

# Semester: One

## Period: I



E12CH1

### Unit

# 1

## Grammar: The Three Cases of Pronouns and Verb Usage

### Objectives

Upon completion of this topic, learners will be able to :

- Construct speeches effectively using the perfect tenses
- Differentiate the three cases of pronouns
- Recognize different kinds of speeches
- Prepare and present speeches

### 1.1 THREE PRONOUNS

The pronoun is a word that is used instead of a noun, which has already been mentioned or already known. Pro means for so word pronoun means word used for a noun.

**Compare the following two groups of sentences:**

(a) **Elizabeth** is a good girl. **Elizabeth** always comes first. **Elizabeth** obeys the teacher. Everybody praises **Elizabeth**.

(b) **Elizabeth** is a good girl. **She** always comes first. **She** obeys the teacher. Everybody a raises **her**.

You will note that the second sentence sounds better. It is easier and nicer to say 'She' or 'her' than to repeat the noun

### Structure of the Unit

1.1	Three Pronouns
1.2	The Noun Case
	Nominative
	Objective
	Possessive
1.3	Verb Usage Part
	Perfect Tenses
	Present Perfect
	Present Perfect Progressive
	Past Perfect
	Past Perfect Progressive
	Future Perfect
	Future Perfect Progressive
1.4	Speech Writing
1.5	Summary Writing

Elizabeth every time. **She** or **her** has been used in place of noun Elizabeth. **She** or **her** is a pronoun.

## Kinds of Pronouns

Pronouns can be classified into the following categories :

### I. Personal Pronouns

Study the following sentences:

1. I am playing.
2. We are playing.
3. You are playing.
4. He (*she, it*) is playing.
5. They are playing

Here, I, we, you, he, she, it, they are called Personal Pronouns because they stand for the following three persons:

- **First Person** person or persons speaking as – **I** and **we**.
- **Second Person** person or persons spoken to as – **You**.
- **Third Person** person or persons spoken of as – **He, She, It, They**, etc.

### Forms of Personal Pronouns

Most of the personal pronouns have different forms according to their number, gender and case. The forms of the personal pronouns are set out below.

#### First Person (Masculine or Feminine)

Case	Singular	Plural
Nominative	I	we
Objective	me	us
Possessive	my, mine	our, ours

#### Second Person (Masculine or Feminine)

Case	Singular	Plural
Nominative	you	you
Objective	you	you
Possessive	your, yours	your, your

**Third Person (Masculine or Feminine)**

Case	Singular			Plural
	Masculine	Feminine	Neuter	
Nominative	he	she	it	they
Objective	him	her	it	them
Possessive	his	her/hers	its	their, theirs

**Use of Pronoun 'it'****We use Pronoun 'It':**

- (i) to refer to lifeless things or to animals (*where gender is either unknown or is not important*) or to a small child, (*again whose gender is either unknown or is unimportant*)  
e.g. This is a lamp. It is beautiful.
- (ii) to refer to a group of words, which is actually the subject of a sentence.  
e.g. It is wonderful to go to the hills.
- (iii) to refer to someone or something with a view to identify himself or it.  
e.g. What is that thing?  
It is a plastic crab.
- (iv) in sentences regarding distances or the weather.  
e.g. It is hot today.
- (v) to bring into prominence a part of the sentence.  
e.g. It was my uncle, who called you.

**Practice Set I**

*Fill in the blanks with personal pronouns.*

- ..... has done her duty.
- ..... lost his purse and could not find .....

3. "Did ..... get the notice?" asked the captain. "Yes, sir ..... did" answered the soldier.
4. .... rained very heavily last night.
5. Dolly wants me to lend her my book. .... has lost ..... in the classroom where ..... went with ..... and ..... friend.
6. We scored as many goals as ..... could.
7. It ..... was who rang you.
8. Between you and ..... I do not believe him.

## 2. Possessive Pronouns

Possessive Pronouns are those pronouns that indicate possession or relationship. Pronouns as 'mine', 'our', 'yours', 'his', 'hers', 'theirs' are **Possessive Pronouns**.



