

ENGLISH
CLASS - IX (CBSE)

CONTENTS

Subject : **GET IT FREE FROM WEBSITE www.tekoclasses.com** English

S.No.	Topics	Page No.
1.	Tense	1-10
2.	Active Passive Voice	11-15
3.	Telegram	16-17
4.	Letter Writing	18-22
5.	Message	23-25
6.	Palanquin Bearers	26-28
7.	Postcard	29-30
8.	Notice Writing	31-32
9.	The Brook	33-35
10.	Reported Speech	36-40
11.	Solitary Reaper	41-43
12.	Determiners	44-47
13.	Lord Ullin's daughter	48-51
14.	The Seven Ages	52-54
15.	The Road not Taken	55-57
16.	Subject Verb Concord	58-62
17.	The Missing Mail	63-66
18.	Preposition	67-76
19.	Article Report & Speech	77-94
20.	Pronoun	85-88
21.	Modals	89-94
22.	The Necklace	95-98
23.	Pendulum	99-102
24.	Mirabai	103-108
25.	The Bishop's Candle	109-117
26.	Connectors	118-121
27.	I can not remember my mother	122-123
28.	The woman on platform no-8	124-127
29.	Reading Comprehension	128-129



TENSE



Eng.L. - 1

1.1 TENSE:

It is any form of the verb which may be used to show (i) the time of an action and (ii) the state of action or an event. The Tense of a verb shows the time when an action takes place.

1.1 (a) There are Three Main Tense in English:

- The present Tense ——— (i) Mr. Sharma teachers us English.
 The past Tense ——— (ii) Mr. Sharma taught us English.
 The Future Tense ——— (iii) Mr. Sharma will teach us English.

The three main tenses are subdivided into four heads. They are

- (a) Indefinite Or simple (b) Continuous (c) Perfect (d)

Perfect Continuous.

1.1(b) tense at a Glance:

Tense at a glance				
Tense	Indefinite/ simple	continuous	Perfect	Perfect continuous
Present	Writes	Am writing Is writing Are writing	Has written Have written	Has been writing
Past	Wrote	Was writing Were writing	Had written	Had been writing
Future	Shall write Will write	Shall be writing Will be writing	Shall have written Will have written	Shall have been writing Will have been writing

1.1 (c) Examine the following Sentences:









- (i) I write a letter
 (ii) I am writing a letter
 (iii) I have written a letter
 (iv) I have been writing a letter.

The verbs in all these four sentences refer to the present time and are therefore Said to be in the present Tense .

- In sentence (i): the verb 'write' simply expresses the action done in the present time, without indicating the state of action. It does not tell us anything about the completeness or incompleteness of the action. Hence the verb is said to be in the Simple Present Tense or Present Indefinite Tense.

- In sentence (ii): the verb 'am writing' is still going on or continuing. Hence the verb is said to be in the Present Continuous Tense.
- In sentence (iii): the verb 'have written' shows that the action is completed, finished or perfect. Hence the verb is said to be in the Present Perfect Tense.
- In sentence (IV): the verb 'have been writing' shows that the action is going on continuously up to the present time. Hence the verb is said to be in the Present Perfect Tense.

1.1 (d) similarly the past Tense and the Future Tense have four forms:

 Simple past Tense or past indefinite Tense	(i) I wrote a letter.
 Past continuous Tense	(ii) I was writing a letter.
 Past perfect Tense	(iii) I had written a letter.
 Past perfect continuous Tense	(iv) I had been writing a letter.
And	
 Simple Future or Future indefinite Tense	(i) I shall write a letter.
 Future continuous Tense	(ii) I shall be write a letter.
 Future perfect Tense	(iii) I shall have writing a letter.
 Future perfect continuous Tense	(iv) I shall have been writing a letter.

1.2 PRESENT TENSE:

We use the present simple tense to describe

- | | |
|--|-----------------------------------|
| (i) Things that are always true i.e. universal fact. | E.g. The sun rises in the east. |
| (ii) Situation that exist now and will go on indefinitely. | E.g. Teachers teach the students. |
| (iii) Habits or things that happen regularly. | E.g. We go to school everyday. |

1.2 (a) present Simple (Indefinite) Tense:

- (i) In the simple present (Indefinite) Tense, the first form of the verb is used.

E.g. respects my elders.

You drive the car very carelessly.

Children love their parents.

- (ii) 's' 'es' is added to the first form of the verb when the subject is in the third Person and of singular number.

E.g. my brother goes to school.

An eagle flies high up in the sky.

A child loves to play with others' toy.

Note:

- I. Add 'es' to the first form of the verb, if it ends in 'ch', 'sh', 'o', 'ss' or 'x'

E.g. marches, pushes, dose, passes, fixes.

- II. If a verb ends in 'y' and is preceded with a consonant, change 'y' into 'i' and 'es'
- E.g. worry - worries, Fly - flies, Try - tries.

If there is a vowel before 'y' add only 's' to the first form of the verb.

E.g. obey – obeys, Enjoy – enjoys, pray – prays.

III. To all other verbs just add 's'

E.g. Talk – talks, Sleep – sleeps, Fight – fights.

Assertive Form:

☒ I / we/ you/ they/ plurals + 1st form of the verb.

☒ He/ she/ it/ singular +1st form of the verb + s/es

E.g. The student go to school

My brother goes to office.

Interrogative Form:

☒ Do / Dose + subject + 1st form of the verb + _____ ?

OR

☒ Question word + Do / Does + subject + 1st form of verb + _____ ?

E.g. Do you know English?

Does she cook tasty food?

When do you go to school?

Note: only first form of the verb is used with 'do' or 'does'

Negative Form:

☒ Subject + do not / does not + 1st form of the verb + _____ ?

E.g. My student do not want to fail.

He does not get time to play.

Interrogative Negative:

☒ Do not / Does not + subject + 1st form of the verb + _____ ?

E.g. Don't you want to succeed in life?

Doesn't she disturb you always?

1.2 (b) Present Continuous Tense:

The present continuous tense describes

(i) An action that is happening (now) at the time of speaking.

E.g. we are learning English grammar.

(ii) To describe an action going on over a period of time, including the present, but

May not be going on at the time of speaking.

E.g. (nowadays) my friend is working in American Institute.

Assertive Form:

☒ Subject + is / am / are + 1st form of the verb (infinitive) + ing.

E.g. The teacher is teaching his students.

I am teaching my students.

The student are listening to the teacher.

Interrogative Form:

☒ Subject + is / am / are + subject + 1st form of the verb + _____ ?

E.g. is the teacher teaching his students?

Am I teaching my student ?

Are the student listening to the teacher?

Negative Form:

☞ Subject + is /am / are + not + 1st form of the verb + ing

E.g. he is not giving the **answers to my questions**

I am not teaching today.

Student are not asking their difficulties.

1.2 (c) Present perfect Tense:

The present perfect tense refers to an action or a process that has been completed in the present.

Assertive Form:

☞ Subject + has /have + 3rd form of the verb (past participle) +

E.g. He has done his homework.

You have solved all the examples.

She has finished her work.

Interrogative Form:

☞ Has /have + subject + 3rd form of the verb + -----

E.g. Has he done his homework?

Have you solved all the examples?

Has she finished her work?

Negative Form:

☞ Subject + has /have + not + 3rd form of the verb +-----

E.g. He has not done his homework.

You have not solved all the examples.

She has not finished her work.

1.2 (d) Present perfect Continuous Tense:

This tense is used to describe an action that began in the past, is still continuing and may extend into the future. 'Since' and 'for' are used with the present perfect Continuous tense .

'Since' is used with a point of time. It denotes some definite point of time in the past till now.

E. g. Since evening, since Sunday, since 2007.ect.

'For' is used with a period of time. It denotes a 'length of time' till now.

E.g. For several weeks, for seven days, for many years etc.

Assertive Form:

☞ Subject + has /have + been + 1st form of the verb + ing + _____ + Since / for

E.g. I have been living in kota since 2005.

The child has been crying for one hour.

Interrogative Form:

☞ Has /have + subject + been + 1st form of the verb + ing +----- +_since / for?

E.g. Have I been living in Kota since 2005?

Has the child been crying for one hour?

Negative Form:

☞ Subject + has /have + not been + 1st form of the verb + ing + ----- + since / for?

E.g. I have not been living in Kota since 2005.

The child has not been crying for one hour.

1.3 PAST TENSE:

The past tense refers to actions and event that happened in the past or in an earlier time.

1.3 (a) Simple Past (indefinite) Tense:

Assertive Form:

☞ Subject + Second form of the verb +

E.g. the boy threw his bat in anger.

Bangladesh won the cricket match against India.

Charles met with an accident while coming back from work.

Interrogative form:

☞ Did + subject + 1st form of the verb + ?

E.g. Did the boy throw his bat in anger ?

Did Bangladesh win the cricket match against India ?

Did Charles meet with an accident while coming back from work ?

Negative Form :

☞ Subject + did + not + 1st form of the verb +

E.g. The boy did not throw his bat in anger.

Bangladesh did not win the crick match against India.

Charles did not meet with an accident while coming back from work.

1.3 (b) Past Continuous Tense :

Assertive Form :

☞ Subject + was / were + 1st form of the verb + ing +

E.g. My brother was going to the temple.

The students were preparing for their exams.

Interrogative from :

☞ was / were + Subject + 1st form of the verb + ing +?

E.g. was. my brother going to the temple?

Were the students preparing for their exams ?

Negative Form :

☞ Subject + was / were + not +1st form of the verb + ing +

E.g. My brother was not going to the temple.

The students were not preparing for their exams.

1.3 (c) Past Perfect Tense :

Assertive Form :

☞ Subject + had + 3rd form of the verb +

E.g. I had completed the course before December.

The train had left before she reached the station.

Interrogative from:

☞ Had + Subject + 3rd form of the verb +?

E.g. Had I completed the course before December?

Had the train left before she reached the station?

Negative Form :

☞ Subject + had + not + 3rd form of the verb +

E.g. I had not completed the course before December.

The train had not left before she reached the station.

1.3 (d) Past Perfect Tense :

Assertive Form :

☞ Subject + had + been + 1st form of the verb + ing + + Since / for.

E.g. They had been waiting for us for one hour.

The airplane had been flying around the airport due to bad weather since morning.

Interrogative Form :

☞ Had + subject + been + 1st form of the verb + ing + + Since / for?

E.g. Have they been waiting for us for one hour ?

Has the airplane been flying around the airport due to bad weather since morning.?

Negative Form :

☞ Subject + had + not + been + 1st form of the verb + ing + + Since / for

E.g. They had not been waiting for us for one hour.

The airplane had not been flying around the airport due to bad weather since morning.

1.4 Future Tense :

1.4 (a) Simple Future (indefinite) Tense

Assertive Form :

☞ Subject + shall / will + 1st form of verb +

E.g. We shall succeed in life.

You will go to college regularly.

The boys will win the football match.

‘Shall’ used with first Person and ‘will’ used with the second and the Third Person show simple future.

