

**KARPAGAM ACADEMY OF HIGHER EDUCATION**

(Deemed to be University)

(Established Under Section 3 of UGC Act 1956)

Coimbatore - 641021.

(For the candidates admitted from 2017 onwards)

**DEPARTMENT OF ENGLISH**

**SUBJECT** : ENGLISH- II  
**SUBJECT CODE** : 19ENU201

**SEMESTER** : I I  
**CLASS** : B.Com/CA/PA/BBA/BPS

**LECTURE PLAN**  
**DEPARTMENT OF ENGLISH**

S.No	Lecture Duration Hour	Topics to be Covered	Support Material/Page No.s
<b>UNIT-I- PROSE</b>			
1	1	Introduction of the syllabus	
2	1	I Have a Dream – Martin Luther King. Jr	T1 - Pg. 1-3
3	1	Contd. I Have a Dream – Martin Luther King. Jr	T1 - Pg. 4,5
4	1	‘First Human’ discovered in Ethiopia – Pallab Ghosh	T1 - Pg. 6
5	1	Contd. ‘First Human’ discovered in Ethiopia – Pallab Ghosh	T1 - Pg. 7,8
6	1	The First Case – M.K.Ghandhi	T1 - Pg. 9
7	1	Contd. The First Case – M.K.Ghandhi	T1 - Pg. 10,11
8	1	Revision	
<b>Total No Of Hours Planned For Unit 1=8</b>			
<b>UNIT-II</b>			
1	1	L’Allegro – John Milton	T1 - Pg. 12
2	1	Contd. L’Allegro – John Milton	T1 - Pg. 13,14
3	1	Contd. L’Allegro – John Milton	T1 - Pg. 15,16

4	1	God is a Medicine Cabinet – Cynthia Atkins	T1 - Pg. 17, 18
5	1	A Prayer for My Daughter – W.B. Yeats	T1 - Pg. 19,20
6	1	Contd. A Prayer for My Daughter – W.B. Yeats	T1 - Pg. 21,22
7	1	Revision	
	<b>Total No Of Hours Planned For Unit II=7</b>		
		<b>UNIT-III</b>	
1	1	The Tell Tale Heart – Edgar Allen Poe	T1 - Pg. 23,24
2	1	Contd. The Tell Tale Heart – Edgar Allen Poe	T1 - Pg. 25-27
3	1	Sparrows – K. Ahmad Abbas	T1 - Pg. 28 - 31
4	1	The Little Match-Seller – Hans Christian Anderson	T1 - Pg. 32-35
5	1	Contd. The Little Match-Seller – Hans Christian Anderson	T1 - Pg. 36-39
6	1	Revision	
	<b>Total No Of Hours Planned For Unit IV = 6</b>		
		<b>UNIT-IV</b>	
1	1	Tempest – William Shakespeare	T1 - Pg. 40-43
2	1	Contd. Tempest – William Shakespeare	T1 - Pg. 44 - 46
3	1	The Referee – W.H. Andrews and Geoffrey Dearmer	T1 - Pg. 47-54
4	1	Contd. The Referee – W.H. Andrews and Geoffrey Dearmer	T1 - Pg. 55-60
5	1	Contd. The Referee – W.H. Andrews and Geoffrey Dearmer	T1 - Pg. 61-69
6	1	Revision	
	<b>Total No Of Hours Planned For Unit V = 6</b>		
		<b>UNIT- V</b>	
1	1	Voice	R1
2	1	Exercise - Voice	
3	1	Reported Speech	R1

# LECTURE PLAN

2019-2022  
BATCH

4	1	Exercise - Reported Speech	
5	1	Interrogatives	R1
6	1	Exercise - Interrogatives	
7	1	Word Class	R1
8	1	Writing Minutes and Preparing Agenda	R1
9	1	Exercise - Writing Minutes and Preparing Agenda	
10	1	Note Taking	R1
11	1	Charts and Pictorial Writing	R1
12	1	Report Writing	R1
13	1	Revision	
	<b>Total No Of Hours Planned For Unit V = 13</b> <b>TOTAL HOURS - 40</b>		

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

**Suggested Reading:** R1 - Hewings Martin, 1999 Advanced English Grammar,  
Cambridge University Press.

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

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

**SUBJECT CODE: 19ENU201**

**SEMESTER: II**

**L P T C**

**4 - - 4**

**Objectives:**

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

**UNIT - I : PROSE**

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

**UNIT - II : POEM**

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

**UNIT - III : SHORT STORIES**

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

**UNIT – IV : DRAMA**

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

**UNIT - V:GRAMMAR and COMPOSITION**

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

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

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

## UNIT-I SYLLABUS

1. I HAVE A DREAM - MARTIN LUTHER KING.JR
2. FIRST HUMAN DISCOVERED IN ETHIOPIA - PALLAB GHOSH
3. THE FIRST CASE - M.K.GANDHI

### **I HAVE A DREAM**

#### **- MARTIN LUTHER KING.JR**

Martin Luther King Jr. (born Michael King Jr., January 15, 1929 – April 4, 1968) was an American Baptist minister and activist who became the most visible spokesperson and leader in the civil rights movement. He is best known for his role in the advancement of civil rights using the tactics of nonviolence and civil disobedience based on his Christian beliefs and inspired by the nonviolent activism of Mahatma Gandhi. King became a civil rights activist early in his career. He also helped to organize the 1963 March on Washington, where he delivered his famous "I Have a Dream" speech.

King begins his *I Have a Dream* speech by declaring that this occasion will be remembered as the greatest demonstration for freedom in United States history. He then evokes Abraham Lincoln's Gettysburg address and references the signing of the emancipation proclamation, a document that gave hope of a better future to many African Americans. Despite the abolition of slavery and the time that has since passed, black people in America are still not free; the aftershocks of slavery are still felt through segregation and discrimination in the United States.

King refers next to the signing of the Declaration of Independence, describing the document as a promissory note whose promise has not been fulfilled for African Americans. Therefore, King says he has come to Washington to chide the United States for defaulting on this promise in regard to black Americans who have not been granted life, liberty, and the pursuit of happiness. The bank of justice, King says, surely still has money in it, and there is a debt to be paid to black Americans.

King goes on to declare that the time has come to make justice a reality for all in the United States. He describes the situation as urgent, stating that the growing discontent among black Americans will not dissipate until equality is won. There will not be peace in America until African Americans are granted their rights as American citizens. Though the situation is urgent, King stresses that his fellow African American protesters should neither resort to violence nor blame all white people. The struggle for equality must continue until police brutality is no longer a concern for African Americans, hotels no longer turn them away, ghettos are not their only option, and voting rights are universal until justice is served.

King acknowledges that protesting has been difficult for many. Some of those present have recently been in prison or have suffered other persecutions. He promises that their struggle will be rewarded and encourages his listeners to return to their home states filled with new hope. King famously declares, "I have a dream," and describes his hope for a future America where blacks and whites will sit and eat together. It is a world in which children will no longer be judged by their skin color and where black and white alike will join hands. King calls upon his listeners to look to this vision of America to give them hope to keep fighting and asserts that when freedom is allowed to ring from every part of the nation, the United States will be what it should have always been, and justice will be achieved.

### **POSSIBLE QUESTIONS**

1. What is the meaning of the children song?
2. Write a short note on Negro's life.
3. Why American cornered Negro?

4. Write a short note on “unreliable rights”?
5. Explain racial justice.
6. Explain the life victim of the unspeakable horrors of police brutality.
7. Explain the dream of Martin Luther King.
8. Elaborate the ideas in “I Have a Dream.”
9. Bring out the significance of the title “I Have a Dream.”

## **FIRST HUMAN DISCOVERED IN ETHIOPIA**

**- PALLAB GHOSH**

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

### **DISCOVERY IN ETHIOPIA:**

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

### **EXISTENCE OF PRIMITIVE ANCESTORS:**

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

### **HUMAN EVOLUTION:**

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

### **CONCLUSION:**

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

### **POSSIBLE QUESTIONS**

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

## THE FIRST CASE

- M.K.GANDHI

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

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

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

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

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

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

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

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

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

### POSSIBLE QUESTIONS:

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

S.NO	QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
1	Martin Luther King, Jr. uses the image of <i>the valley</i> to represent	A. justice	B. bad times	C. the future	D. peace	<b>B. bad times</b>
2	The main focus of Dr. King's speech is	A. getting more money for America's black population	B. convincing everyone to live in peace and tranquility	C. celebrating the anniversary of the Emancipation Proclamation	D. ending segregation and racial injustice in America	<b>D. ending segregation and racial injustice in America</b>
3	In paragraphs four and five, Dr. King uses an analogy to illustrate America's broken promise of life, liberty, and the pursuit of happiness to "her citizens of color." What is this analogy?	A. A promissory note--a check that has come back marked "insufficient funds"	B. A dark empty well with a bottomless bucket tied to a frayed rope	C. A crossroads in a dark forest	D. A recurrent nightmare	<b>A. A promissory note--a check that has come back marked "insufficient funds"</b>
4	Martin Luther King, Jr. appeals mainly to his listeners'	A. common sense	B. desire for a better future	C. sense of guilt	D. concerns about America's status among the world's nations	<b>B. desire for a better future</b>
5	In "I Have a Dream", Dr. Martin Luther King, Jr., urges his followers to	A. work toward gradual change	B. demand equality and justice now	C. use any means necessary	D. distrust white people	<b>B. demand equality and justice now</b>
6	Which repeated phrase in Dr. King's speech has additional power because it is from a familiar patriotic song?	A. "I have a dream"	B. "Now is the time to"	C. "One hundred years later"	B. demand equality and justice now	<b>B. "Now is the time to"</b>
7	Dr. King's speech does not incorporate	A. repeated phrases	B. quotations from songs	C. thanks to distinguished guests	D. references to the Bible	<b>C. thanks to distinguished guests</b>
8	Dr. King is convinced that	A. dreams rarely become reality	B. the struggle must continue	C. equality has been achieved	D. justice is a privilege	<b>B. the struggle must continue</b>
9	How did Dr. King appeal to his audience?	A. He compared them to children	B. He appealed to their sense of justice, fair play, and patriotism	C. He reminded them of the homeland from which they have come	D. He made them angry about their history by repeatedly referring to slavery	<b>B. He appealed to their sense of justice, fair play, and patriotism</b>



