Week: One
Lesson: One
Topic: Compound Sentences.

Compound Sentences

A compound sentence refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a coordinating conjunction. Coordinating conjunctions are easy to remember if you think of the words "FAN BOYS":

- For
- And
- Nor
- But
- Or
- Yet
- So

Examples of compound sentences include the following:

1. Joe waited for the train, but the train was late.

2. I looked for Mary and Samantha at the bus station, but they arrived at the station before noon and left on the bus before I arrived.

3. Mary and Samantha arrived at the bus station before noon, and they left on the bus before I arrived.

4. Mary and Samantha left on the bus before I arrived, so I did not see them at the bus station.
Activity 1

Instructions: Look at the example below then underline the two independent clauses and circle the coordinating conjunctions in each sentence.

1. He did not cheat on the test, for it was the wrong thing to do.
2. I really need to go to work, but I am too sick to drive.
3. I am counting my calories, yet I really want dessert.
4. He ran out of money, so he had to stop playing poker.
5. They got there early, and they got really good seats.
6. They had no ice cream left at home, nor did they have money to go to the store.
7. Everyone was busy, so I went to the movie alone.
8. I thought the promotion was mine, but my attendance wasn't good enough.
9. Should we start class now, or wait for everyone to get here?
10. It was getting dark, and we weren't near the cabin yet.
11. Cats are good pets, for they are clean and are not noisy.
12. We have never been to Asia, nor have we visited Africa.
Complex Sentences

A complex sentence is made up of an independent clause and one or more dependent clauses connected to it. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence.

Examples of dependent clauses include the following:

- because Mary and Samantha arrived at the bus station before noon
- while he waited at the train station
- after they left on the bus

Dependent clauses such as those above cannot stand alone as a sentence, but they can be added to an independent clause to form a complex sentence.

Dependent clauses begin with subordinating conjunctions. Below are some of the most common subordinating conjunctions:

- after
- although
- as
- because
- before
- even though
- if
- since
- though
A complex sentence joins an independent clause with one or more dependent clauses.

The dependent clauses can go first in the sentence, followed by the independent clause, as in the following:

Tip: When the dependent clause comes first, a comma should be used to separate the two clauses.

1. Because Mary and Samantha arrived at the bus station before noon, I did not see them at the station.
2. While he waited at the train station, Joe realized that the train was late.
3. After they left on the bus, Mary and Samantha realized that Joe was waiting at the train station.

Conversely, the independent clauses can go first in the sentence, followed by the dependent clause, as in the following:

Tip: When the independent clause comes first, a comma should not be used to separate the two clauses.

1. I did not see them at the station because Mary and Samantha arrived at the bus station before noon.
2. Joe realized that the train was late while he waited at the train station.
3. Mary and Samantha realized that Joe was waiting at the train station after they left on the bus.

Complex sentences are often more effective than compound sentences because a complex sentence indicates clearer and more specific relationships between the main parts of the sentence. The word "before," for instance, tells readers that one thing occurs earlier than another. A word such as "although" conveys a more complex relationship than a word such as "and" conveys.
The term periodic sentence is used to refer to a complex sentence beginning with a dependent clause and ending with an independent clause, as in "While he waited at the train station, Joe realized that the train was late."

Activity 1
Instructions: Underline the main/independent clause in the sentences below.

1. Until she had children of her own, Fiona didn’t know how much she could love someone.
2. Although he was in the military, Joe is having trouble finding a job.
3. When inquiring about the program, we were told it had been cancelled.
4. Even after Pete graduated, he continued to visit his teachers.
5. For as long as she has lived here, Mathilda has walked to school.
6. George hates movies, so we never go to see any.
7. Without saying a word, Dylan sat down beside me.
8. Thinking how much I would like a dog of my own, I asked if the puppy needed a home.
9. After my parents agreed, they told me what they had decided.
10. We won’t have a play this year, unless someone volunteers to take the lead part.
Description as a mode of writing represents in language (words and structures) the impressions we have formed about persons, place and events. In most examples of descriptive writing the writer uses carefully selected sensory images that appeal to the sense of taste, touch, hearing, scent and sight.

Description may serve the following purposes:

1. Giving a clear detailed impression of a character
2. Creating a mode or atmosphere of a particular place
3. Organizing events in a particular time sequence.

**Describing people**

When we describe a person, we make certain choices, for example,

1. How to order the points of the description
2. The language that is appropriate for the person we are describing.

We will need to give details of the person’s physical appearance; additionally, we may record our judgement about the person’s life and character. We may also consider other people’s reactions to the person’s qualities, attitude and general behaviour.

In short, a description of a person reflects our observation of the person’s physical appearance as well as his/her personal qualities.

**Example:**

Melda was eight, a thin, undergrown girl with black skin and large wonderful, wondering eyes always open as if suddenly startled from sleep on a Christmas morning. Her hair was arranged on her head and, between the plaits, the shining, black-brown skull. Her nose was delicately moulded and had a waxen appearance. Her mouth, large in her narrow face with thin lips like lines drawn by a fine artist’s paint brush, tapered tremulously at the corners and showed susceptibility to easy laughter.
She sat in her stiff, blue organdie dress lined with rayon with a bodice pleated many times across the front, which give to her chest a fullness that her body did not possess.

Activity 1

Instructions: Read the description and answer the questions.

He was rich man: banker, merchant, manufacturer and what not. A big, loud man, with a store and a metallic laugh. A man made out of a coarse material, which seemed to have been stretched to make so much of him. A man with a great puffed head and forehead, swelled veins in his temples, and such a strained skin to his face that it seemed to hold his eyes open and lift his eyebrows up. A man with a pervading appearance on him of being inflated like a balloon, and ready to start. A man who could never sufficiently vaunt himself a self- made man. A man who was always proclaiming, through that brassy speaking- trumpet of a voice of his, his old ignorance and his old poverty. A man who was the bully of humility.

A year or two younger than his eminently practical friend, Mr. Bounderby looked older; his seven or eight and forty might have had the seven or eight added to it again, without surprising anybody. He had not much hair. One might have fancied if he had talked it off; and that what was left, all standing up in disorder, was in that condition of being constantly blown about by his windy boastfulness.

Questions

1. From the writer’s description what impressions have you formed of Mr. Bounderby?

2. Select the words and phrases that describe his physical appearance.

3. One what parts of his body does the writer focus on?

4. What aspects of Mr. Bounderby’s character are emphasized?

5. How is Mr. Bounderby perceived by other people?
A suffix is a letter or group of letters, for example '-ly' or '-ness', which is added to the end of a word in order to form a different word, often of a different word class. For example, the suffix '-ly' is added to 'quick' to form 'quickly'.

Adding suffixes

1. When adding the suffix –ly or –ness, do not change the spelling of the original word.

Example: nice + ly = nicely    mean + ness = meanness

Words ending in y usually change the y to I before adding –ness and –ly:

Example: empty – emptiness; easy- easily

However, most one syllable adjective ending in y, the original word remain the same.

Example: shy – shyly; dry- dryness

2. Drop the final silent e before adding a suffix beginning with a vowel.

Example: dine + ing = dining    safe+ er = safer

EXCEPTIONS: keep the final silent e:

- In a word ending in ce or ge before a suffix beginning with a or o.
  Service + able = serviceable
  Advantage + ous = advantageous.
- In dye and in singe before – ing: dyeing and singeing (to avoid confusion with dying and singing)
- In mile before –age: mileage

3. Keep the final silent e before adding a suffix beginning with a consonant.

Example: use + ful = useful    care + less = careless
Pave + ment = pavement  live + ly = lively

EXCEPTIONS:  true + ly = truly  nine + th = ninth

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able</td>
<td>able to, having the quality of</td>
<td>comfortable, portable</td>
</tr>
<tr>
<td>-al</td>
<td>relating to</td>
<td>annual comical</td>
</tr>
<tr>
<td>-er</td>
<td>comparative</td>
<td>bigger, stronger</td>
</tr>
<tr>
<td>-est</td>
<td>superlative</td>
<td>strongest, tiniest</td>
</tr>
<tr>
<td>-ful</td>
<td>full of</td>
<td>beautiful, grateful</td>
</tr>
<tr>
<td>-ible</td>
<td>forming an adjective</td>
<td>reversible, terrible</td>
</tr>
<tr>
<td>-ily</td>
<td>forming an adverb</td>
<td>eerily, happily, lazily</td>
</tr>
<tr>
<td>-ing</td>
<td>denoting an action, a material, or a gerund</td>
<td>acting, showing</td>
</tr>
<tr>
<td>-less</td>
<td>without, not affected by</td>
<td>friendless, tireless</td>
</tr>
<tr>
<td>-ly</td>
<td>forming an adjective</td>
<td>clearly, hourly</td>
</tr>
<tr>
<td>-ness</td>
<td>denoting a state or condition</td>
<td>kindness, wilderness</td>
</tr>
<tr>
<td>-y</td>
<td>full of, denoting a condition, or a diminutive</td>
<td>glory, messy, victory</td>
</tr>
</tbody>
</table>
Activity 1

Directions: Fill in the blank. Add the suffix to the word in parenthesis. Use er, or, ness, ment, ion, ist, ance, or ence.

Example A- Jeremy had an ________________ of different gifts. (assort)

Answer- assortment

1. David is a great _______________. (drum)

2. Magic Johnson was a fabulous basketball ________________. (play)

3. The _______________ of the sun made me put on my baseball cap. (bright)

4. My baseball card ________________ is very extensive. (collect)

5. I received an ________________ letter from the academy of arts. (accept)

6. The teacher wants to see a great ________________ in my grades this month. (improve)

7. The cornerback had pass ________________ on the biggest play of the game. (interfere)

8. I want to file a ________________ against the company that didn't pay me. (grieve)

9. I want to experience much ________________ in my life because I work so hard. (happy)

10. The boy can be an ________________ to his sister when he is sad. (annoy)

11. The two high school students experienced a love ________________. (connect)

12. The car ________________ was around six-hundred dollars every six months. (insure)

13. The ________________ studied the cure for cancer his entire career. (biology)

14. The teacher provides great advice and ________________. (guide)

15. The director wanted his actors to have a good ________________. (perform)
Impromptu is a public speaking event where students have seven minutes to select a topic, brainstorm their ideas, outline the speech, and finally, deliver the speech. The speech is given without notes and uses an introduction, body, and conclusion. The speech can be light-hearted or serious. The speech can be based upon prompts that range from nursery rhymes, current events, celebrities, organizations, and more.

**Impromptu speech techniques**

The three T’s

1. Tell them what you’re going to tell them

2. Tell them

3. Tell them what you’ve told them

**PREP (Point, Reason, Example, Point)**

The PREP structure has four key parts:
1. Point - Start off by making a clear point about the subject you’re speaking about

2. Reason - Describe your reason for that particular point

3. Example - Give a few examples to illustrate

4. Point - Finish with some concluding remarks to wrap up your story

Pros, Cons, Recommendation

This method is also called “The positives and negatives method”

1. Pros - Start off your speech by describing the pros first

2. Cons - Describe the cons

3. Recommendation - Wrap up with your recommendation

STAR (Situation, Task, Action, Result)

This method is sometimes called the “CAR” method (Challenge, Action, and Result)

This is a good communication strategy during an interview.

1. Situation - Describe the situation that you were in

2. Task - Describe the task that you completed

3. Action - Describe the specific actions that you took to complete the task

4. Result - Conclude by describing the result that was achieved by taking the actions
Persuasion is an act or process of presenting arguments to move, motivate, or change your audience. Persuasive speech or writing aims at convincing the reader more through emotional appeal than through valid reasons. It is supported by evidence and relies upon persuasive devices to make its appeal. The main focus of persuasive language is the audience, reader or listener. The writer or speaker make use of content, rhetorical devices, structure and language. All the choices are guided by consideration of audience.

Common Persuasive Techniques

1. Emotional Appeals: One persuasive technique is appealing to the audience’s emotions: Fears, desire to seem intelligent, need to protect their family, desire to fit in, to be accepted, to be loved, desire to be an individual, desire to follow a tradition, desire to be wealthy or save money, desire to be healthy, desire to look good.

2. Rhetorical Questions: Rhetorical questions are questions that do not require and answer and are asked for effect only. They engage the audience and encourage them to consider the issue and accept the author's answer, or imply that the answer is so obvious that anyone who disagrees is foolish.

Example: Do we want our children growing up in a world where they are threatened with violence on every street corner?

3. Repetition: By repeating letters, words and phrases the author can reinforce an argument and ensure that the point of view being made stays in an audience's mind.

Example: Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

4. Evidence: Using evidence is very persuasive as it makes the reader see the author as knowledgeable and the argument as more logical or reliable.

Example: Statistics, expert opinions, research findings and anecdotal evidence.
5. Inclusive and Exclusive Language: Inclusive language such as 'we', ‘our, us, and exclusive language such as 'them' can persuade by including the reader, or by creating a sense of solidarity or a sense of responsibility.

Example: 'People like you and me don't want to see this happen'

Example of a persuasive paragraph with techniques

- Are you tired of seeing your paychecks slashed by unjust tax deductions? We work hard to provide for our families and then wind up only being able to live paycheck to paycheck. If you vote for me, I’ll make sure your taxes are lowered and you get the government services that you depend on. Imagine everything you’ll be able to do with more wiggle room in your monthly income. Cast your vote today.

Activity 1

Read the persuasive piece and answer the questions.

And so I say to you today that I still stand by non- violence. And I am still convinced that it is the most potent weapon available in the struggle for justice. And the other thing I am concerned about is a better world. I’m concerned about justice. I’m concerned about brotherhood. I’m concerned about truth. And when one is concerned about these, he can never advocate violence. For through violence you may murder a murderer but can’t murder murder. Through violence you may murder liar but you can’t establish truth. Through violence you may murder a hater but you can’t murder hate. Darkness cannot put out darkness. Only light can do that.

Questions

1. What significant point does the writer make?

2. Examine the techniques used to persuade and convince the reader of the point?

3. Note how the writer uses repetition throughout the piece and examine the effect it has on the reader.
Clichés

Clichés are expressions, metaphors, similes and proverbs which have lost their original freshness and power through overuse. Some similes and metaphors which have originally made writing more vivid and picturesque have now by overuse become clichés. You should avoid using clichés by replacing them with lively and interesting expressions.

Function of Cliché

“A cliché is a traditional form of human expression (in words, thoughts, emotions, gestures, acts) which – due to repetitive use in social life – has lost its original, often ingenious heuristic power. Although it thus fails positively to contribute meaning to social interactions and communication, it does function socially, since it manages to stimulate behavior (cognition, emotion, volition, action), while it avoids reflection on meanings.”

Example of commonly used clichés

- Let’s touch base.
- The apple doesn’t fall far from the tree.
- Don’t put all of your eggs in one basket.
- I’m like a kid in a candy store.
- I lost track of time.
- Roses are red, violets are blue…
- Time heals all wounds.

Clichés used in sentences

1. He was determined to succeed so he decided to burn the candle at both ends.
2. The footballer had not a ghost of a chance in the coming match.
3. In this **day and age** we cannot hope to acquire all of our material comforts.

4. If you **put your hands to the plough** you would certainly succeed.

5. The principal spoke on discipline to the entire school several times but his speeches **fell on deaf ears**.

**Activity 1**

Instructions: The following paragraph contains a number of clichés. As you read through the paragraph, underline these tired, over worn phrases.

In this day and age, good teachers are few and far between. My deepest, darkest secret is my desire to be one of those teachers – one that is worth her weight in gold, who works her fingers to the bone, hand in hand with students to prepare them to meet the trials and tribulations of life. With an attitude like that, my first day of teaching was doomed to disappointment. I was walking on air as I arrived at my first class, until I realized I’d forgotten my key. A wave of optimism washed over me when I saw the classroom door open. I sauntered up to the door, when BANG, like a bolt from the blue, one of my new students – later proven rotten to the core – darted out and slammed the door right in my face. My anxiety was growing by leaps and bounds, when, as luck would have it, a custodian came by and unlocked the door for me. I could sense the undercurrent of excitement as I walked into the room and the mischievous student beat a hasty retreat to his seat. Anxious for my reaction, he breathed a sigh of relief when I decided not to make a tempest in a teapot about the incident. Cool as a cucumber, I posed the first discussion prompt, “The writing process is neither writing nor a process. Discuss.” In their youthful glee, all the students jumped on the bandwagon to discuss. Slowly but surely, the humiliating experience became water under the bridge as I continue the uphill battle to become all that I can be as an English teacher.

**Activity**

1. Number the underline phrases.

2. Try to replace them with phrases of your own.
Advertisements

An advertisement (often shortened to advert or ad) is the promotion of a product, brand or service to a viewership in order to attract interest, engagement and sales. The aim of one form of advertising is to persuade. The advertiser uses the most effective means of communication to persuade the consumer to buy the product or service on the market.

The 3 Major Persuasive Techniques in Advertising

The persuasive strategies used by advertisers who want you to buy their product can be divided into three categories: pathos, logos, and ethos.

Pathos: an appeal to emotion. An advertisement using pathos will attempt to evoke an emotional response in the consumer. Sometimes, it is a positive emotion such as happiness: an image of people enjoying themselves while drinking Pepsi. Other times, advertisers will use negative emotions such as pain: a person having back problems after buying the “wrong” mattress. Pathos can also include emotions such as fear and guilt: images of a starving child persuade you to send money.

Logos: an appeal to logic or reason. An advertisement using logos will give you the evidence and statistics you need to fully understand what the product does. The logos of an advertisement will be the "straight facts" about the product: One glass of Florida orange juice contains 75% of your daily Vitamin C needs.

Ethos: an appeal to credibility or character. An advertisement using ethos will try to convince you that the company is more reliable, honest, and credible; therefore, you should buy its product. Ethos often involves statistics from reliable experts, such as nine out of ten dentists agree that Crest is the better than any other brand or Americas dieters choose Lean Cuisine. Often, a celebrity endorses a product to lend it more credibility: Catherine Zeta-Jones makes us want to switch to T-Mobile.
Example:

Activity 1
Create an advertisement for a tourist brochure describing your country’s beauty, its glamorous historical background, various waterfalls, pastimes and nightlife.

Activity 2
Instructions: Read the advertisement and answer the following questions.
A Car That Runs On Water! The Rebel 600 YX is here!
Starting at $19,995

Forget gasoline engines, they cost $40 a week just in fuel and make a mess. The Rebel YX runs entirely on tap water. Get it wet and watch it go! Each engine has been tested to last 100,000 miles guaranteed. Save thousands of dollars a year. Some cars may get you there faster, but the Rebel 600 YX get you there cheaper!!!!

WARNING: Water Powered Vehicles Are Not Yet Approved For Road Use.

1. What is the purpose of the advertisement?
2. Who most likely create this advertisement?
3. What are two benefits that water powered vehicles have over gas powered vehicles?
4. Based on the ad, how much would it cost to run a gas powered car for a year?
5. What are two drawbacks to water powered cars that are almost hidden within the advertisement?
TOPIC: POETRY

Forgive My Guilt

Not always sure what things called sins may be,

I am sure of one sin I have done.

It was years ago, and I was a boy,

I lay in the frost flowers with a gun,

The air ran blue as the flowers, I held my breath,

Two birds on golden legs slim as dream things

Ran like quick- silver on the golden sand,

My gun went off, they ran with broken wings

Into the sea, I ran to fetch them in,

But they swam with their heads high out to sea,

They cried like two sorrowful high flutes,

With jagged ivory bones where wings should be.

For days I heard them when I walked that headland

Crying out to their kind in the blue,

The other plovers were going over south

On silver wings leaving these broken two,

The cries went out one day; but I still hear them
Over all the sounds of sorrow in war or peace
I ever have heard, time cannot drown them,
Those slender flutes of sorrow never cease.
Two airy things forever denied the air!
I never knew how their lives at last were spilt.
But I have hoped for years all that is wild,
Airy, and beautiful will forgive my guilt.

Robert Coffin

(Read the analysis on the next page – page 22)

Instructions: After reading the poem and the analysis of the said poem on the following page, answer these questions:

1. What is the theme of the poem?

2. Identify two figurative devices in the poem and state their effectiveness.

3. Identify two contrasting images of the birds, before and after the incident occurred.

4. Select images that appeal to the sense of

   (a) Sight (b) sound

5. What mood does the poem evoke in the reader?

7. What are your feelings towards the poet?

8. State the qualities of the poet which you discern in the poem.
Forgive My Guilt – Facts

Main Idea: The poem is about a man who still feels remorse for fatally shooting two birds when he was a boy.

Genre: Narrative (1st Person)

Themes: Remorse, Guilt

Mood: The mood of this poem is the same as the theme: Remorse.

Imagery: There is much imagery in the poem; both tactile and visual.

We were able to see visual imagery because we could have pictured the persona lying on the “frost flowers” waiting to shoot. We can also visualise the birds’ “golden legs,” the “golden sand,” their “broken wings” and “jagged, ivory bones”.

Tactile imagery was present as we could have told or felt the atmosphere around. It was cool and peaceful until the sound of the gun disturbed that state of calm. Evidence that the setting was cool is held in the use of the word “frost flowers.”

The poet tactfully uses this imagery to bring the reader into his state of thought and feelings. It is almost as if he wants us to feel sorry for him and the guilt and regret that he felt.

Shifts: Lines 1-12 embody the narrative nature of the poem as these lines are where the writer concentrates on telling the ready the story of how the event occurred.

From Lines 13 – 24 though the writer explains the consequences of his action and the impact his action had on him and his conscience. From there, he gradually begins to bring out the dominant theme of the poem; remorse, by talking about the cries of the birds and how they are up to this day in his memory.

Devices: The dominant literary device used in the poem is the simile. A trio of similes is used in lines 5, 6, 7, the three of which are “The air ran as blue as the flowers,” “Two birds on golden legs as slim as dream things” and “Ran like quicksilver,” respectively. Another simile is used in Line 11, comparing the sound of the birds’ cries to the high pitch sound of a flute.
Week: Three
Lesson: Two
Topic: Direct and Indirect Speech

Direct speech

Direct speech repeats, or quotes, the exact words spoken. When we use direct speech in writing, we place the words spoken between inverted commas (“.”) and there is no change in these words. We may be reporting something that is being said NOW (for example a telephone conversation), or telling someone later about a previous conversation.

Examples

- She says “What time will you be home?”
- She said “What time will you be home?” and I said “I don’t know! “
- “There’s a fly in my soup!” screamed Simone.
- John said, “There’s an elephant outside the window.”

Indirect speech is also known as reported speech, indirect narration, or indirect discourse. In grammar, when you report someone else’s statement in your own words without any change in the meaning of the statement, it is called indirect speech. Quoting a person’s words without using his own word and bringing about any change in the meaning of the statement is a reported speech. Look at the following sentences:

Direct Speech: She says, “I am a little bit nervous.”

Indirect Speech: She says that she is a little bit nervous.

In the first sentence, the reporter conveys the message of the girl using her actual words (e.g., “I am a little bit nervous.”) In the second sentence, the reporter conveys her message but in his own words without any
change in the meaning. Thus, both direct and indirect speeches are two different ways of reporting a statement of a person. In simple words, quoting a person using your own words is called an indirect speech.

**Basic Rules**

Before proceeding ahead, please memorize these rules:

**Changes in Person of Pronouns:**

- **1st Person** pronouns in reported speech are always changed according to the subject of the reporting speech.
- **2nd Person** pronouns in reported speech are always changed according to the object of the reporting speech.
- **3rd Person** pronouns in reported speech are not changed.

**Important Word Changes**

<table>
<thead>
<tr>
<th>Words</th>
<th>Changed Into</th>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>This</td>
<td>That</td>
<td>He says, “He wants to buy this book.”</td>
<td>He says that he wants to buy that book.</td>
</tr>
<tr>
<td>These</td>
<td>Those</td>
<td>He says, “He wants to buy these books.”</td>
<td>He says that he wants to buy those books.</td>
</tr>
<tr>
<td>Here</td>
<td>There</td>
<td>She says, “Everybody was here.”</td>
<td>She says that everybody was there.</td>
</tr>
<tr>
<td>Now</td>
<td>Then</td>
<td>They say, “It’s ten o’clock now.”</td>
<td>They say that it’s ten o’clock then.</td>
</tr>
<tr>
<td>Sir</td>
<td>Respectfully</td>
<td>They said, “Sir, the time is over.”</td>
<td>They said respectfully that the time was over.</td>
</tr>
<tr>
<td>Words</td>
<td>Changed Into</td>
<td>Direct Speech</td>
<td>Indirect Speech</td>
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<td>-----------------------------</td>
<td>-----------------------</td>
<td>----------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Madam</td>
<td>Respectfully</td>
<td>They said, &quot;Madam, the time is over.&quot;</td>
<td>They said respectfully that the time was over.</td>
</tr>
<tr>
<td>Today</td>
<td>That Day</td>
<td>She said, “I am going to London today.”</td>
<td>She said that she was going to London that day.</td>
</tr>
<tr>
<td>Yesterday</td>
<td>The Previous Day</td>
<td>She said, “I visited Oxford University yesterday.”</td>
<td>She said that she had visited Oxford University the previous day.</td>
</tr>
<tr>
<td>Tomorrow</td>
<td>Following Day or Next Day</td>
<td>She said, “I am going to London tomorrow.”</td>
<td>She said that she was going to London the next day.</td>
</tr>
<tr>
<td>Tonight</td>
<td>That Night</td>
<td>She said, “I am going to see him tonight.”</td>
<td>She said that she was going to see him that night.</td>
</tr>
<tr>
<td>Good Morning, Good Evening, Good Day</td>
<td>Greeted</td>
<td>She said, “Good morning, Sir David.”</td>
<td>She greeted Sir David.</td>
</tr>
</tbody>
</table>

**Activity 1**

Instructions: Complete the sentences in reported speech. Note whether the sentence is a request, a statement or a question.

1. He said, "I like this song."  
   → He said __________________________

   → He said ..................................
2. "Where is your sister?" she asked me.
   → She asked me

3. "I don't speak Italian," she said.
   → She said

   → They asked me

5. "The film began at seven o'clock," he said.
   → He said

6. "Don't play on the grass, boys," she said.
   → She told the boys

7. "Where have you spent your money?" she asked him.
   → She asked him

8. "I never make mistakes," he said.
   → He said

9. "Does she know Robert?" he wanted to know.
   → He wanted to know

10. "Don't try this at home," the stuntman told the audience.
    → The stuntman advised the audience
Irony is a literary device in which words are used to express a contradiction between appearance and reality—in irony, reality is usually the opposite of what it seems. In literature, there are three types of irony:

- **Verbal irony** is when a speaker or writer says one thing but actually means the opposite. For example, when your mom walks into your filthy bedroom and says, “I see you’ve cleaned your room!” Sarcasm is one type of verbal irony.

  *To find the verbal irony, ask yourself, what is really being said? If what the person actually says is not exactly what the person really means, you likely have verbal irony.*

- **Situational irony** is when the outcome of a situation is inconsistent with what we expect would logically or normally occur. It is the reverse of what we expect will be or happen. An example of situational irony would be if a thief’s house was broken into at the same time he was robbing someone’s house.