Interrogative form:

☞ Shall / will + subject + 1st form of the verb + ?

E.g. shall we succeed in life?

Will you go to college regularly?

Will the boys win the football match?

Negative form:

☞ Subject + shall / will + not + 1st form of the verb +

E.g. We shall not succeed in life.

You will not go to college regularly.

The boys will not win the football match

1.4 (b) Future continuous Tense

Assertive Form:

☞ Subject + shall / will + be + 1st form of the verb + ing +

E.g. They will be playing in the evening.

I shall be going to Mumbai during Diwali vacation.

Interrogative Form:

☞ Shall / will + subject + be + 1st form of the verb + ing ?

E.g. Will they be playing in the evening?

Shall I be going to Mumbai during Diwali vacation?

Negative Form:

☞ Subject + shall / will + not + be + 1st form of the verb + ing +

E.g. They will not be playing in the evening.

I shall not be going to Mumbai during Diwali vacation

1.4 (c) Future Perfect Tense

Assertive Form:

☞ Subject + shall / will + have + 3rd form of the verb.

E.g. I shall have gone to Mumbai by November

The Teacher will have showed the slides to the students.

Interrogative Form:

☞ Shall / will + subject + have + 3rd form of the verb.

E.g. Shall I have gone to Mumbai by November?

Will the teacher have showed the slides to the students?

Negative Form:

☞ Subject + shall / will + not + have + 3rd form of the verb.

E.g. I shall not have gone to Mumbai by November.

The teacher will not have showed the slides to the student.

1.4 (d) Future Perfect Continuous Tense

Assertive Form:

☞ Subject + shall / will + have + been + 1st form of the verb + ing +since / for.

E.g. The mountaineers will have been climbing the mountain since early morning.

We shall have been playing for 3 hours.

Interrogative Form:

☞ Subject + shall / will + have + been + 1st form of the verb + ing + + Since / for + ?

E.g. Will the mountaineers have been climbing the mountain since early morning?

Shall we have been playing for 3 hours?

Negative Form:

☞ Subject + shall / will + not + have + been + 1st form of the verb + ing + + since / for.

E.g. The mountaineers will not have been climbing the mountain since early morning.

We shall not have been playing for 3 hours.

1.5 SOLVED EXAMPLE:

- i. In the passage given below, one word has been omitted in each line. Write the missing Word along. With the word that comes before and the word that comes before and the word that comes after it. Ensure that the word that forms your answer is underlined.

- (a) Pollution not a new Problem, in the
- (b) middle ages most towns dirty, water
- (c) supplies foul and diseases spread quickly. Much has been done to improve sanitation and public health. But since
- (d) Industrial Revolution disposal of waste become more complicated. As factories produce new
- (e) goods old ones thrown out with the
- (g) sight to watch. Getting rid of plastics particularly Difficult. Plastics never decay,
- (h) the more we throw, the more litter produces.

So scientists are trying to make plastics which can be easily broken.

Ans. Pollution not a new problem. in the (a) Pollution is not middle ages most towns dirty, water (b) towns were dirty supplies foul and diseases spread (c) supplies was foul quickly. Much has been done to improve sanitation and public health. But since Industrial Revolution disposal of waste become waste has become (d) more complicated. As factories produce new goods old ones thrown out with the (e) ones are thrown rubbish. These rubbish heaps an unpleasant heaps are an (f) sight to watch. Getting rid of plastics particularly plastics is particularly (g) difficult. Plastics never decay, the more we throw, the more litter produced. litter is produced (h) So scientists are trying to make plastics which can be easily broken.

PRACTICE EXERCISE

A. Direction : (1 to 15) Fill in the blanks with the correct forms of the verbs given in the bracket.

1. Have you eversuch a beautiful scene? (See)
2. The moon has not yet (Appear)
3. IEnglish for ten years. (Teach)
4. Whatyour father feel about Resonance? (Do)
5. All work and no playjack a dull boy. (Make)
6. He scratched his head and for a moment. (Think)
7. When I reached the temple, a group of peopledevotional songs. (Recite)

8. Whatyouhere from the time I went to college? (Do)
9. By this time tomorrow, Ihome. (Reach)
10. The studentanswers to all my question. (Give)
11.the studentyesterday? (Study)
12. After school, we ...and ...our parents about our English teacher. (Go, Tell)
13. The new railway bridge.....two weeks ago. (Complete)
14. Theythe work when the teacher entered the class. (Finish)
15. I was teaching English when shethe classroom. (Enter)

B . Choose the correct verb from those given in brackets.

1. you (bought, had bought)a new scooter last week,
2. She (has been, is) ill (since, for)a week.
3. We (finished, have finished) our lunch half an hour ago.
4. He jumped off the train while it (ran, was running, had been running) .
5. The train (has left, will have left) before we reach the station.

C. Correct the following sentences.

1. He retired to bed before we reached there.
2. I am having a car.
3. He left for America next week.
4. She is reading since morning.
5. I am going to office every day by bus.

D. The following passage has not been edit ed. There is one error in each of the lines. Write the incorrect word and the correction against the correct blank number. Remember to

When Ashok enter the cinema hall, the

- (a)Film start. It was very dark inside
- (b)There is nobody to show him the way.
- (c)He count the rows and moved into the
- (d)Fifth row since his ticket has C-12
- (e)Write on it. As it was dark inside
- (f)He moved through the row and sit
On a chair. But to his horror there
- (g)Was somebody already sat on that chair.



ACTIVE - PASSIVE VOICE



Eng. L. - 2

COMPARE THE FOLLOWING TWO SENTENCES:

- (i) The hunter killed the deer.
- (ii) The deer was killed by the hunter.

In Sentence (i), the subject 'hunter' is the receiver of the action i.e. the subject is active. The verb 'killed' is therefore said to be in the Active Voice.

In Sentence (ii), the subject 'hunter' is the receiver of the action i.e. the subject is not active, but passive. The verb 'was killed' is therefore said to be in the passive Voice.

Active Voice: A verb is in the Active Voice when the person or thing denoted by the Subject is the 'doer' of the action.(i.e. when the subject is Passive or is acted upon)

Passive Voice: A verb is in the Passive Voice when the person or thing denoted by the Subject is the 'receiver' of the action.(i.e. when the Subject is Passive or is acted upon)

2.1 RULES TO CHANGE ACTIVE INTO PASSIVE:

- ❖ Make Object the Subject.
- ❖ Bring the Helping verb.
- ❖ Put 3rd form of the verb.
- ❖ Add 'by' if necessary.
- ❖ Make the Subject into the Objective.

E.g. : The child threw the ball out of the house. (Active Voice)

The ball was thrown out of the house by the child. (Passive Voice)

(A) Object 'Ball'; (B) 'Threw' is part tense, so H.V is 'was';

(C) 'Thrown'3rd form of 'throw': (D) Add 'by'; (E) Subject....'The child'

2.1 (a) Simple Present:

- (i) The grocer sells rice (Active)
Rice is sold by the grocer. (Passive)
- (ii) Does the grocer sell rice? (Active)
Is rice sold by the grocer? (Passive)

2.1 (b) Present Continuous:

- (i) The teacher is punishing the student. (Active)
The student is being punished by the teacher. (Passive)
- (ii) Is the teacher punishing the student ? (Active)
Is the student being punishing by the student ? (Passive)

2.1 (c) Present Perfects:

- (i) My brother has written this letter. (Active)
This letter has been written by my brother. (Passive)
- (ii) Has my brother written this letter ? (Active)
Has this letter been written by my brother ? (Passive)

2.1 (d) Simple Past:

- (i) My brother ate his mango. (Active)
His mango was eaten by my brother. (Passive)
- (ii) Did my brother eat his mango? (Active)
Was his mango eaten by my brother? (Passive)

2.1 (e) Past Continuous:

- (i) His friend was distributed Sweets. (Active)
Sweets were being distributed by his friend. (Passive)
- (ii) Was his friend distributed the Sweets? (Active)
Were the sweets being distributed by his friend? (Passive)

2.1 (f) Past Perfect:

- (i) The potter had made the pots before summer started. (Active)
The potter had been made by the potter before summer started. (Passive)
- (ii) Had the florist sold all the flowers before sunset ? (Active)
Had the flowers been sold by the florist before sunset ? (Passive)

2.1 (g) Simple Future:

- (i) I shall finish the lecture by 5 O'clock. (Active)
The lecture will be finished by me by 5 O'clock. (Passive)
- (ii) Shall I finish the lecture by 5 O'clock? (Active)
Will the lecture be finished by me by 5 O'clock ? (Passive)

2.1 (h) Future Perfect:

- (i) I shall have completed the course before December. (Active)
The course will have been completed by me before December. (Passive)
- (ii) Shall I have completed the course before December? (Active)
Will the course have been completed by me before December? (Passive)

2.1 (i) When verb take 2 Objects :

In changing to passive voice, one of the Objective becomes the subject and the other is retained as Object.

- (i) I taught them English. (Active)
 English was taught to them by me. (Passive)
 (ii) Who taught you English? (Active)
 English was taught to you by whom? (Passive)

2.1 (j) Imperative Sentences:

For Orders and Command: Let + Object + be V-3

- (i) Close the window (Active)
 Let the window be closed. (Passive)
 (ii) Do not close the windows? (Active)
 Let not the window be closed. (Passive)

For Advice or Request: You are requested 'for' please' or 'kindly'

- (i) Please come on time. (Active)
 You are requested to come on time. (Passive)
 (ii) Kindly help the poor. (Active)
 You are requested to help the poor. (Passive)

2.1 (k) If Sentence Starts with 'Let':

- (i) Let him bring some chocolates. (Active)
 Let some chocolates be brought by him. (Passive)
 (ii) Let her do the assignment. (Active)
 Let the assignment be done by her. (Passive)

2.2 CHANGES IN PRONOUNS :

Active Voice	Passive Voice
I	Me
We	Us
You	You
They	Them
He	Him
She	Her
It	It

2.3 ACTIVE - PASSIVE VOICE AT A GLANCE :

Passive Voice - Verb "write"

Tense	Simple	Continuous	Perfect	Perfect Continuous
PRESENT TENSE	IS/am/are+being+V-3 Is written Are written	Is/are/am+being+v-3 Is being written Are being written	Has/have + been v-3 Has been written Have been written
PAST TENSE	Was/were+v-3 Was written Were written	Was/were +being+v-3 Was being written Were being written	Had+been+v-3 Had been written
FUTURE TENSE	Will/shall+be+v-3 Will be written Shall be written	Will/shall+have+been +v-3 Will have been written Shall have been written

2.4 SOLVED EXAMPLE:

A. Complete the following sentences using the correct form of the verb in the bracket.

- (i) The historical monument (build) thousands of years ago.
- (ii) Mohan received a letter (write) by his friend after 10 days.
- (iii) The money (steal) by the servant of Mr. Gupta.
- (iv) Seema's marriage outfit (design) by the famous designer Ritu Beri.
- (v) The largest way flyover (construct) last month in Delhi.