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

		audience	Allegiance	his thoughts on politics	next performer, who was a singer	<b>audience</b>
17	At the end of his speech, Dr. King repeatedly calls out, "Let freedom ring." Which is NOT a reason why he did this?	To emphasize that his speech is about freedom, justice, and equality, not just politics	To help him to show that freedom needs to come from all areas - not only from the North but also the South	To show that African-Americans were asking only for freedom, which was given to other citizens, and not special privileges	To get the crowd involved by having them sing along	<b>To get the crowd involved by having them sing along</b>
18	_____ is referred to as the Great American by Martin Luther King.	Abraham Lincoln	John F Kennedy	Arthur	Martin Luther King	<b>Abraham Lincoln</b>
19	A mammoth gathering of _____ people were present when King addressed.	2,00,000	2, 50, 000	1,90,000	1,80,000	<b>2, 50, 000</b>
20	Pallab Kumar Ghosh is a _____ correspondent for BBC News.	arts	medical	science	architecture	<b>science</b>
21	Pallab Kumar Ghosh has been a science _____ since 1984.	journalist	scientist	researcher	teacher	<b>journalist</b>
22	Pallab Kumar Ghosh worked as a general news producer on _____ Radio.	NDTV	BBC	STAR	SPORTS	<b>BBC</b>
23	The discovery suggested that due to the _____ conditions man has modernized as a upright walker.	drastic	normal	summer	climatic	<b>climatic</b>
24	The head of the research team told BBC News about the most important transitions in _____ evolution.	human	animal	bird	dinosars	<b>human</b>
25	Prof Brian Villmoare of the University of Nevada in _____ discovered that a 3.2 million-year-old hominin in 1974	London	normal	Germany	Europe	<b>Las Vegas</b>
26	." They had a suspicion whether _____ belonged to the species <i>Australopithecus afarensis</i> .	Suasn	Hermoine	Lucy	Helen	<b>Lucy</b>
27	_____ existed in the age when Lucy and her kin were alive.	Homo erectus	Australopithecus afarensis.	pre-human ancestor	new fossil	<b>Homo erectus</b>
28	The 2.8 million-year-old	jaw	teeth	jawbone	bone	<b>jawbone</b>

	lower_____ was found in the Ledi-Geraru research area.					
29	The fossil which was found in the research area had_____teeth in the lower jaw.	second	third	sixth	five	<b>five</b>
30	Professor William Kimbel found the only feature which was distinguished from primitive ancestor was the_____teeth which was smaller than that of hominins.	back	front	right	left	<b>back</b>
31	The new discovery pushed the research back by _____years to discover a pre-human ancestor.	200,000	400,000	300,000	600,000	<b>400,000</b>
32	Prof Fred Spoor of University College _____analyzed the new fossil.	America	England	Spain	London	<b>London</b>
33	Prof Chris Stringer of the Natural History Museum in London remarked the discovery as a _____	small story	sad story	big story	happy story	<b>big story</b>
34	Prof Stringer added that the discovery of _____ human is a complex picture.	later	early	beginning	middle	<b>early</b>
35	The _____million-year-old specimen is 400,000 years older than researchers thought that our kind first emerged.	2 million	2.8 million	2.5 million	2.6 million	<b>2.8 million</b>
36	The discovery in _____suggests climate change spurred the transition from tree dweller to upright walker.	Canada	Ethiopia	Italy	America	<b>Ethiopia</b>
37	The head of the research team told BBC News that the find gives the _____insight into "the most important transitions in human evolution".	first	second	third	fourth	<b>first</b>
38	An iconic 3.2 million-year-old hominin discovered in the same	Hermoine	Lucy	Helen	Suasn	<b>Lucy</b>

	area in 1974, called_____.					
39	Are we defined by our small_____, our large brain, our long legs, tool-making, or some combination of these traits?"	teeth	jaws	bones	teeth and jaws	<b>teeth and jaws</b>
40	The check has come back to black people with marked _____.	a. Insufficient funds	b. sufficient funds	c. without funds	d. zero	<b>Insufficient funds</b>
41	Martin Luther King is a _____.	a. journalist	b. poet	c. author	d. civil-rights activist	<b>civil-rights activist</b>
42	What was the need of Black people?	a. money	b. wealth	c. freedom	d. positions	<b>freedom</b>
43	What is the name of old hominin?	a. Lucy	b. Nussey	c. Lusy	d. Snowe	<b>Lusy</b>
44	Prof. Chris Stringer described the discovery as a _____.	a. big story	b. cultural evaluation	c. human growth	d. study of science	<b>big story</b>
45	What is 'homo erectus'?	a. large brain and human like body	b. large brain and goat like body		d. small brain and fish like body	<b>large brain and human like body</b>
46	CPC stands for	a. Civil procedure Code	Civil Project Code	Centre for Processing Code	Centre for Cancer	<b>Civil Procedure Code</b>
47	The first case of Gandhi is a case of _____.	a. Mamibai	b. Badruddin Tyabji	c. Mussalman	d. Virchand Gandhi	<b>Mamibai</b>
48	Who is the author of Psyche's Weathers and In The Event of full Disclosure?	M.K.Gandhi	b. Pallab Gosh	c. Cynthia Atkins	d. Milton	<b>Pallab Gosh</b>
49	Gandhi has studied _____ in Bombay.	Indian Law	Journalism	Science	Architecture	<b>Indian Law</b>
50	Gandhi has read _____ with deep interest.	Medicine	Mayne's Hindu Law	Law of Muslim	Law of Christian	<b>Mayne's Hindu Law</b>
51	What was Gandhi's second language?	Latin	French	English	Tamil	<b>Latin</b>
52	Gandhi's brother was a _____.	Lawyer	Journalist	Petty pleader	Doctor	<b>Petty pleader</b>
53	Gandhi chose _____ after Law	medicine	Journalism	teaching	shop owner	<b>teaching</b>
54	Gandhi had a practice of _____ everyday	walking	teaching	speaking	helping others	<b>walking</b>
55	Badruddin Tyabji had great _____ skill	scolding	teaching	speaking	argumentative	<b>argumentative</b>
56	What type of stories would tell Virchand Gandhi?	about vakils and baristers	about hinuism	classical stories	Harichandra play	<b>about vakils and baristers</b>
57	Mahadma Gandhi was born on	1879	1869	1868	1878	<b>1869</b>
58	What is the	The Life	The Story of My	My True Story	Life of Gandhi	<b>The Story of</b>

	autobiographical work of Gandhi?	Experiments	Experiments with Truth			<b>My Experiments with Truth</b>
59	Gandhi was killed by ____.	Vinayak Godse	Vallabhbhai Patel llabhbhai Patel	Nathuram Vinayak Godse	Chakravarti Rajagopalachari	<b>Nathuram Vinayak Godse</b>
60	What was the prior profession of Gandhi?	Lawyer	Doctor	Teacher	Engineer	<b>Lawyer</b>

**POEM 1 – L'ALLEGRO BY JOHN MILTON**

John Milton was an English poet and intellectual, who served as a civil servant for the Commonwealth of England. He is best known for *Paradise Lost* which is regarded as the greatest epic poem in English. In his works on theology, he valued liberty of conscience, the utmost importance of Scripture as a guide in matters of faith, and religious toleration toward unorthodox people. L'Allegro was composed in 1645; this poem is a companion piece to Milton's 'Il Penseroso', which focuses on more sober aspects of life. Companion poems are two or more poems that complement each other, usually by showing some kind of contrast. 'L'Allegro' was published in a collection titled *The Poems of John Milton, Both English and Latin*.

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

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

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

Then, the speaker shifts to the life in the city on a pleasant afternoon. In contrast to the shepherds and the village life, the city is home to knight, barons, and ladies. Again, he imagines

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the story being told, but here it is not shepherds telling tales or villagers talking in over ales. Instead, people go to the theatre in the evening and are excited to listen to the verses and watch the action. He notes the Hymen, Greek God of Marriage, often appears at feasts that could amaze the imagination of young poets.

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

## POSSIBLE QUESTIONS:

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

## POEM 2 – GOD IS A MEDICINE CABINET BY CYNTHIA ATKINS

### Introduction:

Cynthia Atkins is the author of *Psyche's Weathers* and *In The Event of Full Disclosure*. Her poems have appeared in numerous journals, including, Alaska Quarterly Review, Afrikana.ng, BOMB, Cleaver Magazine, Cultural Weekly, Green Mountains Review, Harpur Palate, North American Review, Poetry Fix, etc., She has been nominated consecutively for 2013, 2014 and 2015 Pushcart Prize. She is formerly the assistant director for the Poetry Society of America. She has taught English and Creative Writing, most recently, at Virginia Western Community College.

### Critical Summary:

There can be no single definition of what constitutes God because the word means many different things to different people. Approximately 75% of people in the modern world describe

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themselves as belonging to an organized religious tradition with over 50% following either Christianity or Islam. The poet Cynthia Atkins has opened a gate to the readers on the existence of God and religion among people in the modern world.

