

**KARPAGAM ACADEMY OF HIGHER EDUCATION**  
**DEPARTMENT OF ENGLISH**  
**ENGLISH –II**

**SUBJECT CODE: 17ENU201**

**SEMESTER: II**

**L P T C**

**4 - - 4**

**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. Students 'cannot multi-task with mobiles and study' - Sean Coughlan

**UNIT - II : POEM**

1. When Nothing Entices Nothing - Pierre Alferi
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. Professor Panini - Matthew Grigg
3. The Little Match-Seller - Hans Christian Andersen

**UNIT - IV**

**GRAMMAR :** 1. Voice

2. Interrogatives (Yes or No, 'Wh' questions)

3. Word Class

**UNIT - V**

**FUNCTIONAL ENGLISH**

1. Filling the blanks with the suitable passive form of verb - Tense and aspect indicated
2. Frame an answer to a question
3. Give the nominal forms of two words
4. Completing a dialogue
5. Use of a phrasal verb in sentences
6. Change a phrase into a clause / Clause into phrase

**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.





## KARPAGAM ACADEMY OF HIGHER EDUCATION

*(Deemed to be University Established Under Section 3 of UGC Act 1956)*

Coimbatore – 641 021.

### LECTURE PLAN

#### DEPARTMENT OF ENGLISH

SUBJECT NAME : ENGLISH SUB.CODE : 17ENU201  
SEMESTER : II CLASS : I B.COM PA

RL.NO	LECTURE DURATION PERIOD	LECTURE PLAN	SUPPORT MATERIAL/ PAGE NOS
<b>UNIT - I</b>			
1.	1	Introduction to the syllabus	T- 1
2.	1	I Have a Dream - Introduction	T - 2,3
3.	1	Continuation of I Have a Dream	T - 4,5
4.	1	Revision of I Have a Dream	T - 6
5.	1	'First Human' discovered in Ethiopia - Introduction	T – 8
6.	1	Continuation of 'First Human' discovered in Ethiopia	T - 9
7.	1	Revision of 'First Human' discovered in Ethiopia	T -10
8.	1	Students 'cannot multi-task with mobiles and study' - Introduction	T -12
9.	1	Continuation of Students 'cannot multi-task with mobiles and study'	T -13
10.	1	Revision of Students 'cannot multi-task with mobiles and study'	T -14
11.	1	Discussion on essay questions	
12.	1	Revision	
<b>Total No of Hours Planned For Unit 1 = 12</b>			
<b>UNIT - II</b>			

1	1	When Nothing Entices Nothing - Introduction	T -15
2	1	Continuation of When Nothing Entices Nothing	T -16
3	1	Revision of When Nothing Entices Nothing	T -17
4	1	God is a Medicine Cabinet - Introduction	T -19
5	1	Continuation of God is a Medicine Cabinet	T -20
6	1	Revision of God is a Medicine Cabinet	T -19,20
7	1	A Prayer for My Daughter - Introduction	T -21
8	1	Continuation of A Prayer for My Daughter	T -22
9	1	Revision of A Prayer for My Daughter	T -23,24
10	1	Discussion on essay questions	
11	1	Discussion on CIA-I	
12	1	Revision	

**Total No of Hours Planned For Unit 1 = 12**

**UNIT-III**

1	1	Discussion on CIA-I	
2	1	The Tell Tale Heart - Introduction	T -25,26
3	1	Continuation of The Tell Tale Heart	T -27,28
4	1	Revision of The Tell Tale Heart	T -29
5	1	Professor Panini - Introduction	T- 31
6	1	Continuation of Professor Panini	T -32
7	1	Revision of Professor Panini	T -33 - 35
8	1	The Little Match-Seller - Introduction	T -36 - 39
9	1	Continuation of The Little Match-Seller	T -40 - 42

10	1	Revision of The Little Match-Seller	
11	1	Discussion on essay questions	
12	1	Revision	
<b>Total No of Hours Planned For Unit 1 = 12</b>			
<b>UNIT-IV</b>			
1	1	Introduction to voice	R -58
2	1	Verb structure of Active voice	R -59,60
3	1	Verb structure of Passive voice	R -61
4	1	Exercises on voice	R -62
5	1	Introduction to Interrogatives	R -52
6	1	Yes or No, 'wh' questions	R -53
7	1	Exercises on Interrogatives	R -54
8	1	Introduction to word class	R -3
9	1	Continuation of Word class	R -4,5
10	1	Exercises on word class	R -16,17
11	1	Discussion on CIA-II	
12	1	Revision	
<b>Total No of Hours Planned For Unit 1 = 12</b>			
<b>UNIT-V</b>			
1	1	Filling the blanks with the suitable passive form of verb	R-54
2	1	Continuation of Filling the blanks with the suitable passive form of verb	R-74
3	1	Frame an answer to a question	R - 175 - 181
4	1	Continuation of Frame an answer to a question	R - 175 - 181

