

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

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

SUBJECT CODE: 18ENU201

SEMESTER: II

L P T C

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. The First Case – M.K.Gandhi

UNIT - II : POEM

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

UNIT - III : SHORT STORIES

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

UNIT – IV : DRAMA

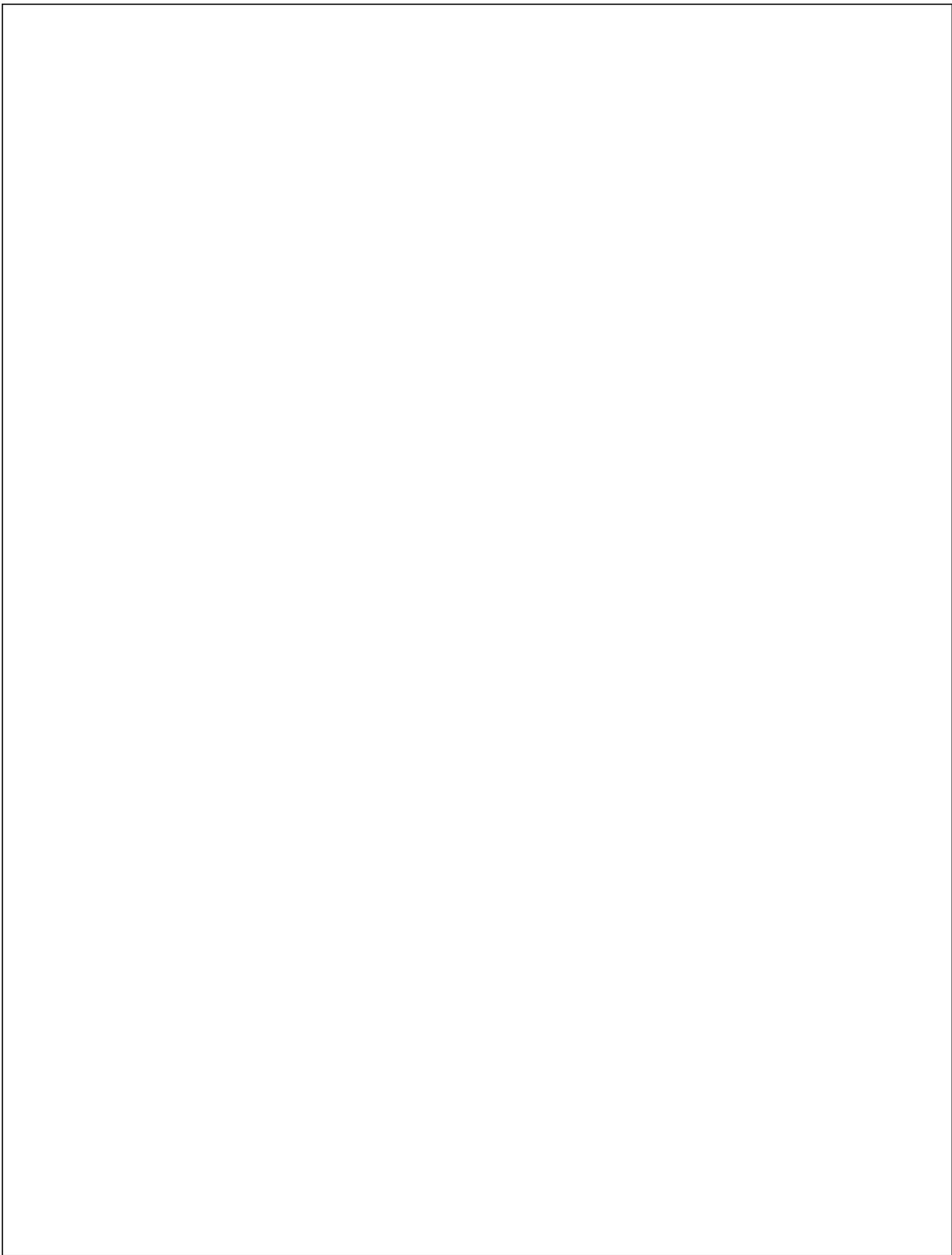
1. The Tempest – William Shakespeare
2. The Referee - W.H.Andrews and Geoferey Dreamer

UNIT - V:GRAMMAR and COMPOSITION

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

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

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





Enable | Enlighten | Enrich
(Deemed to be University)
(Under Section 3 of UGC Act 1956)

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 : 18ENU201
SEMESTER : II CLASS: I B.COM/PA/CA/BPS and BBA

| RL.NO | LECTURE DURATION PERIOD | LECTURE PLAN | SUPPORT MATERIAL/ PAGE NOS |
|--|-------------------------|--|----------------------------|
| UNIT - I | | | |
| 1. | 1 | Introduction to the syllabus | T- 1- 5 |
| 2. | 1 | I Have a Dream - Introduction | T- 1- 5 |
| 3. | 1 | 'First Human' discovered in Ethiopia - Introduction | T - 6- 8 |
| 4. | 1 | Continuation of 'First Human' discovered in Ethiopia | T - 6- 8 |
| 5. | 1 | The First case | T - 9- 11 |
| 6. | 1 | The First case | T - 9- 11 |
| 7. | 1 | Revision of the entire unit | |
| Total No of Hours Planned For Unit 1 = 07 | | | |
| UNIT - II | | | |
| 1 | 1 | L'Allegro | T - 12- 16 |
| 2 | 1 | Continuation of L'Allegro | T - 12- 16 |
| 3 | 1 | Continuation of L'Allegro | T - 12- 16 |
| 4 | 1 | God is a Medicine Cabinet - Introduction | T - 17- 18 |
| 5 | 1 | Continuation of God is a Medicine Cabinet | T - 17- 18 |
| 6 | 1 | A Prayer for My Daughter - Introduction | T - 19- 22 |

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| 7 | 1 | Continuation of A Prayer for My Daughter | T - 19- 22 |
| 8 | 1 | Revision of the entire unit | |
| Total No of Hours Planned For Unit 2 = 08 | | | |
| UNIT-III | | | |
| 1 | 1 | The Tell Tale Heart - Introduction | T - 23- 27 |
| 2 | 1 | Continuation of The Tell Tale Heart | T - 23- 27 |
| 3 | 1 | Sparrows | T - 28- 31 |
| 4 | 1 | Continuation of Sparrows | T - 28- 31 |
| 5 | 1 | The Little Match-Seller - Introduction | T -32 - 39 |
| 6 | 1 | Continuation of The Little Match-Seller | T -32 - 39 |
| 7 | 1 | Revision of the entire unit | |
| Total No of Hours Planned For Unit 3 = 07 | | | |
| UNIT-IV | | | |
| 1 | 1 | Tempest – Act 2 – Scene 2 | T - 40 - 46 |
| 2 | 1 | Tempest – Act 2 – Scene 2 | T - 40 - 46 |
| 3 | 1 | Tempest – Act 2 – Scene 2 | T - 40 - 46 |
| 4 | 1 | The Referee | T - 47 - 69 |
| 5 | 1 | The Referee | T - 47 - 69 |
| 6 | 1 | The Referee | T - 47 - 69 |
| 7 | 1 | Revision of the entire unit | |
| Total No of Hours Planned For Unit 4 = 07 | | | |
| UNIT-V | | | |
| 1 | 1 | Voice | |
| 2 | 1 | Voice | |

| | | | |
|--|---|--|--|
| 3 | 1 | Reported Speech | |
| 4 | 1 | Reported Speech | |
| 5 | 1 | Interrogatives (Yes or No, 'Wh' Questions) | |
| 6 | 1 | Word Class | |
| 7 | 1 | Writing Minutes and Preparing Agenda | |
| 8 | 1 | Note Taking | |
| 9 | 1 | Charts and Pictorial Writing | |
| 10 | 1 | Report Writing | |
| 11 | 1 | Revision of the entire unit | |
| Total No of Hours Planned For Unit 5 = 11 | | | |
| Total Planned Hours = 40 | | | |

TEXT BOOK:

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

REFERENCES:

1. English Grammar & Composition by Wren & Martin

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COURSE CODE: 18ENU201

COURSE NAME: ENGLISH II
BATCH: 2018-2021

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- *Living up to the words of the Declaration of Independence: "all men are created equal".
- *Sons of former slaves and former slave-owners sitting down at "the table of brotherhood".
- *Mississippi will become an "oasis of justice and freedom".
- *People will be judged on their character, not their skin color.
- *Alabama will end segregation in the public sector.
- *The Lord will be revealed in glory. This idea is not so much about race as about a Biblical revelation—something like a Second Coming of tolerance.
- *Next, a profession of faith. King says that faith is what will make the dreams of the Civil Rights Movement come true.

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

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

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

POSSIBLE QUESTIONS

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

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PROSE 2 – FIRST HUMAN DISCOVERED IN ETHIOPIA BY PALLAB GHOSH

INTRODUCTION:

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

DISCOVERY IN ETHIOPIA:

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

EXISTENCE OF PRIMITIVE ANCESTORS:

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

HUMAN EVOLUTION:

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

CONCLUSION:

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

POSSIBLE QUESTIONS

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

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PROSE 3 – THE FIRST CASE – M.K.GANDHI

Gandhi was not only a great freedom fighter he was accepted as a very good writer.. He had a forceful style of his own which mirrored his hopes and faith, his sorrows and disappointments. His style of writing was simple, precise, clear and as devoid of artificialities as the life of its author.

