

## Appendix

**Table of vowels and phonetic symbols**

S.No.	Vowel	Occurrence in words		
		Initial	Medial	Final
1.	/ i : /	ease	beast	tea
2.	/ i /	if	fist	carry
3.	/ e /	egg	many	does NOT occur
4.	/ æ /	act	happy	does NOT occur
5.	/ ɑ : /	arm*	farmer*	far*
6.	/ ɒ /	opt	cot	does NOT occur
7.	/ ɔ : /	order*	caught	law
8.	/ u /	does NOT occur	shook	ONLY in the weak form of “to”
9.	/ u : /	ooze	boost	blue
10.	/ ʌ /	under*	just	does NOT occur
11.	/ ɜ : /	earn*	burst*	fur*
12.	/ ə /	above (first syllable)	forget (first syllable)*	driver (second syllable)*
13.	/ ei /	aid	maid	ray
14.	/ ai /	ice	aside	fry
15.	/ ɔ i /	oyster*	boil	toy
16.	/ au /	owl	loud	how
17.	/ əu /	open	note	slow
18.	/ iə /	ear*	fierce*	fear*
19.	/ uə /	does NOT occur	tourist	tour*
20.	/ eə /	aerial	careful*	fair*



VOWELS	monophthongs				diphthongs		Phonemic Chart voiced unvoiced	
	i:	ɪ	ʊ	u:	ɪə	eɪ		
	sheep	ship	good	shoot	here	wait		
	e	ə	ɜ:	ɔ:	ʊə	ɔɪ		
CONSONANTS	bed	teacher	bird	door	tourist	boy	əʊ	show
	æ	ʌ	ɑ:	ɒ	eə	aɪ		
	cat	up	far	on	hair	my		
	aʊ							
	p	b	t	d	tʃ	dʒ	k	g
	pea	boat	tea	dog	cheese	June	car	go
	f	v	θ	ð	s	z	ʃ	ʒ
	fly	video	think	this	see	zoo	shall	television
	m	n	ŋ	h	l	r	w	j
	man	now	sing	hat	love	red	wet	yes

Function	Expression
Greeting	Good morning/evening everybody. Ladies and gentlemen, My dear colleagues/students
Introducing the topic	My topic for today is... I am going to speak... I'd like to tell you about... I have chosen to speak on... My theme is...
Expressing happiness	I'm really delighted... I can't say how pleased I am... It gives me immense pleasure to be in your midst... I am happy to be with you.
Outlining the stages or steps	First I am going to deal with... I'd like to divide my talk... Firstly I shall, then...and lastly...
Repeating	Let me repeat... I'd like to say/stress that once again...
Clarifying	Let me make my point clear... To put it in a simpler form...



Asking for opinion	How do you react to this...? Any comments? Could I have your suggestion? What do you think / feel about...? What's your opinion on...?
Checking that they understand	Have I made myself clear? Do you understand what I mean? Get it?
Persuading	How can I persuade you? It will be a misfortune if you cannot... I leave it to your sense...
Rephrasing	In other words... To put it in other words... What I mean is... That's to say...
Giving yourself time to think	Er. Let me see... Well, you see/you know... Well, how shall I put it... Just a minute...
Changing the subject	Oh, by the way... Incidentally... Oh, before I forget...
Avoiding giving an opinion	Well, it's difficult to say... Well, I don't know really... I'd rather not say anything... It all depends...
Introducing a story/anecdote	Here is an interesting story...
Enumeration	My first point is... In the first place... Secondly... Further... In addition...



Summarising	Let me sum up... Let me recapitulate... We discussed the following point... To sum up the whole thing... In summary... In short...
Concluding	Let me conclude... Let me wind up... Let me end my speech...
Complimenting/Congratulating	What a nice/wonderful... I must congratulate you on... Allow me to offer my heartiest congratulations...
Thanking the audience/ organisers	I am thankful to the... for giving me the opportunity. Let me convey my thanks...
Calling attention	Excuse me May I...? I would like to share something with you.
Adding a point	Let me add to/share... While you are on the topic, let me bring your attention to... I would like to add something to what you just said. Just to add to what you said now...
Agreement, illustrating with an example	That's true. I had a similar experience once. I agree with what you say. For instance,... Absolutely! The other day...
Contradicting/Bringing up a different point	Well, I think it works differently for different people. I'm afraid that doesn't work.
Seeking a clarification	One second, help me understand...before you proceed further. Sorry to interrupt you, but I need a clarification.
Cutting the conversation short	I would love to listen to you, but unfortunately I need to go. I will catch up with you later. It was wonderful listening to you, but I need to rush now.



Preparing and delivering a public speech can be challenging. You can find it difficult to decide what you want to say, or how to say it. To some, perhaps the very thought of speaking before an audience is frightening. With guidance and practice, anyone can write and deliver a speech successfully.

### **Making a short formal speech involves three stages:**

- ☐ Planning
- ☐ Writing
- ☐ Delivery

### **Planning Stage**

The content of your speech and how you deliver it will depend on three important factors:

- ☐ Occasion / Situation
- ☐ Audience
- ☐ The purpose of your speech

### **Writing stage**

- ☐ This stage involves the following:
- ☐ Creating an outline

- ☐ Collecting the material required
- ☐ Preparing the first draft
- ☐ Editing for correctness, cohesiveness etc.

### **Remember the following points while delivering a speech:**

Your appearance – you must be well-groomed.

Be clear and audible.

Adjust your pace of delivery – pause when necessary.

Make eye contact with members of the audience and sustain it to win the trust and confidence of your listeners.

Be natural in your gestures and posture– avoid distracting mannerisms (for e.g., keeping one's hands in one's pockets).

### **Some other situations when a short formal speech is made are mentioned below:**

To welcome a guest at a function

To bid farewell to someone leaving an institution/organization or

To propose a vote of thanks at the close of a formal event

### **Phrases used when delivering a welcome address are given below.**

Opening courtesies	Giving the background	Introducing the theme/ purpose
Good morning/afternoon /evening	The idea took birth a year ago...	This gathering offers us a diverse platform to...
Let me first welcome...	In the last meeting, we discussed the possibility of...	Let us take the first step towards...
I feel privileged to welcome	We were exploring the possibility of...	The initiative to... will go a long way in creating...
I would like to welcome...	There was a need felt to work together on...	Today's function marks...



I have great pleasure in welcoming.../ It is my pleasure to welcome...	It was felt that...	This meeting/conference stands for
I take this opportunity to welcome...	Given the research and developmental trends in the area/field, it was found to be important to...	This gathering presents...
I welcome you all to...	We need to give attention to...	The occasion offers a unique platform for...
I extend a warm welcome to	The situation implores us to focus on...	This event showcases a window of opportunity to...

### **A few useful phrases for proposing the vote of thanks are given below.**

I have the task of delivering the vote of thanks to this august gathering here.

My thanks to distinguished....

I am also grateful to...

I must also thank the other members of...

