

KARPAGAM ACADEMY OF HIGHER EDUCATION

SEMESTER I

DEPARTMENT OF ENGLISH
ENGLISH – I

17ENU101

L P T C

4 - - 4

Course Objectives : To train students in acquiring proficiency in English by reading different Genres in literature and learning grammar. To provide aesthetic pleasure through literature.

Course Learning Outcome: After successfully completing the course, the student should know to do the following aspects independently :

- differentiate the genres of literature
- use and understand the grammar efficiently in reading and writing
- enjoy the literature reading by gaining knowledge

UNIT - I : PROSE

1. Morals in the Indian Context - Francis Nicholas Chelliah
2. How Comic Books help us to relive our Childhood - Benoit Peeters
3. Let's Do What India Needs From Us - Dr.A.P.J. Abdul Kalam

UNIT - II : POEM

1. The Stolen Boat - William Wordsworth
2. A River - A.K. Ramanujan
3. The Sailor - Safaa Fathy

UNIT - III : SHORT STORIES

1. Rapunzel - Brothers Grimm
2. The Romance of a Busy Broker - O.Henry
3. The Nightingale and the Rose - Oscar Wilde.

UNIT - IV

GRAMMAR : 1. Tenses
2. Auxiliaries (Primary and Modal)
3. Articles
4. Tag Questions

UNIT - V

FUNCTIONAL ENGLISH

1. Filling the blanks with the suitable form of verb in a conditional sentence.
2. Dialogue Writing
3. Changing positive to negative without altering the meaning
4. Fill in the blank with suitable modal

5. Framing a question to a statement
6. Rewrite the sentences changing the underlined word as directed

Prescribed Text: Reminisce, Published by the Department of English, Karpagam Academy of Higher Education.

Suggested Reading: Hewings Martin, 1999 Advanced English Grammar, Cambridge University Press.



KARPAGAM ACADEMY OF HIGHER EDUCATION
(Established under Section 3 of UGC Act 1956)
Pollachi Main Road, Eacharani Post, Coimbatore-641 021
DEPARTMENT OF ENGLISH

SUBJECT : PAPER-I- ENGLISH

SEMESTER : I

SUBJECT CODE : 17ENU101

UNIT I

| S.No. | Duration Hours | Topics to be Covered | Support Materials |
|----------------------------|----------------|--|-------------------|
| 1. | 1 | Introduction to syllabus | T1 |
| 2. | 1 | Prose-1 Morals in the Indian Context | T1 |
| 3. | 1 | Contd.. Prose-1 Morals in the Indian Context | T1 |
| 4. | 1 | Revision of Morals in the Indian Context | |
| 5. | 1 | How comics books help us to relive our childhood | T1 |
| 6. | 1 | Contd.. How comics books help us to relive our childhood | T1 |
| 7. | 1 | Revision of How comics books help us to relive our childhood | |
| 8. | 1 | Let's do what India needs from us | T1 |
| 9. | 1 | Contd.. Let's do what India needs from us | T1 |
| 10. | 1 | Contd.. Let's do what India needs from us | T1 |
| 11. | 1 | Revision of Lets do what India needs from us | |
| 12. | 1 | Revision | |
| Total Hrs.planned - 12 hrs | | | |

T1 - Reminisce : An Anthology of Prose, Poetry and Short Story selections.

UNIT - II

| S.No. | Duration Hours | Topics to be Covered | Support Materials |
|-------|----------------|-----------------------------|-------------------|
| 1. | 1 | The Stolen Boat | R1 |
| 2. | 1 | Contd. The Stolen Boat | R1 |
| 3. | 1 | Revision of The Stolen Boat | |
| 4. | 1 | A River | T1 |

| | | | |
|----------------------------|---|------------------------|----|
| 5. | 1 | Contd. A River | T1 |
| 6. | 1 | Revision of A River | |
| 7. | 1 | The Sailor | T1 |
| 8. | 1 | Contd. The Sailor | T1 |
| 9. | 1 | Contd. The Sailor | T1 |
| 10. | 1 | Revision of The Sailor | |
| 11. | 1 | Revision | |
| 12. | 1 | Discussion of CIA –I | |
| Total Hrs.planned - 12 hrs | | | |

T1 - Reminisce : An Anthology of Prose, Poetry and Short Story selections.

UNIT - III

| S.No. | Duration Hours | Topics to be Covered | Support Materials |
|----------------------------|----------------|--|-------------------|
| 1. | 1 | Distribution of Answer Sheets-CIA-I | T1 |
| 2. | 1 | Short Story – Rapunzel | T1 |
| 3. | 1 | Contd. Short Story – Rapunzel | T1 |
| 4. | 1 | Revision of Rapunzel | |
| 5. | 1 | The Romance of the Busy Broker | T1 |
| 6. | 1 | Contd. The Romance of the Busy Broker | T1 |
| 7. | 1 | Revision of The Romance of the Busy Broker | |
| 8. | 1 | The Nightingale and the Rose | T1 |
| 9. | 1 | Contd. The Nightingale and the Rose | T1 |
| 10. | 1 | Contd. The Nightingale and the Rose | T1 |
| 11. | 1 | Revision of The Nightingale and the Rose | |
| 12. | 1 | Revision | |
| Total Hrs.planned - 12 hrs | | | |

T1 - Reminisce : An Anthology of Prose, Poetry and Short Story selections.

UNIT - IV

| S.No. | Duration Hours | Topics to be Covered | Support Materials |
|-------|----------------|--------------------------------------|-------------------|
| 1. | 1 | Distribution of Answer Sheets-CIA-II | |
| 2. | 1 | Discussion of CIA -II | |
| 3. | 1 | Tense | R1-64-74 |
| 4. | 1 | Contd. Tense | |
| 5. | 1 | Revision of Tenses | |
| 6. | 1 | Auxiliaries | R1 90-95 |
| 7. | 1 | Contd. Auxiliaries | |

| | | | |
|----------------------------|---|---------------------------|----------------|
| 8. | 1 | Revision of Auxiliaries | |
| 9. | 1 | Articles | R1 – 30 - 34 |
| 10. | 1 | Contd. Articles | |
| 11. | 1 | Tag Questions | R1 – 273 - 274 |
| 12. | 1 | Revision of Tag Questions | |
| Total Hrs.planned - 12 hrs | | | |

Reference books : R1 - Martin, Wren. "High school English Grammar & Composition" S.Chand & Co. New Delhi:2008

UNIT - V

| S.No | Duration Hours | Topics to be Covered | Support Materials |
|----------------------------|----------------|---|--------------------------|
| 1. | 1 | Dialogue Writing | R1 – 348 - 356 |
| 2. | 1 | Changing Positive to Negative without altering the meaning | R1 – 90 - 95 |
| 3. | 1 | Changing Positive to Negative without altering the meaning | R1 – 90 - 95 |
| 4. | 1 | Model Verb | R1 - 90 - 96 |
| 5. | 1 | Framing a question to a statement | R1 - 175 - 181 |
| 6. | 1 | Framing a question to a statement | R1 - 175 - 181 |
| 7. | 1 | Rewriting the sentences | R1 - 175 - 181 |
| 8. | 1 | Rewriting the sentences | R1 - 175 - 181 |
| 9. | 1 | Revision of Model Verb and Rewriting the sentences | R1 - 175 – 181 & 90 - 96 |
| 10. | 1 | Revision of Changing Positive to Negative without altering the meaning | R1 – 90 - 95 |
| 11. | 1 | Distribution of Answer Sheets-CIA-II and Discussion of the Question paper | |
| 12. | 1 | Discussion about the End semester Examination | |
| Total Hrs.planned - 12 hrs | | | |

Reference books : R1 - Martin, Wren. "High school English Grammar & Composition" S.Chand & Co. New Delhi:2008

UNIT – I- Prose**Prose 1:****Morals in the Indian Context**

- Francis Nicholas Chelliah

Morals

In India, morals are the code of conduct advocated in the ancient scriptures. These codes are taught to a person from his birth and later developed by the society and religions through rites, rituals, prayers, festival, art, literature, music and so on. For most of the Indians, there were no opportunities to analyse the codes of morality they were following. No Indian could explain why these codes are being followed.

Socrates said “The Unexamined life is not worth living”. These codes are believed to have created by the most uncivilized and uneducated society centuries ago. Such codes are accepted even today with all the developments in science and technology.

Reason

Reason is the greatest and most distinguished ability of man. With this ability man has achieved so much in terms of health, comfort and luxuries. Chelliah points out that it is religion which prevents man from using his reasoning ability. For example, even today many scientists, intellectuals and scholars believe in superstitious practices.

The ideas of morals were fully framed by persons who did not know the real nature of human beings. In fact they are highly immoral and antisocial. These morals were highly irrational, created out of fear, ignorance and a feeling of insecurity. These codes are unexplainable, contradictory, confusing and changeable according to time and situation. Every moral action is blindly justified by a belief in God. But no one has ever attempted to understand about such God. The medium of communication from God is also filled with unbelievable and unscientific stories.

Is man a moral being by nature?

Morality consists of codes created by God and forefathers for the overall welfare of the human beings. There are two important concepts revealed in this belief. Firstly, the morals are given by God, which means man has no role in the formation of the codes. These codes are forced upon every human being without considering individual reasons or situations. The only thing that is told to an individual is that the reward for following these codes would be hell or heaven.

Secondly, the theory of hell or heaven has never been proven at any point of time in the history of mankind. The basis of religion is faith, rather blind faith. But the basis of reasoning is scientific and experimentally provable.

Rationalism and Secular Reasoning

Man by nature is a social and moral being. A rationalist's way of moralizing depends on secular reasoning as it is free from superstitions and unreal stories. According to Chelliah, religious reasoning is inhuman as it does not help man to develop his intelligence and creativity, and secular reasoning is more human as it frees man from slavery to moral codes. Secular reasoning makes man more responsible and individualistic. It allows man to create his own morals which are more practical than religious morals. It gives him the understanding that morals are social codes that help him to lead a peaceful life with his fellow beings.

The moral responsibility of a rationalist provides him confidence to follow the moral codes and helps him in creating a perfect system of code of conduct. Chelliah says that India is in need of morals based on secular reasoning because in India, these moral codes are an integral part of Indian life style. So Chelliah advises Indians to follow moral codes formulated by secular reasoning.

Prose-II

HOW COMIC BOOKS HELP US TO RELIVE OUR CHILDHOOD

- BENOÎT PEETERS

Traditionally, comic books have been written for children. Comparing with the recent developments in the field of writing novels, the connection between childhood and comics continues to be strong even today.

There are certain aspects to a reader's love of comics and "*bandes dessinées*" (or BD) – as they are known in French). For example, collectors often pay more prices for figurines and old editions. They also have a remarkable desire to keep alive mythical characters after the death of their creators like Batman, Astroboy, Spirou and so on as if the readers who were comforted in their childhood by these heroes cannot bear to see them disappear.

A thirst for innocence

It is also possible to admire great works of literature, philosophy and art without the need to return to them compulsively or to spend thousands on first editions. But there are old memories behind the readers' relationship with comics which make them think that one should not grow up to see these

memories die. This shows that there is a thirst for innocence or permanence in every human being which keeps these comics alive even in adulthood and old age.

In many modern comics since the 1970s, for example, the heroes are no longer invincible or indestructible – they are affected by age or their own weakness. These heroes are made and remade, injuries cause real suffering to them just like ordinary men and they also die.

Benoit Peeters compares the Pulitzer prize-winning *Maus*, with Art Spiegelman's masterpiece and says that the latter is concerned with a lot of other issues: the relationship between father and son, the difficulties of communication and of forgiveness. With the death of Vladek, the narrator's father, in the middle of the story, memory changes function and gives a new sense to the work: mourning and history are inseparable. In another way, Japanese manga such as *My Father's Journal* or *A Distant Neighborhood* by Jirô Taniguchi asks similar questions.

An important example is proposed by Lint, a recent book by Chris Ware which describes the life of an ordinary man, from his birth to his last breath in 70 pages.. Ware uses a diagrammatic style. And yet, when the readers read this book, they are moved to a greater extent. This book moves them not just because the readers identify with a character, as it happens while watching a film, but because the readers identify with the medium itself. This highly sophisticated graphic novel can help the readers to understand how comic book art is connected with childhood.

Drawing donkeys

The simplicity of comic books is another key feature. Around 1840, Rodolphe Töpffer, inventor and first theorist of the comic book said that a child recognizes a donkey in a simple drawing. This proves that something about the specific way in understanding caricatures, such as those in comic books. When it is a light touch design, a caricature fixes an image in the mind which cannot be erased. Through this one can see another essential quality of the comic book: its ability to stick in the memory.

In the midst of different images, comic books have a special and unforgettable place. They have a remarkable capacity to prolong the life of images well beyond the time of reading. The most remarkable sequences of images continue to live in the minds of readers for years.

In this regard, the nearest thing to the comic book is perhaps the song. When a person listens to a song frequently he or she falls in love with that song. Comics are similar to this: they live where one dreams to live. There is something unique and profound here; comic books bring back the buried emotions of childhood.

Prose- III***Let's Do What India Needs From Us?***

- **Dr. A.P.J. Abdul Kalam**

Dr. Abdul Kalam is known for his love for the student community, delivered this speech at Indian Institute of Technology, Hyderabad, where he outlined his visions for India.

In Indian history, people from all over the world have come and invaded , captured the lands of India, conquered the minds of Indians. Yet, India has not done this to any other nation because it respects the freedom of others.

Three Visions**Freedom-The First Vision**

Kalam believes that India got its first vision in 1857, when it started the war of Independence. It is this freedom that must be protected and nurture by every Indian. If the nation is not free, no one will respect it.

Development - The Second Vision

For fifty years India has been a developing nation. It is time that it should be seen as a developed nation. It is among top five nations of the world in terms of GDP and it has got 10 per cent growth rate in most areas. The poverty levels are falling in India and its achievements are being globally recognised today. Yet it lacks self-confidence to see itself as a developed nation, self-reliant and self-assured.

Stand Up to the World - The Third Vision

India must stand up to the world. Because Kalam believes that unless India stands up to the world, no one will respect it. Only strength respects strength. It must be strong not only as a military power but also as an economic power. Both must go hand-in-hand.

Kalam's good fortune was to have worked with three great minds. Dr. Vikram Sarabhai of the Department of Space, Professor Satish Dhawan, who succeeded him and Dr.Brahm Prakash, the father of nuclear material.

Four Milestones in Kalam's Career

Twenty years of experience in ISRO gave Kalam the opportunity to be the project director for India's first satellite launch vehicle, SLV3. The one that launched Rohini. These years played a very important role in his life as scientist. After his ISRO years, he joined DRDO and got a chance to be a part of India's guided missile program. It was his second bliss when Agni met its mission requirements in 1994.

Kalam's third bliss is the joy of participating with the team in the nuclear tests conducted by The Department of Atomic Energy and DRDO and proving to the world that India can make it, that we are no longer a developing nation but one of them. It made him feel very proud as an Indian. Kalam developed a new material with his team a very light material called carbon-carbon. One day an orthopedic surgeon from Nizam Institute of Medical Sciences visited Kalam's laboratory. He lifted the material and found it so light that he took Kalam to his hospital and showed his patients. There were little girls and boys with heavy metallic calipers weighing over three kilograms each, dragging their feet around. He requested Kalam to remove the pain of his patients.

In three weeks, Kalam made these floor reaction orthosis 300-gram calipers and took them to the orthopedic center. The children did not believe their eyes. From dragging around a three kg load on their legs, they could now move around! Their parents had tears in their eyes. That was Kalam's fourth bliss.

Kalam says that media should not be negative. The role of the media is to give a positive picture of India:

India is the first in milk production and remote sensing satellites,

It is the second largest producer of wheat and rice

Kalam appreciates Dr. Sudarshan's effort in transferring a tribal village into a self-sustaining and self-driving unit. There are millions of such achievements but the media is only obsessed in the bad news and failures and disasters. Kalam also expresses his unhappiness about the Indians' craziness for foreign products. Kalam condemns Indians for not carrying out their responsibilities properly as citizens and blaming the government always.

When it comes to burning social issues like those related to women, dowry, girl child and others, people make loud drawing room protestations and continue to do the reverse at home. It is the whole system which has to change. The citizens of India do not come forward to work for the betterment of the society, rather they expect someone like Mr. Clean to come and work for them. They also often compare India with other well developed countries in terms of economical status, cleanliness and other luxuries. But none of them are ready to work for the development of India. They are not ready to appreciate and feel proud about the freedom and facilities they are enjoying here.

Dear Indians,

I am echoing J F Kennedy's words to his fellow Americans to relate to Indians.....

“ASK WHAT WE CAN DO FOR INDIA AND DO WHAT HAS TO BE DONE TO MAKE INDIA WHAT AMERICA AND OTHER WESTERN COUNTRIES ARE TODAY”

Let's do what India needs from us.

Possible Questions: (2 marks)

1. What are Morals? Explain in few words.
2. What is the significance of comic books?
3. What is a caricature?
4. Write about Kalam's first vision for India in few words.
5. Justify the statement "Reason is the greatest and most distinguished faculty of man".
6. What are the regressive aspects of our love for comics?
7. Write about Kalam's second vision for India.
8. What is secular reasoning?
9. Justify the statement "the heroes are no longer invincible".

Possible Questions: (6 marks)

1. Discuss about Chelliah's views on a moralist and rationalist. Whom does he offer his support?
2. What is Kalam's vision for India? Elucidate.
3. What are modern comics? Explain.
4. Present the expectations of Abdul Kalam from Indians to uplift India?
5. How do comic books help one to relive childhood?
6. Discuss the eminent personalities and their significance mentioned in "Let's Do What India Needs From Us".