## **Advantages of Worshipping to God:**

### **Source of hope and optimism:**

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

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

### **Promotes feelings of belongingness:**

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

Human beings are social animals and meeting the feeling of belongingness is good for our psychological and physical health. Despite the purpose of religion being a tool for spiritual progression, religion has always been and continues to be largely a social activity. For example religious people, will typically be more inclined to visit regular religious programmes which are a group activity.

### **Improved mental and physical health:**

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

Psychoneuroimmunology (PNI), is a relatively recent branch of science that enforces the belief that physicians have held for many centuries, perhaps well before the times of the ancient Greeks. It states that a patient’s mental state influences disease and healing. Specifically, PNI studies the connection between the brain and the immune system. Religious people will most likely possess a strong belief in the idea of being healed successfully through God or other divine



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beings and so as a result, religious and spiritual people have been shown to have a higher ability to experience healing of their own mind and body.

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

## **Food for the soul:**

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

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

## **Gods in the Modern Age:**

### **Injustice and wars:**

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

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

### **Segregation of humanity:**

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

We have seen civilization advance from the pre-civilization of Neolithic farming villages to the first cities to states to nations and now to transnational communities like the European

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Union or the Arab hegemony in the Middle East. The harmony and cooperation that religion facilitates within those boundaries is offset by the enmity that the religious rivalries have created between e.g. the Christian states and the Muslim states. Humankind appears to have the capability to finally outdo all the tribal differences and merge into a single global community in the era of unprecedented harmony and cooperation, but religion appears to stand militantly in the way.

## POSSIBLE QUESTIONS

1. Bring out the significance of this title “God is A Medicine Cabinet”.
2. Critically analyze the poem “God is A Medicine Cabinet”.
3. Elaborate the message conveyed by Cynthia Atkins about God in the modern age.
4. Explain Psychoneuroimmunology with reference to the poem “God is A Medicine Cabinet”.
5. Elucidate how Cynthia Atkins depicts God as a major source of hope and optimism.
6. “God is A Medicine Cabinet” discusses mental pathos – explain.

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

### Introduction:

William Butler Yeats was an Irish poet and one of the famous literary figures of 20th century literature. A pillar of both the Irish and British literary establishments, he helped to found the Abbey Theatre, and in his later years served as an Irish Senator for two terms. Yeats was a driving force behind the Irish Literary Revival along with Lady Gregory, Edward Martyn and others. He studied poetry from an early age and fascinated by the Irish legends and occult. He largely renounced the transcendental beliefs of his youth, though he remained preoccupied with physical and spiritual masks, as well as with cyclical theories of life. In 1923, he was awarded the Nobel Prize in Literature.

“A Prayer for My Daughter” by William Butler Yeats opens with an image of the newborn child sleeping in a cradle. A storm is raging with great fury outside his residence. A great darkness is on Yeats’ mind and is consumed with anxiety as to how to protect his child

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from the tide of hard times ahead. The poet keeps walking and praying for the young child and as he does so he is in a state of daydream. He feels a kind of gloom and worry about the future of his daughter.

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

Yeats wants his daughter to possess fine qualities so that she can face the future years independently and with confidence. Yeats says, “Let her be given beauty, but a more important thing is that her beauty should not be of a kind which may either make her proud of her beauty or distract a stranger’s mind and eyes”. Those whose beauty is capable of making them proud consider beauty an end in itself. The result is that pride leads them to lose natural kindness in some cases, ripping away relationships which help them to make the right choice in life. Being able to make the right choices in life is a very important thing, but those who have excessive beauty are unable to do so and never find a good friend in the true sense of the world. The great thing about the poem is that it has a specific as well as general applicability. At the same time the poem makes an indirect reference to Maud Gonne also whom Yeats loved so much and yet could not win her hand.

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

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

**POSSIBLE QUESTIONS**

1. Critically appreciate the poem "A Prayer for My Daughter".
2. What lesson does the poet learn from his experiences in life and how does that influence the prayer for his daughter?
3. Elucidate the qualities the poet wants his daughter to cultivate in her life with reference to the poem "A Prayer for My Daughter".
4. What is your observation of the poem "A Prayer for My Daughter"?
5. Elaborate the poet's view on beauty with reference to the poem "A Prayer for My Daughter".

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

12	In L'Allegro Milton compares _____.	City life	Village Life	Village and City life	Nomadic life	<b>Village and City life</b>
13	Hamlet means _____.	Village	City	Mountain	Grasslands	<b>Village</b>
14	The human beings are wedge between _____.	north and south	east and north	east and west	east and north	<b>east and west</b>
15	What is like beads in a rosary?	pills	medicine	flowers	fragrance	<b>pills</b>
16	Cynthia Atkins is the author of _____ Weathers and In The Event of Full Disclosure.	psyche's	mental's	physic's	psycho's	<b>psyche's</b>
17	Cynthia Atkins' poems have appeared in numerous _____, including, Alaska Quarterly Review, Afrikana.ng, BOMB, Cleaver Magazine.	newspapers	news	journals	magazines	<b>journals</b>
18	Cynthia Atkins is formerly the _____ for the Poetry Society of America.	associate director	assistant director	director	editor	<b>assistant director</b>
19	There can be no single definition of what constitutes _____ because the word means many different things to different people.	man	woman	nature	God	<b>God</b>
20	Approximately _____ of humanity in the modern world, describe themselves as belonging to an organised religious tradition.	75%	65%	85%	95%	<b>75%</b>
21	50% of humanity in the modern world, describe themselves following either _____.	Hinduism	Buddhism	Christianity or Islam	Sikhism	<b>Christianity or Islam</b>
22	Research in _____ indicates that positive attitudes are good for our health.	philosophy	psychology	phylology	methodology	<b>psychology</b>
23	People who are optimistic about their chances of recovery from major _____ tend to better adhere to medical treatment plans.	happiness	sadness	healthy	diseases	<b>diseases</b>
24	For many people, God is a major source of _____ and optimism.	hope	trust	distrust	honest	<b>hope</b>

25	_____ are social animals and meeting belongingness needs is good for our psychological and physical health.	animals	birds	Humans	God	<b>Humans</b>
26	Specifically, _____ studies the connection between the brain and the immune system.	PUI	PNI	PRI	PSI	<b>PNI</b>
27	Religious traditions provide many _____ to help heal the individual.	learnings	listenings	readings	teachings	<b>teachings</b>
28	Much of the conflict and war in the _____ century was also as a result of non-religious atheist ideologies.	19th	20th	21st	18th	<b>20th</b>
29	_____ depended on the work of atheist philosopher Frederick Nietzsche and Stalin leaning on Karl Marx for support.	Musolini	Abraham Lincoln	Hitler	Obama	<b>Hitler</b>
30	Maud Gonne married _____.	Mac Donagh	Mac Bride	Connolly	Pearse	<b>Mac Bride</b>
31	Maud Gonne was _____ revolutionary.	an Irish	an American	a Scottish	a French	<b>an Irish</b>
32	Venus married _____.	Apollo	Mars	Haphestus	Pluto	<b>Haphestus</b>
33	_____ is critical of opinionated women.	Eliot	Keats	Browning	Yeats	<b>Yeats</b>
34	Haphestus was _____.	a lame ironsmith	an architect	a painter	an explorer	<b>a lame ironsmith</b>
35	Yeats uses the laurel tree rooted in a place as a symbol for _____	constancy	haughtiness	pride	inconstancy	<b>constancy</b>
36	A Prayer for my Daughter is made for the sake of the daughter of _____	Shelley	Yeats	Browning	Tennyson	<b>Yeats</b>
37	The Trojan war was caused by the elopement of _____	Venus	Cleopatra	Helen	Aphrodite	<b>Helen</b>
38	A prayer for my daughter was written in _____	1906	1907	1908	1909	<b>1909</b>
39	Annie Butler was the daughter of _____	Eliot	Hopkins	Wordsworth	Yeats	<b>Yeats</b>

40	The line 'Hearts are not had as a gift but hearts are By those that are not entirely beautiul' figures in the poem_____	Journey of the Magi	A Prayer for my Daughter	My Last Duchess	La Belle Dame Sans Merci	<b>A Prayer for my Daughter</b>
41	Yeats is known as a major _____poet.	Movement	Symbolist	Revolutionary	Naturalist	<b>Symbolist</b>
42	Who was the 'queen, that rose out of the spray' referred to in Yeats' poem?	Helen	Maud Gonne	Venus	Christable	<b>Venus</b>
43	Yeats was _____poet.	a Welsh	a Scottish	an Irish	a French	<b>an Irish</b>
44	The writer who edited Tagore's 'Geethanjali' was _____.	Eliot	Graham Green	Lawrence	Yeats	<b>Yeats</b>
45	The lady whom Yeats wanted to marry but failed was _____.	Maud Gonne	Lady Gregory	Georgie	Catherine	<b>Maud Gonne</b>
46	William Butler Yeats is a pillar of both the Irish and _____ literary establishments.	Indian	British	Swedish	Canadian	<b>British</b>
47	From _____, Yeats' poetry grew more physical and realistic.	1700	1800	1900	2000	<b>1900</b>
48	In 1923, Yeats was awarded the _____ in Literature.	Booker Price	Nobel Prize	Grammy Price	MFA	<b>Nobel Prize</b>
49	A Prayer for My Daughter by William Butler Yeats opens with an image of the newborn child sleeping in a_____.	bedsheet	shoulder	lap	cradle	<b>cradle</b>
50	A _____ is raging with great fury outside the residence of the speaker in A Prayer for My Daughter.	tsunami	flood	storm	mist	<b>storm</b>
51	Yeats feels a kind of gloom and worry about the_____of his daughter.	future	present	past	middle	<b>future</b>
52	These future years are seen by Yeats' imagination as emerging out of the murderous innocence of the _____.	river	sea	pond	falls	<b>sea</b>
53	Yeats wants his daughter to possess some _____ so that she can face the future years independently and with confidence.	quantities	abilities	qualities	presence	<b>qualities</b>



