal qualities are desirable in a teacher? Probably no two people would draw up exactly similar lists, but I think the following would be generally accepted.

First, the teacher's personality should be pleasantly live and attractive. This does not rule out people who are physically plain, or even ugly, because many such have great personal charm. But it does rule out such types as the over-excitable, melancholy, frigid, sarcastic, cynical, frustrated, and over-bearing: I would say too, that it excludes all of dull or purely negative personality. I still stick to what I said in my earlier book: that school children probably 'suffer more from bores than from brutes'.

Secondly, it is not merely desirable but essential for a teacher to have a genuine capacity for sympathy - in the literal meaning of that word; a capacity to tune in to the minds and feelings of other people, especially, since most teachers are school teachers, to the minds and feelings of children. Closely related with this is the capacity to be tolerant - not, indeed, of what is wrong, but of the frailty and immaturity of human nature which induce people, and again especially children, to make mistakes.

Thirdly, I hold it essential for a teacher to be both intellectually and morally honest. This does not mean being a plaster saint. It means that he will be aware of his intellectual strengths, and limitations, and will have thought about and decided upon the moral principles by which his life shall be guided. There is no contradiction in my going on to say that a teacher should be a bit of an actor. That is part of the technique of teaching, which demands that every now and then a teacher should be able to put on an act - to enliven a lesson, correct a fault, or award praise. Children, especially young children, live in a world that is rather larger than life.

A teacher must remain mentally alert. He will not get into the profession if of low intelligence, but it is all too easy, even for people of above-average intelligence, to stagnate intellectually - and that means to deteriorate intellectually. A teacher must be quick to adapt himself to any situation, however improbable and able to improvise, if necessary at less than a moment's notice. (Here I should stress that I use 'he' and 'his' throughout the book simply as a matter of convention and convenience.)
On the other hand, a teacher must be capable of infinite patience. This, I may say, is largely a matter of self-discipline and self-training; we are none of us born like that. He must be pretty resilient; teaching makes great demands on nervous energy. And he should be able to take in his stride the innumerable petty irritations any adult dealing with children has to endure.

Finally, I think a teacher should have the kind of mind which always wants to go on learning. Teaching is a job at which one will never be perfect; there is always something more to learn about it. There are three principal objects of study: the subject, or subjects, which the teacher is teaching; the methods by which they can best be taught to the particular pupils in the classes he is teaching; and - by far the most important - the children, young people, or adults to whom they are to be taught. The two cardinal principles of British education today are that education is education of the whole person, and that it is best acquired through full and active co-operation between two persons, the teacher and the learner.

(From Teaching as a Career, by H. C. Dent, Batsford, 1961)

Notice how reading these sentences gives you a good idea about the meaning of the text: six qualities of a teacher. If you need more details, read the text again.

Exercise 2

Read the first sentence of each paragraph in the following text.

BODY LANGUAGE

What does scientific literature tell us about the idea that body language reflects our real feelings? One experiment carried out about 10 years ago by Ross Buck from Carnegie-Mellon University in Pennsylvania suggests that spontaneous facial expression is not a very good index of real emotional state. Buck and his colleagues tested the accuracy with which people could identify the emotions felt by another person. They presented one set of subjects with colour slides involving a variety of emotionally-loaded visual stimuli - such as "scenic" slides (landscapes, etc), "maternal" slides (mothers and young children), disgusting slides (severe facial injuries and burns) and unusual slides (art objects). Unknown to these subjects, they were being televised and viewed by another matched set of subjects, who were asked to decide, on the basis of the televised facial expressions, which of the four sets of slides had just been viewed. This experiment involved both male and female pairs, but no pairs comprising both men and women; that is men observed only men, and women observed women. Buck found that the female pairs correctly identified almost 40 per cent of the slides used - this was above the level which would be predicted by chance alone. (Chance level is 25 per cent here, as there were four classes of slide). But male pairs correctly identified only 28 per cent of slides - not significantly above chance level. In other
words, this study suggests that facial expression is not a very good index of "real" feeling - and in the case of men watching and interpreting other men, is almost useless.

Paul Ekman from the University of California has conducted a long series of experiments on nonverbal leakage (or how nonverbal behaviour may reveal real inner states) which has yielded some more positive and counter-intuitive results. Ekman has suggested that nonverbal behaviour may indeed provide a clue to real feelings and has explored in some detail people actively involved in deception, where their verbal language is not a true indication of how they really feel. Ekman here agrees with Sigmund Freud, who was also convinced of the importance of nonverbal behaviour in spotting deception when he wrote: "He that has eyes to see and ears to hear may convince himself that no mortal can keep a secret. If his lips are silent, he chatters with his finger-tips; betrayal oozes out of him at every pore."

Ekman predicted that the feet and legs would probably hold the best clue to deception because although the face sends out very quick instantaneous messages, people attend to and receive most feedback from the face and therefore try to control it most. In the case of the feet and legs the "transmission time" is much longer but we have little feedback from this part of the body. In other words, we are often unaware of what we are doing with our feet and legs. Ekman suggested that the face is equipped to lie the most (because we are often aware of our facial expression) and to "leak" the most (because it sends out many fast momentary messages) and is therefore going to be a very confusing source of information during deception. The legs and feet would be the primary source of nonverbal leakage and hold the main clue to deception. The form the leakage in the legs and feet would take would include "aggressive foot kicks, flirtatious leg displays, abortive restless flight movements". Clues to deception could be seen in "tense leg positions, frequent shifts of leg posture, and in restless or repetitive leg and foot movements."

Ekman conducted a series of experiments to test his speculations, some involving psychiatric patients who were engaging in deception, usually to obtain release from hospital. He made films of interviews involving the patients and showed these, without sound, to one of two groups of observers. One group viewed only the face and head, the other group, the body from the neck down. Each observer was given a list of 300 adjectives describing attitudes, emotional state, and so on, and had to say which adjectives best described the patients. The results indicated quite dramatically that individuals who utilised the face tended to be misled by the patients, whereas those who concentrated on the lower body were much more likely to detect the real state of the patients and not be misled by the attempted deception. These studies thus suggest that some body language may indeed reflect our real feelings, even when we are trying to disguise them. Most people can, however, manage to control facial expression quite well.
and the face often seems to provide little information about real feeling. Paul Ekman has more recently demonstrated that people can be trained to interpret facial expression more accurately but this, not surprisingly, is a slow laborious process. Ekman's research, suggests that the feet and legs betray a great deal about real feelings and attitudes but the research is nowhere near identifying the meanings of particular foot movements. Ray Birdwhistell of the Eastern Pennsylvania Psychiatric Institute has gone some way towards identifying some of the basic nonverbal elements of the legs and feet, and as a first approximation has identified 58 separate elements. But the meanings of these particular elements is far from clear and neither are the rules for combining the elements into larger meaningful units. Perhaps in years to come we will have a "language" of the feet provided that we can successfully surmount the problems described earlier in identifying the basic forms of movement following Birdwhistell's pioneering efforts, of how they may combine into larger units, and in teaching people how they might make sense of apparently contradictory movements. In the meantime, if you go to a party and find someone peering intently at your feet - beware.

(From Manwatching by Desmond Morris, Triad Panther, 1977)

Notice how reading these sentences gives you a good idea about the meaning of the text. If you need more details, read the text again.