KARPAGAM ACADEMY OF HIGHER EDUCATION, Coimbatore -21.**DEPARTMENT OF ENGLISH****CLASS : I B.Sc., BIO C****PART II ENGLISH (17ENU101)****MULTIPLE CHOICE QUESTIONS UNIT - I**

| QUESTIONS | CHOICE - 1 | CHOICE - 2 | CHOICE - 3 | CHOICE - 4 | ANSWER |
|--|-------------------|-------------------|---------------------------|-------------------|---------------------------|
| Who wrote the essay "Morals in the Indian Context". | Wordsworth | Abdul Kalam | Francis Nicholas Chelliah | John Keats | Francis Nicholas Chelliah |
| Francis Nicholas Chelliah was born in_____ | Chennai | Dindugal | Vellore | Trichy | Dindugal |
| What are morals for an average Indian? | Code of Conduct | Dress Code | Pin Code | University Code | Code of Conduct |
| Morals are found in _____ | Ancient Novels | Ancient Films | Ancient Scriptures | Ancient Drama | Ancient Scriptures |
| _____ and sentiments obstruct man's reasoning. | Anger | Emotion | Envy | Avarice | Emotion |
| According to Socrates "The _____ life is not worth living". | Unambitious | Unprepared | Unperturbed | Unexamined | Unexamined |
| _____ is the greatest and most distinguished faculty of man. | Reason | Reminiscence | Retaliation | Emotion | Reason |
| The moral codes created by the irrational man is _____, confusing and changeable according to time. | Contemplative | Contradictory | Communicative | Comprehensive | Contradictory |
| morality consists of codes created by God, forefathers and traditions for the overall welfare of all _____ | Animals | Demi-Gods | human beings | Angels | human beings |
| _____ has no role to play in the formation of the codes. | God | Forefathers | Traditions | Man | God |
| The codes of conduct are ordained by _____. | Man | God | Ancestors | Elders | Ancestors |

Man is told that the
morals are _____
factors to determine the
status of life after death.

| | | | | |
|----------|------------|-----------|--------------|----------|
| Deciding | Destroying | Demanding | Degenerating | Deciding |
|----------|------------|-----------|--------------|----------|

Man by nature is a social
and a _____ being.

| | | | | |
|---------|-------|-------|---------|-------|
| Immoral | moral | human | Inhuman | moral |
|---------|-------|-------|---------|-------|

A rationalist resorts to
_____ reasoning to
fashion his morals.

| | | | | |
|-------------|-----------|---------|----------|---------|
| Non-secular | Religious | secular | Monastic | secular |
|-------------|-----------|---------|----------|---------|

According to socrates
"Rhetoric without
_____ is one of the
greatest threats to good
life".

| | | | | |
|---------|-------------|--------|-------|-------|
| Triumph | Tribulation | belief | truth | truth |
|---------|-------------|--------|-------|-------|

_____ is the most
powerful weapon of
religion which
steamrolls individual's
initiatives for ages.

| | | | | |
|------|------|---------|-------------|------|
| Love | Fear | Tyranny | Forgiveness | Fear |
|------|------|---------|-------------|------|

In Francis Nicholas
chelliah's view, religious
morals are _____

| | | | | |
|------|--------|-------------|------------|------------|
| Real | Unreal | Ritualistic | Fictitious | Fictitious |
|------|--------|-------------|------------|------------|

Francis Nicholas Chelliah
speaks in favour of
_____ reasoning.

| | | | | |
|---------|-----------|--------------|-------------|---------|
| Secular | Religious | Supersitious | Traditional | Secular |
|---------|-----------|--------------|-------------|---------|

Francis Nicholas Chelliah
wants man to become a

| | | | | |
|-----------|-------------|---------|----------|-------------|
| Communist | Rationalist | Marxist | Feminist | Rationalist |
|-----------|-------------|---------|----------|-------------|

_____ is in dire
need of the morals
based on secular
reasoning

| | | | | |
|----------|---------|-------|--------|-------|
| American | Britain | India | Canada | India |
|----------|---------|-------|--------|-------|

Benoit Peteers was born
in _____

| | | | | |
|---------|--------|-------|--------|-------|
| America | Boston | Paris | Canada | Paris |
|---------|--------|-------|--------|-------|

Which is the first novel
of Benoit Peteers?

| | | | | |
|---------|--------|----------------|---------------|---------|
| Omnibus | Tintin | World of Herge | Son of Tintin | Omnibus |
|---------|--------|----------------|---------------|---------|

According to Benoit
Peteers, there is
_____ link
between Comics and
childhood.

| | | | | |
|-------------|--------|----------|----------|----------|
| Superficial | Strong | Profound | Intimate | Intimate |
|-------------|--------|----------|----------|----------|

| | | | | | |
|--|-----------------|-------------------|---------------------|-------------------|------------------|
| There is a _____ drive behind man's relationship with comics. | Archaic | Antique | Emotive | Irresistible | Irresistible |
| It is the thirst for _____ draws man to comics. | Knowledge | Innocence | Intelligence | Experience | Innocence |
| In the ancient times, comic books have been primarily aimed at _____ | Adults | Children | Teenagers | Old people | Children |
| "Bandes dessinees" is a _____ term. | Greek | Latin | Spanish | French | French |
| In modern comics, the heroes are no longer _____ | Vincible | Invincible | Indispensable | Undeniable | Invincible |
| The modern writers have abandoned the mythic to enter the _____ | Realistic | Magical | Romantic | Surrealistic | Realistic |
| The Pulitzer prize-winning novel is _____ | Rebecca | Jane Eyre | Vladek | Maus | Maus |
| What is Manga? | Japanese Pen | Japanese Rose | Japanese comics | Japanese novels | Japanese comics |
| Chris Ware uses _____ style in his novels. | Figurative | Narrative | Diagrammatic | Demonstrative | Diagrammatic |
| Chris Ware's _____ is one of the recent books which describes the life of an ordinary man in 70 pages. | Maus | Lint | My Father's Journal | Omnibus | Lint |
| The _____ of comic books is another Key feature. | Simplicity | Complexity | Durability | Multiplicity | Simplicity |
| _____ is the inventor and first theorist of comic books. | Spiegelman | Chris Ware | Taniguchi | Rodolphe Topffer | Rodolphe Topffer |
| What is a caricature? | Comical picture | Satirical picture | Ironical picture | Evocative picture | Comical picture |
| _____ fixes an image in the mind which cannot be erased. | Caricature | Picture | Painting | Photograph | Caricature |

Another essential quality of comic book is its ability to stick in

| | | | | | |
|---|----------------|-----------------|-----------------|----------------|---------------|
| _____ | Heart | Memory | Expression | Emotion | Emotion |
| Benoit Peteers compares comic book to | | | | | |
| _____ | Movie | Detective novel | Song | Short story | Song |
| Comic book brings out buried emotions of | | | | | Childhood |
| _____ | Childhood | Womanhood | Brotherhood | Adulthood | d |
| Dr.A.P.J.Abdul Kalam is called the _____ of India. | Iron Man | Missile Man | Man of Miracles | Wise man | Missile Man |
| According to Abdul Kalam, India respects the _____ of other nations. | Freedom | Love | Democracy | Friendship | Freedom |
| What is the first vision of Abdul Kalam for India? | Development | Urbanisation | Freedom | Civilisation | Freedom |
| Abdul Kalam's second vision for India is | | | | | Development |
| _____ | Development | Urbanisation | Freedom | Civilisation | ment |
| India should be strong not only as a military power but also an _____ power. | Economic | Industrial | Political | Scientific | Economic |
| _____ was India's first satellite launch vehicle. | SLV3 | SLV2 | SLV3 | SLV4 | SLV3 |
| _____ was the director of India's first Satellite launch vehicle. | Kalpana Chawla | Aryabhatta | Newton | Abdul Kalam | Abdul Kalam |
| _____ is a light material which Abdul Kalam used to provide a new entry structure for Agni. | Carbon-Carbon | Mercury | Carbon monoxide | Carbon Dioxide | Carbon-Carbon |
| Abdul Kalam condemns media because it is | Positive | Negative | Neutral | Pornographic | Negative |
| _____ | | | | | |
| India is the second largest producer of _____ and _____ in the world. | Rice&Wheat | Millets&Maize | Cotton&Wool | Oil&Petrol | Rice&Wheat |
| India is the first in _____ production. | Soft drinks | Alcohol | Milk | Beverages | Milk |

| | | | | | |
|---|-------------------------|---------------------|------------------------|--------------------------|------------------------|
| India's obsession of _____ things is disliked by Abdul Kalam. | Foreign | American | Canadian | Indian | Foreign |
| Abdul Kalam expresses his happiness about creating a _____ gram calipers for the physically challenged children. | 400 | 300 | 600 | 700 | 300 |
| Kalam hints at India's _____ in the following words: "In Singapore you don't throw cigarette butts on the roads". | Cleanliness | Uncleanliness | Greatness | Glory | Uncleanliness |
| Indians are portrayed as _____ in Kalam's essay. | Irresponsible | Responsible | Illiterate | Literate | Irresponsible |
| The Ex-municipal commissioner mentioned in the essay by Kalam is _____ | Mr. Tinaikar | Dr. Vikram Sarabhai | Satish Dhawan | Dr. Brahmprakash | Mr. Tinaikar |
| In Kalam's view Indians contribution to the upliftment of the government is _____ | Positive | Considerable | Negative | Moderate | Negative |
| The burning social issues which Kalam quotes in his essay are _____ | Women,Dowry, Girl child | Food,Money,Shelter | Alcoholism,Money,Dowry | Girl child,Dowry,Shelter | Women,Dowry,Girl child |
| Kalam finds fault with the Indian _____ | Government | Citizens | policies | Army | Citizens |
| Kalam concludes the essay with _____ words. | Barrack Obama | John Milton | John Donne | J.F.Kennedy | J.F.Kennedy |

Unit -2**Poem- 1****The Stolen Boat**

- William Wordsworth

ABOUT THE POET:

William Wordsworth (1770-1850) is one of the stalwarts of the English Literature. He is also known as Romantic poet. This particular poem is an excerpt from Wordsworth's autobiographical epic poem, *The Prelude*. It was published and named posthumously in 1850 by his widow Mary.

Summary

Since the poem is an excerpt of a long epic, the whole poem forms one whole stanza. The poem begins with the poet confessing an incident from his childhood. On a summer evening, the young poet found a little boat tied to a willow tree in some rocky cave. He 'stole' the boat and took it on a joyous ride across the lake. He was aware of his act of stealth but his guilt was mixed with the feeling of pleasure. He says that his ride of the boat was accompanied by the echoes of the mountain.

The poet steadily kept moving away from the shore and the reflection of the stars and moon left a trail of light on the surface of the water. As he sailed away from the shore, he kept his eyes on the horizon, which comprised a short crag and the stars above, to keep his path fixed to a straight, unswerving line. The poet praises the light boat he had stolen and calls it 'an elfin pinnacle'. He also praises his own prowess as a rower and compares himself and the boat to a swan that goes heaving through the water gracefully and effortlessly. This merry ride continued in peace until a mighty mountain peak upreared its head between the short crag and the stars.

As he kept rowing further away from the shore, the mountain grew in sight. The form of the huge shape frightened the poet and stirred his conscience. It seemed to chase after the poet as he kept drawing the boat away from its moor. Scared of this huge, black shape, the poet hurries back towards the cove he had stolen the boat from and returns home with a grave heart and a heavy conscience.

The poet recollects the experience; he had spent many days suffering from dreams of the grim, huge shape. He says that the familiar forms, colours and shapes of nature that he had been accustomed to were replaced by the images of this huge mountain. This mountain, according to Wordsworth, was not a passive structure made of rocks or stone. It was like a living being yet different from living beings. It had taken over his thoughts by days and dreams by night. For many a day, he was tormented by the memory and solitude. Even though he realizes it is only an optical illusion that the mountain was chasing him, it weighed heavy on his conscience and he realized the presence of beings unknown and unfathomable to him.

Poem -2

River

- A.K. Ramanujan

Madurai is a holy city with full of temples and poets. A river named Vaikai flows through this city. The poets of ancient times as well as modern times have written poems on this city and her temples. They have also written on the river and floods.

In the poem, the poet gives a picture of the summer season and rainy season as well. In the summer season, the river is dry and only a very small and thin stream flows. The stream is so thin that the ribs of sand made by the flowing water are clearly visible. Every summer a lot of straw and women's hair stick to the sand on the outlets and prevents the free flow of water.

The rusty bars under the bridge have patches of repair all over them. Some of the stones on the bed of the river are dry and some of them are wet. All are clearly visible in summer, because the river is dry. When there is flood, in the river, the people everywhere talk about the inch-by-inch rising of water and the number of stone steps submerged at the bathing place. They talk about the three village houses being washed away by the flood.

They also talk about how a pregnant woman and two cows were carried away by the strong current of the river. They know that the names of the two cows were Gopi and Brinda. But no one knew the home of the woman who was crying and carried off. This means that everyone was indifferent to the suffering of this woman. Even the poets did not mention her name in their poems. They wrote only about the flood.

The new poets are equally indifferent to the suffering of the pregnant woman. She had probably twins in her belly, which might have kicked the walls of her womb when she was drowned in the river. They write about the two cows, the three damaged and washed away village houses. But they mention the woman casually. They do not bother to know her name or her whereabouts.

In the poem, the poet concludes that both the groups of the poets, past and present are not bothered and indifferent to human suffering. The poet A.K. Ramanujan has ironically exposed the heartless attitude of both the old and new poets.

Poem -3

The Sailor

- Safaa Fathy

Safaa Fathy is an Egyptian poet, documentary filmmaker, playwright, and essayist. She is best known for her film *Derrida's Elsewhere*, a documentary which focuses on the life and concepts of controversial philosopher Jacques Derrida.

Early life and career

Fathy was born in Minya, Upper Egypt on July 17, 1958. She studied English literature in Cairo. Fathy participated in the student movement while in Egypt but later left the country and settled in Paris in 1981. In 1987, she was an assistant director at the Deutsches Theater located in East Berlin. Fathy worked with Heiner Muller in 1990. She completed her doctoral thesis at the Sorbonne in 1993; her thesis was on Bertolt Brecht. Before becoming a filmmaker, Fathy worked as a stage director. Currently she serves as director of programme at the International College of Philosophy in Paris Talk about snatching defeat from the jaws of victory.

Poem Analysis

This poem is a good reminder of how gripping and exciting a poem can be. It reads almost like a script, fittingly, and really pushes forward. Short, terse statements add to frenzied pace, and we feel the struggle of the sailor. The word placement for "hauls himself waterlogged partway up the beach" really feels like an effort, versus "he hauled himself up the beach, waterlogged." We really feel the weight of the sailor in the words and order there. The tragic ending is delivering in a short, almost sing-song rhythm couplet, emphasizing the quiet rhythm of the tide that steals the sailor away from life. What an effect!

The poem *The Sailor* deals with identity crisis of a woman particularly who has the identity of particular community and culture. And it also widely covers the subject of identity in a deep and sensible manner in a positive way. While the poetess expresses her struggle, she also discusses the reason indirectly. The early childhood of the author was revealed throughout the poem. Overcoming particular identity and making a positive identity and achieving success in life can be understood by the poem. The struggle of a woman with a particular identity of religion, nationality and tradition can be understood with reference to the context of post structuralism.

Possible Questions: (2 marks)

1. What does the term "troubled pleasure" mean in Wordsworth's view?
2. Describe the state of the river in summer?
3. Who is "Elfin Pinnacle" in *The Stolen Boat*?
4. What does the character "pregnant woman" signify in *A River*?
5. What is the state of the sailor?
6. How does the poet describe the beauty of Madurai?
7. Identify the role of Gopi and Brinda in *A River*.
8. What does the question "where am I" signify in the poem *The Sailor*.