54	Yeats thinks that hatred _____innocence and wishes that his daughter should not harbor hatred.	hates	saves	worries	kills	<b>kills</b>
55	Yeats wished that his _____should not cultivate a frantic intellect.	son	daughter	wife	mom	<b>daughter</b>
56	John Milton is a _____.	Poet	Actor	Author	dramatist	<b>poet</b>
57	L' Allegro is written by _____.	Milton	William Shakespeare	Robert Frost	Neruda	<b>Milton</b>
58	What is the full name of W.B.Yeats?	William Butler Yeats	William Browning Yeats	Will Butler Yeats	William Butler Yeats	<b>William Butler Yeats</b>

## **UNIT-III** **SYLLABUS**

1. THE TELL-TALE HEART –EDGAR ALLAN POE
2. SPARROWS – K. AHMAD ABBAS
3. THE LITTLE MATCH-SELLER – HANS CHRISTIAN ANDERSEN

### **THE TELL-TALE HEART**

**- EDGAR ALLAN POE**

#### **Author Introduction:**

Poe was born in Massachusetts in the year 1809. Edgar Allan Poe is well renowned for his ingenious short stories, poems and critical theories. His poems are lyrical in nature. His stories are tales of mystery and macabre. He is recognized as one of the most popular figures of modern literature in two genres. His contributions are much appreciated for his works in two popular forms such as horror and detective fictions. His works represent the artistic manner of twentieth century. Critics see Poe as a detached artist who is much concerned about expressing his virtuosity than expressing his soul. He is known for maintaining ironic relationship with his writing than maintaining an autobiographical relationship with them. "Poe never lost contact with the terrible pathos of time. He explored the heart of darkness," these lines express the impact of the works written by Poe. He died at the age of 40 in the year 1849.

#### **Summary:**

The story was published in the year 1843 in The Pioneer. It is one of the popular short stories written by Poe. It is categorized in the genre of gothic fiction and is considered a classic piece. The story involves the recounting of the incident that happened one night. The tale is narrated in first-person narrative. The narrator is unnamed. The plot involves only two characters, the narrator and an old man.

The narrator in the beginning defends his sanity and explains that his senses are at good state and also boasts about his senses as being acute and sharp. He talks about an old man with whom he lives and that they are at good terms. There does not seem to be any hatred or aversion towards the old man except for his pale blue eyes. He describes the eyes as "Vulture-like" and that his blood freezes and he becomes very cold at the very sight of the eyes. He is very much distressed by the eyes and hence plots to murder the man. In spite of his murder plan he confesses that he loves the man. He again explains his sanity and provides details about his care and precision in the execution of his plan.

As a first step he continuously visits the old man every night for seven nights. For all these days he carefully opens the door of the old man's room to let a ray of light fall over the face of the old man, particularly his eyes. He describes it as evil eye. They are closed all the time. This derails the narrator from murdering the old man. On the eighth night he gets the courage to murder. The old man wakes up after the narrator's hand slips and makes a noise interrupting the narrator. The narrator lets a thin ray of light shine over his face showing the eyes widely open.

He constantly boasts that his senses are so acute that he could even hear the heart beat of the old man. After hearing the old man's heart beat he boldly steps forward, he strikes him with his own bed. After this he leaves the body dismembered body that is he cuts off his hands and legs and conceals the pieces under the floorboards and makes sure that the floor is clean and does not show any signs of murder. However, the old man's scream elicited suspicion in the neighbors who had reported about the incident to the police. They come

to the man's place in the early hours of the morning. He confidently tells them that scream was his own which he made during his sleep due to the nightmare he had last night and that the old man is not present in the country. With the same confidence he takes them around the house to look for any abnormality. He makes them sit on the chairs placed above floor board, the exact spot where he buried the man. All of a sudden he hears some noise that continuously rings in his ears. This makes him uncomfortable and the noise grows louder and louder. Finally he believes the noise is not heard from anywhere but from the floor. He believes it is the heart beat of the man. But the officers do not seem to notice any abnormality in the place. The narrator unable to bear the ringing breaks down and confesses that the man is dead and is buried under the floorboard.

### Analysis:

The motivation behind the murder is not clearly expressed. Apart from this the details about the narrator and the old man, their location, their relationship are unclear and is uncertain. There exists ambiguity in the details expressed by the narrator for murdering the man. There does not seem to be any feelings of hatred or remorse towards the old man. However the eyes of the old man (Vulture eye, as described by the narrator) has pushed the narrator to the extent of murdering. Other assumptions like robbery can be declined by the reasons provided by him. There is also no proper explanation about the gender of the narrator and other details about him are also left unmentioned.

### Possible Question:

1. Define the eyes of the Old Man.
2. Discuss about the rapport between the Narrator and the Old Man The Tell-Tale Heart.
3. Why did the narrator confess about his murder The Tell-Tale Heart?
4. Describe the events at the night of The Tell-Tale Heart
5. What did the Narrator do every night The Tell-Tale Heart?
6. The Narrator in the The Tell-Tale Heart is mad. Justify.
7. Why did the Narrator murder the Old Man in The Tell-Tale Heart?
8. Why is The Tell-Tale Heart a Gothic story?

### SPARROWS

– K. AHMAD ABBAS

Kwaja Ahmed Abbas is an eminent and distinguished short story writer, novelist and journalist. He attained great fame as a good storyteller with two volumes of stories, namely Rice and Other Stones and One Thousand Nights on a Bed Stone. His stories genially reflect the feelings of the down trodden and the poor. Abbas wrote over 73 books in English, Hindi and Urdu. Abbas was considered a leading light of the Urdu short story. His best known fictional work remains 'Inquilab', based on Communal violence, which made him a household name in Indian literature. Like Inquilab, many of his works were translated into many Indian, and foreign languages, like Russian, German, Italian, French and Arabic.

### Summary:

The Sparrows is a wonderful story in which nature teaches man to behave himself. What human beings could not demonstrate nature's tiny creation, a happy sparrow-couple effortlessly achieve. This story is remarkable not just for its narration but also for its characterization. This a very moving story of sorrow and

disappointment of a hard-hearted man. His transformation from utter cruelty to one of endearing love and compassion forms the lifeline of the narrative.

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

He once heard his father boasting to his mother how well he succeeded in getting his son to accept his words obediently. Rahim Khan then decided to avenge his defeat at the hands of his parents, his family and society. Having decided to take revenge, his first and immediate target was his wife. He saw her as the scapegoat for all his misadventures. His kind soul suddenly became as hard as iron. For nearly thirty years, he ill treated his wife, two sons and his bullocks. He quarreled with everyone in the village. Subsequently the entire village developed a deep seated hatred for him.

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

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

On a day that brought in a heavy downpour, he noticed that the roof had begun to leak near the sparrows nest. He immediately climbed his roof to close the gap. He came back fully drenched. He had already started sneezing. He failed to take care at once. He woke up the next day with high fever. His only companions now were the two sparrows. He was worried as to who would take care of the two birds after he dies. Couple of days passed. There was no sign of Rahim Khan walking out. The villagers grew suspicious. They sent for his wife who arrived with her sons. His wife and sons returned and saw him lying on the bed and

all the sound that was heard was the fluttering sound of the birds.

**Possible Question:**

1. Why did Rahim Khan's wife and sons come back to him?
2. What were the two wishes of Rahim Khan when he was a youth?
3. Why did the villagers hate Rahim Khan?
4. Why did Rahim Khan's Wife and Sons abandon him?
5. Character sketch of Rahim Khan.
6. Mention the incidents that made Rahim Khan unsympathetic and cruel in Sparrows.
7. Mention the games Rahim Khan was Successful
8. Why did he want to join the touring Circus?

## THE LITTLE MATCH SELLER

**-HANS CHRISTIAN ANDERSEN**

Hans Christian Andersen was born on 2 April 1805 in Denmark. He is usually referred as H.C. Andersen. He is a Danish author. He is best known for his plays, travelogues, novels, and poems. He is best remembered for his fairy tales. Andersen's popularity is not limited to children; his stories express themes that attract people of any age and nation. Around 3381 of Andersen's fairy tales have been translated into more than 125 languages. His most famous fairy tales include The Emperor's New Clothes, The Little Mermaid, The Nightingale, The Red Shoes, The Princess and the Pea, The Snow Queen, The Ugly Duckling, The Little Match Girl and few others, His stories have been adopted for ballets, plays, and animated and live-action films. He died on 4 August 1875.

"The Little Match Girl" is a short story by the Danish poet and author Hans Christian Andersen. The story is about a dying child's dreams and hopes. It was first published in 1845. It has been adapted to various animation movie and live-action films, television musicals, and video games.

The girl on the last day of the year goes out of her home to sell matches. The New Year's Eve was so cold and freezing and the streets were filled with snow. The girl has no other option but to walk with barefoot in the cold shivering.