Ans. (i) was built (ii) written (iii) was stolen (iv) was designed (v) was constructed

B. Below is given a set of instructions on preparation of instant coffee. Using the instructions fill in the blanks in the paragraph given below.

- (i) Boil water.
- (ii) Take one teaspoon each of instant coffee and sugar.
- (iii) Add boiling water and stir the mixture vigorously.
- (iv) Warm milk separately.
- (v) Add warm milk to the mixture and stir.
- (vi) Hot instant coffee is ready to drink.

First water (a) Then a teaspoon of instant coffee and a teaspoon of sugar (b) Then boiling water (c) And the mixture is stirred vigorously. Milk (d) Separately. Warm milk (e) to the mixture and it is stirred. Hot instant coffee is ready to drink.

Ans. (a) is boiled (b) is taken (c) is added (d) is warmed (e) is added

PRACTICE EXERCISE

A. Direction (1 to 5) change the following sentences into passive voice.

1. Does he speak English?
2. I shall tell you everything about him.
3. Is Jordan playing Basketball?
4. Many housewives do not cook food.
5. The teacher had punished the boys.
6. His behaviour pleased me.
7. The students were making noise in the classroom.
8. This book contains many interesting articles.
9. The parents look after their children.
10. Nobody can solve this problem.
11. India defeated Australia in the 20-20 world cup cricket finals.
12. Do you study regularly?
13. They are reading interesting and educational stories.
14. Our English teacher was delivering a lecture.
15. We should not break the rules.

- B. Given below are some headings, Read them and complete the news the news item.**
(i) INDIA PERFORM CREDITABLY DOWN UNDER

Indian cricket team's sterling (a) by achieving creditable victories in test and one dayers have pleased every cricket lover.

- (ii) OPPORTUNITY LANDS ON MARS - US SCIENTISTS CELEBRATE**

The (b) of Opportunity on Mars on Saturday night inspired widespread (c) Among U.S scientist handing the U.S Mars probe.

- (iii) PEACE NEEDED TO DEVELOP AND GROW**

President AP j Abdul Kalam underlined the (b) of peace for social (e).....
..... And faster economic (f) in the country.

- (iv) TERRORISTS ARRESTED - EXPLOSIVES RECOVERED**

The (g) of three dreaded terrorist by the city police yesterday has led to the (h) of a substantial quantity of explosives.

ANSWERS

- A.
1. Is English spoken by him ?
 2. Everything about him shall be told to you by me. OR
You will be told everything about him by me.
 3. Is basketball being played by Jordan ?
 4. Food is not cooked by many housewives.
 5. The boys had been punished by the teacher.
 6. I was pleased by his behaviour.
 7. Noise was being made in the classroom by the students.
 8. Many interesting articles are contained in this book.
 9. The children are looked after by their parents.
 10. This problem cannot be solved.
 11. Australia was defeated by India in the 20-20 world cup cricket finals.
 12. Studies should be done regularly.
 13. Interesting and educational stories are being read by them.
 14. A lecture was being delivered by our English sir.
 15. The rules should not be broken.
- B.
- | | | | |
|-----------------|-------------|-----------------|--------------|
| (a) Performance | (b) landing | (c) celebration | (d) need |
| (e) development | (f) growth | (g) arrest | (h) recovery |



TELEGRAM



Eng. L.-3

3.1 FORMAT OF TELEGRAM:

INDIAN POST AND TELEGRAPH					
(i)	Receiver's Name	Name			
	Receiver's Address	Address			
		Telegraph office			
(ii)					
(iii)	Sender's Name				
(iv)	NOT TO BE TELEGRAPHED				
	Sender's Address:				

3.2 PARTS OF A TELEGRAM:

- (i) Receiver's Name & Address: It should be written in "Capital Letters".
- (ii) Message: Use the word 'STOP' for 'full stop'. No other punctuation mark should be used.
- (iii) Sender's Name: it should be written in "Capital Letters".
- (iv) Not to be Telegraphed: Sender's full name and address in usual manner i.e., capitals and Small letters.

3.3 SOLVED EXAMPLES:

- (i) You are Williams living at 45, Juhu Scheme, Mumbai; you are not in a position to attend The marriage of your friend Malcolm receding at 57. Osho Chowk, Pune. Draft a Telegram to be sent to your friend in not more then 25 words.

INDIAN POST AND TELEGRAPH			
Address of the addressee		Name : Malcolm Address : 57 Osho Chowk Telegraph office : PUNE	
CONGRATS	ON	YOUR	WEDDING
(.)	UNABLE	TO	ATTEND
(.)	BROTHER	HOSPITALISED	(.)
BEST	WISHES	(.)	
Sender's Name		WILLIAMS	
NOT TO BE TELEGRAPHED		45, Juhu Scheme	
Sender's address		Mumbai	

- (ii) John wrote the following letter to his friend. Then he decided to send a telegram instead of the letter. Making use of the details from the letter, write this telegram

2-A Koregaon Park
Belapur, New Mumbai
June 24, 2007
Dear Ricky

You will be glad to know that Alpha Ltd. (kota) has called me for an interview for an post of Asst. General Manager. So I shall be arriving kota by Rajdhani Express on July 13 in the morning. Please book one room in a good hotel. I'll be grateful if you could possibly meet me at the railway station. Yours sincerely

John

INDIAN POST AND TELEGRAPH				
Address of the addressee			Name : Ricky Address : J-5 JAWAHAR NAGAR Telegraph office : KOTA	
REACHING	KOTA	THIRTEENTH	STOP	RAJDHANI
EXPRESS	STOP	INTERVIEW	ALPHA	LTD
STOP	BOOK	HOTEL	ROOM	STOP
MEET	RAILWAY	STATION	STOP	
Sender's Name			JOHN	
NOT TO BE TELEGRAPHED			2-A Koregaon Park	
Sender's address			New Mumbai	

Ans.

PRACTICE EXERCISE

1. You are Samir / Samita, a resident of Shiv Complex Jodhpur and staying in a hostel at Pune. Write a telegram to your father informing him that you could not take the examination due to illness.
2. Write a telegram to your brother living at Mira Nagar - New Mumbai informing him about the settlement of marriage of your elder sister. You are a resident of kota. Sing in as Akshay / Akshita
3. Your brother has gone to Delhi. In his absence the school team invites him to join the football team soon to play the finals at Nagpur on 24th June. Write a telegram to him informing about it.
4. you are George of class x studying in Glorious Public school, Raipur, staying in the school hostel. You wish to join a crash course in computers. Draft a telegram to your father in kota seeking his permission and requesting him to send you the registration fees of 500 immediately.
5. you are Rinky, aspiring actor from Jodhpur. On the information given below, draft a telegram to be sent to your brother Mathew at 23, Oakland Park, Chennai informing him that you will be reaching there next Saturday i.e. on 12th August.
(August Kranti Express - 5.00 a.m. - appointment -director of movie- short visit.)



LETTER WRITING



Eng. L. -4

☞ This question contains writing a letter based on the verbal inputs. It includes Business letters. Official Letter, Letters to the Editor or Application for job.

4.1 LAYOUT OF FORMAT LETTERS:

LAYOUT OF A FORMAT LETTER	
92, Basant Vihar Kota 24 July 20XX	1. Heading (a) Address of the sender (b) Date
The Director Reliance industries 94 - B Pink Plaza Mumbai - 400056	2. Receiver's Designation & Address
Sir	3. Salutation
Sub.: Request for company profile	4. (Subject line to focus attention)
Body of the letter	5. Body of the Letter. (a) Introductory (b) Main concluding part (c) Concluding part
Yours faithfully Ajay Sharma	6. Subscription 7. Signature (Name of the writer)

4.2 POINTS TO REMEMBER :

- ✎ Use proper layout according to the type of the letter.
- ✎ Write the address, date, salutation and subscription near the left hand side margin.
- ✎ Indenting and punctuation mark may be avoided.
- ✎ Leave space after a Para or important part of layout.
- ✎ Divide the contents/body of the letter into three paragraphs :
 - (a) Introduction beginning
 - (b) Content main point
 - (c) End conclusion / suggestions etc.
- ✎ Do not use any comma (,) after the Salutation & Subscription. There is no apostrophe's

in yours.

- ✎ Be accurate, specific and concise.
- ✎ Practice creativity in presentation of ideas. Use only relevant ideas.
- ✎ Have fluency in presentation of ideas. Express them in a coherent and organized manner.
- ✎ Organize your ideas before writing the letter.
- ✎ Don't use obsolete expressions. Be simple, direct and to the point.

4.3 SOLVED EXAMPLES:

- (i) Vineet / Vain Prasad of 29, Rajpur Road, Ambala, come across the following poster in the newspaper. He /she is concerned about the spread of diseases during summers and decides to write a letter to the editor of a national daily highlighting the impending possibility of water borne diseases and the dire Need for creating awareness about the prevention of such diseases through such informative Posters. Using your own ideas and the ideas from the unit on 'Health', write vineet's/vani's letter.

Here comes the summer
.....And also the possibility of Diseases Like Cholera and
Gastroenteritis.
Prevention is Better Than Cure

- Drink only safe water
- Keep food items cove
- Eat only freshly cooked food
- Wash hands before preparing or eating food.....
-

If patient is restless /unconscious, has fever/ blood in stool, is eating / drinking poorly.
CONSULT THE DOCOTOR IMMEDIATELY
USE Oral Rehydration Solution - Available At All Health Center free of Cost

Sol. 29, Rajpur Road Ambala
28 October, 200X
The Editor
The Tribune
Chandigarh

Dear Sir
Subject: Summer Diseases

The poster about summer diseases in a local newspaper highlights the problems caused by the rising of summer heat on one hand and the lack of knowledge about the deadly Water-bome summer diseases such as cholera and gastroenteritis on the other hand. It is important to create awareness through posters and announcements on the radio and television. Media can play an important part in saving lives. Since prevention is always than cure, people must remember to :

- (a) Drink only safe water.
- (b) Eat freshly cooked food and keep all food items covered.
- (c) Maintain proper hygiene and always wash hands before preparing or eating food.

If any person develops symptoms of the disease he should use Oral Rehydration Solution available Free at health centres, but if symptoms persist he should consult the nearest doctor immediately. Remember, symptoms such as restlessness, fever and blood in the stool can life threatening.

Yours faithfully
Vineet /vain Prasad

- (ii) You are a social worker. You are a social worker. You feel upset as some of the good schools are admitting as many as 60-70 student in a class just to mint money. This is adversely affecting academic standards. Write a letter to the Editor or the Indian Express highlighting this corrupt practice. Sign the letter as Rafeek / Salma.

Sol.7. Reiki Street
Mumbai
16 March 200X

The Editor
The Indian Express
Veer Savarkar Marg
Mumbai

Sir

Sub : commercialization of education

I wish to draw the attention of the public in general and authorities in particular to the crass commercialization prevalent in the good school renowned for providing quality education .

