

**KARPAGAM ACADEMY OF HIGHER EDUCATION**

(Deemed to be University)

(Established Under Section 3 of UGC Act 1956)

Coimbatore - 641021.

(For the candidates admitted from 2018 onwards)

DEPARTMENT OF ENGLISH**SUBJECT** : ENGLISH- I**SEMESTER** : I**SUBJECT CODE:** 19ENU101 **CLASS:** B.Com/CA/PA/BPS/BBA**LECTURE PLAN****DEPARTMENT OF ENGLISH**

S.No	Lecture Duration Hour	Topics to be Covered	Support Material/Page Nos
		UNIT-I- PROSE	
1	1	Introduction to syllabus	
2	1	Prose-1 Morals in the Indian Context	T1.Pg.1-5
3	1	Contd. Morals in the Indian Context	T1.Pg.1-5
4	1	Contd. Morals in the Indian Context	T1.Pg.1-5
5	1	How comics books help us to relive our childhood	T1.Pg.6-10
6	1	Contd. How comics books help us to relive our childhood	T1.Pg.6-10
7	1	Contd. How comics books help us to relive our childhood	T1.Pg.6-10
8	1	Let's do what India needs from us	T1.Pg.11-16
9	1	Let's do what India needs from us	T1.Pg.11-16
10	1	Let's do what India needs from us	T1.Pg.11-16
11	1	Revision of the Entire Unit	
		Total No Of Hours Planned For Unit 1= 11	

		UNIT-II - POEM	
1	1	The Stolen Boat	T1.Pg.18-21
2	1	Contd. The Stolen Boat	T1.Pg.18-21
3	1	Telephone Conversation	T1.Pg.28-29
4	1	Telephone Conversation	T1.Pg.28-29
5	1	A River	T1.Pg.23-26
6	1	A River	T1.Pg.23-26
7	1	Revision of the Entire Unit	
	Total No Of Hours Planned For Unit II=07		
		UNIT-III – SHORT STORY	
1	1	Short Story - Rapunzel	T1.Pg.47-51
2	1	Contd. Short Story - Rapunzel	T1.Pg.47-51
3	1	The Ant and The Grasshopper- W. Somerset Maugham	T1.Pg.40-45
4	1	The Ant and The Grasshopper- W. Somerset Maugham	T1.Pg.40-45
5	1	The Nightingale and the Rose	T1.Pg.31-37
6	1	Contd. The Nightingale and the Rose	T1.Pg.31-37
7	1	Revision of the Entire Unit	
	Total No Of Hours Planned For Unit IV = 07		
		UNIT-IV - DRAMA	
1	1	The Merchant of Venice- Act 4-Scence	T1.Pg.53-72
2	1	Contd. The Merchant of Venice- Act 4-Scence	T1.Pg.53-72
3	1	Contd. The Merchant of Venice- Act 4-Scence	T1.Pg.53-72
4	1	Contd. The Merchant of Venice- Act 4-Scence	T1.Pg.53-72
5	1	The Death Trap- Saki	T1.Pg.74-78
6	1	The Death Trap- Saki	T1.Pg.74-78
7	1	The Death Trap- Saki	T1.Pg.74-78
8	1	Revision of the Entire Unit	

	Total No Of Hours Planned For Unit V = 08
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LECTURE PLAN

2019-2022
BATCH

		UNIT- V GRAMMAR AND COMPOSITION	
1	1	Tense	
2	1	Tense	
3	1	Contd. Tense	
4	1	Auxiliaries	
5	1	Auxiliaries	
6	1	Articles	
7	1	Tag Questions	
8	1	Reading to Comprehend	
9	1	Reading to Comprehend	
10	1	Letter Writing	
11	1	Letter Writing	
12	1	Resume Writing	
13	1	General Essay	
14	1	Revision of the Entire Unit	
15	1	Revision for End Semester Examination	
		Total No Of Hours Planned For Unit V = 15	

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

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

19ENU101

Semester – I
ENGLISH - I

4H – 4C

Instruction Hours / week: L: 4 T: 0 P: 0

Marks: Internal: 40

External: 60 Total: 100
End Semester Exam: 3 Hours

Course Objectives:

To train students to acquire proficiency in English by reading different genres of literature and learning grammar.

To provide aesthetic pleasure through literature.

Course Outcome:

Communication skills will get developed.

Genres of literature will give moral values of life.

UNIT - I : PROSE

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

UNIT - II : POEM

1. The Stolen Boat - William Wordsworth
2. Telephone Conversation- Wole Soyinka
3. A River - A.K. Ramanujan

UNIT - III : SHORT STORIES

1. Rapunzel - Brothers Grimm
2. The Ant and The Grasshopper- W. Somerset Maugham
3. The Nightingale and the Rose - Oscar Wilde.

UNIT - IV: Drama

1. The Merchant of Venice- Act 4-Scene 1
2. The Death Trap- Saki

UNIT - V: Grammar and Composition

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

Composition:

1. Reading to Comprehend
2. Letter Writing
3. Resume Writing
4. General Essay

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

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

UNIT-I **SYLLABUS**

1. Morals in the Indian Context- Francis Nicholas Chelliah
2. How Comic Books help us to relive our Childhood - Benoit Peeters
3. Let's do what India needs from us- Dr. A.P.J.Kalam

Prose 1:

Morals in the Indian Context

-Francis Nicholas Chelliah

Introduction:

Francis Nicholas Chelliah was born in Dindugul in 1939. He has published works entitled Anglican Prose Selections and Under the Tamarind Tree. He served as an editorial member of the renowned magazine *The Modern Rationalist*. He hailed from an orthodox Roman Catholic family and evolved into a rationalist without being an atheist. He strongly believed in universal brotherhood without religious, racial, linguistic, national, and caste prejudices. He believes that pure rationalism can free us from most of the social evils and he reflected the same ideology in the prose "Morals in the Indian Context".

Morals:

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

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

Reason – a greatest ability of man:

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

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

Man - a moral being by nature:

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

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

Rationalism and Secular Reasoning

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

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

Prose II:

How Comic Books Help Us to Relive Our Childhood

- Benoît Peeters

Introduction:

Benoit Peeters was born in paris in 1956. He published his first novel Omnibus in 1976. He brought out the comic series of Tintin and he was an expert on the works of the Belgian cartoonist Herge. He has written essays on Alfred Hitchcock, Paul Valery, Rodolphe Topffer, Jiro Taniguchi and Chris Ware. His First biography was on the French philosopher and critic Jacques Derrida. He became the first professor of Graphic Art and Comic Fiction and currently teaches at Lancaster University.

Comics:

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

“*Bandesdessinées*” is a French term which refers to comics. In the olden days collectors paid more prices and collected models of comic super heroes. The mythical characters relive in the reader’s mind even after the death of their creators, for example, Batman, Astroboy, Spirou and so on. The readers who were comforted in their childhood by these heroes cannot bear to see these characters disappear.

Comics provide a thirst for innocence:

It is also possible to admire great works of literature, philosophy and art without spending thousands on first editions and rereading them. But the old memories of readers’ relationship with comics make them think that they should not grow up to see these memories die. This shows that there is a thirst for innocence or permanence in every human being which keeps these comics alive even in adulthood and old age.

In many modern comics since the 1970s, the heroes are no longer shown as mythical characters. They are shown with their own weakness and they undergo real sufferings just like ordinary men and they also die.

Famous Comic books mentioned by Benoit Peeters:

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

Lint – a comic in diagrammatic style:

The recent book *Lint* by Chris Ware describes the life of an ordinary man, from his birth to his last breath in 70 pages. Ware uses a diagrammatic style. When the readers read this book, they are moved to a greater extent. This book moves them not just because the readers relate themselves with a character, as it happens while watching a film, but because the readers relate with the medium itself. This highly sophisticated graphic novel helps the readers to understand how comic book art is connected with childhood.

Simplicity –a key feature of comics:

Simplicity is yet another key feature of comic books. Around 1840, Rodolphe Töpffer, inventor and first theorist of the comic book said that a child easily recognizes a donkey in a simple drawing. This proves something about the specific way in understanding caricatures, just as in comic books. A caricature fixes an image in the mind which cannot be erased. Through this, one can see another essential quality of the comic book which is its ability to stick in the memory.

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

Comics bring back childhood memories:

In this regard, the nearest thing to the comic book is the song. When a person listens to a song frequently he or she falls in love with that song. Comics are similar to songs, they make people to live in their dreams. The unique aspect of comic books is that they bring back the buried emotions of childhood.

Prose III:

Let's Do What India Needs From Us?

- Dr. A.P.J. Abdul Kalam

Dr. Abdul Kalam is known for his love for the student community. He delivered a speech at Indian Institute of Technology, Hyderabad, where he outlined his visions for India. In Indian history, people from all over the world have come and invaded, captured the lands of India, conquered the minds of Indians. Yet, India has not done this to any other nation because it respects the freedom of others.

Three Visions

Freedom-The First Vision

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

Development - The Second Vision

For fifty years India has been a developing nation. It is time that we should see India as a developed nation. It is among top five nations of the world in terms of GDP and it has got 10 percent growth rate in most areas. The poverty levels are decreasing in India and its achievements are being globally recognised today. Yet Indians lack self-confidence to see India as a developed nation.

Stand Up to the World - The Third Vision

India must stand up to the world. Because Kalam believes that unless India stands up to the world, no one will respect it. It must be strong not only as a military power but also as an economic power. Kalam spoke about his fortune to work with three great minds, Dr. Vikram Sarabhai of the Department of Space, Professor Satish Dhawan, who succeeded him and Dr. Brahmaprakash, the father of nuclear material.

Four Milestones in Kalam's Career

Twenty years of experience in ISRO gave Kalam the opportunity to be the project director for India's first satellite launch vehicle, SLV3 which is the one that launched Rohini. These years played a very important role in his life as scientist. After his ISRO years, he joined DRDO and

got a chance to be a part of India's guided missile program. His second greatest bliss was when Agni met its mission requirements in 1994.

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

In three weeks, Kalam made these floor reaction orthosis 300-gram calipers and took them to the orthopedic center. The children did not believe their eyes that they could move around so easily with the light weight caliper. Their parents had tears in their eyes. That was fourth bliss of Kalam.

Kalam says that media should not be negative. He criticizes Indian Media for portraying negativity. India stands first in milk production and remote sensing satellites, second in wheat and rice production. Kalam appreciates Dr.Sudarshan's effort in transferring a tribal village into a self-sustaining and self driving unit. There are millions of such achievements but the media is only obsessed in the bad news and failures and disasters. Kalam also expresses his unhappiness about the Indians' craziness for foreign products. Kalam condemns Indians for not carrying out their responsibilities properly as citizens and blaming the government always.

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

Dear Indians,

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

“Ask What We Can Do for India and Do What has to be Done to Make India What America and Other Western Countries are Today. Let's do what India needs from us”.

Possible Questions Unit-I
Part-A (20 Marks)
(Q.No 1 To 20 Online Examination)

Part-B (2 Marks)

Part- B (2 Marks)

1. What are Morals? Explain in few words.
2. What is meant by secular reasoning?
3. What is the significance of comic books?
4. What is a caricature?
5. Write about Kalam's first vision for India in few words.
6. What are the regressive aspects of our love for comics?
7. Write about Kalam's second vision for India.

PART- B (6 MARKS)

1. Discuss about Chelliah's views on a moralist and rationalist. Whom does he offer his support?
2. Justify the statement "Reason is the greatest and most distinguished faculty of man".
3. Justify the statement "the heroes are no longer invincible".
4. Explain the nature of modern comics.
5. How do comic books help one to relive childhood?
6. What are Kalam's visions for India? Elucidate.
7. What are the expectations of Abdul Kalam from Indians to uplift India?
8. Discuss the eminent personalities and their significance mentioned in "Let's Do What India Needs from us".

*****The End*****

Sub: English

Sub Code: 19ENU101

Academic Year: 2019-20

S.NO	QUESTIONS	CHOICE-1	CHOICE-2	CHOICE-3	CHOICE-4	ANSWER
1	Who wrote the essay "Morals in the Indian Context".	Wordsworth	Abdul Kalam	Francis Nicholas Chelliah	John Keats	Francis Nicholas Chelliah
2	Francis Nicholas Chelliah was born in_____	Chennai	Dindugal	Vellore	Trichy	Dindugal
3	What are morals for an average Indian?	Code of Conduct	Dress Code	Pin Code	University Code	Code of Conduct
4	Morals are found in _____.	Ancient Novels	Ancient Films	Ancient Scriptures	Ancient Drama	Ancient Scriptures
5	_____ and sentiments obstruct man's reasoning.	Anger	Emotion	Envy	Avarice	Emotion
6	According to Socrates "The _____ life is not worth living".	Unambitious	Unprepared	Unperturbed	Unexamined	Unexamined
7	_____ is the greatest and most distinguished faculty of man.	Reason	Reminiscence	Retaliation	Emotion	Reason
8	The moral codes created by the irrational man is _____, confusing and changeable according to time.	Contemplative	Contradictory	Communicative	Comprehensive	Contradictory
9	Morality consists of codes created by God, forefathers and traditions for the overall welfare of all _____.	Animals	Demi-Gods	Human beings	Angels	Human beings
10	_____ has no role to play in the formation of the codes.	God	Forefathers	Traditions	Man	Man
11	The codes of conduct are ordained by _____.	Man	God	Ancestors	Elders	God
12	Man is told that the morals are _____ factors to determine the status of life after death.	Deciding	Destroying	Demanding	Degenerating	Deciding
13	Man by nature is a social and a _____ being.	Immoral	Moral	human	Inhuman	Moral
14	A rationalist resorts to _____ reasoning to fashion his morals.	Non-secular	Religious	Secular	Monastic	Secular
15	According to Socrates "Rhetoric without _____ is one of the greatest threats to good life".	Triumph	Tribulation	Belief	Truth	Truth
16	_____ is the most powerful weapon of religion which steamrolls individual's imitative for ages.	Love	Fear	Tyranny	Forgiveness	Fear
17	In Francis Nicholas chelliah's view, religious morals are	Real	True	Ritualistic	Fictitious	Fictitious

