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ENGLISH

Nurses

As per the New Syllabus of INC for GNM

What's **New** in this Edition?

- A Thoroughly Revised and Updated Edition
- **100+** Solved and Practice Exercises
- **50+** Exercises on Writing Skills
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- Includes Grammar Tests

3rd
Edition



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Liza Sharma



ENGLISH

Nurses

(As per the New Syllabus of INC for GNM Students)

Third Edition

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Nursing Knowledge Tree
An Initiative by CBS Nursing Division



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ENGLISH

Nurses

ISBN: 978-93-48426-84-0

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Third Edition: 2026

Second Edition: 2022–23

First Edition: 2018

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Published by **Satish Kumar Jain** and produced by **Varun Jain** for

CBS Publishers & Distributors Pvt Ltd

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Printed at:



CBS Nursing Knowledge Tree

Extends its Tribute to

Florence Nightingale

*For glorifying the role of women as nurses,
For holding the title of “The Lady with the Lamp,”
For working tirelessly for humanity—
Florence Nightingale will always be
remembered for her
selfless and memorable services to the
human race.*



Florence Nightingale
(May 1820 – August 1910)

*“The English Language is a Work in Progress.
Have Fun With It.”*

—Jonathan Culver

*Dedicated to
My Parents*

Late Dr Surjit Singh Sethi

&

Late Dr Manohar Raj Sethi

Whose blessings have always been my
source of inspiration which led
to my academic pursuit.



Preface to the Third Edition

“One important key to success is self-confidence. An important key to self-confidence is preparation.”

—Arthur Ashe

The transition from senior secondary school to professional and vocational education is a pivotal stage in a student’s academic journey. At this juncture, proficiency in English plays a crucial role, regardless of the subject one chooses to pursue. Effective communication, particularly in written and spoken English, is essential for academic success and professional growth. While mastery of grammar may not be the ultimate goal for every student, a solid grasp of its fundamentals provides a significant advantage. Rather than overwhelming learners with theoretical concepts, this book presents grammar in a practical and engaging manner—offering clear explanations, illustrative examples, and a variety of exercises to reinforce comprehension.

This **third edition** of *English 4 Nurses for GNM Students* has been carefully designed to align with the updated syllabus prescribed by the Indian Nursing Council (INC) for General Nursing and Midwifery (GNM) students. The book aims to enhance language proficiency, strengthen communication skills, and encourage learning in an accessible and engaging way. While grammar can often seem daunting, this edition minimizes technical jargons and simplifies complex topics to ensure clarity and ease of understanding.

English 4 Nurses covers fundamental aspects of grammar, including topics such as Tenses, Modals, Determiners, Prepositions, etc. Additionally, it features specialized chapters on essential nursing communication skills, such as writing nurse’s notes and reports, diary entries, role-plays, conversations, and various forms of written composition—including letters, essays, and stories. Numerous examples provide structured models for students to build upon, while practical exercises reinforce learning. This edition also includes an answer key and additional practice questions to aid in self-assessment and mastery.

As you progress through this book, you will gain confidence in your ability to communicate effectively in English. By the time you complete it, you will be well on your way to becoming a proficient speaker and writer. While every effort has been made to ensure accuracy and clarity, no work is entirely free from errors. Constructive feedback and suggestions for improvement are always welcome.

Liza Sharma



Preface to the First Edition

The stage of transition from Senior Secondary School to professional and vocational education is very crucial stage. English has a very vital role to play at this stage. It is mandatory to acquire an ability to learn English. Merely drill exercises devoid of the explanations of the concepts involved, can never enable a student to handle language confidently. Practice will always remain incomplete without conceptualization. On the other hand, too much emphasis on concepts may render the subject dry and distasteful. So what we need in grammar in action is basic grammatical concepts defined and explained with the help of simple illustrations followed by a variety of exercises to reinforce conceptual grasp.

This book deals with grammar which includes topics, like parts of speech, modals, prepositions, etc. There are also chapters on nurses' notes, reports and diary writing. The book deals chiefly with different types of compositions such as letter writing, essay writing, story writing, etc. Some exercises which were found to be rather tough for average students have been solved while several others have been left unsolved. Efforts have been made to cover the whole syllabus of GNM nursing students in this book which is designed to improve their language and develop their communication skills.

No work is entirely free from errors and flaws, so valuable suggestions from our patrons for improvement of this book are invited.

