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THE BETRAYAL OF FAITH

Belief in an ideal dies hard. I had believed in an ideal for all the twenty-eight years of my life-the ideal of the British Way of Life.

It had sustained me when as a youth in a high school of nearly all white students I had to work harder or run faster than they needed to do in order to make the grade. It had inspired me in my College and University years when ideals were dragged in the dust of disillusionment following the Spanish Civil War. Because of it I had never sought to acquire American citizenship, and when, after graduation and two years of field work in Venezuela, I came to England for postgraduate study in 1939, I felt that at long last I was personally identified with the hub of fairness, tolerance and all the freedoms. It was therefore without any hesitation that I volunteered for service with the Royal Air Force in 1940, willing and ready to lay down my life for the preservation of the ideal which had been my lodestar. But now that self-same ideal was gall and wormwood in my mouth.

The majority of Britons at home have very little appreciation of what that intangible yet amazingly real and invaluable export-the British Way of Life-means to colonial people; and they seem to give little thought to the fantastic phenomenon of races so very different from themselves in pigmentation, and widely scattered geographically. assiduously identifying themselves with British loyalties, beliefs and traditions. This attitude can easily be observed in the way in which the coloured Colonial will quote the British systems of Law, Education and Government, and will adopt fashions in dress and social codes, even though his knowledge of these things has depended largely on second hand information.

Yes, it is wonderful to be British-until one comes to Britain. By dint of careful saving or through hard-won scholarships many of them arrive in Britain to be educated in the Arts and Sciences and in the varied processes of legislative and administrative government. They come, bolstered by a firm, conditioned belief that Britain and the British stand for all that is best in both Christian and Democratic terms; in their naivete they ascribe these high principles to all Britons, without exception.

I had grown up British in every way. Myself, my parents and my parents'

parents, none of us knew or could know any other way of living, of thinking, of being; we knew no other cultural pattern, and I had never heard any of my forebears complain about being British. As a boy I was taught to appreciate English literature, poetry and prose, classical and contemporary, and it was absolutely natural for me to identify myself with the British heroes of the adventure stories against the villains of the piece who were invariably non-British and so, to my boyish mind, more easily capable of villainous conduct. The more selective reading of my college and university life was marked by the same predilection for English literature, and I did not hesitate to defend my preferences to my American colleagues. In fact, all the while in America, I vigorously resisted any criticism of Britain or British policy, even when in the privacy of my own room, closer examination clearly proved the reasonableness of such criticism.

It is possible to measure with considerable accuracy rise and fall of the tides, or the behaviour in space of objects invisible to the naked eye. But who can measure the depths of disillusionment? Within the somewhat restricted sphere of an academic institution, the Colonial student learns to heal, debate, to paint and to think; outside that sphere he has to meet the indignities and rebuffs of intolerance, prejudice and hate. After qualification and establishment in practice or position, the trials and successes of academic life are half forgotten in the hurly-burly of living, but the hurts are not so easily forgotten.

To many in Britain a Negro is a "darky" or a "nigger" or a "black"; he is identified, in their minds, with inexhaustible brute strength; and often I would hear the remark "working like a nigger" or "labouring like a black" used to emphasize some occasion of sustained effort. They expect of him a courteous subservience and contentment with a lowly state of menial employment and slum accommodation. It is true that here and there one sees Negroes as doctors, lawyers or talented entertainers, but they are somehow considered "different" and not to be confused with the mass.

I am a Negro, and what had happened to me at that interview constituted, to my mind, a betrayal of faith. I had believed in freedom, in the freedom to live in the kind of dwelling I wanted, providing I was able and willing to pay the price; and in the freedom to work at the 'kind of profession for which I was qualified, without reference to my racial or religious origins. All the big talk of Democracy and Human Rights seemed as

spurious as the glib guarantees with which some manu-facturers underwrite their products in the confident hope that they will never be challenged. The Briton at home takes no responsibility for the protestations and promises made in his name by British officials over seas.

I reflected on my life in the U.S.A. There, when prejudice is felt, it is open, obvious, blatant; the white man makes his position very clear, and the black man fights those prejudices with equal openness and fervour, using every constitutional device available to him. The rest of the world in general and Britain in particular are prone to point an angrily critical finger at American intolerance, forgetting that in its short history as a nation it has granted to its Negro citizens more opportunities for advancement and betterment per capita, than any other nation in the world with an indigenous Negro population. Each violent episode, though greatly to be deplored, has invariably preceded some change, some improvement in the American Negro's position. The things they have wanted were important enough for them to fight and die for, and those who died did not give their lives in vain. Furthermore, American Negroes have been generally established in communities in which their abilities as labourer, artisan, doctor, lawyer, scientist, educator and entertainer have been directly or indirectly of benefit to that community; in terms of social and religious intercourse they have been largely independent of white people.

In Britain I found things to be very different. I have yet to meet a single English person who has actually admitted to anti-Negro prejudice it is even generally believed that no such thing exists here. A Negro is free to board any bus or train and sit anywhere, provided he has paid the appropriate fare; the fact that many people might pointedly avoid sitting near him is casually overlooked. He is free to seek accommodation in any licensed hotel or boarding house-the courteous refusal which frequently follows is never ascribed to prejudice. The betrayal I now felt was greater because it had been perpetrated with the greatest of charm and courtesy.

I realized at that moment that I was British, but evidently not a Briton, and that fine differentiation was now very important; I would need to re-examine myself and my whole future in terms of this new appraisal.

E.R. Braithwaite

(adapted from 'To Sir, With Love')

About the Author:

Edward Ricardo Braithwaite (born 1922) is a Guyanese novelist, writer, teacher and diplomat, best known for his stories of social conditions and racial discrimination against black people.

Braithwaite was first educated at Queen's College, Guyana and then the City College of New York (1940). He went on to attend the University of Cambridge (1949), from which he earned an undergraduate degree and a doctorate in Physics. During World War II, he joined the Royal Air Force as a pilot.

After the war, like many other ethnic minorities, despite his extensive training, Braithwaite could not find work in his field and, disillusioned, reluctantly took up a job as a school teacher in the East End of London. The book *To Sir, with Love* (1959) was based on his experiences there.

Braithwaite's numerous writings have primarily dealt with the difficulties of being an educated man, a black social worker, a black teacher and simply a human being in inhumane circumstances.

About the Text:

The extract is from E.R. Braithwaite's autobiographical novel '*To Sir, With Love*'. It deals with his disillusionment with the British way of life which he finds full of hypocrisy and deception. He felt deceived and disillusioned and wrote about the misleading British way of life. There is a lot of difference between what the English people say and do. They say that they do not make difference between the white and the black and that the Britons and the negroes enjoy equal rights of living. But Braithwaite feels that such high sounding words are a part of polished policy to befool the negro population in Britain. He points out that in Britain there are abusive terms such as "darky", "nigger" or "black" used to address a negro. He satirically comments, "yes, it is wonderful to be British-until one comes to Britain".

GLOSSARY

disillusionment (n)	:	breaking of a belief
hub (n)	:	centre

volunteered (v)	:	offered willfully
preservation (v)	:	protectoin; keeping safe
lodestar (n)	:	pole star, the guiding principle
gall and wormwood (fig.)	:	giving bad taste; unpleasant
Britons (n)	:	natives of Britain
intangible (adj.)	:	that cannot be touched
Colonial people (n)	:	the people living in the countries once controlled by the British authorities
phenomenon (n)	:	thing that appears to or experienced by the senses
pigmentation (n)	:	colour of the skin
assiduously (adv)	:	diligently; laboriously
by dint of (ph)	:	by means of; with the help of
bolstered (v)	:	supported; motivated
naivete (n)	:	natural innocence in speech and behaviour
ascribe (v)	:	consider to be the cause or reason
forebears (n)	:	ancestors
predilection (n)	:	companions working together
vigorously (adv)	:	forcefully
indignities (n)	:	insults
rebuffs (n)	:	unkind refusal, hitting back
hurly-burly (n)	:	noisy commotion, disturbing hustle and bustle
nexhaustible (adj)	:	not ending
brute (n)	:	beast
subservience (n)	:	bowing down in respect
contentment (n)	:	satisfaction
menial (adj)	:	suitable to be done by a servant
betrayal (n)	:	breach of trust
spurious (adj)	:	false; not genuine

glib (adj)	:	about talking smoothly but insincerely
underwrite (v)	:	provide guarantee for quality
protestations (n)	:	declarations
reflected (v)	:	thought seriously
blatant (adj)	:	noisy and rough
prone (adj)	:	habitual; having a tendency
betterment (n)	:	improvement
per capita (adj)	:	per head
deplored (v)	:	condemned

ACTIVITY - 1 : COMPREHENSION

A. State True or False. Write T for true and F for false in brackets :

1. The author has a trust in the British way of life. []
2. Britons are not the natives of Britain. []
3. The British make no difference between a white and a black. []
4. The author has shown his faith in Human Rights. []
5. The Americans are more considerate towards negroes than the British. []
6. Negroes earn more money in America than in Britain. []
7. The interview disappointed the author. []

B. Answer the following questions each in about 30-40 words:

1. Why did Braithwaite not think to acquire American citizenship ?
2. Why did he volunteer for service with the British Royal Air force ?
3. What is the British way of Life ?
4. Which subjects does the colonial student learn in an academic institution of Britain?
5. Which type of work is expected from a negro in Britain ?
6. Why did Braithwaite resist any criticism of British policy ?
7. What does the expression “labouring like a black” suggest ?

8. State how Braithwaite reacts to Democracy and Human Rights.
9. What is difference between a British and a Briton ?
10. Why did Braithwaite voluntarily offer his service to the British Royal Air Force ?

