

KARPAGAM ACADEMY OF HIGHER EDUCATION
DEPARTMENT OF ENGLISH
ENGLISH –II

For (B.Com/PA/CA/BPS and BBA)

SUBJECT CODE: 18ENU201

SEMESTER: II

L P T C

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Objectives:

- To enable the learners acquire English language skills and familiarize them with English Grammar.
- To help learners imbibe cultural values

UNIT - I : PROSE

1. I Have a Dream - Martin Luther King, Jr.
2. 'First human' discovered in Ethiopia - Pallab Ghosh
3. The First Case – M.K.Gandhi

UNIT - II : POEM

1. L'Allegro – John Milton
2. God Is a Medicine Cabinet - Cynthia Atkins
3. A Prayer for my daughter - W.B. Yeats

UNIT - III : SHORT STORIES

1. The Tell Tale Heart - Edgar Allan Poe
2. Sparrows - K. A. Abbas
3. The Little Match-Seller - Hans Christian Andersen

UNIT – IV : DRAMA

1. The Tempest – William Shakespeare
2. The Referee - W.H.Andrews and Geoferey Dreamer

UNIT - V:GRAMMAR and COMPOSITION

1. Voice
2. Reported Speech
3. Interrogatives (Yes or No, 'Wh' Questions)
4. Word Class
5. Writing Minutes and Preparing Agenda
6. Note Taking
7. Charts and Pictorial Writing
8. Report Writing

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

Suggested Reading: Murphy Raymond,1998 Essential English Grammar,
Cambridge University Press.



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CLASS: B.COM/PA/CA/BPS/BBA
COURSE CODE: 117ENU201

COURSE NAME: ENGLISH II
BATCH: 2017-2021

PROSE 1 – I HAVE A DREAM BY MARTIN LUTHER KING.JR

INTRODUCTION - Martin Luther King Jr. (born Michael King Jr., January 15, 1929 – April 4, 1968) was an American Baptist minister and activist who became the most visible spokesperson and leader in the civil rights movement. He is best known for his role in the advancement of civil rights using the tactics of nonviolence and civil disobedience based on his Christian beliefs and inspired by the nonviolent activism of Mahatma Gandhi.

King became a civil rights activist early in his career. He led the 1955 Montgomery bus boycott and helped found the Southern Christian Leadership Conference (SCLC) in 1957, serving as its first president. With the SCLC, he led an unsuccessful 1962 struggle against segregation in Albany, Georgia, and helped organize the 1963 nonviolent protests in Birmingham, Alabama. He also helped to organize the 1963 March on Washington, where he delivered his famous "I Have a Dream" speech.

NOTES - The name "March on Washington for Jobs and Freedom" is a little bit of a mouthful—but this is to pressure the Washington establishment to pay more attention to civil rights and take legal steps to outlaw segregation is one of those things that you have to know about. It comes to the March on Washington for a couple of reasons.

Reason 1: It was one of the largest protest marches in American history and that's a history that has contained a lot of marches.

Reason 2: Martin Luther King, Jr. was the big finale.

There were so many speakers that day by the time he came to the stage and delivered "I Have a Dream," some people had already left, like people leaving during the fourth quarter of a basketball game. And those people that left are probably still regretting that.

Things kick off with a celebration of the March on Washington for Jobs and Freedom. Martin Luther King, Jr. was the last speaker of the day. The event took place in 1963, a hundred years after the Emancipation Proclamation.

The speech "dramatizes" the contemporary condition of African Americans: economic insecurity, discrimination, and "exile in their own land". King describes inequality in America as a bad check. He describes the Constitution and Declaration of Independence as "a promissory note" owed to "all men" including African Americans. African Americans have come to "cash this check" at "the bank of justice". The Bank of Justice ATMs probably dispense bills with Superman on them.

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King says what time it is. Now is the time. He criticizes "the tranquilizing drug of gradualism,". If you've ever procrastinated studying, you're intimately familiar with the effects of this drug.

Martin Luther King, Jr. declares 1963 the beginning, not the end, of the fight for freedom. He describes the Civil Rights Movement as "the whirlwinds of revolt...[shaking] the foundations of our nation." This is the type of thing that scared the government.

The speech turns to methodology. King pleads his audience to fight violence and hatred with peace and love. He adds a shout-out to the "white brothers" in attendance. The destiny of the movement is everybody's destiny. It devotes time to the goals of the Civil Rights Movement. Specific goals are the key to successful protests.

The goals are ending racist police brutality, stopping discrimination in hotels, housing, and transportation, ending segregation, and establishing voting rights protections for African Americans. And then it's time for a little bit of encouragement—because that's a lot to take on.

Martin Luther King tells his followers to play through the pain of jail sentences, police brutality, and "creative suffering". He also declares "unearned suffering is redemptive". This is definitely an idea influenced by his Christian beliefs. Christians believe that Christ's suffering on the cross redeemed humanity from sin.

Dr. King tells his supporters to go back to Southern States and keep up the fight in the dragon's den. Like a massive chopper of freedom quicken its engine, the speech fires up for the theme of King's "dream". The dream section includes six position on the subject, which address the following:

*Living up to the words of the Declaration of Independence: "all men are created equal".

*Sons of former slaves and former slave-owners sitting down at "the table of brotherhood".

*Mississippi will become an "oasis of justice and freedom".

*People will be judged on their character, not their skin color.

*Alabama will end segregation in the public sector.

*The Lord will be revealed in glory. This idea is not so much about race as about a Biblical revelation—something like a Second Coming of tolerance.

*Next, a profession of faith. King says that faith is what will make the dreams of the Civil Rights Movement come true.

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*An allusion to "America the Beautiful": King hopes the words "let freedom ring" will take on a new meaning in a future age of equality.

*He names all the mountainous places that freedom should ring, with some evocative geographical vocal, like "the snow-capped Rockies".

*The famous ending of the speech: a vision of "all God's children" joining hands like the Who's of Whoville joining hands at the ending of How the Grinch Stole Christmas.

POSSIBLE QUESTIONS

1. What is the meaning of the children song?
2. Write a short note on Negro's life.
3. Why American cornered Negro?
4. Write a short note on "unreliable rights"?
5. Explain racial justice.
6. Explain the life victim of the unspeakable horrors of police brutality.
7. Explain the dream of Martin Luther King.
8. Elaborate the ideas in "I Have a Dream."
9. Bring out the significance of the title "I Have a Dream."

PROSE 2 – FIRST HUMAN DISCOVERED IN ETHIOPIA BY PALLAB GHOSH

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INTRODUCTION:

Pallab Kumar Ghosh is a science correspondent for BBC News. Born in India, he came to the United Kingdom in 1963, attended the Hemel Hempstead School, studied physics at Imperial College, London between 1980 and 1983. He has been a science journalist since 1984. He won the Media Natura Environment Award, BT's Technology Journalist of the Year and The Press Gazette's Science Journalist of the Year. He worked as a general news producer on BBC Radio 4's The World at One and then went on to become a senior producer on the Today Programme.

DISCOVERY IN ETHIOPIA:

The discovery suggested that due to the climatic conditions man has modernized as a upright walker. The head of the research team told BBC News about the most important transitions in human evolution. Prof Brian Villmoare of the University of Nevada in Las Vegas discovered that a 3.2 million-year-old hominin in 1974 and they have named it as "Lucy." They had a suspicion whether Lucy belonged to the species *Australopithecus afarensis*. *Homo erectus* existed in the age when Lucy and her kin were alive.

EXISTENCE OF PRIMITIVE ANCESTORS:

The 2.8 million-year-old lower jawbone was found in the Ledi-Geraru research area. The fossil which was found in the research area had five teeth in the lower jaw. Professor William Kimbel found the only feature which was distinguished from primitive ancestor was the back teeth which was smaller than that of hominins. The new discovery pushed the research back by 400,000 years to discover a pre-human ancestor. It was very shocking for the researchers to trace out a good change between Lucy and other humans. Prof Fred Spoor of University College London analyzed the new fossil.

HUMAN EVOLUTION:

The change in the climate is the major factor. Due to environmental changes, humans have developed their living style in a more civilized manner. Prof Chris Stringer of the Natural History Museum in London remarked the discovery as a "big story". He felt that half jaw bone was not sufficient to conclude the discovery.

CONCLUSION:

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Finally, Prof Stringer added that the discovery of early human is a complex picture. Overall, the researchers puzzled with the characteristics which could differentiate the human from the primitive ancestors. Pallab Ghosh's views make the readers to think about the early humans as a vague picture.

POSSIBLE QUESTIONS

1. Explain the discovery in Ethiopia.
2. Write a short note on discovery of Brian Villmoare.
3. Write a short note on computer reconstruction.
4. Bring out the ideas of Prof Fred Spoor.
5. Describe the climatic changes which reflected in the discovery.
6. Bring out the ideas of Prof Chris Stringer.
7. Write a short note on Homo Sapiens.
8. List out the views of Pallab Ghosh.
9. Elaborate the explanation of science in "First Human Discovered in Ethiopia."

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PROSE 3 – STUDENTS ‘CANNOT MULTI-TASK WITH MOBILES AND STUDY’ BY SEAN COUGHLAN

INTRODUCTION - Sean Coughlan is an award-winning education correspondent for BBC News in London. He is editor of an international education online series for the BBC, called the Knowledge Economy. Mr. Coughlan was awarded the prize for Education Journalist of the Year at the House of Commons in December. He has previously written for the Guardian, The Times and the Times Educational Supplement. He is the author of a cultural history of sleep and has had collections of poetry included in two recent anthologies. The World Service broadcast a documentary he made this year about the sinking of the Titanic. He has three daughters and lives in London.

NOTES - Students cannot successfully multi-task in using mobile phones while they are studying, US research suggests. Researchers found that students sending and receiving messages while studying scored lower test results and were less effective at tasks such as note taking.

The study examined how a generation of “voracious texters” might be affected by so many online distractions. It found that when students did not use mobiles, they were better at being able to recall information. With the exam season under way, the research by academics at Ohio University, Illinois State University and Nebraska University might add to family arguments about whether teenagers really can learn at the same time as using several online devices.

COMPETING FOR ATTENTION - The study, Mobile Phones in the Classroom: Examining the Effects of Texting, Twitter, and Message Content on Student Learning, carried out a series of tests with 145 undergraduates.

It wanted to find out how well young people could carry out a task, such as watching a lecture on a video and then taking notes and answering questions, while facing a series of interruptions on their internet-connected mobile phones.

Mobiles and portable devices are now such a pervasive part of young people’s lives, the researchers wanted to see how much students could really study at the same time as interacting online. Among US university undergraduates, the study says it is quite common for students to use mobile phones through classes and in lectures, as well as when they are studying at home.

The way should education adapt to students who never switch off mobile phones and online devices. It is a common incident to observe students who are physically present, yet mentally preoccupied by non-course-related material on their mobile devices.

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“As mobile devices have deeply drenched the college student population, this problem will likely continue to pose a significant obstacle,” says the study, by Jeffrey Kuznekoff, Stevie Munz and Scott Titsworth.

The study showed students video lectures, while getting them to use mobile phones in different ways - such as asking them questions related to their social life or sending a link to a photo or asking a question related to the lecture.

There were also experiments with the impact of different numbers of texts and messages. Students also watched the same lecture without any interruptions. When the students were tested on their ability to recall information and in multiple-choice questions, there were significantly better results for those who had abstained from using mobile devices.

Part of the test also examined whether text messages or tweets specifically about what was being shown on the video would make a difference - and this had a much less negative impact than irrelevant information, such as planning where to go out that evening. This suggested that the content of messages was another variable factor.

The study says how to respond to students' use of mobile phones and online devices is going to remain an important question for educators. There are some suggestions that mobiles should be incorporated into lessons and others who want an outright ban.

“Perhaps one of the biggest challenges instructors face in the 21st Century college classroom is the struggle of retaining student interest and engagement while students remain connected to the outside world through their mobile devices,” say the researchers.

There have been debates in the UK about whether mobiles should be allowed in school. Last month, a study published by the London School of Economics looked at schools in four English cities and found test scores increased by more than 6% in those which banned phones. Researchers concluded that it was the low-achieving pupils who were most likely to be distracted by mobile phones.

POSSIBLE QUESTIONS

1. Describe the ideas of Sean Coughlan in “Students Cannot Multi-task with Mobiles and Study.”
2. Give critical summary of “Students Cannot Multi-task with Mobiles and Study.”
3. Bring out the study of researchers about “voracious texters.”

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4. Write a short note on the study of Jeffrey Kuznekoff.
5. What are the consequences of using mobiles in the classroom?
6. Write a short note on study published by the London School of Economics.