Possible Questions: (6 marks)

1. Justify William Wordsworth as a nature with reference to the poem *The Stolen Boat*.
2. What is the message conveyed in the poem *A River*.
3. Touch upon the autobiographical elements in *The Stolen Boat* by William Wordsworth.
4. Critically analyse the poem *The Sailor*.
5. Critically interpret the poem "The Stolen Boat" by William Wordsworth.
6. Demonstrate the significance of the river in the poem *A River*.

| | | | | | |
|---|---------------------|------------------|----------------------|-------------------|---------------------|
| William Wordsworth was born in ____ | 7 April 1770 | 17 April 1717 | April 1750 | April 1780 | 7 April 1770 |
| William Wordsworth was a _____ | Romantic Poet | Historical Poet | Philosophical Poet | Comic poet | Romantic Poet |
| William Wordsworth studied in _____ University. | Cambridge | Oxford | Boston | Osmania | Cambridge |
| Wordsworth's magnum opus is _____. | The Prelude | The Stolen Boat | The Daffodils | Tables Turned | The Prelude |
| Wordsworth published _____ with Samuel Taylor Coleridge. | Lyrical Ballads | The Stolen Boat | The Daffodils | The Prelude | Lyrical Ballads |
| The poet went for a stolen boat ride during a _____ evening. | Winter | Summer | Autumn | Spring | Summer |
| In the poem <i>The Stolen Boat</i> the pronoun 'her' refers to the _____ | Willow tree | Lake | Boat | Mountain | Boat |
| The word "Pinnacle" means _____. | A small Boat | A small tree | A Lake | A River | A small Boat |
| The boat tied in a _____ tree. | Willow | Tamarind | Yellow | Pine | Willow |
| The poet went for a stolen boat ride during _____ time. | Day | Night | Evening | Morning | Evening |
| The poet felt a kind of _____ while pushing the boat from the shore into the lake. | troubled pleasure | happiness | pain | difficulty | troubled pleasure |
| The boat of the poet went heaving through the water like a _____. | swan | duck | snake | fish | swan |
| The poet got struck again and again with the scene of the _____ upreared its head. | black and huge peak | silent lake | sky | craggy ridge | black and huge peak |
| The word "horizon" means the line where the _____ meet. | Earth and the Sky | Earth and a Lake | Earth and a Mountain | Earth and a river | Earth and the Sky |
| Find out the meaning of the underlined word in the following line. A huge black shape peak <u>strode</u> after me | walk along with | watching | following | running | walk along with |
| The poet went for boat ride in _____ boat. | his own | stolen | barrowed | friend's | stolen |
| The poet returned home in a _____ mood after the boat ride. | serious and grave | happy | sorrowful | pleasant | stolen |
| The poet mind was in a _____ mood for many days after the stolen boat ride. | solitude | pleasant | sad | dreamy | solitude |
| Wordsworth had _____ dreams after his boat ride. | pleasant | colourful | troubling | sweet | troubling |

| | | | | | |
|--|-------------------|---------------------|-----------------------|-----------------------|-----------------------|
| Wordsworth ends the poem with a _____ note. | happy | positive | gloomy and unpleasant | negative | gloomy and unpleasant |
| A.K.Ramanujan born in the year_____. | 1929 | 1993 | 1919 | 1969 | 1929 |
| A.K.Ramanujan is _____ poet and scholar. | an American | an Indian | a British | an Italian | an Indian |
| A.K.Ramanujan wrote in languages like_____. | English and Tamil | English and Kannada | English and Telugu | English and Malayalam | English and Kannada |
| A.K.Ramanujan's academic research ranged across _____ languages. | 3 | 5 | 2 | 4 | 5 |
| A.K.Ramanujan was awarded _____ for his work "The collected Poems" | Pulitzer Prize | Booker Prize | Sahitya Academy Award | Nobel Prize | Sahitya Academy Award |
| _____ city is known as city of temples and poets. | Madurai | Dharmapuri | Thiruchirappalli | Salem | Madurai |
| The wet stones in the dried river glistening like sleepy _____. | crocodiles | tortoise | dolphin | fish | crocodiles |
| A couple of _____ named in the poem <i>A River</i> are Gobi and Brinda. | cows | crocodiles | goats | buffaloes | cows |
| The new poets still quoted the_____ in their poetry . | old poets | old temples | old rivers | old streets | old poets |
| A.K.Ramanujan says that the poets only sang of_____. | floods | village house | cows | women | floods |
| The new poets still quoted the the old poets in their poetry ,but no one spoke about the_____ drowned in the floods. | pregnant woman | floods | buffaloes | crocodiles | pregnant woman |
| The pregnant women mentioned in the poem <i>A River</i> is <i>said to have been expecting</i> _____. | identical twins | male child | female child | delivery | identical twins |
| The poet A.K.Ramanujan says that the river has water enough to be poetic_____. | once in a year | throughout the year | twice in a year | once in two years | once in a year |
| During the _____ , the water carried off three village houses, one pregnant woman and couple of cows. | festival | floods | summer | winter | floods |
| In Madurai,every _____ a river dries to a trickle in the sand. | summer | rainy | winter | spring | summer |
| In Madurai , poets only sang the cities and temples, but not the_____, which dries completely in every summer. | river | lake | mountain | farms | river |

| | | | | | |
|--|------------------------|----------------------|--|--------------------|--|
| The flood carries away three village houses, a couple of cows and a pregnant woman in the first_____. | half - hour | one hour | one day | ten minutes | half - hour |
| The pregnant women mentioned in the poem A River is said to have been expecting identical twins with_____ on their bodies. | no nail | no skin | no scar | no mole | no mole |
| The poet was there in Madurai for _____ during the floods | a month | a day | a night | a week | a day |
| The poet noted that only the _____ were talking seriously about the consequences of flood whereas the poets only praising the flood. | common people | government officials | women | old poets | common people |
| Safaa Fathy is an_____ poet. | Indian | Egyptian | England | American | Egyptian |
| Safaa Fathy is best known for her film_____ . | Derrida's Elsewhere | The Legend | The Spy | Ice Age | Derrida's Elsewhere |
| Safaa Fathy was born in the year_____. | 1958 | 1985 | 1956 | 1966 | 1958 |
| Before becoming a film maker, Fathy worked as a _____. | teacher | professor | stage director | musician | stage director |
| The immigrants have the question_____ in their mind always. | where am I | what am I | who am I | who are you | where am I |
| The "strangers" in the poem A Sailor refers to the _____ of that land. | natives | immigrants | nomades | inhabitants | natives |
| The poet decided to turn to books in search of _____. | wealth | misfortune | fortune | peace | misfortune |
| The sailor mentioned in the poem A Sailor was_____. | drunken | deceased | wounded | disabled | drunken |
| The Sea bird mentioned in the poem A Sailor is actually reference taken from the poem_____. | <i>The Stolen boat</i> | <i>The Sailor</i> | <i>The Rime of the Ancient Mariner</i> | <i>The Prelude</i> | <i>The Rime of the Ancient Mariner</i> |
| The name of the sea bird referred in the poem A Sailor is _____ . | Albatross | Cuckoo | Pigeon | Swan | Albatross |
| The drunken sailor stumbled over the strangers and _____ them. | praised | blessed | cursed | abused | cursed |

| | | | | | |
|--|----------------|------------------------|--|-------------------|--|
| The seasons mentioned in the poem <i>A Sailor</i> are <i>spring</i> and _____ . | Rainy | summer | autumn | winter | winter |
| The reference of the sea bird has taken from a poem by _____. | Shakespeare | Wordsworth | Coleridge | Blake | Coleridge |
| The sea bird albatross mentioned in the poem <i>A Sailor</i> is taken from the poem _____. | <i>A River</i> | <i>The Stolen boat</i> | <i>The Rime of the Ancient Mariner</i> | <i>Daffodills</i> | <i>The Rime of the Ancient Mariner</i> |
| The sailor mentioned in the poem <i>A Sailor</i> was _____ because he was drunken. | stumbling | running | crawling | dreaming | stumbling |
| The consolation of a moment of the truth to the "strangers" was with absence of _____. | colour | morals | meaning | purpose | colour |
| _____ is a character mentioned in the poem <i>A Sailor</i> . | Jonah the Wise | Joan of Arc | Prodigal sons | Noah | Jonah the Wise |
| Currently Safaa Fathy serves as the _____ of programme at the International College of Philosophy. | director | professor | president | principal | director |
| _____ wrote the poem <i>A Sailor</i> . | Safaa Fathy | A.K.Ramanujan | R.Parthasarathy | Nizzim Ezekiel | Safaa Fathy |
| Safaa Fathy's thesis was on _____. | Derrida | Bertolt Brecht | Heinr Muller | Roland Bathes | Bertolt Brecht |

KARPAGAM ACADEMY OF HIGHER EDUCATION, Coimbatore -21.

DEPARTMENT OF ENGLISH

CLASS : I B.Sc.,BIO CHEMISTRY

BATCH : 2017-2020

PART II ENGLISH (17ENU101)

TIPLE CHOICE QUESTIONS UNIT - I

UNIT -III

Short Story- I

Rapunzel

- Brothers Grimm

Once upon a time, a young, married couple waited for their child to be born. They lived in a beautiful house near a garden in which all sorts of fruit and vegetables grew. The woman often watched the garden through the window in a desire to taste the Rapunzel plant. She asked her husband to go and get her some of the Rapunzel.

The owner of the garden was an evil witch, so he did not dare to ask her for some. So he decided to steal some Rapunzel but as soon as he stepped into the garden he heard a noise. The witch shouted at him and asked him how he dares to steal from her garden. He fell down on his knees and asked her to spare him because he just wanted some Rapunzel for his wife. The Witch was so evil that she told him he will get the Rapunzel only if he gives her his firstborn child. The husband felt he did not have a choice, so he agreed.

The woman gave birth to a little girl, and the witch took her away. She named her Rapunzel. The days passed by and Rapunzel became a long, blond haired beauty. Nobody knew what happened to her because the Witch had her locked away in a tower. Nobody could reach the top room where Rapunzel was because there were no stairs. There was only a small window on the top of the tower, and the beautiful girl would appear on it now and then. The Witch would call her every day to let down her hair, and she would climb to her.

Time passed, and Rapunzel only knew about the Witch. She never saw anybody else. Since she loved to sing a Prince that passed through the woods heard her. He hid in the bushes nearby and enjoyed her singing until the Witch called her to let down her hair. The prince thought he could do the same thing, so he called Rapunzel to let her hair down. He climbed to her room, and when Rapunzel saw him, she got scared. Until then she only knew the Witch, and now she saw a beautiful prince. She calmed down, and he explained to her she should not be frightened, and they fell in love.

They saw each other secretly because they did not want the Witch to know about them. She still came to Rapunzel every day, but she did not notice anything strange. One morning Rapunzel accidentally told her she is much heavier than the prince and that it's harder to pull her up.

The Witch was furious, and she started yelling at Rapunzel. She told her she was ungrateful and reprimanded her that after everything she did for her this was how she paid her back. The Witch grabbed her by the hair and cut it off. The long hair was lying on the floor, and Rapunzel was sentenced to a lifetime of loneliness and misery in the tower. Rapunzel was the loneliest person alive. The Witch did not only get her revenge with Rapunzel. She also decided to attack the prince.

She waited for him to call for Rapunzel to let her hair down and then she threw the cut-off hair, and he started climbing. When he came up high the tower, the evil Witch was looking at him. He saw her and got scared because of her ugliness. She let go the hair. He fell into the thorny bushes and became blind, sad and miserable. He searched for his Rapunzel from city to city, village to village but she was nowhere to be found. He fed on berries and drank the water from the rivers. His misery was growing by the day as he pictured his beautiful Rapunzel and her voice.

He wondered for years when he came to a forest where he sat under a tree and cried. His Rapunzel used to live there before and since he was exhausted, he thought it would be best to give up the search. As soon as that thought crossed his mind, he heard a well-known voice. It was his Rapunzel. He gathered the last atoms of his strength and moved towards that beautiful voice. He held on for trees, stumbled and got stuck in the bushes while he was calling for his Rapunzel.

He managed to come to her and as soon as she spotted him she ran to his arms. It was true love. Rapunzel started crying, and her tears healed his eyes. They went to his castle where they got married and had many kids. They loved each other and lived happily ever after.

Characters Analysis

Rapunzel – young, beautiful girl sentenced to live in a tower. The evil Witch didn't let her go out, so the only person she knew was the Witch. When the prince appeared she fell in love with him but the Witch didn't approve of their love. She cut her hair off and decided to keep her forever locked in the tower. Luckily Rapunzel managed to run away and find her prince who was blinded by the Witch. Rapunzel healed her prince's eyes with her tears, and they lived happily ever after.

Witch – evil, old lady who locked away Rapunzel and blinded her prince. When the couple managed to find each other again, nobody cared about the Witch because love conquered all obstacles.

Prince – handsome, young man who fell in love with Rapunzel when he heard her sing. In his intention to meet her he ends up blinded and searches for his Rapunzel for years. He wandered the world until he found her again and he recognized her by her beautiful voice.

Short Story- II

Romance of a busy broker

- O' Henry

Henry Maxwell is a broker in the New York Stock Exchange. One fine morning he enters the office in the usual scheduled time with his young lady secretary who has been working with him for the last one year. Mr. Pitcher is the personal clerk in the office. He notices with curiosity that the secretary instead of going to the other room where her desk is has been standing in the outer office. After sometime she even asks him whether Maxwell had asked him to look for someone else to take the place of his secretary.

After sometime when Maxwell is quite busy with his work, Pitcher comes along and tells that he had brought one lady as was asked by him to be his new secretary. Maxwell looks up in surprise and says that his original secretary, Miss Leslie is very good and can continue as long as she wishes and plunges into his work again. The rush of the stocks and bonds, loans, shares and securities is going on till the lunch hour.

Just then the sweet smell of lilac comes into Maxwell's room and he very well knows that the smell belongs to Leslie. He starts feeling a strong kind of attraction towards her. He dashes straight away into the inner room where Leslie was sitting and proposes to her right away. He says he loves her very much and wants to marry her.

Leslie looks at him with utter surprise and did not say anything for quite sometime. But when Maxwell keeps on declaring his love for her, tears start to roll down from her charming eyes. And with a smile in her pretty face, she says that Maxwell keeps himself so busy in his work that he forgets everything. Then she coolly tell Maxwell that both of them got married the previous evening at eight o'clock at the little church around the corner

Short Story- III

Summary of the Nightingale and the Rose

- Oscar Wilde

This short story is written by the 19th-century Irish author and poet, Oscar Wilde, is literally about what the title implies: a nightingale and a rose. A nightingale is a small song bird that is often associated with love, innocence and romance. And a rose, of similar association, is on the other hand a flower which comes in many colours including white, pink, yellow, and orange. But in the case of this story, the rose in question is, most notably, red.

The story opens with the character of the student, perhaps a student of philosophy. This young man is in despair because there are no red roses in his garden. The little nightingale over hears the student's desperation. She sees him, through his sorrow and sobbing, and sees beauty and what she had been searching for. She fell in love with him.

Next it is revealed why the student is in such sorrow for a flower: if he brings the red rose to the Prince's ball the next night, and gives it to the love of his life, she will dance with him, embrace him, and ultimately, love him back. But this is unachievable given that there is no red rose in his garden. This deep emotional intensity is admirable to the nightingale, as she sympathizes with the Student. She, too, holds love in very high regard, much like the student does.

As all the little creatures in the garden are inquiring on the student's exaggerated weeping and commenting on his ridiculousness. The Nightingale understood his pain and set out to relieve it. She visited all the rose trees in the garden asking them to give her a red rose in exchange of her singing her most beautiful song. Unfortunately, none could produce a red rose, but only yellow pink, and white.

The Nightingale asked the rose tree that grew under the Student's window for a red rose. It did produce roses of that color, but could not grow them due to the cold weather. The Nightingale wept and pleaded, and the tree had a way to produce the single red rose, but warned that it was a terrible way. But, of course, the love sick Nightingale did not care.

The tree told the Nightingale that to get her red rose, she had to build it. She must sing under the moonlight and build the rose with the stain of her blood. In order to do so, she must sing all night, pressing her breast against his thorn, thus sacrificing herself for the Student. She did not care, and death was a price she was willing to pay. She sang the Oak-tree one last song while the Student rose up and began to walk away, writing and thinking, soon falling asleep to the thought of his love. While he slumbered, the Nightingale did as she was told, and sang her most beautiful song, a love song. And as she sang, the rose blossomed.

As she continued to sing and press her breast into the thorn even more, it helped the flower blossom and turn from pale white to crimson red. Although painful, the little Nightingale did as she was told and pressed, and pressed, and sang. Until finally the rose fully blossomed, and the Nightingale was dead with a thorn in her heart.

The Student of course finds the single, beautiful red rose growing in his garden and happily plucks it. He immediately ran to give it to the Professors daughter, whom which he was in love with, and asked her to dance with him. But at his dismay, the girl was not pleased, proclaiming the red rose would not go with her dress and scoffing at the fact that flowers are not nearly as expensive as the jewels the Chamberlain's nephew sent her. Seemingly unabashed, the student calls her ungrateful and gets thrown out by the offended girl, still comparing his unworthiness of a Student to the highness of the Chamberlain's nephew.

Upon leaving, the Student thought to himself how silly, un useful, impractical, and untrue love is, and how he was better off studying things like logic, philosophy and metaphysics. And that's what he did.

Possible Questions (2 marks)

1. How does Rapunzel meet the prince?
2. Why did the nightingale decide to sacrifice her life for a red rose?
3. What magical power did Rapunzel posses?
4. Why is the girl Rapunzel named so?
5. What magical power did Rapunzel posses?
6. Sketch the character of the student in "The Nightingale and the Rose".

Possible Questions (2 marks)

1. Touch upon the portrayal of the absent minded broker in *The Romance of a Busy Broker*.
2. Analyse the significance of the title "The Nightingale and the Rose".
3. Reflect upon the characterisation of the witch in *Rapunzel*.
4. Comment on the role of the rose in *The Nightingale and the Rose*.
5. Bring out the essence of the story *Rapunzel*.

6. Glorify the sacrifice of the nightingale in *The Nightingale and the Rose*.
7. Sketch the character of Harvey Maxwell in *The Romance of a Busy Broker*.
8. Who is the absent minded character in *The Romance of a Busy Broker*? Provide a brief description of this character.
9. How does Rapunzel attain freedom from the sorceress's confinement? Explain briefly.

KARPAGAM ACADEMY OF HIGHER EDUCATION, Coimbatore -21.

