



SYLLABUS

BAJMC Ist Year

Subject - English

UNIT - I	<ol style="list-style-type: none">1. Where the mind is without fear: Rabindranath Tagore2. National Education: M. K. Gandhi3. The Axe: R. K. Narayan4. The Wonder that was India: A. L. Basham (an excerpt)5. Preface to Mahabharata : C. Rajagopalachari
UNIT - II	Comprehension Skill: Unseen Passage followed by Multiple choice questions
UNIT - III	Basic Language Skills: 1. Vocabulary Building: Suffix, Prefix, Synonyms, Antonyms, Homophones, Homonyms and One-Word Substitution. 2. Basic Grammar: Noun, Pronoun, Adjective, Verb, Adverb, Prepositions, Articles, Time and Tense.



UNIT I Lesson-1

'Where the Mind is Without Fear' by Rabindranath Tagore

Text of the poem:

Where the mind is without fear and the head is held high
Where knowledge is free
Where the world has not been broken up into fragments
By narrow domestic walls
Where words come out from the depth of truth
Where tireless striving stretches its arms towards perfection
Where the clear stream of reason has not lost its way
Into the dreary desert sand of dead habit
Where the mind is led forward by thee
Into ever-widening thought and action
Into that heaven of freedom, my Father, let my country awake.

Glossary:-

1. Domestic- related to family
2. Fragments-pieces
3. Tireless- without getting tired
4. Striving-to exert much efforts



5. Dreary- dull
6. Dead habit- old customs
7. Thee- you

Analysis of the poetry:

“Where the Mind is Without Fear” is an emotional prayer by Rabindranath Tagore before almighty God. He is an intellectual who was also popularly known as ‘Gurudev’ & ‘Bard of Bengal’; he was not only a composer but a painter, a humanist, a philosopher, a novelist as well as an educator who wrote on different subjects. This poetry is included in ‘Gitanjali’ an anthology which was composed by him during pre-independence era of India. Initially Rabindranath Tagore authored this poem in Bengali in 1901 written for a collection of divine prayers titled ‘Naibedya’ later translating it in English in the year 1911 for ‘Gitanjali’. He won Nobel for ‘Gitanjali’ in the year 1913 as well as the reputation of being the first Non-European to be a Nobel laureate. He was knighted in the year 1915, but he renounced this title in 1919 as he was anguished and as a sign of his protest against the Jallianwalla Bagh massacre (Amritsar massacre) due to the He is the composer of ‘Jana Gana Mana’ & ‘Amar Shonar Bangla’ the national anthems of India and Bangladesh respectively.

The original poem bears the title ‘Prarthana’ i.e. prayer. The poem is a prayer to the universal father as well as the fellow Indians presenting his vision of an independent India. Patriotism is the core theme of this poem solely centered on the vision of independence. The nation was under the British Rule, the society was full of disharmony and social unjust. The people were eagerly waiting to get their



freedom. This poem had given a lot of strength to the people who were struggling for India's independence.

Where the mind is without fear and the head is held high

Where knowledge is free

The poet prays to the Almighty that his country should be free from any kind of external pressures and oppressive factors which would create fear. He believed that freedom from such repressive situations would generate a sense of respect in individuals which was crushed due to presence of these overwhelming situations. He wants that everyone in his country should be free to live a dignified life and hold their heads high with respect for themselves and for one another. He dreams of a nation where knowledge or education would be free and available for all. Education should not be restricted to the upper class only but everybody should be free to acquire knowledge without any caste or gender distinctions.

Where the world has not been broken up into fragments

By narrow domestic walls

Tagore envisions a world which is not disintegrated by biases based on caste, creed, color, religion, status or gender. He wants his people to reject any kinds of baseless superstitions and should not endorse any kinds of social evils. He lays emphasis on the rationality of mind because clear thinking would prevent people from becoming prey to such tribulations. He also stresses on the fact that all the external forces like prejudices and superstitions as well as internal forces like narrow-mindedness should not divide the people in groups and destroy their unity.



Where words come out from the depth of truth

Where tireless striving stretches its arms towards perfection

He wishes the people of his nation to be truthful; he is of the view that people should not distort the truth for their personal benefits. The words spoken should be full of sincerity and not mere empty words which come from the bottom of the heart and soul. The poet expresses his deep desire where people of his country strive towards perfection or development free from all the biases and superstitions without giving up or getting exhausted.

Where the clear stream of reason has not lost its way

Into the dreary desert sand of dead habit

The poet visualizes that his fellow countrymen should not lose their reasoning due to baseless superstitions and preconceived notions which is referred as dead habits as they hinder the unity of a nation and progress of an individual. He believes that these habits are like a lifeless barren region where no life can prevail. So he emphasizes on the fact that the every individual should possess a clear intellect which resembles to a clear stream free from any kinds of stagnation.

Where the mind is led forward by thee

Into ever-widening thought and action

Into that heaven of freedom, my Father, let my country awake.

The poet prays to the almighty to bestow his countrymen the purity of thoughts, actions and rational intellect. He wishes that God awakens the shackled mind of the people and lead them towards a heavenly country. He wants his natives not to be bound by any internal or external factors which pull them back from the path of progress. Tagore makes a plea before almighty 'Father', to awaken his country



renaissance

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BAJMC I Year

Subject: English

into such a heaven of freedom.

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UNIT I Lesson-2

National Education by M. K. Gandhi

Text:

NEW EDUCATION

New Education to be rooted in the Culture and Life of the People

National Education

The curriculum and pedagogic ideas which form the fabric of modern education were imported from Oxford and Cambridge, Edinburgh and London. But they are essentially foreign, and till they are repudiated, there never can be national education. For the moment, we are not going to discuss the problem whether it is possible for India to do without European education; (and in this connection let us say that we regard the English as a mere special phenomenon of the European system). If India decides in the light of the need there is of fighting Europe with her own weapons, Industrialism, Capitalism, Militarism, and all the rest, in favor of making counterfeit Europeans of her children, soldiers, inventors of explosives, prostitutes of Science, forgetters of God, she must go forward on her path stern and open eyed, whatever the disaster. But in that case, she should make up her mind to do without national education, for, national education will not secure those ends, will not make her sons and daughters fit for the fulfillment of those functions. The fact to be realized is that India by the very fact of her long established and elaborated civilization had once the advantage of an educational system of her own, the only thing entitled to be called 'national'. But it was fundamentally distinct from the Anglo-Indian type and from the pseudo-national type that is its descendant. The question then is this: The choice must be clearly



and finally made between national and foreign education, the choice of type and archetype, of meaning and purpose, of end and means. It has so far not been made. We are almost certain that the necessity for choosing is hardly realized. As long as confusion on this matter exists, 'national' education cannot flourish. And that for a simple reason. The Government is already imparting one type of education in respect of which it is impossible for any purely non-official body to complete. Official organization is bigger, it has more money, it has more prizes to offer. We believe that this root paradox will last as long as there is no hard and clear thinking about fundamentals. If, as a result of careful decisions, we promise to the people that the education we offer will be truly Indian and not a mere inferior prototype of the education offered in the schools and colleges of Government, people are bound to listen to us. We believe that the folk who suffer from the effects of the existing arrangements, who deplore social disruption, who are stricken by the waste of youth, will be thankful to find an avenue of escape. Institutions that stand for the inevitable revolution for the restoration of national and social continuum will have in their hands the secret of the future. For that which should be remembered is this. The greatest visible evil of the present educational method, in itself evidence of deeper defects, is, that it has broken up the continuity of our existence. All sound education is meant to fit one generation to take up the burden of the previous and to keep up the life of the community without breach or disaster. The burden of social life is continuous, and if at any stage one generation gets completely out of touch with the efforts of its predecessors or in anywise gets ashamed of itself or its culture, it is lost. The force that maintains society together is a series of high loyalties, loyalty to faith, calling, parents, family, dharma. The ancient educational system in India certainly



maintained the long tradition of pride and service, the place of every order within the body social and body politic. It is equally certain that modern, foreign, non-national education makes young people unfit for any useful function in life. The vast majority of people that sent their children to the English schools were agriculturists, men and women with a deep and abiding faith in God. There is no doubt that the young people when they came back knew not a thing about agriculture, were indeed deeply contemptuous of the calling of their fathers and professed to have outgrown all faith in God or in His fulfilling providence. The fact that the tragedy of this destructive breach was limited by the need of Government for only a specified number of clerks and deputies, should not really mask the reality of the transaction. 'Reforms' have succeeded 'Reforms' in the educational system, Commissions have considered the case of the Universities, primary instruction has been sought to be made compulsory ; but there has never been the remotest perception of the fact that the whole thing is an evil because it was destroying the very foundations of all national life and growth. The system must be scrapped; enquiry must be made promptly as to what constituted the elements of education before Indian Universities were constituted, before Lord Macaulay wrote his fatal minutes. Promptness is essential, because the race of old teachers is nearly extinct and the secret of their methods may die with them. The resuscitation of those curricula may mean the disappearance of political history and geography; but the prospect does not disturb us in the slightest. We have been trying to get at the elements of the old curricula at least in one part of the country and we dare aver in all conscience that they strike us as infinitely more efficient and satisfactory than the latest thing come out of Europe. But we confess it is a layman's opinion. That is why we should like to have the matter



investigated by experts. If it is done and its consequences faced, we are confident that the people of the land will have reason to be highly thankful.

Almost from the commencement, the text-books (today) deal, not with things the boys and the girls have always to deal with in their homes, but things to which they are perfect strangers. It is not through the text-books that a lad learns what is right and what is wrong in the home life. He is never taught to have any pride in his surroundings. The higher he goes, the farther he is removed from his home, so that at the end of his education he becomes estranged from his surroundings. He feels no poetry about the home life. The village scenes are all a sealed book to him. His own civilization is presented to him as imbecile, barbarous, superstitious and useless for all practical purposes. His education is calculated to wean him from his traditional culture. And if the mass of educated youths are not entirely denationalized, it is because the ancient culture is too deeply imbedded in them to be altogether uprooted even by an education adverse to its growth. If I had my way, I would certainly destroy the majority of the present textbooks and cause to be written text-books which have a bearing on and correspondence with the home life, so that a boy as he learns may react upon his immediate surroundings.

No Relation to Environment

Unfortunately the system of education has no connection with our surroundings which therefore remain practically untouched by the education received by a microscopic minority of boys and girls of the nation.

With the best motives in the world, the English tutors could not wholly understand the difference between English and Indian requirements. Our climate



does not require the buildings which they need. Nor do our children brought up in predominantly rural environment need the type of education the English children brought up in surroundings predominantly urban need. When our children are admitted to schools, they need, not slate and pencil and books, but simple village tools which they can handle freely and remuneratively. This means a revolution in educational methods. But nothing short of a revolution can put education within reach of every child of school-going age. It is admitted that so-called knowledge of the three R's that is at present given in Government schools is of little use to the boys and girls in afterlife. Most of it is forgotten inside of one year, if only for want of use. It is not required in their village surroundings. But if a vocational training in keeping with their surroundings was given to the children, they would not only repay the expenses incurred in the schools but would turn that training to use in afterlife. I can imagine a school entirely self-supporting, if it became, say, a spinning and weaving institution with perhaps & cotton field attached to it. The scheme I am adumbrating does not exclude literary training. No course of primary instruction would be considered complete that did not include reading, writing and arithmetic. Only, reading and writing would come during the last year when really the boy or girl is readiest for learning the alphabet correctly. Handwriting is an art. Every letter must be correctly drawn, as an artist would draw his figures. This can only be done if the boys and girls are first taught elementary drawing. Thus side by side with vocational training which occupy most of the day at school, they would be receiving vocal instruction in elementary history, geography and arithmetic. They would learn manners, have object lessons in practical sanitation and hygiene, all of which they would take their homes in which they would become silent revolutionists.



Glossary:-

Pedagogic – related to teaching

Repudiated – to reject

Capitalism – economic system based on the private ownership

Counterfeit – fake

Pseudo – artificial

Descendant – successor

Archetype – example

Paradox – a statement that contradicts itself

Deplore – express strong disapproval of something

Contemptuous – expressing deep hatred

Layman – a person without professional or specialized knowledge in a particular subject

Scrapped – discard

Promptness – doing something quickly

Imbecile – stupid

Wean – to detach from a source of dependence

Three R's – reading, writing and arithmetic

About the author:

Mahatma Gandhi is known as the 'Father of the Nation' because he laid the true foundation of independent India with his noble ideals and supreme sacrifice. He was fondly called 'Bapu'. Mohandas Karamchand Gandhi was born on 2nd October 1869 at Porbandar, a small town on the Western Coast of India, which was then a



tiny state in Kathiawar. Mohandas went to England to study law and returned as a lawyer in 1890. He moved to South Africa in 1893 to represent an Indian merchant in a lawsuit. He lived for twenty-one years in South Africa. He started the Satyagraha movement in South Africa against the unjust treatment done to the Indians there by the British. In January 1914 Gandhi returned to India with only one ambition to serve his people and bring freedom in his country. After much wandering for a year, he finally settled down on the banks of the river Sabarmati on the outskirts of Ahmedabad, where he founded an Ashram in 1915. He named it Satyagraha Ashram. When the Rowlatt Act was passed that denied the civil liberties of the Indians, Gandhi finally got into active Indian politics. He became the forefront of the freedom struggle and within a few years he became the undisputed leader of the national movement for freedom. He became the President of Indian National Congress. Gandhi launched three mass movements, namely Non-cooperation movement in 1920, Civil Disobedience movement in 1939 with his famous 'Dandi March' to break the salt law and Quit India movement in 1942. Those three movements shook the foundation of British Empire in India and brought millions of Indians together into the freedom struggle movement. Gandhi advocated non-violence and Satyagraha as his chief weapons to achieve freedom. Gandhi's guidance and influence also empowered and encouraged many women to be a part of the freedom movement. Finally our country attained freedom on 15th August 1947.

Summary:

Gandhiji in this essay 'National Education'; presented his views on that kind of education which is most suitable for India. There have been various kinds of



reaction to his views but he is firm in his opinion that the system of education prevailing in India is defective. It has been introduced by an unjust government. Thoroughly unrelated to Indian culture this kind of education is merely intellectual. It does not fulfill the needs of the heart. In other words, it does not inculcate the virtue of sympathy, fellow-feeling, kindness and compassion in the young pupils. It does not teach the virtue of physical culture.

Secondly the existing education is imparted through a foreign language and in the India context this is unreal. The text books prescribed for our students deal with matters unrelated to the home life and village life of the pupils. The contents of text books are unknown to them. Therefore these text books do not inspire the students to take pride in their surroundings. The higher the education the more separated are the students from their home life and environment. They become cut off from villagers where they belong.

Gandhiji continues that the present system of education teaches the learners that their civilization is stupid, savage, superstitious and practically useless. So the students are separated from their traditional culture. Indian children are so firmly set in their ancient culture that the existing defective system of education has not been able to separate them completely from it. If the author had his way he would destroy all the present text books and replace them with new ones related to the real life of children.

