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Bengaluru - 560 012

Streams

English Work Book
Second Year Pre-University

2015

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Director's Message

Dear Students,

We at the Department of Pre-university Education, Karnataka strive to empower each student to dream big and equip them with the tools that enable them to reach new heights and successfully deal with the challenges of life. As Swami Vivekananda said, **"Real education is that which enables one to stand on one's own legs"**.

The course contents in this book are designed with the objective of equipping you well for the next level of study.

We wish you well on your journey and look forward to you becoming a responsible citizen of the nation and give back to the betterment of the society.

With best wishes,

Sd/-

C. Shikha, IAS

Director

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NOTE ON THE WORK BOOK

The workbook is intended to develop language skills in students so that they may express themselves better. All the four skills –Listening, Speaking, Reading and Writing have been given due weightage through an integrated approach. Activities have been designed, so that learners can acquire these skills by working on their own or through interaction with fellow students.

The workbook has five units.

- 1. Language use**
- 2. Reading**
- 3. Writing**
- 4. Listening-Speaking**
- 5. Appendix**

The exercises in the language section, both in the course book and workbook are intended to reinforce the students' functional use of the language. The reading component is for developing comprehension skills. There is more variety in the writing section of the work book to develop their ability in sustained writing for different purposes.

Dialogue writing is a new component of the writing section. However, students should be encouraged to speak and respond before they write the dialogue suitably in a given situation.

Fifteen poems have been included in the poetry comprehension section. Teachers are required to choose only from this selection for inclusion in the question papers.

Teachers can supplement the activities provided in the work book based on the needs of the learners.

Chairperson and Members

Time management

The suggested time frame for the workbook is as follows:

Unit I : Language use

1.	Pronouns	:	2 hours
2.	Prepositions and articles	:	1 hour
3.	Subject verb agreement	:	1 hour
4.	Jumbled segments	:	1 hour
5.	Question words and Question tags	:	1 hour
6.	Expressions	:	2 hours
7.	Passive voice	:	3 hours
8.	Reported speech	:	5 hours

Unit II : Reading

1.	Prose texts	:	6 hours
2.	Poems	:	12 hours

Unit III : Writing

1.	Linkers	:	4 hours
2.	Paragraph writing / Expansion	:	3 hours
3.	Summarising	:	2 hours
4.	Letter writing	:	5 hours
5.	Note making	:	2 hours
6.	Note taking	:	2 hours
7.	Report writing	:	3 hours
8.	Speech writing	:	2 hours
9.	Dialogue writing	:	3 hours

Total : 60 hours

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UNIT – 1: Language Use

PART – 1

Students need to have a fair knowledge of the building blocks of the language they learn. The following exercises are included to help them in this process and enable them communicate better.

A. Articles and Prepositions

1. Fill in the blanks with the appropriate articles/prepositions wherever necessary.

1. This book of science fiction is _____ alien who is naughty. _____ book is also very _____ informative. I suggested the book _____ friend.
2. The teacher gave us _____ assignment _____ interesting topic. She told us to submit _____ assignment _____ Monday.
3. The people were dissatisfied _____ leaders' performance. So they decided to boycott _____ elections as _____ mark _____ protest. _____ leaders appealed _____ them to reconsider their decision.
4. _____ production _____ steel has gone up _____ ten percent _____ the last one year. This may lead _____ increase

of _____ twenty percent _____ construction costs _____
_____ country.

5. _____ the interview , _____ candidate was asked some interesting questions initially _____ his personal interests .
_____ few more questions were asked _____ the same lines so that there would be no tension _____ the candidate.

6. Little Radha was _____ the garden filling in _____ hole when her neighbour peered _____ _____ fence, interested _____ what the cheeky-faced youngster was doing.

He politely asked, "What are you up to there, Radha?"

"My goldfish died," replied Radha tearfully without looking up,
"And I've just buried him."

The neighbour was concerned, "That's _____ awfully big hole _____
_____ goldfish, isn't it?"

Radha patted down _____ last heap _____ earth and then replied,
"That's because he is inside your cat."

B. Jumbled Segments

Rearrange the following words/ phrases to form meaningful sentences.
The first one has been done as an example.

Example:

is / it / important / protect / to / our / environment

It is important to protect our environment.

1. own/ every/ its/ language/ country/ has
2. divided/ countries/ continents/ the /is/ into/ and /world.
3. very/ deforestation/ to be/ can prove/ damaging to/ mother earth.
4. should/ each individual/ his /on/ plant a tree/ birthday.
5. to keep/ we/ encourage/ must/ the earth green/ afforestation
6. humility/ a lot/ simplicity/ has/ with/ to do.
7. used/ as a/ to highlight/ newspapers/ are/ powerful/ weapon/ social problems.
8. sport/ and/ business/ world/ in the/ also/ rife/ is/ corruption/ of
9. rules/ certain/ and regulations/ follow/ must/ we
10. old people/ helpful/ kind/ and / to / should be/ one

C. Subject Verb Agreement

I. Choose the word that agrees with the subject in the following sentences.

1. His father and grandmother (have / has) arrived.
2. The leader and patriot (is / are) lost.
3. Each of the children (was / were) given a book.
4. Neither he nor his friend (was / were) there.
5. Either the boy or his sisters (have / has) broken the tray.
6. The orator and the statesman (have / has) been invited.
7. A series of lectures (has / have) been arranged on the subject.
8. Kindness as well as justice (requires / require) this.
9. A number of accidents (were / was) reported in the newspaper.
10. The number of dropouts (was / were) quite large.

D. Tenses

I. Fill in the blanks with the appropriate form of the verbs given in brackets.

1. One day a wolf _____ (be drink) at a stream. He _____ (see) a lamb who _____ (be) farther down. The wolf made up his mind to eat the lamb, but he _____ (think) that he _____ (will find) some excuse for doing so. He _____ (run) up to the lamb and said, "How dare you muddy the water that I _____ (be drink)". The lamb replied, "I _____ (do not see) how that can be, since the water of the stream _____ (be run) from you to me and not from me to you."

2. It was a curious trunk. When the lock _____ (be press), the trunk would fly. The merchant's son _____ (crouch) inside, _____ (press) the lock and up _____ (fly) the trunk through the chimney into the clouds. After a while the lower part cracked, which _____ (frighten) him, for if it _____ (have break) in two, he _____ (will have have) a nasty fall. However, it _____ (descend) safely and he _____ (find) himself in Turkey.

E. Framing Questions

i) Adding Question Tags

Add question tags to the given statements.

1. It is very cold, _____
2. They didn't help her, _____
3. Srujala is a sincere girl, _____
4. Mrs. Patil donated generously, _____
5. They knew Mr. Suleman, _____
6. The farmers have taken to organic farming, _____
7. The children spend more time on games, _____
8. I can't think of insulting my friend, _____
9. She loves her parents immensely, _____
10. I am not going to give up, _____
11. The man's house was demolished, _____
12. He brought a whole bundle of plants, _____
13. Chetan is the youngest magician in the world, _____
14. Adventures fascinate you, _____
15. There was a merry look in her eyes, _____

ii) Framing Questions using forms of 'Do'

Change the following sentences into questions using the right form of 'do'.

1. The student thanked the teacher.

2. Mary forgot to bring the library books.

3. My neighbour taught English to school dropouts.

4. A stranger saved the man from drowning.

5. The mother prayed to the Goddess to bless her family.

6. The lion woke up and caught the mouse.

7. He gave me a piece of advice.

8. The villagers found the wounded leopard.

9. Suddenly, the lights went out.

10. She learnt to read and write French.

11. The two brothers do a number of odd jobs to earn a living.

12. Lucia wanted to become a singer.

13. Fred's father owned a ship.

14. Many children liked to play cricket.

15. She had peace and joy in her life.

iii) Framing Questions (Wh- type)

Frame questions so as to get the underlined words as answers.

1. They sang songs to encourage the athletes.

_____?

2. The Mayor was trembling.

_____?

3. The King collected more revenue by taxing his people.

_____?

4. Babu's wife found it very strange.

_____?

5. Dr. Zakir Hussain was elected the President of India in 1967.

_____?

6. We become prejudiced against others because we know nothing of them.

_____?

7. A book is the most astounding invention of man.

_____?

8. A policeman was directing the traffic.

_____?

9. World Heart Day is celebrated on 24th September.

_____?

10. You learn to write by continous practice.

_____?

11. Scientific knowledge shows how things really work.

_____?

12. They went to the park yesterday.

_____?

F. Error Identification

Rectify the errors in the following sentences and rewrite them.

1. Nile is an longest river in the world.

2. 'The Invisible Man' is a interesting story.

3. A man built a house and a house was on the bank of a river.

4. The man built a biggest building in the town.

5. She pray every morning.

6. Dhara was born at a village.

7. Children likes sweets.

8. The woman work from morning till evening.

9. Where he was born ?

10. My friend returned back from Mysore.

PART - B

A. Pronouns

Basavaiah is a Kannada poet. *He* has written several poems. Many of *his* poems have been translated into other Indian languages. He *himself* has translated some of them into English.

You must have observed that the words he, his, and himself (pronouns) refer to Basavaiah (noun).

Read the following extract and see how the personal pronouns refer to different people/ things.

Lata was on her **annual visit** to **her** uncle's house. **She** always enjoyed **it** because she was allowed to spend most of the day in the mango grove. Lata's uncle was a friend of the owner of the grove who allowed **the children** to play there. **The branches** of the trees were covered with so many fruits that **they** almost touched the ground with the weight. **They** spent hours picking the **fruit**, eating most of **it** and sleeping.

There are many kinds of pronouns. Some of them are:

I, we, they, you, he, she, it...

myself, himself, herself, yourself, themselves...

one, any, anyone, anybody, somebody, each, every...

either, neither, who, whose, whom, which...

Try to find other kinds.

What do the words in italics in the following paragraphs refer to?

1. Once upon a time a poor woman was walking from one village to another carrying a bundle on *her* head. Unable to lift *it* easily, *she* rested every now and then. A horseman passed by. The woman requested *him* to carry the bundle on horseback till the next village. *He* refused saying, “You will walk slowly and delay *me* and *I* have a long way to go.
2. An old man came to the farm, the owner of the farm and *his* wife needed a person exactly like *him*. *He* was well-versed in agriculture. After *his* arrival to the farm *their* income improved dramatically. The owner become lethargic and shied away from hard work, *his* wife found all this very strange. *Her* husband’s life style had changed.
3. Every household holds those little things that look and feel old. As a kid *I* had several of *them*. There is a tiny bag of used crayons bought when *I* was four. Dad believed in junking *them* and *they* almost did end up in the trash. They help *me* remember a childhood of dreams and vivid imagination.

B. Pairs of Words

1. The police had to use tear gas in order to _____ the mob
a. disburse b. disperse
2. The son asked for his parents' _____ for the marriage.
a. ascent b. assent
3. Why don't you _____ some money in a business venture?
a. divest b. invest
4. Chicken pox is _____.
a. contagious b. cronic
5. Suresh is _____ to smoking.
a. devoted b. addicted
6. The texture of the cloth is _____.
a. coarse b. course
7. Parents must regulate the _____ of their children.
a. customs b. habits
8. Can you read out the _____ on the grave?
a. epitaph b. epithet
9. The cyclone _____ without causing any catastrophe.
a. abetted b. abated
10. Columbus _____ America.
a. discovered b. invented
11. This is a monument belonging to the_____ period.
a. ancient b. old.

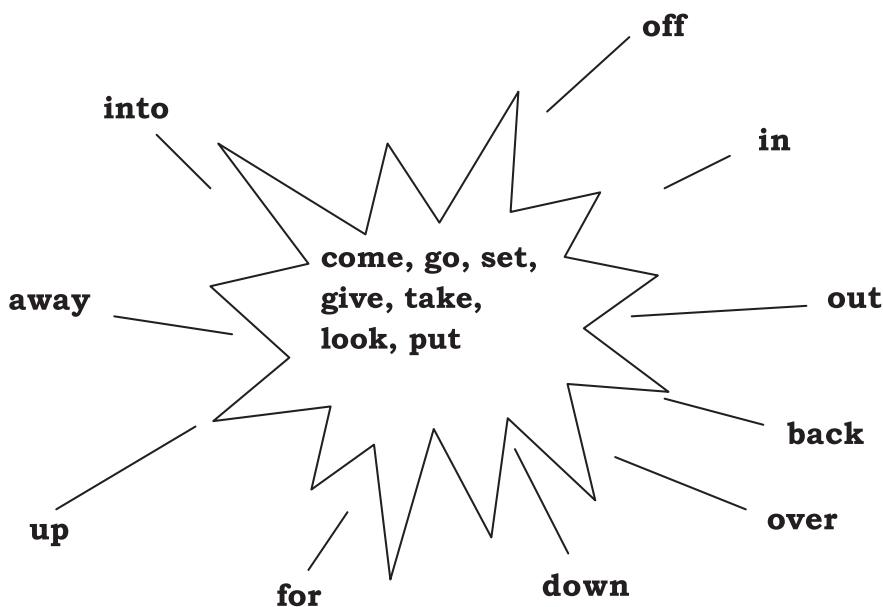
C. Phrasal Verbs

Look at the following sentences.

1. The child took off the shirt.
2. The plane took off an hour later.

Notice that in the second sentence the expression “took off” means the plane started flying. Such expressions are phrasal verbs which have a specific meaning in different contexts.

Many such phrasal verbs are formed when a verb is followed by a preposition.



Form as many phrasal verbs as you can from the above. Use a dictionary if required.

EXERCISE

Fill in the blanks using the appropriate form of the expressions given below:

I. (give off, get through, go into, look into, go off, come down, keep up, come off, make up, run into, give up, take down, put out, put off, come up, set up, turn up)

1. Don't lose hopes. _____ your spirit.
2. Two friends _____ their difference after a brief quarrel.
3. He has _____ his examination.
4. The long lost friend _____ at my sister's wedding!
5. The business man _____ debt after suffering heavy losses.
6. The price of gold has _____
7. He has _____ smoking.
8. The fire fighters came just in time to _____ fire.
9. The examinations had to be _____ owing to the general elections.
10. They _____ a new business.
11. A committee has been set up to _____ the problem.
12. The bomb _____ in a crowded street.

D. Idioms and Phrases

An idiom may be defined as an expression peculiar to a language. It is a special phrase whose total meaning is different from individual words in the phrase.

It not only emphasizes what we want to say but also impresses the listener and the reader.

Examples:

1. She felt **like a fish out of water** in sophisticated company.

She **felt uncomfortable** in sophisticated company.

2. Abhi passed the exam **with flying colours**.

Abhi passed the exam **with very high grades**.