5	1	Give the nominal forms of two words	R-228,229
6	1	Completing a dialogue	R-273
7	1	Use of a phrasal verb in sentences	R-267-270
8	1	Continuation of Use of a phrasal verb in sentences	R-271-272
9	1	Change a phrase into a clause	R-147-152
10	1	Continuation of Change a clause into a phrase	R-152-157
11	1	Discussion on End Semester Exam	
12	1	Discussion on End Semester Exam	
<b>Total No of Hours Planned For Unit 1 = 12</b>			
<b>Total Planned Hours = 48</b>			

**TEXT BOOK:**

1. Twilight – An Anthology of Prose, Poetry and Short Story Selections

**REFERENCES:**

1. English Grammar & Composition by Wren & Martin

# KARPAGAM ACADEMY OF HIGHER EDUCATION

**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.

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

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.



# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

\*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**

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

## **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:**

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

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."

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

## **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.

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

“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.”

## KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

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.

KAHE

**KARPAGAM ACADEMY OF HIGHER EDUCATION, Coimbatore -21.**

**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
Martin Luther King, Jr. uses the image of “the valley” to represent	A. justice	B. bad times	C. the future	D. peace	<b>B. bad times</b>
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	<b>D. ending segregation and racial injustice in America</b>
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	<b>A. A promissory note--a check that has come back marked “insufficient funds”</b>
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>B. desire for a better future</b>
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>B. demand equality and justice now</b>
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>B. “Now is the time to”</b>
Dr. King’s speech does not incorporate	A. repeated phrases	B. quotations from songs	C. thanks to guests	D. references to the Bible	<b>C. thanks to distinguished guests</b>
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>B. the struggle must continue</b>

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>B. He appealed to their sense of justice, fair play, and patriotism</b>
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>B. ...the content of their character</b>
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)	<b>D. Light (day) and darkness (night)</b>
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>B. his ethos or ethical appeal</b>
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>(b) unable to be separated or untied</b>
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	<b>C. Return home and continue to work for justice</b>
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	<b>A. To connect with his audience as a fellow parent and have them think of their own children</b>
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	<b>To make a patriotic appeal to his audience</b>



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	<b>To get the crowd involved by having them sing along</b>
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	<b>Abraham Lincoln</b>
A mammoth gathering of _____ people were present when King addressed.	2,00,000	2, 50, 000	1,90,000	1,80,000	<b>2, 50, 000</b>
Pallab Kumar Ghosh is a _____ correspondent for BBC News.	arts	medical	science	architecture	<b>science</b>
Pallab Kumar Ghosh has been a science _____ since 1984.	journalist	scientist	researcher	teacher	<b>journalist</b>
Pallab Kumar Ghosh worked as a general news producer on _____ Radio.	NDTV	BBC	STAR	SPORTS	<b>BBC</b>
The discovery suggested that due to the _____ conditions man has modernized as a upright walker.	drastic	normal	summer	climatic	<b>climatic</b>
The head of the research team told BBC News about the most important transitions in _____ evolution.	human	animal	bird	dinosars	<b>human</b>
Prof Brian Villmoare of the University of Nevada in _____ discovered that a 3.2 million-year-old hominin in 1974.	London	normal	Germany	Europe	<b>Las Vegas</b>
_____ They had a suspicion whether _____ belonged to the species <i>Australopithecus afarensis</i> .	Suasn	Hermoine	Lucy	Helen	<b>Lucy</b>
_____ existed in the age when Lucy and her kin were alive.	Homo erectus	Australopith ecus afarensis.	pre-human ancestor	new fossil	<b>Homo erectus</b>
The 2.8 million-year-old lower _____ was found in the Ledi-Geraru research area.	jaw	teeth	jawbone	bone	<b>jawbone</b>
The fossil which was found in the research area had _____ teeth in the lower jaw.	second	third	sixth	five	<b>five</b>
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	<b>back</b>