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PART II - ENGLISH II (17ENU201)

MULTIPLE CHOICE QUESTIONS UNIT - I

| QUESTIONS | CHOICE - 1 | CHOICE - 2 | CHOICE - 3 | CHOICE - 4 | ANSWER |
|---|--|---|---|--|---|
| Martin Luther King, Jr. uses the image of “the valley” to represent | A. justice | B. bad times | C. the future | D. peace | B. bad times |
| The main focus of Dr. King’s speech is | A. getting more money for America’s black population | B. convincing everyone to live in peace and tranquility | C. celebrating the anniversary of the Emancipation Proclamation | D. ending segregation and racial injustice in America | D. ending segregation and racial injustice in America |
| In paragraphs four and five, Dr. King uses an analogy to illustrate America’s broken promise of life, liberty, and the pursuit of happiness to “her citizens of color.” What is this analogy? | A. A promissory note--a check that has come back marked “insufficient funds” | B. A dark empty well with a bottomless bucket tied to a frayed rope | C. A crossroads in a dark forest | D. A recurrent nightmare | A. A promissory note--a check that has come back marked “insufficient funds” |
| Martin Luther King, Jr. appeals mainly to his listeners’ | A. common sense | B. desire for a better future | C. sense of guilt | D. concerns about America’s status among the world’s nations | B. desire for a better future |
| In “I Have a Dream”, Dr. Martin Luther King, Jr., urges his followers to | A. work toward gradual change | B. demand equality and justice now | C. use any means necessary | D. distrust white people | B. demand equality and justice now |
| Which repeated phrase in Dr. King’s speech has additional power because it is from a familiar patriotic song? | A. “I have a dream” | B. “Now is the time to” | C. “One hundred years later” | B. demand equality and justice now | B. “Now is the time to” |
| Dr. King’s speech does not incorporate | A. repeated phrases | B. quotations from songs | C. thanks to guests | D. references to the Bible | C. thanks to distinguished guests |
| Dr. King is convinced that | A. dreams rarely become reality | B. the struggle must continue | C. equality has been achieved | D. justice is a privilege | B. the struggle must continue |

| | | | | | |
|--|--|---|--|--|---|
| How did Dr. King appeal to his audience? | A. He compared them to children | B. He appealed to their sense of justice, fair play, and patriotism | C. He reminded them of the homeland from which they have come | D. He made them angry about their history by repeatedly referring to slavery | B. He appealed to their sense of justice, fair play, and patriotism |
| Which phrase is NOT repeated for effect during the speech? | A. Let it/freedom ring | B. ...the content of their character | C. I have a dream | D. Go back to... | B. ...the content of their character |
| In the second paragraph of the speech (beginning "Five score years ago . . ."), which extended metaphor does Dr. King introduce? | A. Life as a journey | B. Highs (mountains) and lows (valleys) | C. Life as a dream | D. Light (day) and darkness (night) | D. Light (day) and darkness (night) |
| By linking the occasion of his speech to the Emancipation Proclamation and by using biblical language (reminding listeners that he is a minister), Dr. King defines his personal authority, thus helping to establish | A. a new church in Washington, D.C. | B. his ethos or ethical appeal | C. a much needed distraction from the more serious parts of the speech | D. an excuse for giving a lengthy history lesson | B. his ethos or ethical appeal |
| In paragraph nine of the speech (beginning "The marvelous new militancy . . ."), Dr. King says that "many of our white brothers . . . have come to realize that their freedom is inextricably bound to our freedom." Define the adverb <i>inextricably</i> . | (a) unable to be excused or pardoned | (b) unable to be separated or untied | (c) unable to be solved or explained | (d) carefully or thoughtfully | (b) unable to be separated or untied |
| In paragraph 11 of the speech (beginning "I am not unmindful . . ."), Dr. King addresses those in the audience who have been unjustly imprisoned and who have been "battered by . . . police brutality." What advice does Dr. King offer to these people? | A. Seek revenge for the way you have been mistreated | B. Succumb to despair | C. Return home and continue to work for justice | D. Recruit lawyers and sue your local police department | C. Return home and continue to work for justice |
| Toward the end of the speech, in the paragraphs beginning with the now-famous phrase "I have a dream," Dr. King mentions certain members of his own family. Why does he do this? | A. To connect with his audience as a fellow parent and have them think of their own children | B. To show everyone how well he has raised his children | C. To get the white members of the audience to feel guilty for how they treated his children | D. To have a reason to bring his children to the speech | A. To connect with his audience as a fellow parent and have them think of their own children |
| Why did Dr. King quote "My country, 'tis of thee"? | To make a patriotic appeal to his audience | To introduce his quote from the Pledge of Allegiance | To get everyone in the mood to hear his thoughts on politics | To provide a smooth transition to the next performer, who was a singer | To make a patriotic appeal to his audience |

| | | | | | |
|--|---|--|--|---|--|
| At the end of his speech, Dr. King repeatedly calls out, "Let freedom ring." Which is NOT a reason why he did this? | To emphasize that his speech is about freedom, justice, and equality, not just politics | To help him to show that freedom needs to come from all areas - not only from the North but also the South | To show that African-Americans were asking only for freedom, which was given to other citizens, and not special privileges | To get the crowd involved by having them sing along | To get the crowd involved by having them sing along |
| Which of the following metaphors does Dr. King NOT use? | He compares segregation to manacles, discrimination to chains, and poverty to a lonely island in the middle of an ocean of prosperity | He compares segregation to a desolate valley, racial justice to a sunlit path, racial injustice to quicksand, and brotherhood to a solid rock. | He compares injustice and oppression to heat, and freedom and justice to an oasis | | |
| _____ is referred to as the Great American by Martin Luther King. | Abraham Lincoln | John F Kennedy | Arthur | Martin Luthur King | Abraham Lincoln |
| A mammoth gathering of _____ people were present when King addressed. | 2,00,000 | 2, 50, 000 | 1,90,000 | 1,80,000 | 2, 50, 000 |
| Pallab Kumar Ghosh is a _____ correspondent for BBC News. | arts | medical | science | architecture | science |
| Pallab Kumar Ghosh has been a science _____ since 1984. | journalist | scientist | researcher | teacher | journalist |
| Pallab Kumar Ghosh worked as a general news producer on _____ Radio. | NDTV | BBC | STAR | SPORTS | BBC |
| The discovery suggested that due to the _____ conditions man has modernized as a upright walker. | drastic | normal | summer | climatic | climatic |
| The head of the research team told BBC News about the most important transitions in _____ evolution. | human | animal | bird | dinosars | human |
| Prof Brian Villmoare of the University of Nevada in _____ discovered that a 3.2 million-year-old hominin in 1974. | London | normal | Germany | Europe | Las Vegas |
| _____ They had a suspicion whether _____ belonged to the species <i>Australopithecus afarensis</i> . | Suasn | Hermoine | Lucy | Helen | Lucy |
| _____ existed in the age when Lucy and her kin were alive. | Homo erectus | Australopith ecus afarensis. | pre-human ancestor | new fossil | Homo erectus |
| The 2.8 million-year-old lower _____ was found in the Ledi-Geraru research area. | jaw | teeth | jawbone | bone | jawbone |
| The fossil which was found in the research area had _____ teeth in the lower jaw. | second | third | sixth | five | five |
| Professor William Kimbel found the only feature which was distinguished from primitive ancestor was the _____ teeth which was smaller than that of hominins. | back | front | right | left | back |

| | | | | | |
|---|-------------------|---------------|--------------|----------------|--------------------------|
| The new discovery pushed the research back by _____years to discover a pre-human ancestor. | 200,000 | 400,000 | 300,000 | 600,000 | 400,000 |
| Prof Fred Spoor of University College _____analyzed the new fossil. | America | England | Spain | London | London |
| Prof Chris Stringer of the Natural History Museum in London remarked the discovery as a _____ | small story | sad story | big story | happy story | big story |
| Prof Stringer added that the discovery of _____ human is a complex picture. | later | early | beginning | middle | early |
| The _____million-year-old specimen is 400,000 years older than researchers thought that our kind first emerged. | 2 million | 2.8 million | 2.5 million | 2.6 million | 2.8 million |
| The discovery in _____suggests climate change spurred the transition from tree dweller to upright walker. | Canada | Ethiopia | Italy | America | Ethiopia |
| The head of the research team told BBC News that the find gives the _____insight into "the most important transitions in human evolution". | first | second | third | fourth | first |
| An iconic 3.2 million-year-old hominin discovered in the same area in 1974, called_____. | Hermoine | Lucy | Helen | Suasn | Lucy |
| Are we defined by our small_____, our large brain, our long legs, tool-making, or some combination of these traits?" | teeth | jaws | bones | teeth and jaws | teeth and jaws |
| The study examined how a generation of _____ might be affected by so many online distractions. | voracious texters | small texters | lazy texters | timing texters | voracious texters |
| Examining the Effects of Texting, Twitter, and Message Content on Student Learning, carried out a series of tests with _____undergraduates. | 135 | 145 | 155 | 125 | 145 |
| There have been debates in the ____about whether mobiles should be allowed in school. | US | UAE | UK | Iraq | UK |
| A study published by the London School of Economics looked at schools in four English cities and found test scores increased by more than _____ in those which banned phones. | 4% | 5% | 7% | 6% | 6% |
| Researchers concluded that it was the low-achieving pupils who were most likely to be _____by mobile phones. | distracted | interested | collapsed | enjoyed | distracted |
| It found that when students did not use mobiles, they were better at being able to _____information. | forget | spoil | recall | gather | recall |
| Sean Coughlan is an award-winning education correspondent for _____ in London. | sports | BBC News | Fashion | Music | BBC News |
| Sean Coughlan is _____of an international education online series for the BBC | scientist | teacher | editor | sub-editor | editor |
| Sean Coughlan called the Knowledge _____. | Economy | Commerce | Literature | Science | Economy |
| Sean Coughlan is the author of a cultural history of sleep and has had collections of _____. | drama | novel | prose | poetry | poetry |
| Students cannot successfully_____ in using mobile phones while they are studying, US research suggests. | multi-task | single-task | double-task | task | multi-task |
| _____found that students sending and receiving messages while studying. | editor | Researchers | scientist | teacher | Researchers |
| Researchers found that students scored _____ test results and were less effective at tasks such as note taking. | higher | backward | average | lower | lower |
| With the exam season under way, the research by academics at _____ University, Illinois State University. | Ohio | London | Paris | Canada | Ohio |
| Examining the Effects of Texting and Message Content on Student_____, carried out a series of tests with 145 undergraduates. | Speaking | Learning | Reading | Writing | Learning |
| It wanted to find out how well young people could carry out a task, such as_____ a lecture on a video. | Learning | Reading | Listening | watching | watching |
| Mobiles and portable devices are now such a pervasive part of _____-people's lives. | old | kid | young | children | young |
| The study says it is quite common for students to use _____ through classes and in lectures, as well as when they are studying at home. | mobile phones | computers | paggers | laptops | mobile phones |

| | | | | | |
|---|----------|---------------------|-------------|-----------|-------------------|
| It is a common incident to observe students who are _____ present, yet mentally preoccupied by non-course-related material on their mobile devices. | mentally | psychologic ally | physically | naturally | physically |
| The study showed students _____ lectures, while getting them to use mobile phones in different ways. | video | audio | audio-video | radio | video |
| | | | | | |

POEM 1 – WHEN NOTHING ENTICES NOTHING BY PIERRE ALFERI

One of the most amazing things about poetry is its infinite nature of interpretation. To illustrate this fact, the poet Pierre Alferi has come with his famous “When nothing entices nothing”. The poet gave the poem to three readers who were of different ages, and asked them to interpret upon it. They have come with three different perspectives through a divine love theme which exist between two people in the poem. In fact when we read the works of famous poets, we would usually require a summary, or a sort of an analysis through which we can get into the psyche of the writer. But it is wrong. There will always be differing interpretations of the same words, because we are all educated and grown differently. In fact poetry is what we make of it. Here the poet has drawn the love between two people, but between whom and whom is not given. So as an interpreter the reader could suggest that the given love theme could be a portrayal of love between boy and girl, father and son, mother and daughter, father and daughter, mother and son or brother and sister. Here in this analysis we are going to deal the poetry from a father’s point of view.

when nothing entices nothing
stirs beyond inertia
becomes agitation

The dad effect starts as early as birth. Children who are more exposed to their fathers are more likely to be emotionally secure, confident in new situations, and eager to explore their surroundings. As they grow, they are more sociable. At school, children of involved fathers do better academically. As young adults, children of involved fathers are more likely to achieve higher levels of education, self-acceptance and experience psychological well-being. Adults who had involved fathers are more likely to be tolerant and understanding, have supportive social networks made up of close friends, and have long-term successful marriages. So it is a duty of a child to return the same unconditional love to its father. If a child doesn’t return, then there is a chance to the father to fall into the great anxiety that will disturb the happy life. And this agitation can destroy the happiness of the family. So it is a child’s duty to understand and respect the father’s unconditional love.

and the slightest contact
reverses the directional flow

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A father's dream is to see his children grow to be happy and successful. Now in order to make the father happy, a child has to be very conscious of being good at studies. Even a small achievement done by the kid can give its father a pure rejoice.

(ignorant
of being observed through two windows, a stranger
dresses, undresses, sits, gets up, lifts up, sets down
the receiver)

Adolescence is a critical time in kids' lives, when they need privacy and a sense of individual space to develop their own identities. It can be almost unbearable for parents to watch their children pull away. In fact snooping upon their children's activities does not create any harm but should not be known to them under any circumstances.

the incoherence
of suspended particles
then the period.

The son may be pulling away his father because he is currently moving through another level of his developmental transition. As he matures and grows further into manhood, he feels the need and desire to share less. He is moving further into what being a man is for him. So a father should understand and realize the time and age.

An ordinary movement
filmed in video
a gesture replayed, its space
run through in every direction like
a break-dance

A father takes pictures and videos to capture a particular moment of his child, hoping to preserve the memories of that time. This holds true whether it is a silly photo taken during his family vacation, a moving moment at the family reunion or a treasured baby picture. Thus, a family photo always stirs the memory and evokes fond recollection of great times.

An unfolded detail
whose edges become axes
of symmetry.
just this side of a certain pace
the equilibrium is broken. The sound of the piece

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on its edge reaching the end turning tales
or heads

From that moment in early childhood when we learn to lie, we also learn to keep secrets about ourselves. Later in life most of us learn to keep other people's secrets too. If we try to run, the secret will find us. If we try and tell someone else, the secret could kill us. Some secrets must not be revealed because they can torment and torture the particular subject till the end. So a father has to be very careful of revealing certain things to his child. Because the child may take it as granted or it may lead him into an evil way. And these unfolded details will certainly destroy everything including happiness, wealth, family, friends, relatives and everything. In fact these revealed secrets have the chance of turning the joyful life of a man into a pathetic one.

Then
it's not a matter of starting up
the speed again but of placing the arm
the head on the fulcrum to see
contagion spread
to drop everything that moves

It's hard to accept when someone doesn't want us anymore. And this act of departing from us is like an attack on our personal ego and we feel like we've failed at something, and it's really hard to accept when something doesn't work out. So it is a very difficult task or sometimes it is an impossible task too to start up the relationship once again at the same speed. So through the method of setting good boundaries a father can reduce conflict, improve communication, and build a trustable relationship with his teenage son.