  *To find the situational irony, ask yourself what were you expecting would happen or what did you expect it to be? If the situation is something different than what we expect would happen or is the opposite of what you might expect someone would say or do, then it is likely situational irony.*

- **Dramatic irony** is when the audience or the reader is aware of something that a character does not know. For example, when Romeo believes Juliet is dead, but the audience knows that she has only been given a potion to sleep.

  *To identify dramatic irony, ask yourself what did you already know happened or was going to happen?*

**Activity 1**

Instructions: To practice identifying and labeling the different types of irony, complete the following activity.
1. If you have a phobia or fear of long words, you must tell people that you are Hippopotomonstrosesquipedaliophobic.
   a. Type of Irony: ________________________________________________________________
   b. Explain your choice: __________________________________________________________

2. A rat infestation at the Department of Sanitation
   a. Type of Irony: ________________________________________________________________
   b. Explain your choice: __________________________________________________________

3. Mother: “I see you ironed your shirt.”
   Boy: “But I just dug it out of the bottom of the hamper.”
   a. Type of Irony: ________________________________________________________________
   b. Explain your choice: __________________________________________________________

4. A person Tweets about how Twitter is a waste of time and energy.
   a. Type of Irony: ________________________________________________________________
   b. Explain your choice: __________________________________________________________

5. In Shakespeare’s Hamlet, Hamlet stabs through a curtain thinking his traitorous, murdering uncle is there, only to learn that he actually stabbed and killed the father of the woman he loves, and a man for whom he had the utmost respect and admiration.
   a. Type of Irony: ________________________________________________________________
   b. Explain your choice: __________________________________________________________
Synonyms are words that are similar, or have a related meaning, to another word.

**Sentences with synonyms**

Loyal, new, noisy, polite, rich, avoid, safe, sad, vacant, baffle, weak, collect

Instructions- Choose a synonym from the list of words above to replace a word in each sentence. Circle the word in the sentence and write the replacement word on the line.

1) The guards made sure the plane was secure. ___________________

2) The magician will confuse you with his tricks. ___________________

3) The family wanted to buy a modern home. ___________________

4) It is always nice to be courteous to others. ___________________

5) The abandon house was empty. ___________________

6) My dog is a faithful friend. ___________________

7) A wealthy man flew around the world. ___________________

8) If they bother you, just ignore them. ___________________

9) When she missed the bus, she was unhappy. ___________________

10) The rowdy boys went to the party. ___________________

11) The old woman was very frail. ___________________

12) I need to gather wood for the fire. ___________________
Activity 2

Instructions: From the alternatives given, choose the one word that almost has the same meaning as the underlined word.

1. If we abolish corporal punishment in schools, the atmosphere will be more conducive to learning.
a. tolerate  b. resume  c. discontinue  d. condemn

2. Physical exercise and healthy eating will help to prolong your life.
a. lengthen  b. enrich  c. promote  d. assist

3. The employer was agitated by the strike action taken by the employees.
a. disappointed  b. perturbed  c. saddened  d. pestered

4. We have no sympathy for John because he has always been insolent to his manager.
a. indifferent  b. unfriendly  c. rude  d. uncooperative

5. The industrious workers were compensated for their efforts in completing the project.
a. reliable  b. enthusiastic  c. diligent  d. essential

6. Susan has always been zealous about her work and I am certain she will make good progress.
a. busy  b. pleased  c. enthusiastic  d. motivated

7. I am reluctant to tell you but I feel if you follow him the progress of work will be impeded.
a. unfinished  b. hindered  c. hastened  d. gradual

8. I think there is a marked declined in morality among affluent societies.
a. wealthy  b. undeveloped  c. uneducated  d. modern

9. The prisoner struck the guard with a lethal weapon which sent him reeling to the ground.
a. deadly  b. sharp  c. powerful  d. dangerous
A noun clause is a dependent clause that acts as a noun. A noun clause functions as a noun in a sentence. It follows a linking or copular verb to describe or modify the subject of the sentence. Unlike noun phrases, noun clauses contain both a subject and a verb.

Noun clause examples include:

- Do you know what time it is?
- Tom can invite whomever he chooses.
- I don’t understand what you’re talking about.
- Whether Roman accepts the job or not is his business.

The bolded noun clauses are dependent clauses. Unlike independent clauses, they can’t stand alone as full sentences. Noun clauses function to add more details to a sentence. If you’re not sure whether a clause is a noun clause, try replacing it with other nouns or pronouns.

How to Spot a Noun Clause

Because noun clauses can appear almost anywhere in a sentence, they can be tricky to spot. One of the easiest ways to spot a noun clause is to look for these words:

- how
- that
- what
- whatever
- when
- where
- whether
• which
• whichever
• who
• whoever
• whom
• whomever
• why

While these words can be found in clauses other than noun clauses, noun clauses almost always start with one of these words.

Types of Noun Clauses

Subject of a Sentence

A noun clause can act as the subject of a sentence. The noun clause itself performs the action in the sentence.

For example:

• What Alicia said made her friends cry.
• What Megan wrote surprised her family.
• How the boy behaved was not very polite.

It’s easy to assume that Alicia, Megan and the boy are the subjects of these sentences. But that’s not quite correct. Ask yourself these questions to find the noun clauses.

What made her friends cry? (What Alicia said)
What surprised her family? (What Megan wrote)
What was not very polite? (How the boy behaved)

Object of a Verb

Just like all nouns, noun clauses can act as the direct object of a verb. They follow verbs to inform the reader where the action is going.
For example:

- The pharmacist checked that the prescription was correct.
- He didn't know why the stove wasn't working.
- They now understand that you should not cheat on a test.

Once again, you can use the method of questioning to demonstrate how the noun clause is used as a direct object. These are the same questions you would use to find any direct object.

- What did the pharmacist checked? (That the prescription was correct.)
- What didn't he know? (Why the stove wasn't working)
- What do they understand? (That you should not cheat on a test)

**Activity 1**

Instructions: Underline the noun clause in the sentences and state whether if function as the subject of a sentence or the object of the verb.

1. I wondered what he was doing there.
2. He replied that he would come.
3. She asked if I could help her.
4. That honesty is the best policy is a well-known fact.
5. I expected that I would get the first prize.
6. Do you know why he is late?
7. I don’t know what he wants.
8. That she should forget me so quickly hurts me.
What is Sarcasm?

Sarcasm is a form of verbal irony that mocks, ridicules, or expresses contempt. It’s really more a tone of voice than a rhetorical device. You’re saying the opposite of what you mean (verbal irony) and doing it in a particularly hostile tone.

Sarcasm comes from the Greek words “sark” meaning “flesh,” and “asmos” meaning “to tear or rip.” So it literally means “ripping flesh” – a pretty bloody image for a type of speech that we use all the time!

Examples of Sarcasm

Example 1

Oh yes, you’ve been sooooo helpful. Thanks sooooo much for all your heeeelp.

Imagine someone saying this to a customer service agent, drawing out the syllables and maybe rolling their eyes. You’d know pretty quickly that they meant the opposite of what they were saying. That verbal irony plus the mocking or derisive tone makes it sarcasm.

Example 2

I made the genius choice of selling my car right before I decided to move

Sarcasm doesn’t always have to be vicious or mean. It can also be humorous, playful, or (as in this example) self-deprecating. Again, verbal irony plus the tone of voice makes this sarcasm.
Activity 1

Instructions: For each of the situation given, create a sarcastic remark that you would say in such a situation

Example:

Situation: When something bad happens
Sarcastic remark: That's just what I needed today!

1. Situation: When you expected something to happen, especially after warning someone about it:
   Sarcastic remark: __________________________________________________________

2. Situation: When a friend is acting bizarre:
   Sarcastic remark: __________________________________________________________

3. Situation: When someone says something that is very obvious:
   Sarcastic remark: __________________________________________________________

4. Situation: When someone puts on too much perfume:
   Sarcastic remark: __________________________________________________________

5. Situation: When someone does something wrong:
   Sarcastic remark: __________________________________________________________
Explicit

The word "explicit" means clear and fully expressed. If something is explicit, there is no question as to what it means, no hidden connotations and no room for misunderstanding. If a fact is explicit in a reading comprehension passage, it is stated outright. For example, if the first sentence of a story is "It was a dark and stormy night," that is an explicit fact. There is no room for debate; the reader cannot be confused and think that the story is set on a sunny morning.

Implicit

If something is implicit, it is not expressly stated, but the reader understands it anyway through other clues in the text. For example, if a story begins with "The trees were swaying wildly outside Anne's window as she prepared for bed, and the gutters were overflowing," the reader can infer that it is probably dark, stormy and at night even though these facts are not explicitly stated.

Activity 1

Instructions: Read the given passage and answer the questions.

Pita panicked. There was nothing he could do. He was trapped. Trapped with hundreds of others. The monster had come and was slowly, surely dragging them from the deep. He swam through the excited crowd to try the bottom. Then he tried the top again. The great monster had encircled them completely. There were millions of holes in its great hands, but none large enough. If only they were a little larger. Pita tried to push himself through one of the holes again. He squeezed and squeezed. Great tails lashed around him. Not only he but against his eyes. If only his head could get through. He pushed again, hard, and the pain quivered through his body.

There was nothing he could do. He heard the breakers roaring above now. That meant they were nearing the shore. Pita whipped his tail in fury. The monster was gradually closing its hands. There were cries now above the surface. Below, the monster grated on sand. The shore! They had reached the shore!
Frantically, Pita flung himself against one of the tiny holes. He gave a cry as the scales tore from his back - then a cry of joy. He was free! Free!

He lunged forward below the surface. Down he sped, rejoicing in his tinyness. If he was only a little bigger, he would have been dying on the shore now. The fateful shore! There had been those who had actually come back from that world. This was one of the great mysteries. But some said they had been there, and had talked of that awesome place.

There was no more blood now. Down he swam. Deep, deep until the sound of the breakers was only a bitter memory, and the sea was not sandy but blue and clear, and until, far, far away in the distance, green with fern and the tender moss, he saw the rocks of home.

Questions

a) To whom or what does 'he' refer?

b) What effect is the author trying to create by using short sentences in the passage?

c) State ONE word which could describe Pita's feelings when he realized, “There were millions of holes ... but none large enough.”

d) Why does the author repeat 'squeezed' in line 6?

e) Who or what does the 'monster' refer to?

f) Why does the writer use 'fateful' to describe the shore

g) Why does Pita utter a cry of joy?

h) Why was 'the sound of the breakers' a bitter memory?
Antonyms are words that have contrasting, or opposite, meanings. Like so much of the English language, “antonym” is rooted in the Greek language. The Greek word anti means opposite, while onym means name.

Activity 1

Instructions: From the alternatives given, choose the one word that is opposite in meaning as the underlined word.

1. The schedule of work described here was realistic, according to the views of those in authority only.
   a. impractical b. normal c. practical d. relevant

2. If you retain your connections here, there will be consequences.
   a. sever b. continue c. support d. enjoy

3. Under attack, he proved how vulnerable he was.
   a. defenseless b. courageous c. formidable d. determined

4. We were very surprised at the exuberant welcome we received.
   a. lavish b. spirited c. unfriendly d. zealous

5. The teacher’s comments have convinced us that he is very naïve.
   a. sophisticated b. simple c. clever d. zealous

6. You have always been impartial in your comments.
   a. fair b. biased c. objective d. wavering

7. His altruism has always been observed and discussed by his family.
   a. selfishness b. concern c. thoughtfulness d. indifference

8. He always made us feel that he was affluent.
a. amiable  b. destitute  c. brave  d. considerate

9. Jill’s statement was **pertinent** to the discussion on education.

a. appropriate  b. unrelated  c. relevant  d. essential

10. He insisted that this has been the most **significant** discussion he has heard.

a. trivial  b. valid  c. essential  d. sound

11. I expected you to be **perturbed** by this incident.

a. upset  b. affected  c. unmoved  d. disturbed

12. Your **ignorance** of this project amazes me.

a. knowledge  b. intelligence  c. mastery  d. experience

13. We thought the sentence imposed on him was very **severe**.

a. frightening  b. light  c. harmful  d. hard

14. John has always made **malicious** remarks about his teacher.

a. spiteful  b. harsh  c. foolish  d. favourable

15. We knew him to be a very **docile** person since he was very young.

a. intractable  b. willing  c. respectable  d. mature.
What are Meeting Minutes?

Meeting minutes are notes that are recorded during a meeting. They highlight the key issues that are discussed, motions proposed or voted on, and activities to be undertaken. The minutes of a meeting are usually taken by a designated member of the group. Their task is to provide an accurate record of what transpired during the meeting.

Steps Involved in Recording Meeting Minutes

There are five main steps involved in recording the minutes of a meeting. They are:

- Pre-planning
- Record-taking
- Writing or transcribing the minutes
- Sharing meeting minutes
- Filing or storage of minutes for referencing in the future

What to Include in Meeting Minutes

Before recording any details, a designated minutes recorder should familiarize themselves with the type of information that they should record. A group may be using a specific format to record notes but, overall, the minutes of a meeting typically include the following details:

- Date and time the meeting happened
- Names of attendees, as well as absent participants
- Acceptance of, or amendments made to, the previous meeting’s minutes
- Decisions made regarding each item on the agenda, such as:
  - Activities undertaken or agreed upon
Next steps
Outcomes of elections
Motions accepted or rejected
New business
Date and time of the next meeting

Example:

MINUTES OF THE SUPER HIGH SCHOOL
SCHOOL SITE COUNCIL MEETING
NOVEMBER 15, 2018

The Super High School, School Site Council met in regular session on Tuesday, November 15, 2018, at 5:00 p.m. The meeting was held at Super High School, 801 Glenwood Ave., Atlanta, GA 30316 in the library.

School Council Members present:
Shalonda Murrell Kasandra Henry
Amy Feng Leslie Grant
Rakesh Modi Ramiro Garcia
Alesia McCullough Audrey Hughley
Adele Legrand

School Council Members absent:
Dr. Sharleen Carter Herschel Knox
Pricilla Ponder Laverne Daniels

9 members were present, representing a quorum.
1. Call to Order

Vice Chairperson, Arlesia McCullough called the meeting to order at 5:21 p.m.

2. Roll call

Alesia McCullough called the roll.

3. Approval of Agenda

Council member, Shalonda Murrell distributed the agenda which had been presented via email.

Ramiro Garcia made a motion to amend the agenda which was seconded by Leslie Grant. 8 members were in favor, 1 member, A. McCullough opposed Super High, School Site Council November 2018

VOTE: Agenda was approved with a few additions: Compliance checklist, updated contact information, update norms. The majority ruled and the agenda was approved.

4. Approval of Minutes

Council member, Shalonda Murrell displayed the minutes from the October 18, 2018 meeting on the projector for those who may not have received them via email. Moved, seconded, and carried that the school council approve the minutes of the October 18, 2018 meeting.

MOTION: McCullough; SECOND: Garcia

MOTION CARRIED

5. Recognize visitors

The council recognized our visitor, Mr. Chris Murphy, parent of a 9th grader at Super High School. Mr. Murphy expressed his concern about not receiving or having access to the notification of the election for School Site Council. The council acknowledged Mr. Murphy’s concerns and agreed to look into the election procedure in more detail. The council wanted to review exactly what the election process was? Was it followed? The council agreed to do an inquiry and come back to address Mr. Murphy’s concerns.
6. Presentation to School Council

Chair report - Bylaws review

The council discussed looking into the bylaws again to determine the necessary steps for membership. It was discussed as the various ways of communicating meetings to the general public. The council agreed that the bylaws needed to be reviewed overall.

7. Report of Principal

Mr. Murdock, principal, discussed the school Discipline Plan and the fact that Super High is a pilot school for the program. Mr. Murdock shared that PBIS (Positive Behavior & Intervention Support) allowed Super High to no longer be disproportionate where discipline is concerned. Super High, School Site Council November 2018

8. Old Business

Review and approve change in SPSA. Team has determined not to order Great Math Program and purchase the Really Great Math Program. This will increase cost by $2200.

MOTION: McCullough; SECOND: Garcia

MOTION CARRIED

9. New Business

Ms. Murrell shared that Maynard Jackson is currently trying to increase the enrollment in the gifted program. Ms. Feng just administered testing to about 19 students who based on their EOCT scores in math and reading were selected to be tested.

Ms. Murrell went on to share the Title 1 Budget and also a Title 1 presentation.

10. Review the meeting dates (February 21, March 20 and April 17)

It was decided that there would be an additional meeting on May 13, 2018.

11. Adjournment

With no further business to come before the school council, the meeting was adjourned at 6:34p.m.

MOTION: Leslie Grant; SECOND: Ramiro Garcia
MOTION CARRIED

[The next meeting of the Super High-School Site Council will be held on
February 21, 2019 at 5:00 p.m. at Super High School.]

Activity 1

Instructions: This is a meeting held for a school’s club. Complete the minutes of the meeting.

Meeting Minutes Worksheet

Date: __________________

Number present: Members ______ Leaders _______ Parents _______ Guests _______ Total Present ______

The regular monthly meeting of the ________________________ 4-H club was held on
____________________ at ____________________________. President _________________ called
the meeting to order at __________. __________________________ led the Pledge of Allegiance and
4-H Pledge. Song leader ______________________ led the club in singing ________________. Roll call
was answered with “________________________________” by ____ members, ____ leader(s), ____
parent(s) and ____ guest(s), for a total of ____ present. The minutes of the previous meeting were
approved as read/corrected.

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

$________ in the account and $_______ in outstanding bills for
____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________
Committee reports:

________________________________________________________________________

Unfinished business:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

New business:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Announcements:

________________________________________________________________________

________________________________________________________________________

_________________________________ moved to adjourn. The motion was seconded and passed/failed.

Program: __________________________________ by: ______________________

Refreshments were ________________________, prepared by ____________________.

Secretary____________________________ _________________________President.
A noun clause functions as a noun in a sentence. It follows a linking or copular verb to describe or modify the subject of the sentence. Unlike noun phrases, noun clauses contain both a subject and a verb.

**Subject Complement**

A noun clause can also serve as a subject complement. A subject complement modifies, describes or completes the subject of a clause. Subject complements are also called predicate nominatives or predicate nouns.

- Carlie's problem was **that she didn't practice enough.**
- Harry's crowning achievement at school was **when he became class president.**
- Darla's excuse for being late was **that she forgot to set her alarm.**

Do you see what questions these noun clauses answer and how they relate to the subject?

- What was Carlie's problem? (That she didn't practice enough)
- What was Harry's crowning achievement? (When he became class president)
- What was Darla's excuse for being late? (That she forgot to set her alarm)

These noun clauses provide more information about the subjects of their sentence. Notice that in each case, the verb is a form of to be. This is true for all subject complements, not just noun clauses.

**Object of a Preposition**

Noun clauses also act as objects of a preposition in prepositional phrases. In the examples below, you'll see the prepositions "of" and "for" in action.

- Harry is not the best provider of **what Margie needs.**
- Josephine is not responsible for **what Alex decided to do.**
- Allie’s research report is about **how Marie Curie discovered radium.**
Again, the best way to understand this concept is by asking the appropriate questions.

- Harry is not the best provider of what? (What Margie needs)
- Josephine is not responsible for what? (What Alex decided to do)
- Allie’s report is about what? (How Marie Curie discovered radium)

Each of these sentences could be complete before the addition of the prepositions. However, the prepositions are introduced to provide further detail and the noun clauses act as the objects of these prepositions.

**Adjective Complement**

Last but not least, a noun clause can also function as an adjective complement. These noun clauses complement an adjective or adverb.

- It’s very disappointing that you left the party early.
- They're perfectly happy where they live now.
- Geoffrey runs so fast that he can outrun his dog.

The adjective complement is providing more information about the adjective or adverb that precedes it.

- What was disappointing? (That you left the party early)
- What are they happy about? (Where they live now)
- How fast does Geoffrey run? (So fast that he can outrun his dog)

Similar to the examples containing prepositions, each of these sentences could be complete after the adjective. The adjective complements provide further detail and, in each of these instances, these adjective complements are noun clauses.

**Activity 1**

Instructions: Identify the noun clause in each sentence and state what is its function.

1. The problem is that you never think before you speak.

2. He seems horrified she wore stripes with plaid.
3. My daughter is eager for Christmas to arrive.

4. The child is excited for the Easter bunny to visit.

5. The question is what human nature is.

6. Her parents will think about that she wants a new car as her graduation gift.

7. My husband did not think about that I wanted some new flannel sheets for Christmas.

8. My command is whatever you wish.

9. The winners are whomever you pick from the box of names.

10. We will focus the investigation on whomever you identify as the suspect.

11. Some people blindly believe in whatever organized religion says.

12. The professor listened to what the students said happened.

13. She has been waiting for whoever will pick her up from the mall.

14. We are all afraid that the storm will be severe.

15. She was bitter that he ex moved on so quickly.

16. Our professor is angry that another student snuck in late.
INSTRUCTIONS: Read the extract and answer the following questions.

Jacob the Great

Jacob hated finishing things almost as much as he loved starting them. As a result, he had gotten into a million hobbies and activities, but he never stuck with any of them long enough to get any good.

He begged his mother for months for a guitar so that he could play Black Eyed Peas songs to Angie, a girl he liked, but after he finally got one for Christmas, he found out that guitars don’t play themselves. He took a few lessons, but strumming the strings hurt his fingers and he didn’t like holding the pick, so now the five-hundred dollar guitar lives under his bed.

After reading an ad in the back of one of his comic books, Jacob decided that he wanted a Wonder-Sweeper 5000 metal detector, so that he could find buried pirate treasure. So he mowed lawns all summer and didn’t spend his money on ice-cream like his younger brother, Alex. He saved it all in a shoe box in his closet. Then he shoveled driveways all winter, and he didn’t spend his money on candy and chips like his classmates. By the time spring came he had saved $200, and he purchased the Wonder-Sweeper 5000 metal detector. He beeped it around the park for a while, but he soon found out that no pirates had ever set sail in his neighborhood, and if they had they didn’t leave any treasure. Even though he found a key ring, forty-seven cents, and all the bottle caps he could throw, he buried the metal detector in his closest.

Given Jacob’s history with hobbies, it was no surprise that Jacob’s father was reluctant to buy him a magician’s kit for his birthday. “Geez, Jacob... You sure you wouldn’t rather I got you more guitar lessons?” He suggested. Jacob was insistent. “Dad, you’ve got to get me the magician’s kit. This time I’ll stick with it for real. I promise! Come on, Dad,” Jacob begged. Jacob’s father sighed and then replied,
“Oh, I don’t know, Jacob. Things are awfully tight right now.” But Jacob’s father was reminded of his own youth long ago, when he quit football and started karate practice before hardly getting his equipment dirty. So when Jacob’s birthday came around, Jacob was both surprised and pleased to find the magician’s kit that he had desired so badly with a big bright bow on it.

Jacob opened up the box and unwrapped the many parts in the kit. As he did so, he imagined sawing his pet cat in half and putting it back together to the amazement of his friends and family. He took the many fake coins, trick cards, and rope pieces of varying length on the kitchen table and imagined pulling rabbits out of his hat and turning them into pigeons with a mysterious puff of smoke. As Jacob continued pulling plastic thumbs, foam balls, and giant playing cards out of the magic kit, a commercial on the TV caught his attention. “Hey kids! Have you ever wanted to go to space? Experience what it’s like to be an astronaut? Do you want to explore the universe? Well, now you can.” As the commercial continued playing, Jacob walked away from the magic kit on the kitchen table and stared at the TV screen longingly. “For only $195 you can go to space camp and live life like an astronaut for a whole weekend. Enroll now for a once in a life time experience.” Jacob’s cry rang throughout the house as he yelled, “MOM!” He now knew what his true purpose in life was.

(Author unknown)

Directions: After reading the story, choose the best answer for each question. Circle one answer.

1. According to the text, why does Jacob stop playing the guitar?
   a. It hurt his fingers.      b. He’d rather play drums.  c. It was too easy.      d. He failed math.

2. To whom did Jacob want to play Black Eyed Peas songs?
   a. Alex             b. Angie        c. Mom               d. Dad

3. According to the passage, why does Jacob decide that he wants a metal detector?
   a. He sees a man at the park with one.       b. His father had one as a child.
   c. He saw a TV commercial for one.      d. He read an ad for one in a comic book.

4. How does Jacob get the items that he wants in the story?
   a. He asks his mom.          b. He asks his dad.
   c. He shovels driveways and mows lawns.     d. He does all of these things to get what he wants.

5. When did Jacob buy the metal detector?
   a. In the fall     b. In the summer     c. In the spring     d. In the winter
6. True or False: The metal detector was a good investment for Jacob.
   a. True  b. False

7. Why doesn’t Jacob’s father want to get him the magician’s kit for his birthday?
   a. Jacob failed math class.  b. Jacob quits too many expensive activities.
   c. Jacob has been mean to his younger brother.  d. Jacob went to the park without permission.

8. Why does Jacob’s father buy Jacob the magician’s kit?
   a. Jacob mowed the lawn.  b. Jacob reminded his father of himself.
   c. Jacob bought ice cream for his brother.  d. Jacob found his father’s key ring.

9. Which word is closest in meaning to the italicized word in the following sentence from paragraph four: “It was no surprise that Jacob’s father was reluctant to buy him a magician’s kit for his birthday”?

10. What distracts Jacob from the magician’s kit?
    a. A TV commercial  b. His father  c. The kitchen table  d. A comic book

11. Based on the end of the story, Jacob is most likely to go on and do which of the following?
    a. Become a great magician  b. Learn to play guitar well
    c. Detect an incredible hidden treasure  d. Raise money to go to space camp

12. Which happened first in the text?
    a. Jacob asked his dad for the magician’s kit.  b. Jacob got a guitar for Christmas.
    c. Jacob mowed lawns.  d. Jacob shoveled driveways.

13. Which happened last in the text?
    a. Jacob saved up $200.  b. Jacob found forty-seven cents in the park.
    c. Jacob took guitar lessons.  d. Jacob was influenced by a comic book.

**Literary Elements Questions**

**Directions:** After reading the story, choose the best answer for each question.

14. Which character trait best describes Jacob in regards to his hobbies?

15. What was the author’s purpose in writing this text?
16. In what genre is this story?

17. In what subgenre is this story?
   a. Biography   b. Historical Fiction   c. Realistic Fiction   d. Fable

18. In which pattern is the text organized?
   a. Problem and Solution   b. Chronological   c. Sequence   d. Cause and Effect

19. From what point of view is the story narrated?
   a. First-Person   b. Third-Person Objective
   c. Second-Person   d. Third-Person Omniscient

20. Which poetic technique is used in the following line: “He beeped it around the park for a while”?
   a. Onomatopoeia   b. Simile   c. Personification   d. Hyperbole
An **equivalent sentence** is similar in meaning to the original, even though the structure and words are different. Engaging in identifying **equivalent sentences** is an important activity that can be used to improve your paraphrasing skills and, by extension, summary writing.

