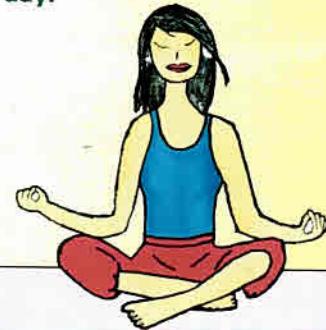


YOGA

Yoga is a physical, mental, and spiritual practice or discipline which originated in India. Among the most well-known types of yoga are Hatha-yoga and Raja-Yoga. The origins of yoga have been speculated to date back to Pre-Vedic Indian traditions. It was most likely developed around the 5th and 6th centuries BC, in ancient India's ascetic and sramana movements. Many studies have tried to determine the effectiveness of yoga as a complementary intervention for cancer, schizophrenia, asthma, and heart disease. Yoga came to the attention of an educated western public in the mid-19th century along with other topics of Indian philosophy. In the context of this budding interest, it has drawn support from world leaders such as Barack Obama who stated, "Yoga has become a universal language of spiritual exercise in the United States, crossing many lines of religion and culture. Every day, millions of people practice yoga to improve their health and overall well-being. That's why we're encouraging everyone to do yoga every day."

QUESTIONS FOR COMPREHENSION:

1. What is yoga?
2. Which are the well-known types of yoga?
3. When did yoga come to the attention of western public?
4. Which leader supported yoga?
5. Why do millions of people practice yoga?



VOCABULARY FOR PRACTICE:

| WORD | MEANING | USAGE |
|--|---|--|
| Ascetic (noun) Ascetic (adj.) | <ul style="list-style-type: none"> monks, hermits characterized by the practice of severe self discipline | <ul style="list-style-type: none"> Rahul leads a life of an ascetic. The monks lived a very ascetic life. |
| Speculated (verb) | <ul style="list-style-type: none"> formed a theory | <ul style="list-style-type: none"> Aristotle speculated many valuable theories. |
| Intervention (noun) | <ul style="list-style-type: none"> action taken to improve | <ul style="list-style-type: none"> Meditation is an intervention for many problems. |
| Determine (verb) Determined (adj.) | <ul style="list-style-type: none"> to discover the facts firmly decide | <ul style="list-style-type: none"> An inquiry was set up to determine the cause of the accident. Shyama is determined to improve her communicative skills. |
| Budding (adj.) Buddy (noun) | <ul style="list-style-type: none"> beginning and showing signs of promise a friend | <ul style="list-style-type: none"> Mamta is a budding artist. An old college buddy met me yesterday. |
| Encourage (verb) Encouragement (noun) | <ul style="list-style-type: none"> give support the act of encouraging somebody to do something | <ul style="list-style-type: none"> A teacher should always encourage his/her students. He needs all the support and encouragement he can get. |

Source: Wikipedia

Oxford Advanced Learner's Dictionary



STRUCTURES FOR PRACTICE:

| | | |
|--------------------------------------|----------------------|--|
| It's It is not | so nice | sitting here with you. hoping for help from the authorities. crying over spilt milk. lying on the beach all day. losing your temper. being a lighthouse keeper. |
| | no good | |
| | wonderful | |
| It won't be It wouldn't be | worth while | |
| | much fun | complaining to them. my talking to him. |
| | | |
| It was It wasn't It was really | much good | getting everything ready in time. my pretending I didn't know the rules. |
| | any good | |
| | a difficult business | |
| | much use | running that youth club last year. |
| | worth while | |

PREPOSITIONS:

| WORD FOLLOWED BY PREPOSITION | MEANING | USAGE |
|------------------------------|-----------------------------|---|
| Aptitude for | natural tendency | A teacher must have aptitude for teaching. |
| Blame for | to find fault with | A teacher should not blame the students for their weakness. |
| Candidate for | one who tries for a job | I am a candidate for NCC tour. |
| Capacity for | the ability to do something | Every child has the capacity for learning. |
| Comparison with | being compared | I don't like being compared with others. |
| Intimacy with | warm friendship | My intimacy with my friend is beyond doubt. |
| Associate with | to join somebody | He voluntarily got associated with us in this relief work. |
| Bear with | to tolerate | I cannot bear the pain. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION:

Postures, Walking, Concentration, Ecstasy, Spirituality, Liberation, Austerity, Penance, Dispassion, Awareness, Religion

GREEN REVOLUTION

The Green Revolution was a period when the productivity of global agriculture increased drastically as a result of new advances. During this period, new chemical fertilizers and synthetic herbicides and pesticides were produced. The chemical fertilizers made it possible to supply crops with extra nutrients and, therefore, increased yield. The newly developed synthetic herbicides and pesticides controlled weeds, deterring or killed insects, and prevented diseases, which also resulted in higher productivity. In addition to the chemical advances utilized during this time, high-yield crops were also developed and introduced. High-yield crops are crops that are specifically designed to produce more overall yield. A method known as multiple cropping was also implemented during the Green Revolution which led to higher productivity. Multiple cropping is that in which a field is used to grow two or more crops throughout the year, so that the field constantly has something growing on it. These new farming techniques and advances in agricultural technology were utilized by farmers all over the world, and when combined, intensified the results of the Green Revolution.

QUESTIONS FOR COMPREHENSION:

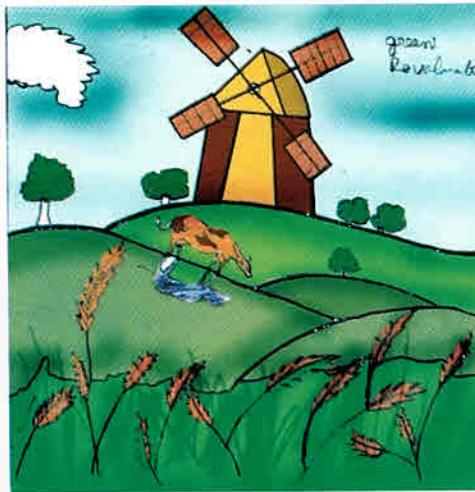
1. What is made possible by chemical fertilizers?
2. What resulted in higher productivity?
3. What are high yield crops?
4. What intensified the results of the green revolution?
5. How was the green revolution made possible?



VOCABULARY FOR PRACTICE:

| WORD | MEANING | USAGE |
|---------------------|---|---|
| Productivity(n) | • the rate at which a worker, a company or country produces goods | • Wage rates depend on levels of productivity. |
| Productive(adj.) | • making goods growing crops especially in large quantities, fruitful | • My time used in library is highly productive. |
| Produce (v) | • to make things to be sold | • This is a highly productive farming land. • A factory that produces microchips is of great importance. |
| Nutrient (n) | • a substance that is needed to keep a living thing alive | • Plants draw minerals and other nutrients from the soil. |
| Nutritious (adj.) | • containing many of the substance which help the body grow | • I enjoy the food which is tasty as well as nutritious. |
| Deter (v) | • to make somebody decide not to do something or continue doing something | • The high price of the service could deter people from seeking advice. |
| Deterrent (n) | • thing that makes somebody less likely to do something | • Hopefully his punishment will act as deterrent to others. |
| Specifically (adv.) | • in a detailed and exact way | • I specifically told you not to go near water. |
| Specific (adj.) | • usually connected with one particular thing only | • The money was collected for specific purpose. |
| Specification (n) | • a detailed description of how something is or should be | • The house has been built exactly as per our specification. |
| Constantly(adv.) | • all the time, repeatedly | • Fashion is constantly changing. |
| Constant (adj.) | • happening all the time and repeatedly | • Babies need constant attention. |

Source: Oxford Advanced Learner's Dictionary



STRUCTURES FOR PRACTICE:

| | |
|----------------------------|---|
| The trouble is | (that) all the shops are shut. |
| Is this | what you are looking for? |
| What delighted me most was | that they were singing for the pure joy of it. |
| Everything was | as he had left it. |
| This is | where I work. |
| My suggestion is | (that)we should plant more trees in the streets. |

PREPOSITION:

| WORDS FOLLOWED BY PREPOSITION | MEANING | SOME MORE WORDS FOLLOWED BY PREPOSITION. READ THEM ALOUD AND USE THEM IN SENTENCES. |
|-------------------------------|--|--|
| Anxious (adj.) for | feeling worried or nervous | Celebrated for, conspicuous for, customary for, designed for, destined for, eager for, eligible for, eminent for, fit for, good for, grateful for, notorious for, penitent for, prepared for, proper for, qualified for, ready for, sorry for, sufficient for, useful for, zealous for |
| Atoned (verb) for | to act in a way that shows you are sorry for doing something wrong in the past | canvass for, care for, feel for, hope for, mourn for, pine for, start for, stipulate for, sue for, wish for, yearn for |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION:

fertilizer, compost, nourishment, stimulant, plough, manure, cash crops, high yielding seeds, hunger, harvest, technology, food farmers, soil, scientist, pesticides, weed, fertilizer, pests, irrigation, famine, food, food shortage, food crisis, malnourishment, hunger, undernourishment, dearth, yield, trim

DR. S RADHAKRISHNAN

Dr. Sarvepalli Radhakrishnan was born on 5th of September in 1888 at Tirutani (currently in Tamil Nadu), India. He was a famous teacher and became one of the most respected scholars and statesmen of India. He took birth in the poor family. He was very good in the academic area and taught philosophy in universities of Andhra, Mysore and Calcutta. He also became a professor at Oxford. Because of his good academic career he became a Chancellor at Delhi University and vice-chancellor at Benares Hindu University. He rose to become the President of India.

He wrote many books to popularize Indian traditions as well as to emphasize the establishment of casteless and classless society. He was a great philosopher. Some of his famous books are The Philosophy of Upanishads, East and West: Some reflections, Eastern Religions and Western Thought. On his birth anniversary, 5th of September teacher's day is celebrated to pay him tribute.

COMPREHENSION QUESTIONS:

1. When and where was Dr. Radhakrishnan born?
2. Why is he known as a great scholar?
3. What are some famous books written by him?
4. What were the different positions held by him?
5. Why do we celebrate teacher's day?



VOCABULARY FOR PRACTICE:

| WORDS | MEANING | USAGES |
|-------------------|--|---|
| Scholar (noun) | <ul style="list-style-type: none"> • a person who knows a lot about a particular subject | <ul style="list-style-type: none"> • Dr. Radha Krishnan was one of the most distinguished scholars. |
| Scholastic (adj.) | <ul style="list-style-type: none"> • connected with school and education | <ul style="list-style-type: none"> • The student is judged at the scholastic areas by the teacher. |
| Academic (adj.) | <ul style="list-style-type: none"> • connected with education especially studying in school or colleges | <ul style="list-style-type: none"> • In KVS new academic year starts from 1st April. |
| Academy (noun) | <ul style="list-style-type: none"> • a school or college for special training | <ul style="list-style-type: none"> • The Royal Academy of music produces good scholars of music. |
| Famous (Adj.) | <ul style="list-style-type: none"> • known to many people, popular, well known | <ul style="list-style-type: none"> • Nainital is famous for its splendid climate. |
| Fame (noun) | <ul style="list-style-type: none"> • state of being known and talked about by many people | <ul style="list-style-type: none"> • The town's only claim to fame is that there was once a riot. |
| Emphasis (noun) | <ul style="list-style-type: none"> • special importance that is given to | <ul style="list-style-type: none"> • The emphasis is very much on learning the spoken language. |
| Emphasize (Verb) | <ul style="list-style-type: none"> • to give special importance | <ul style="list-style-type: none"> • His speech emphasized the importance of attracting industry. |
| Society (noun) | <ul style="list-style-type: none"> • people in general living together in communities | <ul style="list-style-type: none"> • They carried out research into the roles of men and women in today's society. |
| Social (adj.) | <ul style="list-style-type: none"> • connected with society | <ul style="list-style-type: none"> • Social events and training days are arranged for all the staff. |



STRUCTURES FOR PRACTICE :

| | | | |
|--------|-----------|-----------------------|-------------------------------|
| It was | hard | for him | to live on his small pension. |
| Is it | easy | for a poor girl | to find a rich husband? |
| It was | difficult | for an elderly couple | to earn their own living. |

PREPOSITIONS

| WORDS FOLLOWED BY PREPOSITION | MEANING | SOME MORE WORDS FOLLOWED BY PREPOSITION. READ THEM ALOUD AND USE THEM IN SENTENCES |
|-------------------------------|---|--|
| Charge of | statement accusing somebody of doing something wrong | Doubt of, Experience of, Failure of, Proof of, Result of, Want of |
| Absorbed in | very interested in something that you are not paying attention to anything else | Accomplished in, Accurate in, Correct in, Defective in, Deficient in, Diligent in, Enveloped in, Fertile in, Honest in, Interested in |
| Accused of | to say that somebody has done something wrong | Afraid of, Apprehensive of, Apprised of, Assured of, Aware of, Cautious of, Certain of, Characteristic of, Sure of, Name of, Weary of, Worthy of, Tolerant of, Weary of, Sick of |
| Beware of | to warn about any coming danger | Boast of, Complain of, Die of, Disapprove of, Dispose of, Divest of, Dream of, Heal of, Taste of |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION:

Education – teaching, learning, schooling, tutoring, instruction, edification, culture

Academic- educational, school, college, university, scholastic

Literacy-literate

School- train, educate, discipline, teach, drill, prepare, instruct

College- school, university, academy, seminary, institution

Great leader- head, manager, person in charge, organizer, principal, chief, boss, director, guide

RIVER GANGA

The Ganges begins at the confluence of the Bhagirathi and Alaknanda rivers. The Bhagirathi is considered to be the true source in Hindu culture and mythology. The headwaters of the Alakananda are formed by snow melt from such peaks as Nanda Devi, Trisul, and Kamet. The Bhagirathi rises at the foot of Gangotri Glacier, at Gomukh, at an elevation of 3,892 m (12,769 ft), being mythologically referred to as, residing in the matted locks of Shiva, symbolically Tapovan, being a meadow of ethereal beauty at the feet of Mount Shivling, just 5 km away. Although many small streams comprise the headwaters of the Ganges, the six longest and their five confluences are considered sacred. The six headstreams are the Alaknanda, Dhauliganga, Nandakini, Pindar, Mandakini, and Bhagirathi rivers. The five confluences, known as the Panch Prayag, are all along the Alaknanda. They are in downstream order, Visnuprayag where the Pindar joins, Rudraprayag, where the Mandakini joins and finally, Devprayag where Bhagirathi joins the Alaknanda to form the Ganges.

QUESTIONS FOR COMPREHENSION:

1. Where does the Ganges originate from?
2. How is the head water of Alakananda formed?
3. Name the six head streams of Ganga.
4. What is 'Panch Prayag'?
5. Name the five confluences.



VOCABULARY FOR PRACTICE:

| WORDS | MEANING | USAGE |
|----------------------|---|--|
| Considered (Verb) | <ul style="list-style-type: none"> • to think about | <ul style="list-style-type: none"> • The company is being actively considered as a potential partner. |
| Consideration (Noun) | <ul style="list-style-type: none"> • the act of thinking carefully | <ul style="list-style-type: none"> • The proposals are under consideration. |
| Reside (Verb) | <ul style="list-style-type: none"> • to live in particular place | <ul style="list-style-type: none"> • He returned to Britain in 1939 having resided abroad for many years. |
| Residence (Noun) | <ul style="list-style-type: none"> • a house specially a large or impressive one | <ul style="list-style-type: none"> • They were not able move to their new residence until the spring. |
| Mythology (Noun) | <ul style="list-style-type: none"> • myth of a particular culture | <ul style="list-style-type: none"> • According to Hindu mythology Lord Ram is an incarnation of Lord Vishnu. |
| Mythical (Adj.) | <ul style="list-style-type: none"> • imaginary, fictitious, not based on facts or scientific study | <ul style="list-style-type: none"> • Scott of the Antarctic was a national hero of mythical proportions. |
| Elevation (Noun) | <ul style="list-style-type: none"> • more important rank | <ul style="list-style-type: none"> • The city is at an elevation of 2000 meters. |
| Elevate (Verb) | <ul style="list-style-type: none"> • to give somebody a higher position or rank | <ul style="list-style-type: none"> • It was an attempt to elevate football to a subject worthy of serious study. |
| Ethereal (Adj.) | <ul style="list-style-type: none"> • extremely delicate and light | <ul style="list-style-type: none"> • Some infants attract all because they are the possessors of ethereal beauty. |



Janek Lepotilagay
Class 10 D

STRUCTURES FOR PRACTICE:

| 1 | 2 | 3 |
|--|-------------|--------------------------|
| We | walked | five miles. |
| He has | travelled | thousands of miles. |
| They had | gone | a long away. |
| The forest | stretched | hundred of miles. |
| He | jumped | two meters. |
| The meeting | lasted | two hours. |
| The play | ran | more than two years. |
| We | waited | half an hour. |
| Won't You | stay | the night. |
| The flowers | cost me | fifty pence. |
| This box | weighs | five kilos. |
| The thermometer | rose | ten degrees. |
| The temperature | fell | several degrees. |
| A little kindness | goes | a long away. |
| The Journey | took him | three hours. |
| The top of the desk | measures | one meter by two meters. |
| My watch | loses | two minutes a day. |
| Will our stock of coal | last | for us the winter. |
| "Your heart is not strong.", said the doctor, " but it | "will last" | for your lifetime. |

PREPOSITIONS

| WORD | MEANING | WORDS FOR PRACTICE |
|---------------------------------|--|---|
| Deliverance (from something) | the state of being rescued from danger | Descent from, escape from, exemption from, respite from |
| Abstain (from something) | to decide not to do | Cease from, debar from, desist from, deviate from, elicit from, emerge from, escape from, prevent from, prohibit from, protect from, recover from, refrain from |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION:

stream, tributary, brook, canal, watercourse, drought, meadows, aquatic, mariner, sea, river, water scarcity, fountain, branch, stream, flood, rain, downpour, trickle, drizzle



GLACIERS

Most of the earth is covered with water, and most of that is salty and in the ocean. In fact, about 97% of Earth's water is ocean water. The remaining 3% is fresh water, and two third of that is frozen in **glaciers**. Glaciers are large masses of ice that can take many forms, from huge sheets to **jagged** blocks of slow-moving ice and rock. For billions of years, glaciers have carved the earth's surface and fed rivers and oceans with water. Their presence is still felt even millions of years after melting away to create valleys, lakes and even mountains.

Glaciers are formed from the accumulation of ice and snow. But in order to become a **glacier**, it has to move under its own weight. An **accumulation** of ice is not considered a glacier until it starts moving. Once it does moving, though, it acts like a **giant** plough that scrapes and scours the earth.

QUESTIONS FOR COMPREHENSION:

1. What is the percentage of ocean water on the earth?
2. What are glaciers?
3. How are the glaciers formed?
4. What are some of the features of glaciers?
5. How have the glaciers enriched the earth?

VOCABULARY FOR PRACTICE:

| WORD | MEANING | USAGE |
|--------------------|--------------------------------------|--|
| Glacier (Noun) | • slowly moving mass of ice | • Glacier is an imperfect fluid. |
| Accumulation(Noun) | • gradual gathering of something | • Accumulation of knowledge is a lifelong process. |
| Accumulate (Verb) | • to gather or collect | • We should accumulate knowledge. |
| Ocean(Noun) | • a very large of sea | • The ocean was calm. |
| Oceanic(Adjective) | • relating to the ocean | • The giant oceanic waves hit the ship. |
| Jagged(Adjective) | • With rough sharp points protruding | • When glass breaks, it leaves jagged edges. |
| Giant (Noun) | • very big | • I have read a story on the selfish giant. |
| Plough(Noun) | • a large farming instrument | • Who will plough the land if the workers are given leave? |

Source: Oxford Advanced Learner's Dictionary



STRUCTURES FOR PRACTICE:

| | |
|---------------------------|---------------------------|
| My hat blew | off. |
| Go | away. |
| Won't you sit | down? |
| Please come | in. |
| We must turn | back. |
| Go on – I'll soon catch | up. |
| He looked | up from his book. |
| She went | upstairs. |
| It looks | like rain. |
| Do you think I could pass | as a Frenchman? |
| He behaves | as if he owned the place. |
| She's working | as a tourist guide. |
| I shall go | by train. |

PREPOSITIONS:

| WORDS FOLLOWED BY PREPOSITION | MEANING | MORE WORDS FOR PRACTICE |
|-------------------------------|--|--|
| Access to | the opportunity or right to use something or to see somebody/something | Allegiance to, Alternative to, Antidote to, Approach to, Attachment to, Objection to, Attention to, Concession to, Disgrace to, Invitation to, Key to, Adjacent to, Dislike to, Encouragement to, Enmity to, Indifference to |
| USAGE | | |
| Preface to | The preface to this edition collects all the biographical details. | |
| Resemblance to | Neither of them bore any resemblance to David. | |
| Acceptable to | The recommendations of the committee were acceptable to me. | |
| Accessible to | The harbor is only accessible to small vessels. | |
| Accustomed to | He was accustomed to live in this colony. | |
| Addicted to | He never seems to have been addicted to any manly sport. | |
| Adequate to | The resources were no adequate to the task. | |
| Adjacent to | A bird hide is situated adjacent to the lake. | |
| Affectionate to | He is affectionate to his family and servants. | |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION:

Glacier, Erosion, Evaporation, Perennial, Iceberg, Crystal, Hail, Hailstone, Hailstorm, Tsunami, Geographical feature, Acid rain, Air mass, Altitude, Archipelago, Peninsular, Loftiness, Tempest, Cyclone, Avalanche, Hurricane, Mountains, Summit, Tectonic force, Pinnacle, Peak, Chill, Freezing, Frosty, Biting, Snow, Climate

BOOK REVIEW- "THE DISCOVERY OF INDIA"

A book is essentially a monologue and at most exposes readers to the writer's mind. But even that monologue can resonate with your inner **intimate** questions and then the book becomes a dialogue. Discovery of India is one such book. Written in a prison cell by Shri Jawaharlal Nehru, this book is discovery of his past by a troubled yet **resolute** mind.

This book is the product of times when an ancient civilization **encumbered** by the burden of its past, shamed by its present status of stagnation and slavery was coming to terms with harsh realities of present and intimidating challenges of the future. That was a movement of transition. He ventures into past and traces the roots of our country. Though not deeply, he examines the culture, the literature, the science, the philosophy and the vital force which drove India as one nation, one people.

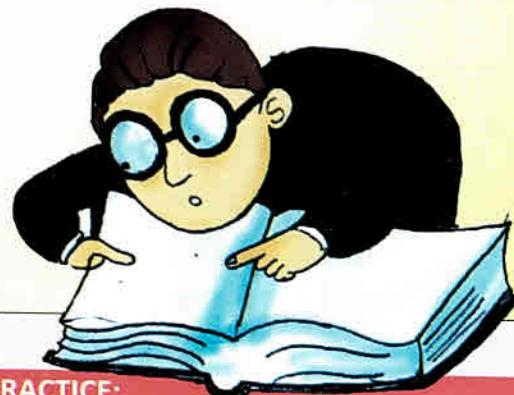
This journey to the past is not for the romance of the past or **nostalgia**, it is a purposeful journey; a journey to **consolidate** one's ancient heritage and wisdom, to frankly face one's mistake and failing; and to prepare oneself for the change.

The approach Nehru adopts is an amalgam of **pragmatism** and idealism; of inner and physical; of visible and invisible. The clarity of thoughts in this book astonishes the reader. And so does the realization by the author of his limits of comprehension.

It is an **indispensable** account to come to terms with idea of modern India and the promise of an ancient civilization.

QUESTIONS FOR COMPREHENSION:

1. Who is the author of the book?
2. In which form this book is written? And where?
3. What does it examine?
4. What is the approach of Nehru?
5. What does it provide to the reader?



VOCABULARY FOR PRACTICE:

| | | |
|---------------|---|--|
| Intimate | personal, private, confidential, secret | We both are intimate friends. |
| Resolute | determined, purposeful | A person resolute in nature always succeeds. |
| Encumber | hamper, hinder, obstruct | He encumbered difficulties on the way. |
| Nostalgia | a sentimental longing or wistful affection for a period in the past | Recalling childhood, he went into nostalgia. |
| Consolidate | combine, unite, merge | They prepared a consolidated result. |
| Pragmatism | common sense, sense, realism | Pragmatism is essential in life. |
| Indispensable | essential, crucial, necessary | Patience is indispensable in life. |

STRUCTURES:

| | | |
|--------------------|----|---------------------------------|
| Ravi stopped | to | have a rest. |
| We went | | hear the concert. |
| He got up | | answer the phone. |
| She stood up | | see better. |
| Someone has called | | see you. |
| They ran | | help the injured man. |
| I come | | bury Caesar, not to praise him. |
| He came | | see that he was mistaken. |
| How can I get | | know her? |
| How do you come | | know that? |
| Ram came | | see that he was mistaken. |
| The swimmer failed | | reach the shore. |
| Will he live | | be ninety? |
| I hope I live | | see men on Mars. |
| The people grew | | believe that she was witch. |
| They stand | | lose a large sum of money. |

PREPOSITIONS:

| WORDS FOLLOWED BY PREPOSITION | MEANING | USAGE |
|-------------------------------|---------------------------|---|
| According to | as stated, reported by | Ramesh completed his work according to his mother's advice. I acted according to his advice. |
| Ambition for | desire | It is all due to his ambition for fame |
| Fundamental of | basics | Parts of Speech are the fundamentals of grammar. |
| Confident of | sure | He is quite confident of success. |
| Dialects from | language | The child always learns local dialect from his parents. |
| Derogate from | deviate from an agreement | It is not likely to derogate from his merit. |
| Talk to | speak | Ravi always used to talk to the point. |
| Addicted to | keen, habitual | He is addicted to gambling. |
| Good in | fine | She is very good in cooking food. |
| Expert in | skillful | He is expert in inventing stories. |
| Intent on | determined | He is intent on visiting Norway. |

HOMOGRAPHHS

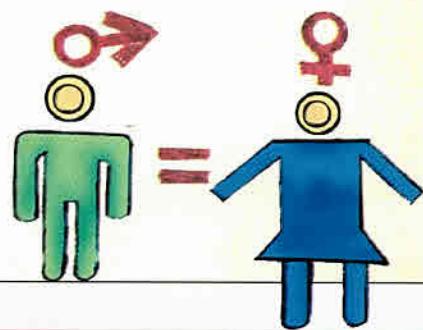
- * Bear (animal) and bear (carry)
- * porter (a weak beer) and porter (a man who carries luggage)
- * lean (thin) and lean (rest against)
- * lap (to drink with tongue) and lap (a circuit)
- * plane (a tool) and plane (a tree)
- * plain (ordinary looking) and plain (flat country)
- * skip (to jump) and skip (to miss out)
- * pluck (to remove feathers) and pluck (bravery)
- * type (to write via keyboard) and type (a sort)
- * train (a loco and trucks) and train (to teach)

GENDER EQUALITY

A highly contentious issue relating to gender equality is the role of women in religiously orientated societies. For example, it is declared that women have equal dignity but not equal rights, and this was accepted by many communities. This view is in opposition to the views and goals of gender equality. There are also non-Western countries of low religiosity where the contention surrounding gender equality remains. In China, cultural preference for a male child has resulted in a shortfall of women in the population. The feminist movement in Japan has made many strides and has resulted in the Gender Equality Bureau, but Japan still remains low in gender equality compared to other industrialized nations. An example is Finland, which has offered very high opportunities to women in public/professional life but has had a weak legal approach to the issue of violence against women, with the situation in this country having been called a paradox. Denmark has also received harsh criticism for inadequate laws, with regard to sexual violence in a 2008 report produced by Amnesty International, which has described Danish laws as "inconsistent with international human rights standards".