POSSIBLE QUESTIONS

1. Critically analyze the poetic thoughts of Pierre Alferi.
2. Write down the critical summary of "When Nothing Entices Nothing."
3. Explain the visualisation of poet in this poem.
4. Write a short note in axes of symmetry.
5. Describe the unconstrained movement.

POEM 2 – GOD IS A MEDICINE CABINET BY CYNTHIA ATKINS

INTRODUCTION - Cynthia Atkins is the author of *Psyche's Weathers* and *In The Event of Full Disclosure* (CW books, 2013). Her poems have appeared in numerous journals, including, *Alaska Quarterly Review*, *Afrikanan*.ng, *BOMB*, *Cleaver Magazine*, *Cultural Weekly*, *Del Sol Review*, *Florida Review*, *Green Mountains Review*, *Harpur Palate*, *Hermeneutic Chaos*, *Le Zaporogue*, *North American Review*, *Poetry Fix*, *Prairie Schooner*, *Seneca Review*, *Tampa Review*, *Valparaiso Review* and *Verse Daily*, and nominated for a 2013, 2014, 2015 Pushcart Prize. She is formerly the assistant director for the Poetry Society of America, and has taught English and Creative Writing, most recently, at Virginia Western Community College. Atkins earned her MFA from Columbia University and has earned fellowships and prizes from Breadloaf Writers' Conference, The Writer's Voice and Writers@Work. She lives on the Maury River of Rockbridge County, VA with artist, Phillip Welch and their family.

Critical Summary: There can be no single definition of what constitutes God because the word means many different things to different people. Approximately 75% of humanity in the modern world, describe themselves as belonging to an organised religious tradition with over 50% following either Christianity or Islam. The poet Cynthia Atkins has opened a gate to the readers on the existence of God and religion among people in the modern world.

Advantages of Worshipping to God:

1. Source of hope and optimism:

“The keys to your ethos
held accountable in a drowning pool
of munitions.”

Research in psychology indicates that positive attitudes are good for our health. For example, people who are optimistic about their chances of recovery from major diseases tend to better adhere to medical treatment plans, be less bothered by disease symptoms, and have better recovery rates. For many people, God is a major source of hope and optimism.

2. Promotes feelings of belongingness:

“Yes, every day is triage.
You are the wedge between East and West.”

Humans are social animals and meeting belongingness needs is good for our psychological and physical health. Despite the higher purpose of religion being a tool for spiritual progression, religion has always been and continues to be largely a social activity. For

example religious people, will typically be more inclined to visit regular religious programmes which are a group activity.

3. Improved mental and physical health:

“This is egregious, the mind’s parlor is being wooed
Before breakfast—Even before hitting the sticky
gymnasium floor.”

Psychoneuroimmunology (PNI), is a relatively recent branch of science that enforces beliefs that physicians have held for many centuries, perhaps well before the times of the ancient Greeks. The premise is that a patient’s mental state influences diseases and healing. Specifically, PNI studies the connection between the brain and the immune system. Religious people will most likely possess a strong belief in the idea of being healed successfully through God or other divine beings and so as a result, religious and spiritual people have been shown to have a higher ability to experience healing of their own mind and body.

A review of more than 40 scientific studies has found that religion appears to soothe the body as well as the soul, and as a consequence people who are highly religious tend to live longer than others. Several reasons have been given that they include a healthier lifestyle, a positive mental attitude and the social support provided by religious communities.

4. Food for the soul:

“The pharmacist’s
widow sanctioned pills like beads in a rosary.”

Religious traditions provide many teachings to help heal the individual. When individuals are healed, families are healed, and when families are healed, society is healed. So religion feeds the hunger of the soul and your soul has more needs than your physical body does.

Gods in the Modern Age:

1. Injustice and wars:

“Yes, every day is triage.
You are the wedge between East and West.
You are someone else’s war chest.”

Humanity has gone to war and fought with itself over many different non-religious things including minerals, resources and land. Much of the conflict and war in the 20th century was also as a result of non-religious atheist ideologues with Hitler leaning on the work of atheist philosopher Frederick Nietzsche and Stalin leaning on Karl Marx for support.

2. Segregation of humanity:

“Battle weary and boot-legged
to the nth—Every suit-case holds scrimped labels
implying you have filled out many papers and forms.
You’ve crossed boundary lines, while red sirens
Howl with the dogs.”

We have seen civilization advance from the precivilization of Neolithic farming villages to the first cities to states to nations and now to transnational communities like the European Union or the Arab hegemony in the Middle East. The harmony and cooperation that religion facilitates within those boundaries is offset by the animosity that the religious rivalries created between e.g. the Christian states and the Muslim states. Humanity appears to have the capability to finally transcend all tribal differences and merge into a single global community which would usher in an era of unprecedented harmony and cooperation, but religion appears to stand militantly in the way.

POSSIBLE QUESTIONS

1. Write down the significance of this title.
2. Critically analyze the poetic thoughts of Cynthia Atkins.
3. How the poet conveys a message about God in modern age?
4. Write a note on aspiritualism.
5. How to lead a life in complex and confusing world?
6. “God is A Medicine Cabinet” is speaking to the mental pathos – explain.

POEM 3 – A PRAYER FOR MY DAUGHTER BY W.B.YEATS

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INTRODUCTION - William Butler Yeats (13 June 1865 – 28 January 1939) was an Irish poet and one of the foremost figures of 20th century literature. A pillar of both the Irish and British literary establishments, he helped to found the Abbey Theatre, and in his later years served as an Irish Senator for two terms. Yeats was a driving force behind the Irish Literary Revival along with Lady Gregory, Edward Martyn and others.

He was born in Sandymount, Ireland and educated there and in London. He spent childhood holidays in County Sligo and studied poetry from an early age when he became fascinated by Irish legends and the occult. These topics feature in the first phase of his work, which lasted roughly until the turn of the 20th century. His earliest volume of verse was published in 1889, and its slow-paced and lyrical poems display Yeats's debts to Edmund Spenser, Percy Bysshe Shelley, and the poets of the Pre-Raphaelite Brotherhood. From 1900, his poetry grew more physical and realistic. He largely renounced the transcendental beliefs of his youth, though he remained preoccupied with physical and spiritual masks, as well as with cyclical theories of life. In 1923, he was awarded the Nobel Prize in Literature.

NOTES - A Prayer for My Daughter by William Butler Yeats opens with an image of the newborn child sleeping in a cradle. A storm is raging with great fury outside his residence. A great gloom is on Yeats' mind and is consumed with anxiety as to how to protect his child from the tide of hard times ahead. The poet keeps walking and praying for the young child and as he does so he is in a state of reverie. He feels a kind of gloom and worry about the future of his daughter.

He says "As I walk and pray for my younger daughter, I imagine in a state of excitement and reverie" that the future years (years of violence and bloodshed and frenzy) have already come and that they seem to come dancing to the accompaniment of a drum which is beating frantically. These future years are seen by Yeats' imagination as emerging out of the murderous (treacherous) innocence of the sea. In other words, the sea seems to be innocent but is capable of giving birth to those howling storms which are capable of leveling everything.

Yeats wants his daughter to possess some qualities so that she can face the future years independently and with confidence. Yeats says: Let her be given beauty, but a more important thing is that her beauty should not be of a kind which may either make her proud of her beauty or distract a stranger's mind and eyes. Those whose beauty is capable of making them proud consider beauty an end in itself. The result is that pride leads to their losing natural kindness in some cases of that heart, revealing intimacy which helps them to make the right choice in life. Being able to make the right choices in life is a very important thing, but those who have excessive beauty are unable to do so and never find a good friend in the true sense of the world. The great thing about the poem is that it has a specific as well as general applicability. At the

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same time the poem makes an indirect reference to Maud Gonne also whom Yeats loved so much and yet could not win her hand.

The poet looks within himself and finds that there is hatred inside. He thinks that hatred kills innocence and wishes that his daughter should not harbor hatred. It was because of this unwholesome bent of the mind that Maud Gonne married a fool. The poet wished that her daughter should not cultivate a frantic intellect; he thinks that her daughter can remain innocent if she is free from hatred and intellectual fanaticism. The innocence is self-delighting, self-appeasing and self-affrighting. The poet's last wish is that his daughter should marry a person of aristocratic family who may take her to a home where tradition and ceremony fill the atmosphere.

In the end, the poem is a prayer for order and grace in a battered civilization. Behind the prayer, of course, are Yeats' bitter memories of Maud Gonne who had come to stand for the tragedy of how beauty and grace can be distorted by politics, intellectual hatred and arrogance.

POSSIBLE QUESTIONS

1. Give a critical appreciation of this poem.
2. What lesson does the poet learn from his own life's experiences and how does that influence the prayer he says for his daughter?
3. What was the condition of the storm when the poet started his poem?
4. What was the poet's infant daughter doing when the storm was howling?
5. What is the symbol of sleeping of his daughter?

| QUESTIONS | CHOICE - 1 | CHOICE - 2 | CHOICE - 3 | CHOICE - 4 | ANSWER |
|---|--------------------|--------------------|-----------------------|-------------|-----------------------|
| Pierre Alferi gave the poem to _____ readers who were of different ages, and asked them to interpret upon it. | two | three | four | five | three |
| They have come with three different perspectives through a _____ love theme which exist between two people in the poem. | | destroy | loyal | faith | divine |
| Pierre Alferi has drawn the love between _____ people, but between whom and whom is not given. | one | three | two | four | two |
| Theme could be a portrayal of _____ between boy and girl, father and son, mother and daughter, father and daughter, mother and son or brother and sister. | love | hate | sad | worry | love |
| _____ who are more exposed to their fathers are more likely to be emotionally secure, confident in new situations, and eager to explore their surroundings. | kid | Children | Adults | young | Children |
| At _____, children of involved fathers do better academically. | college | office | station | school | school |
| As young adults, children of involved _____ are more likely to achieve higher levels of education, self-acceptance and experience psychological well-being. | mothers | fathers | children | parents | fathers |
| _____ who had involved fathers are more likely to be tolerant and understanding. | children | youth | Adults | old | Adults |
| This agitation can _____ the happiness of the family. | destroy | destiny | save | purify | destroy |
| It is a child's duty to understand and _____ the father's unconditional love. | disrespect | reject | hard | respect | respect |
| In order to make the father happy, a child has to be very conscious of being good at _____. | works | studies | hobbies | teach | studies |
| _____ is a critical time in kids' lives, when they need privacy and a sense of individual space to develop their own identities. | children | old | Adolescence | Adults | Adolescence |
| It can be almost unbearable for _____ to watch their children pull away. | parents | fathers | mothers | children | parents |
| As son matures and grows further into _____, he feels the need and desire to share less. | old | childhood | womanhood | manhood | manhood |
| A family photo always stirs the memory and evokes fond _____ of great times. | reject | recollection | amnecia | forget | recollection |
| From that moment in early childhood when we learn to _____, we also learn to keep secrets about ourselves. | hide | trust | 1 | lie | lie |
| If we try and tell someone else, the _____ could kill us. | hide | secret | reveal | save | secret |
| Some secrets must not be _____ because they can torment and torture the particular subject till the end. | secret | hide | revealed | save | revealed |
| The child may take it as granted or it may lead him into an _____ way. | evil | angel | good | bad | evil |
| This act of departing from us is like an _____ on our personal ego and we feel like we've failed at something. | save | forget | attack | hide | attack |
| Cynthia Atkins is the author of _____ Weathers and In The Event of Full Disclosure. | Psyche's | mental's | physic's | psycho's | Psyche's |
| Her poems have appeared in numerous _____, including, Alaska Quarterly Review, Afrikana.ng, BOMB, Cleaver Magazine. | newspapers | news | journals | magazines | journals |
| She is formerly the _____ for the Poetry Society of America. | associate director | assistant director | director | editor | assistant director |
| There can be no single definition of what constitutes _____ because the word means many different things to different people. | man | woman | nature | God | God |
| Approximately _____ of humanity in the modern world, describe themselves as belonging to an organised religious tradition. | 75% | 65% | 85% | 95% | 75% |
| 50% of humanity in the modern world, describe themselves following either _____. | hinduism | buddhism | Christianity or Islam | sikhs | Christianity or Islam |
| Research in _____ indicates that positive attitudes are good for our health. | phylosophy | psychology | phylology | methodology | psychology |
| People who are optimistic about their chances of recovery from major _____ tend to better adhere to medical treatment plans. | happiness | sadness | healthy | diseases | diseases |
| For many people, God is a major source of _____ and optimism. | hope | trust | distrust | honest | hope |