Text books in India instead of merely being related to studies should be relevant to the real life of the people as most of them practice agriculture as a life-long occupation. The existing system of education makes the students unfit for physical



work. Indian students when grow up have to earn their livelihood by manual labor. So they should be taught the great virtues of physical labor. It is sad that Indian students in school hate manual labor and consider it undignified to do it.

The vast majority of people in India are poor. Therefore Gandhiji recommends that education in India should be free and universal, but if universal education is introduced no government can finance it. Hence, our children must be made to finance their own education wholly or partly. They can do it by any kind of physical work, in general and spinning and weaving, in particular. Gandhiji's view is that cloth production by school students will be profitable and practicable. So it should be introduced in all schools throughout India. This will enable them to pay for their education and help them to adopt a suitable profession in their later life. This will certainly go a long way in making our school students self-reliant. Gandhiji pleads that contempt for manual labor must damage the interest of the nation. So all must try to appreciate and respect manual labor.

Gandhiji further turns to the education of the heart which is as important as the education of the mind. He says in this connection that books alone cannot take care of the education of the heart. The living touch of the teacher in this important matter is essential. Such persons are obviously incapable of imparting the education of the heart that can inspire the children to be kind, sympathetic, compassionate and patriotic. The medium of instruction in India is English which is a foreign language. This puts a lot of mental strain on the pupils and they do not feel interested to learn. Moreover, this makes them crammers and imitators. Taught in a foreign medium, they cannot pass on their knowledge to the family and the society.



What is most unfortunate is that education in an foreign medium has made our boys and girls foreigners in their own country. It has also prevented the development of Indian languages. In view of these problems, Gandhiji makes out a strong case in favor of Indian languages to be used as medium of instruction in our educational institutions. For this very reason text books should be prepared in India languages and introduced in Schools.

In conclusion, Gandhiji clarifies that he is not hostile to the learning of English that is very essential for carrying on International commerce and diplomacy. Those who possess language learning talents should read this language because it contains some of the richest treasures of human thought and culture. However one should love and appreciate one's own culture first and then turn to other cultures. Our culture is one of the richest in the entire world and all should understand and appreciate its virtues. Gandhiji finally says that an academic study of our culture will never be useful unless it is practiced in our daily lives. But, he finally warns that no one should look down upon other cultures. On the contrary, respect for other cultures will benefit the growth and enrichment of our own culture.



UNIT I Lesson-3

The Axe by R. K. Narayan

Text:

An astrologer passing through the village foretold that Velan would live in a three-storeyed house surrounded by many acres of garden. At this everybody gathered round young Velan and made fun of him. For Koppal did not have a more ragged and godforsaken family than Velan's. His father had mortgaged every bit of property he had, and worked, with his whole family, on other people's lands in return for a few annas a week . . . A three-storeyed house for Velan indeed! . . . But the scoffers would have congratulated the astrologer if they had seen Velan about thirty or forty years later. He became the sole occupant of Kumar Baugh—that palatial house on the outskirts of Malgudi town.

When he was eighteen Velan left home. His father slapped his face one day for coming late with the midday-meal, and he did that in the presence of others in the



field. Velan put down the basket, glared at his father and left the place. He just walked out of the village, and walked on and on till he came to the town. He starved for a couple of days, begged wherever he could and arrived in Malgudi, where after much knocking about, an old man took him on to assist him in laying out a garden. The garden existed only in the mind of the gardener. What they could see now was acre upon acre of weed-covered land. Velan's main business consisted in destroying all the vegetation he saw. Day after day he sat in the sun and tore up by hand the unwanted plants. And all the jungle gradually disappeared and the land stood as bare as a football field. Three sides of the land were marked off for an extensive garden, and on the rest was to be built a house. By the time the mangoes had sprouted they were laying the foundation of the house. About the time the margosa sapling had shot up a couple of yards, the walls were also coming up.

The flowers—hibiscus, chrysanthemum, jasmine, roses and canna—in the front park suddenly created a wonderland one early summer. Velan had to race with the bricklayers. He was now the chief gardener, the old man he had come to assist having suddenly fallen ill. Velan was proud of his position and responsibility. He keenly watched the progress of the bricklayers and whispered to the plants as he watered them, 'Now look sharp, young fellows. The building is going up and up every day. If it is ready and we aren't, we shall be the laughingstock of the town.' He heaped manure, aired the roots, trimmed the branches and watered the plants twice a day, and on the whole gave an impression of hustling nature; and nature seemed to respond. For he did present a good-sized garden to his master and his family when they came to occupy the house.



The house proudly held up a dome. Balconies with intricately carved woodwork hung down from the sides of the house; smooth, rounded pillars, deep verandas, chequered marble floors and spacious halls, ranged one behind another, gave the house such an imposing appearance that Velan asked himself, 'Can any mortal live in this? I thought such mansions existed only in Swarga Loka.' When he saw the kitchen and the dining room he said, 'Why, our whole village could be accommodated in this eating place alone!' The house-builder's assistant told him, 'We have built bigger houses, things costing nearly two lakhs. What is this house? It has hardly cost your master a lakh of rupees. It is just a little more than an ordinary house, that is all . . .' After returning to his hut Velan sat a long time trying to grasp the vision, scope and calculations of the builders of the house, but he felt dizzy. He went to the margosa plant, gripped its stem with his fingers and said, 'Is this all, you scraggy one? What if you wave your head so high above mine? I can put my fingers around you and shake you up like this. Grow up, little one, grow up. Grow fat. Have a trunk which two pairs of arms can't hug, and go up and spread. Be fit to stand beside this palace; otherwise I will pull you out.'

When the margosa tree came up approximately to this vision, the house had acquired a mellowness in its appearance. Successive summers and monsoons had robbed the paints on the doors and windows and woodwork of their brightness and the walls of their original colour, and had put in their place tints and shades of their own choice. And though the house had lost its resplendence, it had now a more human look. Hundreds of parrots and mynas and unnamed birds lived in the branches of the margosa, and under its shade the master's great-grandchildren and the (younger) grandchildren played and quarreled. The master walked about leaning on a staff. The lady of the house, who had looked such a blooming creature



on the inauguration day, was shrunken and grey and spent most of her time in an invalid's chair on the veranda, gazing at the garden with dull eyes. Velan himself was much changed. Now he had to depend more and more upon his assistants to keep the garden in shape. He had lost his parents, his wife and eight children out of fourteen. He had managed to reclaim his ancestral property, which was now being looked after by his sons-in-law and sons. He went to the village for Pongal, New Year's and Deepavali, and brought back with him one or the other of his grandchildren, of whom he was extremely fond.

Velan was perfectly contented and happy. He demanded nothing more of life. As far as he could see, the people in the big house too seemed to be equally at peace with life. One saw no reason why these good things should not go on and on forever. But Death peeped around the corner. From the servants' quarters whispers reached the gardener in his hut that the master was very ill and lay in his room downstairs (the bedroom upstairs so laboriously planned had to be abandoned with advancing age). Doctors and visitors were constantly coming and going, and Velan had to be more than ever on guard against 'flower-pluckers'. One midnight he was awakened and told that the master was dead. 'What is to happen to the garden and to me? The sons are no good,' he thought at once.

And his fears proved to be not entirely groundless. The sons were no good, really. They stayed for a year more, quarreled among themselves and went away to live in another house. A year later some other family came in as tenants. The moment they saw Velan they said, 'Old gardener? Don't be up to any tricks. We know the sort you are. We will sack you if you don't behave yourself.' Velan found life intolerable. These people had no regard for a garden. They walked on flower beds, children climbed the fruit trees and plucked unripe fruits, and they dug pits on the



garden paths. Velan had no courage to protest. They ordered him about, sent him on errands, made him wash the cow and lectured to him on how to grow a garden. He detested the whole business and often thought of throwing up his work and returning to his village. But the idea was unbearable: he couldn't live away from his plants. Fortune, however, soon favoured him. The tenants left. The house was locked up for a few years. Occasionally one of the sons of the late owner came round and inspected the garden. Gradually even this ceased. They left the keys of the house with Velan. Occasionally a prospective tenant came down, had the house opened and went away after remarking that it was in ruins—plaster was falling off in flakes, paint on doors and windows remained only in a few small patches and white ants were eating away all the cupboards and shelves . . . A year later another tenant came, and then another, and then a third. No one remained for more than a few months. And then the house acquired the reputation of being haunted.

Even the owners dropped the practice of coming and seeing the house. Velan was very nearly the master of the house now. The keys were with him. He was also growing old. Although he did his best, grass grew on the paths, weeds and creepers strangled the flowering plants in the front garden. The fruit trees yielded their load punctually. The owners leased out the whole of the fruit garden for three years.

Velan was too old. His hut was leaky and he had no energy to put up new thatch. So he shifted his residence to the front veranda of the house. It was a deep veranda running on three sides, paved with chequered marble. The old man saw no reason why he should not live there. He had as good a right as the bats and the rats.



When the mood seized him (about once a year) he opened the house and had the floor swept and scrubbed. But gradually he gave up this practice. He was too old to bother about these things.

Years and years passed without any change. It came to be known as the 'Ghost House', and people avoided it. Velan found nothing to grumble about in this state of affairs. It suited him excellently. Once a quarter he sent his son to the old family in the town to fetch his wages. There was no reason why this should not have gone on indefinitely. But one day a car sounded its horn angrily at the gate. Velan hobbled up with the keys.

'Have you the keys? Open the gate,' commanded someone in the car.

'There is a small side-gate,' said Velan meekly.

'Open the big gate for the car!'

Velan had to fetch a spade and clear the vegetation which blocked the entrance.

The gates opened on rusty hinges, creaking and groaning.

They threw open all the doors and windows, went through the house keenly examining every portion and remarked, 'Did you notice the crack on the dome? The walls too are cracked . . . There is no other way. If we pull down the old ramshackle carefully we may still be able to use some of the materials, though I am not at all certain that the wooden portions are not hollow inside . . . Heaven alone knows what madness is responsible for people building houses like this.'

They went round the garden and said, 'We have to clear every bit of this jungle. All this will have to go . . .' Some mighty person looked Velan up and down and said, 'You are the gardener, I suppose? We have not much use for a garden now. All the trees, except half a dozen on the very boundary of the property, will have to go. We can't afford to waste space. This flower garden . . . H'm, it is . . . old-fashioned



and crude, and apart from that the front portion of the site is too valuable to be wasted ...'

A week later one of the sons of his old master came and told Velan, 'You will have to go back to your village, old fellow. The house is sold to a company. They are not going to have a garden. They are cutting down even the fruit trees; they are offering compensation to the leaseholder; they are wiping out the garden and pulling down even the building. They are going to build small houses by the score without leaving space even for a blade of grass.'

There was much bustle and activity, much coming and going, and Velan retired to his old hut. When he felt tired he lay down and slept; at other times he went round the garden and stood gazing at his plants. He was given a fortnight's notice. Every moment of it seemed to him precious, and he would have stayed till the last second with his plants but for the sound of an axe which stirred him out of his afternoon nap two days after he was given notice. The dull noise of a blade meeting a tough surface reached his ears. He got up and rushed out. He saw four men hacking the massive trunk of the old margosa tree. He let out a scream: 'Stop that!' He took his staff and rushed at those who were hacking. They easily avoided the blow he aimed. 'What is the matter?' they asked.

Velan wept. 'This is my child. I planted it. I saw it grow. I loved it. Don't cut it down ...'

'But it is the company's orders. What can we do? We shall be dismissed if we don't obey, and someone else will do it.'

Velan stood thinking for a while and said, 'Will you at least do me this good turn? Give me a little time. I will bundle up my clothes and go away. After I am gone do what you like.' They laid down their axes and waited.



Presently Velan came out of his hut with a bundle on his head. He looked at the tree-cutters and said, 'You are very kind to an old man. You are very kind to wait.' He looked at the margosa and wiped his eyes. 'Brothers, don't start cutting till I am really gone far, far away.'

The tree-cutters squatted on the ground and watched the old man go. Nearly half an hour later his voice came from a distance, half-indistinctly: 'Don't cut yet. I am still within hearing. Please wait till I am gone farther.'

About the author:

Rasipuram Krishnaswami Narayanswami, who was known by the name R.K. Narayan, was born in Madras, India, on Oct. 10, 1906. He was reared by his grandmother; Narayan completed his education in 1930 and briefly worked as a teacher, an editorial assistant, and a newspaperman before deciding to devote himself to writing. His first novel, 'Swami and Friends' (1935), is an episodic narrative recounting the adventures of a group of schoolboys. That book and much of Narayan's later works are set in the fictitious South Indian town of Malgudi. Narayan's second novel, Bachelor of Arts (1939), marked the beginning of his reputation in England. His fourth novel, The English Teacher, published in 1945, was partly autobiographical, concerning a teacher's struggle to cope with the death of his wife. In 1953, Michigan State University published it under the title 'Grateful to Life and Death', along with his novel 'The Financial Expert' they were Narayan's first books published in the United States. Subsequent publications of his novels, especially 'Mr. Sampath', 'Waiting for the Mahatma',



'The Guide', 'The Man-eater of Malgudi' and 'The Vendor of Sweets', established Narayan's reputation in the West. Many critics consider 'The Guide' (1958) to be Narayan's masterpiece. 'The Guide' is written in a complex series of flashbacks, it concerns a tourist guide who seduces the wife of a client, prospers, and ends up in jail. The novel won India's highest literary honor 'Sahitya Akademi Award' in 1960 and it was adapted for the off-Broadway stage in 1968. At least two of Narayan's novels, 'Mr. Sampath' (1949) and 'The Guide' (1958), were adapted for the movies. Narayan usually wrote for an hour or two a day, composing fast, often writing as many as 2,000 words and seldom correcting or rewriting. Narayan typically portrays the peculiarities of human relationships and the ironies of Indian daily life, in which modern urban existence clashes with ancient tradition. His style is graceful, marked by friendly humor, elegance, and simplicity.

Summary:

Velan's father was a poor man and nobody could have thought that one day Velan would live in a three- storied building. But the prophesy by an astrologer came true and in his later life he became the sole occupant of Kumar Baugh, a palatial town on the outskirts of Malgudi town.

When Velan was eighteen he left home. His father slapped him one day for coming late with the midday meal. This enraged Velan so much that he decided to leave home. He walked out of the village and walked on till he came to the town. Here he starved for a couple of days. Then he finally came to Malgudi. Here an old man took him as his assistant for laying a garden. Velan accepted the job and sat day after day in the sun to clear the land of the unwanted plants. Gradually the



garden took shape. As the house came up, the garden also developed. By the time the margosa tree came up to the vision of Velan, the house had taken mellowness in its appearance. Its original brightness had disappeared.

Velan was contented and happy. In the meantime the old gardener who had originally employed him had died. Now he became the chief gardener. Velan married and had children. He lived in the servants' quarters. In the meantime the owner of the house became old. One day the master died. The sons of the old man were no good.