**Exercise # 1: Read the following sentences and select the one closest in meaning to the original sentences.**

1. Because of his innocent face, it is difficult even today to believe he was a criminal although it had been certainly proven.

A) It is really surprising how he hurt somebody.

B) Today it is possible to understand why people didn't want to believe that he was guilty as he had an innocent face.

C) If it had been proven that he was guilty, they would believe that he was a criminal.

D) It doesn't necessarily mean that criminals can't have an innocent look.

E) Despite the fact that he was proven to be a criminal, his innocent face makes it difficult to believe that.

2. The twins resemble each other so much that I can never tell which is which.

A) Although the twins do not look like each other I cannot name them easily.

B) I cannot tell the twins apart because I don’t know them well enough.

C) It is impossible for me to identify the twins because they look very much like one another.

D) I can never tell the twins anything as they like each other so much.

E) The twins are similar to each other but I can easily name them.
3. She didn't eat anything but small pieces of bread and butter.
   A) She ate small pieces of bread and butter but didn't like them.
   B) She only ate some small pieces of bread and butter.
   C) She didn't eat anything, not even the bread and butter.
   D) She didn't touch the bread and butter, but she ate other things.
   E) She ate neither bread nor butter.

4. I can't stand his talking foolishly when everybody talks about something in a serious way.
   A) I can't understand him when he talks foolishly.
   B) Everybody talks seriously when he talks foolishly.
   C) I hate him talking foolishly when people talk seriously.
   D) Everybody hates him talking foolishly.
   E) I don't mind his talking foolishly when everybody talks seriously.

5. She realized the danger she had been in only after she had read the newspaper the following morning.
   A) Although she was aware of the danger, she didn’t get frightened.
   B) She realized what kind of dangers one might have had when he was reading a paper.
   C) When she read the newspaper, she found herself in a danger she had already realized.
   D) She was lucky that she had survived the danger as the papers expressed.
   E) She hadn’t been aware of the danger she was in until she read the newspaper.

6. I have persuaded Tom to become the new secretary of the club.
   A) I am considering Tom for the job of secretary.
   B) I asked Tom to be the secretary of the club and Tom agreed.
C) Tom is wondering whether to accept to be the secretary.

D) Tom begged to become secretary of the club.

E) I offered Tom to take the job but he didn't accept it.

7. We won't be getting married until we have had enough money.

A) We will marry when we have had enough money.

B) We won't be married although we have enough money.

C) We won't marry even when we have had enough money.

D) We will get married because we have enough money.

E) We will marry before we start to earn money.

8. I had known that my mother was sick as a result of a failing kidney, but I had not realized how much trouble my parents were having in dealing with that sickness.

A) Although I had known that my mother was suffering from a failing kidney, I had not realized my parents’ problems caused by this illness.

B) In my childhood I didn’t know my mother’s sickness, so I couldn’t realize how much trouble my parents had.

C) When I learned my mother’s sickness which was the result of a failing kidney, I realized the pain my mother had.

D) I hadn’t realized the problems they had to deal with until my parents told me about my mother’s illness.

E) My parents never realized how much trouble I had to understand my mother’s illness.
The Simple Report is based on factual information. All opinionate statements, preferences and judgements should be excluded.

Content:

Criteria governing the simple report:

- Careful and logical arrangement of information
- Clarity in expressing information
- Conciseness which requires the exclusion of all unnecessary words, expressions and irrelevant details

Guidelines that will help you to organize your report:

- The subject of the report should be written after the salutation
- The introduction should contain the purpose, scope and terms of reference
- Recommendations are stated in the concluding paragraphs

Example of a simple report:

(The format for addressing the simple report is NOT bound to this format- I chose this one because it is my preferred style.)

Ben Collymore

Head Prefect

Brickfield High school

Lot 12-14 Kimberly Drive

Anna Regina

19th September, 2020

Carl Thomas

Head Teacher

Brickfield High school
Dear Mr. Thomas:

Ref: **Report on the incident on the Recreation ground on 19th September, 2020.**

The incident occurred on the school’s recreation ground on the 19th September, 2020 at midday. The girls of Grade Seven (7) were engaged in a friendly cricket match with the girls of Grade eight (8). Shane Williams, a student of Grade Ten (10) and Gary Moore, a student of Grade Nine (9) entered the field and began heckling the girls. As Sasha, one of the players ran to take a catch; Shane ran towards her, tripped her and caused her to fall. Her mouth struck Shane’s boots and began to bleed.

Gary tried to stop the bleeding with his handkerchief but failed. Mr. Rogers Paine, the sports master was called to assist. He took Sasha to the hospital where she was treated by a nurse in the Casualty Department. Mr. Paine; then, took her home for the rest of the day. An explanation was given to the parents of Sasha, as to the cause of the incident.

The sports master, Mr. Paine, is conducting an investigation of the incident.

All for your information and guidance.

Yours sincerely,

Ben Collymore

Ben Collymore

Head Prefect

Brickfield High school

Lot 12-14 Kimberly Drive

Anna Regina

Telephone number: 592-601-2345

***modified from original text

**Activity:**

Scenario: you are a witness to a road accident in which a motorcyclist, a car and an animal are involved. Write a concise report, giving the location, the time, your involvement and the facts as you saw them. (Avoid any expression of opinion)

***Credits: A Comprehensive English Course***
Language has rules governing its usage and when it is applied correctly it makes our written and oral pieces fluid and less ambiguous.

NOTES:

A. The following expressions often cause problems:
   i. No sooner had…than
   ii. Hardly had…..when
   iii. Scarcely had….when

E.g.

- No sooner had the flood subsided than the long line of vehicles began moving.
- Hardly had I finished reading the book when the bell rang for dismissal of class.
- Scarcely had the news begun when my friends returned from their adventure in the woods.

B. A double negative is using two negative words or phrases in a sentence. Not only does it sound awkward, but it is also incorrect grammatically.

   i. There ain’t no….
   ii. I don’t got no time….
   iii. I can’t find my wallet nowhere….
   iv. Could not hardly….
   v. None of the songs seldom play….
   vi. I don’t like none….

E.g. Corrections

- There are no…
- I don’t have any time…
- I can’t find my wallet anywhere….
- Could hardly…
• The songs seldom play…
• I don’t like any…

C. **Much** is used with singular uncountable nouns; **many** is used with plural countable nouns.
   • Is there much unemployment in this area?
   • How many eggs are in this cake?
   • I haven’t got much change.
   • Too many campers are at this campsite.

D. **Number** is used with nouns that can be individually counted; **Amount** is used for nouns that cannot be individually counted.
   • Mark asked Julia to read the **amount** of olive oil called for in the recipe.
   • Mark asked Julia to read him the **number** of garlic cloves called for in the recipe.
   • A number of children were playing on the jungle gym.

E. Prepositional phrases begin with a preposition and ends with the object of preposition (noun/pronoun). The highlighted section is to be used as object of preposition (pronouns)

<table>
<thead>
<tr>
<th>PRONOUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person</td>
</tr>
<tr>
<td>SINGULAR</td>
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<tr>
<td>1st</td>
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<tr>
<td>2nd</td>
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<td>3rd</td>
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<td>PLURAL</td>
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<td>1st</td>
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<td>2nd</td>
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<tr>
<td>3rd</td>
</tr>
</tbody>
</table>

**Activity 1**

**Directions:** Some of the following sentences are unacceptable because of grammar, idiom or vocabulary. Some sentences are acceptable as they stand. No sentence contains more than one inappropriate element.
Select the underlined part that you feel is inappropriate and choose the corresponding letter. If the sentence is acceptable as it stands choose D.

1. No sooner had he left the house when the burglar entered.  No Error
   A B C D

2. This is one of the reasons which makes attending graduation difficult.  No Error
   A B C D

3. The workers claimed that having completed the job they did not get no pay.  No Error
   A B C D

4. The amount of people inside the store made it impossible to move through the lane.  No Error
   A B C D

5. “This is the worst of the two months I have stayed here,” remarked the visitor.  No Error
   A B C D

6. Between you and me, I knew about the incident before they did.  No Error
   A B C D

7. Having run the race, we could not hardly wait to be served refreshments.  No Error
   A B C D

8. Too much entries were received for the contest; only few were good enough to be considered
   A B C D
   for the prize.  No Error

9. Office supplies and furnitures are available at General Stores.  No Error
   A B C D

10. Official warnings no matter how severe, does not deter workers in demanding better working
    A B C D
    conditions.  No Error

D
Castles

Palaces are known for their beauty and splendor, but they offer little protection against attacks. It is easy to defend a fortress, but fortresses are not designed with the comfort of a king or queen in mind. When it comes to structures that are both majestic and well-fortified, the classic European castle is the pinnacle of design. Across the ages castles changed, developed, and eventually fell out of use, but they still command the fascination of our culture.

Castles were originally built in England by Norman invaders in 1066. As William the Conqueror advanced through England, he fortified key positions to secure the land he had taken. The castles he built allowed the Norman lords to retreat to safety when threatened by English rebellion. Castles also served as bases of operation for offensive attacks. Troops were summoned to, organized around, and deployed from castles. In this way castles served both offensive and defensive roles in military operations.

Not limited to military purposes, castles also served as offices from which the lord would administer control over his fiefdom. That is to say, the lord of the land would hold court in his castle. Those that were socially beneath the lord would come to report the affairs of the lands that they governed and pay tribute to the lord. They would address disputes, handle business, feast, and enjoy festivities. In this way castles served as important social centers in medieval England. Castles also served as symbols of power. Built

As the nobility accumulated wealth, England became increasingly attractive to those who sought to plunder. Raids by Vikings and other marauders increased in regularity. In response to these attacks, castle defenses were updated and improved. Arrow-slits were added. These were small holes in the castle, large enough for an arrow to fit through, which allowed defenders to fire from nearly invulnerable positions. Towers were built from which defenders could provide flanking fire. These towers were connected to the castle by wooden bridges, so that if one tower fell, the rest of the castle was still easy to defend. Multiple rings of castle walls were constructed, so that even if attackers made it past one wall, they would be caught on a killing ground between inner and outer walls. Advances such as these greatly increased the defense of castles.

The demise of castles can ultimately be attributed
prominent sites overlooking the surrounding areas, castles constantly loomed in the background of many peasants’ lives and served as a daily reminder of the lord’s strength.

The first castles constructed in England were made from earth and timber. Those who constructed them took advantage of natural features, such as hills and rivers, to increase defenses. Since these castles were constructed from wood, they were highly susceptible to attacks by fire. Wooden castles were gradually replaced by stone, which greatly increased the strength of these fortifications; however, being made from stone did not make these castles entirely fireproof. Attackers could hurl flaming objects into the castle through the windows or ignite the wooden doors. This led to moving the windows and entrances off of the ground floor and up to the first floor to make them more difficult to access.

to gunpowder. Gunpowder was first introduced to Europe during the 14th century, but the first gunpowder weapons were unreliable, inaccurate, and weak by later standards. During the 15th century, artillery became powerful enough to break through stone walls. This greatly undermined the military role of castles. Castles were then replaced by artillery forts that had no role in civil administration, and country houses that were indefensible. Though castles no longer serve their original purposes, remaining castles receive millions of visitors each year from those who wish to experience these majestic vestiges of a time long passed.

Directions: Read each question carefully and choose the best answer. Refer to the text if necessary. Write your answer on the provided space.

1. Which of the following is not a function of castles as expressed in the text?
   a. Castles served both offensive and defensive purposes militarily.
   b. Castles served as symbols of power.
   c. Castles were important social centers in medieval England.
   d. Castles were places where knights would keep their best horses.

2. Which of the following best describes the main idea in paragraph 2?
   b. It explains why castles were first built in England and the military purposes they served.
   c. It shows how Norman lords were often scared and frequently retreated.
d. It details all of the purposes that English castles served.

3. Which *best* explains why the original castles were first made from earth and timber?
   a. It takes a lot more time and energy to build a stone castle.
   b. It did not occur to people to build castles out of stone.
   c. People did not realize how weak wooden castles would be against fire.
   d. Wooden castles were prettier than dirty stone castles.

4. Which of the following is **not** a true statement according to the text?
   a. Palaces are designed for luxury, not fortification.
   b. Fortresses are designed for fortification, not luxury.
   c. Castles are designed for luxury and fortification.
   d. Palaces are designed for luxury and fortification.

5. Which best explains why wooden castles were converted to stone castles.
   a. Wooden castles take a long time to build.
   b. Wooden castles are uncomfortable.
   c. Stone castles offer better defense.
   d. Stone castles stay cooler in the summer.

6. Which of the following best describes the structure of the text in the fifth paragraph?
   a. Compare and contrast  
   b. Order of importance  
   c. Cause and effect  
   d. Chronological order

7. Which is **not** described in the text as an improvement in castle defenses?
   a. Towers attached to the main castle by wooden bridges
   b. Deep ditches dug around the castle walls and filled with water
   c. Multiple castle walls providing layers of defenses
   d. Windows and entrances raised off of the ground floor

8. Which *best* explains how gunpowder ended the role of traditional castles?
a. Wars were fought with guns and hiding in castles was no longer necessary.
b. Artillery forts with large cannons became more stylish than traditional castles.
c. Defending castles grew difficult, since attackers could just shoot castle defenders.
d. Cannons were able to knock down stone walls, so castles offered little protection.

9. Which of the following titles would best describe the content of this passage?
   a. William the Conqueror: Bringing Castles to England
   b. Defending the Castle: Technologies Used to Defend Medieval Castles
   c. A Short History of Castles: The Rise and Fall of Castles in England
   d. Fancy Living: Learning about Castles, Palaces, and Fortresses

10. Which of the following is an opinion?
   a. Stone is more resistant to fire than wood.
   b. William the Conqueror built the first castles in England.
   c. It is unfortunate that castles no longer serve their original purposes.
   d. Castles were used as offices of administration during the Middle Ages.
Week: Six
Lesson: Four
Topic: Antonyms

Instructions: Select from the four suggested answers the word or phrase which is closest to OPPOSITE to the underlined word.

1. We found her appreciative of the help that we had given her on this matter.
   (a) unhappy about (b) displeased at (c) ungrateful for (d) intolerant of

2. Their actions showed that they were firm in their rejection of the new law.
   (a) ignorance (b) application (c) acceptance (d) understanding

3. Constructive criticism is neither appreciated nor encouraged by some of our peers
   (a) Sound (b) Negative (c) Valuable (d) Unsatisfactory

4. They always displayed a lackadaisical approach to their studies so no one was surprised at the results.
   (a) keen (b) calm (c) casual (d) careless

5. As a result of the available evidence, the accused was apprehended and no further action was taken.
   (a) evicted (b) released (c) cautioned (d) summoned

6. He was eager to show the news with his friends.
   (a) worried (b) reluctant (c) displeased (d) unavailable

7. Many parents and even some teenagers do not approve of the amount of permissiveness in today’s society.
   (a) restrictiveness (b) competitiveness (b) progressiveness (c) broadmindedness

8. Every effort was made to avert the chance of failure.
   (a) ensure (b) exclude (c) examine (d) overcome
9. The president of the students’ association never mentioned the treasurer’s **integrity**.
   (a) skill (b) loyalty (c) inability (d) dishonesty

10. She seems to be **sensitive to** the feelings of others.
    (a) unaware of (b) unaffected by (c) uninterested in (d) undecided about

11. She paid **meticulous** attention to her work as she attached the beads to the costume.
    (a) scant (b) careful (c) detailed (d) cautious

12. As a result of the need for trained staff, the firm had to **dismiss** several workers.
    (a) deport (b) employ (c) promote (d) transport

13. The headgear worn by the factory workers is made from **artificial** material.
    (a) natural (b) synthetic (c) man-made (d) prefabricated

14. The tourist brochure gave **verbose** accounts of the carnival festivities of last year.
    (a) concise (b) pleasing (c) accurate (d) colourful.

15. The old lady enjoyed making **malicious** remarks to everyone she met.
    (a) kind (b) evil (c) truthful (d) amusing
What is construction shift?

The term construction means to build, create or recreate.

On the other hand, the word shift can mean ‘to move’ or ‘a slight change in position’.

So in short, in construction shift you recreate the sentence or shift phrases in the sentence based on the instructions given by the question; however, you should not change the overall meaning of the sentence.

Example: She is ignorant as well as proud

(Begin with: Not only)

A. but also B. and also C. yet D. as much

Answer: A (Not only is she ignorant but also proud)

Activity 1

1. Being a female jockey, she was often interviewed.

Rewrite, beginning with
She was often interviewed . . .

The next words would be

a. on account of she was
b. by her being
c. because she was
d. being as she was
2. In her songs, Ani Franco makes melody and lyrics intricately intertwine.

Rewrite, beginning with
Melody and lyrics
Your new sentence will include
a. Ani Franco has
b. make Ani Franco’s
c. in Ani Franco’s
d. does Ani Franco

3. It is easy to carry solid objects without spilling them, but the same cannot be said of liquids.

Rewrite, beginning with
Unlike liquids,
The next words will be
a. it is easy to
b. we can easily
c. solid objects can easily be
d. solid objects are easy to be

4. Excited children ran towards the loud music, and they told others about the ice cream truck outside.

Rewrite, beginning with
The excited children who had run toward the loud . . .
The next words will be
a. music, they told
b. music told
c. music, telling
d. music and had told
5. If he had enough strength, Shaun would move the boulder.

Rewrite, beginning with
Shaun cannot move the boulder
The next words will be
a. when lacking
b. because he
c. although there
d. without enough

6. The band began to play, and then the real party started.

Rewrite, beginning with
The real party started . . .
The next words will be
a. after the band began
b. and the band began
c. although the band began
d. the band beginning

7. Alisa heard no unusual noises when she listened in the park.

Rewrite, beginning with
Listening in the park, . . .
The next words will be
a. no unusual noises could be heard
b. then Alisa heard no unusual noises
c. and hearing no unusual noises
d. Alisa heard no unusual noises
8. The hikers were at the bottom of the canyon, and they discovered an abandoned mineshaft

Rewrite, beginning with
After the hikers were . . .
The next words will be

a. at the bottom of the canyon, and they discovered an abandoned mineshaft.
b. at the bottom of the canyon, they discovered an abandoned mineshaft.
c. at the bottom of the canyon they discovered an abandoned mineshaft.
d. at the bottom of the canyon when they discovered an abandoned mineshaft.

9. Good money managers control their present expenses, and they invest surplus dollars to meet their future needs.

Rewrite the sentence using because
The best choice will be

a. Good money managers, because they control their present expenses, they invest surplus dollars to meet their future needs.
b. Because good money managers control their present expenses, they can invest surplus dollars to meet their needs.
c. Because good money managers control their present expenses they invest surplus dollars to meet their needs.
d. Good money managers control their expenses, because they invest surplus dollars to meet their future needs.

10. In a large city, you may have massive traffic jams on your daily commute to work.

Rewrite the sentence omitting you
The best choice will be

a. In a large city, a person may have massive traffic jams on your daily commute to work.
b. In a large city, a resident may have massive traffic jams on his daily commute to work.
c. In a large city, massive traffic jams may be part of the daily commute to work.
d. In a large city, massive traffic jams may be part of the everyday commute on the way to work.
Ivan Dmitritch, a middle-class man who lived with his family on an income of twelve hundred a year and was very well satisfied with his lot, sat down on the sofa after supper and began reading the newspaper.

"I forgot to look at the newspaper today," his wife said to him as she cleared the table. "Look and see whether the list of drawings is there."

"Yes, it is," said Ivan Dmitritch; "but hasn't your ticket expired?"

"No, I bought it on Tuesday."

"What is the number?"

"Series 9,499, number 26."

"All right... we will look... 9,499 and 26."

Ivan Dmitritch had no faith in lottery luck, and would not, as a rule, have consented to look at the lists of winning numbers, but now, as he had nothing else to do and as the newspaper was before his eyes, he passed his finger downwards along the column of numbers. And immediately, as though in mockery of his skepticism, no further than the second line from the top, his eye was caught by the figure 9,499! Unable to believe his eyes, he hurriedly dropped the paper on his knees without looking to see the number of the ticket, and, just as though he had drank a glass of cold water, he felt an agreeable chill in the pit of the stomach; tingling and terrible and sweet!

"Masha, 9,499 is there!" he said in a hollow voice.

His wife looked at his astonished and panic-stricken face, and realized that he was not joking.

"9,499?" she asked, turning pale and dropping the folded tablecloth on the table.

"Yes, yes... it really is there!"

"And the number of the ticket?"

"Oh, yes! There's the number of the ticket too. But stay... wait! No, I say! Anyway, the number of our series is there! Anyway, you understand..."

Looking at his wife, Ivan Dmitritch gave a broad, senseless smile, like a baby when a bright object is shown it. His wife

"Well, now look!"

"Wait a little. We have plenty of time to be disappointed. It's on the second line from the top, so the prize is seventy-five thousand. That's not money, but power, capital! And in a minute I shall look at the list, and there--26! Eh? I say, what if we really have won?"

The husband and wife began laughing and staring at one another in silence. The possibility of winning bewildered them; they could not have said, could not have dreamed, what they both needed that seventy-five thousand for, what they would buy, where they would go. They thought only of the figures 9,499 and 75,000 and pictured them in their imagination, while somehow they could not think of the happiness itself which was so possible.

Ivan Dmitritch, holding the paper in his hand, walked several times from corner to corner, and only when he had recovered from the first impression began dreaming a little.

"And if we have won," he said--"why, it will be a new life, it will be a transformation! The ticket is yours, but if it were mine I should, first of all, of course, spend twenty-five thousand on real property in the shape of an estate; ten thousand on immediate expenses, new furnishing... travelling... paying debts, and so on... The other forty thousand I would put in the bank and get interest on it."

"Yes, an estate, that would be nice," said his wife, sitting down and dropping her hands in her lap.

"Somewhere in the Tula or Oryol provinces... In the first place we shouldn't need a summer villa, and besides, it would always bring in an income."

And pictures came crowding on his imagination, each more gracious and poetical than the last. And in all these pictures he saw himself well-fed, serene, healthy, felt warm, even hot! Here, after eating a summer soup, cold as ice, he lay on his back on the burning sand close to a stream or in the garden under a lime-tree... It is hot... His little boy and girl are crawling about near him, digging in the sand or catching ladybirds in the grass. He dozes sweetly, thinking of nothing, and feeling all over that he need not go to the office today, tomorrow, or the day after. Or, tired of lying still, he goes to the hayfield, or to the forest for mushrooms, or watches the peasants catching fish with a net. When the sun sets he takes
smiled too; it was as pleasant to her as to him that he only mentioned the series, and did not try to find out the number of the winning ticket. To torment and tantalize oneself with hopes of possible fortune is so sweet, so thrilling!

"It is our series," said Ivan Dmitritch, after a long silence. "So there is a probability that we have won. It's only a probability, but there it is!"

"Yes, it would be nice to buy an estate," said his wife, also dreaming, and from her face it was evident that she was enchanted by her thoughts.

Ivan Dmitritch pictured to himself autumn with its rains, its cold evenings, and its St. Martin's summer. At that season he would have to take longer walks about the garden and beside the river, so as to get thoroughly chilled, and then drink a big glass of vodka and eat a salted mushroom or a soused cucumber, and then—drink another... The children would come running from the kitchen-garden, bringing a carrot and a radish smelling of fresh earth... And then, he would lie stretched full length on the sofa, and in leisurely fashion turn over the pages of some illustrated magazine, or, covering his face with it and unbuttoning his waistcoat, give himself up to slumber.

The St. Martin's summer is followed by cloudy, gloomy weather. It rains day and night, the bare trees weep, the wind is damp and cold. The dogs, the horses, the fowls—all are wet, depressed, and downcast. There is nowhere to walk; one can't go out for days together; one has to pace up and down the room, looking despondently at the grey window. It is dreary!

Ivan Dmitritch stopped and looked at his wife.

"I should go abroad, you know, Masha," he said.

And he began thinking how nice it would be in late autumn to go abroad somewhere to the South of France... to Italy... to India!

"I should certainly go abroad too," his wife said. "But look at the number of the ticket!"

"Wait, wait!"

He walked about the room and went on thinking. It occurred to him: what if his wife really did go abroad? It is pleasant to travel alone, or in the society of light, careless women who live in the present, and not such as think and talk all the journey about nothing but their children, sigh, and tremble with dismay over every penny. Ivan Dmitritch imagined his wife in the train with a multitude of parcels, baskets, and bags; she would be sighing over something, complaining that the train made her head ache, that she had spent so much money... At the station she would continually be having to choose between dinner because of its being too expensive... 

And his wife's face, too, struck him as repulsive and hateful. Ivan Dmitritch remembered his own relatives, and their faces, at which he had looked impartially in the past, struck him now as repulsive and hateful.

Vocabulary
1. skepticism: doubt or disbelief
2. Tula & Oryol: Russian cities along rivers south of Moscow
3. opaque: allowing little light to pass through
4. vint: a Russian card game similar to Bridge

"Of course, all that is silly nonsense," he thought; "but... why should she go abroad? What would she make of it? And yet she would go, of course... I can fancy... In reality it is all one to her, whether it is Naples or Klin. She would only be in my way. I should be dependent upon her. I can fancy how, like a regular woman, she will lock the money up as soon as she gets it... She will hide it from me... She will look after her relatives and grudge me every penny."

Ivan Dmitritch thought of his relatives. All those wretched brothers and sisters and aunts and uncles would come crawling about as soon as they heard of the winning ticket, would begin whining like beggars, and fawning upon them with oily, hypocritical smiles. Wretched, detestable people! If they were given anything, they would ask for more; while if they were refused, they would swear at them, slander them, and wish them every kind of misfortune.

Ivan Dmitritch remembered his own relatives, and their faces, at which he had looked impartially in the past, struck him now as repulsive and hateful.

"They are such reptiles!" he thought.

And his wife's face, too, struck him as repulsive and hateful. Anger surged up in his heart against her, and he thought malignantly:

"She knows nothing about money, and so she is stingy. If she won it she would give me a hundred roubles, and put the rest away under lock and key."

And he looked at his wife, not with a smile now, but with hatred. She glanced at him too, and also with hatred and anger. She had her own daydreams, her own plans, her own reflections; she understood perfectly well what her husband's dreams were. She knew who would be the first to try and grab her winnings.

"It's very nice making daydreams at other people's expense!" is what her eyes expressed. "No, don't you dare!"

Her husband understood her look; hatred began stirring again in his breast, and in order to annoy his wife he glanced quickly, to spite her at the fourth page on the newspaper and read out triumphantly:

"Series 9,499, number 46! Not 26!"

Hatred and hope both disappeared at once, and it began immediately to seem to Ivan Dmitritch and his wife that their rooms were dark and small and low-pitched, that the supper...
"She would begrudge me every penny," he thought, with a glance at his wife. "The lottery ticket is hers, not mine! Besides, what is the use of her going abroad? What does she want there? She would shut herself up in the hotel, and not let me out of her sight... I know!"

And for the first time in his life his mind dwelt on the fact that his wife had grown elderly and plain, and that she was saturated through and through with the smell of cooking, while he was still young, fresh, and healthy, and might well have got married again.

they had been eating was not doing them good, but lying heavy on their stomachs, that the evenings were long and wearisome...