| | | | | | |
|--|--------------------------|----------------------------------|--------------------|----------------------------------|---|
| _____ are social animals and meeting belongingness needs is good for our psychological and physical health. | animals | birds | Humans | God | Humans |
| Specifically, _____ studies the connection between the brain and the immune system. | PUI | PNI | PRI | PSI | PNI |
| Religious traditions provide many _____ to help heal the individual. | learnings | listenings | readings | teachings | teachings |
| Much of the conflict and war in the _____ century was also as a result of non-religious atheist ideologies. | 19th | 20th | 21st | 18th | 20th |
| _____ leaning on the work of atheist philosopher Frederick Nietzsche and Stalin leaning on Karl Marx for support. | Musolini | Abraham Lincoln | Hitler | Obama | Hitler |
| Maud Gonne married _____. | Mac Donagh | Mac Bride | Connolly | Pearse | Mac Bride |
| Maud Gonne was _____ revolutionary. | an Irish | an American | a Scottish | a French | an Irish |
| Venus married _____. | Apollo | Mars | Hephestus | Pluto | Hephestus |
| _____ is critical of 'opinionated' women | Eliot | Keats | Browning | Yeats | Yeats |
| Hephestus was _____ . | a lame ironsmith | an architect | a painter | an explorer | a lame ironsmith |
| Yeats uses 'the laurel tree rooted in a place' as a symbol for _____ | constancy | haughtiness | pride | inconstancy | constancy |
| A Prayer for my Daughter' is made for the sake of the daughter of _____ | a)Shelley | b)Yeats | c)Browning | d)Tennyson | b)Yeats |
| The Trojan war was caused by the elopement of _____ | a)Venus | b)Cleopatra | c)Helen | d)Aphrodite | c)Helen |
| A prayer for my daughter' was written in _____ | a)1906 | b)1907 | c)1908 | d)1909 | d)1909 |
| Annie Butler was the daughter of _____ | a)Eliot | b)Hopkins | c)Wordsworth | d)Yeats | d)Yeats |
| The line "Hearts are not had as a gift but hearts are By those that are not entirely beautiful;" figures in the poem _____ | a)Journey of the Magi | b)A Prayer for my Daughter | My Last Duchess | d)La Belle Dame Sans Merci | b)A Prayer for my Daughter |
| Yeats is known as a major _____ poet. | a)Movement | b)Symbolist | c)Revolutionary | d)Naturalist | b)Symbolist |
| Who was the "queen, that rose out of the spray' referred to in Yeats' poem? | a)Helen | b)Maud Gonne | c)Venus | d)Christabelle | c)Venus |
| Yeats was _____ poet. | a)a Welsh | a Scottish | an Irish | a French | c)an Irish |
| The writer who edited Tagore's 'Geethanjali' was _____. | Eliot | Graham Green | Lawrence | Yeats | Yeats |
| The lady whom Yeats wanted to marry but failed was _____. | Maud Gonne | Lady Gregory | Georgie | Catherine | Maud Gonne |
| William Butler Yeats is a pillar of both the Irish and _____ literary establishments. | Indian | British | Swedish | Canadian | British |
| From _____, his poetry grew more physical and realistic. | 1700 | 1800 | 1900 | 2000 | 1900 |
| In 1923, he was awarded the _____ in Literature. | Booker Prize | Nobel Prize | Grammy Prize | MFA | Nobel Prize |
| A Prayer for My Daughter by William Butler Yeats opens with an image of the newborn child sleeping in a _____. | bedsheet | shoulder | lap | cradle | cradle |
| A _____ is raging with great fury outside his residence. | tsunami | flood | storm | mist | storm |
| Yeats feels a kind of gloom and worry about the _____ of his daughter. | future | present | past | middle | future |
| These future years are seen by Yeats' imagination as emerging out of the murderous innocence of the _____. | river | sea | pond | falls | sea |
| Yeats wants his daughter to possess some _____ so that she can face the future years independently and with confidence. | quantities | abilities | qualities | presence | qualities |
| The poet thinks that hatred _____ innocence and wishes that his daughter should not harbor hatred. | hates | saves | worries | kills | kills |
| The poet wished that his _____ should not cultivate a frantic intellect. | son | daughter | wife | mom | daughter |

SHORT STORY 1- THE TELL TALE HEART BY EDGAR ALLAN POE

INTRODUCTION - Edgar Allan Poe was born on January 19, 1809 in Boston, Massachusetts, U.S. He died on October 7, 1849 in Baltimore, Maryland. He is American short-story writer, poet, critic, and editor. He is famous for his cultivation of mystery and the macabre. His tale "The Murders in the Rue Morgue" (1841) initiated the modern detective story, and the atmosphere in his tales of horror is unequaled in American fiction. His "The Raven" (1845) is among the best-known poems in the national literature.

SUMMARY - An unnamed narrator opens the story by addressing the reader and claiming that he is nervous but not mad. He says that he is going to tell a story in which he will defend his sanity yet confess to having killed an old man. His motivation was neither passion nor desire for money, but rather a fear of the man's pale blue eye. Again, he insists that he is not crazy because his cool and measured actions, though criminal, are not those of a madman. Every night, he went to the old man's apartment and secretly observed the man sleeping. In the morning, he would behave as if everything were normal. After a week of this activity, the narrator decides, somewhat randomly, that the time is right actually to kill the old man.

When the narrator arrives late on the eighth night, though, the old man wakes up and cries out. The narrator remains still, stalking the old man as he sits awake and frightened. The narrator understands how frightened the old man is, having also experienced the lonely terrors of the night. Soon, the narrator hears a dull pounding that he interprets as the old man's terrified heartbeat. Worried that a neighbor might hear the loud thumping, he attacks and kills the old man. He then dismembers the body and hides the pieces below the floorboards in the bedroom. He is careful not to leave even a drop of blood on the floor. As he finishes his job, a clock strikes the hour of four. At the same time, the narrator hears a knock at the street door. The police have arrived, having been called by a neighbor who heard the old man shriek. The narrator is careful to be chatty and to appear normal. He leads the officers all over the house without acting suspiciously. At the height of his bravado, he even brings them into the old man's bedroom to sit down and talk at the scene of the crime. The policemen do not suspect a thing. The narrator is comfortable until he starts to hear a low thumping sound. He recognizes the low sound as the heart of the old man, pounding away beneath the floorboards. He panics, believing that the policemen must also hear the sound and know his guilt. Driven mad by the idea that they are

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mocking his agony with their pleasant chatter, he confesses to the crime and shrieks at the men to rip up the floorboards.

The narrator's newly heightened sensitivity to sound ultimately overcomes him, as he proves unwilling or unable to distinguish between real and imagined sounds. Because of his warped sense of reality, he obsesses over the low beats of the man's heart yet shows little concern about the man's shrieks, which are loud enough both to attract a neighbor's attention and to draw the police to the scene of the crime. The police do not perform a traditional, judgmental role in this story. Ironically, they aren't terrifying agents of authority or brutality. Poe's interest is less in external forms of power than in the power that pathologies of the mind can hold over an individual. The narrator's paranoia and guilt make it inevitable that he will give himself away. The police arrive on the scene to give him the opportunity to betray himself. The more the narrator proclaims his own cool manner, the more he cannot escape the beating of his own heart, which he mistakes for the beating of the old man's heart. As he confesses to the crime in the final sentence, he addresses the policemen as "[v]illains," indicating his inability to distinguish between their real identity and his own villainy.

POSSIBLE QUESTIONS

1. What does the story's title mean?
2. Why does the narrator want to kill the old man?
3. What does the narrator do with the dead man's body?
4. Give examples of how Poe creates suspense in the story.
5. What might the two controlling symbols represent?

SHORT STORY 1- PROFESSOR PANINI BY MATTHEW GRIGG

***PROFESSOR PANINI* IS A COMICAL SCIENCE FICTION SHORT STORY WRITTEN BY MATTHEW GRIGG:**

Plot:

The Professor is working on a machine that can transfer the minds of two beings into each other's bodies. When his first and last test goes horribly wrong, he winds up swapping minds with a robotic toaster.

Techniques:

Irony - The Professor wakes up in the morning and retrieves his toast from the toaster only to become a toaster himself later in the story. Another factor of irony is that his name is Panini.

Foreshadowing - The story begins with "Before my many years service in a restaurant," this foreshadows the Professor's fate.

Personification - Grigg portrays the toaster as semi intelligent. The toaster interacts with the professor and the fact that it swaps "minds" with the professor makes it seem like a living thing.

Comment on Society:

Grigg is commenting on our excessive dependence on technology and our trust for it to work properly. As technology advances rapidly, we adopt it into our lives and modify our daily routines immediately without question. While we rely on technology to help us and guide us, it ended up ruining Professor Panini's life.

When we read this story, following questions will come to our mind:

What happens when Technology fails?

Will we be able to correct it?

Will we rely on technology in the future even for simple tasks such as making toast?

Freaky Friday:

Freaky Friday is similar to "Professor Panini" because it is another comical science fiction story involving mind swapping, however it is not by machine but by magic.

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Plot:

Anna Coleman and her mother don't get along at all. In order to bring them closer together, an old Chinese woman gives them a cursed fortune cookie that swaps their minds. They can only return to their own bodies by doing a truly selfless act for one another.

Comment on Society:

This movie comments on the modern family and its typically dysfunctional lifestyle. The bickering and fighting takes the place of common conversation and caring gestures. The mind swap was a tragic, life ruining event in "Professor Panini", but in Freaky Friday it was a very good thing that fixed their relationship.

When we read this story, following questions will come to our mind:

Is this the common modern family?

Can it often be fixed?

Is the "mind swap" an exaggeration for how much it takes to fix a bad relationship?

Connections to Thesis:

1. Anna takes advantage of her mother always being there for her and visa versa. The two don't realize how valuable one another is until their minds are swapped.

2. Professor Panini is eager to test his new machine. He is so eager he rushes into it a bit without taking precautions first. It is not until his mind is swapped with a robotic toaster when he looks back on his mistakes.

"When I awoke, moments later, I noticed first that I was two feet shorter. Then, I realized the lack of my limbs, and finally it occurred to me that I was a toaster."

Satire:

"Technology" written by W Thomas Payne, this satirical article comments on the overwhelming technology we face today.

Something simple like fixing a computer becomes a big job when there are multiple parts that you need and a trip to the electronics department can be a very stressful event. In the end of the article, which is almost like a short story, Payne gives the reader a little ironic twist. The trip to the store was successful and he returns home relieved until he finds that he left the instructions at the store.

Connection to Thesis:

Technology has advanced to be something far beyond common knowledge. While it is necessary to own a computer, it could be negative that life becomes so complicated when something goes wrong. The computer is always taken advantage of until something breaks.

Conclusion:

We obviously need technology in this era but do we need to rely on it for everything we do? Maybe it would benefit humanity if the exponential advancement of technology slowed down a bit. It is easy to take advantage of something that is always there, but it is important to realize what you have and be realistic. Technology is not fail safe and neither are relationships.

POSSIBLE QUESTIONS

1. How do you analyse the story critically?
2. How does the author visualise the story?
3. How does the author narrate the story?
4. Give two important and interesting events in the story.
5. Write a summary on this story.

**SHORT STORY 3 - THE LITTLE MATCH-SELLER BY HANS CHRISTIAN
ANDERSON**

INTRODUCTION - "The Little Match Seller," written by Hans Christian Andersen in 1845, is also sometimes called "The Little Match Girl." The story has been translated from Danish, where the title is "Den Lille Pige med Svovlstikkerne," meaning "The little girl with the matchsticks." Andersen was a Danish writer known for such fairy tales as "The Little Mermaid," "The Emperor's New Clothes," and "The Ugly Duckling." This short story encapsulates how a little girl transforms herself from hopeless to hopeful on the very cold last night of her life.

SUMMARY - The story opens on the night of New Year's Eve. This time of year is cold in most places, but it is particularly cold in Scandinavian countries like Denmark. The little girl who is the title character of the story is not given a name. She appears shoeless and cold as she tries to sell matches to passersby. Andersen notes that she has "long, fair hair, which hung in curls on her shoulders," seemingly the only bright and beautiful detail in the scene. There aren't many people out because they are all celebrating the holiday inside. She hasn't earned any money and is afraid to go home empty-handed because her father might beat her.

As she moves through the dark, desolate streets, the little girl observes various celebrations taking place in the homes whose windows she can see through. Families are celebrating with feasts, warm fires, and Christmas trees that have not yet been taken down.

The little girl moves into a space between two houses and huddles there. She decides to light a match to enjoy the warmth, however brief it might be. While the match is lit, the girl has a vision of the dinner scene taking place on the other side of the wall. In her vision, the goose hops off the plate and over to her. As soon as the flame goes out, the vision disappears.

The girl continues to light matches, each time having a vision of happiness and feeling of warmth until the match burns out seconds later. One vision is celebrating by a Christmas tree and another one is that she was warming herself by a hot stove. Then the girl sees a falling star and thinks to herself, "Someone is dying," because once her own dead grandmother told her that a falling star meant someone was going to heaven. Her final vision is of her beloved grandmother, and she continues to light matches, one after the other, to keep her in sight. The fact that she sees the falling star and maintains the vision of her grandmother implies that the little girl is nearing death herself.

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The next day, the people living in the houses next to where the girl was huddled found her frozen to death. She looks quiet and peaceful because she died while having happy visions, feeling the warmth of the matches' fire, and thinking about joining her beloved grandmother.

POSSIBLE QUESTIONS

1. What are the major themes present in the story?
2. What is the most important message in the story? Does it have relevance in your present life?
3. How does Hans Christian Anderson present the main character of his story?
4. Did you expect the ending to be such? How would you like the story to end?