My thanks to all...

It's a great honour to have this opportunity to thank all of you.

We are deeply indebted to...

We would like to thank...

We are very grateful to you for...

In this connection, we would like to make particular mention of...

We thank you for your patience...

Thank you so much.

### **Presentation of a speech:**

A speech must have a clear and realistic purpose. The purpose can be: to instruct, to persuade or to entertain. The content

is often rather general and factual. When the speech is over, the audience should have added something more to their knowledge.

### **Instruct**

In an instructional speech, the aim is to teach the audience knowledge and skills. After the presentation, the listener should have learnt a skill.

### **Persuade**

A persuasive speech should aim to stimulate people to do something. After the presentation, the listener should have been inspired or motivated to do something innovative and creative.

### **Entertain**

The aim of this type of speech is mostly to make the audience feel happy, but there may be hidden goals. For example, to reveal important truths or move ideas forward. A crucial element in this type is to add some humour. For most people it is very difficult to give a humorous presentation because the humour is not spontaneous.



## Model Letters:

### Formal letters

A formal/official letter is brief and formal in style but courteous in language. There is no room for affectation of any kind. We must avoid colloquialisms and slang. However, nowadays, the use of stiff impersonal style is discarded and a less formal and involved style is preferred. An 'open punctuation' has become common nowadays, saving a lot of typing time.

### The following steps are to be borne in mind in writing:

#### Formal letters:

1. Think before you write.
2. Plan your letter.
3. Make the first draft (focus on the matter, brief, crisp style, suitable subscription, etc.)
4. Edit the draft.
5. Present carefully—Use proper layout.

#### Parts of a formal letter:

Address of the sender preferably without name. Write the date below your address.  
Address of the person you are writing to.

#### Mention subject of letter:

Salutation or greeting – The following convention of addressing is followed:

When you address a person: Sir / Madam

When you address more than one person: Sirs

#### Body of the letter:

Subscription or Complimentary close: If you have addressed a company by its name or a person by his designation, end with "Yours faithfully".

If you have addressed a person by name end with 'Yours sincerely'.

Signature

## 7. Address on the envelope

Note: The modern trend is (American) to keep the alignment to the left.

### Letter of Complaint

#### 1. Read the following letter of complaint written to an electronics goods shop complaining about a faulty new television

From

M. Tamizhselvan,  
174, Vinoba Nagar,  
Chengalpet,  
Kanchipuram District.  
10 February 2018

To

The Manager,  
Viman & Co.,  
Anna Salai,  
Chennai-02

Sir,

Sub: Faulty TV set - Reg.

I bought a 21" colour TV from you on 17.1.2018 and the bill number is 13798. I wish to point out that the remote control device is not functioning properly. The TV set is no better. There is no visual clarity. I wish you had checked these things meticulously before delivery.

I request you to send your staff member to check these items and replace them.

Thanking you,

Yours faithfully,  
M. Tamizhselvan.  
(9900010000)

Address on the envelope

The Manager,  
Viman & Co.,  
Anna Salai, Chennai-02.





### Letter of Permission

#### 2. Write a letter to the Director of Port Trust on behalf of your school seeking permission for the students to visit the place.

From

R.Karthika (SPL),  
Govt. GHSS,  
Kancheepuram.  
10 March 2018

To

The Director,  
Port Trust,  
Chennai-600 001.

Respected Sir,

Sub: Seeking permission to visit  
Port Trust - reg

On behalf of Std. XII, I request you to grant us permission to visit the Port Trust. About 75 of our students will be visiting the Port Trust, on 16<sup>th</sup> Apr 2018 along with four staff members, on an educational tour.

We would appreciate, if you could arrange a guided tour. Kindly brief us about the rules and regulations to be followed during the visit and the visiting hours.

Thanking you,

Yours faithfully,  
R.Karthika (SPL).

**Read the following letter to the Manager - HR, TI Cycles of India Ltd., Ambattur, Chennai 600 053, seeking permission to visit the factory.**

S. Nadhiya,  
Student Secretary,  
M.V.V. Hr. Sec. School,  
R. A Puram,

Poonamalle.

June 30, 2018

The Manager – HR  
TI Cycles of India Ltd.  
Ambattur, Chennai 600 053

Sir,

Sub: Seeking permission to visit your  
factory - reg

This year, visiting some factories to see the actual working of their plants is a part of our Science curriculum. In this connection, the members of the Science Club of our school wish to visit your factory during August 2018. Being the Secretary of this Club, I have been deputed to make all necessary arrangements.

We are a group of thirty students and two teachers. I hope you will grant us permission and encourage us.

We look forward to hearing from you soon.

Thanking you,

Yours faithfully,  
S. Nadhiya,  
Secretary,  
Science Club.

### Letter of Enquiry

#### 3. Write a letter to the ABC Institute of Computers, enquiring about short term courses available that you can undertake during the summer vacation.

From

V. Yusuf,  
49, 5<sup>th</sup> Street,  
Sanjay Gandhi Nagar,  
Chennai 600 081.  
20 April 2018





To

The Manager,  
ABC Institute,  
Nungambakkam,  
Chennai-34.

Respected Sir,

Sub: Enquiring about short term  
courses - reg

I have just finished my class X board exams. I am looking for a short term computer course in your institute. It would be helpful, if you could send me the details of the courses, duration, timing and the fee structure.

Thanking you,

Yours faithfully,  
V. Yusuf.

### Letter of Apology

#### 4. Read the letter below and notice how an apology is made.

From

B. Gokul,  
Membership no.221205,  
26, II Avenue,  
Ashok Nagar,  
Chennai-83.  
5 June, 2018

To

The Head Librarian,  
British Council Division,  
Chennai-02.

Sir,

Sub: Seeking apology for not  
returning the book on time - reg

Thank you very much for your reminder regarding the book borrowed by me from your library.

I am extremely sorry for not having returned the book “ Reflections,” within the due date. The fact is that I lost the book along with my bag during a bus journey. Please let me know the price of the book so that I can send the amount to you. As I am in my hostel in Coimbatore, I am not able to come in person. I sincerely regret the inconvenience caused to you.

I assure you that such lapses will not occur in the future.

Regretfully yours,

B. Gokul.

### Letter - Placing an order

#### 5. Read the following letter written by C Sathish, the Cultural Secretary of a school, placing an order for prize books.

From

C. Sathish,  
XI Std. ‘B’ section,  
Govt. Higher Secondary School,  
1, Rajarathinam Salai, 4<sup>th</sup> lane,  
Chennai-2.1  
5 August, 2018

To

M/s Paari Publishers,  
121, Armenien Street,  
George Town,  
Chennai-1.

Dear Sirs,

Sub: Ordering books - reg

Thank you for your letter of 1st August enclosing your latest catalogue.

I shall be thankful if you could send me the following books for our school, with the discount.