**Note:** (i) Possessive Pronouns are sometimes confused with possessive Adjectives.

However a Possessive Adjective comes before a noun and qualifies it and a possessive pronoun comes after the noun.

e.g. This is **my** book. (*Possessive Adjective*)

This book is **mine**. (*Possessive Pronoun*)

(ii) We do not use the apostrophe with 'his', 'hers', 'its', 'theirs' or 'yours.'

The apostrophe is used to show possessive. These words themselves are possessive and do not need the apostrophe.



### Practice Set 2

*Fill in the blanks with possessive pronouns.*

1. This book is not ..... ; it is .....
2. They have revealed ..... identity now.
3. We should share ..... possessions with others.

4. .... new project looks promising.
5. This is ..... new car.
6. "Is this boy ..... ?" said Belinda.
7. "Yes, it is ....., " replied Harry.
8. "Then take ..... away." It will get misplaced here.

### 3. Reflexive and Emphasizing Pronouns

#### Look at the Examples

- A.
  1. I blame **myself** for it.
  2. We often talk to **ourselves**.
  3. You will hurt **yourself**.
  4. You will enjoy **yourself**.
  5. He hanged **himself**.
  6. The horse has hurt **itself**.
  7. She put **herself** to trouble for nothing.
  8. They always talk about **themselves**.
- B.
  1. I **myself** was there.
  2. We **ourselves** served the guests.
  3. You must do it **yourself**.
  4. Boys, you **yourselves** wanted this.
  5. He **himself** told me this.
  6. She **herself** insulted me.
  7. They **themselves** went there.
  8. The town **itself** fell.

The pronouns **myself, ourselves, yourself, yourselves, himself, herself, themselves, itself**, in sentences grouped under (A) behave like objects the verbs, but they refer to the same persons as the subjects of the verbs. Such pronouns are called **Reflexive Pronouns**.

Whom do I blame for it? - Myself.

Whom did he hang? - Himself.

The pronouns **myself, ourselves, yourself, yourselves, himself, herself, themselves, itself** in sentences grouped under (B). are used with a Noun or pronoun for the sake of emphasis. They are, therefore, called **Emphasizing pronouns**.



### Practice Set 3

*Fill in the blanks with Reflexive/Emphasizing pronouns.*

1. I ..... do not know the reason for my behaviour.
2. They have done this ..... So lets give them an award for it.
3. The Sant took all initiative for welfare of others ..... only.
4. The weather is changing; what changes will be there, the weather ..... will show in coming days.
5. We ..... will have to make efforts for progress.
6. She ..... is to be praised for her success.
7. Our nature reflects ..... in our actions.

## 1.2 THE NOUN: CASE

A noun must have a relation with some other word in a sentence. This relation is called a case.

There are three main cases in English:

- The nominative case
- The objective (or accusative) case
- The possessive case.

### The Nominative Case

When a noun or a pronoun is used as the subject of a verb it is said to be in the nominative case.

1. **Ahana** addressed the class. (Subject- Ahana)
2. **Rwanda** won the match. (Subject -Rwanda)
3. **David** and **his sister** went to the house. (David and his sister are the subjects)

**Ahana**, **Rwanda**, and **David** and **his sister** are the subjects of the verbs addressed, won and went.

**How to we find the subject of a verb:**

- Put **who** or **what** before the verb as:

Who addressed the class? The answer is Ahana. Who won the

match? The answer is Rwanda. Who went to the house? The answer is David and his sister.

## The Objective Case

Any noun or pronoun used as the object of a verb or a preposition is said to be in the **objective case** as:

- The cow gives us **milk**.
- The teacher solved the **sum**.

**Milk** and **sum** are the objects of the verbs **gives** and **solved**.

How do we find the object of a verb?

We ask the question **what** or **whom** to the **verb**— **what** does the cow give us—milk, so milk is the object of the verb, gives. **What** did the teacher solve? The answer is 'sum', so sum is the object of the verb 'solved'.