Gandhi was studying Indian law in Bombay. His Virchand Gandhi joined him. He was following dietetics since that time. The study of Indian law was a difficult task. The Civil Procedure Codes are not easy to follow. Virchand Gandhi was reading for the solicitor's examination and he told stories about barristers and vakils to Gandhi. He said, Sir Pherozezshah knows the Evidence Act by heart and knows all the cases on the thirty-second section. Also, Badruddin Tyabji's argument inspires the judges too.

Gandhi said that one always has to spend five or seven years to become a barrister. If they are lucky they can become one in three years. He has a barrister board outside his house but still he was studying Indian law which made him dissatisfied. He developed a deep liking for Evidence Act and read Mayne's Hindu Law with deep interest, but never had the courage to conduct a case on his own.

He took up the case of Mamibai but declined it as he has to pay commission. He came to know that even the great lawyers pay that. He finally had to take up the case without paying any commission. He felt satisfied in earning a little without paying commission. He charged thirty rupees as the charge but unfortunately he was not able to handle his first case as he was extremely nervous. He thought everyone in the court would have made fun of him for not having the ability to conduct a case. He has given up the case and told the agent to seek some other lawyer and given the fees back.

He never checked whether his client won or loose. He decided not to take up any case until he gets enough courage. He didn't take up any case until he went to South Africa. He felt that only a fool can believe in him and give him his case. He got another case of a Mussalman whose land was seized in Porbandar. He took up that because his only duty was to draft a memorial. His friends approved it but he didn't flourish in that too because he charged fees for that.

He then decided to become an English teacher and applied for the same in a school. The principal of that school liked him but he was not selected because he didn't possess a graduate degree in English even though he passed the London Matriculation with Latin as his second language.

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He felt disappointed. His brother who was in Rajkot also worried for him. He asked Gandhi to join him at Rajkot. As he has to spend much in Bombay without earning Gandhi felt it as a good idea to move to Rajkot where he can earn something by drafting memorials. He closed his established which he had for six months in Bombay.

Gandhi felt he hasn't learnt anything in spite of his daily visit to the high court. He just slept there and initially he had a sense of shame about sleeping in the court but then he learnt that it's a fashion to sleep in the court and lost his sense of shame.

He says that in the current generation if there are barristers living like him in Bombay, he wants them to follow certain things in life. He says he never took a tram or taxi to the high court as he walked all the time. Even though he injured himself under the sun he says he never ever had an illness. Even after he started earning he kept the practice of walking and reaped so many benefits out of it.

POSSIBLE QUESTIONS

1. Give the summary of 'The First Case'.
2. Comment your views on the prose 'The First Case'.
3. Elaborate on the experience of Gandhi in Bombay.
4. Why Gandhi wanted to choose teaching despite being a lawyer?
5. Did Gandhi succeed in his first case?

PART-A (Online Examination)
UNIT I – Prose: (Multiple choice Questions)

| S. NO | QUESTIONS | CHOICE - 1 | CHOICE - 2 | CHOICE - 3 | CHOICE - 4 | ANSWER |
|-------|---|--|---|---|--|---|
| 1 | Martin Luther King, Jr. uses the image of “the valley” to represent | A. justice | B. bad times | C. the future | D. peace | B. bad times |
| 2 | The main focus of Dr. King’s speech is | A. getting more money for America’s black population | B. convincing everyone to live in peace and tranquility | C. celebrating the anniversary of the Emancipation Proclamation | D. ending segregation and racial injustice in America | D. ending segregation and racial injustice in America |
| 3 | In paragraphs four and five, Dr. King uses an analogy to illustrate America’s broken promise of life, liberty, and the pursuit of happiness to “her citizens of color.” What is this analogy? | A. A promissory note--a check that has come back marked “insufficient funds” | B. A dark empty well with a bottomless bucket tied to a frayed rope | C. A crossroads in a dark forest | D. A recurrent nightmare | A. A promissory note--a check that has come back marked “insufficient funds” |
| 4 | Martin Luther King, Jr. appeals mainly to his listeners’ | A. common sense | B. desire for a better future | C. sense of guilt | D. concerns about America’s status among the world’s nations | B. desire for a better future |
| 5 | In “I Have a Dream”, Dr. Martin Luther King, Jr., urges his followers to | A. work toward gradual change | B. demand equality and justice now | C. use any means necessary | D. distrust white people | B. demand equality and justice now |
| 6 | Which repeated phrase in Dr. King’s speech has additional power because it is from a familiar patriotic song? | A. “I have a dream” | B. “Now is the time to” | C. “One hundred years later” | B. demand equality and justice now | B. “Now is the time to” |

PART-A (Online Examination)
UNIT I – Prose: (Multiple choice Questions)

| | | | | | | |
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| 7 | Dr. King’s speech does not incorporate | A. repeated phrases | B. quotations from songs | C. thanks to distinguished guests | D. references to the Bible | C. thanks to distinguished guests |
| 8 | Dr. King is convinced that | A. dreams rarely become reality | B. the struggle must continue | C. equality has been achieved | D. justice is a privilege | B. the struggle must continue |
| 9 | How did Dr. King appeal to his audience? | A. He compared them to children | B. He appealed to their sense of justice, fair play, and patriotism | C. He reminded them of the homeland from which they have come | D. He made them angry about their history by repeatedly referring to slavery | B. He appealed to their sense of justice, fair play, and patriotism |
| 10 | Which phrase is NOT repeated for effect during the speech? | A. Let it/freedom ring | B. ...the content of their character | C. I have a dream | D. Go back to... | B. ...the content of their character |
| 11 | In the second paragraph of the speech (beginning "Five score years ago . . ."), which extended metaphor does Dr. King introduce? | A. Life as a journey | B. Highs (mountains) and lows (valleys) | C. Life as a dream | D. Light (day) and darkness (night) | D. Light (day) and darkness (night) |
| 12 | By linking the occasion of his speech to the Emancipation Proclamation and by using biblical language (reminding listeners that he is a minister), Dr. King defines his personal authority, thus helping to establish | A. a new church in Washington, D.C. | B. his ethos or ethical appeal | C. a much needed distraction from the more serious parts of the speech | D. an excuse for giving a lengthy history lesson | B. his ethos or ethical appeal |
| 13 | 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 | A. unable to be excused or pardoned | B. unable to be separated or untied | C. unable to be solved or explained | D. carefully or thoughtfully | B. unable to be separated or untied |

PART-A (Online Examination)
UNIT I – Prose: (Multiple choice Questions)

| | | | | | | |
|----|--|--|--|---|--|---|
| | is inextricably bound to our freedom." Define the adverb <i>inextricably</i> . | | | | | |
| 14 | 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 departments | C. Return home and continue to work for justice |
| 15 | Toward the end of the speech, in the paragraphs beginning with the now-famous phrase "I have a dream," Dr. King mentions certain members of his own family. Why does he do this? | A. To connect with his audience as a fellow parent and have them think of their own children | B. To show everyone how well he has raised his children | C. To get the white members of the audience to feel guilty for how they treated his children | D. To have a reason to bring his children to the speech | A. To connect with his audience as a fellow parent and have them think of their own children |
| 16 | Why did Dr. King quote "My country, 'tis of thee"? | To make a patriotic appeal to his audience | To introduce his quote from the Pledge of Allegiance | To get everyone in the mood to hear his thoughts on politics | To provide a smooth transition to the next performer, who was a singer | To make a patriotic appeal to his audience |
| 17 | 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 | To show that African-Americans were asking only for freedom, which was given to other citizens, and not | To get the crowd involved by having them sing along | To get the crowd involved by having them sing along |

PART-A (Online Examination)
UNIT I – Prose: (Multiple choice Questions)

| | | | | | | |
|----|--|-----------------|-----------------------------|--------------------|--------------------|------------------------|
| | | | South | special privileges | | |
| 18 | _____ is referred to as the Great American by Martin Luther King. | Abraham Lincoln | John F Kennedy | Arthur | Martin Luthur King | Abraham Lincoln |
| 19 | A mammoth gathering of _____ people were present when King addressed. | 2,00,000 | 2, 50, 000 | 1,90,000 | 1,80,000 | 2, 50, 000 |
| 20 | Pallab Kumar Ghosh is a _____ correspondent for BBC News. | arts | medical | science | architecture | science |
| 21 | Pallab Kumar Ghosh has been a science _____ since 1984. | journalist | scientist | researcher | teacher | journalist |
| 22 | Pallab Kumar Ghosh worked as a general news producer on _____ Radio. | NDTV | BBC | STAR | SPORTS | BBC |
| 23 | The discovery suggested that due to the _____ conditions man has modernized as a upright walker. | drastic | normal | summer | climatic | climatic |
| 24 | The head of the research team told BBC News about the most important transitions in _____ evolution. | human | animal | bird | dinosars | human |
| 25 | Prof Brian Villmoare of the University of Nevada in _____ discovered that a 3.2 million-year-old hominin in 1974 | London | normal | Germany | Europe | Las Vegas |
| 26 | .” They had a suspicion whether _____ belonged to the species <i>Australopithecus afarensis</i> . | Suasn | Hermoine | Lucy | Helen | Lucy |
| 27 | _____ existed in the age when Lucy and her kin were alive. | Homo erectus | Australopithecus afarensis. | pre-human ancestor | new fossil | Homo erectus |
| 28 | The 2.8 million-year-old lower _____ was found in the Ledi-Geraru research | jaw | teeth | jawbone | bone | jawbone |