The poor little girl leaves home, wearing the only shoes her mother gave her. They are too big for her little feet. As they are too big, they fall off her feet, and a boy runs off with one of them while the other is lost in the street. She wants to go home, but she has not sold any of the matches she left home with yet, and knows that if she returns home without having made any money, her father will beat her. But she is so cold, with the snow falling on her, that she goes and crouches in the corner of a house, and lights one of the matches. As the flame comes into life, she huddles round it and imagines a blazing fire and a hot stove cooking food. Then the match goes out and her dream of a warm fire goes out with it. She lights another match and fancies that she can

smell a goose cooking over a stove (she has smelled delicious goose cooking in the houses she has passed), and sees a table laid out with food ready to be eaten; but once again the match goes out and the dream disappears.

The little match girl lights a third match, and this time she imagines herself sitting under a Christmas tree in a warm house. She can see and feel the warm candles decorating the tree; but then the match goes out and the girl sees that the candles are only the stars up in the night sky. A star falls, and the little match girl recalls the idea that a star falling means someone has died and gone up to heaven. She lights another match, and sees her grandmother, fearing that it is her grandmother who has gone to heaven. The little match girl, who so longs to escape the cold, pleads with her grandmother to take her with her up to heaven, where there will be no more cold, no more hunger, no more suffering. Knowing that her grandmother will disappear when the match goes out, the little match girl lights another match, and then another.

In the morning, they found the little match girl slumped against the side of the house – dead. She had tried to keep herself warm by lighting the matches, they said. They had no idea of the beautiful visions she had seen, or that she had been happy to escape the suffering and wants of this world and join her grandmother in heaven.

1. Describe the evening in 'The Little Match Seller'
2. What happens to the girl at the end in 'The Little Match Seller'?
3. The Little Girl in the 'The Little Match Seller' is poor. Justify.
4. List out the events the girl imagined or visualized in the 'The Little Match Seller'
5. Summarize the story of 'The Little Match Seller'
6. Why did the girl go out in the Evening?
7. Did the girl sell all the match-sticks?
8. Why was the girl wearing bigger slippers?

S.NO.	QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
1	How was the man feeling at the opening of the story?	Nervous	Hungry	Angry	sad	<b>Nervous</b>
2	What sense was acute in the beginning of the story?	Smell	Sight	Hearing	learning	<b>Sight</b>
3	Why did the man kill the old man?	For his gold	Because of his pale blue eye	Because the old man wronged him	for his silver	<b>Because of his pale blue eye</b>
4	What did the man try to convince he was NOT?	Mad	Stupid	Evil	fool	<b>Mad</b>
5	The man said the old man was sitting up in bed as he had done night after night doing what?	Listening to a clock ticking	Listening to his beating heart	Hearkening to the death watches	hearing to music	<b>Listening to his beating heart</b>
6	What caused the old man to feel the head of the man in his room (in the opinion of the man)?	The unperceived shadow	The beam of light	The creaking door	the slipping of glass	<b>The beam of light</b>
7	How did the man describe the groan he heard?	One of pain	One of grief	One of mortal terror	One of sad	<b>One of grief</b>
8	How did the man feel when he opened the lantern and saw the old man's open eye?	Furious	Afraid	Calm	Think	<b>Afraid</b>
9	How did the man kill the old man?	By smothering him with a	By choking him with his hands	By pulling the heavy bed over	By dashing him	<b>By choking him with his hands</b>



		pillow		him		
10	Where did the man put the old man's body parts after he killed him?	Under the planks in the floor	In the old man's garden	In the old man's closet	In the old man's hand	<b>Under the planks in the floor</b>
11	What was the tell-tale heart?	The old man's heart	The man's beating heart	The heart of the unperceived shadow	The woman's heart	<b>The man's beating heart</b>
12	The narrator wanted to kill the old man because his eye was like a _____ eye.	eagle's	vulture's	crow's	dove's	<b>vulture's</b>
13	The narrator did not want to be considered _____.	cracy	foolish	lazy	happy	<b>cracy</b>
14	From what point of view is the story told?	Second person	Third person omniscient	First person	Third person naive	<b>Third person omniscient</b>
15	The theme of this story is related to:	Murder	Law enforcement	Crime	Guilt	<b>Law enforcement</b>
16	What does dissemble mean in the sentence, "...dissemble no more!"	Deceive	Ask questions	Threaten	Yell	<b>Ask questions</b>
17	What may have been the author's theme?	Crime does not pay.	People should not murder their employers.	Police are very tricky.	Human guilt is powerful and should not be under-estimated.	<b>Human guilt is powerful and should not be under-estimated.</b>
18	The author of Tell Tale Heart is _____.	Edgar Allen Poe	Yeats	Wordsworth	Grey	<b>Edgar Allen Poe</b>



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MULTIPLE CHOICE QUESTIONS  
UNIT- III SHORT STORIES**

19	What is the meaning of acute as in "her hearing had become acute" ?	Weak and deteriorated	So poor a hearing aid was required	Strong and well developed	Non-existent	<b>So poor a hearing aid was required</b>
20	How did the police find out the man had killed the old man?	A neighbor said he saw the man kill the old man	The police found the body on their own as they searched the house	The man shrieked "I admit the deed!"	Police found evidence	<b>The man shrieked "I admit the deed!"</b>
21	Edgar Allan Poe was born on January 19, 1809 in _____.	New York	Boston	Africa	America	<b>Boston</b>
22	"_____" (1845) is among the best-known poems in the national literature.	The Raven	The Sailor	Rapunzel	The Mocking Bird	<b>The Raven</b>
23	When the narrator arrives late on the eighth night, though, the _____ wakes up and cries out.	old man	grandmother	son	brother	<b>old man</b>
24	The _____ is careful to be chatty and to appear normal.	audience	narrator	police man	reader	<b>narrator</b>
25	The narrator's _____ and guilt make it inevitable	amnesia	paranoia	honesty	habit	<b>paranoia</b>
26	What does the setting of imagination represent in Hans Christian Andersen's story "The Little Match Girl?"	Hope	Fun	Love	Future	<b>Hope</b>

27	Where does the little match girl first picture herself in Hans Christian Andersen's story 'The Little Match Girl?'	In front of a big stove	In a large house	In a beautiful spring field	Being held by her grandmother	<b>In front of a big stove</b>
28	Where does Hans Christian Andersen's story 'The Little Match Girl' take place?	A busy city in Denmark	The countryside in England	A small town in America	A foreign Asian city	<b>A busy city in Denmark</b>
29	How does the protagonist feel about going to heaven in The Little Match Girl?	Regretful	Happy	Apprehensive	Indifferent	<b>Happy</b>
30	Why does the protagonist sell matches in The Little Match Girl?	The girl's grandmother needs money and begging is illegal.	The girl's family needs money and begging is illegal	The girl's family owns a match factory.	The girl wants to buy presents for her family.	<b>The girl's family needs money and begging is illegal</b>
31	When the protagonist lights the first match in The Little Match Girl, she has a vision that pulls her out of her current circumstances. What does she imagine in her first vision?	Building a snowman	Laughing with her father	Sitting beside a warm stove	Sleeping in a warm bed	<b>Sitting beside a warm stove</b>
32	Where does the little girl's grandmother take her at the end of 'The	Heaven	church	home	restaurant	<b>Heaven</b>

	Little Match Girl'?					
33	What image does the little girl see when she strikes the first of her matches?	Her father	A Christmas tree	A large stove	A room full of presents	<b>A Christmas tree</b>
34	Why is the little match girl out in the snowy cold on New Year's Eve?	She's trying to sell her goods to make money	She's returning from the grocery store	She's visiting relatives in another town	She's on her way to a party	<b>She's trying to sell her goods to make money</b>
35	Why does the little match girl huddle in a corner for warmth instead of returning home?	She is lost and cannot remember the way	Her father will hit her for not making any money	Her mother is on the way to pick her up	She is too far from her house	<b>Her father will hit her for not making any money</b>
36	In her memory of a family member, after striking the fourth match, who does the little match girl see?	Her sister	Her grandmother	Her mother	Her grandfather	<b>Her grandmother</b>
37	What happens to the little match girl at the end of the story?	She dies and goes to heaven	She runs home as fast as she can	She finds shelter in a nearby store	She sells her remaining matches	<b>She dies and goes to heaven</b>
38	What was the weather like at the beginning of the story?	it was snowing	it was rainy	it was hot	it was cold	<b>it was snowing</b>
39	What had happened to the little girl before?	lost way	She had lost her slippers	lost money	lost grandmother	<b>She had lost her slippers</b>
40	What was she carrying?	dresses	candies	candles	Matches	<b>Matches</b>
41	When did the story take place?	New Year's Eve	Easter	Christmas	Good-Friday	<b>New Year's Eve</b>

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42	How many people helped her?	6	8	2	None	<b>None</b>
43	What happened when she lighted matches?	she saw a big house	She saw mysterious things	she found her house	she found a candle	<b>She saw mysterious things</b>
44	Who did she see?	her grandmother	Her father	her mother	her brother	<b>her grandmother</b>
45	This short story encapsulates how a little girl transforms herself from hopeless to _____ on the very cold last night of her life.	distrust	honest	hopeful	studious	<b>hopeful</b>
46	The Tell-Tale Heart belongs to which genre	Poetry	Prose	Short Story	Drama	<b>Short Story</b>
47	The Tell-Tale Heart is a _____ story	Gothic	Fantasy	Comedy	Historical	<b>Gothic</b>
48	What is the name of Rahim Khan's Elder son?	Bundu	Nuru	Nathoo	Chidoo	<b>Bundu</b>
49	Rahim Khan fell in love with a girl named _____	Radha	Helen	Seetha	Geetha	<b>Radha</b>
50	His wife and his sons come back because they thought _____	He was dead	He went Mad	He was Missing	He married an othe women	<b>He was dead</b>

**TEMPEST – ACT 2 – SCENE 2 - WILLIAM SHAKESPEARE**

**Introduction:**

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

**Caliban - The Monster:**

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

**Trinculo's plan of making money out of Caliban:**

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

**Trinculo torments Caliban:**

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

**Trinculo and Stephano enslave Caliban:**

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

**THE REFEREE – W.H.ANDREWS AND GEOFFERREY DREAMER**

**INTRODUCTION:**

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

**BOLTWOOD'S ENTRY:**

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

**BOLTWOOD'S AS POTTS:**

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

**Barker's Pride:**

Barker triumphantly told that she got confused and accepted her brother as Potts. Boltwood entered with Sammy. He was happy that he did his job correctly; Sammy told him that he would never forget this match. Sammy was ready to rub him but Boltwood refused, there comes Beryl, daughter of Wortlebury. She told the newspaper men were criticizing and the police men were doing terrible job of controlling the crowd. But in the middle Boltwood was so cool like the cucumber. She felt sorry for him, because her father persuaded him to do this.