C. Answer the following question each in about 60 words :

1. “Yes, it is wonderful to be British - until one comes to Britain”. Explain.
2. How did the reading of English literature, poetry and prose influence the thinking of Braithwaite ?
3. Describe his views on freedom.
4. What is the nature of anti-negro tendency in America ?
5. Comment on the nature of anti- negro policy noticed in Britain.

ACTIVITY 2 : VOCABULARY

A. Match the following :

- | | | |
|------------------|---|-----------------|
| 1. bolstered | : | criticized |
| 2. indignities | : | untouchable |
| 3. subservience | : | deception |
| 4. contentment | : | insults |
| 5. betrayal | : | motivated |
| 6. blatant | : | salutation |
| 7. hurly - burly | : | satisfaction |
| 8. deplored | : | noisy and rough |
| 9. intangible | : | routinely noise |

B. Convert the following adjectives into nouns and frame one sentence on each :

Example : intangible = intangibility :

People felt confused at the intangibility of the idea.

Adjectives : independent, administrative, violent, courteous, villainous, available, confident, intolerable, responsible

C. Find out synonyms for the following words from the lesson :

lodestar, predilection, rebuff, hub, forebears, brute, appraisal,

D. Find one word for each of the following expressions from the words given below :

betrayal, Briton, pigmentation, phenomenon, naïveté

1. colour of the skin.
2. natural innocence in speech and behaviour.
3. breach of trust
4. thing that appears to or experienced by the senses.
5. a native of Britain.

ACTIVITY - 3 GRAMMAR

ADVERBIAL CLAUSES

An adverbial clause does the work of an adverb ; like the noun clauses and the adjective clauses, the adverbial clauses too have structures of their own, consisting of their own subject predicate pattern, attached to the main clauses in the complex sentences.

Type of Adverbial Clauses

A. Adverbial clause of time : They are introduced by the following conjunctions as soon as, when, whenever, while, as, since, after, before, until, once.

1. I took coffee *soon after the office work was finished*.
2. *As soon as the guests arrive*, the function will start.
3. *When she comes*, I shall go.
4. *Before you begin your journey*, lock your house well.
5. Students do not go to the classrooms *until the bell goes*.

B. Adverbial clauses of place : conjunctions used to introduce the clause are: where, wherever.

1. Drugs are kept where children do not reach.
2. Armed forces were deployed wherever the terrorist hideouts were expected .

C. Adverbial clauses of manner : conjunctions used to introduce this clause are : as, as if,

1. The plan is to be implemented as it is.

2. He lives in a luxurious house as if owned by a king.

D. Adverbial clauses of comparison : conjunctions : as, as, so - as, more than, less -than , er - than

1. The floor tiles are as tough as stone.

2. Your house is not as large as mine.

3. India is more powerful than Pakistan.

4. His new poem is less interesting than the old one.

5. The new trains are faster than the old ones.

E. Adverbial clauses of purpose or result : conjunctions : lest, so that in order that, for fear that, such that

1. He ran fast *lest he should miss the train* (purpose)

2. The minister reached the hospital *so that he could see the condition of the patients with his own eyes.* (purpose)

3. *In order that the mob might be controlled,* armed forces were sent (purpose)

4. *For fear that floods might* disrupt common life, a control room was set up. (purpose)

5. The book was so boring that I returned it to the bookseller without asking for the money back. (result)

F. Adverbial clauses of reason or cause : conjunctions : because, as since

1. He has been arrested *because the court has declared him* guilty

2. *Since she is ill,* she cannot attend the conference.

3. *As the winter has begun,* people will buy warm clothes.

G. Adverbial clauses of condition: conjunctions : if, unless, whether, provided that:

1. I should be obliged *if they could finish this work in time.*

2. *If you come,* I shall go.

3. *Unless you show your identity card,* you cannot enter the school.

4. He can enter the office *provided that he shows his identity card.*

5. *Whether you come or not*, the programme will start.

H. Adverbial clauses of concession : conjunctions : although, as, even though, while, though, even if, whatever, when ever, whoever, no matter

1. Although he is wealthy, he is not satisfied.
2. Wealthy though he is, he is not satisfied.
3. Even if he has won the election, he is not reliable.
4. She is not laborious, even though she is intelligent.
5. whatever may be the result, your hardwork will be appreciated.
6. While I believe that the book is difficult, it is full of ancient learning.

EXERCISE

Join the following sentences using ‘when’ :

1. The students stood up. The teacher entered the class.
2. The audience clapped. The chief guest finished his speech.
3. Electricity supply was stopped. The storm came.
4. I learnt flute playing. I was fifteen at that time.
5. I reached home. The sun had set.

EXERCISE

Join the sentences using the words given in brackets :

1. He fell asleep. He was reading. (while)
2. He is rich. He never helps the poor. (although)
3. The police reached. The accident had taken place there. (where)
4. The function began. The guest arrived. (as soon as)
5. He cannot buy a car. He does not have much money. (as)
6. You cannot drive a vehicle. You should have a driving licence. (unless)
7. She was ill. She could not walk. (so, that)
8. Work hard. You may fail. (lest)
9. He is a criminal. One day he will go to jail. (because)
10. People will buy coolers. The summer has set in. (as)

EXERCISE

Join the following sentence using the conjunctions given in brackets :

1. More ATM booths will be opened. People need them. (if)
2. The wheat crop will be adversely affected. The rains fail. (if)
3. Complete your homework. You will not be allowed to enter the class. (unless)
4. You cannot drive a motorcycle. You should wear a helmet. (unless)
5. We can see the rainbow. The weather should be clear. (provided that)
6. You will be proved guilty. The court will punish you. (if)
7. Don't hoard the currency notes. you may be arrested. (if)
8. I shall go to see the Nahargarh fort. My parents will permit me.
(provided that)
9. You should read the history of Mewar. You will be influenced by Maharana Pratap. (if)
10. You should read Indian philosophy. You will learn the depth of spiritualism. (if)

ACTIVITY - 4 : SPEECH ACTIVITY

Facing an interview for a job :

Select from the class three students to form an interview panel; then ask the other students of the class to appear before the interview panel one by one for an interview for a job, allowing five minutes to each student.

ACTIVITY - 5 : COMPOSITION

1. Write a paragraph on the freedom struggle of India in 100 words.
2. Write a paragraph in 75 words on how the negroes are treated in Britain and America.
3. Write a paragraph in 60 words about the Christian missionaries in India.

1

RISKS

To laugh is to **risk** appearing the fool.
To weep is to risk appearing **sentimental**.
To reach out for another is to risk **involvement**.
To expose feelings is to risk exposing your true self.
To place ideas and dreams before a crowd is to risk
being called **naive**.
To love is to risk not being loved in return.
To live is to risk dying. 8
To hope is to risk despair.
To try is to risk failure.
But risk must be taken, because the greatest **hazard**
in life is to risk nothing. 12
The person who risks nothing, does nothing, has nothing,
is nothing, and becomes nothing.
They may avoid suffering and **sorrow**, but they 16
cannot learn, feel, change, grow, love, live.
Chained by their certitude, they are **slaves**; they have
forfeited their freedom.
Only a person who risks is truly free. 20

Janet Rand

About the Poem :

Risk is a motivational poem. Every act to be done by human beings anticipates risk : hope may result into despair and life into death. Risk is an integral part of life. We can say that life is full of risks and to overcome fear one needs courage. Success is all about having the courage to take risks.

The poet gives a message to all human beings to take risk if they want to

achieve something. If we don't take risks there is a chance for avoiding sorrow and painful situations in life ; but we will be missing so much. Without taking risks, we would not learn anything.

GLOSSARY

risk (n)	:	a situation that could be dangerous or have a bad result
sentimental (adj)	:	undesirably emotional
involvement (n)	:	the act of taking active part or keen interest in something
expose (v)	:	bring to light
naive (adj)	:	showing a lack of experience
hazard (n)	:	danger
sorrow (n)	:	expression of sadness, grief
chained (v)	:	restrained
slaves (n)	:	people having no freedom of any kind
certitude (n)	:	a feeling of complete certainty
forfeited (v)	:	lost

ACTIVITY 2 : COMPREHENSION

A. Tick the correct alternative :

1. What does the line 'To hope is to risk despair' express ?
 - (a) fear about failure
 - (b) fear about discouragement
 - (c) fear about some losses
 - (d) fear to being hopeless

2. Who composed the poem "Risks" ?

- | | |
|-----------------------|---------------------|
| (a) Oliver Goldsmith. | (b) Charles Mackay |
| (c) Janet Rand | (d) Alfred Tennyson |

B. Answer the following questions not exceeding 30-40 words each :

1. What is success ?
2. Who is truly free ?

3. What is the greatest hazard in life ?
4. When is a man filled with despair ?
5. How can freedom be enjoyed ?

C. Answer the following questions not exceeding 60 words each :

1. Why should we take risk ?
2. What is immediate advantage of avoiding risks ?
3. “Chained by their certitude”. Explain this phrase.
4. Write main theme of the poem.
5. What is the importance of opposite images in the poem ?

ACTIVITY 2 : REFERENCE TO CONTEXT

Explain the following lines with reference to context :

1. To live is _____ to risk nothing. (L-08-12)
2. The person who _____ grow, love, live. (L-13-17)

2

MY GOOD RIGHT HAND

I **fell** into **grief**, and began to **complain**;
I looked for a friend, but I **sought** him in **vain**;
Companions were shy, and acquaintance were cold ;
They gave me good **counsel**, but **dreaded** their gold. 4

"Let them go," I **exclaimed** : "I've a friend at my side,
To lift me, and aid me, whatever **betide**.
To trust to the world is to build on the sand :
I'll trust but in heaven and my **good Right Hand**" 8

My courage **revived**, in my **fortune's despite** ,
And my hand was as strong as my **spirit** was **light** ;
It raised me from sorrow, it saved me from pain ;
It fed me, and clad me, again and again. 12

The friends who had left me came back every one,
And **darkest** advisers **looked bright** as the Sun ;
I need them no more, as they all understand,
I thank thee, I trust thee, my good Right Hand! 16

C. Mackay

About The Poet :

Charles Mackay (27 march 1814 - 24 December 1889) was a Scottish poet, journalist, author, novelist and song writer. Mackay is mainly remembered for his book *Extraordinary popular Delusions and the madness of Crowds*.