"What the devil's the meaning of it?" said Ivan Dmitritch, beginning to be ill-humored. "Wherever one steps there are bits of paper under one's feet, crumbs, and husks. The rooms are never swept! One is simply forced to go out. Damnation take my soul entirely! I shall go and hang myself on the first aspen-tree!"

Vocabulary
5. Saint Martin: a tropical island in the Caribbean Sea
6. begrudge: to give reluctantly
7. rouble: a Russian monetary unit; Russian currency

**Activity 1**

Answer the questions based on the text given.

1. Which of these statements about Ivan Dmitrich is true at the start of the story?
   a. He encourages his wife to play the lottery more frequently.
   b. He thinks that playing the lottery is a waste of time and money.
   c. He plays the lottery quite often and it angers his wife.
   d. He doesn't play the lottery because it is against his religion.

2. Which best describes Ivan and Masha Dmitrich's financial position at the start of the text?
   a. They are struggling to survive.
   b. They are very wealthy.
   c. They have everything that they need.
   d. They cannot afford to eat.

3. Which is not part of Ivan's fantasy?
   a. He hunts for mushrooms and watches people fish.
   b. He reads magazines and falls asleep on the couch.
   c. His children play in the garden and dig in the sand.
   d. He dances with his wife under the moonlight.

4. Which figurative language technique is used in the following sentence?

   "The bare trees weep, the wind is damp and cold."
   a. Personification
   b. Simile
   c. Metaphor
   d. Hyperbole

5. Which best expresses how the lottery ticket affects Ivan's opinion of his wife?
a. He becomes resentful of her and finds her unattractive.

b. He suddenly acts very nice to his wife because he thinks that she will have money.

c. He does not care about money; he just wants to finish reading the paper.

d. He appreciates her more than ever because her money can solve their problems.

6. Which of these statements about Ivan Dmitritch is **false**?

a. He thinks that he is more attractive than his wife.  
b. He wants to go on a vacation alone.

c. He dislikes his wife's family.  
d. He thinks his wife will spend the money too quickly.

7. From which perspective is this story narrated?

a. First-Person  
b. Third-Person Objective  
C. Third-Person Limited  
d. Third-Person Omniscient

8. Which statement best expresses a theme in this text?

a. If you don't play, you can't win.  
b. Money doesn't buy happiness.

c. You need money to make money.  
d. Always ask for more than you need.

9. Which of these statements about Masha Dmitritch is **false**?

a. She thinks bad things about her husband.

b. She knows her husband very well.

c. She would enjoy sharing her winnings with her husband.

d. She is in a worse position for having played the lottery.

10. Which conclusion is best supported by the text?

a. Money gives people the potential to do great and noble things.

b. Just the thought of money can bring out the worst in people.

c. Nothing brings a couple closer together like planning a vacation.

d. It’s fun and harmless to dream about winning a lot of money.
A short story is a piece of prose fiction that typically can be read in one sitting and focuses on a self-contained incident or series of linked incidents, with the intent of evoking a single effect or mood.

**Plot**

**Outline a Short Story (Pre-writing)**

Write an outline for your short story, including notes on the following elements:

1. **Setting**  
   – Describe it.
2. **Conflict**  
   – Inciting force; main problem.
3. **Rising Action**  
   – Briefly describe 3 crises that lead up to the climax.
4. **Changes**  
   – What changes about the main character from the beginning to the end?
5. **Climax**  
   – What will be the point of highest tension?
6. **Conclusion**  
   – How will it turn out?

Have at least a sentence or two for each element.

Example of a short story

**A short story titled ‘Journey by Night’ by Undine Giuseppi**

He stood alone, leaning against a post, and shifting his weight from one foot to the other. It was late, and the taxi-stand was empty. The street was silent. He looked up and down, hoping that some vehicle would come in sight, for he wanted to get home. But none came.
The silence began to pall. He started to whistle, but there was no mirth in it, and soon he stopped. Midnight, ten miles away from home! What was he to do? To begin to walk that distance was out of the question. A dark cloud passed across the sky, hiding the few pale stars that had been there. The noise of a falling dust-bin reached his ear. Some dog must have been scattering its contents.

Instinctively, his hand felt for his wallet. Yes, it was still there. If only he had a stick! But he had nothing with which he might protect himself. He began to walk up and down, up and down. What was that in the distance? At last two headlights were drawing near. He stepped into the middle of the street and held up his hand, and the car stopped.

“Taxi?” he asked. “Valencia?”

“Get in,” said the driver, opening the door. He sat beside the driver, glad to be on his way home at last. He had felt so lonely while he had been waiting. If only someone would say something! In the semi-darkness of the car he turned to look at the other passengers, but no one else was there. The driver said nothing to him as the car sped along.

Suppose …

Suppose…

No, he mustn’t allow himself to think of that. He glanced at the driver, and again his hand went to his wallet. He had heard of passengers being attacked at night and being robbed. But surely …no, that couldn’t happen to him. If only he could see the other man’s face clearly! But he had no idea who the driver was. He kept his eye intently on him during the seemingly interminable journey. Now they were approaching a spot where the road branched off in another direction. There were tall, dark bushes around. The car slowed down, and the driver took something short and black from the side pocket of the car. It looked like an iron tool. Would the driver attack him with that?

“Stop!” he heard himself screaming, and his heart beat so fast with fear that he could hardly breathe.

But the car did not stop. Faster and faster instead, it went. Now they were nearing his destination. Did the driver intend to take him past and then…

“Put me down here,” he cried out.

Still with his eyes on the driver, he quickly stepped from the car as it came to a standstill. He fumbled with his wallet for his fare, but the taxi was no longer there. “No night passengers for me again,” exclaimed
the driver, as, with a sigh of relief, he hurriedly moved off. And his hand tenderly caressed the heavy spanner with which he had meant to defend himself had that queer passenger attacked him!

**Activity 1**

In 400-450 words, write a short story based on one of the stimulus below:

1. “Peter and Susan were happy until they opened the gift given to them by the old lady.”

2. “The unwelcomed guest”

3. Write a story based on the picture below.
Sentence completions test the skill to use the information observed in complex and incomplete sentences in order to correctly complete them. It tests a candidate’s vocabulary power and skill to follow the logic of sentences. These sentences are often quite complex.

Example: The board of directors required a **plenary** meeting of all board members before ousting the current CEO, so because one member was absent, the issue could not be put to a vote.

A. clandestine B. unabridged C. fractional D. plenary E. uncondensed

**Directions: Choose the best word(s) to complete each sentence.**

1. Well-behaved and innocent, the child was completely morally pure; in fact, he was practically a ______.
   
   A. dastard B. seraph C. paragon D. Gnostic E. bromide

2. In order to convey the wealth and power that horses symbolize, many cultures honor their past leaders with ______ statues.
   
   A. veterinary B. bovine C. equine D. idealized E. equestrian

3. A bottle of generic ibuprofen is just as effective as a name-brand one; they are completely ______.
   
   A. synonymous B. replaceable C. fungible D. antithetical E. ambidextrous

4. The scientist admitted that the results of the experiment were ______ and that, because they were so unusual, they were not indicative of any larger trends.
   
   A. aberrant B. abortive C. abrupt D. abstract E. abstruse

5. Marissa accepted the promotion opportunity with _____, due to the fact that the position was her dream job.
   
   A. trepidation B. alertness C. brevity D. legerity E. alacrity
6. Most cat species are known for their hunting ______; even a domesticated cat will demonstrate exceptional skills if a mouse enters its home.

A. astuteness  B. acumen  C. ineptitude  D. adroitness   E. prowess

7. The ______ “Miller’s Tale” elicits a shocking juxtaposition when compared to other stories of The Canterbury Tales, since most are prim, austere, and courtly romances.

A. feculent  B. vile  C. decorous  D. ribald  E. belletristic

8. The manager insisted on carrying out a team-building exercise; he believed his employees could achieve more by working ______ than they could by working independently.

A. in tandem  B. autonomously  C. in unison  D. agglomerated  E. successively

9. Many Muslims consider Salman Rushdie’s works to be obscene and offensive; nevertheless, these supposedly ______ books have proven quite popular.

A. reprehensible  B. chaste  C. scabrous  D. notorious  E. unorthodox

10. Perhaps the biggest flaw in the Articles of Confederation was its requirement that most decisions required ______; as a result, the Constitution that replaced it stipulated that only a two-thirds majority was required for most major decisions.

A. pluralism  B. a plenary  C. equanimity  D. unanimity  E. preponderance

11. Vice President Spiro Agnew never sounded humble in his speeches, but of course, reading his speechwriter’s esoteric and pompous writings could make anybody seem ______.

A. oratorical  B. orotund  C. sonorous  D. austere  E. didactic
Narratives are works that provide an account of connected events. To put it simply, a narrative is a story. There are many types of literature that are considered narratives, including novels, dramas, fables, folk tales, short stories, and poetry.

**Narrative techniques** provide deeper meaning for the reader and help the reader use imagination to visualize situations. Narrative literary techniques are also known as literary devices.

**Narrative techniques in Plot**

Common techniques relevant to **plot** include backstory, flashback, flash-forward, and foreshadowing. Common techniques relevant to **narrative perspective**, or who is telling the story, include first person, second person, third person, and third-person omniscient.

<table>
<thead>
<tr>
<th>Name</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back-story</td>
<td>Story that precedes events in the story being told—past events or background that add meaning to current circumstances</td>
<td>Though &quot;The Lord of the Rings&quot; trilogy takes place towards the end of the Third Age, the narration gives glimpses of the mythological/historical events which took place in the First and Second Age.</td>
</tr>
<tr>
<td>Flashback (or analeptic reference)</td>
<td>General term for altering time sequences, taking characters back to the beginning of the tale, for instance</td>
<td>The story of &quot;The Three Apples&quot; in Arabian Nights tale begins with the discovery of a young woman's dead body. After the murderer later reveals himself, he narrates his reasons for the murder as a flashback of events leading up</td>
</tr>
<tr>
<td><strong>Flash-forward</strong></td>
<td>Also called <strong>prolepsis</strong>, an interjected scene that temporarily jumps the narrative forward in time. Flash-forwards often represent events expected, projected, or imagined to occur in the future. They may also reveal significant parts of the story that have not yet occurred, but soon will in greater detail. This has been highly popularized by the television series <em>Lost</em>.</td>
<td></td>
</tr>
<tr>
<td><strong>Foreshadowing</strong></td>
<td>Implicit yet intentional efforts of an author to suggest events which have yet to take place in the process of narration. A narration might begin with a male character who has to break up a schoolyard fight among some boys who are vying for the attention of a girl, which was introduced to foreshadow the events leading to a dinner time squabble between the character and his twin brother over a woman, whom both are courting at the same time.</td>
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### Activity 1

**Directions:** Read each definition. Fill in the correct literary term.

1. When the author hints at things that will happen in the future of the story. **__________**

2. A dramatic device in which a character makes a short speech intended for the audience but not heard by other characters on the stage. **__________________**

3. An implied comparison between objects that are different from each other. **__________**

4. Returning to an earlier point in time in a literary work for the purpose of making what is going on in the present clearer. **__________________**
5 Language that appeals to the five senses. 

6 When a character says one thing but means another. 

7 The sequence of events in a literary work. 

8 The main character in a literary work. 

9 The time and location that a story takes place. 

10 Word choice to create a specific effect. 

11 A dramatic device in which a character speaks his or her thoughts aloud while alone. 

12 A technique that keeps the reader wondering what will happen next.
A Respectable Woman
By Kate Chopin

Directions: Read the short story and answer the questions that follow. Refer to the text to check your answers when appropriate.

Mrs. Baroda was a little provoked to learn that her husband expected his friend, Gouvernail, up to spend a week or two on the plantation.

They had entertained a good deal during the winter; much of the time had also been passed in New Orleans in various forms of mild dissipation. She was looking forward to a period of unbroken rest, now, and undisturbed tete-a-tete with her husband, when he informed her that Gouvernail was coming up to stay a week or two.

This was a man she had heard much of but never seen. He had been her husband's college friend; was now a journalist, and in no sense a society man or "a man about town," which were, perhaps, some of the reasons she had never met him. But she had unconsciously formed an image of him in her mind. She pictured him tall, slim, cynical; with eye-glasses, and his hands in his pockets; and she did not like him.

Gouvernail was slim enough, but he wasn't very tall nor very cynical; neither did he wear eyeglasses nor carry his hands in his pockets. And she rather liked him when he first presented himself.

But why she liked him she could not explain satisfactorily to herself when she partly attempted to do so. She could discover in him none of those brilliant and promising traits which Gaston, her husband, had often assured her that he possessed. On the contrary, he sat rather mute and receptive before her chatty eagerness to make him feel at home and in face of Gaston's frank and wordy hospitality. His manner was as courteous toward her as the most exacting woman could require; but he made no direct appeal to her approval or even esteem.

Once settled at the plantation he seemed to like to sit upon the wide portico in the shade of one of the big Corinthian pillars, smoking his cigar lazily and listening attentively to Gaston's experience as a sugar planter.

"This is what I call living," he would utter with deep satisfaction, as the air that swept across the sugar field caressed him with its warm and scented velvety touch. It Gouvernail's personality puzzled Mrs. Baroda, but she liked him. Indeed, he was a lovable, inoffensive fellow. After a few days, when she could understand him no better than at first, she gave over being puzzled and remained piqued. In this mood she left her husband and her guest, for the most part, alone together. Then finding that Gouvernail took no manner of exception to her action, she imposed her society upon him, accompanying him in his idle strolls to the mill and walks along the batture. She persistently sought to penetrate the reserve in which he had unconsciously enveloped himself.

"When is he going--your friend?" she one day asked her husband. "For my part, he tires me frightfully."

"Not for a week yet, dear. I can't understand; he gives you no trouble."

"No. I should like him better if he did; if he were more like others, and I had to plan somewhat for his comfort and enjoyment."

Gaston took his wife's pretty face between his hands and looked tenderly and laughingly into her troubled eyes. They were making a bit of toilet sociably together in Mrs. Baroda's dressing-room.

"You are full of surprises, ma belle," he said to her. "Even I can never count upon how you are going to act under given conditions." He kissed her and turned to fasten his cravat before the mirror.

"Here you are," he went on, "taking poor Gouvernail seriously and making a commotion over him, the last thing he would desire or expect."

"Commotion!" she hotly resented. "Nonsense! How can you say such a thing? Commotion, indeed! But, you know, you said he was clever."

"So he is. But the poor fellow is run down by overwork now. That's why I asked him here to take a rest."
pleased him also to get on familiar terms with the big dogs that came about him, rubbing themselves sociably against his legs. He did not care to fish, and displayed no eagerness to go out and kill grosbecs\(^5\) when Gaston proposed doing so. "You used to say he was a man of ideas," she retorted, **unconciliated**\(^6\). "I expected him to be interesting, at least. I'm going to the city in the morning to have my spring gowns fitted. Let me know when Mr. Gouvernail is gone; I shall be at my Aunt Octavie's."

That night she went and sat alone upon a bench that stood beneath a live oak tree at the edge of the gravel walk.

She had never known her thoughts or her intentions to be so confused. She could gather nothing from them but the feeling of a distinct necessity to quit her home in the morning.

Mrs. Baroda heard footsteps crunching the gravel; but could discern in the darkness only the approaching red point of a lighted cigar. She knew it was Gouvernail, for her husband did not smoke. She hoped to remain unnoticed, but her white gown revealed her to him. He threw away his cigar and seated himself upon the bench beside her; without a suspicion that she might object to his presence.

"Your husband told me to bring this to you, Mrs. Baroda," he said, handing her a filmy, white scarf with which she sometimes enveloped her head and shoulders. She accepted the scarf from him with a murmur of thanks, and let it lie in her lap.

He made some commonplace observation upon the beneful effect of the night air at the season. Then as his gaze reached out into the darkness, he murmured, half to himself:

"Night of south winds--night of the large few stars! Still nodding night--""

She made no reply to this **apostrophe**\(^9\) to the night, which, indeed, was not addressed to her.

Gouvernail was in no sense a diffident man, for he was not a self-conscious one. His periods of reserve were not constitutional, but the result of moods. Sitting there beside Mrs. Baroda, his silence melted for the time.

He talked freely and intimately in a low, hesitating drawl that was not unpleasant to hear. He talked of the old college days when he and Gaston had been a good deal to each other; of the days of keen and blind ambitions and large intentions. Now there was left with him, at least, a philosophic acquiescence\(^10\) to the existing order--only a desire to be permitted to exist, with now and then a little whiff of genuine life, such as he was breathing now.

***Vocabulary***

1. **provoke**: to cause someone to become annoyed or irate
2. **dissipation**: wasting money or health in pursuit of pleasure
3. **tete-a-tete**: face-to-face; spending time privately with another
4. **Corinthian**: architecture reminiscent of Ancient Greece
5. **grosbecs**: sparrows; a type of bird
6. **batture**: a sea or riverbed that is raised or elevated
7. **cravat**: a wide fabric band worn as a necktie

Her mind only vaguely grasped what he was saying. Her physical being was for the moment **predominant**\(^11\). She was not thinking of his words, only drinking in the tones of his voice. She wanted to reach out her hand in the darkness and touch him with the sensitive tips of her fingers upon the face or the lips. She wanted to draw close to him and whisper against his cheek--she did not care what--as she might have done if she had not been a respectable woman.

The stronger the impulse grew to bring herself near him, the further, in fact, did she draw away from him. As soon as she could do so without an appearance of too great rudeness, she rose and left him there alone.

Before she reached the house, Gouvernail had lighted a fresh cigar and ended his apostrophe to the night.

Mrs. Baroda was greatly tempted that night to tell her husband--who was also her friend--of this folly that had seized her. But she did not yield to the temptation. Besides being a respectable woman she was a very sensible one; and she knew there are some battles in life which a human being must fight alone.

When Gaston arose in the morning, his wife had already departed. She had taken an early morning train to the city. She did not return till Gouvernail was gone from under her roof.

There was some talk of having him back during the summer that followed. That is, Gaston greatly desired it; but this desire yielded to his wife's **strenuous**\(^12\) opposition. However, before the year ended, she proposed, wholly from herself, to have Gouvernail visit them again. Her husband was surprised and delighted with the suggestion coming from her.

"I am glad, **chere amie**\(^13\), to know that you have finally overcome your dislike for him; truly he did not deserve it."

"Oh," she told him, laughingly, after pressing a long, tender kiss upon his lips, "I have overcome everything! You will see. This time I shall be very nice to him."

**Vocabulary**

8. **unconciliated**: not made calm; not placated
9. **apostrophe**: sudden dialog addressed to someone or something
10. **acquiescence**: giving in or submitting to a force
11. **predominant**: most important or significant
12. **strenuous**: requiring great strain or effort
13. **chere amie**: dear friend in French.
Questions

1. What is Mrs. Baroda's impression of Gouvernail after meeting him for the first time?

   a. She likes him for some reason she can't explain.  
   b. She does not like him because he's tall and cynical.
   c. She likes him because he's talkative and charming.  
   d. She does not like him because he's unsociable.

2. Which best describes Gouvernail's approach with Mrs. Baroda?

   a. Gouvernail is polite but makes no effort to connect with her.
   b. Gouvernail teases her, but only because he likes her.
   c. Gouvernail teases her, but only because he likes her.
   d. Gouvernail goes out of his way to impress her.

3. Which best describes Gouvernail's personality?

   a. He is a youthful and ambitious artist.  
   b. He enjoys nature and the simple things in life.
   c. He thinks money is the solution to any problem.  
   d. He suffered a loss and is trying to pick up the pieces.

4. Which technique is used in the following sentence?

   "The air that swept across the sugar field caressed him with its warm and scented velvety touch."

   a. Personification  
   b. Simile  
   c. Hyperbole  
   d. Understatement

5. Which best describes Gaston's reaction to Mrs. Baroda's concerns about Governail?

   a. He becomes angry and viciously lashes out at her.  
   b. He challenges Governail to a duel.
c. He listens empathetically and helps her feel better.  
  
  d. He laughs at her and discounts her feelings.

6. What does the reader learn about Mrs. Baroda when Governail opens up to her?

   a. She is afraid of Governail.  
   b. She and Governail have a secret past.  
   c. She is related to Governail.  
   d. She is attracted to Governail.

7. Which is the correct order of events?

   a. Mrs. Baroda suggests that Governail visit; Governail visits the plantation; Mrs. Baroda goes to her aunt's.

   b. Mrs. Baroda argues with Gaston; Mrs. Baroda goes to her aunt's; Mrs. Baroda suggests that Governail visit.

   c. Governail visits the plantation; Mrs. Baroda goes to her aunt's; Mrs. Baroda invites her aunt to the plantation.

   d. Mrs. Baroda goes to her aunt's; Mrs. Baroda tells Gaston how she feels; Governail visits the plantation.

8. Why Mrs. Baroda goes to her Aunt's?

   a. She finds Governail irritating.  
   b. She doesn't like how Gaston acts around Governail.

   c. She is afraid of her feelings.  
   d. Her aunt is sick.

9. Which statement is **false**?

   a. Gaston suspects that his wife has feelings for Governail.

   b. Gaston and Governail have been friends for a long time.

   c. Mrs. Baroda becomes frustrated by her feelings for Governail.

   d. Governail seems to be unaware of Mrs. Baroda's feelings.
10. Based on how the story concludes, which would be most likely to occur next if the story were to continue?

a. Governail would visit the plantation and Mrs. Baroda would ignore him.

b. Governail would accept the invitation and Mrs. Baroda would go to her aunt's house.

c. Governail would visit the plantation and Mrs. Baroda would make a move on him.

d. Governail would decline the invitation and Gaston would challenge him to a due
1) COMMA (,)
The comma is used to indicate a short pause. It is used:

a. for words, phrases, and clauses in a series.
   For example, "Gandhiji, the Father of the Nation, died on 30th January, 1948.
   "Apples, Mangoes and Bananas are my favourites."
   "Gandhiji, who was the Father of the Nation, died on 30th January, 1948.

b. when you address a person.
   For example, "Yes, Sir."

c. to separate numbers, dates and address.
   For example, I was born on 9th August, 1990 in Lucknow, Uttar Pradesh.

d. When two persons, things or other elements are contrasted, the two are separated by a comma.
   For example, I meant Raj, not Robin.

e. Direct quotations are marked by comma.
   For example, She said, "I'm sorry."

2) SEMICOLON (;)
The semicolon represents a stronger pause than a comma. It is used to stress the close relationship between one sentence and another.
For example: Today we love what tomorrow we hate; today we seek what tomorrow we shun; today we desire what tomorrow we fear.

3) COLON (:)
The colon is used to show that something is to follow.
For example: The principle parts of a verb in English are: the present tense, the past tense, and the past participle.

4) DASH (-)
The dash is used to make an abrupt stop or change of thought.
For example, If my husband were alive—but why lament the past?
   He has—you may not believe it-failed.

5) EXCLAMATION MARK (!)
The exclamation mark is used after interjections and after phrases and sentences expressing sudden emotion or wish.
For example, Alas! Oh dear!
6) INVERTED COMMAS ("")
Inverted Commas are used to enclose the exact words of a speaker, or a quotation.
For example, "I would rather die," he exclaimed, "than join the oppressors of my country."

7) QUESTION MARK (?)
Question Mark is used, instead of the Full Stop, after a direct question.
For example: Have you finished writing?

8) FULL STOP (.)
The full stop is used to mark the end of a declarative or an imperative sentence. It represents the greatest pause.
For example, Rohan, Vinay and Sabay are best friends.

**Activity 1 - Punctuate the following sentences.**

1. i like playing with my friends sandy sunny sameer
2. we went through the smoky mountains, near shimla on our way to leh
3. myfavourite soap is pears and my favourite toothpaste is pepsodent
4. i’m a catholic and that’s why i go to st.joseph’s school
5. my friend priya speaks german and she is teaching me some words
6. he was honest sincere hard working
7. hindusmuslimssikhschristians live together in India
8. long ago in a town in Switzerland there lived a famous man called william
9. akbar the greatest of the mughal emperors ruled wisely
10. tanya said to ila rahul is a nice guy
What Is an Analogy?

An analogy is something that shows how two things are alike, but with the ultimate goal of making a point about this comparison.

The purpose of an analogy is not merely to show, but also to explain. For this reason, an analogy is more complex than a simile or a metaphor, which aim only to show without explaining. (Similes and metaphors can be used to make an analogy, but usually analogies have additional information to get their point across.)

Example: #) DEGREE

A. Something that is huge is very big.
B. Something that is good is very bad.
C. Something that is new is very sweet

**Answer: B and C don’t make sense! But hey! A makes sense!**

**Activity 1**

Directions: Choose the sentence that makes sense. For each question, the analogy type is written beside the question number.

1) FUNCTION
   
A. A house is used to move.
B. A car is used to talk.
C. A fork is used to eat

2) CHARACTERISTIC

A. A characteristic of a boy is to be old.
B. A characteristic of the sun is to be hot.
C. A characteristic of an apple is to be blue.
3) PART TO WHOLE
A. A ball is part of a picture.
B. A wheel is part of a hat.
C. A finger is part of a hand.

4) DEFINITION
A. By definition, a baby sheep is a lamb.
B. By definition, a baby duck is a man.
C. By definition, a baby cow is a chicken.

5) TYPE/KIND
A. A rose is a type of flower.
B. A dog is a type of insect.
C. A truck is a type of airplane

6) DEGREE
A. Someone who is brilliant is very smart.
B. Someone who is funny is very mean.
C. Someone who is nice is very clean

7) FUNCTION
A. A bed is used to clean.
B. A knife is used to cut.
C. A piano is used to sing.

8) CHARACTERISTIC
A. A characteristic of a book is to be angry.
B. A characteristic of snow is to be white.
C. A characteristic of the sky is to be fast.
Active voice

When the subject of a sentence performs the verb’s action, we say that the sentence is in the *active voice*. Sentences in the active voice have a strong, direct, and clear tone.

**Active voice examples**

1. Monkeys adore bananas.
2. The cashier counted the money.
3. The dog chased the squirrel.

All three sentences have a basic active voice construction: subject, verb, and object. The subject *monkey* performs the action described by *adore*. The subject *the cashier* performs the action described by *counted*. The subject *the dog* performs the action described by *chased*.

Passive voice

A sentence is in the *passive voice*, on the other hand, when the subject is acted on by the verb. The passive voice is always constructed with a conjugated form of *to be* plus the verb’s past participle. Doing this usually generates a preposition as well. That sounds much more complicated than it is—passive voice is actually quite easy to detect. For these examples of passive voice, we will transform the three active sentences above to illustrate the difference.

**Passive voice examples**

1. Bananas are adored by monkeys.
2. The money was counted by the cashier.
3. The squirrel was chased by the dog.

Let’s take a closer look at the first pair of sentences, “Monkeys adore bananas” and “Bananas are adored by monkeys.” The active sentence consists of *monkeys* (subject) + *adore* (verb) + *bananas* (object). The passive sentence consists of *bananas* (object) + *are adored* (a form of *to be* plus the past participle *adored*) + *by* (preposition) + *monkeys* (subject). Making the sentence passive flipped the structure and necessitated the preposition *by*. In fact, all three of the transformed sentences above required the addition of *by*. 
How to Change Voice from Passive to Active

In order to change passive voice to active voice, you need to recognize what the subject of the sentence is and then rewrite the sentence so the subject is performing the action.