2. **Scanning for specific information**

**Exercise 1**

Read the following text quickly and fill in the table. What do the numbers given in the table refer to?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1%</td>
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<tr>
<td>2%</td>
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<tr>
<td>6%</td>
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<td>13%</td>
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<td>16%</td>
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<td>30%</td>
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<td>3/4</td>
<td></td>
</tr>
<tr>
<td>86%</td>
<td></td>
</tr>
</tbody>
</table>

**Spoon-fed feel lost at the cutting edge**

Before arriving at university students will have been powerfully influenced by their school's approach to learning particular subjects. Yet this is only rarely taken into account by teachers in higher education,
according to new research carried out at Nottingham University, which could explain why so many students experience problems making the transition.

Historian Alan Booth says there is a growing feeling on both sides of the Atlantic that the shift from school to university-style learning could be vastly improved. But little consensus exists about who or what is at fault when the students cannot cope. "School teachers commonly blame the poor quality of university teaching, citing factors such as large first-year lectures, the widespread use of inexperienced postgraduate tutors and the general lack of concern for students in an environment where research is dominant in career progression," Dr Booth said.

Many university tutors on the other hand claim that the school system is failing to prepare students for what will be expected of them at university. A-level history in particular is seen to be teacher-dominated, creating a passive dependency culture.

But while both sides are bent on attacking each other, little is heard during such exchanges from the students themselves, according to Dr Booth, who has devised a questionnaire to test the views of more than 200 first-year history students at Nottingham over a three-year period. The students were asked about their experience of how history is taught at the outset of their degree programme. It quickly became clear that teaching methods in school were pretty staid.

About 30 per cent of respondents claimed to have made significant use of primary sources (few felt very confident in handling them) and this had mostly been in connection with project work. Only 16 per cent had used video/audio; 2 per cent had experienced field trips and less than 1 per cent had engaged in role-play.

Dr Booth found students and teachers were frequently restricted by the assessment style which remains dominated by exams. These put obstacles in the way of more adventurous teaching and active learning, he said. Of the students in the survey just 13 per cent felt their A-level course had prepared them very well for work at university. Three-quarters felt it had prepared them fairly well.

One typical comment sums up the contrasting approach: "At A-level we tended to be spoon-fed with dictated notes and if we were told to do any background reading (which was rare) we were told exactly which pages to read out of the book".

To test this further the students were asked how well they were prepared in specific skills central to degree level history study. The answers reveal that the students felt most confident at taking notes from lectures and organising their notes. They were least able to give an oral presentation and there was no great confidence in contributing to seminars, knowing how much to read, using primary sources and
searching for texts. Even reading and taking notes from a book were often problematic. Just 6 per cent of the sample said they felt competent at writing essays, the staple A level assessment activity.

The personal influence of the teacher was paramount. In fact individual teachers were the centre of students' learning at A level with some 86 per cent of respondents reporting that their teachers had been more influential in their development as historians than the students' own reading and thinking.

The ideal teacher turned out to be someone who was enthusiastic about the subject; a good clear communicator who encouraged discussion. The ideal teacher was able to develop students involvement and independence. He or she was approachable and willing to help. The bad teacher, according to the survey, dictates notes and allows no room for discussion. He or she makes students learn strings of facts; appears uninterested in the subject and fails to listen to other points of view.

No matter how poor the students judged their preparedness for degree-level study, however, there was a fairly widespread optimism that the experience would change them significantly, particularly in terms of their open mindedness and ability to cope with people.

But it was clear, Dr Booth said, that the importance attached by many departments to third-year teaching could be misplaced. "Very often tutors regard the third year as the crucial time, allowing postgraduates to do a lot of the earlier teaching. But I am coming to the conclusion that the first year at university is the critical point of intervention".


**Exercise – 2**

**Answer the questions after scanning the text**

1. When did computer mice appear?
2. What other pointing devices exist?
3. When was the first computer with a graphical user interface introduced?

Computer mice began to appear in the early 1980s, but many computers required an additional expansion board/card to use them during this period of history. Other pointing devices like trackballs, joysticks, and light pens were more common. According to wikipedia.org, Xerox made history by introducing the first computer with a mouse and a graphical user interface in 1981, but it took years for other brands to begin doing the same. Many mice were beige or white, but Tandy offered a black mouse with an orange button for their TRS-80 Color Computer series. It is important to realise what is the nature of the information the reader is looking for while scanning. Two questions in the example imply that the reader will be looking for a definite year; numbers are easy to identify. The second question
implies that the reader should find certain enumeration, so considering syntactical structure of sentences may appear useful.

3. **Free writing on any given topic.**

1. Write about your favourite places in 500 words. (minimum 5 places)
2. Write your hobbies in 500 words
3. Write something about your school life in 500 words.
4. Write about your favourite player in not more than 500 words.
5. Write about your favourite film star in 500 words.
6. Write about the review of a film which you have seen recently in 500 words.
7. Write about the food(s) you like most.
8. Write about the person you like most.
9. Write about the incident(s) which affects you most.
10. Write what you want to be in future.
11. Write about the musician you like most.
12. Write about the teacher (school/college) you like most.
13. Write about the games you like the most and why.
14. Write about your contribution towards the nation building process.
15. Write your views on peace process in border areas of our country.
16. Write your ideas about good governance.
17. What is your opinion about strengthening government functioning.
18. Write your own views to change the present educational system.
19. Write your opinions on uplifting economically weaker sections of the society.
20. What do you think about various welfare schemes of the government?

4. **Note – Making:**

Note making is a useful skill which comes in handy not only in attempting questions but also in preparing you for life. Notes form an essential part of your academic life and help you in the following ways.

- Notes help you to remember the information you have gathered.
Notes come in handy for making quick revision before exams.

Lengthy lessons can be condensed into short relevant pieces by making notes.

Notes help in understanding the texts better.

How to make notes:

✓ The students are required to read the passage to get a gist of the passage, to know what it is all about or what the theme is.
✓ The main idea or the central theme of the passage should be found out.
✓ The important points related to the main theme are noted.
✓ Add the sub-points which supplement the main points. There is no need to give examples.
✓ Pay attention to the way you would like to present the notes. There is a proper format for note making you have to follow it and make your notes in the proper format.
✓ Use abbreviations wherever necessary.
✓ Use proper indentation to present the notes as shown here. (use either or the two given below.)

A) 1. ________________________________

   (a)..................................................
   (b)..................................................
   (c) ..................................................

2. ________________________________

   (a)..................................................
   (b)..................................................
   (c) ..................................................

B) 1. ________________________________
Abbreviations and symbols used:

a) Abbreviation helps in writing the information briefly. The following are some of the ways in which you can use abbreviations.

1. Capitalized initial information:


2. Taking the first two letters of the words:

Sc. – Science; Pract. – Practical; Edu. – Education

3. Taking the first and the last two letters of the word:

Rdng – Reading; admn- Administration; pds – Periods; rg – Regarding;

4. Arithmetic Symbol

% - percentage; +ive – positive; <> - greater than or less than.

Read the following passage carefully:
The heart is a specialized muscle that serves as a pump. This pump is divided into four chambers connected by tiny doors called valves. The chambers work to keep the blood flowing round the body in a circle.

At the end of each circuit, veins carry the blood to the right atrium, the first of the four chambers 2/5 oxygen by then is used up and it is on its way back to the lung to pick up a fresh supply and to give up the carbon dioxide it has accumulated. From the right atrium the blood flow through the tricuspid valve into the second chamber, the right ventricle. The right ventricle contracts when it is filled, pushing the blood through the pulmonary artery, which leads to the lungs – in the lungs the blood gives up its carbon dioxide and picks up fresh oxygen. Then it travels to the third chamber the left atrium. When this chamber is filled it forces the blood through the a valve to the left ventricle. From here it is pushed into a big blood vessel called aorta and sent round the body by way of arteries.