My son goes to a prestigious public school which admits student after conducting so many tests and charging a hefty amount as various funds. To a casual onlooker the system appears restrictive and selective, but the over crowded classrooms with 60 to 70 student in the primary section tell a different story. Almost every section of every class is in a similar situation. Even though the school work in two shifts there doesn't seem to be any respite from the ever increasing size of the class. The overcrowding of classrooms adversely affects the academic standards. It is very difficult for any teacher, howsoever resourceful, to build any rapport or conduct interactive sessions in such large class classes. The curriculum is 'covered' in a poor manner.

The academic values are brushed aside with nonchalance and the sole factor that governs the school authorities is the money that these large numbers rake in.

Will the authorities look into this sad state of affairs and bring an end to this commercialization of education resulting in falling academic standards ?

Your truly
Rafeek

- (iii) You are jimmy / Jane of 79, Ganganager, Indore. You have noticed many stray animals on the busy roads. These animals have caused traffic jam as accidents. Write a letter to the editor to "Times journal" telling him about the nuisance.

Sol. 79, Ganganagar
Indore
22nd November 200X
The Editor
Time Journal
Bhopal

sir

sub : Nuisance created by stray animals.

Through the column of your esteemed newspaper I wish to draw the kind attention of the concerned authorities of the Municipal Corporation regarding the plight of the residents of Indore due to stray animals. The stray animals wandering on the main road causes traffic blocks And fatal accidents. These animals are creating health hazards too by littering everywhere. As a result, the dirty places have become the breeding place of mosquitoes and insects.

We have already written to the authorities but they have not yielded any action. It is hoped that the authorities will take an early action.

Your truly
Jimmy

- (iv) You are a librarian of ST. Thomas school, Kerala. Write a letter to M/S A.X. & Sons, Booksellers, Kochi, placing order for books. (Mention at least 5 titles of the books) to be supplied immediately.

Sol. The librarian
Kerala
15 April 20XX

M/S A.X. & Sons - Booksellers
Kochi

Sir

Sub : Order of Books for the school

Kindly arrange to supply at your earliest convenience the following books for our school Library at the discounted rates applicable for the year 20XX-20XX.

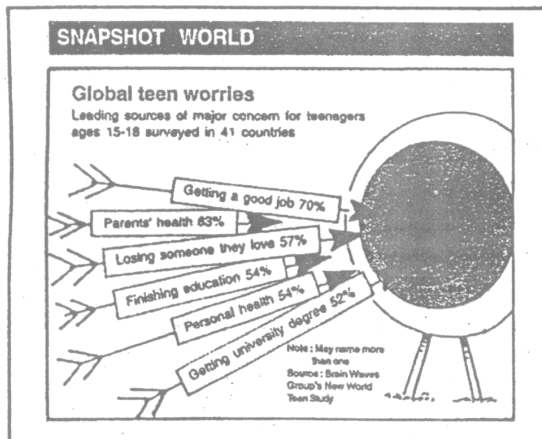
- A) Fundamentals of physics - Resnick Halliday 10 copies
- b) Elementary Algebra - David Collins 15 copies
- c) Advance Learner's English Dictionary - Oxford 4 copies
- d) All about Organic Chemistry - A.G. Rao 10 copies
- e) Fun with Mathematics - P. Rodriguse 15 copies

Before dispatching the books please ensure that only the latest editions are being supplied and the books are in good condition. Also check that each book has full pages and there is no insufficiency. payment will be released after approval by the library authorities.

Yours faithfully

K. Raghvan
(Librarian)

- (v) Look at this visual from a report on teenage problems. Using the information in the picture and your own ideas and opinions on the subject, write out a letter in not more than 150 words to the Editor on the problems and stresses faced by teenagers today. Sign yourself as 'a worried teenager'.



Ans . A - 44 Anand Lok
New Delhi

The editor
New Delhi

4th March, 200X

Sub: Stressful Teenagers

Dear Sir

I am a teenager and day and night, I go through the tension of whether I will get the course of my choice. Will I be able to satisfy my parents' expectation? so on and so forth, these are not only my worries but of all the teenagers around. In today's competitive word, a' teenager goes through a lot of worries. The worry of getting a good job, finishing education successfully, many even worry as to whether they will be able to get a university degree. All this is the result of a sense of insecurity. Though the teenagers put in their best, they do not know whether they will get courses or jobs of their choice. For improving their academic performance, students join coaching classes. From school to Coaching classes, then there is no surety. Another reason for this tension is the lack of proper counseling facilities in our schools. Teenagers need career counseling which would help them select the right course for Themselves. Also talking to counselors would help teenagers ease their tension. I hope my views reach to all the teenagers and help them over come their worries.

Your sincerely
'A worried teenager

PRACTICE EXERCISE

1. write a letter to the Editor of The Times of India ' on the increasing chain snatching incidents in your locality.
2. below you can see a letter of complaint to the inspector of street lighting of your locality. Complete the letter by filling the blanks with suitable words.
Dear sir
Allow me (a) Bring to your notice (b) the failure of the street (c) of Jawahar Nagar. Not only is this lane in a bad (d) State of repair but it also badly (e) (f) lighting which is essential if one is to walk along it at (g) The absence of lights often (h) antisocial elements. The woman folk around here feel (i) on this road in the dark..
Will you kindly take (j) For providing lighting on this lane?
Thanking you
Yours faithfully
Residents of jawahar Nagar
3. you have Kelvin/ Keith of 345, R.B. Enclave, Rajkot. You are interested in doing a short term diploma course in public Speaking for enhancing your personality during the Summer vacation/ write a letter to the Director of Resonance Enhancement, Surat inquiring about the duration of such a course and criteria for admission. (word Limit 200 words)
4. You have placed an order for a few books to a bookseller at Kochi, you have not received the books so far. Write a letter to the book shop complaining about the non-compliance of your Order.
5. You read in the newspaper about 3 school going children crushed to death by the speeding blue-line bus. Write a letter to the Editor of 'The Times Journal expressing your concern. You are Janet / joy of 98, R.K. Endave New Delhi.

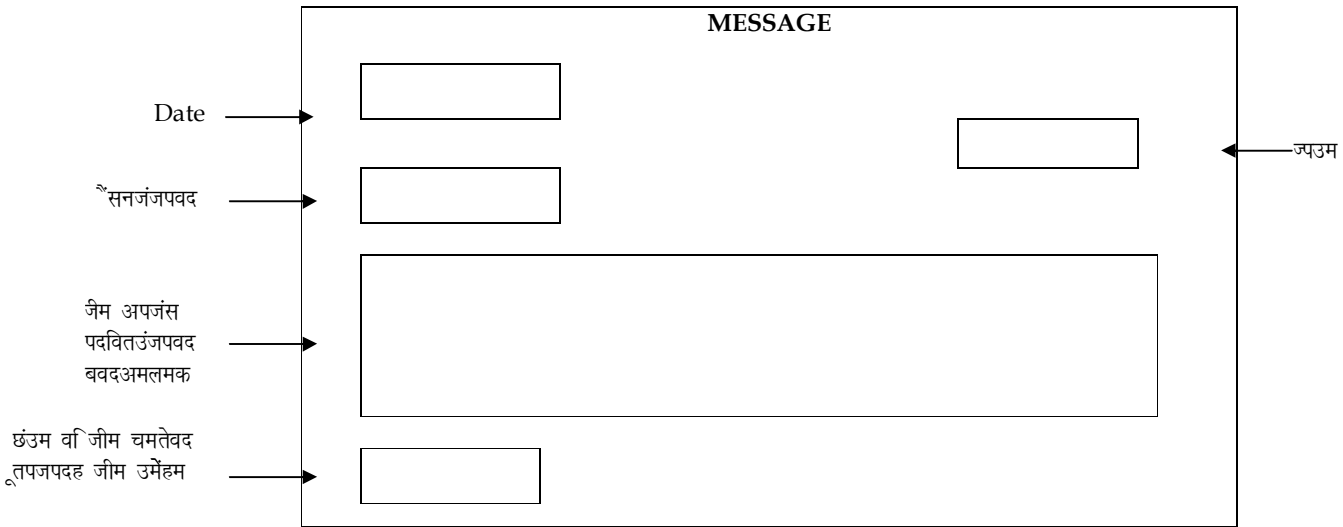


MESSAGE



Eng. L - 5

5.1 FORMAT OF MESSAGE :



5.2 POINTS TO REMEMBER WHILE WRITING A MESSAGE :

- ☞ Message must be placed in box.
- ☞ No address is to be written.
- ☞ Time and date, when the message is written, should be mentioned.
- ☞ Always use indirect Speech to write the message.
- ☞ Write the name of the person for whom the message is meant at the top. Give only a brief salutation e.g. Ravi / sir [Do not use 'Dear']
- ☞ Include to the word limit (50 words)
- ☞ Put your name / signature at the end of the message.

5.3 SOLVED EXAMPLES :

A. Read the following telephonic conversation between Mr. P.S. Shekhawat and Rankesh Rawal. Write the message for Mr. Nishant Ramawat. In not more than 5 words.

Mr. Shekhawat : Hello I is it 2422545 ? Can I speak to Mr. Nishant Ramawat?

Rankesh : Mr. Ramawat i.e. My Daddy is away to the gym. He will return in an hour, say by 8.15 p.m. is anything urgent ?

Mr. Shekhawat : Well I'm pradeep Singh Shekhawat from his office. Kindly tell him to reach Hotel Marudhar, Room No. 502 at 9 a.m. tomorrow. 1st July. He must carry the files with him. The Chinese delegation is meeting the M.D. at 9.15 a.m.

Rankesh : I'll certainly give him the message, uncle. Anything else you would like me to convey to him ?

Mr. Shekhawat : Oh, yes I Tell him to contact Mr. Mewara and convey the message regarding the meeting.

MESSAGE	
30 th June 200x	7:15p.m.
Papa	
Mr. Shekhawat called up to say that you must reach Hotel Marudhar, Room No. 502 at 9.00 a.m. tomorrow along with files. The Chinese delegation is meeting the MD at 9:15 a.m. Also convey this message to Mr. Mewara.	
Rankesh	

Sol.

B. You receive a telephone call from your father's office in his absence and have the following conversation with the speaker. Write the message to give to your father when he returns home.

Mr. Sharma : Hello, is this 2422200

Samuel : Yes please, whom do you want to speak to ?

Mr. Sharma : Could I please speak to Mr. Jain ?

Samuel : I'm sorry Daddy is not at home. Do you have any message for him ?

Mr. Sharma : Yes, please tell him that the meeting fixed for tomorrow i.e. 29th June has been cancelled.

Samuel : It has been cancelled ?

Mr. Sharma : That's right. Please also tell him that we shall let him know as and when the next date is fixed up; have you got it ?