QUESTIONS FOR COMPREHENSION:

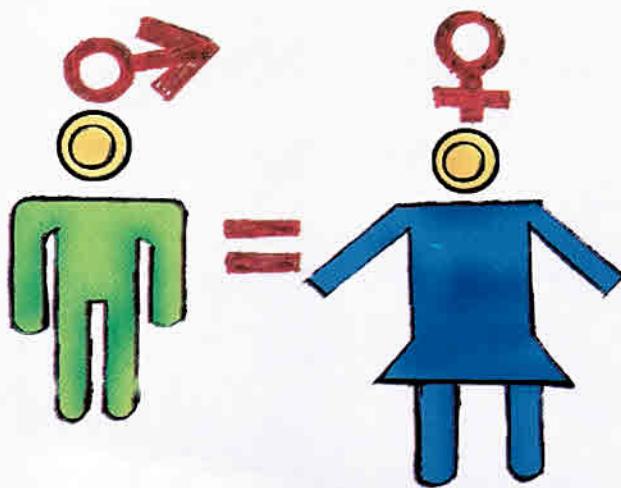
1. What is the highly contentious issue related to gender equality?
2. Which view is in opposition to that of gender-equality?
3. Describe the state of women in Finland.
4. Why has Denmark received criticism?
5. Why is the notion of gender equality a complex one?



VOCABULARY FOR PRACTICE:

| WORD | MEANING | USAGE |
|--|--|---|
| Orientated (Adj.) Orientation (Noun) | <ul style="list-style-type: none"> • accommodated, adapted • a person's basic attitude, beliefs | <ul style="list-style-type: none"> • I found her very much oriented to God. |
| Predominantly (Adv.) Predominant (Adv.) | <ul style="list-style-type: none"> • largely, mainly • present as the strongest or main element | <ul style="list-style-type: none"> • Girls predominantly perform better than boys in CBSE examination. |
| Contention (Noun) Contend (Verb) | <ul style="list-style-type: none"> • Disagreement, disputation, conflict • struggle to surmount (a difficulty) | <ul style="list-style-type: none"> • Contention with similar species propounded the theory of survival of the fittest. |
| paradox (Noun) paradoxical (Adj.) | <ul style="list-style-type: none"> • contradiction, inconsistency • self-contradictory | <ul style="list-style-type: none"> • His deeds are in paradox to his thoughts. • It is paradoxical that standing is more tiring than walking. |
| Inconsistent (Adj.) | <ul style="list-style-type: none"> • fickle, changeable | <ul style="list-style-type: none"> • His writing shows he is in an inconsistent state of mind. |

Source: Oxford Advanced Learner's Dictionary



STRUCTURES FOR PRACTICE:

| | |
|-------------------------------|----------------------------|
| They did | very little work that day. |
| Nobody answered | my question. |
| We all enjoyed | the film. |
| I have lost | my way. |
| The company has bought | several new aircrafts. |
| You have boiled | the rice(for) too long. |
| I love | you for your honesty. |
| The workmen dug | a deep hole. |
| The car turned | the corner too fast. |
| Can your horse jump | that gate? |

ARTICLES : A, AN

| ARTICLE | USAGE | PRACTICE |
|---------|--|---|
| A | A scooter/ a boy/ a cow / a European/ a unique idea/ a watermelon/ a papaya | <ul style="list-style-type: none"> I have a scooter. He is a good boy. This is a cow. He is a European. This is a unique idea. |
| An | an honest man / an animal / an umbrella/ an orange / an hour ago / an apple/ an honour/ an ant / an elephant / | <ul style="list-style-type: none"> He is an honest man. The dog is an animal. There is an umbrella. The girl bought an orange. He met him an hour ago. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION

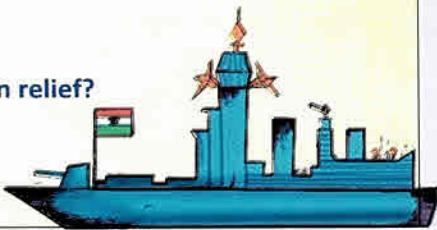
Subordination, Relegation, Demotion, Reduction , Deference , Esteem, Regard, Reverence, Zealous, Keen, Fervent, Ardent , Marital Status, Create, Make, Produce, Build

INDIAN NAVY: A MARITIME FORCE

In the 21st century, the Indian Navy has played an important role in maintaining peace for India on the maritime front, in spite of the state of foment in its neighborhood. It has been deployed for humanitarian relief in times of natural disasters and crises across the globe, as well as to keep India's maritime trade routes free and open. The Indian Navy was a part of the joint forces exercises, Operation Parakram, during the 2001–2002 India–Pakistan standoffs. More than a dozen warships were deployed to the northern Arabian Sea. In 2001, the Indian Navy took over operations to secure the Strait of Malacca, to relieve US Navy resources for Operation Enduring Freedom. The navy plays an important role in providing humanitarian relief in times of natural disasters, including floods, cyclones and tsunamis. In the aftermath of the 2004 Indian Ocean earthquake and tsunami, the Indian Navy launched massive disaster relief operations to help affected Indian states as well as Maldives, Sri Lanka and Indonesia. Over 27 ships, dozens of helicopters, at least 6 fixed-wing aircraft and over 5000 personnel of the navy were deployed in relief operations.

QUESTIONS FOR COMPREHENSION:

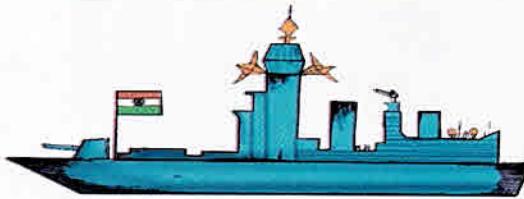
1. What is the role of Indian Navy in maintaining peace for India?
2. In what way has Indian Navy extended a helping hand for humanitarian relief?
3. What role did Indian Navy play in Operation Parakram?
4. What were the sources deployed in relief operation?
5. For what purposes the Indian Navy has been deployed?



VOCABULARY FOR PRACTICE:

| WORDS | MEANING | USAGE |
|--------------------|--|---|
| Foment (verb) | <ul style="list-style-type: none"> • instigate or stir up | <ul style="list-style-type: none"> • They accused him of fomenting political unrest. |
| Standoff (noun) | <ul style="list-style-type: none"> • a deadlock between two equally matched opponents in a dispute or conflict | <ul style="list-style-type: none"> • Europe has shown that it is possible to live with a nuclear stand-off. |
| Deployed (verb) | <ul style="list-style-type: none"> • move (troops) into position for military action. | <ul style="list-style-type: none"> • Forces were deployed at strategic locations. |
| Deployment (noun) | <ul style="list-style-type: none"> • bring into effective action | <ul style="list-style-type: none"> • Small states can often deploy resources more freely. • A soldier could be part of a deployment to the Middle East. |
| Aftermath (noun) | <ul style="list-style-type: none"> • the consequences or after-effects of a significant unpleasant event | <ul style="list-style-type: none"> • Food prices soared in the aftermath of the drought. |
| Affected (verb) | <ul style="list-style-type: none"> • influenced or touched | <ul style="list-style-type: none"> • The audience were affected by his maiden speech. |
| Affection (noun) | <ul style="list-style-type: none"> • an action that is not natural | <ul style="list-style-type: none"> • His little affections irritated her. |
| Affecting (adj.) | <ul style="list-style-type: none"> • producing strong feelings of sadness and sympathy | <ul style="list-style-type: none"> • The condition of the poor was affecting me. |
| Maintain (verb) | <ul style="list-style-type: none"> • cause or enable (a condition or situation) to continue | <ul style="list-style-type: none"> • He has to maintain his focus for success. |
| Maintenance (noun) | <ul style="list-style-type: none"> • the process of preserving a condition or situation or the state of being preserved | <ul style="list-style-type: none"> • Public awareness is required for the maintenance of government property. |

Source: Oxford Advanced Learner's Dictionary



STRUCTURES FOR PRACTICE:

| | | |
|-----------------|----------------------|---|
| She | enjoys | playing tennis. |
| Have you | finished | talking ? |
| I | couldn't | help laughing. |
| You | should practise | speaking English whenever you can. |
| He | grudged | having to pay such high taxes. |
| How | could | he avoid playing so much ? |
| She | resented | being spied on when she was sunbathing in the garden. |
| To persuade him | took | some time. |
| It | won't | stand being handled roughly. |
| I | can't | stand travelling in the rush hour. |
| Please | stop | talking. |
| I shall | never forget hearing | Maria Callas sing the part of Madame Butterfly. |
| I remember | going | to Convent Garden to hear her. |
| Try | cleaning | it with petrol. |

ARTICLES- USAGE & PRACTICE

| ARTICLES | USAGE | PRACTICE |
|----------|--|--|
| THE | The street/the sun/ the moon/ the world/ the sky/ the sea/ the country | <ul style="list-style-type: none"> • What is the name of the street? • The sun is shining. • Do you live in a town or in the country? |
| | The police/the army/the top/ the end the left | <ul style="list-style-type: none"> • My father is in the army. • Write your name at the top of the page. |
| | the piano/ the radio | <ul style="list-style-type: none"> • Ram is learning to play the piano. • He is listening to the radio. |
| A | a boy/ a car/ a helicopter/ a university/ a big elephant /a unit/ | <ul style="list-style-type: none"> • That is a boy. • He is a university employee. • He is studying in a university. |
| AN | an elephant/ an itchy sweater/ an ugly duck/ an apple/ an hour/ an honor | <ul style="list-style-type: none"> • An elephant is the heaviest animal on the earth. • Mohan is eating an apple. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION:

naval, fleet, command, garrison, noncombatant, commissioned, warship, admiral, commander, sailor, submarine, retreat, commodore, captain, lieutenant, court-martial, marine corps, armada, flotillas, marine defense, naval force, sea forces

GLOBAL WARMING – CLIMATE CHANGE

Global warming and climate change are terms for the scale of rise in the average temperature of the Earth's climate system. It is often reported in press that most of the additional **energy** stored in climate system since 1970 has gone into ocean warming. NASA scientists reported that human made carbon dioxide is not seen, rather half of the carbon dioxide released from the burning of fossil fuel is not absorbed by the **vegetation** or the oceans and remains in the atmosphere. The inter-governmental panel on climate change (IPCC) reported that scientists, more than 95% are certain that global warming is mostly caused by increasing concentration of greenhouse gases. Due to global warming there is continuing melting and **retreat** of glaciers. Other likely changes include more frequent extreme weather events including heat waves, **droughts**, heavy rain fall with floods and heavy snowfall. Effects significant to humans include threat to food security from decreasing crop yields and the abandonment of populated areas due to rising sea levels. The UNFCC have adopted a range of policies designed to **reduce** greenhouse gas emissions and to assist in countering the global warming.

QUESTIONS FOR COMPREHENSION:

1. What did NASA Scientists report?
2. How is the global warming a threat to glaciers?
3. What are the other climatic changes due to global warming?
4. How can the global warming prove a threat to human beings?
5. What are the policies adopted by UNFCC?



VOCABULARY FOR PRACTICE:

| WORD | MEANING | USAGE |
|-------------------|---|---|
| Energy (noun) | • the ability to put all efforts into activity, work etc. | • She put all her energies into her work. |
| Energetic (adj.) | • active and enthusiastic | • The audience were spellbound to witness the energetic performance. |
| Vegetation (noun) | • plants in general | • The hills are covered in lush green vegetation. |
| Vegetate (verb) | • to spend time doing boring or worthless things | • He spends all his free time vegetating in front of the TV. |
| Retreat (verb) | • to move away from a place | • The army was forced to retreat after suffering heavy losses. |
| Retreat (noun) | • a quiet and isolated place | • He spent yesterday in his countryside retreat. |
| Drought (noun) | • a long period of time when there is little or no rain | • Due to drought the farmers are very upset as their fields could not produce sufficient grain. |
| Reduce (verb) | • to make less or smaller in size | • The costs of various items have been reduced by 20% over the past year. |
| Reduction (noun) | • an act of making something less or smaller | • There has been some reduction in unemployment. |

Source: Wikipedia

Oxford Advanced Learner's Dictionary



STRUCTURES FOR PRACTICE:

| | | |
|-------|----------------|----------------------------------|
| She | likes | telling stories. |
| Don't | start | imitating others. |
| He | prefers | walking. |
| She | loves | having tea in the garden. |
| He | began | talking about his family. |
| I | shall continue | working while my health is good. |
| She | can't bear | seeing animals treated cruelly. |
| The | child dreads | going to bed in the dark. |
| I | like | swimming. |
| He | likes | wearing coloured clothes. |

IDIOMS FOR PRACTICE:

| IDIOMS | MEANING | USAGE/PRACTICE |
|---------------------------|---|---|
| See eye to eye | • agreeing with some one | • They finally saw eye to eye on the business deal. • All the members of family saw eye to eye on purchasing a house. |
| Once in a blue moon | • an event that happens frequently/rarely | • I only go to cinemas once in a blue moon. • My mother purchases a Sari once in blue moon. |
| When pigs fly | • something that will never happen | • When pigs fly she'll tidy up her room. • He never studies so he may pass only when pigs fly. |
| To cost an arm and a leg | • something that is very expensive | • Fuel these days costs an arm and a leg. • Gold ornaments cost an arm and a leg. |
| A piece of cake | • something very easy | • The English test was a piece of cake. • The puzzle was a piece of cake. |
| To feel under the weather | • to not feel well | • I am really feeling under the weather today. I have a terrible cold. • Mark had been under the weather for weeks. |
| To cut corners | • to do something badly or cheaply | • They really cut corners when they built bathroom, the shower is leaking. • He cut corners in the mathematics test so he could get very poor marks. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION:

Weather, Seasons, Environment, Surrounding, Situation, Milieu, Location, Pollution, Contamination, Infection, Impurity, Effluence, Smog, Litter, Trash, Toxic-waste, Conservation, Ecosystem, Ecology, Biome, Biota, Green-revolution, Deforestation, Soil erosion, Floods

POLAR REGIONS

There are two polar regions on earth i.e. Arctic region, 60 degree north latitude and Antarctica 60 degree south latitude. These polar regions are the farthest from the equator, so they receive the least amount of sunlight and are therefore frigid. Polar regions are characterised by the polar climate; extremely cold temperatures, heavy glaciations wherever there is sufficient precipitation to form permanent ice, and extreme variations in daylight hours, with 24-hours of daylight in summer and complete darkness at mid-winter.

The south polar region has no permanent human habitation. McMurdo Station is the largest research station in Antarctica, run by the U.S.

While there are no indigenous human cultures, there is a complex ecosystem, especially along Antarctica's coastal zones. Coastal upwelling provides abundant nutrients which feeds krill, a type of marine crustacean, which in turn feeds a complex of living creatures from Penguins to blue Whales.

QUESTIONS FOR COMPREHENSION:

1. What are the two polar regions?
2. Why does polar region receive less sunlight?
3. Which place is in complete darkness at midwinter?
4. How long day hours are there in summer at poles?
5. What type of eco system is found at Antarctica's coastal zones?



VOCABULARY FOR PRACTICE:

| WORDS | MEANING | USAGE |
|-------------------|--|---|
| Extreme (adj.) | <ul style="list-style-type: none"> • very great in degree | <ul style="list-style-type: none"> • We are working under extreme pressure at the moment. |
| Extremely (adv.) | <ul style="list-style-type: none"> • of a very high degree | <ul style="list-style-type: none"> • She found it extremely difficult to get a job. |
| Habitation (noun) | <ul style="list-style-type: none"> • the act of living in a place | <ul style="list-style-type: none"> • They looked around for any sign of habitation. |
| Habitable (adj.) | <ul style="list-style-type: none"> • suitable | <ul style="list-style-type: none"> • The house should be habitable by the new year. |
| Abundant (adj.) | <ul style="list-style-type: none"> • plentiful | <ul style="list-style-type: none"> • We have abundant evidence to prove his guilt. |
| Abundance(noun) | <ul style="list-style-type: none"> • a large quantity | <ul style="list-style-type: none"> • Fruits and vegetables grew in abundance on the Iceland. |
| Abundantly (adv.) | <ul style="list-style-type: none"> • to large extent | <ul style="list-style-type: none"> • She made her wishes abundantly clear. |

STRUCTURES FOR PRACTICE:

| | |
|-------------------------|---------------------------------------|
| I don't know | who she is. |
| I wonder | where that music is coming from. |
| The judge has to decide | who the money belongs to. |
| How can anyone tell | who was responsible for the accident? |
| I wondered | which of the teams will win. |
| Do you know | whose car is this? |
| Come and see | what we've found. |
| I wonder | why he's always late. |

IDIOMS

| IDIOMS | MEANING | USAGE/PRACTICE |
|---|-------------------------|---|
| Drive someone up the wall | make someone very angry | <ul style="list-style-type: none"> • The neighbours' loud music every night is driving me up the wall. • The boy's poor result drove his father up the wall. |
| Drive/send someone round the bend/twist | make someone very angry | <ul style="list-style-type: none"> • His lack of consideration is driving me round the twist. • The teacher's biased attitude drove the boy round the bend. |
| Rub someone up the wrong way | make someone annoyed | <ul style="list-style-type: none"> • Jill always manages to say something to rub her father up the wrong way. • Driver's rash driving rubbed me up the wrong way. |
| Get/put someone's back up | make someone annoyed | <ul style="list-style-type: none"> • Roger put his sisters back up by saying she would never be a good driver. • He put him back by saying that he can never learn dancing. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION:

Ice, whales, eco-friendly, Arctic fox, Glacier, Sunlight, ice deer, finch, pollution, Climate, Glaciations, Temperature, Darkness, Summer, Winter, Global warming

HOMOPHONES

Brake/break

Use the brake to stop the car.

The dish did not break when it was dropped.

Cent/scent/sent

I need one more cent to buy the game.

The room has a fresh scent.

She sent me a letter.

Coarse/course

The cloth was coarse instead of being soft.

We played golf on the course.

Which writing course are you taking?

Dew/do/due

The leaves were wet with dew.

She will do the work before dinner.

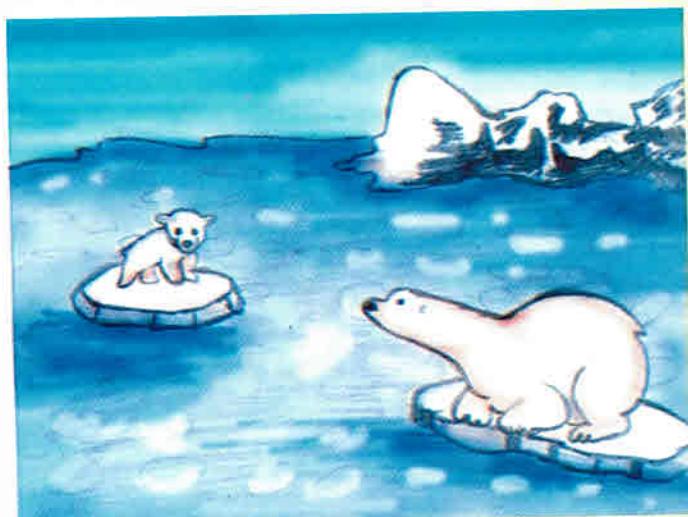
My essay is due on Monday.

Fair/fare

We had fair weather for the flight.

It's only fair if everyone gets a turn.

Do you have cab fare to the airport?



PACIFIC OCEAN

The Pacific Ocean is the largest of the Earth's oceanic divisions. It extends from the Arctic Ocean in the north to the Southern Ocean in the south and is bound by Asia and Australia in the west and the Americas in the east.

The equator subdivides it into the North Pacific Ocean and South Pacific Ocean, with two exceptions: the alápagos' and Gilbert Islands, while straddling the equator, are deemed wholly within the South Pacific. The Mariana Trench in the Western North Pacific is the deepest point in the world, reaching a depth of 10,911 meters (35,797 feet).

Though the people of Asia and Oceania have travelled the Pacific Ocean since prehistoric times, the eastern Pacific was first sighted by Europeans in the early 16th century when Spanish explorer Vasco Núñez de Balboa crossed the Isthmus of Panama in 1513 and discovered the great "southern sea" which he named *Mar del Sur*. The ocean's current name was coined by Portuguese explorer Ferdinand Magellan during the Spanish circumnavigation of the world in 1521, as he encountered favourable winds on reaching the ocean.

QUESTIONS FOR COMPREHENSION:

1. Which is the largest ocean of the earth?
2. How long does it extend?
3. Name two islands of the Pacific Ocean.
4. Which is the deepest point in it? Where is it located?
5. When did Europeans first sight the Eastern Pacific ocean?



VOCABULARY FOR PRACTICE:

| WORD | MEANING | USAGE/PRACTICE |
|-------------------|--|---|
| Extend (verb) | <ul style="list-style-type: none"> • to make longer or larger | <ul style="list-style-type: none"> • The company plans to extend its operations into Europe. • There are plans to extend the no smoking policy. |
| Bound (verb) | <ul style="list-style-type: none"> • to form the edge or limit of an area | <ul style="list-style-type: none"> • The field was bound on the left by a wood. • It was bound to happen sooner or later. |
| Sub divide (verb) | <ul style="list-style-type: none"> • to divide into smaller parts | <ul style="list-style-type: none"> • The earthquake divided the mountain into three parts. • An area of land that has been divided up for building houses on. |
| Exception (noun) | <ul style="list-style-type: none"> • a person or thing which is not included in a general statement | <ul style="list-style-type: none"> • Most of the buildings in the town are modern, but the church is an exception. • There are always a lot of exceptions. |
| Sight (verb) | <ul style="list-style-type: none"> • to suddenly see | <ul style="list-style-type: none"> • After 12 days at sea, they sighted land. |

Source: Oxford Advanced Learner's Dictionary



STRUCTURES FOR PRACTICE:

| | | |
|-----------------|---------|--------------------------|
| Have they paid | you | the money? |
| Will you lend | me | your pen, please? |
| They all wished | him | a safe journey . |
| He left | her | everything he possessed. |
| He | gave | the dog a bone. |
| I will read | you | the letter. |
| He doesn't owe | me | everything. |
| Put | him | the question. |
| He allows | himself | no rest. |
| He made | me | good officer. |

CONNECTORS/CONJUNCTIONS:

| CONNECOTORS/CONJUNCTIONS | USAGE |
|--------------------------|---|
| And | <ul style="list-style-type: none"> Tom <u>and</u> John are twins. He is a good student <u>and</u> the monitor of the class. |
| But | <ul style="list-style-type: none"> Ants are small <u>but</u> strong. He tried his best <u>but</u> he couldn't succeed. |
| As | <ul style="list-style-type: none"> <u>As</u> it is late we'd better take a taxi. He couldn't catch the train <u>as</u> he started late. |
| Because | <ul style="list-style-type: none"> I bought an ice-cream <u>because</u> I was hungry. He topped the exams <u>because</u> he worked hard. |
| Since | <ul style="list-style-type: none"> You have grown <u>since</u> I last saw you. <u>Since</u> he arrived late he could not enjoy the first performance. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION

Ocean- Ocean trench, Oceania, shipwreck, Antarctica, Arctic, Atlantic, Pacific, Cliff,

Water-Bodies, Water birds, Channel, Gulf, Stream Bays, Sea dog, Sea grass, Beach, Coast, Harbor, Tide

THE SKY

The sky is what we call the **appearance** of a hemisphere over our heads. On a clear day it appears blue. The deepness of the blue **increases** as we look towards the horizon, and up to the point above us.

The sky, which is made up of gas molecules, is blue because of the random scattering of sunlight by the molecules. Rayleigh defines it as the amount of scattering of light rays. Since all colors of the rainbow create a white light we should see a white sky, but blue light **scatters** much more than red. That is why the sky appears blue (on a cloudless day).

Some of the natural phenomena seen in the sky are clouds, rainbows etc. Lightning and precipitation can also be seen in the sky during storms. Birds, aircraft, and kites are often **considered** to fly in the sky. Due to human activities, smog during the day and light pollution during the night are often seen above large cities.

QUESTIONS FOR COMPREHENSION:

1. What is the sky?
2. How does it look on a clear day?
3. How is the sky formed?
4. Why does the sky appear blue?
5. Name some natural phenomenon seen in the sky.



VOCABULARY FOR PRACTICE:

| WORD | MEANING | USAGE |
|---------------------------------------|---|---|
| Appear(Verb) Appearance (Noun) | • to become noticeable | • He appears a perfectly normal person. • It was his first appearance on television. |
| Increase (Verb) Increase (Noun) | • to become or to make something greater in amount, number, value • a rise in the amount, number or value of something | • The population has increased from 1.2 million to 1.8 million. • Homelessness is on the increase in many cities.. |
| Scatter(Verb) Scatter(Noun) | • to throw or drop things in different direction • a small amount or number of things spread over an area | • Scatter the grass seed over the lawn. • Scattering garbage on the floor is not a good thing. |
| Consider (Verb) Considerable(Adj.) | • deem to be • large or of noticeable importance | • I consider her to be shallow. • The fire caused considerable damage to the church. |

Source: Oxford Advanced Learner's Dictionary



STRUCTURES FOR PRACTICE:

| | | | |
|---------------------------|--------------------------|----|--------------------------|
| She read | the letter | to | all her friends. |
| He sold | his old car | | one of his neighbours. |
| He still owes | a lot of money | | the tax office. |
| He won't lend | money | | any one . |
| Please pass | this note | | the man in the corner. |
| He offered | drinks | | everyone in the bar. |
| They told | the news | | everyone in the village. |
| Don't show | the letters | | any of your friends. |
| I've sent | present | | most of my family. |
| They offered | the job | | Peter. |
| They awarded | the first prize | | Christina. |
| The prisoner wrote | a long letter | | the Minister. – |
| They gave | quite a lot of publicity | | the President's speech. |
| He reads | his poems | | anyone who'll listen. |
| (The) management has made | a new offer | | the workers. |

CONNECTORS

| CONNECTORS | USAGE | PRACTICE |
|------------|--|--|
| But | Miss Lee is kind but quite firm with her pupils. | He ran fast but missed the bus. She worked hard but failed. |
| As | The children won't do as they are told. | I could not go to school as I was ill. Complete the task as per my instruction. |
| If | If it rains, the match will be cancelled. | If you work hard, you will pass. If you come to me, I will help you. |
| So | She was ill so she could not attend the class. | The road was flooded so we couldn't drive any further. He did not work hard so he failed in the exam. |
| Than | He is taller than Mohan. | I am taller than Kasif. He is taller than his sister. |
| And | Ram and Shyam are good friends. | I am making cake and sandwiches for breakfast. Is this lift going up or down? |
| Where | This is the house where Ram lives. | This is the office where he works. Do you know where Mohan is? |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION:

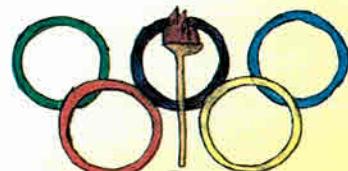
| | | | | |
|------------|----------|------------|----------|----------|
| revolution | rotate | reflection | shining | bright |
| dark | position | quarter | phases | glaring |
| light | twinkle | horizon | moonbeam | heavenly |
| celestial | rainbow | firmament | | |

OLYMPIC GAMES

The ancient Olympic Games were religious and athletic **festivals** held every four years at the sanctuary of Zeus in Olympia, Greece. It has been widely written that during the Games, all conflicts among the participating city-states were postponed until the Games were finished. This cessation of **hostilities** was known as the Olympic peace or truce. This idea is a **modern** myth because the Greeks never **suspended** their wars. The truce did allow those religious **pilgrims** who were travelling to Olympia to pass through warring territories unmolested because they were protected by Zeus. The origin of the Olympics is shrouded in mystery and legend. The myth continues that after Heracles completed his twelve labours, he built the Olympic Stadium as an honor to Zeus. Ancient games featured running events. A pentathlon (consisting of a jumping event, discus and javelin throws, a foot race, and wrestling), boxing, wrestling, Pankration, and equestrian events. Tradition has it that Coroebus, a cook from the city of Elis, was the first Olympic champion.