Above all she wanted him to do this and everyone expected the same. There comes Boffin, the captain of Celtic. He was threatening Boltwood that, if Celtic did not win this match, Potts would be no more. He came out to the ground.

### **Boltwood's Escape:**

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

### **CONCLUSION:**

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

### **Possible Questions:**

1. What is the pride of Barker in *The Referee*?
2. Write a character sketch of Caliban in *The Tempest*.
3. Explain the incidents happened in *The Referee*.
4. Who is Caliban?
5. What is its relation to Caliban's other speeches, and to his character in general?
6. Justify – Boltwood as Potts in *The Referee*.
7. List out the characters in *The Referee*.
8. What does Trinculo say about Caliban in Act 2 Scene 2?
9. Justify the title *The Referee*.
10. Who is Trinculo and Stephano?
11. Describe Caliban's first meeting with Stefano and Trinculo in *The Tempest*.
12. How Boltwood escaped from the crowd? How the play ends in *The Referee*?
13. How does Stephano's wine affect Caliban?
14. What can be inferred by Trinculo and Stephano's treatment of Caliban in Act 2, Scene 2, in Shakespeare's *The Tempest*?
15. Compare Caliban's attitudes towards Stephano and Trinculo.



S. NO	QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
1	Who is the chairman of “The Rovers”?	Colonel Wortlebury	Beryl	Diana	Sammy	Colonel Wortlebury
2	_____ is a famous Referee.	Sammy	Potts	John	Diana	Potts
3	Who has to play the role of Potts?	Potts	Diana	Lucy	Boltwood	Boltwood
4	Boffin is from _____ team.	Celtic	Rovers	Seltic	Ravens	Celtic
5	What is the reason Boltwood has to do the role of Potts?	John is good at football	Sammy is not happy about Potts	Potts didn't come at the right time	The Rovers were not ready	Potts didn't come at the right time
6	Who is a sister of Boltwood?	Beryl	Beril	Diana	Diano	Diana
7	Boltwood is like _____ in the ground.	Gold	cucumber	Fresh flower	lion	Cucumber
8	Who is the captain of Celtic?	Boffin	Rovers	Beryl	Sammy	Boffin
9	What is the thing that Kettle wanted to ask with Potts?	Is he really Potts?	Is he Boltwood?	He said nice goals as foul	Who is Boltwood	He said nice goals as foul
10	Why Diana felt sad about Boltwood?	He never met a referee	He never saw football match	He favors Celtic	He knows nothing about the game	He knows nothing about the game
11	Who is threatening Boltwood?	Kettle	Diana	Wortlebury	John	Kettle
12	The newspaper headlines addressed Potts as a	Fool	Idiot	Rambutious	Genius	Genius
13	_____ consoled Diana to accept Boltwood as Potts.	Sammy	Beryl	Barker	Wortlebury	Barker
14	The reporter called the football match as _____.	A foul play	A gamble	The Death Knell of Dirty Football	An ugly game	The Death Knell of Dirty Football
15	Beryl was criticizing Boltwood was _____.	Cool	Angry	Confused	Mad	Cool
16	<i>The Referee</i> is written by _____.	W.H.Andre w s and Geoffery Dreamer	W.H.Auden and Geoffery Dreamer	W.H.Andre w s and Geoffery Chaucer	W.H.Auden and Geoffery Chaucer	W.H.Andre w s and Geoffery Dreamer
17	<i>The Referee</i> is a _____.	Tragedy	Comedy	Tragic - Comcedy	Farce	Comedy
18	Boffin is the captain of _____.	Celtic	Derby	Rovers	Tennessee	Celtic
19	What is the name of the football match in <i>The Referee</i> ?	Rovers	Derby	Celtic	Tennessee	Derby



20	_____ is a popular device to generate comedy.	Intelligence	Heroic deeds	Mistaken identity	Laughing	Mistaken identity
21	<i>The Referee</i> is a _____ play	Five act	Three act	Four act	One act	One act
22	Who is the manager of "The Rovers" football club?	Sammy	Beryl	Robert Barker	Colonel Wortlebury	Robert Barker
23	Stepheno and Trinculo gave _____ to Caliban.	Sweet	Liquor	Flowers	Water	Liquor
24	Why Caliban was crying?	He wanted money	He wanted to marry Miranda	He wanted to be Trinculo's friend	He wanted more drink	He wanted more drink
25	Who wrote the play <i>The Tempest</i> ?	William Shakespeare	William Wordsworth	William Langland	John Williams	William Shakespeare
26	Trinculo wanted to take Caliban to ___ for the show.	America	England	Scotland	Germany	England
27	Tempest is a ____ written by Shakespeare.	Targedy	Tragic - Comedy	Comedy	Farce	Comedy
28	Shakespeare wrote _____ Plays.	Thirty Five	Thirty Six	Thirty Nine	Thirty Eight	Thirty Eight
29	Caliban thinks of Trinculo as a _____.	Monster	Spirit	Animal	Human Being	Spirit
30	Caliban worships _____ for the drink.	Stephano	Trinculo	Alonso	Prospero	Stephano
31	Where was Shakespeare born?	London	Warwick	Oxford	Stratford-upon-Avon	Stratford-upon-Avon
32	Trinculo is not repulsed by Caliban but is rather _____.	Angered by him	Curious	Feeling trapped by him	In love	Angered by him
33	What was the name of Caliban's mother?	Ariel	Claribel	Sycorax	Setebos	Sycorax
34	Who is Caliban?	The Monster	Alonso's friend	Animal	Hero	The Monster
35	Caliban enters with _____.	Honey	Milk	Flowers	Load of wood	Load of wood
36	Caliban curses _____.	Prospero	Alonso	Trinculo	Diana	Prospero
37	Caliban lies down and covers himself with ____.	Mud	Leaves	Cloak	Flowers	Cloak
38	What Trinculo tries to do with Caliban?	Make money	Kidnap	To Become Friends	Sell	Make money
39	Who got confused when seeing Caliban?	Trinculo	Alonso	Prospero	Diana	Trinculo
40	_____ torments Caliban?	Alonso	Prospero	Trinculo	Sammy	Trinculo

**UNIT – V**  
**GRAMMAR AND COMPOSITION**

**1.Voice**

**2.Reported Speech**

**3.Intrrogatives (Yes or No, 'Wh' Questions)**

**4.Word Class**

**5. Writing Minutes and Preparing Agenda**

**6. Note Taking**

**7. Charts and Pictorial Writing**

**8. Report Writing**

**Active and Passive**

**Voice**

Voice is a form of verb showing subject acts or has acted to it.

**Active Voice**

A feature of sentences in which the subject performs the action of the verb and the direct object is the goal or the recipient.

(Ex) *The mechanic fixed the car.*

**Passive Voice**

A feature of sentences in which the object or goal of the action functions as the sentence subject and the main verb phrase includes the verb *to be* and the past participle.

(Ex) *The car was fixed by the mechanic.*

**Characteristics of active voice**

- The subject of sentence in active form is at the starting of the sentence.
- Subject is followed by the form of 'to be', verb and object.
- We can say that verb is in the Active Voice.
- An active voice tells clearly about the action that has done it.

**Characteristics of passive voice**

- When we change the sentence from active to passive voice, the object becomes the subject.
- We can use sentences with only transitive verbs in passive voice that is we can change the sentences having object into this voice.
- This form may or may not tell clearly about the action that has done it.

- To make clear the action who has done it we should add 'by'

**Active and Passive Voice for All Tenses**

**Example:**

I make a cake. (Active)

A cake is made by me. (Passive)

They are planting some trees. (Active)

Some trees are being planted. (Passive)

Someone has eaten my muffin. (Active)

My muffin has been eaten. (Passive)

Lisa has not been practicing English. (Active)

English has not been being practiced by Lisa. (Passive)

My parents will take us to the park. (Active)

We will be taken to the park by our parents. (Passive)

I am going to read the book. (Active)

The book is going to be read by me. (Passive)

She will be taking care of her children at this time tomorrow. (Active)

Her children will be being taken care of at this time tomorrow. (Passive)

Linda is going to be preparing dinner. (Active)

Dinner is going to be being prepared by Linda. (Passive)

I will have finished my report by the end of this month. (Active)

My report will have been finished by the end of this month. (Passive)

I am going to have finished my report by the end of this month. (Active)

My report is going to have been finished by the end of this month. (Passive)

I will have been teaching English for 5 years by next week. (Active)

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**BATCH: 2019-2022**

English will have been being taught by me for 5 years by next week. (Passive)

He is going to have been watching TV. (Active)

TV is going to have been being watched by him. (Passive)

I visited my uncle last week. (Active)

My uncle was visited by me last week. (Passive)

Sam was delivering the letters to the department. (Active)

The letters were being delivered to the department by Sam. (Passive)

He had read the book before Nick came. (Active)

The book had been read before Nick came. (Passive)

I had been typing the essay for 3 hours before you came yesterday. (Active)

The essay had been being typed for 3 hours before you came yesterday. (Passive)

She would type the letters. (Active)

The letters would be typed by her. (Passive)

You can solve the problem. (Active)

The problem can be solved. (Passive)

### Direct and Indirect Speech

#### Direct Speech

Direct Speech is the mode of narration in which the speech of the speaker is presented in the same way. It is said within quotation mark.