Liza Sharma

Acknowledgments

I extend my appreciation to members of industry and academic institutions who shared their knowledge and experience with me. Being a teacher, I wanted to give something back to the profession I love, from which I have learned so much. I take the opportunity to thank all who contributed to the success of my task.

I would like to express my gratitude to my father late **Dr S S Sethi** and my father-in-law late **Sh. R A Sharma** who were my continuing source of inspiration and motivation. I am also thankful to my mother late **Dr Manohar Sethi** for her confidence in me and for being a pillar of strength till she lived.

I thank the management of Gian Sagar Educational and Charitable Trust for providing a conducive work environment that has made this particular text possible.

I owe gratitude to all my students I have interacted with who enriched my experience of the language in such a way that the reading has become enjoyable rather than a formal study.

I sincerely thank my husband **Mr S P Sharma** as I greatly benefitted through the continuous discussions with him. A very special thanks to my supportive and loving sons, my elder son **Er. Parth Gargish**, and my younger son **Er. Avish Gargish** who always encouraged and supported me in this endeavour.

I extend my special thanks to **Mr Satish Kumar Jain** (Chairman) and **Mr Varun Jain** (Managing Director), M/s CBS Publishers and Distributors Pvt Ltd for their wholehearted support in publication of this book.

I sincerely thank the entire CBS team for bringing out the book with utmost care and attractive presentation. I would like to thank Ms Nitasha Arora (Assistant General Manager – Publishing) and Dr Anju Dhir (Sr. Product Manager cum Commissioning Editor) for their publishing support. I would also like to extend my thanks to Ms Surbhi Gupta (Sr. Editor cum Team Lead), Mr Ashutosh Pathak (Assistant Production Manager cum TL) and all the production team members for devoting laborious hours in editing, designing and typesetting the book.

Special Features of the Book

CHAPTER OUTLINE

- Introduction
- Tenses
- Present Tense
- Past Tense
- Future Tense

Chapter Outline gives a glimpse of the content covered in the chapter.

The book is well illustrated with relevant colorful **Figures** to add value to the content.



Fig. 1: Hierarchy of skills

Preposition	Adverb
The lion is in the cage.	Please come in.
He stood before me.	He came here before.
Keep the book on the table.	Let us move on.
He will come after a month.	He arrived soon after.

Numerous **Tables** have been used in the chapters to facilitate learning in a quick way.

REMEMBER

- 'Can' never indicates past time.
- In the sense of ability the past and the future tense forms are 'was/were able to' and 'shall/will be able to':
 - He was not able to cross the river (past).
 - I hope we shall be able to solve this problem (future).

Remember boxes are used to highlight the important facts in the chapters wherever required.

Extra knowledge related to the respective topic is covered under the **Note** boxes.

Note:

1. Intransitive verbs (verbs which do not take objects) appear only in the active voice. There can be no passive construction with these verbs.

Examples:

- a. Tears came into her eyes. (no passive voice)
- b. She smiled at the child. (no passive voice)

PRACTICE EXERCISE

Change the voice:

1. Arun likes sweets.
2. Rima writes a poem.
3. Farmers sow seeds.
4. You do not abuse her.
5. He does not obey his teachers.

At the end of chapters, **Practice Exercise** section is given which contains questions to help students attain mastery over the subject.

Syllabus

GNM Nursing

ENGLISH THEORY

Course Description

This course is designed to help students develop an ability to comprehend spoken and written English, so as to communicate effectively.

General Objectives

Upon completion of this course, the students shall be able to:

1. Read and write correct English.
2. Communicate effectively in English.

Total Hours-30

Unit	Learning Objective	Content	Hours	Method of Teaching	Assessment Method
I.	Speak and write correct grammatical English	Grammar <ul style="list-style-type: none">• Review of basic grammar• Building vocabulary	6	Discussion, written and oral exercises.	<ul style="list-style-type: none">• Objective type• Paraphrasing
II.	Develop ability to read, understand and write in English	Composition <ul style="list-style-type: none">• Sentence construction and usage.• Reading comprehension.• Written composition: Paragraphs and essays, precise writing, story writing and comprehension, letter writing, nurses notes and reports, anecdotal records, diary writing	14	Discussion, written and oral exercises.	<ul style="list-style-type: none">• Dictation• Exercise• Objective type• Translation• Report evaluation• Essay type
III.	Demonstrate conversation skills.	Spoken English <ul style="list-style-type: none">• Conversation—face-to-face and telephonic• Oral report• Discussion, debate• Public speaking skills.	10	Discussion, written and oral exercises.	<ul style="list-style-type: none">• Extempore• Debates• Discussion