QUESTIONS FOR COMPREHENSION:

1. Where were the ancient Olympic Games held?
2. What did these games mainly feature?
3. Why did the city states postpone their conflicts?
4. What is Pentathlon?
5. Mention the contribution of Heracles as per the legend with regard to the Ancient Olympics.



VOCABULARY FOR PRACTICE:

| WORD | MEANING | USAGE |
|------------------|--|---|
| Festival(Noun) | <ul style="list-style-type: none"> • series of public events connected with a particular activity or idea | <ul style="list-style-type: none"> • Independence Day is our national festival. |
| Festivity (Noun) | <ul style="list-style-type: none"> • the activities that are organized to celebrate a special event | <ul style="list-style-type: none"> • The wedding was an occasion of great festivity. |
| Hostile (Adj.) | <ul style="list-style-type: none"> • very unfriendly | <ul style="list-style-type: none"> • The speaker got a hostile reception from the audience. |
| Hostility(Noun) | <ul style="list-style-type: none"> • unfriendly behaviour | <ul style="list-style-type: none"> • There was open hostility between the two schools. |
| Suspended (Verb) | <ul style="list-style-type: none"> • to officially stop something for a period of time • the act of officially removing from their jobs. | <ul style="list-style-type: none"> • Production has been suspended while safety checks are carried out. |
| Suspension(Noun) | | <ul style="list-style-type: none"> • The two players were appealing against their suspensions. |
| Pilgrim (Noun) | <ul style="list-style-type: none"> • A person who is on travel to a holy place | <ul style="list-style-type: none"> • Varanasi is a holy place for pilgrims. |
| Pilgrimage(Noun) | <ul style="list-style-type: none"> • a journey to holy place | <ul style="list-style-type: none"> • His grave has become a place of pilgrimage. |
| Modern(Adj.) | <ul style="list-style-type: none"> • the present time or recent times | <ul style="list-style-type: none"> • A smart phone is a modern device of communication. |
| Modernize(Verb) | <ul style="list-style-type: none"> • to make a system, method etc. more modern and more suitable for use at the present time | <ul style="list-style-type: none"> • The company is investing to modernize its factories. |



STRUCTURES FOR PRACTICE:

| | | | |
|----|------------------|---------------------|-----------------------------------|
| 1 | We congratulated | him | on his success. |
| 2 | They accused | him | of stealing the jewels. |
| 3 | He spends | a lot of money | on horse race. |
| 4 | Don't waste | your time | on thinking about past. |
| 5 | Thank | You | for your kind help. |
| 6 | What prevents | You | from coming earlier? |
| 7 | I explained | my difficulty | to him. |
| 8 | She speaks | English and Swedish | to her husband / to her children. |
| 9 | Add | these vegetables | to the stew. |
| 10 | Compare | the copy | with the original. |
| 11 | He compared | the heart | to a pump. |
| 12 | She reminds | me | of her mother. |
| 13 | He admitted | his guilt | to the police. |
| 14 | Have I asked | too much | of you? |
| 15 | I put | the question | to him. |
| 16 | He told | me | of his intention to resign. |
| 17 | They played | a trick | on their young sister. |

TENSE-USAGE AND PRACTICE:

| WORDS | USAGE |
|------------|---|
| Discovered | Columbus discovered America. |
| Bought | My father bought a new house last month. |
| Received | I received your letter yesterday. |
| Broke | A thief broke into our garage. |
| Brought | Sudden heavy rainfall brought a cessation to the school activity. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION:

Athletic :Sporty, Healthy, Physical, Muscular, Vigorous, Strong, Powerful

Wrestling: Fighting, Grappling, Tussling, Brawling

Stadium: Arena, Ground, Field, Ring, Pitch, Sports, Ground

Tradition: Custom, Ritual , Practice, Institution, Convention

Progenitors: Ancestors, Forerunners, Precursors

OVERCOMING STRESS

Lifestyle stress is a situation where our mind and body believe that it has to be in the state of alert all the time. It recognizes stress as a normal situation. This results in alteration in attention, thought processes, body functions and structures (organs of our body) resulting in various physiological and psychological conditions. Some of these are repeated stress injuries - diabetes, hypertension, insomnia, impotency, depression, cardiovascular issues, breathing problems such as asthma and wheezing, spondylitis, muscular skeletal aches, early burnouts, relationship issues and family life among others.

Many agents address these issues at the root cause level, eliminating the possibility of them manifesting as psychosomatic conditions. As an individual avails their services, their body starts to recognize its natural state or original mechanism to slowly eliminate acquired faulty patterns. The power house behind the lifestyle issues is completely eliminated, enabling individuals to live healthier and a happier life. 95% of the types of such conditions have been addressed through practicing Yoga.

QUESTIONS FOR COMPREHENSION:

1. What is Lifestyle stress?
2. Name two problems related to stress.
3. Which are repeated injuries?
4. When an individual avails yoga therapy, how does his body react?
5. What enables an individual to live healthier and happier life?



VOCABULARY FOR PRACTICE:

| WORDS | MEANING | USAGE |
|---|-----------------------------------|---|
| <ul style="list-style-type: none"> • Alter(V) • Alteration(N) • Alternated(Adj.) | to become different, modification | <ul style="list-style-type: none"> • Nothing can alter the fact that we are to blame. • I have to work on alternate Sundays. • His mood is alternated with happiness and desire. |
| <ul style="list-style-type: none"> • Injury (N) • Injurious (Adj.) • Injure (V) | harm done to | <ul style="list-style-type: none"> • You will do yourself an injury. • Smoking is injurious to health. • He has injured his knee playing hockey. |
| <ul style="list-style-type: none"> • Eliminate(v) • Elimination(N) | to remove | <ul style="list-style-type: none"> • Credit cards eliminate the need to carry a lot of cash. • There were three eliminations in the first round of the competition. |
| <ul style="list-style-type: none"> • Enable (v) • Enabled(Adj.) | allow | <ul style="list-style-type: none"> • These points have enabled me to write a story. • Your browser is not Java-enabled. |
| <ul style="list-style-type: none"> • Avail (n) • Available(Adj.) | get | <ul style="list-style-type: none"> • They could not avail the assistance provided by the hospital. • When will the information be made available? |



STRUCTURE FOR PRACTICE:

| | | |
|---------------|----------------|---|
| He spends | on books | much more than he spends on clothes. |
| I explained | to him | the impossibility of granting his request. |
| Add | to the stew | all the meat and vegetables left over from last night. |
| She expressed | to her husband | her conviction that buying a new car was an unnecessary extravagance. |
| He confessed | to me | that he had fallen asleep during the meeting. |
| He admitted | to himself | That what he really needed was peaceful and quiet life. |

TENSES

| | | |
|---|--|---|
| My teacher Add She speaks We need help from He confessed Shubhi admitted | narrated to me to the tea French as well as as many people to his father to herself | the beauty of the poem. all the milk left over from last night. English. as possible. that he had stolen the book. that what she really needed. that her friends assisted her a great deal. |
|---|--|---|

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION

Restlessness, constant worry, anxiety, trauma, pressure, hassle, strain, nervous, tension

OBESITY

In declaring obesity a disease, the American Medical Association has erred, as its action will provide an excuse for those who have the ability to control their weight. There is plenty of blame to go around for the obesity epidemic which threatens our future. In the past, home-cooked meals were the norm. Today we live in the era of eating many meals away from home, unhealthy fast food and 'supersizing', restaurant portions are far larger than those that were offered in the past and we have a tendency to eat all that is put on our plates. Television, radio and print advertising bombards us with enticements to eat food that is high in calories, including empty calories, fat, sugar and salt. The word "disease" has typically been associated with illnesses like Parkinson's and Alzheimer's Disease. The inability to push oneself away from the table and to fail to educate oneself as to healthful eating drives a further nail into the coffin of personal responsibility.

QUESTIONS FOR COMPREHENSION:

1. What is obesity?
2. Why does obesity threaten our future life?
3. Why should we not take the high calorie food?
4. What does the word disease associated with?
5. Give two examples of diseases caused by obesity.



VOCABULARY FOR PRACTICE:

| Words | Meaning | Usage |
|--|--|--|
| Err (Verb) Error(Noun) | <ul style="list-style-type: none"> • to make a mistake • a mistake | <ul style="list-style-type: none"> • To err is human, to forgive divine. • I think you have made an error in article writing. |
| Excuse(Verb) Excuse(Noun) | <ul style="list-style-type: none"> • to forgive • a reason to defend your behaviour | <ul style="list-style-type: none"> • I hope you will excuse me for being so late. • There is no excuse for your careless behaviour. |
| Offer(Verb) Offering(Noun) | <ul style="list-style-type: none"> • to say that you are willing to do something for somebody • something that is produced for other people to use, watch, enjoy etc. | <ul style="list-style-type: none"> • John had offered his services as a guide. • Thank you for offering a cup of tea. |
| Tend (Verb) Tendency(Noun) Tendentious(Adj.) | <ul style="list-style-type: none"> • to be likely to do or happen • Likelihood of behaving or acting in a particular way. • expressing a strong opinion that people are likely to disagree with | <ul style="list-style-type: none"> • Women tend to live longer than men. • There is a tendency for new manager to make change. • The president was tendentious on his plan for the company. |

Source: Chicago Tribune

Oxford Advanced Learner's Dictionary

STRUCTURE FOR PRACTICE:

| | | |
|--------------------|--------|----------------|
| Put | on | your shoes. |
| Take | off | your coat. |
| Lock | up | your room. |
| Did you wind | up | the clock? |
| She gave | away | her old books. |
| Please bring | in | those chairs. |
| He cleared | away | the rubbish. |
| Switch | on/off | the radio. |
| Don't throw | away | that hat |
| The mob broke | down | the doors. |
| You mustn't lay | down | the law. |
| How did they bring | about | these reforms? |

TENSES

1. They hope to _____ a contract and sign it before the end of the week.
a) set up b) put up c) draw up d) make up
2. He's a very dependable person. You can _____ him in any circumstances.
a) count for b) trust in c) stand for d) rely on
3. Many husbands avoid any housework. They manage to _____.
a) get safe of b) go past on c) stay away of d) get out of
4. I'm glad you're coming to the meeting. I _____ to meeting you.
a) look ahead b) look forward c) see forward d) think ahead
5. Harry reads the newspaper every morning. He likes to _____.
a) stand up to b) stay on to c) keep up with d) get up to
6. Tom and Bill had a meeting in order to _____.
a) bash out b) wash out c) iron out d) spread out
7. Tests will be _____.
a) taken up b) carried out c) looked into d) run on
8. The plans for the new theatre _____.
a) ran up to b) faced up with c) came up against d) was opposed to

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION

Beefy, Big, Bulging, Elephantine, Fleshy, Gross, Roly-poly, Overweight, Plump, Thickest, Ample, Whale like, Swollen, Diabetes, Impaired, Glucose, Race, Respiratory Problem, Oversize, Husky, Hefty

ARISTOTLE

Aristotle was a Greek philosopher and scientist born in the city of Stagira. His father Nicomachus died when Aristotle was a child. At eighteen, he joined Plato's Academy in Athens and remained until the age of thirty seven. His writings cover many subjects – including Physics, Biology, Zoology, Logics, and **Ethics** etc. Aristotle's views on physical science profoundly shaped **medieval scholarship**. Their influence extended into the renaissance and were not replaced systematically. Some of Aristotle's zoological **observation** such as on the hectocotyl arm of the octopus were not confirmed or refuted until the 19th century. His works contain the earliest known formal study of logic, which was incorporated in the late 19th century into modern formal **logic**. Aristotle was the first **genuine** scientist in history, according to the Encyclopedia Britannica. In metaphysics, Aristotelians profoundly influenced judeo-islamic philosophical and theological thought during the middle ages and continues to influence Christian theology.

QUESTIONS FOR COMPREHENSION:

1. Who was Aristotle?
2. What aspects of knowledge were covered by Aristotle?
3. When did he join Plato's Academy?
4. What is written about him in Encyclopedia Britannica?
5. How did he contribute to metaphysics?



VOCABULARY FOR PRACTICE:

| WORDS | MEANING | USAGE |
|------------------|---|---|
| Ethics (n) | • Moral principle | • He began to question the ethics. |
| Medieval (adj.) | • Related to middle age | • My brother is interested in medieval history. |
| Scholarship (n) | • A grant | • Bright students get scholarship. |
| Logic (n) | • Good reasoning | • Your speech has no logic. |
| Logical (adj.) | • Seeming natural, reasonable or sensible | • It was a logical conclusion from the child's point of view. |
| Genuine (adj.) | • Authentic | • Give me genuine reason for coming late. |
| Genuinely (adv.) | • truly; in a way that is exactly what it appears to be and is not artificial | • There are some genuinely funny moments in the film. |
| Observation (n) | • The close watching of something or someone | • Students are under strict observation of the Principal. |
| Observe (v) | • To see or notice somebody/something | • I want you to observe all the details. |
| Observer (n) | • a person who watches somebody/something | • Most art forms require a contribution from the observer. |



STRUCTURES FOR PRACTICE:

| | | |
|--------------------------|---------------------|------------------------------------|
| They saw | the thief | running away. |
| They heard | voices | calling for help. |
| Can you smell | something | burning? |
| She could feel | her heart | beating wildly. |
| Did you notice | anyone | standing at the gate? |
| We saw | two of the students | being carried off by the police. |
| We watched | them | being bundled into the police van. |
| She does not like to see | animals | being treated cruelly. |

ACTIVE PASSIVE VOICE

| TENSE | ACTIVE USAGE AND PRACTICE | PASSIVE USAGE AND PRACTICE |
|-------------------------------|---|--|
| Simple Present | <ul style="list-style-type: none"> We make butter from milk. The principal gives instructions. | <ul style="list-style-type: none"> Butter is made from milk. The instructions are given by the principal. |
| Simple Past | <ul style="list-style-type: none"> Somebody stole my pen. Rita sang a song. | <ul style="list-style-type: none"> My pen was stolen by someone. A song was sung by Rita. |
| Present perfect | <ul style="list-style-type: none"> Look! They have painted the door. We have performed our work. | <ul style="list-style-type: none"> Look! The door has been painted. Our work has been performed. |
| Past perfect | <ul style="list-style-type: none"> Somebody had stolen her car. Rita had completed a project on NCF. | <ul style="list-style-type: none"> Her car had been stolen by somebody. A project on NCF had been completed by Rita. |
| Will Can Must Had to | <ul style="list-style-type: none"> Raju will clean the office tomorrow. They can't repair my watch. Neetu must clean the car. They had to take the injured man to the hospital. | <ul style="list-style-type: none"> The office will be cleaned by Raju tomorrow. My watch can't be repaired by them. The car must be cleaned by Neetu. The injured man had to be taken to the hospital by them. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES WITH CORRECT PRONUNCIATION

Philosophy, Attitude, Boldness, Approach, Outlook, Position, View point, Idea, Influence, Pressure, Authority, Control, Inspiration, Impact, Thinking, Beliefs, Principle, Faith, Conviction

INDIAN RAILWAYS

Indian Railways is the biggest government institution of India which gives employment to more than 17 lakh people. Indian Railways is the biggest railway system of Asia and the second biggest railway system of the world. In India the first train was run between Mumbai and Thane.

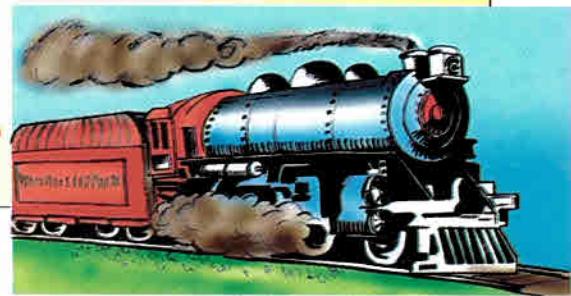
At that time Lord Dalhousie was the Governor General of India. Initially, the trains were pulled/driven by coal engines. The Britishers started the railway system to exploit the resources of India and carry the raw material from different parts of India to the ports to export the material to England and when the manufactured goods came to the ports from England then disbursed these goods all over the country within a very short time.

The state government have no authority to interfere in Railway Network. Since independence the developing process of Railways is very rapid. Now the old coal engines are almost finished and diesel and electric engines are used and the Government is determined to replace all diesel engines with electric engines.

The jawans of R.P.F. always travel with express trains and mails. Railway has its own telephone department which is totally different from Department of Telecom, Government of India.

QUESTIONS FOR COMPREHENSION:

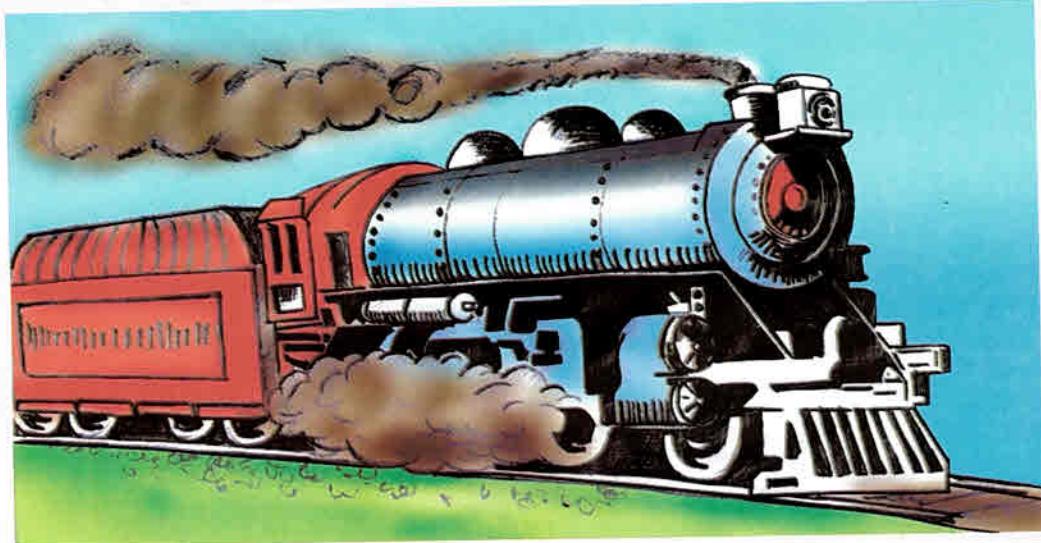
1. How does Indian Railways help growth of economy
2. Why is it called the world's largest network?
3. When was the railways first introduced in India?
4. How has Indian Railway made progress since independence?
5. What kind of facilities do IR provide to its passengers?



VOCABULARY FOR PRACTICE:

| WORDS | MEANING | USAGE |
|-----------|---|--|
| Disburse | pay out | The salary was disbursed among the employees. |
| Interfere | to be or create a hindrance or obstacle | Some people have a habit of interfering in the work of others. |
| Rapidly | moving, acting, or occurring with great speed | The kids answered all the questions rapidly. |
| Replace | to provide a substitute for (something) | Replace those flowers in the pot with fresh flowers. |

Source: Oxford Advanced Learner's Dictionary



STRUCTURES FOR PRACTICE:

| | | |
|-----------------------------|---------------|-----------------------|
| I want to see | you | happy. |
| The drunken men shouted | themselves | hoarse. |
| Have I made | my meaning | clear? |
| The news struck | me | dumb with amazement . |
| The blister on my heel made | walking | painful. |
| They found | the bird cage | empty. |
| He likes | his coffee | strong. |

ACTIVE PASSIVE VOICE-USAGE, PRACTICE

| | | |
|---------------|----------------------------------|----------------|
| He | <u>was proved wrong</u> | by us. |
| Hair | <u>was painted green</u> | by her. |
| The saucer | <u>was licked</u> | by the cat. |
| The bird cage | <u>was found empty</u> | by them |
| Your hair | <u>has been cut</u> | by the barber. |
| The eggs | <u>were boiled</u> | by her. |
| The poor boy | <u>was beaten black and blue</u> | by them. |
| The ceiling | <u>was painted green</u> | by us. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES WITH CORRECT PRONUNCIATION

Enterprise, Venture, Project, Activity, Endeavor, Track, Revenue, Multi-gauge, Locomotive, coach, Freight trains, Suburban, Utility, Usefulness, Service, Function, Benefit, Value, Efficacy, Advantage.

MIZORAM

Mizoram is one of the states of northeast India with Aizawl as its capital. The name is derived from Mi (people), Zoe (belonging to the people of Mizoram/ Lucia Hills) and Ram (land), and thus Mizoram implies 'Land of the hill people'. In the northeast, it is the southernmost landlocked state sharing borders with three of the seven, now with the addition of Sikkim, Eight Sister States namely Tripura, Assam, Manipur. The state also shares a 722 kilometer border with the neighbouring countries of Bangladesh and Myanmar. Like several other north-eastern states of India, Mizoram was previously part of Assam until 1972, when it was carved out as a Union Territory. It became the 23rd state of India, a step above Union Territory; on 20 February 1987. Mizoram's population was 1091014 according to 2011 census. It is the second least populous state in the country. Mizoram covers an area of approximately 21,087 square Kilometer. About 91% of the state is forested.

QUESTIONS FOR COMPREHENSION:

1. Where is Mizoram situated?
2. What do you understand by the term – 'Eight Sisters States' ?
3. What is the meaning of the word Mizoram?
4. Why is Mizoram called a 'Forested State' ?
5. Why is Mizoram called a 'Landlocked state'?



VOCABULARY FOR PRACTICE:

| WORDS | MEANING | USAGE |
|----------------------|---|--|
| derive (verb) | to come or develop from something | The word 'politics' is derived from a Greek word meaning 'city'. |
| imply (verb) | to suggest that something is true | It was implied that we were at fault. |
| share (verb) | to have or use something at the same time with somebody else | Hari shares a house with three other students. |
| neighbouring (adj.) | located or living near or next to a place or person | My friend lives in the neighboring house. |
| carve (verb) | to make objects , patterns , etc. by cutting away material from wood or stone | The statue was carved out of a single piece of stone. |
| populous (adj.) | where a large number of people live | India is one of the most populous countries in the world. |
| approximately (adv.) | used to show that something is almost but not completely accurate or correct | The journey took approximately seven hours. |
| territory (noun) | land that is under the control of a particular country or ruler | They have refused to allow UN troops to be stationed in their territory. |



STRUCTURES FOR PRACTICE:

| | | | | |
|----------------------------------|---------------------------------|-------------------------|-----|------------------|
| The | first second next last | house car desk | is | small. large. |
| This That My/ Your/ John's | | | | old. |
| The | first second next last | houses cars desks | are | new. |

REPORTED SPEECH USAGE/ PRACTICE:

| DIRECT SPEECH | | INDIRECT SPEECH |
|---|--|--|
| 1. Peter said, "I can't find my briefcase." | | Peter said that he couldn't find his briefcase. |
| 2. "I haven't brushed my teeth," said James | | James said that he hadn't brushed his teeth. |
| 3. Sally said, "It's eight 'o' clock already." | | Sally said that it was eight 'o' clock already. |
| 4. Dad said, "I have lost my car keys." | | Dad said that he had lost his car keys. |
| 5. The dentist said, "The treatment is absolutely painless." | | The dentist said that the treatment was absolutely painless. |
| 6. "We can't eat another thing.", we said | | We said that we couldn't eat another thing. |
| 7. I said, "I hate potatoes." | | I said that I hated potatoes. |
| 8. "I'm sorry we shan't be able to be at the party.", I said. | | I said that I was sorry, we wouldn't be able to be at the party. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION:

Northeast, seven sisters, state, capital, southern, borders, countries, several, previously, according, tribal, greenery, climate, culture, tradition, language, cultivation, landmark, religion, vegetation

ENERGY

Energy is defined as the ability or capacity to do work.

Energy lights our cities, powers our vehicles, and runs machinery in factories. It warms and cools our homes, cooks our food, plays our music, and gives us picture on television.

We use energy **to do work** and **make all movements**. When we eat, our body transforms the food into energy to do work. When we run or walk or do some work, we 'burn' energy in our bodies. Cars, planes, trolleys, boats, and machinery also transform energy into work. Work means moving or lifting something, warming or lighting something. There are many sources of energy that help to run the various machines invented by man.

The discovery of fire by man led to the possibility of burning wood for cooking and heating thereby using energy. For several thousand years human energy demands were met only by renewable energy sources- sun, biomass (wood, leaves, twigs), hydel (water) and wind power.

As early as 4000-3500 BC, the first sailing ships and windmills were developed harnessing wind energy. With the use of hydropower through water mills or irrigation systems, things began to move faster. Fuel wood and dung cakes are even today a major source of energy in rural India. Solar energy is used for drying and heating.

QUESTIONS FOR COMPREHENSION:

1. What is energy?
2. How is energy important in our day to day life?
3. How do we get energy to do work?
4. How do we get the renewable energy?
5. What are the major sources of energy in rural India?