About the Poem :

The poem is related with the common theme of poverty and the way how it can be removed. When the poet fell in grief and some adversity, all his friends and relatives deserted him. No one came to help him. He found only lip sympathy from them. The poet thinks that trusting other people is like building a castle on sand. Therefore he decided to believe in God and the hard work to be done by himself. With this realisation his courage returned in him. He overcame his sorrow and soon became prosperous. His hard work lifted him up from sorrow and pain.

GLOSSARY

fell into (phr v)	:	was overpowered
grief (n)	:	sadness (because of poverty)
complain (v)	:	to express dissatisfaction
sought (v)	:	tried to find
in vain (idiom)	:	without success
companions (n)	:	friends
acquaintance (n)	:	somewhat familiar persons
counsel (n)	:	advice, opinion
dreaded their gold (phr):		were afraid of lending their money
exclaimed (v)	:	said loudly with confidence
lift (v)	:	boost up
to build on the sand	:	to base a building on a weak foundation
good Right Hand (n)	:	my own effort/self-confidence
revived (v)	:	restored, came back
in fortune's despite (phr):		inspite of ill fortune
spirit (n)	:	mood
light (adj.)	:	cheerful
darkest (adj)	:	selfish
looked bright (v)	:	looked cheerful in a hope to get my financial help in their need

ACTIVITY 1 : COMPREHENSION

A. Tick the correct alternative :

1. What is the meaning of word “sought”?
(a) sadness (b) tried to find
(c) advice (d) without success
2. “Let them go” : the word “them” here refers to:
(a) God the Almighty (b) enemies
(c) friends (d) None of above

B. Answer the following questions each in 30-40 words :

1. Why did poet fall in to grief?
2. Why did the poet’s search for a friend prove to be fruitless?
3. Who is the friend that could help and make the poet happy?
4. Why did the poet feel disappointed?
5. What was the result of the poet’s hardwork?

C. Answer the following questions each in 60 words :

1. How did the poet overcome his sadness?
2. Why does the poet not need the friends anymore?
3. What inspirations do we get from the poem?
4. What does the “ Good Right Hand” represent?
5. Which are the two things that the poet puts his trust in? Explain.

ACTIVITY 2 : REFERENCE TO CONTEXT

Explain the following lines with reference to context :

1. My courage revived _____ again and again.
2. The friends who _____ good Right Hand.

3

THE LOTUS

Love came to Flora asking for a flower
That would of flowers be undisputed queen,
The lily and the rose, long, long had been
Rivals for that high honor. Bards of power
Had sung their claims. 'The rose can never tower
Like the pale lily with her Juno mien' -
'But is the lily lovelier?' Thus between
Flower-factions rang the strife in Psyche's bower.
'Give me a flower delicious as the rose
And stately as the lily in her pride' -
But of what color?' - 'Rose-red,' Love first chose,
Then prayed - 'No, lily-white - or, both provide;'
And Flora gave the lotus, 'rose-red' dyed,
And 'lily-white' - the queenliest flower that blows.

- Toru Dutt

About the Poet (March 4, 1856 - Aug. 30, 1877)

Toru Dutt is a well known poet of India whose contribution in Indian writing in English is memorable. Her father was a rich man of Calcutta. Her mother had a deep knowledge of the Hindu myths. This family was impressed by the glitter of the West and had embraced Christianity. But Toru Dutt had a deep attraction for the Indian epics and mythology. She read the **Ramayana**, the **Mahabharata**, the **Vishnu Purana** and the **Bhagavata**. Her imagination was shaped by these indian classics. Her literature abounds in the cultural heritage of India.

About the Poem:

‘The Lotus’ is a small poem called **sonnet**. It is a Petrarchan sonnet. The lotus has been a favourite flower with Indian gods and goddesses. Both Lord Vishnu and

Goddess Laxmi love this flower. In present times many prizes have been named after the lotus - the Padamshri, the Padam Bhushan, the Padam Vibhushan etc.

For Toru Dutt the lotus is the most perfect flower regarding the combination of colours and appearance. The poet describes a dispute among flowers in the manner of a beauty contest. The rose and the lily are rivals to get the status of the best flower. But Flora, the goddess of flowers chooses the lotus as a flower of supreme beauty because this flower retains in it the whiteness of the lily and the redness of the rose. So neither the lily nor the rose can equal the beauty of the lotus.

Symbolically, the victory of the lotus is the victory of Indian culture over the western world, since the lily and the rose are the western flowers.

GLOSSARY

Love (n)	:	used for Cupid, the god of love in Roman mythology
Flora (n)	:	goddess of vegetation and flowers
undisputed (adj.)	:	without any dispute or doubt
lily (n)	:	a flower of white colour
rose (n)	:	a flower of red colour
rivals (n)	:	contestants, opponents
Bards (n)	:	poets
tower (v)	:	stand straight
pale (adj)	:	dim
Juno (n)	:	a goddess known for stately beauty
mien (n)	:	a person's appearance, look (Juno mien: standing straight with confidence like the goddess Juno)
flower-factions (n)	:	groups of flowers (one group in the leadership of the rose and another in the leadership of the lily)
rang (v)	:	clashed
strife (n)	:	quarrel
bower (n)	:	residence
delicious (adj)	:	sweet

stately (adj)	:	appearing noble, great
pride (n)	:	confidence
rose-red (adj)	:	red as rose
lily-white (adj)	:	white as lily
blows (v)	:	blooms

ACTIVITY 1 : COMPREHENSION

A. Tick the correct alternatives:

1. Who wrote 'The Lotus'?

- | | |
|--------------------|--------------------|
| (a) Sarojani Naidu | (b) Toru Dutt |
| (c) R.K. Narayn | (d) Khuswant Singh |

2. 'Rivals' in the poem are:

- | | |
|----------------------------|----------------------------|
| (a) the lotus and the rose | (b) the lily and the lotus |
| (c) the lily and the rose | (d) the lotus and love |

3. Flora is the goddess of:

- | | |
|-------------|----------------|
| (a) fruits | (b) vegetables |
| (c) flowers | (d) milk |

B. Say whether the following statements are True or False. Write T for true and F for false in brackets:

- | | |
|---|-------|
| 1. Cupid came to Psyche to obtain a flower. | [] |
| 2. The lily and the rose quarrelled for the title of superior reputation. | [] |
| 3. The lily stands straight in pride like Juno. | [] |
| 4. Cupid first selected the colour of the lily. | [] |
| 5. Flora gave the lotus to Psyche. | [] |

C. Answer the following questions in about 30-40 words each:

- Why did Cupid come to Flora?
- What was the cause of quarrel between the lily and the rose?
- Describe the appearance of the lily.
- Describe the appearance of the rose.
- How did Cupid hesitate in choosing the colour of the desired flower?

D. Answer the following questions in about 60 words each:

1. How had the poets sung about the lily and the rose?
2. How is the lotus considered as a cultural symbol in the Indian society?
3. What do you know about Cupid and Flora?
4. How did Flora solve the problem of Cupid?
5. Do you agree with Flora's decision about the quarrel between the rose and the lily? Explain.

ACTIVITY 2 : REFERENCE TO CONTEXT

Explain the following lines with reference to context:

1. Love came to Flora high honour.
2. Thus between flower factions Psyche's bower.
3. And Flora gave the lotus that blows.

4

AN ELEGY ON THE DEATH OF A MAD DOG

Good people all, of every sort,
Give ear unto my song ;
And if you find it **wondrous** short,
It cannot hold you long. 4

In **Islington** there was a Man
Of whom the world might say,
That still a **godly race** he ran,
Whene'er he went to pray. 8

A kind and gentle heart he had,
To **comfort** friends and **foes** ;
The naked every day he **clad**,
When he put on his clothes. 12

And in that town a Dog was found,
As many dogs there be,
Both **mongrel, puppy, whelp, and hound**,
And curs of low degree. 16

This Dog and Man at first were friends;
But when a **pique** began,
The Dog, to gain his private ends,
Went mad, and bit the Man. 20

Around from all the neighboring streets
The wondering neighbors ran,
And swore the Dog had lost his **wits**,
To bite so good Man. 24

The wound it seem's both **sore** and sad
To every Christian eye ;
And while they swore the Dog was mad.
They swore the Man would die. 28

But soon a **wonder** came to light,
That show'd **the rogues** they **lied** ;
The man recover'd of the bite,
The Dog it was that died. 32

Oliver Goldsmith

About the Poet :

Oliver Goldsmith (1728-1774), one of the most popular 18th century English writers, lived a fascinating life of contradiction between his unquestionable brilliance and self destructive tendencies. His plays, poems and essays have been very popular.

About the Poem :

The present poem is an extract from Oliver Goldsmith novel *The Vicar of Wakefield*. It mourns the death of a mad dog and is called an “Elegy” in a satirical way. An elegy is a poem which expresses sad feelings over the death of a friend or of an important person.

The poet describes friendship between a man and a dog. At first they get along well, but after some time they begin to quarrel and become enemies. The dog goes mad and bites the man. The towns people lament that this good man must die a wretched death, betrayed by the ungrateful cur that he had trusted. Contrary to the prediction of the townspeople, the man has recovered and the dog has died. Thus something unusual happened.