3. Pooja **was on cloud nine** when she was promoted.

Pooja **was very happy** when she was promoted.

4. Sara is **the apple of her father's eye**.

Sara is **loved by her father more than any other person**.

The idiom in the first sentence is apt and self-explanatory. It makes a deeper impression than the usage of words in the second one.

Read the examples of idioms given below:

Idiom	Meaning
To keep one's shirt on	To control one's temper
To be under one's thumb	To be under someone's complete control
To have a swollen head	To admire oneself greatly
To blow one's own trumpet	To praise oneself
To be hand in glove with	To engage in wrong doing
To be in a soup	To be in trouble
To know A-Z of	To know everything about a subject
To go on a wild goose chase	To be a part of a vague activity
To leave no stone unturned	To explore every alternative

Exercises :

A. Use the correct form of suitable idioms from those given above to complete the following sentences.

1. It is difficult to _____ when Ravi keeps arguing.
2. All this praise about her intelligence has given Usha such a _____ that she cannot talk to anyone without showing off.
3. You must take Abel's advice. He knows _____ of the share market.
4. Don't believe this man. He is _____ with the thief.

5. I had warned them that there was no use in working on the project. It was a _____.
6. The parents _____ to enable their disabled child to get good education.
7. It is difficult to listen to Don Gonzalo. He _____ as soon as he opens his mouth.
8. If you break rules, you'll land yourself _____.

B. Match the idioms and phrases in section A with the meanings in section B.

A	B
1. to look something up	a. to admire
2. to look up to	b. to look at with scorn
3. to look down at	c. to search for information
4. to let off	d. to stop others from going ahead
5. to hold up	e. to break up
6. to knock down	f. to await eagerly
7. to look forward to	g. to be allowed to go free
8. to put off someone	h. to obstruct others from work
9. to put up with	i. to be going on
10. to see red	j. to affect
11. to be in full swing	k. to tolerate
12. to get in one's way	l. to irritate
13. to tell upon	m. to be very angry

E. Passive Voice

Study the following sentences:

- 1 This house was built last year.
- 2 The dates of the summer vacation have been announced.

The above sentences focus on the **action** rather than on **who** or **what** performs the action. We also notice here that the sentence in active form would invoke the use of an indefinite pronoun / noun. In many instances the subject is redundant.

For instance: In official correspondence, we use expressions like-

- I am directed to inform you ...
- You are informed to ...

Sometimes a sentence in the passive form is more polite in tone.

E.g. Can the books be removed from the table?

The passive expresses an action performed upon the subject.

E.g. The children were given an ice-cream.

The passive is generally used in science, factual and journalistic writing where the process or procedure is described.

- Comet Linear will be visible in the Northern hemisphere this month. Since it is referred to as the morning comet, it is usually seen around 5.30 am in the eastern sky.
- Milk is first collected from nearby towns and villages and then it is delivered to a large processing plant. After it is tested, it is

pasteurized at a temperature of 72° C. Further it is cooled and packed in poly bags. Finally it is supplied to milk booths and sold.

- Before the arrival of the monsoon pits are dug, manure is put in and the pits are loosely sealed with soil. During the rains saplings are planted.
- Igneous rocks are called fire rocks and they are formed when volcanoes erupt, causing the magma to rise above the earth's surface. When magma appears above the earth, it is called lava. Igneous rocks are formed as the lava cools above ground.

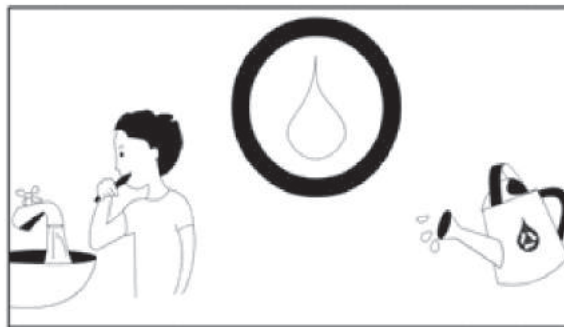
For example:

The students *were taken* to Jog falls on a picnic . They *were asked* to report at 7.00 am. The driver of the bus *was instructed* to drive cautiously. The bus left at 7.30 a.m. The students *were warned* not to go near the falls. Breakfast *was served* on the bus. They had a lot of fun and returned at 6.00 pm.

In the above paragraph we notice that the focus is on the course of the picnic. The agent is not important but the emphasis is on the action itself.

Fill in the blanks with appropriate form of verbs in the paragraphs given in bracket.

1. The train was on fire. Several people ——— (kill). The injured ——— (shift) to hospital. The reason for the fire was unclear. A committee ——— (appoint) to investigate the cause of the fire.
2. A function ——— (organize) to honour the eminent scientist professor CNR Rao. He ——— (confer) the Bharat Ratna. Several dignitaries ——— (invite) to the function. Many of his former students and acquaintances ——— (expect) to attend. Elaborate arrangements ——— (make) for the function.



3. Saving water is very important. Rain water, being the purest form available, efforts ——— (should, make) to harvest it. The basic purpose of water harvesting is to conserve water. This ——— (can, do) by storing water in a ground reservoir. The roof top harvesting process is quite simple and doesn't cost much. First the roof top ——— (be, clean), a pipe ——— (be, insert) and

linked to the rooftop as well as the underground reservoirs. Then the water _____ (be, filter) before it reaches the underground reservoir .

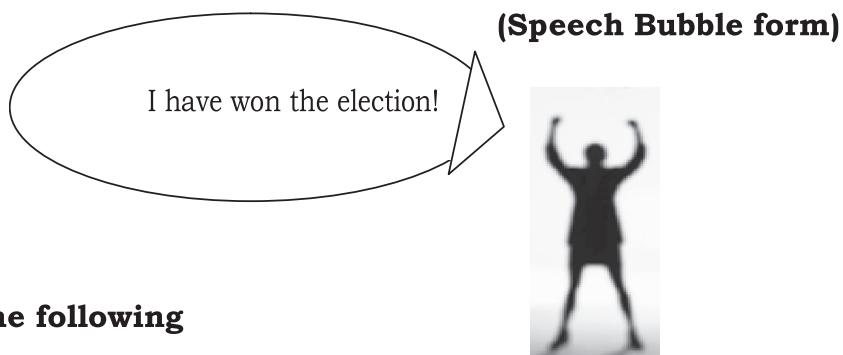
4. The bull _____ (tie) to the tree outside Gafur's house. It _____ (see) by the priest Tarkaratna, who was coming from the zamindar's house. Gafur _____ (blame) by the priest for starving the bull. Tarkaratna _____ (send) by the zamindar to talk to Gafur. The rent for the hut _____ (not pay) by Gafur. The priest told him that if he did not pay it within three days, he _____ (ask) to leave the hut.

F. Reported Speech

Dialogues can be expressed in three ways

Dhruva : I have won the election. (Script form)

Dhruva said, "I have won the election." (Quote form)



Look at the following

- 1) Rekha said, "I have had my breakfast" (Direct)
- ↓

Reporting Verb

↓

Direct speech to be reported

↓

- 2) *Rekha said that she had eaten her breakfast. (Indirect/ Reported)*

The first sentence (Direct Speech) has **two parts**, while in the second sentence (Indirect Speech), the two parts of the sentence are combined into **one**.

Direct speech is the actual words of the speaker/s, while indirect speech is reporting of the actual words.

Look at the following sentences:

Alok said, "We must save water."

Alok **emphasized** the need to save water.

The General said to the soldiers, "Bomb the enemy camp."

*The General **ordered** the soldiers to bomb the enemy camp.*

Aniketh said, "Can I go out to play?"

*Aniketh **asked** if he could go out to play.*

The mother said to her son "Where have you left the keys?"

*The mother **asked** her son where he had left the keys.*

Gagan said to the guest, "Welcome! What a pleasant surprise!"

*Welcoming the guest, Gagan **exclaimed** that it was a pleasant surprise.*

Notice that the reporting verbs like *emphasized, ordered, asked, said and exclaimed*, reflect the nature and tone of the different types of sentences.

- 1. Look at the dialogue between an American and Swamy Ram Tirtha.** Using this information complete the paragraph by writing suitable words or phrases in the space provided.

American : Gentleman, where is your luggage?

Swamy Ram Tirtha : My whole luggage is on my body.

American : Where is your purse?

Swami Ram Tirtha : I don't possess any money with me.

American : Do you have any friend in America?

Swami Ram Tirtha : Yes, I have one; you are that friend of mine.

When Swami Ram Tirtha visited America, he came across an American who asked him _____. He replied to him that _____ whole luggage _____. Then the American asked him _____. Swami Ram Tirtha replied that _____. The American asked _____. Swami Ram Tirtha replied that _____.

Observe the changes:

1. No inverted commas are used in indirect speech.
2. When the reporting verb is in past tense, the tense of the verb in reported speech is changed from present to corresponding past.

Study the following list.

Direct Speech

Indirect Speech

do/does

did

is/am/are

was/were

has/have

had

did

had done

has/have done

had done

was doing

had been doing

shall

should/would

will	would
may	might
can	could
must	had to
this	that
these	those
now	then
ago	before
today	that day
yesterday	the previous day
tomorrow	the next day / the following day
here	there

Commonly used reporting verbs: said to, told, asked, complimented, requested, informed, offered, apologized, ordered, wished, greeted, welcomed, agreed, disagreed, pleaded, demanded, grumbled, believed, considered, opined, remarked, repeated, exclaimed, suggested, decided, etc.

Study the following sentences:

Keats said, 'Truth is beauty'. (D.S)

Keats said that Truth is Beauty. (R.S)

Vibha: I study for two hours every day.

Vibha said that she studies for two hours every day.

Sagar said, "The earth revolves round the sun."

Sagar said that the earth revolves round the sun.

Rubina says, " I am doing my home work."

Rubina says that she is doing her home work.

Praveen will complain, "The rules are not followed."

Praveen will complain that the rules are not followed.

If the reported speech expresses a **universal truth, habitual action, historical, geographical or scientific fact**, the tense of the verb in indirect speech remains the same. Also when the reporting verb is either in **the present** or in the **future**, there is no change in the tense of the verb in indirect speech.

Solved example:

Amit : What are you doing this weekend, Ullas?

Ullas : I don't have any special plans.

Amit : How do you like the idea of a visit to Sakre Bailu?

Ullas : How lovely it sounds! But I have to ask my parents.

Amit : I will come to your house and request your parents.

Amit asked Ullas what he was doing that weekend. Ullas replied that he did not have any special plans. Amit suggested the idea of visiting Sakre Bailu. Ullas exclaimed that it was a wonderful idea and added that he had to take his parent's permission. Amit promised Ullas that he would go to his house and request his parents.

EXERCISE

- Read the following dialogue and fill in the blanks with the appropriate indirect forms.**

Yesterday Roshan attended an interview with the manager of ICICI bank.

Roshan : May I come in, Sir?

Manager : Yes, come in. Sit down, what is your name?

Roshan : My name is Roshan.

Manager : Can you drive a car?

Roshan : Yes, I can. I have been driving for three years.

Roshan respectfully asked the manager _____. The manager asked him to come in and _____. The Manager then asked him _____. Roshan said _____. The manager asked him _____. Roshan told him that he could drive and added that _____.

2. Report the following conversations.

Customer : I must be at that meeting at once. I can't spare another minute.

Barber : I know all about the meeting.

Customer : Then you'll let me go there?

Barber : I am afraid, I won't, sir.

3. "Who is that lady?" the children asked their mother.

"She is a close friend, very dear to me," said the mother.

"How come you never told us about her?" asked the children.

"When the time comes, you will know everything." the mother replied.

4) Reporter : Congratulations Sachin! You have now
another world record to your credit.

Sachin : God is great, I only enjoy my cricket.

Reporter : After 200 not out in an ODI, what next? Can
we hope for 400 plus innings in a test match?

Sachin : I shall try my best.

5) Dona Laura : Do you use a handkerchief as a shoe brush ?

Don Gonzalo : Why not ?

Dona Laura : Do you use a shoe brush as a handkerchief ?

Don Gonzalo : What right have you to criticise my action ?

Dona Laura : A neighbour's right.

6) Read the following conversation and complete the passage given below.

Policeman : What is her full name?

Woman : She is Veena Sharma.

Policeman : Can you describe her?

Woman : She is thin and fair in complexion.

The policeman asked the woman (a) _____. The woman replied (b) _____ Veena Sharma. The policeman further asked her (c) _____. The woman said (d) _____ and fair in complexion.

- a) i] that was her full name ii] what her full name is
 iii] what her full name was iv] that what her full name was
- b) i] if she was ii] that she was
 iii] she was iv] she is
- c) i] whether she could describe her
 ii] whether she can describe her
 iii] if could she describe her
 iv] if she can describe her
- d) i] that she was thin ii] that she is thin
 iii] if she was thin iv] is she is thin

Based on the following pictures, rewrite the utterances in reported speech.

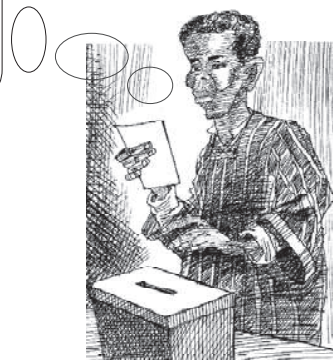
1.

I have nowhere to go. What can I do? You have ruined my character by your sentence. People will turn their backs on me. You have treated me badly.



2.

How can I betray Marcus? I should not have accepted the money. Besides, I have sworn on iyi. What should I do? I am in a fix.



UNIT – 2

Reading

Reading is an interesting activity that begins at a very young age. But we read for different purposes at different times. In I PUC the skills of skimming and scanning were introduced. This year, the focus is on developing students' ability to comprehend logically while drawing inferences. Literary, descriptive and narrative text types have been selected.

The **poetry section** is introduced to develop simple comprehension skills which enable the students to appreciate the poem. **Fifteen poems** have been included in this section.

Students should be instructed to answer the comprehension questions in one cluster. Scattered answers may not be considered.

Care should be taken to choose from among the fifteen poems for testing in the examination.

Read the passages given below and answer the questions set on them.

A. Passages

1. Hospitals - then and now

All of us have seen the inside of a hospital sometime or the other. Hospitals have a special smell of their own and seem very busy all the time. But how did the idea of setting up a special place ever come about?

The ancient Greeks used the temples of their gods of healing as resting places for the sick. So too, did the Egyptians, the Babylonians and the ancient Indians. The Romans especially, began to realize the need for hospitals. They were always at war, and their soldiers needed care and treatment.

The idea of hospitals caught on, slowly, then passed into the church. By the 4th century, Church Hospitals had begun.