18	Francis Nicholas Chelliah speaks in favour of _____ reasoning.	Secular	Religious	Superstitious	Traditional	Secular
19	Francis Nicholas Chelliah wants man to become a _____.	Communist	Rationalist	Marxist	Feminist	Rationalist
20	_____ is in dire need of the morals based on secular reasoning.	American	Britain	India	Canada	India
21	Benoit Peteers was born in _____.	America	Boston	Paris	Canada	Paris
22	Which is the first novel of Benoit Peteers?	Omnibus	Tintin	World of Herge	Son of Tintin	Omnibus
23	According to Benoit Peteers, there is _____ link between Comics and childhood.	Superficial	Strong	Profound	Intimate	Profound
24	There is a _____ drive behind man's relationship with comics.	Archaic	Antique	Emotive	Irresistible	Archaic
25	It is the thirst for _____ that draws man to comics.	Knowledge	Innocence	Intelligence	Experience	Innocence
26	In the ancient times, comic books have been primarily aimed at _____.	Adults	Children	Teenagers	Old people	Children
27	"Bandes dessinees" is a _____ term.	Greek	Latin	Spanish	French	French
28	In modern comics, the heroes are no longer _____.	Vincible	Invincible	Indispensable	Undeniable	Invincible
29	The modern writers have abandoned the mythic to enter the _____.	Realistic	Magical	Romantic	Surrealistic	Romantic
30	The Pulitzer prize-winning novel is _____.	Rebecca	Jane Eyre	Vladek	Maus	Maus
31	What is Manga?	Japanese Pen	Japanese Rose	Japanese comics	Japanese novels	Japanese comics
32	Chris Ware uses _____ style in his novels.	Figurative	Narrative	Diagrammatic	Demonstrative	Diagrammatic
33	Chris Ware's _____ is one of the recent books which describe the life of an ordinary man in 70 pages.	Maus	Lint	My Father's Journal	Omnibus	Lint
34	The _____ of comic books is another Key feature.	Simplicity	Complexity	Durability	Multiplicity	Simplicity
35	_____ is the inventor and first theorist of comic books.	Spiegelman	Chris Ware	Taniguchi	Rodolphe Topffer	Rodolphe Topffer
36	What is a caricature?	Real picture	Satirical picture	Ironical picture	Evocative picture	Satirical picture
37	_____ fixes an image in the mind which cannot be erased.	Caricature	Picture	Painting	Photograph	Caricature
38	Another essential quality of comic book is its ability to stick in _____.	Heart	Memory	Expression	Emotion	Memory
39	Benoit Peteers compares comic book to _____.	Movie	Detective novel	Song	Short story	Song
40	Comic book brings out buried emotions of _____.	Childhood	Womanhood	Brotherhood	Adulthood	Childhood
41	Dr.A.P.J.Abdul Kalam is called the _____ of India.	Iron Man	Missile Man	Man of Miracles	Wise man	Missile Man

42	According to Abdul Kalam, India respects the _____ of other nations.	Freedom	Love	Democracy	Friendship	Freedom
43	What is the first vision of Abdul Kalam for India?	Development	Urbanization	Freedom	Civilization	Freedom
44	Abdul Kalam's second vision for India is _____.	Development	Urbanization	Freedom	Civilization	Development
45	India should be strong not only as a military power but also an _____ power.	Economic	Industrial	Political	Scientific	Economic
46	_____ was India's first satellite launch vehicle.	SLV3	SLV2	SLV3	SLV4	SLV3
47	_____ was the director of India's first Satellite launch vehicle.	Kalpana Chawla	Aryabatta	Newton	Abdul Kalam	Abdul Kalam
48	_____ is a light material which Abdul Kalam used to provide a new entry structure for Agni.	Carbon-Carbon	Mercury	Carbon monoxide	Carbon Dioxide	Carbon-Carbon
49	Abdul Kalam condemns Indian media because it is _____.	Positive	Negative	Neutral	Pornographic	Negative
50	India is the second largest producer of _____ and _____ in the world.	Rice&Wheat	Millet&Maize	Cotton&Wool	Oil&Petrol	Rice&Wheat
51	India is the first in _____ production.	Soft drinks	Alcohol	Milk	Beverages	Milk
52	India's obsession of _____ things is disliked by Abdul Kalam.	Foreign	American	Canadian	Indian	Foreign
53	Abdul Kalam expresses his happiness about creating a _____ gram calipers for the physically challenged children.	400	300	600	700	300
54	Kalam hints at India's _____ in the following words: "In Singapore you don't throw cigarette butts on the roads".	Cleanliness	Uncleaness	Greatness	Glory	Uncleaness
55	Indians are portrayed as _____ citizens in Kalam's essay.	Irresponsible	Responsible	Illiterate	Literate	Irresponsible
56	The Ex-municipal commissioner mentioned in the essay by Kalam is _____.	Mr. Tinaikar	Dr. Vikram Sarabhai	Satish Dhawan	Dr. Brahmpakash	Mr. Tinaikar
57	In Kalam's view Indians contribution to the upliftment of the government is _____.	Positive	Considerable	Negative	Moderate	Negative
58	The burning social issues which Kalam quotes in his essay are_____ .	Women, Dowry, Girl child	Food, Money, Shelter	Alcoholism, Money, Dowry	Girl child, Dowry, Shelter	Women, Dowry, Girl child
59	Kalam finds fault with the Indian _____	Government	Citizens	policies	Army	Citizens
60	Kalam concludes the essay with _____ words.	Barrack Obama's	John Milton's	John Donne's	J.F.Kennedy's	J.F.Kennedy's

UNIT-II

SYLLABUS

1. The Stolen Boat - William Wordsworth
2. Telephone Conversation- Wole Soyinka
3. A River - A.K. Ramanujan

Poem 1:

1. STOLEN BOAT

WILLIAM WORDSWORTH

ABOUT THE AUTHOR:

William Wordsworth (7 April 1770 – 23 April 1850) was a major English Romantic poet who, with Samuel Taylor Coleridge, helped to launch the Romantic Age in English literature with their joint publication *Lyrical Ballads* (1798). Wordsworth's magnum opus is generally considered to be *The Prelude*, a semiautobiographical poem of his early years that he revised and expanded a number of times. It was posthumously titled and published, before which it was generally known as "the poem to Coleridge". Wordsworth was Britain's Poet Laureate from 1843 until his death from pleurisy on 23 April 1850.

ABOUT THE POEM:

This particular poem is an excerpt from Wordsworth's autobiographical epic poem, *The Prelude*. It was published and named posthumously in 1850 by his widow Mary.

This excerpt is taken from the 1850 edition. This excerpt deals with an incident in his childhood that had taught him a lesson and also strengthened his relationship with nature.

SETTING OF THE POEM: MOOD:

The mood of the poem is varied. The reminiscent and peaceful air of the poem is surpassed by a sense of fear mingled with a feeling of guilt when the poet is reminded of his stealth and its aftermath.

SUMMARY OF STOLEN BOAT BY WILLIAM WORDSWORTH

Since the poem is an excerpt of a long epic, the whole poem forms one whole stanza. The poem begins with the poet confessing an incident from his childhood.

On a summer evening, the young poet found a little boat tied to a willow tree in some rocky cave. He 'stole' the boat and took it on a joy ride across the lake. He was aware of his act of stealth but his guilt was intermixed with the feeling of pleasure. He says that his ride of the boat was accompanied by the echoes of the mountain. The poet steadily kept moving away from the shore and the reflection of the stars and moon left a trail of light on the surface of the water. As he sailed away from the shore, he kept his eyes on the horizon, which comprised a short crag and the stars above, to keep his path fixed to a straight, unswerving line. The poet praises the

light boat he had stolen and call is 'an elfin pinnacle'. He also praises his own prowess as a rower and compares himself and the boat to a swan that goes heaving through the water gracefully and effortlessly. This merry ride continued in peace until a mighty mountain peak up reared its head between the short crag and the stars.

As he kept rowing further away from the shore, the mountain grew in sight. The form of the huge shape frightened the poet and stirred his conscience. It seemed to chase after the poet as he kept drawing the boat away from its moor. Scared of this huge, black shape, the poet hurries back towards the cove he had stolen the boat from and returns home with a grave heart and a heavy conscience. The poet reminisces that following that incident, he had spent many days suffering from nightmares of the grim, huge shape. He says that the familiar forms, colours and shapes of nature that he had been accustomed to were replaced by the images of this huge mountain. This mountain, according to Wordsworth, was not a passive structure made of rocks or stone. It was like a living being yet different from living beings. It had taken over his thoughts by days and dreams by night. For many a day, he was tormented by the memory and solitude. Even though he realizes it's only an optical illusion that the mountain was chasing him, it weighed heavy on his conscience and he realized the presence of beings unknown and unfathomable to him.

Poem 2:

2. TELEPHONE CONVERSATION

WOLE SOYINKA

ABOUT THE AUTHOR:

Akinwande Oluwole Babatunde Soyinka was born on 13th July, 1934 known as Wole Soyinka, is a Nigerian playwright, poet and essayist. He was awarded the 1986 Nobel Prize in Literature, the first African to be honoured in that category.

Soyinka was born into a Yoruba family in Abeokuta. In 1954 he attended Government College in Ibadan, subsequently University College and University of Leeds in England. After studying in Nigeria and the UK, he worked with the Royal Court Theatre in London. He went on to write plays that were produced in both countries, in theatres and on radio. He took an active role in Nigeria's political history and its struggle for independence from Great Britain.

PLOT SUMMARY:

Wole Soyinka, in his poem "Telephone Conversation," demonstrates how racism deteriorates communication through the dialog occurring between the primary characters. Soyinka uses racism to show the audience how detrimental preconceived notions are to communication.

The central conflict of this story is between the caller (the protagonist) and racism he experiences at the hands of the property owner (the antagonist). The struggle begins when the main character, being satisfied with some of the incidentals, confesses his African descent. The caller's admission changes the focus and direction of the conversation, and begins to create a gulf between their cohesive form as lessee and lesser. In addition, the disclosure exposes his fear

of judgment on the merit of race. Complicating the conflict, and confirming the protagonist's fears, is the smug response given by the owner when she asks him "Are you light or very dark." This question reveals the landlady as a stereotypical racist of the time and compounds the narrative's tension. In addition, the caller feels shamed by having to diagnose his color saturation. The crescendo of the tale arrives after the prospective renter has had enough of the condescending inquisition. He begins to catalog the various colors of certain body parts, mockingly entertaining the prejudices of the owner, which shifts the offensiveness of the conversation to the antagonist. In addition, the protagonist's rapid-fire catalog of parts, ending with his backside, displays a new confidence as he determines the call is about over. Unfortunately, an amicable resolution between the two characters is unobtainable, and the property owner, does in fact, hang up. The caller has not procured an apartment, but has confirmed his fear of discrimination. Avoiding a futile trip is the only redeeming quality of his conversation with the landlord.

Communication between two individuals can be difficult even when cultural and racial bias does not factor into the dialog. Even basic challenges can exist that prevent communication of ideas and thoughts. Soyinka, in this "telephone conversation" reminds us that when people allow preconceived notions to influence their ability to converse and interact, they impede our opportunity to benefit from each other. He illustrates through this poem the detrimental affects of racism and assumption, which prevent mutual advantage: the main character was not able to procure a place of residency, and the property-owner did not get her benefit – monthly rent money.

ANALYSIS:

Soyinka's Telephone Conversation depicts a conversation between a white lady and an African American man which casts a harsh light on the racism and prejudice which grips society.

The title reveals the fact that two people are talking on the phone, so the beginning of the poem is on a positive note. The man is searching for a house and the land lady has named a considerable price, and the area where it is located is an impartial and not racially prejudiced. Also the man could enjoy his privacy as the land lady does not live under the same roof. The African man is ready to accept the offer, but hesitate for he is black, saying he prefers not to waste the time travelling there if she is going to refuse him on that bounds.

There is silence at the other end; silence which the black man thinks is the reluctant result of an inbred sense of politeness. However he is wrong because when she speaks again, she disregards all formalities and asks him to explain how dark he is. The man first thinks he has misheard but then realizes that it is not true as she repeats her question with a varying emphasis. Feeling as if he has just been reduced to the status of a machine, similar to the telephone in front of him, and asked to choose which button he is, the man is so disgusted that he can literally smell the stench coming from her deceptive words and see red everywhere around him. Ironically he is the one who is ashamed by the tense and awkward silence which follows, and asks for clarification thinking sarcastically that the lady was really helpful by giving him options to choose from. He suddenly understands what she is trying to ask, and repeats her question to her

stating if she would like him to compare himself with chocolate, dark or light? She dispassionately answers and his thoughts change as he describes himself as a West African Sepia as it says in his passport. The lady remains quite for a while, not wanting to admit to her ignorance, but then she gives in to curiosity and asks what that is. He replies that it is similar to brunette and she immediately clarifies that that is dark.

Now the man has had enough of her insensitiveness. He disregards all constraints of formality and mocks her outright, saying that he is not all black, the soles of his feet and the palms of his hands are completely white, but he is foolish enough to sit on his bottom so it has been rubbed black due to friction. But as he senses that she is about to slam the receiver on him, he struggles one last time to make her reconsider, pleading her to at least see for herself; only to have the phone slammed on him.

Wole Soyinka uses two main literary devices to drive home the message of the poem. The first of the two is imagery. Right at the beginning, the imagery used to describe the mental image the man has of the woman: "lipstick coated, gold rolled cigarette holder piped", just from listening to her voice shows one that he thinks that she is, socially speaking above him, from a higher social class.

The poem deals with a foul subject, that of racism and prejudice, in a lighthearted, almost comical manner. A most important device which Soyinka has used to highlight this sense of racism, which was previously widespread in western society, is that of the telephone.

'Telephone Conversation' is a favorite, both for its excellent use of rich language and the timeless message it conveys.

Poem 3:

3. A RIVER

A.K. RAMANUJAN

ABOUT THE AUTHOR:

Attipate Krishnaswami Ramanujan (16 March 1929 – 13 July 1993) also known as A. K. Ramanujan was an Indian poet and scholar of Indian literature who wrote in both English and Kannada. Ramanujan was a poet, scholar, a philologist, folklorist, translator, and playwright. His academic research ranged across five languages: English, Kannada, Tamil, Telugu, and Sanskrit. He published works on both classical and modern variants of this literature and argued strongly for giving local, non-standard dialects their due. Though he wrote widely and in a number of genres, Ramanujan's poems are remembered as enigmatic works of startling originality, sophistication and moving artistry. He was awarded the Sahitya Academy Award posthumously in 1999 for his collection of poems, "The Collected Poems".