The poem is a good example of satire on human behaviour. The sudden reversal of situations in the end of the poem makes the satire bitter : the man believed to die recovers and the dog cursed for deceit dies. The man, under the mask of innocence, proves fatal to the innocent animal.

GLOSSARY

wondrous (adj)	:	unusual and surprising
Islington (n)	:	a town where Goldsmith lived for sometime
godly race (n)	:	a moral life based on religious principles
comfort (v)	:	to give relief to a worried person
foes (n)	:	enemies
clad (adj.)	:	clothed
mongrel (n)	:	a dog that is a mixture of different breeds
puppy (n)	:	a young dog, less than a year old
whelp (n)	:	a young dog, usually rash
hound (n)	:	a hunting dog
cur (n)	:	an aggressive mongrel dog
pique (n)	:	bitterness in relation
wits (n)	:	mind's capacity to take quick and good decisions
sore (adj.)	:	showing pain and inflammation
Christian eye	:	a person who follows Christianity, a good or religious person
a wonder	:	a surprise
the rogues	:	the unprincipled and immoral men. (here it refers to the people who said that the man would die, as they talked nonsense)

ACTIVITY 1 : COMPREHENSION

A. Tick the correct alternative :

- The present poem is extracted from
 - The Vicar of Wakefield
 - The Good Natured Man
 - The Deserted Village
 - She Stoops to Conquer
- What is 'a cur'?
 - a hunting dog
 - an aggressive dog
 - a family dog
 - a young dog

B. Answer the following questions each in 30-40 words each :

1. What is an elegy ?
2. What does the poet urge to people ?
3. Where did the poet live for some time ?
4. What kinds of dogs have been described in the poem ?
5. What wonderful event does happen at the end of the poem ?

C. Answer the following questions each in 60 words each :

1. What are the qualities of the good Man ?
2. What does the poet think about a pious man ?
3. Why did an ordinary dog bite his friend ?
4. What did the neighbours think about the dog ?
5. Point out the element of satire in the poem.

ACTIVITY 2 : REFERENCE TO CONTEXT

Explain the following lines with reference to context :

1. A Kind and _____ on his clothes.
2. This dog _____ bit the man.
3. The wound _____ man would die.
4. But soon _____ was that died.

LITERARY TERMS

SONNET:

Sonnet is a lyric poem, which consists of fourteen iambic pentameter lines linked by a definite rhyme scheme. In English literature sonnet is divided in two categories; (1) 'Italian' or 'Petrarchan' (named after the fourteenth century Italian poet, Petrarch). (2) The English sonnet or the Shakespearean sonnet.

The Petrarchan sonnet falls into two parts: an octave (eight lines) rhyming abba abba and a sestet (six lines) rhyming cde cde or some variant, such as cdc cdc. Thomas Wyatt first introduced Petrarch's sonnet in England in the early sixteenth century. The Petrarchan form was later used by Milton, Wordsworth, D.J. Rossetti and other sonneteers. The Earl of Surrey and other English experimenters in the sixteenth century also developed a new form called the English or the Shakespearean sonnet. The stanza form in this type of sonnet is different from that of Petrarchan sonnet. This stanza falls into three quatrains and a concluding couplet: a b a b, c d c d, e f e f, g g. There was one especially important variant, the Spenserian sonnet, in which Spenser links each quatrain to the next by a continuing rhyme: a b a b, b c b c, c d c d, e e. 'The Lotus' by Toru Dutt is a Petrarchan sonnet.

ELEGY:

In Greek and Roman literature, an Elegy was any poem composed in a special Elegiac meter; and in England, the term was often applied to any poem of solemn meditation. In present critical usage, however, an elegy is a formal and sustained poem of lament for the death of a friend, e.g, Tennyson's 'In Memoriam' which was written on the death of Arthur Hallam. Some times the term is more broadly used for meditative poems, such as Gray's 'Elegy Written in a Country Churchyard'. The Pastoral elegy which represents both the mourner and the one he mourns, who is usually a poet as Shepherd. Nature also joins in the mourning. Finally, the poet realizes that death is a reunion with God. The most notable English Pastoral elegies are Milton's "Lycidas", Shelley's "Adonais" and Arnold's "Thyrsis".

Goldsmith's 'An Elegy on the Death of a Mad Dog', is an example of a modified version of the conventional concept of Elegy. He mixes humour to make fun of the cunningness in human behaviour. Conventionally, an Elegy on the death of an animal would be impossible.

SIMILE:

Simile involves a direct comparison between two objects and can be recognized by the use of the words 'like' and 'as'. In a simile the objects brought for comparison should be of different species; for example, if the beautiful physical features of a girl are compared to those of a beautiful film actress cannot be cited as an instance of a simile, since both the objects belong to the same species: both are human beings. The dissimilarity of objects is necessary for a simile. Example: (1) As idle as a painted ship / Upon a painted ocean. (2) The ice is as green as emerald. (3) Her lips are as tender as petals of a rose.

The use of a simile enables the poet to convey his idea effectively. In the first example cited above the poet has related the real ship to a painted one so as to enable the reader to imagine how motionless the ship is. In the second example the image of the bright ice floating in the green water of the ocean has been created which gives impression of a shining emerald.

METAPHOR:

Metaphor is a figure of speech belonging to sense devices in English literature. It is rather like a simile except that the comparison is not direct but implied. The words 'like' and 'as' are not used as marks of identification. The poet does not say that one object is like another; he says it is another. The example "He is as cruel as a tiger" illustrates the use of a simile; but the example "He is the tiger of this town" illustrates the use of metaphor.

ALLITERATION:

Alliteration is a figure of speech belonging to sound devices in English literature. It involves repetition of the same sound at a frequent interval in the same line; for example, in the lines from 'The Ancient Mariner' by S.T. Coleridge "The fair

breeze blew, the white foam flew/ The furrow followed free" the repeated 'bs' and 'fs' make the lines run quickly and give impression of a ship travelling at high speed. At the same time the lines, when read aloud, create a great musical effect and sooth the ears of the listeners.

RHYME:

Rhyme is a figure of speech belonging to sound devices in English literature. It occurs at the line endings in poetry and consists of words, which have the same sound; the letter preceding the vowels must be unlike in sound; for instance, 'night' and 'sight' are true rhymes; but 'night' and 'knight' or 'right' and 'rite' are not. If rhymes are used too much, the poem becomes monotonous.

Blank verse uses the rhyme in a balanced manner. There is no excessive use of rhymed verse as we find in heroic couplets.

RHYTHM:

Poetry has much in common with music. When we read a poem aloud, it is nearly always possible to notice that sounds used follow a definite pattern and are meant to appeal to the ear. The rhythm of a poem must always help to convey the poet's intention and gives us indication of his mood; for example we notice in 'The Ancient Mariner' how the rythm of the lines "The fair breeze blew, the white foam flew / The furrow followed free", matches the speed of the ship. When the ship stops, the rythm changes and pace of the poem becomes much slower.

DRAMA:

In general, a work written to be performed by actors on a stage. Most dramatic works can be classified as tragedy or comedy.

Drama originated in ancient Greece, developing from religious ceremonies. The great classical writers of tragedy were Aeschylus, Sophocles and Euripides (in Greece) and the Roman philosopher, Seneca. Well-known comic writers of antiquity included the Greek, Aristophanes, and the Romans, Plautus and Menander.

Medieval drama developed from religious rituals commemorating the birth and resurrection of Christ. As it evolved, it took the form of mystery, miracle and

morality plays.

In England during the Renaissance, a revived interest in classical drama united with the traditions developed from medieval techniques to produce the vigorous and varied Elizabethan drama.

The English theaters were closed in 1642 by the Puritans. However, during the Restoration, drama was revived under the auspices of the court. In the eighteenth century, neoclassical plays and the comedy of manners flourished.

Melodrama and spectacle predominated in most nineteenth-century drama until the end of the century, when shorter plays stressing ideas, problems or situations began to appear.

This trend toward a more faithful and accurate representation of life continued into the twentieth century. Further developments included expressionism and the introduction of the theater of the absurd.

TRAGEDY:

Tragedy as a dramatic form refers to a serious play in which the hero becomes engaged in a conflict, experiences great suffering and is finally defeated and dies.

The classical conception of tragedy, as defined by Aristotle in his 'Poetics', involves a hero of noble stature whose fortunes are reversed as a result of a weakness ('Hamartia') in an otherwise noble nature. The Middle Ages, lacking knowledge of classical theory, conceived tragedy merely a tale of an eminent person passing from happiness to misery. He is shown as a victim of fate. In England, tragedy began in Elizabethan times. The chief influences, in so far as dramatic tradition and theory were concerned, were classical: the 'Poetics' of Aristotle and the tragedies of Roman Philosopher, Seneca. Senecan tragedy was written to be recited rather than acted. In the later part of the sixteenth-century, however, playwrights paid less attention to classical restriction, producing dramas that varied widely in form and structure. These plays culminated in Shakespeare's tragedies. "King Lear", "Hamlet", "Macbeth" are usually regarded as the highest achievements of English stage.

DRAMATIC IRONY:

Irony basically is contrast between appearance and reality. It is a device generally used by dramatist to provide universality to his drama. It is a contrast between two aspects of the same situation or remark. It may be found in a situation or dialogue where some of the characters are ignorant of certain facts, which are known to other characters and to the audience. Dramatic character says one thing and means the opposite of it. The character utters words but himself does not know the deep meaning of this utterance. Other characters and the audience know the meaning and understand the significance of these words.

Shakespeare has used this device more frequently and abundantly in '*Macbeth*.' The very first words uttered by Macbeth are Ironical. "So foul and fair a day I have not seen" because they startle the readers by recalling the words of the witches in the opening scene: "**Fair is foul and foul is fair.**" When king Duncan comes to the castle of Macbeth, he admires the atmosphere. Thus he is ignorant of the fact. The audience know that he is going to be murdered by Macbeth in the same castle. So the description of Macbeth's castle is highly ironical: "This castle hath a pleasant seat."