Centuries passed. By the 17th century, public hospitals were founded in Britain by rich citizens who wished to serve the public.

The hospital, as we see today, began to evolve only around 19th century. People began to live in better conditions. They felt the need for more cleanliness and better, expert care. In the past, nuns and other members of the church had done the nursing.

It was Florence Nightingale who began to feel the need for trained nurses to care for the sick. She began the St.Thomas's Hospital in England. This was the first training college for nurses ever.

Hospitals soon began to have public wards and private rooms.

Today, any hospital is a vast, complex organization. There are doctors [physicians and surgeons] and nurses. There are other staff like receptionists, records staff, hospital managers, etc. They even have pharmacy.

Big hospitals could have porters, orderlies, electricians, carpenters, plumbers, security.... whew! Doesn't that sound like a small town in itself?

1. What did the ancient Greeks use as a resting place for the sick?
2. Why did the Romans realize the need for hospitals?
3. When did the church hospitals begin?

4. Rich citizens in Britain founded hospitals because they

a] wished to serve the public.

b] wanted to make money.

c] wanted business.

5. Name the first training college for nurses.

6. Fill in the blanks with appropriate words/ phrases

ERA	PLACE FOR THE SICK
_____	Temples of gods of healing
4 th century	_____
17 th century	_____
19 th century	_____

7. Find synonyms from the passage for the following words.

a] understand [para1]

b] established [para4]

c] dispensary [para8]

8. Find antonyms from the passage for the following words

a] layman [para5]

b] personal [para7]

2. The Moth and the Star

A young and impressionable moth once set his heart on a star. He told his mother about this and she counseled him to set his heart on a bridge lamp instead, "Stars aren't the things to hang around", she said, "Lamps are things to hang around". "You get somewhere that way", said the moth's father. "You don't get anywhere chasing stars". But the moth would not heed the words of either parent. Every evening at dusk when the star came out he would start flying towards it and every morning at dawn he would crawl back home worn out with his vain endeavour. One day his father said to him, "You haven't burned a wing in months, boy, and it looks to me as if you are never going to. All your brothers have been badly burned flying around street lamps and your sisters have been terribly burnt flying around house lamps. Come on, now get out of here and get yourself scorched! A big strapping moth like you- without a mark on him!"

The moth left his father's house, but he would not fly around street lamps and he would not fly around house lamps. He went right on trying to reach the star, which was four and one third light years, or twenty five trillion miles away. The moth thought it was just caught in the top branches of an elm. He never did reach the star, but he went right on trying, night after night, and when he was a very, very old moth he began to think that he really had reached the star and he went around saying so. This gave him a deep and lasting pleasure, and he lived to a great old age. His parents and brothers and sisters had all been burned to death when they were quite young.

Answer the following questions in a phrase or a sentence.

1. A young and impressionable moth once set his heart on a
a) bridge. b) star. c) tree.

2. What advice did the mother give to the moth?

_____.

3. What did the moth do every evening?

_____.

4. How did the moth return home every morning?

_____.

5. How far was the star from the earth?

_____.

6. What did the moth do after leaving his father's house?

_____.

7. What feeling gave the moth a deep and lasting pleasure?

_____.

8. The idiom "To set one's heart" means

- a. desire a thing without joy.
- b. desire a thing with joy.
- c. desire a thing unknowingly.

9. Find the antonym to 'Dawn' in the passage.

_____.

10. Give the noun form of 'deep'.

_____.

3. Mankind is one Family

Half the world does not have enough to eat. Each year, as a result, many millions die young. The bodies and minds of many more are permanently damaged by hunger.

We say to you this suffering can be and must be stopped. When all of us, in the rich and poor countries, make up our minds to stop it, we can stop it.

The earth is ruled mainly by people out of touch with the young world. They know that men starve and die in millions, but they think it more important to make guns and bombs, to send us to fight one another, than to provide food and water, schools and hospitals, so that we might feed and serve one another.

If you live in a poor country, demand enough food for your countrymen. Do not turn your backs on the people who provide food: instead, work with them for rural development.

If you are educated in special knowledge and skills, remember that science and technology that can send men into space, need only to be released into poor countries to work even greater miracles.

If you are a parent, resolve to end the sufferings of children. Know, too, how to plan the size of your family, so that the progress of all is not endangered.

Let us make it plain to the rulers that the division of the world into rich and poor must end. The many billions spent on armaments must be spent to develop the world. Let them know, too, that if political or

financial systems prevent a just distribution of food and wealth, these systems must be replaced.

Above all we must show our willingness to work for world development. Mankind is one family in which each of us has a duty to help others.

Answer the following in a word or a sentence each.

1. Why do many millions of people die young?

_____.

2. What kind of people rule the earth?

_____.

3. What do the rulers think is more important?

_____.

4. What are the basic things the rulers are supposed to provide to the people?

_____.

5. A parent should know how to end the sufferings of his children by

a. planning the size of his family.

b. earning plenty of money.

c. employing them in some occupations.

6. What should you make plain to the rulers?

_____.

7. According to the speaker, the many billions spent on armaments must be spent to

- a. make guns.
 - b. fight with each other.
 - c. develop the world.
8. Add a prefix to the word 'willing' to make its antonym.
- _____.
9. The rulers wish to _____ (possess/possession) bombs and guns.
10. How should mankind be?

The following passages can be used for further reading practice.

Students may be encouraged to frame questions on them.

1. Catch the rain where it falls

Catch the rain where it falls was the rationale behind the construction of several thousand tanks in Karnataka by our fore fathers. They have been the life-line of the people and were protected as their main source of water supply for drinking and irrigation.

Apart from meeting water supply and recharging underground water, these water bodies have served as excellent habitats for plants, fishes, frogs, etc. Some of them also support thousands of birds in certain seasons of the year including migratory ones from distant lands.

Things have changed over the years. Bad planning and mismanagement have turned these water bodies into reservoirs of wastes. Tanks have been used for dumping garbage, waste construction

materials, discharge of municipal sewage and industrial effluents. They are also drained to convert the land into housing sites, commercial complexes, bus stands and stadiums.

A recent study conducted by the Indian Institute of Science shows that Bangalore has lost about 40% of its water bodies over a period of 25 years. Of the remaining, 40% water bodies are polluted due to the inlet of sewage. The famous Dharmambudhi tank of Bangalore has been drained to make Majestic Bus Stand while the Sampangi tank has given way to the Kanteerava Stadium.

The same has been the case with several of the twenty thousand or more tanks in the other parts of the state. It is time we reverse this trend and make efforts to conserve this life saving resource.

2. Alternative fuel

At a time when the use of fossil fuels to power vehicles is making environmentalists angry, an alternative fuel –the bio-diesel has emerged as a useful solution. Additionally, its use solves a disposal problem.

The fuel is nothing but used vegetable oil which has been tested satisfactorily. It has made a vehicle called the Veggie Van (a motor home) run more than 16,000 km across the United States. Also it has visited 20 major cities causing absolutely no harm to the environment. Vegetable oil from various restaurants in America was all that was used along the entire journey. The novel experiment was started as a

college project by two students Joshna and Kaia. It eventually ended in a massive public awareness programme.

The idea of using vegetable oil as fuel for a diesel engine first occurred to them when they visited a traditional farm in the picturesque southern Germany where vehicles fuelled by vegetable oil were in use. While studying agriculture and living on these farms, they noticed that farmers were always filling tanks with a yellow liquid. "This fuel comes from the canola plants which grow on our farms and nearby areas. We add it in the diesel and it smells good," farmers said.

The process of converting vegetable oil into bio-diesel fuel is cheap and easy to find. Any vegetable oil, such as used cooking oil, methanol or clear alcohol can be used as fuel.

The diesel engine which is being used, however, can run on altered vegetable oil or bio-diesel without any modification. Not only does bio-diesel require zero modifications to the engine, this fuel works either by itself or blended with petroleum diesel.

Bio-diesel has since been recognised as an official alternative fuel in the U.S. Its use by the bus and truck fleet has soared by more than 1000 percent.

3. Remembering Gandhi's Simplicity

- Sundar Sarukkai

Gandhi's secretary Pyarelal in 1947 notes that Gandhi had said 'Earth provides enough for everyman's need but not for everyman's greed'.

According to Gandhi, greed was the cause of poverty; he also saw greed as the root of all evil among humans. Rejection of greed is possible in all of us. Gandhi suggests that if we examine our own accumulative instincts, we will ourselves realize the ‘fewness of things’ we require.

This opposition between need and greed becomes the central problem of today’s society and is very well exemplified by the comment in the movie ‘Wall Street’ that ‘Greed is good’. Modern consumerist society builds itself on the necessity of greed. Without sometimes explicitly calling it by this word, it is, nevertheless, the case that greed continues to play a major role in contemporary culture through the use of other terms like competition, merit, profit, margins and so on.

Our obsession with variety and difference in our personal lives has led to a situation where we do not like to eat the same food items every day. The most damaging illustration of this attitude is seen in what they have done to the most innocent of all items: idli. Today, restaurants do not sell just idlis. These have become passé and boring. Instead, you have ‘fried idlis’, ‘idli manchurian’ ‘idli masala’ and so on. The menu card has become the modern face of India where our daily desire for variety is reflected.

One way to understand the difference between need and greed is through the notion of simplicity. Gandhi embodied simplicity in many ways: his dress, his commitment to a few principles such as truth and non-violence, his controlled food habits, his spartan living quarters, his ashrams.

B. Poetry

1. OZYMANDIAS

- Percy Bysshe Shelley

I met a traveller from an antique land
 Who said : two vast and trunkless legs of stone
 Stand in the desert. Near them on the sand,
 Half sunk, a shatter'd visage lies, whose frown
 And wrinkled lip and sneer of cold command
 Tell that its Sculptor well those passions read
 which yet survive, stamped on those lifeless things,
 The hand that mock'd them and the heart that fed;
 And on the pedestal these words appear:
 "My name is Ozymandias, King of Kings:
 Look on my works, ye Mighty, and despair !"
 Nothing beside remains. Round the decay
 Of that colossal wreck, boundless and bare,
 The lone and level sands stretch far away.

Answer the following questions in a word, phrase or a sentence.

1. Who did the speaker meet?
2. Where did the traveller come from?
3. The one who read the passions well is the
 a) speaker. b) traveller. c) sculptor.

2. Prayer of a Black Boy

- Guy Tirolien

Lord, I am so tired.
 Tired I entered this world.
 Far have I wandered since the cock crew,
 And the road to school is steep.
 Lord, I do not want to go into their school,

Please help me that I need not go again.
I want to follow father into the cool gorges
When the night is hovering over magic forests
Where spirits play before the dawn.
Barefoot, I want to tread the red-hot paths,
That boil in midday sun,
And then lie down to sleep beneath a Mango tree.
And I want to wake up only
When down there the white man's siren starts to howl,
And the factory.

A ship on the sugar fields,
Lands and spits its crew,
Of black workers into the landscape . . .
Lord , I do not want to go into their school,
Please help me that I need not go again,

It's true, they say a little negro ought to go,
So that he might become
Just like the gentlemen of the city,
So that he might become a real gentleman.
But I, I do not want to become
A gentleman of the city, or as they call it
A real gentleman.
I'd rather stroll along the sugar stores
Where the tight sacks are piled
With brown sugar, brown like my skin.

I'd rather listen –when the moon is whispering
Tenderly into the ear of coco palms,
To what the old man who always smokes,
Recites with breaking voice during the night,
The stories of Samba and Master Hare
And many others more that are not found in any book.
Lord, the negroes have had too much work already,
Why should we learn again from foreign books,
About all kinds of things we've never seen?
And then, their school is far too sad,
Just as sad as these gentlemen of the city,

These real gentlemen
 Who do not even know how to dance by the light of the moon,
 Who do not even know how to walk on the flesh of their feet,
 Who do not even know how to tell the tales of their fathers
 By the light of their nightly fires.
 O Lord, I do not want to go into their school again.

Answer the following questions in a word, phrase or a sentence each.

1. The speaker prays to
 a) the school teacher. b) the God. c) the white man.
2. The road to school is _____ .
3. What is it that the speaker does not want to do?

3. Play Things

-Rabindranath Tagore

Child,
 Child, how happy you are sitting in the dust, playing with a broken
 twig all the morning!
 I smile at your play with that little bit of a broken twig.
 I am busy with my accounts, adding up figures by the hour.
 Perhaps you glance at me and think "What a stupid game to spoil your
 morning with!"
 Child, I have forgotten the art of being absorbed in sticks and
 mud-pies.
 I seek out costly playthings, and gather lumps of gold and silver.
 With whatever you find you create your glad games.
 I spend both my time and my strength over things I can never obtain.
 In my frail canoe I struggle to cross the sea of desire, and forget that I
 too am playing a game.

4. I Know why the Caged Bird Sings

- Maya Angelou

A free bird leaps
on the back of the wind
and floats downstream
till the current ends
and dips his wing
in the orange sun rays
and dares to claim the sky.

But a bird that stalks
down his narrow cage
can seldom see through
his bars of rage
his wings are clipped and
his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

The free bird thinks of another breeze
and the trade winds soft through the sighing trees
and the fat worms waiting on a dawn bright lawn
and he names the sky his own
But a caged bird stands on the grave of dreams
his shadow shouts on a nightmare scream
his wings are clipped and his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

5. The Indian upon God

- W.B. Yeats

I passed along the waters' edge below the humid trees.
My spirit rocked in evening light, the rushes round my knees,
My spirit rocked in sleep and sighes; and saw the moorfowl pace
All dripping on a grassy slope, and saw them cease to chase
Each other round in circles, and heard the eldest speak;

Who holds the world between His bill and made us strong or weak
Is an undying moorfowl, and He lives beyond the sky.
The rains are from His dripping wing, the moonbeams from His eye.
I passed a little further on and heard a lotus talk:
Who made the world and ruleth it, He hangeth on a stalk,

For I am in His image made, and all this tinkling tide,
Is but a sliding drop of rain between His petals wide.
A little way within the gloom a roebuck raised his eyes
Brimful of starlight, and he said: The Stamper of the Skies,
He is a gentle roebuck; for how else, I pray, could He

Conceive a thing so sad and soft, a gentle thing like me ?
I passed a little further on and heard a peacock say:
Who made the grass and made the worms and made my feathers gay,
He is a monstrous peacock, and He waveth all the night
His languid tail above us, lit with myriad spots of light.

6. Sonnet-55

–William Shakespeare

Not marble nor the gilded monuments
Of princes shall outlive this pow'ful rhyme:
But you shall shine more bright in these contents
Than unswept stone, besmear'd with sluttish time.
When wasteful war shall statues overturn,
And broils root out the work of masonry,
Nor Mars his sword nor war's quick fire shall burn
The living record of your memory.
'Gainst death and all-oblivious enmity
Shall you pace forth; your praise shall still find room,
Even in the eyes of all posterity
That wear this world out to the ending doom.