Samuel : Yes uncle. I've noted it down and shall tell Daddy when he comes back

MESSAGE	
June 28,200X	5:45p.m.
Daddy	
Mr. Sharma called up from your office on telephone stating that the meeting scheduled for tomorrow i.e. 29 th June has been cancelled. He also informed that they would let you know as and when the next date was fixed for the meeting.	
Samuel	

Sol.

PRACTICE EXERCISE

1. Read the following notes from the note-pad of Mrs. Joseph, the principal of St. Mary Pink plaza, jaipur, she asks her assistant to draft a message on her behalf for Mr. Mathew, the vice principal of the school, Using the information from the note-pad, draft a Message.

- Request Urgent Meeting
- Meeting in my office - 9.00 a.m. today.
- Agenda- planning for tour to Himachal Pradesh.
- Duration - 10 days - Summer Vacation
- Inform class teachers of VIII,IX,X - should attend meeting.

2. Read the following telephonic conversation that took place between Maria and Mrs. Dravid. As Maria's mother is not at home and she herself has to leave for her coaching classes, she writes a message for her mother. Write the message from Maria to her shopping.

Mrs. Dravid : Hello is it 2341234?
Maria : Yes ma'am. May I know who's on the other line ?
Mrs. Dravid : I am Sophia Dravid, Mrs. Merchant's friend. Could I speak to her ?
Maria : I am her daughter Maria this side. I'm afraid mom is not at moment. She Has gone to the market for shopping.
Mrs. Dravid : In that case, Maria, could you please tell her that I will pick her up from your place at 11.30 a.m. tomorrow. We'll be going to the American Library for the renewal of our membrarship. She should carry her cheque book and membership card.
Maria : I will certainly convey your message to mom.
Mrs. Dravid : Thanks Maria. And please don't forget to tell her that she will have to return home on her own from there as I have an appointment with my dentist.
Maria : I'll do that Maria and bye.

3. James has a telephonic conversation with Jacob. As Jacob has to leave he writes a message for Thomas. Write the message in not more than 50 words.

James : Good afternoon I'm James, Thomas' friend. May I speak to Thomas, please?
Jacob : Good afternoon James. I'm sorry Thomas is not at home at the moment.
James : May I request you to convey my message to Thomas when the returns Home?
Jacob : Sure, please tell me.
James : My cousin has brought the English literature book he wanted for his examination. He may collect it soon.
Jacob : Surely I'll convey it to Thomas.



PALANQUIN BEARERS



Eng. L. - 6

6.1 SUMMARY :

This poem, by Sarojini Naidu, is about an age-old custom when brides and women of high birth were carried in a palanquin. In the poem, the palanquin bearers are carrying a beautiful lady. The poetess has exquisitely depicted the movement of the palanquin and the glowing beauty of the lady. She begins with a description of a gently swaying palanquin moving in rhythm to the song of the bearers, who are very careful, as they want to protect the lady from any jerky movements. She compares the movement first to the swaying of a flower moving in the wind as the palanquin moves in tune with the song that the bearers are humming. She feels that they are moving like birds that hardly touch the surface of the stream, as they hardly appear to touch the road. The lady can hardly feel that she is being carried in mid-air by the palanquin bearers. The overall picture looks as if an extremely precious jewel is being carried with soft hands. For the bearers, the palanquin is like a pearl and the handles are like the string on which she is hanging. The link between the bearers and the passenger (lady/maiden) is as essential as the string is essential for the pearl. The bearers are also proud of having the lady and all this makes them happy (gaily). The poetess then describes the elegant beauty of the lady/palanquin by comparing her/it first to the starlight that shines through a dewdrop at dawn and then to the dancing beam of light reflected on the moving waves of a river. The palanquin by the bearers as the tear the slowly rolls down the bride's cheek. The rhyme scheme used in this poem is 'aabbcc'

6.2 TEXTUAL COMPREHENSION :

Read the extract given below and answer the following questions :

1. Gaily, O gaily we glide and we sing,
We bear her along like a pearl on a string.
Softly, O softly we bear her along,
She hangs like a star in the dew of our song:
 - (i) What is the emotion expressed by the poet in the line "We bear her along like a pearl on a string"?
 - (ii) Explain the image expressed in the line "We bear her along like a pearl on a string".
 - (iii) Do the palanquin bearers consider the maiden to be a burden? Why / Why not?
 - (iv) Name the poetic device used in the above lines. What effect does it have on you as a reader?
 - (v) Why has 'she' been compared to a star?

And (i) The palanquin bearers are conscious of the privilege they have been accorded of carrying the maiden sitting in the palanquin.

- (ii) The palanquin is as precious and beautiful as a pearl for the palanquin bearers and the handles of the palanquin are like the string on which she is hanging .
- (iii) The palanquin bearers do not consider the maiden to be a burden. They feel, privileged to carry her and do so joyously, singing merrily. They do not plod along wearily like carrying a burden but glide over the road lightly
- (iv) The poetic device used is 'refrain' (repetition). The refrain adds rhythm and music to the poem and reinforces the gentle rhythmic movement of the palanquin. It also emphasizes the idea that the palanquin bearers are conscious of the fact that they are carrying a person passenger.
- (v) She is compared her to a star because she is as radiant and beautiful as a star.

2. Lightly, O lightly we bear her along;
 She sways like a flower in the wind of our song;
 She sways like a bird on the foam of a stream,
 She floats like a laugh from the lips of a dream.

- (i) Who are 'we'? What are they doing ?
- (ii) Who does 'she' refer to ? List any two objects to which the speaker compares her?
- (iii) Explain : 'She sways like a flower in the wind of our song'.
- (iv) Explain : 'She floats like a laugh from the lips of a dream'.

- Ans. (i) 'We' refers to the palanquin bearers. They are carrying a maiden in a palanquin and they sing as they carry the maiden in the palanquin.
- (ii) 'She' refers to the palanquin. She is compared to a flower swaying in the gentle breeze, a bird skimming across a river without touching the water.
- (iii) The palanquin bearers move in rhythm to the beat of the song sung by them and the palanquin moves gently to the tune of that song.
- (iv) The movement of the palanquin is as smooth and gently as a child smiling in a dream. Any jerk or discomfort that the maiden may feel is as ephemeral as a dream experience that one cannot recall even minutes after waking.

3. She springs like a beam on the brow of the tide,
 She falls like a tear from the eyes of a bride.
 Lightly, O lightly we glide and we sing,
 We bear her along like a pearl on a string.

- (i) Why does the poet feel that she 'springs like a beam on the brow of the tide' ?
- (ii) Why are the palanquin bearers carrying the palanquin 'lightly' ?
- (iii) Explain : 'She falls like a tear from the eyes of a bride'.

- Ans. (i) The poetess describes the luminous beauty of the palanquin (maiden in the Palanquin) by comparing her to the shimmering and dancing beam of light reflected on the moving waves of a river.
- (ii) The palanquin bearers do not wish to cause discomfort to the maiden they are carrying. So they move smoothly and effortlessly carry the palanquin
- (iii) The movement of the palanquin is as soft and gentle as the tear that slowly rolls down the cheek of a bride.

6.3 TEXTUAL QUESTIONS :

(i) What is the central idea of the poem ?

Ans. This poem, by Sarojini Naidu, is about an age-old custom when brides and women of high birth were carried in a palanquin. In the poem, the palanquin bearers are carrying a beautiful lady. The poetess has exquisitely depicted the movement of the palanquin and the glowing beauty of the lady. She begins with a description of a gently swaying palanquin moving in rhythm to the song of the bearers, who are very careful, as they want to protect the lady from any jerky movements

(ii) What is 'refrain' ? pick out the refrain in the poem.

Ans. A refrain is the repetition of lines or whole phrases in a poem, usually at the end of a stanza.

The refrain in this poem is :

Lightly, O lightly I softly, O softly we bear her along

Gaily, O gaily I Lightly, O lightly we glide and we sing.

We bear her along like a peart on a string.

(iii) How are the palanquin bearers carrying their burden – under compulsion joyfully ?

Ans. The palanquin bearers carry the maiden joyfully. They do not consider the maiden to be a burden. They feel privileged to carry her and do so joyously, singing merrily. They do not plod along wearily like carrying a burden but glide over the road lightly. They compare the maiden to a precious peart.

(iv) How does the poetess convey the contradictory feelings of 'laughter' and 'crying' in the poem ' The Palanquin Bearers?'

Ans. The poetess uses two images deliberately to convey the contradictory feelings of "joy" and 'weeping'. In the first stanza the poetess says that "she floats like a laugh". This conveys the joy of anticipation as she is going to her husband's house. Her heart is full of excitement and mind is full of rosy dreams as the palanquin moves towards the residence of her soul mate, in the second stanza. The poetess writes, "she falls like a tear" . it is because the bride is sad as she has just separated from her family and friends and separation is always painful. Thus the contraction between 'laughter' and 'crying' aptly sums up the oscillation of the bride between the two mods of joy and sadness.



POSTCARD



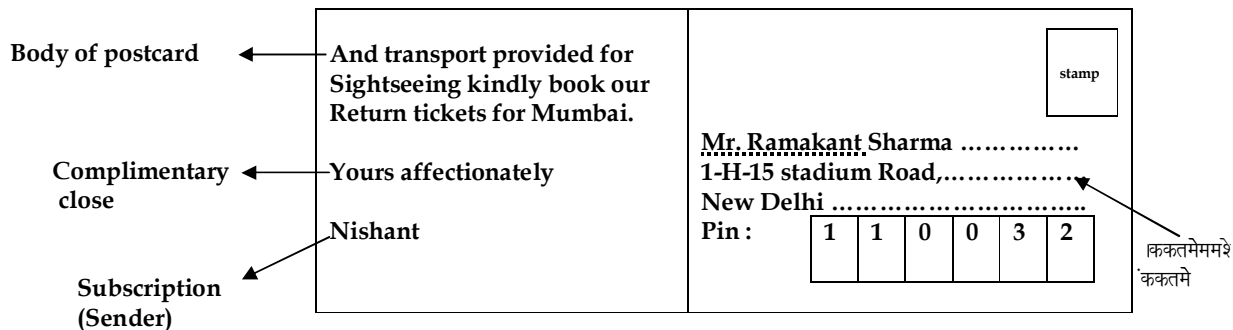
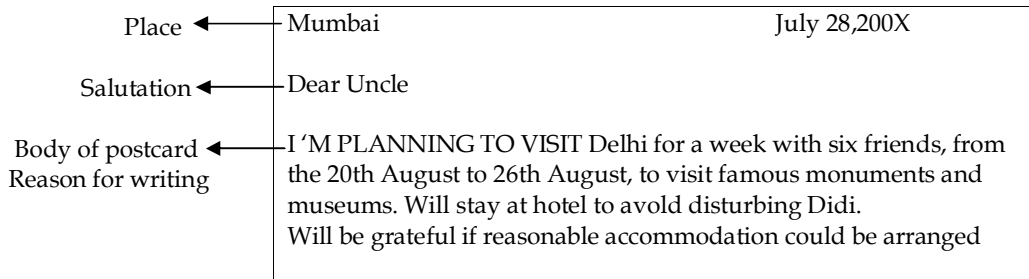
Eng. L. - 7

- ✎ Postcards are convenient for sending brief messages, acknowledging receipt of letters and goods or for confirming some engagement already fixed. For a longer/private message, either an inland letter or an envelope is used.
- ✎ postcards are written in the same manner as letters. Hence the heading, the subscription and the name of the sender are essential in addition to the 'message' and the name and address of the Addressee.
- ✎ Postcards are written in the same manner as an informal letter is written.