PART-A (Online Examination)
UNIT I – Prose: (Multiple choice Questions)

| | | | | | | |
|----|---|-------------|-------------|-------------|-------------|--------------------|
| | area. | | | | | |
| 29 | The fossil which was found in the research area had _____teeth in the lower jaw. | second | third | sixth | five | five |
| 30 | Professor William Kimbel found the only feature which was distinguished from primitive ancestor was the _____teeth which was smaller than that of hominins. | back | front | right | left | back |
| 31 | The new discovery pushed the research back by _____years to discover a pre-human ancestor. | 200,000 | 400,000 | 300,000 | 600,000 | 400,000 |
| 32 | Prof Fred Spoor of University College _____analyzed the new fossil. | America | England | Spain | London | London |
| 33 | Prof Chris Stringer of the Natural History Museum in London remarked the discovery as a _____ | small story | sad story | big story | happy story | big story |
| 34 | Prof Stringer added that the discovery of _____ human is a complex picture. | later | early | beginning | middle | early |
| 35 | The _____million-year-old specimen is 400,000 years older than researchers thought that our kind first emerged. | 2 million | 2.8 million | 2.5 million | 2.6 million | 2.8 million |
| 36 | The discovery in _____suggests climate change spurred the transition from tree dweller to upright walker. | Canada | Ethiopia | Italy | America | Ethiopia |
| 37 | The head of the research team told BBC News that the find gives the _____insight into "the most important transitions in human evolution". | first | second | third | fourth | first |

PART-A (Online Examination)

UNIT I – Prose: (Multiple choice Questions)

| | | | | | | |
|----|--|------------------------------------|-----------------------------------|----------------------------|-----------------------------------|--|
| 38 | An iconic 3.2 million-year-old hominin discovered in the same area in 1974, called_____. | Hermoine | Lucy | Helen | Suasn | Lucy |
| 39 | Are we defined by our small_____, our large brain, our long legs, tool-making, or some combination of these traits?" | teeth | jaws | bones | teeth and jaws | teeth and jaws |
| 40 | John Milton is a _____. | a. Poet | b. Actor | c. Author | d. dramatist | poet |
| 41 | L’ Allegro is written by_____. | a. Milton | b. William Shakespeare | c. Robert Frost | d. Neruda | Milton |
| 42 | What is the full name of W.B.Yeats? | a. William Butler Yeats | b. William Browning Yeats | c. Will Butner Yeats | d. William Butler Yeatts | William Butler Yeats |
| 43 | The check has come back to black people with marked _____. | a. Insufficient funds | b. sufficient funds | c. without funds | d. zero | Insufficient funds |
| 44 | Martin Luther King is a _____. | a. journalist | b. poet | c. author | d. civil-rights activist | civil-rights activist |
| 45 | What was the need of Black people? | a. money | b. wealth | c. freedom | d. positions | freedom |
| 46 | What is the name of old hominin? | a. Lucy | b. Nussey | c. Lusy | d. Snowe | Lusy |
| 47 | Prof. Chris Stringer described the discovery as a _____. | a. big story | b. cultural evaluation | c. human growth | d. study of science | big story |
| 48 | What is ‘homo erectus’? | a. large brain and human like body | b. large brain and goat like body | | d. small brain and fish like body | large brain and human like body |
| 49 | CPC stands for | a. Civil procedure Code | Civil Project Code | Centre for Processing Code | Centre for Cancer | Civil Procedure Code |
| 50 | The first case of Gandhi is a case of _____. | a. Mamibai | b. Badruddin Tyabji | c. Mussalman | d. Virchand Gandhi | Mamibai |

PART-A (Online Examination)

UNIT I – Prose: (Multiple choice Questions)

| | | | | | | |
|----|---|----------------------------|-------------------|-------------------|----------------------|-----------------------------------|
| 51 | Who is the author of Psyche’s Weathers and In The Event of full Disclosure? | M.K.Gandhi | b. Pallab Gosh | c. Cynthia Atkins | d. Milton | Pallab Gosh |
| 52 | Gandhi has studied _____ in Bombay. | Indian Law | Journalism | Science | Architecture | Indian Law |
| 53 | Gandhi has read _____ with deep interest. | Medicine | Mayne’s Hindu Law | Law of Muslim | Law of Christian | Mayne’s Hindu Law |
| 54 | What was Gandhi’s second language? | Latin | French | English | Tamil | Latin |
| 55 | Gandhi’s brother was a _____. | Lawyer | Journalist | Petty pleader | Doctor | Petty pleader |
| 56 | Gandhi chose _____ after Law | medicine | Journalism | teaching | shop owner | teaching |
| 57 | Gandhi had a practice of _____ everyday | walking | teaching | speaking | helping others | walking |
| 58 | Badruddin Tyabji had great _____ skill | scolding | teaching | speaking | argumentative | argumentative |
| 59 | What type of stories would tell Virchand Gandhi? | about vakils and baristers | about hinuism | classical stories | Harichandra play | about vakils and baristers |

POEM 1 – L'ALLEGRO BY JOHN MILTON

L'Allegro was composed in 1645; this poem is a companion piece to Milton's 'Il Penseroso', which focuses on more sober aspects of life. Companion poems are two or more poems that complement each other, usually by showing some kind of contrast. 'L'Allegro' was published in a collection titled The Poems of John Milton, Both English and Latin.

The poem invokes Mirth and other allegorical figures of joy and merriment, and extols the active and cheerful life, while depicting a day in the countryside according to this philosophy. Mirth, as one of the Graces, is connected with poetry within Renaissance literature, and the poem, in its form and content, is similar to dithyrambs to Bacchus or hymns to Venus. However, the pleasure that Mirth brings is moderated, and there is a delicate balance between the influence of Venus or Bacchus achieved by relying on their daughter.

The speaker directs his words to various Greek gods and personifications. He begins by telling Melancholy to leave him alone and go bother the Cimmerians, a people who dwell in unending darkness. After all, spring is a time to banish darkness. He then calls on Euphrosyne, a goddess of joy. The speaker asks her to bring him happiness and all it requires, such as smiles and nods. The day breaks bright and cheerful around him, the sun rises and people start their day.

As he watches the people, the speaker imagines their idyllic small town lives. For instance, a group of shepherds counting their sheep catches his eye, and he imagines that they are telling stories as they guard their flocks. Each villager or bit of nature the speaker's eye falls on is seen through his excitement. Some of the sights include meadows full of flowers, cloud-covered mountains, and people telling stories over ale.

Then, the speaker shifts to life in the city on a pleasant afternoon. In contrast to the shepherds and the village peoples, the city is home to knight, barons, and ladies. Again, he imagines the story being told, but here it is not shepherds telling tales or villagers talking ales. Instead, people go to the theater in the evening and are excited to listen the verses and watch the action. He notes the Hymen, Greek God of Marriage, often appears at feasts that could boggle the imagination of the young poets.

Like how singers mention other musicians in their lyrics, even in poetry, Milton name drops Ben Jonson and William Shakespeare. Someone reading the poem during Milton's time would have immediately recognized Jonson and Shakespeare as stars in the realm of theater. He closes the poem by calling Euphrosyne again, referring to her as Mirth.

POSSIBLE QUESTIONS:

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1. Critically analyse John Milton's L'Allegro.
2. Compare and contrast the village life and city life mentioned in L'Allegro.
3. Bring out the importance of Greek gods in the poem L'Allegro.
4. How Milton portrayed different lives in L'Allegro.
5. How Milton portrayed the country life in the poem L'Allegro.

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*, *Afrika.na.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.”

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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?

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6. “God is A Medicine Cabinet” is speaking to the mental pathos – explain.

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

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.

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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 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?