Let's use the following example to understand how to change passive voice to active voice:

- Extensive training on the new safety procedures was required to be attended by the maintenance staff.

We can recognize that this sentence is in passive voice because the passive keyword "was" is used. Also, it's not initially clear who or what the sentence is about.

In order to change the sentence from passive to active:

**Step One**: Identify the subject of the sentence - who is doing an action? The training is not doing an action, so it can't be the subject. The only person or thing doing an action here is the maintenance staff. They are attending training. So, the maintenance staff is the subject of the sentence.

**Step Two**: Rewrite the sentence so the subject is performing the action. This sentence could be rewritten to active voice as follows:

- The maintenance staff had to attend extensive training on the new safety procedures.

This rewrite makes it immediately clear to the reader who is doing what. The subject is doing the action.

**Activity 1**

Directions: Decide whether the following sentences are written in the active or passive voice. Then write the doer of the action on the line to the right. If the doer is unknown, write a question mark (?).

Example: We saw the game at the stadium.  . Active / passive _____We_______

1) Thomas feeds his dog. Active / passive ____________

2) The dog is fed by Thomas. Active / passive ____________

3) The family went to the beach. Active / passive ____________

4) The letter was written by Marshall. Active / passive ____________

5) The game had been won by the blue team. Active / passive ____________

6) The problem was solved. Active / passive ____________

7) The stunt man risked his life. Active / passive ____________

8) The fire was extinguished. Active / passive ____________
9) The car was being cleaned by its owner. Active / passive ____________

10) It gets cold here during the winter. Active / passive

**Activity 2**

Directions: Rewrite the passive voice sentences as active voice sentences.

1. The dog was hit by the car.:

2. The house will be built by the construction crew in five months.

3. A novel is being read by Mary

4. A stone was being thrown by the kid

5. A car has been bought by him.

6. The door had been knocked at by someone

7. Yam is eaten by people in my country.

8. The jackpot will be won by her

9. The mother tongue would be taught to him by her

10. The fish is eaten by the cat.
Imagine that you're a fly. You're just zipping around the sky, looking for a place to rest, when you see nice pink leaf. *That looks like a nice place to land.* You think to yourself in your fly head. As you rest your feet on the leaf, you notice something strange. This leaf is hairy. You begin to make your move, but you trigger the plant's reflex. *Snap!* In one-tenth of a second, you are caught in the Venus flytrap. You will be digested in five to twelve days. Welcome to the world of carnivorous plants!

There are over a quarter of a millions plant species. Only 600 or so are carnivorous. We call them this because they attract, trap, and eat bugs. Like other plants, they get energy from the sun. But unlike other plants, they get their nutrients from their prey. Carnivorous plants live in bogs and places where the soil lacks nutrients. Most plants get nutrients from the soil. Carnivorous plants have turned to other sources.

The snap of the Venus flytrap is not the only way that plants eat bugs. Pitcher plants trick their prey into landing on them. They offer nectar bribes to the foolish insects that would take them. True to their name, pitcher plants have deep chambers. Their landing surface is slippery. They have inward pointing hairs, making it hard to escape. The fly lands on the pitcher plant to eat, but slips into a pit filled with digestive fluids and is eaten.

Then there're sundews. We call them sundews because they sparkle in the sun as if covered in morning dew. Of course, that sparkle is from something much more treacherous. It is a sweet goo called mucilage that bugs can't resist.

Have you ever walked into trouble and found that you couldn't get out? So has every insect that has ever wandered into a corkscrew plant. Bugs love to investigate plants for nectar and food. Corkscrew plants have inviting stems. Curved hairs line the inside of these stems. These hairs allow insects to go up the stems, but not back. Going forward leads a chamber filled with digestive fluid, the plant's stomach. Bugs who wander into the corkscrew plant find that they are unable to escape. They must march to their own demise.

And then there are the bladderworts. They're about as nice as they sound. They live in water and float near the surface. Their traps are like small bladders hidden beneath the water. Only their flowers are visible from the surface. When bugs swim into the trigger hairs, the plant reacts. A trapdoor in the bladder opens up. The bladder sucks up the prey and the water surrounding it. A tenth of a second later, the bladder shuts again. The plant has trapped the prey. It releases digestive fluids. The prey will be digested within hours.

Carnivorous plants might sound tough, but they are difficult to keep at home. They are built to
Sundews create mucilage to attract bugs. As they fly in to eat, bugs become trapped in the very object of their desire. They soon exhaust themselves by trying to escape the mucilage. Or the sundew's tentacles, which respond to prey by curling around them, smother them. Bugs usually die in about 15 minutes. Then the plant dissolves its prey in enzymes and absorbs the nutrients.

Survive in places that other plants cannot. This specialization comes at a cost. They have a hard time adapting to other environments. Their strengths become weaknesses in rich soil. They depend on the harsh yet delicate environments in which they thrive. They are not so hardy after all. Still, there's something to be said about the power of life when one finds a plant that can survive in barren soil.

Questions
1. Which statement would the author most likely agree with?
   a. There are too many species of carnivorous plants.
   b. There are too few plant species in the world.
   c. Only a small number of plants are carnivorous.
   d. A majority of plants are carnivorous.

2. Which plant traps bugs in its stem and forces them to walk forward?
   a. Corkscrew plants
   b. Sundews
   c. Bladderworts
   d. Pitcher plants

3. Which of the following statements is false?
   a. Carnivorous plants get their energy from eating bugs.
   b. Carnivorous plants do not get nutrients from the soil.
   c. Carnivorous plants get their energy from the sun.
   d. Carnivorous plants get their nutrients from eating bugs.

4. Which event happens last when a sundew eats a meal?
   a. The sundew creates mucilage.
   b. The sundew's tentacles curl in response to the prey.
   c. The bug is attracted to the mucilage.
   d. The sundew releases enzymes.

5. Which best expresses the main idea of the third paragraph?
   a. There are more types of carnivorous plants than the Venus fly trap.
   b. The pitcher plant tricks bugs into falling into its stomach.
   c. The Venus flytrap kills its prey in a various ways.
   d. Some plants attract bugs by offering them nectar.
6. Which best defines the word *treacherous* as it is used in the **fourth** paragraph?
   a. Something that provides nutrients.  
   b. Something that is very bright.  
   c. Something that tastes delicious.  
   d. Something that has a hidden danger.

7. Which best describes the overall text structure of the second paragraph?
   a. Chronological order  
   b. Compare and contrast  
   c. Sequential order  
   d. Spatial

8. Which statement would the author most likely **disagree** with?
   a. Carnivorous plants cannot thrive in rich soil.  
   b. Bladderworts react quickly when their trigger hairs are bumped.  
   c. Carnivorous plants are tough and can live in any environment.  
   d. Bladderworts hide their traps just below the surface of the water.

9. Which best expresses the main idea of the **last** paragraph?
   a. Carnivorous plants are not hard to take care of because they feed themselves.  
   b. Carnivorous plants are delicate because they need certain conditions to survive.  
   c. Carnivorous plants are difficult to keep at home, but you should keep trying.  
   d. Carnivorous plants are inspirational and they are interesting to watch and own.

10. Which title best expresses the author's main purpose in writing this text?
    a. *Watch Out! How To Avoid Being Eaten by Carnivorous Plants*  
    b. *At Risk: How You Can Help to Preserve Carnivorous Plants*  
    c. *Venus Flytrap: Nature's Most Beautiful and Dangerous Plant*  
    d. *Fatal Flowers: Plants That Kill Insects*
In each of the following sentences, replace the italicized word or phrase with a more descriptive word or phrase that means the same thing.

1. There were so many riders on the crosstown bus that I was shoved from one side to the other on my way to work.
   A. jostled    b. neglected    c. maneuvered    d. abashed

2. Helicopters are specially designed to float in the air over an area.
   A. hydroplane    b. revert    c. transition    d. hove

3. Certain passages were taken from the book for the purpose of illustration.
   A. excerpts    b. contents    c. diatribes    d. Indices

4. The rescue team searched among the ruins for signs of life.
   A. terminal    b. foundation    c. rubble    d. establishment

5. New experiments enabled manufacturers to make a long-lasting material that would save consumers a great deal of money.
   A. fleeting    b. fragile    c. perishable    d. durable

6. The teacher distributed four sheets of paper for each student so each one could complete the necessary assignments for class.
   A. grappled    b. allotted    c. mustered    d. asserted

7. The front page article reported that the senator suffered a serious injury in the car crash.
   A. sustained    b. retained    c. maintained    d. preserved

8. Her attorney claimed that she suffered great mental distress as a result of the accident.
   A. euphoria    b. rapture    c. disdain    d. anguish
What is Email?

Email stands for electronic mail. It is the most preferred means of communication because it is cheaper and faster. It is used in formal, semi-formal as well as an informal way of expression or writing. There are two ways to write the email:

- Formally
- Informally

The Important steps for writing the email are:

- Subject Line
- Salutation
- Body of the mail
- Signature
Sample

A mail for resignation.

To: XYZ
CC/BCC:

Subject: Resignation Letter

Dear Sir,

Please accept this mail as a notice that I am leaving my position with this organization. As per the norm of the company I’ve to give a month notice before resigning. I hope you will get a good replacement for me within this time period.

I really appreciate the opportunities that I have been given to me to help me grow. Wish you and the company the best in the future.

Please let me know what to expect as far as my final work schedule and the employee benefits. Please let me know in case of any assistance for the above.

Kindly look into the matter.

Thanks and Regards

LMN
(Project Head)

Activity 1

Write an email for any of the following scenarios

1. You have changed your plan of accommodating a guest from abroad for Christmas holiday. Write an email informing him/her of the alteration, outlining alternative plans you have made.

2. You are returning home from holiday in a foreign country. You are bringing a friend to spend a week at your family. Send an email to your parents informing them of the date and time of your return home, and the preparations you wish them to make to accommodate and entertain your guest.
The son

By Hermann Hesse

Directions: Read the short story. Answer the questions. Refer to the text to check your answers when appropriate.

Timid and weeping, the boy had attended his mother's funeral; gloomy and shy, he had listened to Siddhartha, who greeted him as his son and welcomed him at his place in Vasudeva's hut. Pale, he sat for many days by the hill of the dead, did not want to eat, gave no open look, did not open his heart, met his fate with resistance and denial.

Siddhartha spared him and let him do as he pleased, he honoured his mourning. Siddhartha understood that his son did not know him, that he could not love him like a father. Slowly, he also saw and understood that the eleven-year-old was a pampered boy, a mother's boy, and that he had grown up in the habits of rich people, accustomed to finer food, to a soft bed, accustomed to giving orders to servants. Siddhartha understood that the mourning, pampered child could not suddenly and willingly be content with a life among strangers and in poverty. He did not force him, he did many a chore for him, always picked the best piece of the meal for him. Slowly, he hoped to win him over, by friendly patience.

Rich and happy, he had called himself, when the boy had come to him. Since time had passed on in the meantime, and the boy remained a stranger and in a gloomy disposition, since he displayed a proud and stubbornly disobedient heart, did not want to do any work, did not pay his respect to the old men, stole from Vasudeva's fruit-trees, then Siddhartha began to understand that his son had not brought him happiness and peace, but suffering and worry. But he loved him, and he preferred the suffering and worries of love over happiness and joy without the boy. Since young Siddhartha was in the hut, the old men had split the work. Vasudeva had again taken on the job of the ferryman all by himself, and Siddhartha, in order to be with his son, did the work in the hut and the field.

For a long time, for long months, Siddhartha waited for his son to understand him, to accept his love, to perhaps reciprocate it. For long months, Vasudeva waited, watching, waited and said nothing. One day, when Siddhartha the younger had once again tormented his father very much with spite and an unsteadiness in his wishes and had broken both of his rice-bowls, Vasudeva took his friend aside in the evening and talked to him.

Troubled, Siddhartha looked into his friendly face, in the many wrinkles of which there was incessant cheerfulness.

"How could I part with him?" he said quietly, ashamed. "Give me some more time, my friend! See, I'm fighting for him. I'm seeking to win his heart, with love and with friendly patience I intend to capture it. One day, the river shall also talk to him, he also is called upon."

Vasudeva's smile flourished more warmly. "Oh yes, he too is called upon, he too is of the eternal life. But do we, you and me, know what he is called upon to do, what path to take, what actions to perform, what pain to endure? Not a small one, his pain will be; after all, his heart is proud and hard, people like this have to suffer a lot, err a lot, do much injustice, burden themselves with much sin. Tell me, my friend: you're not taking control of your son's upbringing? You don't force him? You don't beat him? You don't punish him?"

"No, Vasudeva, I don't do anything of this."

"I knew it. You don't force him, don't beat him, don't give him orders, because you know that 'soft' is stronger than 'hard', Water stronger than rocks, love stronger than force. Very good, I praise you. But aren't you mistaken in thinking that you wouldn't force him, wouldn't punish him? Don't you shake him with your love? Don't you make him feel inferior every day, and don't you make it even harder on him with your kindness and patience? Don't you force him, the arrogant and pampered boy, to live in a hut with two old banana-eaters, to whom even rice is a delicacy, whose thoughts can't be his, whose hearts are old and quiet and beat in a different pace than his? Isn't forced, isn't he punished by all this?"

Troubled, Siddhartha looked to the ground. Quietly, he asked: "What do you think should I do?"

Quoth Vasudeva: "Bring him into the city, bring him into his mother's house, there'll still be servants around, give him to them. And when they aren't any around any more, bring him to a teacher, not for the teachings' sake, but so that he shall be among other boys, and among girls, and in the world which is his own. Have you never thought of this?"
"Pardon me," he said, "from a friendly heart, I'm talking to you. I'm seeing that you are tormenting yourself, I'm seeing that you're in grief. Your son, my friend, is worrying you, and he is also worrying me. That young bird is accustomed to a different life, to a different nest. He has not, like you, run away from riches and the city, being disgusted and fed up with it; against his will, he had to leave all this behind. I asked the river, oh friend, many times I have asked it. But the river laughs, it laughs at me, it laughs at you and me, and is shaking with laughter at out foolishness. Water wants to join water, youth wants to join youth, your son is not in the place where he can prosper. You too should ask the river; you too should listen to it!"

Brightly, the ferryman's smile lit up; softly, he touched Siddhartha's arm and said: "Ask the river about it, my friend! Hear it laugh about it! Would you actually believe that you had committed your foolish acts in order to spare your son from committing them too? And could you in any way protect your son from Sansara? How could you? By means of teachings, prayer, admonition? My friend, have you entirely forgotten that story, that story containing so many lessons that story about Siddhartha, a Brahman's son? Who has kept the Samana Siddhartha safe from Sansara, from sin, from greed, from foolishness? Were his father's religious devotion, his teacher's warnings, his own knowledge, his own search able to keep him safe? Which father, which teacher had been able to protect him from living his life for himself, from soiling himself with life, from burdening himself with guilt, from drinking the bitter drink for himself, from finding his path for himself? Would you think, my dear friend, anybody might perhaps be spared from taking this path? That perhaps your little son would be spared, because you love him, because you would like to keep him from suffering and pain and disappointment? But even if you would die ten times for him, you would not be able to take the slightest part of his destiny upon yourself."

Never before, Vasudeva had spoken so many words. Kindly, Siddhartha thanked him, went troubled into the hut, and could not sleep for a long time. Vasudeva had told him nothing that he had not already thought and known for himself. But this was a knowledge he could not act upon, stronger than the knowledge was his love for the boy, stronger was his tenderness, his fear to lose him. Had he ever lost his heart so much to something, had he ever loved any person thus, thus blindly, thus suffering, thus unsuccessfully, and yet thus happily?

Siddhartha could not heed his friend's advice, he could not give up the boy. He let the boy give him orders, he let him disregard him. He said nothing and waited; daily, he began the mute struggle of friendliness, the silent war of patience. Vasudeva also said nothing and waited, friendly, knowing, patient. They were both masters of patience.

At one time, when the boy's face reminded him very much of Kamala, Siddhartha suddenly had to think of a line which Kamala a long time ago, in the days of their youth, had once said to him. "You cannot love," she had said to him, and he had agreed with her and had compared himself with a star, "You're seeing into my heart," Siddhartha spoke sadly. "Often, I have thought of this. But look, how shall I put him, who had no tender heart anyhow, into this world? Won't he become exuberant, won't he lose himself to pleasure and power, won't he repeat all of his father's mistakes, won't he perhaps get entirely lost in Sansara?"

Vocabulary

1. disposition: mood
2. ferryman: carries people across a river or body of water in a boat
3. reciprocate: to give something in return or response
4. incessant: without pause; unending, to the point of annoyance
5. exuberant: high-spirited; extremely energetic and enthusiastic

He did sense very well that this love, this blind love for his son, was a passion, something very human, that it was Sansara, a murky source, dark waters. Nevertheless, he felt at the same time, it was not worthless, it was necessary, came from the essence of his own being. This pleasure also had to be atoned for, this pain also had to be endured, these foolish acts also had to be committed.

Through all this, the son let him commit his foolish acts, let him court for his affection, let him humiliate himself every day by giving in to his moods. This father had nothing which would have delighted him and nothing which he would have feared. He was a good man, this father, a good, kind, soft man, perhaps a very devout man, perhaps a saint, none of these were attributes which could win the boy over. He was bored by this father, who kept him prisoner here in this miserable hut of his, he was bored by him, and for him to answer every naughtiness with a smile, every insult with friendliness, every viciousness with kindness, this very thing was the hated trick of this old sneak. Much more the boy would have liked it if he had been threatened by him, if he had been abused by him.

A day came, when what young Siddhartha had on his mind came bursting forth, and he openly turned against his father. The latter had given him a task, he had told him to gather brushwood. But the boy did not leave the hut, in stubborn disobedience and rage he stayed where he was, thumped on the ground with his feet, clenched his fists, and screamed in a powerful outburst his hatred and contempt into his father's face.

"Get the brushwood for yourself!" he shouted foaming at the mouth. "I'm not your servant. I do know, that you won't hit me, you don't dare; I do know, that you constantly want to punish me and put me down with your religious devotion and your indulgence. You want me to become like you, just as devout, just as soft, just as wise! But I, listen up, just to make you suffer, I rather want to become a highway-robber and murderer, and go to hell, than to become like you! I hate you, you're not my father!"

Rage and grief boiled over in him, foamed at the father in a hundred savage and evil words. Then the boy ran away and only returned late at night.

But the next morning, he had disappeared. What had also disappeared was a small basket, woven out of bast of two
while comparing the childlike people with falling leaves, and nevertheless he had also sensed an accusation in that line. Indeed, he had never been able to lose or devote himself completely to another person, to forget himself, to commit foolish acts for the love of another person; never had he been able to do this, and this was, as it had seemed to him at that time, the great distinction which set him apart from the childlike people. But now, since his son was here, now he, Siddhartha, had also become completely a childlike person, suffering for the sake of another person, loving another person, lost to a love, having become a fool on account of love. Now he too felt, late, once in his lifetime, this strongest and strangest of all passions, suffered from it, suffered miserably, and was nevertheless in bliss, was nevertheless renewed in one respect, enriched by one thing.

"We will build a raft," said Vasudeva, "to get our boat back, which the boy has taken away. But him, you shall let run along, my friend, he is no child any more, he knows how to get around. He's looking for the path to the city, and he is right, don't forget that. He's doing what you've failed to do yourself. He's taking care of himself, he's taking his course. Alas, Siddhartha, I see you suffering, but you're suffering a pain at which one would like to laugh, at which you'll soon laugh for yourself."

Siddhartha did not answer. He already held the axe in his hands and began to make a raft of bamboo, and Vasudeva helped him tie the canes together with ropes of grass. Then they crossed over, drifted far off their course, pulled the raft upriver on the opposite bank.

"Why did you take the axe along?" asked Siddhartha.

Vasudeva said: "It might have been possible that the oar of our boat got lost."

But Siddhartha knew what his friend was thinking. He thought, the boy would have thrown away or broken the oar in order to get even and in order to keep them from following him. And in fact, there was no oar left in the boat. Vasudeva pointed to the bottom of the boat and looked at his friend with a smile, as if he wanted to say: "Don't you see what your son is trying to tell you? Don't you see that he doesn't want to be followed?" But he did not say this in words. He started making a new oar. But Siddhartha bid his farewell, to look for the run-away. Vasudeva did not stop him.

When Siddhartha had already been walking through the forest for a long time, the thought occurred to him that his search was useless. Either, so he thought, the boy was far ahead and had already reached the city, or, if he should still be on his way, he would conceal himself from him, the pursuer. As he continued thinking, he also found that he, on his part, was not worried for his son, he knew deep inside that he had neither perished nor was in any danger in the forest. Nevertheless, he ran without stopping, no longer to save him, just to satisfy his desire, just to perhaps see him one more time. And he ran up to just outside of the city.

When, near the city, he reached a wide road, he stopped, by the entrance of the beautiful pleasure-garden, which used to belong to Kamala, where he had seen her for the first time in colours, in which the ferrymen kept those copper and silver coins which they received as a fare. The boat had also disappeared. Siddhartha saw it lying by the opposite bank. The boy had ran away.

"I must follow him," said Siddhartha, who had been shivering with grief since those ranting speeches, the boy had made yesterday. "A child can't go through the forest all alone. He'll perish. We must build a raft, Vasudeva, to get over the water."

Vocabulary
6. **Sansara**: chasing power and pleasure
7. **alone**: to make amends
8. **devout**: warmly devoted; hearty; sincere; earnest
9. **indulgence**: tolerance; catering to someone's every desire
10. **bast**: a fibrous rope or cord
Kamala's song-bird in the cage, lived through all this once again, breathed Sansara, was once again old and tired, felt once again disgust, felt once again the wish to annihilate himself, was once again healed by the holy Om.

After having been standing by the gate of the garden for a long time, Siddhartha realised that his desire was foolish, which had made him go up to this place, that he could not help his son, that he was not allowed to cling him. Deeply, following the runaway son, there was now emptiness. Sadly, he sat down, felt something dying in his heart, experienced emptiness, saw no joy any more, no goal. He sat lost in thought and waited. This he had learned by the river, this one thing: waiting, having patience, listening attentively. And he sat and listened, in the dust of the road, listened to his heart, beating tiredly and sadly.

That this wound did not blossom yet, did not shine yet, at this hour, made him sad. Instead of the desired goal, which had drawn him here following the runaway son, there was now emptiness. Sadly, he sat down, felt something dying in his heart, experienced emptiness, saw no joy any more, no goal. He sat lost in thought and waited. This he had learned by the river, this one thing: waiting, having patience, listening attentively. And he sat and listened, in the dust of the road, listened to his heart, beating tiredly and sadly.

From this **petrified** state, he was awoken by a hand touching his shoulder. Instantly, he recognised this touch, this tender, bashful touch, and regained his senses. He rose and greeted Vasudeva, who had followed him. And when he looked into Vasudeva's friendly face, into the small wrinkles, which were as if they were filled with nothing but his smile, into the happy eyes, then he smiled too. Now he saw the bananas lying in front of him, picked them up, gave one to the ferryman, ate the other one himself. After this, he silently went back into the forest with Vasudeva, returned home to
her sedan-chair. The past rose up in his soul, again he saw himself standing there, young, bearded, hair full of dust. For a long time, Siddhartha stood there and looked through the open gate into the garden, seeing monks in yellow robes walking among the beautiful trees.

For a long time, he stood there, pondering, seeing images, listening to the story of his life. For a long time, he stood there, looked at the monks, saw young Siddhartha in their place, saw young Kamala walking among the high trees. Clearly, he saw himself being served food and drink by Kamala, receiving his first kiss from her, looking proudly and disdainfully back on his Brahmanism\(^\text{11}\), beginning proudly and full of desire his worldly life. He saw the servants, the gamblers with the dice, the musicians, saw the ferry. Neither one talked about what had happened today, neither one mentioned the boy's name, neither one spoke about him running away, neither one spoke about the wound. In the hut, Siddhartha lay down on his bed, and when after a while Vasudeva came to him, to offer him a bowl of coconut-milk, he already found him asleep.

Vocabulary

11. Brahmanism: aspects of Hinduism as practiced by the Brahmín caste of India
12. Om: a sacred, mystical syllable used in prayer and meditation
13. petrify: to become very rigid; to become like stone
Questions

1. Which statement is false?
   a. Siddhartha is poor and lives in a hut the woods.   b. The boy's mother has passed away.
   c. The boy grew up in a wealthy home with servants. d. Siddhartha has raised his son since infancy.

2. Which best describes how Siddhartha treats his son?
   a. He is firm but loving.                              b. He is understanding and kind.
   c. He is impatient and demanding.                     d. He is too busy working to give his son attention.

3. Which best describes Vesduva's position on the boy?
   a. The boy needs discipline, so Siddhartha should treat him more firmly.
   b. The boy doesn't work and he steals, so he should be sent to live elsewhere.
   c. The boy has to experience life for himself, so Siddhartha should let him go.
   d. The boy needs an education to succeed, so he should be sent to a teacher.

4. Which statement about the boy is false?
   a. He is afraid of Vasudeva.
   b. He makes Siddhartha happy.
   c. He is disrespectful and ungrateful.
   d. He is spoiled and troublesome.

5. What effect does Siddhartha's approach have on the boy?
   a. It makes the boy laugh at his father's weakness.   b. It makes the boy angry with his father.
   c. It makes the boy sad about the way that he acted. d. It makes the boy concerned for his father's health.

6. Which character trait does not apply to Vesduva?
   a. possessive                                b. Patient                                   c. Tactful                                   d. Clever
7. Which is the correct sequence of events?

a. The boy runs away; Siddhartha stands by the garden and thinks; Vesduva tells his friend to listen to the river

b. Vesduva makes an oar for the boat; the boy runs away; the boy yells at his father

c. The boy yells at his father; the boy steals the boat; Siddhartha stands by the garden and thinks

d. The boy steals the boat; Vesduva tells his friend to listen to the river; the boy runs away

8. Which figurative language technique is used in the following?

"Your son is worrying you, and he is also worrying me. That young bird is accustomed to a different life, to a different nest."

a. Simile
b. Metaphor

c. Personification
d. Hyperbole

9. Which statement about Siddhartha is false?

a. He learns that he cannot protect his son.
b. Siddhartha learns that love can be selfish.
c. He learns that children bring suffering and worry.
d. He learns that children need structure and rules.