PLOT:

Plot may be defined as the plan or outline of the events of the story of a novel or drama. It forms the backbone of the play. The plot of a drama should include only those events that can be represented by characters on the stage. It is governed by the limitation of the stage. The novel has great freedom in this respect. A good plot is more than a mere sequence of events. Events are selected and arranged with a dramatic effect in such a way that irrelevances are emitted. For Aristotle, Plot is the life blood and soul of tragedy. He further says that it is possible to have tragedy without character but without Plot there can be no tragedy. Plot is essential for tragedy in the same way as a proper shape in the art of painting. Colours are lifeless until filled in a proper shape. Similarly, without a proper Plot, characters are lifeless. The plot must be true to the function of tragedy, i.e., to arouse the emotions of pity and fear and then to seek for their catharsis. To achieve this goal, the action of tragedy should be "complete in itself".

Hence, the plot must have the beginning, the middle, and the end. Aristotle instructed that the events should be constructed in such a way that they have a unity. At the end it should give the picture of a united whole. The rising events should slowly lead to the crisis or climax.

COMEDY:

A form of drama that is intended to amuse and that ends happily. Since comedy strives to amuse, both wit and humor are utilized. The range of appeal is wide, varying from the crude effects of low comedy, to the subtle and idealistic reactions aroused by some high comedy.

English comedy developed from native dramatic forms growing out of the religious drama, the morality plays and interludes, and the performances of wandering entertainers, such as dancers and jugglers. In the Renaissance, the rediscovery of Latin comedy and the effort to apply the rules of classical criticism to drama significantly affected the course of English comedy. Foreign influences have also been important at times, such as the French influence on Restoration comedy or the Italian influence on Jacobean pastoral drama.

In medieval times, the word comedy was applied to non-dramatic literary compositions marked by a happy ending and by a less exalted style than was found in tragedy (e.g., Dante's Divine Comedy).

SHORT STORY:

A short story is a work of prose fiction. It differs from the anecdote – the simple and unelaborated narration of a single incident – in that it organizes the action, thought, and interactions of its character into the artful pattern of a plot, which has a beginning and develops through middle to some sort of denouement at the end. The plot form may be comic or tragic or romantic or satiric. It may be written in the mode of fantasy, realism or naturalism.

In the tale or "Story of incidents", the focus of interest is on the course and outcome of the events, as in Poe's 'The Gold Bug' or other tales of detection. The short story, however, differs from the novel in the dimension which Aristotle calls

'magnitude'. Poe, who is sometimes called the originator of the short story as a specific genre, was at any rate its first critical theorist. He defines what he called the 'prose tale' as a narrative that can be read at one sitting from one half hour to two hours and this is limited to "A certain unique or a single effect" (Review of Hawthorne's Twice-told tales).

ESSAY:

The essay refers to any brief composition in prose that undertakes to discuss a matter, express a point of view, or persuade us to accept a thesis on any subject whatever. The essay is addressed to a general rather than a specialised audience; as a result, the essay discusses its subject matter in non technical fashion, and often with a liberal use of such devices as anecdote, illustration, and humour to enhance its appeal.

A usual distinction is often made between the formal and informal essay. The formal essay is relatively impersonal : the author writes as an authority on the subject and examines it in an ordered and thorough fashion. Examples will be found in the serious articles on current topics and issues in any of the magazines, addressed to a thoughtful audience. In the informal essay the author assumes a tone of intimacy with his audience and tends to be concerned with everyday things rather than with public affairs or specialised topics and writes in a relaxed, self-revelatory and often whimsical fashion.

The Greeks, Theophrastus, and Plutarch, and the Romans, Cicero and Seneca, wrote essays long before the genre was given its standard name by Montaigne's great French *Essais* in 1550. The title signifies 'attempts' and was meant to indicate tentative and unsystematic nature of Montaigne's discussion. Francis Bacon, late in 16th century

inaugurated the English use of the term in his own series of Essays. Pope adopted the term for his expository compositions in verse and wrote the Essay on Criticism and the Essay on Man. Later on Addison and Steele, Hazlitt and Lamb contributed a great deal in the development of the essay.

PROBLEM PLAY:

Problem play is a fairly recent dramatic device which was popularized by Norwegian playwright, Henrik Ibsen. The problem play depicts a particular social problem (e.g., women's right, slavery, drug, abuse etc) and attempts chiefly to arouse interest in the problem to explore it. The issue may be one of the inadequacies allowed to a woman in the middle class 19th century family (Ibsen's *A Doll's House*) or of the morality of prostitution, regarded as a typical economic aspect in a capitalist society (Shaw's *Mrs. Warren's Profession*); or of the crisis among the relations between black and white men and women in present day America (in numerous current dramas and films); or of the presentation of a political conflict (*The Apple Cart*).

One subtype of the problem play is the discussion play in which the social issue is not incorporated into a plot, but expounded in the dramatic give and take of a sustained debate among the characters (Shaw's *Man and Superman*). There are other terms like thesis play and propaganda play which are often linked with the type of the problem play. All these types are essentially didactic forms.

WRITING SKILLS

LETTER WRITING

Forms of Letters:

1. Informal : Personal such as to family and friends.
2. Formal/Official - Formal letters are written in an official capacity. These include letters to the editor, letter of complaints, enquiries, requests, application etc.
3. Business letters: Business letters are addressed to business firms for business purpose.

Format of Letter (Informal Letter)

1. 24/2 Ganeshpura
Ratanada, Jodhpur
December 15, 2016
2. My Dear Anjana
3. I was glad to get your letter yesterday. Thank you so much. I was very happy to know that you got 85% marks in class 10th. But I also know that you are very careless about your health.
As you know that healthy mind lives in a healthy body. So you should always remember about it. You should pay attention to your health.
4. Give my regards to uncle and aunt.
5. Yours sincerely
6. Saroj

Format of a letter (as pointed above) :

1. **The Heading :** It consists of the writer's address and the date of writing the letter. The address is written at the top left or right hand corner of the page and the date is put just below it.
2. **Salutation or courteous greeting:** It is the form of greeting written a little below the date and on the left side of the page. The form of greeting depends upon the relation in which you stand to the person to whom you are writing. The first and the second word of salutation are capitalized. If there are three words, the second one is not capitalized e.g. Dear Sir, Dear Father, My dear

Pawan.

3. **Body of the Letter:** This is the main part of the letter in this part we write the message or communication. It should be written in simple or direct language. It should also be divided into paragraph.
4. **Courteous leave taking:** In formal letters use thanks. In informal letters you may use 'With best regards/wishes/Love to etc. as per your terms with the person you are writing to.
5. **The subscription:** It is written below the courteous leave taking phrase on the left side of the page. This also depends on the degree or relationship between the writer and addressee.
In formal letters : Yours faithfully
In informal letters : Yours sincerely/Yours truly
6. **Signature :** Put the signature below the subscription.

Forms of Salutation and Subscription

Relation	Salutation	Subscription
1. Blood Relation	My dear Father, Mother, Brother etc. or Dear Brother, Sister etc.	Yours affectionately or Yours loving son, daughter, brother etc.
2. Friends	My dear Ramesh Or Dear Ramesh	Yours sincerely Yours truly
3. Officers or strangers	Sir	Yours faithfully
4. Teachers Headmasters Principals	Sir	Yours obediently Or Yours faithfully

EXAMPLE

1. You are Mahendra living at 176, Malviyanagar, Jaipur. Write a letter to

your father that you are working hard for your examination.

Ans. 176, Malviyanagar

Jaipur

December 10, 2016

Dear Father,

I received your letter yesterday. I know that you are very worried about my studies. But I want to assure you that my study is going well. I do not waste my time in idle gossip. I regularly attend my classes in school. My teachers guide me well.

I complete my home task regularly. In the second terminal test, I was the topper in the class.

With best regards to mother and love to Harshita.

Yours affectionately

Mahendra

EXERCISE

1. You are Suresh residing at 135, Shastri Nagar, Jodhpur. Write a letter to your father requesting him to allow you to go on a historical/educational tour and send some money for the same.
2. Write a letter to your brother about the choice of a career.
3. Imagine that you are Vipul living at Rani Bazar Bikaner. Your uncle sent you a dictionary as birthday gift. Write a letter to thank for the gift.
4. Suppose you are Radhika living at Ridhi-Sidhi Colony, Sri Ganganagar. Your friend Sushmita has failed in the Secondary Examination this year. Write a letter expressing your sympathy to her.

Writing a letter of complaint (formal letter) :

Suppose you are Vinay. You are writing to complain about a defective purchase. Your letter should be something like this:

The Manager

address

The Electrical...

date

Dear Sir,

On date I purchased from your shop a vacuum cleaner (give name of the make, the name of the Model, the serial number if you can read it) for Rs.

It does not work. Could you please arrange to have it put in order?

Yours faithfully

Signed

(Vinay)

REMINDER

Perhaps no action has been taken and you have to write again. You should document your case as much as you can. If you have a spare copy (or can make one) of the first letter, enclose it.

Your letter should now run something like this:

The Manager

address

The Electrical...

date

Dear Sir,

Would you please refer to my letter (or letters) of(date or dates) copy (or copies) of which is/are attached.

I have received no answer so far.

Do you want me to report the matter to the Consumer Forum? I would be grateful for an answer within a week.

Yours faithfully

Signed

(Vinay)

... Enclosures (give the number)

By enclosing the copy of previous correspondence you make it impossible for the Manager to plead ignorance. Even if he did not receive your letter dated. . . , he now has before his eyes a copy of it. By writing 'Enclosures,' and giving their number (you

may have written many times) you make it impossible for someone in the office to throw away the carbons. If they get separated from the letter by mistake, they will be looked for.