So, till the judgement that yourself arise,
You live in this, and dwell in lovers' eyes.

7. The Reverie of Poor Susan

-William Wordsworth

At the corner of Wood Street, when daylight appears,
Hangs a thrush that sings loud, it has sung for three years:
Poor Susan has passed by the spot, and has heard
In the silence of morning the song of the Bird.

“It is a note of enchantment; what ails her ? she sees
A mountain ascending, a vision of trees;
Bright volumes of vapour through Lothbury glide,
And a river flows on through the vale of Cheapside.

Green pastures she views in the midst of the dale,
Down which she so often has tripped with her pail;
And a single small cottage, a nest like a dove’s
The one only dwelling on earth that she loves.

She looks, and her heart is in heaven: but they fade,
The mist and the river, the hill and the shade:
The stream will not flow, and the hill will not rise,
And the colours have all passed away from her eyes!

8. The Road Not Taken

- Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth ;

Then took the other as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black,
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I-
I took the one less travelled by,
And that has made all the difference.

9. The Crutches

- Bertolt Brecht

Seven years I could not walk a step.
When I to the great physician came
He demanded: Why the crutches ?
And I told him: I am lame.

He replied: That's not surprising
Be so good and try once more.
If you're lame, it's these contraptions.
Fall then! Crawl across the floor !

And he took my lovely crutches
Laughing with a fiend's grimace
Broke them both across my back and
Threw them in the fireplace.

Well, I'm cured now: I can walk.
Cured by nothing more than laughter.
Sometimes, though, when I see sticks
I walk worse for some hours after.

10. This Above all is Precious and Remarkable

- John Wain

This above all is precious and remarkable,
How we put ourselves in one another's care,
How in spite of everything we trust each other.

Fishermen at whatever point they are dipping and lifting
On the dark green swell they partly think of as home
Hear the gale warnings that fly to them like gulls.

The scientists study the weather for love of studying it,
And not specially for love of the fishermen,
And the wireless engineers do the transmission for love of wireless,
But how it adds up is that when the terrible white malice
Of the waves high as cliffs is let loose to seek a victim,
The fishermen are somewhere else and so not drowned.

And why should this chain of miracles be easier to believe
Than that my darling should come to me as naturally
As she trusts a restaurant not to poison her ?
They are simply examples of well – known types of miracle,
The two of them,
That can happen at any time of the day or night.

11. The Bangle Sellers

- Sarojini Naidu

Bangle sellers are we who bear
Our shining loads to the temple fair...
Who will buy these delicate, bright
Rainbow-tinted circles of light?
Lustrous tokens of radiant lives,
For happy daughters and happy wives.

Some are meet for a maiden's wrist,
Silver and blue as the mountain mist,
Some are flushed like the buds that dream
On the tranquil brow of a woodland stream,
Some are aglow with the bloom that cleaves
To the limpid glory of new born leaves

Some are like fields of sunlit corn,
Meet for a bride on her bridal morn,
Some, like the flame of her marriage fire,
Or, rich with the hue of her heart's desire,
Tinkling, luminous, tender, and clear,
Like her bridal laughter and bridal tear.

Some are purple and gold flecked grey
For she who has journeyed through life midway,
Whose hands have cherished, whose love has blest,
And cradled fair sons on her faithful breast,
And serves her household in fruitful pride,
And worships the gods at her husband's side.

12. On His Blindness

- John Milton

When I consider how my light is spent
Ere half my days in this dark world and wide,
And that one talent which is death to hide
Lodg'd with me useless, though my soul more bent
To serve therewith my Maker, and present
My true account, lest he returning chide,
"Doth God exact day-labour, light denied?"
I fondly ask. But Patience, to prevent
That murmur, soon replies: "God doth not need
Either man's work or his own gifts: who best
Bear his mild yoke, they serve him best. His state
Is kingly; thousands at his bidding speed
And post o'er land and ocean without rest:
They also serve who only stand and wait."

13. Home they Brought her Warrior Dead

- Alfred Tennyson

Home they brought her warrior dead:

She nor swoon'd nor utter'd cry:

All her maidens, watching, said,

"She must weep or she will die."

Then they praised him, soft and low,

Call'd him worthy to be loved,

Truest friend and noblest foe;

Yet she neither spoke nor moved.

Stole a maiden from her place,

Lightly to the warrior stepped,

Took the face-cloth from the face;

Yet she neither moved nor wept.

Rose a nurse of ninety years,

Set his child upon her knee—

Like summer tempest came her tears—

"Sweet my child, I live for thee."

14. The English Language

- Harry Hemsley

Some words have different meanings,
and yet they're spelt the same.

A cricket is an insect,
to play it — it's a game.

On every hand, in every land,
it's thoroughly agreed,
the English language to explain
is very hard indeed.

Some people say that you're a dear,
yet dear is far from cheap.

A jumper is a thing you wear,
yet a jumper has to leap.

It's very clear, it's very queer,
and pray who is to blame
for different meanings to some words,
pronounced and spelt, the same?

A little journey is a trip,
a trip is when you fall.

It doesn't mean you have to dance
whene'er you hold a ball.

Now here's a thing that puzzles me:
musicians of good taste
will very often form a band —
I've one around my waist!

You spin a top, go for a spin,
or spin a yarn may be —
yet every spin's a different spin,
as you can plainly see.
Now here's a most peculiar thing —
'twas told me as a joke —
a dumb man wouldn't speak a word,
yet seized a wheel and spoke.

A door may often be ajar,
but give the door a slam,
and then your nerves receive a jar —
and then there's jars of jam.
You've heard, of course, of traffic jams,
and jams you give your thumbs.
And adders, too, one is a snake,
the other adds up sums.

A policeman is a copper,
it's a nickname (impolite!)
yet a copper in the kitchen
is an article you light.
On every hand, in every land,
it's thoroughly agreed —
the English language to explain
is very hard indeed!

15. The Human Seasons

- John Keats

Four Seasons fill the measure of the year;

There are four seasons in the mind of man:

He has his lusty Spring, when fancy clear

Takes in all beauty with an easy span:

He has his Summer, when luxuriously

Spring's honied cud of youthful thought he loves

To ruminate, and by such dreaming high

Is nearest unto heaven: quiet coves

His soul has in its Autumn, when his wings

He furleth close; contented so to look

On mists in idleness—to let fair things

Pass by unheeded as a threshold brook.

He has his Winter too of pale misfeature,

Or else he would forego his mortal nature.

Exercise

Read the following lines and answer the questions that follow.

1. I passed along the waters' edge below the humid trees.

My spirit rocked in evening light, the rushes round my knees,

My spirit rocked in sleep and sighes; and saw the moorfowl pace

All dripping on a grassy slope, and saw them cease to chase

Each other round in circles, and heard the eldest speak;

- i. Where was the speaker walking?
- ii. What rocked in the evening light?
- iii. Who were chasing each other in circles?
- iv. What did the speaker see along the waters' edge?
- v. The word 'eldest' in the last line refers to the
a) speaker. b) moorfowl. c) God.

2. Green pastures she views in the midst of the dale,
Down which she so often has tripped with her pail;

And a single small cottage, a nest like a dove's

The one only dwelling on earth that she loves.

- i) Where according to the speaker does she view pastures?
- ii) In the second line 'which' refers to the
a) dale. b) pastures. c) cottage.
- iii) What is the cottage compared to?
- iv) How many dwellings, does the speaker say she loves?

3. And he took my lovely crutches

Laughing with a fiend's grimace

Broke them both across my back and

Threw them in the fireplace.

- i. How did he laugh when taking the speaker's crutches?
- ii. What did he do with the speaker's crutches?
- iii. In the third line 'them' refers to
a) friends. b) fireplaces. c) crutches.
- iv. Where were the crutches thrown?

4. But a caged bird stands on the grave of dreams

his shadow shouts on a nightmare scream

his wings are clipped and his feet are tied

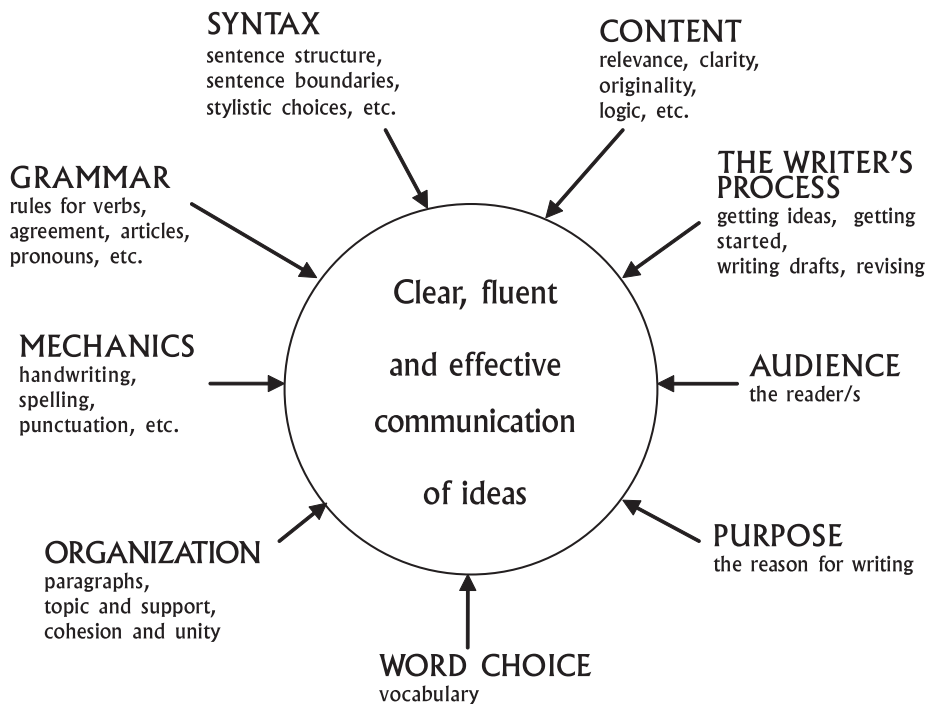
so he opens his throat to sing.

- i) Where according to the speaker does the caged bird stand?
- ii) What does the caged bird's shout on?
- iii) Whose wings are clipped and feet are tied?
- iv) In the last line 'he' refers to the
a) speaker. b) poet. c) caged bird.

UNIT – 3

WRITING

Writing is a language skill which is necessary to express oneself effectively. Appropriate format and style should be adopted depending on the purpose of the writing. Sustained writing involves organized ideas, presenting them in logical sequence and expressing in coherent paragraphs. The content, purpose and the audience are to be kept in mind.

Producing a Piece of Writing

A. Linkers

Linkers help us establish our ideas explicitly. They make it easy for us to compare, contrast, illustrate, define and summarize our thoughts and develop a coherent paragraph.

My mother was an extraordinary person and I should speak, above all, of her kindness towards me. But I'll tell you a secret of mine because I feel somewhat guilty for not having been a happy man in order to have given her a deserved happiness. Therefore I feel I should have been more understanding of her.

- **Can you identify the function of the underlined words and mention them in the space given below?**

Connector	Function
and	
but	
because	
in order to	
therefore	

If these words are missing, you can see that the paragraph does not convey the right meaning. These words are called linkers. **Linkers are words that relate one idea or sentence of the text with another.**

LOOK AT THE FOLLOWING TABLE:

Study the list of linkers and their functions.

Function	Link Words
Addition	and, also, besides, moreover similarly, and then, what is more, such as, then, in addition (to), too, next.
Time	when, while, as soon as, before, after, till, until, eventually, as long as, since
Place	after, where, wherever
Reason/cause	because, as, that, since.
Purpose	in order that, so that, lest,
Result	so, such, consequently, in conclusion, as a result, in all, thus, finally
Concession	though, although, even if, however,
Manner	as, as if, as though
Comparison	as- as, than, not so-as
Condition	if, unless, supposing

Find more such linking expressions.

A) Fill in the blanks with appropriate linkers given in the brackets

1. Aesop is a figure clouded in so much mystery and legend ——— it is difficult to know ——— can be said about him. It is also strange to believe ——— this world famous man was born a slave in the sixth century B.C. ——— slaves were bought and sold frequently. Aesop's Greek master gave him liberty ——— he was impressed by his learning and wit.

[because, that, what, when]

2. Alok was happy ——— he was selected to take part in the car race. He gladly went ——— the race was to take place. He was given a car kit ——— he could build the body of the car using small pieces of wood. Alok asked Abhi ——— he would help him. Abhi refused. ——— Alok did not give up; he set out to make the car.

[where, when, so that, however, if]

3. The rains had failed. ——— all the wells and tanks had run dry. ——— overcome the problem the municipal authorities sunk a number of bore wells. ——— they could supply water to the citizens. ——— the situation was brought under control.

[thus, so that, therefore, in order to,]

4. In summer, the rumour of a famine swept through the province. ——— was a baseless one. The crops were growing well ——— the weather was perfect for a bumper harvest. ——— on the strength of that rumour, thousands of small farmers abandoned their farms

and fled to the cities. _____ of this, crops failed, thousands starved. _____ the rumour about the famine proved true.

[and, thus, as a result, but]

5. There was a king who had one eye and one leg. _____ that he asked all the painters to draw a beautiful portrait of him. _____ none of them could. How could they paint him beautifully with the defects in one eye and one leg? _____ one of them agreed and drew a classic picture of the King. _____ it was a fantastic picture that surprised everyone. He painted the king aiming for a hunt, targeting with one eye closed and one leg bent.

[and, but, eventually, in spite of]

6. Eating soup in Japan is more dangerous than anything else. _____ eating soup, one must make a fearful noise as it is a sign of appreciation. _____, a European who tries to make such a noise will be considered an ill-mannered lout _____ it is not liked by the Japanese hostess. _____ one must be careful in Japan if he/she is offered soup.

(while, because, therefore, however)

B. Paragraph Writing / Expansion

A paragraph is a distinct passage, relating to one idea.

Essential features of a paragraph :

- The first sentence gives an introduction to the subject.
- The paragraph should have a logical sequence of thought.
- It should consist of an introduction, a body and a suitable conclusion.
- One sentence leads to another, making for a coherent paragraph.
- Linkers can be used in order to connect ideas to form a meaningful paragraph.

I. Read the following outlines and expand into paragraphs.

One has already been done for you.

Trees are our best friends

Boon of life- help to satisfy our basic necessities – air, water, food, clothing, shelter-provide oxygen – absorb carbon dioxide – retain humidity – attract rain – prevent soil erosion – tree and plants provide food – provide many other useful items – reckless deforestation – world can become a desert shortly.