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1

English—A Global Tool

CHAPTER OUTLINE

- Introduction
- English Language
- Some Common 'Indianisms'
- Learning a Language
- Grammar
- Parts of Speech

INTRODUCTION

The British Council estimates that the world has about 375 million people who speak English as a first language, another 375 million who speak it regularly as a second language in a country where English has some semi-official status (such as India) and about 750 million more people who speak English as a foreign language.

ENGLISH LANGUAGE

Communication is a key skill in today's corporate world. In order to attain success, one needs to communicate and the base of any communication is language. The world is shrinking and it is very rightly said that today we are living in a "Global Village". English plays a central role in this "globalisation" and it has become the language of choice for communication at global level.

English has gained immense importance in today's competitive world. In this growing race, one does not wish to be left out and in order to be a part of the race, fluency in this language is imperative.

Although English is not our mother tongue, we are fortunate to be well versed with this language as it is taught to us right at the school level. This gives us a leading edge and prepares us for an enriched future.

Unfortunately, this advantage over time has been eroded due to improper teaching-learning, the mother-tongue influence, the rise of '*Hinglish*' (Hindi + English) and '*Indianisms*'. All these are serious barriers to effective communication.

7

Parts of Speech

CHAPTER OUTLINE

- Introduction
- Nouns
- Verbs
- Adjectives
- Determiners
- Adverbs
- Pronouns
- Conjunctions
- Prepositions
- Interjection

INTRODUCTION

The fundamental building block of language is the word. Words are classified into parts of speech according to the way words function in a sentence. It is important to realise that a word's part of speech is not inherent in the word itself but in the way the word is used. It is not unusual for a word to belong to more than one part of speech depending on how the word is used. For example, the word *round* can be used as a noun, a verb or an adjective:

Noun : Should we get another *round*?

Verb : The horses *rounded* the last post and headed for home.

Adjective : He put a small, *round* pebble in his pocket.

So, instead of asking the question, "What part of speech is X (the word)?" we should always ask the question, "What part of speech is X (the word) in this sentence?"

There are seven functional parts of speech: nouns, verbs, adjectives, adverbs, pronouns, conjunctions, and prepositions. There is also by some reckoning an eighth part of speech, interjections. Interjections are like asides or commentaries that are 'really not part of the actual grammar of a sentence. For example, *well* in the following sentence is an interjection:

Well, I don't know what to tell you.

Examples:

1. Finally, Nurjahan agreed to marry Jahangir.
2. Unluckily, we were caught in a storm.
3. Probably, he is not at fault.
4. Apparently, the Sun looks moving.

Kinds of Adverbs**Adverbs have four chief kinds:**

1. Simple Adverbs
2. Interrogative Adverbs
3. Relative Adverbs
4. Adverbs of Affirmation and Negation

Simple Adverbs**Observe the following sentences:**

1. She walks *gracefully*.
2. I get up *early*.
3. Come *here*, Mohan.

Each sentence has a word in *bold* type. It modifies the verb in a simple way. Neither it does ask any question nor does it act as a connective. So, it is a simple adverb.

A simple adverb is an adverb that modifies a verb, etc., in a simple way.

Interrogative Adverbs**Observe the following sentences:**

1. *When* did you pass your Class X Examination?
2. *How* are you?
3. *Where* do you hail from?
4. *Why* did you beat him?

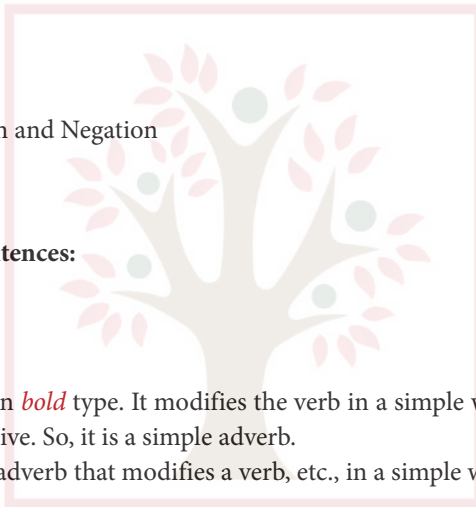
Each sentence has a word in *italics*. It is an adverb but it has been used to ask a question. So, it is an interrogative adverb.