VOCABULARY FOR PRACTICE:

| WORD | MEANING | USAGE |
|-----------------------|---|--|
| Warm (adj.) | <ul style="list-style-type: none"> producing heat | <ul style="list-style-type: none"> I have got my hands in my pockets to keep them warm. |
| Warm (adv.) | <ul style="list-style-type: none"> friendly and loving | <ul style="list-style-type: none"> He has lovely warm smile. |
| Transform (verb) | <ul style="list-style-type: none"> change in form | <ul style="list-style-type: none"> This experience transformed her completely. |
| Transformation (noun) | <ul style="list-style-type: none"> a complete change in the appearance or character of something | <ul style="list-style-type: none"> The transformation in his character is clearly visible after his father's death. |
| Possibility (noun) | <ul style="list-style-type: none"> something that can be done | <ul style="list-style-type: none"> The forecast said that there is a possibility of snow tonight. |
| Possible (adj.) | <ul style="list-style-type: none"> capable of happening | <ul style="list-style-type: none"> We need to send that letter off as soon as possible. |
| Development (noun) | <ul style="list-style-type: none"> growth | <ul style="list-style-type: none"> The region suffers from under development. |
| Developed (adj.) | <ul style="list-style-type: none"> advanced or powerful | <ul style="list-style-type: none"> Sharks have a highly developed sense of smell. |

STRUCTURES FOR PRACTICE:

| | | | | | |
|-----------------------|--|---------------------|------|----|--|
| One | | them | | is | |
| Each | | | | | |
| The first/second etc. | | | | | |
| Neither | | | | | |
| All/both | | These, those | | | |
| Several | | the | | | |
| Two or three | | these | | | |
| Several, none | | those | | | |
| Two or three | | my/his | | | |
| The first /next /last | | eggs | | | |
| Two or three | | | | | |
| Few/a few | | John's | eggs | | |
| A large/small number | | | | | |
| Some/half | | | | | |
| Many/most | | | | | |
| A lot /lots | | | | | |

REPORTED SPEECH USAGE/PRACTICE

Direct— The teacher said, “Don’t go in the sun.”

Indirect— The teacher told not to go in the sun.

Direct—I said to my friend, “Why are you laughing?”

Indirect—I asked my friend why he was laughing.

Practice these sentences.

1. Master said to the servant, “Bring a glass of water.”

2. Our class teacher said to us, “Don’t eat chocolates.”

3. The patient said to the doctor, “Please help me.”

4. The Principal said to my younger brother, “Labour hard to pass in the examination.”

5. Ravi said to his brother, “Do the work in proper way.”



THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION:

Electricity - negative, positive, supply, voltage, flow, wire

Power- control, authority, commandment, standard, executive

ARTS AND CRAFTS

Arts and crafts **describe** a wide variety of activities involving making things with one's own hands. Arts and crafts is usually a hobby. Some crafts (art skills) have been **practised** for centuries, others are more recent inventions. A quote by Apoorva Rathore. "Art cannot be taught, it comes from thinking. But it can be improved by practice."

Both children and adults enjoy arts and crafts. Children in schools may **learn** skills such as wood working, wood **carving**, sewing, or making things with all sorts of materials. Many community centres and schools have evening or day classes and workshops where one can learn arts and craft skill.s Although "crafts" today are usually hobbies enjoyed by amateurs, the word was used many centuries ago by professional people who had a guild system. Young people learnt from a master-craftsman (i.e. they were "apprenticed") and they often took many years to learn their **skills** to perfection.

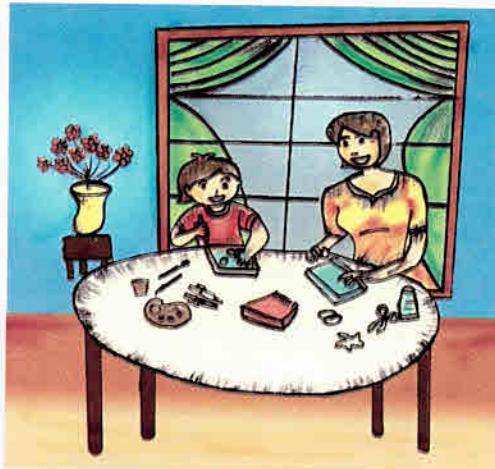
QUESTIONS FOR COMPREHENSION:

1. What do you mean by Arts and Crafts?
2. What does Apoorva Rathore say about Arts and Crafts?
3. What can we teach students through Arts and Crafts in school?
4. Where can one learn about arts and crafts?
5. How did young people learn Arts and Crafts in old time?



VOCABULARY FOR PRACTICE:

| WORDS | MEANING | USAGE |
|---------------------------|---|---|
| Describe (V) | • give a description | • Jim was described by his colleagues as unusual. |
| Description(N) | • a spoken or written account of a person, object, or event | • People who had seen him were able to give a description. |
| Descriptive (Adj.) | • serving or seeking to describe | • The question paper contains some good descriptive passages. |
| Practise (V) | • perform (an activity) or exercise (a skill) repeatedly in order to acquire, or improve maintain proficiency in it | • Indian players are practising for the coming T- 20 World Cup. |
| Practitioner (N) | • person actively engaged in an art, discipline, or profession, especially medicine | • Patients are treated by skilled practitioners at AIIMS. |
| Learn(V) | • to gain or acquire knowledge or skill in (something) | • Now I have started learning English. |
| Learner(N) | • a person who is learning a subject or skill: a fast learner | • He is a learner, has not yet passed a driving test. |
| Carving (N) | • an object or pattern made by cutting away material from wood or stone | • This table is decorated with fluted carving. |
| Carve (V) | • cut(a hard material) in order to produce an object | • The wood was carved with dexterity. |
| Carved (Adj.) | • design, or inscription | • These Bookcases of carved oak are very beautiful. |
| Skill (N) | • the ability to do something | • The job requires skill and an eye for detail. |
| Skilled (Adj.) | • having or showing the knowledge, ability, or training to perform a certain activity or task well. | • She is highly skilled at dealing with difficult customers. |



STRUCTURES FOR PRACTICE:

| | | | | | | |
|-----------|--|--------|-------|-------------------|--|--|
| There are | plenty of a lot of a large/ good number of enough | | books | in the next room. | | |
| | some several a few/few two or three many no | | | | | |
| | a lot /lots plenty | (more) | | | | |
| We have | | | | | | |
| | | | | | | |
| | | | | | | |

TRANSFORMATION OF SENTENCES

1. We cannot teach art. (Active)
Art cannot be taught. (Passive)
2. The teacher called the students. (Active)
The students were called by the teacher. (Passive)

READ THE FOLLOWING SENTENCES ALOUD:

1. It can be improved.
2. Some crafts (craft skills) have been practiced for centuries.
3. They were apprenticed by master –craftsman.
4. Mr. Sharma taught English.
5. We cannot cut this tree.

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION:

Art : manufacture, cast, product, shape, decorate, embroidery, fancy, weave

Performance: presentation, recital, act, concert, enactment, show

Handicrafts: craft, skill, ability, art, handiworks, ornament

Beauty: attractiveness, splendor, magnificence, good looks, loveliness, prettiness

Artisans: craftsman, artist, artisan, crafts worker, skilled worker, Creativity

A MISSING PASSPORT

Jane could not find her passport. Usually she was very careful about putting things away. However, her passport was definitely not in its proper place. The last time she had been overseas had been three years ago and she had not looked for it since. She and two other students in her course had been fortunate enough to win a scholarship to study English in London and the university had asked them for their passports so that the travel arrangements could be made. Although the others had handed in their documents right away, Jane had put off doing so. Yesterday she had been told that her documents must be at the university office by the end of the week or her study trip would be cancelled off. She kept hoping that the passport would turn up but so far it remained missing. Finally, she decided to talk the matter over with her mother. Jane was greatly relieved when her mother said, "Don't you remember? You left your passport behind with me after your last holiday in case you lost it."

QUESTIONS FOR COMPREHENSION:

1. Where was Jane's passport?
2. Who had won the scholarship to study English in London?
3. What did the university ask them to submit?
4. What could have happened if she had not submitted the documents to the university?
5. Whom did Jane ask about the passport finally?



VOCABULARY FOR PRACTICE:

| PHRASAL VERBS | MEANING | USAGE/PRACTICE |
|------------------|---|---|
| put away | <ul style="list-style-type: none"> • to put (something) tidily in its proper place | <ul style="list-style-type: none"> • The cookery books were lying on the kitchen table but I put them away on the shelf. • Their mother told the children to put their toys away in the cupboard before going to bed. |
| look for | <ul style="list-style-type: none"> • to try to find (something), to search for | <ul style="list-style-type: none"> • Jack has mislaid his notebook and is looking for it. • The visitors are looking for an inexpensive hotel. |
| ask for | <ul style="list-style-type: none"> • to request (something) from (someone) • to say that one would like to see or talk to (someone) | <ul style="list-style-type: none"> • Deepak has gone to the bank to ask for a loan. • If you want some water ask the waiter for it. |
| hand in | <ul style="list-style-type: none"> • to give (something) to (someone) or take (something) to (somewhere) so it can be dealt with | <ul style="list-style-type: none"> • You all must hand in your projects by the end of next week. • Joe has gone to the office to hand in his job application. |
| put off | <ul style="list-style-type: none"> • to delay or postpone (something) | <ul style="list-style-type: none"> • Manju hates cleaning the house and so she puts it off as long as possible. • Because of illness we have decided to put off the meeting until next week. |
| talk over (with) | <ul style="list-style-type: none"> • to discuss | <ul style="list-style-type: none"> • The students were advised to talk their problems over with their teachers. • We had a meeting to talk over our various experiences. |

Source: Oxford Advanced Learner's Dictionary

STRUCTURES FOR PRACTICE:

| | | | | |
|----------|---|--------|--------------------------------|--------------------|
| There is | some no (not) much a little | (more) | tea coffee | |
| | a great/good deal a lot/lots plenty | of | bread sugar rice salt | |
| We have | a lot of a large quantity/amount of plenty of (not) enough | | | in the store room. |

PHRASAL VERBS:

| PHRASAL VERBS | MEANING | USAGE/PRACTICE |
|---------------|---|--|
| act as | • to carry out the work or duties of (someone or something) | • The manager acts as the head of his department. • This sofa acts as a bed as well as something to sit on. |
| act on | • to act according to (what someone has suggested) | • My friend refused to act on my advice. • I made various suggestions, but the committee did not act on any one of them. |
| ask in | • to invite (someone) to go into a house | • Raju's mother told him to ask the visitors in. • I knocked at the door but Mr Brown did not ask me in. |
| work away at | • to work hard and continuously at (something) | • The research team worked away at the problem until they solved it. • John must have nearly finished his thesis- he's been working away at it for months. |
| work off | • to get rid of (something), often by doing something energetically | • Mike worked off his weight increase by going to the gym. • Jack has a lot of stress at work and he works it off by swimming. |
| work through | • to deal with something gradually to find solution of a problem | • Their marriage is experiencing difficulties but they are prepared to work through these. • It will take some time to work through all the objections to the proposal. |
| act out | • to act a part in a real situation • to perform a ceremony | • The children started to act out the whole incident. • The ritual of the party conference is acted out in the same way every year. |
| act for | • to act on behalf of somebody | • In the absence of the President, the Vice President acts for him. |
| act up | • to behave badly • to not work as it should be | • The kids started acting up. • How long has your ankle been acting up? |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION:

excursion, junket, accommodation, amenities, deluxe, affordable, travelogue, visa, tour, voyage, trek, expedition, wander, astray, jaunt, trip, outing, sail, permit

A CHANGE IN SUBJECT

Peter was heading for his tutor's office. He was a hard working student but he wanted to give up biology as he was not interested in science. He had excellent university entrance qualifications and wanted some advice on his university career since he was only in his first term. He would probably have no difficulty in going over to the arts faculty. However his father had persuaded him to take up science saying that there were more job opportunities in the science field. He was not able to get through to his father how miserable he was. Peter loved student's life and he hadn't got behind with his work and he did not intend to drop out of university. He went to Mrs. Wood's office. She had always been very understanding. She had already talked to his father about the possible changes of course. To Peter's surprise she had won him over to Peter's thinking and convinced his father. Now he was able to change courses and put all his unhappiness behind him.

QUESTIONS FOR COMPREHENSION:

1. What was Peter's attitude towards the subject of biology?
2. Why was Peter not feeling difficulty in changing the subject?
3. Why did Peter's father persuade him to take up Science?
4. Why was Peter not willing to drop out of university?
5. What made Peter surprised when he went to Mrs. Wood's office?



VOCABULARY FOR PRACTICE:

| PHRASAL VERBS | MEANING | USAGE |
|----------------|--|---|
| Head for | <ul style="list-style-type: none"> • to go or move towards (something) • to move in the direction of (something) | <ul style="list-style-type: none"> • We're heading for London but we're staying overnight in New York. • With poor sales figures like these the firm is heading for loss. |
| Give up | <ul style="list-style-type: none"> • to stop doing or taking (something) because one is no longer interested in it, because it is bad for one | <ul style="list-style-type: none"> • Girish keeps getting chest infections and has been advised to give up smoking. • Terry used to play tennis but she had to give up when she injured her arm. |
| go over to | <ul style="list-style-type: none"> • to change to a different system, organization, set of beliefs | <ul style="list-style-type: none"> • Paula's parents are dissatisfied with state education and have gone over to the private system. • There's a new youth club in the village and many of our members have gone over to it. |
| Get through to | <ul style="list-style-type: none"> • to make(someone) understand (something): | <ul style="list-style-type: none"> • They just cannot get through to their daughter that hitch hiking can be dangerous. • How can we get the importance of eating healthily through to them? |
| drop out of | <ul style="list-style-type: none"> • to stop being involved in or taking part in (something), • to withdraw from(something) | <ul style="list-style-type: none"> • Alan dropped out of university because he found the work too hard. • The group dropped out of society and went to live in a commune on a remote island • It was a boring course and several students dropped out of it. |

STRUCTURE FOR PRACTICE:

| | |
|-----------------------------|--|
| this | <ul style="list-style-type: none"> • Morning/afternoon/evening/week/month/term/year, etc. • January/ February etc. • Spring/Summer |
| next last | <ul style="list-style-type: none"> • Sunday/Monday etc. • Week/month/term/year etc. • January/February etc. • Spring/Summer etc. |
| (the) next The following | <ul style="list-style-type: none"> • Day/morning/afternoon/evening/night/week/month/year etc. • January/February etc. • Spring/Summer |
| tomorrow last | <ul style="list-style-type: none"> • Evening • Night |

PHRASAL VERBS

| PHRASES | MEANING | USAGE/PRACTICE |
|-------------|---|--|
| back away | <ul style="list-style-type: none"> • to move slowly backwards/ away from (someone) or(something) | <ul style="list-style-type: none"> • We all backed away from the man with knife in his hand. • Terry looked at the angry dog and quietly backed away from it. |
| back out of | <ul style="list-style-type: none"> • to decide not to do something which one has already promised, arranged | <ul style="list-style-type: none"> • The two firms were planning to merge; but one of them backed out of the deal. |
| bank on | <ul style="list-style-type: none"> • to rely on (someone or something) • to expect (someone or something) to help one | <ul style="list-style-type: none"> • I'm banking on the train being on time. • The relay team are banking on Judy as she's their most experienced runner. • Dad may lend us his car but don't bank on it. |
| bank on | <ul style="list-style-type: none"> • to rely on (something) to hope and believe that (something will happen) | <ul style="list-style-type: none"> • Phil is banking on getting a loan from his parents. • I hope that Muriel gets a good mark in her exam because she's banking on it. |
| beat down | <ul style="list-style-type: none"> • to reduce (the price of something) by bargaining or haggling | <ul style="list-style-type: none"> • The shopkeeper asked us rupees five thousand for the carpet, but we beat the price down to rupees four thousands. |
| beat off | <ul style="list-style-type: none"> • to prevent (someone) from defeating or overcoming | <ul style="list-style-type: none"> • Rajesh beat off several competitors to win the championship. • Julia beat off her rivals off easily. |
| beat up | <ul style="list-style-type: none"> • to strike or kick(someone) very badly | <ul style="list-style-type: none"> • The youths beat up the stranger but they did not steal his wallet. • The same gang has beaten up several people up. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION:

Conform, redress, accommodate, harmonize, reconstruction, distortion, transformation, alert, adapt, transmit, advice, suggest a replace, guide, direct, opinion, suggestion, tweaking, modification

CHOOSING A PRESENT

Vicky was trying to find out what her mother would like as a birthday present. Her mother had replied that she did not know, but that she would think it over. When Vicky asked her the next evening she said that she still had not decided, but that she would sleep on the problem and tell her in the morning. In the morning she said that she would like some makeup or some bath oil and Vicky asked her sister, Jane to go shopping with her. Jane suggested that they put off the shopping trip until the next day. Then she suggested that day could do away with the need for a shopping trip completely because she had a friend who was an agent for a cosmetic firm who would bring a selection to the house. They could then look over her stock in comfortable surroundings and find something that their mother would like. The two sisters whiled away a pleasant evening with Jane's friend, Margo. After they had tried out several products from Margo's samples, they chose some body lotion and some bath oil for the mother. The products were quite expensive and Vicky said that she would ask their brother Tom to share the present and to help pay for it. Jane was not sure that he would agree to this. But he did and Vicky went off to buy some pretty paper in which she wrapped up the present. Their mother was delighted.

QUESTIONS FOR COMPREHENSION:

1. What did Vicky want to offer on her mother's birthday?
2. What would Vicky's mother like to have as a gift?
3. What did Jane suggest?
4. Who was Tom? Did he help Jane pay for the gift?
5. How did the two sisters while away their pleasant evening?



VOCABULARY FOR PRACTICE:

| PHRASAL VERBS | MEANING | USAGE |
|---------------|-------------------------|--|
| Find out | • discover | • At last we found out where he was. |
| Think over | • think about carefully | • Polly needs time to think things over before she decides about the job offer • I am thinking over one or two ideas. |
| Put off | • postpone | • We planned a meeting for next week but we had to put it off. • The wedding was put off. |
| Look over | • inspect | • We looked over several properties. • I know the house –we looked over the last month. |
| While away | • to spend | • He can while a few pleasant hours away watching TV. • I whiled away summer vacations in Delhi. |
| Pay for | • to give | • He is paying for the holiday. • He was paid for the work. |
| Wrap up | • to cover | • He is just wrapping the gift up now. • I'm just going to wrap up this wedding present. |



STRUCTURE FOR PRACTICE

| | | |
|---|--|--------------------------------------|
| (not) long a short/long/considerable time/ while a moment/minute/ hour/week, etc. | | ago. |
| a few several (not)many two or three, etc. | minutes hours days weeks etc. | |
| a week /fortnight/month etc. two/three/a few/several/ etc. weeks/months etc. | ago | today. yesterday. last Monday. |

PHRASAL VERBS:

| PHRASAL VERBS | MEANING | PRACTICE |
|---------------|------------------------------|--|
| Break down | • to stop working | <ul style="list-style-type: none"> The car broke down. We were just about to watch television when the set broke down. |
| Walk off | • to leave a person or place | <ul style="list-style-type: none"> I walked him off as he began to criticize me. He walked off this place at once. |
| Bring out | • to cause to become obvious | <ul style="list-style-type: none"> Working with children has brought out Jean's gentler side. |
| Bring round | • to make conscious again | <ul style="list-style-type: none"> The patient's relatives tried to bring him round. When he collapsed the paramedics tried to bring Matt round by calling his name. |
| Call off | • to cancel | <ul style="list-style-type: none"> The organizers called off the fete. The meeting was called off due to heavy rain. |
| Call on | • to ask | <ul style="list-style-type: none"> The principal called on all the teachers. The doctor called on the patient. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATIONS:

| | | | | |
|-----------|--------------|-----------|-------|--------|
| Gift | Choice | Present | Nurse | Expect |
| Desire | Contribution | Guardians | Wish | Reward |
| Take care | Want | Award | | |

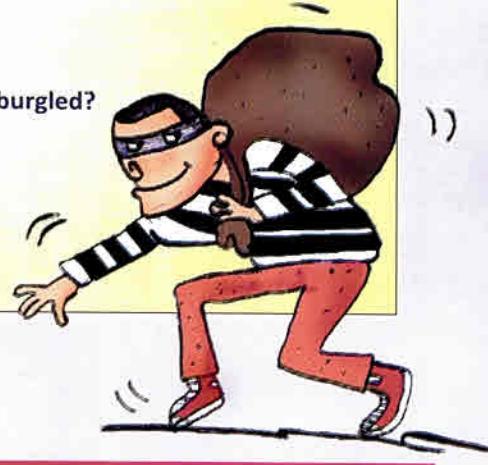
Source: Oxford Advanced Learner's Dictionary

BURGLARY

Mr. Wilson was feeling quite cheerful when he went to open up his shop, but his cheer soon changed into anger and fear. The door was open. He realized that someone had broken into the shop. He had switched off the alarm system and cut off the phone. So Mr. Wilson went down the street to a public phone to send for the police. They arrived at the shop just after Mr. Wilson had reached, examined the fingerprints and the other clues. They asked Mr. Wilson to see if there was any money missing and to write down a list of any items that had been taken. The burglars had smashed the glass shelves and had broken a window. The police asked Mr. Wilson not to sweep up the broken glass until they had finished. Mrs. Wilson arrived just then and said, 'thank goodness the burglars did not beat you up!'

QUESTIONS FOR COMPREHENSION:

1. What did Mr. Wilson do when he realized that his shop had been burgled?
2. What had the burglar done other than the act of burglary?
3. What happens when a burglary is committed?
4. What did the police ask Mr. Wilson?
5. Why did Mrs. Wilson thank God?



VOCABULARY FOR PRACTICE:

| PHRASAL VERBS | MEANING | USAGE |
|---------------|--|--|
| Break into | to enter a house illegally | <ul style="list-style-type: none"> • Thieves broke into a jewellery shop yesterday and ran away with rupees worth ten lakhs of jewellery. |
| Switch off | to stop an electrical device from functioning | <ul style="list-style-type: none"> • Switch off the light. |
| Cut off | To disconnect (a telephone device) | <ul style="list-style-type: none"> • The power has been cut off since this morning. |
| Send for | to ask someone to come for somebody's help | <ul style="list-style-type: none"> • Wilson went to a public phone box to send for the police. |
| Write down | to record something in writing using pen or pencil and paper | <ul style="list-style-type: none"> • The police suggested Mr. Wilson to write down a list of items stolen. |
| Sweep up | to remove something by sweeping with a broom | <ul style="list-style-type: none"> • The police asked Mr. Wilson not to sweep up the broken glass. |
| Beat up | to kick somebody very badly | <ul style="list-style-type: none"> • The Police had beaten up the thief very badly. |

STRUCTURES FOR PRACTICE:

| | | |
|--------|---|--|
| on | Sunday/Monday etc. | next last morning afternoon evening night |
| before | Sunday/ Monday, etc. week/fortnight the first/ second etc. Sunday/Monday etc. in May/ June etc. | |
| after | the first/ second, etc. of May/ June etc. May/June etc. the first/ second etc. | |
| by | the morning/ afternoon etc. of May /June the first/second etc. | |

PHRASAL VERBS:

| PHRASAL VERBS | MEANING | USAGE & PRACTICE |
|---------------|--------------------|---|
| Brush aside | dismiss/ discard | <ul style="list-style-type: none"> They have brushed aside all their future plans. Some students brush aside their studies. |
| Brush off | dismissal | <ul style="list-style-type: none"> The Principal has brushed off the proposal of making a separate toilet meant for the special children. Parents have brushed off providing higher education to their children. The students should never brush off their assignment. |
| Brush up | clean up | <ul style="list-style-type: none"> If students' minds are brushed up, the real progress can be achieved. We should brush up our rooms every day. She brushes up her kitchen very often. |
| Call off | postponed | <ul style="list-style-type: none"> The strike has been called off and so the workers have resumed their work. The PTA meeting has been called off. We can't call off the day of marriage. |
| Call up | talk on telephone | <ul style="list-style-type: none"> My wife very often calls up her friends to attend a kitty party. Sometimes we need to call up the Principal. We can't call up the Principal frequently. |
| Wake up | to make more alert | <ul style="list-style-type: none"> Harry said that he was going for a swim to wake himself up. We should wake up ourselves for any unpleasant situation. A walk by the sea might wake the children up. |
| Wake up to | to become aware of | <ul style="list-style-type: none"> George suddenly woke up to the fact that his firm was in financial difficulty. The troops soon woke up to the danger they were in. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION:

Robbery: theft, burglary, break-in, stealing, raid, shoplifting

Thieves: pirates, burglars, criminals, plunderers

Crime: offense, sin, felony, violence, assassination, kidnapping, trafficking

Security: protection, defense, safeguarding, sanctuary, precaution

DIETING

It was just after Christmas, and Jill, realizing that she had put on weight because of all of the treats which she had eaten, decided to go on diet. She was going to give up chocolate and sweet things which she loved. Instead she was going to live on salads, although she could not really work up much enthusiasm for this idea. Going to restaurants or to dinner with friends, when she couldn't eat what she really likes to, would be the worst part of it. She knew that she would have to get out of some arrangements which she had already set up, or she simply would not stick to her diet. The trouble was that, if she cancelled her social engagements which involved eating, she would sit at home and be inclined to eat the very sweet things which she had vowed to do without. Jill decided that the best thing to do was to keep busy and began to clear out the attic. She had stored up a great many things there that she no longer needed. This was an extremely good idea, because making decisions about her old things meant that she was able to keep her mind off food for long period of time. At the end of a few weeks she was delighted to discover that she had lost quite a bit of weight.

QUESTIONS FOR COMPREHENSION:

1. What idea did Jill decide to take up for losing her weight?
2. Why was she not feeling enthusiastic to take up the idea?
3. What was the dread that was prohibiting her to cancel her social engagement?
4. What was the way out as decided by her, to come out of this dread?
5. How this 'way out' was proved to be successful?