They stayed for a year more, quarreled among themselves, and went away to live in another house. The house was rented out. A year later another tenant came, and then another, and then another. No one remained for more than a few months. And then the house acquired the reputation of being haunted.

Gradually the owners of the house stopped coming to the house and see it. Velan became the sole occupant of the house. He was also growing old. Although he did his best, grass grew on paths, weeds and creepers also sprang up, the fruit garden was leased out by the owners for three years.

Years and years passed without any change. It came to be known as the 'Ghost House' and people avoided it. But Velan did not complain about anything. Once a quarter he sent his son to the old family in the town to fetch his wages. Velan wanted this state of affairs to go on indefinitely. But one day a car came up to the house. The doors and windows of the old house were thrown open. The people who came in the car belonged to a firm which wanted to purchase this house. They told Velan that they would cut the plants and naturally they would not require his services anymore.

There was much hustle and activity in and around the house. Soon cutter



came to clean the surroundings. Velan was unhappy that they wanted to cut the margosa tree as well. Velan loved this tree like his own child. So he decided to leave the house. He requested the cutters to wait till he had gone out of the reach of the sound of their axes. He collected his belongs in a bundle and left the house. He requested them not cut the margosa tree till he was gone far away.

Critical Appreciation of the Axe:

In *The Axe* by R.K. Narayan we have the theme of independence, making an identity, pride, dedication, prosperity, loss, control, change and acceptance. Taken from his *Malgudi Days* collection, the story is narrated in the third person by an unnamed narrator and after reading the story the reader realizes that Narayan may be exploring the theme of independence. After Velan has been slapped by his father he abandons his father and sets out to find work for himself eventually becoming a gardener. This may be important as Velan is displaying an independent streak. He is showing his father that he can make it on his own. That he does not need to be guided by his father. The old man who employs Velan is also interesting as he allows Velan to have complete control of the garden which would further suggest that Velan has a degree of independence in his life. Though he is answerable to the old man, the old man does not get in Velan's way. He leaves him to his own devices. It is also interesting that despite claiming his father's property on his father's death, Velan does not leave the garden preferring to stay in his hut by the garden. This may be important as it suggests that Velan is dedicated to the garden. Something that is also noticeable by the fact that Velan also talks to each plant and flower urging them on in growth. If anything Velan's world is dedicated or devoted to the garden.

It might also be a case that Narayan is comparing Velan's father to the old man who



owns the garden. Both men treat Velan differently. Where Velan's father has treated Velan inappropriately the relationship between the old man who owns the garden and Velan is good. It is possible that Narayan is suggesting that should a person (the old man) treat another person (Velan) correctly than that person (Velan) will prosper which appears to be the case for Velan.

Since moving to his hut by the garden, Velan's life has prospered and he is happy. In many ways the growth of the garden and the blooming of the flowers match the prosperity and happiness in Velan's life. He has managed to get married and have children. Something that may not have been possible should he have stayed working with his father. Narayan might also be exploring the theme of loss. Despite having gotten married Velan has lost his wife and eight of his children all dying before Velan. However it is noticeable that despite this loss Velan has persevered. He has not been beaten by circumstances. He again has continued to prosper just as the garden has.

What is also interesting about Velan is that despite his age he never gives up. This along with the fact that he is answerable to a different master may be important as Narayan may be again highlighting how dedicated Velan is regardless of the circumstances he finds himself in. It is also obvious to the reader that Velan takes great pride in the work he has done in the garden. He has taken a patch of land and changed what was an eyesore into a thing of beauty. Despite his hard work, dedication and devotion, his work was not being appreciated by his new masters. They have no interest in the house or the garden. Despite this Velan still tries his best to keep the garden as tidy and well-preserved as possible. In reality the garden is Velan's whole world. He knows no other life. Though some critics might suggest Velan has lived a limited life due to his dedication to the garden. It is important to remember that the



garden brings joy to Velan. He is at his happiest when he is in the garden. Velan has never strived for complexity in his life. He is a simple man who likes simple things.

The end of the story is also interesting as Narayan may be exploring the theme of control. When Velan hears the axe hitting against the margosa tree, he knows that his life is about to change. He is no longer in control of his environment for the first time since he was eighteen. This alone is something that would be difficult for someone to accept but what makes it worse in many ways is the fact that Velan had no opportunity to prepare himself for the events that were about to happen. Change is difficult for anybody but even more difficult for someone as old as Velan. Even though Velan accepts what is happening the reader senses as though he is leaving the garden as a broken man. All the effort he has put in over the years will be in vain as the new owners plan on building houses in place of garden.



UNIT I Lesson-4

The Wonder that was India by A. L. Basham (an excerpt)

Text:

Hindu civilization will, we believe, retain its continuity. The Bhagavad Gita will not cease to inspire men of action, and the Upanishads men of thought. The charm and graciousness of the Indian way of life will continue, however much affected it may be by the labour-saving devices of the West. People will still love the tales of the heroes of the Mahabharata and the Ramayana, and of the loves of Dusyanta and Sakuntala and Pururavas and Urvashi. The quiet and gentle happiness which has at all times pervaded Indian life where oppression, disease and poverty have not overclouded it will surely not vanish before the more hectic ways of the West

Much that was useless in ancient Indian culture has already perished. The extravagant and barbarous hecatombs of the Vedic age have long since been forgotten, though animal sacrifice continues in some sects. Widows have long ceased to be burnt on their husbands' pyres. Girls may not by law be married in childhood. In buses and trains all over India brahmans rub shoulders with the lower castes without consciousness of grave pollution, and the temples are open to all by law. Caste is vanishing; the process began long ago, but its pace is now so rapid that the more objectionable features of caste may have disappeared within a generation or so. The old family system is adapting itself to present-day conditions. In fact the whole face of India altering, but the cultural tradition continues, and it will never be lost.



The whole of South-East Asia received most of its culture from India. Early in the 5th century B.C. colonists from Western India settled in Ceylon, which was finally converted to Buddhism in the reign of Ashoka. By this time a few Indian merchants had probably found their way to Malaya, Sumatra, and other parts of South-East Asia. Gradually they established permanent settlements, often, no doubt, marrying native women. They were followed by brahmans and Buddhist monks, and Indian influence gradually leavened the indigenous culture, until by the 4th century A.D. Sanskrit was the official language of the region, and there arose great civilizations, capable of organizing large maritime empires, and of building such wonderful memorials as their greatness as the Buddhist stupa of Borobodur in Java, or the Saivite temples of Angkor in Cambodia. Other cultural influences, from China and the Islamic world, were felt in South-East Asia, but the primary impetus to civilization came from India.

Indian historians, proud of their country's past, often refer to this region as "Greater India", and speak of Indian "colonies". In its usual modern sense the term "colony" is hardly accurate, however. Vijaya, the legendary Aryan conqueror of Ceylon, is said to have gained the island by the sword, but beyond this we have no real evidence of any permanent Indian conquest outside the bounds of India. The Indian "colonies" were peaceful ones, and the Indianized kings of the region were indigenous chieftains who had learnt what India had to teach them.

Northwards Indian cultural influence spread through Central Asia to China. Faint and weak contact between China and India was probably made in Mauryan times, if not before, but only when, some 2,000 years ago, the Han Empire began to drive



its frontiers towards the Caspian did India and China really meet. Unlike South-East Asia, China did not assimilate Indian ideas in every aspect of her culture, but the whole of the Far East is in India's debt for Buddhism, which helped to mould the distinctive civilizations of China, Korea, Japan and Tibet.

As well as her special gifts to Asia, India has conferred many practical blessings on the world at large; notably rice, cotton, the sugarcane, many spices, the domestic fowl, the game of chess and most important of all, the decimal system of numeral notation, the invention of an unknown Indian mathematician early in the Christian era. The extent of the spiritual influence of India on the ancient West is much disputed. The heterodox Jewish sect of the Essenes, which probably influenced early Christianity, followed monastic practices in some respects similar to those of Buddhism. Parallels may be traced between a few passages in the New Testament and the Pali scriptures. Similarities between the teachings of western philosophers and mystics from Pythagoras to Plotinus and those of the Upanisads have frequently been noticed. None of these similarities, however, is close enough to give certainty, especially as we have no evidence that any classical writer had a deep knowledge of Indian religion. We can only say that there was always some contact between the Hellenic world and India, mediated first by the Achaemenid Empire, then by that of the Seleucids, and finally, under the Romans, by the traders of the Indian ocean. Christianity began to spread at the time when this contact was closest. We know that Indian ascetics occasionally visited the West, and that there was a colony of Indian merchants at Alexandria. The possibility of Indian influence on Neo-platonism and early Christianity cannot be ruled out.



Many authorities may doubt that Indian thought had any effect on that of the ancient West, but there can be no doubt of its direct and indirect influence on the thought of Europe and America in the last century and a half, though this has not received adequate recognition. This influence has not come by way of organized neo-Hindu missions. The last eighty years have seen the foundation of the Theosophical Society, of various Buddhist societies, and of societies in Europe and America looking for inspiration to the saintly 19th-century Bengali mystic, Paramahansa Ramakrishna, and to his equally saintly disciple, Swami Vivekananda. Lesser organizations and groups have been founded in the West by other Indian mystics and their disciples, some of them noble, earnest and spiritual, others of more dubious character. Here and there Westerners themselves, sometimes armed with a working knowledge of Sanskrit and first-hand Indian experience, have tried to convert the West to a streamlined Yoga or Vedanta. We would in no way disparage these teachers or their followers, many of whom are of great intellectual and spiritual caliber; but whatever we may think of the Western propagators of Indian mysticism, we cannot claim that they have had any great effect on our civilization. More subtle, but more powerful, has been the influence of Mahatma Gandhi, through the many friends of India in the West who were impressed by his burning sincerity and energy, and by the ultimate success of his policy of non-violence in achieving India's independence. Greater than any of these influences, however, has been the influence of ancient Indian religious literature through philosophy.



The pioneers of the Asiatic Society of Bengal quickly gained a small but enthusiastic following in Europe, and Goethe and many other writers of the early 19th century read all they could of ancient Indian literature in translation. We know that Goethe borrowed a device of Indian dramaturgy for the prologue to "Faust" and who can say that the triumphant final chorus of the second part of that work was not in part inspired by the monism of Indian thought as he understood it? From Goethe onwards most of the great German philosophers knew something of Indian philosophy. Schopenhauer, whose influence on literature and psychology has been so considerable, indeed openly admitted his debt, and his outlook was virtually that of Buddhism. The monisms of Fichte and Hegel might never have taken the forms they did if it had not been for Anquetil-Duperron's translation of the Upanisads and the work of other pioneer Indologists. In the English-speaking world the strongest Indian influence was felt in America, where Emerson, Thoreau and other New England writers avidly studied much Indian religious literature in translation, and exerted immense influence on their contemporaries and successors, notably Walt Whitman. Through Carlyle and others the German philosophers in their turn made their mark on England, as did the Americans through many late 19th-century writers such as Richard Jeffries and Edward Carpenter.

Though in the contemporary philosophical schools of Europe and America the monistic and idealist philosophies of the last century carry little weight, their influence has been considerable, and all of them owe something at least to ancient India. The sages who meditated in the jungles of the Ganges Valley six hundred years or more before Christ are still forces in the world.



It is today something of an anachronism to speak of Western civilization or Indian civilization. Until very recently cultures were sharply divided, but now, when India is but a thirty hours' journey from London, cultural divisions are beginning to disappear. If a modus vivendi is reached between liberal democracy and communism, and civilization survives, the world of the future will have a single culture with, it is to be hoped, many local differences and variations. India's contribution to the world's cultural stock has already been very large, and it will continue and grow as her prestige and influence increases. For this reason if for no other we must take account of her ancient heritage in its successes and its failures, for it is no longer the heritage of India alone, but of all mankind.

About the Author:

Chakravarti Rajagopalachari, informally called Rajaji or C.R., was an Indian lawyer, independence activist, politician, writer, and statesman. Rajagopalachari was the last Governor-General of India. He also served as leader of the Indian National Congress, Premier of the Madras Presidency, Governor of West Bengal, Minister for Home Affairs of the Indian Union, and Chief Minister of Madras state, and as such, he rendered yeomen service to the nation. Rajagopalachari founded the Swatantra Party and was one of the first recipients of India's highest civilian award, the Bharat Ratna. He vehemently opposed the use of nuclear weapons and was a proponent of world peace and disarmament. During his lifetime, he also acquired the nickname 'Mango of Salem'. Rajaji was a great patriot, astute politician, incisive thinker, great visionary, and one of the greatest statesmen of all



time. He was a close associate of Mahatma Gandhi, hailed as conscious-keeper of the Mahatma. Rajaji was closely associated with Kulapati Munshiji and he was among the distinguished founder-members of the Bhavan (Bharatiya Vidya Bhavan). The Bhavan has published 18 books by him so far, the copyright of which he gifted to the Bhavan. Rajaji wrote not only in English but also in chaste Tamil, his mother-tongue. He was at his best as a short-story writer.

Analysis of the Chapter:

The most important quality of Indian culture is that it is able to maintain its continuity even after the passage of so many years. The message of Karma mentioned in the Bhagvad Geeta will always inspire the men who believe in doing karma. The Upanishads are the treasure house of Indian Philosophy and they will keep influencing the thinkers. The teachings of Bhagvad Geeta are globally renowned and they even taught in the world's top most institutes. The Indian way of living is quite peaceful in comparison to the lives of the people of the Western countries this phenomenon increases the charisma of Indian life.

Indian culture consisted of some ill-traditions like sati system, animal sacrifice, child marriage, caste system or untouchability but now things are changing. The identity and character of the whole country is changing but the only thing that didn't change was legacy of the Indian culture.

The whole of South-East Asia was influenced by the Indian culture especially of Buddhism to a greater extent. In 5th century BC people from the



Western India settled in Ceylon i.e. present day Sri Lanka. This region was wholly converted to Buddhism especially during the reign or the efforts of King Ashoka. Even Indian merchants discovered routes to Malaya, Sumatra and other parts of South-East Asia. After the merchants the Buddhist monks and the Brahmans also went to these regions and spread Indian culture in those parts. Sanskrit was the official language of this area and even some civilizations who successfully established their empire due to their naval power. Even some memorials like Buddhist stupa of Borobodur in Java, or the Saivite temples of Angkor in Cambodia were built. Though; many countries like China and the Islamic world in South-East Asia but mainly the influence came from India.

Indian Historians proudly called this region or colonies as the "Greater India". Atyan king Vijaya of Ceylon had won over an island apart from him no other conquest were done out of India. The Indians colonies were peaceful and their chiefs were took in all the learning from India. Indian culture was spreading towards north and during Mauryan period India and China came in contact with each other or around 2000 years ago during the Han empire conquest. China didn't include the Indian ideas in their culture in totality but one cannot deny the debt of India for Buddhism.