7.1 IMPORTANT POINTS WHILE WRITING A POSTCARD :

- ✎ The place and date are written in the same line.
- ✎ The sender's complete address is not written.
- ✎ The salutation, subscription, and sender's name must be written.
- ✎ Write address of addressee in the appropriate space.

7.2 SAMPLE POSTCARD :



7.3 SOLVED EXAMPLE :

- (i) You are Jenny / James. You have gone to Shimla with your friends. You decide to send a postcard to your parents in Kota. Write the postcard in not more than 50 words,

Shimla	15 th January, 200X
Dear mom and dad We have reached Shimla safely. Weather here is very nice and pleasant. Today we had see snow capped mountains and enjoyed the beauty of Shimla. Day after tomorrow we'll go to Manali. We will be back in four days.	

Give regards to all and Especially to granny. Your loving daughter / son Jenny / James	<table border="1"><tr><td colspan="6">stamp</td></tr><tr><td colspan="6">Mr. Sunil Sharma.....</td></tr><tr><td colspan="6">House No. 92, basant vihar.....</td></tr><tr><td colspan="6">Kota (Rajasthan).....</td></tr><tr><td>Pin :</td><td>1</td><td>1</td><td>0</td><td>0</td><td>3</td><td>2</td></tr></table>	stamp						Mr. Sunil Sharma.....						House No. 92, basant vihar.....						Kota (Rajasthan).....						Pin :	1	1	0	0	3	2
stamp																																
Mr. Sunil Sharma.....																																
House No. 92, basant vihar.....																																
Kota (Rajasthan).....																																
Pin :	1	1	0	0	3	2																										

PRACTICE EXERCISE

1. You are Manish living in Mumbai. Write a postcard to your friend Ronak living at 46, janki kutir, Matura 281001 telling him about what you intend to adopt as a career and why so.
2. As a Director Techno Teachings - jaipur (an educational institute engaged in distance Learning for Engineering / Medical Admission Tests) write a postcard to Bobby of 34 / H Azad Nagar, Patna as a reply to her query regarding fresh batches for I.I.T - J.E.E., fees structure, timing etc. sign yourself as Sam..
3. You are Anjali Bhasin of 678, New Industrial Township Faribadad. You have just returned from Bangalore after spending a part of your summer vacation with a friend of yours. After returning home you want to write a postcard thanking them for their hospitality and making your stay enjoyable. You also wish to invite your friend Uma Mani to spend the winter break you. Write the postcard using not more than 50 words.

NOTICE WRITING

Eng. L. - 8

8.1 IMPORTANT POINTS WHILE WRITING A NOTICE :

- ☞ Think of an eye - catching caption-preferably a phrase and not a sentence.
- ☞ The rest of the details should be in order of importance and in crisp short sentences.
- ☞ The language of the notice should be impersonal. Use passive voice as possible.
- ☞ Mention the name of the body / organization organizing the event.
- ☞ State clearly if the event is for any cause.
- ☞ The notice must be dated.
- ☞ Do not use the first person e.g. 'I' or second person, e.g. 'you'.
- ☞ Put the notice in a box.

8.2 FORMAT OF NOTICE :

पेनपदह नजीवतपजल

कंजम

20th July 200X

भमंकपदह

ठवकल वी दवजपवम
पूजी कमजंपसेरू
1^प च्चतचवेम
2^प मअमदज
3^प व्वेपवद
4^प कंजम ६ जपउम ६ अमदनम

ST. PETER'S SCHOOL
NOTICE
EXTRA CLASSES FOR WEAK STUDENTS
Compulsory extra classes for those student of class VII to X
(purpose)
Who have secured less then 60% marks in the First Terminal Examination will be organized from August 10,200X after school hours in their
(Date)
Respective classrooms from 2:00 PM to 4:00 PM. Lunch will be provided
(Timings) (other details)
On request. For further details contact the undersigned.

छंउम दक कमेपहदंजपवद
वचिमतेवद पेनपदह
जीम दवजपवम

Jitendra Joshi

Headboy

8.3 SOLVED EXAMPLE:

- (i) You are Jim, student editor of St. James School ,Lucknow. Draft a notice, for the School notice board, inviting names of those who would like to give articles, stories , etc for the School magazine.

Ans.

ST. JAMES SCHOOL-LUCKNOW	
21 st September 200x	NOTICE
BE A PART OF SCHOOL MAGAZINE	
The School magazine 'sahayog' is being prepared. The undersigned invite the name of those who would like to give their articles, stories, Cartoons etc. for the magazine. The names must reach the undersigned by 30 th September 200X	
Jim Student Editor School Magazine	

- (ii) you are Aishwarya a student of class X at G.M.Amrisar. During the lunch break you lost a library book on the playground of the school . Draft a notice to be put up on the school notice board.

Ans .

G.M. ARMY SCHOOL, AMRITSAR		
June 30, 200X	NOTICE	
LOST	LOST	LOST
The undersigned lost her library book named 'Together with English for class X' Somewhere in the playground during the Lunch break to the undersigned . Finder will avail a treat.		
Aishwarya Roll No. 86 Class X Section C		

PRACTICE EXERCISE

1. Abhishek is opening a shop of unusual gift item as cosmetics. He has invited a famous T.V. personality for its inauguration. Write a notice for him in about 50 words to be distributed among his friends and the public inviting them for the function.
2. you are Thomas, the President of the Blood Bank Society, Chennai. You are organizing a Blood Donation Camp. Draft a notice urging the people to donate blood.(Word limit: 50 Words)
3. the International Book Fair is being held at Cross Maiden between 15 December and 30 December 2008. As a school librarian, of st. Angelo school, write a notice informing the students about this book fair in not more than 50 words. Sign in as joyna
4. You are Sachin, the secretetary of the Red Cross Committee of your school. A donation camp is being organized in your school by mother Teresa Blood Bank of India. Draft a notice for display on the school notice board, requesting the members of staff as the students to come forward and donate blood generously.



THE BROOK



Eng. L. -9

9.1 SUMMARY :

This poem traces the life of a brook or a small stream as it emerges from the mountaintop and flows down the hills and across valleys to empty into the river. The brook itself is the narrator and it describes its journey of life in its own narration. On a deeper level the poet uses the brook to draw parallel with the life of man. Like the brook, man is energetic, lively and moves swiftly when he is young but slows down later on in life just like the brook when it empties into the river. The energetic movement of the brook in the initial stage is described by the poet with the use of words like 'chatter', 'babble', 'sharps' and 'trebles'. This changes to words like 'steal', 'gloom', 'glide', 'murmur' and 'loiter' to express the slower movement towards the end of its journey. As it slows down it also deposits the 'shingle', sand and silt that it has brought down from the mountains and hills during its journey. It passes through various landforms, forests and fields that are either fertile or fallow (uncultivated). It gets angry when it makes many curves on its banks and fallow fields. It also passes by grassy lawns and flower - filled gardens where hazel and 'forget-me-not' trees grow. It does not follow a single path but meanders on around rocks and boulders without letting anything stop its path. Similarly a man also is faced with many challenges in life and has to go on regardless, finding new paths.

Through this poem the poet points to the eternal nature of the brook that outlives man. Men are born and they die but the brook never ceases to exist. It continues to flow its source to the river eternally.

9.2 TEXTUAL COMPREHENSION :

Read the extracts given below and answer the questions that follow each:

1. I come from haunts of coot and herm ;

I make a sudden sally

And sparkle out among the fern,

To bicker down the valley.

(i) Who is 'I' here in the first line ?

(ii) How does 'I' come and from where?

(iii) What makes the poet use 'bicker' for the flow of water?

And, (i) 'I' here in the first line is the brook.

(ii) The brook makes a sudden rush from the place of its birth.

(iii) The poet wants to lend a quarrelsome aspect to the brook when it flows noisily down a valley.

2. I chatter over stony ways,
In little sharps and trebles,
I bubble into eddying bays,
I bubble on the pebbles.

- (i) How does the brook flow over stony ways?
- (ii) What happens to the brook when it joins eddying bays?
- (iii) What makes the brook babble on the pebbles?

Ans: (i) The brook flows over stony ways with a 'noise'. This 'noise' is denoted by The word 'chatter'.
(ii) It bubbles while it joins eddying bays. Its water moves in a spirl manner.
(iii) The pebbles. Cause a certain disturbance into the path of the brook Due to that it babbles over such a path.

3. I steal by lawns and grassy plots,
I slide by hazel covers;
I move the sweet forget-me-nots
That grow for happy lovers.

- (i) What does the poet wish to convey by using the words 'steal' and 'slide'?
- (ii) What place doest the brook pass by?
- (iii) What metaphorical meaning does the poet lend to the brook's moving the sweet forget-me-nots?

Ans: (i) The poet uses the terms 'steal' and 'slide' to express the quieter manifestation of the brook; it also describes the smooth movement of the brook when it passes by the side of the lawns and grassy plots.
(ii) It passes by lawns, grassy plots, and woods where hazel trees grow and bushes bearing forget-me-nots.
(iii) The metaphorical meaning is that the lovers meet her on its bank where forget-me-nots. Blossom in plenty. The lovers pluck them sitting on its bank. They throw the petals into it.

4. I murmur under moon and stars
In brambly wilderness;
I linger by my shingly bars;
I loiter round my cresses.

- (i) Why does the poet say that the brook 'murmurs'?
- (ii) Why does the brook 'linger' now?
- (iii) What makes the brook 'loiter'?

Ans: (i) The poet say so because the brook flows through wilderness, which has thorny bushes.
(ii) The brook now 'lingers' now because there are shingles on its bed. These create little obstruction in its flow.
(iii) The cresses i.e. the pungent leaved cabbage-like wild growth, make the flow of the brook slow.

5. *I chatter, chatter, as I flow
To join the brimming river,
For men may come and men may go,
But I go on for ever.*

- (i) Who does 'I' refer to ? How does 'I' chatter?
- (ii) Why has the poet used the word 'brimming'?
- (iii) Explain the last two lines of the stanza.

Ans:(i) 'I' refers to the personified brook. It chatters when its water flows over the stony bed.

- (ii) The poet has used the word 'brimming' to denote the idea of the water full to the brim. It means the water of the river flows touching its banks.
- (iii) The last two lines mean that the brook is permanent. It is immortal. It has flown in the past, flows in the present and shall flow in the future, men are mortal but the brook is perennial.

9.3 TEXTUAL QUESTIONS :

- (i) How does the poet use the brook to draw a parallel with the life of a man ?