VOCABULARY FOR PRACTICE:

| PHRASAL VERB | MEANING | USAGE |
|--------------|--|---|
| Give up | to stop using or doing (something) | <ul style="list-style-type: none"> • Bill has given up smoking cigarettes. • Mike gave smoking and drinking up at the same time. • I don't take sugar in tea- I gave it up. |
| Work up | gradually to develop (something) | <ul style="list-style-type: none"> • Have you worked up an appetite to dinner? • Willie could not work up the energy to go for a walk. |
| Get out of | To avoid | <ul style="list-style-type: none"> • I'm trying to get out of tomorrow's meeting. • Ella tried to get out of tidying her room. • Joan has made a date with Tim, but she is trying to get out of it. |
| Set up | to arrange (something), to fix up (something) | <ul style="list-style-type: none"> • We have set up a committee of enquiry. • When did you set the marriage up? • An investigation is in progress, but we don't know who set it up. |
| Do without | to manage or survive without having (something) | <ul style="list-style-type: none"> • Ann finds it difficult to do without sugar. • Joe likes meat, but he can do without it. |
| Clear out | to make something tidy by getting rid of what is not needed. | <ul style="list-style-type: none"> • Alice cleared out the kitchen cupboard. • We cleared the attic out in one day. • The room is now very neat, because we cleared it out yesterday. |
| Keep off | to cause (something or someone) to stay away from | <ul style="list-style-type: none"> • Try to keep the child's attention off the sweet at the super market check- out. • The fence is supposed to keep the people off the grass. • If young people have a club, it helps to keep them off the streets. |

STRUCTURES FOR PRACTICE

| | | | | |
|----|-----------------------------|---|---------------------------|------|
| 1. | in during | May/June, etc. (the) spring/summer etc. the morning/afternoon/evening/day/night (the year) 500BC/1066/1914 etc. | | |
| 2. | at before after by | six 'o' clock noon/midday/night dawn/sunrise/sunset Easter/Christmas/the New Year breakfast/supper, etc. time | | |
| 3. | in | a few minutes/hours/days, etc. an hour's quarter of/half an hour's | | time |
| | | a few, several two/ three etc. two or three/four or five | hours' days' weeks' | |

MORE PHRASAL VERBS:

| PHRASAL VERB | MEANING | USAGE/PRACTICE |
|--------------|---|--|
| Carry off | • to get hold of (someone or something) and take(it him/her) away by carrying | <ul style="list-style-type: none"> The robbers carried off the bag of jewels. The soldiers watched the enemy carry their friend off. We tried to save the bird, but the cat carried it off. |
| | • to win (a prize, trophy etc.) | <ul style="list-style-type: none"> It was no surprise when Sophie carried off prize for best all-round student. Emma carried all the English prizes off. There was a special trophy for creative writing and we knew that Ron would carry it off. |
| Carry out | • to act according to (instructions, etc.), to put something into practice | <ul style="list-style-type: none"> The team carried out the captain's orders. That was the Head Teacher's suggestion and we are carrying it out. |
| Turn down | • to refuse, to say no to (someone or something) | <ul style="list-style-type: none"> We were surprised that the firm turned Sally down for the publicity job. The club has already turned down several applications for membership. Paul asked Sara to marry him, but she turned him down. |
| Turn into | • To become (someone or something different) | <ul style="list-style-type: none"> It was sunny morning but it turned into a stormy day. Nick was a charming child, but he turned into a really young man. |
| Turn out | • to empty (something, such as a room or cupboard) | <ul style="list-style-type: none"> We turned out the cupboard under the stairs and found lots of old bottles. It will be easier if we turn the bedrooms out one at a time. The kitchen cupboards are neat and tidy – we turned them out today. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION:

Conclude, Wrap up, Deliberation, Reflection, Impulsiveness ; Infer, Deduce, Conjecture, Obesity, chubbiness, flabbiness, slenderness; Vitality, agile, Lethargy, Delicacies, recipe; dessert, nutrition, nourishment; spicy, peppery, piquant, serene

GARDENING

Since spring was just beginning Mike and Linda felt that they should tidy up the garden because they had neglected it during the winter. They wanted to plant some new bushes but there were other tasks to do first. Linda dug up some old plants, which had past their best, and took them to the compost heap, while Mike said that he would chop down the old apple tree. This was not as easy task as he had thought it would be, and after some vain attempts with an axe, he decided to settle for removing some of the branches. He went to the shed to fetch his saw and began to cut off some of the larger branches. Just then their large black cat Trixie appeared. Some birds had been frightened out of the tree by the noise of sawing and were spotted by Trixie who suddenly pounced on one of them. Mike tried to stop her, but Trixie quickly carried off the wretched bird to the far end of the garden. Fortunately for the bird, Linda caught up with. In fact, it was not injured although very frightened. Linda knew that it was part of a cat's nature to try to catch birds, but was upset and agreed to leave off gardening for that day.

QUESTIONS FOR COMPREHENSION:

1. How did Mike and Linda feel when spring began?
2. What did they want?
3. Where did Mike go?
4. Why were the birds frightened?
5. Why was Linda upset?



PHRASAL VERBS:

| PHRASAL VERBS | MEANING | USAGE |
|---------------|-------------------------|--|
| Tidy up | to make neat or neater | The garden had been neglected but we tidied up. |
| Dig up | to remove by digging | They dug the whole crop up. |
| Settle for | to accept | I wanted to go to Europe but I'll settle for a holiday anywhere. |
| Pounce on | to jump on | The school bully pounced on the younger child at the bus stop. |
| Carry off | to get hold of | The robbers carried off the bag of jewels. |
| Make for | to go towards | We're making for the nearest town. |
| Leave off | to stop doing something | We had to leave off sunbathing as it began to rain. |



STRUCTURES FOR PRACTICE

| | | |
|-------------------|--------------|------------------------|
| I'm | always | at home on Sundays. |
| I can | hardly ever | hear what Wan says. |
| Do you | often | play Tennis ? |
| They don't | often | go to bed late. |
| You don't | usually | arrive late, do you ? |
| You should | always | try to be punctual. |
| She will | occasionally | offer to help. |
| She has | never | had a holiday. |
| We can | generally | get there in time. |
| Will he | ever | learn anything useful? |
| I wonder if he'll | ever | arrive. |
| I have | rarely | seen better work. |
| They can | seldom | find time for reading. |
| You must | never | do that again. |

PHRASAL VERBS:

| WORD | PHRASES | MEANING | USAGE |
|------|--------------|-----------------------------|--|
| Come | Come up | To happen , to occur | Some important work has come up and I cannot meet you. |
| | Come across | To find or meet | Julia comes across an old school friend at the conference. |
| | Come round | To become conscious | My father fell down but soon caught round. |
| | Come up with | To think of | The boys are trying to come up with ways to make money quickly. |
| Take | Take out | To ask | Matt took Pam out to the cinema. |
| | Take over | To take charge of | Fred was in charge of the team but Sen took it over when Fred retired. |
| | Take up on | To accept | I'll take you up on your offer of a cup of tea. |
| | Take on | To begin to compete against | Next week our team takes on the team which won the league last year. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES WITH CORRECT PRONUNCIATION

Gardening, Agriculture, Crop growing, Farming, Manure, Beds, Seeds;
 Pets, Domesticated, Animals, Beasts, Nocturnal, prey

A SURPRISE TEST

"You'll never guess what Mr. Fowler has pinned upon the notice board!" said Joe to Simon in the college canteen. "A notice about a history test tomorrow!" Simon looked worried and replied. "That's very short notice. We had better get down to some work right away. I've had so much biology homework recently that I've got behind with history and there's so much to learn!" Joe said that he would go and pass on the bad news to their fellow-students. When he told Martha she said that Mr. Fowler had hinted at a possible surprise test the previous week. "It was when he was handling back our essays," she said, "and telling us how bad our work was." They went to find some of the others and Alice said, "I suppose that it's not all that surprising. He's always getting on at us for not doing enough history work. He forgets that we have several other subjects to study." Val was reasonably calm about the test because she was an industrious student who worked away at her various subjects all through the term. Some of the others played more than they worked and had cause for concern. One of these was Sue and she tried to play down the test remarking, "It's only a class test not a final exam. We'll just have to hope that we can muddle through it." Val muttered to herself, "Somehow I don't think Mr. Fowler will like that attitude."

QUESTIONS FOR COMPREHENSION:

1. What did Joe say to Simon?
2. Why was Simon worried?
3. What had Mr. Fowler hinted at?
4. Why was Val calm?
5. Why did Sue feel that the test was unimportant?



PHRASAL VERB

| PHRASAL VERB | MEANING | USAGE/PRACTICE |
|--------------|-------------------------|---|
| Pin up | • to fix | • The teacher pinned up the chart on the wall. |
| Get down | • to start working hard | • I have three essays to write, I need to get down to them right away. |
| Pass on | • to give | • My mother passed on a few cooking tips to my sister. |
| Hint at | • to suggest | • He hinted me what to do. |
| Get on at | • to criticize | • The children would like a teacher who does not get on at them all the time. |
| Play down | • to minimize | • The police were trying to play down the danger in order to keep the crowd calm. |
| Work away at | • to work hard | • The research team worked away at the problem until they solved it. |

Source: Oxford Advanced Learner's Dictionary

STRUCTURES FOR PRACTICE

| | | |
|--|-------|---|
| every | | now and then now and again so often |
| Once/twice | | an hour a day a week a month a year, etc. |
| Three/four,etc. Two or three/three or four, etc. several | times | |
| every every other | | Hour/day /morning/week etc. |
| every two/three,etc. every few | | Minutes/hours/days,etc. |
| Every second/third,etc. | | Day/week,etc. |

PHRASAL VERBS

| PHRASAL VERBS | MEANING | USAGE |
|---------------|---|--|
| Do down | to criticize | <ul style="list-style-type: none"> • Brown is a very clever boy but he has low self-esteem and is always doing himself down. • The crafty people try to do down the talented people. |
| Do without | to survive without having(something) | <ul style="list-style-type: none"> • She likes meat but she can do without it. • We cannot do without oxygen, it is necessary for all. |
| Drop off | to let(passenger)out of a vehicle | <ul style="list-style-type: none"> • The bus dropped the passengers off at the town hall. • The train dropped me off at my station. |
| Drop out | to stop being involved in or taking part in | <ul style="list-style-type: none"> • Sahil dropped out of university because he found the work too hard. • Many children dropped out of the school due to poverty. |
| Take over | an act of taking over | <ul style="list-style-type: none"> • He had taken over his property after he returned from England. • The new DM took over the charge of his office. |
| Take off | to leave ground and begin to fly | <ul style="list-style-type: none"> • The plane took off an hour late. • The plane is ready to take off. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION

Amazing, Unexpected, Confusing, Perplexing, Upsetting, Incomprehensible, Unbelievable, Unimaginable Unusual, bewildering, Confounding, Unremarkable, Surprising, Tense, Astonishing, Eye-opening Stunning, Staggering, Wondrous, Stupefaction, Unforeseen, Thunderbolt, Whammy, Portent, Marvel

TRIP TO THE SEASIDE

The children from the local nursery school were going on a trip to the seaside. The teachers lined the children up outside the school playground and soon the bus arrived. The teachers found it difficult to quieten them down. The teacher in charge of the food was worried that there might not be enough food. We will just have to eke it out,' said one of the other teachers. 'Some of them will tuck into the food, but quite a few will be too excited to eat.' When they got to the beach, the children ran to play in the sea and sand immediately. One of the little girls was crying. It was one of the twins and few of the teachers could tell the sisters apart. It was, in fact, Sonia, and she was crying because she had sand in her eyes. One of the teachers wiped the sand off her face and tied back her hair with a ribbon. Then Sonia's sister, Helen, began to weep, because a wasp had landed on her sandwich. "I'm not sure that I can summon up the strength to go back on the bus with them," said the teacher.

QUESTIONS FOR COMPREHENSION :

1. What did the teacher do at first when the bus arrived?
2. Why was the teacher-in-charge of food worried?
3. How did the resemblance of twin sisters puzzle the teachers?
4. What had happened to Sonia's sister?



PHRASAL VERBS

| PHRASAL VERBS | MEANING | USAGE |
|---------------|--|---|
| lined up | • people or things in a row or queue | • Many lined up the chairs in preparation for the meeting. |
| tuck into | • to eat with pleasure and enthusiasm | • The children had never seen such food and they tucked into it right away. |
| tied into | • to fasten[something as hair]with ribbon, string etc. | • Amy looks pretty when she ties back her long hair. |
| landed on | • to come to rest on something | • The child jumped and landed on a sand castle. |
| summon up | • to try to get together, enough to do something | • I just cannot summon up enough courage to go swimming. |
| got to | • reached, arrived at something | • We wanted to get to the city before nightfall. |
| wiped off | • removed | • She wiped the sticky mess off the table. |
| quieten down | • to make[someone]less noisy | • The teacher would move the desks and lined them up against the wall. |
| eke out | • to make last as long as possible | • The walkers had to eke out their water supply. |
| Tell apart | • to distinguish(someone from someone or something similar) | • The painting and the copy are so similar that only experts can tell them apart. |

STRUCTURES

| | | |
|---------------|-----------|----------------------------|
| We were | glad | to see him. |
| She is | afraid | to go alone. |
| My brother is | eager | to join the army. |
| I shall be | happy | to accept your invitation. |
| He was | anxious | to meet you. |
| They are | impatient | to start. |

PHRASAL VERBS

| PHRASAL VERB | MEANING | USAGE/PRACTICE |
|---------------|---|---|
| face down | • to look at someone boldly and confidently in the hope of overcoming or defeating him or her | • The mugger did not expect the old man to face him down. • The soldier turned round and faced down his pursuer. |
| fall back on | • to use or seek someone. | • Shiela does some temporary work for us-we can always fall back on her. • We have an open fire which can fall back on if the central heating system fails. |
| fall for | • to be very attracted to someone and fall in love with him. | • Les has fallen for his secretary and left his wife. |
| fall in with | • to accept and agree to something. | • Everyone happily fell in with Roger's suggestion. • It is a very interesting idea, but some members of the committee may well not fall in with it. |
| fall into | • to begin to be in[a particular state or condition] | • They were beautiful houses once, but they have fallen into a state of neglect. • A lot of the traditions have fallen into disuse. |
| | • to belong to a group or category etc | • Peter is very bright and, indeed, falls into the gifted children category. • There are generous people and there are mean people-Tony falls into the latter class. |
| fall out with | • to quarrel with someone. | • Children are always falling out with their friends. • Pam won't speak to Pete-she fell out with him last week because he forgot her birthday. |
| fall over | • to fall to the ground by accident. | • The child took some kind of fit and fell over. • Don't leave your shoes there-someone will fall over them. |
| face up to | • to accept. | • It's best to face up to your illness and get treatment for it. • Bill has gone for good and we must face up to it |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION:

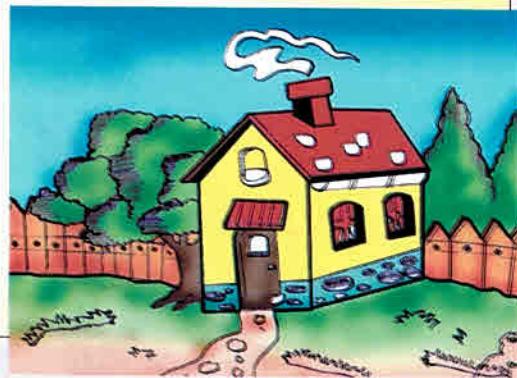
Travel, Voyage, Race, Speed, Move, Proceed, Journey, Trip, Cruise, Holiday, Excursion, Outing, Expedition, Day out, Rationing, Control, Conserve, Budget, Issue, Allot, Dispense, Allocate, Enjoy,

THE PERFECT COTTAGE

Angela and Phil had taken a trip into the country for the day. It was a beautiful day and they were hoping to find a pub, where they could have lunch and idle away a few pleasant hours. Suddenly Angela stopped the car and pointed to a cottage with a 'For Sale'. 'Mum and Dad would like that. They had decided on one nearer the city, but someone else offered a higher price. I wonder when they could see over this. Angela's parents wanted to buy a country cottage which they would use for family holidays just now, intending to live there permanently on their retirement. Phil noted down estate agents' address and telephone number and they planned to ring him up after the lunch. They found the pub easily and after an excellent lunch they asked the land lord where the estate agent office was. Since it was very near to the pub, Angela and Phil drove to the office and asked if someone could show them round the cottage that afternoon. The woman in charge of the office fished out the cottage keys and drove to the house. Angela and Phil liked it very much, but the woman impressed on them that the cottage in that area usually sold very quickly. 'Your parents might have to beat off several other prospective buyers unless they move quickly.' Angela's parents took her up on the suggestion that they see the cottage immediately and were soon its proud owners.

QUESTIONS FOR COMPREHENSION:

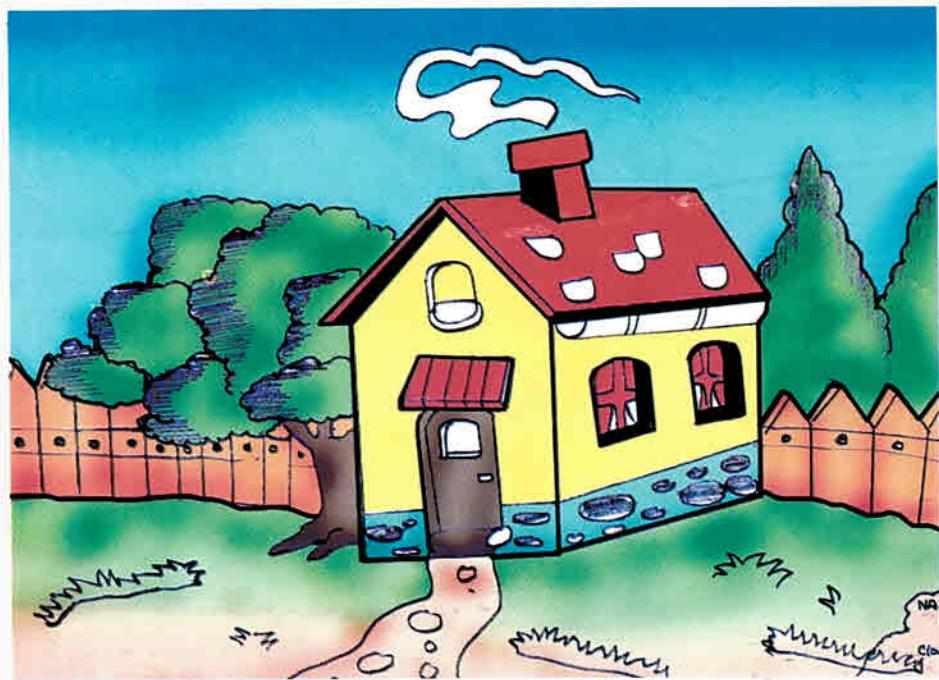
1. Where did Angela and Phil take a trip?
2. What type of day it was?
3. What was written on the cottage wall?
4. What was the wish of Angela's parents?
5. Who were the proud owners of the cottage later on?



VOCABULARY/PHRASES

| WORD | MEANING | USAGE |
|------------|--------------------|---|
| Idle away | • spend | • Angela and Phil idled away their time in the pub. |
| Noted down | • wrote | • He noted down the matter in his diary. |
| Fished out | • found out | • The lady fished out the cottage keys. |
| Beat off | • defeat | • You have to beat off several buyers. |
| See over | • look up and down | • He saw over all the things. |

Source: Oxford Advanced Learner's Dictionary



STRUCTURES FOR PRACTICE

| | | | |
|------------|-------------|---------|---------------------|
| It is (so) | kind | of you | to help me. |
| | good | of you | to meet him. |
| | generous | of you | to help him. |
| | considerate | of you | to help him. |
| | foolish | of you | to expect from him. |
| | stupid | of him | to come here. |
| | unwise | of her | to go there. |
| | clever | of Rita | to go from there. |
| | wise | of you | to wish him. |
| | nice | of you | to welcome him. |

PHRASAL VERBS

| PHRASAL VERB | MEANING | USAGE |
|--------------|---------------|-------------------------------------|
| Gather up | • To collect | • Please gather up the information. |
| Gear up | • To be ready | • Gear up for the task. |
| Get up | • To rise | • Get up early in the morning. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION

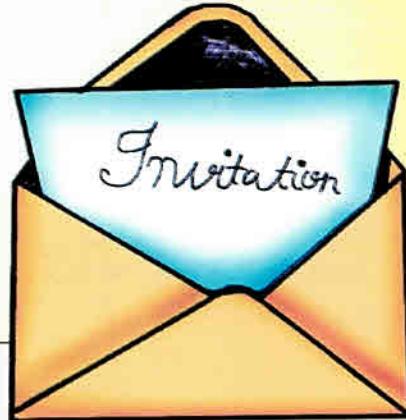
Home Home-based, Homegrown, Household, Family, Homemade, Domestic
Sea, marine, maritime, aquatic, oceanic, ocean, deep, depths
Country republic, nation, state, realm, kingdom, motherland

AN IMPORTANT INVITATION

Tess decided to pop into her neighbour's house for a chat. Her neighbour was called Liz and she let Tess in as soon as she knocked. She was looking rather miserable as she poured the coffee out. Liz's husband, Giles had just rung to say that his boss wanted Liz and Giles to spend the weekend at his house in the country. Liz wanted to cook up some excuse for not going, but Giles had insisted that they really could not duck out of the invitation. He felt that the weekend would be good for his career prospects. Liz felt that she was being forced into something, which she did not want to do, and that there was not enough time to make arrangements. Tess said that she should be with Giles on that occasion, but Liz refused to listen, saying that Giles had not taken into consideration either the children or her work. Tess tried to reason with her and offered to look after the children, which made her tone her down.

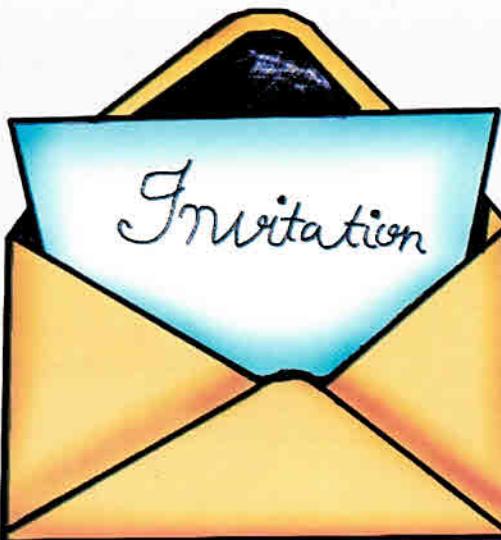
QUESTIONS FOR COMPREHENSION:

1. Why did Tess decide to go to her neighbour's house?
2. What did Giles's boss want them to do?
3. Why did Liz not want to go for a weekend break?
4. What advice did Tess give to her?
5. Did she agree finally to go for a weekend break?



PHRASAL VERBS

| PHRASAL VERBS | MEANING | USAGE |
|---------------|---|---|
| pop into | • put or thrust suddenly forcefully | • Pop the pizza into the microwave oven . |
| let in | • grant to entry | • We can let in non member into our club. |
| pour out | • express without restrain | • The woman poured out her frustration as the judge listened. |
| cook up | • (cooking) prepare or cook by mixing ingredients | • Cook up a strange mixture. |
| duck out of | • to avoid | • He is trying to duck out of working night shift. |



STRUCTURE

| | | |
|------------------|------------|-------------|
| This book is | easy | read. |
| This rug is | difficult | wash. |
| His actions are | impossible | justify. |
| The subject is | hard | understand. |
| His speech was | difficult | follow. |
| The food is | difficult | digest. |
| This medicine is | pleasant | take. |

PHRASAL VERBS

| PHRASAL VERBS | MEANING | USAGE/PRACTICE |
|---------------|---|---|
| to get | • to obtain | • I need to get a new battery for my camera. |
| get together | • to meet | • Why don't we all get together for lunch one day. |
| get up | • to awake | • I get up early to go to school in time. |
| get on | • continue doing something | • The teacher asked the pupils to get on with reading the book. |
| get off | • to leave out a train or other vehicle | • He got off the train and went straight to his friend. |
| get out of | • to leave a place | • The children got out of the house as the door was opened. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION:

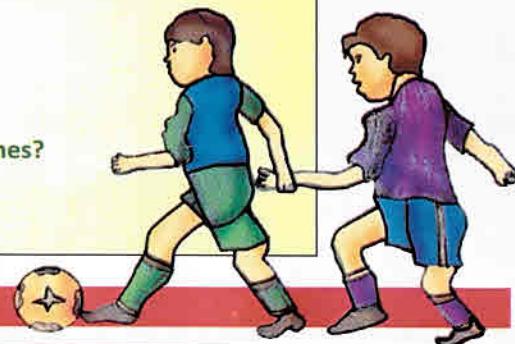
Visit, enjoy, enjoyment, enjoyable, homework, complete, hill, pleasant, village, landmark, grandparents, pleasure, weather, curious, carefully, historical, picnic places

A FOOTBALL CAMP

A group of boys from various local schools were attending a football camp. They had been told by the head coach that he had **set down** a number of rules for their stay and that all the boys must **abide by** these rules. 'You are here to play football, not to have a holiday. We have had some very good players here in the past, and I hope that at least some of you will **measure up to** them.' Before the first training session, the older boys tended to **look down** on the younger ones, they thought that they were less experienced players. They felt very superior however; when training began, it was one of the younger boys, Derek, whom the coach **singled out** for praise. Derek was a skilful striker and the most boastful older boy, Ally, **let through** a goal kicked by him. The coach **remarked on** the fact that Derek could not only score goals, but that he could also fend off attacks by the opposing team very well. He was a good all-round player.

QUESTIONS FOR COMPREHENSION:

1. What were groups of boys attending?
2. What did the coach instruct?
3. Why did the older boys tend to look down on the younger ones?
4. What were the qualities of Derek?
5. What did the coach remark?



VOCABULARY FOR PRACTICE

| PHRASAL VERBS | MEANING | USAGE |
|---------------|---|---|
| Set down | • to record officially, to establish (a law, regulation, etc.) | • The school rules are set down by the head teacher. |
| Abide by | • to act according to (rule, law, etc.) | • Pupils must abide by the rules of their school. |
| Measure up to | • to reach the standard of (someone or something), to be as good as (someone or something) | • Raj Shekhar is a good student but does not measure up to be the best student. |
| Look down on | • to regard and treat as being inferior or unimportant | • Hari is very rich and looks down on the other householders in the street. |
| Single out | • to treat differently from the other in a group, to select for special treatment | • Mohit was singled out by his friends due to his shabby clothes. |
| Let through | • to allow to pass or enter | • The striker gave the ball a powerful kick and the goalkeeper let it through. |
| Remark on | • to comment on | • The skill of the player was so great that all the spectators remarked on it. |



STRUCTURE FOR PRACTICE

| | | | | |
|----|--------------------------------|---|--|--|
| It | is will be may be was | easy difficult bad cruel impossible | to learn to give up to get to borrow to treat to lift | Hindi. smoking. the job. money. animals in that way. the box. |
|----|--------------------------------|---|--|--|

PHRASAL VERBS

| S. NO | PHRASAL VERBS | MEANING | USAGE |
|----------|------------------|---|---|
| 1 | Go about | •to deal with : go about a difficult problem | •You are not going about the job in the right way. |
| 2 | Go across | •go through, pass | •We went across the point where the police car had been parked. |
| 3 | Go to pot | •become ruined | •His business went to pot when economy soured. |
| 4 | Take a breath | •breath, respire, suspire | •I can take a breath better when the air is clean. |
| 5 | Take aback | •greatly surprise | •The spectators were taken aback on seeing the aerobatic show. |
| 6 | Take a bow | •acknowledge praise are or accept credit | •They finally took a bow for what they did. |
| 7 | Take a chance | •take a risk in the hope of a favorable outcome | •When you buy these stocks you are taking a chance. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION

Skill, Deliberately, Instructor, Foul, Intensive, Stand for, Ability, Vital, Rigorous, Talent, Purposely, Proficiency, Calculatingly, Decisive, Serious, Important, Competence

THE WINNERS

Alex and Julie were preparing to play in the final of the tennis club mixed doubles. For several years in a row they won it easily, but last year their opponents had beaten them and had walked off with the cup. Neither Alex nor Julie had played well and they felt that they had shown themselves up. They also knew that some people in the club had levelled a great deal of criticism at them. This year they were determined to do well and to win back the trophy, although they were pitted against two very strong players, who were considerably younger than them. They had even taken time to rough out a game plan. Despite the criticism which they had received, they still had loyal supporters to cheer them on. When they went on court, they were trusting upon luck as well as banking on their tennis skills. Both sets of players were evenly matched and it was a hard -fought match. However, Alex and Julie carried off the trophy.

QUESTIONS FOR COMPREHENSION :

1. What were the names of the two players?
2. Which game were they playing together?
3. Why were some people criticizing them?
4. What had they done to be successful this time?
5. How did they succeed in winning the trophy?