DEPARTMENT OF ENGLISH

CLASS : I B.Sc., BIO CHEMISTRY

PART II ENGLISH (17ENU101)

MULTIPLE CHOICE QUES III

| QUESTIONS | CHOICE - 1 | CHOICE - 2 | CHOICE - 3 | CHOICE - 4 | ANSWER |
|---|----------------|--------------------|-----------------|-------------------|-------------------|
| The Romance of a Busy Broker is written by _____ | Poe | O.Henry | Miller | Keats | O.Henry |
| Harver Maxwell is a _____ | broker | painter | writer | scholar | broker |
| Mr.Pitcher works at _____ office | Miller | Milton | Maxwell | Mike | Maxwell |
| Laslie works as a Maxwell secretary for _____ year | two | three | four | one | one |
| Maxwell's hat is covered with _____ | Animal's wing | bird's wing | Reptiles's wing | bird's wing | bird's wing |
| _____ is a secretary of Maxwell. | Leslie | Aeslie | Seslie | Peslie | Leslie |
| Maxwell is working like some fine, strong _____ | thing | mind | machine | body | machine |
| Maxwell has not committed any _____ in his work | right | good | best | wrong | wrong |
| Maxwell's bussiness world is not a _____ a world of nature. | human world | artificial world | natural world | animal world | human world |
| When Maxwell smells the soft sweet smell of flowers, he remembers _____ | Leslie | Aeslie | Seslie | Peslie | Leslie |
| Maxwells likes to marry _____. | Peslie | Leslie | Seslie | Peslie | Leslie |
| At what time, Maxwell and Leslie get married _____ | nine | ten | eight | seven | eight |
| Maxwell and Leslie get married in _____ | the big Church | St. Peter's Church | St.Paul Church | the Little Church | the Little Church |
| The couple in the "Rapunzel" longs for a _____. | child | house | car | watch | child |
| A woman in the "Rapunzel" belives that _____ would fulfill her wish. | angel | king | prince | God | God |
| The woman in the "Rapunzel" sees _____ through her widow. | hills | river | garden | lake | garden |
| The sorceress's garden was surrounded by _____. | hills | river | pool | highwal l | highwall |
| The woman in the "Rapunzel" sees a bed planted with the most beautiful _____. | rapunzel | lotus | apple | orange | rapunzel |
| Whom does Rapunzel fall in love with? | Beggar | Merchant | Cobbler | Prince | Prince |
| Who is the absent minded broker in <i>A Romance of a Busy Broker</i> ? | Harvey Maxwell | Linda | Pitcher | Stenogr apher | Harvey Maxwell |
| The nightingale sacrifices her _____ to create a red rose. | Wings | Life | Feathers | Limbs | Life |

| | | | | | |
|--|---------------|-----------------|--------------|---------------------|-----------------|
| Jacob and Wilhelm Grimm were folklorists and _____. | Linguists | Scientists | Chemists | Botanist | Linguists |
| Rapunzel possessed _____. | Magical Voice | Magical hair | Magical Gaze | Magical Eyes | Magical hair |
| Rapunzel's lover becomes _____ in the story. | Dumb | Deaf | Blind | Lame | Blind |
| Rapunzel's _____ is used as a rope by the sorceress to climb up the tower. | Hand | Veil | Hair | Leg | Hair |
| The nightingale's _____ forces the rose blossom. | Wings | Song | Feathers | Limbs | Song |
| _____ wrote "The Nightingale and the Rose". | Oscar Wild | O'Henry | Wordsworth | Chellaiah | Oscar Wild |
| The young student wanted a _____ for his lady love. | white rose | yellow rose | blue rose | red rose | red rose |
| The Nightingale is _____. | a horse | a bird | a flower | c. a snake | a bird |
| The professor's daughter refused to accept the red rose by saying that will not suit with her _____. | dress | hair style | complexion | status | dress |
| _____ said "Death is a great price to pay for a red rose". | The tree | the Nightingale | the student | the student's lover | the Nightingale |
| The couple's child was named as _____. | rapunzel | lotus | jasmine | rose | rapunzel |
| The couple's child was named as rapunzel by _____. | angel | king | prince | sorceress | sorceress |
| When Rapunzel was _____, the sorceress locked her in a tower that stood in a forest. | thirteen | twelve | nine | ten | twelve |
| Rapunzel has a splendid long hair, as fine as spun _____. | gold | silver | bronze | copper | gold |
| The young prince was attracted by Rapunzel's _____. | long hair | sweet voice | beauty | eyes | sweet voice |
| Rapunzel gives birth to _____. | boy baby | girl baby | twins | peacock | twins |
| According to the nightingale the young students is a _____. | true lover | intelligent | optimistic | selfish | true lover |
| The young weeping for _____. | white rose | yellow rose | blue rose | red rose | red rose |
| Where did the nightingale live? | oak tree | willow tree | pine tree | apple tree | oak tree |
| Nightingale sang first on the _____ of love in the heart of a boy and a girl. | peace | struggle | birth | soul | birth |
| _____ forgets the dawn has arrived. | venus | star | sun | moon | moon |
| At the end the young student throws the red rose in the _____. | river | street | fire | water | street |

Topic -1 Tenses

Table of Tenses

| | Explanation | Past | Present | Future |
|----------|---|---|---|---|
| | | <u>Simple Past</u> | <u>Simple Present</u> | <u>Future Simple</u> |
| Moment | action that takes place once, never or several times | He played football every Tuesday. | He plays football every Tuesday. | He will / is going to play football every Tuesday. |
| | actions that happen one after another | He played football and then he went home. | He plays football and then he goes home. | He will play football and then he will go home. |
| | state | He loved football. | He loves football. | He will love football. |
| | | <u>Past Continuous</u> | <u>Present Continuous</u> | <u>Future Continuous</u> |
| Period | action going on at that moment | He was playing football. | He is playing football. | He will be playing football. |
| | actions taking place at the same time | He was playing football and she was watching. | He is playing football and she is watching. | He will be playing football and she will be watching. |
| | | <u>Past Perfect Simple</u> | <u>Present Perfect Simple</u> | <u>Future Perfect Simple</u> |
| Result | action taking place before a certain moment in time; emphasises the result | He had won five matches until that day. | He has won five matches so far. | He will have won five matches by then. |
| | | <u>Past Perfect Continuous</u> | <u>Present Perfect Continuous</u> | <u>Future Continuous</u> |
| Duration | action taking place before a certain moment in time (and beyond), emphasises the duration | He had been playing football for ten years. | He has been playing football for ten years. | He will have been playing football for ten years. |

Topic- 2- ARTICLES

ARTICLES

The indefinite article is used before singular countable nouns as,
E.g. A book, an orange, a girl.

A and An are used before **Definition:**

The adjective “a or an and the” are called as Articles. They come before nouns.

Types of Articles:

There are two types of articles. They are:

Indefinite article:

- A or An is called the Indefinite Article, because it usually leaves indefinite the person or thing spoken of as,
E.g. A doctor; that is, any doctor.

Nouns that introduce something or someone you have not mentioned before:-
E.g. I saw an owl this morning.
I ate a banana for lunch.

- Use 'a' with nouns starting with a consonant (letters that are not vowels),
'an' with nouns starting with a vowel (a, e, i, o, u)

E.g. An opera, A car

[NOTE: An before an 'h' mute - an hour, an honour, an heir, an honest man.

A before 'u' and 'eu' when they sound like 'you': a European, a University, a unit, a unicorn, a union.]

The Indefinite article is used:

1. to refer to something for the first time:
E.g. An elephant and a mouse fell in love.

Would you like a drink?

I've finally got a good job.

2. to refer to a particular member of a group or class:
-with names of jobs as,

E.g. John is a doctor.

Mary is training to be an engineer.

He wants to be a dancer.

UNIT – IV – GRAMMAR

-with nationalities and religions as,

E.g. John is an Englishman.

Kate is a Catholic.

-with musical instruments as,

E.g. Sherlock Holmes was playing a violin when the visitor arrived.

(BUT to describe the activity we say "He plays the violin.")

-with names of days as,

E.g. I was born on a Thursday.

3. to refer to a kind of, or example of something:

E.g. The mouse had a tiny nose.

The elephant had a long trunk.

It was a very strange car.

4. with singular nouns, after the words 'what' and 'such':

E.g. What a shame!

She's such a beautiful girl.

5. To make a proper noun as common noun:

E.g. A Daniel come to judgement! (A Daniel = a very wise man)

6. Meaning 'one', referring to a single object or person:

E.g. I'd like an orange and two lemons please.

The burglar took a diamond necklace and a valuable painting

.

Notice also that we usually say a hundred, a thousand, a million.

7. NOTE: that we use 'one' to add emphasis or to contrast with other numbers:

E.g. we've got six computers but only one printer.

Definite article:

- The is called the Definite Article, because it normally points out some particular person or thing as,

E.g. A he saw the doctor; meaning some particular doctor.

- The definite article is used before singular countable nouns, plural countable nouns and uncountable nouns as,

E.g. The book, the books, the milk.

UNIT – IV – GRAMMAR

- Articles in English are invariable. That is, they do not change according to the gender or number of the noun they refer to, E.g. the boy, the woman, the children.

'The' definite article is used:

1. to refer to something which has already been mentioned.

E.g. The book you want is out of print.

Let's go the park.

2. when both the speaker and listener know what is being talked about, even if it has not been mentioned before.

E.g. 'Where's the bathroom?'

'It's on the first floor.'

3. in sentences or clauses where we define or identify a particular person or object:

E.g. The man who wrote this book is famous.

'Which car did you scratch?' 'The red one.'

My house is the one with a blue door.'

4. When a singular noun is meant to represent a whole class.

E.g. The horse is a noble animal.

5. Before some proper names, viz., these kinds of place-names.

- Oceans and seas E.g. the Pacific, the Black sea.

- Rivers E.g. the Nile.

- Canals E.g. the Suez canal.

- Deserts E.g. the Sahara.

- Groups of islands E.g. the West Indies.

- Mountain ranges E.g. the Himalayas

- a very few countries like the Irish Republic, the United Kingdom, the Netherlands.

6. to refer to objects we regard as unique:

E.g. the sun, the moon, the world.

7. before superlatives and ordinal numbers: (see Adjectives)

E.g. the highest building, the first page, the last chapter.

8. with adjectives, to refer to a whole group of people:

E.g. the Japanese (see Nouns - Nationalities), the old

9. with decades, or groups of years:

E.g. she grew up in the seventies

10. Before the names of certain books:

E.g. the Vedas, the Ramayana, the Iliad.

UNIT – IV – GRAMMAR

11. Before a Proper noun when it is qualified by an adjective or a defining adjective clause:

E.g. The greatest Caesar, the immortal Shakespeare

The Mr. Roy whom you met last evening is my uncle.

12. with superlatives:

E.g. The darkest cloud has a silver lining.

13. Before the musical instrument:

E.g. the Piano, the Flute.

Omission of the article:

1. Before names of substances and abstract nouns used in a general sense:

E.g. Wisdom is the gift of heaven.

Sugar is bad for your teeth.

2. with names of countries (if singular):

E.g. Germany is an important economic power.

He's just returned from Zimbabwe.

3. with the names of languages:

E.g. French is spoken in Tahiti.

English uses many words of Latin origin.

4. with the names of meals.

E.g. Lunch is at midday.

Dinner is in the evening.

5. with people's names (if singular):

E.g. John's coming to the party.

George King is my uncle.

6. with titles and names:

E.g. Prince Charles is Queen Elizabeth's son.

President Kennedy was assassinated in Dallas.

(But: the Queen of England, the Pope.)

7. After the 's possessive case:

E.g. His brother's car.

Peter's house.

UNIT – IV – GRAMMAR

8. with professions:

E.g.Engineering is a useful career.

He'll probably go into medicine.

9. with names of shops:

E.g.I'll get the card at Smith's.

Can you go to Boots for me?

10. with years:

E.g.1948 was a wonderful year.

Do you remember 1995?

11. With uncountable nouns:

E.g.Rice is the main food in Asia.

Milk is often added to tea in England.

War is destructive.

12. with most names of towns, streets, stations and airports:

E.g.Victoria Station is in the centre of London.

Can you direct me to Bond Street?

She lives in Florence.

13.in some phrases consisting of a preposition followed by its object:

E.g.by car, at home, in hand, at daybreak, on foot, at University, in church, in prison

Topic-3- Primary and Secondary Auxiliaries

A verb used in forming the tenses, moods, and voices of other verbs. The primary auxiliary verbs in English are be, do, and have; the modal auxiliaries are can, could, may, might, must, shall, should, will, and would.

Auxiliary Verbs "Be," "Do," "Have"

An auxiliary verb helps the main (full) verb and is also called a "helping verb." With auxiliary verbs, you can write sentences in different tenses, moods, or voices. Auxiliary verbs are: *be, do, have, will, shall, would, should, can, could, may, might, must, ought*, etc.

- I think I should study harder to master English.
- I am having a cup of coffee.
- You have been practicing hard.
- It was written by a petitioner.
- You may choose what you like.

The verb forms of *be, do, and have* can be used either as a main (full) verb or an auxiliary verb. The

UNIT – IV – GRAMMAR

following examples show these verbs used as auxiliary verbs.

1. "Be" as an auxiliary verb

a. Used in progressive sentences:

- I am taking a bath.
- She is preparing dinner for us.
- They have been studying all night.

b. Used in passive sentences:

- I was given a free meal.
- He was seen by fans at the airport.
- This song has been sung by all nations.

2. "Do" as an auxiliary verb

a. Used in negative sentences:

- I do not know the truth.
- She doesn't agree with me.
- They didn't arrive here yet.

b. Used in questions:

- Do you want to have another one?
- Did he finish his homework?
- Do we need to keep going straight?

3. "Have" as an auxiliary verb

a. Used in perfect sentences:

- I have been following you for a mile.
- We have done a lot so far.
- She had been queen of the town.

Examples of modal auxiliary verbs

Before we look at some of the possible meanings of modal auxiliary verbs we need to have some idea of what constitutes a modal in English and where they occur in a sentence. A few more examples should enable us to answer the second of these points fairly quickly and easily – the modals are in bold:

- He **should** be here by now.

UNIT – IV – GRAMMAR

- I **could** swim quite well when I was younger.
- You **mustn't** blame yourself for this.
- You **might** have discussed it with me first.
- You **can't** be serious!
- **Could** you open the window please?
- **Must** you make so much noise?
- She **had to** take her brother along with her.
- We **ought to** be going.

It should be clear from these examples that the modal verb occupies the first position in verb phrase, coming before any other auxiliary verb (like *have* or *be*) and the main lexical verb.

In questions the modal verb is simply inverted with the subject of the sentence as in examples 6 and 7 and it also carries the negative particle *not* (3rd and 5th examples).

The subject of the sentence has no effect on the form of the modal since almost in all cases they do not change at all.

So, a modal verb is quite simple as far as its form and position in various types of sentence are concerned; but what exactly are the modal verbs in English? The chart below lists the main modal auxiliaries that you are likely to meet and divides them into two categories *pure modals* and *semi-modals*, although in most cases the distinction is merely formal and their meanings are not affected by this division.

| <i>Pure modals</i> | <i>Semi-modals</i> |
|--------------------|--------------------|
| can | ought to |
| could | has/have (got) to |
| may | be able to |
| might | |
| shall | |
| should | |
| will | |
| would | |
| need *** | |

*** *need* is a special verb since as an auxiliary it is almost always negative and it is also a lexical verb as in sentences like *he needs to speak to you now*, while it acts as a modal verb in sentences such as *you needn't come to work tomorrow* where it has the same meaning as *don't have to*.

The forms of pure modals

The main characteristics of the pure modals are:

- they never change their form irrespective of the subject of the sentence
e.g. **he can swim**, not ***he cans swim**

UNIT – IV – GRAMMAR

- following on from the above feature, they do not change to show past tense
e.g. **she had to leave** not ***she musted leave**
- they all carry the negative of the sentence by the addition of **not/n't**
e.g. **I can't remember** not ***I don't can remember**
- they all form questions by inversion with the subject of the sentence.
e.g. **should I stay?**
- they are all followed by the base form of the verb without the addition of **to**
e.g. **he can swim** not ***he can to swim**

The forms of semi-modals

You will notice that this type of modal is made up of two or more separate words, the last one invariably being *to*. They are all modal in meaning but not in form as they behave differently in a sentence from the pure modals. It is perhaps best to think of the semi-modals in the form with the *to* infinitive that is given in the table rather than thinking of them as modals that need *to* + base form. We need to look at the form of each individual semi-modal separately.

Be able to

We use this semi-modal to express possibility or the ability to do something, but unlike the pure modals, *be able to* has a full range of tenses and also needs to inflect to show agreement with its subject. For example:

- He is able to offer you the best price possible.
- We were able to get in to see the film.
- They haven't been able to find the missing document.
- So, you aren't able to help.

Notice that the negative is carried either by the *be* element or the auxiliary verb that is closest to the subject of the sentence. It can also be accompanied by any of the pure modals:

- I will be able to see you after lunch.
- They might not be able to put us up for the night.

Has/have (got) to

This is used to express necessity or obligation to do something and shares some of the features of *be able to* discussed above. The *have* element of the form has to change to agree with its subject. Although it is normally used in the present tense, it also has its own past (*had to*) and can be used with pure modals to show the future or the attitude of the speaker:

- They have to be more punctual.
- He has to take responsibility for the accident.
- I had to help my father repair his car.
- We will have to put this off until tomorrow.
- You shouldn't have to suffer in silence.
- You don't have to come if you don't want to.
- He didn't have to do all the shopping.

UNIT – IV – GRAMMAR

From these few examples it should be clear that the negative *not* again attaches itself to the auxiliary verb (modal or main) that comes immediately after the subject of the sentence.

Ought to

It is usually claimed that the meaning of *ought to* is the same as *should* whether it refers to giving advice or making a logical deduction. So, to most native speakers the following sentences with *ought to* and *should* feel the same:

- You ought to see a doctor.
- You should see a doctor.
- They ought to have got back home by now.
- They should have got back home by now.

In practice, most speakers tend to prefer *should* for negatives and questions because the *ought to* and *oughtn't ... to* forms can sound rather clumsy and awkward.

- Ought you to be doing that?
- They oughtn't to (ought not to) do that.
- Oughtn't we to leave now?

Meanings of modal verbs

The main function of modal verbs is to allow the speaker or writer to express their opinion of, or their attitude to, a proposition. These attitudes can cover a wide range of possibilities including *obligation*, *asking for and giving permission*, *disapproval*, *advising*, *logical deduction*, *ability*, *possibility*, *necessity*, *absence of necessity* and so on. The problem with each modal verb is that it can have more than one meaning and the interpretation of a particular modal will depend heavily on the context in which it is being used. The following examples should help to illustrate this point.

- It might take more than a week. (possibility)
- You might have told me about it! (showing disapproval)
- He must take his medicine three times a day. (obligation)
- He must be French. (logical deduction)
- I can't lift that suitcase by myself. (ability)
- That can't be the right answer. (logical deduction)
- May I look at the questions now? (asking for permission)
- They say it may snow tomorrow. (possibility)

You probably also noticed from the examples that notions like *permission* and *possibility* can be expressed using different modal verbs – this, of course, only serves to complicate matters further since one modal verb can have more than one meaning, and one meaning can be expressed by more than one modal verb. In the space that we have available here it would be impossible to cover all the meanings of each of the modals, so as examples we will look at some of the ways that *obligation* and *logical deduction* can be expressed.