2. Write a letter to the collector of your district complaining the misuse of microphones (loudspeakers) in examination days:

Ans. 59 L Block,
Sri Ganganagar.
March 7, 2016

The District Collector

Sri Ganganagar.

Sub. : To ban the use of loudspeakers

Sir,

Most respectfully I beg to draw your kind attention towards misuse of loud speakers in the city. It is the peak time of the board examination. The students need a peaceful atmosphere to prepare well for the examination.

But unfortunately there are some shopkeepers who blare loud speakers from morning to midnight in order to attract the customers.

So please you are requested to issue orders to ban the use of micro phones in the city until the Board Examinations are over.

Thanking you

Yours faithfully

Rohit

WRITING A JOB APPLICATION

This may involve you in filling in a form, in which case treat it in the same manner as an official letter. Suppose you are applying for a job in answer to an advertisement in the press. Construct your letter in such a way that it helps the selector to get at the key facts. It pays.

Write a covering letter saying where you saw the advertisement and the date on which you saw it; this shows you are systematic.

Give your reasons for applying and, if already employed, why you want to change. State any points which may be in your favour, such as willingness to go abroad, driving experience and outside interests.

Give the names and addresses of at least two people who can be contacted for references. This is very important. Preferably your last employer, or the present one. Your headmaster or your tutor. And one responsible person who has known you for a long time. You must, of course, ask these referees beforehand whether they are prepared to vouch for you.

Enclose a passport size photograph of yourself (with your name written on it).

On a separate sheet with your name, address and telephone number give your curriculum vitae, i.e. all the relevant factual information about yourself.

1. Give your age (you may be too young or too old to be considered).
2. Give your nationality (it may be important because of work permits or for other reasons).
3. Give your marital status (married applicants may be preferred or excluded).
4. Give your education with the name of your school, college, university, the dates you were there in brackets after each. Then give the subjects you studied and your grades.
5. Give your experience: list the jobs you have done with the dates in brackets.

This is how the letter of application with its enclosures should look.

The Managing Director

address

date

Dear Sir,

In answer to your advertisement in The Times of India, I wish to apply for the position of Personnel Manager.

I am 29 years old, Indian, unmarried.

My reason for applying to you is that I feel the need for change. Uttam Steel is a small family firm which does not offer enough scope for promotion.

For references please contact my present employer, CEO, Uttam Steel (address).

Yours faithfully

signed

(Rakesh Kumar)

Enclosed: 1 passport photograph and my curriculum vitae.

CURRICULUM VITAE (on a separate sheet)

Name	:	Rakesh Kumar
DOB	:	1 March, 1995
Marital Status	:	Unmarried
Schooling	:	Adarsh Vidhya Mandir Sr. Sec. School, Sri Ganganagar
N.C.C.	:	‘C’ Certificate in Grade A
Certificate	:	Computer : O Level
Experience	:	Joined as a clerk in Uttam Steel Ltd. Pune on July, 1, 2015

E-MAIL WRITING

E-mail is so convenient that it is tempting to use it on all occasions. E-mail is especially suitable when,

you are making a simple request,

you are sending some simple information

The word 'e-mail' is the short form of the 'electronic mail' which can only be sent from one computer to another using an Internet connection and a mail browser. Of course you and your receiver both require mailing addresses which are unlike our conventional postal addresses. An e-mail address, commonly known as **e-mail ID**, is like:

abc@sancharnet.in (sender of the e-mail)

xyz@sancharnet.in (receiver of the e-mail)

You can have your e-mail ID by buying an Internet connection or by creating it on many web-sites which offer you a free e-mail ID.

One has to be very careful while writing any e-mail ID because a single error will not send your e-mail and it will bounce.

"Addressing the receiver or salutation:

It is not strictly necessary to address the receiver as you would in a letter. But if you are sending a message to someone that you feel is in a higher position and you know his/her name, you may want to begin with, for example, 'Dear Mr. Gupta' or 'Dear Ms. Aiyer'. Avoid guessing people's names or gender. If you are sending an e-mail to someone in their official capacity use 'Dear Sir' or 'Dear Madam' as the case may be.

Making requests:

The first e-mail you send is the most important and it is likely to be a request of some kind. When making a request it is crucial that you provide all the information needed for the receiver to make a decision. You could follow this model:

Explain who you are

Explain how you found out the name and e-mail address of the receiver.

Explain the background to your request.

Make the request.

Explain how you would like the receiver to respond.

To abc@sanharnet.in

cc

bcc

Sub.: Online purchase of book - Communicative English Grammar

Dear Sir

I am a student of Secondary class of Nosegay Public School, Sri Ganganagar.

I got your email ID from the catalogue of the books brought out by you. A book titled 'Communicative English Grammar' also appears in that catalogue which I shall like to buy. I write this to request you to send a copy of the same. I promise to pay the required amount to the delivery-man at the time of the delivery of the same.

My postal address is as follows:

Sunil,

132-G-Block, Sri Ganganagar (Rajasthan)

Thanking you

Yours faithfully

Sunil

Language and Style:

1. Keep your messages as short as possible and use short paragraphs-people do not like to read long messages on a computer screen.
2. Try making each paragraph informative and self-contained and avoid using too many pronouns, and do not assume that the receiver remembers what you have written in an earlier e-mail.
3. Check your grammar and spelling-do not assume that accuracy does not matter in e-mail.

4. Never send an email IN CAPITALS THROUGHOUT. It is deemed to be the equivalent of shouting. Use single line spacing with an extra line between paragraphs.
5. There is no need to write the date of sending the e-mail as the date and time of sending it is automatically generated and displayed on the computer of the recipient.

Reply to the above e-mail by the publisher:

To xyz@yahoo.com

cc

bcc

Sub.: **An enquiry about a book - Communicative English Grammar**

Dear Sir

Thank you very much for your mail. Your order has been executed and the book titled 'Communicative English Grammar' has been sent to you quick delivery is ensured.

We look forward to serve you more.

Thanking you

Yours faithfully

Sameer

Manager (Sales)

Note: For writing personal or informal e-mails follow the personal pattern and style of writing as is adopted while writing personal or informal letters.

EXERCISE

1. Dr. S. Bansal is the Director of the School of Management, Amrawati. Write an e-mail to him asking him to send you the details about the PGDBM courses his institution runs.
2. Write an e-mail to a news channel congratulating and thanking it for a very

good talk it telecast on the uses of the Computer Technology.

3. There is an online Group of Doctors. Its e-mail address is : doctorsgrcupt.yahoo. zroupsocom Write an e-mail to the Group members asking them to give you the latest information on the development of any new drugs for diabetes. You can address the Group members as 'Dear all'.
4. Write an e-mail to the Director, Education, Rajasthan requesting him to make your school the venue for organising the next State Level School Wrestling Championship. His e-mail address is : directoredu@raj.nic.in

PARAGRAPH WRITING

A paragraph deals with one particular point of a subject communicated through logically built and grammatically correct sentences. While writing a paragraph the following points should be kept in mind:

1. **Theme :** The writer should remember the main theme of the paragraph and focus attention on it. Do not mention other topics in the paragraph.
2. **Unity :** A paragraph is kept in balance by using logical arguments. If there is a cause of something mentioned in the paragraph, it should have the effect also.
3. **Variety:** Use familiar nouns, adjectives or adverbs. To avoid boredom, different types of sentence structures should be used. Don't begin your sentences with the same noun/pronoun, e.g., He says that, He thinks that, He tells that and so on. Such sentences show the poor performance of the writer.
4. **End:** The end should not be sudden. The thought with which the paragraph begins should have the conclusion also; for example, if the paragraph begins with the description of a disease, it should end with some suggestion to treat the disease or with an advice of precaution about it.

How to attempt writing a short paragraph:

You may be asked to write a short paragraph on a given outline/topic in about 60-70 words.

Writing a short paragraph essentially differs from writing larger paragraphs.

While writing a short paragraph, particularly when an outline has been given, the writer has to be much careful because ignoring the points given in the outline will negatively affect your performance. So, be careful in attempting the short paragraphs.

Example

Write a paragraph in about 60 words on the importance of Ayurvedic Medicines. You may use the following points:

- i) natural
- ii) cheaper
- iii) no side effects
- iv) in favour of Swadeshi Movement

Ans. India is the birth place of the Ayurveda which is devoted to physical as well as mental health of individuals. The ayurvedic medicines are prepared from natural properties like herbs, tinctures of plants, powder of roots, and herbal concoctions, they are easily absorbed in our bodies. Since their ingredients are natural. They do not produce side effects. As compared to the allopathic medicines the Ayurvedic medicines are cheaper. If we buy these home-made medicines, the profit goes to the native manufacturers. This process will be beneficial for the Indian economy.

EXERCISE

Write paragraphs on the following topics each in 60 words:

1. Swachh Bharat Abhiyan
2. Demonetisation
3. GST Bill
4. My school library
5. My class teacher
6. My favourite book
7. A historical tour
8. Importance of trees
9. Protection of animals
10. Corruption as a social evil

UNSEEN PASSAGE

An unseen passage from a book/magazine/journal/newspaper set to test the student's ability to understand language is a very popular practice in examinations. Not only in the regular examinations of the education Boards and the universities, the unseen passages are set in the papers of the competitive examinations conducted by the State Service Commissions, the Staff Selection Commission, the Union Public Service Commission and the various other agencies including the banks. The aim of an unseen passage, also known as comprehension passage, is to know about the level of the students/examinees about their understanding of the given text, its meaning, its grammar and vocabulary. Since the students have not read this piece of literature during their regular studies, and that they are confronted with it for the first time in the examination hall, some difficulties naturally arise. So, the students are advised to consider the following points before attempting an unseen passage:

1. Read the passage carefully without hesitation.
2. During the first reading of the passage, try to get the central idea of the message given in it.
3. Do not be afraid if you don't know the meanings of a few words in it. In spite of a few difficult words in the passage you will be able to understand its main theme.
4. Read the questions given below the passage. Some of the doubts will be clear after reading the questions.
5. Read the passage for the second time, now keeping the questions in mind. Try to underline the parts which you consider to be the answers.
6. Answer briefly in your own language. Do not copy the original lines from the passage.
7. Long answers should be avoided.