10. Based on how the story concludes, which would be most likely to occur next if the story were to continue?

a. Siddhartha would take his anger and grief out on Vesduva.
b. Siddhartha and Vesduva would continue living as they once did.
c. Siddhartha would search for his son with greater intensity.
d. Siddhartha and Vesduva would establish a list of rules for their hut in the woods.
SONNET COMPOSED UPON WESTMINSTER BRIDGE

Earth has not anything to show more fair:
Dull would he be of soul to pass by
A sight so touching in its majesty:
This City now doth, like a garment, we
5. The beauty of the morning; silent, bare,
Ships, towers, domes, theatres and temples lie
Open unto to fields, and to the sky;
All bright and glittering in the smokeless air.
Never did sun more beautifully steep
10. In his first splendor, valley, rock or hill;
Ne’er saw I, never felt , a calm so deep!
The river glideth at his own sweet will:
Dear God! The very houses seem asleep;
And all that mighty heart is lying still!

William Wordsworth

1. **Assonance:** Assonance is the repetition of vowel sounds in the same line. For example, the sound of /o/ in “Dull would he be of soul who could pass by” and the sound of /i/ in “All bright and glittering in the smokeless air.”

2. **Consonance:** Consonance is the repetition of consonant sounds in the same line such as the sound of /l/ in “splendour, valley, rock, or hill;” and the sound of /h/ in “And all that mighty heart” and /s/ sound in “Ships, towers, domes, theatres, and temples lie.”

3. **Enjambment:** It is defined as a thought in verse that does not come to an end at a line break; instead, it rolls over to the next line. For example,
“Dull would he be of soul who could pass by
A sight so touching in its majesty.”

4. **Hyperbole**: Hyperbole is a device used to exaggerate a statement for the sake of emphasis. Wordsworth has used this device in the opening lines poem as he exaggerates about the beauty of London city. For example,

"Earth has not anything to show more fair:
Dull would he be of soul who could pass by."

5. **Imagery**: Imagery is used to make readers perceive things involving their five senses. For example, “The River glideth at his own sweet will” and “This City now doth, like a garment, wear.”

6. **Personification**: Personification is to give human qualities to inanimate objects. In the fourth line “This City now doth, like a garment, wear”, the city is personified.

7. **Simile**: It is a figure of speech used to compare an object or persons with something else to make the meanings clear to the readers. For example, “This City now doth, like a garment, wear

Questions

1. The MAIN intention of the poet is to
   (A) Share his experience of nature’s beauty at morning time
   (B) Compare the city’s appearance at morning and at night
   (C) Express his response to the beauty of the city in the early morning
   (D) Highlight the various features of the urban landscape

2. What claim does the poet make in lines 2 and 3?
   (A) The city’s fascination goes unnoticed by many people
   (B) Only the insensitive would be unmoved by the grandeur of the scene
   (C) Passers-by cannot appreciate the true attractions
   (D) no-one could fail to be fascinated by the city’s beautiful sights
3. Why are the buildings “bright and glittering”? (Line 8)?
(A) They reflect the first rays of the sun
(B) The atmosphere is free of smoke
(C) They stand out clear against the skyline
(D) They are tall and majestic

4. The poet uses all of the following devices EXCEPT
(A) simile
(B) Metaphor
(C) Personification
(D) Onomatopoeia

5. The pervading mood of the poem is one of
(A) Celebration
(B) Solitude
(C) Tranquility
(D) Desolation

6. Line 14 “that mighty heart” refers to
(A) The people who are still asleep
(B) The power of the great city
(C) The center of throbbing activity
(D) The great feeling of the city
An **adjective clause**, also known as a relative clause, is a type of dependent clause that works to describe a noun in a sentence. It functions as an **adjective** even though it is made up of a group of words instead of just one word. In the case of an adjective clause, all the words work together to modify the **noun** or **pronoun**.

All adjective clauses are dependent clauses. A **dependent clause** is a group of words that consists of a subject and a verb, yet it is not a complete sentence that can stand alone. Adjective clauses begin with a **relative pronoun**, which connects them to the word they describe, such as:

- that
- where
- when
- who
- whom
- whose
- which
- why

Once you remember the relative pronouns, it's very easy to pick out an adjective clause in a sentence:

- Chocolate, *which many people adore*, is fattening.
- People *who are smart* follow the rules.
- I can remember the time *when cell phones didn't exist*.
- Charlie has a friend *whose daughter lives in China*.
- The wine *that vintners produce in Tuscany* is not cheap.
- The reason *why Sandra went to law school* is that she didn't want to be a doctor.

Notice that each of the italicized adjective clauses begins with a relative pronoun from the list above. This connects it to the noun being described, which comes directly before the relative pronoun in the sentence.
Activity 1

Underline the adjective clauses in each sentence.

1. Pizza, which most people love, is not very healthy.
2. Those people whose names are on the list will go to camp.
3. Grandpa remembers the old days when there was no television.
4. Fruit that is grown organically is expensive.
5. Students who are intelligent get good grades.
6. Eco-friendly cars that run on electricity help the environment.
7. I know someone whose father served in World War II.
8. The slurping noise he makes is the main reason why Sue does not like to eat soup with her brother.
9. The kids who were called first will have the best chance of getting a seat.
10. I enjoy telling people about Janet Evanovich, whose latest book was fantastic.
11. The store where the new phone was being sold had a huge line of people outside it.
12. "He who can no longer pause to wonder and stand rapt in awe is as good as dead.” - Albert Einstein
14. “People demand freedom of speech to make up for the freedom of thought which they avoid.” - Søren Kierkegaard
15. “Never go to a doctor whose office plants have died.” - Erma Bombeck
Sentence completions test the skill to use the information observed in complex and incomplete sentences in order to correctly complete them. A sentence contains one or two blanks (usually), to be filled in using the choices. These questions test your vocabulary and knowledge of the finer distinctions among words.

Activity 1

Instructions: Choose the best word to fill the blank

1. Dog-sitting for Buddy is easy; he is a _______ and obedient pet.
   a. delectable   b. trite   c. meddlesome   d. docile

2. The directions to the new school were _______, and I had no trouble finding it in time for class.
   a. provident   b. arduous   c. explicit   d. embodied

3. If your drinking water is not _______, it could cause serious health problems.
   a. valid   b. quenchable   c. indignant   d. potable

4. The new board member said she would vote in favor of the proposed city ordinance because it _______ many of the points discussed earlier this year.
   a. encompassed   b. released   c. reminisced   d. dispersed

5. Rachel _______ a plan to become a millionaire by age thirty.
   a. conformed   b. devised   c. curtailed   d. condoned

6. Wanting to make a good impression, he found himself in a _______ about the right tie to wear to the business meeting.
   a. prestige   b. redundancy   c. quandary   d. deficit

7. Since Jennifer needed an “A” in her economics class, she gave studying _______ over watching her favorite television show.
   a. precedence   b. conformity   c. perplexity   d. contention
8. Hoping to win a prize for the best costume, Mark dressed ________ with bright red suspenders and a purple tie.
   a. eminently       b. virtuously       c. conspicuously       d. obscurely
9. Brad fell asleep during the lecture because the speaker had such a/an ________ voice.
   a. monotonous       b. torrid       c. ample       d. vital
10. The narrator’s description was an accurate ________ of a true southern family.
    a. portrayal       b. council       c. desolation       d. degeneration
11. Due to slippery road conditions and the slope of the narrow, winding highway, the car ________ down the steep mountainous road.
    a. dissented       b. ventilated       c. careened       d. agitated
12. The fire alarm ________ beckoned the volunteer fireman of the small community to come to action.
    a. indifferently       b. frightfully       c. symbolically       d. audibly
13. After running an early 5K race, Simone ________ devoured a hearty breakfast.
    a. dynamically       b. voraciously       c. generously       d. contemptuously
14. The participants in the road rally agreed to ________ near the village commons by five o’clock.
    a. rendezvous       b. scatter       c. filibuster       d. disperse
15. The ________ data supports the belief that there has been a population increase.
    a. nominal       b. demographic       c. pragmatic       d. nocturnal
16. The new congressman was considered a ________ because he refused to follow his party’s platform on nearly every issue.
    a. mentor       b. maverick       c. protagonist       d. visionary
The Gift of the Magi

By O. Henry

Directions: Read the short story and answer the questions that follow. Refer to the text to check your answers when appropriate.

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating. While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at $8 per week. It certainly had that word on the lookout for the mendicancy squad.

In the vestibule below was a letter-box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto was a card bearing the name "Mr. James Dillingham Young."

The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid $30 per week. Now, when the income was shrunk to $20, though, they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good.

Now, there were two possessions of the James Dillingham Youngs in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Had the queen of Sheba lived in the flat across the airshaft, Della would have let her hair hang out the window someday to dry just to depreciate Her Majesty's jewels and gifts. Had King Solomon been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy.

So now Della's beautiful hair fell about her rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again nervously and quickly. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet.

On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with the brilliant sparkle still in her eyes, she fluttered out the door and down the stairs to the street.

Where she stopped the sign read: "Mme. Sofronie. Hair Goods of All Kinds." One flight up Della ran, and collected herself, panting. Madame, large, too white, chilly, hardly looked the "Sofronie."

"Will you buy my hair?" asked Della.

"I buy hair," said Madame. "Take yer hat off and let's have a sight at the looks of it."

Down rippled the brown cascade.

"Twenty dollars," said Madame, lifting the mass with a practiced hand.

"Give it to me quick," said Della.
Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked dully out at a gray cat walking a gray fence in a gray backyard.

Tomorrow would be Christmas Day, and she had only $1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only $1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling--something just a little bit near to being worthy of the honor of being owned by Jim.

There was a pier-glass between the windows of the room. Perhaps you have seen a pier-glass in an $8 flat. A very thin and very agile person may, by observing his reflection in a rapid sequence of longitudinal strips, obtain a fairly accurate conception of his looks. Della, being slender, had mastered the art.

Suddenly she whirled from the window and stood before the glass. her eyes were shining brilliantly, but her face had lost its color within twenty seconds. Rapidly she pulled down her hair and let it fall to its full length.

When Della reached home her intoxication gave way a little to prudence and reason. She got out her curling irons and lighted the gas and went to work repairing the ravages made by generosity added to love. Which is always a tremendous task, dear friends--a mammoth task.

Within forty minutes her head was covered with tiny, close-lying curls that made her look wonderfully like a truant schoolboy. She looked at her reflection in the mirror long, carefully, and critically.

"If Jim doesn't kill me," she said to herself, "before he takes a second look at me, he'll say I look like a Coney Island chorus girl. But what could I do--oh! What could I do with a dollar and eighty-seven cents?"

At 7 o'clock the coffee was made and the frying-pan was on the back of the stove hot and ready to cook the chops.

Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stair away down on the first flight, and she turned white for just a moment. She had a habit for saying a little silent prayer about the simplest everyday things, and now she whispered: "Please God, make him think I am still pretty."

Oh, and the next two hours tripped by on rosy wings. Forget the hashed metaphor. She was ransacking the stores for Jim's present.

She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a platinum fob chain simple and chaste in design, properly proclaiming its value by substance alone and not by meretricious ornamentation--as all good things should do. It was even worthy of The Watch. As soon as she saw it she knew that it must be Jim's. It was like him. Quietness and value--the description applied to both. Twenty-one dollars they took from her for it, and she hurried home with the 87 cents. With that chain on his watch Jim might be properly anxious about the time in any company. Grand as the watch was, he sometimes looked at it on the sly on account of the old leather strap that he used in place of a chain.

Out of his trance Jim seemed quickly to wake. He enfolded his Della. For ten seconds let us regard with discreet scrutiny some inconsequential object in the other direction. Eight dollars a week or a million a year--what is the difference? A mathematician or a wit would give you the wrong answer.

The magi brought valuable gifts, but that was not among them. This dark assertion will be illuminated later on.

Jim drew a package from his overcoat pocket and threw it upon the table.

"Don't make any mistake, Dell," he said, "about me. I don't think there's anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you'll unwrap that package you may see why you had me going a while at first."

White fingers and nimble tore at the string and paper. And then an ecstatic scream of joy; and then, alas! a quick feminine change to hysterical tears and wails, necessitating the immediate employment of all the comforting powers of the lord of the flat.

For there lay The Combs--the set of combs, side and back, that Della had worshipped long in a Broadway window. Beautiful combs, pure tortoise shell, with jewelled rims--just the shade to wear in the beautiful vanished hair. They were expensive combs, she knew, and her heart had simply craved and yearned over them without the least hope of possession. And now,
The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two--and to be burdened with a family! He needed a new overcoat and he was without gloves.

Jim stopped inside the door, as immovable as a setter at the scent of quail. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.

Della wriggled off the table and went for him. "Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold because I couldn't have lived through Christmas without giving you a present. It'll grow out again--you won't mind, will you? I just had to do it. My hair grows awfully fast. Say 'Merry Christmas!' Jim, and let's be happy. You don't know what a nice--what a beautiful, nice gift I've got for you."

"You've cut off your hair?" asked Jim, laboriously, as if he had not arrived at that patent fact yet even after the hardest mental labor.

"Cut it off and sold it," said Della. "Don't you like me just as well, anyhow? I'm me without my hair, ain't I?"

Jim looked about the room curiously.

"You say your hair is gone?" he said, with an air almost of idiocy.

"You needn't look for it," said Della. "It's sold, I tell you--sold and gone, too. It's Christmas Eve, boy. Be good to me, for it went for you. Maybe the hairs of my head were numbered," she went on with sudden serious sweetness, "but nobody could ever count my love for you. Shall I put the chops on, Jim?"

they were hers, but the tresses that should have adorned the coveted adornments were gone.

But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say: "My hair grows so fast, Jim!"

And then Della leaped up like a little singed cat and cried, "Oh, oh!"

Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.

"Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it."

Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled.

"Dell," said he, "let's put our Christmas presents away and keep 'em a while. They're too nice to use just at present. I sold the watch to get the money to buy your combs. And now suppose you put the chops on."

The magi, as you know, were wise men--wonderfully wise men--who brought gifts to the Babe in the manger. They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house. But in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest. O all who give and receive gifts, such as they are wisest. Everywhere they are wisest. They are the magi.
Questions

1. From where does Della get the $1.87 according to the text?
   a. By haggling with merchants
   b. By shoveling sidewalks in front of stores
   c. By stealing the money from stores
   d. By working for the grocer, butcher, & vegetable man

2. Why is Della upset at the beginning of the story?
   a. She lost her job shoveling in front of the stores on her block.
   b. She has been fighting with Jim.
   c. She does not have enough money to buy a nice present for Jim.
   d. She was recently arrested by the mendicancy squad.

3. What are Jim and Della's most valued possessions?
   a. Jim's watch and Della's hat
   b. Jim's brief case and Della's jacket
   c. Jim's shoes and Della's cooking pot
   d. Jim's watch and Della's hair

4. Why does Della go to Madame Sofronie's?
   a. To look for work
   b. To sell her hair
   c. To beg for money
   d. To shovel Madame Sofronie's sidewalk

5. Which figurative language technique is used in the following sentence?
   "I couldn't have lived through Christmas without giving you a present."
   a. Metaphor
   b. Personification
   c. Hyperbole
   d. Understatement

6. Which best explains why Jim is so stunned when he first sees Della?
   a. He doesn't like how his wife looks with short hair.
   b. He is shocked that she bought him such a nice gift.
   c. He doesn't recognize his wife.
   d. He bought her a gift that she can't use.

7. Which best describes the narrator's tone in this sentence from the last paragraph?
   "Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication."
   a. Humorous
   b. Serious
   c. Melancholy
   d. Intolerant

8. With which statement would the narrator most likely agree?
   a. Jim and Della's gifts were bad because they did not consider one another's needs.
   b. Jim and Della's gifts were good because they will each get a lot of use out of their nice gifts.
   c. Jim and Della's gifts were bad because they wasted their money on things that they can't use.
   d. Jim and Della's gifts were good because they sacrificed so much for one another.
9. Which event happened last?
   a. Della bought Jim a gift.   b. Della cried about only having $1.87.
   c. Della went to Madame Sofronie's  d. Della cut her hair.

10. Which statement best expresses the theme of this story?
   a. Make sure that you give people gifts that they can actually use.
   b. Spending time with the people you love is more important than getting them gifts.
   c. The best gifts involve sacrifice.
   d. Don’t waste your money on expensive gifts.
The present perfect tense refers to an action or state that either occurred at an indefinite time in the past (e.g., we have talked before) or began in the past and continued to the present time (e.g., he has grown impatient over the last hour). This tense is formed by have/has + the past participle.

The construction of this verb tense is straightforward. The first element is have or has, depending on the subject the verb is conjugated with. The second element is the past participle of the verb, which is usually formed by adding -ed or -d to the verb’s root (e.g., walked, cleaned, typed, perambulated, jumped, laughed, sautéed) although English does have quite a few verbs that have irregular past participles (e.g., done, said, gone, known, won, thought, felt, eaten).

These examples show how the present perfect can describe something that occurred or was the state of things at an unspecified time in the past.

- I have walked on this path before. (correct)
- We have eaten the lasagna here. (correct)

The important thing to remember about the present perfect is that you can’t use it when you are being specific about when it happened.

- I have put away all the laundry. (correct)
- I have put away all the laundry this morning. (incorrect)

You can use the present perfect to talk about the duration of something that started in the past is still happening.

She has had the chickenpox since Tuesday. (correct)

There are many different situations where the present perfect tense can be used. It can be used in the following ways:

- To describe an action that is being repeated between the past and present. Example: We have gone to the beach many times.
- To describe an action that started in the past and is still continuing in the future. Example: I have lived in the United States since 1990.
- To describe an action that has not yet been finished. Example: It has rained a lot this month.
- To describe an action that was completed in the recent past. Example: I have just finished my internship at the museum.
• To describe an action when time was not an important aspect. Example: She has lost her wedding ring.

Activity 1

Choose the correct verb from the list below to complete the following sentences. Put the verb in the present perfect tense.

Take / work / find / see / speak / know / begin / do / learn / eat / have / write / give / live / buy / be

1. I met Barbara when we were in elementary school. We _______________ each other for over twenty years.

2. We _______________ many new words since we started this course.

3. That’s a wonderful movie. I _______________ it three times.

4. Mr. and Mrs. Tonner _______________ married for 10 years.

5. You are late! The class _______________ already _______________.

6. Robert is my neighbor. He _______________ next door to me for five years.

7. Mary _______________ several letters to her parents since she left home.

8. We _______________ in that restaurant several times.

9. Our teacher _______________ us a lot of help with the homework assignment.

10. She _______________ to her landlord many times about the broken window.

11. We have a new camera. We _______________ some beautiful pictures of the grandchildren.

12. They _______________ all their homework already.

13. Mrs. Baxter _______________ all her groceries for the week. 1

14. Tommy _______________ a bad cold for two weeks.

15. Frank _______________ for that company for many years.

16. After three months of looking, she _______________ a beautiful apartment to rent.
Week: Eleven
Lesson: Three
Topic: Vocabulary- Spelling

Instructions: For the following sentences, choose the sentence that contains a misspelled word. If there are no mistakes, choose answer d.

1. a. We were dissatisfied with the results of the experiment.
   b. Our office has a plentiful supply of staples.
   c. Stringent controls were placed on the county’s budget.
   d. no mistakes

2. a. Curt will probably stay home tonight.
   b. The coach praised the team for last night’s game.
   c. It was a relief to learn that Brad had arrived safely.
   d. no mistakes

3. a. The speaker presented an idea that was foreign to us.
   b. Marcus spoke directly to the governor.
   c. The boys and girls in the musical gave a stunning performance.
   d. no mistakes

4. a. William is the most sensible person I know.
   b. The festival is held at a different time every year.
   c. It is customary for the members to arrive fashionably late.
   d. no mistakes

5. a. Her father is a captain in the navy.
   b. The weather here changes frequently.
   c. We adopted a new policy.
   d. no mistakes
6. a. Pick up the car on Wednesday.
   b. Let’s go shopping on Thursday.
   c. My birthday is on Saturday.
   d. no mistakes
7. a. There are many ways to increase your vocabulary.
   b. Read the fourth chapter by next week.
   c. You have thousands of choices.
   d. no mistakes
8. a. The welfare of the community depends on this decision.
   b. He is undecided about which job to accept.
   c. Unfortunatly, we do not have this sweater in another color.
   d. no mistakes
9. a. Check your paper to see if you have any misspellings.
   b. Safety is my primary concern.
   c. We are all individual and unique.
   d. no mistakes
10. a. I am going to wear my velvit skirt on New Year’s Eve.
    b. The sentences in the second paragraph are too vague.
    c. George wrapped the birthday present for me.
    d. no mistakes
11. a. My friends bought a new home in an upscale community.
    b. I am truely sorry about the outcome.
    c. Rhoda has a private office.
    d. no mistakes
12. a. Mark carved the roast with a razor-sharp knife.
    b. You have been more than charitable.
    c. Which president is buried in this cemetary?
    d. no mistake
An **idiom** (also called **idiomatic expression**) is an expression, word, or phrase that has a figurative meaning conventionally understood by native speakers. This meaning is different from the literal meaning of the idiom's individual elements. In other words, idioms don't mean exactly what the words say. They have, however, hidden meaning.

Examples

- "Kick the bucket"
- "Spill the beans"

Idioms exist in every language. They are words or phrases that aren’t meant to be taken literally. For example, if you say someone has “cold feet,” it doesn’t mean their toes are actually cold. Rather, it means they’re nervous about something.

Idioms can’t be deduced merely by studying the words in the phrase. If taken literally, you would think that someone with cold feet has… cold feet. But, after living with a certain group of people for a period of time, you’ll start to pick up their expressions. Let’s explore some idiom examples in American everyday language, international language, and the language of the arts.

**Activity 1**

**Underline the idioms in each sentence given and state their meaning.**

1. Getting fired turned out to be a blessing in disguise.

2. These red poppies are a dime a dozen.

3. Don’t beat around the bush.

4. After some reflection, he decided to bite the bullet.

5. I’m going to call it a night.

6. He’s got a chip on his shoulder.

7. Would you cut me some slack?.
8. Don’t cut any corners.

9. She let things get out of hand.

10. I’m going back to the drawing board

11. Hang in there.

12. Don’t jump the gun.

13. He decided to let her off the hook.

14. He missed the boat.

15. I go out for walks once in a blue moon.

16. Pull yourself together, man!

17. She seriously rubbed me the wrong way.

18. There he is, speak of the devil.

19. That was the straw that broke the camel’s back.

20. Well, she’s got the best of both worlds.
Adverb clauses, also known as adverbial clauses, are dependent clauses that function as adverbs. Since they are dependent clauses, they must have a subordinating conjunction to connect them to the rest of the sentence.

Being able to spot a subordinating conjunction will help you recognize an adverb clause. Below are some examples, which are grouped by what type of adverb question they answer:

- **When**: after, when, until, soon, before, once, while, as soon as, whenever, by the time
- **How**: if, whether or not, provided, in case, unless, even if, in the event
- **Why**: because, as, since, so, in order that, now that, inasmuch as
- **Where**: wherever, where

Adverb clauses can be placed at the beginning, middle or end of a sentence. When placed at the beginning or in the middle, they require a comma to offset them from the rest of the sentence:

- **Whether you like it or not**, you have to go.
- **The boy, although he is very bright**, failed math.

However, when the adverb clause is at the end of a sentence, no comma is needed:

- She enjoyed the party more than he did.
Activity 1

Instructions: underline the adverb clauses in each sentence.

1. I waited for my friend until he arrived.

2. He hid where his pursuers could not find him.

3. I am as intelligent as you are.

4. As he was not there, I left a message with his mother.

5. We eat that we may live.

6. She was so tired that she could barely stand.

7. If you eat too much, you may fall ill.

8. Though he started early, he finished late.

9. If you do not tell me everything, I will not be able to help you.

10. Do not go until I get ready.

Activity 2

Instructions: Make sentences with the following adverb clauses

- Even when I’m sick
- When you have finished working
- Whenever you like
- Wherever we prefer
- Since I returned from vacation
- As she was not there
- Since you always do well
- Before entering high school
• After I return
• So that he would understand
Figurative Language Poem 3

*From The Grave*

By Robert Blair

Dull Grave!—thou spoil'st the dance of youthful blood,
Strik'st out the dimple from the cheek of mirth,
And every smirking feature from the face;
Branding our laughter with the name of madness.
Where are the jesters now? the men of health
Complexionally pleasant? Where the droll,
Whose every look and gesture was a joke
To clapping theatres and shouting crowds,
And made even thick-lipp'd musing Melancholy
To gather up her face into a smile
Before she was aware? Ah! sullen now,
And dumb as the green turf that covers them.

**Directions:** Respond to these questions to the best of your ability. Answer the questions completely.

1. Identify two examples of **personification**: explain what is being personified & how in each example.

2. Identify an example of **hyperbole**: explain how it is exaggerated.
3. Identify an example of **metaphor**: explain which two things are being compared.

4. Identify an example of **simile**: explain which two things are being compared.

5. What is the **tone** of this poem? How does the speaker feel about the subject(s) of the poem? Use evidence from the text to explain your answer.

6. In line four of the poem, the speaker says that “[the Dull Grave brands] our laughter with the name of madness.” What does the speaker mean by this line? Explain your answer.

7. What is the **thematic message** of the poem? In other words, what lesson is the author attempting to express with this poem?
The past perfect tense is used to show that something happened before another action in the past. It can also be used to show that something happened before a specific time in the past.

To form the past perfect tense you use the past tense of the verb "to have," which is had, and add it to the past participle of the main verb. For example: subject + had + past participle = past perfect tense.

Some examples of the past perfect tense can be seen in the following sentences:

- Had met: She had met him before the party.
- Had left: The plane had left by the time I got to the airport.
- Had written: I had written the email before he apologized.
- Had wanted: Kate had wanted to see the movie, but she did not have money for the ticket.

There are several situations where the past perfect tense can be used. It is appropriate to use in the following ways.

To show that an action happened before something else in the past:

- She stayed up all night because she had received bad news.
- They lost many of the games because they had not practiced enough.

To show that an action happened before a specific time in the past:

- She had established her company before 2008.
- He had never played football until last week.

Another use of past perfect tense includes reported speech. Examples of this use include:
• The teacher asked if we had studied for the exam.
• The usher asked if we had purchased our tickets.

Past perfect tense can also be used to show dissatisfaction with the past. Examples of this use include:

• We wished we had purchased the winning ticket.
• I wished I had told the truth.

**Activity 1**

Complete the sentences with the verbs in brackets, using the Past Simple or the Past Perfect Simple.

Example: When I got (get) home, I realised (realise) I had left (leave) my sunglasses in the office.

1. When I …………………… (Arrive) at the station, the train …………………… (Already, leave).

2. We …………………… (Thank) the couple for everything they …………………… (Do) to help save our daughter.

3. As soon as I …………………… (Hear) the voice, I …………………… (Realise) I …………………… (Meet) the person before.

4. I …………………… (Go) to the shop to buy the shirt I …………………… (See) the day before.

5. I …………………… (Return) the book when I …………………… (Finish) reading it.

6. I …………………… (Not go) to bed until the film …………………… (Finish).

7. The test …………………… (Be) difficult because I …………………… (Not study).

8. When Mr. Smith …………………… (Retire), he …………………… (Run) the company for over forty years.
In each sentence given below a word or phrase is underlined. From the given options choose the word / phrase closest in meaning to the underlined part.