Heart disease can result from any damage to the heart muscle, the valves or the pacemaker. If the muscle is damaged, the heart is unable to pump properly. If the valves are damaged blood cannot flow normally and easily from one chamber to another, and if the pacemaker is defective, the contractions of the chambers will become un-coordinated.

Until the twentieth century, few doctors dared to touch the heart. In 1953 all this changed after twenty years of work, Dr. John Gibbon in the USA had developed a machine that could take over temporarily from the heart and lungs. Blood could be routed through the machine bypassing the heart so that surgeons could work inside it and see what they were doing. The era of open heart surgery had began.

In the operating theatre, it gives surgeons the chance to repair or replace a defective heart. Many parties have had plastic valves inserted in their hearts when their own was faulty. Many people are being kept alive with tiny battery operated pacemakers; none of these repairs could have been made without the heart – lung machine. But valuable as it is to the surgeons, the heart lung machine has certain limitations. It can be used only for a few hours at a time because its pumping gradually damages the bloods cells.

On the basis of your reading of the above passage make notes on it, using headings & Sub headings. Use recognizable abbreviations wherever necessary (minimum 4). Use a format you consider suitable. Supply an appropriate title to it.

Title: Heart

Notes:
i) Function of Heart
   a) Vital for living (i) never stop wrkg.
      b) Supplies oxygen rich blood to diff. parts of the body.

ii) Structure of the heart
   a) div. 4 chambers connected by valves
   b) Blood purified in the lungs.
   c) Arteries carry pure blood to diff. Part of the body.

iii) Heart disease – cause
   a) Weak muscles
   b) Defective valves
   c) Defective pace maker

iv) History of open heart Surgery.
   1953 – Dr. Gibbon inv. Heart lung machine
   b) Blood could pass through the machine
   c) Enabled open heart surgery
   d) Limitation
      (i) can be used only for a few hrs. at a time.
      (ii) damages flood cells.

**Abbreviation used**
Diff. Different
inv. Invented
div. Division
chamb. Chambers
Summary:

The heart is a vital organ of the body, which never stop working. It supplies oxygen rich blood to all parts of the body. It is divided into four chambers inter connected by valves. Blood is purified in the lungs and arteries carry it to different parts of the body. Heart disease has various cause such as weak muscles defective valves or a defective pace maker. The era of open-heart surgery began in 1953 when Dr. Gibbon developed the heart lung machine. Replacement of valves and other areas of a damaged heart is now possible.

5. Sentence Completion

1. She hadn’t eaten all day, and by the time she got home she was ______.
   a. blighted  b. confutative  c. ravenous  d. ostentatious  e. blissful

2. The movie offended many of the parents of its younger viewers by including unnecessary ______ in the dialogue.
   a. vulgarity  b. verbosity  c. vocalizations  d. garishness  e. tonality

3. His neighbors found his ______ manner bossy and irritating, and they stopped inviting him to backyard barbeques.
   a. insentient  b. magisterial  c. reparatory  d. restorative  e. modest

4. Steven is always ______ about showing up for work because he feels that tardiness is a sign of irresponsibility.
   a. legible  b. tolerable  c. punctual  d. literal  e. belligerent

5. Candace would ______ her little sister into an argument by teasing her and calling her names.
   a. advocate  b. provoke  c. perforate  d. lament  e. expunge

6. The dress Ariel wore ______ with small, glassy beads, creating a shimmering effect.
   a. titillated  b. reiterated  c. scintillated  d. enthralled  e. striated

7. Being able to afford this luxury car will ______ getting a better paying job.
   a. maximize  b. recombinant  c. reiterate  d. necessitate  e. reciprocate
8. Levina unknowingly ______ the thief by holding open the elevator doors and ensuring his escape.
a. coerced    b. proclaimed    c. abetted    d. sanctioned    e. solicited

9. Shakespeare, a(n) ______ writer, entertained audiences by writing many tragic and comic plays.
a. numeric    b. obstinate    c. dutiful    d. prolific    e. generic

10. I had the ______ experience of sitting next to an over-talkative passenger on my flight home from Brussels.
a. satisfactory    b. commendable    c. galling    d. acceptable    e. acute

11. Prince Phillip had to choose: marry the woman he loved and ______ his right to the throne, or marry Lady Fiona and inherit the crown.
a. reprimand    b. upbraid    c. abdicate    d. winnow    e. extol

12. If you will not do your work of your own ______, I have no choice but to penalize you if it is not done on time.
a. predilection    b. coercion    c. excursion    d. volition    e. infusion

13. After sitting in the sink for several days, the dirty, food-encrusted dishes became ______.
a. malodorous    b. prevalent    c. imposing    d. perforated    e. emphatic

14. Giulia soon discovered the source of the ______ smell in the room: a week-old tuna sandwich that one of the children had hidden in the closet.
a. quaint    b. fastidious    c. clandestine    d. laconic    e. fetid

15. After making ______ remarks to the President, the reporter was not invited to return to the White House pressroom.
a. hospitable    b. itinerant    c. enterprising    d. chivalrous    e. irreverent

16. With her ______ eyesight, Krystyna spotted a trio of deer on the hillside and she reduced the speed of her car.
a. inferior    b. keen    c. impressionable    d. ductile    e. conspiratorial

17. With a(n) ______ grin, the boy quickly slipped the candy into his pocket without his mother’s knowledge.
a. jaundiced    b. nefarious    c. stereotypical    d. sentimental    e. impartial

18. Her ______ display of tears at work did not impress her new boss, who felt she should try to control her emotions.
a. maudlin    b. meritorious    c. precarious    d. plausible    e. schematic

19. Johan argued, “If you know about a crime but don’t report it, you are ______ in that crime because you allowed it to happen.”
20. The authorities, fearing a ______ of their power, called for a military state in the hopes of restoring order.

21. The story’s bitter antagonist felt such great ______ for all of the other characters that as a result, his life was very lonely and he died alone.

22. It is difficult to believe that charging 20% on an outstanding credit card balance isn’t ______!

23. The ______ weather patterns of the tropical island meant tourists had to carry both umbrellas and sunglasses.

24. Wedding ceremonies often include the exchange of ______ rings to symbolize the couple’s promises to each other.

25. Kym was ______ in choosing her friends, so her parties were attended by vastly different and sometimes bizarre personalities.

26. Phillip’s ______ tone endeared him to his comical friends, but irritated his serious father.

27. Brian’s pale Irish skin was ______ to burn if he spent too much time in the sun.

28. A fan of historical fiction, Joline is now reading a novel about slavery in the ______ South.

29. Over the years the Wilsons slowly ______ upon the Jacksons’ property, moving the stone markers that divided their lots farther and farther onto the Jacksons’ land.