VOCABULARY/PHRASAL VERBS

| PHRASAL VERBS | MEANING | USAGE/PRACTICE |
|---------------|--|--|
| Walk off | • to win a prize, trophy etc. | <ul style="list-style-type: none"> • Alex <u>had walked off</u> with first prize. • It doesn't feel too bad. Let me walk it off. |
| Show up | • to make embarrassed, humiliated | <ul style="list-style-type: none"> • She danced very badly and <u>showed herself up</u>. • Please come on time: don't just <u>show up</u> whenever you feel like. |
| rough out | • to draw a plan or idea | <ul style="list-style-type: none"> • Ram <u>had roughed out</u> a plan to be successful in examination. • At the meeting a few people <u>roughed out</u> some ideas for raising money for repairs of the village hall. |
| Cheer on | • to support and encourage by cheering | <ul style="list-style-type: none"> • The local team has very few people to <u>cheer</u> them on. • The large crowd was <u>cheering on</u> the young athlete. |
| Bank on | • to rely on, to expect | <ul style="list-style-type: none"> • I'm <u>banking on</u> the train being on time. • The relay team is <u>banking on</u> Judy. |

Source: Oxford Advanced Learner's Dictionary



STRUCTURES FOR PRACTICE

| | |
|-------------------------------|------------------------|
| It is no good | asking him for help. |
| It was no good | talking to her. |
| It's no use | worrying about it. |
| It is worth | seeing the film. |
| It was worthwhile | seeing the exhibition. |
| It is amusing | watching monkeys. |
| It has been a pleasure | meeting you. |

PHRASAL VERBS

| PHRASAL VERBS | MEANING | USAGE/PRACTICE |
|---------------|---------------------------------------|--|
| Switch off | • to stop thinking about something | <ul style="list-style-type: none"> When I heard the word 'football', I <u>switched off</u> the television, because I was not interested in it. Please <u>switch</u> the lights <u>off</u> as you leave the room. |
| Switch on | • turn on | <ul style="list-style-type: none"> How do you <u>switch</u> the thing <u>on</u>? Please <u>switch</u> <u>on</u> the fan. |
| Switch over | • a change from one system to another | <ul style="list-style-type: none"> Let's <u>switch over</u> to the next lesson. She <u>switches over</u> from washing clothes to cooking food. |
| Keep in | • not to let someone leave | <ul style="list-style-type: none"> The child is not well and her mother is <u>keeping</u> her <u>in</u> bed. The convict appealed against his sentence, but he lost it and was <u>kept</u> in prison. |
| Keep up | • to continue or maintain something | <ul style="list-style-type: none"> Martha could not <u>keep</u> <u>up</u> the patience any longer. We set such a high standard last year that it is difficult to <u>keep</u> <u>it</u> <u>up</u>. |

THEMATIC VOCABULARY TO BE USED IN MAKING SENTENCES BY USING CORRECT PRONUNCIATION

Sports, game, athlete, sporting, races

Determination, will power, resolve, purpose, fortitude, grit, strength of mind

Practice, exercise, training, drill, habit, preparation, rehearsals

Winning, engaging, endearing, captivating, persuasive, game

BUYING A CAR

Walter was **flicking through** some car magazines. I'm going to buy a car and I'm trying to find a model which I like, he explained to his friend, Jim. Apparently prices vary a lot and so I intend to **shop around** until find one that is reasonably priced. I don't have time to **hunt out** a real bargain, but I don't want to be overcharged, Jim commented. There've been a lot of articles in the press recently which have hit out at dishonest car dealers. You have to be careful to choose reliable one. Walter and Jim went to a dealer, who had been recommended by Walter's father, and Walter immediately began to **enthuse over** one of the models on show. 'I had a buyer for that until this morning, but the deal **fell through**', said the car dealer. He then went on to say, 'I'm prepared to **mark it down** for a quick sale', because I have a lot of new cars coming in. Why don't you try it out? His father knew quite a bit about cars and he loved to **tinker with** engines.

QUESTIONS FOR COMPREHENSION :

1. Why was Walter flicking through some car magazines?
2. What did Walter explain to his friend?
3. What did Jim advise to Watson?
4. What did the dealer comment about his cars?
5. What does the passage tell about Walter's father?



PHRASAL VERBS

| PHRASAL VERBS | MEANING | USAGE |
|---------------|---|---|
| shop around | Compare prices, quality | If you shop around for a child's bike, you will find one much cheaper than that. |
| hunt out | To find something after a hard search | I hunted out these old wellingtons from the back of the cupboard. |
| enthuse over | To show great enthusiasm | Our neighbours were enthused over the new restaurant. |
| fell through | To fail, not to happen | The sale of the house fell through at the last minute. |
| flick through | To turn over the pages of magazines, books, documents etc. | We flicked through the film magazines to find out what the critics were recommending. |
| tinker with | To work (something such as engine) to try to make minor repairs | Mohit is an accountant but he loves tinkering with motorbikes as a hobby. |

STRUCTURE

| | | |
|-----------------|---|---|
| It is It was | strange likely possible doubtful a pity fortunate a mystery | that he behaved like that. that there will be rain this afternoon. that he does not understand Hindi. whether he will be able to come. that you didn't try harder than you escaped the accident. who could have taken my book? who's going to win the show? |
|-----------------|---|---|

PHRASAL VERBS

| PHRASAL VERBS | MEANING | USAGE |
|---------------|---|--|
| Leave | Leave aside Not to consider (someone or something) at the present time | <ul style="list-style-type: none"> Let us leave aside the question of payment until the work has been completed. The committee decided to leave the details aside and concentrate on the general principle. The Principal decided to leave all the leave applications aside. |
| | Leave behind Not to take (something or someone) with you | <ul style="list-style-type: none"> We had to leave some of our belongings behind as the removal van was too small. I had to leave our suitcase behind as it was too small. I can't find my purse, I must have left it in the classroom. I can't find my umbrella; I must have left it at the office. |
| | Leave off To stop doing something | <ul style="list-style-type: none"> We had to leave off sunbathing, as it began to rain. It is the time to go to school so just leave off worship. The teacher ordered the students to leave off playing and go to the class. |
| Run | Run into To meet (someone) unexpectedly | <ul style="list-style-type: none"> The other day I ran into an old friend from my school days. We ran into each other when we were shopping. I ran into my cousin in the training programme. |
| | Run over To knock down and possibly drive over | <ul style="list-style-type: none"> We nearly ran over a cat as we drove off. The dog dashed out into the road and a car ran it over. Watch out don't get run over as you cross the road. |
| | Run up To begin to be liable for | <ul style="list-style-type: none"> Tony runs up a huge credit card bill. You should not expect your parents to pay off these bills, when it was you who ran them up. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION:

Market, shopping, bargain, commodity, interest, demand, supply, discount, accessible, time, purchase, collection, delivery, cash, payment, debit, credit, need, negotiate, exchange, trade, bill, commercial, value, merchandise, advertisement, brand, coupon, leaflet, endorse, promotion, publicity, auction, barcode, change, customer, grocery

ROOM CLEANING

The room used by Patsy was looking very untidy by the end of her college term. She decided to make it clean before going on holiday. When she entered the room, she found that papers and books were spread everywhere. Patsy really did not know why she had hoarded up so much stuff. She had too few bookshelves for the books, which she needed for college and for her own collection of leisure books. Because of this she had asked her father to fit one of the cupboards up with shelves as soon as he could. Before he could do that, however she had to empty out the cupboard. This proved to be a very boring task and consisted mainly of filling up several large rubbish bags. Having done this, she turned out the other cupboard, which contained bookshelves. Since many of the books were very dusty, she dusted them all down and put them back on the shelves, before turning her attention to the papers, which were cluttering up both the desk and floor, Patsy, unlike her mother, was not one of those people who derived satisfaction from cleaning. Therefore, she was very glad when she finally filed away the last set of papers.

QUESTIONS FOR COMPREHENSION :

1. What did Patsy decide to do?
2. What did Patsy ask her father?
3. What was the boring task for Patsy?
4. What were cluttering up there?
5. What was the reason of Patsy's gladness?



VOCABULARY FOR PRACTICE

| PHRASAL VERBS | MEANING | USAGE /PRACTICE |
|---------------|--|---|
| Hoard up | • Keep or store large quantities of | • Monu was hoarding up gold for his hard times ahead. |
| Fit up with | • To equip or supply with something | • He fitted up a laboratory in his house. |
| Empty out | • To remove the content from something | • The milk was sour and we emptied out the bottle. |
| Fill up | • To make someone/something completely full | • We filled up the container with fresh water. |
| Put back | • To put something back where it was before | • Sneha took all her dresses out of the wardrobe and put them back again. |
| Clutter up | • To fill or cover so that it is made untidy | • There were dirty dishes cluttering up the kitchen worktops. |
| File away | • To store in a file for possible future use | • The Clerk filed away the day's correspondence. |

Source: Oxford Advanced Learner's Dictionary



STRUCTURES FOR PRACTICE

| | | |
|-------------------------|--------------------------|-------------------------------------|
| It takes me | fifteen minutes | to reach the stadium. |
| It will take you | only five minutes | to walk to the park. |
| It took him | two months | to recover from his illness. |
| It will take us | ten minutes | to get there. |
| It took me | one hour | to write my composition. |

PHRASAL VERB

| PHRASAL VERB | MEANING | USAGE/ PRACTICE |
|------------------|--|--|
| Let down | disappoint, fail to keep an arrangement | <ul style="list-style-type: none"> I'm afraid she let- us down badly. This machine won't let you down. |
| Let alone | to say nothing of | <ul style="list-style-type: none"> How many ever see a Minister, let- alone a President. I don't have enough money for new car, let alone a luxury sedan. I wish he would let me alone so I could get some sleep. |
| Let-off | a chance to escape or avoid something | <ul style="list-style-type: none"> She was let off with a warning. He let us off homework today. |
| Let up | become less intense | <ul style="list-style-type: none"> The rain's letting up- it'll be clear soon. She didn't let up on Cunningham. When the rain lets up we'll go for a walk. |
| Let out | an opportunity to escape from or avoid a difficult situation | <ul style="list-style-type: none"> We have to let -out now. The convict was let-out of prison after serving five years of an eight-year sentence. He let out a huge sigh of relief when he heard the results. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION

| | | | | |
|----------------------|-------------------|-----------------|------------------|------------------|
| WASHING | SANITIZING | FLUSHING | SCRUB | HYGIENE |
| DUSTING | SEWAGE | SUCTION | RINSE | LAUNDRY |
| STERILIZATION | FUMIGATOR | GROOMING | DETERGENT | STRIPPING |
| DUSTY | IMPURE | POLLUTED | PURE | SPOTLESS |
| DIRTY | GRIMY | GRUBBY | MUDGY | SQUALID |

THE EXAM AFTERMATH

The first year students at Washington College had just finished a history exam and were discussing it as they went to the canteen for coffee. Bruce who tended towards optimism, thought that it had been quite an easy exam. Douglas, who had done very little studies for the exam, had thought that it verged on being impossible, while Fracer, who had done even less preparation, had already written off the exam. Robin did not know many historical facts, but he was planning to be a professional writer and how to pad out a few facts into a successful essay. Everyone knew that Shally would not be worried. She always studied hard. Undoubtedly she would sail through the exam. Len looked at his gloomy fellow-students and said, "There is nothing we can do about it now. Let's stop brooding over the exam and have some fun."

QUESTIONS FOR COMPREHENSION :

1. What was the subject that the students have written in exam?
2. Where did the students go for discussion?
3. Why did Douglas think that it verged on being impossible?
4. Why did all conclude that Shally would sail through the exam?
5. What did Len say that students should stop brooding over the exam?



VOCABULARY FOR PRACTICE

| WORDS | MEANING | USAGE |
|---|---|--|
| Finish (noun) Finish (verb) | •an end or a final stage •come to an end | •They have to fight to a finish. •He has finished his work. |
| Preparation (noun) Prepare (verb) | •the action or process of preparing •make ready for use | •He is busy in preparation for his final examination. •Ramesh has prepared a set of question paper. |
| Sail through (phrasal verb) | •to pass or succeed at something very easily •to deal with a situation easily and successfully | •Dave sailed through his driving test at his first attempt. •Polly just sails through life – she never seems to have any problem. |
| Brood over (phrasal verb) | •to think about (something unpleasant, difficult etc.) anxiously for a long time | •Shally keeps brooding over her divorce. |

Source: Oxford Advanced Learner's Dictionary



STRUCTURES FOR PRACTICE

| | | | | |
|--------------|-----|--------|--|-----------------------|
| She is | | weak | | carry the box. |
| I am | | busy | | attend the party. |
| He talks | too | fast | | be understood. |
| My sister is | | young | | go to school. |
| She is | | proud | | listen to me. |
| The boy is | | lazy | | work. |
| He worked | | slowly | | be of much use to me. |

PHRASAL VERBS FOR PRACTICE

| Phrasal Verb | Meaning | Usage |
|--------------|---|--|
| Live off | • To get all the money which you need for living (from someone or something) | • Peter owns several flats and lives off the rent from them. |
| Live for | • To regard (someone or something) as being the most important thing in your life | • Clare just lives for her children |
| Live on | • To eat something as one's only type of food | • Very young children live on milk |
| Put down to | • To believe that something is a result of something | • Jeff keeps getting headaches and his doctor puts them down to stress. |
| Put off | • To delay or postpone something | • Jill hates cleaning the house and she puts it off as long as possible. |
| Put on | • Place a garment on part of one's body | • Always put on your warm clothes in winter season. |
| Put in | • To put something in place/ to install something | • We have an open fireplace put in for dinner. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION

Result, Half-Yearly, Annual, Term, Pass, Detained, Semester, Assessment, Valuation, Unit test, Formative, Summative, Marks allotted, Result card, Progress report, Mark-sheet, Certificate, Invigilator, Question paper, Moderating-committee, Rank holders, Defaulter, Paper setter, Controller, Yearly, Migration certificate, Competition, Promoted, Grade, Upgrade, Grace-marks

SUDDEN ILLNESS

When Lucy and Sharon came back from lunch there was an ambulance parked outside the office door. It moved off as they approached and when they went into the office everyone was clustered round the reception desk. "Lucy!" said the receptionist Anna. Thank goodness you are here! Linda has gone to hospital in the ambulance and she is asking for you. Lucy was very worried, since Linda was her sister. When she asked what had happened, she was told that Linda had suddenly blacked out as she rose from her desk. She had not been feeling well and had thought that she was coming down with flu. When Lucy said that she would go to the hospital at once, several of the others offered to go too, since they were all anxious about their colleague. However Lucy said, "I don't think that hospital staff will want a whole crowd of people descending on them. I'll go and then I'll phone you." When Lucy arrived at the hospital, several people in white coats were buzzing round Linda's bed. A doctor took Lucy aside saying, "We thought at first that your sister might have a brain tumour and that we would have to operate on it. We have done some tests and thankfully there is no tumour. Your sister has very high blood pressure and I have given her medication for it. All this has taken a lot out of her and she needs to rest."

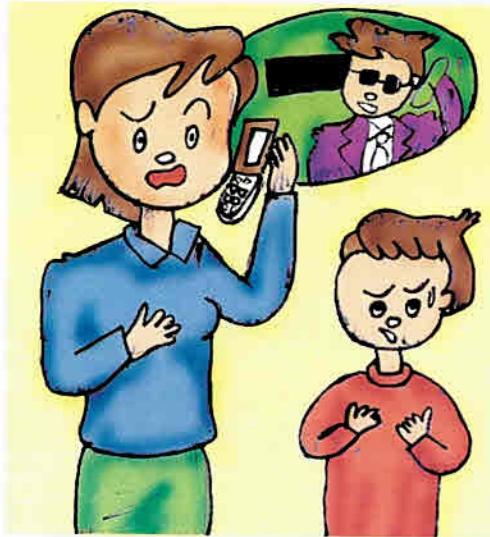
QUESTIONS FOR COMPREHENSION:

1. Where was the ambulance parked?
2. What did the receptionist say to Lucy?
3. Why was Lucy worried to hear about Linda's illness?
4. Who were in white coats in the hospital?
5. What did the doctor say to Lucy about Linda's condition?



VOCABULARY/PHRASAL VERBS

| PHRASAL VERBS | MEANING | USAGE |
|-----------------|---------------------------------|---|
| Moved off | • walk away | • Ravi finished the work and moved off. |
| Clustered round | • gather round | • People clustered round the ration shop. |
| Ask for | • demand | • Shipla's mother was ill and she was asking for medical attention. |
| Black out | • to lose consciousness | • Hearing the news of his mother's death Mohan blacked out. |
| Come down | • suffer from | • Hari looks very weak. Perhaps he is coming down with some disease. |
| Descending on | • to arrive suddenly | • The culprit descended on his friend's house for shelter. |
| Buzzing round | • to move around | • There had been an accident and the police were buzzing around all over the motor way. |
| Take aside | • to separate from other people | • Doctor took John aside and told the condition of his father. |



STRUCTURES FOR PRACTICE

| | | | |
|----------------|---------------|----|--------------------|
| She is | strong enough | to | carry the box |
| He is | clever enough | | understand it. |
| The police ran | fast enough | | catch the burglar. |
| You are | old enough | | know better. |
| She was hit | hard enough | | be knocked down. |
| He is | tall enough | | reach the picture. |
| She is | stupid enough | | believe us. |

PHRASAL VERB

| PHRASAL VERB | MEANING | USAGE/PRACTICE |
|----------------|------------------------------|---|
| Look after | • to take care of | • Parents look after the children. |
| Put away | • to send | • I am just going to put the car away. |
| Put back | • to return | • If you are taking something, put it back. |
| Put behind one | • to push back | • Today everyone wants to put others behind |
| Cast aside | • to get rid • to neglect | • He had a daughter but he cast her aside when he remarried. |
| Fly into | • suddenly to go into | • Sally's father flew into a temper when she lost her job. |
| Leap out at | • to move towards suddenly | • We were passing through the gate when a large dog suddenly leapt out at us. |

THEMATIC VOCABULARY TO BE USED IN MAKING SENTENCES BY USING CORRECT PRONUNCIATION

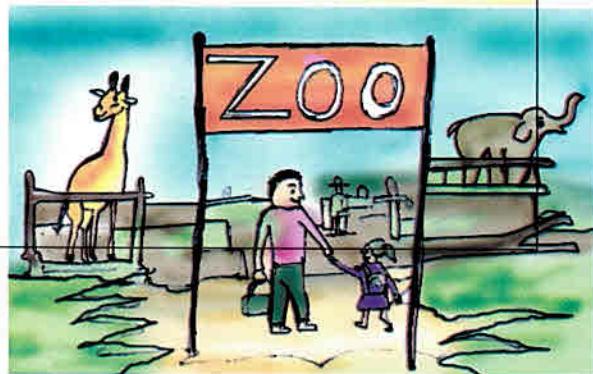
Physician , Diagnose, Cure, Recovery, Improvement, Prescription, Malady, Sickness, Attack, Hospitalization, Disorder, Disability, Seizure, Syndrome, Virus, Dose, Ailing

A VISIT TO THE ZOO

A group of children from the local Primary School was going to the Zoo. Some of the parents had offered to help and the teachers had gratefully taken them up on their offer. When they reached at the gates of the zoo, the teachers had paired the children off, telling them to tightly hold onto the hand of their partners. Before they left the school, the children had gathered round the Head Teacher, while she told them to be good and stay with the teachers all the time they were at the zoo. But when they were going round the zoo, some of the boys seemed to forget their promises and hared off in the direction of the icecream kiosk. One of the teachers soon caught them and returned them to group without any icecream. Then some people claimed that some of the school children had just baraged through without queuing.

QUESTIONS FOR COMPREHENSION :

1. Why did the parents offer their help?
2. Why did the teacher pair off the children?
3. What did the teacher tell them at the school?
4. What promises did the children forget at the school?
5. What lured the children to be hared off?



PHRASAL VERBS

| PHRASAL VERBS | MEANING | USAGE |
|---------------|---|---|
| Take up on | • to accept | <ul style="list-style-type: none"> • You should take Malcolm up on his offer to pay for the damage. • We must take up on good ideas. |
| Pair off | • to arrange | <ul style="list-style-type: none"> • The dance teacher paired off the children according to their ability. • Pair off the articles as per similarity. |
| Hold onto | • to grip | <ul style="list-style-type: none"> • Little Alice held onto her mother's hand. • John was saved from falling because he held onto the branch of the tree. |
| Gather round | • forming group | <ul style="list-style-type: none"> • The tourists gathered round the guide at the Cathedral. • The soldiers gathered round the captain. |
| Go round | • walk through | <ul style="list-style-type: none"> • We will go round the museum tomorrow. • The team will go round the ground. |
| Hare off | • run off quickly | <ul style="list-style-type: none"> • Ravi hared off down the street to catch the bus at the next stop • The boys hared off the school after it broke off. |
| Barge through | • to push ones way rudely through a group | <ul style="list-style-type: none"> • The teens have a tendency to barge through a crowd. • People were barging through for cinema ticket. |

Source: Oxford Advanced Learner's Dictionary

STRUCTURES

| | | |
|---------------------|-------------------|--|
| It is | so dark | that I can't see anything. that we could not find our way. |
| He talks | so fast | that you can hardly follow him. that he fails in between. |
| The box fell | so heavily | that it was broken. that it caused a heavy sound. |
| It was | so hot | that we had to postpone our trip. that we could not go to market. |
| He was | so furious | that he could not speak. that his face became red. |
| He walked | so quickly | that we could not catch him up. that we could not pursue him. |
| I was | so tired | that I could not walk any further. that I felt dying. |

PHRASAL VERBS

| | | |
|----------------------|--|--|
| Make do with | <ul style="list-style-type: none"> to use something instead of something | <ul style="list-style-type: none"> I needed cream but I really have to make do with milk. In crisis we should make do with less money. |
| Make for | <ul style="list-style-type: none"> to go towards | <ul style="list-style-type: none"> We were making for the nearest town. The athlete was making for his goal. |
| Make off with | <ul style="list-style-type: none"> to steal | <ul style="list-style-type: none"> The pickpocket made off with John's wallet. The Dog made off with the meat in the kitchen. |
| Make out that | <ul style="list-style-type: none"> to claim | <ul style="list-style-type: none"> He made out that he was a rich man. My friend made out to top the list. |
| Make out | <ul style="list-style-type: none"> to understand | <ul style="list-style-type: none"> I can't make out that why John like Ruby. Some people never let you make out their plans. |
| Make up for | <ul style="list-style-type: none"> to compensate for | <ul style="list-style-type: none"> We have to make up for our mistakes. The flood victims must be made up for the losses. |
| Put forth | <ul style="list-style-type: none"> propose | <ul style="list-style-type: none"> Innovative people put forth new ideas. The teacher put forth the plan to success. |
| Put down | <ul style="list-style-type: none"> to bring to an end | <ul style="list-style-type: none"> The police put down the riot. Corruption must be put down in all forms. |
| Put up | <ul style="list-style-type: none"> to place something (somewhere) / to present (some case etc.) to represent construct | <ul style="list-style-type: none"> The case file has been put up before the court. The building was put up about 100 years ago. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION

Adventure, courage, fortitude, mountains, migrate, arduously, expedition, trip, voyage, danger, hazard, jeopardize, peril, risk, vacation, tour

HARD WORK REWARDED

Greg was very concerned because Mr. Marr had asked to see him. Greg was afraid that the college authorities were going to send him down, because he had missed quite a few lectures and not submitted his essays on time. He had to juggle his university course with two- part time jobs, in order to have enough money to stay at university. Greg just hoped that Mr. Marr had not put him down as lazy student, and that he would dissociate him from other students who stayed away from lectures, because their lives centred on their social engagements. However Greg's mother had confided in Mr. Marr and he was able to tell Greg that he could put in for a special student grant that the college kept for cases of financial hardship. He said that although decision rested with the college Principal, he had personally advised that Greg's application be accepted. There was nothing in Greg's background that debarred him from applying and Mr. Marr was optimistic. He was right, the college authorities awarded Greg the grant and he gave up the part- time jobs.

QUESTIONS FOR COMPREHENSION

1. Who was there in the college that Greg was afraid of?
2. What was intensifying Greg's fear?
3. How would Greg earn money to meet his expenditure?
4. Who were these fellows that Greg imagined to be lived up with?
5. How was Mr. Marr really optimistic?



PHRASAL VERBS

| PHRASAL VERBS | MEANINGS | USAGE |
|-----------------|--|---|
| Send down | • officially to ask (a student) to leave because of bad behaviour | • Mohan was sent down from his university for stealing money from other students. |
| Juggle with | • to try to cope with | • Martha did not realize how difficult it was to juggle child- rearing with a career. |
| Put down as | • to regard (someone or something) as being of a particular type or kind although this is not often true | • Joseph had put her down as an idle person, but Sara was the brightest student of the class. |
| Dissociate from | • not to associate (people or thing) | • Freda's parents wish to dissociate themselves from their neighbours who have the same name. |
| Stay away from | • not to go to(somewhere), to avoid(going somewhere) | • Their parents found out that the pupils had been staying away from school at least once a week. |
| Centre on | • to concentrate on | • Joan's life centres on her work and her family. |
| Confide in | • to tell(someone) to be most concerned with(something) | • Megha is such a gossip that no- one ever confides in her. |
| Put in for | • to apply for or ask to be considered for(a job, grant, etc.) | • Walter put in for the job of Supervisor. |
| Rest with | • to be the responsibility of (someone or something) | • The final decision rests with the Planning Committee. |
| Debar from | • to prevent (someone) from (doing something) | • After the fight, Ben was debarred from entering the school. |

STRUCTURE FOR PRACTICE

| | | |
|-------------|--|---|
| What | a charming girl a lovely garden a good idea a terrible noise a fool a (large) nose a beautiful music a pity | she is! it is! you are! he has! they are playing! |
|-------------|--|---|



PHRASAL VERB

| PHRASAL VERB | MEANINGS | USAGE & PRACTICE |
|------------------|--|---|
| open up | to cause (an opportunity, etc.) to be available | <ul style="list-style-type: none"> • The expanding computer market has opened up several opportunities. • The railway is opened up to the east of the country. • Exciting possibilities were opening up for her in the new job. |
| open up | to unlock the door to a building | <ul style="list-style-type: none"> • There was a queue outside the shop and so we opened it up early. • The shopkeeper doesn't open up his shop until the evening. • There is new Thai Restaurant opening up in the market. |
| opt out of | to decide no longer to be involved with | <ul style="list-style-type: none"> • Wilson opted out of further education and got a job in the family business when he left school. • Jessie was near the end of the nursing course, when she suddenly opted out of it. • Julia has organized a trip to theatre, but Harry has opted out of it. • Martha has opted out of further education and got a job in the family business when she left school. |
| play along | To pretend to accept or believe in(something) | <ul style="list-style-type: none"> • We think that Alan's plan is useless, but we're playing along with it, because we don't want to upset him. • I cannot play along with his ideas. • The boss has some strange ideas about sales technique and John plays along with these. |
| Play down | To try to make(something) seem unimportant or less important | <ul style="list-style-type: none"> • The police were trying to play down the danger, in order to keep the crowd calm. • My brother always plays down the danger to get something new. |
| Play off against | To cause (people) to compete with (each other) or to argue with (each other) | <ul style="list-style-type: none"> • Tom played the two perspective buyers off against each other and got a very good price for his house. • She played her two rivals against each other and got the job. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION

Determination, Strength of mind, Purpose, Fixed, Assistance, Help, Support, Aid, Hard work, Diligent, Industrious, Laborious, Uphill, Struggle, Workaholic

Source: Oxford Advanced Learner's Dictionary

LOCKED OUT

Joan had been to the opening of a new art gallery and had just returned to her aunt's house, which she was looking after for a few weeks. Her friend, Paul, who was an art critic had taken her along to the exhibition as his guest. Since Paul was able to rattle off a great deal of information about the paintings and the artists, it had been a very interesting evening.