1. Grouping stars by their constellations is a **handy** way of mapping the sky.
   A) funny
   B) Nice
   C) Convenient
   D) simple

2. Centuries ago, a **nomadic** tribe besieged the temple to loot its treasure.
   A) wild
   B) Barbarous
   C) Brave
   D) Roving

3. It was a **momentous** moment in the history of the nation.
   A) Insignificant
   B) Important
   C) Sudden
   D) Transient

4. This is not an **exhaustive** list of collocations.
   A) Complete
5. The committee decided to **expel** the new member.
   A) Detain
   B) Remove
   C) Preserve
   D) Reserve

6. The teacher **berated** his students.
   A) Praised
   B) Advised
   C) Reproached
   D) Supervised

7. When the leadership changed, his position in the organization became **precarious**.
   A) Secure
   B) Exalted
   C) Uncertain
   D) Important

8. There was no doubt that the judgment was **fair**.
   A) upright
   B) Insincere
   C) Biased
   D) Inconsiderate
Political education has many connotations. It may be defined as the preparation of a citizen to take well informed, responsible and sustained action for participation in the national struggle in order to achieve the socio-economic objectives of the country. The predominant socio-economic objectives in India are the abolition of poverty and the creation of a modern democratic, secular and socialist society in place of the present traditional, feudal, hierarchical and in egalitarian one. Under the colonial rule, the Congress leaders argued that political education was an important part of education and refused to accept the official view that education and politics should not be mixed with one another. But when they came to power in 1947 they almost adopted the British policy and began to talk of education being defiled by politics. ‘Hands off education’ was the call to political parties. But in spite of it, political infiltration into the educational system has greatly increased in the sense that different political parties vie with each other to capture the mind of teachers and students. The wise academicians wanted political support, without political interference. What we have actually received is infinite political interference with little genuine political support. This interference with the educational system by political parties for their own ulterior motives is no political education at all and with the all round growth of elitism, it is hardly a matter for surprise that real political education within the school system (which really means the creation of a commitment to social transformation) has been even weaker than in the pre independence period. During that time only, the struggle for freedom came to an end and the major non-formal agency of political education disappeared. The press played a major role by providing some political education. But it did not utilize the opportunity to the full and the strangle hold of vested interests continued to dominate it. The same can be said of political parties as well as of other institutions and agencies outside the school system which can be expected to provide political education. After
analyzing all these things, it appears that we have made no progress in genuine political education in the post-education period and have even slide back in some respects. For instance, the education system has become even more elite-oriented. Patriotism has become the first casualty. The father of the nation gave us the courage to oppose government when it was wrong, in a disciplined fashion and on basic principles. Today, we have even lost the courage to fight on basic issues in a disciplined manner because agitational and anarchic politics for individual, group or party aggrandizement has become common. In the recent times the education system continues to support domination of the privileged groups and domestication of the under-privileged ones. The situation will not change unless we take vigorous steps to provide genuine political education on an adequate scale. This is one of the major educational reforms we need, and if it is not carried out, mere linear expansion of the existing system of formal education will only support the status quo and **hamper** radical social transformation.
Answer the following questions based on the passage

1. Which word is nearly opposite in meaning as “defile” as used in the passage?
   A. Disparage
   B. forgery
   C. degenerate
   D. sanctify

2. According to the passage, what should be the main purpose of political education?
   A. To champion the cause of elitism
   B. To bring qualitative change in the entire education system
   C. To create an egalitarian society
   D. To prepare the young generation with high intellectual acumen.

3. How has politics been related to educational institutions after independence?
   A. Although they got political support but there was no interference of politics.
   B. It is clear that they got almost no political support as well as political interference.
   C. They got political support at the cost of political interference.
   D. There was substantial interference without political support.

4. Based on the passage, which is the major drawback of the present education system?
   A. The education system mainly represents the oppressed sections of the society.
   B. The present education system promotes the domination of the privileged few.
C. It is based on the British model of education.

D. It is highly hierarchical and egalitarian in nature.

5. Which is the most opposite in meaning to the word ‘hamper’ as used in the passage?

A. Accelerate

B. envision

C. foster

D. initiate
1. Subjects and verbs must agree in number. This is the cornerstone rule that forms the background of the concept.

The dog *growls* when he is angry.
The dogs *growl* when they are angry.

2. Subordinate clauses that come between the subject and verb don't affect their agreement.

The dog, who is chewing on my jeans, *is* usually very good.

3. Prepositional phrases between the subject and verb usually do not affect agreement.

The colors of the rainbow *are* beautiful.

4. When sentences start with "there" or "here," the subject will always be placed after the verb. Some care needs to be taken to identify each part correctly.

There *is* a problem with the balance sheet.
Here *are* the papers you requested.

5. Subjects don't always come before verbs in questions. Make sure you accurately identify the subject before deciding on the proper verb form to use.

Where *are* the pieces of this puzzle?

6. If two subjects are joined by "and," they typically require a plural verb form.

The cow and the pig *are* jumping over the moon.
7. The verb is singular if the two subjects separated by "and" refer to the same person or thing as a whole.

   **Red beans** and **rice** *is* my mom's favorite dish.

8. If one of the words "each," "every," or "no" comes before the subject, the verb is singular.

   No **smoking** or **drinking** *is* allowed.
   Every **man** and **woman** *is* required to check in.

9. If the subjects are both singular and are connected by the words "or," "nor," "neither/nor," "either/or," or "not only/but also," the verb is singular.

   Either **Jessica** or **Christian** *is* to blame for the accident.

10. The only time the object of the preposition decides plural or singular verb forms is when noun and pronoun subjects like "some," "half," "none," "more," or "all" are followed by a prepositional phrase. Then the object of the preposition determines the form of the verb.

    All of the **chicken** *is* gone.
    All of the **chickens** *are* gone.

11. The singular verb form is usually reserved for units of measurement or time.

    **Four** quarts of oil *was* required to get the car running.

12. If the subjects are both plural and are connected by the words "or," "nor," "neither/nor," "either/or," or "not only/but also," the verb is plural.

    Not only **dogs** but also **cats** *are* available at the animal shelter.

13. If one subject is singular and the other is plural, and the words are connected by the words "or," "nor," "neither/nor," "either/or," or "not only/but also," use the verb form of the subject that is nearest the verb.
Either the bears or the lion has escaped from the zoo.
Neither the lion nor the bears have escaped from the zoo.


Everybody wants to be loved.

15. The exceptions to the above rule include the pronouns "few," "many," "several," "both," "all," and "some." These always take the plural form.

Few were left alive after the flood.

16. If two infinitives are separated by "and," they take the plural form of the verb.

To walk and to chew gum require great skill.

17. When gerunds are used as the subject of a sentence, they take the singular form of the verb. However, when they are linked by "and," they take the plural form.

Standing in the water was a bad idea.
Swimming in the ocean and playing drums are my hobbies.

18. A collective noun, such as "team" or "staff," can be either singular or plural depending upon the rest of the sentence. Typically, they take the singular form, as the collective noun is treated as a cohesive single unit.

The herd is stampeding.

19. Titles of books, movies, novels, and other similar works are treated as singular and take a singular verb.

The Burbs is a movie starring Tom Hanks.

20. Final rule: Remember, only the subject affects the verb! Nothing else matters.

Jacob, who owns sixteen houses, is on his way to becoming a billionaire.
Activity 1

Choose the correct form of the verb that agrees with the subject.

1. Annie and her brothers (is, are) at school.

2. Either my mother or my father (is, are) coming to the meeting.

3. The dog or the cats (is, are) outside.

4. Either my shoes or your coat (is, are) always on the floor.

5. George and Tamara (doesn't, don't) want to see that movie.

6. Benito (doesn't, don't) know the answer.

7. One of my sisters (is, are) going on a trip to France.

8. The man with all the birds (live, lives) on my street.

9. The movie, including all the previews, (take, takes) about two hours to watch.

10. The players, as well as the captain, (want, wants) to win.

11. Either answer (is, are) acceptable.

12. Every one of those books (is, are) fiction.

13. Nobody (know, knows) the trouble I've seen.

14. (Is, Are) the news on at five or six?

15. Mathematics (is, are) John's favorite subject, while Civics (is, are) Andrea's favorite subject.

16. Eight dollars (is, are) the price of a movie these days.

17. (Is, Are) the tweezers in this drawer?

18. Your pants (is, are) at the cleaner's.

19. There (was, were) fifteen candies in that bag. Now there (is, are) only one left!

20. The committee (debates, debate) these questions carefully
Instructions: Select the word closest in meaning to the words in bold.

1. The frolicking youngsters hurled snowballs at one another with gay abandon.
   (A) Desertion  (B) happiness  (C) unrestraint

2. Mr. Robinson is acknowledged as the best violin maker in the whole country.
   (A) Accepted  (B) noticed  (C) recognized

3. The people responded generously to the Red Cross Society’s appeal for aid to the flood victims.
   (A) Attraction  (B) petition  (C) request

4. The new taxes imposed on luxury goods were intended to augment the government’s income.
   (A) Enhance  (B) increase  (C) intensify

5. The management and the union leaders eventually struck a bargain over wage increases for the workers.
   (A) Agreement  (B) contract  (C) negotiate
6. It was indeed disappointing that the newly-appointed principal was only capable of making a few **bland** comments on the value of education.

(A) Suave  (B) tasteless  (C) uninteresting

7. It was a **blatant** abuse of power by the minister when he threw the accused into jail without trial.

(A) Flagrant  (B) gaudy  (C) obvious

8. With no money and no job, my prospects seemed **bleak**.

(A) Barren  (B) discouraging  (C) depressing

9. The remuneration offered was not **commensurate** with his qualifications and experience, nevertheless Mr. Dickson was willing to give the new job a try.

(A) Proportionate  (B) sufficient  (C) appropriate

10. The young couple were married in church out of **deference** to their parents’ wishes.

(A) Obedience  (B) respect  (C) submissiveness

11. They have very **elaborate** plans for the whole operation.

(A) Detailed  (B) complex  (C) ornate

12. It is foolish to depend on someone who is as **fickle** as the weather.

(A) Flighty  (B) unpredictable  (C) variable
TOPIC: SUMMARY WRITING

A summary is condensed, or shortened, retelling of a longer work (this can be a movie, book, play, long poem, and so forth). Summaries are meant to be short—the purpose is to communicate the basic idea of the piece and the relevant details.

QUALITIES OF A SUMMARY

A good summary should be comprehensive, concise, coherent, and independent. These qualities are explained below:

- **A summary must be comprehensive:** You should isolate all the important points in the original passage and note them down in a list. Review all the ideas on your list, and include in your summary all the ones that are indispensable to the author's development of her/his thesis or main idea.

- **A summary must be concise:** Eliminate repetitions in your list, even if the author restates the same points. Your summary should be considerably shorter than the source. You are hoping to create an overview; therefore, you need not include every repetition of a point or every supporting detail.

- **A summary must be coherent:** It should make sense as a piece of writing in its own right; it should not merely be taken directly from your list of notes or sound like a disjointed collection of points.

- **A summary must be independent:** You are not being asked to imitate the author of the text you are writing about. On the contrary, you are expected to maintain your own voice throughout the summary. Don't simply quote the author; instead use your own words to express your understanding of what you have read. After all, your summary is based on your interpretation of the writer's points or ideas. However, you should be careful not to
create any misrepresentation or distortion by introducing comments or criticisms of your own.

TECHNIQUES FOR WRITING SUMMARIES

- Write a one-sentence summary of each paragraph.

- Formulate a single sentence that summarizes the whole text.

- Write a paragraph (or more): begin with the overall summary sentence and follow it with the paragraph summary sentences.

- Rearrange and rewrite the paragraph to make it clear and concise, to eliminate repetition and relatively minor points, and to provide transitions. The final version should be a complete, unified, and coherent.

Summary Writing Format

- When writing a summary, remember that it should be in the form of a paragraph.

- A summary begins with an introductory sentence that states the text’s title, author and main point of the text as you see it.

- A summary is written in your own words.

- A summary contains only the ideas of the original text. Do not insert any of your own opinions, interpretations, deductions or comments into a summary.
Exercise

Summarize in your own words, the advantages and disadvantages of owning a television. Your account should not be more than 120 words.

With the invention of televisions, many forms of entertainments have been replaced. Lively programs like television serials and world news, have removed from us the need to read books or papers, to listen to radios or even to watch movies. In fact, during the 1970s, when televisions were first introduced, cinema theatres suffered great losses as many people chose to stay in the comforts of their homes to watch their favorite programs.

Indeed, the television brings the world into our house. Hence, by staying at home and pressing some buttons world happenings are immediately presented before us. Children nowadays develop faster in language, owing to the early exposure to television programs. At such tender age, it would be difficult for them to read books or papers. Thus, television programs are a good source of learning for them. Furthermore, pronunciations by the newscasters, actors or actresses are usually standardized, hence young children watching these programs will learn the 'right' pronunciations too. Owning a television is also extremely beneficial to working parents who are usually too busy or tired to take their kids out for entertainments. Surrounded by the comforts of their home, the family can have a chance to get together and watch their favorite television programs.

Of course, we should not be too carried away by the advantages of the television and overlook its negative points. Watching television programs takes away our need to read. Why bother to read the papers when we can hear them from the television news reports? Why read books when exciting movies are screened? The lack of reading is unhealthy especially to younger children as they will grow up only with the ability to speak but not write. I have a neighbor whose six-year-old child can say complete sentences like "I like cats," but when told to write out the sentence, is unable to do so. Not only are the writing skills of children affected, their thinking capacities are also handicapped. Television programs remove the need to think. The stories, ideas and facts are
woven in the way television planners wanted. Exposure to such opinions and the lack of thinking opportunities will hinder the children's analyzing ability.

Despite the disadvantages of watching television programs, personally, I think that choosing the 'middle path', which is to do selective television viewing and not over indulging in the habit should be the best solution to reconcile both the merits and demerits of owning a television.

tender age  A young age

newscaster  someone who reads out the reports on a television or radio news program

indulge  to allow yourself to have something enjoyable, especially more than is good for you
A phrase is a group of words that stands together as a single grammatical unit, typically as part of a clause or a sentence.

A phrase does not contain a subject and verb and, consequently, cannot convey a complete thought. A phrase contrasts with a clause. A clause does contain a subject and verb, and it can convey a complete idea.

**Noun Phrases**

A *noun phrase* consists of a noun and all its modifiers.

Here are examples:

- *The bewildered tourist* was lost.
- *The lost puppy* was a *wet and stinky dog*.
- *The flu clinic* had seen many cases of infectious disease.
- *It* was a *story as old as time*.
- *The sports car* drove the *long and winding road*.
- *Saturday* became a *cool, wet afternoon*.

**Verb Phrases**

A *verb phrase* consists of a verb and all its modifiers.

Here are examples:

- *He* was waiting for the *rain to stop*.
- *She* was upset when it didn't boil.
• You have been sleeping for a long time.
• You might enjoy a massage.
• He was eager to eat dinner.

Gerund Phrases

A gerund phrase is simply a noun phrase that starts with a gerund. Examples include:

• Taking my dog for a walk is fun.
• Walking in the rain can be difficult.
• Strolling along a beach at sunset is romantic.
• Getting a promotion is exciting.
• Signing autographs takes time.
• Going for ice cream is a real treat.
• Singing for his supper was how he earned his keep.
• Getting a sore back was the result of the golf game.
• Pulling an all-nighter did not improve his test scores.
• Sailing into the sunset was the perfect end to the book.

Infinitive Phrases

An infinitive phrase is a noun phrase that begins with an infinitive verb. Here are some examples:

• To make lemonade, you have to start with lemons.
• I tried to see the stage, but I was too short.
• She organized a boycott to make a statement.
• To see Niagara Falls is mind-boggling.
- He really needs to get his priorities in order.
- The company decided to reduce hours for everyone.
- To donate time or money is an honorable thing.
- I went to Spain to study the language and culture.

Appositive Phrases

An **appositive phrase** restates and defines a noun. It consists of one or more words.

Examples are:

- **My favorite pastime**, needlepoint, surprises some people.
- Her horse, **an Arabian**, was her pride and joy.
- My wife, **the love of my life**, is also my best friend.
- A cheetah, **the fastest land animal**, can run 70 miles an hour.
- My idea, **a recycling bin for the office**, was accepted by the boss.
- The Florida panther, **the state animal of Florida**, is an endangered species.

Participial Phrases

A **participial phrase** begins with a past or present **participle**.

Examples are:

- **Washed with my clothes**, my cell phone no longer worked.
- **Knowing what I know now**, I wish I had never come here.
- I am really excited, **considering all the people that will be there**.
- We are looking forward to the movie, **having seen the trailer last week**.
- **Grinning from ear to ear**, she accepted her award.
- The happy dog ran the entire length of the park, **pausing only to sniff the dandelions**.
- **Painted a brilliant white**, the small room appeared bigger.
The lake, frozen over all winter, was finally thawing.

Prepositional Phrases

A prepositional phrase begins with a preposition and can act as a noun, an adjective or an adverb.

Examples are:

- The book was on the table.
- We camped by the brook.
- He knew it was over the rainbow.
- She was lost in the dark of night.
- He was between a rock and a hard place.
- I waited for a while.
- She smelled of strawberries and cream.
- He won the challenge against all odds.

Absolute Phrases

An absolute phrase has a subject, but not an action verb, so it cannot stand alone as a complete sentence. It modifies the whole sentence, not just a noun.

Examples are:

- His tail between his legs, the dog walked out the door.
- Picnic basket in hand, she set off for her date.
- The guys attacked the pile of nachos, their fingers getting the last bit of cheese off the plate.
- Their heads hanging down, the whole group apologized.
- The entire team, their uniforms muddy and stained, shouted for joy.
Underline the phrases used in the following sentences.

1. The lion is an animal of great strength.
2. A homeless child has to spend his days in great misery.
3. He listened to me with great attention.
4. Do not play with naughty boys.
5. Calcutta is a city of thick population.
6. He is full of courage.
7. She was wearing a bangle made of gold.
8. An old man lived beside the lake.
9. The boy stood on the burning deck.
10. He wants to go home.
11. Do you enjoy reading this book?
12. The wicked vizier loves getting people into trouble.
13. He speaks like a born leader.
14. I have forgotten how to play this game.
15. He succeeded in the long run.
Sketch

By Carl Sandburg

The shadows of the ships

Rock on the crest

In the low blue lustre

Of the tardy and the soft in rolling tide.

A long brown bar at the dip of the sky

Puts an arm of sand in the span of salt.

The lucid and endless wrinkles

Draw in, lapse and withdraw.

Wavelets crumble and white spent bubbles

Wash on the floor of the beach.

Rocking on the crest

In the low blue lustre

Are the shadows of the ships.
Directions: Respond to these questions to the best of your ability. Answer the questions completely.

1. Identify an example of personification: explain what is being personified how.

2. Identify an example of hyperbole: explain how it is exaggerated.

3. Identify an example of metaphor: explain which two things are being compared.

4. Find two separate examples of alliteration. List the alliterative words.

5. Where is repetition used in this poem? Why do you think that it is used this way?

6. What action is described in the third stanza of the poem?

7. How is imagery used in this poem? What is described?

8. What is the mood of this poem? How does it make you feel?
Instructions: For the following sentences, choose the sentence that contains a misspelled word. If there are no mistakes, choose answer d.

1. a. He has revealed his innermost secrets.
   b. There is a town in New Mexico called Truth or Consequences.
   c. You think he is funny, but I think he is vulgar.
   d. no mistakes

2. a. Her conversation was filled with sarcasim.
   b. I would like to be as poised as Susanna.
   c. You can learn self-confidence.
   d. no mistakes

3. a. Smart consumers read food labels.
   b. Your new dress is lovily.
   c. Did you see the lightning?
   d. no mistakes

4. a. The parachute opened properly.
   b. Carlos is a physical therapist.
   c. This story has received too much publisity.
   d. no mistakes
5. a. Her contribution was significant.
   b. Save all of your receipts.
   c. Lena has three great roommates.
   d. no mistake

6. a. Mercury is a poisonous substance.
   b. Todd served in the military for twenty years.
   c. Their relationship suffered as a result of his immaturity.
   d. no mistakes

7. a. She did not even acknowledge my presence.
   b. Do you think this is an attainable goal?
   c. For the fiftieth time, the answer is no.
   d. no mistakes

8. a. There is a five-year warranty on this appliance.
   b. Measure both the length and the width of the table.
   c. How many witnesses do we have?
   d. no mistakes

9. a. Harry is a kind-hearted man.
   b. We have a fundamental difference of opinion.
   c. Your behavior can only be described as professional.
   d. no mistakes
10. a. A bad decision could have been detrimental to her health.
   
b. Coffee is a stimulant.
   
c. The color scheme in the living room was monochromatic.
   
d. no mistakes

11. a. Scott was in uniform when he sat for the family portrait.
   
b. The tenants’ association will hold its meeting tonight.
   
c. This is the best value you will find anywhere.
   
d. no mistakes

12. a. I am taking my niece and nephew to the amusement park.
   
b. They placed their wedding announcement in the Sunday paper.
   
c. That is one argument that will never be resolved.
   
d. no mistakes

13. a. What is your assessment of the situation?
   
b. How much paint do we need to complete this job?
   
c. Your assignment is to write a four-page report.
   
d. no mistakes

14. a. I am planning to cook two turkeys on Thanksgiving.
   
b. Why did you refuse to accept his offer?
   
c. The traffic during rush hour today was unbelievable.
   
d. no mistakes
Persuasive speech or writing aims at convincing the reader more through emotional appeal than through valid reasons. It is supported by evidence and relies upon persuasive devices to make its appeal. The main focus of persuasive language is the audience, reader or listener.

Some common persuasive techniques are:

Adjective. Describing words, often used to make the reader feel a particular way about an issue.

Alliteration.

Anecdotes.

Clichés.

Emotive words.

Evidence.

Inclusive language.

Pun.

**Persuasive Essay Outline**

**Introductory Paragraph**

- Grab the reader’s attention by using a “hook.”
- Give an overview of the argument.
- Close with a thesis statement that reveals the position to be argued.

**Body Paragraphs**

- Each body paragraph should focus on one piece of evidence.
• Within each paragraph, provide sufficient supporting detail.

**Opposing View Paragraph**

• Describe and then refute the key points of the opposing view.

**Concluding Paragraph**

• Restate and reinforce the thesis and supporting evidence.

Guidelines for persuasive writing

• **Choose a position.** Students should think about the issue and pick the side they wish to advocate.

• **Understand the audience.** In order to write an effective persuasive essay, the writer must understand the reader’s perspective. Is the reader undecided or inclined to favor one side or the other?

• **Do the research.** A persuasive essay depends upon solid, convincing evidence. Don’t rely on a single source. Pull information from multiple websites and reference materials. Speak with community experts and teachers. Read and take notes. There is no substitute for knowledge of both sides of the issue.

• **Identify the most convincing evidence,** as well as the key points for the opposing view.

Example:

**PERSUASIVE ESSAY SAMPLES**

**Essay 1 Why Students Should Eat Breakfast Every Day**

A lot of people, especially young people, go through the day without having breakfast. Many people believe that it is not necessary, or they say that they don’t have time for that, and begin their day with no meal. I believe that everyone should eat breakfast before going to their activities. The purpose of this paper is to show the importance of breakfast, especially for students. **THESIS STATEMENT**

The first reason why you should eat breakfast before going to school is for your health. When you skip breakfast and go to school, you are looking for a disease because it’s not healthy to have an
empty stomach all day long. It’s very important to have a meal and not let your stomach work empty. All you are going to get is gastritis and a lot of problems with your health if you don’t eat breakfast.

Another reason for eating breakfast is because you need food for to do well in your classes. Your body and your brain are not going to function as good as they could because you have no energy and no strength. When you try to learn something and have nothing in your stomach, you are going to have a lot of trouble succeeding. A lot of people think that they should not eat because they are going to feel tired, but that’s not true. Breakfast is not a very big meal, and on the contrary, you’re going to feel tired if you don’t have breakfast because you have spent the entire previous night without food.

The last reason to have breakfast every day is because you can avoid diseases if you eat some breakfast in the morning. If you don’t eat, you are going to get sick, and these diseases will have a stronger effect on you because you’re going to get sick easier than people who have breakfast every day. You have to realize that breakfast is the most important meal of the day, and you cannot skip it without consequences for your health, your school and your defense mechanism. It is better to wake up earlier and have a good breakfast that run to school 2 without eating anything. It is time for you to do something for your health, and eating breakfast is the better way to start your day.

Activity 1

Write a persuasive essay on the following topic.

- Convincing others to take up your favourite hobby.
- Should students be taught sex education in school?
- Should students be able to attend public universities for free?
An **infinitive** is the verb form that has “to” at the beginning. For example, “to do,” “to sleep,” “to love” and “to create.” It is the simplest verb form that you have to modify to fit into sentences.

For example, “She sleeps” no longer contains the infinitive of the verb “to sleep.” Instead, it has been conjugated into the simple present third person form of the verb “to sleep”: sleeps.

Infinitives are easy!

How about gerunds?

**Gerunds** are formed by adding “-ing” to the verb: “sleeping,” “drawing,” “swimming.” But they are not the “-ing” verb forms that you see in the present or past continuous tense. They look the same, but gerunds are actually verb forms **used as nouns**.

Let’s take the infinitive of the verb “to sleep” and use it in two different sentences:

*I am sleeping.*

This is the present continuous. “Sleeping” here is part of the verb. It is not a gerund. Here’s the second sentence:

*I don’t like sleeping.*

This is **present simple**, but it contains a gerund. “Sleeping” is the direct object of this sentence.

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5 **Simple Rules to Master the Use of Gerunds and Infinitives**

**Rule 1:** Gerunds can be used as a subject of a sentence.

Take a look at some examples.

*Walking* is good for your health.

*Making* friends has become more difficult since I moved to a new city.
Becoming a millionaire is a dream of many young people today.

Here, the gerunds (in bold) are part of the sentence subjects (“walking,” “making friends,” “becoming a millionaire”). All three sentences sound like normal, everyday English.

Now read these two sentences:

“To be or not to be—that is the question.”

“To mourn a mischief that is past and gone is the next way to draw new mischief on.”

(Both sentences are quotes from William Shakespeare’s works.)

They sound formal, don’t they? They are poetic, aren’t they? Shakespeare is one of the greatest authors of all time, but his English is famously difficult to understand. And that’s because it is literature. It is formal and it is art.

In those two quotes, the infinitives “to be” and “to mourn” are used as the sentence subjects.

So, it is possible to use both infinitives and gerunds as subjects, but gerunds are much more commonly used as subjects. Just pay attention to how the choice reflects on the tone and meaning of your sentences.

Rule 2: Both gerunds and infinitives can be used as objects of a sentence.

You may say:

“I enjoy drawing.”

You may also say:

“Yesterday, I decided to draw.”

Both sentences are correct, but one has an infinitive as the object and the other has a gerund as the object.

What is the difference?

It’s the verbs that precede (come before) the object! Some verbs require a gerund and some will require an infinitive. In the above examples, we can see that the formula is “enjoy” + [gerund] and “decide” + [infinitive].