UNIT – IV – GRAMMAR

Obligation

The two main modals here are *must* and *have to*. The difference between them is usually given as follows: *must* is used to express an internal obligation that is imposed by the speaker, while *have to* refers to rules and regulations that are imposed from outside the speaker. Again, as with many points of grammar this is only intended as a rough guide.

To express a lack of obligation we cannot just automatically add *not* to the modal verbs without thinking more carefully about it first. How do you feel about the following sentences for instance?

- He must sing loudly.
- He mustn't sing loudly.

In the first sentence you would probably agree that this is *obligation* originating from, say, a teacher or someone with authority. The second sentence, however, does not express a *lack of obligation* but a *prohibition to do something*. The form that we use to express a *lack of obligation* could be one of the following:

- He doesn't have to get up early.
- He doesn't need to get up early.

This lack of balance in the use of modals can cause many problems for people who are learning English since it is quite illogical.

Logical deduction

This is another area of modal use that is fraught with difficulties for reasons similar to those just discussed above. Look at the following sentences:

The telephone rings:

- That'll be Frank.
- That must be Frank.
- That should be Frank.
- That could be Frank.
- That might be Frank.
- That may be Frank.

The modal verbs used here have been listed in what many consider to be the order of likelihood of something being true. You may or may not agree with this listing, but it gives you some idea of some of the choices available for drawing logical conclusions from situations. If we look at the negatives of these sentences, however, you can see just how much more complex it can become:

- That won't be Frank.
- That mustn't be Frank.
(To use **musn't** in this way as logical deduction is incorrect; we use **can't** instead.)
- That shouldn't be Frank.
- That couldn't be Frank.
- That mightn't be Frank.

UNIT – IV – GRAMMAR

Many of these sentences now denote completely different attitudes to the situation and you may even agree that some of them are either not English or are only marginally acceptable. The sentence which has probably moved furthest from its original intention is the second one (mustn't) which sounds very odd. In fact, the negative of *must* when we talking about deduction is *can't* – one more example of how complicated and counter-intuitive the system of English modals can be.

Past time with modals

We noted earlier that the pure modals do not change to show tense. Most of these modals do in fact have either present or future reference, but sometimes we need to refer back to the past. With the semi-modals there is little problem, but how can we do this for pure modal verbs? You may have picked up from some of the previous examples that one way to do this is to insert *have* immediately after the pure modal. But this is not always the case since *can* has its own past tense *could* when it refers to general ability. Some examples should help:

- I can speak German.
- I could speak German when I was seven years old.
- You should see this film.
- You should have seen this film.
- Indonesia must be hot.
- Indonesia must have been hot.
- He could find his wallet.
- He could have found his wallet.

Notice that in the third pair of sentences the meaning of *must* is logical deduction not obligation. If we want to use *must* for obligation then the past tense is *had to*.

- *She must visit her mother.*
- *She had to visit her mother.*

Tag questions

Definition

A tag question is a grammatical structure. It refers to a declarative statement or an imperative that are modified to become a question by adding an interrogative fragment.

Use

Question Tags

- can be considered as an indicator of politeness, emphasis, or irony;
- they may suggest confidence or lack of confidence;
- they may be confrontational or tentative;
- in legal settings, tag questions can be found in leading question.

Features of Tags

- Tag questions (or question tags) turn a statement into a question. They are often used for checking information that we think we know is true.

UNIT – IV – GRAMMAR

- Tag questions are made using an auxiliary verb (for example: be or have) and a subject pronoun (for example: I, you, she). Negative question tags are usually contracted: It's warm today, isn't it (not 'is it not')
- Usually if the main clause is positive, the question tag is negative, and if the main clause is negative, it's positive. For example: It's cold (positive), isn't it (negative)? And: It isn't cold (negative), is it (positive)?
- If the main clause has an auxiliary verb in it, you use the same verb in the tag question. If there is no auxiliary verb (in the present simple and past simple) use do / does / did (just like when you make a normal question).
- There is one weird exception: the question tag after I am is aren't I.
For example: I'm in charge of the food, aren't I?
- A tag question is a special construction in English. It is a statement followed by a mini-question. We use tag questions to ask for confirmation. They mean something like: "Is that right?" or "Do you agree?" They are very common in English.

The basic structure of a tag question is:

positive statement - negative tag
 Snow is white, isn't it?
negative statement - positive tag
 You don't like me, do you?

Possible Questions: (2 marks)

1. Write a conversation between two friends.
2. Add question tags to the following:
 It's very hot today, _____?
 Seetha will come, _____?
 Your father is a doctor, _____?
3. What is future tense?
4. What is future perfect tense?
5. What are articles?
6. Explain Be verbs
7. What are Definite articles?
8. What is simple present tense?

Possible Questions: (6 marks)

1. Explain tenses with examples.
2. Explain articles with examples.
3. What are articles? Explain each article with three examples.
4. What are modal auxiliaries? Illustrate with suitable examples.
5. Explain present and past tense with appropriate examples.
6. Explain primary auxiliaries with examples.
7. Fill in the blanks with suitable modal auxiliaries:
 1. Ramu _____ perform well in the exam.
 2. I _____ come tomorrow.
 - 3 Sita _____ do better in the next exam.
 4. It _____ rain today.
 5. Mala _____ to practice well before the real performance.

UNIT – IV – GRAMMAR

6. Rahul told Raghavi that he _____ try his level best to help her.
8. Write a dialogue between a student and a teacher.
9. Add question tag to the following:
 1. Arun is not feeling well, _____?
 2. Manisha did not like the movie, _____?
 3. The flowers are beautiful in the garden, _____?
 4. It is raining at Coimbatore, _____?
 5. Mohan doesn't work hard, _____?
 6. Let's go to the beach, _____?

| | | | | | |
|---|---------------|---------------|--------------|--------------|---------------|
| A _____ is word used as the name of a person,place,or thing | Pronoun | noun | verb | adjective | noun |
| _____ nouns are always written with a capital letter at the beginning. | Proper | abstract | common | collective | proper |
| Identify the countable noun from the words given: | cotton | French | oil | dress | dress |
| A noun that denotes a thing that is neither male or female is said to be_____ gender | common | feminine | masculine | neuter | neuter |
| A _____ is word used instead of a Noun. | Verb | Adverb | Adjective | Pronoun | Pronoun |
| There are_____ types of Articles | one | two | three | four | two |
| A or An is called the _____Article. | Definite | Indefinite | zero Article | neuter | Indefinite |
| Before a word beginning with a vowel sound _____ is used. | an | a | the | zero Article | an |
| Before a word beginning with a consonant sound _____ is used. | the | an | a | zero Article | a |
| An_____ is a word used to add something to the meaning of a noun. | Pronoun | Adverb | Adjective | Verb | Adjective |
| A _____ is a word that tells or asserts something about a person or thing. | noun | verb | adverb | adjective | verb |
| The Tense of a Verb shows the_____ of an action or event. | atmosphere | environment | place | time | time |
| The _____present tense is used to express a habitual action. | past | continuous | simple | future | simple |
| The _____present tense expresses general truths. | future | simple | past | continuous | simple |
| A _____ conjunction joins a clause to another on which it depends for its full meaning. | Co-ordinating | subordinating | simple | reflexive | subordinating |
| _____ is a word which modifies the meaning of a verb,an Adjective or another Adverb. | Adverb | Noun | Adjective | Verb | Adverb |
| Adverbs of time answers to the question word,_____. | what | how often | where | when | when |

Adverbs of Frequency answers to the question word, _____. how often what what manner where how often

Adverbs of Place answers to the question word, _____. what when where whom where

Adverbs of Manner answers to the question word, _____. when where what manner how often what manner

The interjection Alas! means _____. grief surprise approval joy grief

The interjection huzza! means _____. grief surprise approval joy joy

The interjection Hurrah! means _____. grief surprise approval joy joy

An _____ is a word which expresses some sudden feeling or emotion. Question Subordinating conjunctions Conjunction Interjection Interjection

Hello! Alas! Ah! etc are called as _____. Question Interjection Conjunction Subordinating conjunctions Interjection

A group of words like this, which makes complete sense, is called a _____. Sentence Subject Personification Predicate Sentence

Sentences are of _____ kinds. six three four seven four

A sentence that makes a statement or assertion is called a _____. Declarative Interrogative Imperative Exclamatory Declarative

Declarative sentence is also called as _____ sentence. Interrogative Imperative Exclamatory Assertive Assertive

A sentence that asks a question is called an _____ sentence. Interrogative Imperative Exclamatory Assertive Interrogative

A Sentence that expresses a command or an entreaty is called an _____ sentence. Declarative Interrogative Imperative Exclamatory Imperative

A sentence that expresses strong feeling is called an _____ sentence. Declarative Interrogative Imperative Exclamatory Exclamatory

Nature is the best physician'. is an example of _____ sentence. Declarative Interrogative Imperative Exclamatory Declarative

The places of subject and _____ in sentence are inter-changed in passive voice. object verb conjunction article object

_____ form of verb will be used only in passive voice present past past participle continuous past participle

Only the Past participle form of verb is used in _____ voice Active Passive simple future Compound Passive

| | | | | | |
|--|---------|------------------|-----------|-----------|----------|
| In Passive voice, the word_____ is used to denote the continuous tense | been | being | have | has | being |
| The word _____ is used to denote the perfect tense in passive voice. | being | been | have | will | been |
| Passive voice is written when the doer of the action is_____ | unknown | clear | sure | definite | unknown |
| Passive voice is used when the action is important than the _____of the action | friend | doer | enemy | achiever | doer |
| In passive voice, the doer of the action is _____ | hidden | always mentioned | necessary | important | hidden |
| Subject and verb in a sentence must agree in number and _____ | case | person | gender | voice | person |
| Subject and verb in a sentence must agree in _____and person | number | case | person | voice | number |
| If a subject in a sentence is singular the verb should be _____ | gender | plural | singular | person | singular |
| If a subject in a sentence is plural the verb should be _____ | person | gender | singular | plural | plural |
| Plural form of verb is used when the subject is _____ | plural | singular | pronoun | adverb | plural |
| Singular form of verb is used when the subject is _____ | noun | singular | article | plural | singular |
| The pronoun 'you' is followed by _____ when the sentence is simple present | is | were | are | was | are |
| The pronoun 'you' is followed by _____when the sentence is simple past | was | is | were | am | were |
| _____is the simple present tense verb for the pronoun 'I'. | is | was | were | am | am |
| _____is the simple past tense verb for the pronoun 'I'. | am | is | were | was | was |

| | | | | | |
|---|----------------|---------------|-----------------|--------------------|----------------|
| The simple Present is used to express a _____action | habitual | past | completed | just now completed | habitual |
| In vivid narrative, as substitute for the simple past, _____is used | simple present | simple future | present perfect | future continuous | simple present |

| | | | | | |
|---|-----------------|-----------------|-------------------|----------------------------|--------------------|
| To express a future event that is part f a fixed timetable or fixed programme_____ten se is used. | Simple past | simple present | future continuous | past continuous | simple present |
| _____tense is used to denote the action going on at the time of speaking | Past continuous | past continuous | future continuous | present perfect continuous | present continuous |
| _____tense is never used with adverbs of past time. | Past continuous | | present perfect | | Present perfect |
| To express past actions whose time is not given and not definite _____tense is used. | Past perfect | Past perfect | present perfect | Future Perfect | present perfect |
| | | | | present perfect continuous | present perfect |

| | | | | | |
|--|--------------------|-------------------|-----------------|----------------------------|-----------------|
| The _____ tense is used to denote an action going on at some time in the past. | Present continuous | future continuous | past continuous | present perfect continuous | past continuous |
| _____ tense expresses the future as fact. | Simple present | Simple past | Simple future | future continuous | Simple future |
| _____ He is dead. | Alas! | Bravo! | What! | Hurrah! | Alas! |
| _____ We have won the game. | Alas! | Bravo! | What | Hurrah! | Hurrah! |

KARPAGAM ACADEMY OF HIGHER EDUCATION, Coimbatore -21.**DEPARTMENT OF ENGLISH****CLASS : I B.Sc., BIO CHEMISTRY****PART II ENGLISH (17ENU101)****MULTIPLE CHOICE QUESTIONS UNIT - V**

| QUESTIONS | CHOICE - 1 | CHOICE - 2 | CHOICE - 3 | CHOICE - 4 | ANSWER |
|---|-------------------|-------------------|-------------------|-------------------|---------------|
| Rama is as old as_____. | I | me | him | her | me |
| I will do it _____. | ourselves | himself | myself | herself | myself |
| Rani put her bag next to _____. | herself | her | myself | yourselves | her |
| Rama and Hari work hard. _____ are praised by their teacher. | him | his | them | they | they |
| Kathir or Velu must lend _____ hand. | his | their | him | they | his |
| English has become _____ international language. | the | a | an | zero Article | an |
| _____ horse is a noble animal. | An | A | The | zero Article | The |
| _____ darkest cloud has a silver lining. | an | The | A | zero Article | The |
| _____ Gold is a precious metal. | The | An | zero Article | A | Zero Article |
| They speak _____ Punjabi at home. | An | Zero Article | The | A | Zero Article |
| Iron is one of the _____ useful metals. | more | most | many | every | most |
| Mumbai is the seaport _____ to Europe. | nearest | near | nearer | next | nearest |
| The boys are anxious _____ . | learn | learnt | to learn | learning | to learn |
| I arrived _____ New Street Station at 7.30. | at | on | by | between | at |
| He turned too early to make sure that he had a seat _____ the plane. | in | on | at | under | on |
| I saw Judith this morning, but she was _____ her car so I couldn't say hello. | on | in | through | at | in |
| He hurt his leg as he jumped _____ the wall. | across | along | over | through | over |
| The sun _____ in the east. | rise | rises | risen | is rising | rises |
| Fortune _____ the brave. | favour | favoured | favours | is favoured | favours |
| He _____ tea every morning. | drinks | drink | drank | druken | drinks |

| | | | | | |
|---|-------------|-------------|-------------|--------------|-------------|
| She has an important project to finish by next week,so she _____ in the evening at present. | works | are working | work | is working | is working |
| The boys _____ playing hockey. | are playing | play | playing | is playing | are playing |
| I could _____ recognize him | neatly | lately | hardly | early | hardly |
| He sings very _____. | is loudly | loudly | was loudly | has loudly | loudly |
| Dan was _____ engrossed in his book even to look up. | very | too | very too | too very | too |
| This has made many people _____ angry. | too | very too | very | too very | very |
| You could try phoning him, but I _____ doubt that he'll be at home. | very | too | very much | much | very much |
| Gold and silver _____ precious metals | are | were | is | have | are |
| He and I _____ playing | am | were | have | has | were |
| Every boy and girl _____ given a packet of sweets. | was | were | have | has | was |
| Mathematics _____ a branch of study in every school. | is | am | were | have | is |
| The news _____ true | were | is | have | has | is |
| The committee _____ issued its report | am | were | has | have | has |
| The United States _____ a big navy | have | were | are | has | has |
| Fifteen minutes _____ allowed to each speaker | is | are | have | were | is |
| Fifty thousand rupees _____ a large sum | are | is | have | were | is |
| Ten kilometres _____ a long walk | are | were | is | have | is |
| Nobody _____ here. | are | were | have | is | is |
| Everybody _____ when there is a crisis. | helps | help | are helping | were helping | helps |
| Somebody _____ to speak to you. | want | wants | are wanted | were wanted | wants |
| Either he or I _____ mistaken. | is | are | am | were | am |
| Neither you nor he _____ to blame | am | are | were | is | is |
| Neither my friend nor I _____ to blame. | is | am | are | were | am |
| Two _____ two make four. | and | since | for | if | and |
| A book's a book, _____, there is nothing in it. | because | although | for | either | although |
| I would die _____ I lied. | because | although | before | and | before |

| | | | | | |
|--|---|--|--|---|--|
| _____ he was not there, I spoke to his brother Rama will go _____ hari goes. He is stronger _____ Rama. | Since if that | although because if | As although and | and since than | As if than |
| His bark is worse _____ his bite. Hari is more stupid _____ Dhondu. He was so tired _____ he could scarcely stand. | that and and | if than than | and that that | than if if | than than that |
| Make hay _____ the Sun shines. Not only is he foolish, _____ obstinate. _____ he is suffering much pain,yet he does not complain _____! Have they gone _____! got such a fright. _____! What are you doing there. _____ Dont't make a noise. | Since so if Ah Bravo! Oh Bravo! | although but not because Hello What! Hello What! | As but also though Bravo Hush! Bravo Hush! | while too since Hurrah Oh! Hurrah Oh! | while but also though Ah Oh! Hello Oh! |

UNIT - V

KARPAGAM ACADEMY OF HIGHER EDUCATION
DEPARTMENT OF ENGLISH
WORK SHEET - I YEAR

I Filling the blanks with the suitable form of verb in a conditional sentence**1. Exercise**

Fill in the blanks with suitable conditional verb forms.