Joan remembered that she had put it away in her handbag, but then she had changed bags before going to the exhibition. She was faced with the fact that she had locked herself out. It was getting on for midnight and she couldn't puzzle out how to get into the house. Just as she was about to start panicking, a woman appeared who said that she was her aunt's next-door neighbour, Mrs. Grimes. She had been disturbed by the noise of Joan trying to get in and had looked out for the spare key that Joan's aunt had given her for emergencies. Joan was very grateful and was soon indoors trying to get warm. After her night-time adventure she warmed up some soup and went to bed.

QUESTIONS FOR COMPREHENSION :

1. Where did Joan go before coming to her aunt's house?
2. Who is Paul? Where did he take Joan as his guest?
3. What problem did Joan face when she reached her flat?
4. Who helped her and how?
5. How did Joan celebrate getting in her house?



PHRASAL VERBS

| Word | Meaning | Usage/ Practice |
|---------------------|---|--|
| Take along to | • to accompany someone | <ul style="list-style-type: none"> • Maya planned to <u>take along</u> her friend to Nainital. |
| Take something down | <ul style="list-style-type: none"> • to remove a structure • to write something down | <ul style="list-style-type: none"> • Ram went to the cricket match and <u>took</u> two of his brothers <u>along to</u> it. • Reporters <u>took down</u> every word of his speech. |
| Put away | <ul style="list-style-type: none"> • to place something tidily somewhere, • to send somebody to jail, • to save money to spend later • to make somebody look or feel stupid | <ul style="list-style-type: none"> • Mother <u>put away</u> her jewelry in the almirah. • He forgot to <u>put away</u> the book on the table. • My friend tried to <u>put me down</u> in the class. |
| Put down | | |
| Look out | • to search for and find | <ul style="list-style-type: none"> • She promised to <u>look out</u> the watch for me. |
| Look out for | <ul style="list-style-type: none"> • watch carefully for somebody in order to avoid danger | <ul style="list-style-type: none"> • I shall <u>look out</u> your purse. • The public should be on the <u>look out for</u> the symptom of the disease. • <u>Look out</u> carefully while crossing the road. |
| Puzzle out | • to think hard in order to find a solution | <ul style="list-style-type: none"> • She tried to <u>puzzle out</u> the meaning of the difficult words • We finally <u>puzzled out</u> why my friend was behaving awkwardly. |

STRUCTURES FOR PRACTICE

| | |
|----------------|-----------------------------|
| How great | a patriot Bhagat Singh was! |
| How beautiful | the Sansad Bhawan is! |
| How brave | Rana Pratap was! |
| How cruel | Shylock was! |
| How quickly | she picked up her luggage! |
| How melodious | the nightingale's song is! |
| How meticulous | our Principal is! |



PHRASAL VERBS

| PHRASAL VERBS | MEANING | USAGE/ PRACTICE |
|---------------|---|---|
| Pass over | <ul style="list-style-type: none"> to ignore or reject to shift (something) | <ul style="list-style-type: none"> Jill applied for a job in another department but she was <u>passed over</u> and was not given even an interview. In quiz the unanswered question is to be <u>passed over</u> to another group. |
| Pay for | <ul style="list-style-type: none"> to give money for something to suffer, to bear | <ul style="list-style-type: none"> John's parents are <u>paying for</u> the holiday. If you are not attentive in the class, you have to <u>pay for it</u>. |
| Pick out | <ul style="list-style-type: none"> to choose someone or something | <ul style="list-style-type: none"> I <u>picked out</u> a car I liked and took it for a test drive. <u>Pick out</u> those of the questions which are easier to solve. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION

Gallery, Balcony, Veranda, Design, Graphics, Stucco, Painting, Sculpture, Publicize, Broadcast, Advertise, Announce, Exhibition, Display, Demonstration, Presentation, Showcase, Distinguish, Differentiate, Discriminate, Visitors

GEETANJALI (POEM NO.48)

The morning sea of silence broke into ripples of bird songs; and the flowers were all merry by the roadside; and the wealth of gold was scattered through the rift of the clouds while we busily went on our way and paid no heed.

We sang no glad songs nor played; we went not to the village for **barter**, we spoke not a word nor smiled; we lingered not on the way. We quickened our pace more and more as the time sped by.

The sun rose to the mid sky and doves cooed in the shade. Withered leaves danced and **whirled** in the hot air of noon. The shepherd boy drowsed and dreamed in the shadow of the banyan tree, and I laid myself down by the water and stretched my tired limbs on the grass.

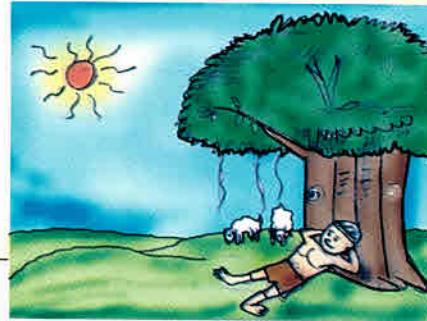
My companions laughed at me in **scorn**; they held their heads high and hurried on; they never looked back nor rested; they **vanished** in the distant blue haze. They crossed many meadows and hills, and passed through strange, far-away countries. All honour to you, heroic host of the interminable path! Mockery and reproach pricked me to rise, but found no response in me. I gave myself up for lost in the depth of a glad humiliation – in the shadow of a dim delight.

The repose of the sun-embroidered green gloom slowly spread over my heart. I forgot for what I had travelled, and I surrendered my mind without struggle to the **maze** of shadows and songs.

At last, when I woke from my slumber and opened my eyes, I saw thee standing by me, flooding my sleep with thy smile. How I had feared that the path was long and wearisome, and the struggle to reach thee was hard!

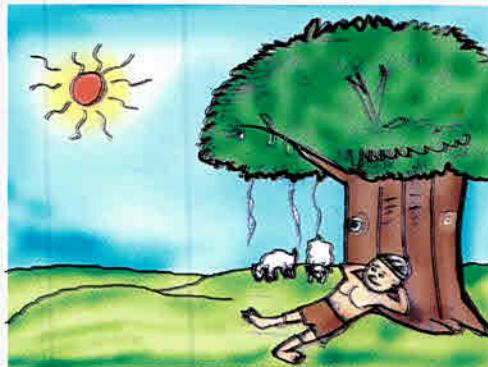
QUESTIONS FOR COMPREHENSION

- How is the morning silence broken?
- When does the dove coo?
- Why did the poet stay by the water?
- What pricked the poet to rise again?
- What did the poet see when he woke from his slumber?
- Why did the poet's companion laugh at?



VOCABULARY FOR PRACTICE

| WORD | MEANING | USAGE |
|-----------------|---|---|
| Barter (Noun) | <ul style="list-style-type: none"> Exchange goods or services | <ul style="list-style-type: none"> He bartered his stamp collection for his comics. |
| Whirl (Verb) | <ul style="list-style-type: none"> Move or cause to move rapidly round and round | <ul style="list-style-type: none"> She placed her hand on the vamp and her eyes began to whirl hypnotically. |
| Whirling (Adj.) | <ul style="list-style-type: none"> Moving round and round | <ul style="list-style-type: none"> Whirling motor makes a noise. |
| Scorn (Noun) | <ul style="list-style-type: none"> A feeling or expression of contempt | <ul style="list-style-type: none"> I don't wish to become the object of scorn. |
| Scornful (Adj.) | <ul style="list-style-type: none"> Feeling or expressing contempt or derision | <ul style="list-style-type: none"> I don't wonder he looked so scornful at me. |
| Vanish (Verb) | <ul style="list-style-type: none"> Disappear suddenly and completely | <ul style="list-style-type: none"> We ran out after the thief, but he had vanished into the thin air. |
| Vanishing(Adj.) | <ul style="list-style-type: none"> To pass out of sight, disappear | <ul style="list-style-type: none"> The vanishing woodlands of Europe was known for its beauty. |
| Maze (Noun) | <ul style="list-style-type: none"> A confusing mass of information | <ul style="list-style-type: none"> There is no path to guide us out of this dismal maze. |



STRUCTURE FOR PRACTICE

| | | | |
|----|--|---|--|
| If | you study hard it rains I find the pen he runs all the time her uncle arrives you hit the dog | you will we shall I shall he can she may it will | get a first class. postpone our picnic. give it to you. get there in time. not come with you. bite you. |
|----|--|---|--|

IRREGULAR VERBS

| VERB | MEANING | USAGE AND PRACTICE |
|-----------------------------|--|---|
| Bring Brought Brought | to provide somebody/something with | <ul style="list-style-type: none"> Don't forget to bring your book. He brought fruits for me. He has brought some shocking news. |
| Break Broke Broken | to damage and separate something in two or more than two parts | <ul style="list-style-type: none"> Break the cauliflower into florets. All the windows broke with the force of the blast. He has broken this chair. |
| Meet Met Met | to be in the same place as somebody by chance | <ul style="list-style-type: none"> We will meet again sometime. They met by chance. They have met a terrible sight. |
| Catch Caught Caught | to stop and hold a moving object | <ul style="list-style-type: none"> She managed to catch the keys as they fell. The dog caught the stick in its mouth. The murderer was never caught. |
| Pay Paid Paid | to give somebody money for work, goods, services etc | <ul style="list-style-type: none"> I shall pay for the tickets. He paid the membership fees. Have you paid him the rent? |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION

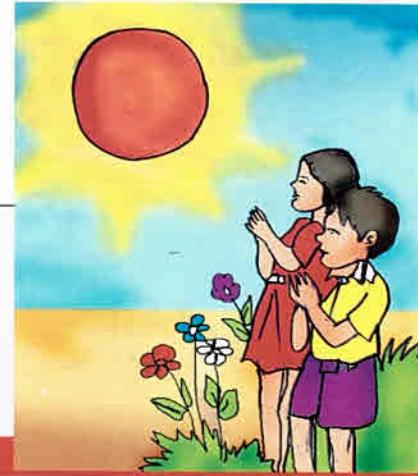
Wealthy - rich, affluent, well off, prosperous, comfortable, opulent, propertied
Drowsy - somnolent, soporific, dozy, groggy, sedative
Struggle - strive, labour, try hard, fight, grapple, toil, wrestle

GITANJALI VERSE 36

THIS IS MY prayer to thee, my Lord-Strike strike at the root of penury in my heart,
 Give me the strength lightly to bear my joys and sorrows.
 Give me the strength to make my love fruitful in service.
 Give me the strength never to disown the poor or bend my knees before insolent might.
 Give me the strength to raise my mind high above daily trifles.
 And give me the strength to surrender my strength to thy will with love.

QUESTIONS FOR COMPREHENSION :

- 1.What does the poet wish to get from the almighty?
- 2.Why does he want to get the strength?
- 3.Why is the poet worried to disown the poor?
- 4.Why does the poet want to surrender before the Almighty?
- 5.Who prays and to whom?

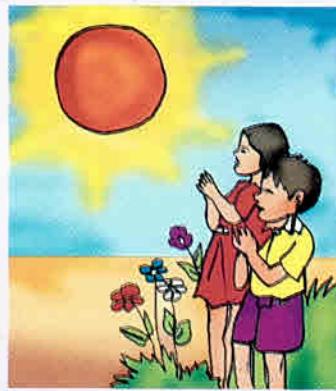


VOCABULARY FOR PRACTICE

| WORDS | MEANING | USAGES |
|----------------------|--|---|
| Strike (Verb) | • to hit (an idea) | • It strikes me that nobody is really in favour of the changes. |
| Strike (Noun) | • to engage in a suspension of work | • Labourers have gone for two days strike. |
| Strength (Noun) | • being physically strong | • He pushed against the rock with all his strength. |
| Strengthen (Verb) | • to become stronger | • Her position in the party has strengthened in recent weeks. |
| Insolent (Adjective) | • extremely rude | • Some students are insolent in each class. |
| Insolence (Noun) | • rudeness | • Her insolence cost her job. |
| Raise (Verb) | • move upwards | • She raised the gun and fired. |
| Raising (Noun) | • to collect | • We are raising money for charity. |
| Trifle (Adjective) | • slightly | • She seemed a trifle anxious. |
| Trifle with (Verb) | • used specially in negative/to deal lightly | • He is not a person to be trifled with. |
| Surrender (Verb) | • to allow yourself to be caught | • The rebel soldiers were forced to surrender. |
| Surrender (Noun) | • the act of surrendering | • Porus regretted his surrendering. |

Source : 'Gitanjali' by Rabindranath Tagore (Verse-36)

Oxford Advanced Learner's Dictionary



STRUCTURE FOR PRACTICE

| | | |
|----|------------------------|--------------------------------|
| If | you studied hard | you would get a first class. |
| | I were you | I should not do that. |
| | we started now | we could be in time. |
| | you were a millionaire | how would you spend your time? |
| | he stopped smoking | he might become healthy |
| | I had a degree | I could get a job easily. |

IRREGULAR VERBS

| VERB | MEANING | USAGE AND PRACTICES |
|-----------|---|---|
| Come | to move to or towards a person or place | • She comes to school by bus. • The help came at last. • I have come for my book. |
| Came | | |
| Come | | |
| Forget | to be unable to remember | • I never forget a face |
| Forgot | | • They forgot to bring their books. |
| Forgotten | | • I have forgotten where they live exactly. |
| Send | to make go or taken to a place | • I will send you a text message. |
| Sent | | • She sent the letter by Airmail. |
| Sent | | • Have you sent a postcard to your mother? |
| Draw | to make a picture | • I tried to draw him aside. |
| Drew | | • She drew a house. |
| Drawn | | • Spielberg refused to be drawn on his next movie. |
| Speak | to have conversation | • Do you speak English? |
| Speak | | • He spoke in favour of the new tax. |
| Spoken | | • I have spoken to the manager about it. |

LANGUAGE GAME

1. Ask the learners to write a few sentences about their friends especially about their habits. The other groups may be asked to change these sentences in negative / interrogative sentence.
2. Divide the class in groups and ask them to recite poems, tongue twisters, songs and idioms & phrases .
3. Divide the class in two groups and ask one group to write some adjectives on the board and the other group to write the synonyms/antonyms of these words, ask the first group to frame some sentences using these words.
4. Ask the learners to write one sentence about their family/nation/neighbours/poet/authors,etc and tear the sentence in parts .Then ask them to give these parts to the person sitting beside them and rearrange to form meaningful sentence.

ODE ON SOLITUDE

BY ALEXANDER POPE

Happy the man whose wish and care a few paternal acres bound, **Content** to breathe his **native** air In his own ground. Whose herds with milk, whose fields with bread, Whose flocks supply him with **attire**, Whose trees in summer **yield** him shade, In winter fire. Bless'd who can unconcern'dly find hours, days, and years slide soft away, In health of body, peace of mind, quiet by day; sound sleep by night: study and **ease** Together mix'd; sweet recreation; And innocence, which most does please, With meditation. Thus let me live, unseen, unknown, Thus unlamented let me die; **Steal** from the world, and not a stone tell where I lie.

QUESTIONS FOR COMPREHENSION: (Choose the correct option)

1. The poem mainly deals with _____ [togetherness, loneliness]
2. The poet appears _____ in the poem. [upset, contented]
3. The poet wants to live a life _____. [amidst crowd, in seclusion]
4. The poet doesn't want even a _____ to tell where he is buried. [star, stone]
5. The poet's innate desire is to remain _____ [well known, unknown]



VOCABULARY FOR PRACTICE:

| WORD | MEANING | USAGE |
|---------|---|---|
| Content | <ul style="list-style-type: none"> something contained[noun] the proportion of a specified substance[noun] peace of mind; mental or emotional satisfaction [adjective] | <ul style="list-style-type: none"> The contents of my desk drawer, the contents of an aerosol can. Eggs have a high protein content. He seemed more content, less bitter. |
| Native | <ul style="list-style-type: none"> a person born in a specified place or associated with a place by birth[noun] belonging to a person's character from birth; innate[adjective] | <ul style="list-style-type: none"> A native of Montreal. Some last vestige of native wit prompted Guy to say nothing. |
| Attire | <ul style="list-style-type: none"> clothes, especially fine or formal ones[noun] be dressed in clothes of a specified kind[verb] | <ul style="list-style-type: none"> The usually sober attire of people. Lady Christina was attired in an elaborate evening gown. |
| Yield | <ul style="list-style-type: none"> produce; surrender; bend [verb] an amount produced of an agricultural or industrial product[noun] | <ul style="list-style-type: none"> The land yielded good harvest. The government has yielded to their demand. The door yielded as he tried to enter. The milk yield was poor. |
| Ease | <ul style="list-style-type: none"> absence of difficulty or effort[noun] move carefully or gradually[verb] | <ul style="list-style-type: none"> She finished the toughest job with ease. I eased down the slope with care. |
| Steal | <ul style="list-style-type: none"> take (another person's property) without permission or legal right and without intending to return it[verb] move somewhere quietly or surreptitiously[verb] (good) value for money [noun] | <ul style="list-style-type: none"> Thieves stole her bicycle. He stole down to the kitchen. At such low price, the deal is surely a steal. |



STRUCTURES FOR PRACTICE

| | | |
|----|-------------------------------------|--|
| If | you had studied hard | You would have got a first class. |
| | I had tried again | I would have succeeded. |
| | I had seen him | I could have saved him from drowning. |
| | you had left that wasp alone | It might not have stung you. |
| | you had come to me | I would have not got into trouble. |

IRREGULAR VERBS

| VERBS | MEANING | USAGE & PRACTICE |
|------------------------|--|---|
| Feel Felt Felt | • linking verb to experience a particular feeling or emotion | <ul style="list-style-type: none"> I was feeling guilt. You felt much heat in Delhi. He had felt much pain while travelling through the desert. |
| Hear Heard Heard | • to be aware of sounds with your ear. | <ul style="list-style-type: none"> I can not hear very well. She heard a very interesting story. They had heard the voice of their hearts during conversation. |
| Leave Left Left | • to go away from a person or a place | <ul style="list-style-type: none"> The plane leaves for Delhi at 12.35. We left the place immediately. They had left the station, when the train arrived. |
| Keep Kept Kept | • to stay in a particular position; to make somebody / something do this | <ul style="list-style-type: none"> We huddled together to keep warm. She kept her promise. The king had kept all his money for his son. |
| Lend Lent Lent | • to give something to some body or allow them to use something that belongs to you, which they have to return to you later. | <ul style="list-style-type: none"> Will you lend me your pen. I lent him my book. I have lent the car to a friend. |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION

Hug, Promise, Many, Smell, Pot, Light, Fire, Holy, Close, Gate, Scene, Carry, Dilemma, Pleasure, Wish, Affection, Place, Kind, Listen, Several

ODE TO AUTUMN

BY JOHN KEATS

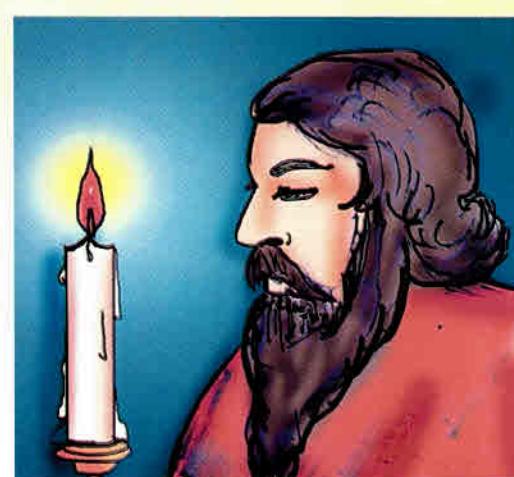
Season of mists and mellow fruitfulness
 Close bosom-friend of the maturing sun;
 Conspiring with him how to load and bless
 With fruit the vines that round the thatch-eves run;
 To bend with apples the moss'd cottage-trees,
 And fill all fruit with ripeness to the core;
 To swell the gourd, and plump the hazel shells
 With a sweet kernel; to set budding more,
 And still more, later flowers for the bees,
 Until they think warm days will never cease,
 For summer has o'er-brimm'd their clammy cells.

Who hath not seen thee oft amid thy store?
 Sometimes whoever seeks abroad may find
 Thee sitting careless on a granary floor,
 Thy hair soft-lifted by the winnowing wind;
 Or on a half-reap'd furrow sound asleep,
 Drows'd with fume of poppies, while thy hook
 Spares the next swath and all its twined flowers:
 And sometimes like a gleaner thou dost keep
 Steady thy laden head across a brook;
 Or by a cyder-press, with patient look;
 Thou watchest the last oozings hours by hours.

Where are the songs of spring? Ay, where are they?
 Think not of them, thou hast the music too,-
 While barred clouds bloom the soft-dying day,
 And touch the stubble-plains with rosy hue;
 Then in a wailful choir the small gnats mourn
 Among the river swallows, borne aloft
 Or sinking as the light wind lives or dies;
 And full-grown lambs loud bleat from hilly bourn;
 Hedge-crickets sing; and now with treble soft
 The red-breast whistles from a garden-croft;
 And gathering swallows twitter in the skies.

QUESTIONS FOR COMPREHENSION:

1. Which season is referred in the poem?
2. What are the characteristics of the season?
3. Who is the close bosom friend of maturing sun?
4. Say these phrases loud: Mists and mellow, load and bless, winnowing wind.



VOCABULARY FOR PRACTICE:

| WORD | MEANING | USAGE |
|-----------------------|---|--|
| Mellow | <ul style="list-style-type: none"> pleasantly smooth or soft; free from harshness [adjective] become relaxed, calm [verb] | <ul style="list-style-type: none"> She enjoyed the mellow taste of fruits. His anger mellowed down soon. |
| To mellow down | | |
| Conspiring | <ul style="list-style-type: none"> make secret plans jointly to commit an unlawful or harmful act [verb] seem to be working together to bring about a particular result | <ul style="list-style-type: none"> The robbers were conspiring to rob the house. Paulo Coelho — 'And, when you want something, all the universe conspires in helping you to achieve it.' |
| Conspire | | |
| Clammy | <ul style="list-style-type: none"> moist; damp; sticky [adjective] | <ul style="list-style-type: none"> There was clammy atmosphere inside the cave. |
| Drowsed | <ul style="list-style-type: none"> be half asleep; doze intermittently; be sluggish or inactive. [verb] | <ul style="list-style-type: none"> He was so tired that he kept on drowsing. |
| Aloft | <ul style="list-style-type: none"> upwards; up; high [adverb] | <ul style="list-style-type: none"> The good news sent her spirits aloft. |
| Treble | <ul style="list-style-type: none"> high-frequency [adjective] three times as much or as many [verb] | <ul style="list-style-type: none"> The girl sang at a high treble. The tip was at least treble what she would normally have given. |

STRUCTURE FOR PRACTICE

| | | | |
|-------------|---------------|------------|------------------|
| I | Lent | her | my pen. |
| The teacher | Gave | us | homework. |
| We | have paid | him | the money. |
| The old man | Told | us | the whole story. |
| You | must tell | the police | the truth. |
| I | have bought | my sister | a watch. |
| He | did not leave | us | any. |
| - | Show | me | your hands |
| The thief | Gave | me | a gift |

HOMOPHONES USAGE

| Words | 1 st Sentence | 2 nd Sentence |
|------------------|---|--------------------------------------|
| - write/right | Please write your name. | Are you right handed? |
| - no /know | No dogs are allowed here. | Do you know the answer? |
| - new /knew | She has a new dog. | Dad knew how to make omelets. |
| - eye /I | I enjoy reading. | The pirate has a patch over one eye. |
| - see /sea | Can you see the lights? | Whales live in the sea. |
| - sale /sail | Is the sailboat for sale? | Let's sail to the garage sale. |
| - fare /fair | Is it fair that the bus fare is so expensive? | |
| - pair /pear | Mom put a pair of pears in the refrigerator. | |
| - made/maid | The hotel maid made our beds each morning. | |
| - be/bee | Don't be scared of a little bumble bee. | |
| - red /read | Yesterday, he read the book with the red cover. | |
| - threw /through | He threw the ball and it rolled through the mud. | |
| - here /hear: | Did you hear that she wants to move here? | |
| - ate/eight: | The kid ate eight pancakes! | |
| - flee/flea: | Why didn't the dog flee when the flea came its way? | |
| - one /won: | He won one medal at the track meet. | |
| - meet /meat: | I have yet to meet someone who doesn't eat meat. | |
| - there /their: | Their new house is over there. | |

THEMATIC VOCABULARY TO BE USED IN SENTENCES USING CORRECT PRONUNCIATION

Plump, Cease, Brimming, Amid, Furrow, Twine, Laden, Barred, Mourn, Bleat, Bourn, Twitter

Source: Oxford Advanced Learner's Dictionary

DENTIST AND THE CROCODILE

BY ROALD DAHL

The crocodile, with cunning smile, sat in the dentist's chair. He said, "Right here and everywhere my teeth require repair." The dentist's face was turning white. He quivered, quaked and shook. He muttered, "I suppose I'm going to have to take a look."

"I want you," Crocodile declared, "to do the back ones first. The molars at the very back are easily the worst." He opened wide his massive jaws. It was a fearsome sight—At least three hundred pointed teeth, all sharp and shining white. The dentist kept himself well clear. He stood two yards away. He chose the longest probe he had to search out the decay.

"I said to do the back ones first!" the Crocodile called out. "You're much too far away, dear sir, to see what you're about. To do the back ones properly you've got to put your head deep down inside my great big mouth," the grinning Crocky said. The poor old dentist wrung his hands and, weeping in despair, he cried, "No, no! I see them all extremely well from here!" Just then, in burst a lady, in her hands a golden chain. She cried, "Oh Croc, you naughty boy, you're playing tricks again!" "Watch out!" The dentist shrieked and started climbing up the wall. "He's after me! He's after you! He's going to eat us all!" "Don't be a twit," the lady said, and flashed a gorgeous smile. "He's harmless. He's my little pet, my lovely crocodile."