Ramanujan was educated at Marimallappa's High School, Mysore, and at the Maharaja College of Mysore. In college, Ramanujan majored in science in his freshman year, but his father, who thought him 'not mathematically minded', persuaded him to change his major from science to English. Later, Ramanujan became a Fellow of Deccan College, Pune in 1958–59 and a Fulbright Scholar at Indiana University in 1959–62. He was educated in English at the

University of Mysore and received his PhD in Linguistics from Indiana University.

SUMMARY OF THE POEM

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

In the poem, we get a picture of the summer season and rainy season as well. In the summer season, the river is dry and only a very small and thin stream flows. The stream is so thin that the ribs of sand made by the flowing water are clearly visible. Every summer a lot of straw and women's hair stick to the sand on the outlets in the causeway and obstruct the free flow of water. The rusty bars under the bridge have patches of repair all over them. Some of the stones on the bed of the river are dry and some of them are wet. All are clearly visible in summer, because the river is dry. When there is flood, in the river, the people everywhere talk about the inch-by-inch rising of water and the number of stone steps submerged at the bathing place. They talk about the three village houses being washed away by the flood. They also talk about how a pregnant woman and two cows were carried away by the strong current of the river. They know that the names of the two cows were Gopi and Brinda. But no one knew the home of the woman who was crying and carried off. This means that everyone was indifferent to the suffering of this woman. Even the poets did not mention her name in their poems. They wrote about the flood.

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

In the poem, the poet concludes that both the groups of the poets, past and present are callous and indifferent to human suffering. The poet A.K. Ramanujan has ironically exposed the heartless attitude of both the old and new poets.

POSSIBLE QUESTIONS UNIT-II

PART-A (20 MARKS)

(Q.NO 1 TO 20 Online Examination)

PART-B (2 MARKS)

1. Comment on Wordsworth's ride in the stolen boat.
2. Who is "Elfin Pinnacle" in *The Stolen Boat*?
3. What does the character "pregnant woman" signify in *A River*?
4. How does the poet describe the beauty of Madurai?
5. In what ways are Wole Soyinka's plays credible?
6. Justify the title *The Stolen Boat*.
7. Justify the title *A River*.
8. Justify the title *Telephone Conversation*.

PART- C (6 MARKS)

1. Critically analyze the poem *A River* by A.K.Ramanujan.
2. Critically analyze the poem *The stolen boat* by William Wordsworth.
3. Critically analyze the poem *The Telephone Conversation* by Wole Soyinka.
4. What does the river stand for in the poem *A River*? Provide a lucid presentation of your views.
5. Interpret the poem *The stolen boat* in a view of Wordsworth's encounter with his own self
6. Write a note on the autobiographical elements in the poem *The stolen boat*.
7. Critically analyze the poem *The Stolen Boat*.
8. Justify William Wordsworth as a nature with reference to the poem *The Stolen Boat*.
9. What is the critical overview of the poem *Telephone Conversation* by Wole Soyinka?
10. Consider *Telephone Conversation* by Wole Soyinka as a fine example of dramatic monologue.
11. Discuss the poet's experience with the lady in the poem *Telephone Conversation* by Wole Soyinka.
12. Bring out the essence of the poem *The Stolen Boat*.

**KARPAGAM ACADEMY OF HIGHER EDUCATION
COIMBATORE-21**

(For the students admitted from 2019 onwards)

CLASS: I B.Com, CA/PA, BPS & BBA

PART-A (Multiple Choice Questions)

Unit- II (POETRY)

Sub: English - I

Sub Code: 19ENU101

Academic Year: 2019-20

S. N o.	QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
1	William Wordsworth was born in____	7 April 1770	17 April 1717	April 1750	April 1780	7 April 1770
2	William Wordsworth was a_____	Romantic Poet	Historical Poet	Philosophical Poet	Comic poet	Romantic Poet
3	William Wordsworth studied in _____ University.	Cambridge	Oxford	Boston	Osmania	Cambridge
4	Wordsworth's magnum opus is_____.	The Prelude	The Stolen Boat	The Daffodils	Tables Turned	The Prelude
5	Wordsworth published _____ with Samuel Taylor Coleridge.	Lyrical Ballads	The Stolen Boat	The Daffodils	The Prelude	Lyrical Ballads
6	The poet went for a stolen boat ride during a _____ evening.	Winter	Summer	Autumn	Spring	Summer
7	In the poem <i>The Stolen Boat</i> the pronoun 'her' refers to the_____	Willow tree	Lake	Boat	Mountain	Boat
8	The word "Pinnacle" means_____.	A small Boat	A small tree	A Lake	A River	A small Boat
9	The boat tied in a _____ tree.	Willow	Tamarind	Yellow	Pine	Willow
10	The poet went for a stolen boat ride during _____ time.	Day	Night	Evening	Morning	Evening
11	The poet felt a kind of _____ while pushing the boat from the shore into the lake.	troubled pleasure	happiness	pain	difficulty	troubled pleasure
12	The boat of the poet went heaving through the water like a _____.	swan	duck	snake	fish	swan
13	The poet got struck again and again with the scene of the _____ up reared its head.	black and huge peak	silent lake	sky	craggy ridge	black and huge peak
14	The word "horizon" means the line where the _____ meet.	Earth and the Sky	Earth and a Lake	Earth and a Mountain	Earth and a river	Earth and the Sky

15	Find out the meaning of the underlined word in the following line. A huge black shape peak <u>strode</u> after me	walk along with	watching	following	running	walk along with
16	The poet went for boat ride in _____ boat.	his own	stolen	barrowed	friend's	stolen
17	The poet returned home in a ____ mood after the boat ride.	serious and grave	happy	sorrowful	pleasant	serious and grave
18	The poet mind was in a ____ mood for many days after the stolen boat ride.	solitude	pleasant	happy	dreamy	solitude
19	Wordsworth had _____ dreams after his boat ride.	pleasant	colourful	troubling	sweet	troubling
20	Wordsworth ends the poem with a _____ note.	happy	positive	gloomy and unpleasant	negative	gloomy and unpleasant
21	Akinwande Oluwole Babatunde Soyinka was born on 13 th July _____.	1934	1935	1945	1925	1934
22	Soyinka was awarded the 1986 _____ in Literature.	Oscar Award	Pulitzer Prize	Nobel Prize	Bharath Ratna Award	Nobel Prize
23	_____ was born into a Yoruba family in Abeokuta	Wordsworth	Soyinka	A.K.Ramanujan	R.K.Narayan	Soyinka
24	Wole Soyinka is a _____ playwright.	Nigerian	Indian	African	American	Nigerian
25	Soyinka's <i>Telephone Conversation</i> depicts a conversation between a _____ and an African American man.	Brown Lady	White Lady	Black Lady	Old Lady	White Lady
26	The title _____ reveals the fact that two people are talking on the phone.	Telephone Conversation	The Stolen Boat	Sailor	A River	Telephone Conversation
27	Wole Soyinka uses two main _____ devices to drive home the message of the poem.	Maths	Literary	Science	Technology	Literary
28	Communication between two individuals can be difficult even when cultural and racial bias does not factor into the dialog.	cultural	noncultural	barbarous	nonaesthetic	cultural
29	The poem <i>Telephone Conversation</i> deals with a foul subject, that of _____ and prejudice.	Racism	Feminism	Colonialism	Criticism	Racism
30	Telephone Conversation is a _____ message for all of us.	a universal message	story	tale	nothing	a universal message
31	The telephone is used to make the issue of ____ clear.	Feminism	Criticism	racism	Colonialism	racism
32	Soyinka might be speaking through _____ experience.	public	Sailor	general	personal	personal
33	_____ took an active role in Nigeria's political history.	Wordsworth	Soyinka	A.K.Ramanujan	R.K.Narayan	Soyinka
34	Soyinka uses racism to show the _____ how detrimental	accountant	Cook	travelers	audience	audience

	preconceived notions are to communication.					
35	Who is the antagonist in the poem <i>Telephone Conversation</i> ?	reader	property owner	caller	audience	property owner
36	Who is the protagonist in the poem <i>Telephone Conversation</i> ?	reader	property owner	caller	audience	caller
37	_____ admission changes the focus and direction of the conversation.	The reader	The caller	The speaker	The audience	The caller
38	_____ between two individuals can be difficult even when cultural and racial bias does not factor into the dialog.	Tool	Ship	Book	Communication	Communication
39	Who asked to this statement "Are you light or very dark?" to the caller?	The reader	The caller	property owner	The audience	property owner
40	The title <i>Telephone Conversation</i> reveals the fact that two people are talking on the _____	phone	computer	internet	Skype	phone
41	A.K.Ramanujan born in the year_____.	1929	1993	1919	1969	1929
42	A.K.Ramanujan is _____ poet and scholar.	an American	an Indian	a British	an Italian	an Indian
43	A.K.Ramanujan wrote in languages like_____.	English and Tamil	English and Kannada	English and Telugu	English and Malayalam	English and Kannada
44	A.K.Ramanujan's academic research ranged across _____ languages.	3	5	2	4	5
45	A.K.Ramanujan was awarded _____ for his work "The collected Poems"	Pulitzer Prize	Booker Prize	Sahitya Academy Award	Nobel Prize	Sahitya Academy Award
46	_____ city is known as the city of temples and poets.	Madurai	Dharmapuri	Thiruchirappalli	Salem	Madurai
47	The wet stones in the dried river glistening like sleepy _____.	crocodiles	tortoise	dolphin	fish	crocodiles
48	A couple of _____ named in the poem <i>A River</i> are Gobi and Brinda.	cows	crocodiles	goats	buffaloes	cows
49	The new poets still quoted the_____ in their poetry .	old poets	old temples	old rivers	old streets	old poets
50	A.K.Ramanujan says that the poets only sang of_____.	floods	village house	cows	women	floods
51	The new poets still quoted the the old poets in their poetry ,but no one spoke about the_____ drowned in the floods.	pregnant woman	floods	buffaloes	crocodiles	pregnant woman
52	The pregnant woman mentioned in the poem <i>A River</i> is <i>said to</i>	identical	male child	female child	delivery	identical

	<i>have been expecting_____.</i>	twins				twins
53	The poet A.K.Ramanujan says that the river has water enough to be poetic_____.	once in a year	throughout the year	twice in a year	once in two years	once in a year
54	During the _____, the water carried off three village houses, one pregnant woman and a couple of cows.	festival	floods	summer	winter	floods
55	In Madurai, every _____, a river dries to a trickle in the sand.	summer	rainy	winter	spring	summer
56	In Madurai, poets only sang the cities and temples, but not the_____, which dries completely in every summer.	river	lake	mountain	farms	river
57	The flood carries away three village houses, a couple of cows and a pregnant woman in the first_____.	half - hour	one hour	one day	ten minutes	half - hour
58	The pregnant woman mentioned in the poem A River is said to have been expecting identical twins with_____ on their bodies.	no nail	no skin	no scar	no mole	no mole
59	The poet was there in Madurai for _____ during the floods.	a month	a day	a night	a week	a day
60	The poet noted that only the _____ were talking seriously about the consequences of flood whereas the poets only praising the flood.	common people	government officials	women	old poets	common people

SUBJECT : ENGLISH I
SUBJECT CODE : 19ENU101

SEMESTER : I
CLASS : I B.COM/PA/CA/BBA/BPS

UNIT III: SHORT STORIES

1. Rapunzel - Brothers Grimm
2. The Ant and the Grasshopper – W. Somerset Maugham
3. The Nightingale and the Rose - Oscar Wilde.

UNIT -III

SHORT STORY- I – RAPUNZEL - BROTHERS GRIMM

The Brothers Grimm, Jacob Ludwig Karl (1785–1863) and Wilhelm Carl (1786–1859), were German academics, philologists, cultural researchers, lexicographers and authors who together collected and published folklore during the 19th century. They were among the first and best-known collectors of German and European folk tales, and popularized traditional oral tale types such as *Cinderella*, *The Frog Prince*, *The Goose-Girl*, *Hansel and Gretel*, *Rapunzel*, *Rumpelstiltskin*, *Sleeping Beauty*, and *Snow White*. Their classic collection, *Children's and Household Tales*, was published in two volumes—the first in 1812 and the second in 1815.

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

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

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

Time passed and Rapunzel only knew about the Witch. She never saw anybody else. But she loved to sing. A Prince passed through the woods heard her. He hid in the bushes nearby and enjoyed her singing until the Witch called her to let down her hair. The prince thought he could do the same thing. So he called Rapunzel to let her hair down. He climbed to her room and when Rapunzel saw him, she got

scared. Until then she only knew the Witch and now she saw a beautiful prince. She calmed down by the Prince and he explained to her that she should not be frightened. They started to meet regularly. Soon they fell in love.

They saw each other secretly because they did not want the Witch to know about them. She still came to Rapunzel every day but she did not notice anything strange. One morning Rapunzel accidentally told her that she is much heavier than the prince and that it's harder to pull her up. The Witch was furious and she started yelling at Rapunzel. She told her that she was ungrateful and reprimanded her. She did for her that this was how she paid her back. The Witch grabbed her by the hair and cut it off. The long hair was lying on the floor and Rapunzel was sentenced to a lifetime of loneliness and misery in the tower. Rapunzel was the loneliest person alive. The Witch did not only get her revenge with Rapunzel. She also decided to attack the prince.

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

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

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

Characters Analysis

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

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

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

SHORT STORY- II –THE ANT AND THE GRASSHOPPER – W. SOMERSET MAUGHAM

William Somerset Maugham (25 January 1874 – 16 December 1965), better known as W. Somerset Maugham, was an English playwright, novelist, and short story writer. He was among the most popular writers of his era and reputedly the highest-paid author during the 1930s.

In *The Ant and the Grasshopper* by W. Somerset Maugham, we have the theme of justice, trust, fear, morality, embarrassment, happiness and struggle. It was taken from his *Collected Short Stories* collection. The story is narrated in the first person by an unnamed narrator. After reading the story the reader realizes that Maugham may be exploring the theme of justice or rather the lack of it.

George Ramsey has worked all his life and has set aside some money to provide for his retirement. He has been hard-working and smart unlike his brother Tom. However being satisfied that he will have a peaceful retirement, George cannot believe that Tom has inherited a half a million pounds. There is a sense that George feels as though there has been an injustice done. It is very much the ant (George) versus the grasshopper (Tom).

Just as the grasshopper made no provisions for the winter. Tom too made no provisions for his future though he still appears to have landed on his feet. The narrator's reaction to Tom's success in life is also interesting as it mirrors his feelings towards the ant. Whether it is insensitive of the narrator to laugh there is no disputing that he likes and supports Tom Ramsey.