Ans. This poem traces the life of a brook or a small stream as it emerges from the Mountaintop and flows down the hills and across valleys to empty into the river. On a Deeper level the poet uses the brook to draw a parallel with the life of a man. Like the Brook, man is energetic, lively and moves swiftly when he is young. Human beings are Helpers, supporters as well as life givers. So is the brook. In old age at the end of their Life, men are wish, silent and deep in thought and they slow down. So does the brook Before it empties into the river.

- (ii) Describe the journey of the brook as given in the poem.

Ans. The brook springs from a place, which is visited by coot and heron. It emerges suddenly and flows down the valley. It creates many noises when it flows on stony paths. The brook moves in a zigzag manner. Many blossoms sell on its surface of water. The water is so transparent that its bottom is clearly seen. The brook takes the sweet forget-me-not flowers for happy lovers. The sunbeam dances over its surface against the sandy Shallows. When the brook passes in thorny wilderness at night, it murmurs. In such strange places, it flows very slowly. It then flows to join the brimming river.



REPORTED SPEECH



Eng. L. -10

We can express thing spoken or told by others in 2 ways.

- To speak what the speaker said as it is - Direct Speech
 - To express what the speaker said in our own words -Indirect Speech
- If you ask your friend - "Where is your book", the reply could be -"Your book is with Sam".
Now, if I ask you, what did your friend tell you, then you can narrate that in 2 ways.
- He said to me, "your book is with Sam". -Direct Narration.
 - My friend told me that your book was with Sam. -Indirect Narration.

10.1 RULES TO CHANGE FROM DIRECT TO INDIRECT SPEECH:

- ☞ Remove the inverted commas. (".....")
- ☞ Remove the full stop or comma after the reporting verb.
- ☞ If there is any object after the reporting verb then change 'said to' to 'told' & 'say' to 'tell'.
- ☞ If there is no object after the reporting verb then no change in 'said' and 'say'.
- ☞ Add necessary conjunction like 'that, if, whether' after the reporting verb.

11.1 (a) Changes in the Tense of Reported Speech (R.S.) :

1. if the reporting verb (R.V.) is in present or Future Tense, there is no changed in the tense of R.S.

- (i) She says, "He is not here". (Direct)
She says that he is not here (Indirect)
- (ii) She will say, "Tom drives a car". (Direct)
She will say that Tom drives a car. (Indirect)

2. If R.V is in Past tense, then of R.S is changed as follows:

- (i) Simple present is changed into Simple Past.

John said to Jim, "Sam studies regularly". (Direct)
John told Jim that Sam studied regularly. (Indirect)
- (ii) Present Continuous is changed to Past Continuous.

Chappell said to Sachin, "Dravid is playing football". (Direct)
Chappell told Sachin, the "Dravid was playing football". (Indirect)

- (iii) Present perfect is changed to past perfect.
 Dhoni said, "Pathan has gone to West Indies". (Direct)
 Dhoni said that Pathan had gone to West Indies". (Indirect)
- (iv) Present perfect Continuous is changed to past perfect Continuous.
 My neighbour said, "The dogs have been braking for 2 hours". (Direct)
 My neighbour said that dogs had been braking for 2 hours". (Indirect)
- (v) Simple past is changed to past perfect.
 John said," Jim went to U.S.A." (Direct)
 John said that Jim had gone to U.S.A. (Indirect)
- (vi) Past continuous is changed to past perfect continuous.
 She said, "Her sister was sleeping". (Direct)
 She said that her sister had been sleeping. (Indirect)
- (vii) No changes in past perfect and past perfect continuous.
 Papa said," Johnny had eaten sugar". (Direct)
 Papa said that Johnny had eaten sugar. (Indirect)
- (viii) Change in modals:
 Can changes to could; May changes to should; will to would;
- The principal said," Student can go home". (Direct)
 The principal said that Student could go home. (Indirect)
- (ix) Would, Should, Could, Might, Ought - do not change.
- (x) Must can be changed to 'had to' or used as it is.
 We said, "The criminals must be punished". (Direct)
 We said that the criminals had to / must be punished". (Indirect)

11.2 (b) Exceptions:

- (i) Historical Facts : Sir said,"Kalidas is the Shakespeare of India". (Direct)
 Sir said that Kalidas is the Shakespeare of India. (Indirect)
- (ii) Universal Truth : The teacher said," Sun rises in the East". (Direct)
 The teacher said that the Sun rises in the East". (Indirect)
- (iii) Habitual Facts : The Doctor said." Smoking is injurious to health". (Direct)
 The Doctor said that Smoking is injurious to health". (Indirect)

11.2 (c) Changes in persons of pronoun:

- (i) First person pronouns (I, me, my, mine, we, us, our, ours ,ourselves)in the R.V. when changed into indirect speech, change as per the person, Number andGender of the Subject of R.V.
 ✎ They said, "We shall help our friends". (Direct)
 They said that they would help their friends. (Indirect)
- (ii) Second person pronoun(you, you, yours, yourself, yourselves) in the R.V. when changed into indirect speech, change as per the person, Number andGender of the Subject of the Object.
 ✎ She said to us, "You are intelligent". (Direct)
 She said to us that we are intelligent. (Indirect)

- ✍ The teacher said to the student, "You" have passed with good marks". (Direct)
The teacher told the student that they had passed with good marks. (Indirect)

- (i) No change in the Third Person Pronoun (He, She, It, They, Her, Its, Their, Theirs, Him, Himself, Herself, Themselves, Her, Hers) when changed from Direct into Indirect Speech.

- ✍ Greg said, "She is a good student". (Direct)
✍ Greg said that She was a good student. (Indirect)

11.2 (d) Change of Situations :

'this	becomes	'that'
'these'	becomes	'those'
'least week'	becomes	'the previous week'
'here'	becomes	'there'
'now'	becomes	'then'
'today'	becomes	'that day'
'yesterday'	becomes	'the day before/ the previous day'
tomorrow'	becomes	'the next day/ the coming day'
'lest week'	becomes	'the week before/ the previous week'
'next month'	becomes	'the week before/ the previous week'
'ago'	becomes	'before'

E.g.

- ✍ Jacob said, "I read this book last month." (Direct)
Jacob said that he had read that book the previous month (Indirect)
- ✍ Mary said, "I will meet Tom this evening" (Direct)
Mary said that she would meet Tom this evening (Indirect)
- ✍ Marshall said to Ricky. "I cannot go with you till next Monday" (Direct)
Marshall said to Ricky. "I cannot go with you till next Monday" (Indirect)

11.2 (e) Imperative Situations :

Write "Ordered, begged, pleaded, implored, advised, demanded, Forbade" etc. as per the sentences.

E.g.

- ✍ The teacher said to me, "sit in your class and learn your lesson" (Direct)
The teacher ordered me to sit in my class and learn my lesson. (Indirect)
- ✍ She said to him, "Don't touch my books" (Direct)
She forbade him to touch her books. (Indirect)

11.2 (f) Interrogative Sentences :

- (i) For 'wh' question - use the wh word

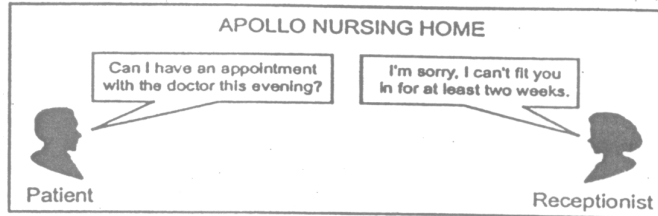
- ✍ Tim asked, "Where is the book ?" (Direct)
Tim asked Where the book was. (Indirect)

- (ii) For yes /No question - use if / whether

- ✍ Surabhi asked, "Have you read this book?" (Direct)
Surabhi asked if whether I had read that book.

PRACTICE EXERCISES

1. Read the conversation given below and complete the report : Do not add any new information.



Patient : But could be dead by then !
 Receptionist : No problem. If your wife informs me I can cancel the appointment.

A patient went to his doctor's clinic and asked the receptionist (a)
 _____ The receptionist (b) _____ saying that (c) _____
 For at least two weeks. The disappointed patient (d) _____ by then. The receptionist calmly replied that (e) _____ and reassured him that (f) _____ cancel the appoint.

2. Read the conversation given below and complete the paragraph :

Attendant : A person wants to see you , Sir.
 Principal : Did you ask him his name ?
 Attendant : Sorry, I didn't I shall go and ask him.
 Principal : Yes , and let me know soon who he is.

The attendant respectfully told the principal (a) _____. The principal wanted to know (b) _____. The attendant (c) _____ and (d) _____.
 The principal (e) _____.

3. Alok's teacher gave instructions on how students should attempt the summer holiday assignment. Here are some notes on the same. Using this information complete the conversation given below.

Read the questions carefully- Attempt each subject on separate sheets- Before writing the answers mention name, class and section on left side corner - wherever required with colored pencils in neat legible handwriting - hand it over on the first day of the reopening of school.

The teacher told Alok (a) She asked, (b)
 Sheets. She . added (c)
 on left side corner. She also said that (d)
 with colour pencils. The teacher wanted (e)
 handwriting. The summer assignment had to be hander over (f)

ANSWERS

1.

- (a) If he could have an appointment with the doctor.
- (b) Said she was Sorry
- (c) She could not fit him in
- (d) Said that he would be dead
- (e) It was not a problem
- (f) if his wife informed her she could

2.

- (a) that a person wanted to see him
- (b) if he had asked his name.
- (c) felt Sorry
- (d) said that he hadn't he said that he would go and ask him then.
- (e) asked him to let him know soon who he was.

3.

- (a) to read the question carefully.
- (b) Him to attempt each subject on separate
- (c) That before writing the answers he should mention name, class and section.
- (d) Wherever required he should make drawings
- (e) Him to write in neat legible
- (f) On the first day of the reopening of school.



THE SOLITA RY REAPER



Eng. L -11 .

11.1 SUMMARY :

This is a beautiful short lyric of 32 lines. In this poem, the poet recalls a memorable experience. Once when he was in Scotland and walking past the highland, he came across a highland girl. She was reaping the harvest and binding the grain all by herself. She was singing a song as she worked. The poet was so impressed by her singing that he stopped and listened. Her voice was so enchanting that the whole valley was overflowing with the music of her song. To the poet it seemed more melodious than the song of either the nightingale singing to the weary bands of travelers in the Arabian deserts or the cuckoo-bird breaking the silence of the seas in the farthest island of Hebrides. The poet could not understand the meaning of her song as the girl was singing in a hilly (native) dialect. But the plaintive numbers seemed to relate the tale of some far off happening or natural sorrow or loss of parting from the near ones. Whatever was the theme of the girl's song, it affected the poet greatly. He stood spellbound and listened quietly. He wished that the song would never come to an end. Even when he walked away, he carried the music with him. He remembered it till long after he had heard it no more. Thus the song of the reaper provided him a rich emotional experience.