In objective case, there may be two objects—**direct** and **indirect**.

- Harry gave Linette some books.

Here, the verb gave has two objects. Linette is the **indirect object**, the person receiving something.

**Some books** is the **direct object**, the thing that someone gives.

	<i>Indirect Object</i>	<i>Direct Object</i>
Marry gave	Harry	a chocolate
I'll send	my mother	a recipe book
We got	the orphans	ice cream

Usually, the direct objects are names of lifeless objects, while indirect objects are the names of human beings or animals.

1. Mrs Daniel teaches us English.
2. He gave the beggar some food.

- In sentence no. 1, the **indirect object** is **us**, while **English** is the **direct object**.
- In sentence no. 2, the **indirect object** is the **beggar**, while **food** is the **direct object**.



## Practice Set 4

**Pick out the direct and indirect objects in the following sentences.**

1. The leader gave us many promises.
2. Her father given her a lap top.
3. I owe my teacher many things.
4. The Principal gave us prizes.
5. The master taught the servant a lesson.
6. The king granted the poor people loans.
7. My father bought a car.
8. The dog chased its tail.
9. The bank officer issued me an ATM card.

### The Possessive Case

A noun or a pronoun used to express **ownership** or **relationship** indicates **possession** and is said to be in the **possessive case**.

The possessive case is formed in two ways:

1. Noun + 's

This is Gerald's hat.

The children's toys are on the table.

2. of + noun

The legs of this chair.

This is the window of the house.

1. **A. 's** is used with a noun denoting a person's name:

Gerald's hat (**Not** the hat of Gerald): Dick's dog (**Not** the dog of Dick)

1. **B.** Personal names ending in 's' usually take only an apostrophe to avoid the 'ss' take 's':

Jesus — Jesus'

Moses — Moses'

Socrates — Socrates'

1. **C.** Some personal names ending in 's' but not sounding like 'ss' take 's':

Harris's

Agnes's



**1. D. 's** is used with singular nouns not ending in 's':

a girl's dress                      a lady's hat  
a man's clothes                  a child's toys

**1. E. 's** is used with plural nouns not ending in 's':

Men's shoes  
women's saloon

But plural nouns ending in 's' take only an apostrophe placed after the plural 's':

Girls' school                      Boys' hostel

1. F. When two nouns are closely related, the possessive is put with the latter noun:

It happened during Chanakya and Gupta's reign

**1. G. 's** is used with nouns denoting time/space/weight:

A month's time                      paper's size  
a ship's length                      a pound's weight

**1. H. 's** is used in idiomatic expression:

For God's sake  
at a stone's throw  
at one's wit's end  
at an arm's length

**1. I. In some cases we shorten a sentences:**

He is going to the butcher's.  
They are going to St. Paul's (church/school).

**1. J. 's** is used to mean one of many:

He is friend of my daughter's.  
She is the niece of my aunt's

**1. K. 'The last element of a compound noun takes 's':**

The Rani of India's palace.  
My father-in-law's stick.

**2. A. Of + Noun**

Is used with lifeless things:  
The legs of a chair  
The windows of the house  
The screen of the computer



## Practice Set 5

### A. Pick out the nouns or pronouns in the nominative case:

1. The village master taught in his little school.
2. The shepherd heard a barking sound.
3. My friend lives in Trivoli.
4. Her childhood was spent in misery.
5. This flower will lose its freshness.

### B. Pick out the nouns and pronouns in the objective case:

1. The guard waves the flag.
2. Kigali river stand on the Nyabarongo River.
3. My pen is on the table.
4. I met a little village girl.
5. This dog chased the cat.

### C. Pick out the nouns or pronouns in the possessive case:

1. Dolly's Daniel is long.
2. I fond your sister's shoes.
3. I lost my friend's address.
4. This is her ring.
5. The lion bit the deer's leg.

#### Activity 1

#### Lets do an activity

Form a group of eight learners. Divide them into two groups. Let them discuss three cases: Nominative, Objective and Possessive with examples.