India also gave gifts like rice, cotton, sugarcane, spices, the domestication of fowls, game of chess and the decimal system. The influence of Indian culture over the Ancient West is disputed. Early Christianity was influenced by Jewish sect but the monastic principles they followed were similar to the Buddhism. Similarities have been found between the Indian culture especially Upanishads and the New Testament, teachings of the Western philosophers, various spiritual philosophers. Though there is no evidence that the Indian teachings had direct influence but the



contact between the Indian and the Western world cannot be denied.

The effect of the Indian influence was not due to a planned mission of the Hinduism. Many societies like Theosophical society, Buddhist society or the European or American societies desired to learn the teachings of Paramhansa and Swami Vivekanand. Many groups were found in the Western countries and many Westerners had the working knowledge of Sanskrit. They tried to bring a change to Yoga or Vedanta. Though they had many teachers who propagated these thoughts but it cannot be said that they didn't had much effect on India. Mahatma Gandhi's non-violence is one of the finest instances that the Indian thought was popularized in the West.

Many writers gained the knowledge of translated versions of Indian literature. Like the writer Goethe used dramaturgy i.e. the theory and practice of dramatic composition in the introduction of his play 'Faust' and its ending was inspired by the Indian monism. The German philosophers like Schopenhauer, was the only one who accepted that he was indebted to the Buddhism which was reflected in his literature and psychology. In America and other European countries many thinkers and writers studied Indian religious literatures which were translated. The German philosophers influenced England deeply. All the countries in some or the other way followed Indian philosophies and Indian culture existed in a since a long time back even before Christ. The cultures are avidly divided due to geographical boundaries if all the nations leave other aspect and reach to common point between democracy and communism the whole world will be painted in one color which would reflect Indian Culture. Therefore Indian culture not only belongs to India alone but also to the whole world.



UNIT I Lesson-5

Preface to Mahabharata by C. Rajagopalachari

Text:

It is not an exaggeration to say that the persons and incidents portrayed in the great literature of a people influence national character no less potently than the actual heroes and events enshrined in its history. It may be claimed that the former play an even more important part in the formation of ideals, which give to character its impulse of growth.

In the moving history of our land, from time immemorial great minds have been formed and nourished and touched to heroic deeds by the Ramayana and the Mahabharata. In most Indian homes, children formerly learnt these immortal stories as they learnt their mother tongue at the mother's knee. And the sweetness and sorrows of Sita and Draupadi, the heroic fortitude of Rama and Arjuna and the loving fidelity of Lakshmana and Hanuman became the stuff of their young philosophy of life.



The growing complexity of life has changed the simple pattern of early home life. Still, there are few in our lands who do not know the Ramayana and the Mahabharata. Though the stories come to them so embroidered with the garish fancies of the Kalakshepam (devotional meeting where an expert scholar and singer tells a story to his audience) and the cinema as to retain but little of the dignity and approach to truth of Vyasa or Valmiki. Vyasa's Mahabharata is one of our noblest heritages. And it is my cherished belief that to hear it faithfully told is to love it and come under its elevating influence. It strengthens the soul and drives home, as nothing else does, the vanity of ambition and the evil and futility of anger and hatred.

The realities of life are idealised by genius and given the form that makes drama, poetry or great prose. Since literature is closely related to life, so long as the human family is divided into nations, literature cannot escape the effects of such division.

But the highest literature transcends regionalism and through it, when we are properly attuned, we realise the essential oneness of the human family. The Mahabharata is of this class. It belongs to the world and not only to India. To the people of India, indeed, this epic has been an unflinching and perennial source of spiritual strength. Learnt at the mother's knee with reverence and love, it has inspired great men to heroic deeds as well as enabled the humble to face their trials with fortitude and faith.



The Mahabharata was composed many thousand years ago. But generations of gifted reciters have added to Vyasa's original a great mass of material. All the floating literature that was thought to be worth preserving, historical, geographical, legendary, political, theological and philosophical, of nearly thirty centuries, found a place in it.

In those days, when there was no printing, interpolation in a recognized classic seemed to correspond to inclusion in the national library. Divested of these accretions, the Mahabharata is a noble poem possessing in a supreme degree the characteristics of a true epic, great and fateful movement, heroic characters and stately diction.

The characters in the epic move with the vitality of real life. It is difficult to find anywhere such vivid portraiture on so ample a canvas. Bhishma, the perfect knight; the venerable Drona; the vain but chivalrous Karna; Duryodhana, whose perverse pride is redeemed by great courage in adversity; the high souled Pandavas with godlike strength as well as power of suffering; Draupadi, most unfortunate of queens; Kunti, the worthy mother of heroes; Gandhari, the devoted wife and sad mother of the wicked sons of Dhritarashtra, these are some of the immortal figures on that crowded, but never confused, canvas.

Then there is great Krishna himself, most energetic of men, whose divinity scintillates through a cloud of very human characteristics. His high purposefulness pervades the whole epic. One can read even a translation and feel



the over whelming power of the incomparable vastness and sublimity of the poem.

The Mahabharata discloses a rich civilisation and a highly evolved society, which though of an older world, strangely resembles the India of our own time, with the same values and ideals. When India was divided into a number of independent kingdoms, occasionally, one king, more distinguished or ambitious than the rest, would assume the title of emperor, securing the acquiescence of other royalties, and signalled it by a great sacrificial feast. The adherence was generally voluntary. The assumption of imperial title conferred no over lordship. The emperor was only first among his peers.

The art of war was highly developed and military prowess and skill were held in high esteem. We read in the Mahabharata of standardised phalanxes and of various tactical movements. There was an accepted code of honorable warfare, deviations from which met with reproof among Kshatriyas. The advent of the Kali age is marked by many breaches of these conventions in the Kurukshetra battle, on account of the bitterness of conflict, frustration and bereavements. Some of the most impressive passages in the epic center round these breaches of dharma. The population lived in cities and villages. The cities were the headquarters of kings and their household and staff. There were beautiful palaces and gardens and the lives led were cultured and luxurious. There was trade in the cities, but the mass of the people were agriculturists.



Besides this urban and rural life, there was a very highly cultured life in the seclusion of forest recesses, centered round ascetic teachers. These ashramas kept alive the bright fires of learning and spiritual thought. Young men of noble birth eagerly sought education at these ashramas. World-weary aged went there for peace. These centers of culture were cherished by the rulers of the land and not the proudest of them would dare to treat the members of the hermitages otherwise than with respect and consideration.

Women were highly honored and entered largely in the lives of their husbands and sons. The caste system prevailed, but inter-caste marriages were not unknown.

Some of the greatest warriors in the Mahabharata were brahmanas. The Mahabharata has moulded the character and civilization of one of the most numerous of the world's people.

How did it fulfill, how is it still continuing to fulfill, this function? By its gospel of dharma which like a golden thread runs through all the complex movements in the epic by its lesson that hatred breeds hatred, that covetousness and violence lead inevitably to ruin, that the only real conquest is in the battle against one's lower nature.

About the Author:

Chakravarti Rajagopalachari (9 December 1878 – 25 December 1972), popularly



known as Rajaji or C.R., also known as Mootharignar Rajaji (Rajaji, the Scholar Emeritus), was an Indian statesman, writer, lawyer, and independence activist. Rajagopalachari was the last Governor-General of India, as India soon became a Republic in 1950. He was also the first Indian-born governor-general, as all previous holders of the post were British nationals. He also served as leader of the Indian National Congress, Premier of the Madras Presidency, Governor of West Bengal, Minister for Home Affairs of the Indian Union and Chief Minister of Madras state. Rajagopalachari founded the Swatantra Party and was one of the first recipients of India's highest civilian award, the Bharat Ratna. He vehemently opposed the use of nuclear weapons and was a proponent of world peace and disarmament. During his lifetime, he also acquired the nickname 'Mango of Salem'. Rajagopalachari was born in the Thorapalli village of Hosur taluk in the Krishnagiri district of Tamil Nadu and was educated at Central College, Bangalore, and Presidency College, Madras. In the 1900s he started legal practice at the Salem court. On entering politics, he became a member and later Chairperson of the Salem municipality. One of Mahatma Gandhi's earliest political lieutenants, he joined the Indian National Congress and participated in the agitations against the Rowlatt Act, joining the Non-Cooperation movement, the Vaikom Satyagraha, and the Civil Disobedience movement. In 1930, Rajagopalachari risked imprisonment when he led the Vedaranyam Salt Satyagraha in response to the Dandi March. In 1937, Rajagopalachari was elected Prime minister of the Madras Presidency and served until 1940, when he resigned due to Britain's declaration of war on Germany. He later advocated co-operation over Britain's war effort and opposed the Quit India Movement. He favoured talks with both Muhammad Ali Jinnah and the Muslim League and proposed what later came to be known as the C. R.



formula. In 1946, Rajagopalachari was appointed Minister of Industry, Supply, Education and Finance in the Interim Government of India, and then as the Governor of West Bengal from 1947 to 1948, Governor-General of India from 1948 to 1950, Union Home Minister from 1951 to 1952 and as Chief Minister of Madras state from 1952 to 1954. In 1959, he resigned from the Indian National Congress and founded the Swatantra Party, which fought against the Congress in the 1962, 1967 and 1971 elections. Rajagopalachari was instrumental in setting up a united Anti-Congress front in Madras state under C. N. Annadurai, which swept the 1967 elections. He died on 25 December 1972 at the age of 94. Rajagopalachari was an accomplished writer who made lasting contributions to Indian English literature and is also credited with the composition of the song Kurai Onrum Illai set to Carnatic music. He pioneered temperance and temple entry movements in India and advocated Dalit upliftment. He has been criticized for introducing the compulsory study of Hindi and the controversial Madras Scheme of Elementary Education in Madras State which was criticized as Hereditary Education Policy created with an intention to preserve caste hierarchy. Critics have often attributed his pre-eminence in politics to his standing as a favorite of both Mahatma Gandhi and Jawaharlal Nehru. Rajagopalachari was described by Gandhi as the "keeper of my conscience".

Analysis of the Chapter:

Indian mythology has always been an integral part of the lives world. It has molded the character and civilization of not only India but of the of Indians. Mahabharata is no exception. It is the longest epic of not only India but of



numerous people of the world. By the gospel of dharma, which runs like a golden thread in the complex movements of the epic, it fulfills the function of molding the character. We learn lessons like the real battle is the battle against one's lower nature. Hatred breeds hatred, covetousness and violence will lead inevitably to ruin, the real battle is the battle against one's lower nature. It is an excellent source to know the social, cultural, political and economic conditions of the people during those times. Through vivid portraiture of characters, we learn to live an ideal life. In short Mahabharata is an epic, which teaches an individual how to become selfless, understand the importance of Karma and fight against our own lowly desires.

UNIT II

Comprehension Skill: Unseen Passage followed by multiple choice questions

Tips for solving Unseen passages:

- **Concentrate.** Put aside your worries and distractions. Get ready to get down to business!
- **Don't rely too much on prior knowledge.** Although you may know about the subject, the information that is presented will be the source from which your answer should come.



- **Read the question first.** Why read the question before the passage? Because it saves time to know what you are reading for!
- **Make sure you understand the question.** What kind of information will you need to gather when you read? Will you be looking for facts? Or will you be using the passage to come up with your own answer?
- **Read the passage.** Read the passage as quickly as you can. Look for the answer as you read. When you find it, take notice of it, but -- and this is important -- don't stop reading yet! Read to the end. That way you can be sure that your answer is the best, most complete answer possible. If you are reading the passage in order to provide a written response, read more carefully. Make sure you understand everything.
- **Providing the answer.** Feel free to look back at the passage to double-check your answer.

Passage 1:

The Indian education system is quite an old education system that still exists. It has produced so many genius minds that are making India proud all over the world. However, while it is one of the oldest systems, it is still not that developed when compared to others, which are in fact newer. This is so as the other countries have gone through growth and advancement, but the Indian education system is still stuck in old age. It faces a lot of problems that need to be sorted to let it reach its full potential. Our Indian education system faces a lot of problems that do not let it prosper and help other children succeed in life. The biggest problem which it has to face is the poor grading system. It judges the intelligence



of a student on the basis of academics which is in the form of exam papers. That is very unfair to students who are good in their overall performance but not that good at specific subjects. Moreover, they only strive to get good marks not paying attention to understanding what is taught. In other words, this encourages getting good marks through mugging up and not actually grasping the concept efficiently. Furthermore, we see how the Indian education system focuses on theory more. Only a little percentage is given for practical. This makes them run after the bookish knowledge and not actually applying it to the real world. This practice makes them perplexed when they go out in the real world due to lack of practical knowledge. Most importantly, the Indian education system does not emphasize enough on the importance of sports and arts. Students are always asked to study all the time where they get no time for other activities like sports and arts. As the Indian Education System is facing so many problems, we need to come up with effective solutions so it improves and creates a brighter future for students. We can start by focusing on the skill development of the students. The schools and colleges must not only focus on the ranks and grades but on the analytical and creative skills of children. In addition, subjects must not be merely taught theoretically but with practical. This will help in a better understanding of the subject without them having to mug up the whole thing due to lack of practical knowledge. Also, the syllabus must be updated with the changing times and not follow the old age pattern. Other than that, the government and private colleges must now increase the payroll of teachers. As they clearly deserve more than what they offer. To save money, the schools hire teachers who are not qualified enough. This creates a very bad classroom environment and learning. They must



be hired if they are fit for the job and not because they are working at a lesser salary.

Questions:

- What are the major problems faced by the Indian education system?
 - a) Non development
 - b) Poor grading system
 - c) Stuck in old time
 - d) Discrimination

Ans. b

- What are the steps that could be taken by schools for the development of children?
 - a) Focusing on ranks and grades
 - b) Analytical and creative skills
 - c) Both a and b
 - d) None of the above

Ans. b

- According to the passage what is ironical about the Indian education system?
 - a) New yet not developed
 - b) Old yet developed



- c) New yet developed
- d) Old yet not developed

Ans. d

- Which of the following factors is responsible for creating the bad environment in classroom?
 - a) Lack of knowledge
 - b) Mere theoretical teaching
 - c) Unqualified teachers
 - d) Old pattern of study

Ans. c

- State the antonym of the word 'perplex'.
 - a) Bewilder
 - b) Explicate
 - c) Perturb
 - d) Confound

Ans. b

UNIT III

Basic Language Skills: 1. Vocabulary Building: Suffix, Prefix, Synonyms,



**Antonyms, Homophones, Homonyms and One-Word Substitution. 2.
Basic Grammar: Noun, Pronoun, Adjective, Verb, Adverb, Prepositions,
Articles, Time and Tense**

Prefixes:

A morpheme added to the beginning of a word to modify its meaning is called prefix. Un: unkind, unwise, unwanted, unfair

Dis: disloyal, dislike, disrespect

Non: non-stop, non-violence

Mis: misbehave, misconduct, mismanagement

Suffixes:-

A morpheme added at the end of a word to modify the word's meaning is called suffix. Ness: kindness, meanness

Ity: rapidity,

insanity Ist:

specialist,

racialist

Ize: symbolize,

hospitalize Ment:

appointment,

amazement

Al: refusal, dismissal

Full: doubtful,



wonderfullsh:

foolish, childish

Y: sandy,

meaty, salty

En: ripen,

widen

Ify: simplify, diversify

Synonyms:

They are different words with almost identical or similar meanings.