Something that is noticeable by the fact that the narrator attends dinners with Tom. If anything the narrator has been true throughout the story favoring the grasshopper over the ant. It is also clear to the reader that George has struggled through life. Looking after his wife and family and at the same time making sure that he has a substantial pension to help him in retirement. Tom on the other hand has not struggled at all. He has gone from one misfortune to another and has often been bailed out of trouble by George due to George's fear of embarrassment.

If anything George lives his life to a moral code while Tom on the other hand appears to live his life recklessly. It is also noticeable that Tom shows George no allegiance. His number one concern is living a good life and the other one is financed by others. Regardless of the individual Tom's number one concern is himself and his own happiness. He has borrowed money off not only George but others too and never paid any of the money back. To an outsider Tom might be considered to be untrustworthy.

However he is charming enough that people find it easy to lend him money even though they may never get the money back. In modern terms Tom might be considered, rightly or wrongly, to be a lovable rogue or scoundrel. A man who charms people by deception yet the same people cannot help but like Tom's character. Tom also appears to have remarried due to the fact that his new wife is wealthy. There is no sense that he has changed his ways and has married for love.

At all stages in the story the most important person in Tom's life is Tom himself. He acts selfishly without consideration for others. However some critics may suggest that though Tom may be lenient in morals he is only living his life as he wishes to live it. Something that most people would long to do. Tom is not confined or restricted to society's views or morals. He is his own man even if he may be morally corrupt.

In reality there are also times in the story in whereby Tom is simply playing on George's fears which might suggest to some that the problem lies with George and not Tom. George at any stage of the story, should he have overcome any sense of embarrassment, could have refused Tom assistance. Tom does not mind uncomfortable himself in order to profit while George looks upon some of Tom's actions as being an embarrassment to him.

There is also no doubting that the happiest character in the story is Tom. Not only because he has inherited half a million pounds but because he has lived his life as he wants to. Even if that life has been at the expense of others. It is also ironic that though Tom has made no significant contribution to society he

at the end of the story is the most successful of all the characters. That is if success is measured by financial worth which appears to be how George evaluates success.

Something that becomes clear to the reader when George discusses with the narrator how much money he will have when he retires. This may be important as it suggests that both George and Tom have one thing in common 'A love for money'. Though money is a necessity in life both men are also aware of its power and its ability to influence others. George may feel as though he will be placed on a pedestal by others when he retires due to the fact that he has set aside so much money while Tom is obviously aware of the power of money. He has used money, other people's money, to get what he wants in life.

SHORT STORY- III - THE NIGHTINGALE AND THE ROSE - OSCAR WILDE

Oscar Fingal O'Flahertie Wills Wilde (16 October 1854 – 30 November 1900) was an Irish poet and playwright. After writing in different forms throughout the 1880s, he became one of London's most popular playwrights in the early 1890s. He is best remembered for his epigrams and plays, his novel *The Picture of Dorian Gray*, and the circumstances of his criminal conviction for "gross indecency", imprisonment, and early death at age 46.

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

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

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

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

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

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

Nightingale did as she was told, and sang her most beautiful song, a love song. And as she sang, the rose blossomed.

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

The Student of course finds the single, beautiful red rose growing in his garden and happily plucks it. He immediately ran to give it to the Professors daughter, whom which he was in love with, and asked her to dance with him. But at his dismay, the girl was not pleased, proclaiming the red rose would not go with her dress and scoffing at the fact that flowers are not nearly as expensive as the jewels the Chamberlain's nephew sent her. Seemingly unabashed, the student calls her ungrateful and gets thrown out by the offended girl, still comparing his unworthiness of a Student to the highness of the Chamberlain's nephew. Upon leaving, the Student thought to himself how silly, useless, impractical, and untrue love is, and how he was better off studying things like logic, philosophy and metaphysics. And that's what he did.

Possible Questions (2 marks)

1. How does Rapunzel meet the Prince?
2. Why did the nightingale decide to sacrifice her life for a red rose?
3. What magical power did Rapunzel possess?
4. Why is the girl Rapunzel named so?
5. What magical power did Rapunzel possess?
6. Sketch the character of the student in *The Nightingale and the Rose*.
7. Justify the title *The Ant and the Grasshopper*.

Possible Questions (2 marks)

1. Analyze the significance of the title *The Nightingale and the Rose*.
2. Reflect upon the characterization of the witch in *Rapunzel*.
3. Comment on the role of the rose in *The Nightingale and the Rose*.
4. Bring out the essence of the story *Rapunzel*.
5. Glorify the sacrifice of the nightingale in *The Nightingale and the Rose*.
6. How does Rapunzel attain freedom from the sorceress's confinement? Explain briefly.
7. Analyze the story *The Ant and the Grasshopper*.

SL.NO	QUESTIONS	CHOICE-1	CHOICE-2	CHOICE-3	CHOICE-4	ANSWER
1	The couple in the "Rapunzel" longs for a _____.	child	house	car	watch	child
2	A woman in the "Rapunzel" believes that _____ would fulfill her wish.	angel	king	prince	god	god
3	The woman in the "Rapunzel" sees _____ through her widow.	hills	a river	a garden	a lake	a garden
4	The sorceress's garden was surrounded by ____.	hills	river	pool	high wall	high wall
5	The woman in the "Rapunzel" sees a bed planted with the most beautiful _____.	rapunzel	lotus	apple	orange	rapunzel
6	Whom does Rapunzel fall in love with?	beggar	merchant	cobbler	prince	prince
7	Jacob and Wilhelm Grimm were folklorists and _____.	linguists	scientists	chemists	botanists	linguists
8	Rapunzel possessed _____.	magical voice	magical hair	magical gaze	magical eyes	magical hair
9	Rapunzel's lover becomes _____ in the story.	dumb	deaf	blind	lame	blind
10	Rapunzel's _____ is used as a rope by the sorceress to climb up the tower.	hand	veil	hair	leg	hair
11	The couple's child was named as _____.	Rapunzel	Lotus	Jasmine	Rose	Rapunzel
12	The couple's child was named as Rapunzel by _____.	angel	king	prince	sorceress	sorceress
13	When Rapunzel was _____, the sorceress locked her in a tower that stood in a forest.	thirteen	twelve	nine	ten	twelve
14	Rapunzel has a splendid long hair, as fine as spun ____	gold	silver	bronze	copper	gold

15	The young prince was attracted by Rapunzel's ____	long hair	sweet voice	beauty	eyes	sweet voice
16	Rapunzel gives birth to _____.	boy baby	girl baby	twins	peacock	twins
17	The Prince who passed through the _____, heard her song.	rivers	woods	Seas	villages	woods
18	The Witch _____ her by the hair and cut it off.	stabbed	rowed	roughed	grabbed	grabbed
19	The Prince fell into the _____ bushes and became blind.	thorny	greenly	toughly	softly	thorny
20	_____ healed her prince's eyes with her tears, and they lived happily ever after.	Witch	Rapunzel	Prince	Couple	Rapunzel
21	<i>The Ant and The Grasshopper</i> is written by _____.	W.Somerset	Wordsworth	Ramanujan	Oscar Wilde	W.Somerset
22	The story <i>The Ant and The Grasshopper</i> is narrated by _____.	second person	first person	author	third person	first person
23	Who is described as Ant in <i>The Ant and The Grasshopper</i> ?	Tom	George	Writer	Author	George
24	Who is described as Grasshopper in <i>The Ant and The Grasshopper</i> ?	George	Author	Tom	Tom's Wife	Tom
25	Who is the selfish man in the story <i>The Ant and The Grasshopper</i> ?	Tom	Tom's Wife	George	George's Wife	Tom
26	The problem lies with _____.	George	Tom	Narrator	Author	George
27	Who is the happiest character in the story <i>The Ant and The Grasshopper</i> ?	Narrator	George	Tom	Author	Tom
28	George and Tom both are works for _____ in <i>The Ant and The Grasshopper</i> .	love	trust	money	land	money
29	Tom utilizes George's _____.	money	land	love	fear	fear
30	Somerset uses the title of _____.	Aesop Fable	Aesop Novel	Aesop Poem	Aesop Play	Aesop Fable

31	George Ramsey has worked all his life and has set aside some money to provide for his_____.	advancement	retirement	enjoyment	satisfaction	retirement
32	George can't believe that Tom has inherited a _____pounds.	a million	two million	half a million	one and a half million	half a million
33	The _____made no provisions for the winter.	grasshopper	ant	mouse	cat	grasshopper
34	The _____ reaction to Tom's success in life is also interesting as it mirrors his feelings towards the ant.	Tom's	George's	Ant's	narrator's	narrator's
35	Something that is noticeable by the fact that the narrator attends _____with Tom.	lunch	dinner	breakfast	brunch	dinner
36	Tom has gone from one misfortune to another and has often been _____out of trouble by George.	arrested	claimed	occupied	bailed	bailed
37	Regardless of the individual Tom's number one concern is himself and his own_____.	sorrow	happiness	grief	distress	happiness
38	To an outsider Tom might be considered to be an _____ person.	trustworthy	honest	untrustworthy	dishonest	untrustworthy
39	Tom also appears to have remarried due to the fact that his new wife is_____.	wealthy	poor	middle class	pitiable	wealthy
40	Tom is obviously aware of the _____of money.	weak	helpless	useless	power	power
41	Oscar Wilde is an _____ poet and author.	Hungarian	Irish	Swedish	English	Irish
42	The story <i>The Nightingale and the Rose</i> opens with the character of the student, perhaps a student of_____.	psychology	biology	philosophy	geography	philosophy
43	The little nightingale over hears the student's_____.	desperation	happy	cheer	bliss	desperation
44	Unfortunately, none could produce a_____ but only yellow, pink and white.	lily	lotus	jasmine	red rose	red rose

45	Nightingale must sing under the _____ and build the rose with the stain of her blood.	sunlight	moonlight	sandy	gloomy	moonlight
46	Nightingale _____ herself for the Student.	enjoying	delighting	sacrificing	dancing	sacrificing
47	The rose fully blossomed, and the Nightingale was _____ with a thorn in her heart.	dead	live	energetic	active	dead
48	_____ understood his pain and set out to relieve it.	the oak tree	the rose plant	the crow	the Nightingale	the Nightingale
49	At the end the young student throws the red rose in the _____.	river	street	fire	water	street
50	According to the nightingale the young students is a _____.	true lover	intelligent	optimistic	selfish	true lover
51	The young student weeping for _____.	white rose	yellow rose	blue rose	red rose	red rose
52	Where did the nightingale live?	oak tree	willow tree	pine tree	apple tree	oak tree
53	Nightingale sang first on the _____ of love in the heart of a boy and a girl.	peace	struggle	birth	soul	birth
54	The Nightingale is _____.	a horse	a bird	a flower	a snake	a bird
55	The professor's daughter refused to accept the red rose by saying that will not suit with her _____.	dress	hair style	complexion	status	dress
56	_____ said "Death is a great price to pay for a red rose".	the tree	the nightingale	the student	the student's lover	the nightingale
57	The nightingale's _____ forces the rose blossom.	wings	song	feathers	limbs	song
58	_____ wrote <i>The Nightingale and the Rose</i> .	Oscar Wilde	O'Henry	Wordsworth	Chelliah	Oscar Wilde
59	The young student wanted a _____ for his lady love.	white rose	yellow rose	blue rose	red rose	red rose
60	The nightingale sacrifices her _____ to create a red rose.	wings	life	feathers	limbs	life

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|--|
| <ol style="list-style-type: none">1. The Merchant of Venice Act IV, Scene I – William Shakespeare2. The Death Trap – Saki |
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THE MERCHANT OF VENICE

Biography of the author:

William Shakespeare (26 April 1564 – 23 April 1616) was an English poet, playwright, and actor, widely regarded as the greatest writer in the English language and the world's greatest dramatist. He is often called England's national poet and the "Bard of Avon". His extant works, including collaborations, consist of 38 plays, 154 sonnets, two long narrative poems, and a few other verses, some of uncertain authorship. His plays have been translated into every major living language and are performed more often than those of any other playwrights.

Summary of Act IV, Scene I:

The scene starts where Shylock is to take his forfeiture from Antonio. Antonio's friends and even the Duke beg him to have mercy. Shylock says he will not grant mercy for the simple reason that he hates Antonio. He says Christians do what they wish with their slaves because they have bought them, and so it is the same with Antonio. Antonio wishes his friends to beg no more and resigns to his fate. Nerissa then arrives disguised as a lawyer's clerk with a letter from Bellario, the lawyer who was supposed to oversee the case. The letter says that Bellario is ill and he has sent a young man of good intellect to stand in his place. The young man is Portia disguised as Balthazar.

Portia, too, asks Shylock for his mercy but he stands firm. She then says that by the laws of Venice he is entitled to his pound of flesh, and Shylock praises the decision. She stops him short, and explains further that the bond entitles him to a pound of flesh, but not blood. Shylock is stunned, so he simply asks for the money and he will forego the pound of flesh. Portia pushes on, saying he has already denied the payment and so now he must take the flesh. She warns him that if he spills a drop of blood he will die. He, therefore, refuses to take the flesh and wishes to leave, but Portia catches him again. She cites a law in Venice stating that if any alien (as Jews were) tries to take the life of a citizen, half their wealth goes to that citizen and the other half goes to the state. Furthermore, his life is in the hands of the Duke. The Duke spares his life to show him what "Christian mercy" is. Shylock asks that his life be taken because it is already over without his means of life. Antonio adds further to the deal stating that his half of the money be left with Shylock with the promise that he give it to Lorenzo in his will and that he also become a Christian. Thus, Shylock is forced to accept the marriage of his daughter to a Christian, turn Christian against his will, and lose half his wealth.

Portia, still disguised as Balthazar prepares to leave, but Bassanio stops her, insisting that he be allowed to give some token of thanks for saving Antonio. Portia contrives to ask Bassanio for the ring he gave her, and test his loyalty to her. He refuses at first, and she leaves with a speech about his ungratefulness. Bassanio changes his mind and sends Gratiano to catch up with her and present the ring.

Analysis:

Antonio's trial represents a confrontation between ideas that define the two religions at the heart of The Merchant of Venice. As presented in the play, Judaism is a religion that focuses on rules, following law, obedience, and justice in the form of punishment and atonement for wrongdoing.