The new discovery pushed the research back by _____years to discover a pre-human ancestor.	200,000	400,000	300,000	600,000	<b>400,000</b>
Prof Fred Spoor of University College _____analyzed the new fossil.	America	England	Spain	London	<b>London</b>
Prof Chris Stringer of the Natural History Museum in London remarked the discovery as a _____	small story	sad story	big story	happy story	<b>big story</b>
Prof Stringer added that the discovery of _____ human is a complex picture.	later	early	beginning	middle	<b>early</b>
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	<b>2.8 million</b>
The discovery in _____suggests climate change spurred the transition from tree dweller to upright walker.	Canada	Ethiopia	Italy	America	<b>Ethiopia</b>
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	<b>first</b>
An iconic 3.2 million-year-old hominin discovered in the same area in 1974, called_____.	Hermoine	Lucy	Helen	Suasn	<b>Lucy</b>
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	<b>teeth and jaws</b>
The study examined how a generation of _____ might be affected by so many online distractions.	voracious texters	small texters	lazy texters	timing texters	<b>voracious texters</b>
Examining the Effects of Texting, Twitter, and Message Content on Student Learning, carried out a series of tests with _____undergraduates.	135	145	155	125	<b>145</b>
There have been debates in the ____about whether mobiles should be allowed in school.	US	UAE	UK	Iraq	<b>UK</b>
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%	<b>6%</b>
Researchers concluded that it was the low-achieving pupils who were most likely to be _____by mobile phones.	distracted	interested	collapsed	enjoyed	<b>distracted</b>
It found that when students did not use mobiles, they were better at being able to _____information.	forget	spoil	recall	gather	<b>recall</b>
Sean Coughlan is an award-winning education correspondent for _____ in London.	sports	BBC News	Fashion	Music	<b>BBC News</b>
Sean Coughlan is _____of an international education online series for the BBC	scientist	teacher	editor	sub-editor	<b>editor</b>
Sean Coughlan called the Knowledge _____.	Economy	Commerce	Literature	Science	<b>Economy</b>
Sean Coughlan is the author of a cultural history of sleep and has had collections of _____.	drama	novel	prose	poetry	<b>poetry</b>
Students cannot successfully_____ in using mobile phones while they are studying, US research suggests.	multi-task	single-task	double-task	task	<b>multi-task</b>
_____found that students sending and receiving messages while studying.	editor	Researchers	scientist	teacher	<b>Researchers</b>
Researchers found that students scored _____ test results and were less effective at tasks such as note taking.	higher	backward	average	lower	<b>lower</b>
With the exam season under way, the research by academics at _____ University, Illinois State University.	Ohio	London	Paris	Canada	<b>Ohio</b>
Examining the Effects of Texting and Message Content on Student_____, carried out a series of tests with 145 undergraduates.	Speaking	Learning	Reading	Writing	<b>Learning</b>
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	<b>watching</b>
Mobiles and portable devices are now such a pervasive part of _____-people's lives.	old	kid	young	children	<b>young</b>
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	<b>mobile phones</b>

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	<b>physically</b>
The study showed students _____ lectures, while getting them to use mobile phones in different ways.	video	audio	audio-video	radio	<b>video</b>

**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

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

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

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

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*, *Afrikana.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**