Synonyms can be any part of speech e.g. nouns, verbs, adjectives, adverbs or prepositions, for e.g.

Noun-

student,

pupil Verb-

buy,

purchase

Adjective-

sick, ill

Preposition-

on, upon

List of Synonyms:

Abduct kidnap

Admit confess



Aggravate worsen

Also too

Answer response

Bliss happiness

Calamity disaster

Celestial heavenly

Conclude deduce

Dumb mute

Egocentric self-centered

Egocentric self-centered

Luminous bright

Malice ill will

Epoch era

Rough coarse

Reckless rough

Vogue fashion

Word	Synonym	Synonym
Narrow	Confined	restricted
Nature	Aspect	character
Necessary	Mandatory	requisite
Negate	Contradict	refute



Negligent	Careless	remiss
Negotiate	Bargain	deal
Nice	Affable	benign
Noble	Aristocratic	distinguished
Novice	Beginner	nonprofessional
Nuisance	Annoyance	offense
Obedient	Faithful	loyal
Objection	Disapproval	protest
Obligatory	Compulsory	required
Observe	Notice	watch
Obvious	Conspicuous	definite
Offend	Anger	irritate
Offer	Bid	proposal
Omen	Premonition	sign
Omit	Exclude	remove
Opportune	Advantageous	auspicious
Pacify	Appease	placate
Pain	Ache	discomfort
Paramount	Chief	leading
Partisan	Biased	dogmatic
Passive	Inactive	lethargic
Pause	Break	cease
Permeate	Diffuse	disseminate



Perpetuate	Endure	preserve
Perplex	Astonish	baffle
Persecute	Afflict	harass
Radiate	Effuse	emanate
Radical	Basic	fundamental
Range	Anger	furor
Rank	Arrange	classify
Realize	Accomplish	fulfill
Recalcitrant	Obstinate	stubborn
Receptacle	Container	repository
Reconcile	Atone	conciliate
Regret	Deplore	grieve
Reliable	Dependable	trustworthy
Sanction	Approval	permit
Scope	Aim	extent
Section	Division	portion
Settle	Adjust	compromise
Shallow	Superficial	trivial
Shrewd	Careful	calculating
Significant	Distinctive	important
Slight	Delicate	slender
Spontaneous	Impromptu	unplanned
Spread	Announce	broadcast



Stabilize	Balance	steady
Tame	Domesticate	subdue
Tangle	Intertwine	twist
Temper	Mood	nature
Tendency	Inclination	trend
Term	Cycle	duration
Thrift	Conservation	prudence
Tough	Aggressive	unyielding
Transfer	Convey	exchange
Tumult	Agitation	commotion
Turbulent	Disordered	violent
Vain	Boastful	inflated
Valid	Authorized	legitimate
Variety	Assortment	diversify
Verify	Authenticate	substantiate

Antonyms:-

They are more commonly known

as opposites. Cheap expensive

Quite noisy

Generous mean

Messy tidy

Asleep awake

Shallow deep



Sharp blunt

Wise foolish

Wet dry

Odd even

Flexible rigid

Brave cowardly

Rude polite

Shiny dull

Tame wild

Antonym Examples

☒ Achieve – Fail

☒ Idle – Active

☒ Afraid – Confident

☒ Ancient – Modern

☒ Arrive – Depart

☒ Arrogant – Humble

☒ Ascend – Descend

☒ Attack – Defend

☒ Blunt – Sharp

☒ Brave – Cowardly

☒ Cautious – Careless

☒ Complex – Simple

☒ Compliment – Insult

☒ Crazy – Sane



- ❑ Crooked – Straight
- ❑ Decrease – Increase
- ❑ Demand – Supply
- ❑ Destroy – Create
- ❑ Divide – Unite
- ❑ Drunk – Sober
- ❑ Expand – Contract
- ❑ Freeze - Boil
- ❑ Full – Empty
- ❑ Generous – Stingy
- ❑ Giant – Dwarf
- ❑ Gloomy – Cheerful
- ❑ Guilty – Innocent
- ❑ Hire – Fire
- ❑ Include – Exclude
- ❑ Individual – Group
- ❑ Innocent – Guilty
- ❑ Knowledge – Ignorance
- ❑ Liquid – Solid
- ❑ Lonely – Crowded
- ❑ Major – Minor
- ❑ Marvelous – Terrible
- ❑ Mature – Immature
- ❑ Maximum - Minimum
- ❑ Noisy – Quiet



- ❑ Optimist - Pessimist
- ❑ Ordinary – Extraordinary
- ❑ Partial – Complete
- ❑ Passive – Active
- ❑ Permanent – Unstable
- ❑ Plentiful – Sparse
- ❑ Positive – Negative
- ❑ Powerful – Weak
- ❑ Praise – Criticism
- ❑ Private – Public
- ❑ Problem – Solution
- ❑ Professional – Amateur
- ❑ Profit – Loss
- ❑ Quality – Inferiority
- ❑ Random – Specific
- ❑ Rigid – Flexible
- ❑ Segregate – Integrate
- ❑ Shame – Honor
- ❑ Simple - Complicated
- ❑ Single – Married
- ❑ Stiff – Flexible
- ❑ Strength – Weakness
- ❑ Sturdy – Weak
- ❑ Sunny - Cloudy
- ❑ Superb – Inferior



- ❑ Temporary – Permanent
- ❑ Timid – Bold
- ❑ Toward – Away
- ❑ Tragic – Comic
- ❑ Transparent - Opaque
- ❑ Triumph – Defeat
- ❑ Union – Separation
- ❑ Unique – Common
- ❑ Upset – Relaxed
- ❑ Urge – Deter
- ❑ Vacant – Occupied
- ❑ Vague – Definite
- ❑ Vertical – Horizontal
- ❑ Villain – Hero
- ❑ Visible - Invisible
- ❑ Wax – Wane
- ❑ Wealth – Poverty



Below is a list of common antonyms:

Destroy	Create
Dim	Bright
Doubt	Trust
Dull	Sharp
Earth	Sky
Easy	Hard
End	Begin
Evening	Morning
Exceptional	Common
Fail	Pass



Ancient	Modern
Arrive	Depart
Ascend	Descend
Attract	Repel
Awkward	Graceful
Bad	Good
Beautiful	Ugly
Bent	Straight
Big	Small
Bitter	Sweet
Blunt	Sharp
Bold	Timid
Brave	Cowardly
Brief	Long
Bright	Dull
Boy	Girl
Buy	Sell
Cause	Effect
Center	Edge
Cheap	Expensive
Chilly	Warm
Close	Open
Command	Obey

False	True
Fancy	Plain
Fat	Thin
Find	Lose
Firm	Flabby
Bring	Take away
Busy	Idle
Capture	Release
Cautious	Careless
Change	Remain same
Child	Adult
Clean	Dirty
Cold	Warm
Countryme n	Foreigner
Crooked	Straight
Cry	Laugh
Damage	Improve
Dawn	Sunset
Deep	shallow
Difficulty	Easy
Divide	Unite



Above	Below
Accident	Intent
Add	Subtract
Admit	Reject
Advance	Retreat
Afraid	Confident
Alive	Dead
Alone	Together
Amuse	Bore
Annoy	Soothe
Argue	Agree
Arrogant	Humble
Attack	Defend
Awake	Asleep
Back	Front
Bare	Covered
Before	After
Better	Worse
Birth	Death
Black	White
Body	Soul
Bottom	Top
Break	Repair

Compliment	Insult
Continue	Interrupt
Copy	Original
Crazy	Sane
Cruel	Kind
Curse	Bless
Dark	Light
Day	Night



Absent	Present
Achieve	Fail
Admire	Detest
Adore	Hate
Affirm	Deny
After	Before
Allow	Forbid
Amateur	Profession al

Pain	Pleasure
Part	Whole
Particular	General
Passive	Active
Perceive	Ignore
Life	Death
Likely	Unlikely
Little	Big
Lonely	Crowded
Lost	Founded
Love	Hate
Make	Destroy
Man	Women
Marvelous	Terrible
Melt	Freeze
Miscellaneous	Specific
Mix	Separate
More	Less
Mother	Father
Naïve	Sophisticat



	ed
Near	Far
New	Old
Nobody	Everybody
None	All
Nothing	Something
Obese	Thin
Odd	Even
offer	Refuse
Old	Young
One	Several
Other	Same
Pacify	Agitate
Panic	Calm
Partial	Complete
Pass	Fail
Peace	disturbance
Permanent	Unstable
Permit	Refuse
Physical	Spiritual
Plain	Fancy
Plentiful	Sparse
Polish	Dull



Pollute	Purify
Positive	Negative
Praise	Criticism
Pretty	Ugly
Pride	Modesty
Problem	Solution
Prohibit	Allow
	pupil
Push	Pull
Quick	Slow



Glossy	Dull
Great	Small
Grief	Joy
Guard	Attack
Handsome	Ugly
Hard	Soft
He	She
Heaven	Hell
Height	Depth
Hero	Coward
Hill	Valley
Hire	Fire
Hot	Cold
Huge	Tiny
Hurt	Help
In	Out
Innocent	Guilty
Intelligent	Stupid
Joy	Sadness
Kind	Cruel
Large	Small
Laugh	Cry
Leave	Arrive
Less	More
Level	Uneven



Lie	Truth
Like	Dislike
Liquid	Solid
Lively	Inactive
Loose	Tight
Loud	Soft
Major	Minor
Male	Female
Many	Few
Mature	Immature
Mess	Tidiness
Mistake	Accuracy
Moist	Dry
Move	Stay
Nasty	Nice
Never	Always
No	Yes
Noise	Quiet
North	South
Now	Then
Obvious	Hidden
Offend	Please
Often	Seldom
On	Off



BAIMC I Year

Subject: English

Drunk	Sober
Dumb	Smart
East	West
Elementary	Advanced
Even	Odd
Evil	Good
Expand	Shrink
Failure	Success
Famous	Unknown
Fast	Slow
Fiction	Fact
Finish	Start
Fix	Break
Follow	Lead
Forward	Backward
Fresh	Stale
Funny	Sad
Gain	Lose
Gentle	Harsh
Give	Receive
Gloomy	Cheerful
Greed	Generous
Ground	Sky
Guess	Know
Happy	Sad
hate	Love
Head	Foot
Heavy	Light
Help	Hinder
High	Low
Him	Her

Ordinary	Uncommo n
Over	Under

Up	Down
Urge	Deter
Vague	Definite
vanish	Appear
Vertical	Horizontal
Visitor	Host/hoste



	SS
Wake	Sleep
Weep	Laugh
Wet	Dry
Wild	Tame
With	Without
Vast	Limited
Villain	Hero
Waive	Require
Wealth	Poverty
Well	Badly
White	Black
Win	lose



Quit	Start
Random	Specific
Rare	Common
Ready	Unprepared
Reduce	Increase
Relax	Tighten
Repair	Destroy
Revenge	Forgiveness
Right	wrong
Rise	Sink
Rude	Polite
Satisfy	Displease
Segregate	Integrate
Send	Receive
Servant	Master
Shame	honor
She	Trusting
Silence	Sound
Pessimistic	Optimistic
Place	Misplace
Play	Work
Plump	Thin
Polite	Rude
Poor	Rich



Powerful	Weak
Preceding	Following
Prevent	Encourage
Private	Public
Profit	Loss
Teacher	
Quality	Inferiority
Quiet	Noisy
Raise	Lower
Rapid	Slow
Raw	Cooked
Rear	Front
Regret	Rejoice
Remember	Forget
Retain	Lose
Ridiculous	Sensible
Rigid	Flexible
Rough	Smooth
Same	Different
Secluded	Public
Seldom	Often
Sensational	Dull
Shade	Light
Show	Hide



re
coll

management

BAJMC I Year

Subject: English

Sick	Healthy
Single	Married
Singular	Plural

Salve	Master
Slow	Fast
Soak	Dry
Some	None
Sour	Sweet
Spend	Earn
Start	Stop
Stay	Leave
Sterile	Fertile
Still	Moving
Stop	Go
Strength	Weakness
Sturdy	Weak
Superb	Inferior
Survive	Die
Take	Give
Tame	Wild
Temporary	Permanent
There	Here
Thorough	Incomplete
Tidy	Messy
Timid	Bold
Together	Apart
Top	Bottom



Tragic	Comic
Transparent	Opaque
True	False
Ultimate	Primary
Unique	Common
Upset	Stabilize
Vacant	Full
Sit	Stand
Slender	Fat
Small	Large
Sober	Drunk
Something	Nothing
Speechless	Talkative
Stale	Fresh
Started	Finished
Steal	Provide
Thaw	Freeze
Thin	Thick
Thrifty	Wasteful
Tie	Loosen
To	From
Told	Asked
Toward	Away



Transform	Retain
Triumph	Defeat
Truth	Lie
Union	Separation

renaissance
renaissance
renaissance



renaissance

college of commerce & management

BAJMC I Year

Subject: English

renaissance
renaissance
renaissance



One Word Substitution:

One word substitution is the use of one word in place of a wordy phrase in order to make the sentence structure clearer. The meaning, with the replacement of the phrase remains identical while the sentence becomes shorter.