It reflects the Old Testament as expressed in Exodus. Shylock represents this point of view. On the other hand, Portia, the duke, and others represent the Christian ideal of mercy and salvation even for those who do not deserve it. Portia mentions this directly in her speech. At the same time, there are at least two Christians present in the court who have no desire to show Shylock any mercy at all. Gratiano tells Shylock if he were in charge, he would see Shylock hanged. A different moneylender might have shown Antonio mercy when asked and a different moneylender might never have asked for a pound of flesh as collateral.

For all the Venetians' attacks on Shylock for his trickery in the matter of his contract with Antonio, it is Portia's whose trickery turns out to be the most effective and potentially deadly. She practices deception beyond the disguise she wears in the courtroom. After Shylock refuses to show mercy to Antonio, she goads him to collect his pound of flesh. She urges him to sharpen his knife and move toward Antonio, even though she has read the bond and knows the loophole about spilling blood which she will invoke at the last minute. She does this to provide no doubt that Shylock is operating through malice and intends to kill Antonio. In doing so she sets him up to lose the case and possibly receive a death sentence. Perhaps she suspects the duke will set an example of the mercy Shylock has refused to show, but she cannot know that for certain. If she wanted Shylock to receive mercy, she would have warned him of the loophole in his contract. She might have warned him that he would be subject to the death penalty if he pursued his present course. Her decision to entrap Shylock with his contract seems to base on a desire to punish his unwillingness to show mercy.

The themes of prejudice and mercy are most obvious in this scene. Shylock will not show mercy. He probably does not feel Christians have ever shown him any. But when Portia turns the tables, it first appears Antonio is willing to show mercy. Perhaps he has learned something from his experience. But, although he is happy for Shylock not to be condemned to death and asks that the state's half of Shylock's fortune be returned to Shylock for the duration of his life, he makes a demand that shows how deep his prejudice goes. Shylock must convert to Christianity and giving up the faith and customs that have formed the center of his life. Shylock

agrees, but it is likely his agreement is only superficial. The audience cannot know what Shylock thinks of all this since he does not appear again in the play.

Portia's attempt to trick Bassanio into giving the ring she gave him to "Balthazar" appears designed to set him up for a later punishment for parting with his ring. It may be a punishment for Bassanio telling Antonio he would be willing to sacrifice his own wife to save Antonio's life. Portia is both clever and kind. Her ability to save Antonio when all the men around her have given up on doing so shows her wisdom is superior to that of all the other characters in *The Merchant of Venice*. Yet even Portia is not immune to the human desire for justice when she feels wronged by Bassanio.

THE DEATHTRAP

Hector Hugh Munro (1870 –1916), better known by the pen name Saki, and also frequently as H. H. Munro, was a British writer whose witty, mischievous and sometimes macabre stories satirized Edwardian society and culture. He is considered as a master of the short story but in *The Death Trap* we also see Saki as a great playwright as he handles the form of One-Act play with great mastery.

The action of the play takes place in the palace of Kedaria, an imaginary Balkan state. The central character is Dimitri the reigning Prince of Kedaria. As the scene opens, Dimitri arrives in the outer room of his chamber where several guards are talking. The other characters are the three military officers and a doctor. The officers are against the rule of the Prince and wish for Prince Karl to be their ruler.

The guards are obviously planning a coup and Dimitri's death at their hands becomes imminent. When one asks if it is necessary to kill Dimitri who is still just a boy, another says that Dimitri will eventually marry and create more heirs to the throne, meaning they will have to kill an entire family in order to put another in his place as ruler.

Dimitri dismisses the men, having overheard nothing of their conversation. They leave the room and Dr. Stronetz arrives. Dimitri tells Stronetz that all his weapons have been taken away and that he has no weapons to defend himself. When the Doctor informs the Prince that he is about to die in a few days, the Prince is disappointed. He shrinks at the thought of death overpowering his aspirations.

The Doctor, who is also a friend of the Prince, does not want him to die such a painful death. He, therefore, advises the Prince to drink the poison and die peacefully. The Prince, convinced by what the Doctor has said takes the poison and puts it into the wine. Later on, he invites the officers to drink with him. The officers accept his offer and drink the poisonous wine, which the Prince also

drinks. Thus, one by one, all four characters fall into the death trap.

Munro makes the use of conversations to bring into light the internal dissent of the characters. The conversations in the play also bring out the poetic attitude of the Prince, his love for life and his sportsmanship. Such information helps building the picture of a young man fit to be the king and thus increase the pity of the situation.

In the character of the Prince, Munro presents a man who dares to face death without any hesitation. The doctor proves to be a loyal friend. The playwright also presents the three conspirators in a bad light who ultimately fall prey to their own trap. Horror, pathos, suspense and humour are present in the right amount which makes the play very interesting.

Possible Questions

Unit IV

Part-A (20 Marks)

(Q.No 1 To 20 Online Examination)

Part-B (2 Marks)

1. What is the moral conveyed through the play *The Merchant of Venice*?
2. Who is your favourite character in the play *The Merchant of Venice*? Why?
3. Who is the protagonist of the play *The Merchant of Venice* from your point of view?
4. What is mentioned in the bond referred to the play *The Merchant of Venice*?
5. Who is the Prince of Kedaria?
6. Who is Girnitza?
7. What is the age of Prince Dimitri?
8. Who is loyal to Prince Dimitri?

PART- C (6 MARKS)

1. Critically analyze the play *The Merchant of Venice*.
2. Sketch the character, Portia.
3. Bring out the tactics used by Portia in the trial.
4. Justify the title of the play *The Death Trap*.
5. Sketch the character of Prince Dimitri.
6. Bring out the political conditions in the play *The Death Trap*

*****The End*****

Sub: English I

Sub Code: 19ENU101

Academic Year: 2019-20

S.NO	QUESTIONS	CHOICE-1	CHOICE-2	CHOICE-3	CHOICE-4	ANSWER
1	<i>The Death Trap</i> is written by _____.	Shakespeare	Saki	Soyinka	Brothers Grimm	Saki
2	What does Dimitri's death suggest for Dr. Stronetz?	a tale from long ago.	a panic attack	Dimitri's eyes	a medical journal	Dimitri's eyes
3	How many days does Dr. Stronetz say that Dimitri will live for?	6 or less.	14	8	7	6 or less.
4	What is Girnitz's favorite weapon?	the sword.	the dagger	the musket	the revolver	the sword.
5	Why is Dimitri going to be killed?	he is too weak to be considered a great ruler	he is too strong to be defeated	he overthrew a neighbor prince	he is the last of the dynasty	he is the last of the dynasty
6	What does Dimitri tell Stronetz to look out the window at?	the plains covered with ferns	the eagles soaring over the trees	the clear and majestic river	the fairyland of mountains.	the fairyland of mountains.
7	The action of the play takes place in the palace of _____.	Nigeria	Kedaria	Africa	An Island	Kedaria
8	The Kedaria mentioned in <i>The Death Trap</i> is a/an _____ place.	heavenly	real	imaginary	pastoral	imaginary
9	_____ is the central character in play <i>The Death Trap</i> .	Dimitri	Stronetz	Girnitza	Vontieff	Dimitri
10	_____ advises Dimitri to drink the poison and die peacefully.	Girnitza	Stronetz	Vontieff	Shultz	Stronetz
11	Dimitri tells Stronetz that he has no _____ to defend himself.	guards	weapons	army	courage	weapons
12	Stronetz is a _____ in the play <i>The Death Trap</i> .	teacher	guard	philosopher	doctor	doctor
13	Who among the following is not involved in the conspiracy against prince Dimitri?	Shultz	Girnitza	Stronetz	Vontieff	Stronetz
14	Who is trapped in the play <i>The Death Trap</i> ?	Stronetz	Dimitri	Vontieff	Shultz	Dimitri
15	Kedaria, which is mentioned in <i>The Death Trap</i> , is a part of an imaginary _____ state.	New York	Balkan	Bombay	Ohio	Balkan
16	Saki is the pen name of _____.	Chelliah	Benoit Peeters	Hector Hugh	Oscar Wilde	Hector Hugh

				Munro		Munro
17	In <i>The Death Trap</i> the military officers wanted to____ their prince.	support	kill	exile	excommunicate	kill
18	The officers are against the rule of the prince and wish for____ to be their ruler.	Prince Karl	Stronetz	Girnitza	Shultz	Prince Karl
19	In <i>The Death Trap</i> the conspirators take away the entire ____of prince before they conspire to kill him.	weapons	wealth	power	strength	weapons
20	Dr.Stronetz is a / an _____ of prince Dimitri in the play <i>The Death Trap</i> .	well-wisher	minister	enemy	relative	well-wisher
21	Who wrote the play <i>The Merchant of Venice</i> ?	Goldsmith	Shakespeare	Saki	Chaucer	Shakespeare
22	Who is the lover of Jessica?	Lorenzo	Salarino	Salanio	Gratiano	Lorenzo
23	Who is the villain of the play?	Bassanio	Lorenzo	Shylock	Salarino	Shylock
24	Shylock asks a pound of flesh of _____.	Antonio	Bassanio	Portia	The Duke	Antonio
25	Act 4 and scene1 takes place at _____.	Palace	Venice	Court of justice	Belmont	Court of justice
26	Who said "Every offence is not a hate at first"?	Antonio	The Duke	Shylock	Bassanio	Bassanio
27	Bassanio offers _____ ducats to Shylock as a penalty.	Ten thousand	Eight thousand	Three thousand	Six thousand	Six thousand
28	_____ disguises as a man.	Jessica	Portia	Stephano	none of them	Portia
29	_____ requests Shylock to have mercy on Antonio.	Portia	The Duke	Bassanio	Lorenzo	The Duke
30	_____ are the people of Tartary.	Turks	Tartars	Turkey	Jews	Tartars
31	Portia offers _____ the due amount to Shylock.	thrice	once	twice	nil	thrice
32	What is the name of disguised Portia?	Salanio	Tubal	Balthasar	Bellario	Balthasar
33	_____ declines the offer by Bassanio to Shylock.	Antonio	Gratiano	The Duke	Portia	Portia
34	_____ calls Shylock as "inhuman monster".	Antonio	Bassanio	The Duke	Portia	The Duke
35	_____ dresses as lawyer's clerk.	Nerissa	Jessica	Salarino	Portia	Nerissa
36	Shylock offers _____ ducats for Bassanio.	Three thousand	Six thousand	Five thousand	Two thousand	Three thousand
37	_____ conditions are imposed on Shylock by Antonio.	One	Two	Three	Four	Two
38	The Prince of Morocco chooses _____ casket to marry Portia.	Silver	Gold	Lead	none of them	Gold
39	Portia asks Bassanio for _____ as a token of gratitude.	chain	money	ring	watch	ring
40	To become _____ is the second condition of Antonio on Shylock.	Jain	Hindu	Christian	Jew	Christian

41	Shylock has to take his pound of flesh without spilling _____.	milk	blood	water	flesh	blood
42	A young Venetian, _____, needs a loan of three thousand ducats.	Antonio	Shylock	Bassanio	The Duke	Bassanio
43	Lorenzo elopes with Shylock's daughter_____.	Jessica	Portia	Nerissa	Balthasar	Jessica
44	Portia arrives in disguise to defend_____.	Shylock	Bassanio	Stephano	Antonio	Antonio
45	_____, a wealthy heiress who lives in the city of Belmont.	Portia	Jessica	Nerissa	Lorenzo	Portia
46	Antonio and Bassanio approach _____, a Jewish moneylender.	Salarino	Antonio	Shylock	Bassanio	Shylock
47	_____refuses to apologize for his behavior.	Bassanio	Salarino	Gratiano	Antonio	Antonio
48	_____confesses that he has fallen in love with Nerissa.	Gratiano	Antonio	Shylock	Bassanio	Gratiano
49	Portia tells Nerissa that they will go to Venice disguised as _____.	old woman	men	witches	clowns	men
50	How many couple are there in the play <i>The Merchant of Venice</i> ?	2	3	4	5	3
51	Who is Shylock's servant?	Salarino	Gratiano	Launcelot	Bassanio	Launcelot
52	Bassanio offers his _____ money.	brother's	wife's	sister's	friend's	wife's
53	Shakespeare had written____ plays.	38	42	58	25	38
54	Shakespeare had written____ sonnets.	138	154	127	124	154
55	Shakespeare started to write plays in the genre of_____.	romantic comedy	comedy	romantic	tragedy	tragedy
56	Shakespeare's First Folio was published in_____.	1635	1625	1623	1645	1623
57	Shakespeare died in _____.	1616	1614	1625	1615	1616
58	Shakespeare established his reputation in London by _____.	1565	1592	1545	1565	1592
59	What is the tragic play of Shakespeare?	The Tempest	As You Like it	King Lear	The Merchant of Venice	King Lear
60	Shakespeare is often called_____ national poet.	Roman's	London's	Greek's	England's	England's

UNIT-V

SYLLABUS

Grammar:

Tenses – Articles – Primary and Secondary Auxiliaries - Tag questions.

Compositions:

Reading to Comprehend - Letter Writing - Resume - Essay

I. GRAMMAR

TENSES

It denotes the time of an action takes place, whether sometime in the past, in the present or will take some time in the future. The table below gives a glimpse of the way tenses are used using the verb 'play'

	Past	Present	Future
Simple	Played (verb+ed)	Plays (verb+s)	will/shall play (will/shall+verb)
Perfect	had played (had+past participle)	has/have played (has/have+past participle)	will/shall have played (will/shall+past participle)
Continuous	was/were playing (was/were+verb+ing)	is/am/are playing (is/am/are+verb+ing)	will/shall be playing (will/shall be+verb+ing)
Perfect Continuous	had been playing (had been+verb+ing)	has/have been playing (has/have been+verb+ing)	will/shall have been playing (will/shall have been+verb+ing)

PAST TENSE

1. **Simple Past Tense-** Indicates an action took place before the present moment and that has no real connection with the present time. For example, "He danced in the function." (The action took place in the past, is finished and is completely unrelated to the present) "He flew to London yesterday."
Note: a. **The verb** 'flew' is an irregular verb which does not take 'ed' in the past tense like regular verbs. b. The form of Simple Past Tense is - verb + ed
2. **Past Perfect Tense-** Indicates an action in the past that had been completed before another time or event in the past. For example, "He had exercised before it started to rain." And "He had slept before I came back from the market."
Note: The form of Past Perfect Tense is- had + verb (past participle form or the 3rd form of the verb)
3. **Past Continuous Tense-** Indicates an action going on at some time in the past or an action

in the past that is longer in duration than another action in the past. For example, "It was getting darker.", "The light went out while they were reading."