1. Oxford Advanced Learners Dictionary – 2 copies
2. Thesaurus by Roget – 5 copies
3. Basic English structure by Michael Swan – 5 copies
4. Complete works of Mahakavi Bharathiyar – 5 copies

Send these books before 20<sup>th</sup> August 2018. The bill in duplicate may be sent for payment.

Thanking you,

Yours faithfully,

C. Sathish.

### **Letter of invitation.**

From

R . Sriram,  
School Pupil Leader,  
XYZ Vidyashram,  
K.K. Nagar,  
Ramanadhapuram.  
13.07.2018

To

Dr. R. Natesh Kumar,  
Associate Professor,  
ABC College,  
Tuticorin.

Sir,

Sub: Invitation to preside over a  
function - reg

I am happy to invite you to be the Chief Guest at the inauguration of 'Our Literary Club' to be held at our school auditorium at 10.00 a.m. on Saturday, 22 Sep 2018.

We request you to confirm your availability on that date, so that we can proceed further.

Thanking you,

Yours sincerely,

Sriram,

SPL.

### **Writing a Poem**

This section offers step-by-step strategies for helping students to write poetry.

### **Getting Started**

Before the process of writing can begin, it's important to brainstorm as to what a poem is.

#### **Some possible responses could be:**

- A poem tells a story.
- A poem can rhyme, but it doesn't have to.
- A poem is suggestive in meaning.
- A poem can be about anything.

### **A Poets' Word Box**

In poetry, more than almost any other form of writing, every word counts! The glossary given below provides definitions of some key words used to discuss elements of poetry.

**Alliteration:** the repetition of beginning consonant sounds (jingle, jangle, jamboree)

**Assonance:** the repetition of vowel sounds (same, rain, makes, pavement)

**Consonance:** the repetition of consonant sounds anywhere in the words (Carlos wore a black jacket)

**End rhyme:** the rhyming of words at the end of two or more lines of poetry

**Free Verse:** poetry that does not include patterned rhyme or rhythm

**Haiku:** a three-line Japanese poem about



nature; the first line has five syllables; the second, seven; and the third, five

**Limerick:** a funny verse in five lines; lines one, three and five rhyme, as do two and four

**Metaphor:** a direct comparison

**Narrative:** a poem that tells a story

**Onomatopoeia:** words whose sounds make you think of their meanings

**Personification:** a comparison in which something that is not human is described with human characteristics

**Repetition:** the repeating of a word or phrase to add rhythm

**Rhythm:** the pattern of accented and unaccented syllables in a line of poetry

**Simile:** a comparison that uses the words 'like' or 'as'

### A sample poem:

#### Give me a Poem

Give me a poem as soft as sleep;  
as dangerous as money;  
as bitter as a nasty pill;  
as sweet as summer honey;  
and wrap it in a web of words,  
as strong and fine as silk;  
as free as flocks of wheeling birds;  
as nourishing as milk.  
If you give me a poem like that,  
I'll tell you what I'll do  
If you give me a poem like that,  
I'll give one back to you!

- Helen H. Moore

### Writing a book review

#### What is a Book Review?

The review is basically a statement of opinion about a piece of writing (or any other work of art, such as dance, sculpture, or music) which is substantiated with specific facts and incidents from the work itself. Its primary purpose is to let the reader know whether it would be worth their while to read the work under discussion. Though you will have to include some information about the content of the work, never forget that the object of the review is the presentation of the reviewer's opinion.

Thus the primary concern is to make the reader aware of what you think or feel about the work of art. When the work being analysed is literature, the critical essay is called literary criticism. It is this type of essay that encompasses the book review, and, hence, the primary concern of this section.

#### In the book review, you as the critic can concern yourself with any one or several of the following:

1. Impressions – What are your reactions to the work? Did you like it? Did it appeal to your emotions, to your intellect, or to both?
2. Analysis – How does the author accomplish his/her avowed objective? Is the style effective? Is the genre appropriate for the subject matter? How effective is his/ her diction? The character delineation? The choice of setting? Is the work too long or too short? How extensive is the author's knowledge of the subject matter?
3. Interpretation – What does the work mean? What is the author trying to tell us? Can the work be understood



without relying on such extrinsic factors as the author's background?

4. Orientation – Where does the work fit within the history of literary development? How does it relate to other works written by the same author? to works on the same subject by other authors? to comparable works of different time periods?
5. Valuation – Does the work have some general value - some unique value? Does it appeal to any special group or to most readers? Is the appeal limited in time or is it universal?
6. Generalisation – What broad, general statements can be made about the work?

### Preparing to write the review

Now that you have some understanding and awareness of what constitutes a book review and what qualifications you will need as a reviewer, you are ready for the next step – preparation for the writing. This does not mean that you sit down and jot down whatever comes to mind, making your first draft your last draft. The emphasis here is on preparation, which is getting ready to write. Good writing requires preparation, organisation, writing, revision and rewriting.

### Reading the work to be reviewed

Here is a checklist you can use for your reading:

1. Avoid reading blurbs, summaries, and commentaries prior to the reading of the work.
2. Read only when you are fresh and alert.
3. Read with proper lighting and with

a minimum of disturbances and interruptions.

4. Give careful thought to the title of the work and its significance and implication.
5. Read the preface to familiarise yourself with the author's intent.
6. Look over the table of contents (if there is one) so that you will be aware of the book's basic organisation.
7. Know the genre to which the book belongs so that you may judge the work accordingly.
8. Get your own copy of the work, if possible, so that you can read actively. If you use somebody else's book, then keep slips of paper available for jotting down your reactions. Insert these slips within the book.
9. Read the entire book. Get a general impression and think about the work. Let it lie fallow in your mind until you see it in proper perspective.
10. Read the work again, this time for details to substantiate your initial impression or to modify that impression.
11. Be thorough and perceptive in your reading so that you can be fair to the author.

### A sample book review :

#### Frankenstein's Cat

Review by H Aslam, age 16, Washermanpet

I really loved Frankenstein's Cat for its fascinating explanation about the often baffling subject of bioengineering and other related sister sciences. Emily Anthes explains the many sides of today's modern technology, such as gene modification,



cloning, pharmaceutical products (from the farm), prosthesis, animal tag and tracking and gene cryogenics.

This book provides a well-rounded summary of these complicated sciences without being boring or simply factual. Her real world examples take us on a journey from the farm, to the pet store and then from the pharmacy to the frozen arc.

Have you ever wondered if the neighbourhood cat is spying on you? Read about Operation Acoustic Kitty and find out if this is feline fantasy fiction or fact. Do you think bugs are creepy? What about a zombified beetle? Is Fido so special that you want two of him? Money can buy you an almost exact copy of your pooch BUT don't expect the same personality. Emily Anthes makes you crave more information. She makes you want to know the future of Earth's flora and fauna, as well as humanity itself.

I would highly recommend this book to anyone who desires a guide to the future of biological science and technology. Frankenstein's Cat is best read by the light of a glow-in-the-dark fish, while cuddling your favourite cloned dog and drinking a glass of genetically modified milk.