Trees are necessary for the ecosystem and human survival. This is because they contribute to fulfilling our basic necessities like air, water, food, clothing and shelter. In fact trees provide the much needed oxygen, the elixir of life as they absorb carbon dioxide and retain

humidity. Not only do trees attract rain, but also prevent soil erosion. Besides providing food, they also are a source for many other useful items. But, it is rather unfortunate that merciless deforestation still persists. However, if this continues unchecked the world will soon be reduced to a desert.

II. Expand the following information into a paragraph.

A) Anti- fire cracker campaign – students – last Diwali / Ganesha festival drastic drop in air and noise pollution - NGOs – interacting sessions – skits and street plays – rallies – creating awareness of harmful effects of firecrackers – fight against child labour in hazardous conditions – monitoring pollution-Say No to Fireworks.

B. Technological development – beneficial to making computer accurate – complex problem – human brain- intelligence – feeding buttons – useful in predicting natural disasters – useful in areas like transport, office , industry – source of employment – may create unemployment.

III. Using the hints given, expand each of the following topics into a coherent paragraph :

1. Global warming

climate change - greenhouse gases - human activities - retreat of glaciers - melting of sea ice

2. Technology in everyday life

Role of technology - business, communication, human relationship (facebook) - education - agriculture etc.

3. Good reading habits

Reading - useful and meaningful habit - increases knowledge - expands perception - gives happiness

4. An exciting match that I witnessed

District level Kabaddi match - between my dist. and neighbouring dist. - retained interest till end - victory oscillated - ended in draw - tie breaker used - my dist. emerged winner

5. Travelling as a means of education

Travelling gives practical knowledge - expands one's mental horizons - widens perspectives - tool for acquiring life skills

C. Note Making

Note making is a useful study skill. This involves two stages:

- 1) Reading and comprehending.
- 2) Identifying the main / sub points keeping the purpose of the reading in mind.

We shall look at two formats for making notes.

EXERCISE :

Read the following passage and the notes below it:

Soil is your garden's natural medium, so it's vital for the health and successful growth of your plants and crops that you keep it well maintained. Soil is basically rock that's been ground down by the effects of the weather over a long period of time and made fertile by decayed organic matter (derived from dead insects and leaves). There are hundreds of different soil types, but they can broadly be classified as sandy, loamy or clay, referring to their basic texture. It is texture that affects the drainage, aeration and nutrient content of the soil and you may have to take steps to improve on this in certain types of soil.

Take a handful of soil and run a small amount between your forefinger and thumb. Although all soils contain varying proportions of sand, silt and clay, you'll readily be able to tell the difference between the main types.

Sandy soil feels gritty when dry and even its wet particles will stick together. Loamy, on the other hand, can be moulded in the hand when moist, but the particles aren't at all sticky and gritty and are

fairly loose when dry. Clay soil is sticky and smooth when wet, but becomes polished when rubbed and baked hard when dry.

1. Soil – garden’s natural growth medicine
 - a) Formed by ground rock
 - b) Made fertile by decayed organic matter.
2. Texture :
 - a) Classification
 - (i) sandy
 - (ii) loamy
 - (iii) clay
 - (b) effect on :
 - (i) drainage
 - (ii) aeration
 - (iii) nutrient content
3. Distinction between soil types :
 - (a) when dry
 - i) sandy - feels gritty
 - ii) loamy - fairly loose
 - iii) clay – polished when rubbed and baked hard

Passage I.

The defence mechanism of the human body is a gift of nature provided to human beings. The power of our body to fight against disease-producing agents is known as defensive mechanism and it depends

upon various factors which can be categorized mainly into two types: common factors and special factors.

Amongst the common factors, the most important is the health of human beings. We all know that if we have good health, our body automatically remains protected against diseases. For keeping good health one should have nutritious balanced diets. A balanced diet is that which contains carbohydrates, fat, proteins, vitamins in proportionate amount.

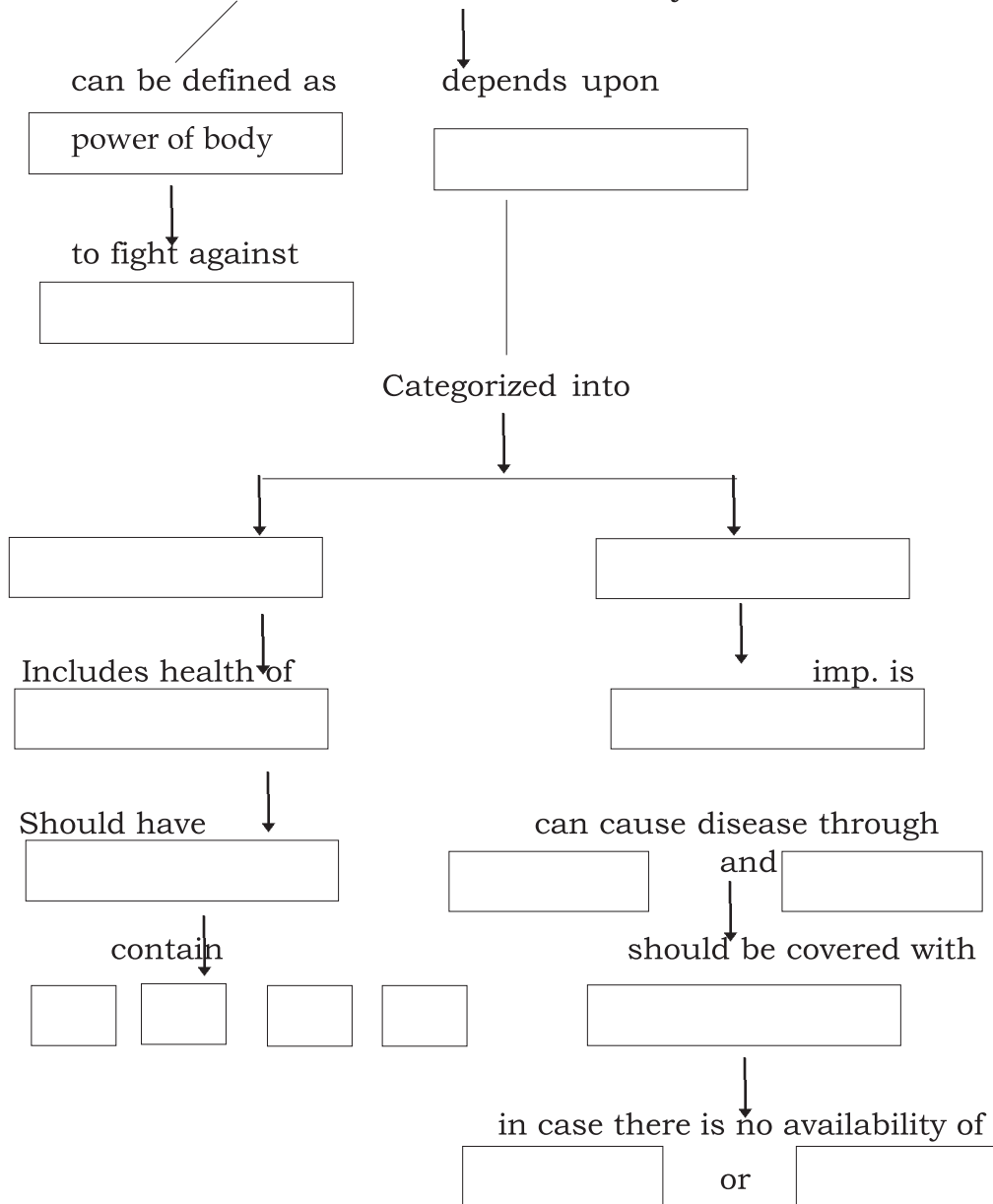
Among the special factors is the skin of our body which can cause diseases through cuts and abrasions . Therefore, a cut or an abrasion should never be left open. In case there is no bandage, or medicine available, it may be covered with a clean cloth.

The above passage-I can be diagrammatically expressed in several ways depending on the needs of the user.

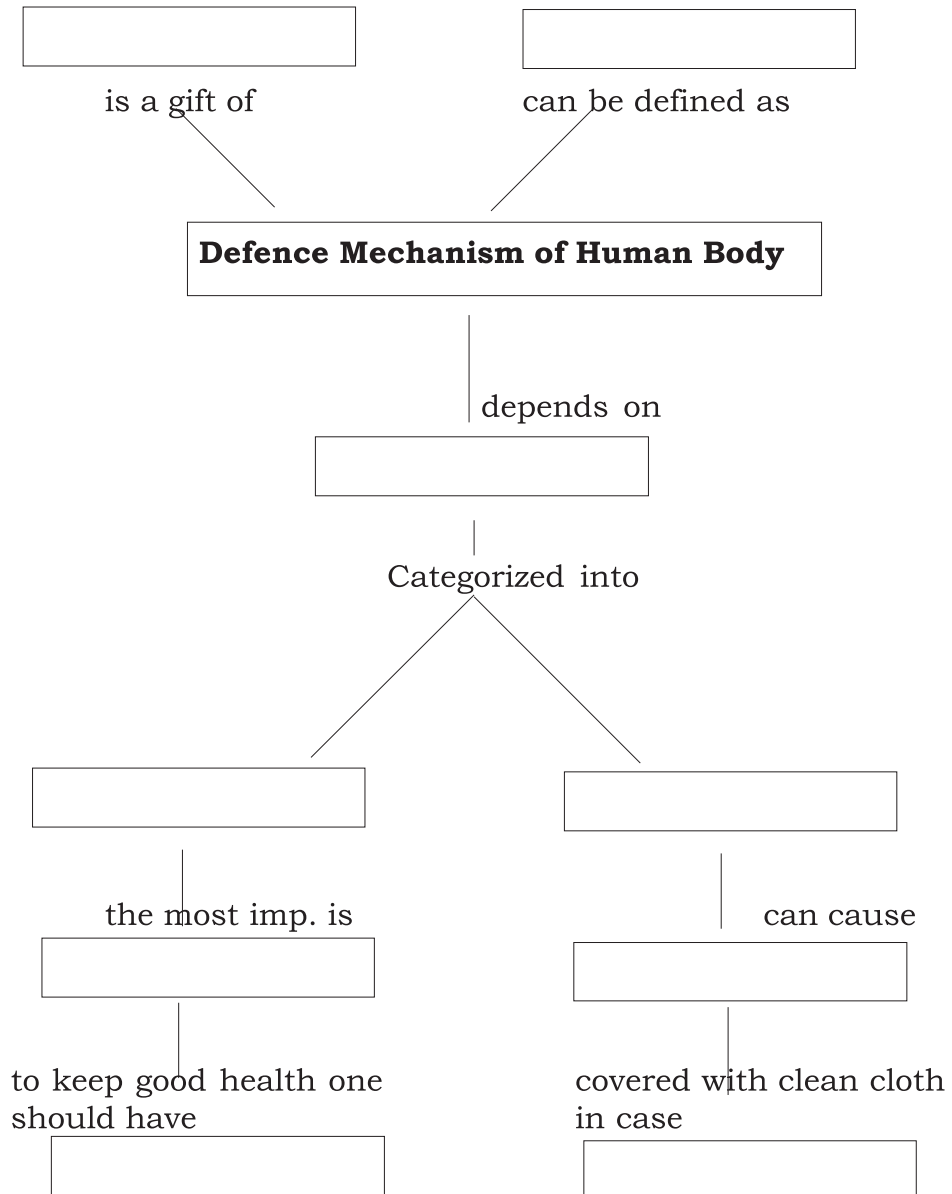
Look at the following two notes of the above passage and complete them by filling in the blank boxes. Try to express the passage diagrammatically in your own way.

I. A

Defence Mechanism of Body



I. B.



Read the following passages and make notes by filling in the boxes.

Passage -A

Washoe, a female chimpanzee who was the first non-human to learn human sign language, passed away on October 30th 2007 at the ripe old age of 42.

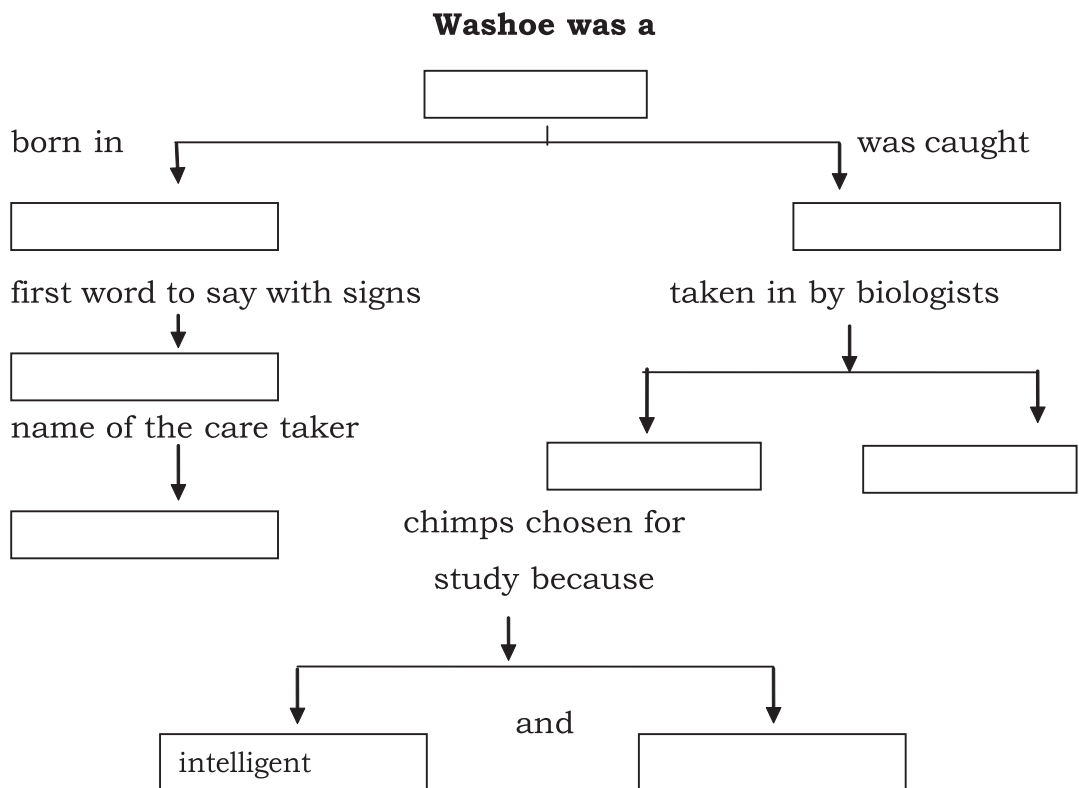
Washoe was born in Africa in September 1965. She was caught in the wild and at 10 months was taken by biologists Allen and Beatrice Gardener. As part of a research experiment to teach human language to animals, they launched a new project with Washoe as the candidate.