## 1.3 VERB USAGE PART

### A. Present Perfect Tense

The present perfect tense is formed by combining "have" or "has" with the past participle of the action verb. "Has" is used for third

person singular (he, she, or it) while "**have**" is used for everything else. Hence, perfect verb tenses describe an action that started in the past and either still continues or the effect of the action still continues.

- Present perfect describes an action that started in the past and is still continuing

*For example, they have spoken for 2 hours*

- Past perfect describes an action that started in the past and was complete when another action started; includes "had" and the past participle.

*For example, they had spoken before they made a decision*

- Future perfect describes an action will be complete by a certain point in time

*For example, they will have spoken by 5:00 p.m. on Tuesday.*

The tense is used to discuss something that started in the past and continues into the present. It indicates that the action is complete.

- **Subject + has/have + V<sub>3</sub> + obj.**

I have practised music.

Present Perfect	Examples
To describe an action that has just finished or completed in the immediate past.	I have just finished doing my home work.
To denote an action that began in the past but continues up to today (using <b>for/since</b> )	I <b>have known</b> him for long.
To describe past events that have an impact on the present.	I <b>have injured</b> my knee.
To express past actions when no definite time is given.	He <b>has eaten</b> up all the sweets.

## B. Present Perfect Continuous

The present perfect continuous tense is employed in a sentence to indicate an action that started in the recent past and is still continuing in the present. It is also referred to as the present

perfect progressive tense as the action progresses from the past to the present.

**Subject + has/have + been + V<sub>3</sub> + ing + obj.**

I have been practising music for two years.

Present Perfect Progressive	Examples
To refer to something that began in the past but is still continuing.	I have been reading this book for the past one week.

**Note:** **Since** and **for** are used to say how long something has continued up to the present. **Since** is used for a fixed period of time. (since 1980, since January, since Monday etc.) **For** is used for a duration of time. (two days, for one year etc.)



## Practice Set 6

*Change the tense as directed.*

1. The carpenter is making the chair. (Present Perfect Progressive)
2. This garden yields lots of fruits. (Present Progressive)
3. We visit that place daily nowadays. (Present Progressive)
4. He is showing progress in his performance. (Present Perfect)
5. The people are asking the government to do something about the rising prices. (Present Perfect)
6. The population has been increasing continuously for the last few decades. (Present Perfect)

### C. Past perfect.

The Past Perfect tense is quite an easy tense to understand and to use. This tense talks about the "past in the past".

Let us look at the structure and use of the Past Perfect tense.

The structure of the Past Perfect tense is:

**subject** + **auxiliary have** + **main verb**  
**had** past participle

The auxiliary verb (have) is changed in the Past Simple: **had**

The main verb is invariable in past participle form: **-ed** (or irregular)

For negative sentences we insert **not** between the auxiliary verb and the main verb.

Look at these example sentences with the Past Perfect tense:

<b>subject</b>	<b>auxiliary verb</b>	<b>main verb</b>	
I	had	<b><i>finished</i></b>	my work.
You	had	<b><i>stopped</i></b>	before me.
She	had	not <b><i>gone</i></b>	to school.
We	had	not <b><i>left</i></b> .	
Had	you	<b><i>arrived?</i></b>	
Had	they	<b><i>eaten</i></b>	dinner?

### **Contraction with Past Perfect**

When we use the Past Perfect in speaking, we often contract the subject and the auxiliary verb. We also sometimes do this in informal writing:

I had	I'd
you had	you'd
he had	he'd
she had	she'd
it had	it'd
we had	we'd
they had	they'd

In negative sentences, we may contract the auxiliary verb and "not":

- I hadn't ***finished*** my meal.
- John hadn't ***had*** a day off for months.

The 'd contraction is also used for the auxiliary verb ***would***.

For example, *we'd* can mean: *We had*, OR *We would*

But usually the main verb is in a different form,  
for example:

- *We had arrived* (past participle)
- *We would arrive* (base)



**Note:** It is always clear from the context. The Past Perfect tense expresses action in the past before another action in the past. This is the past in the past.