30. Mary became ______ at typing because she practiced every day for six months.

31. To find out what her husband bought for her birthday, Susan attempted to ______ his family members about his recent shopping excursions.
32. Juan’s friends found him in a ______ mood after he learned he would be homecoming king.
a. jovial  b. stealthy  c. paltry  d. gullible  e. depleted

33. His suit of armor made the knight ______ to his enemy’s attack, and he was able to escape safely to his castle.
a. vulnerable  b. churlish  c. invulnerable  d. static  e. imprudent

34. Choosing a small, fuel-efficient car is a ______ purchase for a recent college graduate.
a. corrupt  b. tedious  c. unhallowed  d. sardonic  e. judicious

35. Such a ______ violation of school policy should be punished by nothing less than expulsion.
a. copious  b. flagrant  c. raucous  d. nominal  e. morose

36. With all of the recent negative events in her life, she felt ______ forces must be at work.
a. resurgent  b. premature  c. malignant  d. punctilious  e. antecedent

37. The ______ rumors did a great deal of damage even though they turned out to be false.
a. bemused  b. prosaic  c. apocryphal  d. ebullient  e. tantamount

38. When her schoolwork got to be too much, Pam had a tendency to ______, which always put her further behind.
a. dedicate  b. rejuvenate  c. ponder  d. excel  e. procrastinate

39. Racha’s glance was a ______ invitation to speak later in private about events of the meeting.
a. treacherous  b. scintillating  c. tactful  d. tacit  e. taboo

40. She reached the ______ of her career with her fourth novel, which won the Pulitzer Prize.
a. harbinger  b. apogee  c. metamorphosis  d. dictum  e. synthesis

41. The ______ townspeople celebrated the soldier’s return to his home by adorning trees with yellow ribbons and balloons.
a. somber  b. jubilant  c. pitiless  d. cunning  e. unsullied

42. The governor-elect was hounded by a group of ______ lobbyists and others hoping to gain favor with her administration.
a. facetious  b. abstruse  c. magnanimous  d. fawning  e. saccharine

43. The mock graduation ceremony—with a trained skunk posing as the college president—was a complete ______ that offended many college officials.
a. tempest  b. epitome  c. quintessence  d. travesty  e. recitative

44. The busy, ______ fabric of the clown’s tie matched his oversized jacket, which was equally atrocious.
a. mottled  b. bleak  c. credible  d. malleable  e. communicable
45. Kendrick’s talent ______ under the tutelage of Anya Kowalonek, who as a young woman had been the most accomplished pianist in her native Lithuania.
   a. bantered     b. touted   c. flourished   d. embellished   e. colluded
46. The children were ______ by the seemingly nonsensical clues until Kinan pointed out that the messages were in code.
   a. censured     b. striated   c. feigned     d. prevaricated   e. flummoxed
47. As the ______ in Romeo and Juliet, Romeo is a hero able to capture the audience’s sympathy by continually professing his love for Juliet.
   a. protagonist   b. enigma     c. façade     d. activist    e. catechist
48. The chess master promised to ______ havoc upon his opponent’s pawns for taking his bishop.
   a. wreak        b. warrant    c. ensue      d. placate    e. endow
49. I have always admired Seymour’s ______; I’ve never seen him rattled by anything.
   a. aplomb       b. confluence   c. propriety    d. compunction   e. nostalgia
50. The soldiers received a military ______ to inspect all their vehicles before traveling.
   a. allotment    b. dominion    c. affectation   d. calculation   e. mandate
Unit – 2

Part – B (16 marks)

1. Process Descriptions

Questions

1. Attempt a process description for taking printout from the Printer.
2. Write process description for making a coffee.
3. Attempt a process description of how a gas stove works.
4. Write a process description of working principle of a computer.
5. Attempt a process description of building a house.

2. Recommendations

1. Write a set of eight recommendations to control water pollution.
2. Write a set of eight recommendations to improve the quality of education.
3. Write a set of eight recommendations to improve the communication skills.
4. Write a set of eight recommendations to avoid flood disaster.
5. Write a set of eight recommendations for safety measures in a chlorine plant.
6. Write a set of eight recommendations to prevent deforestation.
7. Write a set of eight recommendations to prevent soil erosion.
8. Write a set of eight recommendations that will help the public to save petrol.
9. Write a set of eight recommendations for safety measures in Nuclear Power Plants.
10. Write a set of eight recommendations for the proper maintenance of two wheelers.
11. Write a set of eight recommendations to preserve underground water resources.
12. Write eight set of recommendations to keep city clean and green.
13. Write eight set of recommendations to maintain rules and regulations in traffic.
14. Write eight set of recommendations to maintain rules and regulations in traffic.
15. Write eight set of recommendations to maintain your computer in good working condition.
16. Write eight set of recommendations to maintain your computer in good working condition.
3. INSTRUCTIONS

1. Write a set of eight instructions to be followed in the chemistry laboratory.
2. Write a set of eight instructions to be followed by the citizens of India in order to preserve the environment.
3. Write a set of eight instructions in giving first aid to a victim of a road accident.
4. Write a set of eight instructions to maintain two wheelers and four wheelers in good working condition.
5. Write a set of eight instructions that are to be given to your friend in the USA who visits Chennai for the first time.
6. Write a set of eight instructions to use the laptop carefully.
7. Write a set of eight instructions to be followed in the computer laboratory.
8. Write a set of eight instructions while working in the nuclear power plants.
9. Write Eight of Instructions for maintaining houses in good.
10. Write a set of eight instructions to protect the ozone layer.
11. Write eight instructions that can be followed in the chemistry lab.
12. Write a set of instructions that could be followed by students in the College Library.
13. Write a set of instructions that could be followed by students in the examination hall.
UNIT – 3 (16 MARKS)

1. Reading and Interpreting Visual Material

1. Write a paragraph comparing the two wheelers in the following table

<table>
<thead>
<tr>
<th>S.NO</th>
<th>SCOOTER / MOTOR CYCLE</th>
<th>KM/ LIT OF PETROL</th>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Activa</td>
<td>30</td>
<td>30000</td>
</tr>
<tr>
<td>2</td>
<td>Kinetic Honda</td>
<td>26</td>
<td>42000</td>
</tr>
<tr>
<td>3</td>
<td>Scooty pep</td>
<td>24</td>
<td>35000</td>
</tr>
<tr>
<td>4</td>
<td>Pulsar</td>
<td>58</td>
<td>62000</td>
</tr>
<tr>
<td>5</td>
<td>Yamaha</td>
<td>54</td>
<td>46000</td>
</tr>
</tbody>
</table>

2. Describe the flowchart and attempt a process Description

MANUFACTURE OF PORTLAND CEMENT

RAW MATERIALS
→
ROLLER PRESS
→
GRINDING MILL
→
SIX STAGES – ROTARY KLIN (1200 – 1450)
→
CLINKER (120C)
→
ADD GYPSUM – CEMENT MILLL
→
STORAGE
→
PACKING UNIT
→
DESPATCH
3. Study the flowchart and a short paragraph.

**EXTRACTION OF GOLD**

PRESENT AS VEINS IN GRAVEL OR ROCK

ORE OBTAINED

TRANSPORTED TO MILL AND OIL IS CRUSHED

ORE IS WASHED USING WATER

RECOVERY OF PURE GOLD

FLOTATION  AMALGAMATION  CYNIDE PROCESS

GOLD

4. Refer to the chart and write a paragraph

**MODES OF TRANSPORT**

<table>
<thead>
<tr>
<th>Mode</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOTOR CYCLE</td>
<td>34%</td>
</tr>
<tr>
<td>BICYCLE</td>
<td>5%</td>
</tr>
<tr>
<td>BUS</td>
<td>15%</td>
</tr>
<tr>
<td>PEDESTRIA NS</td>
<td>13%</td>
</tr>
<tr>
<td>CAR</td>
<td>14%</td>
</tr>
<tr>
<td>TRAIN</td>
<td>19%</td>
</tr>
</tbody>
</table>

5. Read the following and write as a paragraph

**PREPARATION OF RICE HUSK**

EQUAL WEIGHT

RICE HUSK  LIME SLUDGE  WASTE LIME (SUGAR)
MIXED THOROUGHLY
↓
CAKES PREPARED
↓
DRIED
↓
URNT IN OOPEN
↓
ASH COLLECTED
↓
GROUND TO FINE
↓
RICE HUSK CEMENT