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

**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

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

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	<b>three</b>
They have come with three different perspectives through a _____ love theme which exist between two people in the poem.		destroy	loyal	faith	<b>divine</b>
Pierre Alferi has drawn the love between _____ people, but between whom and whom is not given.	one	three	two	four	<b>two</b>
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	<b>love</b>
_____ 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	<b>Children</b>
At _____, children of involved fathers do better academically.	college	office	station	school	<b>school</b>
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	<b>fathers</b>
_____ who had involved fathers are more likely to be tolerant and understanding.	children	youth	Adults	old	<b>Adults</b>
This agitation can _____ the happiness of the family.	destroy	destiny	save	purify	<b>destroy</b>
It is a child's duty to understand and _____ the father's unconditional love.	disrespect	reject	hard	respect	<b>respect</b>
In order to make the father happy, a child has to be very conscious of being good at _____.	works	studies	hobbies	teach	<b>studies</b>
_____ 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	<b>Adolescence</b>
It can be almost unbearable for _____ to watch their children pull away.	parents	fathers	mothers	children	<b>parents</b>
As son matures and grows further into _____, he feels the need and desire to share less.	old	childhood	womanhood	manhood	<b>manhood</b>
A family photo always stirs the memory and evokes fond _____ of great times.	reject	recollection	amnesia	forget	<b>recollection</b>
From that moment in early childhood when we learn to _____, we also learn to keep secrets about ourselves.	hide	trust	1	lie	<b>lie</b>
If we try and tell someone else, the _____ could kill us.	hide	secret	reveal	save	<b>secret</b>
Some secrets must not be _____ because they can torment and torture the particular subject till the end.	secret	hide	revealed	save	<b>revealed</b>
The child may take it as granted or it may lead him into an _____ way.	evil	angel	good	bad	<b>evil</b>
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	<b>attack</b>
Cynthia Atkins is the author of _____ Weathers and In The Event of Full Disclosure.	Psyche's	mental's	physic's	psycho's	<b>Psyche's</b>
Her poems have appeared in numerous _____, including, Alaska Quarterly Review, Afrikana.ng, BOMB, Cleaver Magazine.	newspapers	news	journals	magazines	<b>journals</b>
She is formerly the _____ for the Poetry Society of America.	associate director	assistant director	director	editor	<b>assistant director</b>
There can be no single definition of what constitutes _____ because the word means many different things to different people.	man	woman	nature	God	<b>God</b>
Approximately _____ of humanity in the modern world, describe themselves as belonging to an organised religious tradition.	75%	65%	85%	95%	<b>75%</b>
50% of humanity in the modern world, describe themselves following either _____.	hinduism	buddhism	Christianity or Islam	sikhs	<b>Christianity or Islam</b>
Research in _____ indicates that positive attitudes are good for our health.	phylosophy	psychology	phylology	methodology	<b>psychology</b>
People who are optimistic about their chances of recovery from major _____ tend to better adhere to medical treatment plans.	happiness	sadness	healthy	diseases	<b>diseases</b>
For many people, God is a major source of _____ and optimism.	hope	trust	distrust	honest	<b>hope</b>

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

**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

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

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.



# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

## **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.

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

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	<b>Nervous</b>
What sense was acute in the beginning of the story?	Smell	Sight	Hearing	learning	<b>Sight</b>
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	<b>Because of his pale blue eye</b>
What did the man try to convince he was NOT?	Mad	Stupid	Evil	fool	<b>Mad</b>
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	<b>Listening to his beating heart</b>
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	<b>The beam of light</b>
How did the man describe the groan he heard?	One of pain	One of grief	One of mortal terror	One of sad	<b>One of grief</b>
How did the man feel when he opened the lantern and saw the old man's open eye (page 3)?	Furious	Afraid	Calm	Think	<b>Afraid</b>
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	<b>By choking him with his hands</b>
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	<b>Under the planks in the floor</b>
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	<b>The man's beating heart</b>
The narrator wanted to kill the old man because his eye was like a _____ eye.	eagle's	vulture's	crow's	dove's	<b>vulture's</b>
The narrator did not want to be considered _____.	crazy	foolish	lazy	happy	<b>crazy</b>
From what point of view is the story told?	Second person	Third person omniscient	First person	Third person naive	<b>Third person omniscient</b>
The theme of this story is related to:	Murder	Law enforcement	Crime	Guilt	<b>Law enforcement</b>
What does dissemble mean in the sentence, "...dissemble no more!"	Deceive	Ask questions	Threaten	Yell	<b>Ask questions</b>
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.	<b>Human guilt is powerful and should not be under-estimated.</b>
The author of Tell Tale Heart is _____.	Edgar Allen Poe	Yeats	Wordsworth	Grey	<b>Edgar Allen Poe</b>