PART-A (Online Examination)

UNIT II – Poem: (Multiple choice Questions)

| S.NO | QUESTIONS | CHOICE - 1 | CHOICE - 2 | CHOICE - 3 | CHOICE - 4 | ANSWER |
|------|--|---|---|------------------------------------|---|--|
| 1 | What is a lyric poem? | A poem that combines rhyme and song lyrics. | A poem that conveys emotion through rhymes. | A poem that is sung out loud. | A funny poem. | A poem that combines rhyme and song lyrics. |
| 2 | What are companion poems? | Poems that are found in the same anthology. | Poems written by poets who are friends. | Poems written to someone you love. | Poems intended to complement each other, especially through contrast. | Poems intended to complement each other, especially through contrast. |
| 3 | In which season does 'L'Allegro' take place? | Spring | Fall | Winter | Summer | Spring |
| 4 | Mirth is the goddess of _____. | Joy | Anger | Youthfulness | Grace | Joy |
| 5 | The prelude of the poem L'Allegro talks about _____. | Hell and darkness | Heaven and dawn | Hell and Heaven | Heaven and Earth | Hell and darkness |
| 6 | Venus is the goddess of _____. | Love | Anger | Grace | Joy | Love |
| 7 | Who is the goddess of dawn? | Aurora | Venus | Mirth | Zephyr | Aurora |
| 8 | Who is the speaker in the poem L'Allegro? | John Milton | Anonymous Speaker | Mirth | John Hopkins | Anonymous Speaker |
| 9 | L'Allegro means _____. | A beautiful person | An angry person | An Angel | A Happy and a cheerful person | A Happy and a cheerful person |
| 10 | Milton wrote the epic _____. | Paradise Lost | Paradise Island | The Rape of the Lock | The Fallen Angel | Paradise Lost |
| 11 | L'Allegro is a companion piece to | Paradise Lost | Il Penseroso | Il Pampero | Il Allegro | Il Penseroso |

PART-A (Online Examination)
UNIT II – Poem: (Multiple choice Questions)

| | | | | | | |
|----|---|--------------------|--------------------|-----------------------|----------------|------------------------------|
| | _____. | | | | | |
| 12 | In L'Allegro Milton compares _____. | City life | Village Life | Village and City life | Nomadic life | Village and City life |
| 13 | Hamlet means _____. | Village | City | Mountain | Grasslands | Village |
| 14 | The human beings are wedge between _____. | north and south | east and north | east and west | east and north | east and west |
| 15 | What is like beads in a rosary? | pills | medicine | flowers | fragrance | pills |
| 16 | Cynthia Atkins is the author of _____ Weathers and In The Event of Full Disclosure. | Psyche's | mental's | physic's | psycho's | Psyche's |
| 17 | Her poems have appeared in numerous _____, including, Alaska Quarterly Review, Afrikana.ng, BOMB, Cleaver Magazine. | newspapers | news | journals | magazines | journals |
| 18 | She is formerly the _____ for the Poetry Society of America. | associate director | assistant director | director | editor | assistant director |
| 19 | There can be no single definition of what constitutes _____ because the word means many different things to different people. | man | woman | nature | God | God |
| 20 | Approximately _____ of humanity in the modern world, describe themselves as belonging to an organised religious tradition. | 75% | 65% | 85% | 95% | 75% |

PART-A (Online Examination)

UNIT II – Poem: (Multiple choice Questions)

| | | | | | | |
|----|--|------------|------------|-----------------------|-------------|------------------------------|
| 21 | 50% of humanity in the modern world, describe themselves following either _____. | Hinduism | Buddhism | Christianity or Islam | Sikhs | Christianity or Islam |
| 22 | Research in _____ indicates that positive attitudes are good for our health. | philosophy | psychology | philology | methodology | psychology |
| 23 | People who are optimistic about their chances of recovery from major _____ tend to better adhere to medical treatment plans. | happiness | sadness | healthy | diseases | diseases |
| 24 | For many people, God is a major source of _____ and optimism. | hope | trust | distrust | honest | hope |
| 25 | _____ are social animals and meeting belongingness needs is good for our psychological and physical health. | animals | birds | Humans | God | Humans |
| 26 | Specifically, _____ studies the connection between the brain and the immune system. | PUI | PNI | PRI | PSI | PNI |
| 27 | Religious traditions provide many _____ to help heal the individual. | learnings | listenings | readings | teachings | teachings |
| 28 | Much of the conflict and war in the _____ century was also as a result of non-religious atheist ideologues. | 19th | 20th | 21st | 18th | 20th |

PART-A (Online Examination)

UNIT II – Poem: (Multiple choice Questions)

| | | | | | | |
|----|---|------------------|-----------------|------------|-------------|-------------------------|
| 29 | _____ leaning on the work of atheist philosopher Frederick Nietzsche and Stalin leaning on Karl Marx for support. | Musolini | Abraham Lincoln | Hitler | Obama | Hitler |
| 30 | Maud Gonne married _____. | Mac Donagh | Mac Bride | Connolly | Pearse | Mac Bride |
| 31 | Maud Gonne was _____ revolutionary. | an Irish | an American | a Scottish | a French | an Irish |
| 32 | Venus married _____. | Apollo | Mars | Haphestus | Pluto | Haphestus |
| 33 | _____ is critical of 'opinionated' women | Eliot | Keats | Browning | Yeats | Yeats |
| 34 | Haphestus was _____ . | a lame ironsmith | an architect | a painter | an explorer | a lame ironsmith |
| 35 | Yeats uses 'the laurel tree rooted in a place' as a symbol for _____ | constancy | haughtiness | pride | inconstancy | constancy |
| 36 | A Prayer for my Daughter' is made for the sake of the daughter of _____ | Shelley | Yeats | Browning | Tennyson | Yeats |
| 37 | The Trojan war was caused by the elopement of _____ | Venus | Cleopatra | Helen | Aphrodite | Helen |
| 38 | A prayer for my daughter' was written in _____ | 1906 | 1907 | 1908 | 1909 | 1909 |
| 39 | Annie Butler was the daughter of _____ | Eliot | Hopkins | Wordsworth | Yeats | Yeats |

PART-A (Online Examination)

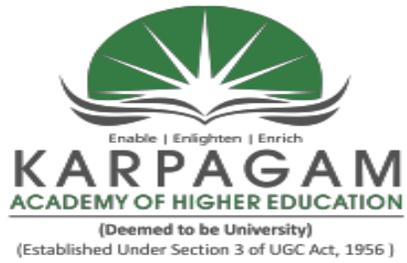
UNIT II – Poem: (Multiple choice Questions)

| | | | | | | |
|----|--|---------------------|--------------------------|-----------------|--------------------------|---------------------------------|
| 40 | The line "Hearts are not had as a gift but hearts are By those that are not entirely beautiul;" figures in the poem_____ | Journey of the Magi | A Prayer for my Daughter | My Last Duchess | La Belle Dame Sans Merci | A Prayer for my Daughter |
| 41 | Yeats is known as a major _____poet. | Movement | Symbolist | Revolutionary | Naturalist | Symbolist |
| 42 | Who was the "queen, that rose out of the spray' referred to in Yeats' poem? | Helen | Maud Gonne | Venus | Christable | Venus |
| 43 | Yeats was _____poet. | a Welsh | a Scottish | an Irish | a French | an Irish |
| 44 | The writer who edited Tagore's 'Geethanjali' was _____. | Eliot | Graham Green | Lawrence | Yeats | Yeats |
| 45 | The lady whon Yeats wanted to marry but failed was _____. | Maud Gonne | Lady Gregory | Georgie | Catherine | Maud Gonne |
| 46 | William Butler Yeats is a pillar of both the Irish and _____literary establishments. | Indian | British | Swedish | Canadian | British |
| 47 | From _____, his poetry grew more physical and realistic. | 1700 | 1800 | 1900 | 2000 | 1900 |
| 48 | In 1923, he was awarded the _____ in Literature. | Booker Price | Nobel Prize | Grammy Price | MFA | Nobel Prize |
| 49 | A Prayer for My Daughter by William Butler Yeats opens with an image of the newborn child sleeping in a_____. | bedsheet | shoulder | lap | cradle | cradle |

PART-A (Online Examination)

UNIT II – Poem: (Multiple choice Questions)

| | | | | | | |
|----|---|----------------------|------------------------|-------------------|-----------------------|-----------------------------|
| 50 | A _____ is raging with great fury outside his residence. | tsunami | flood | storm | mist | storm |
| 51 | Yeats feels a kind of gloom and worry about the _____ of his daughter. | future | present | past | middle | future |
| 52 | These future years are seen by Yeats' imagination as emerging out of the murderous innocence of the _____. | river | sea | pond | falls | sea |
| 53 | Yeats wants his daughter to possess some _____ so that she can face the future years independently and with confidence. | quantities | abilities | qualities | presence | qualities |
| 54 | The poet thinks that hatred _____ innocence and wishes that his daughter should not harbor hatred. | hates | saves | worries | kills | kills |
| 55 | The poet wished that his _____ should not cultivate a frantic intellect. | son | daughter | wife | mom | daughter |
| 56 | John Milton is a _____. | Poet | Actor | Author | dramatist | poet |
| 57 | L' Allegro is written by _____. | Milton | William Shakespeare | Robert Frost | Neruda | Milton |
| 58 | What is the full name of W.B. Yeats? | William Butler Yeats | William Browning Yeats | Will Butner Yeats | William Butler Yeatts | William Butler Yeats |



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PART-A (Online Examination)
UNIT II – Poem: (Multiple choice Questions)

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 unequalled in American fiction. His "The Raven" (1845) is among the best-known poems in the national literature.

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

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

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

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

POSSIBLE QUESTIONS

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

SHORT STORY 2- SPARROWS – K.A. ABBAS

INTRODUCTION: Khwaja Ahmad Abbas is known as a film maker and a journalist all over the world. Not many people know that he wrote some 73 books in the genres of fiction and non-fiction prose in Urdu, English and Hindi. His fiction includes 15 novels and seven short story collections. These works reflect his deep-seated optimism and commitment to social transformation. He stood firmly for the values of democracy, secularism and socialism and proved himself to be an ambassador for the working and toiling masses of the world.