Note: The form of Past Continuous Tense is- was/were + verb + ing

4. **Past Perfect Continuous Tense-** Indicates an action in the past that took place before another time or event in the past and continued during the second event/time point in the past. For example, "At that time, he had been writing a novel for two months." , "He had been exercising when I called."

Note: The form of Past Perfect Continuous Tense is- had + been + verb + ing.

PRESENT TENSE

1. **Simple Present Tense-** Indicates an action that is generally true or habitual. That is, it took place in the past, continue to take place in the present, and will take place in the future. This tense is used to denote

-A habitual action- for instance, "He walks to school."

-General truths- for instance, "The sun rises in the east", "Honesty is the best policy."

-A future event that is part of a fixed timetable- for instance, "The match starts at 9 o' clock."

Note: The form of Simple Present Tense is- verb (infinitive without 'to' and agreeable with the subject)

2. **Present Perfect Tense-** Indicates an action that has been completed sometime before the present moment, with a result that affects the present situation. For example, "He has finished the work.", "He has slept."

Note: The form of Present Perfect Tense is- has/have + verb (past participle form or 3rd form of the verb)

3. **Present Continuous Tense-** Indicates an action that is taking place at the moment of speaking. For example, "She is walking.", "I am studying."

Note: The form of Present Continuous Tense is- is/am/are + verb + ing

4. **Present Perfect Continuous Tense-** Indicates an action that started in the past and is continuing at the present time. For example, "He has been sleeping for an hour."

Note: The form of Present Perfect Continuous Tense is- has/have + been + verb + ing.

FUTURE TENSE

1. **Simple Future Tense-** Indicates an action that will take place after the present time and that has no real connection with the present time. For example, "She will visit her ailing grandmother soon.", "He will walk home."

Note: The form of Simple Future Tense is- will/shall + verb

2. **Future Perfect Tense-** Indicates an action in the future that will have been completed before another time or event in the future. For example, "By the time we arrive, he will have studied."

Note: a. The form of Future Perfect Tense is- will/shall have + verb(past participle form or 3rd form of the verb)

3. **Future Continuous Tense-** Indicates an action in the future that is longer in duration than another action in the future. For example, "He will be walking when it starts to rain." Note: The form of Future Continuous Tense is-will/shall be + verb + ing.
4. **Future Perfect Continuous Tense-** Indicates an action in the future that will have been continuing until another time or event in the future. For example, "He will have been exercising an hour at 2:00."

Note: The form of Future Perfect Continuous Tense is- will/shall have been + verb + ing

Test Yourself Complete the dialogue.

Rashid: Rahul! Your friend Manas has sent you a postcard. It's from Kerala. It__a__(look) nice.

Rahul: I bet it does!

Rashid: He __b__(write) that it's very hot there. There__c__(be) a lot of tourists. The hotels __d__(be) full. He __e__(say) the restaurants __f__(be) always full!

Rahul: Yes. I'm sure it is. The papers __g__(say) that the temperature there is 30C.

Rashid: Then he __h__(write) that he has learnt a bit of Malayalam, and that he__i__(get on) well with the people there, especially the women!

Rashid: Look, didn't the news paper__j__(say) that there's another strike in Kerala.

Rahul: Yes, it did Manas won't mind having to stay in Kerala longer!

Answers:

- a. looks
- b. has written
- c. are
- d. are
- e. says
- f. are
- g. say
- h. writes
- i. gets on
- j. say

Table of Tenses

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

ARTICLES

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

Types of Articles:

There are two types of articles. They are: 1. Definite Article, 2. Indefinite Article.

Definite article: -

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

Eg. He saw the doctor; meaning some particular doctor.

- The definite article is used before singular countable nouns, plural countable nouns and uncountable nouns. Eg. The book, the books, the milk.

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

'The' definite article is used:

1. To refer something which has already been mentioned. Eg. The book you want is out of print, Let us go to the park.
2. When both the speaker and listener know what is being talked about, even if it has not been mentioned before. Eg. 'Where's the bathroom?', 'It's on the first floor.'
3. In sentences or clauses where we define or identify a particular person or object: Eg. The man who wrote this book is famous. 'Which car did you scratch?' 'The red one?', 'My house is the one with a blue door.'
4. When a singular noun is meant to represent a whole class. Eg. The horse is a noble animal.
5. Before some proper names, viz., these kinds of place-names.
 - Oceans and seas Eg. the Pacific, the Black sea.
 - Rivers Eg. the Nile.
 - Canals Eg. the Suez canal.
 - Deserts Eg. the Sahara.
 - Groups of islands Eg. the West Indies.
 - Mountain ranges Eg. the Himalayas
 - A very few countries like the Irish Republic, the United Kingdom, the Netherlands.
6. To refer to objects we regard as unique. Eg. the sun, the moon, the world.
7. Before the superlatives and ordinal numbers. Eg. the highest building, the first page.
8. With adjectives, to refer to a whole group of people. Eg. the Japanese, the old
9. With decades, or groups of years: Eg. she grew up in the seventies.
10. Before the names of certain books: Eg. the Vedas, the Ramayana, and the Iliad.
11. Before a Proper noun when it is qualified by an adjective or a defining adjective clause. Eg. The greatest Caesar, the immortal Shakespeare.
12. With superlatives. Eg. the darkest cloud has a silver lining.
13. Before the musical instrument: Eg. the Piano, the Flute.

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

Nouns that introduce something or someone you have not mentioned before:-

Eg. I saw an owl this morning, I ate a banana for lunch.

- Use 'a' with nouns starting with a consonant (letters that are not vowels),

'an' with nouns starting with a vowel sounds (a, e, i, o, u) Eg. An opera, A car. [NOTE: An before an 'h' mute - an hour, an honour, an heir, an honest man.

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

The Indefinite article is used:

1. To refer to something for the first time. Eg. An elephant and a mouse fell in love. Would you like a drink? I've finally got a good job.
2. To refer to a particular member of a group or class.
 - with names of jobs. Eg. John is a doctor. Mary is training to be an engineer. He wants to be a dancer.
 - with nationalities and religions. Eg. John is an Englishman. Kate is a Catholic.
 - with musical instruments. Eg. Sherlock Holmes was playing a violin when the visitor arrived. (BUT to describe the activity we say "He plays the violin.")
 - with names of days. Eg. I was born on a Thursday.
3. To refer to a kind of, or example of something. Eg. The mouse had a tiny nose. The elephant had a long trunk. It was a very strange car.
4. With singular nouns, after the words 'what' and 'such'. Eg. What a shame! She's such a beautiful girl.
5. To make a proper noun as a common noun. Eg. A Daniel comes to judgment! (A Daniel = a very wise man)
6. Meaning 'one', referring to a single object or person. Eg. I'd like an orange and two lemons please. The burglar took a diamond necklace and a valuable painting. Notice also that we usually say a hundred, a thousand, a million.
7. Note that we use 'one' to add emphasis or to contrast with other numbers. Eg. We have got six computers but only one printer.

Omission of the article:

1. Before names of substances and abstract nouns used in a general sense:
Eg. Wisdom is the gift of heaven, Sugar is bad for your teeth.
2. With names of countries (if singular). Eg. Germany is an important economic power, He's just returned from Zimbabwe.
3. With the names of languages. Eg. French is spoken in Tahiti, English uses many words of Latin origin.
4. With the names of meals. Eg. Lunch is at midday, Dinner is in the evening.
5. With people's names (if singular). Eg. John's coming to the party, George King is my uncle.
6. With titles and names. Eg. Prince Charles is Queen Elizabeth's son; President Kennedy was assassinated in Dallas. (But: the Queen of England, the Pope.)
7. After the ('s) possessive case. Eg. His brother's car. Peter's house.
8. With professions. Eg. Engineering is a useful career. He'll probably go into medicine.
9. With names of shops. Eg. I'll get the card at Smith's. Can you go to Boots for me?

10. With years. Eg. 1948 was a wonderful year. Do you remember 1995?
11. With uncountable nouns. Eg. Rice is the main food in Asia; Milk is often added to tea in England; War is destructive.
12. With most names of towns, streets, stations and airports. Eg. Victoria Station is in the centre of London. Can you direct me to Bond Street? She lives in Florence.
13. In some phrases consisting of a preposition followed by its object. Eg. by car, at home, in hand, at daybreak, on foot, at University, in church, in prison

PRIMARY AND SECONDARY AUXILIARIES

A verb is used to forming the tenses, moods, and voices of other verbs. The primary auxiliary verbs in English are be, do, and have. The modal auxiliaries are can, could, may, might, must, shall, should, will, and would. **Auxiliary Verbs "Be," "Do," "Have"**. An auxiliary verb helps the main (full) verb and it is also called a "helping verb." With auxiliary verbs, you can write sentences in different tenses, moods, or voices. Auxiliary verbs are: *be, do, have, will, shall, would, should, can, could, may, might, must, ought, etc.*

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

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

1. "Be" as an auxiliary verb.

a. Used in progressive sentences.

- I am taking a bath.
 - She is preparing dinner for us.
 - They have been studying all night.
- #### b. Used in passive sentences:
- I was given a free meal.
 - He was seen by fans at the airport.
 - This song has been sung by all nations.

2. "Do" as an auxiliary verb

a. Used in negative sentences.

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

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

3. "Have" as an auxiliary verb

a. Used in perfect sentences.

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

Examples of modal auxiliary verbs

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

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

The chart given below lists the main modal auxiliaries that you are likely to meet. It is divide them into two categories *pure modals* and *semi-modals*, although in most cases the distinction is merely formal, their meanings are not affected by this division.

<i>Pure modals</i>	<i>Semi-modals</i>
Can, Could	ought to
May, Might	has/have (got) to
Shall, Should	be able to
Will, Would	
need ***	

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

The forms of pure modals

The main characteristics of pure modals are:

- They never change their form irrespective of the subject of the sentence
Eg. **He can swim**, not ***he cans swim**
- They do not change to show past tense
Eg. **She had to leave** not ***she musted leave**
- They all carry the negative form of the sentence by the addition of **not/n't**
Eg. **I can't remember** not ***I don't can remember**
- They all form questions by the inversion with the subject of the sentence.
Eg. **Should I stay?**
- They are all followed by the base form of the verb without the addition of **to**
Eg. **He can swim** not ***he can to swim**

The forms of semi-modals

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

Be able to

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

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

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

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

Has/have (got) to

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

- They have to be more punctual.
- He has to take responsibility for the accident.

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

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

Ought to

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

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

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

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

Meanings of modal verbs

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

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

You probably also noticed from the examples that notions like *permission* and *possibility*

can be expressed using different modal verbs. This, of course, only serves to complicate matters further since one modal verb can have more than one meaning, and one meaning can be expressed by more than one modal verb. The following examples show how an obligation and a *logical deduction* can be expressed.

Obligation

The two main modals here are *must* and *have to*. The difference between them is usually given as follows: *must* is used to express an internal obligation that is imposed by the speaker, while *have to* refer to rules and regulations that are imposed from outside the speaker. Again, as with many points of grammar this is only intended as a rough guide. To express a lack of obligation we cannot just automatically add *not* to the modal verbs without thinking more carefully about it first. How do you feel about the following sentences for instance?

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

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

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

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

Logical deduction

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

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

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

- That won't be Frank.
- That mustn't be Frank.

(To use **mustn't** in this way as a logical deduction is incorrect; we use **can't** instead.)

- That shouldn't be Frank.
- That couldn't be Frank.
- That mightn't be Frank.

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

Past time with modals

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

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

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

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

TAG QUESTIONS

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

The basic structure of a tag question is:

Positive statement - Negative tag. Eg. Snow is white, **isn't it?**

Negative statement - Positive tag. Eg. You don't like me, **do you?**

The use of question tags can be any one or all of the following:

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

Features of Tags

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

II. COMPOSITION **READING TO COMPREHEND**

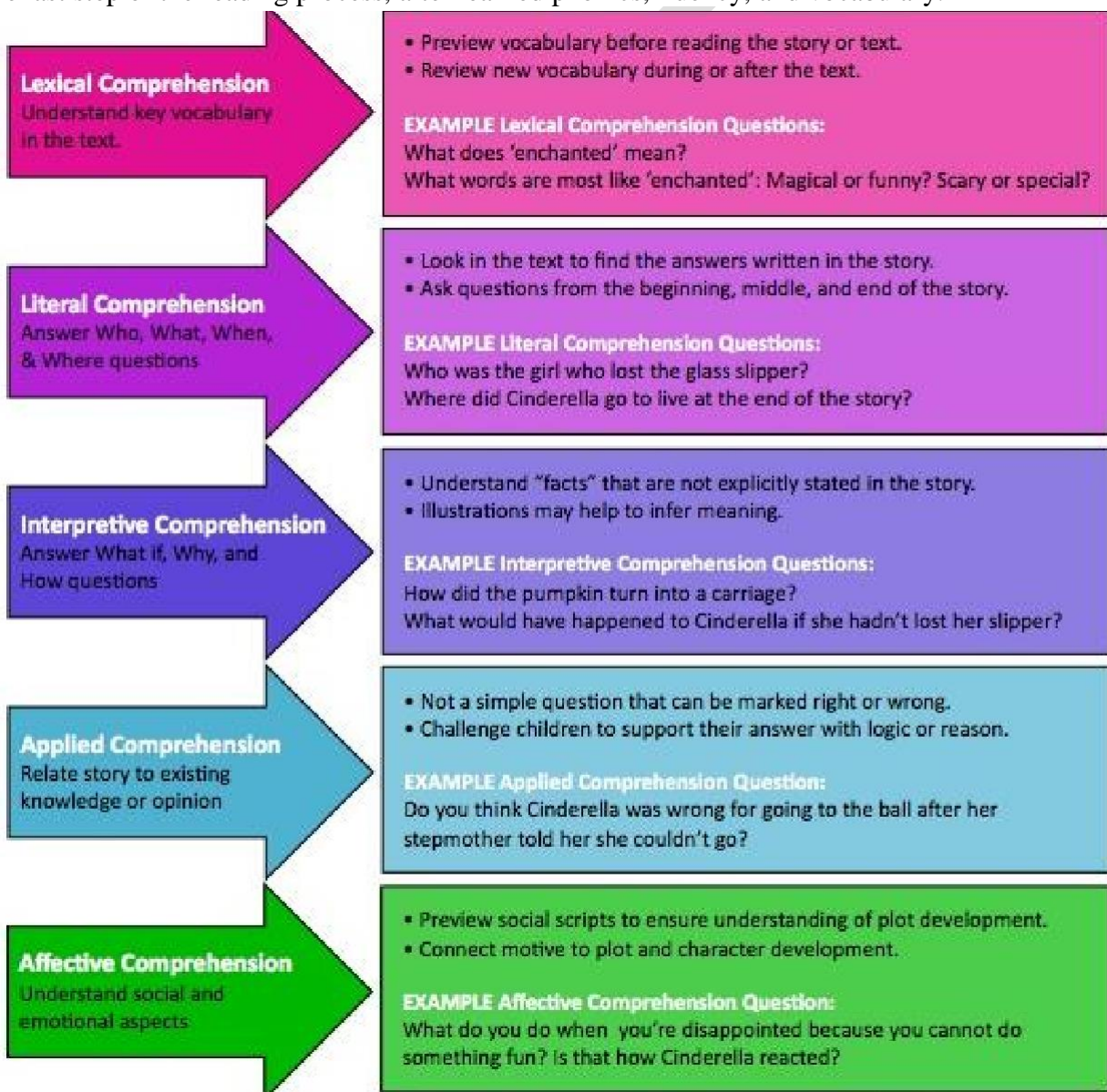
Reading comprehension is the level of understanding of a text/message. This understanding comes from the interaction between the words that are written, and how they trigger knowledge outside the text/message. Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics.