Chimpanzees were chosen for this study because they are intelligent and social animals. However, a major disadvantage with a chimp is that it does not possess vocal apparatus that would allow the production of human speech. But as chimps use their hands a lot in their natural habitat, scientists decided to use this innate trait in their training. So the project was to teach Washoe to use the American Sign Language. ASL is the widely used sign language of the deaf community in North America.

The Gardeners treated Washoe like a hearing-impaired human infant. Helpers communicated with Washoe by using ASL, rather than with the spoken voice. The first 'word' that Washoe 'said' by using ASL, rather than with a sign was 'tooth brush'. And in the first six years she learned approximately 150 signs. At the time of her death it was reported that Washoe could reliably use 350 signs. In addition to individual signs, Washoe displayed the ability to combine signs in novel and meaningful ways. For example, she referred to her toilet as 'Dirty Good' and the refrigerator as 'Open Food Drink'!

Roger Fouts, the caretaker of Washoe was interested in finding out if chimpanzees were capable of 'transmitting' sign languages to their offspring. Because Washoe did not have an offspring, Fouts arranged for Washoe to adopt a male infant named Loulis. After a short

adjustment period the experimenters observed Washoe signing “Come baby” to Loulis who jumped in her arms. On his eighth day with Washoe, Loulis made his first sign. In time he learnt to use more signs and thus became the first animal to acquire a human language from a non-human. To convince skeptics, Fouts released a video-tape of the chimpanzee-to-chimpanzee communication through signs.



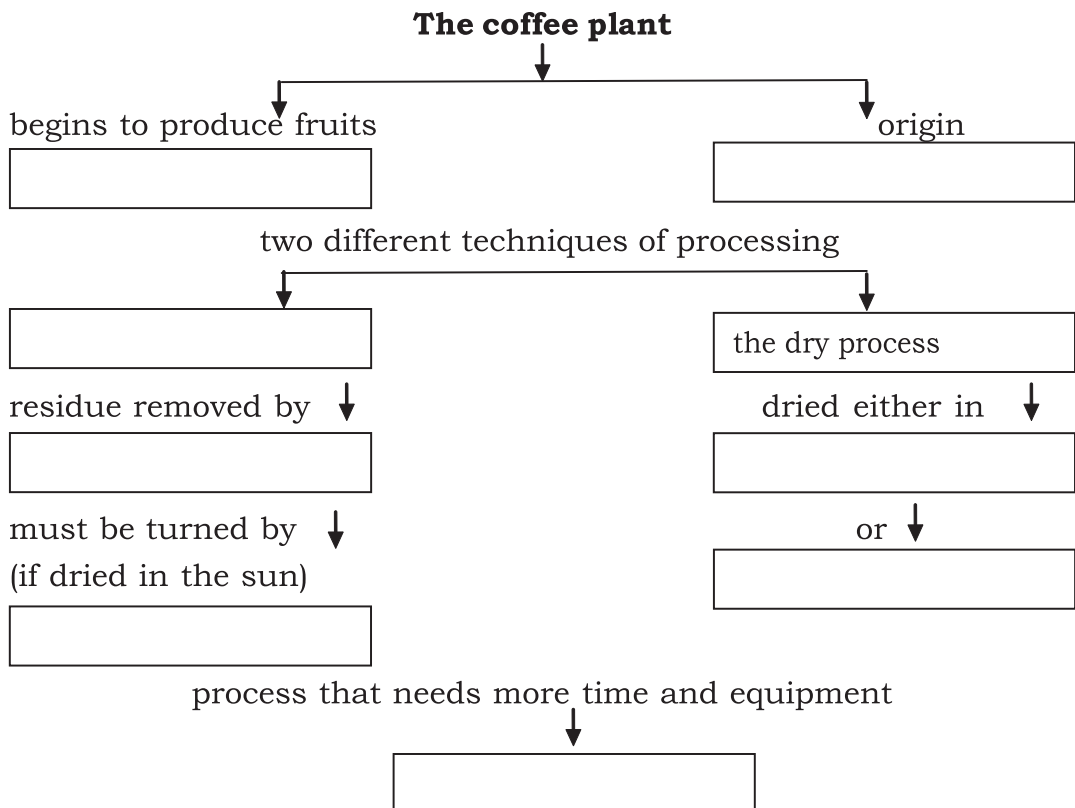
Passage – B

The coffee plant, an evergreen shrub or a small tree of African origin, begins to produce fruit 3 or 4 years after being planted. The fruit is hand gathered when it is fully ripe and reddish purple in colour. The ripened fruits of the coffee shrubs are processed to separate the coffee

seeds from their covering and form the pulp. Two different techniques are in use - a wet process and a dry process.

The wet process: First the fresh fruit is pulped by a pulping machine. Some pulp still clings to the coffee, however and this residue is removed by fermentation in tanks. The few remaining traces of pulp are then removed by washing. The coffee seeds are then dried to a moisture content of about 12 percent either by exposure to the sun or by hot air driers. If dried in the sun, they must be turned by hand several times a day for even drying.

The dry process: In the dry process the fruits are immediately placed to dry either in the sun or in hot air driers. Considerably more time and equipment is needed for drying than in the wet process. Then the seeds are mechanically freed from their coverings.



Passage – C

Aborigines are brown skinned people who live in parts of Australia. Not closely related to any known race, they number only about fifty thousand. With wiry hair and deep set eyes, these primitive people live in small tribal groups in the drier lands of north and north east Australia.

An aborigine needs little more than food which he gets through hunting and food gathering in his own wide territory. He eats roots, grubs, seeds and even caterpillars ground into flour; he may also eat kangaroos, crocodiles, porpoises and dudongs. For hunting, he carries clubs, stone axes, and the famous weapon - the boomerang, which is used to knock down birds. He also fishes for food.

The house that the aborigines live in is called a wurley. It usually consists of two forked sticks and a crossbar, with strips of bark laid against it. They build such dwelling-places only when necessary and leave them when their tribe moves to the next place. Inside or outside the wurley they make fire by twirling a pointed stick into a piece of dry wood and they cook their food by it on hot ashes.

The aborigines may be a backward people but they are known for two things-their extraordinary sight and their ability to find water either by studying animal or bird movements, or by seeking water-bearing roots. Experts at reading the ground, they have also been known to help the police in tracking down animals and finding lost children.

Note pad

Physical features

Food habits

Place of dwelling

D. Summarising

Summarising is an important study skill, basically involving compression of ideas. It can also help students to optimize on study time.

How to summarise:

1. Identify the main and sub-points and note them down in the way you did in the previous section on note making.
2. Write complete sentences and combine them into a coherent paragraph.
3. Do not add your own ideas or opinions.
4. Try to give a suitable title to the summary.

I) Substitute the expressions given below with one word each.

One has been done for you:

1. A short story that teaches a moral or truth - **fable**
2. A story about great people who actually never lived —————
3. Speaking one's thoughts aloud to oneself ———
4. To warn someone of impending danger —————
5. One who is all- powerful- —————
6. One who sees the brighter side of life —————
7. One who believes in the existence of God —————
8. A place where orphans live —————

9. Serving without pay _____

10. Place for keeping birds _____

**(honorary, mythology, portend, aviary, theist, soliloquy,
optimist, orphanage, omnipotent.)**

Did you notice that reducing long descriptive expressions to single words is a technique used to state an idea briefly.

II) Identifying the main idea while leaving out examples or repetition is another way of condensing.

Look at the following sentences.

1. Our building plans have met all the conditions that the authorities have asked for.

This sentence can be rewritten as- **Our building plans have met all the conditions of the authorities.**

2. There was a 20% increase in the taxes and so there were serious protests against it.

This sentence can be rewritten as- **A 20% tax increase resulted in serious protests.**

III) Let us now look at longer passages and see how they can be summarised:

Here is a sample of a passage and its summary.

Are we masters of our destinies? Who shapes our destiny? It is said that your destiny is right in your hands. We shape our destiny; we can create our own luck. Researchers suggest that luck is a triumph of nurture over nature. People's personalities influence how they are treated by fate. It is often seen that some people cope with all sorts of adversities and sail through problems and unhappy situations while others are shattered emotionally and physically in similar circumstances.

Psychologists believe that when confronted by a major problem, people fall into two types: internalists and externalists. The first type of people analyze, act and learn from the outcome. They see a connection between them and whatever happens to them. On the hand externalists believe that they have no control over their fate. By doing so, they let life wash over them. If they fail, they just blame bad luck instead of trying to work out why they failed and how to prevent it from happening.

This becomes a vicious circle. The willingness of externalists to see the unseen hand of fate in everything makes them liable to more bad fortune. They see themselves as unlucky, remain as introverts and are convinced from the start that they would fail. They are more likely to drift into either a passive existence or less desirable kind of life. The internalists, on the other hand, take matters into their hands and

tend to become high achievers. They make their own luck by taking more chances and meeting more people who might help them. They tend to be optimists, extroverts, and risk-takers. No wonder, Lady Luck pursues such people. (278 words).

Summary

We make our destiny. Our personalities determine how we deal with problems in life. Some people can cope with hardships better than others. Psychologists categorise people into internalists and externalists. The internalists learn something by analyzing the problem at hand. They know the relation between them and the outcome. Externalists do not think so as they blame their bad luck for everything. They slip into a vicious circle of pessimism. Taking control of difficult situations, high achievers make themselves 'lucky'. (80 words)

IV. a. Read the following passage and complete the notes.

Recognised as the largest desert in the world, the Sahara Desert extends across North Africa, covering over three million square miles from the Atlantic coast to the Nile valley.

Research scientists believe that the land became a desert for three reasons. For centuries, tribes have wandered from place to place in search of food, water, and grazing land for their herds of animals. These nomadic people have always considered the number of animals they have as a sign of wealth. The large herds have been allowed to roam freely and graze on desert plants and grass. Over time, enormous sections of land have been left exposed, causing soil

erosion. Today, the Sahara Desert is expanding southward as these wandering tribes continue to allow their animals to overgraze.

In addition to allowing overgrazing, these people cut down whatever trees they find and use them for firewood. The sand is unable to hold on to the intense heat of the day, so night-time temperatures often drop below freezing. Looking for warmth, the wild tribes stripped the desert of whatever hardy shrubs and stunted trees did grow. The land grew barren and very little vegetation remained.

Title: The Expanding Sahara.

I. Life of the nomads

1. Wanderers
2. Wealth- animals

II. Reasons for desert

1. Overgrazing
2. Firewood
3. Soil erosion, due to cutting down of trees

b. Read the following passage and write its summary.

India is a land of festivals. Each state has its own festivals apart from the common festivals, celebrated all over the country. Many of our festivals are harvest or spring festivals. The Basant Panchami celebrates the advent of the spring season. It is a joyous festival dedicated to Saraswathi, the goddess of learning, literature and arts. This festival comes on the fifth day of the month of May according to the Indian calendar. According to the Vedas, it is believed that the Goddess purifies our hearts and gives us knowledge. The Goddess blesses us with the capacity to appreciate beauty and truth and inspires us to write poetry, create art or anything of aesthetic value.

Ancient people worshipped all elements of nature, such as the sun, moon, rain, wind, rivers, trees, animals etc. The composers of the Vedas lived on the banks of a river, which came to be called Saraswathi. They worshipped the Goddess, who was the presiding deity of the river. Even today, on Basant Panchami day, the Goddess is worshipped with great devotion. People worship the deity by offering flowers.

Title : _____

E. Report Writing

Report writing is an important writing skill which covers a number of areas like science, technology, current affairs, reviews etc. Some characteristics of reports:

- They are always factual.
- The information is verifiable.
- They are aimed at people with a specific interest in that area.
- The passive form of the verb is generally used.

Reading and Interpreting Graphs

Graphs and charts communicate information visually. Therefore graphs are often used in newspapers, magazines and business reports around the world.

Some of the graphs commonly used are as follows.

Line Graphs

- Line graphs are diagrams that present data using dots and lines. One variable is indicated on the vertical line, and the other is indicated on the horizontal line.

Bar Graphs

- Bar graphs can be either vertical or horizontal. It is important to read the labels carefully on each bar.

Pie Charts

- A pie chart shows relationships between parts to a whole. The whole is contained in the circle (pie) and divided into appropriate sized proportions, or slices.

Interpretation of Graphs

Interpretation of a graph involves reading, understanding and expressing the data represented in a verbal medium. In other words, after consulting

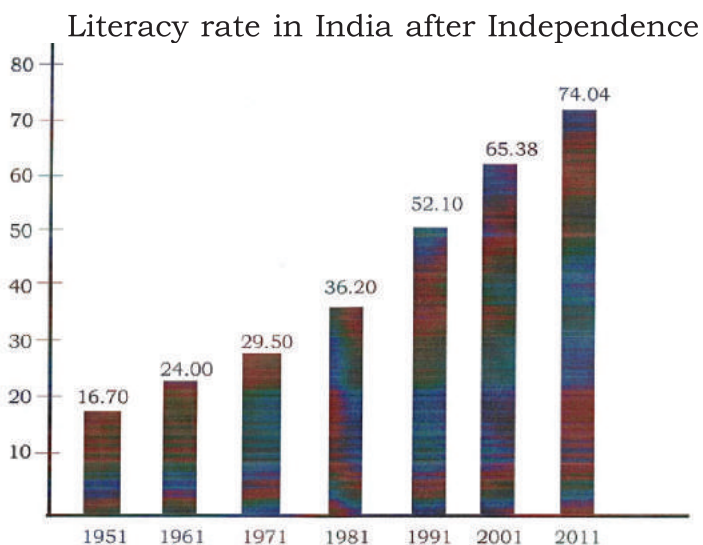
the graph, you must be able to transfer the data into a report in the form of a paragraph of about 120 - 150 words.

Tips for writing a report based on a graph

While writing a report, take into account the following.

- Title : The kind of information found on the graph
- Key : Additional information included in the graph
- Scale : Tells how many or how much
- Axis lines : Vertical axis runs along the side of the graph.
Horizontal axis runs along the bottom of the graph.
- Bar labels : Describe individual parts of the graph

Look at the following bar graph followed by a report.