6. Read the following table and write a paragraph

<table>
<thead>
<tr>
<th>S.NO</th>
<th>GENERAL CONTENT</th>
<th>TECHNICAL CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>General Vocabulary</td>
<td>Specialized Vocabulary</td>
</tr>
<tr>
<td>2</td>
<td>No formal elements</td>
<td>formal elements</td>
</tr>
<tr>
<td>3</td>
<td>Both informal &amp; formal in style</td>
<td>Always formal in style</td>
</tr>
<tr>
<td>4</td>
<td>Both objective &amp; Subjective</td>
<td>objective</td>
</tr>
<tr>
<td>5</td>
<td>Not always structured</td>
<td>Logically structured</td>
</tr>
</tbody>
</table>

7. Read the following table and write a paragraph

<table>
<thead>
<tr>
<th>S.NO</th>
<th>PARTICULARS OF THE ITEM</th>
<th>QUANTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tape recorder</td>
<td>555</td>
</tr>
<tr>
<td>2</td>
<td>Radio set</td>
<td>524</td>
</tr>
<tr>
<td>3</td>
<td>Cassettes</td>
<td>265</td>
</tr>
<tr>
<td>4</td>
<td>Stabilizer</td>
<td>248</td>
</tr>
<tr>
<td>5</td>
<td>Record player</td>
<td>526</td>
</tr>
</tbody>
</table>

8. Refer to the chart and write a paragraph
9. Refer to the graph and write a paragraph

![FAMILY BUDGET](chart)

10. Refer to the bar and write a paragraph

![Series 1](chart)

![BRANCHES SELECTED BY THE STUDENTS](chart)
11. Refer to the area and write a paragraph

[Graph showing area]

12. Refer to the chart and write a paragraph

[Bar chart with categories and percentages]

13. Refer to the chart and write a paragraph

[Pie chart showing sales percentages]
14. Refer to the graph and write a paragraph

15. Refer to the relationship and write a paragraph
2. Paragraph Writing

1 – Comparison and contrast paragraph

Fill in the blanks using the clues below.

However likewise another difference similarly whereas
Also while but on the other hand

Even though Arizona and Rhode Island are both states of the U.S., they are different in many ways. For example, the physical size of each state is different. Arizona is large, having an area of 114,000 square miles, _______ Rhode Island is only about a tenth the size, having an area of only 1,214 square miles. _______ is in the size of the population of each state. Arizona has about four million people living in it, _______ Rhode Island has less than one million. The two states also differ in the kinds of natural environments that each has. For example, Arizona is a very dry state, consisting of large desert areas that do not receive much rainfall every year. _______ Rhode Island is located in a temperate zone and receives an average of 44 inches of rain per year. In addition, _______ Arizona is a landlocked state and thus has no seashore, Rhode Island lies on the Atlantic Ocean and does have a significant coastline.

Fill in the blanks using the clues below.

In the same way likewise another similarity similarly whereas too
While both however
Even though we come from different cultures, my wife and I are alike in several ways. For one thing, we are ________ thirty-two years old. In fact, our birthdays are in the same month, hers on July 10 and mine on July 20. _________ is that we both grew up in large cities. Helene was born and raised in Paris and I come from Yokohama. Third, our hobbies are alike _________. My wife devotes a lot of her free time to playing jazz piano. _________, I like to spend time after work strumming my guitar. A more important similarity concerns our values. For example, Helene has strong opinions about educating our children and raising them to know right from wrong. I feel _________. Our children should receive a good education and also have strong moral training.
Unit – 4 (16 marks)

1. Making Inference from the Reading Passage

In this section, you will find short passages (one and two paragraph), accompanied by questions that ask you to identify explicit information, analyze, and interpret what is written. This is your first chance to use everything you've learned so far. Pay special attention to the details and the facts, and make a habit of trying to identify the author's main idea; also, try to think of the author's motive for writing the passage. Ask the questions, "Who? What? When? Where? How? and Why?" Is the author's purpose to inform you of facts, persuade you of something, or simply to entertain you?

As you read, try marking up the passages or taking notes. The more active a reader you are, the more likely that you will understand and fully enjoy what you read.

INERENCE

Using information that is stated in a passage to draw a conclusion that is not stated. For example, “The furry animal sat in her master's lap, purring contently.” You might conclude that the “furry animal” is a cat, given the information – and that would be an inference.

Some of the questions following the passages ask you to make inferences from the passages. To infer means to arrive at a conclusion by reasoning from evidence. Synonyms for infer are deduce, judge, or conclude. If you are told to infer something from a passage, you are basically being asked what conclusions can be drawn from the content of the story. Tip: If you replace the word infer with conclude in a question, it may make more sense to you.

In cities throughout the country, there is a new direction in local campaign coverage. Frequently in local elections, journalists are not giving voters enough information to understand the issues and evaluate the candidates. The local news media devotes too much time to scandal and not enough time to policy.

1. This paragraph best supports the statement that the local news media
a. is not doing an adequate job when it comes to covering local campaigns.
b. does not understand either campaign issues or politics.
c. should learn how to cover politics by watching the national news media.
d. has no interest in covering stories about local political events.

The use of desktop computer equipment and software to create high-quality documents such as newsletters, business cards, letterhead, and brochures is called Desktop Publishing, or DTP. The most important part of any DTP project is planning. Before you begin, you should know your intended audience, the message you want to communicate, and what form your message will take.

2. The paragraph best supports the statement that
   a. Desktop Publishing is one way to become acquainted with a new business audience.
   b. computer software is continually being refined to produce high-quality printing.
   c. the first stage of any proposed DTP project should be organization and design.
   d. the planning stage of any DTP project should include talking with the intended audience.

The entire low-carbohydrate versus low-fat diet argument is so prevalent that one would think that these are the only two options available for losing weight and staying healthy. Some experts even feel that the low-carb/low-fat debate distracts us from an even more important issue—our culture's reliance on processed and manufactured foods.

3. The paragraph best supports the statement that
   a. experts state that not all fats are equal, so we need not reduce our intake of all fats; just those that contain partially hydrogenated oils.
   b. important health concerns get overlooked when we focus exclusively on the low-fat versus low-carb question.
   c. low-carbohydrate diets lead to significant and sustained weight loss.
   d. processed foods can lead to many adverse health problems including heart disease, cancer, diabetes, and obesity.

very year, Americans use over one billion sharp objects to administer healthcare in their homes. These sharp objects include lancets, needles, and syringes. If not disposed of in
puncture-resistant containers, they can injure sanitation workers. Sharp objects should be disposed of in hard plastic or metal containers with secure lids. The containers should be clearly marked and be puncture resistant.

4. The paragraph best supports the idea that sanitation workers can be injured if they
   a. do not place sharp objects in puncture-resistant containers.
   b. come in contact with sharp objects that have not been placed in secure containers.
   c. are careless with sharp objects such as lancets, needles, and syringes in their homes.
   d. do not mark the containers they pick up with a warning that those containers contain sharp objects.

Litigation is not always the only or best way to resolve conflicts. Mediation offers an alternative approach and it is one that can be quite efficient and successful. Mediation can be faster, less expensive, and can lead to creative solutions not always possible in a court of law. Additionally, mediation focuses on mutually acceptable solutions, rather than on winning or losing.

5. This paragraph best supports the idea that
   a. there is too much reliance on litigation in our society.
   b. litigation is expensive, slow, and limited by its reliance on following the letter of the law.
   c. mediation is the best way to resolve a crisis.
   d. mediation can be an effective way to resolve conflicts.