1. If you _____ to learn a musical instrument, you have to practise.
a) want b) wanted c) would want d) have wanted
2. If you _____ maths at school, you would find commerce difficult to understand.
a) learned b) didn't learn c) doesn't learn d) won't learn
3. If that was John, why _____ he stop and say hello?
a) do b) did c) don't d) didn't
4. If I _____ enough time tomorrow, I will come and see you.
a) get b) will get c) had got d) have got
5. If I _____ her name, I would tell you.
a) know b) knew c) have known d) had known
6. If I married you, we both _____ be happy.
a) will b) would c) would have d) would been
7. oil _____ if you pour it on water.
a) float b) floats c) would float d) floated
8. She would have come if you _____ her.
a) would invite b) had invited c) invited d) invite
9. If he _____ well, he would have passed the examination.
a) studied b) study c) had studied d) has studied
10. If you asked him neatly, he _____ you.
a) would have helped b) will have helped c) would help d) will help

I FILLING THE BLANKS WITH THE SUITABLE FORM OF VERB IN A CONDITIONAL SENTENCE**1. Answers**

1. want
2. didn't learn
3. didn't
4. get
5. knew
6. would
7. floats
8. had invited
9. had studied
10. would help

2. Exercise

1. If she (invite) me, I (go)
2. If it (rain), we (cancel) the match.
3. If I (get) a promotion, I (buy) a car.
4. If she (be late), we (go) without her.
5. If you (ask) more politely, I (buy) you a drink.
6. If you (not behave), I (throw) you out.
7. If he (win) the first prize, his mother (be) happy.
8. If he (get) proper medical care, he (survive)
9. If the drought (continue), plants and animals (perish).

2. Answers

1. If she **invites** me, I **will go**.
2. If it **rains**, we **will cancel** the match.
3. If I **get** a promotion, I **will buy** a car.
4. If she **is late**, we **will go** without her.
5. If you **ask** more politely, I **will buy** you a drink.
6. If you **don't behave**, I **will throw** you out.
7. If he **wins** the first prize, his mother **will be** happy.
8. If he **gets** proper medical care, he **will survive**.
9. If the drought **continues**, plants and animals **will perish**.

3. Exercise

Fill in the blanks with the correct tense forms of the verbs in the brackets

1. It _____ (rain) since last night, and it _____ (look) as if it may rain for the rest of the day.
2. My school _____ (hold) a food-and-fun fair next month to raise money for the school building-fund.
3. Look! Those bees _____ (buzz) round the flowers. The bees _____ not only _____ (collect) honey, but they _____ (pollinate) the flowers as well.
4. Mary told him what _____ (happen) to his dog, so he _____ (run)home to see how it _____ (be).

5. _____ the taxi _____ (come) yet ? It _____ (be) already ten minutes late. I hope it _____ (be) here soon.
6. We _____ (go) shopping last weekend. There _____ (be) a great crowd at the shoppingcenter. Most of the people _____ (do) their New Year's shopping.
7. It _____ (be) a fine morning today. The birds _____ (sing) in the trees, and there _____ (be) not a cloud in the sky.
8. That child _____ always _____ (ask) questions. Sometimes he _____ (ask) such complicated questions that I _____ (become) puzzled, too.
9. I thought that the grass _____ (need) cutting, but the lawnmower _____ (be) out of order. Therefore, I _____ (cut) the grass with a pair of shears.
10. Your friends _____ (wait) for you for over an hour. Where _____ you _____ (be) all this time ? You _____ (be) out for almost four hours.
11. She _____ (mop) the floor when her cousin came in. She _____ (scold) him angrily because he _____ (make) the floor dirty with his muddy shoes.
12. The police _____ (investigate) the robbery that _____ (take) place last week. So far, they _____ (discover) nothing and _____ (arrest) no one.
13. She _____ (look) very worried for the past few days; but when I _____ (ask) what the matter was, she _____ (say) that it _____ (be) nothing.
14. She says that she _____ (send) the letter a month ago; but, so far, she _____ (not receive) any reply. She _____ (think) that her letter _____ (be) lost in the post.
15. He walked along the road, wondering what _____ (happen) and where all the people _____ (go). The streets _____ (be) deserted, and the stalls _____ (be leave) as they _____ (be), with fruit and vegetables arranged in neat rows.

. Answers

1. It has been raining since last night, and it looks as if it may rain for the rest of the day.
2. My school is holding a food-and-fun fair next month to raise money for the school building-fund.
3. Look! Those bees are buzzing round the flowers. The bees are not only collecting honey, but they are pollinating the flowers as well.
4. Mary told him what had happened to his dog, so he ran home to see how it was.
5. Has the taxi come yet ? It is already ten minutes late. I hope it will be here soon.
6. We went shopping last weekend. There was a great crowd at the shopping center. Most of the people were doing their New Year's shopping.
7. It is a fine morning today. The birds are singing in the trees, and there is not a cloud in the sky.
8. That child is always asking questions. Sometimes he asks such complicated questions that I become puzzled, too.
9. I thought that the grass needed cutting, but the lawnmower was out of order. Therefore, I cut the grass with a pair of shears.
10. Your friends have been waiting for you for over an hour. Where have you been all this time ? You were out for almost four hours.
11. She was mopping the floor when her cousin came in. She scolded him angrily because he made the floor dirty with his muddy shoes.
12. The police are investigating the robbery that took place last week. So far, they have discovered nothing and have arrested no one.
13. She had been looking very worried for the past few days; but when I asked what the matter was, she said that it was nothing.

14. She says that she had sent the letter a month ago; but, so far, she has not received any reply. She thinks that her letter was lost in the post.

15. He walked along the road, wondering what had happened and where all the people had gone. The streets were deserted, and the stalls were left as they were, with fruit and vegetables arranged in neat rows.

II CHANGING POSITIVE TO NEGATIVE WITHOUT ALTERING THE MEANING

If we like to transform an Affirmative sentence into a Negative one without changing its meaning, we should use the **opposite word** with **not** or **the phrase that with not**. For example_
Richard is a **good** boy (Affirmative). Richard is a **not a bad** boy (negative).

For **good we use not bad**. That is, **good=not bad**

Hence the meaning doesn't get changed

1. Exercise

1. All the students liked the program. (Affirmative)
2. Chennai is hotter than Mumbai. (Affirmative)
3. The scorpion is shyer than other wall inhabitants. (Affirmative)
4. The farmer was too weak to walk. (Affirmative)
5. He is always on time. (Affirmative)
6. James runs faster than Peter. (Affirmative)
7. The water is too cold for me to drink. (Affirmative)
8. James can write faster than me. (Affirmative)
9. Everyone found the play interesting. (Affirmative)
10. This medicine is cheap. (Affirmative)
11. Iron is a heavy metal. (Affirmative)

2. Exercise

Rewrite the following affirmative sentences as negative sentences without changing their meaning. Note that this might involve replacing a word with its antonym. Sentences containing words like never are treated as negative sentences.

1. Stella is prettier than Mary.
2. Jack always agrees to help his friends.
3. He drives his car very carefully.
4. They have accepted the invitation for the party.
5. Very few children participated in the program.
6. A fox is cleverer than a jackal.
7. This shop only sells expensive articles.
8. She always keeps her room tidy.
9. He is polite to everyone.
10. He is very industrious.

3. Exercise

1. He **is** an Indian citizen (Affirmative).
2. There are good books in the library
3. She is soft as cream
4. He may come tomorrow
5. There are possible dangers
6. There can be rain

4. Exercise

1. He is too proud to beg.
2. It is never too late to mend.
3. He is too ignorant for the post of a postman.
4. This shirt is small for me.
5. He speaks too fast to be understood.

5. Exercise

1. You are not very kind.
2. She was not present.

3. He is never late for meetings.
4. She is not obedient.
5. This is not a big problem.
6. You are not allowed to enter my home.
7. You have not paid your fee.
8. He was not given admission.
9. She was not allowed to enter the house.
10. We must not make insensitive remarks.
11. There aren't many apples on the tree.
12. She doesn't have many friends.
13. I didn't get good grades.

II CHANGING POSITIVE TO NEGATIVE WITHOUT ALTERING THE MEANING

1. Answers

1. None of the students disliked the program. (Negative) / **No** student **disliked** the program. (Negative)
2. Mumbai is **not as hot as** Chennai. (Negative)
3. No other **wall inhabitant is as shy as** the scorpion. (Negative)
4. The farmer **was so weak that** he could not walk. (Negative)
5. He **is never late**. (Negative)
6. Peter **does not run** as fast as James. (Negative)
7. The water is **so cold that** I cannot drink it. (Negative)
8. I **cannot write as fast as** James. (Negative)
9. **No one found** the play uninteresting. (Negative)
10. This medicine **is not expensive**. (Negative)
11. Iron is **not a light** metal. (Negative)

2. Answers

1. Mary is not as pretty as Stella.
2. Jack never refuses to help his friends.
3. He does not drive his car carelessly.
4. They have not refused the invitation for the party.

5. Not many children participated in the program.
6. A jackal is not as clever as a fox.
7. This shop does not sell cheap articles.
8. She never leaves her room tidy.
9. He is not rude to anyone.
10. He is not lazy.

3. Answers

1. It **is not** that he is **not** an Indian citizen. (Negative)
2. There are no bad books in the library
3. It is not that she is not soft as cream
4. It is not that he may not come tomorrow
5. It is not that there are no possible dangers
6. It is not that there can be rain.

4. Answers

1. He is so proud that he will not beg.
2. It is not so late that it can not be mended
3. He is so ignorant that he is not suitable for the post of a postman
4. This shirt is so small that it is not suitable for me
5. He speaks so fast that he can not be understood.

5. Answers

1. You are unkind / cruel.
2. She was absent.
3. He is always on time for meetings.
4. She is disobedient.
5. This is a small problem.
6. You are forbidden from entering my home.
7. You have failed to pay your fee.
8. He was denied admission.
9. She was prevented from entering the house.
10. We must refrain from making insensitive remarks.
11. There are few apples on the tree.
12. She has few friends.
13. I got bad / poor grades.

III Fill in the blank with suitable modal

1. Exercise

I Fill in the blanks with a suitable modal verb.

1. You _____ brush your teeth after every meal.
2. The boys _____ train hard if they want to win the competition.
3. If it does not rain tomorrow, we _____ go for a picnic.
4. _____ you like to join me for a trip up Cameron Highlands ?

5. You _____ pay \$5 if you want to take part in the contest.
6. _____ I go to the toilet please ?
7. Children _____ respect their elders.
8. Mrs. Tay _____ leave for Bangkok tomorrow for a business meeting.
9. I _____ take a holiday after working tirelessly on this project.
10. Although Daniel is an obedient child, he _____ be rebellious at times.

2. Exercise

1. Wewin this match.
2. Youhave good manners.
3.he live long!
4. A catnot chase a tiger.
5. Theyfinish this work in the evening.
6. Weobey our elders.
7. Whoarrange money at this time?
8. My uncle..... speak five languages.
9. She told me that shecarry my books.
10. He said that hego there if necessary.
11. With some luck wewin the match.
12. Youtake the medicine. Fever is high.
13. Heplay hockey when he was in college.
14. Our teameasily defeat their team.
15. The patientbe shown to the doctor at once.
16. Youhelp your friends in difficulty.
17. Theyvote for me, I am sure.
18. Yoube punctual.
19. If you practise well yoube selected in the team.
20. She has headache. She not go to the party.

3. Exercise

Fill in the blanks with appropriate modal auxiliary verbs. Each question is followed by four suggested answers. Choose the most appropriate one.

1. He is afraid to speak, lest he be laughed at.
a) would b) should c) can d) could
2. He said he not come.
a) would b) should c) can d) ought
3. Had I seen you, I have come.
a) would b) should c) ought d) can
4. He swim across the river when he was young.
a) could b) can c) might d) should
5. He told me that he not help me.
a) could b) can c) ought d) shall
6. you live long!
a) may b) might c) shall d) should
7. If I had studied medicine I have become a doctor.
a) will b) would c) can d) may
8. I have arrived in time, if I had not lost my way.

- a) could b) can c) may d) shall
 9. I very much like to see my old classmates.
 a) will b) would c) should d) might
 10. We not hurry, we have got plenty of time.
 a) should b) need c) must d) would

4. Exercise

Fill in the blanks with appropriate auxiliary verbs. Choose your answers from the options given in the brackets.

1. When I was young, I run four miles at a stretch. (could / can / might)
2. Why you not attend the meeting yesterday. (could / can / will)
3. The doctor said he operate on the patient. (will / would / shall)
4. Behave towards others as you like them to behave towards you. (would / will / could)
5. If I were a king, I make you my queen. (will / can / would)
6. You take one of those books if you like. (can / must / should)
7. I rather read a book than watch that ridiculous movie. (would / should / must)
8. If I interrupt you for a moment, Sir, how is this new scheme going to improve the situation? (would / should / might)
9. Farmers use fertilizers so that they have a rich harvest. (may / should / would)
10. She says she have her own way in the matter. (can / must / might)

5. Exercise

1. She looks pretty sick. I think she go to a doctor. a) should b) can
2. You've been driving all day. You be exhausted! a) should b) must
3. You smoke so much. It's bad for your health. a) can't b) shouldn't
4. Hey I'm lost. you help me? a) Can b) Should
5. You have such a beautiful voice. You sing for us! a) should b) can
6. I know he speaks five languages, but he speak Arabic? a) should b) can
7. That looks very expensive. It have cost a fortune! a) should b) must
8. I believe that you failed your test! a) can't b) shouldn't
9. I'm on my way. I be there in about
- 10 minutes. a) should b) can 10. I afford that. a) can't b) shouldn't

6. Exercise

Rewrite the sentences using the modal verbs in brackets.

1. It's possible that Jane will visit Switzerland next year. (could)
2. I'm thinking about taking Spanish lessons. (may)
3. I'm sure they'll be home by now. (must)
4. James definitely isn't eighteen yet! (can't)
5. It's possible the weather will be sunny tomorrow. (might)
6. I'm sure that Mrs Smith didn't leave home. (can't) Mrs Smith ...
7. Perhaps she's gone to stay with her mother. (might) She ...
8. It's possible that Mr Smith committed a crime. (may) Mr Smith ...
9. I'm certain that he buried something in the garden. (must) He ...

10. Perhaps he won the lottery. (could) He ...
11. I'm sure he bought a new car. (must) He ...
12. Perhaps Mr Smith murdered his wife. (might) Mr Smith ...
13. I'm sure she's at home. (must)
14. I know that isn't Janet-She's in America. (can't)
15. I'm sure she thinks I'm stupid. (must)
16. I bet I look silly in this coat. (must)
17. They're always buying new cars. I'm certain they have a lot of money. (must)
18. I'm sure he's not a teacher. He's too well dressed. (can't)
19. You're an architect? I'm sure that's an interesting job. (must)
20. I'm sure you're not serious. I know you're joking. (must)
21. I'm sure he's got another woman. He keeps coming home late. (must)
22. This water is possibly dangerous. (could)
23. Politics is sometimes really boring. (can)

7. Exercise

Rewrite the sentences using a modal verb.

1. It isn't necessary for you to take a jacket.
2. I advise you to see a dentist.
3. You aren't allowed to talk during the exam.
4. It's forbidden to park here.
5. I advise you to study harder.
6. He is obliged to go to the police station twice a week.
7. Tom knows how to speak Spanish.
8. He had permission to go to the party.
9. It isn't possible that that is our plane.
10. It isn't necessary to take a thick coat.
11. I wish I had paid for half of the meal, but I didn't.
12. It was wrong of Mary to tell Steve about us.
13. Perhaps Anita didn't get the text message.
14. It's possible that they went to the cinema.
15. It wasn't a good idea to ask the other couple to come with us.
16. I am certain you haven't seen John because he is on a trip. You...
17. It is possible that Jake is in his room. Jake...
18. Perhaps we will not see them at the weekend. We...
19. I don't know if I will go to the concert. I...
20. They are certain that bringing up children is not easy. Bringing up children...
21. It is unnecessary for you to come. You...
22. I advise him to give up smoking. He...
23. Eating chewing-gum in the class is prohibited. Students...
24. There was an obligation to turn off the mobile phone. We...
25. I didn't have the ability to cook when I was younger.

III FILL IN THE BLANK WITH SUITABLE MODAL

1. Answers

1. You should brush your teeth after every meal.
2. The boys must train hard if they want to win the competition.
3. If it does not rain tomorrow, we could go for a picnic.

4. Would you like to join me for a trip up Cameron Highlands ?
5. You must pay \$5 if you want to take part in the contest.
6. May I go to the toilet please ?
7. Children must respect their elders.
8. Mrs. Tay will leave for Bangkok tomorrow for a business meeting.
9. I need to take a holiday after working tirelessly on this project.
10. Although Daniel is an obedient child, he can be rebellious at times.

2. Answer

1. Can, 2. must, 3. may, 4. can, 5. can, 6. ought to, 7. can, 8. can, 9. would, 10. would, 11. can, 12. must, 13. used to/would, 14. can, 15. must, 16. should, 17. would, 18. should, 19. would, 20. Should

3. Answers

1. b) should
2. a) would
3. a) would
4. a) could
5. a) could
6. a) may
7. b) would
8. a) could
9. b) would
10. b) need

4. Answers

1. could, 2. could, 3. would, 4. would, 5. would, 6. can, 7. would, 8. might, 9. may, 10. must

5. Answers

- 1)a 2)b 3)b 4)a 5)a 6)b 7)b 8)a 9)a 10)a

6. Answers

1. Jane could visit Switzerland next year.
2. I may take Spanish lessons.
3. They must be home by now.
4. James can't be eighteen yet!
5. The weather might be sunny tomorrow.
6. Mrs Smith can't have left home.
7. She might have gone to stay with her mother.
8. Mr Smith may have committed a crime.
9. He must have buried something in the garden.
10. He could have won the lottery.
11. He must have bought a new car.
12. Mr Smith might have murdered his wife.
13. She must be at home.
14. I know that it can't be Jane-She's in America.
15. She thinks I must be stupid.
16. I must look silly in this coat.
17. They're always buying new cars. They must have a lot of money.

18. He can't be a teacher. He's too well dressed.
19. You're an architect? It must be an interesting job.
20. I'm sure you're not serious. You must be joking.
21. He must have another woman. He keeps coming home late.
22. This water could be dangerous.
23. Politics can be really boring.