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	<b>So poor a hearing aid was required</b>
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	<b>The man  shrieked "I admit the deed!"</b>
"Before my many years' service in a restaurant" in this statement my refers to _____.  Poe	Edgar Allen  Poe	Professor  Panini	Yeats	Wordsworth	<b>Professor  Panini</b>
Which _____ birthday had made a lonely visit?	forty-second	forty-one	forty-eight	forty-five	<b>forty- second</b>
Panini ordered a _____ from the toaster	sandwich	bagel	burger	veggies	<b>bagel</b>
The toaster was a _____ machine	good	magnificent	efficient	useless	<b>magnificien t</b>
Edgar Allan Poe was born on January 19, 1809 in _____.	New York	Boston	Africa	America	<b>Boston</b>
"_____" (1845) is among the best-known poems in the national literature.	The Raven	The Sailor	Rapunzel	The Mocking Bird	<b>The Raven</b>
When the narrator arrives late on the eighth night, though, the _____ wakes up and cries out.	old man	grandmother	son	brother	<b>old man</b>
The _____ is careful to be chatty and to appear normal.	audience	narrator	police man	reader	<b>narrator</b>
The narrator's _____ and guilt make it inevitable	amnesia	paranoia	honesty	habit	<b>paranoia</b>
What does the setting of imagination represent in Hans Christian Andersen's story 'The Little Match Girl?'	Hope	Fun	Love	Future	<b>Hope</b>
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	<b>In front of  a big stove</b>
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	<b>A busy city  in Denmark</b>
How does the protagonist feel about going to heaven in The Little Match Girl?	Regretful	Happy	Apprehensiv e	Indifferent	<b>Happy</b>
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.	<b>The girl's family needs money and begging is illegal</b>
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	<b>Sitting beside a warm stove</b>
Where does the little girl's grandmother take her at the end of 'The Little Match Girl'?	Heaven	church	home	restaurant	<b>Heaven</b>
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	<b>A Christmas tree</b>
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	<b>She's trying to sell her goods to make money</b>

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	<b>Her father will hit her for not making any money</b>
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	<b>Her grandmoth er</b>
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	<b>She dies and goes to heaven</b>
What was the weather like at the beginning of the story?	it was snowing	it was rainy	it was hot	it was cold	<b>it was snowing</b>
What had happened to the little girl before?	lost way	She had lost her slippers	lost money	lost grandmother	<b>She had lost her slippers</b>
What was she carrying?	dresses	candies	candles	Matches	<b>Matches</b>
When did the story take place?	New Year's Eve	Easter	Christmas	Good-Friday	<b>New Year's Eve</b>
How many people helped her?	6	8	2	None	<b>None</b>
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	<b>She saw my sterious thi ngs</b>
Who did she see?	her grandmother	Her father	her mother	her brother	<b>her grandmoth er</b>
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	<b>hopeful</b>

**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:



# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

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?

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

COURSE NAME: ENGLISH II  
BATCH: 2017-2021

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?

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

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?

**KARPAGAM ACADEMY OF HIGHER EDUCATION, Coimbatore -21.**

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

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

## **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

## KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

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.

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

- 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**

## KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

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

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

## **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?



# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

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:

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

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.

## KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

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.

**USE OF A PHRASAL VERB**

**What are Phrasal Verbs?**

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

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.

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

- 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

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

		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

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

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.



# KARPAGAM ACADEMY OF HIGHER EDUCATION

CLASS: B.COM/PA/CA/BPS/BBA  
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	The 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.

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

COURSE NAME: ENGLISH II  
BATCH: 2017-2021

## 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.

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

COURSE NAME: ENGLISH II  
BATCH: 2017-2021

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.

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

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

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

(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.

# KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

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.

## KARPAGAM ACADEMY OF HIGHER EDUCATION

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

**COURSE NAME: ENGLISH II**  
**BATCH: 2017-2021**

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.

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
<b>FILLING THE BLANKS WITH THE SUITABLE</b>					
<b>PASSIVE FORM OF VERB:</b> The mounting pressure was so over-whelming that he ultimately _____ to her wish.	yield in	gave in	cowed in	agreed in	<b>gave in</b>
Authority _____ when it is not supported by the moral purity of its user.	prevails	entails	crumbles	waits	<b>crumbles</b>
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.	perspective	hegemony	observation	ownership	<b>ownership</b>
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.	struggle	conflict	onslaught	march	<b>struggle</b>
Because of his _____ habits, he could not save much money.	extravagant	frugal	unsavoury	bad	<b>extravagant</b>
Socrates was _____ of spreading discontent among young men of Athens and of trying to destroy their faith in the old gods.	rebuked	disparaged	accused	demonised	<b>accused</b>
The robbers fell _____ amongst themselves over the sharing of the loot.	out	through	off	across	<b>out</b>
A really sophisticated person would never be _____ enough to think that he is always right.	reverent	naïve	articulate	humble	<b>naïve</b>
Speeding and blocking are traffic offences which lead to _____ accidents.	troublesome	final	great	gruesome	<b>gruesome</b>
Creative people are often _____ with their own uniqueness.	obsessed	deranged	unbalanced	dissatisfied	<b>obsessed</b>
Channel Islanders ..... English and French.	speak	spoke	is speaking	will speak	<b>speak</b>
The roof is ..... by a friend of ours.	repaired	being repaired	will repaired	repair	<b>being repaired</b>
Your life will ..... by this book.	change	changing	be changed	has change	<b>be changed</b>
The furniture was ..... up for firewood.	break	broke	will break	broken	<b>broken</b>
She needs to be ..... care of.	taken	will take	taking	has taken	<b>taken</b>
He hates ..... a fool of.	making	being made	made	make	<b>being made</b>
Too many books ..... about the Second World War.	wrote	write	have been written	has written	<b>have been written</b>
I ..... by Mary wanting to tell everybody what to do.	was annoyed	annoyed	has annoyed	is annoyed	<b>was annoyed</b>
Those pyramids ..... around 400 AD.	build	built	was built	were built	<b>were built</b>
Her attitude ..... me.	is shocked	shocked	has shocked	was shocked	<b>shocked</b>
<b>FRAME AN ANSWER TO A</b>	who's	whose	who	whom	<b>who's</b>
<b>QUESTION:</b> ..... books are these?					
..... do you want?	what	who	whose	whom	<b>what</b>
..... will you stay with?	whose	whom	who	why	<b>whom</b>
With ..... are you going?	who	whose	whom	why	<b>whom</b>
..... did you go there?	why	whom	whose	who	<b>why</b>
..... is your boy?	which	where	who	when	<b>which</b>