<https://www.mensaforkids.org/teach/lesson-plans/book-review-guide/book-review-writing-examples/>

**Read the following interesting novel and try writing a review.**

***The Magic Pitcher***

by Nancy Bell

*The Magic Pitcher is from Tales from the Sanskrit (1919), translated by S.M. Mitra. These fairy tales are unusually insightful by asking questions at the end of each chapter, prompting the reader to self-realization, rather than prescribed rules.*

## CHAPTER I

Long, long ago there lived far away in India a woodcutter called Subha Datta and his family, who were all very happy together. The father went every day to the forest near his home to get supplies of wood, which he sold to his neighbours, earning by that means quite enough to give his wife and children all that they needed. Sometimes he took his three boys with him, and now and then, as a special treat, his two little girls were allowed to trot along beside him. The boys longed to be allowed to chop wood for themselves, and their father told them that as soon as they were old enough he would give each of them a little axe of his own. The girls, he said, must be content with breaking off small twigs from the branches he cut down, for he did not wish them to chop their own fingers off. This will show you what a kind father he was, and you will be very sorry for him when you hear about his troubles.

All went well with Subha Datta for a long time. Each of the boys had his own little axe at last, and each of the girls had a little pair of scissors to cut off twigs; and very proud they all were when they brought some wood home to their mother to use in the house. One day, however, their father told them none of them could come with him, for he meant to go a very long





way into the forest, to see if he could find better wood there than nearer home. Vainly the boys entreated him to take them with him. “Not today,” he said, “you would be too tired to go all the way, and would lose yourselves coming back alone. You must help your mother today and play with your sisters.” They had to be content, for although Indian children are as fond of asking questions they are very obedient to their parents and do all they are told without making any fuss about it.

Of course, they expected their father would come back the day he started for the depths of the forest, although they knew he would be late. What then was their surprise when darkness came and there was no sign of him! Again and again their mother went to the door to look for him, expecting every moment to see him coming along the beaten path which led to their door. Again and again she mistook the cry of some night-bird for his voice calling to her. She was obliged at last to go to bed with a heavy heart, fearing some wild beast had killed him and that she would never see him again.

1. What do you think had become of Subha Datta?
2. What would you have done when he did not come back?

## CHAPTER II

When Subha Datta started for the forest, he fully intended to come back the same evening; but as he was busy cutting down a tree, he suddenly had a feeling that he was no longer alone. He looked up, and there, quite close to him, in a little clearing

where the trees had been cut down by some other woodcutter, he saw four beautiful young girls looking like fairies in their thin summer dresses and with their long hair flowing down their backs, dancing round and round, holding each other's hands. Subha Datta was so astonished at the sight that he let his axe fall, and the noise startled the dancers, who all four stood still and stared at him.

The woodcutter could not say a word, but just gazed and gazed at them, till one of them said to him: “Who are you, and what are you doing in the very depths of the forest where we have never before seen a man?”

“I am only a poor woodcutter,” he replied, “come to get some wood to sell, so as to give my wife and children something to eat and some clothes to wear.”

“That is a very stupid thing to do,” said one of the girls. “You can't get much money that way. If you will only stop with us we will have your wife and children looked after for you much better than you can do it yourself.”

3. What would you have said if you had been the woodcutter?
4. Do you think the fairies really meant that they could do as they offered?

## CHAPTER III

Subha Datta, though he certainly did love his wife and children, was so tempted at the idea of stopping in the forest with the beautiful girls that, after hesitating a little while, he said, “Yes, I will stop with you, if you are quite sure all will be well with my



dear ones.”

“You need not be afraid about that,” said another of the girls. “We are fairies, you see, and we can do all sorts of wonderful things. It isn’t even necessary for us to go where your dear ones are. We shall just wish them everything they want, and they will get it. And the first thing to be done is to give you some food. You must work for us in return, of course.”

Subha Datta at once replied, “I will do anything you wish.”

“Well, begin by sweeping away all the dead leaves from the clearing, and then we will all sit down and eat together.”

Subha Datta was very glad that what he was asked to do was so easy. He began by cutting a branch from a tree, and with it he swept the floor of what was to be the dining-room. Then he looked about for the food, but he could see nothing but a great big pitcher standing in the shade of a tree, the branches of which hung over the clearing. So he said to one of the fairies, “Will you show me where the food is, and exactly where you would like me to set it out?”

At these questions all the fairies began to laugh, and the sound of their laughter was like the tinkling of a number of bells.

5. What was there to laugh at in the questions of Subha Datta?
6. What is your idea of a fairy?

## CHAPTER IV

When the fairies saw how astonished

Subha Datta was at the way they laughed, it made them laugh still more, and they seized each other’s hands again and whirled round and round, laughing all the time.

Poor Subha Datta, who was very tired and hungry, began to get unhappy and to wish he had gone straight home after all. He stooped down to pick up his axe, and was just about to turn away with it, when the fairies stopped their mad whirl and cried to him to stop. So he waited, and one of them said:

“We don’t have to bother about fetching this and fetching that. You see that big pitcher. Well, we get all our food and everything else we want out of it. We just have to wish as we put our hands in, and there it is. It’s a magic pitcher—the only one there is in the whole wide world. You get the food you would like to have first, and then we’ll tell you what we want.”

Subha Datta could hardly believe his ears when he heard that. Down he threw his axe, and hastened to put his hand in the pitcher, wishing for the food he was used to. He loved curried rice and milk, lentils, fruit and vegetables, and very soon he had a beautiful meal spread out for himself on the ground. Then the fairies called out, one after the other, what they wanted for food, things the woodcutter had never heard of or seen, which made him quite discontented with what he had chosen for himself.

7. What would you have wished for if you had had a magic pitcher?
8. Would it be a good thing, do you think, to be able to get food without working





for it or paying for it?

## CHAPTER V

The next few days passed away like a dream, and at first Subha Datta thought he had never been so happy in his life. The fairies often went off together leaving him alone, only coming back to the clearing when they wanted something out of the pitcher. The woodcutter got all kinds of things he fancied for himself, but presently he began to wish he had his wife and children with him to share his wonderful meals. He began to miss them terribly, and he missed his work too. It was no good cutting trees down and chopping up wood when all the food was ready cooked and sometimes he thought he would slip off home when the fairies were away, but when he looked at the pitcher he could not bear the thought of leaving it.

9. What sort of man do you think Subha Datta was from what this story tells you about him?
10. What do you think was the chief cause of his becoming discontented after he had been in the service of the fairies for a few days?

## CHAPTER VI

Soon Subha Datta could not sleep well for he thought of the wife and children he had deserted. Suppose they were hungry when he had plenty to eat! It even came into his head that he might steal the pitcher and take it home with him when the fairies were away. But he had not after all the courage to do this; for even when the beautiful girls were not in sight, he

had a feeling that they would know if he tried to go off with the pitcher, and that they would be able to punish him in some terrible way. One night he had a dream that troubled him very much.