7. Answers

1. You needn't / don't have to take a jacket.
2. You should see a dentist.
3. You must talk during the exam.
4. You mustn't park here.
5. You should study harder.
6. He must go to the police station twice a week.
7. Tom can speak Spanish.
8. He could / was allowed to go to the party.
9. That can't be our plane our plane.
10. You needn't / don't have to take a thick coat.
11. I should have paid for half of the meal, but I didn't.
12. Mary shouldn't have told Steve about us.
13. Anita may not have got the text message.
14. They may have gone to the cinema.
15. You shouldn't have asked the other couple to come with us.
16. You can't have seen John because he is on a trip.
17. Jake may be in his room.
18. We may not see them at the weekend.
19. I may not go to the concert.
20. Bringing up children can't be easy.
21. You needn't / don't have to come.
22. He should give up smoking.
23. Students mustn't eat chewing-gum in the class.
24. We must turn off the mobile phone.
25. I couldn't cook when I was younger.

IV FRAMING A QUESTION TO A STATEMENT

1.Exercise

Read the following sentences and frame appropriate questions.

1. Ravi will prepare the draft today itself.
2. The men pulled the animal out using ropes.
3. You will find the keys on the table.
4. The man at the gas station will help you.
5. They will close the shop at 9 pm.
6. We can rely on her promises.
7. I shall write to the manager.
8. You will be treated as a friend.
9. She will invite the CEO as the Chief Guest.
10. They will see the Niagara Falls during their trip to Canada.

2. Exercise

Frame questions which will elicit the following answers.

1. These are John's books.
2. I want a pen.
3. We will stay with our cousins.
4. I am going with my aunt.
5. I went there to meet James.
6. My boy is the one in red shirt.
7. I come from Bangkok.
8. I met him last week.
9. This bridge is fifty feet long.
10. My father is sixty years old.
11. I have two brothers and two sisters.
12. Mr. Mathews is our headmaster.
13. We came to this place five years ago.

3. Exercise

Make question sentences from the following statements using **do, does or did**.

1. My mother makes delicious cakes.
2. My sister works at a bank.
3. He spends a lot of time working on his computer.
4. My father goes to office by car.

5. The children practice the piano every morning.
6. Our team played well yesterday.
7. I met your dad yesterday.
8. He wants to go abroad.
9. Susie sings well.
10. Maya bought a new car last week.

IV FRAMING QUESTIONS TO A STATEMENT

1. Answers

1. When will Ravi prepare the draft? / Who will prepare the draft today itself?
2. What did the men pull out using ropes? / How did the men pull the animal out?
3. Where will you find the keys? / What will you find on the table?
4. Who will help you? / What will the man at the gas station do?
5. When will they close the shop?
6. Can we rely on her promises? / On whose promises can we rely?
7. Whom shall I write to?
8. How will you be treated?
9. Whom will she invite as the Chief Guest?
10. What will they see during their trip to Canada? / When will they see the Niagara Falls?

2. Answers

1. Whose books are these?
2. What do you want?
3. Whom will you stay with?
4. I am going with my aunt.
5. Why did you go there?
6. Which is your boy?
7. Where do you come from?
8. When did you meet him?
9. How long is this bridge?
10. How old is your father?
11. How many brothers and sisters do you have?
12. Who is your headmaster?
13. When did you come to this place?

3. Answers

1. **Does** my mother make delicious cakes?
2. **Does** my sister work at a bank?
3. **Does** he spend a lot of time working on his computer?

4. **Does** my father go to office by car?
5. **Do** the children practise the piano every morning?
6. **Did** our team play well yesterday?
7. **Did** I meet your dad yesterday?
8. **Does** he want to go abroad?
9. **Does** Susie sing well?
10. **Did** Maya buy a new car last week?

V REWRITE THE SENTENCES CHANGING THE UNDERLINED WORD AS DIRECTED.

1. Exercise

Rewrite the following sentences as directed.

1. I could not finish the project on time. (Rewrite using 'able to')
2. I must submit the project tomorrow. (Rewrite using necessary)
3. Could they solve the problem? (Rewrite using 'possible')
4. If you feel that it is necessary for you to make changes in the document, feel free to do so. (Rewrite using 'need')
5. Prospero could not make him change his ways. (Rewrite using possible)
6. You should be able to guide us. (Rewrite using ought to)
7. He would spend hours in the water. (Rewrite using 'used to')
8. The project should get good publicity. (Rewrite using another suitable auxiliary in place of the underlined one.)
9. I am able to tell you that it has really made a difference. (Rewrite using 'can')

2. Exercise

Rewrite the following sentences as directed. An example is given below.

You are the only person who loves me. (Rewrite using No one)

No one other than you loves me. OR No one besides you loves me.

1. That was a horrible experience. (Rewrite using What a...)
2. The train arrived as soon as we reached the station. (Rewrite using hardly...when...)
3. He was so weak that he could not walk. (Rewrite using too...to...)
4. She is too polite to refuse. (Rewrite using so...that...)

5. As soon as the tiger appeared, the hunter shot it down. (Rewrite using No sooner....than...)
6. Though he was young he fought valiantly. (Rewrite the sentence so that it begins with Young as...)
7. Not only Peter but Jack also got a prize. (Rewrite using as well as.)
8. If you do not obey my orders you will be dismissed. (Rewrite using unless.)
9. I opened the door but I saw nothing. (Rewrite using anything.)

3. Exercise

Rewrite the following sentences as directed.

1. The tea was so hot that I could not drink it. (Change into a simple sentence)
2. He is too arrogant to listen to advice. (Change into a complex sentence)
3. He worked hard that he might pass the examination. (Change into a simple sentence)
4. He is too stupid to handle such a difficult situation. (Remove too)
5. John is the tallest boy in the class. (Use the comparative form of the adjective)
6. I could not do it even if I tried. (Change into a simple sentence)
7. No sooner did I hear the gunshot than I rushed to the spot. (Rewrite using as soon as.)
8. Hardly had I solved one problem when another cropped up. (Rewrite using no sooner ...than)
9. Only trained graduates need to apply. (Use none instead of only)
10. Work hard or you will fail. (Change into a complex sentence)

4. Exercise

Rewrite the following sentences as directed. This grammar exercise tests your knowledge basic grammar rules and structures.

1. People speak English all over the world. (Begin the sentence with 'English'.)
2. The police have arrested the thief. (Begin with 'The thief'.)
3. Both men and women are watching the show. (Begin with 'The show'.)
4. People play football all over the world. (Begin with 'Football'.)
5. The boys were singing the national anthem. (Begin with 'The national anthem')

6. Our team will certainly win the match. (Begin with 'The match'.)
7. They haven't announced the news yet. (Begin with 'The news'.)
8. Students are to write the answers on both sides of the paper. (Begin with 'The answers'.)
9. His supporters have always admired him. (Begin with 'He')
10. The contractor is fixing the roof. (Begin with 'The roof'.)

5. Exercise

1. It was dinner time when he finished . (Rewrite as simple sentence)
2. On the hooks were more fish than the others had caught all together. (Change the degree)
3. He has become the fourth -largest manufacturer of personal computers in America.(Rewrite in Future Perfect Tense)
4. Michael Dell was the youngest man ever to head Fortune 500 corporation.(Change the degree)
5. Growing up in Houston, Texas, Michael and his two brothers were imbued by their parents.(Rewrite as compound sentence)
6. I wasn't a bad doctor. (Add a question tag)
7. I wasn't quite sure of myself. (Rewrite as affirmative)
8. I had successive ideas of specializing in dermatology, in aural surgery, in pediatrics but discarded them all. (Rewrite as simple sentence)
9. I took him around with me . (Change the voice)
10. When I saw the prizes and read the citation Chaitanya had received, I was stupefied. (Use 'No sooner.....than')
11. He was a special child. (Rewrite as Rhetorical question)
12. One day , King Amrut and Chandan were taking a walk on the terrace of the palace. (Rewrite the sentence using Past Perfect Continuous Tense)
13. They could see far into the distance.(Use 'able to')
14. He was delighted to see the prosperity of his kingdom.(Use gerund form of the underlined word)
15. What more could they ask for?(Rewrite as Assertive sentence)
16. Soon he walked up to the king and whispered something in his ears. (Use 'No sooner....than')
17. "Did you like the story, Meenu?"Raghu asked. (Rewrite into Indirect speech)
18. I would show him my finger. (Use 'used to')
19. I would close the cage and put it near my pillow. (Rewrite as simple sentence)
20. At 6 sharp in the morning, he would start to be restless.(Frame wh-question to get the underline part as an answer)
21. When he became a fully grown up one , he began to go far and wide. (Use 'No sooner.....than')
22. The bird was spotted in pairs almost everyday. (Change the voice)
23. How can they be seen? (Rewrite as Assertive)
24. It is achievable. (Rewrite as negative)
25. All this is being done very efficiently and at a low cost.(Change into Active Voice)
26. Parking will be difficult and expensive. (Use "not only but also)

27. People will use public transport rather than cars. (Make it less certain)
28. There are some glimmers of hope. (Add a question tag)
29. They have excuses ready when they reach office late. (Identify the clause)
30. They have never seen a sunrise. (Change the voice)
31. She felt terrible about this tendency. (Rewrite as Exclamatory)
32. His father would undoubtedly be left shaking his head and burying himself deeper into his newspaper. (Use 'not only...but also')
33. "They have promised that the funds we have given to initiate the process will be returned to us," Mr. Pawar says. (Rewrite as Indirect speech)
34. Can you please hold it for me? (What does underlined Modal Auxiliary indicate?)
35. It should keep for a while. (Replace the Modal Auxiliary with another indicating obligation)
36. Reuben respectfully touched his worn cap. (Rewrite the sentence using adjective form of the underlined word.)
37. He ran towards the sound and stopped at a construction site. (Rewrite as simple sentence)
38. Dora had never received such a gift. (Rewrite in Present Perfect tense)
39. A religious ceremony was attended by nearly two lakh people. (Begin with -Nearly two.....)
40. As we were nearing the steps leading to a foot over bridge, people started pushing from behind. (Use 'no sooner ... than')
41. There was nothing she could do about it. (Rewrite as Rhetorical Question)
42. "They have promised that the funds that we have given to initiate the process will be returned to us," Mr. Pawar said. (Rewrite as Indirect Speech)
43. The school had no regular calendar. (Rewrite as Affirmative)
44. India's present epoch maker has come over here to bless the state of Maharashtra. (Use gerund form of underlined word)
45. Both India and Maharashtra can progress only when there is oneness of interest. (Use 'If ..not')
46. I had no anxiety and no high ambitions. (Use 'neither.....nor')
47. It was tough but intellectually satisfying. (Rewrite as complex sentence)
48. He brought the coconuts down. (Change the voice)
49. It is a book about the transformation of India. (Begin with - 'The book....')
50. Can anyone really conceive of a world without poverty? (Rewrite as Assertive Sentence)

IV REWRITE THE SENTENCE CHANGING THE UNDERLINED WORD AS DIRECTED

1. Answers

1. It **was not possible** for me to finish the project on time.
2. It is **necessary** for me to submit the project tomorrow.
3. **Was it possible** for you to solve the problem?
4. If you **need** to make changes in the document, feel free to do so.
5. It **was not possible** for Prospero to make him change his ways.
6. You **ought to** guide us.
7. He **used to** spend hours in the water.
8. The project **ought to** get good publicity.
9. I **can** tell you that it has really made a difference.

2. Answers

1. What a horrible experience it was!
2. We had hardly reached the train when the train arrived.

3. He was too weak to walk.
4. She is so polite that she will not refuse.
5. No sooner did the tiger appear than the hunter shot it down.
6. Young as he was, he fought valiantly.
7. Peter as well as Jack got a prize.
8. Unless you obey my orders you will be dismissed.
9. I opened the door but I didn't see anything. (Nothing means 'not anything'.)

3. Answers

1. The tea was too hot for me to drink.
2. He is so arrogant that he will not listen to advice.
3. He worked hard to pass the examination.
4. He is so stupid that he cannot handle such a situation.
5. John is taller than any other boy in the class.
6. Despite trying, I could not do it.
7. As soon as I heard the gunshot I rushed to the spot.
8. No sooner had I solved one problem than another cropped up.
9. None but trained graduates need to apply.
10. If you do not work hard, you will fail.

IV Answers

4. Answers

1. English **is spoken** all over the world.
2. The thief **has been arrested** by the police.
3. The show **is being watched** by both men and women.
4. Football **is played** all over the world.
5. The national anthem **was being sung** by the boys.
6. The match **will certainly be won** by our team.
7. The news **hasn't been announced** yet.
8. The answers **are to be written** on both sides of the paper.
9. He **has always been admired** by his supporters.
10. The roof **is being fixed** by the contractor.

5. Answers

1. He finished at the dinner time.
2. The others had not all together caught as many fish as there were on the hook.
3. He will have become the fourth -largest manufacturer of personal computers in America
4. No other man ever to head Fortune 500 corporation was as young as Michael Dell
5. Michael and his two brothers grew up in Houston, Texas and were imbued by their parents.
6. I wasn't a bad doctor, was I?
7. I was doubtful of myself.
8. In spite of having successive ideas of specializing in dermatology, in aural surgery, in pediatrics I discarded them all.
9. He was taken around with me.
10. No sooner did I see the prizes and read the citation Chaitanya had received than I was stupefied.
11. Wasn't he a special child?
12. One day, King Amrut and Chandan had been taking a walk on the terrace of the palace.
13. They were able to see far into the distance.

14. He was delighted seeing the prosperity of his kingdom.
15. They could not ask for any more.
16. No sooner did he walk up to the king than whispered something in his ears.
17. Raghu asked Meenu if she liked the story.
18. I used to show him my finger.
19. Closing the cage I would put it near my pillow.
20. When would he start to be restless?
21. No sooner did he become a fully grown up one than he began to go far and wide.
22. We spotted the bird in pairs almost every day.
23. They cannot be seen.
24. It is not unachievable.
25. We are doing all this very efficiently and at a low cost
26. Parking will not only be difficult but also be expensive.
27. People may use public transport rather than cars.
28. There are some glimmers of hope, aren't there?
29. Adverb clause of time
30. A sunrise has never been seen by them.
31. How terrible she felt about this tendency!
32. His father would undoubtedly be left not only shaking his head but also burying himself deeper into his newspaper
33. Mr. Pawar says that they have promised that the funds they have given to initiate the process will be returned to them.
34. 'Can' indicates polite request
35. It must keep for a while.
36. Reuben touched his worn cap with respect.
37. Running towards the sound he stopped at a construction site.
38. Dora has never received such a gift.
39. Nearly two lakh people attended a religious ceremony.
40. No sooner were we nearing the steps leading to a foot over bridge than people started pushing from behind.
41. Was there anything she could do about it?
42. Mr. Pawar said that they had promised that the funds that they had given to initiate the process would be returned to them.
43. The school had an irregular calendar.
44. India's present epoch maker has come over here for blessing the state of Maharashtra.
45. Both India and Maharashtra cannot progress if there is not oneness of interest.
46. I had neither anxiety and nor high ambitions.
47. Though it was tough, it was intellectually satisfying.
48. The coconuts were brought down by him.
49. The book is about the transformation of India.
50. No one can really conceive of a world without poverty.

Register No _____

Karpagam Academy of Higher Education

COIMBATORE 641 021

I INTERNAL EXAMINATION - JULY 2017

(For the students of B.Sc Maths, Chemistry, Physics, BT, MB, BC)

17ENU101

Date: _____

DURATION-2HRS

MARKS-50

PART-A

20X1=20 Marks

Choose the best answers:

1. ----- are the code of conduct stipulated in the sacred and ancient scriptures.
a. **Morals** b. Religions c. Studies d. Gods
2. ----- is used instead of a Noun.
a. Noun b. **Pronoun** c. Adjective d. Adverb
3. ----- is the greatest and most distinguished faculty of man.
a. Moral b. Code c. **Reason** d. God
4. **Identify the Adverb:** He painted the wall sincerely.
a. painted b. wall c. he d. **sincerely**
5. Man by nature is a social and a ----- being.
a. Social b. Antisocial c. Uncouth d. **Moral**
6. A rationalist's morals are much more meaningful, natural and -----.
a. **Benevolent** b. Kind c. Caring d. Benign
7. An Indian needs immediate ----- and remedy.
a. **Liberation** b. Freedom c. Discharge d. Sovereignty
8. Traditionally, comic books have been primarily aimed at -----.
a. Old b. Young c. **Children** d. Women
9. Collectors often pay incredible prices for figurines and old -----.
a. Coins b. Stamps c. Furniture d. **Editions**
10. Modern comics of -----, the heroes are no longer invincible.
a. 1990 b. 1980 c. **1970** d. 1960
11. Pulitzer winning Maus, which reimagines the Holocaust, casting cats as the -----.
a. **Nazis** b. Fascists c. Terrorists d. Fundamentalists
12. ----- is the comics created in Japan or by creators in the Japanese language.
a. **Manga** b. Tinga c. Tonga d. Donga
13. Chris Ware describes the life of an ordinary man, in ----- pages.
a. 80 b. 90 c. 60 d. **70**
14. Ware's designs are on the edge of a ----- style.
a. **Diagrammatic** b. Narrative c. Grand d. Le' Grand
15. The pages of Chris Ware's book evoke a mixture of -----
a. **Emotions** b. Feeling c. Sentiment d. Passion

16. The opening lines reveal the speaker's relationship with "her" or -----.
- a. **Nature** b. Society c. Forest d. City
17. As the poet rowed the boat along, he could hear the "mountain -----"
- a. Sounds b. **Echoes** c. Noises d. Scream
18. The poet was still able to control his little boat and cut "through the water like a -----"
- a. Duck b. Crane c. Pelican d. **Swan**
19. Nature is suddenly something not only to be enjoyed, but something to be -----.
- a. **Feared** b. Alarmed c. Troubled d. Shocked
20. The Stolen Boat shows us the beautiful as well as the ----- side of nature.
- a. Risky b. **Dangerous** c. Tricky d. Safe

PART-B**3X2=6Marks****Answer all the questions:**

21. What are morals?

Morals are codes of conduct stipulated in the sacred and ancient scriptures.