1. Something that cannot be heard – Inaudible
2. A song sung at a burial – Dirge
3. A period of ten years – Decade
4. One who leaves his own country to settle in another – Emigrant
5. A place where clothes are kept – Wardrobe
6. A person very reserved in speech – Reticent
7. Morals that govern one's behavior – Ethics
8. Open refusal to obey orders – Defiance
9. One who loads and unloads ships – Stevedore
10. A sudden rush of a large number of frightened people or animals. – Stampede
11. One who is preoccupied with his own interests – Egoist
12. A geometrical figure with eight sides – Octagon
13. One who loves his country – Patriot
14. Incapable of paying debts – Insolvent
15. A long and aggressive speech – Harangue
16. The school or college in which one has been educated – Alma Mater
17. Enclosed area where aircraft are kept and repaired – Hangar
18. A short story with a moral, usually with animals as characters. – Fable
19. Having two opposing feelings at the same time – Ambivalent
20. A group of ships – Fleet



21. Pertaining to an individual from birth – Congenital
22. To increase the speed – Accelerate
23. A person who attracts attention with a flashy style – Flamboyant
24. A person who preaches religion and is considered to be a messenger of God. –Prophet
25. A game in which neither party wins – Draw
26. That which cannot be satisfied – Insatiable
27. A place where plants are grown for sale – Nursery
28. Putting to death painlessly to end suffering – Euthanasia
29. To rise in value – Appreciate
30. To brighten up with lights – Illuminate
31. Central character in a story or play – Protagonist
32. Person or animal living on another – Parasite
33. Having something more than required – Surplus
34. Anger about an unfair situation or about someone's unfair behavior – Indignation
35. A building where grain is kept or stored – Granary
36. Working very hard and very carefully – Diligent

Some more examples:

A book published after the death of its author	Posthumous
A book written by an unknown author	Anonymous
A flesh eating animal	Carnivorous



A game in which no one wins	Draw
A Government by a king or queen	Monarchy
A Government by one	Autocracy
A Government by the few	Oligarchy
A Government by the Nobles	Aristocracy
A Government by the officials	Bureaucracy
A Government by the people	Democracy
A Government by the rich	Plutocracy
A grass eating animal	Herbivorous
A handwriting that cannot be read	Illegible
A life history written by oneself	Autobiography
A life history written by somebody else	Biography
A person's peculiar habit	Idiosyncrasy
A place where orphans live	Orphanage
A position for which no salary is paid	Honorary
A sentence whose meaning is unclear	Ambiguous
A study of ancient things	Archaeology



A study of animals	Zoology
A study of birds	Ornithology
A study of derivation of words	Etymology
A study of man	Anthropology
A study of races	Ethnology
A study of the body	Physiology
A thing no longer in use	Obsolete
An animal who preys on other animals	Predator
Murder of a father	Patricide
Murder of a human being	Homicide
Murder of a mother	Matricide
Murder of an brother	Fratricide
Murder of an infant	Infanticide
Murder of self	Suicide
Murder of the king	Regicide
One incapable of being tired	Indefatigable
One who always thinks himself to be ill	Valetudinarian
One who believes in fate	Fatalist
One who can do anything for money	Mercenary
One who can speak two	Bilingual



languages

One who can throw his voice Ventriloquist

One who changes sides Turncoat

One who copies from other
writers Plagiarist

One who dies without a Will Intestate

One who does not make
mistakes Infallible

One who doesn't know how to
read and write Illiterate

One who doubts the existence
of god Agnostic

One who eats too much Glutton

One who goes on foot Pedestrian

One who has no money Pauper

One who has strange habits Eccentric

One who hates mankind Misanthrope

One who hates women Misogynist

One who is a newcomer Neophyte

One who is all powerful Omnipotent

One who is easily deceived Gullible

One who is fond of sensuous
pleasures Epicure



One who is greedy for money	Avaricious
One who is indifferent to pleasure or pain	Stoic
One who is out to challenge a government	Anarchist
One who is present everywhere	Omnipresent
One who is quite like a woman	Effeminate
One who is recovering from illness	Convalescent
One who is unmarried	Celibate
One who knows everything	Omniscient
One who knows many languages	Polyglot
One who lives in a foreign country	Immigrant
One who looks on the bright side of things	Optimist
One who looks on the dark side of things	Pessimist
One who loves books	Bibliophile
One who loves mankind	Philanthropist
One who pretends to be what	Hypocrite



he is not

One who questions everything Cynic

One who speaks less Reticent

One who thinks only of himself Egoist

One who thinks only of welfare
of women Feminist

One who works for free Volunteer

People living at the same time Contemporaries

People who work together Colleagues

Practice of having one wife or
husband Monogamy

Practice of having several
husbands Polyandry

Practice of having several
wives Polygamy

Practice of having two wives or
husbands Bigamy

Rule by the mob Mobocracy

Something that cannot be
imitated Inimitable

That through which light can
partly pass Translucent

That through which light can
Transparent



pass

That through which light
cannot pass

Opaque

That which cannot be avoided Inevitable

That which cannot be defended Indefensible

That which cannot be
described

Indescribable

That which cannot be imitated Inimitable

That which cannot be satisfied Insatiable

That which is against law Illegal

That which is not likely to
happen

Improbable

To free somebody from all
blame

Exonerate

To transfer one's authority to
another

Delegate

To write under a different
name

Pseudonym

Violating the sanctity of a
church

Sacrilege

Words written on the tomb of
a person

Epitaph



Words likely to be confused and misused:

Homonyms:

Some words are so alike to each other in their meanings, spellings or pronunciation that it becomes difficult to understand and use them correctly.

Such words are called Homonyms.

Bear- (a name
of animal) Bear-
(to sustain)

Bark- (the sound
of a dog) Bark –
(the skin of a

tree) Left- (to
leave)

Left- (related to the side of the
human body) Address- (to
speak to)

Address- (location)

Homophones:

A word that sounds the same but differs in spelling or meaning or origin is called Homophone. Ex. See, sea.

Access- (approach)

Excess- (super
abundance)

Addition- (to
add)



Edition- (a number of books

printed at one time)Duel- (a

combat between two)

Dual- (double)

Gait- (manner of

walking)Gate-

(door)

List of Some Common Homophones

1) Whir- of a machine, make a continues noise

Wore- simple past tense or wear;

having clothes onWere- singular and

plural past of to be

2) Whirred- past tense of whir

Word- these very bunch of letters together, forming what you read

and comprehend

3) to - preposition

Too - also

Two - 2

4) Flour- A kitchen

supplementFlower- a

beautiful plant

5) Pause- bring to momentary stop

Paws- the feet of an animal, usually, containing pads and claws

6) Affects- make a difference. Used

as a verb. Effects- with the same



meaning used as noun

- 7) Through- moving in one side and out of
the other side of Threw- simple past of
throw
- 8) Throe- an intense or violent pain
Throw- propel with force through the air
- 9) Knot- a fastening made by
tying a lace No-
Negative
- 10) Know- become
aware of No-
negative
- 11) Bow- bend the body as a
sign of respect Bough- the main
branch of a tree
Bo- a name
- 12) Sow- plant by scattering seeds on
the surface So- Submodifier
Sew- fasten or join threads together with a needle
- 13) Wright- maker or builder
Right- direction or correctness
Rite- religious or any solemn ceremony
Write- mark letters on surface
- 14) Wrought- simple past of
work Rot- become bad



in quality

- 15) Would- indicate the possibility of an
imagined event Wood-What tree are made
of
- 16) You- a pronoun
Ewe- female sheep
- 17) New-in a good
condition
- 18) Knew -past of know
- 19) Feat- an achievement requiring
great courage Feet- Plural of foot
- 20) Flew- simple past of fly
Flu- deadly disease
Flue- a duct for waste smoke produced by any fuel-
burning installation Dye- give a different color to (usually
hair)
Die- stop living; lack of vitality; mana
- 21) Four- 4
For- in support or in favor of
Fore- situated in front
- 22) Fourth- out from a
starting point Fourth- 4th
- 23) Way- Method of doing something; path
Weigh- act of finding out how heavy



something is Weight- a body's quantity
of matter

24) Wait- delay someone's
actions Weight- a body's
quantity of matter

25) I- first person pronoun

Aye - yes

Eye- You need them to read all this

26) See- act of using
your eyes Sea- the
ocean

27) Liar- someone who tells
untruthful stories Lyre- a musical
instrument

28) Cite- mention

Site- an area

Sight- point of view; power of seeing

29) Coal- black rock used to fuel

Cole- cabbage, kale or rape

30) course- the route of something

Confusing and the Most Misused Words in English:

In English language, there are several words which sound alike though these are spelled differently and have different meanings. Hence, one has to be very careful in using these words because they are not only confusing but are likely to be



misused. Some of the most commonly confused and misused words in English with their meanings and usage in sentence are given below:

Advice/Advise- Advice is a noun: John gave Naresh good advice. Advise is a verb: John advised Sheela to avoid the questionable chicken salad.

Affect/Effect- Affect is verb and effect is noun.

Example- Downed electricity affect citizens.

The effect of lazy daily routine is not good for health.

Among/Amongst- Among is the preferred and most common variant of this word in American English.

Amongst is more common in British English.

Among/Between - Among expresses a collective or loose relationship of several items: Harish found a letter hidden among the papers on the desk.

Between expresses the relationship of one thing, to another thing or to many other things: Suresh spent all day carrying messages between Harish and the other students.

The idea that between can be used only when talking about two things is a myth-it's perfectly correct to use between if you are talking about multiple binary relationships.

Assure/Ensure/Insure - Assure means to tell someone that something will definitely happen or is definitely true: Naresh assured John that no one would



cheat at Chess.

Ensure means to guarantee or make sure of something: Aditya took steps to ensure that no one cheated at Chess.

Insure means to take out an insurance policy: Prakash was glad the Chess hall was insured against damage caused by rowdy people.

Breath/Breathe- Breath is a noun; it's the air that goes in and out of your lungs: John held his breath while his kid was going down the stairs.

Breathe is a verb; it means to exhale or inhale: After Apoorva's safe landing, Pratibha had to remind herself to breathe again.

Capital/Capitol- Capital has several meanings. It can refer to an uppercase letter, money, or a city where a seat of government is located: Sheela visited Delhi, the capital of India.

Capitol means the building where a legislature meets: Naresh visited the cafe in the basement of the capitol.

Complement/Compliment- A complement is something that completes something else. It's often used to describe things that go well together: his black shoes were a perfect complement to his jacket.

A compliment is a nice thing to say: she received many compliments on her purple dress.

Disinterested/Uninterested - Disinterested means impartial: A panel of disinterested judges had never met the accused before.



Uninterested means bored or not wanting to be involved with something:
she was uninterested in attending John's kinging class.

Defence/Defense- Defense is standard in American English. Defence is found mainly in British English.

Emigrate/Immigrate - Emigrate means to move away from a city or country to live somewhere else: Example- His grandfather emigrated from Canada sixty years ago.

Immigrate means to move into a country from somewhere else:

Example- Her sister immigrated to Ireland in 2004.

E.g./I.e. - These two Latin abbreviations are often mixed up, but e.g. means "for example," while i.e. means "that is."

Empathy/Sympathy- Empathy is the ability to understand another person's perspective or feelings. Sympathy is a feeling of sorrow for someone else's suffering. A sympathizer is someone who agrees with a particular ideal or cause.

Farther/Further- Farther refers to physical distance: She can run farther than him.

Further refers to metaphorical distance: Prof. Subramanian is further away from finishing his project than Prof., Martin is.



Flaunt/Flout- Flaunt means to show off: Example- He his stylish new dress. Flout means to defy, especially in a way that shows scorn:

Example- She flouted the institute's dress code by wearing a saree.

Gray/Grey- Gray is the standard American English spelling. Grey is the standard British English spelling..

Historic/Historical - Historic means famous, important, and influential: He visited the beach in Kitty Hawk where the Wright brothers made their historic first airplane flight.

Historical means related to history: She visited the historical tomb of I lumayun.

Imply/Infer- Imply means to hint at something without saying it directly: She implied that Naresh was in trouble, but he wouldn't tell her why.

Infer means to deduce something that hasn't been stated directly: Satya inferred that John was nervous about something from the way he kept looking over her shoulder.

It's/Its - It's is a contraction of "it is".

Lay/Lie - To lay means to put or to place. One way to remember this is that there is an a in both to lay and to place. For example- She will lay out her overcoat before she goes to bed.



To lie means to recline. For example- She will lie down for a nap.

Lead/Led - Lead, when it rhymes with "bed," refers to a type of metal. Led is the past tense of the verb to lead, which means to guide or to be first.

Example- He led the way.

Loose/Lose- Loose is usually an adjective.

For example- Katy discovered that the cows were loose.

Lose is always a verb. It means to misplace something or not to be victorious in a game or contest. Example- John was careful not to lose his ticket.

Principal/Principle- Principal can be a noun or adjective. As a noun, it refers to the person in charge of a school or organization. He was called into the principal's office.

As an adjective, it means most important: The principal reason for this meeting is to make plans for conducting the examination.

A principle (always a noun) is a firmly held belief or ideal: She doesn't like surprise parties as a matter of principle.

Inquiry/Enquiry- Inquiry and enquiry both mean "a request for information." Inquiry is the standard American English spelling. Enquiry is the British spelling.

Stationary/Stationery- Stationary, means un moving: The revolving door remained stationary because he was , pushing it the wrong way.



Stationery refers to letter writing materials and especially to high quality paper: John printed his resume on his best stationery.

Than/Then- Than is used for comparisons: He runs faster than John.

Then is used to indicate time or sequence: She took off running, and then John came along and finished her breakfast.

Their/There/They're - Their is the possessive form of "they":

Students took their time. There indicates a place: It took them an hour to get there.

They're is a contraction of "they are": Are Suresh and Sheela coming? They're almost here.

To/Too - To is a preposition that can indicate direction: She walked to school. She said hello to John when she saw him.

Too is used as an intensifier, and also means "also": Sheela waited too long to do her homework.

Toward/Towards - Toward is standard in American English. Towards is standard in British English.

Who's/Whose- Who's is a contraction of "who is": Who's calling John at this hour?

Whose is a possessive pronoun that means "belonging to (someone)": Sheela, whose phone hadn't stopped ringing all morning, barely ate anything



for breakfast.)

**Basic Grammar: Noun, Pronoun, Adjective, Verb, Adverb,
Prepositions, Articles, Time and Tense**

NOUN:

Noun is the name of person, place, thing, idea or feeling.

Noun has Seven Basic kinds. These are as follows:

1. Common Noun
2. Proper Noun
3. Collective Noun
4. Material Noun
5. Abstract Noun
6. Countable Noun
7. Uncountable Noun

1. Common Noun: Common Noun is a name given to any person, place, or thing in general. The name 'boy' refers to all boys (Rakesh, Raju, Amit, Rajesh, Mayank etc.) but does not mention any particular boy. Hence, the name 'boy' is a common



noun. Similarly, the name 'city' refers to any city in the world (Delhi, Patna, Japan, New York, etc.) but does not mention any particular city. Thus, 'city' is a common noun. (We must use an article before a singular Common noun.)

2. Proper Noun: Proper noun is the name given to a particular person, place or thing.

For example, Rakesh and Amit are the names of boys; Delhi, the name of a city; Taj Mahal, the name of a monument; Ganga the name of a river; Mt Everest, the name of a mountain range. Hence Rakesh, Mayank, Delhi, Taj Mahal, Ganga and Mt. Everest are proper nouns.

Note: A Proper noun always begins with a capital letter.

3. Collective Noun: A collective noun is a word or phrase that represents a group of people or things but is treated as a singular entity (Hint: a "collection" of people or things). Even though you can count the individual members of the group, you usually think of the individuals as a group, a whole, or as one unit.

- A herd of animals
- Class of students
- Flock of birds
- Pride of lions
- Choir of singers

4. Material Noun: It is simply a name of various raw materials or elements which exist in nature or the environment. Also, some of them are evolved from animals or plants after the biodegradation process. Material nouns are formed from nature like gold, silver, iron, coal, rock, copper, aluminum, etc. The most



important thing about this noun is that it only indicated the materials or substances and not people, places, etc.