He saw his wife crying bitterly in the little home he used to love, holding the youngest child on her knee whilst the other children stood beside her looking at her very, very sadly. He started up from the ground on which he lay, determined to go home at once; but at a little distance away he saw the fairies dancing in the moonlight, and somehow he felt again he could not leave them and the pitcher. The next day, however, he was so miserable that the fairies noticed it, and one of them said to him: "Whatever is the matter? We don't care to keep unhappy people here. If you can't enjoy life as we do, you had better go home."

Then Subha Datta was very much frightened lest they should really send him away; so he told them about his dream and that he was afraid his dear ones were starving for want of money he used to earn for them.

"Don't worry about them," was the reply. "We will let your wife know what keeps you away. We will whisper in her ear when she is asleep, and she will be so glad to think of your happiness that she will forget her own troubles."

11. Do you think what the fairies said to the woodcutter was likely to comfort him about his wife and children?
12. If you had been in Subha Datta's place



what would you have said to the fairies when they made this promise?

## CHAPTER VII

Subha Datta was very much cheered by the sympathy of the fairies, so much so that he decided to stop with them for a little longer at least. Now and then he felt restless, but on the whole time passed pleasantly, and the pitcher was a daily delight to him.

Meanwhile his poor wife was at her wits' end to feed her dear children. If it had not been that the boys were brave, plucky little chaps, she really would have been in despair. When their father did not come back and all their efforts to find him were in vain, these boys set to work to help their mother. They could not cut down trees, but they could climb them and chop off small branches with their axes; and this they did, making up bundles of faggots and selling them to their neighbours. These neighbours were touched by the courage they showed, and not only paid them well for the wood but often gave them milk and rice and other little things to help them. In time they actually got used to being without Subha Datta, and the little girls nearly forgot all about him. Little did they dream of the change that was soon to come into their lives.

13. Was it a good or a bad thing for the boys that their father did not come back?

14. If you think it was a good thing, will you explain why? And if it was a bad thing, why you think it was?

## CHAPTER VIII

A month passed peacefully away in the depths of the forest, Subha Datta waiting on the fairies and becoming every day more selfish and bent on enjoying himself. Then he had another dream, in which he saw his wife and children in the old home with plenty of food, and evidently so happy without him that he felt quite determined to go and show them he was still alive. When he woke he said to the fairies, "I will not stop with you any longer. I have had a good time here, but I am tired of this life away from my own people."

The fairies saw he was really in earnest this time, so they consented to let him go; but they were kind-hearted people and felt they ought to pay him in some way for all he had done for them. They consulted together, and then one of them told him they wished to make him a present before he went away, and they would give him whatever he asked for.

15. What do you think it was that made Subha Datta determined to go home when he found his wife and children could do without him?

16. What would you have chosen if the fairies had told you you could have anything you liked?

## CHAPTER IX

Directly the woodcutter heard he could have anything he asked for, than he cried, "I will have the magic pitcher."

You can just imagine what a shock this



was to the fairies! You know, of course, that fairies always keep their word. If they could not persuade Subha Datta to choose something else, they would have to give him their beloved, their precious pitcher and would have to seek their food for themselves. They tried all they could to persuade the woodcutter to choose something else. They took him to their own secret treasure-house, in an old, old tree with a hollow trunk, even the entrance to which no mortal had ever been allowed to see. They blindfolded him before they started, so that he could never reveal the way, and one of them led him by the hand, telling him where the steps going down from the tree began.

When at last the bandage was taken from his eyes, he found himself in a lofty hall with an opening in the roof through which the light came. Piled up on the floor were sparkling stones worth a great deal of gold and silver money, and on the walls hung beautiful robes. Subha Datta was quite dazed with all he saw, but he was only an ignorant woodcutter and did not realize the value of the jewels and clothes. So when the fairies said to him, "Choose anything you like here and let us keep our pitcher," he shook his head and said: "No! no! no! The pitcher! I will have the pitcher!" One fairy after another picked up the rubies and diamonds and other precious stones and held them in the light, that the woodcutter might see how lovely they were; and when he still only shook his head, they got down the robes and tried to make him put one of them on. "No! the pitcher! the pitcher!" he said, and at last they had to give it up. They bound his eyes again and led him back to the clearing and

the pitcher.

17. Would you have been tempted to give up the pitcher when you saw the jewels and the robes?
18. What made Subha Datta so determined to have the pitcher?

## CHAPTER X

Even when they were all back again in the clearing the fairies did not quite give up hope of keeping their pitcher. This time they gave other reasons why Subha Datta should not have it. "It will break very easily," they told him, "and then it will be no good to you or any one else. But if you take some of the money, you can buy anything you like with it. If you take some of the jewels you can sell them for lots of money."

"No! no! no!" cried the woodcutter. "The pitcher! the pitcher! I will have the pitcher!"

"Very well then, take, the pitcher," they sadly answered, "and never let us see your face again!"

So Subha Datta took the pitcher, carrying it very, very carefully, lest he should drop it and break it before he got home. He did not think at all of what a cruel thing it was to take it away from the fairies, and leave them either to starve or to seek food for themselves. The poor fairies watched him till he was out of sight, and then they began to weep and wring their hands. "He might at least have waited whilst we got some food out for a few days," one of them said. "He was too selfish to think of that,"



said another. "Come, let us forget all about him and go and look for some fruit."

So they all stopped crying and went away hand in hand. Fairies do not want very much to eat. They can live on fruit and dew, and they never let anything make them sad for long at a time. They go out of this story now, but you need not be unhappy about them, because you may be very sure that they got no real harm from their generosity to Subha Datta in letting him take the pitcher.

19. Do you think the woodcutter was wrong to ask for the pitcher?
20. What would have been the best thing for Subha Datta to ask for, if he had decided to let the fairies keep their pitcher?

## CHAPTER XI

You can just imagine what a surprise it was to Subha Datta's wife and children when they saw him coming along the path leading to his home. He did not bring the pitcher with him, but had hidden it in a hollow tree in the wood near his cottage, for he did not mean any one to know that he had it. He told his wife that he had lost his way in the forest, and had been afraid he would never see her or his children again, but he said nothing about the fairies. When his wife asked him how he had got food, he told her a long story about the fruits he had found, and she believed all he said, and determined to make up to him now for all she thought he had suffered. When she called the little girls to come and help her get a nice

meal for their father, Subha Datta said: "Oh, don't bother about that! I've brought something back with me. I'll go and fetch it, but no one is to come with me."

Subha Datta's wife was sorely disappointed at this, because she loved her husband so much that it was a joy to her to cook for him. The children too wanted, of course, to go with their father, but he ordered them to stop where they were. He seized a big basket which was full of fuel for the fire, tumbled all the wood in it on the floor, and went off alone to the pitcher. Very soon he was back again with his basket full of all sorts of good things, the very names of which his wife and children had no idea of. "There!" he cried; "what do you think of that? Am I not a clever father to have found all that in the forest? Those are the 'fruits' I meant when I told Mother about them."