Reading comprehension involves two levels of processing, shallow (low-level) processing and deep (high-level) processing. Deep processing involves semantic processing, which happens when we encode the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure. The

act of reading is a complex process that draws on many different skills. Together, these skills lead to the ultimate goal of reading. Reading comprehension can be challenging for the readers for lots of reasons. Whatever the cause, knowing the skills involved, and which ones your child struggles with, can help you get the right support. Decoding, fluency, vocabulary, sentence construction and cohesion, reasoning and background knowledge and working memory and attention are the six essential skills needed for *reading comprehension*.

Types of Reading Comprehension

Reading Comprehension is the ability to easily and efficiently read text for meaning. It is the last step of the reading process, after learned phonics, fluency, and vocabulary.



Sample Reading Comprehension Passage

Directions for questions 1 to 5 - Read the short passage below and answer the questions that follow:

A sanctuary may be defined as a place where Man is passive and the rest of Nature active. Till quite recently Nature had her own sanctuaries, where man either did not go at all or only as a tool-using animal in comparatively small numbers. But now, in this machinery age, there is no place left where man cannot go with overwhelming forces at his command. He can strangle to death all the nobler wild life in the world to-day. To-morrow he certainly will have done so, unless he exercises due foresight and self-control in the mean time.

There is not the slightest doubt that birds and mammals are now being killed off much faster than they can breed. And it is always the largest and noblest forms of life that suffer most. The whales and elephants, lions and eagles, go. The rats and flies, and all mean parasites, remain. This is inevitable in certain cases. But it is wanton killing off that I am speaking of to-night. Civilized man begins by destroying the very forms of wild life he learns to appreciate most when he becomes still more civilized. The obvious remedy is to begin conservation at an earlier stage, when it is easier and better in every way, by enforcing laws for close seasons, game preserves, the selective protection of certain species, and sanctuaries.

I have just defined a sanctuary as a place where man is passive and the rest of Nature active. But this general definition is too absolute for any special case. The mere fact that man has to protect a sanctuary does away with his purely passive attitude. Then, he can be beneficially active by destroying pests and parasites, like bot-flies or mosquitoes, and by finding antidotes for diseases like the epidemic which periodically kills off the rabbits and thus starves many of the carnivora to death. But, except in cases where experiment has proved his intervention to be beneficial, the less he upsets the balance of Nature the better, even when he tries to be an earthly Providence.

The author implies that his first definition of a sanctuary is

- A. Totally wrong
- B. Somewhat idealistic
- C. unhelpful
- D. indefensible
- E. immutable

The author's argument that destroying bot-flies and mosquitoes would be a beneficial action is most weakened by all of the following except

- A. parasites have an important role to play in the regulation of populations
- B. the elimination of any species can have unpredictable effects on the balance of nature
- C. the pests themselves are part of the food chain
- D. these insects have been introduced to the area by human activities

E. elimination of these insects would require the use of insecticides that kill a wide range of insects.

It can be inferred that the passage is

- A. part of an article in a scientific journal
- B. extracted from the minutes of a nature club
- C. part of a speech delivered to an educated audience
- D. a speech delivered in a court of law
- E. from a polemical article published in a magazine

What should be the most appropriate central idea of this passage

- A. Author argues that man kills big animals but saves mosquitoes & other parasites.
- B. Man is selfish by nature so he is up against the wild life which is harmful for his survival
- C. Ecological balance, if not maintained by man will be harmful in long run.
- D. Author proposes a programme for not disturbing the balance of nature as it is beneficial for mankind.
- E. In view of the author man should not intervene in natural environments.

Q.5 – Tone of the Author as expressed in the passage can be best described

- A. Descriptive to analytical
- B. Sarcastically humorous
- C. Objective to narrative
- D. Sarcastically critical to suggestive
- E. Ironically sarcastic to negative

Check Your Answers

Answer for Q.1: B. The author says in sentence two that his previous definition was “too absolute”. Yet he admits that the less man “upsets the balance of Nature” the better. Hence his definition is not entirely right (because it is too idealistic) but it is not entirely wrong either. It is now easy to eliminate answers A, C, D, and E because they are strongly negative.

Answer for Q.2: D. In “except” questions find the true statements first. In this case find four statements that weaken the idea that destroying pests is beneficial. That means finding statements that show that it is not a good idea to destroy the pests. Answers A, B, C, and E give reasons why destroying these insects might be a mistake. D, however, is the right answer because it suggests that eliminating these insects might not be wrong, since they are not even natural inhabitants of the area.

Answer Q.3: C. From the words “I am speaking of tonight” we can infer that the words were delivered orally, and not during the day time. The only possible answer is C.

Answer. Q.4: C. The author in his last paragraph warns the man against his attitude and suggests not to create disturbance in ecological system and should have foresight for his own benefit.

Answer Q.5: D. Very first paragraph determines the tone which goes on to criticise the human activities against nature sarcastically yet issues a suggestive warning to exercise due foresight and self-control. Entire passage revolves around this tone and concludes with the suggestion not to disturb the ecological balance.

LETTER WRITING

A letter is a written message that can be handwritten or printed on paper. It is usually sent to the recipient via mail or post in an envelope. Now that e-mails and texts and other such forms have become the norm for communication, the art of letter writing has taken a backseat. However, even today a lot of our communication, especially the formal kind, is done via letters. Whether it is a cover letter for a job, or the bank sending you a reminder or a college acceptance letter, letters are still an important mode of communication. This is why it is important that we know the intricacies of letter writing. There are many types of letters in that formal letter, informal letter, business letter, official letter, social letter, circular letter and employment letter are the important types.

SAMPLE FORMAL LETTER

Place & Date

From

Dhivya S, [Change it to your name]
Register or Roll No: _____,
II Year B.Com A,
_____ College of Arts and Science,
Coimbatore, Tamil Nadu.

To

The Principal,
_____ College of Arts and Science,
Coimbatore, Tamil Nadu.

Respected sir,

Sub: Requesting a bonafide certificate - Reg.

I have planned to visit _____ [write your company name that you're going to visit]
during _____ to _____ [write the dates you prefer] for doing my project titled
_____ [write the name of your project], I am in need of bonafide certificate
from our college. Hence, I kindly request you to grant me the same at the earliest.

Thanking you

Yours obediently,
[Your Signature]
[Your Name]

SAMPLE INFORMAL LETTER

Place,
Date.

Dear Anna,

Here is a letter from me to you after a long time. I just want to say you how special you are to me. You made all my days brighter. I felt happy even on the days we both fought each other. I am really feeling alone if you are not with me. Many of your friends told me that you are not yet playing and always reading books...

Why aren't you like me? WellSports will help your mind to be fresh, they help you for your body fitness, and you need to play them because Sports refers to the physical activities generally involving skill of competitive nature. Without sports a good society can never be constructed by its members.

Educationists may criticize about such implementation because such implementation may hamper the educational environment of country. But it is seen that more developed country environment of country. But it is seen that more developed country has its status in its sports, field, international level competition always signifies the theme. Participation in sports ensures not only good health but also fresh mind, freeness, freedom. A lazy book worms cannot succeed in life; of course he can succeed in educational field. Regular participation in sports provides energies.

HOPE YOU NOW YOU UNDERSTOOD THE IMPORTANCE OF SPORTS, ,,,

MISS YOU DEAR BROTHER ,,,,, COME BACK AGAIN ,,,, WE BOTH WILL ENJOY ALL THE REMAINING DAYS

Take care of you raa,,, say to your friends that I asked them ,,,, Waiting for your phone call,,, bye dear bro ^_^,,,

From your lovely brother,
X X X X

To

Priyanshu,
SRK college,
Delhi.

RESUME

The resume is a selling tool. The most effective resumes are clearly focused on a specific job title and address the employer's stated requirements for the position. The chronological and the functional resume are two notable kinds.

The importance of your resume

- **It's the first meeting between the person and a prospective employer.** "First impressions are lasting ones." Companies do not have the time to interview every applicant that is interested in the job. Hence the resume will create an opinion about the person represented.
- **They tell the employer a great deal about you.** The resume needs to shout - professionally, "I am the one you want on your team." So much so, that even if you are not appropriate for the advertised position, he or she would be inclined to start one for you.
- **They tell you a great deal about yourself.** Many people are unsure of exactly what they do for a living. Most people underestimate their importance to the overall success of the business. Once you stop and think about your job responsibilities, you realize you do and know a lot.
- **Its purpose is to get the interview.** The purpose of the resume is to get the interview. After reading it, employers should want to get to know you better. Never falsify information, but emphasize the good, and de-emphasize the bad. Make sure your lasting impression is a profound and positive one.

The Content of Your Resume

1. **Contact information:** It includes name, address, telephone, e-mail address, and web site address. All your contact information should go at the top of your resume.
2. **Objective or Summary:** An objective tells potential employers the sort of work you're hoping to do. Be specific about the job you want. For example: To obtain an entry-level position within a financial institution requiring strong analytical and organizational skills, Tailor your objective to each employer you target every job you seek.
3. **Education:** New graduates without a lot of work experience should list their educational information first. Alumni can list it after the work experience section. The most recent educational information is listed first. Include your degree (A.S., B.S., B.A., etc.), major, institution attended, minor /concentration. Add your grade point average (GPA) if it is higher than 3.0. Mention the academic honors.
4. **Work Experience:** Briefly give the employer an overview of work that has taught you skills. Include your work experience in reverse chronological order. Include: title of position, name of organization, location of work (town, state) and dates of employment. Describe your work responsibilities with emphasis on specific skills and achievements.

5. **Other information:** A staff member at your career services office can advise you on other information to add to your resume. You may want to add: key or special skills or competencies, leadership experience in volunteer organizations, participation in sports.
6. **References:** Ask people if they are willing to serve as references before you give their names to a potential employer. Do not include your reference information on your resume. You may note at the bottom of your resume: "References furnished on request."

Resume writing tips

- Limit to one page. You do not have to state everything you have done on a resume, but everything you state must be true.
- Determine the type of layout that works best for your experience. You may use bolding to emphasize key skills and accomplishments.
- Tailor your resume to the type of position to which you are applying. Decide what you want your resume to convey about your abilities, Maintain a consistent writing style.
- Do not use "I" or "my.", You may use complete or fragmented sentences as long as the meaning is clear and style is consistent.
- Start each description with an action word. Use present tense verbs when referring to current activities. Use past tense verbs when referring to past activities.
- Especially if you are interested in the financial industry use numbers, where appropriate, to quantify the scope of involvement.
- Include a brief explanation of an organization in your description if its name is obscure. Remember, the reader is not necessarily familiar with Trinity.
- Emphasize outcome, accomplishments and breadth of responsibility. Examples: Streamlined invoice procedures reducing staff processing time. Organized publicity campaign leading to 25% increase in volunteers.
- Be concise and clear in your descriptions. Do not try to impress employers with the use of complicated or confusing words, Make sure there are no typing, spelling or grammar errors.
- Do not use contractions and make sure you define abbreviations or acronyms, Be consistent. For example, if your headings are in bold type, all headings should be in bold. Each entry should follow a uniform format.
- Spell check, but remember that spell check does not catch everything. Have someone proofread your resume, Choose a font that is easy to read: Palatino or Times, no larger than 14 point and no smaller than 10 point.
- In most cases a cover letter should be attached to your resume. Refer to the How to Write a Cover Letter CSO Guide, Print final copies of your resume on quality paper. Use the same color and type of paper for resume, cover letter and envelope.
- Seek advice from the Career Services Office for suggested improvements in wording, layout and style.

SAMPLE RESUME (CHRONOLOGICAL TYPE)



Jane Doe

Digital Marketing Manager

Marketing professional with proven experience in planning and coordinating marketing policies and programs, such as determining the demand for products and services offered by a firm and its competitors in order to identify new potential customers. Strong expertise in developing pricing strategies with the goal of maximizing profits.

✉ jane.doe@gmail.com

📞 451-483-6924

📍 Stockholm, Sweden

🌐 jane-blog.com

🌐 linkedin.com/in/jane.doe

🐦 @jane.doe

SKILLS

SEO

Digital Marketing

Pricing Optimization

Email Marketing

Content Marketing

Verbal & Written Communication

HTML

LANGUAGES

English



Danish



Swedish



Norwegian



WORK EXPERIENCE

Digital Marketing Manager

Airfield Bauman

06/2015 – Present

London, UK

Achievements/Tasks

- Created a new format for reporting and presenting the sales, customer engagement and Google AdWords reports that shortened the meetings by 30%.
- Updated and monitored the Bid Strategy in Google AdWords campaigns and increased the CTR (click-through rate) by 4% in the first month.
- Redesigned and researched keywords for updating the product pages on the online shop which increased the keywords in Top 100 by 565 and in Top 10 by 24.
- Located and proposed new potential business deals (B2B) by contacting potential partners.