Arguably, the most famous of Abbas's stories is 'Sparrows' published initially in Urdu as 'Ababeel'. Written when Abbas was 26, it was included in a West German anthology of the world's best stories. The story narrates the tale of a peasant boy Rahim Khan who has to suffer on account of the traditional and outdated notions of false pride in religion and family. He is not allowed to opt for the profession of his choice because, 'a job in a circus was too lowly for a respectable peasant' and to marry Radha, the daughter of the village *banya* (merchant), a *kafir* (non-believer), was just out of question. This frustration hardens him into a cruel man who is beastly in his behaviour with his wife, his children and even his oxen. He gets transformed only when he observes the sparrows in his house, which are so caring and affectionate towards their young ones. Aradhika Sharma, in her review of *An Evening In Lucknow* for *The Tribune*, comments on the story thus:

SUMMARY: The bad-tempered man is made so by the unjust social norms which divide society into watertight compartments. The death of Rahim Khan is not natural. He is killed by communal frenzy and a sense of false pride in one's religion and profession. It is ironic that the protagonist of the story, Rahim Khan, who is himself a victim of a decadent social order, is viewed as a self-centered man, a symbol of hatred and a menace to the society.

Rahirn Khan was a fifty-year old peasant. Everybody in the village hated him for his harsh and cruel behavior. He was not kind even to children and animals. No one dared to talk to him. The children would run away from their play if they saw him. But he was a very different man when he was young. His parents squashed his ambitions of joining the circus and marrying a Hindu girl, Radha. He loved Radha and found in her his soul mate But he Parents had other

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plans for him and got him to marry a girl of their choice and community, Radha in turn also married and settled in life.

He once heard his father boasting to his mother how well he succeeded in getting his son to accept his words obediently. Rahim Khan then decided to avenge his defeat at the hands of his parents, his family and society.

Having decided to take revenge, his first and immediate target was his wife. He saw her as the scapegoat for all his misadventures. His kind soul suddenly became as hard as iron. For nearly thirty years, he ill treated his wife, his two sons and his two bullocks. He quarreled with everyone in the village. Subsequently the entire village developed a deep seated hatred for him.

Six years earlier his elder son Bundu ran away from home after an unusually severe beating. Three years later his second son Nuru also joined his brother. One day when he returned home from the fields an old lady from the neighborhood told him that his wife had gone to her brother's place and that she would be back shortly. Rahim Khan knew that she would never come back. He suddenly began to feel lonely not because he loved his family but because he had no one now to display his anger. Nobody was there to wash his feet; to give him food and other eatables. His wife's absence made him feel uncomfortable so though a piece of furniture had been removed from his house.

One day as he was cleaning the roof spotted a small nest of sparrows in a corner. He initially wanted to exert his might on them. But good sense prevailed upon him after long gap and he left them undisturbed. He pulled a stool climbed on it to have better look at them. But the parent sparrows would not allow him to breach into their privacy they threatened him by hovering around him and fluttering their wings hard at his face. He was amused at the little bird's heroic efforts to save the young ones. He realized their love and care for the family. Soon the young ones grew well and began to move around inside his house. He started feeding them with breadcrumb's and other grains. He called them as Bundu and Nuru after his two sons. There was now total transformation in his temperament and outlook on life. The villagers too took note of the change in him. But they had their own reservations against him. He even stopped shouting at the children.

On a day that brought in a heavy downpour, he noticed that the roof had begun to leak near the sparrows nest. He immediately climbed his roof to close the gap. He came back fully

drenched. He had already started sneezing.. He failed to take care at once. He woke up the next day with high fever. His only companions now were the two sparrows. He was worried as to who would take care of the two birds after he dies. Couple of days passed. There was no sign of Rahim Khan walking out. The villagers grew suspicious. They sent for his wife who arrived with her sons. When they came in they could see his body lying still and the fluttering of the birds the only sound to be heard.

POSSIBLE QUESTIONS

1. Write a summary of the prose Sparrows.
2. Critically analyse the story of Sparrows.
3. How does Rahim Khan's attitude change after his wife went away? Discuss.
4. Explain sufferings of Rahim Khan as a lonely person.
5. Explain the theme of the story.

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

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

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

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

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

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

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

POSSIBLE QUESTIONS

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

PART-A (Online Examination)

UNIT III – Short Stories: (Multiple choice Questions)

| S. NO | QUESTIONS | CHOICE - 1 | CHOICE - 2 | CHOICE - 3 | CHOICE - 4 | ANSWER |
|-------|--|---------------------------------|--------------------------------|-------------------------------------|-----------------------|---------------------------------------|
| 1 | How was the man feeling at the opening of the story? | Nervous | Hungry | Angry | sad | Nervous |
| 2 | What sense was acute in the beginning of the story? | Smell | Sight | Hearing | learning | Sight |
| 3 | Why did the man kill the old man? | For his gold | Because of his pale blue eye | Because the old man wronged him | for his silver | Because of his pale blue eye |
| 4 | What did the man try to convince he was NOT? | Mad | Stupid | Evil | fool | Mad |
| 5 | The man said the old man was sitting up in bed as he had done night after night doing what? | Listening to a clock ticking | Listening to his beating heart | Hearkening to the death watches | hearing to music | Listening to his beating heart |
| 6 | What caused the old man to feel the head of the man in his room (in the opinion of the man)? | The unperceived shadow | The beam of light | The creaking door | the slipping of glass | The beam of light |
| 7 | How did the man describe the groan he heard? | One of pain | One of grief | One of mortal terror | One of sad | One of grief |
| 8 | How did the man feel when he opened the lantern and saw the old man's open eye (page 3)? | Furious | Afraid | Calm | Think | Afraid |
| 9 | How did the man kill the old man? | By smothering him with a pillow | By choking him with his hands | By pulling the heavy bed over him | By dashing him | By choking him with his hands |
| 10 | Where did the man put the old man's body parts after he killed him? | Under the planks in the floor | In the old man's garden | In the old man's closet | In the old man's hand | Under the planks in the floor |
| 11 | What was the tell-tale heart? | The old man's heart | The man's beating heart | The heart of the unperceived shadow | The woman's heart | The man's beating heart |
| 12 | The narrator wanted to kill the old man because his eye was like a _____ eye. | eagle's | vulture's | crow's | dove's | vulture's |
| 13 | The narrator did not want to be | cracy | foolish | lazy | happy | cracy |

PART-A (Online Examination)

UNIT III – Short Stories: (Multiple choice Questions)

| | | | | | | |
|----|---|---|---|--------------------------------------|---|--|
| | considered _____. | | | | | |
| 14 | From what point of view is the story told? | Second person | Third person omniscient | First person | Third person naive | Third person omniscient |
| 15 | The theme of this story is related to: | Murder | Law enforcement | Crime | Guilt | Law enforcement |
| 16 | What does dissemble mean in the sentence, "...dissemble no more!" | Deceive | Ask questions | Threaten | Yell | Ask questions |
| 17 | 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 underestimated. | Human guilt is powerful and should not be underestimated. |
| 18 | The author of Tell Tale Heart is _____. | Edgar Allen Poe | Yeats | Wordsworth | Grey | Edgar Allen Poe |
| 19 | What is the meaning of acute as in "her hearing had become acute" ? | Weak and deteriorated | So poor a hearing aid was required | Strong and well developed | Non-existent | So poor a hearing aid was required |
| 20 | How did the police find out the man had killed the old man? | A neighbor said he saw the man kill the old man | The police found the body on their own as they searched the house | The man shrieked "I admit the deed!" | Police found evidence | The man shrieked "I admit the deed!" |
| 21 | Edgar Allan Poe was born on January 19, 1809 in _____. | New York | Boston | Africa | America | Boston |
| 22 | "_____" (1845) is among the best-known poems in the national literature. | The Raven | The Sailor | Rapunzel | The Mocking Bird | The Raven |
| 23 | When the narrator arrives late on the eighth night, though, the _____ wakes up and cries out. | old man | grandmother | son | brother | old man |

PART-A (Online Examination)

UNIT III – Short Stories: (Multiple choice Questions)

| | | | | | | |
|----|--|--|--|--|--|---|
| 24 | The _____ is careful to be chatty and to appear normal. | audience | narrator | police man | reader | narrator |
| 25 | The narrator's _____ and guilt make it inevitable | amnesia | paranoia | honesty | habit | paranoia |
| 26 | What does the setting of imagination represent in Hans Christian Andersen's story 'The Little Match Girl'? | Hope | Fun | Love | Future | Hope |
| 27 | Where does the little match girl first picture herself in Hans Christian Andersen's story 'The Little Match Girl'? | In front of a big stove | In a large house | In a beautiful spring field | Being held by her grandmother | In front of a big stove |
| 28 | Where does Hans Christian Andersen's story 'The Little Match Girl' take place? | A busy city in Denmark | The countryside in England | A small town in America | A foreign Asian city | A busy city in Denmark |
| 29 | How does the protagonist feel about going to heaven in The Little Match Girl? | Regretful | Happy | Apprehensive | Indifferent | Happy |
| 30 | Why does the protagonist sell matches in The Little Match Girl? | The girl's grandmother needs money and begging is illegal. | The girl's family needs money and begging is illegal | The girl's family owns a match factory. | The girl wants to buy presents for her family. | The girl's family needs money and begging is illegal |
| 31 | When the protagonist lights the first match in The Little Match Girl, she has a vision that pulls her out of her current circumstances. What does she imagine in her first vision? | Building a snowman | Laughing with her father | Sitting beside a warm stove | Sleeping in a warm bed | Sitting beside a warm stove |
| 32 | Where does the little girl's grandmother take her at the end of 'The Little Match Girl'? | Heaven | church | home | restaurant | Heaven |
| 33 | What image does the little girl see when she strikes the first of her matches? | Her father | A Christmas tree | A large stove | A room full of presents | A Christmas tree |
| 34 | 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 | She's returning from the | She's visiting relatives in another town | She's on her way to a party | She's trying to sell her |