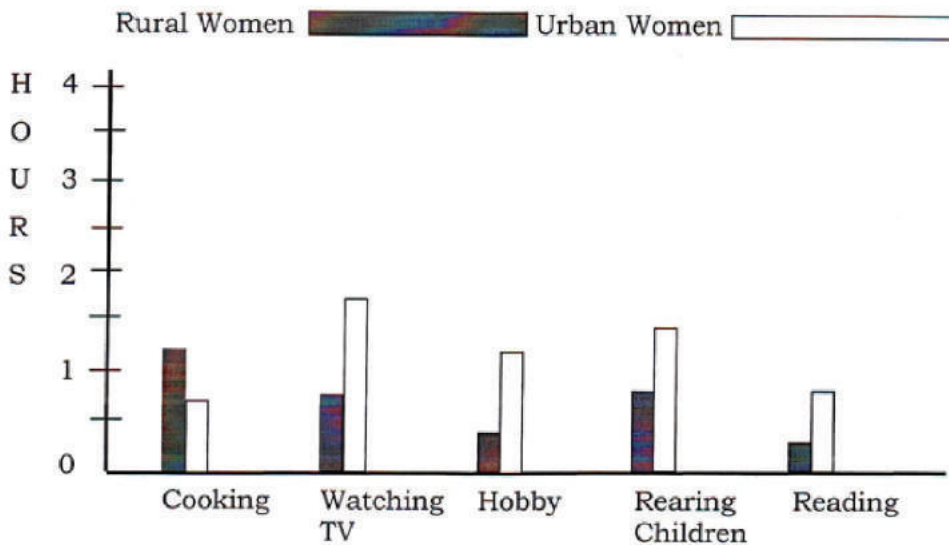
A report based on the graph can be like this:

The above bar graph represents the literacy rate in India after independence. Spread over a duration of 60 years (from 1951 to 2011), the rate of literacy has attained steady growth from just 16.7 percent in 1951 to a considerable 74.04 in 2011. As can be ascertained from the graph, in the initial years of independence, i.e. during the first 30

years, the growth rate has been below ten percent. There is a big leap in the 1980s as there is an all time increase of 14 percent. The next decade has also witnessed a growth of about 13 percent. The rate has witnessed a fall in the next decade as it is less than 10 percent. The policies of the governments and their implementation might be the reason for the unsteady trend in the growth of literacy rate. However the overall growth is promising since it shows signs of crossing 75 percent in 2011.

Exercises:

- The following bar chart represents the results of a survey based on information about how rural and urban women spend the hours of their day for some chosen activities on an average. Based on this information, write a report in about 150 words.



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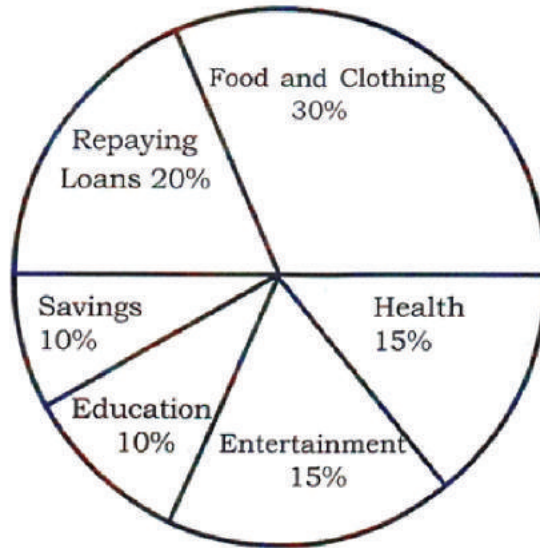
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2. The pie chart given below represents the results of a survey conducted by a non-profit NGO to understand how a rural family spends its income on various items. Based on the information, write a report in about 200 words.



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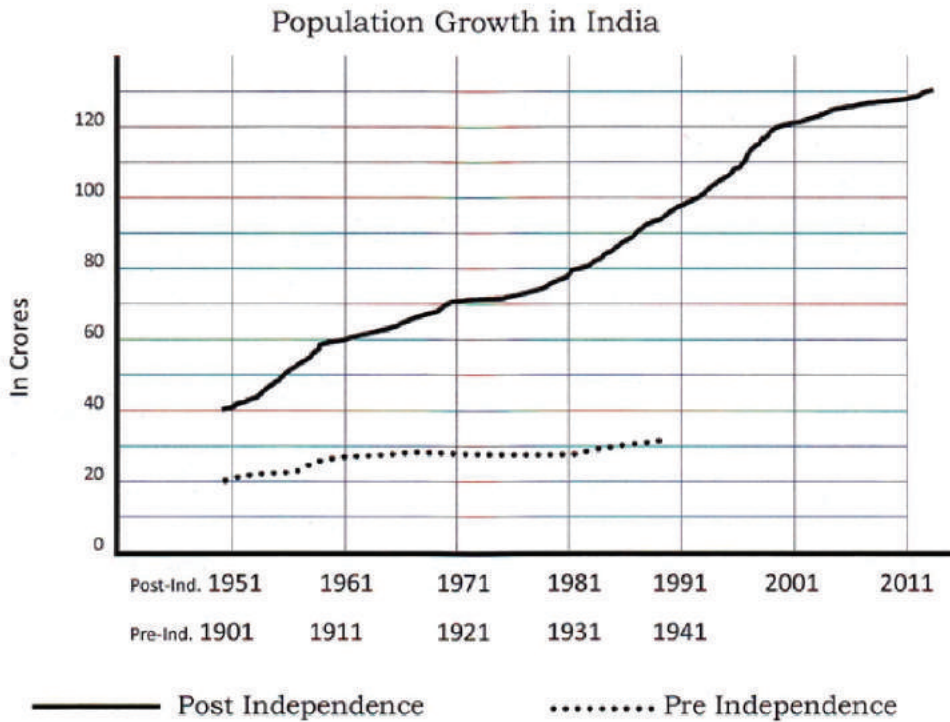
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3. The line graph given below shows population growth during pre-independence and post-independence period in India. Use the information to write a report on the trends of population growth.



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F. Job Application

A job application can be written in two ways:

1. A letter of application giving all the details.
2. A letter of application in 2 parts :
 - a. Covering letter
 - b. Curriculum vitae (Resume/Biodata)

E.g. The following advertisement appeared in The New Indian Express on 3rd Feb. 2014. Write a letter of application in response to it.

Global Finance and Investment Ltd.

REQUIRES

Junior Assistant

Qualification: II PUC with Computer Knowledge
Knowledge of Kannada and English Essential
Experience Preferred

Apply within a week to :

The Manager

Global Finance and Investment Ltd.

K. C. Road

Gadag - 582101

(Write XXX for your name and YYY for your address.)

Look at the following letter:

XXX

YYY

4th Feb. 2014

The Manager
Global Finance and Investment Ltd.
K. C. Road
Gadag - 582101

Sir/Madam,

Sub : Application for the post of Junior Assistant.

Ref : Your advertisement in The New Indian Express dated 3rd
Feb. 2014

In response to your advertisement mentioned above, I am applying for the post of Junior Assistant.

I have passed my II PUC with a first class. I also have taken a course in Office Management. I am 20 yrs old and an Indian national. I can speak and write English, Kannada and Tamil. I have Passed SSLC with 80% marks from Cambridge School, Gadag and II PUC with 71% marks from SJP College, Hubli in the years 2005 and 2007 respectively. Since then I have been working as a Junior Assistant at Prime Technologies (4 years) and Rao Associates (3 years). My hobbies are listening to music and painting. My other interests include playing football and basketball.

I am a good team person and shall serve the concern to the best of my abilities if given a chance. I shall provide the necessary documents and references during the time of the interview.

Thank you.

Yours faithfully,

(Signature)

(XXX)

Look at the following letter:

XXX

YYY

4th Feb. 2014

The Manager

Global Finance and Investment Ltd.

K. C. Road

Gadag - 582101

Sir/Madam,

Sub : Application for the post of Junior Assistant.

Ref : Your advertisement in The New Indian Express dated 3rd
Feb. 2014

In response to your advertisement mentioned above, I am applying for the post of Junior Assistant.

I have passed my PUC with a first class. I have taken a course in Office Management. I am fluent in both Kannada and English. Besides, I have an experience of two years as a Junior Assistant.

I have enclosed my resume with this application. I hope it will meet your requirement.

Thank you.

Yours faithfully,

(Signature)

(XXX)

Format for Resume

Name : _____

Father's Name : _____

Date of Birth/ Age : _____

Permanent Address : _____

Nationality : _____

Knowledge of languages : _____

Educational Qualifications :

Name of the Examination	Board/ University	Year of Passing	Marks/ Percentage	Subjects

Experience : _____

Other interests/hobbies : _____

Place:

Date :

Sd.**xxx**

EXERCISE

Look at the following advertisements and write suitable letters of application for each of them.

1)

MALLYA HOSPITAL, ISO 9001-2008 NABH-H2011-0092
certificate of accreditation certified.

REQUIRES**MARKETING MANAGERS**

for Vydehi & Mallya Hospital Group,
Degree / Diploma in Marketing Management
with 5 to 7 years Experience **Preferably in Hospital.**

Interested Candidates may apply within seven days to :

The President, MALLYA HOSPITAL

2 Vittal Malya Road, Bangalore-560001, Tel : 22277979 / 997

Email : info@mallyahospital.net

2)

POSITIONS OPEN FOR 2014-15
ROYALE CONCORDE INTERNATIONAL SCHOOL
Kalyan Nagar, Bangalore

RCIS Group of Institutions is looking for qualified, experienced and creative educators with excellent communication skills for following positions.

- **Academic Co-ordinators for Primary / Middle School / High School :** Postgraduates with teaching experience and supervisory abilities to enhance the academic environment of the school.
- **Teachers – Higher Secondary / High School / Middle School/ Primary :** Master's degree with B.Ed./ Bachelor's Degree and relevant experience for all subjects, Mathematics, Biology, Chemistry, Physics, Computer Science, History, Geography, English, Kannada, Hindi, French, Sanskrit.
- **Kindergarten Teachers –** Bachelor's degree with specialisation in Early childhood Education / Montessori training / NTT.

Experience preferred.

Send your application to The Secretary, Royale Concorde International School, 6th 'B' Main, 2nd Block, HRBR Layout, Kalyan Nagar, Bangalore-560043

G. Speech Writing

Speech is another crucial form of oral communication. It is important that the views and ideas of the speaker are authentic. Care should be taken to ensure that the language is intelligible to the audience.

Elements of speech writing:

1. Use first person (I) – to communicate ideas as speaker of the topic
2. addressing the audience
3. introducing the topic
4. purpose of the speech, keeping the audience in mind
5. concluding the speech

Though making a speech is a spoken activity, for the purpose of testing, it is presented in the written form. Students may be given hints which can be expanded for speech writing.

Exercise:

Write a speech in about 150-200 words based on the hints given below.

One has already been done for you.

1. In order to promote reading habits in students, your college has organized **a Library Week**. You are the secretary of the college students union. You have to speak to the students about the week-long programme. You have noted the following points.

- days and dates
- new arrivals displayed

- exhibition of books by some publishers
- famous authors / poets to visit and interact with students
- more facilities in the library
- new magazines

Here is an example worked out for you.

Dear friends,

It gives me great pleasure to speak to you about the Library week that our college has organized from 2nd to 10th November this year. Reading makes a man perfect. The aim of celebrating this week is to inculcate the reading habit among students. As part of the celebration, new arrivals in the reference section such as encyclopaedia and dictionaries and general books will be displayed. Sapna Book House and Cambridge University Press are putting up an exhibition. We have invited Dr. Shobha Devi to inaugurate the exhibition and interact with students. Other authors like Smt. Shashi Deshpande and Dr. Patil will also pay us a visit. During the week, a literary quiz competition will be organized. The Reading section will have more new magazines of general interest. I request all of you to spend as much free time in the library as you can.

Thank You.

2. It is a **Road Safety Week** at a school. One of the students is requested to give a short speech on road safety. Write a speech stressing the importance of road safety and making some practical suggestions for students.

Write your speech in not more than 120 words.

3. You are the student secretary of the college association. Your college has invited Dr. S.R.Rao, eminent scientist of R.R.Institute, Bangalore to address the students. You have to introduce the guest and welcome him. You can use the following hints:

- a. Name of the guest : Dr.S.R.Rao
- b. Educational : M.Sc.(Physics)
Qualification : Ph.D.(Nuclear Physics)
- c. Work Profile : Started career as a lecturer in a local college - Completed Ph.D. in 2001 - Joined R.R.Institute as Senior Scientist - Became the Director of R.R.Institute in 2010
- d. Interests : Photography and painting

UNIT – 4

Listening - Speaking

A. Dialogue Writing

You are aware that language is used to perform different functions in oral and written forms like asking for information, apologizing, greeting and so on. Note that to construct a dialogue, you must first try to find out the relationship between the speakers. You must also be aware of the context of the dialogue. The purpose of the dialogue is important to generate appropriate dialogue. Find out if the dialogue should include formal or informal expressions. A dialogue begins with a greeting and ends with leave taking.

Look at the following sample of a dialogue.

(Prof. Omkar wants to buy a new computer for his personal use. He consults Mr. Raju, a Computer Engineer).

Omkar : Good evening, Mr. Raju. **(Greeting)**

Raju : Hello, Professor! I'm seeing you after a long time. How are you? **(Introduction)**

Omkar : Fine, thank you. I'm writing a book. But my computer is giving me a lot of trouble. Now I want to buy a new PC. Could you help me? **(Sharing information) (Problem/Complaint)**

Raju : Certainly. Which PC do you have now?

Omkar : I have an old Pentium 4 processor. Now that I am quite familiar with the computer, I can use a faster system.

Raju : Quite right. I think you should go in for Core i3.

Omkar: : What technical specifications should I look for?
(Seeking information)

Raju : Well, a 500 GB Hard Disc Drive and 2 GB RAM, I suppose. That should be more than enough for your work. **(Giving information)**

Omkar : Thank you. See you tomorrow. **(Leave taking)**

Complete the following dialogues.

Exercise 1 :

Teacher : You are late to class, Pradeep. **(Complaining)**

Pradeep : Madam, I _____. I _____ the bus. The next bus _____ **(Apologizing)**

Teacher : In that case you should _____
(Suggesting)

Pradeep : _____ **(Agreeing, Leave taking)**

Exercise 2 :

(Rahul and his wife Latha plan to have a holiday. They discuss the options.)

Rahul : Latha, my boss has accepted to sanction me 15 days of earned leave.

Latha : _____

Rahul : _____ (Suggesting)

Latha : _____(Disagreeing)

Rahul : _____ (Giving an option)

Latha : How about Australia ? It'll be lovely there.

Rahul : But you know I'm not much of a mountaineer.

Latha : You love the sea, don't you?

Rahul : _____

Latha : Why don't you call a travel agency, right away?