One of the missions of the Peace Corps is to help the people of interested countries meet their need for trained men and women. People who work for the Peace Corps do so because they want to, but to keep the agency dynamic with fresh ideas, no staff member can work for the agency for more than five years.

6. The paragraph best supports the statement that Peace Corps employees
   a. are highly intelligent people.
   b. must train for about five years.
   c. are hired for a limited term of employment.
d. have both academic and work experience.

More and more office workers telecommute from offices in their own homes. The upside of telecommuting is both greater productivity and greater flexibility. Telecommuters produce, on average, 20% more than if they were to work in an office, and their flexible schedule allows them to balance both their family and work responsibilities.

7. The paragraph best supports the statement that telecommuters
   a. get more work done in a given time period than workers who travel to the office.
   b. produce a better quality work product than workers who travel to the office.
   c. are more flexible in their ideas than workers who travel to the office.
   d. would do 20% more work if they were to work in an office.

Sushi, the thousand-year-old Japanese delicacy, started small in the United States, in a handful of restaurants in big cities. Today, sushi consumption in America is 50% greater than it was ten years ago and not just in restaurants. Sushi is also sold at concession stands in sports stadiums, university dining halls, and in supermarkets throughout the country.

8. This paragraph best supports the statement that
   a. sushi is now a fast food as popular as hot dogs, burgers, and fries.
   b. more sushi is sold in restaurants than in supermarkets.
   c. Americans are more adventurous eaters than they were in the past.
   d. sushi wasn't always widely available in the United States.

Today's shopping mall has as its antecedents historical marketplaces, such as Greek agoras, European piazzas, and Asian bazaars. The purpose of these sites, as with the shopping mall, is both economic and social. People not only go to buy and sell wares, but also to be seen, catch up on news, and be part of the human drama.

9. The paragraph best supports the statement that
   a. modern Americans spend an average of 15 hours a month in shopping malls.
   b. shopping malls serve an important purpose in our culture.
   c. shopping malls have a social as well as commercial function.
   d. there are historical antecedents for almost everything in contemporary society.
Many animals hibernate during parts of the year, entering a state that is similar to a very deep sleep. But hibernation is more than simply a deep sleep. The animal’s body temperature drops well below its normal range, the animal does not wake up for a long period of time, and its metabolism slows to the point that the animal does not need to eat or relieve itself during that period.

In order to prepare for hibernation, the animal must build up its body weight and increase its body fat. This is important, since the animal will be living off its own body fat during the months of hibernation. Of course, once the period of hibernation is over, the animal "wakes up" to find itself slim and trim once again!

10. How does an animal prepare for hibernation?
   a. It exercises for two months.
   b. It gradually increases its sleeping habits.
   c. It grows extra fur.
   d. It eats more food than usual.

11. This passage best supports the statement that
   a. all animals hibernate to some degree.
   b. food is scarce in the winter.
   c. hibernation is very different from normal sleep.
   d. bears hibernate every year.

Patrick Henry is considered one of the great patriots of America’s early history. He was a leader in every protest against British tyranny and in every movement for colonial rights, openly speaking against the unfair taxation and overly burdensome regulations imposed upon the American colonists by the British Parliament.

In March 1775, Patrick Henry urged his fellow Virginians to arm themselves in self-defense. He spoke boldly in Richmond, Virginia, during the meeting of the state legislature. He closed that famous speech with the immortal words, "I know not what course others may take; but as for me, give me liberty or give me death."

12. This passage best supports the statement that
   a. Patrick Henry later became a governor of West Virginia.
b. the Virginia legislature was not listening to Henry's speech.
c. Patrick Henry was willing to lay down his life for his country.
d. People in Colonial times faced harsh living conditions.

13. Which of the following would be the most appropriate title for this passage?

   a. The Speeches of Patrick Henry
   b. Patrick Henry, American Patriot
   c. Early American Patriots
   d. History of the Virginia Legislature

Ratatouille is a dish that has grown in popularity over the last few years. It features eggplant, zucchini, tomatoes, peppers, and garlic chopped, mixed, sautéed, and finally, cooked slowly over low heat. As the vegetables cook slowly, they make their own broth, which may be extended with a little tomato paste. The name *ratatouille* comes from the French word *touiller*, meaning to stir or mix together.

14. Which of the following is the correct order of steps for making ratatouille?

   a. chop vegetables, add tomato paste, stir or mix together
   b. mix the vegetables together, sauté them, and add tomato paste
   c. cook the vegetables slowly, mix them together, add tomato paste
   d. add tomato paste to extend the broth and cook slowly over low heat

15. Ratatouille can best be described as a

   a. French pastry.
   b. sauce to put over vegetables.
   c. pasta dish extended with tomato paste.
   d. vegetable stew.

The competitive civil-service system is designed to give candidates fair and equal treatment and to ensure that federal applicants are hired based on objective criteria. Hiring has to be based solely on a candidate's knowledge, skills, and abilities (which you'll sometimes see abbreviated as *ksa*), and not on external factors such as race, religion, sex, and so on. Whereas employers in the private sector can hire employees for subjective reasons, federal
employers must be able to justify their decision with objective evidence that the candidate is qualified.

16. The paragraph best supports the statement that
   a. hiring in the private sector is inherently unfair.
   b. ksa is not as important as test scores to federal employers.
   c. federal hiring practices are simpler than those employed by the private sector.
   d. the civil service strives to hire on the basis of a candidate's abilities.

17. The federal government's practice of hiring on the basis of ksa frequently results in the hiring of employees
   a. based on race, religion, sex, and so forth.
   b. who are unqualified for the job.
   c. who are qualified for the job.
   d. on the basis of subjective judgment.

It is well known that the world urgently needs adequate distribution of food, so that everyone gets enough. Adequate distribution of medicine is just as urgent. Medical expertise and medical supplies need to be redistributed throughout the world so that people in emerging nations will have proper medical care.

18. This paragraph best supports the statement that
   a. the majority of the people in the world have no medical care.
   b. medical resources in emerging nations have diminished in the past few years.
   c. not enough doctors give time and money to those in need of medical care.
   d. many people who live in emerging nations are not receiving proper medical care.

Knitting has made a major comeback. People are knitting on college campuses, in coffee shops, and in small knitting groups throughout the United States. New knitting stores, many with cafes, are popping up all over, and there are more knitting books and magazines being published than ever before. And not all of these knitters are women: As knitting continues to surge in popularity, men are picking up knitting needles in record numbers.

19. The paragraph best supports the statement that
   a. joining a knitting group is a great way to make new friends.
b. some people knit because it helps them relax and release stress.
c. today's knitter is not the stereotypical grandmother in a rocking chair.
d. as is the case with all fads, this new obsession with knitting will fade quickly.

Everyone is sensitive to extreme weather conditions. But with age, the body may become less able to respond to long exposure to very hot or very cold temperatures. Some older people might develop hypothermia when exposed to cold weather. Hypothermia is a drop in internal body temperature, which can be fatal if not detected and treated.

20. The paragraph best supports the statement that
   a. cold weather is more dangerous for older people than warm weather.
   b. hypothermia is a condition that only affects older people.
   c. older people who live in warm climates are healthier than older people who live in cold climates.
   d. an older person is more susceptible to hypothermia than a younger person.

Whether you can accomplish a specific goal or meet a specific deadline depends first on how much time you need to get the job done. What should you do when the demands of the job exceed the time you have available? The best approach is to divide the project into smaller pieces. Different goals will have to be divided in different ways, but one seemingly unrealistic goal can often be accomplished by working on several smaller, more reasonable goals.