PART-A (Online Examination)

UNIT III – Short Stories: (Multiple choice Questions)

| | | | | | | |
|----|--|---|--|---|---------------------------------|---|
| | | money | grocery store | | | goods to make money |
| 35 | Why does the little match girl huddle in a corner for warmth instead of returning home? | She is lost and cannot remember the way | Her father will hit her for not making any money | Her mother is on the way to pick her up | She is too far from her house | Her father will hit her for not making any money |
| 36 | In her memory of a family member, after striking the fourth match, who does the little match girl see? | Her sister | Her grandmother | Her mother | Her grandfather | Her grandmother |
| 37 | What happens to the little match girl at the end of the story? | She dies and goes to heaven | She runs home as fast as she can | She finds shelter in a nearby store | She sells her remaining matches | She dies and goes to heaven |
| 38 | What was the weather like at the beginning of the story? | it was snowing | it was rainy | it was hot | it was cold | it was snowing |
| 39 | What had happened to the little girl before? | lost way | She had lost her slippers | lost money | lost grandmother | She had lost her slippers |
| 40 | What was she carrying? | dresses | candies | candles | Matches | Matches |
| 41 | When did the story take place? | New Year's Eve | Easter | Christmas | Good-Friday | New Year's Eve |
| 42 | How many people helped her? | 6 | 8 | 2 | None | None |
| 43 | What happened when she lighted matches? | she saw a big house | She saw mysterious things | she found her house | she found a candle | She saw mysterious things |
| 44 | Who did she see? | her grandmother | Her father | her mother | her brother | her grandmother |
| 45 | This short story encapsulates how a little girl transforms herself from hopeless to _____ on the very cold last night of her life. | distrust | honest | hopeful | studious | hopeful |
| 46 | Who is the author of the prose Sparrows? | K.A.Abbas | R.K. Narayan | Chettan Bhagat | William Shakespeare | K.A.Abbas |

PART-A (Online Examination)

UNIT III – Short Stories: (Multiple choice Questions)

| | | | | | | |
|----|--|--------------------------------|---------------------------|---|------------------------|--|
| 47 | Sparrows' published initially in Urdu as _____. | Ababaaal | Ebabeel | Ababeel | Ebabaal | Ababeel |
| 48 | Sparrows was included in a _____. | collection of short stories | Short stories of best men | West German anthology of the world's best stories | | West German anthology of the world's best stories |
| 49 | Who is Ram Charan? | Village pandit | village banya | lawer | doctor | village banya |
| 50 | How many years Rahim Khan had tortured his wife? | 30 | 20 | 40 | 10 | 30 |
| 51 | What was the remark about Rahim Khan by other people in the village? | heavy hearted devil | kind person | soft nature | brave man | |
| 52 | The old man called _____ whenever he sees Rahim Khan | Rama | Krishna | shiva | vishnu | rama |
| 53 | What is the place of Rahim Khan's brother? | Nuru | Nurpur | Tripha | moor | Nurpur |
| 54 | What is the name of Rahim Khan's elder son? | Bundu | Nuru | Virchand | Sulaiman | Bundu |
| 55 | What is the name of Rahim Khan's youger son? | Nuru | Bundu | Sulaiman | Sulaiman | Nuru |
| 56 | Why Rahim Khan's attitude changed after his marriage? | his wishes were not fulfiklled | wife was not good | sons were not good | he couldnot enjoy life | his wishes were not fulfiklled |
| 57 | Who is the reason for Rahim Khan's rude attitude? | father | wife | brotheer | children | father |
| 58 | Rahim Khan become _____ after his wife went from his hose. | happy | lonely | sad | rude | lonely |
| 59 | Who were the company of Rahim Khan after his wife? | sparrows | sons | daughters | village people | sparrows |
| 60 | The prose Sparrows tells about _____ of a man. | Wealthy life | sufferings of woman | lonely life | Joyful life | lonely life |

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TEMPEST – ACT 2 – SCENE 2

- WILLIAM SHAKESPEARE

Introduction:

William Shakespeare has become the most famous and influential author in English literature. He wrote thirty-eight plays, one hundred fifty-four sonnets and two epic poems that reinvented and defined the English language. The plays are often categorized as tragedies, comedies or histories. Tragedies featured sympathetic protagonists who were doomed by their flaws. Comedies tended to be more upbeat, with happy endings that often led to a marriage. The historical plays were frequently politically motivated to appeal to the Elizabethan court and featured British and Scottish kings.

Caliban - The Monster:

Caliban enters with a load of wood, and thunder sounds in the background. Caliban curses and describes the torments that Prospero's spirits subject him to: they pinch, bite, and prick him, especially when he curses. As he is thinking of these spirits, Caliban sees Trinculo and imagines him to be one of the spirits. Hoping to avoid pinching, he lies down and covers himself with his cloak.

Trinculo's plan of making money out of Caliban:

Trinculo hears the thunder and looks about for some cover from the storm. The only thing he sees is the cloak-covered Caliban on the ground. He is not so much repulsed by Caliban as curious. He cannot decide whether Caliban is a "man or a fish". He thinks of a time when he traveled to England and witnessed freak-shows there. Caliban, he thinks, would bring him a lot of money in England. Thunder sounds again and Trinculo decides that the best shelter in sight is beneath Caliban's cloak, and so he joins the man-monster there.

Trinculo torments Caliban:

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Stephano enters singing and drinking. He hears Caliban cry out to Trinculo, “Do not torment me! O!”. Hearing this and seeing the four legs sticking out from the cloak, Stephano thinks the two men are a four-legged monster with a fever. He decides to relieve this fever with a drink. Caliban continues to resist Trinculo, whom he still thinks is a spirit tormenting him.

Trinculo and Stephano enslaves Caliban:

Trinculo recognizes Stephano’s voice and says so. Stephano, of course, assumes for a moment that the monster has two heads, and he promises to pour liquor in both mouths. Trinculo now calls out to Stephano, and Stephano pulls his friend out from under the cloak. While the two men discuss how they arrived safely on shore, Caliban enjoys the liquor and begs to worship Stephano. The men take full advantage of Caliban’s drunkenness, mocking him as a “most ridiculous monster” as he promises to lead them around and show them the isle.

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THE REFEREE – W.H.ANDREWS AND GEOFFERREY DREAMER

INTRODUCTION:

In the opening of the drama, football match was taking place with more noise. Wortlebury and Barker were waiting for Potts, the famous Referee. Wortlebury was a chairman of Rovers, and Barker was a manager. They were waiting for the referee anxiously. Barker told him that he might not come but Wortlebury was not ready to hear that, he wanted Potts to come. If Potts would not come there, they would fail in the match. So Wortlebury ordered him to bring him there at three 3'o clock.

BOLTWOOD'S ENTRY:

Boltwood entered there, Wortlebury welcomed him as Potts. Boltwood did not understand anything. Wortlebury told him to act like Potts in front of everyone because in the match no one will notice whether he is Potts or the other man. But Boltwood did not know any rules of football. Barker tried to help Boltwood. But Wortlebury did not hear anything; he told that Boltwood resembled Potts. And when Boltwood came there everyone thought it was Potts. Without Potts the match would go fizzle. Barker too accepted because there was no other way.

BOLTWOOD'S AS POTTS:

Wortlebury said, "For today you are to be Potts, the man the crowd want. The only man who can keep the two roughest teams in the country in order and get away with it. The man who can give the Rovers the championship". Barker consoled Boltwood that he can't escape from this and better he can accept it. Barker taught him when to blow the whistle. Then there comes Sammy, assistant trainer. Sammy rubbed him down and made him ready for the match. The time had come, team had come out and people were waiting for Potts. The game started with a loud noise. Barker and his wife Diana entered discussing about Wortlebury that he was a wooden hearted person. Diana felt sad for Boltwood that he know nothing about the game but Barker made him as a Referee. Barker showed Diana, the picture of Potts but she misunderstood that was Boltwood.

Barker's Pride:

Barker triumphantly told that she got confused and accepted her brother as Potts. Boltwood entered with Sammy. He was happy that he did his job correctly; Sammy told him that he would never forget this match. Sammy was ready to rub him but Boltwood refused, there comes Beryl, daughter of Wortlebury. She told the newspaper men were criticizing and the

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police men were doing terrible job of controlling the crowd. But in the middle Boltwood was so cool like the cucumber. She felt sorry for him, because her father persuaded him to do this. Above all she wanted him to do this and everyone expected the same. There comes Boffin, the captain of Celtic. He was threatening Boltwood that, if Celtic did not win this match, Potts would be no more. He came out to the ground.

Boltwood's Escape:

Kettle, the Rovers met him to ask something. He wanted to know the reason for disallowing a nice goal. He kicked the ball with his left foot and he thought he tried to deceive the goalkeeper. Diana entered to speak with Wortlebury that he did a horrid thing to Boltwood, his father would not accept this anymore. She was afraid that something would happen to Boltwood. Beryl told her father that he forced him to the football match. Wortlebury consoled them that the match was over. Baker and Sammy came there with Boltwood in a sack. They helped him to escape from the crowd.