**For example:**

- The train left at 6 am. We arrived at 6:15 am. When we arrived, the train had left.

For example, imagine that you arrive at the station at 6:15 am. The stationmaster says to you:

*"You are too late. The train has left."*

Later, you tell your friends:

*"We were too late. The train had left."*

We often use the Past Perfect in reported speech after verbs like: said, told, asked, thought, wondered.

**Look at these examples:**

- He told us that the train had left.
- I thought I had met her before, but I was wrong.
- He explained that he had closed the window because of the rain.
- I wondered if I had been there before.
- I asked them why they had not finished.

**D. Past Perfect Progressive**

The past perfect progressive tense shows that an action that started in the past continued up until another time in the past.

The past perfect continuous tense is constructed using

**had been + the verb's present participle** (root + **-ing**).

Subject + had been + V<sub>1</sub> + ing + obj.

I had been practicing music for two years.

## E. Future Perfect Tense

### ***I will have gone.***

- By the time you arrive, we will have finished the meal and the speeches.

The future perfect tense is used to describe an action that will have been completed at some point in the future.

Examples of the Future Perfect Tense

### ***"will have" + [past participle]***

- I will have played by breakfast.
- By September, Rozy will have taken over that role.
- Will you have graduated by this time next year?
- I hope that, when I leave this planet, I will have touched a few people in a positive way. (Actor Will Rothhaar)
- The rain will not have stopped before the competition starts.
- You won't have sold a single car by tomorrow if you stay here.

(Won't is a contraction of will not.)

### ***Read more about the future perfect tense.***

Examples of the Future Perfect Progressive Tense

### ***"will have been" + [present participle]***

- If it rains again tomorrow, then it will have been raining for three days.
- He will be agitated when he arrives because he will have been working for ten hours.
- When you are promoted next year, how long will you have been working on the factory floor?

## F. Future Perfect Progressive

### ***I will have been going.***

- In July next year, you will have been studying for three years.

The future perfect progressive tense is used for an ongoing action that will be completed at some specified time in the future.

## More about the Simple Future Tense

### **Examples of the Simple Future Tense**

"will" + [base form of the verb]

- Sujan will play after breakfast.
- Daniel will not go to Kigali.

### **Examples of the Future Progressive Tense**

**"will be" + [present participle]**

- I will be playing for an hour.
- Will I be spending too much money if I buy the newer model?
- He will be fighting his way to the boxing championship.
- Always be nice to those younger than you because they are the ones who will be writing about you.
- In September, we will be enjoying all the fruit we planted last March.



## Practice Set 7

### **Change the tense as directed.**

1. The gentleman has spoken the truth. (*Future perfect*)
2. Vegetables will rot in the hot sun. (*Future perfect*)
3. Our Country is in difficulty. (*Past perfect*)
4. Daniel was going to leave for Delhi on Saturday.  
(*Future Progressive*)
5. He is taking his Secretary with him. (*Future Perfect*)
6. By the end of December, he becomes a graduate.  
(*Future Perfect*)

## **1.4 SPEECH WRITING**

A speech writing means convey one's thoughts or opinions, share information with or spread awareness among a large number of people. A good speech has clarity of thought and expression, the accuracy of facts and an unbiased view of issues.



- Keep the speech to the point.
- It is a formal talk that a person delivers to his audience. It must have the capacity to hold the attention of the audience with a proper choice of words, expressions and examples.
- At the same time care should be taken not to deviate from the main subject.
- You must keep in mind that it is a speech and you need to begin the draft with addressing the audience and conclusion should be with a sentence thanking the audience.

**Remember:**

- WHO you are writing the speech for (i.e., who your audience is).
- WHAT your speech is going to be about (its topic) and the main points in order of importance.



**Note:** It is important to note that the written speech should consist of small sentences having not more than 10 to 12 words in a sentence.