An interrogative adverb is an adverb that modifies a verb and at the same time asks a question.

Relative Adverbs**Observe the following sentences:**

1. This is *where* I spent my childhood.
2. I know *why* you have beaten him.
3. She knows *when* he will come back.
4. Tell me *how* I can solve this sum.

Each sentence has a word in *italics*. It is an adverb but it has been used as a connective. So, it is a relative adverb.



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Here is an example of a sentence with two indefinite pronouns.

Many are called, but *few* are chosen.

It is easy to confuse indefinite pronouns with the same words used as adjectives.

REMEMBER

Indefinite pronouns stand alone; adjectives modify nouns. Here is an example that illustrates the difference:

Indefinite pronoun: Popeye would like some. (The pronoun 'some' stands alone.)

Modifying adjective: Popeye would like some spinach. (The adjective 'some' modifies spinach.)

CONJUNCTIONS

Conjunctions are words used to join (or conjoin—conjunction, get it?) words or groups of words. There are two fundamentally different types of conjunctions: (1) Coordinating conjunctions and (2) Subordinating conjunctions.

Coordinating Conjunctions

Coordinating conjunctions are words like, and, but, that join words or group of words of equal status. Subordinating conjunctions join group of words of unequal status. Now, we will deal only with coordinating conjunctions.

Here are some examples using coordinating conjunctions to join single words:

- Tarzan loves coconuts *and* bananas.
- Jane wanted coconuts *or* bananas.
- Tarzan's parents were poor *but* honest.

Here are examples using the remaining coordinating conjunctions to join group of words:

- Jane and Tarzan are in love, *yet* they still cannot agree on their China pattern.
- It was my turn to cook, *so* we had something simple.
- We turned back, *for* it was getting dark.
- I didn't want to leave *nor* did anybody else.

Observe some more examples:

1. He is old *yet* he can run fast.
2. Two *and* two make four.
3. Obey me *or* be off.

Each sentence has a conjunction printed in *italics*. It joins two sentences of equal rank. If we take away the conjunction, two independent sentences are there, neither of them depends on the other. So, each of these conjunctions is a *coordinating conjunction*.

A coordinating conjunction is the conjunction that joins together words, phrases or sentences of equal rank.

Kinds of Coordinating Conjunctions

Coordinating conjunctions are of four kinds:

1. Cumulative conjunctions
2. Alternative conjunctions
3. Adversative conjunctions
4. Illative conjunctions

REMEMBER

If the *reporting verb* is in the past tense, the tense in the direct speech is changed into the past tense:

- *Will* is changed into 'would'.
- *Shall* is changed into 'should'.
- *Can* is changed into 'could'.
- *May* is changed into 'might'.
- The simple present is changed into the simple past tense.
- The present continuous is changed into the past continuous tense.
- The present perfect is changed into the past perfect tense.
- The present perfect continuous is changed into the past perfect continuous tense.
- The simple past is changed into the past perfect tense.
- The past continuous is changed into the past perfect continuous tense.
- The past perfect and past perfect continuous tenses do not change.

Rule 2

If the *reporting verb* is in the past tense, the verb in the reported speech is also changed into the past tense.

To work out this rule smoothly, note the following special rules:

1. The *Simple Present* becomes the *Simple Past*.

Direct Miss Green said, "Susan works very hard."

Indirect Miss Green said that Susan *worked* very hard.

Direct John said, "Tom swims in the pool."

Indirect John said that Tom *swam* in the pool.

2. The *Present Continuous* becomes the *Past Continuous*.

Direct He said, "Anand *is working* hard."

Indirect He said that Anand *was working* hard.

Direct He said, "The children *are playing* in the park."

Indirect He said that the children *were playing* in the park.

3. The *Present Perfect* becomes the *Past Perfect*.

Direct Jack said, "Tom *has done* his work."

Indirect Jack said that Tom *had done* his work.

Direct She said, "Kamala *has written* the letter."

Indirect She said that Kamala *had written* the letter.

4. *May* is changed into *might*; *can* is changed into *could*.