21. The main idea of the passage is that
   a. jobs often remain only partially completed because of lack of time.
   b. the best way to complete projects is to make sure your goals are achievable.
   c. the best way to tackle a large project is to separate it into smaller parts.
   d. the best approach to a demanding job is to delegate responsibility.

Health clubs have undergone a major transformation that can be described in three words: mind, body, and spirit. Loud, fast, heart-tumping aerobics has been replaced by the hushed tones of yoga and the controlled movements of Pilates. The clubs are responding to the needs of their customers who are increasingly looking for a retreat from their hectic lifestyles and a way to find a healthy balance in their lives by nurturing their whole selves.

22. The main idea of the paragraph is that
a. exercise is less important now than it once was.

b. health clubs are much less popular now than they were ten years ago.

c. many health clubs will go out of business because of the decline in traditional exercise.

d. people’s desire to nurture all aspects of themselves has contributed to big changes for health clubs.

For most judges, sentencing a person who has been convicted of a crime is a difficult decision. In the majority of jurisdictions throughout the country, judges have few sentencing options from which to choose. Generally, their options are confined to a fine, probation, or incarceration. Crimes, however, cover a wide spectrum of criminal behavior and motivation, and a wide variety of sanctions should be available.

23. The main idea of the paragraph is that

a. there should be laws that dictate which sentence a judge should hand down.

b. someone other than a judge should be allowed to sentence a criminal.

c. judges should be given more sentencing options from which to choose.

d. more money should be spent on the criminal justice system.

Before you begin to compose a business letter, sit down and think about your purpose in writing the letter. Do you want to request information, order a product, register a complaint, or apply for something? Do some brainstorming and gather information before you begin writing. Always keep your objective in mind.

24. The main idea of the passage is that

a. planning is an important part of writing a business letter.

b. business letters are frequently complaint letters.

c. brainstorming and writing take approximately equal amounts of time.

d. many people fail to plan ahead when they are writing a business letter.

Keeping busy at important tasks is much more motivating than having too little to do. Today’s employees are not afraid of responsibility. Most people are willing to take on extra responsibility in order to have more variety in their positions. In addition, along with that responsibility should come more authority to independently carry out some important tasks.
25. The main idea of the paragraph is that
   a. variety and independence on the job increase employee motivation.
   b. to avoid boredom, many people do more work than their jobs require of them.
   c. today's employees are demanding more independence than ever before.
   d. office jobs in the past have carried less responsibility.

   Managing job and family is not simple. Both commitments make strong demands on people and are sometimes in direct opposition to each other. Saying yes to one means saying no to the other, and stress can often result. Being realistic and creating a balance in life can help set priorities.

26. The main idea of the paragraph is that
   a. most family responsibilities cause stress at home and at work.
   b. because it pays the bills, a job must take priority over other commitments.
   c. it is important to have a balance between job and family responsibilities.
   d. because they are so important, family duties must take priority over the job.

   Women business owners are critically important to the American economy, yet women still face unique obstacles in the business world. The U.S. Small Business Administration offers a variety of programs and services to help women-owned businesses succeed and to advocate for women entrepreneurs.

27. This paragraph best supports the statement that women business owners
   a. have more success in the United States than in other countries.
   b. cannot succeed without outside help.
   c. may find the Small Business Administration a useful resource.
   d. should not make any major decisions without seeking the advice of the Small Business Administration.

Passages in this section can have one to six questions following. You must respond accordingly.

   Use of electronic mail (e-mail) has been widespread for more than a decade. E-mail simplifies the flow of ideas, connects people from distant offices, eliminates the need for meetings, and often boosts productivity. However, e-mail should be carefully managed to avoid unclear and
inappropriate communication. E-mail messages should be concise and limited to one topic.

When complex issues need to be addressed, phone calls are still best.

28. The main idea of the paragraph is that e-mail
   a. is not always the easiest way to connect people from distant offices.
   b. has changed considerably since it first began a decade ago.
   c. causes people to be unproductive when it is used incorrectly.
   d. is effective for certain kinds of messages but only if managed wisely.

29. Which of the following would be the most appropriate title for the passage?
   a. Appropriate Use of E-Mail
   b. E-Mail's Popularity
   c. E-Mail: The Ideal Form of Communication
   d. Why Phone Calls Are Better Than E-Mail

Native American art often incorporates a language of abstract visual symbols. The artist gives a poetic message to the viewer, communicating the beauty of an idea, either by using religious symbols or a design from nature such as rain on leaves or sunshine on water. The idea communicated may even be purely whimsical, in which case the artist might start out with symbols developed from a bird's tracks or a child's toy.

30. The main idea of the passage is that Native American art
   a. is purely poetic and dreamlike.
   b. is usually abstract, although it can also be poetic and beautiful.
   c. communicates the beauty of ideas through the use of symbols.
   d. is sometimes purely whimsical.

For years Bob had worked at the horse stable near his farm. He loved grooming, feeding, and exercising the horses. He had dreamed of owning his own horse some day. His favorite horse was a brown roan named “Jewel”. Jewel was going to foal any day now. Bob was saving every penny he could to try to buy Jewel's foal. His birthday was two days away and he hoped he would get money for a gift from his parents and grandparents.

On Wednesday after school Bob rushed to the stable. Standing on wobbly legs was a newborn pony. It was beautiful! The pony had brown and white spots and huge brown eyes.
Bob hated to leave the pony but he had to rush home for his birthday celebration. After supper, Bob’s mother brought in his cake. He quickly blew out his candles and made a wish. Then Bob opened his gift from his parents. It was money and a bridle!

31. Name at least two things you can infer:
What were the clues in the text?

Kate had recently opened her own restaurant. Her restaurant served various types of pasta. Her specialties were lasagna and cannelloni. At first business was very slow at Kate’s restaurant despite her advertising efforts. Kate decided to use a customer satisfaction survey. After several weeks, Kate looked at the surveys. Customers seemed very satisfied with the quality of the food, but a number of people commented that the prices were steep for the size of the food servings. After reading the surveys Kate decided to create some new advertisements for the radio and the newspaper.

32. What can you infer about the new advertisements and the changes Kate will make in her restaurant?
What were the clues in the text?

Jim stomped through the front door after school and tossed his book bag on the floor. He ran up the stairs to his bedroom and slammed his bedroom door. Jim flung himself on the bed and put his pillow over his head. He was never going to talk to Pete again!

33. What do you know?
What clues do you have?
What can you infer about Jim?

Mary and Beth were excited about Saturday. They had planned a picnic in the park. They would ride their bicycles to the park, play for a while, go fishing, and eat the sack lunches they brought. They were also looking forward to walking around the lake and feeding the ducks at the park. On Saturday morning, Mary hopped out of bed and looked out her window. Her shoulders slumped and she frowned.

34. What do you know?
What clues do you have?
What can you infer?
One Friday night Ben planned to go to a movie with Jane and Bob. It was the newest action movie and he had wanted to see it for several weeks. Friday afternoon Ben went to the store. He picked out a candy bar and realized he didn’t have any money with him. He stuck the candy bar in his pocket, turned to leave the store and was stopped by the store manager. “Let’s go call your parents, young man,” said the manager.

35. What do you know?
What clues do you have?
What can you infer?

Mrs. Green just finished college. She applied for a job at the school in town to be a first grade teacher. She had wanted to be a teacher since she was a little girl. She had heard that the school was looking for someone who had experience as a teacher so when she got a call from the principal to come in for an interview, she was happy and excited! On the day of the interview, Mrs. Green went to the school and saw four other people there. They were also at the school for interviews. All of them were older than she was and looked very confident. Mrs. Green’s heart “sunk”.