Contact: Clark Jefferson – clark@airfieldmax.co.uk

Marketing & Sales Assistant

IKEA

09/2013 – 05/2015

Copenhagen, Denmark

Achievements/Tasks

- Assisted in the creation of press releases and new catalogues.
- Compiled and distributed successfully financial and statistical information, such as budget spreadsheets for the new campaigns.
- Conducted primary research into the most popular sold items and discovered new customer behavior patterns that will be implemented in the next marketing strategy.

Contact: Esben Gabriel – esben.gabriel@ikea.dk

EDUCATION

MS in International Marketing and Management

Copenhagen Business School

08/2011 – 06/2013

CERTIFICATES

Google Partners AdWords Certification

Proficient in using Google Adwords to increase the generation of new leads and conversions.

Online Digital Marketing Specialization (03/2015 – 08/2015)

Online course completed on coursera.com by University of Illinois

ORGANIZATIONS

Marketing Lab at Copenhagen Business School (2012 – 2013)

Assisted the team in organizing monthly events and was responsible for the marketing and promotion.

ESSAY

An essay is generally a short piece of writing outlining the writer's perspective or story. It is often considered synonymous with a story or a paper or an article. Essays can be formal as well as informal. Formal essays are generally academic in nature and tackle serious topics. We will be focusing on informal essays which are more personal and often have humorous elements. The type of essay will depend on what the writer wants to convey to his reader. They are narrative, descriptive, expository and persuasive. As well there is no rigid format of an essay. It is a creative process so it should not be confined within boundaries. However, there is a basic structure that is generally followed while writing essays. The general structure of an essay consist of **Introduction, Body and Conclusion**

Tips for Essay Writing

- Give your essays an interesting and appropriate title. It will help draw the attention of the reader and pique their curiosity
- Keep it between 300-500 words. This is the ideal length, you can take creative license to increase or decrease it
- Keep your language simple and crisp. Unnecessary complicated and difficult words break the flow of the sentence.
- Do not make grammar mistakes, use correct punctuation and spellings. If this is not done it will distract the reader from the content
- Before beginning the essay organize your thought and plot a rough draft. This way you can ensure the story will flow and not be an unorganized mess.

SAMPLE GENERAL ESSAY

A TERRIFYING EXPERIENCE

Life is full of varied types of experiences. Strange, in fact, are the ways of God. If a man is happy today, he may be quite unhappy the very next day. Some experiences are pleasant and joyful while others are full of pathos and pain. If at one time a person finds himself on top of the world, at another time he is depressed and downcast. In my own life I once passed through a very terrifying experience.

We were a group of four boys. One day in the summer holidays, we found the weather extremely know how to drive. We collected some eatables and other things and left for kasauli by road. By 10 a.m. we reached the Timber Trail near Parwanoo. We decided to have a ride on the ropeway trolley and spend a few minutes on the mountain top restaurant connected with the ropeway. Everybody was so excited about the joy-ride. We purchased the tickets and entered the trolley. There were four more persons in the trolley. In a few minutes, the trolley started moving along the ropeway. It was an exhilarating experience.

All of a sudden, there was a big jerk. One of the ropes supporting the trolley appeared to have given way. In a jiffy, the trolley lost its balance and started skidding backward at a terrific speed. We were at a height of several thousand feet in the air. A horrible death appeared to be certain. In a matter of 6-7 seconds, there was a big thud. Lo and behold, the trolley got stuck up and tangled amongst the steel ropes and came to a standstill! It was hanging in the air at a height of several thousand feet above the ground level. Life appeared to be hanging with a fine thread, ready to break down and moment.

Everybody in the trolley, including the operator, was terribly afraid. There appeared to be no way out except to pray to God to save us through a miracle. We could see death face to face as there appeared to be no escape. The trolley kept hanging up in the air. Various possibilities were discussed but no escape was in sight. The situation appeared to be hopeless. Nobody could have even a wink of sleep in the night. The entire stocks of food, drinks etc. were exhausted and some of us started crying. One of us got a high fever and started vomiting. It was a terrible traumatic situation. For several hours on end, we kept sitting terrified, huddled in that trolley, waiting for the final hour.

After full 48 hours, we heard the buzzing of a helicopter in the sky. It kindled some ray of hope in our minds. Within minutes, the helicopter stationed itself right on top of our trolley at a distance of some 2 feet. A brave Air Force Officer came down the helicopter with the help of a rope ladder and joined us. We heaved a sigh of partial relief. In an excellent operation lasting for a few hours, all the inmates of the trolley were carried back to the base one by one. It was a grueling period full of suspense, hope and fear. At long last, every single life was saved. It had, however, been an extremely terrifying experience. Everybody thanked God for a lease of new life given to him.

As a result of public pressure, the government had to set up a commission of enquiry. This commission was asked to go into the whole episode and suggest ways and means to ensure the safety of the holiday makers using such rope way trolleys in future.

REFERENCE

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<https://q4interview.com/essay-writing.php>

UNIT-V

POSSIBLE QUESTIONS

PART-A (20 MARKS) (Q.NO 1 TO 20 Online Examination)

PART- B (2 MARKS)

1. Explain 'Be' verbs.
2. List the kinds of Articles with two examples each.
3. Fill in the blanks with suitable modal auxiliaries:
 - a) I _____ come tomorrow.
 - b) Sita _____ do better in the next exam.
 - c) It _____ rain today.
 - d) Rahul told Raghavi that he _____ try his level best to help her.
4. Add question tag to the following:
 - a) Manisha did not like the movie _____?
 - b) The flowers are beautiful in the garden, _____?
 - c) It is raining at Coimbatore _____?
 - d) Let's go to the beach, _____?
5. Sort out the importance of your resume.
6. Elucidate the types of Reading Comprehension.

PART- C (8 MARKS)

7. Explain primary auxiliaries with examples.
8. Explain tenses with examples.
9. What are articles? Explain each article with examples.
10. What are modal auxiliaries? Illustrate with suitable examples.
11. Write a letter to your Dean requesting for bonafide certificate to apply for the state scholarship.
12. Write an essay on environmental issues. (any general topic can be asked)
13. What is Letter Writing? List out the types and importance.
14. Explain reading comprehension.
15. Choose the correct response to complete each sentence (a, an, the, no article)
 - a) Los Angeles has _____ ideal climate.
 - b) This is _____ best Mexican restaurant in the country.
 - c) Someone call _____ policeman!
 - d) Someone call _____ police!
 - e) He is _____ real American hero.
 - f) I don't like _____ dogs, but I like my brother's dog.
 - g) I haven't seen him in _____ five years.
 - h) Kobe Bryant is _____ basketball player.

Sub: English

Sub Code: 19ENU101

Academic Year: 2019-20

S.NO	QUESTION	CHOICE 1	CHOICE 2	CHOICE 3	CHOICE 4	ANSWER
1	The simple Present is used to express a _____ action.	habitual	past	completed	just now completed	habitual
2	In vivid narrative, as substitute for the simple past, _____ is used.	simple present	simple future	present perfect	future continuous	simple present
3	To express a future event that is part of a fixed timetable or fixed programme _____ tense is used.	simple past	simple present	future continuous	past continuous	simple present
4	_____ tense is used to denote the action going on at the time of speaking.	Past continuous	Past continuous	Future continuous	Present perfect continuous	Present continuous
5	_____ tense is never used with adverbs of past time.	Past continuous	Past perfect	Present perfect	Future Perfect	Present perfect
6	To express past actions whose time is not given and not definite _____ tense is used.	past perfect	future perfect	present perfect	present perfect continuous	present perfect
7	The _____ tense is used to denote an action going on at some time in the past.	present continuous	future continuous	past continuous	present perfect continuous	past continuous
8	_____ tense expresses the future as fact.	Simple present	Simple past	Simple future	Future continuous	Simple future
9	Every boy and girl _____ given a packet of sweets.	was	Were	have	has	was
10	Everybody _____ when there is a crisis.	helps	Help	are helping	were helping	helps
11	Don't disturb me. I _____ my work.	do	did	am doing	done	am doing
12	Either he or I _____ mistaken.	is	are	am	were	am

13	Fifteen minutes _____allowed to each speaker.	is	are	have	were	is
14	Fifty thousand rupees _____a large sum.	are	is	have	were	is
15	Fortune _____the brave.	favour	favoured	favours	is favoured	favours
16	Gold and silver _____precious metals.	are	were	is	have	are
17	He _____us next week.	will have met	will have been meeting	will be meeting	have met	will be meeting
18	Hari _____tea every morning.	drinks	drink	drank	drunken	drinks
19	He and I _____playing	am	were	have	has	were
20	I _____English for five years.	have been studying	study	am studying	has study	have been studying
21	He _____the letter before you arrived.	had writing	had written	Wrote	will write	had written
22	It started to rain while we _____tennis.	are playing	had played	were playing	was playing	were playing
23	Mathematics _____a branch of study in every school.	is	am	were	have	is
24	My friends _____the film yesterday.	see	saw	have seen	on seeing	saw
25	Neither my friend nor I _____to blame.	is	am	are	were	am
26	Neither you nor he _____to blame.	am	are	were	is	is
27	Perhaps we _____Delhi next month.	visit	will visit	Visited	visiting	will visit
28	She has an important project to finish by next week, so she _____in the evening at present.	works	are working	Work	is working	is working
29	Somebody _____to speak to you.	want	wants	are wanted	were wanted	wants
30	Ten kilometres _____a long walk	are	were	is	have	is
31	The boys _____playing hockey.	are playing	play	Playing	is playing	are playing
32	The committee _____issued its report.	am	were	has	have	has

33	The news _____true.	were	is	Have	has	is
34	The sun _____in the east.	rise	rises	Risen	is rising	rises
35	The train _____before we reach the station.	arrives	will have arrived	had arrived	arrived	will have arrived
36	The United States _____a big navy.	have	were	Are	has	has
37	_____darkest cloud has a silver lining.	An	The	A	Zero Article	The
38	_____is a definite article.	An	The	Zero Article	A	The
39	_____is a indefinite article.	The	An	Zero Article	A	A
40	_____horse ia a noble animal.	An	A	The	Zero Article	The
41	They speak _____Punjabi at home.	an	zero Article	the	a	zero Article
42	_____Gold is a precious metal.	The	An	Zero Article	A	zero Article
43	_____horse ia a noble animal.	An	A	The	Zero Article	The
44	A and _____are considered as indefinite articles.	An	The	In	And	An
45	English has become _____international language.	the	a	an	zero Article	an
46	She is _____MLA.	the	a	an	zero Article	An
47	She _____be here in a minute - she only went out to get a newspaper.	must	should	Could	might	should
48	I _____see you tomorrow.	will	going to	Am	Do	will
49	I _____met him for lunch had I known he was coming.	would	had	would have	will	would have
50	It _____be ready by Friday, as long as we don't have any unexpected problems.	may	might	Should	must	should
51	She _____to lunch - she usually goes at this time.	must go	should go	should have gone	must have gone	must have gone

52	If we'd had more time we <u> </u> have finished it.	could	could have	must have	would have	must have
53	Choose correct question tag. The meeting started at 6.	did the meeting?	didn't the meeting?	didn't it?	did it?	didn't it?
54	Choose correct question tag. You like fish.	did you?	didn't you?	will you?	all the above	don't you?
55	Choose correct question tag. She looks good	aren't she?	doesn't she?	wasn't she?	isn't she?	doesn't she?
56	Choose correct question tag. Ramu is very tall.	doesn't he?	aren't he?	isn't he?	wasn't he?	isn't he?
57	Choose correct question tag. This flower smells sweet.	aren't it?	doesn't it?	is it?	isn't it?	doesn't it?
58	Choose correct question tag. I am very dark.	doesn't it?	aren't it?	am I not?	wasn't I?	am I not?
59	Choose correct question tag. Give me a hand.	will you?	can't you?	could you?	All the above	All the above
60	Choose correct question tag. There are some problems.	are there?	aren't there?	Both	none	aren't there?
61	Choose correct question tag. Not a great film.	wasn't it?	was it?	is it?	isn't it?	was it?
62	Choose correct question tag. They won the first prize.	didn't they?	don't they?	will they?	won't they?	didn't they?
63	Choose correct question tag. You wouldn't like a puppy.	will you?	would you?	wouldn't you?	won't you?	would you?
64	Choose correct question tag. she wants to be an architect.	does she?	did she?	didn't she?	doesn't she?	doesn't she?
65	Which of the following should NOT be part of a resume?	Religious affiliation	Employment history	Contact information	Education	Religious affiliation
66	Which of the following is NOT a resume format?	Chronological	Portfolio	Functional	Combination	Portfolio
67	Which of the following resume components is where you should state your career goal?	Profile	Objective	Summary	Personal details	Objective
68	In which section would you most likely include your bilingual skills?	Education	Contact information	Employment History	Additional Information	Additional Information
69	The main point is written in which part of a formal letter?	Post script.	Body	Closing.	Opening.	Body

70	In an informal letter you should do what?	Scribble.	Ignore grammar.	Leave out the date.	Write legibly in simple English.	Write legibly in simple English.
71	'With love' is used in which part of an informal letter?	Heading.	Opening	Closing.	Body.	Closing.
72	Alex was to write a letter to her class teacher asking permission to remain absent from school for 2 days on account of some personal matter. What type of letter will he be writing?	Personal Letter	Business Letter	Formal Letter	Any of the above	Formal Letter
73	How do you end the main body of a formal letter?	By telling the recipient what he should be doing next.	By talking about the weather in the recipient's city.	By talking about the weather in your city.	By expressing your love for the recipient.	By telling the recipient what he should be doing next.
74	In order to have the desired effect on the recipient what should a formal letter be?	To the point and relevant.	Grammaticall y correct.	In the proper format.	All the above.	All the above.
75	Which is not in the general structure of an essay?	Introduction	Body	Salutation	Conclusion	Salutation
76	An interesting and appropriate _____should be given to the essay to draw the attention of the reader.	punctuation	Space	vocabulary	title	title
77	_____is the way to ensure the story will flow and not be an unorganized mess.	Organizing thought and plot	Organizing people	Organizing previous stories	Fixing the rate	Organizing thought and plot
78	Reading comprehension is the level of _____of a text/message.	listening	understanding	reading speed	sound	Understanding
79	Which is not the essential skill for Reading Comprehension?	Fluency	Vocabulary	Intonation	Sentence Construction	Intonation
80	Which is not the type of Reading Comprehension?	Lexical	Interactive	Literal	Interpretive	Interactive