Types of Material Noun

- *Material nouns for plants:* Food, oil, coffee, medicine, perfume, tea, cotton, rubber, etc.
- *Material nouns from animals:* Wool, meat, honey, egg, milk, leather, silk, etc.
- *Materials from nature:* Sand, rock, rain, salt, water, silver, gold, diamond, coal, air, etc.
- *Human-made material nouns:* Alcohol, cement, charcoal, cheese, paraffin, cloth, utensil, brick, acid, etc.

5. **Abstract Noun:** An abstract noun is a person, place, or thing without a physical form, meaning that a person cannot interact with abstract nouns using their five senses: sight, scent, taste, touch, or hearing. Abstract nouns are abstract concepts, such as philosophies or emotions. They are names given to some quality, feeling, state or action. Charity is an abstract noun for it is the name of a quality which cannot be seen but can only be understood by seeing certain actions or behavioural pattern of a person. For example, "happiness" is an abstract noun you identify through someone's actions, but you cannot touch or smell "happiness."

6. **Countable Noun:** Countable nouns are for things we can count using numbers. They have a singular and a plural form. The singular form can use the determiner "a" or "an".

Singular

Plural



one cat	two cats
one fish	two fishes
one man	two men
one idea	two ideas
one dress	two dresses

7. **Uncountable Noun:** Uncountable nouns are nouns that come in a state or quantity that is impossible to count; liquids are uncountable, as are things that act like liquids (sand, air). Abstract ideas like creativity or courage are also uncountable. Uncountable nouns are always considered to be singular, and can stand alone or be used with some, any, a little, and much. See the examples below for reference:

Students don't seem to have **much homework** these days.

A lot of equipment is required to play hockey safely.

Pronoun:

Pro means 'for' or 'acting as.' A pronoun is used as a substitute for a noun or a noun phrase. In other words, it has all the characteristics of a noun: it can function as a subject/object/complement in a sentence. A pronoun is used to avoid the repetition of nouns or noun phrases:



1. Suresh went to the market because Suresh wanted to buy a pen. i.e. Suresh went to the market because he wanted to buy a pen.

2. Walking is a form of exercise. Walking is easier than swimming. i.e. Walking is a form of exercise. It is easier than swimming.

There are seven types of pronouns:

i) Personal Pronouns: A pronoun used to place instead of any person is called a personal pronoun. Personal pronoun usually indicates persons. For example, I, we, you, she, they, etc.

i) **Personal pronouns:** Personal Pronouns are pronouns that refer to a specific person or thing in a sentence. Personal pronouns are marked in bold for easy identification:

- **I** have a sweet puppet.
- **We** have been playing cards since morning.
- **You** are very good at English.
- **He** had an evergreen memory in his childhood.
- **She** is going to arrange a meeting with her colleagues.
- **They** will be played in the final match.

➤ The Pronouns which refer to the person or persons speaking are called **Pronouns of the First Person**; as: I, we, me, us, mine, and ours.

➤ The Pronouns which refer to the person or persons spoken to are called **Pronouns of the Second Person**; as: you, yours.



- The Pronouns which refer to the person or thing spoken of are called **Pronouns of the Third Person**; as: he, she, him, his, her, hers, they, them, theirs, and it.

ii) **Possessive Pronouns:** **Possessive pronouns** show who owns something described in a sentence. They include **mine, his, hers, its, ours, yours, their, and theirs**. Possessive adjectives are similar to possessive pronouns. However, the possessive adjective comes before the object of the sentence; the possessive pronoun is the object of the sentence.

Example: I had dinner with Jane and **her** brother, Michael.

His shoes were old and worn.

iii) **Demonstrative Pronouns:** Demonstrative pronouns point out a particular person or thing. When used before nouns, however, they are considered adjectives (these books, those houses, that flag).

Example: This, these, that, those.

Sentence Example 1: These are her books.

Sentence Example 2: That is the road she took.

iv) **Reflective Pronouns:** When a pronoun consists of a reflection of the self, it is a reflexive pronoun. For example,

He hurt *himself*.

She *herself* turned up to the event.

Note: We can only use the reflexive pronoun as a reflection of the subject, but not instead of the subject.



v) **Relative Pronouns:** A relative pronoun is a word that is related to the noun mentioned before in the sentence. The relative pronoun also works as a conjunction in the sentence, thus acting as a link between various sentences.

He works in that room **which** is also like his bedroom.

The man **whose** bike was stolen came to the police station today.

It is the best movie **that** I ever watched.

I have a friend **whom** I treat as my teacher.

vi) **Interrogative Pronouns:** Interrogative pronouns are used for asking questions in the sentences. Examples of such pronouns are what, who, which, when, where, why, etc.

What is your name?

Where is the Taj Mahal situated?

vii) **Indefinite Pronouns:** When the pronoun describes a general phenomenon and no one specific in a sentence, that is an indefinite pronoun. For example,

One, all, some, no one, nobody, somebody, any, other, many, anyone, everyone, someone etc.

One should be careful about **one's** behavior in the class.

Adjectives:



An **adjective** describes or modifies noun/s and pronoun/s in a sentence. It normally indicates quality, size, shape, duration, feelings, contents, and more about a noun or pronoun. Adjectives usually provide relevant information about the nouns/pronouns they modify/describe by answering the questions: *What kind? How many? Which one? How much?* Adjectives enrich your writing by adding precision and originality to it.

Example:

- The team has a dangerous batsman. (What kind?)
- I have ten candies in my pocket. (How many?)
- I loved that red car. (Which one?)
- I earn more money than he does. (How much?)

Degrees of Adjectives

Positive Degree – An adjective is said to be in positive degree, when there is no comparison.

Comparative Degree – An adjective is said to be in comparative degree, when it is used to compare between two nouns or pronouns.

Superlative Degree – An adjective is said to be in superlative degree, when it is used to compare more than two nouns or pronouns.



Types of Adjectives:

1. **Descriptive Objectives:** As the name suggests, these are words which describe nouns and pronouns. In other words, it adds an attribute to the nouns/pronouns. They are also known as Qualitative Adjectives.

Examples: I have a fast car. (The word 'fast' is describing an attribute of the car)

I am hungry. (The word 'hungry' is providing information about the subject)

2. **Quantitative Adjectives:** The quantity of the nouns or pronouns is defined by quantitative adjectives. The question 'how much?' and 'how many?' is addressed by this type.

Examples: I have 50 bucks in my purse. (How much)

Sunita has three kids. (How many)

3. **Proper Adjectives:** Proper nouns modifying or describing other nouns/pronouns become proper adjectives. It means 'specific' or particular.

Examples: Indian kabaddi players are very strong.

I love Burger King's burgers.

3. **Demonstrative Adjective:** Reference to something or someone is pointed out by Demonstrative Adjectives. The words: this, that, these, those are used as Demonstrative Adjectives.



Examples: That house is beautifully decorated.

(‘That’ refers to a singular noun far from the speaker)

This notebook is mine.

(‘This’ refers to a singular noun close to the speaker)

4. **Possessive Adjectives:** A possession or ownership is described by this adjective. The ownership of something to someone/something is pointed out. The most common words used: my, his, her, our, their, your.

Examples: My bicycle was parked outside.

His dog is very adorable.

5. **Interrogative Adjectives:** This adjective asks a Question. The adjective is followed by a noun or a pronoun. The most common words are: which, what, whose.

Examples: Which laptop do you use?

What game do you usually play?

6. **Indefinite Adjectives:** A non-specific modification of a noun is done by this one. Provides indefinite information about the noun. The common words are: few, many, much, most, all, any, each, every, either, nobody, several, some, etc.

Examples: Manisha gave some rice to her.

Raj wanted a few moments alone.



7. **Compound Adjectives:** When compound nouns modify other nouns, they become compound adjectives. They can be recognised by a hyphen or joined together with a quotation mark.

Examples: I have a broken-down mattress.

Ramesh saw a six-foot-long snake.

8. **Absolute Adjectives:** An Absolute Adjective is an adjective with a meaning that is generally not capable of being intensified or compared. Also known as an incomparable, ultimate, or absolute modifier. According to some style guides, absolute adjectives are always in the superlative degree. However, some absolute adjectives can be quantified by the addition of the word almost, nearly, or virtually.

Examples: He is dead. (We cannot use “dead” in a comparative sense; i.e. we cannot say “He is deader than me.”)

That gem is unique. (We cannot use “more unique” as the word “unique” itself means “one of a kind”.)

Verbs:

Verbs are “the little motors of action”—the principal vehicles or out thoughts and feeling, without which to communicate will be rather difficult.

A word that indicates an action, event, or state is called verb. The verb can be divided into two basic kinds-

Finite (Complete) verbs are those that show tense and have a definite



relation with the subject or a noun and stand alone as a complete sentence.

Ex. I go, She went. They have completed.

Non-Finite (Incomplete) verbs do not show tense, person or number. Ex. He wants to play football. The Police caught him driving without a license. Here 'to play' and 'driving' are considered as non-finite verbs. These Verbs are used in various ways.

We have some more verbs and its kinds:

Kinds of verb

- ☐ Transitive verb
- ☐ Intransitive verb
- ☐ Linking verb
- ☐ Auxiliary verb/helping verb

Transitive verb

Transitive verb needs an object to complete its sense. It is SVO(subject, verb, object,) As:

- ☐ Dinesh saw a film.
- ☐ We love our country.
- ☐ Sunaina sings beautiful songs.
- ☐ India will win the match.

In these sentence –

Verbs are- saw, love, sings and will win.

Object are- a film, our country, beautiful. Songs, and the match.



Note: If we combine subject and verb and ask the question “what” or “whom” and get an answer (object), it is Transitive verb.

Examples:

S+verbs	Question	Answer(Object)
Dinesh saw	What?	a pen
We love	Whom	our country
Sunaina sings	What?	beautiful songs

Transitive verb can have two objects:

- One object
- Two objects

Transitive verb with one object

- ☒ She is taking milk.
- ☒ I like coffee.
- ☒ Anand plays chess.
- ☒ Our teachers teach us.

In these sentence milk, coffee, chess, and us are objects.

Transitive verb with Two object

In such cases one is the indirect object which is usually a human being and one is direct object which is usually a thing, idea or thought etc.

- ☒ Ms. Mamta teaches us English.
- ☒ My friend gave me a book.
- ☒ The stranger asked him a question.



☐ She wrote me a letter.

In these sentence Indirect objects are- us, him, me , me and Direct object are- English, a book, a question and a letter.

Intransitive verb

An intransitive verb has two characteristics. First, it is an action verb, expressing a doable activity like arrive, go, lie, sneeze, sit, die, etc. Second, unlike a transitive verb, it will not have a direct object receiving the action. Here are some examples of intransitive verbs:

Meera arrived late in the class.

Arrived = intransitive verb.

James went to the library today.

Went = intransitive verb

The cats often lie in the shade under our cars.

Lie = intransitive verb

Shreya was grinding peppers so she sneezed with violence. Sneezes =

intransitive

In the evenings, Geeta sits in her garden.

Sits = intransitive verbs.



Many people die in road accidents everyday.

Dies= intransitive verb.

Linking verb

It is called Intransitive verb of incomplete predication also. It is used as complement to make the sense complete. As: In other words we can say that linking verb connects a subjects and its complement. As:

- ☒ Komal is a doctor.
- ☒ Geeta looks happy.
- ☒ The sun is a star.
- ☒ Karina is beautiful.
- ☒ My friend is present.
- ☒ Music sounds sweet.

Linking verbs: is, am, are, was, were, looks, taste, feel, consider, sound, appear, remain, seem, grow, get, come, go, run, become, has/have, had+been.

Auxiliary verb or Helping verb

An auxiliary verbs are—

(i) Primary auxiliary- Be(is, am, was, were, been, being,), has ,have, had ,do, does, did,

(ii) Modal auxiliary- Should, shall, will, should, may, might, can, could.

Primary Auxiliary

Varun is reading a novel.

Madhvi was singing a song.

Modal Auxiliaries

We shall come tomorrow.

You should study.



I have done my work.

It may rain today.

She has betrayed us.

She can drive a car.

They do not waste their time. You need not worry.

Do you like the film

Would you lend me some money?

Conjugation of verb

Verb has four forms:

- ☐ Present (first form)
- ☐ Past (second form)
- ☐ Past participle (third form)
- ☐ Present participle (ing form)

First Form	Second Form	Third Form	Four Form
Accept	Accepted	Accepted	Accepting
Act	Acted	Acted	Acting
Agree	Agreed	Agreed	Agreeing
Buy	Bought	Bought	Buying
Bleed	Bled	Bled	Bleeding
Call	Called	Called	Calling
Cry	Cried	Cried	Crying



Close	Closed	Closed	Closing
Drink	Drank	Drank	Drinking
Enter	Entered	Entered	Entering
Free	Freed	Freed	Freeing
Give	Gave	Gave	Giving
Help	Helped	Helped	Helping
Insult	Insult	Insulted	Insulting
Kill Killed	Killed	Killing	
Lay Laid	Laid	Laying	
Make	Made	Made	Making
Meet	Met	Met	Meeting
Pay	Paid	Paid	Paying
Push	Pushed	Pushed	Pushing

Adverb:

An adverb is a word that tells us more about a verb. It “**qualifies**” or “**modifies**” a verb. Read the following sentences:

It “**qualifies**” or “**modifies**” a verb. Read the following sentences:

–Alice smiled **sweetly**.



– Those mangoes were **very** sweet.

– He spoke **quite** loudly.

In sentence 1, the adverb **quickly** shows how (or in what manner) Alice smiled. It modifies the verb **smiled**.

In sentence 2, the adverb **very** says something about the sweetness of the mangoes. It modifies the adjective **sweet**.

In sentence 3, **quite** says something about the manner in which he spoke. It modifies the adverb **loudly**.

Note that the **adverbs** that are standing at the beginning of sentences sometimes modify the whole sentence, rather than a particular word.

- **Unfortunately**, no one was present there. (It was unfortunate that no one was present there.)

- **Probably** I am mistaken. (It is probable that I am mistaken.)

Kinds of adverbs:

There are very many kinds of adverbs:

1. **Adverbs of action:** They are the adverbs which tell us when an action takes place. Examples are **today, yesterday, before, daily, already, ago, never etc.**



Rule: Time adverbs cannot be used in the present perfect, instead the past indefinite is used for them.

– I saw a 3D movie **last night**.

– I met him **yesterday**.

– His father died two years **ago**.

– I have seen him **before**.

2. Adverbs of frequency: They are the adverbs which tell us how often an action takes place. examples are **often, always, once, never, again, seldom, frequently etc.**

– The Delhi Police is **always** with you.

– They **always** come in time.

– We **seldom** go out on Sundays.

– I have seen him only **once**.

3. Adverbs of place They are the adverbs which tell us where an action takes place. Examples are: **here, there, up, down, everywhere, out, in etc.**

– He left his bag **there**.

– They looked **everywhere**.

– Please sit **here**.



– The car parked there.

4. Adverbs of manner: They are the adverbs which tell us how an action takes place or in what manner. Examples are: **quickly, carefully, sweetly, clearly, bravely, beautifully, well, fast etc.**

– Gautam Buddha left his family stealthily.