Direct The teacher said, "The boy *may pass*."

Indirect The teacher said that the boy *might pass*.

Direct I said, "I *can do* the sum."

Indirect I said that I *could do* the sum.

5. The *Simple Past* becomes the *Past Perfect*.

Direct Bali said, "Raman *returned* at noon."

Indirect Bali said that Raman *had returned* at noon.

Direct He said, "Sheila *came* at night."

Indirect He said that Sheila *had come* at night.

In this part, all types of antonyms of real importance and in actual use, have been given.

Words	Antonyms
Abandon	Retain
Ability	Inability
Above	Below, Beneath
Absent	Present
Absurd	Relevant
Abundance	Scarcity
Abuse	Praise
Accept	Reject
Active	Passive
Advance	Retreat
Advantage	Disadvantage
Adversity	Prosperity
Affirmative	Negative
Agree	Disagree
Alive	Dead
All	None
Ally	Enemy
Always	Never
Angel	Devil
Angry	Pleased
Appear	Vanish
Appoint	Dismiss
Arm	Disarm
Arrival	Departure
Artificial	Natural
Ascent	Descent
Assemble	Disperse
Attack	Protect
Attract	Repel
Audible	Inaudible
Barren	Fertile
Beautiful	Ugly
Begin	End
Belief	Doubt, Disbelief
Benediction	Malediction

Words	Antonyms
Beneficial	Harmful
Bitter	Sweet
Blame	Applaud
Blessing	Curse
Blunt	Sharp
Boastful	Modest
Bold	Timid
Borrow	Lend
Bottom	Top
Bow	Stern
Bravery	Cowardice
Bright	Dull
Broad	Narrow
Buy	Sell
Calm	Turbulent
Care	Neglect
Cheap	Dear, Expensive
Cheerful	Sad
Clever	Stupid
Coarse	Fine
Collect	Disperse
Comedy	Tragedy
Comfortable	Uncomfortable
Common	Rare
Competent	Incompetent
Compulsory	Optional
Conceal	Reveal
Concord	Discord
Confusion	Simple
Connect	Disconnect
Conquest	Defeat
Contract	Expand
Contrast	Comparison
Cool	Warm
Correct	Incorrect

INTERCHANGE OF AFFIRMATIVE AND NEGATIVE SENTENCES

The following are the ways of changing affirmative into negative sentences:

- **By removing the adverb 'too':**

1. **Affirmative** : He is too poor to pay his fee.
Negative : He is so poor that he can't pay his fee.
2. **Affirmative** : The old man was too weak to walk.
Negative : The old man was so weak that he could not walk.
3. **Affirmative** : It is too hot to move about.
Negative : It is so hot that one can't move about.
4. **Affirmative** : The water is too cold to drink.
Negative : The water is so cold that one can't drink it.
5. **Affirmative** : He is too clever to be taken in easily.
Negative : He is so clever that he can't be taken in easily.

Do not lose
the focus.



PRACTICE EXERCISE 1

Rewrite the following sentences by removing the adverb 'too':

1. The news is too good to be true.
2. It is never too late to mend.
3. He speaks too fast to be understood.
4. The fact is too evident to require proof.
5. He was sobbing too deeply to make any answer.
6. I am too late to reach in time.
7. He is too proud to confess his fault.
8. The mangoes are too unripe to be served.
9. She was too shocked to speak.
10. He was too honest to accept a bribe.

- **By using 'no sooner did-than' in place of 'as soon as':**

1. **Affirmative** : As soon as I reached the station, the train started.
Negative : No sooner did I reach the station than the train started.
2. **Affirmative** : As soon as the thief saw the police, he ran away.
Negative : No sooner did the thief see the police than he ran away.
3. **Affirmative** : As soon as the teacher came, the students stood up.
Negative : No sooner did the teacher come than the students stood up.
4. **Affirmative** : As soon as the bell rang, the students went into their classes.
Negative : No sooner did the bell ring than the students went into their classes.
5. **Affirmative** : As soon as he saw the lion, he took to his heels.
Negative : No sooner did he see the lion than he took to his heels.