EXERCISE

Read the passage carefully and answer the questions given below:

Under the influence of English education and the line of analytical and scientific thought, young Narendra, in his college days, turned agnostic for sometime. He had a strong desire to test the validity of the spiritual teachings. He confronted many religious teachers with his question; “Have you seen God?”, but was not satisfied with their explanation or reasoning and was in search of someone who had seen God face to face. He met such a person in Sri Ramkrishna, who replied “Yes, my child, I have seen God as I see you, but more intensely. I talked to God I have talked to God more intimately than I am talking to you.”

About the faith in God, “Swami Vivekananda said at the Chicago Parliament of Religions” Whatever may be the position of philosophy, whatever may be the position of metaphysics, so long as there is such a thing as weakness in the human heart, so long as there is a cry going out of the heart of man in his very weakness, there shall be a faith in God.”

1. Why did Swami Vivekanand become doubtful about the existence of God?
2. What was the attitude of Vivekanand towards the spiritual teachings?
3. How did Sri Ramkrishna satisfy Vivekanand?
4. What was the essence of the speech of Swami Vivekanand delivered at the Chicago conference?
5. The word ‘agnostic’ means:
 - (a) a believer in religion
 - (b) a critic of religion
 - (c) a person doubting the existence of God
 - (d) an admirer of religion
6. The word ‘metaphysics’ means:
 - (a) physical science
 - (b) study of metals
 - (c) study of spiritualism
 - (d) study of chemicals
7. Write words from the passage which means:
 - (a) came face to face
 - (b) dearly

REVISION

TENSES

A. Simple Present/Progressive/Perfect:

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

1. The children are quiet. Go and see what they _____ (do).
2. _____ you _____ (understand) what the lecture is saying? No, I _____ (not understand) him at all.
3. Sita _____ (sweep) the steps inside her house.
4. Water always _____ (freeze) at 0 degrees centigrade.
5. I wonder what he _____ (speak) now.
6. I won't go out now, as it _____ (rain) and I _____ (not have) an umbrella.
7. Hardly anyone _____ (wear) a hat nowadays.
8. You _____ (not tell) the truth. How do you know that I _____ (not tell) the truth?
9. Mohan _____ still _____ (do) his homework. His sister who always _____ (work) quicker, _____ (play) already in the garden.
10. What you generally _____ (do) for a living?
11. Whenever he drinks water, he begins _____ (cough).
12. A wise pianist _____ (practise) four hours a day.
13. I _____ (lose) my pen. _____ (you/see) it anywhere?
14. He often _____ (see) her but he never _____ (speak) to her.
15. I _____ (buy) a new car. Would you come and look at it?
16. It seems you just _____ (cut) your hair.
17. She _____ (not read) a newspaper since June 2.
18. The windows _____ (not clean) for three months.
19. He _____ (not shave) since the day before yesterday.
20. Meena is on leave. She _____ (go) to France.

B. Simple Past/Past Progressive:

I. Put the verbs in the correct forms :

1. I _____ (watch) television when my friend _____ (arrive).
2. Sheela _____ (break) down when she _____ (hear) the news.
3. She _____ (cook) food when I visited her.
4. They were thinking about the problem all day, but they never _____ (find) the answer.
5. How fast _____ (he/drive) when the accident _____ (occur)?
6. The bus crashed and many passengers _____ (get) hurt.
7. When he _____ (correct) the fuse he _____ (get) a very bad shock.
8. A little later the teacher _____ (notice) that smoke _____ (rise) from the desk.
9. Ramesh _____ (work) when the mother came in.
10. Where _____ you _____ (go)? How long _____ (be) your stay?

C. Put the verb in the correct form (Past Perfect or Simple Past)

1. Hardly _____ (hunter/see) the tiger when it _____ (leap) on him.
2. The students believed that they _____ (already/do) the exercise.
3. When we _____ (get) home, night already _____ (fall).
4. She looked as if she _____ (not wash) for years.
5. This _____ (cause) a war between two nations.
6. He _____ (die) by the time the doctor _____ (reach).
7. When I _____ (arrive) at the theatre, the show _____ (already/begin).
8. When we _____ (reach) the bank it had closed.
9. By 2005, the singer _____ (record) ten albums.
10. He _____ (say) that he _____ (study) the book before.

D. Future Tense/Time:

- I. Put the verbs in brackets into present continuous or the future tense. The 'be + going to' form could be used here instead of the present continuous.
1. You _____ (be) able to drive after five days practice.
 2. She _____ (play) in a cricket match on Sunday.

3. Which horse you _____ (ride) tomorrow?
4. By next year he _____ (leave) studies.
5. They _____ lay the foundations on Monday.
6. I _____ (change) my house next month.
7. _____ you (open) the door for me please?
8. _____ you _____ (buy) stamps? Yes, I am.
9. Why _____ you (take) up that floor board?
10. I _____ (catch) the 7:30 train.

E. Fill in the blanks with the correct form of verbs given in brackets:

1. At last you are here! I (wait) here for more than two hours.
2. If I were a bird, I (fly) in the sky.
3. I shall not go unless he (come).
4. It's time children (go) to bed.
5. You had better (take) an umbrella, as it may rain.
6. Have you ever (see) a tiger?
7. Don't cut the fully (grow) up trees.
8. For rash driving his licence (cancel).
9. English (speak) all over the world.
10. Killing of birds and animals (ban) by King Abhay Singh.

F. Complete the following paragraph choosing nouns, adjectives or adverbs from the list given below:

[ego, extremely, invasion, surprise, advanced, action, prosperous, immediately, boundary, intelligent, arrogance, curious, fantastic, imagination, withdrawl]

The Book that Saved the Earth is a _____ play. The author's _____ allows him to put the dramatic _____ in the twenty fifth century. Think-Tank is a _____ character designated as commander-in-chief of the Mars. But he is full of _____ and believes that the people of the Earth are not so _____ as the

people of the Mars. His plan of _____ on the Earth seems to be _____ ambitions and is motivated by _____. To his utter _____, the people of the Earth turn out to be more _____ and _____. He _____ instructs his officers for a quick _____ of the space-crew from the _____ of the Earth.

PASSIVE VOICE

A. Put the following sentences into passive forms:

1. Who bought it?
2. Many people opposed this.
3. Students do a lot of work.
4. She has written a poem.
5. We use this room on special occasions.
6. Somebody has knocked the door.
7. I don't know him.
8. They are playing tennis in the ground.
9. Close the windows.
10. Please don't overeat or you will be ill.
11. The principal gave me a prize.
12. Why should you not trust me?
13. Nobody can go there.
14. Don't make fun of the handicapped.
15. Someone is following us.

B. Put the following sentences in a passive voice as shown:

Eg. They like Mango. Mango is liked.

1. They did not look after the children properly.
The children _____.
2. Nobody called the police.
The Police _____.
3. People must not take their weapons in hand.
Weapons _____.

4. People say that he was a thief.
It is said _____.
5. We hope that they will turn down the proposal.
It is hoped _____.
6. It is your duty to know.
You are supposed _____.
7. Don't do it.
Let _____.
8. Don't tease the weak boys.
Let _____.
9. Someone is following us.
We _____.
10. Don't touch this switch.
You are _____.

C. Complete the following sentences using one of the following verbs in the correct form:

check, close, allow, post, translate, find, cure, organise, damage

1. The troops have been called out.
2. My parcel _____.
3. Godan _____ into English.
4. Smoking _____ in public places.
5. Let all the gates _____.
6. My book _____ after a big search.
7. A hospital is a place where patients _____.
8. Annual function _____ every year in our school.
9. The road _____ quite _____.
10. He _____ for his ticket.

D. Rewrite the sentences in the passive form, beginning your sentences with the words in italics:

1. It is thought that *our scientists* are popular abroad.
2. It is said that *tobacco* is injurious to health.
3. It was believed that *France* had test fired a missile.
4. It was felt that the *new income tax rules* were insufficient.
5. It is said that *Japan* has invented a new photostate machine.
6. It is expected that *the guests* will arrive tomorrow.
7. It is thought that *RPSC* is advertising vacancies for teachers.
8. It was thought that a *T.V.* channel had leaked the budget data.

E. Exercise:

Complete the sentences using the verb in the passive form:

1. Smoking at public places _____ unlawful. (declare)
2. The thief _____ yesterday. (catch)
3. Honesty _____ everywhere. (appreciate)
4. The audit of accounts _____ (do already)
5. They _____ to me. (know)
6. The enemy plane _____ recently. (gun down)
7. The gallantry awards for this year _____ (announce)

DIRECT / INDIRECT SPEECH

A. Put the following sentences into indirect speech:

1. The boys said, "we want to play a match".
2. The teacher said, "we don't have much time for a match now".
3. Nisha said him, "I have something to show you".
4. "I am going away tomorrow, father", Ram said.
5. She said, "My husband has just been made the commissioner of Police."
6. "I have a message for your sister", I said.
7. Sohan said, "Yesterday I did not go to college".
8. Satish said to Manisha, "You promised to ring me everyday."
9. The teacher said to the class, "If you don't work hard, you will fail."
10. They said, "We will wait for you if you are late".