| QUESTIONS | CHOICE - 1 | CHOICE - 2 | CHOICE - 3 | CHOICE - 4 | ANSWER |
|--|---------------------------------|---|-------------------------------------|--|---|
| How was the man feeling at the opening of the story? | Nervous | Hungry | Angry | sad | Nervous |
| What sense was acute in the beginning of the story? | Smell | Sight | Hearing | learning | Sight |
| Why did the man kill the old man? | For his gold | Because of his pale blue eye | Because the old man wronged him | for his silver | Because of his pale blue eye |
| What did the man try to convince he was NOT? | Mad | Stupid | Evil | fool | Mad |
| The man said the old man was sitting up in bed as he had done night after night doing what? | Listening to a clock ticking | Listening to his beating heart | Hearkening to the death watches | hearing to music | Listening to his beating heart |
| What caused the old man to feel the head of the man in his room (in the opinion of the man)? | The unperceived shadow | The beam of light | The creaking door | the slipping of glass | The beam of light |
| How did the man describe the groan he heard? | One of pain | One of grief | One of mortal terror | One of sad | One of grief |
| How did the man feel when he opened the lantern and saw the old man's open eye (page 3)? | Furious | Afraid | Calm | Think | Afraid |
| How did the man kill the old man? | By smothering him with a pillow | By choking him with his hands | By pulling the heavy bed over him | By dashing him | By choking him with his hands |
| Where did the man put the old man's body parts after he killed him? | Under the planks in the floor | In the old man's garden | In the old man's closet | In the old man's hand | Under the planks in the floor |
| What was the tell-tale heart? | The old man's heart | The man's beating heart | The heart of the unperceived shadow | The woman's heart | The man's beating heart |
| The narrator wanted to kill the old man because his eye was like a _____ eye. | eagle's | vulture's | crow's | dove's | vulture's |
| The narrator did not want to be considered _____. | crazy | foolish | lazy | happy | crazy |
| From what point of view is the story told? | Second person | Third person omniscient | First person | Third person naive | Third person omniscient |
| The theme of this story is related to: | Murder | Law enforcement | Crime | Guilt | Law enforcement |
| What does dissemble mean in the sentence, "...dissemble no more!" | Deceive | Ask questions | Threaten | Yell | Ask questions |
| What may have been the author's theme? | Crime does not pay. | People should not murder their employers. | Police are very tricky. | Human guilt is powerful and should not be under-estimated. | Human guilt is powerful and should not be under-estimated. |
| The author of Tell Tale Heart is _____. | Edgar Allen Poe | Yeats | Wordsworth | Grey | Edgar Allen Poe |

| | | | | | |
|---|---|---|--|---|---|
| What is the meaning of acute as in "her hearing had become acute" ? | Weak and deteriorated | So poor a hearing aid was required | Strong and well developed | Non-existent | So poor a hearing aid was required |
| How did the police find out the man had killed the old man? | A neighbor said he saw the man kill the old man | The police found the body on their own as they searched the house | The man shrieked "I admit the deed!" | Police found evidence | The man shrieked "I admit the deed!" |
| "Before my many years' service in a restaurant" in this statement my refers to _____. Poe | Edgar Allen Poe | Professor Panini | Yeats | Wordsworth | Professor Panini |
| Which _____ birthday had made a lonely visit? | forty-second | forty-one | forty-eight | forty-five | forty- second |
| Panini ordered a _____ from the toaster | sandwich | bagel | burger | veggies | bagel |
| The toaster was a _____ machine | good | magnificent | efficient | useless | magnificient t |
| Edgar Allan Poe was born on January 19, 1809 in _____. | New York | Boston | Africa | America | Boston |
| "_____" (1845) is among the best-known poems in the national literature. | The Raven | The Sailor | Rapunzel | The Mocking Bird | The Raven |
| When the narrator arrives late on the eighth night, though, the _____ wakes up and cries out. | old man | grandmother | son | brother | old man |
| The _____ is careful to be chatty and to appear normal. | audience | narrator | police man | reader | narrator |
| The narrator's _____ and guilt make it inevitable | amnesia | paranoia | honesty | habit | paranoia |
| What does the setting of imagination represent in Hans Christian Andersen's story 'The Little Match Girl?' | Hope | Fun | Love | Future | Hope |
| Where does the little match girl first picture herself in Hans Christian Andersen's story 'The Little Match Girl?' | In front of a big stove | In a large house | In a beautiful spring field | Being held by her grandmother | In front of a big stove |
| Where does Hans Christian Andersen's story 'The Little Match Girl' take place? | A busy city in Denmark | The countryside in England | A small town in America | A foreign Asian city | A busy city in Denmark |
| How does the protagonist feel about going to heaven in The Little Match Girl? | Regretful | Happy | Apprehensive | Indifferent | Happy |
| Why does the protagonist sell matches in The Little Match Girl? | The girl's grandmother needs money and begging is illegal. | The girl's family needs money and begging is illegal | The girl's family owns a match factory. | The girl wants to buy presents for her family. | The girl's family needs money and begging is illegal |
| When the protagonist lights the first match in The Little Match Girl, she has a vision that pulls her out of her current circumstances. What does she imagine in her first vision? | Building a snowman | Laughing with her father | Sitting beside a warm stove | Sleeping in a warm bed | Sitting beside a warm stove |
| Where does the little girl's grandmother take her at the end of 'The Little Match Girl'? | Heaven | church | home | restaurant | Heaven |
| What image does the little girl see when she strikes the first of her matches? | Her father | A Christmas tree | A large stove | A room full of presents | A Christmas tree |
| Why is the little match girl out in the snowy cold on New Year's Eve? | She's trying to sell her goods to make money | She's returning from the grocery store | She's visiting relatives in another town | She's on her way to a party | She's trying to sell her goods to make money |

| | | | | | |
|--|--|--|--|---------------------------------------|---|
| Why does the little match girl huddle in a corner for warmth instead of returning home? | She is lost and cannot remember the way | Her father will hit her for not making any money | Her mother is on the way to pick her up | She is too far from her house | Her father will hit her for not making any money |
| In her memory of a family member, after striking the fourth match, who does the little match girl see? | Her sister | Her grandmother | Her mother | Her grandfather | Her grandmoth er |
| What happens to the little match girl at the end of the story? | She dies and goes to heaven | She runs home as fast as she can | She finds shelter in a nearby store | She sells her remaining matches | She dies and goes to heaven |
| What was the weather like at the beginning of the story? | it was snowing | it was rainy | it was hot | it was cold | it was snowing |
| What had happened to the little girl before? | lost way | She had lost her slippers | lost money | lost grandmother | She had lost her slippers |
| What was she carrying? | dresses | candies | candles | Matches | Matches |
| When did the story take place? | New Year's Eve | Easter | Christmas | Good-Friday | New Year's Eve |
| How many people helped her? | 6 | 8 | 2 | None | None |
| What happened when she lighted matches? | she saw a big house | She saw my sterious thin gs | she found her house | she found a candle | She saw my sterious thi ngs |
| Who did she see? | her grandmother | Her father | her mother | her brother | her grandmoth er |
| This short story encapsulates how a little girl transforms herself from hopeless to _____ on the very cold last night of her life. | distrust | honest | hopeful | studious | hopeful |
| | | | | | |

SHORT STORY 1- THE TELL TALE HEART BY EDGAR ALLAN POE

INTRODUCTION - Edgar Allan Poe was born on January 19, 1809 in Boston, Massachusetts, U.S. He died on October 7, 1849 in Baltimore, Maryland. He is American short-story writer, poet, critic, and editor. He is famous for his cultivation of mystery and the macabre. His tale "The Murders in the Rue Morgue" (1841) initiated the modern detective story, and the atmosphere in his tales of horror is unequaled in American fiction. His "The Raven" (1845) is among the best-known poems in the national literature.

SUMMARY - An unnamed narrator opens the story by addressing the reader and claiming that he is nervous but not mad. He says that he is going to tell a story in which he will defend his sanity yet confess to having killed an old man. His motivation was neither passion nor desire for money, but rather a fear of the man's pale blue eye. Again, he insists that he is not crazy because his cool and measured actions, though criminal, are not those of a madman. Every night, he went to the old man's apartment and secretly observed the man sleeping. In the morning, he would behave as if everything were normal. After a week of this activity, the narrator decides, somewhat randomly, that the time is right actually to kill the old man.

When the narrator arrives late on the eighth night, though, the old man wakes up and cries out. The narrator remains still, stalking the old man as he sits awake and frightened. The narrator understands how frightened the old man is, having also experienced the lonely terrors of the night. Soon, the narrator hears a dull pounding that he interprets as the old man's terrified heartbeat. Worried that a neighbor might hear the loud thumping, he attacks and kills the old man. He then dismembers the body and hides the pieces below the floorboards in the bedroom. He is careful not to leave even a drop of blood on the floor. As he finishes his job, a clock strikes the hour of four. At the same time, the narrator hears a knock at the street door. The police have arrived, having been called by a neighbor who heard the old man shriek. The narrator is careful to be chatty and to appear normal. He leads the officers all over the house without acting suspiciously. At the height of his bravado, he even brings them into the old man's bedroom to sit down and talk at the scene of the crime. The policemen do not suspect a thing. The narrator is comfortable until he starts to hear a low thumping sound. He recognizes the low sound as the heart of the old man, pounding away beneath the floorboards. He panics, believing that the policemen must also hear the sound and know his guilt. Driven mad by the idea that they are

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mocking his agony with their pleasant chatter, he confesses to the crime and shrieks at the men to rip up the floorboards.

The narrator's newly heightened sensitivity to sound ultimately overcomes him, as he proves unwilling or unable to distinguish between real and imagined sounds. Because of his warped sense of reality, he obsesses over the low beats of the man's heart yet shows little concern about the man's shrieks, which are loud enough both to attract a neighbor's attention and to draw the police to the scene of the crime. The police do not perform a traditional, judgmental role in this story. Ironically, they aren't terrifying agents of authority or brutality. Poe's interest is less in external forms of power than in the power that pathologies of the mind can hold over an individual. The narrator's paranoia and guilt make it inevitable that he will give himself away. The police arrive on the scene to give him the opportunity to betray himself. The more the narrator proclaims his own cool manner, the more he cannot escape the beating of his own heart, which he mistakes for the beating of the old man's heart. As he confesses to the crime in the final sentence, he addresses the policemen as "[v]illains," indicating his inability to distinguish between their real identity and his own villainy.

POSSIBLE QUESTIONS

1. What does the story's title mean?
2. Why does the narrator want to kill the old man?
3. What does the narrator do with the dead man's body?
4. Give examples of how Poe creates suspense in the story.
5. What might the two controlling symbols represent?

SHORT STORY 1- PROFESSOR PANINI BY MATTHEW GRIGG

***PROFESSOR PANINI* IS A COMICAL SCIENCE FICTION SHORT STORY WRITTEN BY MATTHEW GRIGG:**

Plot:

The Professor is working on a machine that can transfer the minds of two beings into each other's bodies. When his first and last test goes horribly wrong, he winds up swapping minds with a robotic toaster.

Techniques:

Irony - The Professor wakes up in the morning and retrieves his toast from the toaster only to become a toaster himself later in the story. Another factor of irony is that his name is Panini.

Foreshadowing - The story begins with "Before my many years service in a restaurant," this foreshadows the Professor's fate.

Personification - Grigg portrays the toaster as semi intelligent. The toaster interacts with the professor and the fact that it swaps "minds" with the professor makes it seem like a living thing.

Comment on Society:

Grigg is commenting on our excessive dependence on technology and our trust for it to work properly. As technology advances rapidly, we adopt it into our lives and modify our daily routines immediately without question. While we rely on technology to help us and guide us, it ended up ruining Professor Panini's life.

When we read this story, following questions will come to our mind:

What happens when Technology fails?

Will we be able to correct it?

Will we rely on technology in the future even for simple tasks such as making toast?

Freaky Friday:

Freaky Friday is similar to "Professor Panini" because it is another comical science fiction story involving mind swapping, however it is not by machine but by magic.

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Plot:

Anna Coleman and her mother don't get along at all. In order to bring them closer together, an old Chinese woman gives them a cursed fortune cookie that swaps their minds. They can only return to their own bodies by doing a truly selfless act for one another.

Comment on Society:

This movie comments on the modern family and its typically dysfunctional lifestyle. The bickering and fighting takes the place of common conversation and caring gestures. The mind swap was a tragic, life ruining event in "Professor Panini", but in Freaky Friday it was a very good thing that fixed their relationship.

When we read this story, following questions will come to our mind:

Is this the common modern family?

Can it often be fixed?

Is the "mind swap" an exaggeration for how much it takes to fix a bad relationship?

Connections to Thesis:

1. Anna takes advantage of her mother always being there for her and visa versa. The two don't realize how valuable one another is until their minds are swapped.

2. Professor Panini is eager to test his new machine. He is so eager he rushes into it a bit without taking precautions first. It is not until his mind is swapped with a robotic toaster when he looks back on his mistakes.

"When I awoke, moments later, I noticed first that I was two feet shorter. Then, I realized the lack of my limbs, and finally it occurred to me that I was a toaster."

Satire:

"Technology" written by W Thomas Payne, this satirical article comments on the overwhelming technology we face today.

Something simple like fixing a computer becomes a big job when there are multiple parts that you need and a trip to the electronics department can be a very stressful event. In the end of the article, which is almost like a short story, Payne gives the reader a little ironic twist. The trip to the store was successful and he returns home relieved until he finds that he left the instructions at the store.

Connection to Thesis:

Technology has advanced to be something far beyond common knowledge. While it is necessary to own a computer, it could be negative that life becomes so complicated when something goes wrong. The computer is always taken advantage of until something breaks.

Conclusion:

We obviously need technology in this era but do we need to rely on it for everything we do? Maybe it would benefit humanity if the exponential advancement of technology slowed down a bit. It is easy to take advantage of something that is always there, but it is important to realize what you have and be realistic. Technology is not fail safe and neither are relationships.

POSSIBLE QUESTIONS

1. How do you analyse the story critically?
2. How does the author visualise the story?
3. How does the author narrate the story?
4. Give two important and interesting events in the story.
5. Write a summary on this story.

**SHORT STORY 3 - THE LITTLE MATCH-SELLER BY HANS CHRISTIAN
ANDERSON**

INTRODUCTION - "The Little Match Seller," written by Hans Christian Andersen in 1845, is also sometimes called "The Little Match Girl." The story has been translated from Danish, where the title is "Den Lille Pige med Svovlstikkerne," meaning "The little girl with the matchsticks." Andersen was a Danish writer known for such fairy tales as "The Little Mermaid," "The Emperor's New Clothes," and "The Ugly Duckling." This short story encapsulates how a little girl transforms herself from hopeless to hopeful on the very cold last night of her life.

SUMMARY - The story opens on the night of New Year's Eve. This time of year is cold in most places, but it is particularly cold in Scandinavian countries like Denmark. The little girl who is the title character of the story is not given a name. She appears shoeless and cold as she tries to sell matches to passersby. Andersen notes that she has "long, fair hair, which hung in curls on her shoulders," seemingly the only bright and beautiful detail in the scene. There aren't many people out because they are all celebrating the holiday inside. She hasn't earned any money and is afraid to go home empty-handed because her father might beat her.

As she moves through the dark, desolate streets, the little girl observes various celebrations taking place in the homes whose windows she can see through. Families are celebrating with feasts, warm fires, and Christmas trees that have not yet been taken down.

The little girl moves into a space between two houses and huddles there. She decides to light a match to enjoy the warmth, however brief it might be. While the match is lit, the girl has a vision of the dinner scene taking place on the other side of the wall. In her vision, the goose hops off the plate and over to her. As soon as the flame goes out, the vision disappears.

The girl continues to light matches, each time having a vision of happiness and feeling of warmth until the match burns out seconds later. One vision is celebrating by a Christmas tree and another one is that she was warming herself by a hot stove. Then the girl sees a falling star and thinks to herself, "Someone is dying," because once her own dead grandmother told her that a falling star meant someone was going to heaven. Her final vision is of her beloved grandmother, and she continues to light matches, one after the other, to keep her in sight. The fact that she sees the falling star and maintains the vision of her grandmother implies that the little girl is nearing death herself.