Passage 7

Read the following passage carefully:

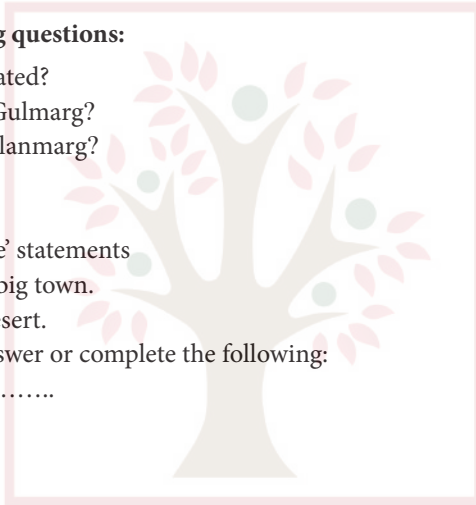
You must have heard of Gulmarg from your uncle, who was there in the army. This small town is about 50 kilometers from Srinagar. It is located in high mountains. That is why it was very cold there even in June, when Srinagar was getting warm. Because it was very cold there, we could not stay there for more than 3 days. One bright morning, we took ponies and went higher up in the mountains to Khilanmarg. It was so cold there that we could not sit out even in the sun, we went into the tourist hut. When we were drinking tea, my sister peeped out of a window and pointed to a white peak. It was covered with snow.

Now, answer the following questions:

1. Where is Gulmarg located?
2. What type of town is Gulmarg?
3. How did we reach Khilanmarg?
or
How was the weather?
4. Choose 'true' and 'false' statements
 - a. Gulmarg is a very big town.
 - b. Khilanmarg is a desert.
5. Choose the correct answer or complete the following:
We took shelter

 - a. in the jungle
 - b. in the open
 - c. in a tourist hut.

6. Write the meanings of the following words:
 - a. Army
 - b. Located



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Passage 8

Read the following passage carefully:

Sometime he stood on a high place and practiced speaking loudly and all boys in the fields gathered to listen to him. It was a great fun. Abe's father did not like all this. He said, "Look here Abe. You are wasting your time and the boy's time too. Mind your own work. We are poor and we must work in the fields. We have no use for talks like these." "Why father, I will someday become the President of the United States", replied Abe. It was a good joke and they all laughed. None of them saw young Abe as the sixteenth President of the United States.

Now, answer the following questions:

1. Why did Abe stand on a high place?
2. Who listened to him?
3. What did Abe wish to be?
4. Write true and false against each:
 - a. Abe's father did not like his actions.
 - b. Abe's father was a poet.

FEW PARAGRAPHS AND ESSAYS

Stressful Era

Today life is full of pressures, so people try to offset these pressures with relaxation and different pleasurable activities. While some become involved in reading, handicrafts, social meetings or restoring cars and others devote their leisure time to physical exercises in the form of fitness programs, sports activities like soccer, cricket, football matches. There are some individuals who find peace in planned relaxation, such as yoga or meditation.

Backache

One of the most common of ailments, these days is backache which occurs in most of us due to our upright posture partly because there are degenerative changes that occur in the spine and also from improper posture and muscle use. Initially, the upright posture of a person places the considerable weight of the upper body on the lower spine. Then when he enters the middle age, degenerative and arthritic changes occur in the discs. Finally picking up heavy objects by bending over with knees locked or slouching with abdominal muscles relaxed can stress the spine and cause pain.

Advantages of Hostel Life

Hostel life has many advantages. It gives one a chance to develop some good habits. Hostellers live like the members of one family. They learn lessons of love, sympathy and tolerance. A hosteller has to help himself in many ways. He has to make his bed. He has to polish his own shoes. Sometimes he has to wash his clothes also. He himself has to look after his things. In this way, he learns to depend on himself. Life in a hostel is very calm and quiet. A student can study as much as he likes. These are some of the advantages of hostel life.

Exploitation of Women

This world has always been a man-dominated world. Man has treated woman not as an equal partner in life but as a mere slave. Woman is for him the weaker vessel. He has given her many beautiful names. A man calls his wife better-half. Women are known as the fair sex. But all these are mere sugar-coated words. Man uses such words as a bait to beguile this beautiful creation of God. He abuses her physically, sexually, morally, economically and also politically. But times are beginning to change now. Women are becoming aware of their rights. Education has gone a long way to improve this. But still much remains to be done.