21. What would you have thought about this wonderful supply of food, if you had been one of the woodcutter's children?
22. Was it a good thing for those children to have all this food without working for it? If not, why was it not a good thing?

## CHAPTER XII

Life was now, of course, completely changed for the family in the forest. Subha Datta no longer went to cut wood to be sold, and the boys also left off doing so. Every day their father fetched food for them all, and the greatest desire of each one of the family was to find out where it came from. They never could do so, for



Subha Datta managed to make them afraid to follow him when he went forth with his basket. The secret he kept from the wife to whom he used to tell everything, soon began to spoil the happiness of the home. The children who had no longer anything to do quarrelled with each other. Their mother got sadder and sadder, and at last decided to tell Subha Datta that, unless he would let her know where the food came from, she would go away from him and take her little girls with her.

She really did mean to do this, but something soon happened to change everything again. Of course, the neighbours in the wood, who had bought the fuel from the boys and helped them by giving them fruit and rice, heard of the return of their father and of the wonderful change in their lot. Now the whole family had plenty to eat every day, though none of them knew where it all came from. Subha Datta was very fond of showing off what he could do, and sometimes asked his old friends amongst the woodcutters to come and have a meal with him. When they arrived they would find all sorts of good things spread out on the ground and different kinds of wines in beautiful bottles.

This went on for some months, Subha Datta getting prouder and prouder of all that he could do, and it seemed likely that his secret would never be discovered. Everybody tried to find out, and many followed him secretly when he set forth into the woods; but he was very clever at dodging them, hiding his treasure constantly in a new place in the dead of the night. If he had only been content with

getting food out of his pitcher and drinking pure water, all would most likely have been well with him. But that was just what he could not do. Till he had his pitcher he had never drunk anything but water, but now he often took too much wine. It was this which led to the misfortune of losing his beloved pitcher. He began to boast of his cleverness, telling his friends there was nothing they wanted that he could not get for them; and one day when he had given them a very grand feast, in which were several rare kinds of food they had asked for, he drank too much wine—so much that he no longer knew what he was saying.

This was the chance his guests wanted. They began teasing him, telling him they believed he was really a wicked robber, who had stolen the food or the money to buy it. He got angry, and at last was actually silly enough to tell them all to come with him, and he would show them he was no robber. When his wife heard this, she was half pleased to think that now at last the secret would come out of where the food came from, and half afraid that something terrible would happen. The children too were greatly excited, and went with the rest of the party, who followed their father to the last hiding-place of the precious pitcher.

When, they all got very near the place, however, some idea began to come into Subha Datta's head that he was doing a very foolish thing. He stopped suddenly, turned round facing the crowd that followed him, and said he would not go a step further till they all went back to the cottage. His wife begged him to let her at least go with him,





and the children all clamoured not to be sent back, but it was no good. Back they all had to go, the woodcutter watching till they were out of sight.

23. Would Subha Datta have been wise if he had told his wife about the pitcher?
24. Do you think it would have been a good or a bad thing for the secret to be found out?

### CHAPTER XIII

When the woodcutter was quite sure that every one was gone and nobody could see where he had hidden the pitcher, he took it from the hole in which it lay and carried it carefully to his home. You can imagine how everybody rushed out to meet him when he came in sight, and crowded round him, so that there was danger of the pitcher being thrown to the ground and broken. Subha Datta however managed to get into the cottage without any accident, and then he began to take things out of the pitcher and flung them on the ground, shouting, "Am I a robber? Am I a robber? Who dared to call me a robber?" Then, getting more and more excited, he picked up the pitcher, and holding it on his shoulder began to dance wildly about.

His wife called out to him, "Oh, take care, take care! You will drop it!" But he paid no attention to her. Suddenly, however, he began to feel giddy and fell to the ground, dropping the pitcher as he did so. It was broken to pieces, and a great cry of sorrow went up from all who saw the accident. The woodcutter himself was broken-hearted, for he knew that he had done the mischief himself, and that if only he had resisted the temptation to drink the wine

he would still have his treasure.

He was going to pick up the pieces to see if they could be stuck together, but to his very great surprise he could not touch them. He heard a silvery laugh, and what sounded like children clapping their hands, and he thought he also heard the words, "Our pitcher is ours again!" Could it all have been a dream? No, for there on the ground were the fruits and cakes that had been in the pitcher, and there were his wife, his children and his friends, all looking sadly and angrily at him. One by one the friends went away, leaving Subha Datta alone with his family.

25. If you had been Subha Datta's wife, what would you have done when this misfortune came to your husband?
26. What would you have done if you had been the woodcutter?

### CHAPTER XIV

This is the end of the story of the Magic Pitcher, but it was the beginning of a new chapter in the lives of Subha Datta and his family. They never forgot the wonder-working pitcher, and the children were never tired of hearing the story of how their father came to get it. They often wandered about in the forest, hoping that they too would meet with some wonderful adventure, but they never saw the fairies or found a magic pitcher. By slow degrees the woodcutter returned to his old ways, but he had learnt one lesson. He never again kept a secret from his wife; because he felt sure that, if he had told her the truth about the pitcher when he first came home, she would have helped him to save



the precious treasure.

27. What lesson can be learnt from this story?

28. Do you think it is easier for a boy or a girl to keep a secret?

29. Why is it wrong to let out a secret you have been told?

30. What do you think was the chief fault in the character of Subha Datta?

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## USAGE

### USAGE TRAPS

Usage refers to the customary manner in which language is spoken or written by its educated users. Usage is a mine field. Unless you are careful you are likely to be trapped.

e.g. 'The teacher was not satisfied about the performance of the boy' is wrong. It should be 'satisfied with.'

Here are some common usage errors. The correct form is given for your guidance.

### able

- ☒ Sophia said that the library book was not able to be found.
- ☐ Sophia said that she was unable to find the library book. (OR)
- ☐ Sophia said that she was not able to find the library book.

\* The subject of be able/unable is a person, not a thing.

### absent

- ☒ Ramya is absent in class today.

- ☐ Ramya is absent from class today.

\* We say that someone is absent from class, school, work etc., not 'in' or 'to'

### alone

- ☒ She was very alone at first but then she made some friends.
- ☐ She was very lonely at first but then she made some friends.
- ☐ She was all alone at home.

\* alone—without people around you

\* lonely - feeling of being alone

### homework

- ☒ Our teachers give us a lot of homeworks and it is difficult to finish them.
- ☐ Our teachers give us a lot of homework and it is difficult to finish it.

\* homework is used only in singular form .

### consult

- ☒ They decided to consult with the counsellor.
- ☐ They decided to consult a counsellor.

### contain

- ☒ Both bottles were containing acetic acid.
- ☐ Both bottles contained acetic acid.

\* 'contain' is not used in continuous tense (But we say a bottle containing acetic acid)

### describe

- ☒ In the composition she described about her garden.
- ☐ In the composition she described her garden.