With practice, you will be able to remember which one is which.
Here are a few examples of **verbs that need to be followed by an infinitive:**

- **agree**: I agreed to go to a party with my friend.
- **decide**: The president decided not to participate in the discussions.
- **deserve**: Everyone deserves to be respected.
- **expect**: I expect to know my exam grade by tomorrow.
- **hope**: We were hoping to avoid traffic by leaving early.
- **learn**: He learned not to trust anyone.
- **need**: She needs to learn how to cook.
- **offer**: I offered to help my brother with homework.
- **plan**: We are planning to watch a movie tonight.
- **promise**: My friend promised to find the time to help me move.
- **seem**: We seem to be lost.
- **wait**: I cannot wait to see my family.
- **want**: I don’t want to go to bed yet.

There are lots of verbs that require an infinitive after. You will learn them naturally, as you progress in your English studies.

And here are a few examples of **verbs that need to be followed by a gerund:**

- **admit**: They admitted changing the schedule.
- **advise**: I advise proceeding (moving forward) with caution.
- **avoid**: She avoided looking me in the eye.
- **consider** (think about): I considered staying silent, but I had to tell her.
- **deny**: I denied knowing about his secret.
- **involve**: The course involved writing three tests.
- **mention** (say something): She mentioned seeing my brother at a baseball game.
• **recommend:** I recommend practicing gerunds and infinitives.

• **risk:** Don’t risk losing your job!

• **suggest:** I suggest reading more English short stories.

**Rule 3: Infinitives should be used after many adjectives.**

Here are three sample sentences that will help to illustrate this rule:

*It is not* **easy** to **graduate** from university.

*It is* **necessary** to **speak** **English** to work in a hotel.

*It is** **wonderful** to **have** close friends.

When you describe something with an adjective (underlined in the examples above), an infinitive should follow (in bold). Using gerunds here would be incorrect.

But remember! If you want to make that object into a subject (see Rule 1), a gerund should be used:

**Graduating** from university is not easy.

**Speaking** **English** is necessary to work in a hotel.

**Having** close friends is wonderful.

How else do you know if an adjective should be followed by an infinitive? The construct “too + [adjective]” is another way to tell!

For example:

*This dress is* **too big** to wear.

*This car is** **too expensive** to buy.

And the same is true about “[adjective] + enough”:

*My child is not* tall **enough** to ride this rollercoaster.

*The course was** **detailed enough** to **widen** his knowledge base.

*This rule is** **useful enough** to **understand** the usage of infinitives!
Rule 4: Only infinitives are used after certain verbs followed by nouns or pronouns referring to a person.

“We asked her not to go.”

In this sentence, “we” is the subject, “asked” is the verb and “her” is the objective form of the pronoun “she.” You must use an infinitive (“to go”), never a gerund, after certain verbs followed by nouns or pronouns referring to people.

To remember this rule, you will have to study **verbs that take an object and an infinitive in this context**.

Start with these examples. The objects (nouns and pronouns) are underlined. Notice how the underlined objects are all followed by infinitives.

- **ask**: Can I ask you to help me with something?
- **expect**: I never expected him to become famous.
- **hire** (give a job to someone): Did the company hire you just to sit in your office?
- **invite**: I invited a friend to attend the ceremony.
- **order**: She ordered the child to stay at home.
- **remind**: Please remind me to wash the dishes.
- **require**: The test required him to concentrate fully.
- **teach**: That will teach you to follow the rules!
- **tell**: Who told you to come here?
- **urge**: They urged me to continue my research.
- **warn**: I am warning you not to do this!

Rule 5: Only gerunds are used after prepositions (with one exception).

Consider this sentence:

*I talked him out of taking that job.*

Here, the gerund “taking” follows the preposition “of.”
Prepositions can follow any word, be it a noun, a pronoun, a verb or an adjective. In the examples below, the prepositions are underlined, followed by the gerunds in bold.

**A preposition that follows a noun:**

*Novels* about *growing up* are popular among teenagers.

*I have an interest* in *becoming* a painter.

**A preposition that follows a pronoun:**

*I forgive you* for *not telling* the truth.

**A preposition that follows a verb:**

*She is thinking* about *trying* martial arts.

*He looks forward* to *meeting* his cousins.

**A preposition that follows an adjective:**

*I am wary* of *going* alone.

*My mom is scared* of *flying*.

There is one exception. Thankfully, it should be easy to remember!

**The exception**

“But” is a short word that connects two clauses of a sentence together. It is called a conjunction. Sometimes, “but” can also play a role of a preposition. When “but” is used as a preposition, it is the same in meaning as “except.”

If “but” or “except” are used like this, they need to be followed by an infinitive:

*I had no choice but to follow* her.

(I had to follow her.)

*Mary made no stops on the way except to get* gas.

(Mary only stopped to get gas.)

*There is nothing left for me to do but to collect* my money and go.

(I only have to collect my money and go.)

You may not see “but” and “except” used this way often. Just follow the rule of gerunds after prepositions, and you will get it right most of the time!
Choose the correct gerund or infinitive from the parenthesis at the end of the sentence.

1. Alan can’t stand ______ on trains. (riding/ to ride)
2. Mr. Harris enjoys ______ people out to dinner. (inviting / to invite)
3. In the old days, gentlemen challenged their rivals’ _______. (fighting / to fight)
4. As the famous saying goes, there’s no use _____ over spilt milk. (crying / to cry)
5. Jim stopped ______ his shoelace. Wait for him. (tying / to tie)
6. Mr. Peter’s wife always volunteers ______ cakes PTA meetings. (baking / to bake)
7. Don’t waste my time ______ about your salary. (complaining/ to complain)
8. Eva is having trouble ______ on the exam. (concentrating / to concentrate)
9. Please allow me ______ your Facebook page. (joining / to join)
10. You won’t forget ______ milk on your way home, will you? (picking up /to pick up)
11. Dan enjoys ______ science fiction. (reading/ to read)
12. Cheryl suggested ______ a movie after work. (seeing/ to see)
13. I miss ______ in the travel industry. Maybe I can get my old job back. (working/ to work)
14. Do you mind ______ me translate this letter? (helping/ to help)
15. You’ve never mentioned ______ in Japan before. How long did you live there? (living/ to live)
16. If he keeps ______ to work late, he's going to get fired! (coming/ to come)
17. Debbie plans ______ abroad next year. (studying/ to study)
18. I agreed _______ Jack wash his car. (helping/ to help)
Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Screech! Karen stomped on the gas pedal the moment the light turned green. She looked over her left shoulder and zigged past a semi-truck. She zoomed ahead and looked over her right shoulder and then zagged past a motorbike. She glanced at the clock on the console and darted into the parking lot. Whipping into a parking spot, she grabbed her suitcase and ran through the lot, up the escalator, and into the terminal. Her heavy suitcase was bumping and bouncing the whole way. Just as she entered the terminal, she heard an announcement over the loudspeaker, "Final boarding call for flight 205 to JFK..." Karen looked at her ticket and then at the line to get through the security checkpoint, which wrapped around several turnstiles and slithered like a lethargic snake. Karen sighed and then slowly walked to the customer service desk.

1. Why is Karen in a hurry?

__________________________________________________________________________

How do you know this?

__________________________________________________________________________

2. Why does she start walking slowly at the end of the passage?

__________________________________________________________________________

How do you know this?

__________________________________________________________________________

3. What is Karen going to do at the customer service desk?

__________________________________________________________________________

How do you know this?
Brenda reached for the box of tissue. She blew her nose with a thunderous force and then tried breathing through it again. It was still clogged. She stood up and got a head rush that almost knocked her back down to the bed, but she regained her balance. As she tottered over to the phone on her dresser, all of her muscles ached. She located the contact labeled "Work" and pressed send. A couple of rings later, a familiar voice answered the phone, "Happy Fun Land, this is Deidra speaking. How can I help you have a happy fun day?" Brenda moaned, "Oh, Deidra, it's Brenda." Deidra responded with pep, "Hey, Brenda! I can't wait to see you this afternoon." Brenda grunted and replied, "Yeah, well, actually, I need to talk to the manager."

4. Why is Brenda moving so slowly?

How do you know this?

5. What is Brenda going to talk about with the manager?

How do you know this?

"Shh..." Dale whispered to his friend Jim. Jim stopped talking mid-sentence and looked at Dale. Dale was dressed in a fluorescent orange sweater with the hood up and a camouflage vest over the sweater. He saw Dale point his rifle at the horizon and squint, and then Jim looked where the barrel was aimed. A large 10-point buck trotted about thirty meters from the bushes behind which Jim and Dale were positioned.

6. What are Jim and Dale doing in the bushes?

How do you know this?

7. Why does Dale shush Jim?

How do you know this?

8. What event is most likely to occur next?

How do you know this?
Homophones are words that have exactly the same sound (pronunciation) but different meanings and (usually) spelling.

For example, the following two words have the same sound, but different meanings and spelling:

**Hour** (noun: 60 minutes)

**Our** (possessive adjective: belonging to us)

In the next example, the two words have the same sound and spelling, but different meanings:

**Bear** (noun: large, heavy animal with thick fur)

*bear* (verb: tolerate, endure)

Usually homophones are in groups of two (*our, hour*), but occasionally they can be in groups of three (*to, too, two*) or even more. If we take our *bear* example, we can add another word to the group:

**Bear** (noun: large, heavy animal with thick fur)

*bear* (verb: tolerate, endure)

*bare* (adjective: naked, without clothes)
Activity 1

For the following questions, choose the sentence in which the italicized word is spelled incorrectly. All of the choices are homophones—words that sound alike but are spelled differently and have different meanings. If there are no mistakes, choose answer d.

1. a. I will take a course in economics next semester.
   b. Follow the river’s coarse.
   c. Sandpaper is always coarse.
   d. No mistakes.

2. a. Do you want to meet at nine or ten? The latter is better for me.
   b. Let’s go shopping later this week.
   c. Later, he told us of his plans to build a new house.
   d. No mistakes.

3. a. We will bored the plane at 4:00.
   b. The board members will all attend.
   c. He used his drill and bored a hole in the wall.
   d. No mistakes.

4. a. Terrence is old enough to pour his own glass of milk now.
   b. There are some very poor people living in that part of the United States.
   c. Josie pours over the catalogs she receives in the mail.
   d. No mistakes.

5. a. He had a reputation for being very vane and self-centered.
   b. We studied the veins in the leaves.
   c. Mr. Hanson put a weather vane on his roof.
6. a. The sun shone brightly.
   b. The house was shown by the real estate agent.
   c. Why wasn’t I shown how to operate this machine?
   d. No mistakes.

7. a. They will raze this old building and build a skyscraper in its place.
   b. Raise your hand if you know the answer.
   c. Many farmers raise chickens.
   d. No mistakes.

8. a. The first graders were learning how to write capital letters.
   b. We don’t have enough capitol to buy a new building.
   c. What is the capital of North Dakota?
   d. No mistakes.

9. a. The great majority of the class will attend the pep rally.
   b. Be sure to clean the grate in the fireplace.
   c. That music greats on my nerves.
   d. No mistakes.

10. a. I prefer to eat plain, home-cooked meals.
    b. Some people say it is a boring landscape, but I like the planes of the Midwest.
    c. We need to use a plane to make the top of the door level.
    d. No mistakes.
Select ONE of the following to complete the cloze passage below

.   Gap 1
a. domain  b. branch  c. field  d. area

   Gap 2
a. wondering  b. thinking  c. looking  d. considering

   Gap 3
a. recognised  b. understood  c. valued  d. regarded

   Gap 4
a. by  b. about  c. into  d. in

   Gap
a. nose  b. push  c. run  d. shop

   Gap 6
a. rapid  b. crash  c. Quick  d. fast

   Gap 7
a. on  b. forward  c. from  d. onward

   Gap 8
a. up  b. on  c. through  d. out
For Questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning.

Example (0)
A) series    B) issue    C) programme    D) release

A recent (0) ........ of a language learning magazine has consulted a number of experts in the (1)........ of second language acquisition. Their advice may prove invaluable for those (2)........ a language course. One suggestion is that you assess whether you are likely to be successful at learning a language. Did you enjoy studying languages at school, for example? Do you have enough time to learn a language? The major cost will be your own time and effort. If proof of your level of proficiency is important you must make sure that the course on offer leads to a (3)........ qualification. Also, be realistic in your goals. If you don't set achievable aims you are more likely to give up. Do not be deceived (4)........ thinking that the most expensive courses are the best. (5)........ around to get the best possible value for money. You should also bear in mind that the quicker you learn a language the more quickly you forget it. Sandra Miller, a French teacher, tried to teach herself German by enrolling on a (6) ........ course. Already fluent in four languages and with a sound knowledge of teaching methodology her chances of making progress were high. Three years (7)........ she remembers very little. She feels her biggest mistake was not to follow (8) ........ her first experience. "I should have consolidated what I'd learn by continuing to study, even if it were by myself."
Activity 2

Complete the passage using the words provided.

Unlike, member, together, rest, in, other that, into, hatched, with, male, such, span, During, laid, When, over,

Latter, collect, after

The honey bee is a very unusual kind of insect. ___1___ other insects which live alone, the honey bee lives as a ___2___ of a community. These bees live ___3___ in what is known as a bee colony.

The head of the colony is called the queen bee. She is larger than the ___4___ of the bees. Her main task ___5___ the colony is to lay eggs. Most of the ___6___ bees are the worker bees. These bees ___7___ nectar and pollen from flowers. The nectar ___8___ is carried by the worker bees is deposited on the hive and then converted ___9___ honey. The worker bees also help look ___10___ the young bees. as soon as the eggs are ___11___, the worker bees feed the young bees ___12___ pollen and nectar. The third type of bee found in the colony is the drone or ___13___ bee. The main task of ___14___ a bee is to mate with a new queen.

The queen bee has a life ___15___ of about three years. ___16___ this period, she would have ___17___ more than half a million eggs. ___18___ the queen bee is dying, a new queen would be groomed. This new queen would eventually take ___19___ the 'duties' of the old queen when the ___20___ dies.
Sources

Please use these to do further practice exercises


Week: Eleven
Lesson: One
Topic: Comprehension – Answer sheet

1. A
2. C
3. D
4. B
5. C
6. D
7. A
8. D
9. A
10. C
1. Have known
2. Have learned/learnt
3. Have seen
4. Have been
5. Have started
6. Has lived
7. Has written
8. Have eaten
9. Has given
10. Has spoken
11. Have taken
12. Have done
13. Has bought
14. Has had
15. Has worked
16. Has found
Week: Eleven
Lesson: Three
Topic: Vocabulary - Spelling – Answer sheet

1. A
2. A
3. D
4. A
5. A
6. D
7. D
8. C
9. D
10. A
11. B
12. C
21. Getting fired turned out to be a **blessing in disguise**. - Getting fired (normally a negative event) turned out to be a good thing.

22. These red poppies are a **dime a dozen**. - These red poppies are very common.

23. Don’t **beat around the bush**. - Just say what you really mean.

24. After some reflection, he decided to **bite the bullet**. - After some reflection, he decided to do the undesirable thing he was avoiding.

25. I’m going to **call it a night**. - I’m going to bed.

26. He’s **got a chip on his shoulder**. - He’s holding onto a grudge or grievance that’s making him very angry or callous.

27. Would you **cut me some slack**? - Don’t be so hard on me.

28. Don’t **cut any corners**. - Don’t take any shortcuts and produce shoddy work.

29. She let things **get out of hand**. - She lets things get out of control.

30. I’m going **back to the drawing board**. - I’m going to start over.

31. **Hang in there**. - Stick with it.

32. Don’t **jump the gun**. - Don’t do something before the allotted time.

33. He decided to **let her off the hook**. - He decided to release her from her responsibility.

34. He **missed the boat**. - He missed out on an opportunity.

35. I go out for walks **once in a blue moon**. - I go out for walks very rarely.

36. **Pull yourself together**, man! - Calm down.

37. She seriously **rubbed me the wrong way**. - I did not like her at all.
38. There he is, **speak of the devil.** - There he is; we were just talking about him.

39. That was **the straw that broke the camel’s back.** - My patience has finally run out.

40. Well, she’s got **the best of both worlds.** - She’s receiving benefits from both of her current situations or opportunities.
1. I waited for my friend until he arrived.

2. He hid where his pursuers could not find him.

3. I am as intelligent as you are.

4. As he was not there, I left a message with his mother.

5. We eat that we may live.

6. She was so tired that she could barely stand.

7. If you eat too much, you may fall ill.

8. Though he started early, he finished late.

9. If you do not tell me everything, I will not be able to help you.

10. Do not go until I get ready.
Figurative Language Poem 3 | Answer Key

1. Identify two examples of **personification**
   *The Grave is give the human quality of being dull. Mirth is given a cheek with a
dimple. Melancholy is given a missing face and thick lips, or perhaps that is the name
of a girl.*

2. Identify an example of **hyperbole**: explain how it is exaggerated.
   *The jetors or the droll are given the description of "Whose every look and gesture
was a joke." This is an exaggeration.*

3. Identify an example of **metaphor**: explain which two things are being compared.
   *Life is compared to a "dance of youthful blood" implicitly.
The process of calling something "mad" is compared to "branding."
It is arguable that society is being compared to clapping theatres and shouting
crowds.*

4. Identify and example of **simile**: explain which two things are being compared.
   *The deceased girl's / Melancholy's dumbness is compared to the green grass covering
her using the word "as."*

5. **What is the tone of this poem?** How does the speaker feel about the subject(s) of
   the poem? Use evidence from the text to explain your answer.
   *The tone is biting, wry, and pessimistic.*
   *On one hand the speaker is insulting the grave by calling it dull and treating it as a
party-pooper. On the other hand the speaker is belittling the efforts of humans in the
face of death, almost tauntingly asking "Where are the jesters now?"

6. In line four of the poem, the speaker says that "[the Dull Grave brands] our
   laughter with the name of madness." What does the speaker mean by this
   line? Explain your answer.
   *One interpretation of this line is that it is crazy to laugh since death is imminent. In
other words, since we are going to wind up in a grave (a dull one too) and there is no
running or hiding from this fate, one could brand each laugh we share as mad or
crazy. Isn't that pessimistic?*

7. **What is the thematic message of the poem?** In other words, what lesson is the
   author attempting to express with this poem?
   *One thematic message expressed by this poem is that a dull grave awaits us all and
that there will be no laughter or mirth there. The grey cloud of death hangs over
every party you attend.*
1. When I arrived (arrive) at the station, the train had already left (already, leave).

2. We thanked (thank) the couple for everything they had done (do) to help save our daughter.

3. As soon as I heard (hear) the voice, I realised (realise) I had met (meet) the person before.

4. I went (go) to the shop to buy the shirt I had seen (see) the day before.

5. I returned (return) the book when I had finished (finish) reading it.

6. I did not go / didn't go (not go) to bed until the film had finished (finish).

7. The test was (be) difficult because I had not studied / hadn't studied (not study).

8. When Mr. Smith retired (retire), he had run (run) the company for over forty years.
1. Convenient
2. Roving
3. Important
4. Complete
5. Remove
6. Reproached
7. Uncertain
8. Upright
Question 1: Option D
The word “defile” means to make foul, dirty, or unclean. Disparage means to speak of or treat slightly. Forgery means the act of reproducing something for a deceitful or fraudulent purpose. Sanctify means to purify or free from sin.

Question 2: Option C
The answer to this question is given in the 1st paragraph. It defines the purpose of political education: it is to guide the citizens to work for the socio-economic objectives of the country. And according to this paragraph the socio-economic objectives of India are the abolition of poverty and the creation of a modern democratic, secular and socialist society in place of the present traditional, feudal, hierarchical and in egalitarian one in short an egalitarian society.

Question 3: Option D
It is mentioned in the first paragraph 9th line: "What we have actually received is infinite political interference with little genuine political support."

Question 4: Option B
It is mentioned in the last lines of the last paragraph: "In the recent times the education system continues to support domination of the privileged groups and domestication of the under-privileged ones. The situation will not change unless we take vigorous steps to provide genuine political education on an adequate scale. This is one of the major educational reforms we need.....".

Question 5: Option C
“Foster” means to promote the growth or development of.
1. Annie and her brothers are at school.
2. Either my mother or my father is coming to the meeting.
3. The dog or the cats are outside.
4. Either my shoes or your coat is always on the floor.
5. George and Tamara don't want to see that movie.
6. Benito doesn't know the answer.
7. One of my sisters is going on a trip to France.
8. The man with all the birds lives on my street.
9. The movie, including all the previews, takes about two hours to watch.
10. The players, as well as the captain, want to win.
11. Either answer is acceptable.
12. Every one of those books is fiction.
13. Nobody knows the trouble I've seen.
14. Is the news on at five or six?
15. Mathematics is John's favorite subject, while Civics is Andrea's favorite subject.
16. Eight dollars is the price of a movie these days.
17. Are the tweezers in this drawer?
18. Your pants are at the cleaner's.
19. There were fifteen candies in that bag. Now there is only one left!
20. The committee debates these questions carefully.
Week: Thirteen
Lesson: Three
Topic: Synonyms

1. C
2. C
3. C
4. B
5. A
6. C
7. A
8. C
9. A
10. B
11. A
12. B
The television keeps us informed of the world affairs. Early exposure to television programs helps to develop language skills of young children. These children can also learn to pronounce words accurately because of the standardized pronunciation in the programs. In a family where both the parents are working, the television provides the family an opportunity to get together at leisure times. One disadvantage of watching television programs is that we do less reading and hence our writing skills are affected. Younger children may learn to speak but not write from television programs. Furthermore, television programs often spare viewers, especially the young ones, from pondering upon opinions presented before the, which will in turn handicap their ability to analyze facts. (119 words)
Week: Fourteen
Lesson: One
Topic: Phrases – Answer sheet

1. The lion is an animal of great strength.
2. A homeless child has to spend his days in great misery.
3. He listened to me with great attention.
4. Do not play with naughty boys.
5. Calcutta is a city of thick population.
6. He is full of courage.
7. She was wearing a bangle made of gold.
8. An old man lived beside the lake.
9. The boy stood on the burning deck.
10. He wants to go home.
11. Do you enjoy reading this book?
12. The wicked vizier loves getting people into trouble.
13. He speaks like a born leader.
14. I have forgotten how to play this game.
15. He succeeded in the long run.
Figurative Language Poem 1 | Answer Key

1. Identify an example of **personification**: explain what is being personified how.
   *The tide is described as being "tardy"
The sand is described as having an "arm"*
Some students might believe that the wrinkles are an example of personification. They are not necessarily wrong.

2. Identify an example of **hyperbole**: explain how it is exaggerated.
   *The waves, implicitly compared to "wrinkles," are described as endless. This is an exaggeration.*

3. Identify an example of **metaphor**: explain which two things are being compared.
   *The ocean is implicitly compared to a "span of salt."
The waves are compared to wrinkles.*
The waves are compared to something that crumbles.

4. Find two separate examples of **alliteration**. List the alliterative words.
   *Shadows, ships
   Low, lustre
   Brown, bar
   Sand, span, salt
   Wrinkles, withdraw, wavelets, white, wash*

5. Where is **repetition** used in this poem? Why do you think that it is used this way?
   *These lines are repeated in a slightly varied order:*
   *The shadows of the ships
   Rock on the crest
   In the low blue lustre*
   *It may represent the reoccurring sounds of the tide, or a reflection in the water.*

6. What action is described in the third stanza of the poem?
   *This stanza describes the tide rolling in and out.*

7. How is **imagery** used in this poem? What is described?
   *Visual imagery is used throughout the poem. The speaker describes boats, tides, and a sand bar.*

8. What is the **mood** of this poem? How does it make you feel?
   *Possible answers include calm, peaceful, tranquil*
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1. Alan can’t stand to ride on trains
2. Mr. Harris enjoys inviting people out to dinner.
3. In the old days, gentlemen challenged their rivals’ to fight.
4. As the famous saying goes, there’s no use to cry over spilt milk.
5. Jim stopped to tie his shoelace. Wait for him.
6. Mr. Peter’s wife always volunteers to bake cakes PTA meetings.
7. Don’t waste my time complaining about your salary.
8. Eva is having trouble concentrating on the exam.
9. Please allow me to join your Facebook page.
10. You won’t forget to pick up milk on your way home, will you?
11. Dan enjoys reading science fiction.
12. Cheryl suggested seeing a movie after work.
13. I miss working in the travel industry. Maybe I can get my old job back.
14. Do you mind helping me translate this letter?
15. You've never mentioned living in Japan before. How long did you live there?
16. If he keeps coming to work late, he's going to get fired!
17. Debbie plans to study abroad next year.
18. I agreed to help Jack wash his car.
1. Karen is in a hurry because she is trying to catch a flight.
**Ex:** I know this because she has luggage and a ticket. Also, she drives to an airport.

2. Karen realizes that she will not make her flight.
**Ex:** I know this because a final boarding call for a flight was made and she looks at the really long line and realizes that she won't make her flight and she quits trying.

3. Karen is going to try to arrange a new flight.
**Ex:** I know this because she has just missed her flight and she doesn't turn around and go back to where she came from.

4. Brenda is sick.
**Ex:** I know this because she is blowing her nose, getting head rushes, and aching.

5. Brenda is going to tell her manager that she is sick.
**Ex:** I know this because she is in no condition to work. If she were going to report for duty, she would just be there, but she is calling in.
1. b. Course means path or class at school; coarse means rough.
2. d. There are no mistakes.
3. a. The verb board means to get on an airplane; the noun board is a plank of wood or a group of advisors; the adjective bored means uninterested; the verb to bore means to make a hole in or through.
4. c. The verb to pore means to read attentively; the noun pore means a small opening; the verb to pour means to dispense from a container.
5. a. If someone is vain, he or she is excessively prideful; a weather vane is a moveable device that rotates to show the direction of the wind; a vein is a narrow channel, like a blood vein or the vein in a leaf.
6. d. There are no mistakes.
7. d. There are no mistakes.
8. b. Capital means monetary assets; it also means the seat of government; or it can refer to the letters of the alphabet; capitol is a government building.
9. c. To grate means to cause irritation; great means notably large or numerous.
10. b. A plain is an expansive area of flat, treeless country; plain also means characterized by simplicity; a plane is a tool used to smooth wood.
The honey bee is a very unusual kind of insect. Unlike other insects which live alone, the honey bee lives as a member of a community. These bees live together in what is known as a bee colony.

The head of the colony is called the queen bee. She is larger than the rest of the bees. Her main task in the colony is to lay eggs. Most of the other bees are the worker bees. These bees collect nectar and pollen from flowers. The nectar that is carried by the worker bees is deposited on the hive and then converted into honey. The worker bees also help look after the young bees. As soon as the eggs are hatched, the worker bees feed the young bees with pollen.
and nectar. The third type of bee found in the colony is the drone or male bee. The main task of such a bee is to mate with a new queen.

The queen bee has a life span of about three years. During this period, she would have laid more than half a million eggs. When the queen bee is dying, a new queen would be groomed. This new queen would eventually take over the 'duties' of the old queen when the latter dies.