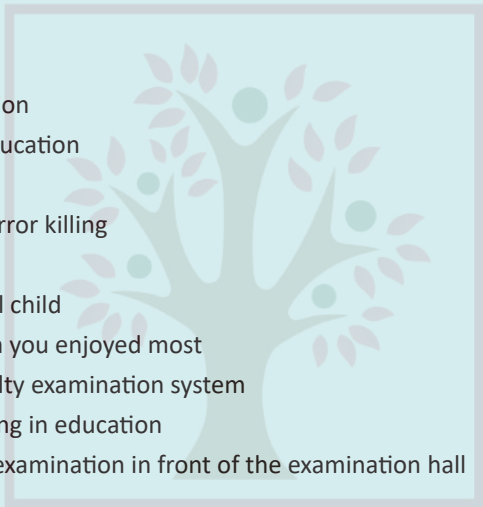
The Dowry System

The Dowry System is a stigma on our society. It is an insult to women. It is a matter of shame for men. The greed of dowry has taken the lives of many innocent girls. They are tortured physically as well as mentally. Many a time they are even burnt alive. Though we have a law which disallows the giving and taking of dowry, yet this evil is spreading day by day. We cannot end it merely by shouting slogans and holding demonstrations. Women will have to become bold. They should be educated and become economically self-dependent. They should refuse to marry dowry-seekers. Men should also try to wash off this dirty stigma.

PRACTICE EXERCISE

Write essays on the following topics:

1. Pollution
2. A healthy mind in a healthy body
3. Harmful consequences of deforestation
4. Corruption
5. Hazards of Television watching
6. Discipline
7. Rising prices
8. Nursing as a profession
9. Advantages of co-education
10. Child Labour
11. Honour killing or Horror killing
12. Evils of smoking
13. Fair treatment to girl child
14. A television program you enjoyed most
15. Stress caused by faulty examination system
16. Importance of training in education
17. An hour before the examination in front of the examination hall
18. Games and sports
19. Value education should be a part of the curriculum
20. Women's rights



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money. A soldier, for instance, mainly wishes to do his fighting well. He is glad of his pay—very properly so, and justly grumbles when you keep him ten years without it—still, his main notion of life is to win battles not to be paid for winning them. So of the doctors. They like fees no doubt, ought to like it; yet if they are brave and well-educated, the entire object of their lives is not fee. They on the whole desire to cure the sick, and if they are good doctors, and the choice were fairly put to them they would rather cure their patient, and lose the fee than kill him and get it. And so with all other brave and rightly trained men; their work is first, their fee second, very important no doubt but still second. But in every nation, as I said, there are vast numbers of people who are ill-educated, cowardly and more or less stupid. And with these people just as certainly the fee is first and the work second.

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Money Making

Money-making can never be the object of a cultured or brave person. For all healthy-minded people work comes first, their fee second. The fee is important, no doubt, yet it is second. For a soldier, a clergyman and a doctor the sensation of doing their duty is always more satisfying than the earning of money. A doctor would lose rather his fee than the life of his patient. But sadly every nation has some ill-educated, cowardly and stupid people with whom the fee is first and the work second.

PRACTICE EXERCISE

Write precis of the following paragraphs.

1. Information technology and library services are two faces of the same coin. In village set-up, mostly the young and the old use libraries and the middle-aged make little use of these libraries. They need job-related information to update their skills and knowledge. The library and information services play a dominant role in catering to education, information and recreational requirements of the society. Library is an instrument of social change. All along, the concept of library has been associated with literacy and books, and the librarian was considered the keeper of the books. Concurrent with the changes in society, the concept of library has changed. It is a multimedia center and a place for learning resources for the literates as well as the illiterates. Education is the key to individual achievement and national strength.
2. In recent decades, there have been many advances, one of the most important of these advances has been the mobile telephone. The mobile telephone is a particularly important invention because it enables people to contact other people by means of a device that they can carry around. Before invention, people who wanted to be in telephone contact with someone had to make a call either from a telephone in a private house or from a public telephone box. Being able to make a call from a telephone that you can carry about has revolutionised communication by telephone. If you need to contact someone on a business matter, you can use your mobile. There is no danger of your missing out on an important business opportunity because of communication difficulties.

last, she came across a gentleman whom she told the whole story. He was, in fact, the king. He felt sorry and realised his fault in neglecting the girl's father. He did what was right for the family.