CONCLUSION:

There came Potts with a furious face. He wanted to meet Boltwood. Reporter entered praising Potts. The match started as a dirtiest one but ended like milk and water. The newspaper would be filled with the headings of Potts like, "Potts the Genius", "Rough Play Burlesqued", "The Death Knell of Dirty Football". Beryl entered with paper and Boltwood read that. Everyone was happy at the end.

PART-A (Online Examination)
UNIT IV –Drama: (Multiple choice Questions)

| S. NO | QUESTIONS | CHOICE - 1 | CHOICE - 2 | CHOICE - 3 | CHOICE - 4 | ANSWER |
|-------|--|--------------------------|--------------------------------|-------------------------------------|---------------------------------|-------------------------------------|
| 1 | Who is the chairman of The Rovers? | colonel Wortlebury | Beryl | Diana | Sammy | colonel Wortlebury |
| 2 | _____ is a famous Referee. | Sammy | Potts | John | Diana | Potts |
| 3 | Who has to play the role of Potts? | Potts | Diana | Lucy | Boltwood | Boltwood |
| 4 | Boffin is from _____ team. | Celtic | Rovers | Seltic | Ravens | Celtic |
| 5 | What is the reason Boltwood has to do the role of Potts? | John is good at football | Sammy is not happy about Potts | Potts didn't come at the right time | The Rovers were not ready | Potts didn't come at the right time |
| 6 | Who is a sister of Beltwood? | Beryl | Beril | Diana | Diano | Diana |
| 7 | Boltwood is like _____ in the ground. | Gold | cucumber | Fresh flower | lion | Cucumber |
| 8 | Who is a captain of celtic? | Boffin | Rovers | Beryl | Sammy | Boffin |
| 9 | What is the thing that Kettle wanted to ask with Potts? | Is he really Potts? | Is he Boltwood? | He said nice goals as foul | Who is Boltwood | He said nice goals as foul |
| 10 | Why Diana felt sad about Boltwood? | he never met a referee | He never saw Football match | He favours celtic | he knows nothing about the game | |
| 11 | Who is threatening Boltwood? | Kettle | Diana | Wortlebury | John | Kettle |
| 12 | The newspaper headlines addressed Potts as a _____ | fool | idiot | rambutious | genius | genius |
| 13 | _____ consoled Diana to accept Boltwood as Potts. | Sammy | Beryl | Barker | Wortlebury | Barker |
| 14 | The reporter called the football match as _____ | a foul play | a gamble | The Death Knell of Dirty Football | an ugly game | The Death Knell of Dirty Football |
| 15 | Beryl was criticising Boltwood was _____. | cool | angry | confused | mad | cool |
| 16 | Who is Caliban? | The Monster | Alonso's friend | animal | hero | The Monster |
| 17 | Caliban enters with _____ | Honey | milk | flowers | load of wood | load of wood |
| 18 | Caliban curses _____. | Prospero | Alonso | Trinculo | Diana | Prospero |

| | | | | | | |
|----|--|----------------------------------|--------------------------------|-----------------------------------|--------------------------------|----------------------------------|
| 19 | Caliban lies down and covers himself with _____. | mud | leaves | cloak | flowers | his cloak |
| 20 | What Trinculo tries to do with Caliban? | make money | kidnap | to become friends | sell | make money |
| 21 | Who got confused when seeing Caliban? | Trinculo | Alonso | Prospero | Diana | Trinculo |
| 22 | _____ torments Caliban? | Alonso | Prospero | Trinculo | Sammy | Trinculo |
| 23 | Stephano and Trinculo gave _____ to Caliban. | sweet | liquor | flowers | water | liquor |
| 24 | Why Caliban was crying? | he wanted more | he wanted to marry Miranda | he wanted to be Trinculo's friend | he wanted more drink | he wanted more drink |
| 25 | Who wrote the play "The Tempest"? | William Shakespeare | William Wordsworth | William Langland | John Williams | William Shakespeare |
| 26 | Trinculo wanted to take Caliban to _____ for the show. | America | England | Scotland | Germany | England |
| 27 | Tempest is a _____ written by Shakespeare. | Tragedy | Tragic - Comedy | Comedy | Farce | Comedy |
| 28 | Shakespeare wrote _____ Plays. | Thirty Five | Thirty Six | Thirty Nine | Thirty Eight | Thirty Eight |
| 29 | Caliban thinks of Trinculo as a _____. | Monster | Spirit | Animal | Human Being | Spirit |
| 30 | Caliban worships _____ for the drink. | Stephano | Trinculo | Alonso | Prospero | Stephano |
| 31 | Where was Shakespeare born ? | London | Warwick | Oxford | Stratford-upon-Avon | Stratford-upon-Avon |
| 32 | Trinculo is not repulsed by Caliban but is rather _____. | angred by him | curious | feeling trapped by him | in love | angred by him |
| 33 | What was the name of Caliban's mother? | Ariel | Claribel | Sycorax | Setebos | Sycorax |
| 34 | The Referee' is written by _____. | W.H.Andrews and Geoffery Dreamer | W.H.Auden and Geoffery Dreamer | W.H.Andrews and Geoffery Chaucer | W.H.Auden and Geoffery Chaucer | W.H.Andrews and Geoffery Dreamer |
| 35 | "The Referee" is a _____. | Tragedy | Comedy | Tragic - Comedy | Farce | Comedy |
| 36 | Boffin is the captain of _____. | Celtic | Derby | Rovers | Tennessee | Celtic |
| 37 | What is the name of the football match in 'The Referee'? | Rovers | Derby | Celtic | Tennessee | Derby |
| 38 | _____ is a popular device to generate comedy. | Intelligence | Heroic deeds | Mistaken identity | Laughing | Mistaken identity |
| 39 | The Referee' is a _____ play | five act | three act | four act | one act | one act |
| 40 | Who is the manager of "The Rovers" football club? | Sammy | Beryl | Robert Barker | colonel Wortlebury | Robert Barker |

VOICE

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

For example, in the sentence:

The cat ate the mouse.

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

The mouse was eaten by the cat.

the verbal phrase "was eaten" is passive.

In the sentence:

The hunter killed the bear.

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

The bear was killed by the hunter.

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

ACTIVE VOICE:

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

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

Example: Kabaisa ate the potatoes.

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

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The potatoes were eaten by Kabaisa.

The words were eaten indicate the passive voice.

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

Examples of Active Voice:

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

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

How To Form an Active Voice Sentence:

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

Active Voice Example:

Grandpa

Grandpa arrived

Grandpa>arrived

Yesterday, Grandpa arrived at our house.

PASSIVE VOICE:

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

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

Passive Voice Examples:

1. The work was completed by Jaime.

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

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

2. The ball was hit by Johnny.

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

How To Form an Passive Voice Sentence:

- Start with active voice.

Austin bought clothes.

“Austin” is subject; “clothes” is object

- The object becomes the subject.

The clothes

- Add “to be” and past participle

The clothes were bought.

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

The clothes were bought by Austin.

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

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

INTERROGATIVES (YES OR NO, 'WH' QUESTIONS)

INTERROGATIVE DEFINITION:

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

There are 4 types of Interrogative sentences.

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

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

Here are some examples of yes/no interrogative sentences:

Mister, can you spare a dime?

Did you take your vitamin this morning?

Do you have your homework ready?

Are you ready to go?

Did you go to the game Friday night?

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

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

Examples of alternative interrogative sentences:

Would you prefer chocolate or vanilla ice cream?

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Should I call or email you?

Do you want coffee, tea, or soda?

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

Examples of wh-interrogative sentences:

What are you doing?

Where do you live?

Who is playing in the Super Bowl?

What is the meaning of this?

Which songs do you like best?

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

Examples:

You live in the city, don't you?

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

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

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

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

The bus has already left?

The Saints won the Super Bowl?

It's snowing in Florida?

You've lost 15 pounds already?

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

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

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

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

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

WORD CLASS

1. NOUN:

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

Classification of nouns:

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

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

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

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

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

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

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

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

2. ADJECTIVE

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

Examples:

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

Furry dogs may overheat in the summertime.

My cake should have sixteen candles.

The scariest villain of all time is Darth Vader.

3. VERB

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

Types of Verbs:

a. Action Verbs

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

b. Transitive Verbs

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

c. Intransitive Verbs

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

d. Auxiliary Verbs

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

e. Stative Verbs

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

f. Modal Verbs

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

g. Phrasal Verbs

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

h. Irregular Verbs

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

Examples:

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

4. Jesse Pinkman laughed hysterically.

4. ADVERB

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

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

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

Examples:

She was walking rapidly.

The kids love playing together in the sandbox.

Please come inside now.

His jokes are always very funny.

You don't really care, do you?

REPORTED SPEECH

There are two ways of reporting what a person has said.

- a) Direct speech
- b) Indirect speech

Direct speech:

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We repeat the speaker's words.

He said, "I have lost my key." (No tense shift)

Indirect speech / Reported Speech:

We give the exact meaning of a speech without necessarily using the speaker's exact words. If we want to mention who the speaker talked to, we use told, otherwise we use said.