B. Put the following sentences into indirect speech:

1. "Would you like to come with us." they said.
2. The commandar in chief said, "Farewell, my country".
3. "Why are you not appearing in exams?" said his friend.
4. "When do you want to speak?" asked the gatekeeper.
5. "How long have you been learning French?" said the teacher.
6. "Where will you be tomorrow," I said, "incase I have to ring you?"
7. She said, "Let's enjoy a good dinner and party".
8. He said to her, "May you live long!"
9. The son said, "Do you think you could give some more pudding, please, Mother?"
10. "Go and get me a piece of chalk, and come straight back," the teacher said to the boy.
11. He said, "thank you".
12. He said, "Liar".
13. She said, "What a pity!"
14. "Let me explain, "She said", Don't be in such a hurry".
15. "Get yourself some new clothes. "I suggested.

Given below are more sentences for exercise on direct/indirect speech.

C. Change the following sentences into indirect speech.

1. "Where do you live?" asked the stranger.
2. He said, "Will you listen to such a man?"
3. "Do you suppose you know better than your own father?" asked his angry mother.
4. Rama said to Arjun, "Go away."
5. He said to him, "Please wait there till I return."
6. He shouted, "Let me go."
7. "Call the first witness," said the judge.
8. He said, "Alas! I am undone."

9. Alice said, "How clever I am!."

10. He said, "Bravo! You have done well!"

D. Change the following sentences into indirect speech.

1. She wrote, "I am waiting and watching and longing for my son's return."

2. He said to her, "What do you want?"

3. He asked, "Are you coming home with me?"

4. "Do you really come from China?" said the Prince.

5. "Don't you know the way home?" asked I.

6. The young sparrow said, "Mother, what is that queer object?"

7. "Who are you, Sir, and what do you want?" They cried.

8. "Run away, children," said their mother.

10. "Go down to the Bazaar. Bring me some oil and a lump of ice", ordered his master.

11. The teacher said, "The Earth moves around the sun."

CLAUSES

A. Fill in the blanks with Relative Pronouns (who, which, that, whose)

1. Mohan work in the bank _____ is situated on the main road.

2. We like the teachers _____ always help students.

3. We are afraid of the animals _____ are carnivorous.

4. People dislike officers _____ attitude is negative.

5. Remove the stones _____ are found on roads.

6. Respect the people _____ always speak the truth.

7. Our school library has some books _____ are rare.

8. The birds _____ come in the Ghana Bird Sanctuary are wonderful.

9. The computers _____ were bought last year are out of use.

10. The bronze statue _____ I saw in the museum has been stolen.

B. Combine the following sentences using the conditional clauses (if, unless, as soon as):

1. The function began. The guest arrived.

2. People do not wear helmets. They will be fined.
3. You have no proof of innocence. The court will convict you.
4. The hospital provides emergency services. The serious patients will be saved.
5. You heat ice. It will melt.
6. You are thirsty. You drink water.
7. You call off the strike. The Government will accept your demands.
8. You want to talk to me. Give me a missed call around 5 O'clock.
9. You did not consult the doctor. Your disease would be cured.
10. You did not pay your telephone bill. You would not escape the penalty.

Relative Clauses:

D. Fill in the blanks with appropriate conjunctions 'who', 'whom', 'whose', 'which' or 'that':

1. The man _____ organised the blood donation camp is a professor.
2. The Government will compensate the farmers _____ crops have been destroyed by floods.
3. The diamond ring _____ I bought last year has been lost.
4. The kites _____ are made in Jaipur attract foreigners.
5. The herbs _____ are found in the Himalayas are rare.
6. The chief secretary _____ the police arrested had a lot of money and gold.
7. The borrowers _____ bank loans are unpaid will be penalised.
8. The furniture _____ has been declared useless will be repaired.
9. The trees _____ were planted two years back have grown big.
10. The tennis player _____ the customs officials detained at the airport was interrogated.

Noun Clauses:

E. Read the italicised noun clauses in the sentences given below:

1. *What you say* I do not understand.
2. I understand *what you say*.

F. Complete the following sentences by adding noun clauses as shown above:

1. What _____ we do not believe.
2. What _____ makes me disappointed.
3. I am satisfied with _____.
4. We cannot rely on _____.
5. What _____ cannot be ignored.
6. The students should know _____.
7. What the crowd did _____.
8. What the Government has announced _____.
9. What the scientists say _____.
10. Parents know _____.

G. Complete the following sentences using noun clauses:

1. He said that _____.
2. _____ may not be the answer of this question.
3. The boy _____ is my brother.
4. The horse _____ is in the stable.
5. Ram asked _____.
6. That _____ was not the problem.
7. The book that _____ has been stolen.
8. I must refer you _____ yesterday.
9. You must do _____.
10. Tell me _____.

H. Fill in the blanks with 'whom', 'which', 'that' or 'who':

1. My friend _____ is blind.
2. She has broken the pen _____ I gave her.
3. The gun _____ I wanted to buy was not in the market.
4. The person _____ you don't know is one of the best friends of mine.
5. He knows the boy _____ you are going to see.
6. The student _____ the teacher scolded is standing.
7. The story _____ you told is an interesting one.

I. Combine the following pairs of sentences by using who, which, that, where, when and why.

Example:

That is the man. He looks after the garden. (who)

That is the man who looks after the garden.

1. That is not the car. It runs smoothly. (which)
2. He trained the horse. It will win the race. (which)
3. This is the cat. It caught the rat. (that)
4. He is the gentleman. He will give us a speech. (who)
5. We saw the man. He sells bananas. (who)
6. I met a girl yesterday. This is the girl. (whom)
7. Here is a story. I want to tell it. (that)
8. Is this the house? You were born in it. (where)
9. Can you remember the time. Your grandfather died. (when)
10. Give me the reason. You have not done your homework. (why)

J. Complete the following sentences by using adverbial clauses:

1. I will forgive you if _____.
2. The mouse will play when _____.
3. He had just finished his work when _____.
4. You will get good marks because _____.
5. Although _____ he is honest.
6. We should not go where _____.
7. She did not tell why _____.

K. Join the following sentences using the conjunctions given in brackets :

1. The guests arrived. The function began. (as soon as)
2. People will buy coolers. The summer has set in. (as)
3. He cannot buy a car. He does not have much money. (as)
4. She fell asleep. She was reading. (while)
5. You should read the history of Shivaji. You have free time. (whenever)

MODALS

A. Fill in the blanks with appropriate modals:

1. He had no key, so he _____ not open the lock.
2. _____ you stand on your head?
3. _____ I borrow your pen?
4. If you feel ill you _____ leave early.
5. The buses were all full; we _____ get a cab.
6. Mother told the son that he _____ play with matches.
7. She has the key; you _____ ring the bell.
8. I _____ like to draw your attention to our problem.
9. If you favour me, I _____ be very grateful to you.
10. How you to come in my chamber without my permission.

B. Complete the following conversation using suitable modals:

- Seema : _____ I come in sir?
- Teacher : No, you _____ because you are late.
- Seema : Sorry sir, it was all due to heavy traffic. I _____ never be late again.
- Teacher : Ok, but you _____ be late in future.
- Seema : Thank you sir.
- Teacher : _____ I start the new lesson now?
- Seema : Oh! Sir I _____ not bring my textbook because Naresh had taken it yesterday.
- Teacher : But you _____ not have it. I _____ teach you about modals today.
- Seema : All right sir, one thing more, _____ you lend me your pen please?
- Teacher : No, you are a very negligent student. You _____ see everything before you come to school.

TRANSFORMATION

A. Combine the following sentences using the words given in brackets:

1. The weather is very cold. We cannot go out. (so-that)
2. He is very ill. He cannot go to his office. (too-to)
3. The man is very rich. He can help you. (enough to)
4. She works hard. She may not fail. (lest)

5. Russia is powerful. America is more powerful. (not as)
6. The ceiling of the room is very high. I cannot touch it. (too-to)
7. He is prosperous. He is famous. (not only-but also)
8. He ran fast. He might miss the train. (lest)
9. Don't drive fast. You may not have an accident. (so that)
10. He had not worked hard. He would have passed the examination. (If)

B. Combine the following sentences using 'lest':

1. Hurry up. You may miss the conference.
2. He wore warm clothes. He might catch a cold.
3. She does not use the mobile phone. Her father may rebuke her.
4. He does not take medicines regularly. The infection may recur.
5. Don't stand beneath the roof of the old building. The roof may collapse.

FINDING ERRORS

A. Each of the sentences given below contains an error. Rewrite the correct sentences by removing the errors:

1. Gandhiji gave emphasis about the prayer.
2. Babuli shocked by the dispute in the family.
3. The American negroes are more richer than their brethren in Britain.
4. It's time we eat our food.
5. Having take rest, we continued our journey.
6. If you will get proper training, you will become successful.
7. Hardly he had reached the station than the train started.
8. No sooner did the feast ended when the old man saw the thief.
9. It does not hardly matter if says yes or no.
10. He has celebrated his birthday yesterday.
11. The teacher told him come late.
12. The boy denied obey the teacher.
13. He has sent e-mail yesterday.
14. They just returned from Mumbai.

15. It is raining since morning.
16. There the bus is going!
17. The earth went round the sun.
18. The guests have entertained properly.
19. I told him why he is telling a lie.
20. The seller asked me that I wanted to buy shoes.

B. Each of the sentences given below contains an error. Rewrite the correct sentences by removing the errors:

1. The students did not stood up when the teacher came.
2. What you want from me?
3. Where the thief hid the stolen watch?
4. He cried that how unlucky was he.
5. I was invited on tea.
6. When it will rain, the farmer will sow their fields.
7. You had better to take a helper with you.
8. When he saw you last?
9. He is living here for 20 years.
10. Did not you complete your homework?