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The next day, the people living in the houses next to where the girl was huddled found her frozen to death. She looks quiet and peaceful because she died while having happy visions, feeling the warmth of the matches' fire, and thinking about joining her beloved grandmother.

POSSIBLE QUESTIONS

1. What are the major themes present in the story?
2. What is the most important message in the story? Does it have relevance in your present life?
3. How does Hans Christian Anderson present the main character of his story?
4. Did you expect the ending to be such? How would you like the story to end?

| QUESTIONS | CHOICE - 1 | CHOICE - 2 | CHOICE - 3 | CHOICE - 4 | ANSWER |
|--|---------------------------------|---|-------------------------------------|--|---|
| How was the man feeling at the opening of the story? | Nervous | Hungry | Angry | sad | Nervous |
| What sense was acute in the beginning of the story? | Smell | Sight | Hearing | learning | Sight |
| Why did the man kill the old man? | For his gold | Because of his pale blue eye | Because the old man wronged him | for his silver | Because of his pale blue eye |
| What did the man try to convince he was NOT? | Mad | Stupid | Evil | fool | Mad |
| The man said the old man was sitting up in bed as he had done night after night doing what? | Listening to a clock ticking | Listening to his beating heart | Hearkening to the death watches | hearing to music | Listening to his beating heart |
| What caused the old man to feel the head of the man in his room (in the opinion of the man)? | The unperceived shadow | The beam of light | The creaking door | the slipping of glass | The beam of light |
| How did the man describe the groan he heard? | One of pain | One of grief | One of mortal terror | One of sad | One of grief |
| How did the man feel when he opened the lantern and saw the old man's open eye (page 3)? | Furious | Afraid | Calm | Think | Afraid |
| How did the man kill the old man? | By smothering him with a pillow | By choking him with his hands | By pulling the heavy bed over him | By dashing him | By choking him with his hands |
| Where did the man put the old man's body parts after he killed him? | Under the planks in the floor | In the old man's garden | In the old man's closet | In the old man's hand | Under the planks in the floor |
| What was the tell-tale heart? | The old man's heart | The man's beating heart | The heart of the unperceived shadow | The woman's heart | The man's beating heart |
| The narrator wanted to kill the old man because his eye was like a _____ eye. | eagle's | vulture's | crow's | dove's | vulture's |
| The narrator did not want to be considered _____. | crazy | foolish | lazy | happy | crazy |
| From what point of view is the story told? | Second person | Third person omniscient | First person | Third person naive | Third person omniscient |
| The theme of this story is related to: | Murder | Law enforcement | Crime | Guilt | Law enforcement |
| What does dissemble mean in the sentence, "...dissemble no more!" | Deceive | Ask questions | Threaten | Yell | Ask questions |
| What may have been the author's theme? | Crime does not pay. | People should not murder their employers. | Police are very tricky. | Human guilt is powerful and should not be under-estimated. | Human guilt is powerful and should not be under-estimated. |
| The author of Tell Tale Heart is _____. | Edgar Allen Poe | Yeats | Wordsworth | Grey | Edgar Allen Poe |

| | | | | | |
|---|---|---|--|---|---|
| What is the meaning of acute as in "her hearing had become acute" ? | Weak and deteriorated | So poor a hearing aid was required | Strong and well developed | Non-existent | So poor a hearing aid was required |
| How did the police find out the man had killed the old man? | A neighbor said he saw the man kill the old man | The police found the body on their own as they searched the house | The man shrieked "I admit the deed!" | Police found evidence | The man shrieked "I admit the deed!" |
| "Before my many years' service in a restaurant" in this statement my refers to _____. Poe | Edgar Allen Poe | Professor Panini | Yeats | Wordsworth | Professor Panini |
| Which _____ birthday had made a lonely visit? | forty-second | forty-one | forty-eight | forty-five | forty- second |
| Panini ordered a _____ from the toaster | sandwich | bagel | burger | veggies | bagel |
| The toaster was a _____ machine | good | magnificent | efficient | useless | magnificien t |
| Edgar Allan Poe was born on January 19, 1809 in _____. | New York | Boston | Africa | America | Boston |
| "_____" (1845) is among the best-known poems in the national literature. | The Raven | The Sailor | Rapunzel | The Mocking Bird | The Raven |
| When the narrator arrives late on the eighth night, though, the _____ wakes up and cries out. | old man | grandmother | son | brother | old man |
| The _____ is careful to be chatty and to appear normal. | audience | narrator | police man | reader | narrator |
| The narrator's _____ and guilt make it inevitable | amnesia | paranoia | honesty | habit | paranoia |
| What does the setting of imagination represent in Hans Christian Andersen's story 'The Little Match Girl?' | Hope | Fun | Love | Future | Hope |
| Where does the little match girl first picture herself in Hans Christian Andersen's story 'The Little Match Girl?' | In front of a big stove | In a large house | In a beautiful spring field | Being held by her grandmother | In front of a big stove |
| Where does Hans Christian Andersen's story 'The Little Match Girl' take place? | A busy city in Denmark | The countryside in England | A small town in America | A foreign Asian city | A busy city in Denmark |
| How does the protagonist feel about going to heaven in The Little Match Girl? | Regretful | Happy | Apprehensiv e | Indifferent | Happy |
| Why does the protagonist sell matches in The Little Match Girl? | The girl's grandmother needs money and begging is illegal. | The girl's family needs money and begging is illegal | The girl's family owns a match factory. | The girl wants to buy presents for her family. | The girl's family needs money and begging is illegal |
| When the protagonist lights the first match in The Little Match Girl, she has a vision that pulls her out of her current circumstances. What does she imagine in her first vision? | Building a snowman | Laughing with her father | Sitting beside a warm stove | Sleeping in a warm bed | Sitting beside a warm stove |
| Where does the little girl's grandmother take her at the end of 'The Little Match Girl'? | Heaven | church | home | restaurant | Heaven |
| What image does the little girl see when she strikes the first of her matches? | Her father | A Christmas tree | A large stove | A room full of presents | A Christmas tree |
| Why is the little match girl out in the snowy cold on New Year's Eve? | She's trying to sell her goods to make money | She's returning from the grocery store | She's visiting relatives in another town | She's on her way to a party | She's trying to sell her goods to make money |

| | | | | | |
|--|--|--|--|---|---|
| Why does the little match girl huddle in a corner for warmth instead of returning home? | She is lost and cannot remember the way | Her father will hit her for not making any money | Her mother is on the way to pick her up | She is too far from her house | Her father will hit her for not making any money |
| In her memory of a family member, after striking the fourth match, who does the little match girl see? | Her sister | Her grandmother | Her mother | Her grandfather | Her grandmoth er |
| What happens to the little match girl at the end of the story? | She dies and goes to heaven | She runs home as fast as she can | She finds shelter in a nearby store | She sells her remaining matches | She dies and goes to heaven |
| What was the weather like at the beginning of the story? | it was snowing | it was rainy | it was hot | it was cold | it was snowing |
| What had happened to the little girl before? | lost way | She had lost her slippers | lost money | lost grandmother | She had lost her slippers |
| What was she carrying? | dresses | candies | candles | Matches | Matches |
| When did the story take place? | New Year's Eve | Easter | Christmas | Good-Friday | New Year's Eve |
| How many people helped her? | 6 | 8 | 2 | None | None |
| What happened when she lighted matches? | she saw a big house | She saw my sterious thin gs | she found her house | she found a candle | She saw my sterious thi ngs |
| Who did she see? | her grandmother | Her father | her mother | her brother | her grandmoth er |
| This short story encapsulates how a little girl transforms herself from hopeless to _____ on the very cold last night of her life. | distrust | honest | hopeful | studious | hopeful |
| | | | | | |

VOICE

In grammar, the voice of a verb, also called diathesis and the gender of a verb, describes the relationship between the action that the verb expresses and the participants identified by its arguments (subject, object, etc.). When the subject is the agent or doer of the action, the verb is in the active voice. When the subject is the patient, target or undergoer of the action, the verb is said to be in the passive voice.

For example, in the sentence:

The cat ate the mouse.

the verb "ate" is in the active voice. However, in the sentence:

The mouse was eaten by the cat.

the verbal phrase "was eaten" is passive.

In the sentence:

The hunter killed the bear.

the verb "killed" is in the active voice, and the doer of the action is the "hunter". A passive version of the sentence is:

The bear was killed by the hunter.

where the verbal phrase "was killed" is followed by the word "by" and then by the doer "hunter".

ACTIVE VOICE:

The active voice is the most commonly used in many languages and represents the "normal" case, in which the subject of the verb is the agent.

In the active voice, the subject of the sentence performs the action or causes the happening denoted by the verb.

Example: Kabaisa ate the potatoes.

The verb ate indicates the active voice. But consider the following sentence which is in passive voice:

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The potatoes were eaten by Kabaisa.

The words were eaten indicate the passive voice.

The passive voice shows that something has been acted upon by someone or something else.

Examples of Active Voice:

1. Lexi mows the lawn.
2. Corinne makes pancakes every Sunday.

In each of these sentences, the subject comes before the verb and object. The subject is “doing” the verb in the sentence. This is called the active voice.

How To Form an Active Voice Sentence:

- Start with a subject.
- Add a verb (after the subject).
- Add any modifiers.

Active Voice Example:

Grandpa

Grandpa arrived

Grandpa arrived

Yesterday, Grandpa arrived at our house.

PASSIVE VOICE:

The passive voice is employed in a clause whose subject expresses the theme or patient of the verb. That is, it undergoes an action or has its state changed.

In the passive voice the grammatical subject of the verb is the recipient (not the doer) of the action denoted by the verb.

Passive Voice Examples:

1. The work was completed by Jaime.

Even though “Jaime” completed the work, “Jaime” is not the grammatical subject of this sentence. The subject of this sentence is “work.”

In passive sentences, the thing that seems to be doing the action will be ordered chronologically after the verb.

2. The ball was hit by Johnny.

Again, in this sentence, rather than say, “Johnny hit the ball.” the ball becomes the subject of the sentence.

How To Form an Passive Voice Sentence:

- Start with active voice.

Austin bought clothes.

“Austin” is subject; “clothes” is object

- The object becomes the subject.

The clothes

- Add “to be” and past participle

The clothes were bought.

- (Optional) Add original subject (and a preposition, when necessary)

The clothes were bought by Austin.

The Rules to Change the Sentences from Active to Passive Voice:

- The sentence must have object. If there is no object then there must be question word who asks the object.
- Object in active sentences became the subject of passive sentences.
- Active into passive sentences that preceded the object word “by”.
- The verb used is verb III (past participle) which preceded by to be.
- The adjusted sentence structure by tenses.

INTERROGATIVES (YES OR NO, 'WH' QUESTIONS)

INTERROGATIVE DEFINITION:

Sentences that ask a question are called interrogative sentences. They're easy to spot -they always end with a question mark (?). But it's not quite as simple as that. All interrogative sentences are not the same.

There are 4 types of Interrogative sentences.

- Yes/No interrogatives
- Alternative interrogatives.
- Wh-interrogatives
- Tag questions.

1. **Yes/no interrogatives** are questions that can be answered with a yes or a no response. You probably ask or are asked these questions every day.

Here are some examples of yes/no interrogative sentences:

Mister, can you spare a dime?

Did you take your vitamin this morning?

Do you have your homework ready?

Are you ready to go?

Did you go to the game Friday night?

For each of the above questions, the answer will be either a yes or no answer.

2. **Alternative interrogatives** are questions that provide for two or more alternative answers. In other words, you're providing a choice.

Examples of alternative interrogative sentences:

Would you prefer chocolate or vanilla ice cream?

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Should I call or email you?

Do you want coffee, tea, or soda?

3. **Wh-interrogatives sentences** begin with a wh-word and call for an open-ended answer. A yes or no answer isn't appropriate for these questions, nor does the question provide alternative answers. The answer can be a simple response or complex explanation.

Examples of wh-interrogative sentences:

What are you doing?

Where do you live?

Who is playing in the Super Bowl?

What is the meaning of this?

Which songs do you like best?

4. **Tag questions** are questions attached or tagged onto the ending of a declarative statement. They transform a declarative sentence into an interrogative sentence.

Examples:

You live in the city, don't you?

We need to get going now, don't we?

There's a game on today, isn't there?

You're coming to the party, aren't you?

Sometimes interrogative sentences are actually declarative sentences that have a question mark at the end. If you ask this type of question, the last syllable of the final word in the sentence is spoken with a rising intonation. Here are a few examples.

The bus has already left?

The Saints won the Super Bowl?

It's snowing in Florida?

You've lost 15 pounds already?

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The subject of interrogative sentences may not be obvious. Typically, you can spot them right after the verb. But there's a way to make the subject easier to spot. Simply rewrite the question into a statement and then the subject is then easy to find.

Here are some examples below. First you'll find an interrogative sentence. Immediately following is the declarative form of the sentence with the subject underlined.

Did you clean up your room? You cleaned up your room.

Has Jack come to visit? Jack has come to visit.

Is this Jill's wallet? This is Jill's wallet.

WORD CLASS

1. NOUN:

A noun (from Latin nōmen, literally meaning "name") is a word that functions as the name of some specific thing or set of things, such as living creatures, objects, places, actions, qualities, states of existence, or ideas.

Classification of nouns:

a) Proper nouns and common nouns - Proper nouns are the names of a particular person, place or thing. Examples are: Karan, India, Jasmine, Antarctica, Greenland and Alps.

Common nouns are names of people, places and things in general. Examples are: mother, tiger, city and table.

b) Countable and uncountable nouns - Countable nouns are for things we can count using numbers. They have a singular and a plural form. The singular form can use the determiner "a" or "an". If you want to ask about the quantity of a countable noun, you ask "How many?" combined with the plural countable noun.