11.2 TEXTUAL COMPREHENSION :

Read the extracts given below and answer the question that follow each :

1. No Nightingale did ever chant
More welcome notes to weary bands
Of Travellers in some shady haunt.
Among Arabian Sands;
(i) Where does the nightingale sing ?
(ii) Why are the Travellers weary?
(iii) Why has the poet compared the nightingale's song to that of the solitary reaper?

- Ans .** (i) The nightingale sings in an oasis in the deserts of Arabia.
(ii) The travelers are weary in the course of their journey through the desert.
(iii) The song of the nightingale is a very welcome sound to the tired travelers as it signifies that they are approaching an oasis. The song of the reaper arouses the same feelings of pleasure and joy in the poet. It also lends a feeling of romance in the poem.

2. Will no one tell me what she sings?
Perhaps, the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:

- (i) Why does the poet use the word 'perhaps'?
- (ii) What is the meaning of the phrase 'plaintive numbers'?
- (iii) Mention the possibilities the poet has raised about the theme of the song.

Ans. (i) The poet uses the word 'perhaps' as he cannot understand the words of the Solitary reaper's song since he is not familiar with the dialect, or he is too far away to catch the words of the song.

(ii) 'Plaintive numbers' means that the reaper is singing a very sad and melancholy song.

(iii) (a) He feels it could be about some unhappy memories.

(b) It could be about some current topics.

(c) It could be about sad events **in history e.g. battles fought in the past.**

3. Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss or pain,
That has been, and may be again?

(i) What is the poet talking about in these lines?

(ii) What does the poet mean by 'humble lay'? What is the theme of the maiden?

(iii) What is the significance of the last lines?

Ans. (i) the poet is talking about the theme of the solitary reaper's song.

(ii) 'Humble lay' means a song with a more modest theme or a song dealing with a mundane matter.

The poet feels the song could be about some unhappy memories or a personal tragedy that the girl may have experienced.

(iii) The last lines show that the poet feels the girl may have an unhappy life and so her song is melancholy.

4. I listen'd, motionless and still;
And, as I mounted up the hill,
The music in my heart bore,
Long after it was heard no more.

(i) Why did the poet listen to the song 'motionless and still'?

(ii) What effect does this music have on the poet?

(iii) Why must the passer-by listen to the song?

Ans.(i) The poet does not wish to disturb the girl who was singing. So he listens to the song 'motionless and still'.

(ii) The song mesmerizes the poet and he stops to listen to it. He carries the memory of the song in his heart long after he moves on his way.

(iii) The girl's song is so sweet and melodious that it compels a passer-by to stop and listen to the song.

11.3 TEXTUAL QUESTIONS:

- (i) Why has the poet chosen the song of the nightingale and the cuckoo-Bird for comparison with the song of the solitary reaper?

Ans : wordsworth has chosen the song of the nightingale and the cuckoo because these are the sweetest, most pleasant and most refreshing of all the song of the birds. Both of them bring cheer and freshness to those who hear their songs in the desert of Arabia and the Hebrides islands respectively. By comparing these, the poet wants to say that the song of the solitary reaper far exceeded the magic, melody and sweetness of the songs of either the nightingale and the cuckoo-bird. The poet himself heard it resounding even after the reaper had stopped singing.

(ii) How does the poet try to analyse the song of the solitary reaper?

Ans : The poet couldn't know the subject of the solitary reaper's song. So he tried to analyse its subject. He thought that the reaper was, Perhaps, singing about old, unhappy, far-off things or battles. She might be singing about some ordinary things or familiar matters of life. She might be singing about some natural sorrow, loss or pain, which occur in life again and again. However, he couldn't know the subject to her song as it was in her native dialect. The poet heard it resounding even after the reaper had stopped singing.



DETERMINERS



Eng .L.-12

- ◆ Determiners are words that come before nouns. They show whether a noun refers to a general or specific person, place or object and which or how many things.
- ◆ Determiners and nouns together make noun phrases;
e.g. a pen, the pen, every pen, my pen, many pens.
- ◆ Determiners limit the noun by giving some additional information about the noun,
e.g. 'The pen' refers to a pen, which has been mentioned earlier.
- ◆ A noun phrase may include both a determiner and an adjective. The determiner may precede numerals or adjectives :
e.g. a young girl, a tall boy, all senior players, some responsible citizens.

12.1 MOST COMMONLY USED DETERMINERS:

- ★ Articles: a, an, the
- ★ Possessive: my, our, your, his, her, its, their
- ★ Demonstrative :this that, these, those
- ★ Adjectives and Pronouns of indefinite number or quantity: some, each, Every, any, no, all, little, less, many, much, neither, either, enough, few, first, third, last, what, which, whose. E.g.
 - ✗ Mumbai is a costly city.
 - ✗ Some members abstained from voting.
 - ✗ Our neighbour is very friendly.
 - ✗ This language is very useful.
 - ✗ All the students were punished for negligence.

12.1 (a) Use of Articles :

1. A or An

- (i) 'A' and 'An' are used before a singular countable noun to show that it is not specific.
- (ii) The use of 'A' and 'An' is governed by the initial sound of the noun before which it is used
- (iii) 'A' is used before consonant sounds. E.g. girl, a man, a university, a unit etc.
- (iv) 'An' is used before a vowel sounds. E.g. an egg. An honest man, an elephant etc.

2. The

- (i) The is used to show that the noun is specific.
E.g. The first railway line in India was laid in Maharashtra.

- (ii) 'The' is used when the noun is preceded by a superlative adjective.
E.g. the tallest, the largest etc.
U.S.A. is the richest country in the world.
- (iii) 'The' is used for nouns that are common to all people.
E.g. the sun, the moon, the sky, the earth etc.
The earth is round.
- (iv) 'The' is used with uncountable nouns if indicating specifics.
E.g. The milk has turned sour. The water is not clean.
If unspecific meaning is indicated then 'the' is not used.
E.g. Water is an important component of our food.
- (v) 'The' is used when we refer to whole group of people.
E.g. the Americans, the evil, the good etc.
The Americans are hard working and industrious.
- (vi) 'The' is used before names of government departments, museums, newspapers etc.
E.g. The Ministry of Health, The Prince of Wales Museum, The Indian Express
- (vii) 'The' is used before names of oceans, river, mountain ranges, deserts, holy books, canals etc.
The pacific Ocean, The Alps, The Sahara desert, The Ramayana, The Suez Canal.
- (viii) 'The' is not used before names of persons, continents, cities, holidays of the week, subjects of studies etc.

12.1 (b) Determiners of Quantity:

- (i) Much, many
- ◆ Much is used with uncountable nouns indicating a large quantity.
E.g. There was much noise (i.e. a lot of noise)
 - ◆ Many is used only with plural nouns and to show a large number.
E.g. There are many students in the class.
- (ii) Some, Any
- Some and any show not a large quantity.
 - ◆ Some is used in affirmative sentences.
E.g. There is some water in the glass.
 - ◆ Any is used in interrogative or negative sentences.
E.g. is there any sugar in the house?
There isn't any sugar in the house.
- (iii) Each, Every
- Each and Every both indicate single units in a group.
 - ◆ Each refers to individual member of a small group.
E.g. Each of her four sons has a new car.
 - ◆ Every refers to members of a large group.
E.g. Every person above 18 years of age is eligible to vote.
 - ◆ Sometimes both 'each' and 'every' can be used.
E.g. Each / Every victim was given financial support.

(iv) All

◆ All is used to indicate the whole group rather than its components.

E.g. All the students are preparing for their examinations.

(v) Few, a few, the few denote numbers.

◆ Few means very small number, not enough and below expectation.

E.g. Few students are interest in learning languages.

◆ A few indicates some number.

E.g. Few students are good at English.

◆ The few indicates very small specific numbers

E.g. The few students who are good at English always speak in English.

(vi) Little, a little, the little denote quantity.

◆ Little means very small quantity, not enough and below expectation.

E.g. He knows little about the matter.

◆ A little indicates some quantity.

E.g. A little water is left in the jug.

◆ The little indicates very small specific quantity.

E.g. He drank the little water that was left in the jug.

PRACTICE EXERCISE

1. In the passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it. Ensure that the word that forms your answer is underlined.

- (a) Abdul Kalam was one of children – a short
Boy with rather undistinguished looks born
- (b) To all and handsome parents. They lived in ancestral
- (c) House, which was built in meddle of the 19th
- (d) Century. It was fairly pucca house, made
- (e) Of limestone and brick, on Mosque Street in
- (f) Rameswaram. Austere father used to avoid
All inessential comforts and luxuries. There
- (g) Were not luxuries but they led a comfortable life.
- (h) In fact was secure childhood.

2. complete each sentence with 'a', 'an', or 'the'.

When Thomas heard his alarm clock go off he got up opened (a) _____ window. He looked outside at (b) _____ street of (c) _____ Few moments. He could see (d) _____ boy on a bicycle delivering newspapers, and two dogs playing in the park opposite. Thomas went into (e) _____ Bathroom and brushed his teeth. Then he had (f) _____ shower. When he was in (g) _____ shower he heard the phone ring. Thomas turned off the water and ran quickly downstairs. When he picked up (h) _____ phone he heard (i) _____ voice that he didn't recognize. It was (j) _____ union leader from (k) _____ Large hospital nearby. (l) _____ Union leader told him that his uncle james had had (m) _____ Accident (n) _____ previous evening. He had fallen down and now was in hospital. When he heard (o) _____ news. Thomas was very worried. He got dressed and drove to (p) _____ hospital. His uncle was very happy to see him. Fortunately, he wasn't badly

- hurt. Thomas thanked (q) doctor who had looked after his uncle.
3. Choose the correct words from those given in the brackets.
- (a) How (much / many)(information / in formations) does this brochure give ?
- (b) We have only (a little / a few)(oil / oils) left for the car.
- (c) You won't need (much / many)(advice / advices) before you go to the new hostel.
- (d) The owner of the house is selling (a little / a few)(piece / pieces) of household things.
- (e) (A little / A few)(Knowledge / knowledges) is a dangerous thing.

ANSWERS

1. ABDUL Kalam was one of / children – a short (a) of
 many children
 Boy with rather undistinguished look born
 To all and handsome parents. They lived in / ancestral (b) in
 their ancestral
 House, which was built in / middle of the 19th (c) in the
 middle
 Century. It was / fairly large pucca house, made (d) was a
 fairly
 Of limestone and brick, on / Mosque Street in(e) on the Mosque
 Rameswaram.. / Austere father used to avoid(f) Rameswaram His Austere
 All inessential comforts and luxuries. There
 Were not / luxuries but they led a comfortable life. (g) not
 many luxuries
 In fact / was a secure childhood. (h) in fact it was
2. (a) the (b) the (c) a (d) a
 (e) the (f) a (g) the (h) the
 (i) a (j) a (k) a (l) the
 (m) an (n) the (o) the (p) the
 (q) the
3. (a) much information (b) a little oil (c) much advice (d) a few pieces
 (e) A little knowledge