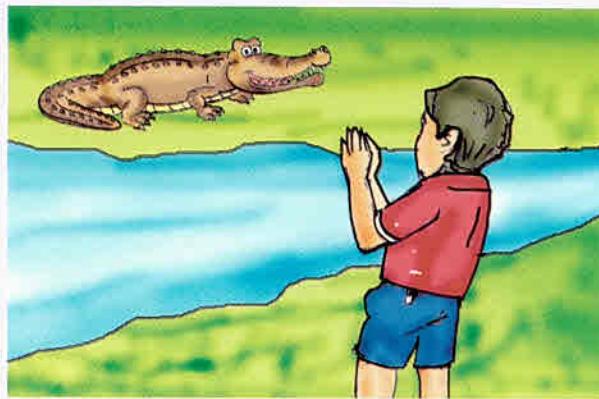
QUESTIONS FOR COMPREHENSION :

1. What did the crocodile want?
2. How was the dentist probing the crocodile's mouth?
3. How is the mouth of the crocodile described?
4. What did the dentist tell the old lady?
5. What did the lady tell the dentist?



VOCABULARY FOR PRACTICE:

| WORDS | MEANING | USAGES |
|----------|--|--|
| Quivered | tremble ; shake ; shiver | The poor man quivered in cold. |
| Muttered | a barely audible utterance, especially one expressing dissatisfaction or irritation: | Unable to make out the sound, the old man muttered to himself. |
| Probe | investigation ; enquiry | The scientists are probing into the new finding. |
| Grinning | smile broadly | Both friends grinned recalling the mischief done in the past. |
| Despair | the complete loss or absence of hope | Out of despair, the drowning man shouted to save him. |
| Shrieked | scream, screech | The little girl shrieked on seeing a spider. |
| Gorgeous | beautiful, very attractive | The kids looked gorgeous in lovely dresses. |



STRUCTURES FOR PRACTICE

| | | | | |
|-------------|-------------|-----------|-----|---------------------------|
| I | lent | my pen | To | a friend of mine. |
| The teacher | gave | home work | to | all of us. |
| We | have paid | the money | To | the proprietor. |
| He | told | the news | to | everybody in the village. |
| He | promised | the money | To | me (not to you). |
| I | have bought | a watch | for | my sister. |
| Mr. Raman | sold | his car | to | a man from Mumbai. |
| She | made | coffee | for | all of them. |

HOMOPHONES

| WORDS | MEANING | USAGE AND PRACTICE |
|-------|----------------------|---|
| Bear | Accept | I can't bear having cat in the house. |
| Beer | Alcoholic drink | There are many types of beer. |
| Deep | measurement | The water was only waist deep. |
| Dip | To put into a liquid | He dipped the brush into the paint. |
| Pain | Feeling hurt | She was in a lot of pain. |
| Pane | A part of a window | A few window panes are broken due to heavy storm. |

WORD WIZARD

Step-1. The teacher asks the group to imagine the following situation: A wizard has taken away all the words from the world. Everybody can keep just four words. Choose four words which you would like to keep and write them down.

Step-2. Each member finds a partner and tries to communicate using only his four words. The pairs share their words with each other so that now both have eight words they can use. Each member shares his eight words with another member, so that both have 16, then twice more. In the end everybody has 64 words.

Step-3. Either alone or with a partner write a story or poem using only these words. These stories/poems are read out or stuck on the wall.

Source: Oxford Advanced Learner's Dictionary

DELHI- A GAS CHAMBER!

"Delhi's Gas Chamber" is nothing new. It was building up thanks to both nature and man.

As per scientist's reports appearing in media, air pollution is mostly caused due to burning of paddy stubble after harvesting the crop both in Punjab and Haryana. Even the scientists are only partly correct; but not fully accurate in deciphering the reasons for air pollution. The trouble with even the scientists is that they have not analyzed air pollution in the Indo-Gangetic plain from a holistic angle. The primary fault lies with successive governments for very poor urban planning for the national capital. In reality, large industrial parks were developed adjoining Delhi in Faridabad, Gurgaon, and Noida areas on the outskirts with utter disregard to implementing strict pollution controls.

Thus, the present state of "Delhi Gas Chamber" was developed over the past 5 decades. Even people colluded in creating the present mess. Most importantly, one must add the fallout of improved 'life styles' in urban households like air conditioners, refrigerators, cleaning products, paints etc. Add to them, use of "plastic" bags and their disposal by burning, least realizing that they produce toxic fumes over long period contributing to air pollution.

Thus, people are the primary or root cause of Delhi turning into "Gas Chamber" status.

A long term anti air pollution plan needs to be formulated and implemented jointly by the civil society and all state and government department agencies. Otherwise, the exercise of cleansing Delhi's air will remain a curse for the citizens of Delhi.

(Source: The Hindu)

QUESTIONS FOR COMPREHENSION:

1. What is the primary cause of air pollution in Delhi, according to scientist?
2. Give one reason for air pollution.
3. How has life style in metros contributed to air pollution?
4. Who should be part of the long term plan?
5. Why is it wrong to entirely blame the farmers of Punjab & Haryana for the problem?



VOCABULARY FOR PRACTICE:

| WORD | MEANING | USAGE |
|--------------|--|---|
| Accurate | • Correct, precise, exact, right, errorless | When she returns from her trip, her descriptions were accurate and vivid. |
| Deciphering | • to make out the meaning of something | She looked at the control panel, trying to decipher any of the symbols. |
| Holistic | • emphasizing the organic or functional relation between parts and the whole | It is needed to have holistic approach towards the earth. |
| Implementing | • put (a decision, plan, agreement etc.) into effect | After the announcement of the new law, the government will be implementing it soon. |
| Mess | • untidiness, disorder | He messed up his home, searching for the keys of the cupboard. |
| Fallout | • after effects, adverse reaction | Failure was the fallout of his negligence. |

STRUCTURES FOR PRACTICE:

| | | | |
|-----------|-----------|------------|---------|
| The boy | pushed | the door | open. |
| The smith | beat | It | flat. |
| She | washed | the plates | clean. |
| The thief | broke | the safe | open. |
| He | turned | the lamp | low. |
| You | have made | your shirt | dirty. |
| I | like | my coffee | strong. |

HOMOPHONES

| WORD | MEANING | USAGE |
|----------------|--|---|
| Blue Blew | <ul style="list-style-type: none"> having the colour of a clear sky to send out air from the mouth | <ul style="list-style-type: none"> He has a blue shirt. He drew on his cigarette and blew out a stream of smoke. |
| Cheap Cheep | <ul style="list-style-type: none"> costing less money bird's sound | <ul style="list-style-type: none"> Cycling is a cheap way to get around. The shrill cheep of the baby starlings. |
| Ail Ale | <ul style="list-style-type: none"> to cause problems a glass, bottle | <ul style="list-style-type: none"> They discussed the problems ailing the steel industry. Two light ales please |
| Board Bored | <ul style="list-style-type: none"> a piece of wood feeling tired | <ul style="list-style-type: none"> I'll write it up on the board. There was a bored expression on her face. |
| Ant Aunt | <ul style="list-style-type: none"> a small insect the wife of your uncle | <ul style="list-style-type: none"> There are many types of ants. My aunt lives in Delhi. |
| Break Brake | <ul style="list-style-type: none"> to be damaged a device for stopping vehicles | <ul style="list-style-type: none"> All the windows broke with the force of the blast. She stopped with a screech of the brakes. |
| Die Dye | <ul style="list-style-type: none"> to stop living to change the colour | <ul style="list-style-type: none"> Her husband suddenly died last week. John dyed his hair black. |
| Dear Deer | <ul style="list-style-type: none"> loved by somebody an animal with long legs | <ul style="list-style-type: none"> He is dear to me. There are many types of deer. |

TONGUE TWISTERS

- Give papa a cup of proper coffee in a copper coffee cup.
- Sandy saw seven seals at the seashore.
- Near an ear, a nearer ear, a nearly eerie ear.
- Nine nice night nurses nursing nicely.
- A pessimistic pest exists in us.
- I thought, I thought of thinking of thanking you.

CORRECT THE POEM BELOW USE CORRECT GRAMMAR AND SPELLING

SOAP

*Some people are not having manners,
this I am always observing,
for example other day I find
I am needing soap*

*For ordinary washing myself purposes.
So I'm going to one small shop
Nearby in my lane and I'm asking
For well-known brand soap*

*That shopman he's giving me soap
But I'm finding it defective version.*

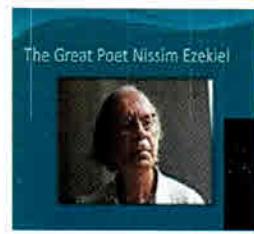
*So I'm saying very politely—
Though in Hindi I'm saying it,
And my Hindi is not so good as my English,
Please to excuse me*

But this is defective version of well-known brand soap.

*That shopman is saying
And very rudely he is saying it,
What is wrong with soap?
Still I am keeping my temper
And repeating very smilingly
Please to note this defect in soap,
And still he is denying the truth.*

*So I'm getting very angry that time
And with loud voice I am saying
YOU ARE BLIND OR WHAT?
Now he is shouting
YOU ARE CALLING ME BLIND OR WHAT?
Come outside and I will show you
Then I am shouting
What you will show me?*

*Now small crowd is collecting
And shopman is much bigger than me
And I am not caring so much
For small defect in well-known brand soap.
So I'm saying
Alright OK Alright OK
This time I will take
but not next time*



(BY : NISSIM EZEKIEL)





STRUCTURES FOR PRACTICE:

| | | | |
|-------------|-------------|------|---------------|
| We | are waiting | for | Suresh. |
| He | agreed | to | our proposal. |
| You | can't count | on | his help. |
| These books | belong | to | me. |
| His uncle | met | with | an accident. |
| She | complained | of | his rudeness. |
| He | failed | in | his attempt. |

HOMOPHONES

| HOMOPHONES | MEANING | USAGE/ PRACTICE |
|------------|--|---|
| Flower | the coloured part of the plant | <ul style="list-style-type: none"> The flowers are beautiful. The plant has a beautiful flower. There is a garden full of flowers. I love flowers. |
| Flour | powder made from grain | <ul style="list-style-type: none"> The Bread is made of flour. We eat chapattis made of flour. She opened the door with floury hands. Wheat flour is the sweetest of all the flours |
| Son | the male child | <ul style="list-style-type: none"> She gave birth to a son. He is an obedient son of his parents. His son has passed class XII. |
| Sun | a star of the planet | <ul style="list-style-type: none"> The sun was shining. The sun was blazing hot. The sun was just setting. |
| Male | a man, person or animal | <ul style="list-style-type: none"> The male of the species has a white tail. All the attackers are males. |
| Mail | the official system used for sending and delivering mail | <ul style="list-style-type: none"> My father checks his mail every day. There isn't much mail today. We do our business by mail. |
| Sell | to handover in exchange of money | <ul style="list-style-type: none"> The shopkeeper is selling the readymade clothes. |
| Cell | a small room in which a prisoner is locked | <ul style="list-style-type: none"> The thief has been locked in a cell. |

Source: Oxford Advanced Learner's Dictionary

AN INTERVIEW WITH AN AUTHOR

Forbes India: Tell us about the young Chetan Bhagat, the one before IIT.

Chetan Bhagat: I grew up in West Delhi, and went to The Army Public School. My father was in the army and my mother in a government job. In school, I was a good student, though not extraordinary.

Forbes India: You left a secure and lucrative career to pursue the writing dream, what helped you make the decision?

Chetan Bhagat: I think the continued response to all my books, and the rising fan base made me feel like that. Ultimately, a top psychiatrist in Delhi told me that my impact on young minds is tremendous, and I have the power to influence them on how they live their life, if I want to take it.

Forbes India: What, in your opinion, are the ingredients of your personal success story?

Chetan Bhagat: I think I have a talent to entertain, believe in what I do and I do try my best to care for people. That comes from luck, or if you want to be romantic about it, destiny. We also live in a society, where the winner gets a lot more attention than the next guy, who may not be very different.

Forbes India: What inspires you? And what helps you to decide your subjects?

Chetan Bhagat: I think the Indian middle class life, or the so-called 'Indian way' inspires me. Indian values are a mixed bag, live in the past. The new generation is changing. I get a lot of ideas on what I observe, but everything cannot be turned into a book. Whichever idea keeps knocking in my head hundred times over, wins.

Forbes India : Who are your icons?

Chetan Bhagat : My icons are from the entertainment industry — whether it is Aamir Khan, Farhan Akhtar, Woody Allen, Rob Reiner.

QUESTIONS FOR COMPREHENSION

1. What sort of student was Chetan Bhagat in his school?
2. What inspires Chetan Bhagat to write?
3. What are the ingredients of Chetan Bhagat's success story?
4. What does society think about winners?
5. Who are the icons of Chetan Bhagat?



VOCABULARY FOR PRACTICE:

| WORD | MEANING | USAGE |
|--|--|--|
| <ul style="list-style-type: none"> • Secure (Verb) • Security (Noun) • Securely (Adverb) | <ul style="list-style-type: none"> • certain or safe • protection • firmly | <ul style="list-style-type: none"> • At last they were able to feel secure about the future. • Politicians need tight security now a days. • Make sure the ropes are securely fastened. |
| <ul style="list-style-type: none"> • Decision (Noun) • Decisive(Adjective) | <ul style="list-style-type: none"> • the act of making up mind • able to decide something quickly with confidence. • to settle on | <ul style="list-style-type: none"> • He is really bad at making decisions. • The government must take decisive action on corruption control. • I can't decide what to wear. |
| <ul style="list-style-type: none"> • Decide (Verb) • Inspire (Verb) • Inspiration (Noun) | <ul style="list-style-type: none"> • to motivate • motivation | <ul style="list-style-type: none"> • His personality inspires me. • Her charity work is an inspiration to all of us. |



STRUCTURES FOR PRACTICE:

| | | |
|--------|------------|-----------------------|
| She | wants | to go. |
| I | forgot | to post the letter. |
| He | fears | to speak in public. |
| They | intend | to postpone the trip. |
| Ramesh | proposes | to go into business. |
| We | would like | to visit the museum. |
| I | hoped | to get a first class. |
| He | decided | not to go there. |

COMMONLY MISPRONOUNCED WORDS

| | |
|-------------|--------------|
| Almond | Bury |
| Develop | Schedule |
| Quote | Coupon |
| Weather | Whether |
| Undoubtedly | Statue |
| Severely | Manufacture |
| Dengue | Athlete |
| Genre | Artic |
| Dessert | Comfortable |
| Bowl | Remuneration |
| Police | Affidavit |
| Laboratory | Business |

TONGUE TWISTERS

- Can you can a can as a canner can a can?
- I saw Susie sitting in a shoe shine shop.
- Where she sits she shines, and where she shines she sits.
- I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.
- Four fine fresh fish for you.
- I saw a kitten eating chicken in the kitchen.
- I have got a date at quarter to eight, I'll see you at the gate, so don't be late.
- She sells seashells by the sea shore.
- I scream, you scream, we all scream for ice-cream.
- If a dog chew shoes, whose shoes does he choose?

Source: Oxford Advanced Learner's Dictionary

SELF DISCIPLINE

Self-discipline is one of the most important and useful quality everyone should possess. This quality is essential in every area of life, and though most people acknowledge its importance, very few do something to strengthen it. Self discipline gives you the power to stick to your decisions and follow them through, without changing your mind, and is therefore, one of the important requirements for achieving goals.

The possession of this skill enables you to carry on with your decisions and plans until you accomplish them. It also displays an inner strength, helping you to overcome addictions, procrastination and laziness, and to follow through with whatever you do. One of its main characteristics is the ability to reject instant joy and pleasure, in favour of some greater gain, which requires spending effort and time to get it.

Life puts challenges and problems on the path to success and achievement, and in order to rise above them, you have to act with patience and persistence, and this of course, requires self-discipline. The possession of this skill leads to self-confidence and self esteem, and consequently, to happiness and satisfaction. On the other hand, lack of self discipline leads to failure, loss, health and relationships' problems, obesity, and to other problems.

QUESTIONS FOR COMPREHENSION:

1. What is the passage all about?
2. How can self discipline help in achieving goals?
3. What is the main characteristic of self-discipline?
4. What helps to fight against challenges of life?
5. What are the drawbacks of lack of self discipline?



VOCABULARY FOR PRACTICE:

| WORDS | MEANING | USAGES |
|---------------------------|---|---|
| Acknowledge (verb) | • to express recognition of; make notice of; to express gratitude or appreciation | • We should acknowledge the kindness of others. |
| Acknowledgement (noun) | • recognition or notice; An expression of thanks or appreciation | • No act of goodness should be left without acknowledgement. |
| Accomplish (verb) | • achieve or complete successfully | • To accomplish something, patience is needed. |
| Accomplishment (noun) | • something achieved or successfully completed | • Hard work and time management leads to accomplishment of goals. |
| Procrastination (noun) | • the act of delaying something | • Procrastination is the biggest hurdle in the path to get success. |
| Procrastinate (verb) | • to postpone or delay needlessly | • When we procrastinate, we waste our time without reason. |
| Persistence (noun) | • ability to continue despite problems | • Persistence is a positive quality. |
| Persist (verb) | • continue in spite of difficulty or opposition | • No matter what, one must persist and carry on. |



STRUCTURES FOR PRACTICE:

| | | | |
|------------|------------|------|-----------------------|
| I | want | them | to help me. |
| We | told | him | to finish the work. |
| He | suggested | me | to start the work. |
| She | motivated | him | to study hard. |
| The lawyer | asked | them | to bring the papers. |
| They | instructed | us | to reach in time. |
| I | don't want | you | to shout loud. |
| She | prepared | them | to present the dance. |

COMMONLY MISUSED WORDS

Accept, Except; Affect, Effect; Capital, Capitol; Principle, Principal; Than, Then; Your, You're

METAPHORS

- * He has a heart of stone.
- * She has a heart of a lion.
- * For me time is money.
- * A blanket of snow covered the streets.
- * Her soft voice was music to Andy's ears.
- * His silken lies went unheard in the court of law.
- * Things are going smoothly between both of them.
- * Her bubbly personality cheered him up.
- * He had a coarse manner of speech, due to which he was liked among his colleagues.

VOCABULARY:

• SEARCH THE HIDDEN WORDS IN ALL DIRECTIONS:

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| S | H | J | I | O | E | H | T | A | B |
| Y | T | W | L | O | C | K | M | E | D |
| L | Z | U | M | T | K | N | F | V | Z |
| I | X | G | C | E | E | G | K | E | E |
| M | A | H | N | K | A | T | Y | R | F |
| A | W | M | O | T | N | A | Y | Y | M |
| F | N | Y | O | J | D | O | Z | O | X |
| U | Y | P | P | T | M | B | R | N | X |
| Q | K | A | S | N | E | L | R | E | F |
| T | N | N | C | I | A | N | F | R | P |

ANSWERS:

ANT, SPOON, BATH,
EVERYONE, LOCK,
BOAT, STUCK, AMILY

LETTER TO THE EDITOR

Dear Sir

Children are assets of our country. They should enjoy their childhood and not work in any **hazardous** jobs. Child labour remains a serious problem in many parts of the world. Many of these children live in underdeveloped countries. Their living conditions are **crude** and their chances for education are minimal. Child labour, designation formerly applied to the practice of employing young children in factories, now used to denote the employment of minors generally, especially in work that may interfere with their education or endanger their health. The use of child labour was not regarded a social problem until the introduction of the factory system. Children in **dire** circumstances lead to poor health and suffer from various diseases such as malnutrition, skin diseases etc. Due to lack of literacy level and poverty, parents force their children to work and earn some money. Preventing children from enjoying their childhood, **hampering** their development and causing lifelong physical or psychological damage affects not only families but also communities and the society as well. Child labour should be banned so that children cannot be **exploited** by traders and industrialists. For this government should provide free education systems to the children.

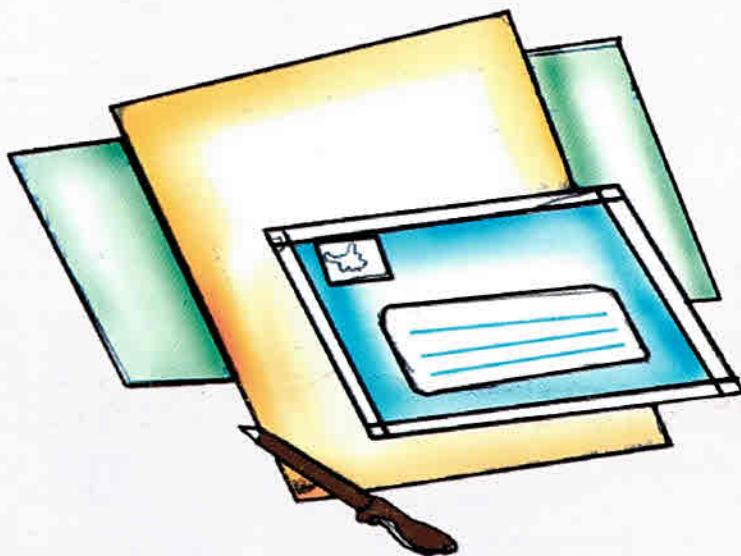
QUESTIONS FOR COMPREHENSION:

1. What is most important in childhood?
2. Where does child labour prevail the most?
3. What is the result of child labour on children?
4. What is the main reason behind child labour?
5. What can the government do to curtail child labour?



VOCABULARY FOR PRACTICE

| WORDS | MEANING | PRACTICE |
|-----------|------------------------------------|--|
| Hazardous | dangerous, risky, unsafe | <ul style="list-style-type: none"> • It's hazardous to break the rules of the road. • Mining is an extra-hazardous occupation. |
| Crude | basic, rude, rough | <ul style="list-style-type: none"> • They were very rough and crude, but strong enough. • There was a crude map to the Pacific Crest Inn. |
| Dire | terrible, dreadful, horrible | <ul style="list-style-type: none"> • His childhood was passed in dire poverty. • It is of dire importance. |
| Hampering | to hinder, to obstruct, to inhibit | <ul style="list-style-type: none"> • The complications of Chinese writing greatly hamper education. • Wasting time hampers completion of work. |
| Exploit | utilize, make use of, put to use | <ul style="list-style-type: none"> • We must not exploit weakness of others. • One should exploit time to gain the best. |



STRUCTURES FOR PRACTICE

| | | | |
|---|------------|--------------|----------------------|
| 1 | She | began | singing. |
| 2 | He | has finished | talking. |
| 3 | I | hate | borrowing money. |
| 4 | You | mustn't miss | seeing him. |
| 5 | Mr.Amit | loves | teaching. |
| 6 | My brother | enjoys | playing cricket. |
| 7 | I | suggest | burning that letter. |
| 8 | He | doesn't keep | saying that. |

PRONUNCIATION (Learning Pronunciation Through Word Game)

| Jumbled Letters of Words | SELECT THE CORRECT WORD AND PRONOUNCE IT |
|--------------------------|--|
| oncnrec | Worry, Anxiety, concern, Distress, apprehension |
| usiovbo | Clear, Palpable, obvious, Evident, observable |
| tpruisd | Interrupt, Disorder, disrupt, Dislocate, disturb |
| Nenarm | Manage, Ways, Manner, Management, organize |
| yrurh | Urgency, Quickly, Speedily, hurry, suddenly |

LEARNING TENSES

Fill in the blanks with the correct forms of the verbs given in brackets:

1. The President _____ here tomorrow. (arrive)
2. The sun _____ in the east. It _____ now. (rise, rise)
3. She _____ well. She _____ at the moment. (sing, sing)
4. She _____ that she _____ now. (say, leave)
5. "Someone _____. Go and open the door." (knock)

Source: MS Office Thesaurus, Collin's Dictionary

SPEECH: FREEDOM AT MIDNIGHT

The appointed day has come—the day appointed by Destiny—and India stands forth again after long slumber and struggle, awake vital, free and independent. The past clings on to us still in some measure and we have to do much before we redeem the pledges we have so often taken. Yet the turning point is past and History begins anew for us. The History which we shall live and act and others will write about.

We rejoice in that freedom, even though clouds surround us and many of our people are sorrow-stricken and difficult problems encompass us. But freedom brings responsibilities and burdens and we have to face them in the spirit of a free and disciplined people.

On this day our first thoughts go to the architect of this freedom, the father of our nation, who, embodimenting the old spirit of India, held aloft the torch of the freedom and lighted up the darkness that surround us.

- Jawaharlal Nehru

QUESTIONS FOR COMPREHENSION:

1. What is the appointed day the writer has referred to?
2. What do you mean by slumber and struggle?
3. Why are the people of the country sorrow-stricken?
4. What does the freedom bring with itself?
5. Why has the writer called the father of the nation 'The architect of India's freedom'?



VOCABULARY FOR PRACTICE

| WORD | MEANING | USAGE |
|---------------------|--|--|
| Slumber (Noun) | • sleep | • She fell into a deep and peaceful slumber. |
| Cling (Verb) | • to hold on tightly | • She clings onto her baby. |
| Redeem (Verb) | • to make seem pleasant | • The excellent acting was not enough to redeem a weak plot. |
| Redeemable(Adj.) | • that can be exchanged for money or goods | • These vouchers are redeemable against any future purchase. |
| Rejoice (Verb) | • feel happiness | • When the war ended, people finally had cause to rejoice. |
| Encompass(Verb) | • to include a large number or range of things | • The job encompasses a wide range of responsibilities. |
| Architect (Noun) | • one who designs buildings | • He was one of the principal architects of the revolution. |
| Architecture (Noun) | • art of designing buildings | • The architecture of Taj Mahal is unique. |
| Embodying (Verb) | • to express or represent an idea or a quality | • This model is embodying many new features. |
| Embodiment (Noun) | • expression of an idea | • Gandhiji was an embodiment of truth and non-violence. |



STRUCTURES FOR PRACTICE

| | | | |
|------|---------|-----------|--------------------------|
| I | saw | him | crossing the bridge. |
| We | smell | something | burning. |
| We | noticed | the boy | walking down the street. |
| She | caught | him | opening your letters. |
| They | found | him | playing cards. |
| She | kept | the fire | burning. |

TIPS FOR SPEECH

1. Introduction- Respected Principal sir, teachers and my dear friends. Today I stand before you to speak...
2. Content (body of speech)
 - a. Fluency
 - b. Accuracy
 - c. Expression
3. Conclusion

EXAMPLE OF SPEECH

"If the room is dark, do you go about beating your chest and crying, "It is dark, dark, dark!" No. The only way to get light is to strike a light, and then the darkness goes. The only way to realize the light above you is to strike the spiritual light within you, and the darkness of sin and impurity will flee away. Think of your higher self, not of your lower. Men, men these are wanted-everything else will be ready, but strong, vigorous, believing young men, sincere to the backbone, are wanted. A hundred such and the world becomes revolutionized. The will is stronger than anything else. Everything must go down before the will, for that comes from God and God himself. A pure and strong will is omnipotent. What we want is strength, so believe in yourselves. We have become weak, and that is why occultism and mysticism come to us – these creepy things; there may be great truths in them, but they have nearly destroyed us. Make your nerves strong. What we want is muscles of iron and nerves of steel. We have wept long enough. No more weeping, but stand on your feet and be men. It is a man-making religion that we want. It is man-making theories that we want. It is man-making education all round that we want. And here is the test of truth – anything that makes you weak physically, intellectually, and spiritually, reject as poison; there is no life in it; it cannot be true. Truth is strengthening. Truth is purity. Truth is all-knowledge. Truth must be strengthening, must be enlightening, must be invigorating.

— From lectures of Swami Vivekananda