Uncountable nouns are for the things that we cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous to be counted (liquids, powders, gases, etc.). Uncountable nouns are used with a singular verb. They usually do not have a plural form.

c) Collective nouns - A collective noun is the word used to represent a group of people, animals, or things. Examples: Flock, Crowd, Committee, Choir, Group, Team

d) Concrete nouns and abstract nouns – Concrete nouns are things that you can experience through your five senses: sight, smell, hearing, taste, and touch. On the other hand, abstract nouns refer to ideas and concepts. Abstract nouns and concrete nouns are usually defined in terms of one another. Something that is abstract exists only in the mind, while something that is concrete can be interacted with in a physical way. Qualities, relationships, theories, conditions, and states of being are some examples of the types of things abstract nouns define.

e) Alienable vs. Inalienable Nouns - An inalienable noun is a noun that refers to something viewed as permanently and necessarily possessed, and is thus obligatorily expressed as possessed. It may require a distinguishing possessive form.

An alienable noun is a noun that refers to something viewed as not permanently or necessarily possessed, and is thus not obligatorily expressed as possessed in a language that also has inalienable nouns.

2. ADJECTIVE

Adjectives are words that describe the qualities or states of being of nouns: enormous, doglike, silly, yellow, fun, fast. They can also describe the quantity of nouns: many, few, millions, eleven.

Examples:

Margot wore a beautiful hat to the pie-eating contest.

Furry dogs may overheat in the summertime.

My cake should have sixteen candles.

The scariest villain of all time is Darth Vader.

3. VERB

The verb signals an action, an occurrence, or a state of being. Whether mental, physical, or mechanical, verbs always express activity.

Types of Verbs:

a. Action Verbs

Action verbs express specific actions, and are used any time you want to show action or discuss someone doing something.

b. Transitive Verbs

Transitive verbs are action verbs that always express doable activities. These verbs always have direct objects, meaning someone or something receives the action of the verb.

c. Intransitive Verbs

Intransitive verbs are action verbs that always express doable activities. No direct object follows an intransitive verb.

d. Auxiliary Verbs

Auxiliary verbs are also known as helping verbs, and are used together with a main verb to show the verb's tense or to form a question or negative.

e. Stative Verbs

Stative verbs can be recognized because they express a state rather than an action. They typically relate to thoughts, emotions, relationships, senses, states of being, and measurements.

f. Modal Verbs

Modal verbs are auxiliary verbs that are used to express abilities, possibilities, permissions, and obligations.

g. Phrasal Verbs

Phrasal verbs aren't single words; instead, they are combinations of words that are used together to take on a different meaning to that of the original verb.

h. Irregular Verbs

Irregular verbs are those that don't take on the regular spelling patterns of past simple and past participle verbs.

Examples:

1. I was given a two-week notice by the sales agent.
2. Andrea will count

3. They walked

4. Jesse Pinkman laughed hysterically.

4. ADVERB

An adverb is a word that is used to change or qualify the meaning of an adjective, a verb, a clause, another adverb, or any other type of word or phrase with the exception of determiners and adjectives that directly modify nouns.

Traditionally considered to be a single part of speech, adverbs perform a wide variety of functions, which makes it difficult to treat them as a single, unified category. Adverbs normally carry out these functions by answering questions such as:

- When? She always arrives early.
- How? He drives carefully.
- Where? They go everywhere together.
- In what way? She eats slowly.
- To what extent? It is terribly hot.

Examples:

She was walking rapidly.

The kids love playing together in the sandbox.

Please come inside now.

His jokes are always very funny.

You don't really care, do you?

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DEPARTMENT OF ENGLISH

CLASS : B.COM/PA/CA/BBA

BATCH : 2017-2021

PART II - ENGLISH II (17ENU201)

MULTIPLE CHOICE QUESTIONS UNIT - I

| QUESTIONS | CHOICE - 1 | CHOICE - 2 | CHOICE - 3 | CHOICE - 4 | ANSWER |
|--|-------------------------|-------------------------------|--------------------|-------------------|-------------------------|
| Sentences are given in the active voice. Change them into the passive voice. He teaches English. / English by him. | taught | is taught | was taught | have taught | sought |
| The child is eating bananas. / Bananas by the child. | is being eaten | are being eaten | is eating | was eating | are being eaten |
| She is writing a letter. / A letter by her. | is being written | are being eaten | were being written | was written | is being written |
| The master punished the servant. / The servant by the master. | is punished | was punished | were punished | punished | was punished |
| He was writing a book. / A book by him. | was written | were written | was wrote | was being written | was being written |
| Who wrote this letter? / By whom? | was this letter written | was this letter being written | | | was this letter written |
| Somebody cooks meal every day. / Meal by someone every day. | is cooked | was cooked | were cooked | cooked | is cooked |
| He wore a blue shirt. / A blue shirt by him. | wore | was wore | was worn | were worn | was worn |
| May God bless you with happiness! / with happiness. | may you blessed | may you be blessed | may blessed you be | may blessed | may you be blessed |
| They are building a house. / A house by them. | is built | is being built | was built | were built | is being built |
| She has read letter. / A letter by her. | has been read | read | was read | were read | has been read |
| A stone was being thrown by the kid = The kid _____ a stone. | is throwing | was throwing | were throwing | are throwing | was throwing |
| A car has been bought by him = He _____ a car. | have brought | brought | has bought | is brought | has bought |
| The door had been knocked at by someone = Someone _____ the door. | have knocking at | is knocking at | are knocking at | has knocking at | has knocking at |
| Yam is eaten by people in my country = People _____ yam in my country. | was eaten | is eaten | are eaten | were eaten | was eaten |
| The jackpot will be won by her = She _____ the jackpot. | won | win | would won | will won | would won |
| The mother tongue would be taught to him by her.= She _____ him the mother tongue. | will teach | teach | taught | would teach | would teach |
| The fish is eaten by the cat = the cat _____ the fish. | eat | is eating | are eating | eating | is eating |
| A book was offered to them by her = she _____ them a book. | offer | is offered | offered | are offered | offered |
| A letter was written to him by her =she _____ him a letter. | wrote | write | is written | is writing | wrote |
| Fill in the blanks with 'wh' questions: _____ did you do then? | what | which | how | when | what |
| _____ would you like to eat? | what | which | who | when | what |
| _____ is knocking at the door? | what | who | whom | where | who |
| _____ is your phone number? | what | which | who | whom | what |
| _____ do you want to see? | what | who | whom | all the above | all the above |
| _____ will he say? | what | how | who | where | what |
| _____ did you see? | what | who | who | where | who |
| About _____ are you speaking? | what | who | what | all the above | all the above |
| _____ came here in the morning? | what | who | what | where | who |
| By _____ was this book written? | what | who | what | whom | whom |
| What time _____ you go to bed ? | do | does | Did | are | do |
| Where _____ he go on hollidays ? | do | does | Did | were | does |
| _____ your mum read comics ? | do | does | Did | was | does |
| _____ they visiting Paris? | are | were | Did | is | are |
| _____ she done the housework? | has | have | Did | were | has |
| _____ he be reading the book? | would | will | Did | had | will |
| _____ he discover the truth? | Did | have | Did | do | Did |
| _____ she write a nice essay? | Did | does | do | had | Did |
| _____ they do the homework? | Did | does | do | have | Did |
| _____ they go to a high school? | do | does | Did | has | do |
| Use the correct form of the verbs given in brackets: Your friends _____ (wait)for you for over an hour. | waited | wait | is waited | was waited | waited |
| It is not worth _____ (pay) so much money for this concert. | pay | paying | payed | is paying | paying |
| When I reached the station, the train had _____ (leave). | would leave | will leave | left | leave | left |

| | | | | | |
|--|---------------|-------------|-------------------|--------------------|------------------------|
| I _____(visit)the Taj Mahal last month. | visit | visited | is visited | was visited | visited |
| The criminal _____(attack)the victim with a blunt object. | attack | ia attacked | was attacked | attacked | attacked |
| His company is greatly _____(seek) after. | seen | saw | sought | see | sought |
| His courage _____ him (forsake). | forsake | forsook | will forsake | is forsook | forsook |
| The terrified people _____(flee)to the mountains. | fled | is fled | are fled | was fled | fled |
| The police _____(leave)no stone unturned to trace the culprits. | would leave | left | will leave | leave | left |
| The robber _____(strike) him a blow on the head. | stike | is striking | struck | was striking | struck |
| Find the adjective or adjectives that fit in each of the blanks best. We visited the museum, where we saw _____ artifacts. | A lot of | Ancient | John's | A room filled with | A lot of |
| I received _____ awards at the ceremony today. | The manager's | Two | Information about | Motivation at the | Two |
| Please get me a bag of _____ apples. | Interesting | Ripe red | Oranges and | Real | Ripe red |
| The president sat in a _____ chair. | Important | Barber's | Funny | Leather | Leather |
| _____ weather is the norm in San Francisco. | blue | big | foggy | the best | foggy |
| Choose the best answer to complete each sentence. he driver stopped the bus _____. | financially | exactly | abruptly | now | abruptly |
| During autumn, colorful leaves can be seen falling _____ from trees. | everywhere | very | gently | loudly | gently |
| My grandmother always smiled _____. | cheerfully | sadly | never | yesterday | cheerfully |
| After the party, confetti was strewn _____. | blandly | everywhere | later | carefully | everywher e |
| It's time to go _____. | before | now | yesterday | lightly | now |

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FILLING THE BLANKS WITH THE SUITABLE PASSIVE FORM OF VERB – TENSE AND ASPECT INDICATED

EXAMPLES:

1. Your friends waited for you for over an hour.
2. It is not worth paying so much money for this concert.
3. When I reached the station, the train had left.
4. I visited the Taj Mahal last month.
5. The criminal attacked the victim with a blunt object.
6. His company is greatly sought after.
7. His courage forsook him (forsake).
8. The terrified people fled to the mountains.
9. The police left no stone unturned to trace the culprits.
10. The robber struck him a blow on the head.
11. The mounting pressure was so over-whelming that he ultimately _____ to her wish.
 - a. yielded in
 - b. gave in
 - c. cowed in
 - d. agreed in
12. Authority _____ when it is not supported by the moral purity of its user.
 - a. prevails
 - b. entails
 - c. crumbles
 - d. waits

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13. In a developing country like India some industries will have to be brought within public _____ and control, for other-wise rapid growth of the economy may be impossible.

- a. perspective
- b. hegemony
- c. observation
- d. ownership

14. Gandhiji conceived of the idea of channelizing the powerful currents of the united mass movement so as to give the utmost impetus to the national _____ for independence.

- a. struggle
- b. conflict
- c. onslaught
- d. march

15. Because of his _____ habits, he could not save much money.

- a. extravagant
- b. frugal
- c. unsavoury
- d. bad

16. Socrates was _____ of spreading discontent among young men of Athens and of trying to destroy their faith in the old gods.

- a. rebuked
- b. disparaged
- c. accused
- d. demonised

17. The robbers fell _____ amongst themselves over the sharing of the loot.

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- a. out
- b. through
- c. off
- d. across

18. A really sophisticated person would never be _____ enough to think that he is always right.

- a. reverent
- b. naive
- c. articulate
- d. humble

19. Speeding and blocking are traffic offences which lead to _____ accidents.

- a. troublesome
- b. final
- c. great
- d. gruesome

20. Creative people are often _____ with their own uniqueness.

- a. obsessed
- b. deranged
- c. unbalanced
- d. dissatisfied

FRAME AN ANSWER TO A QUESTION

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The interrogative pronouns who, what, whom, whose, which and the interrogative adverbs where, when, why and how are used to frame information questions.

The structure 'how + an adjective/adverb' may also be used to frame information questions.

1. books are these?

- a. Who's
- b. Whose
- c. Whos

2. do you want?

- a. What
- b. Whose
- c. Which

3. will you stay with?

- a. Whom
- b. What
- c. Which

4. With are you going?

- a. who
- b. whom
- c. what

5. did you go there?

- a. Why
- b. What
- c. Which

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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.

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?

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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?

COMPLETING A DIALOGUE

9 Rules for Writing Dialogue:

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1. Dialogue Must Be In Conflict
2. Dialogue Must Have a Purpose
 - i) The Dialogue Should Drive the Story Forward
 - ii) The Dialogue Should Characterize
 - iii) The Dialogue Should Provide Information
3. Dialogue Should Flow
 - i) Watch How You Use Dialogue Tags
 - ii) Vary the Length of the Lines
 - iii) Don't Have Characters Talk In a Vacuum
4. Dialogue Should Be Concise
5. Don't Have the Characters All Sound the Same
 - i) Who Are They?
 - ii) What Is Their Personal Vocabulary?
 - iii) Who Are They Talking To?
6. Give Characters an Agenda
7. Avoid Obvious Dialogue
8. Use Subtext In Your Dialogue
9. Get the Punctuation Right

Exercise:

1. Anita : Hello Abhishek! Where (a)..... from ?

Abhishek : Hello! I have just been to the railway station (b)..... for my father for Delhi.

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Anita : (c)..... to Delhi ?

Abhishek : On the 18th

Abhishek : My sister told me that (d)

Anita : Yes, but not now, perhaps in May. I have an interview to be faced.

Abhishek : All the best then !

Answer:(a) are you coming

(b) to buy a ticket

(c) When will he be going

(d) you too, have to go to Delhi.

2. Preeti :(a)..... breakfast, today ?

Mother: Butter toasts and milk.

Preeti : But mamma, you know (b)..... Why don't you ever prepare it for me?

Mother: Dear, nobody else in the family likes porridge. I have to take care of everyone.

Preeti : Oh. I understand. By the way, (c)..... Has he gone somewhere so early in the morning?

Mother: Yes. Dad has gone to the temple. You know, he is on fast today.

Preeti :(d) fast, mamma ?

Mother: Keeping fast improves our digestive system. Moreover, it also enhances our will powers.

Preeti : Oh. I see. I too will try some day.

Answers:(a) What have you prepared for the

(b) I like porridge very much

(c) dad is not around here, anywhere

(d) Why do people keep.

KAHE

USE OF A PHRASAL VERB

What are Phrasal Verbs?