Keep the following points in mind while writing speech:

- Greet your audience and introduce the topic you are speaking on.
- The introduction part of the speech is the most important part.
- It is this part which decides the impact of the speech.
- Do not give a separate title for the speech.
- Keep in mind, as already stated, the occasion of the speech and the nature of the audience.
- The introduction should not be very lengthy.
- The main topic should be taken up as quickly as possible.
- Use concrete terms and tangible examples.
- Avoid abstract phrases which are quite vague.
- Use simple and familiar language.
- The conclusion plays a very important role in the success of a speech.
- Give your own conclusion on the topic in a telling manner.
- Marking scheme is the same as for the Article.
- Write 'Thank you' at the end of your speech.

**Example:**

You are David, a social worker. You read an article in The Newspaper on 'Health Care for South African Workers'. Write a speech in 125-150 words on the importance of health care to be delivered at a public function to create awareness among the workers.

**Ans.**

It is indeed unfortunate that despite the fact that the South African workers form a majority of the population the health care available to them is by far most lacking.

Good morning everyone!

I, David, am a social worker and I have come before you all to talk about the importance of health care for South African workers.

I strongly feel that a coherent and sustainable plan that addresses the health care needs of African workers is strikingly absent. In spite of substantial economic growth in South Africa, its benefits have not been inclusive and our country still faces large disparities in terms of health care of workers. This inequity in health care access across demographic segments within the population needs to be tackled. It is an acknowledged fact that out of pocket health expenditure caused due to lack of access to adequate public health care is preventing a large section of our workforce from not only climbing above the poverty line but also pushing a large section of their lot below the line.

The need of the present time is for us, the general public, to put pressure on our respective political representatives and hold them accountable so that they take improvement in health care for Indian workers as a top priority.

Thank you!

**Practice Set 8****Write speeches on the following topics:**

1. The increasing amount of time spent playing indoor games has been a major cause of decreasing the outdoor appearance of children. With this concern, write a speech to be delivered in the morning assembly in 150-200 words. You are Marry.
2. You are John. You have to deliver a speech on the topic "Education

Gives One Power”. You have jotted down the following notes:

Education trains mind—sharpens skill and abilities—Education: a source of power— improve self—be independent—earn money—ignorance to knowledge—removes superstition—develops a free spirit—important for women: gives them freedom from social ills— independent—responsible. Write your speech in 150-200 words.

3. You are Anna. You are a member of the Environment Club of your school. After visiting many places you have realized that it is the need of the hour to protect environment. You decide to create awareness among the students. Write a speech in 150-200 words on ‘Environmental protection’ to be delivered in the morning assembly.
4. You are Belinda. You have secured 95 per cent marks in English. Your English teacher has persuaded you to share the secret of your success with your schoolmates. You decide to deliver a speech ‘English is an extremely scoring subject’ in the morning assembly. Write the speech in about 150-200 words.

## **1.5 SUMMARY WRITING**

Summary writing can be variable depending on the length of of the story and the details. It aims at testing your understanding of the passage or story. It is always shorter than the original passage.

Summary Writing expresses only the main theme as concisely as possible. In this period, we shall focus on the summary writing. Let's take a look about the steps in writing a summary.

### ***Steps in writing a summary***

- Make notes of the article, or story.
- Take each subheading of your notes, and complete the same sentences.
- Make sure your completed sentences are grammatically correct.
- For example: An excerpt from our note making example here:
  - Location and Origin
  - Small village, places, people, events
- Add more points from the main story, passage or article
- After completing sentences from your notes, you may add some other important points from the main article which you feel would add value to the summary.

### ***DOs of Summry Writing***

- Read the passage carefully; more than once if needed.
- Make a note of the important points.
- Make at least two drafts—a rough one and a fair one.
- The rough draft has the essence of the original passage.
- The fair draft is a good summary of the main points from the rough draft.

### ***DON'Ts of Précis Writing***

- Express your own opinion.
- Use a question in the précis.
- Use abbreviations or contractions.