#### Indirect Speech

The mode of narration in which a person reports about the communication taking place between two or more people is known as indirect speech.

(Ex) **Direct Speech:** She says, "I am a little bit nervous."

**Indirect Speech:** She says that she is a little bit nervous.

#### Examples:

**Direct Speech:** They said, "They *take* exercise every day."

**Indirect Speech:** They said that they *took* exercise every day.

- Present continuous is changed into past continuous tense.

**Direct Speech:** They said, "They *are taking* exercise every day."

**Indirect Speech:** They said that they *were taking* exercise every day.

- Present perfect is changed into the past perfect tense.

**Direct Speech:** They said, "They *have taken* exercise."

**Indirect Speech:** They said that they *had taken* exercise.

- Present perfect continuous tense is changed into past perfect continuous tense.

**Direct Speech:** They said, "They *have been taking* exercise since morning."

**Indirect Speech:** They said that they *had been taking* exercise since morning.

- Past indefinite is changed into past perfect tense.

**Direct Speech:** They said, "They *took* exercise."

**Indirect Speech:** They said that they *had taken* exercise.

- Past continuous tense is changed into past perfect continuous tense.

**Direct Speech:** They said, "They *were taking* exercise."

**Indirect Speech:** They said that they *had been taking* exercise.

- No changes are required to be made into past perfect and past perfect continuous tenses.

**Direct Speech:** They said, "They *had taken* exercise."

**Indirect Speech:** They said that they *had taken* exercise.

- In Future Tense, while no changes are made except shall and will are changed into *would*.

**Direct Speech:** They said, "They *will take* exercise."

**Indirect Speech:** They said that they *would take* exercise.

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**BATCH: 2019-2022**

## Changes in Tense

Direct Speech	Indirect Speech
Simple Present	Simple Past
Present Continuous	Past Continuous
Simple Past	Past Perfect
Present Perfect	Past Perfect
Will	Would
Can	Could
Have to	Had to
Imperative	Infinitive

## Important Word Changes

Words	Changed Into	Direct Speech	Indirect Speech
This	That	He says, "He wants to buy this book."	He says that he wants to buy that book.
These	Those	He says, "He wants to buy these books."	He says that he wants to buy those books.
Here	There	She says, "Everybody was here."	She says that everybody was there.
Now	Then	They say, "its ten o'clock now."	They say that it's ten o'clock then.
Sir	Respectfully	They said, "Sir, the time is over."	They said respectfully that the time was over.
Madam	Respectfully	They said, "Madam, the time is over."	They said respectfully that the time was over.
Today	That Day	She said, "I am going to London today."	She said that she was going to London that day.

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Words	Changed Into	Direct Speech	Indirect Speech
Yesterday	The Previous Day	She said, "I visited Oxford University yesterday."	She said that she had visited Oxford University the previous day.
Tomorrow	Following Day or Next Day	She said, "I am going to London tomorrow."	She said that she was going to London the next day.
Tonight	That Night	She said, "I am going to see him tonight."	She said that she was going to see him that night.
Good Morning, Good Evening, Good Day	Greeted	She said, "Good morning, Sir David."	She greeted Sir David.

## Assertive Sentences

Sentences make a statement are called assertive sentences. These sentences may be positive, negative, false, or true statements. To convert such sentences into indirect narration, use the rules as mentioned above except *said* is sometimes replaced with *told*.

(Ex) **Direct Speech:** She says, "I am writing a letter to my brother."

**Indirect Speech:** She says that she is writing a letter to her brother.

**Direct Speech:** She says, "I was not writing a letter to my brother."

**Indirect Speech:** She says that she was not writing a letter to her brother.

**Direct Speech:** She said to me, "I am writing a letter to my brother."

**Indirect Speech:** She told me that she was writing a letter to her brother.

## Imperative Sentences

Imperative sentences are sentences give an order or a direct command. These sentences may be in the shape of advice, appeal, request, or order. It depends upon the forcefulness of the speaker. Thus, a full stop or sign of exclamation is used at the end of the sentence.

**Direct Speech:** The teacher *said* to me, "Shut the door."

**Indirect Speech:** The teacher *ordered* me to shut the door.

**Direct Speech:** He *said* to me, "Shut the door."

**Indirect Speech:** He *requested* me to shut the door.

**Direct Speech:** He *said* to me, "You should work hard to pass the exam."

**Indirect Speech:** He *advised* me that I should work hard to pass the exam.

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**Direct Speech:** He *said* to me, "Not to smoke."

**Indirect Speech:** He *forbade* me to smoke.

## Interrogative Sentences

Interrogative sentences which ask questions are called interrogative sentences. Every interrogative sentence ends at a sign of interrogation marks.

- The reporting verb *said to* is changed into asked.
- If the reporting speech is having the reporting verb at its start, then *if* is used in place of *that*.
- If the reporting speech is having interrogative words like *who*, *when*, *how*, *why*, *when* then neither *if* is used nor any other word is added.
- A full stop is placed at the end of the sentence instead of a mark of interrogation.

## Examples:

Direct Speech	Indirect Speech
I said to her, "When do you do your homework?"	I asked her when she did her homework.
We said to him, "Are you ill?"	We asked him if he was ill.
You said to me, "Have you read the article?"	You asked me if I had read the article.
He said to her, "Will you go to the Peshawar Radio Station?"	He asked her if she would go to the Peshawar Radio Station.
She says, "Who is he?"	She says who he was.
Rashid said to me, "Why are you late?"	Rashid asked me why I was late.

## Exclamatory Sentences

It expresses our feelings and emotions are called exclamatory sentences. Mark of exclamation is used at the end of an exclamatory sentence.

- Alas! He failed in the test.
- How beautiful that dog is!
- What a marvelous personality you are!

## Examples

Direct Speech	Indirect Speech
---------------	-----------------



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Direct Speech	Indirect Speech
He said, "Hurray! I have won the match."	He exclaimed with great joy that he had won the match.
You said to him, "What a beautiful drama you writing!"	You said to him in great wonder that he was writing a beautiful drama.
My mother said to me, "May you succeed in the test!"	My mother prayed that I might succeed in the test.

## Word Class

A word class is a group of words that have the same basic behavior.

Noun

Verb

Adjective

Adverb

Pronoun

Preposition

Conjunction

Determiner

Exclamation

## Noun

A noun is a word that identifies:

a person (*man, girl, engineer, friend*)

a thing (*horse, wall, flower, country*)

an idea, quality, or state (*anger, courage, life, luckiness*)

## Verb

A verb describes what a person or thing does or what happens.

(Ex) Verbs describe an action – *jump, stop, explore*

an event – *snow, happen*

a situation – *be, seem, have*

a change – *evolve, shrink, widen*

## Adjective

An adjective is a word that describes a noun, giving extra information about it.

(Ex) an **exciting** adventure

a **green** apple

a **tidy** room

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## Adverb

An adverb is a word that's used to give information about a verb, adjective, or other adverb. They can make the meaning of a verb, adjective or adverb stronger or weaker and often appear between the subject and its verb

(Ex) She **nearly** lost everything.

## Pronoun

Pronouns are used in place of a noun that is already known or has already been mentioned. This is often done in order to avoid repeating the noun.

(Ex) Laura left early because **she** was tired.

Anthony brought the avocados with **him**.

**That** is the only option left.

**Something** will have to change.

Personal pronouns are used in place of nouns referring to specific people or things.

(Ex) *me, me, mine, you, yours, his, her, hers, us, them.*

## Preposition

A preposition is a word such as *after, in, to, on, and with*. Prepositions are usually used in front of nouns or pronouns and they show the relationship between the noun or pronoun and other words in a sentence.

## Conjunction

A conjunction is a connecting the sentence. Conjunctions are used to connect phrases, clauses and sentences. The two main kinds are known as *coordinating conjunctions* and *subordinating conjunctions*.

(Ex) *and, because, but, for, if, or, and when.*

## Determiner

A determiner is a word that introduces a noun, such as *a/an, the, every, this, those, or many* (as in *a dog, the dog, this dog, those dogs, every dog, many dogs*).

## Examples

- Put your money in the **bank**. (noun)
- He began to **bank** the airplane into the wind. (verb)
- Come warm up by the **fire**. (noun)
- He will certainly **fire** her for coming in late again. (verb)
- A **book** is a source of endless reading pleasure. (noun)
- **Book** your holiday plans soon to get the best deal. (verb)
- She loves **fast** cars. (adjective)

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- He's driving **fast** to get to work on time. (adverb)
- Her **hourly** complaints have got to stop. (adjective)
- The weather report is reported **hourly**. (adverb)

## **Meeting Minutes**

Meeting minutes can be defined as written or recorded documentation that is used to inform people of what happened during the meeting and define the next step planned.