– They helped us cheerfully.

– he speaks slowly.

5. Adverb of Degree and quality – They are the adverbs which tell us how much or in what degree or to what extent. **Examples** – very, quite, rather, enough, any, partly, almost, utterly, as, entirely etc.

– Shamita is **very** beautiful

– The whistle did not please him **anymore**.

– I have pleaded **enough** and now I give up.

– He's **quite** a good soccer player.

6. Adverbs of reason – They are the adverbs which tell us why an action takes place. **Examples** – consequently, therefore, hence.

– It **consequently** has four vertices and six edges.

– He was **therefore** forced to relinquish his plan.



– Her triumphal progress through the skies. **Hence** he was called.

7. Adverbs of Affirmation or negation – They are the adverbs which tell us whether an action is done or not. **Examples** – surely, certainly, not, probably etc.

– **Surely** he should have known she would get suspicious.

– He is a fool **indeed**.

– He is a fool **indeed**.

– I was **not** playing.

8. Interrogative adverbs – Adverbs which are used for asking questions are called interrogative adverbs. **Examples are:** when, where, how, why etc.

– When will you go to New York ?

– How long will you stay here?

– Where are my keys ?

9. Relative adverbs – A relative pronoun is a type of pronoun that often introduces dependent (or relative) clauses in sentences. They also can stand alone as the subject or object of a sentence. **Examples** – who, whoever, whom, whomever, that, which, when, where, and whose.

– Where are you going ?

– That was my book.



-With whom am I speaking?

Prepositions:

A preposition is a word placed before a noun, pronoun or gerund. It denotes the relation of the person or thing with something else.

Examples:

- a) The food is on the table. *In this sentence, **on** shows the relation between the nouns **table** and **food**.*
- ii) I am fond of chocolates. *In this sentence, **of** shows the relation between the words **fond** and **chocolates**.*

As given in the examples above, a word such as a noun, pronoun or gerund following a preposition is said to be the object of the preposition. It is always in the objective case.

A preposition is always followed by a noun and never by a verb. If we want a verb to follow a preposition, we must use the -ing form of that particular verb, which should be a gerund (verb in a noun form). e.g. I am very fond of riding. (*The base verb 'ride' here takes the 'ing' form*)

Kinds of Prepositions

i) Simple Preposition : They include **at, by, for, in, of, off, on, out, through, till, to, up, with** etc.



ii) Compound Preposition : These are usually formed by prefixing a preposition (*a* or *be*) to a noun, adjective or adverb.

These include **about, above, across, along, amidst, among, amongst, around, before, behind, beneath, beside, between, beyond, inside, outside, underneath, within, without** etc.

iii) Phrasal/Group Preposition : These are formed by joining two or more words.

These include phrases like **according to, in accordance with, in place of, agreeable to, in addition to, in reference to, along with, in (on) behalf of, in regard to, away from, in case of, in spite of, because of, in comparison of, instead of, by dint of, in compliance with, in the event of, by means of, in consequence of, an account of, by reason of, in course of, owing to, by virtue of, in favour of, with a view to, by way of, in front of, with an eye to, conformably to, in lieu of, with reference to, for the sake of, in order to, with regard to** etc.

iv) Participle Preposition : When present participles are used without any noun or pronoun attached to them, these are called participle prepositions.

These include **barring, concerning, passing, considering, during, notwithstanding, pending, regarding, respecting, touching** etc.

Classes of Preposition

To make a distinction, Simple Prepositions can also be divided into three classes:



i) Prepositions of Time and Date : These include *at, on, in, by, to, till, until, during, for, since, from, within, before, after, afterward, then* etc.

ii) Prepositions of Place : These include *at, in, on, to, behind* etc.

iii) Prepositions of Travel and Movement : These include *from, to, by, on, in, into, at, out of, off* etc.

Position of a Preposition

Prepositions normally precede nouns or pronouns. However, in certain cases it is possible to move the preposition to the end of the sentence.

i) When an object of the preposition is an interrogative pronoun like *what, who, whom, which, where* etc, the preposition can take the end or the beginning of a sentence.

e.g. a) What are you thinking **of**?

b) **To** whom were you talking?

ii) When the object of the preposition is the relative pronoun 'that', the preposition takes the end position.

e.g. This is the dish that she is fond **of**.

iii) When the object of the preposition is infinitive (to + verb), the preposition is placed after the infinitive.

e.g. It is a beautiful house to live **in**.



iv) In some sentences, where the relative pronoun is hidden, the preposition takes the end position.

e.g. This is the girl (that) I told you **of**.

v) In some sentences, prepositions is attached with the verb.

e.g. I hate being laughed **at**.

Common Usage

At/In

i) **At** shows stationary position or existing state.

e.g. She is **at** home.

Also, **at** noon, **at** the age of ninety.

ii) **In** shows movement.

e.g. The train is **in** motion.

Also, it is used to express a period of time.

e.g. **in** February, **in** the morning, **in** the year 1992, **in** summer etc.

iii) **At** is also used for a small place and for a precise point of time.

e.g. a) He lives **at** Surajkund **in** Haryana.

b) The train will arrive **at** six **in** the morning.

In the above sentences, we can see that in is used for a big place, town, city etc and for a period of time.



To/Into

i) **To** is used in the following cases

- a) **To specify direction** : Turn to the left.
- b) **Destination** : I am going to Jaipur.
- c) **Until** : From Monday to Friday, five minutes to ten.
- d) **Comparison** : They prefer cricket to hockey.
- e) **With indirect objective** : Please give it to me.
- f) **As part of the infinitive** : I want to help you.
- g) **In order to** : We went to the store (in order) to buy soap.

ii) **Into** is used in the following cases

- a) **To the inside** : We stepped into the room.
- b) **Change in condition** : The boy changed into a man.
- c) **To denote movement** : He jumped into the well.

Beside/Besides

i) **Beside** : at the side of

- e.g. a) He was sitting **beside** Sarla.
- b) We camped **beside** a lake.

ii) **Besides** : in addition to/as well as

- e.g. a) He has a car **besides** a motorcycle.
- b) **Besides** doing the cooking. I help him.



Between/Among

i) **Between** is used for two things or persons, but it can also be used for more than two when we have a definite number in mind and there is a close relationship/association within them.

e.g. a) He distributed his property **between** his two sons.

b) A treaty was signed **between** the three parties.

ii) **Among** is usually used for more than two persons or things when we have no definite number in mind.

e.g. a) He was happy to be **among** his friends again.

b) He distributed his property **among** the poor.

With/By

With is used for instruments and **by** is used for agents.

e.g. The snake was killed **by** him **with** a stick.

Under/Underneath

Under is used for living beings.

Underneath is used for non-living things only.

e.g. a) Hide this **underneath** the table.

b) I work **under** Mr Singh.

c) He is holding **under** the table.



On/Upon

On is used when two things are touching each other. **Upon** is used when one thing is located directly above the other thing.

e.g. a) We sat **on** the chair.

b) The cat jumped **upon** the chair.

Of/Off

These are used in the following situations, referring to

- i) **Location** : East **of** here, the middle **of** the road
- ii) **Possession** : a friend **of** mine, the sound **of** music
- iii) **Part of group** : one of us, a member of the team
- iv) **Measurement** : a cup **of** milk, two metres **of** snow
- v) **Not on, away or from or removal** : Please keep **off** the grass
- vi) **At some distance from** : There are islands **off** the coast.

During/For

i) **During** is used with known periods of time i.e. period known by name, such as Christmas, Diwali; or periods which already have been defined.

e.g. **during** the middle ages, **during** the winter etc.

ii) For may be used to denote purpose and may also be used before known periods.



e.g. I went there **for** the summer.

They went to the club **for** partying.

Since/From

i) **Since** is used to denote a point in time and never for a period of time.

e.g. It has been raining **since** 6 o'clock.

Since can also be used as an adverb.

e.g. He left school in 1983. I haven't seen him **since**.

ii) **From** is normally used with **to** or **till/until**.

e.g. Most people work **from** eight to six.

From can also be used to denote place.

e.g. He is **from** Mumbai.

Before/After/Afterwards

i) **Before** is used in reference of two events.

e.g. The train had left **before** he reached the station.

ii) **After** is a preposition while **afterwards** in an adverb. **Afterwards** can be used at either end of a clause and can be modified by soon, immediately, not long etc.

After is followed by a noun, pronoun or gerund.



- e.g. a) **After** visiting them, we came back.
b) We visited them and **afterwards** they came back.
c) Soon **afterwards**, I got a call from him.

Out/Out/Out of

i) **On** is used for a place of work and also for a mode of travel.

e.g. **on** an estate , **on** the railway, **on** a bicycle.

On is also used with days and dates.

e.g. **on** 25th February, **on** Thursday.

ii) **Out** is used mostly with get, like get **out of** a vehicle, get **out of** the house etc.

Till/Until

i) **Till** means up to. It can be used with 'from' or without it.

e.g. a) We work from 10 AM **to/till** 6:30 PM.

b) We work **till** 6:30 PM.

ii) **Until** means upto a time or before. We use until when the activity continues throughout the period up to the time limit.

e.g. There were visa applicants in our waiting room **until** 7 PM.

Determiners and Articles

Determiners or Fixing words are the words which fix or modify the nouns before which they are used.



- ☒ **This** is a boy.
- ☒ **My** birthday falls in August.
- ☒ She is **a** doctor.
- ☒ Everybody enjoyed **the** film.
- ☒ Did you buy **any** book?

In these sentence the Determiners are-

This, my, a, every and any.

The nouns they modify are *boy, birthday, doctor, body and book*. Kind of Determiners are of five kinds:

1. Article Determiners
2. Demonstrative Determiners
3. Possessive Determiners
4. Numeral Determiners
5. Quantitative Determiners

1. **Article Determiners**

There are three Article in English- **A, An, The**,

Articles are of two types:

- (i) Indefinite Article
- (ii) Definite Article

- (i) **Indefinite Article: A, and An**, are called Indefinite Article because they do not refer to any particular person or thing.



Usage of A

- **Before a singular number which starts with a consonant or a vowel with a consonant sound.**

Example:

- A boy, a cat, a girl, a horse, a month, a year, a pencil etc.
- A unit, a university, a European, a useful thing, a uniform etc.
- A one-eyed person, a one-way ticket, a one-rupee note etc.

Usage of An

For example-

- An egg, an eagle, an apple, an ink-pot, an orange, an island, an uncle, an umbrella, an army, an elephant etc.

Before a singular number starting with a consonant that gives the sound of a vowel.

- An hour, an honest person, an heir, an M.L.A., an M.P., an S.S.P., an M.A., an S.O.S.

(ii) **Definite Article:** The is called definite article because it refers to a particular person or thing.

Usage of The

- **Before the names of heavenly bodies.**
The sun, the earth, the moon, the stars, the sky etc.
- **Before the directions.**



The east, the earth, the south, the north,

- **Before a noun which is already mentioned:**

I met a man in the train. The man was very interesting. The children you met were naughty.

- **Before the names of the ocean, rivers, mountains, gulfs, plains, deserts, bays, etc.**

The Indian Ocean, The Ganga, The Himalayas, The Persian Gulf, The Gangetic Plain, The Sahara Desert, The Bay of Bengal etc.

- **Abbreviated names of states, countries etc.**

The U.S.A. The M.P., The Punjab, The UAE etc.

- **Before the superlative Degree of Adjective:**

She is the best student of the class. Australia is the largest island in the world.

- **Before two or more comparative degrees of Adjectives:**

The earlier, the better.

The higher you go, the cooler it is

- **Before the epithets used before the names of the person:**

Ashoka the Great, Alexander the Great, Charles the First

- **Before the names of holy books:**

The Adi Granth, the Gita, the Koran, the Bible etc.



- **Before the names of big organisations:**

The Taj Mahal, the Qutub Minar, the Agra fort

- **Before the clans:**

The Marathas, the Rathores, the Sikhs etc.

- **Before the names of big organization:**

The BJP, the CPI, the UNO etc.

- **Before the names of big offices:**

The Air Marshal, the Prime Minister, the President etc.

TENSES

Tenses denote time of action. Time can be divided into three parts: Present Past and Future.

Present Tense

Present Tense Simple Present Tense:

The Simple Present

The Simple Present is a tense that expresses action in the present time, habitual actions, or general truths.

Example: The sun rises in the east.

Present Continuous:

It describes an incomplete ongoing present action that is in the middle of



happening, but will finish at some point. This tense is formed by using the auxiliary verb be (am/is/are) with the present participle verb form ending in "ing".

Example: The boys are playing cricket.

Present Perfect Tense:

It signifies that an action started in the past and continued to present time, in which it is completed. This tense is formed by using the auxiliary verb have (have/has) with the past participle form of the verb.

Example: I have finished my work.

Note: Present perfect is never used with adverbs of past time.

Present Perfect Continuous:

It describes an action that began in the past and continued up to present time, in which it is (or most of it) is completed. This tense is formed by using the auxiliary verb have (have/has) together with the auxiliary verb been and the present participle form of the verb ending with "ing"

Example: They have been doing the work since Eight o'clock.

Past Tense

Simple Past Tense

It is an action or situation that was finished in the absolute past and has no connection with the present. Always second form of the verb is used in simple past sentence.

Example: I learnt French in Delhi.



Past Continuous It describes action which went on during a stretch of time in the past and finished. This tense is formed by using the verb be (was/were) with the present participle form of the verb ending in “ing”

Example: when I met him, he was reading a novel.

Past Perfect Tense:

It describes an action completed in the past before certain point in time or an action which happened in the very distant past. This tense is formed by using the auxiliary verb have (had) with the Past participle form of the verb.

Example: you had studied English before you moved to New York.

Past Perfect Continuous:

It describes an action that began before a certain point in the past and continued up to that time in past. This tense is formed by using the auxiliary verb have (had) together with the auxiliary verb been and the present participle form of the verb ending with "ing".

Example: She had been working at that company for three years when It went out of business:

Future Tense

Simple Future Tense:

It describes an action or situation that has still to take place. This tense is usually formed by using the auxiliary verb will with the base form of the verb.

Example: I will call you when I arrive.



Future Continuous:

It describes an ongoing action that will be in process around a point of time in the future. This tense is usually formed by using the auxiliary verb will together with the auxiliary verb be and the present participle form of the verb ending in "ing".

Example: He will be waiting for her when she arrives home tonight.

Future Perfect Tense:

It describes that a future action will be completed before a point in time or before another action in the future. This tense is formed by using the auxiliary verb will together with the auxiliary verb be and the past participle form of the verb.

Example: BY next November, I will have received my promotion.

Future Perfect Continuous:

It is describes an along future action that will continuous and will be completed before point in time or before another action in the future. This tense is formed by using the auxiliary verb will, the auxiliary verb have (have), and the auxiliary verb been together with the present participle form of the verb ending in "ing".

Example: They will have been talking for ever an hour by the time Madam arrives.



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