### ***Some useful tips***

- Use normal English in summaries, just the way you write essays, articles, etc. Never have incomplete sentences like those in Telegrams, notes, etc.
- Avoid long sentences, make short but complete sentences.
- The entire paragraph should gel well when read. It shouldn't appear disjointed.
- Avoid lifting-off exact sentences from the article as it'll make your summary longer. Rather, rephrase the same sentence in your own words.
- Do not write summaries directly from the article. Make it only from the notes you made. You've already worked hard to strip useful content from the article in note making. This will save your precious time while summarizing.
- Never jump the word-limit; always stick to a word-limit of 80-100 words for an article of around 450 words.

### ***Example 1:***

A man in the east gave up all worldly concerns and went to a wood, where he built a hut and lived in it. His only clothing was a piece of cloth that he wore around his waist. But as ill luck would have it, rats were plentiful in the wood; so he had to keep a cat. The cat requires milk; so he had to keep a cow. The cow required tending, so a cowboy was employed.

The boy required a house to live in. So a house was built for him. To look after the house a maid had to be engaged. To provide company for the maid a few more houses had to be made, and people were

invited to live in them. In this manner, a little township sprang up in the lovely wood. (136 words)

***Title – A forest turns into a town***

A man gave up all worldly things and went to live in a block of lovely wood. Rats troubled him. So he kept a cat. To feed the cat he kept a cow. Then came one by one a cowboy, a maid, and her companions. They needed houses to live in. Thus the forest turned into a town. (58 words)

***Example 2***

There is an enemy beneath our feet—an enemy more deadly for his complete impartiality. He recognizes no national boundaries, no political parties. Everyone in the world is threatened by him. The enemy is the Earth itself. When an earthquake strikes, the world trembles. The power of a quake is greater than anything man himself can produce.

But today scientists are directing a great deal of their effort into finding some way of combating earthquakes and, perhaps at some time in the near future, mankind will have discovered a means of protecting itself from earthquakes. An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage it causes is as great as if it has struck a primitive village. Gas mains burst, explosions are caused and fires are started. Underground railways are wrecked. Buildings collapse, bridges fall, dams burst and gaping crevices appear in busy streets.

If the quake strikes at sea, huge tidal waves sweep inland. If it strikes in mountain regions, avalanches roar down into the valley. Consider the terrifying statistics from the past 1755: Lisbon, capital of Portugal—the city was destroyed entirely and 450 killed; 1970: Peru—50,000 killed. In 1968, an earthquake struck Alaska. As this is a relatively unpopulated part, only a few people were killed. But it is likely that this was one of the most powerful quakes ever to have hit the world.

Geologists estimate that during the tremors, the whole of the state moved over 80 feet farther west into the Pacific Ocean. Imagine the power of something that can move an entire subcontinent! This is the problem that scientists face. They are dealing with forces so immense that man cannot hope to resist them. All that can be done is to try to pinpoint just where the earthquake will strike and work from there. At least some precautionary measures can then be taken to save lives and some property. (329 words)

**Rough Draft ( Points highlighted)**

- Earthquake is one of the worst enemies of mankind.
- It causes great damage as it strikes without warning.
- Scientists are finding ways to combat the disaster.
- Earthquakes cause great damage to life and property.
- Statistics have reported that the intensity of earthquakes can be so terrible that they can move an entire continent.
- Alaska moved over 80 feet farther west into the Pacific Ocean when an earthquake struck in 1968.

**Title: Earthquake—the enemy beneath our feet**

An earthquake is one of the worst enemies of mankind as it causes great damage to life and property. Statistics have reported that the intensity of earthquakes can be so terrible that they can move an entire continent. Alaska moved over 80 feet farther west into the Pacific Ocean when an earthquake struck in 1968. Scientists are finding ways to combat the disaster, but the problem is that it strikes without warning, and only precautionary measures can be taken to save life and property. (84 words)

**Review Exercise****A. Change the tense as directed.**

1. I shall always remember you. (*Present Continuous*)
2. He is eating food. (*Present Indefinite*)
3. I spent a lot of money. (*Present Perfect Continuous*)
4. He gave a bouquet. (*Present Perfect*)
5. Ryan did his work. (*Future Indefinite*)
6. I am writing a letter to my friend. (*Present Perfect Continuous*)
7. Water was boiling. (*Future Perfect*)
8. I am dreaming. (*Present Indefinite*)
9. A cool breeze has been blowing. (*Present Continuous*)
10. He wrote a letter. (*Past Continuous*)

**B. Write a speech on the following topics.**

1. Daniel has to speak in debate supporting the motion that life in the country (a village) is preferable to life in the city. Below you can see

his notes. Use the information to develop Manish's speech in 150-200 words.