..... do you come from?	who	which	where	when	<b>where</b>
..... did you meet him?	when	where	how	all of the above	<b>all of the above</b>
..... long is this bridge?	how	which	where	who	<b>how</b>
..... old is your father?	who	where	how	which	<b>how</b>
..... brothers and sisters do you have?	who	howmany	which	where	<b>howmany</b>
..... is your headmaster?	when	where	which	who	<b>who</b>
..... did you come to this place?	who	which	when	where	<b>when</b>
<b>FILLING THE BLANKS WITH THE SUITABLE</b>	tear up	tore	tore up	torn	<b>tore up</b>
<b>PHRASAL VERB:</b> Ella _____ the letter after she read it.					
Their car _____ two miles out of town.	break down	broke down	broken	will break	<b>broke down</b>
Did the manager _____ that customer's complaint.	dealt with	dealt	is dealing	deal with	<b>deal with</b>
Be sure to _____ a life jacket before getting into the boat.	put on	put off	put in	put up	<b>put on</b>
We _____ the trash for pickup.	leave	left out	left in	left off	<b>left out</b>
It's time to _____ the plane.	get	got	get on	got up	<b>get on</b>
What will she _____ next?	think	thought	think in	think up	<b>think up</b>
I'm having some trouble _____ the solution to this equation.	is working	are working	working out	worked	<b>working out</b>
We're going to have to _____ our vacation until next year.	put on	put off	put in	put up	<b>put off</b>
_____ when speaking in class, please.	stand in	stand off	stood	Stand up	<b>Stand up</b>
We'll have to _____ early if we want breakfast.	wake up	wake in	woke up	woke	<b>wake up</b>
_____ your shoes before you walk on the carpet.	take in	take up	Take off	took	<b>Take off</b>
My dog likes to _____ of his kennel to chase squirrels.	break out	break down	broken	broaken	<b>break out</b>
<b>FILLING THE BLANKS WITH THE SUITABLE VERB:</b>	decision	decide	will decide	decided	<b>decide</b>
When will you _____ which bike to buy?					
Shall we _____ Ben to your party?	invite	will invite	invited	is inviting	<b>invite</b>
She looked at me in _____.	confuse	confusion	confused	will confuse	<b>confusion</b>
His _____ makes no sense.	decision	decide	decided	will decide	<b>decision</b>
It's too difficult to _____ what will happen.	prediction	predict	will predict	predicted	<b>predict</b>
Don't _____ me!	criticism	criticise	will criticise	criticised	<b>criticise</b>
Can I give you some _____?	advise	advice	advised	will advise	<b>advice</b>
I'm trying to find an _____ for what happened.	explanation	explain	will explain	explained	<b>explanation</b>
His _____ of friends is worrying.	choice	choose	will choose	chosen	<b>choice</b>
I always _____ Paul with his brother.	confuse	confusion	will confuse	confused	<b>confuse</b>
<b>Put in the correct question tags into the gaps:</b> Sue will be 14 next week, _____?	will she	won't she			<b>won't she</b>
She can speak French, _____?	can't she	can she			<b>can't she</b>
The teacher was late for school, _____?	was she	wasn't he			<b>wasn't he</b>
Angela has ordered pizza, _____?	hasn't she	has she			<b>hasn't she</b>