22. What is meant by comics?

Comics are books filled with comical pictures to entertain and amuse the readers and it also evokes laughter in the readers.

23. Who wrote "The Stolen Boat"?

William Wordsworth

PART-C**3X8=24 Marks****Answer the following:**

24. (a) How do you justify the statement, "Reason is the greatest and most distinguished faculty of man?"

Reason distinguishes man from animals.

It helps man to come up with wonderful inventions.

Man has benefitted from reason in terms of health, comfort and luxuries.

Religion prevents man from using reason to the maximum

Reason when put to proper use can provide immeasurable benefit.

(or)

(b) What is the moral responsibility of a rationalist?

Moral responsibility of a rationalist lies within his powers and conviction.

A rationalist's morals are more meaningful, natural and benevolent.

He does not follow anything blindly out of fear or ignorance.

A rationalist can create a perfect moral belief system

A rationalist's way of moralizing depends on secular reasoning as it is free from superstitions and unreal stories.

25. (a) How does a graphic novel can help us to understand our childhood?

Graphic novel brings back childhood memories.

It helps one to connect to childhood by reliving those joyful moments.

The impact of graphic novel plays a vital role in moulding a person's personality.

It helps one to retain thirst innocence and thereby ensures liveliness and happiness.

(or)

(b) Explain the statement "the heroes are no longer invincible"?

The heroes are no longer invincible or indestructible – they are affected by age or their own weakness.

These heroes are made and remade, injuries cause real suffering to them just like ordinary men and they also die.

The readers understood slowly that they are also ordinary humans and the media now a day's bring out the personal life of the heroes to the light.

26. (a) Write an essay on "The Stolen Boat?"

The poem begins with the poet narrating an incident from his childhood. On a summer evening, the young poet found a little boat tied to a willow tree in a rocky cave. He 'stole' the boat and took it on a joyous ride across the lake. He was aware of his act of stealth but his guilt was mixed with the feeling of pleasure. He says that his ride of the boat was accompanied by the echoes of the mountain.

The poet steadily kept moving away from the shore and the reflection of the stars and moon left a trail of light on the surface of the water. As he sailed away from the shore, he kept his eyes on the horizon, which comprised a short crag and the stars above, to keep his path fixed to a straight, unswerving line. The poet praises the light boat he had stolen and calls it 'an elfin pinnacle'. He also praises his own prowess as a rower and compares himself and the boat to a swan that goes heaving through the water gracefully and effortlessly. This merry ride continued in peace until a mighty mountain peak upreared its head between the short crag and the stars.

As he kept rowing further away from the shore, the mountain grew in sight. The form of the huge shape frightened the poet and stirred his conscience. It seemed to chase after the poet as he kept drawing the boat away from its moor. Scared of this huge, black shape, the poet hurries back towards the cove he had stolen the boat from and returns home with a grave heart and a heavy conscience.

The poet recollects the experience; he had spent many days suffering from dreams of the grim, huge shape. He says that the familiar forms, colours and shapes of nature that he had been accustomed to were replaced by the images of this huge mountain. This mountain, according to Wordsworth, was not a passive structure made of rocks or stone. It was like a living being yet different from living beings. It had taken over his thoughts by days and dreams by night. For many a day, he was tormented by the memory and solitude. Even though he realizes it is only an

optical illusion that the mountain was chasing him, it weighed heavy on his conscience and he realized the presence of beings unknown and unfathomable to him.

(or)

(b) Analyse the theme in the poem “The Stolen Boat?”

- The poem begins with the poet confessing an incident from his childhood.
- On a summer evening, the young poet ‘stole’ the boat and took it on a joyous ride across the lake.
- He was aware of his act of stealth but his guilt was mixed with the feeling of pleasure.
- The poet praises the light boat he had stolen and calls it ‘an elfin pinnacle’. He also praises his own prowess as a rower
- The form of the huge shape frightened the poet and stirred his conscience.
- Scared of this huge, black shape, the poet hurries back towards the cove he had stolen the boat from and returns home with a grave heart and a heavy conscience.

Register No. _____

Karpagam Academy of Higher Education**(Under Section 3 of UGC Act 1956)****COIMBATORE 641 021****II Internal Exam****For all the B Sc MB, BT, BC, Maths, Physics, Chemistry admitted in
2017 Batch****PART II ENGLISH****17ENU101****DATE: 17.08.2017****TIME: 2 Hrs.****MAX. MARKS: 50****PART A****Choose the best answer****20 X 1= 20**

1. _____ is the first vision of India.
a. Development b. **Freedom** c. Economics d. Education
2. A. K. Ramanujan was awarded the Sahitya Academy Award posthumously in _____ for his collection of poems, "The Collected Poems".
a. 1998 b. 1997 c. **1999** d. 1996
3. _____ and Brinda are the names of cow.
a. Ramu b. **Gopi** c. Ragu d. Somu
4. Give synonymn: Clog
a. free b. tight c. whole d. **block**
5. The wet rocks look like _____.
a. **Crocodile** b. water – buffalo c. elephant d. whale
6. _____ is a light material which Abdul Kalam used to provide a new entry structure for Agni.
a. **Carbon carbon** b. Carbon dioxide c. Carbon monoxide d. Mercury
7. Abdul Kalam condemns media because it is _____.
a. Positive b. **Negative** c. Neutral d. Pornographic
8. India is the second largest producer of _____ in the world.
a. **Rice & Wheat** b. Millet & Maize c. Barley & Soya d. Cotton & Wool
9. Give synonymn: Relish
a. Sad b. Worry c. **Enjoy** d. Dull
10. Fathy participated in the student movement while she was in _____ but later left the country.
a. Germany b. Canada c. Paris d. **Egypt**
11. Oscar Wilde was imprisoned for _____ years.
a. 5 b. 4 c. 3 d. **2**
12. The Nightingale sang to the _____ tree.
a. Pine b. Apple c. **Oak** d. Orange
13. Give synonymn: Nip
a. go slowly b. **go quickly** c. run d. walk
14. A. K. Ramanujan says that the poets only sang of _____.

- a. **Floods** b. Village houses c. Cows d. Women
15. The new poets still quoted the old poets in their poetry, but no one spoke about the _____ drowned in the floods.
- a. Crocodiles b. Floods c. **Pregnant woman** d. Buffaloes
16. _____ is a character mentioned in the poem *A Sailor*.
- a. **Jonah the wise** b. Joan of Arc c. Prodigal sons d. Noah
17. _____ is the confidential clerk in the office of Harvey Maxwell.
- a. O. Henry b. Linda c. **Pitcher** d. Stenographer
18. The nightingale sacrifices her _____ to create a red rose.
- a. Wings b. **Life** c. Feathers d. Limbs
19. Sorceress is a _____.
- a. Angel b. Wizard c. Giant d. **Witch**
20. At _____ age Rapunzel arrested in the tower.
- a. 20 b. 15 c. 18 d. **12**

PART B

Give short answers for the following:

2 x 3 = 6

21. Write about Kalam's second vision for India.
Development-Kalam advises Indians to see India as a developed nation and not as a developing nation.
22. Identify the role of Gopi and Brinda in *A River*.
Gopi and Brinda are the couple of cows washed away in the flood which represent the poets' indifference to the suffering of other beings.
23. Why is the girl Rapunzel named so?
Rapunzel refers to a herb used in making salads and as the girl was promised to be given to the witch in return for her favour, the witch names her after the plant.

PART C

Give detailed answers for the following:

3 x 8 = 24

24. a. Write an essay on Kalam's vision to transform India into a developed nation.

Three Visions

FREEDOM-THE FIRST VISION

- Kalam believes that India got its first vision in 1857, when it started the war of Independence.
- It is this freedom that must be protected and nurture by every Indian. If the nation is not free, no one will respect it.

DEVELOPMENT - THE SECOND VISION

- For fifty years India has been a developing nation.
- It is time that it should be seen as a developed nation.
- The poverty levels are falling in India and its achievements are being globally recognised today.

STAND UP TO THE WORLD - THE THIRD VISION

- India must stand up to the world. Because Kalam believes that unless India stands up to the world, no one will respect it.
- Only strength respects strength.

(Or)

b. Critically analysis the poem *The Sailor*.

The poem *The Sailor* deals with identity crisis of a woman particularly who has the identity of particular community and culture. And it also widely covers the subject of identity in a deep and sensible manner in a positive way. While the poetess expresses her struggle, she also discusses the reason indirectly. The early childhood of the author was revealed throughout the poem. Overcoming particular identity and making a positive identity and achieving success in life can be understood by the poem. The struggle of a woman with a particular identity of religion, nationality and tradition can be understood with reference to the context of post structuralism.

25. a. Who is the absent minded character in *The Romance of a Busy Broker*? Provide a brief description of this character.

Harvey Maxwell is the absent minded character.

The character's absent mindedness provides a comical touch to the story.

Too many pre-occupations keep him busy

His absent mindedness drives him to the state of forgetting the fact that he is already married to Miss Leslie, the stenographer.

In the end he needs to be reminded of his marriage which brings the story to a comical conclusion.

(Or)

b. How does Rapunzel attain freedom from the sorceress's confinement? Explain briefly.

The sorceress, after coming to know of the truth that Rapunzel has been meeting somebody in the tower, in anger, snaps Rapunzel's hair and takes her to the forest with the idea of deserting her in the forest.

Rapunzel wanders alone in the forest, dying of loneliness, singing to her heart's content.

It is her sweet song which draws the blind prince to her and becomes the instrument for their reunion.

26. a. Interpret the portrayal of the river in the poem *A River* by A.K.Ramanujan.

- Madurai is a holy city with full of temples and poets. A river named Vaikai flows through this city
- In the poem, the poet gives a picture of the summer season and rainy season as well. In the summer season, the river is dry and only a very small and thin stream flows.
- When there is flood, in the river, the people everywhere talk about the inch-by-inch rising of water and the number of stone steps submerged at the bathing place.

- They also talk about how a pregnant woman and two cows named Gopi and Brinda were carried away by the strong current of the river.
- The people knew the cows' names but not the woman's. This shows the poets' indifference to human suffering.
- The poet A.K. Ramanujan has ironically exposed the heartless attitude of both the old and new poets.

(Or)

b. Bring out the importance of the three miles stones faced by Kalam.

FOUR MILESTONES IN KALAM'S CAREER

Twenty years of experience in ISRO gave Kalam the opportunity to be the project director for India's first satellite launch vehicle, SLV3. The one that launched Rohini. These years played a very important role in his life as scientist. After his ISRO years, he joined DRDO and got a chance to be a part of India's guided missile program. **It was his second bliss when Agni met its mission requirements in 1994.**

Kalam's third bliss is the joy of participating with the team in the nuclear tests conducted by The Department of Atomic Energy and DRDO and proving to the world that India can make it, that we are no longer a developing nation but one of them. **It made him feel very proud as an Indian.** Kalam developed a new material with his team a very light material called carbon-carbon. One day an orthopedic surgeon from Nizam Institute of Medical Sciences visited Kalam's laboratory. He lifted the material and found it so light that he took Kalam to his hospital and showed his patients. There were little girls and boys with heavy metallic calipers weighing over three kilograms each, dragging their feet around. He requested Kalam to remove the pain of his patients.

In three weeks, Kalam made these floor reaction orthosis 300-gram calipers and took them to the orthopedic center. The children did not believe their eyes. From dragging around a three kg load on their legs, they could now move around! Their parents had tears in their eyes. **That was Kalam's fourth bliss.**

Reg.No: _____

KARPAGAM ACADEMY OF HIGHER EDUCATION
COIMBATORE - 21
III INTERNAL EXAMINATION –2017
PART II ENGLISH

B.Sc., Physics, Chemistry, BT., MB., BC., Maths

Date:

17ENU101

Max.Marks : 50 Marks

Time: 2 hrs.

PART - A

Choose the correct answer from the choices given below: 20x1=20 marks

1. A Sentence that expresses a command or an entreaty is called an _____ sentence.
 a. Declarative b. Interrogative **c. Imperative** d. Exclamatory
2. A sentence that expresses strong feeling is called a/an _____ sentence.
 a. Declarative b. Interrogative c. Imperative **d. Exclamatory**
3. She would have come if you _____ her.
 a. would invite **b. had invited** c. invited d. invite
4. If I married you, we both _____ be happy.
 a. will **b. would** c. would have d. would been
5. If a subject in a sentence is plural the verb should be _____.
 a. person b. gender c. singular **d. plural**
6. Singular form of verb is used when the subject is _____.
 a. noun **b. singular** c. article d. plural
7. There are _____ types of Articles
 a. one **b. two** c. three d. four
8. A or An is called the _____ Article.
 a. Definite **b. Indefinite** c. zero Article d. neuter
9. The _____ tense is used to denote an action going on at sometime in the past.
 a. Present continuous b. future continuous
c. past continuous d. present perfect continuous
10. _____ tense expresses the future as fact.
a. Simple present b. Simple past
c. Simple future d. future continuous
11. Rama and Hari work hard. _____ are praised by their teacher.
 a. him b. his c. them **d. they**
12. Kathir or Velu must lend _____ hand.
a. his b. their c. him d. they
13. Mumbai is the seaport _____ to Europe.
a. nearest b. near **c. nearer** d. next
14. The boys are anxious _____.
 a. learn b. learnt **c. to learnt** d. learning
15. Fortune _____ the brave.
 a. favour b. favoured **c. favours** d. is favoured
16. He _____ tea every morning.
a. drinks b. drink c. drank d. drunken
17. Every boy and girl _____ given a packet of sweets.
 a. was **b. were** c. have d. has

18. Mathematics _____ a branch of study in every school.
 a.is b.am c.were d.have
19. Everybody _____ when there is a crisis.
 a.helps b.help c.are helping d.were helping
20. Somebody _____ to speak to you.
 a.want b.wants c.are wanted d. were wanted

PART - B

Answer the following questions: 3x2 = 6 marks

21. Filling the blanks with the suitable form of verb in a conditional sentence

If it ...**rains**..... (rain), we ...**will or would**..... (cancel) the match.

22. Rewrite the following affirmative sentences as negative sentences without changing their meaning

- a. They have accepted the invitation for the party.
 They have not refused the invitation for the party.
- b. Very few children participated in the program.

Most of the children did not participate in the program.

23. Explain the Past continuous tense with a relevant example.

Denotes an action going on at sometime in the past.

Ex. I was going to the college when I witnessed that spectacle.

PART - C

Answer the following questions: 3x8=24 marks

24. (a) Differentiate Simple Past tense with Present Perfect tense with the appropriate examples in detail.

In English grammar, the simple past is a verb tense (the second principal part of a verb) indicating action that occurred in the past and which does not extend into the present.

The *simple past tense* (also known as the *past simple*) of regular verbs marked by the ending -d, -ed, or -t. Irregular verbs have a variety of endings. The simple past is not accompanied by helping verbs.

Ex. I played tennis yesterday.

The **present perfect** tense of a verb is formed using the helping verb 'have' or 'has' and the past participle form of the verb. Choose 'have' if the subject is first-person singular or plural ('I' or 'we'), second person ('you'), or third-person plural ('they'). Choose 'has' if the subject is third-person singular ('he', 'she', or 'it').

Ex. Sheela has two pens

Malathi and Sheela have gone to their home town.

- (b) Make question sentences from the following statements using **Do, Does or Did**.

1. My mother makes delicious cakes.
 Does my mother make delicious cakes?
2. My sister works at a bank.
 Does my sister at a bank?

3. I met your dad yesterday.
Did I meet your dad yesterday?
4. He wants to go abroad. Does he want to go abroad?

25. (a) What are the 'be' verbs and comment on their use in a sentence.

Be form verbs are is, was, are, were, am.

1. "Be" as an auxiliary verb

a. Used in progressive sentences:

I am taking a bath.

She is preparing dinner for us.

They have been studying all night.

b. Used in passive sentences:

I was given a free meal.

He was seen by fans at the airport.

- This song has been sung by all nations.

(OR)

(b) Fill in the blanks with suitable verb forms.

1. If you ...**do not**... (not behave), I ...**will throw**.....
(throw) you out.

2. If he ...**wins**.....(win) the first prize, his mother
...**will be**..... (be) happy.

3. If he ...**gets**... (get) proper medical care, he
...**will survive**..... (survive)

4. If the drought ...**continues**..... (continue), plants and
animals ...**will**... (perish)

26. (a) Explain the article and its types in detail.

Two types of articles: Definite and Indefinite.

'A' and 'An' are called definite article, 'The' is called indefinite article.

'A' is used before consonant sound and 'An' is used before vowel sound

E.g. An elephant and a mouse fell in love.

Would you like a drink?

I've finally got a good job.

The is called the Definite Article, because it normally points out some particular person or thing as,

E.g. A he saw the doctor; meaning some particular doctor.

The definite article is used before singular countable nouns, plural uncountable nouns as,

E.g. The book, the books, the milk.

Articles in English are invariable. That is, they do not change according to the gender or number of the noun they refer to,

E.g. the boy, the woman, the children.

Omission of the article:

Article is omitted before names, names of countries, names of languages, titles and names.

E.g. Wisdom is the gift of heaven.

Germany is an important economic power.

French is spoken in Tahiti.

(OR)

(b) Rewrite the Sentences changing the words as directed.

1. That was a horrible experience. (Rewrite using What a...)

What a horrible experience that was!

2. She is too polite to refuse. (Rewrite using so...that...)

She is so polite that will not refuse.

3. As soon as the tiger appeared, the hunter shot it down.

(Rewrite using No sooner...than...)

No sooner did the tiger appear than the hunter shot it down.

4. Not only Peter but Jack also got a prize. (Rewrite using as well as.)

Peter as well as Jack got a prize.