COUNTRY (A VILLAGE) peace and quiet—soothing air—fresh and pure green fields all around—lovely sight helpful neighbours

CITY

vehicles—smoke

industries—smoke-pollution

crowded streets

people hurry—never relax

2. John is a resident of Kigali. He is an active member of citizens' forum. He is shocked to read the news that the Government has decided to increase the prices, of petroleum products with immediate effect. He wants to enlighten fellow citizens about the impact of Government decision on common man. Draft John's speech in about 150-200 words highlighting the impact of the hike in prices of petroleum products on the life of common man.
3. You are Elizabeth, a member of school Literacy Club, which has organised literacy classes in villages and city slums under the adult education programme. Draft a speech in 150-200 words highlighting the importance of educating the illiterates.
4. Maira has been asked to deliver a speech on 'The Brain Drain Problem'. He has prepared the following notes. Use these notes together with your own ideas, write the speech in about 150-200 words.
5. Harry, the secretary of School Red Cross Committee has been asked to deliver a speech in the morning assembly to encourage his schoolmates to join first-aid classes to be run by Indian Red Cross Society. He has jotted down the following notes. Use these notes together with your own ideas to write the

**B. Write a summary of the following article, passage:**

1. When we survey our lives and efforts, we soon observe that almost the whole of our actions and desires are bound up with the existence of other human beings. We notice that whole nature resembles that of the social animals. We eat food that others have produced, wear clothes that others have made, live in houses that others have built. The greater part of our knowledge and beliefs has been passed on to us by other people through the medium of a language that others have created. Without language and mental capacities, we would have been poor indeed comparable to higher animals.

We have therefore to admit that we owe our principal knowledge

over the least to the fact of living in human society. The individual if left alone from birth would remain primitive and beast-like in his thoughts and feelings to a degree that we can hardly imagine. The individual is what he is and has the significance that he has not much in virtue of individuality, but rather as a member of a great human community, which directs his material and spiritual existence from the cradle to the grave. (193 words)

2. One of our most difficult problems is what we call discipline and it is really very complex. You see, society feels that it must control or discipline the citizen, shape his mind according to certain religious, social, moral, and economic patterns. Now, is discipline necessary at all? Please listen carefully. Don't immediately say YES or NO. Most of us feel, especially while we are young, that there should be no discipline, that we should be allowed to do whatever we like and we think that is freedom. But merely to say that we should be free and so on has very little meaning without understanding the whole problem of discipline. The keen athlete is disciplining himself the whole time, isn't he? His joy in playing games and the very necessity to keep fit make him go to bed early, refrain from smoking, eat the right food, and generally observe the rules of good health. His discipline and punctuality are not an imposition but a natural outcome of his enjoyment of athletics. (171 words)
3. Teaching is one of the noblest of professions. A teacher performs the sacred duty of making his students responsible, compassionate, and disciplined. Apart from developing their intellect, a teacher is also responsible for inculcating the qualities of good citizenship, cleanliness, politeness, and etiquette. These virtues are not easy to be imbibed. Only a person who himself leads a quality life characterized by simplicity, purity, and rigid discipline can successfully cultivate these habits in his pupils. A teacher always remains young at heart, although he may grow old age. Perpetual contact with budding youngsters keeps him hale and hearty. There are moments when domestic worries weigh heavily on his mind, but the delightful company of innocent children makes him overcome his transient moods of despair. (126 words)

**Activity**  
**2**



***Lets do an activity***

Form a group of learners. Divide them into two groups. Let them read and summarize the given text.