\* We talk or write about something, but we describe something.

### enough

- ☒ The number of cups is not sufficient enough.
- ☐ The number of cups is not sufficient.

\* Enough is not used after sufficient. Sufficient means enough.

### enter

- ☒ As soon as he entered into the room, we all stood up.
- ☐ As soon as he entered the room, we all stood up.

\* We enter a room, building or area, not enter into.

We say, 'He entered into a contract with X.'

### equipment

- ☒ Our laboratory has a full range of equipments.
- ☐ Our laboratory has a full range of equipment.

\* Equipment is an uncountable noun and does not have a plural form.

### feel

- ☒ Some of us are feeling that we are given too much homework.
- ☐ Some of us feel that we are given too much homework.

When 'feel' means 'to think' or 'consider' it is not used in continuous tense.

### forbid

- ☒ My mother had forbidden me from

eating ice cream.

- ☐ My mother forbid me to eat ice cream.

\* We forbid someone to do something. (Not from doing something).

### got

- ☒ I got two brothers.
- ☐ I have two brothers (British English).
- ☐ I have got two brothers.

### know

- ☒ We have been knowing each other since we were children.
- ☐ We have known each other since we were children.

\* Know is not used in continuous tense. e.g. you must be knowing.×

### late

- ☒ I was in a hurry because I didn't want to be late to school.
- ☐ I was in a hurry because I didn't want to be late for school.

\* A person is / arrives late for school, work etc.

### lighted

- ☒ Our neighbourhood is beautifully lighted for Diwali.
- ☐ Our neighbourhood is beautifully lit for Diwali.

\* The adjective 'lighted' is normally used in attributive position. e.g. a lighted candle.

### live

- ☒ My brother is living at Adyar.
- ☐ My brother lives at Adyar.

## night

- ☒ It was very late in the night and the streets were empty.
- ☐ It was very late at night and the streets were empty.

\* We say 'in the daytime', 'in the morning', 'in the evening' but 'at night'.

## offspring

- ☒ The parents named their offsprings after famous kings and queens.
- ☐ The parents named their offspring after famous kings and queens.

\* The plural form of offspring is offsprings.

## opinion

- ☒ According to my opinion this cake is the best of all.
- ☐ In my opinion this cake is the best of all.

## phone

- ☒ I have to phone to my parents to tell them I shall be late.
- ☐ I have to phone my parents to tell them I shall be late.

## reply

- ☒ Please reply my letter.
- ☐ Please reply to my letter.

\* We answer a letter but reply to a letter.

## return

- ☒ We returned back home at four o'clock.
- ☐ We returned home at four o'clock.

\*Return and reply contain the meaning back.

## request

- ☒ I am writing to request you for a loan.
- ☐ I am writing to request you a loan.

\*We request something (without for) We say, 'I am writing to ask you for a loan'.

## seek

- ☒ I am still seeking a solution to my problem.
- ☐ I still seek a solution to my problem.

\* I look for / search for something but I seek something. (Seek means 'search for').

## sport

- ☒ Shyam is very good at sports.
- ☐ Shyam is very good at sport.

\*Sport does not have a plural form.

## Walk

- ☒ The best way to see the village is by walk.
- ☐ The best way to see the village is by foot.
- ☐ The best way to see the village is on foot.

\* We go by car / bus / train /plane; but on foot.

## what

- ☒ I asked him what did he want.
- ☐ I asked him what he wanted.
- ☒ I don't know what am I going to do.
- ☐ don't know what I am going to do.

### what/which

- ☒ We cannot decide what trees to plant.  
☐ We cannot decide which trees to plant.

\* We use 'which', when the number of possibilities or alternative is restricted; we use 'what', when there is no restriction. e.g. What family would ever choose to live in a house like that?

### when

- ☒ Please tell me when can I come and see you.  
☐ Please tell me when I can come and see you.

### where

- ☒ Can you tell me where is the gymnasium.  
☐ Can you tell me where the gymnasium is?

### yesterday

- ☒ My sister rang me up yesterday night.  
☐ My sister rang me up last night.

\* We say yesterday morning/afternoon/evening.

Wrong Sentence	Right Sentence
Many people behaves rudely now a days.	Many people behave rudely now-a-days.
Money make many things.	Money makes many things.
Each of the cycles are damaged.	Each of the cycles is damaged.
Cycles is damaged.	Cycles are damaged.
The furniture were displayed at the showroom.	The furniture was displayed at the showroom.

Neither the secretary nor the manager were available.	Neither the secretary nor the manager was available.
I hearing a strange noise.	I hear a strange noise.
Vikas is having a large family.	Vikas has a large family.
Have any one seen my purse?	Has any one seen my purse?
I have seen the film last week.	I saw the film last week.
She is sleeping for five hours.	She has been sleeping for five hours.
I would accept the offer, if I was you.	I would accept the offer, if I were you.
The police has made several arrests.	The police have made several arrests.
No news are good news.	No news is good news.
We should helped the poor.	We should help the poor.
Manoj is tallest boy in the class	Manoj is the tallest boy in the class.
My uncle is richest man in the village.	My uncle is the richest man in the village.
Nithya is taller to Nivi.	Nithya is taller than Nivi.
Sam is a honest man.	Sam is an honest man.
A American lives near my house.	An American lives near my house.
He joined an European University.	He joined a European University.
The dog fell along the river.	The dog fell into the river.



I prefer coffee than tea.	I prefer coffee to tea.
He told to me a story.	He told me a story.
He is suffering with typhoid.	He is suffering from typhoid.
I place great trust on you.	I place great trust in you.
I believe on God.	I believe in God.

Though he is rich but he is unhappy.	Though he is rich, he is unhappy / He is rich but he is unhappy.
Looking through the window and he saw the stranger.	Looking through the window, he saw the stranger.
If I were a bird I would have escaped.	If I were a bird, I would escape.

If you had worked hard, you would pass.	If you had worked hard, you would have passed.
We did not reject the proposal, nor we accepted it.	We neither rejected nor accepted the proposal.
Instead of the rain the match continued.	In spite of the rain the match continued.

Have you been in London?  
What is the total sum?  
Last night, I dreamt with you.

Have you been to London?  
How much does it come to?  
Last night, I dreamt about you.

Maya stopped to work at 5p.m.  
Maya stopped working at 5p.m.  
She got on the car and drove away.  
She got in the car and drove away.  
We regret informing you that...  
We regret to inform you that...  
I don't use a watch.  
I don't wear a watch.  
Sindhu helped me carrying the box.  
Sindhu helped me carry the box.  
It depends of the time.  
It depends on the time.

I

It

Leave me in peace!  
Leave me alone!  
He spoke in by behalf.  
He spoke on by behalf.  
I like more July than May.  
I like July more than May.

I

### PROBLEM PAIRS:

In English there are a few pairs of words that pose considerable challenge to the students because of their similarity in form and function. A list of such confusing pairs is given below with their use in sentences.