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A phrasal verb is a combination of words (a verb + a preposition or verb +adverb) that when used together, usually take on a different meaning to that of the original verb.

Examples:

break down, check in, tear up

When we use phrasal verbs, we use them like normal verbs in a sentence, regardless if it's a regular or irregular verb.

1. Ella tore up the letter after she read it.
2. Their car broke down two miles out of town.
3. Did the manager deal with that customer's complaint.
4. Be sure to put on a life jacket before getting into the boat.
5. We left out the trash for pickup.
6. It's time to get on the plane.
7. What will she think up next?
8. I'm having some trouble working out the solution to this equation.
9. We're going to have to put off our vacation until next year.
10. Stand up when speaking in class, please.
11. We'll have to wake up early if we want breakfast.
12. Take off your shoes before you walk on the carpet.
13. My dog likes to break out of his kennel to chase squirrels.

COMMON PHRASAL VERBS

Separable Phrasal Verbs

The object may come after the following phrasal verbs or it may separate the two parts:

- You have to do this paint job over.

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- You have to do over this paint job.

When the object of the following phrasal verbs is a pronoun, the two parts of the phrasal verb must be separated:

- You have to do it over.

| Verb | Meaning | Example |
|-----------|---|---|
| blow up | Explode | The terrorists tried to <u>blow up</u> the railroad station. |
| bring up | mention a topic | My mother <u>brought up</u> that little matter of my prison record again. |
| bring up | raise children | It isn't easy to <u>bring up</u> children nowadays. |
| call off | Cancel | They <u>called off</u> this afternoon's meeting |
| do over | repeat a job | <u>Do</u> this homework <u>over</u> . |
| fill out | complete a form | <u>Fill out</u> this application form and mail it in. |
| fill up | fill to capacity | She <u>filled up</u> the grocery cart with free food. |
| find out | Discover | My sister <u>found out</u> that her husband had been planning a surprise party for her. |
| give away | give something to someone else for free | The filling station was <u>giving away</u> free gas. |
| give back | return an object | My brother borrowed my car. I have a feeling he's not about to <u>give it back</u> . |
| hand in | submit something (assignment) | The students <u>handed in</u> their papers and left the room. |
| hang up | put something on hook or receiver | She <u>hung up</u> the phone before she hung up her clothes. |
| hold up | Delay | I hate to <u>hold up</u> the meeting, but I have to go to the |

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| | | |
|----------------|-----------------------------------|---|
| | | bathroom. |
| hold up (2) | Rob | Three masked gunmen <u>held up</u> the Security Bank this afternoon. |
| leave out | Omit | You <u>left out</u> the part about the police chase down Asylum Avenue. |
| look over | examine, check | The lawyers <u>looked over</u> the papers carefully before questioning the witness. (They <u>looked</u> them <u>over</u> carefully.) |
| look up | search in a list | You've misspelled this word again. You'd better <u>look</u> it <u>up</u> . |
| make up | invent a story or lie | She knew she was in trouble, so she <u>made up</u> a story about going to the movies with her friends. |
| make out | hear, understand | He was so far away, we really couldn't <u>make out</u> what he was saying. |
| pick out | Choose | There were three men in the line-up. She <u>picked out</u> the guy she thought had stolen her purse. |
| pick up | lift something off something else | The crane <u>picked up</u> the entire house. (Watch them <u>pick</u> it <u>up</u> .) |
| point out | call attention to | As we drove through Paris, Francoise <u>pointed out</u> the major historical sites. |
| put away | save or store | We <u>put away</u> money for our retirement. She <u>put away</u> the cereal boxes. |
| put off | postpone | We asked the boss to <u>put off</u> the meeting until tomorrow. (Please <u>put</u> it <u>off</u> for another day.) |
| put on | put clothing on the body | I <u>put on</u> a sweater and a jacket. (I <u>put</u> them <u>on</u> quickly.) |
| put out | extinguish | The firefighters <u>put out</u> the house fire before it could spread. (They <u>put</u> it <u>out</u> quickly.) |
| read | Peruse | I <u>read over</u> the homework, but couldn't make any sense |

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| | | |
|---------------|-----------------------------------|--|
| over | | of it. |
| set up | to arrange, begin | My wife <u>set up</u> the living room exactly the way she wanted it. She <u>set</u> it <u>up</u> . |
| take down | make a written note | These are your instructions. <u>Write</u> them <u>down</u> before you forget. |
| take off | remove clothing | It was so hot that I had to <u>take off</u> my shirt. |
| talk over | Discuss | We have serious problems here. Let's <u>talk</u> them <u>over</u> like adults. |
| throw away | Discard | That's a lot of money! Don't just <u>throw</u> it <u>away</u> . |
| try on | put clothing on to see if it fits | She <u>tried on</u> fifteen dresses before she found one she liked. |
| try out | Test | I <u>tried out</u> four cars before I could find one that pleased me. |
| turn down | lower volume | Your radio is driving me crazy! Please <u>turn</u> it <u>down</u> . |
| turn down (2) | Reject | He applied for a promotion twice this year, but he was <u>turned down</u> both times. |
| turn up | raise the volume | Grandpa couldn't hear, so he <u>turned up</u> his hearing aid. |
| turn off | switch off electricity | We <u>turned off</u> the lights before anyone could see us. |
| turn off (2) | Repulse | It was a disgusting movie. It really <u>turned</u> me <u>off</u> . |
| turn on | switch on the electricity | <u>Turn on</u> the CD player so we can dance. |
| use up | exhaust, use completely | The gang members <u>used up</u> all the money and went out to rob some more banks. |
| | | |

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COURSE CODE: 117ENU201

COURSE NAME: ENGLISH II
BATCH: 2017-2021

Inseparable Phrasal Verbs (Transitive)

With the following phrasal verbs, the lexical part of the verb (the part of the phrasal verb that carries the "verb-meaning") cannot be separated from the prepositions (or other parts) that accompany it: "Who will look after my estate when I'm gone?"

| Verb | Meaning | Example |
|-------------|---|---|
| call on | ask to recite in class | The teacher <u>called on</u> students in the back row. |
| call on (2) | Visit | The old minister continued to <u>call on</u> his sick parishioners. |
| get over | recover from sickness or disappointment | I <u>got over</u> the flu, but I don't know if I'll ever <u>get over</u> my broken heart. |
| go over | Review | The students <u>went over</u> the material before the exam. They should have <i>gone over</i> it twice. |
| go through | use up; consume | They country <u>went through</u> most of its coal reserves in one year. Did he <u>go through</u> all his money already? |
| look after | take care of | My mother promised to <u>look after</u> my dog while I was gone. |
| look into | investigate | The police will <u>look into</u> the possibilities of embezzlement. |
| run across | find by chance | I <u>ran across</u> my old roommate at the college reunion. |
| run into | Meet | Carlos <u>ran into</u> his English professor in the hallway. |
| take after | resemble | My second son seems to <u>take after</u> his mother. |
| wait on | Serve | It seemed strange to see my old boss <u>wait on</u> tables. |

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Three-Word Phrasal Verbs (Transitive)

With the following phrasal verbs, you will find three parts: "My brother dropped out of school before he could graduate."

| Verb | Meaning | Example |
|------------------|-----------------------------------|--|
| break in on | interrupt (a conversation) | I was talking to Mom on the phone when the operator <u>broke in on</u> our call. |
| catch up with | keep abreast | After our month-long trip, it was time to <u>catch up with</u> the neighbors and the news around town. |
| check up on | examine, investigate | The boys promised to <u>check up on</u> the condition of the summer house from time to time. |
| come up with | to contribute (suggestion, money) | After years of giving nothing, the old parishioner was able to <u>come up with</u> a thousand-dollar donation. |
| cut down on | curtail (expenses) | We tried to <u>cut down on</u> the money we were spending on entertainment. |
| drop out of | leave school | I hope none of my students <u>drop out of</u> school this semester. |
| get along with | have a good relationship with | I found it very hard to <u>get along with</u> my brother when we were young. |
| get away with | escape blame | Janik cheated on the exam and then tried to <u>get away with</u> it. |
| get rid of | eliminate | The citizens tried to <u>get rid of</u> their corrupt mayor in the recent election. |
| get through with | Finish | When will you ever <u>get through with</u> that program? |
| keep up with | maintain pace with | It's hard to <u>keep up with</u> the Joneses when you lose your job! |
| look forward to | anticipate with pleasure | I always <u>look forward to</u> the beginning of a new semester. |

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|---------------|------------------------|--|
| look down on | despise | It's typical of a jingoistic country that the citizens <u>look down on</u> their geographical neighbors. |
| look in on | visit (somebody) | We were going to <u>look in</u> on my brother-in-law, but he wasn't home. |
| look out for | be careful, anticipate | Good instructors will <u>look out for</u> early signs of failure in their students |
| look up to | respect | First-graders really <u>look up to</u> their teachers. |
| make sure of | verify | <u>Make sure of</u> the student's identity before you let him into the classroom. |
| put up with | tolerate | The teacher had to <u>put up with</u> a great deal of nonsense from the new students. |
| run out of | exhaust supply | The runners <u>ran out of</u> energy before the end of the race. |
| take care of | be responsible for | My oldest sister <u>took care of</u> us younger children after Mom died. |
| talk back to | answer impolitely | The star player <u>talked back to</u> the coach and was thrown off the team. |
| think back on | Recall | I often <u>think back on</u> my childhood with great pleasure. |
| walk out on | Abandon | Her husband <u>walked out on</u> her and their three children. |

Intransitive Phrasal Verbs

The following phrasal verbs are not followed by an object: "Once you leave home, you can never really go back again."

| Verb | Meaning | Example |
|------------|------------------|---|
| break down | stop functioning | That old Jeep had a tendency to <u>break down</u> just when I needed it the most. |

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| | | |
|-----------|---------------------------|---|
| catch on | become popular | Popular songs seem to <u>catch on</u> in California first and then spread eastward. |
| come back | return to a place | Father promised that we would never <u>come back</u> to this horrible place. |
| come in | Enter | They tried to <u>come in</u> through the back door, but it was locked. |
| come to | regain consciousness | He was hit on the head very hard, but after several minutes, he started to <u>come to</u> again. |
| come over | to visit | The children promised to <u>come over</u> , but they never do. |
| drop by | visit without appointment | We used to just <u>drop by</u> , but they were never home, so we stopped doing that. |
| eat out | dine in a restaurant | When we visited Paris, we loved <u>eating out</u> in the sidewalk cafes. |
| get by | Survive | Uncle Heine didn't have much money, but he always seemed to <u>get by</u> without borrowing money from relatives. |
| get up | Arise | Grandmother tried to <u>get up</u> , but the couch was too low, and she couldn't make it on her own. |
| go back | return to a place | It's hard to imagine that we will ever <u>go back</u> to Lithuania. |
| go on | Continue | He would finish one Dickens novel and then just <u>go on</u> to the next. |
| go on (2) | Happen | The cops heard all the noise and stopped to see what was <u>going on</u> . |
| grow up | get older | Charles <u>grew up</u> to be a lot like his father. |
| keep away | remain at a distance | The judge warned the stalker to <u>keep away</u> from his victim's home. |
| keep on | continue with the | He tried to <u>keep on singing</u> long after his voice was |

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|---------------|---------------------------|--|
| (with gerund) | same | ruined. |
| pass out | lose consciousness, faint | He had drunk too much; he <u>passed out</u> on the sidewalk outside the bar. |
| show off | demonstrate haughtily | Whenever he sat down at the piano, we knew he was going to <u>show off</u> . |
| show up | Arrive | Day after day, Efrain <u>showed up</u> for class twenty minutes late. |
| wake up | arouse from sleep | I <u>woke up</u> when the rooster crowed. |

CHANGE A PHRASE INTO CLAUSE

DEFINITION:

Phrases and clauses differ in two respects. A phrase is a group of words that lacks a subject and a predicate, which makes it a dependent construction that cannot stand on its own. A clause is also a group of words, but a clause can be either dependent or independent and usually includes a subject, a predicate or both.

How to Change Phrases to Clauses:

From Phrase to Clause:

Determine the phrase you want to change into a clause. A phrase can be a single word or a few words, but should lack a subject and verb. For example, the prepositional phrase "in the house" does not include a subject or verb and cannot stand on its own as a complete sentence.

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Include the subject that performs the action of the verb. Generally, subjects of sentences are nouns such as a person, place, animal or thing that is capable of performing an action. For example, a possible subject for the prepositional phrase "in the house" is "Joey."

Include the predicate or verb you want the subject of the sentence to perform to the phrase that you are transforming into a clause. For example, add the past tense of the verb walk (walked) to the phrase "in the house." Now the phrase "in the house" reads "Joey walked in the house" and is an independent clause.

Determine whether the new clause is independent (can stand alone as an independent sentence) or dependent (needs an independent sentence to stand with it to be grammatically correct).

Exercise:

1. We must find out what to do next.
2. Do you know what to look for?
3. I will show you how to manage it.
4. Please show him where to put his things.
5. Please tell me how to learn a foreign language.

Answers

1. We must find out what we should do next.
2. Do you know what you should look for?
3. I will show you how you should manage it.
4. Please show him where he should put his things.
5. Please tell me how I can learn a foreign language.

In each of the following sentences replace the words in italics by suitable noun clauses:

1. No one can guess the time of his arrival.
2. I predict a change in the weather.
3. I heard of his success.

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4. Nobody knows the reason of his failure.
5. The jury believed the man guilty.
6. The doctors expect an improvement in his health.
7. I know him to be trustworthy.
8. He confessed his guilt.
9. I hope to be there in time.
10. He is confident of winning the match.
11. He seems to be a spy.
12. His arrival was totally unexpected.

Answers

1. No one can guess when he will arrive.
2. I predict that the weather will change.
3. I heard that he has succeeded.
4. Nobody knows why he failed.
5. The jury believed that the man was guilty.
6. The doctors expect that his health will improve.
7. I know that he is trustworthy.
8. He confessed that he was guilty.
9. I hope that I will be there in time.
10. He is confident that he will win the match.
11. It seems that he is a spy.
12. No one expected that he would arrive.