36. What do you know?
What clues do you have?
What can you infer?

2. Predicting the content

Reading is generally defined as a process that helps us to

a) decode, decipher and identify the words in print
b) articulate, speak and pronounce the words in print
c) understand, interpret and sense the meaning of words or text in print

The first one consumes time if done alone. With the guidance of teacher the concept becomes clear. The second one pertains to reading aloud with the guidance of the teacher. For beginners loud reading helps them to discover how writing is associated with the spoken words. Yet reading aloud is a complex activity because our attention is divided between reading and speaking. Also it slows down the reading speed and often impedes understanding. The third
one is what contributes silent reading or reading for comprehension. It is an activity that we
normally do while reading newspapers, books, posters, road signs, etc. moreover silent reading
is faster than loud reading as the reader concentrates on the written matter. A lot of written
material can be understood even without understanding the meaning of the individual words
and sentences. Many unknown words can be comprehended by placing them in the overall
context of the sentence. We normally, guess, predict and anticipate many things about the
content, ideas of the text, as we read the text. Thus predicting the content of a given reading
passage helps you to speed up the process of comprehension. In order to guess and predict the
meaning you should develop rapid reading skill, your knowledge about the subject, topic
sentences in every paragraph, headings, sub-headings, charts, diagrams, graphs and cohesive
markers like pronouns, repetitions, transitions and synonyms would enable you in the process
of prediction. Predicting the content of any given Passage enables you to comprehend quickly.
When you are able to guess or predict the meaning even before completing the reading of the
Passage, you understand the Passage completely. In order to predict, you should develop the
skill of rapid reading because any good reader is able to think ahead, hypothesize and predict.
While reading you may find certain hints that would help you to predict the content. If the
subject is a known one, you would easily spot the topic sentence in every paragraph, the
headings, subheadings, the diagrams, illustration and the cohesive markers like pronouns,
repetitions and transitions which would help you in the process of prediction.
Ask the students, "What does it mean to predict?"

**Paragraph – 1:**

The weather forecasters on television look at clouds on the radar and try to predict what the
weather will be like today, tomorrow, and a few days ahead. They don't just guess, they find
cues that tell them what the weather will be like. They also combine those clues with what
they already know to make those predictions.

Just like those weather forecasters, we are going to learn how to predict from the passages
that we hear or read. We are going to look and listen for clues and combine them with what we
already know to tell us what will happen next. Predicting can help us become better readers
and writers. As we read, we can see if our predictions come true.
Ask the students to think of what they already know and to respond:

1. What do you predict you will see when you visit a pet store?
2. What kinds of shows do you predict will be on Saturday morning television?
3. Your friend asks you to go to a movie called "Monsters of the Deep". What do you predict the movie will be about?

Ask: Where can you make predictions in a story?

**Suggested responses:**
The most important prediction should come as you read the title or a headline. Other predictions may happen when you read chapter headings or subtitles, when the author of the story asks a question, or when a character in a story is about to do something.

**Paragraph – 2:**
The film industry is facing the challenge of the television screen, which, because of its ready availability and nearness to entertainment seekers is becoming very popular, particularly in the west where television programmes are as indispensable to people as newspaper material. Sustained entertainment for multitudes lasting two or three hours is possible only in big cinema halls. Scenic beauty, background effects and colour techniques, which have made the products of cinema industry so attractive and delightful may not be reproduced by television programme organisers and therefore the important invention in the field of wireless communication, inspite of having become a big rival of the cinema may not succeed in replacing it.

The motion picture has also stepped into the international sphere as an agent of goodwill and co-operation among nations. As cultural agents movies can cement ties of love and brotherhood among nations and teach them to confer on each other the benefits of all the rich and glorious achievements of the present enlightened age. Film festivals which many European and Asian countries have been organising from time to time have also proved to be of immense value in reducing social barriers, colour prejudices and other causes of friction between nations.

In the spheres of human conduct and behaviour, movies are an inexhaustible source of inventiveness. All our new fashions in respect of the clothes we wear, the cut of our hair, the shape of our footwear, interior decoration of our rooms and even our manners and habits at social gatherings owe their origin to cinema industry. In the screen world nothing ever grows
dull and stale; even the most ordinary things look with exquisite charm. The science of makeup is mainly responsible for the glamour. Tailors, photographers, barbers, shoe makers, manufacturers of articles, of cosmetics and traders of thousand other varieties of luxury goods look to this industry for guidance and inspiration for they enrich their professional knowledge which helps them to meet their customer’s demands.

1. The main idea expressed in the first paragraph is
   a) Television is a major rival of the cinema.
   b) Films are more attractive than television programmes.
   c) Television can never replace cinema.

2. Mention three essential aspects of cinema that cannot be reproduced by the television.

3. Describe the role of movies as cultural agents.

Answers: 1. (a) 2. Scenic beauty, background effects and colour techniques. 3. Movies can serve as cultural agents for creating goodwill, cooperation and harmony in international cinema.
Unit – 5 (16 marks)

Giving Impromptu Talks

Many of them are deliberately provocative to stimulate a response. Others are open-ended or neutral to allow whatever occurs in your mind to fit the topic.

If you're practicing by yourself:

- Choose a speech topic from the list below
- Give yourself a strictly monitored preparation time of no more than one minute in which to note an opening, a couple of main points with examples and a conclusion.
- Deliver your speech while timing and if possible, recording it. Aim for at least two minutes.
- When you play it back, listen for fluency, structure and content. Each of those combine to create the overall impact of your speech.

If you're using these impromptu speaking topics with a friend or in a classroom setting, use the same method but omit the recording as you can give your feedback verbally.

The goal

Ideally once you or your class has become more confident, you'll lessen the preparation time. The ultimate goal is to be given a speech topic and to begin speaking on the subject coherently and easily almost immediately. Literally, you get given the topic, the green light or timer is flicked on, you open your mouth and go!

Start practicing with this list:

- My three favorite animals.
- What you would find in my closet. Make something up.
- What you'd find under my bed. A spider named Fred and his cousin who can't find a job.
- The best letter of the alphabet.
- Why your mom/dad is special.
- A day that stands out.
- The best surprise ever.
- I lost it!
• If I had a million dollars to give away.
• If cats/dogs ruled the world.
• A trip to remember.
• My favorite day of the year.
• If I could only eat three foods forever.
• If I could design a school.
• Why books are important.
• Three surprising facts about me.
• How to impress your parents.
• How to plan a party.
• A job I'd love to have.
• A day in my life.
• If I could have dinner with anyone.
• If I could travel through time.
• My favorite book.
• An important lesson I've learned.
• What I've learned from cartoons.
• The smartest cartoon character.
• Three things I'd change if I ruled the world.
• Why sports are important. I'm no good, so I'll tell you how bad I am.
• The worst chores at home.
• Why I deserve an allowance.
• If I were in charge of school lunches.
• If I had invented school.
• The best theme park rides.
• Whom do you admire most?
• What is your favorite animal?
• How to achieve your dreams.
• Why you need a baby brother.
• How to annoy an older sister.
• How to save money.
• Three things that scare me.
• Great things about snow days.
• Things you can make out of snow.
• How to spend a rainy day.
• How to walk a dog.
• Great things about the ocean.
• Things I'll never eat.
• How to be a slacker.
• Why I like my town.
• The best parts of a parade.
• Interesting things you see in the sky.
• Things to remember when you're camping.
• An experience with a bully.