**1. Adapt - to adjust according to surroundings.**

A plant adapts itself to its environment.

Adopt - to choose; to accept a child as one's own

He had adopted a new method for solving sums.

He had adopted his brother's daughter.

**2. Affect - to cause influence; to produce a change (verb).**

The regular use of drugs affects health.

Effect - influence; result (noun)

There is no effect of your advice on him.

**3. Accept - to receive, not to decline (verb).**

He is bound to accept my offer this time.

Except - leaving out (preposition)

All were present for the meeting except the Joint Secretary.

**4. Assent - acceptance**

The President of India has given his assent to the new legislation.

Ascent - rising side of a slope; rising up

The ascent to China Peak in Nainital is difficult.

**5. Artist - one devoted to fine arts, especially painting**

Tagore was a great artist, besides being a great poet.

Artiste - one devoted to dance, drama and singing

To become a good artiste calls for devotion and concentration.

**6. Alternate - happening by turns; every second day, leaving one day in between**

We play hockey on alternate days.

Alternative - one of the two choices or options

There was no alternative left to me but to sell my watch.

**7. Altogether - completely**

All his suggestions were rejected altogether.

All together - all things taken together

We found our friends sitting all together.

**8. Appraise - to assess correctly**

A research work in literature is meant to appraise an author.

Apprise - to inform; to make one know

The Prime Minister was apprised of the new developments by the Army Chief.

**9. Altar - place of worship**

A devotee of Lord Rama offered flowers at the altar.

Alter - to change

The present education system does not seek to alter what is outdated in it.

**10. Bridle - reins of a horse; to control**

Put the saddle and the bridle on the horse.

Bridal - pertaining to a bride

The girl was decked in bridal finery.

**11. Break - to divide into two or more pieces by force**

The vase will break if you drop it down.

Brake - a device to reduce the speed of vehicles

One should not apply brakes suddenly, otherwise one will fall.

**12. Bare - uncovered; naked**

The little children were lying on the bare floor.

Bear - to carry; to endure

Who can bear such intense heat?

**13. Canvas - a thick and coarse cloth**

The school boys wear canvas shoes for



physical training.

Canvass - to seek votes

The candidates these days have to do nothing but canvass for their elections.

#### 14. Calendar- a table of dates

I receive a new calendar every year.

Calender - a machine in which cloth or paper is pressed by rollers

The cloth was put through the calender to make it smooth and glazed.

#### 15. Compliment - respects, appreciation

We sent our compliments to our friends on New year's eve.

Complement - that which completes a thing

Man and woman complement each other.

#### 16. Continuous - to go on without interruptions

He made continuous efforts to succeed in the competition.

Continual - unceasing.

It has been raining in a continual manner since morning.

#### 17. Council - assembly

The staff council decides general questions.

Counsel - advice, advocate.

We never give wrong counsel to anyone.

#### 18. Conscious - the state of being aware

One should be conscious of one's duties.

Conscience-soul which guides what is right and wrong.

A good man is always a person with a conscience.

#### 19. Current - a stream of water or air, prevailing situation

We cannot swim against the current.

The current situation is quite alarming.

Currant- a kind of dry fruit

Those who suffer from constipation must take currants daily.

#### 20. Confident - certain; to have confidence (adjective)

I am confident of my achievement.

Confidant- a person who becomes trustworthy (noun)

The private assistant of a minister is his confidant.

#### 21. Cite- to quote

Cite examples to justify your statement.

Site - location of buildings

The site of Express Avenue complex is known to all of us.

#### 22. Cereal - coarse grains

Barley is a cereal.

Serial - in a series

Your receipt has no serial number.

#### 23. Diseased-affected by a disease

His diseased arm hung limp.

Deceased-dead

The deceased left his will in favour of his children.

#### 24. Desert - barren land; to leave or abandon;

The Sahara is the biggest desert in the world.

His friend deserted him.

Dessert - A dish of fruits and sweets, served at the end of a meal

The dessert at the end of the meal was a piece of cake.

#### 25. Dairy - milk industry or factory

Dairy products are getting popular these days.

Diary - a pocket book of daily records





I get a new diary every year from my office.

**26. Foul - dirty, nasty**

Do not use foul words.

Fowl- a species of birds

Domestic and wild fowl are generally abundant.

**27. Human- belonging to man**

The human race evolved over centuries.

Humane - kind, benevolent

Even animals are treated in a humane manner by the noble hearted.

**28. Imaginary- false, unreal**

Characters in a novel are not real but imaginary.

Imaginative- based on imagination.

One should be imaginative and creative to write poetry.

**29. Legal- pertaining to law**

Many legal proceedings are pending in the Indian Courts for want of presiding officers.

Lawful- sanctioned by law.

My claim to a house in the campus is lawful by virtue of my seniority.

**30. Loose-not tight (adjective)**

There is no sense in loose talk.

Lose- to miss (verb)

I may lose a book but not a friend.

**31. Metal-an element**

Electric current passes through metal.

Mettle - courage

The brave are those who show their mettle.

**32. Momentous - important**

Momentous issues are settled after great efforts.

Momentary - short-lived

Man runs after momentary pleasures in modern times.

**33. Negligent - careless**

He is negligent of his duties and obligation.

Negligible - so unimportant as to be neglected.

Your help to me is negligible.

**34. Notorious - bad name**

He was a notorious dacoit.

Notable - worthy of note.

Nehru was notable for his personal courage.

**35. Principal - main, head**

The principal aim of people today is to earn money.

Principle-doctrine

A good man changes himself but not his principle.

**36. Personal- belonging to one's own self**

Personal needs are considered greater than social ones these days.

Personnel-employees

Government personnel have been given higher scales of pay.

**37. Preposition – a part of speech to denote relation between two nouns**

Prepositions are used before nouns and pronouns.

Proposition-proposal

He made an interesting proposition.

**38. Precede-to forego, to go before**

Character must precede wealth in human life.

Proceed-to go on

We don't wait for anyone; we proceed to work all alone.







## Learning Outcomes

### Listening & Speaking

- ◆ Listen to talks / announcements and extract points.
- ◆ Take notes.
- ◆ Participate interactively in pairs / groups in whole class discussions.
- ◆ Frame appropriate questions while seeking information.
- ◆ Participate in formal and informal discourse.

### Reading

- ◆ Students will be able to...
- ◆ Use strategies of skimming and scanning.
- ◆ Interpret and extract information.
- ◆ Record/store information for easy retrieval.

### Writing

- ◆ Organize content in a logical paragraph / longer pieces of writing based on given verbal / visual or graphic input.
- ◆ Write accurately and coherently.
- ◆ Fill up forms, draft notices and write messages.
- ◆ Write a report / article / speech / debate / email.
- ◆ Draft informal / formal letters.

### Grammar

- ◆ Write with accuracy.
- ◆ Integrate a range of structures for clarity and effective communication of ideas.
- ◆ Edit passages.
- ◆ Use punctuation marks correctly.