Story in Detail

Now, read the same story in detail:

There was a young girl passing through the streets of a city. She was empty-handed and wanted to sell her clothes. But what on earth made her take this extreme step? She was the only child of her widowed mother, who was aged and sick. The girl did not mind her own hunger. She was too brave to shed a tear on this account. But what made her heart ache was the miserable condition of her mother. The mother and the daughter had inherited only poverty from the head of the family. He had died poor as a loyal officer in the service of the king of the country.

The people whom she met were stunned when they learnt that the young girl wanted to sell her clothes. They sympathised with her, but nobody came forward to accept her offer. She was disappointed.

But as she turned her steps homeward, she came across a gentleman. She requested him to buy her clothes.

With tears in her eyes, the girl narrated to him the circumstances which had driven her to extreme poverty. At the end, she said, "If my father had served God with the zeal with which he served the king, he would not have neglected him."

On hearing these words, the gentleman's eyes became moist. In fact, he was no other than the king himself. He was in disguise going about to acquaint himself with the real condition of his subjects.

With folded hands, he said, "Pardon me, I am the thankless king who ignored your father."

The young girl could not believe her ears. But the king went on: "Please offer my sincerest apologies to your unhappy mother. I hereby grant her a pension of ₹500 per month. I shall arrange a suitable match for you, self-sacrificing girl, and bear all the expenses on your marriage."

What more could the poor girl have wished for? She thanked God for this sudden good luck. She thanked the king too.

PRACTICE EXERCISES

Develop stories from incomplete outlines:

1. A snake frozen in cold _____ found by a farmer _____ takes pity _____ snake taken home _____ warmed near the fire _____ snake gets life _____ rushes towards the children _____ gets killed. *(The Snake and the Farmer)*
2. Two beggars _____ one blind, one lame _____ both helpless _____ cripple's proposal _____ the blind man to carry him and he to lead _____ agreed _____ result. *(Two Beggars)*
3. A wolf at a stream _____ a little down stream a lamb drinking _____ his mouth waters _____ wants to find an excuse _____ Says, "Why do you make the water muddy _____ the lamb surprised _____ the water runs from the wolf to the lamb _____ the wolf finds an other excuse _____ devours it. *(A wicked man finds an excuse to do mischief)*



GRAMMAR TEST

1. Underline the correct form.

- a. Do you like/Does you like dancing?
- b. What are you writing/you are writing?
- c. Does Nisha lives/live here?
- d. They don't/doesn't speak Hindi.
- e. What time do you usually/you usually do go for work?
- f. Are you knowing/Do you know the address?

2. Complete each sentence with a suitable tense of the verb in brackets.

- a. Parth (not go) _____ to the market yesterday.
- b. Sorry, I (forget) _____ to do my assignment.
- c. What (you see) _____ on TV last week?
- d. Priya (leave) _____ Delhi and travelled to Canada last week.
- e. (They enjoy) _____ their holiday in Europe last year?
- f. While I (eat) _____ my lunch, the phone (ring) _____.

3. Complete each sentence with one word.

- a. Meera _____ to have long hair, but now it's short.
- b. _____ you finished your shopping?
- c. Our friend _____ not arrived yet.
- d. Jack isn't here. He _____ gone back home.
- e. I've lived here _____ July.
- f. Have you _____ been to America?

4. Complete each sentence with one word.

- a. Teachers _____ not leave car here.
- b. Would you like some snacks? You _____ be hungry.
- c. This assignment _____ be right. I'm sure it is wrong!
- d. Sorry I was on leave yesterday. I _____ to go to the doctor.
- e. Do we _____ to be here in the evening.
- f. _____ you help me? I'm lost?

5. Underline the correct words.

- a. If we leave /left now we'll catch the train.
- b. If she feels sick, she doesn't/wouldn't go to school.

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About the Author



Liza Sharma MA (Eng), BEd, PhD, MBA, a former Associate Professor in English, has worked with Gian Sagar Group of Institutions, Banur, Rajpura, Punjab, for about 12 years. She has been in the teaching profession for the last 35 years and has taught nursing students for more than 12 years. She possesses postgraduate degree in English and Business Management, along with BEd. She has obtained her doctorate degree from Punjabi University, Patiala. The author has contributed to several sample papers for CBSE and has written English coursebooks for Nursing, Paramedical and Physiotherapy Students.

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CBS Publishers & Distributors Pvt. Ltd.

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CBS Catalogue
2025-26

ISBN: 978-93-48426-84-0



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