Rahul : _____

Exercise 3 :

You and your friend are at the cinema. You have got two seats on either side of a gentleman, who offers to change his seat so that you and your friend can sit together. Complete the dialogue given below.

You : Excuse me, sir. Could you please _____?

Gentleman : Oh yes, definitely. Where are your seats?

You : They are on the either side of your seat.

Gentleman : _____

You : Thank you, sir. We've been waiting to see this movie together.

Gentleman : I understand. By the way _____

You : I am Aniket . _____

Gentleman : Fine thank you.

(Language functions expected – calling attention, requesting for a favour, introducing, agreeing)

Exercise 4 :

(Ms. Shanta wants to buy a new TV set. She visits the showroom and talks to the sales person there.)

Sales person : Good morning madam. Can I help you?

Ms. Shanta : _____

Sales person : Do you have any particular brand in mind?

Ms. Shanta : _____

Sales person : Both are very good madam. We have the latest models.

Ms. Shanta : _____

Sales person : Certainly

Ms. Shanta : _____

(Language functions expected- greeting, seeking information, making requests, expressing gratitude)

Exercise 5 :

Neetu is interested in doing a course in journalism. She calls up the department of journalism to find out the details of the course. The public relations officer answers the phone.

- P.R.O. : Good morning. Department of Journalism.
- Neetu : —————(Introducing and enquiring about the courses)
- P.R.O. : We offer two courses. Bachelor of Communication and Journalism (BCJ) and Master of Communication and Journalism(MCJ).
- Neetu : —————(Request to know about the duration of the course).
- P.R.O. : BCJ is a two year course and MCJ is a one year course. Any graduate can apply for BCJ and those who have passed BCJ can apply for MCJ.
- Neetu : —————(Making enquiry about selection)
- P.R.O. : There will be a written test and interview.
- Neetu : ————— (Expressing gratitude)

Exercise 6 :

At a friend's house, while studying together for the examination:

- Akshay : Today we have to complete three units of Thermodynamics. What do you suggest?
- Gagan : ————— (Agreeing)
- Aravind : Shall we take a small break?
- Akshay : ————— (Disagreeing)

Gagan : It is already 10 pm. I must complete my assignment.

Akshay : _____ (Asking about preferences)

Arvind : _____ (Leave taking)

Exercise 7 :

Anu knocks on the door of the doctor's consulting room.

Doctor : Please come in.

Anu : _____ (Greeting and introducing)

Doctor : Please sit down. Now tell me about your problem.

Anu : _____ (Giving information)

Doctor : From when are you feeling this giddiness?

Anu : _____ (Giving more information)

Doctor : Take these medicines and you will be fine in two days.

Anu : _____ (Thanking)

Exercise 8 :

(Joseph meets Shankar, a computer technician, to get his computer repaired.)

Joseph : Good morning sir.

Shankar : Good morning, please be seated. _____
(Seeking information)

Joseph : My computer _____
(Giving information)

Shankar : Right now we are too busy. Can you leave your PC with us for two days ?

Joseph : Sorry, I _____
(Expressing disapproval)

Shankar : I am afraid you will have to go to another technician.

Joseph : _____
(Ending conversation)

Exercise 9 :

(Fatima is Prema's new neighbour. They meet and introduce themselves.)

Fatima : _____ (Greeting) May I come in?

Prema : _____ (Responds to greeting)

Fatima : _____ (Introduces herself)
your next door neighbour.

Prema : _____ (Introduces herself)
Please sit down.

Exercise 10 :

(Uma and Ann are strangers and meet at a bus stop.)

Uma : Excuse me, _____ ?
(Asking for bus number)

Ann : _____ (Giving information)

Uma : _____
(Asking for platform number)

Ann : Go to platform number 27 and wait there.

Uma : _____ (Expressing gratitude)

B. Note Taking

This skill helps the learner co-ordinate listening with comprehension. Good listening abilities help assimilate important information from lectures. Students identify crucial details of what is being read out and answer questions or fill in the given format.

Instructions:

- Students look at the pre-listening questions provided, so that they can focus on the relevant details while listening to the text.
- While teachers read aloud and slowly, students note down the answers (Teachers should read out passages in Appendix I).
- This is to be followed by a discussion in the class.

Ex-I

1. How old was the grand mother?
2. What was the interest of the seventy year old professor?
3. Mention the reasons for which people join distance education courses.
4. How do most people pay for the courses?

Ex-II

1. Who is termed a 'super woman' ?
2. She provides ——— time to her children.
3. What problems does she face?
4. How does she make herself invaluable?

Ex-III

1. Which is one of the most beautiful beaches of Karnataka?
2. Mention the name of the river.
3. How are the islands covered?
4. How are the villagers ferried?

APPENDIX-I**Exercises for Note taking****Passage-I**

Distance education is giving education a second chance. A 65 year old grandmother who wanted to study literature was in the class. Then there was a seventy year old Professor who was interested in a comparative study of different Indian languages. There are many such examples. People join the course for reasons like promotions, better job opportunities etc. But all these students come to study because they want to, and most earn to pay for it.

Passage-II

A working woman has often been termed a 'super woman'. She balances both the family and work place. She has to provide quality time to her children, manage the house, and satisfy the demands at the work place. Several times she suffers discrimination both in the family and at work. But she does not let all this affect her and continues to work, thus making her role invaluable.

Passage-III

The Maravanthe beach is one of the most beautiful beaches of Karnataka. Here the river Souparnika joins the Arabian Sea. There are several islands which are covered with palm trees and mangroves in this area. Small boats ferry villagers between these islands. A huge and attractive temple is located on the banks of the river.

APPENDIX - II

A. Integrated Exercises

- 1 Look at the notes given below and complete the paragraph that follows by choosing the correct options.**

Egyptians discovered paper – made of stalks of tall reed – from the word papyrus – supplies limited – export restricted.

The (a) ____ Egyptians. It (b) _____. The English word paper (C) _____. When supplies were limited (d) _____ export.

- a]
 - i. discovery of paper has been made by the
 - ii. discovery of the paper was made by
 - iii. discovery of paper was made by the
 - iv. discovery of paper is made by
- b]
 - i. was made from stalks of reed
 - ii. had been made with stalks of reed
 - iii. was being made of stalks of reed
 - iv. was made with stalks from reed
- c]
 - i. derived from the word papyrus
 - ii. is derived from the word papyrus
 - iii. has been derived from the word papyrus
 - iv. was derived from the word papyrus
- d]
 - i. and a restriction was imposed on
 - ii. a restriction was being imposed on
 - iii. a restriction has been imposed on
 - iv. a restriction was imposed on

2. Fill in the blanks with the passive forms of verbs by choosing from those given below.

a] SHOPS WITH PRODUCTS WORTH A CRORE GUTTED IN FIRE

Many shops with ready-for-export products worth rupees one crore _____ in the fire that broke out in Okhla district yesterday.

- i] was gutted ii] were gutted
iii] had gutted iv] is gutted

b] AUTUMN VACATION RESCHEDULED

The duration of autumn vacation for the schools of Delhi, NCR _____ due to the Commonwealth Games going to be held in Delhi in Oct.2010.

- i] has been rescheduled ii] have rescheduled
iii] has rescheduled iv] have been rescheduled

3. Read the following conversation and complete the passage given below.

- Employer : Why did you leave your previous job?
Applicant : They didn't meet my requirement and salary expectations.
Employer : What salary do you expect here?
Applicant : I am expecting Rs.50000/- per month
Employer : We can pay Rs.30000/- per month.

An applicant went for an interview in an office. The employer asked him why he had left his previous job. The applicant replied that _____. The employer further enquired _____. The applicant frankly told him _____. The employer concluded by saying _____.

B. Integrated Exercises

1. Choose the most appropriate options from the ones given below to complete the following passage.

No doubt social networking site Face book (a) _____ become one of the most popular (b) _____ in the category but it took me a year to learn (c) _____ to use this site. When I expressed ignorance (d) _____ Face book, one of my (e) _____ commented: 'You know, these days the person who (f) _____ not have (g) _____ account on Face book does not 'exist', so I decided to exist and signed up for an account (h) _____ the site.

- | | | | | |
|----|------------|------------|--------------|-------------------|
| a] | i) have | ii) has | iii) had | iv) was |
| b] | i) sight | ii) sights | iii) site | iv) sites |
| c] | i) what | ii) how | iii) when | iv) where |
| d] | i) for | ii) to | iii) about | iv) above |
| e] | i) friends | ii) friend | iii) friends | iv) friendship |
| f] | i) does | ii) do | iii) did | iv) none of these |
| g] | i) a | ii) an | iii) the | iv) none of these |
| h] | i) in | ii) for | iii) on | iv) to |

2. Choosing from the alternatives given below complete the paragraph.

He starts his working day (A) _____ early morning briefings (B) _____ a quick puja (C) _____ a little Shiva temple. He likes to read the newspaper and generally has papaya, fresh juice and poha (D) _____ breakfast.

A] i] with ii] on iii] upon

B] i] behind ii] after iii] under

C] i] for ii] into iii] in

D] i] into ii] in iii] with

3. Read the following conversation and complete the passage given below.

Manu : Is there any problem with the car?

Woman : I have a flat tyre. But I just don't know how to change the tyre.

Manu : Let me give you a helping hand.

Woman : Oh, that's very nice of you. Thanks so much. Indeed you were a great help.

Manu : It was my pleasure.

Manu saw a woman standing near her car by the road. He asked her (a) _____. The woman replied (b)_____ but (c)_____ Manu offered the lady a helping hand. The woman thanked him and said (d) _____. Manu replied that it was his pleasure to be of help.

- a) i] is there any problem with the car
ii] that there was any problem with the car
iii] if there was any problem with the car
iv] if there is any problem with the car
- b) i] that she had a flat tyre
ii] she had a flat tyre
iii] she has had a flat tyre
iv] that she is having a flat tyre
- c) i] she is not knowing how to change it
ii] that she doesn't know how to change it
iii] she just hadn't know how to change it
iv] she just didn't know how to change it
- d) i] that he had been a great help
ii] that he has been a great help
iii] that he is a great help
iv] that he was a great help

4. Study the given notes and complete the paragraph that follows:

Annual sports day celebration in school

Director , Sports and Youth affairs - chief guest

Received by the Principal, staff, head boy and head girl,

Welcome speech by the principal

Address by Chief Guest

Prize distribution

Vote of thanks

The annual sports day function of ABC was _____

List of Irregular Verbs

Infinitive	Simple Past	Past Participle
1	2	3
arise	arose	arisen
awake	awakened / awoke	awakened / awoken
be	was, were	been
bear	bore	born / borne
beat	beat	beaten / beat
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bid (farewell)	bid / bade	bidden
bid (offer amount)	bid	bid
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast / broadcasted	broadcast / broadcasted
build	built	built
burn	burned / burnt	burned / burnt
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen

1	2	3
cling	clung	clung
clothe	clothed	clothed
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
dive (jump head-first)	dove / dived	dived
dive (scuba diving)	dived / dove	dived
do	did	done
draw	drew	drawn
dream	dreamed / dreamt	dreamed / dreamt
drink	drank	drunk
drive	drove	driven
dwell	dwelt / dwelled	dwelt / dwelled
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbade	forbidden
forecast	forecast	forecast
forego (also forgo)	forewent	foregone
foresee	foresaw	foreseen

PUC II YEAR

1	2	3
foretell	foretold	foretold
forget	forgot	forgotten
forgive	forgave	forgiven
forsake	forsook	forsaken
freeze	froze	frozen
frostbite	frostbit	frostbitten
get	got	got (gotten)
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hew	hewed	hewn / hewed
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
inlay	inlaid	inlaid
keep	kept	kept
kneel	knelt / kneeled	knelt / kneeled
knit	knitted / knit	knitted / knit
know	knew	known
lay	laid	laid
lead	led	led
lean	leaned / leant	leaned / leant
leap	leaped / leapt	leaped / leapt
learn	learned / learnt	learned / learnt

1	2	3
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lie (not tell truth)	lied	lied
light	lit / lighted	lit / lighted
lip-read	lip-read	lip-read
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mow	mowed	mowed / mown
offset	offset	offset
overcome	overcame	overcome
overdo	overdid	overdone
overwrite	overwrote	overwritten
partake	partook	partaken
pay	paid	paid
plead	pleaded / pled	pleaded / pled
prove	proved	proven / proved
put	put	put
quit	quit / quitted	quit / quitted
read	read (pronounced-"red")	read (pronounced-"red")
rewrite	rewrote	rewritten
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run

1	2	3
saw	sawed	sawed / sawn
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew (pronounced – “so”)	sewed	sewn / sewed
shake	shook	shaken
shave	shaved	shaved / shaven
shear	sheared	sheared / shorn
shed	shed	shed
shine	shined / shone	shined / shone
shoot	shot	shot
show	showed	shown / showed
shrink	shrank / shrunk	shrunk
shut	shut	shut
sing	sang	sung
sink	sank / sunk	sunk
sit	sat	sat
slay (kill)	slew / slayed	slain / slayed
sleep	slept	slept
slide	slid	slid
sling	slung	slung
slink	slinked / slunk	slinked / slunk
slit	slit	slit
smell	smelled / smelt	smelled / smelt
sneak	sneaked / snuck	sneaked / snuck
sow	sowed	sown / sowed

1	2	3
speak	spoke	spoken
speed	sped / speeded	sped / speeded
spell	spelled / spelt	spelled / spelt
spend	spent	spent
spill	spilled / spilt	spilled / spilt
spin	spun	spun
spit	spit / spat	spit / spat
split	split	split
spoil	spoiled / spoilt	spoiled / spoilt
spoon-feed	spoon-fed	spoon-fed
spread	spread	spread
spring	sprang / sprung	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stunk / stank	stunk
strew	strewed	strewn / strewed
stride	strode	stridden
strike (delete)	struck	stricken
strike (hit)	struck	struck / stricken
string	strung	strung
strive	strove / strived	striven / strived
sublet	sublet	sublet
sunburn	sunburned / sunburnt	sunburned/sunburnt
swear	swore	sworn
sweat	sweat / sweated	sweat / sweated
sweep	swept	swept

1	2	3
swell	swelled	swollen / swelled
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
telecast	telecast	telecast
tell	told	told
think	thought	thought
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden / trod
upset	upset	upset
wake	woke / waked	woken / waked
waylay	waylaid	waylaid
wear	wore	worn
weave	wove / weaved	woven / weaved
wed	wed / wedded	wed / wedded
weep	wept	wept
wet	wet / wetted	wet / wetted
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
withhold	withheld	withheld
withstand	withstood	withstood
wring	wrung	wrung
write	wrote	written

Notes

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Notes

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