Eg: She said that she had lost her wallet.
She told me that she had lost her wallet.

Convert Direct Speech to Indirect Speech:

- A. Make the necessary tense shift:
- B. Expressions of Time and Place in Reported Speech
- C. If the main verb is in the present tense, we don't change the tense in the direct speech.

| Direct Speech | Indirect Speech |
|------------------------------------|--|
| Pronouns and possessive adjectives | We usually change from first or second to third person except when the speaker is reporting his own words. |
| today | that day |
| yesterday | the day before (the previous day) |
| Tomorrow / the next day | The following day |
| The day before yesterday | Two days before / earlier |
| Yesterday morning | The previous morning |
| A year / month / week ago | A year before / earlier |
| The day after tomorrow | In two days' time |
| Next week / month / year | The following week / month / year |
| now | then |
| tonight | that night |
| here | here / there |
| this | that, it |
| these | those |
| can | could |
| will | would |
| could | could |
| may | might |

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| | |
|-------------------|-------------------|
| might | might |
| have to / has to | had to |
| must | must |
| ought to / should | ought to / should |

Examples:

- 1. Direct:** Paul says, "I don't like coffee."
Indirect: Paul says that he doesn't like coffee.
- 2. Direct:** Dona says, "I didn't do my homework."
Indirect: Dona says that he didn't do his homework.

Pronouns and possessive adjectives normally change from first or second person to third person except when the speaker is reporting his own words.

Examples:

- 1. Direct:** He said, "You don't know my language."
Indirect =: He said that I didn't know his language.
- 2. Direct:** I said, "I sold my book."
Indirect: I said that I had sold my book.
- 3. Direct:** She said to me, "Your brother is bothering me."
Indirect: She told me that my brother was bothering her.

Indirect Speech Statements

We join the indirect and the direct parts of a sentence with that. Sometimes we may omit that.

Examples:

- 1. Direct:** They said, "We love our teacher."
Indirect: They said that they loved their teacher.
- 2. Direct:** Mr. Jones said to me, "I educated myself by reading widely."
Indirect: Mr. Jones told me that he had educated himself by reading widely.
- 3. Direct:** The teacher said to her, "You have done your homework well."
Indirect: The teacher told her that she had done her homework well.
- 4. Direct:** Mr. Woods said, "There are many boats in the harbor."

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Indirect: Mr. Woods said that there were many boats in the harbor.

KARPAHEE

PART-A (Online Examination)
UNIT V –Grammar & Composition: (Multiple choice Questions)

| S. NO | QUESTIONS | CHOICE - 1 | CHOICE - 2 | CHOICE - 3 | CHOICE - 4 | ANSWER |
|-------|---|-------------------------|-------------------------------|--------------------|-------------------|--------------------------------|
| 1 | 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 |
| 2 | The child is eating bananas. / Bananas by the child. | is being eaten | are being eaten | is eating | was eating | are being eaten |
| 3 | She is writing a letter. / A letter by her. | is being written | are being eaten | were being written | was written | is being written |
| 4 | The master punished the servant. / The servant by the master. | is punished | was punished | were punished | punished | was punished |
| 5 | He was writing a book. / A book by him. | was written | were written | was wrote | was being written | was being written |
| 6 | Who wrote this letter? / By whom | was this letter written | was this letter being written | | | was this letter written |
| 7 | Somebody cooks meal every day. / Meal by someone every day. | is cooked | was cooked | were cooked | cooked | is cooked |
| 8 | He wore a blue shirt. / A blue shirt by him. | wore | was wore | was worn | were worn | was worn |
| 9 | 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 |
| 10 | They are building a house. / A house by them. | is built | is being built | was built | were built | is being built |
| 11 | She has read letter. / A letter by her. | has been read | read | was read | were read | has been read |
| 12 | A stone was being thrown by the kid = The kid _____ a stone. | is throwing | was throwing | were throwing | are throwing | was throwing |
| 13 | A car has been bought by him = He _____ a car. | have brought | brought | has bought | is brought | has bought |
| 14 | The door had been knocked at by someone = Someone _____ the | have knocking at | is knocking at | are knocking at | has knocking at | has knocking |

| | | | | | | |
|----|---|-------------|------------|------------|---------------|----------------------|
| | door. | | | | | at |
| 15 | Yam is eaten by people in my country = People _____ yam in my country. | was eaten | is eaten | are eaten | were eaten | was eaten |
| 16 | The jackpot will be won by her = She _____ the jackpot. | won | win | would won | will won | would won |
| 17 | Fill in the blanks with 'wh' questions: _____ did you do then? | what | which | how | when | what |
| 18 | _____ would you like to eat? | what | which | who | when | what |
| 19 | _____ is knocking at the door? | what | who | whom | where | who |
| 20 | _____ is your phone number? | what | which | who | whom | what |
| 21 | _____ do you want to see? | what | who | whom | all the above | all the above |
| 22 | _____ will he say? | what | how | who | where | what |
| 23 | _____ did you see? | what | who | who | where | who |
| 24 | About _____ are you speaking? | what | who | what | all the above | all the above |
| 25 | _____ came here in the morning? | what | who | what | where | who |
| 26 | By _____ was this book written? | what | who | what | whom | whom |
| 27 | What time ___ you go to bed ? | do | does | Did | are | do |
| 28 | Where ___ he go on hollidays ? | do | does | Did | were | does |
| 29 | ___ your mum read comics ? | do | does | Did | was | does |
| 30 | _____ they visiting Paris? | are | were | Did | is | are |
| 31 | _____ she done the housework? | has | have | Did | were | has |
| 32 | _____ he be reading the book? | would | will | Did | had | will |
| 33 | Use the correct form of the verbs given in brackets: Your friends _____(wait)for you for over an hour. | waited | wait | is waited | was waited | waited |
| 34 | It is not worth _____(pay) so much money for this concert. | pay | paying | payed | is paying | paying |
| 35 | When I reached the station, the train had _____(leave). | would leave | will leave | left | leave | left |
| 36 | I _____(visit)the Taj Mahal last month. | visit | visited | is visited | was visited | visited |

| | | | | | | |
|----|--|--|---|--|--|---|
| 37 | The criminal _____(attack)the victim with a blunt object. | attack | ia attacked | was attacked | attacked | attacked |
| 38 | His company is greatly _____(seek) after. | seen | saw | sought | see | sought |
| 39 | His courage _____ him (forsake). | forsake | forsook | will forsake | is forsook | forsook |
| 40 | The terrified people _____(flee)to the mountains. | fled | is fled | are fled | was fled | fled |
| 41 | The police _____(leave)no stone unturned to trace the culprits. | would leave | left | will leave | leave | left |
| 42 | The robber _____(strike) him a blow on the head. | stike | is striking | struck | was striking | struck |
| 43 | Find the adjective or adjectives that fit in each of the blanks best. We visited the museum, where we saw _____ artifacts. | A lot of | Ancient | John's | A room filled with | A lot of |
| 44 | I received _____ awards at the ceremony today. | The manager's | Two | Information about | Motivation at the | Two |
| 45 | Please get me a bag of _____ apples. | Interesting | Ripe red | Oranges and | Real | Ripe red |
| 46 | The president sat in a _____ chair. | Important | Barber's | Funny | Leather | Leather |
| 47 | _____ weather is the norm in San Francisco. | blue | big | foggy | the best | foggy |
| 48 | Choose the best answer to complete each sentence. he driver stopped the bus _____. | financially | exactly | abruptly | now | abruptly |
| 49 | My friend said, "I am leaving today." | My friend said that he is leaving today. | My friend said that he was leaving today. | | My friend said that he was leaving that day. | My friend said that he was leaving that day. |
| 50 | He said to her, "What a cold day!" | He told her that it was a cold day. | He exclaimed that it was a cold day. | He exclaimed sorrowfully that it was a cold day. | He exclaimed that it was a very cold day. | He exclaimed that it was a very cold day. |
| 51 | He says, "They will hurt you". | He said to me that they will hurt me. | He said to me that he would be hurt me. | He said to me that they would hurt me. | He said to me that they would hurt you. | He said to me that they would hurt me. |
| 52 | _____ is when one quotes the exact words spoken by a speaker. | Indirect speech | Direct speech | Simple speech | Principal speech | Indirect speech |
| 53 | Indirect speech is also called as | Reported | Quoted | Simple | Principal | Reported |

| | _____. | speech | speech | speech | speech | speech |
|----|--|--|--|--|---|---|
| 54 | Socrates said, "Virtue is its own reward." | Socrates said that virtue had its own rewards. | Socrates says that virtue is its own reward. | Socrates said that virtue is its own reward. | Socrates said that virtue was its own reward. | Socrates said that virtue is its own reward. |
| 55 | Rahul said, "I will do it now or never." | Rahul said that he will do it now or never | Rahul said that he will now or never do it | Rahul said that he would do it then or never | Rahul said that he would now or never do it | Rahul said that he would do it then or never |
| 56 | Mother said, "Where are you going?" | Mother said me where I am going | Mother said to me where are you going | Mother asked where I was going | Mother asked me where I am going | Mother asked where I was going |
| 57 | You said, "He was there". | You said that he had been here | You said the he was there | You said that he had there | You said that he is there | You said that he had been here |