## **Effective Meeting Minutes**

- The names of the participants
- Agenda items
- Calendar or due dates
- Actions or tasks
- The main points
- Decisions made by the participants
- Record what is the most important points
- Future decisions
- Documents: images, attached files

## **Seven Guidelines for an Effective Meeting Agenda:**

### **Create Your Meeting Agenda 3 Days In Advance**

Follow a process, whether it's sent through email or printed and distributed, make sure everyone on your team knows what to expect. Sending it in advanced ensures that attendees have sufficient time to prepare or read through any notes they will need before the meeting and raises flags if the objective doesn't match their expectations.

### **Start with the Simple Details**

- What time it should start?
- Who should be attending?
- The place or dial-in information for accessing the meeting

## **The Meeting Objective**

- If asked why you are meeting, the objective should answer this in no more than 2 sentences.
- Once the goal is established, prioritize the list of topics from most important to least

## **Time per Topic**

- Let the content dictate how long each topic should take.
- Don't fall into the trap of over scheduling time per topic.

Ex: Introductions (2 minutes)

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People tend to schedule time-based on the automatic 30 minute time block in their default calendar even if it could be done in 15 minutes or requires 45. Let the content dictate time, not the software.

## Keep the agenda to less than 5 topics

- No one wants to spend 2 hours in a meeting. Long agendas seem discouraging and often don't get read.
- Include any other relevant information for the meeting.

Ex: Stephen will be taking meeting minutes.

Ex: Please read the attached document on weekly sales numbers prior to the meeting.

### **If someone sends an invite with no agenda**

- Come up with a company policy to deal with agenda-less meetings.
- A common solution is to decline any invites that don't include the necessary information to have a productive meeting.

### **Agenda:**

- 1) Intro (2 minutes)
- 2) Review previous year's sales metrics (10 minutes)
- 3) Review upcoming paper lead accounts (5 minutes)
- 4) Set targeted goals (5 minutes)

## AGENDAS FOR DIFFERENT TYPES OF MEETINGS

A meeting agenda is a vital element of a meeting and must be carefully prepared beforehand. It contains the topics for discussion during for the upcoming meeting. Having a clear agenda helps the participants to prepare for it. For more information about preparing a meeting agenda, please read [this article](#). An equally important element in the conduct of a meeting is the [minutes of the meeting](#). The minutes form a written record of everything that was discussed during the meeting.

- **A project meeting** is held on a periodic basis to monitor project development and discuss all issues which need to be addressed.
- **A staff meeting** provides an opportunity for the staff of a unit in an organization to sit down together and discuss matters of mutual concerns.
- **The one-on-one meeting** is a meeting between a supervisor and his direct report. The purpose of a one-on-one meeting is to evaluate how the staff member is doing and to resolve any issues related to the performance of their work.
- **A daily huddle** is a brief meeting conducted before the start of a workday or a shift where the team leader or supervisor outlines the tasks for the day, ongoing promotions, and all other important matters that the staff members need to know in relation to their jobs and organization.

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- A **team meeting** is conducted between team members to resolve issues affecting their work and to update them with the latest information related to the project.
- A **leadership meeting** is for the top officials of an organization. This is where they usually discuss important issues, business strategies, and other ways to improve the performance of the organization.
- A **status meeting** is where the project team discusses the status of a project, and this is where they keep track of the issues and risks facing the project.

## Note-taking and Note-making

We distinguish between note-taking and note-making. Note-taking is a passive process which is done at lectures whereas note-making is more active and focused activity where you assimilate all information and make sense of it for yourself.

### Note-taking

Taking notes is an important process. It allows you to have a written record of the lecture which may not be in your textbook. It also ensures that you become an active and involved listener and learner. A more important reason for taking notes is that there is a direct relationship between what happens in lectures and what comes up in the exam. If the lecturer does not personally set the exam, it is likely that he/she will still submit a number of questions.

Note-taking it is important to consider the lecturing style adopted by different lecturers. Some will prefer dictating, others will provide printed notes. If you are a Wits student you will also have the lecture slides posted on SAKAI.

The following areas are covered below:

- Setting the stage
- Listening actively
- Formatting and structuring notes
- General note-taking tips
- If the lecturer talks too fast
- Note-taking abbreviations
- The note-making process

### Setting the stage

- **Complete outside assignments:** Lecturers assume that students have completed assignments or done the recommended reading and will construct their lecture accordingly. The more familiar you are with the topic, the better your note-taking will be and the more active the process will be. It is also a good idea to review your assignments/readings just before the lecture.
- **Bring the right materials:**

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- Always have an adequate supply of A4 note paper /exam pads, pens, pencils and highlighters.
- Use paper that can be filed easily. It is probably a good idea to only use one side of a sheet of paper - this allows you to review your notes by spreading them side to side - usually the benefit outweighs the cost of the paper.
- Keep a spare pen don t use pencil to write as this tends to fade with time.
- Use colour for emphasis; to highlight and to separate different sections or ideas.
- Sit front and centre - sit in a position where you can hear and see clearly without straining.

## Listening Actively

This involves actively concentrating and paying attention to what is being said and how it is being said. Listen beyond words to the lecturer's body language.

1. **Listening for repetition:** When a lecturer repeats a phrase or idea, this is a signal that it is important and you should take note of it.
2. **Watch the board or overhead projector:** If the lecturer takes time to write something down, consider that as another sign that the material is important.
3. **Listen for introductory, concluding and transition words and phrases.** For example:
  - a. "The following three factors"
  - b. "In conclusion"
  - c. "The most important consideration"
  - d. "In addition to"

**Highlight obvious clues:** Often your lecturer will blatantly point out what information is likely to appear in the exam - make a note of this - don't rely on memory.

**Notice the lecturer's interest level:** When the lecturer seems excited about something, make a note as it is more likely to appear in the exam.

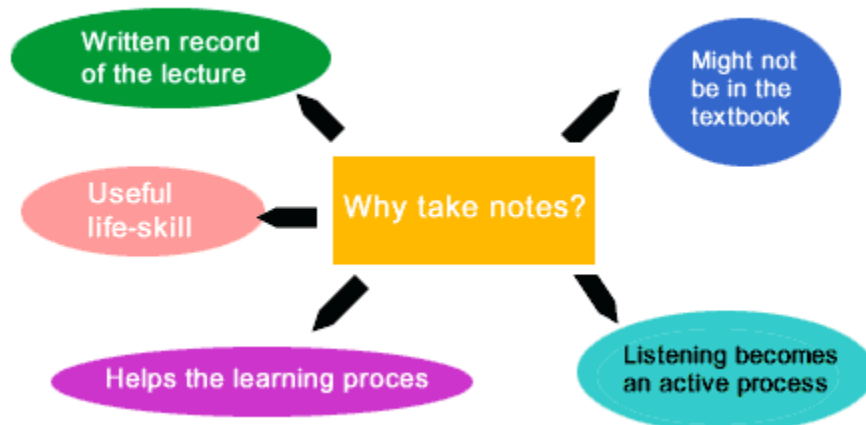
**Use pictures and diagrams:** This makes the notes more visual and assists in recall. What you need to do is try to find a note-taking format and system that works for you.

## FORMATTING AND STRUCTURING NOTES:

### 1. General note-taking tips

1. Give yourself plenty of space.
2. Label, number and date all your notes.
3. Develop your own system of shorthand and abbreviations
4. Use colour, pictures or diagrams to make notes more visual.
5. Keep your own thoughts separate - this ensures that you don t mistake your own idea for that of the lecturer's.
6. Use a lost signal - when you find yourself lost in a lecture, make a note of it using a specific symbol and leave space to fill in this later.
7. Write legibly: Many people feel that they have no control over their handwriting and resign themselves to writing illegibly for the rest of their lives. However, if you put your mind to it and make it a point to write more legibly, your handwriting will improve. This has implications not only for note-taking but for writing exams as well.

## 2. Mind-Maps



**Advantages:** Visual; contains lists and sequences and shows causes, is often easier to recall; uses both left and right brain functioning; helps one think from general to specific and puts subjects in perspective.

## 3. The Outline System

You can use a standard Roman numeral outline or free-form, indented outline to organise the information from a lecture. The outline form illustrates major points and supporting ideas. It has the major advantage of being an active process of organising incoming information.

## 4. The Cornell Format

On each page of your notes, draw a vertical line, top to bottom, 5cm from the left side of the paper. Write your notes on the right of this line and leave the area to the left of the line for key word clues and sample questions.

### If the lecturer talks too fast

- Try to be extra prepared for the lecture before class: Familiarity with the subject makes it easier to pick out key points.
- Exchange notes with classmates
- Leave large empty spaces in your notes - for filling in information you missed.
- See the lecturer after the lecture and show the lecturer what you missed.
- Consider using a voice/sound recorder.
- Go to the lecture again - if it is offered at a different time.
- Use your shorthand.
- Ask questions.
- Ask the lecturer to slow down.
- You don't have to take down everything the lecturer says verbatim.

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## Note-taking abbreviations

Thus / Therefore ∴	Between <b>betw</b>
Because ∵	or /
Equals/same as =	Definition <b>def</b>
Does not equal / not the same as ≠	Conclusion <b>conc</b>
Greater than / more than >	Regarding / with regard to <b>re</b>
Less than <	As against / contrast with <b>vs</b>
And <b>&amp;</b>	Before <b>B4</b>
Important / importance of <b>NB</b>	Especially <b>esp</b>
Example / for example <b>eg</b>	Namely / that is to say <b>ie</b>
However <b>but</b>	-ment (e.g. agreement becomes agreem't) <b>m't</b>
Compare/contrast with <b>cf</b>	It is/ that is <b>ie</b>
Without <b>w/o</b>	Transfer <b>t/f</b>
-ion (e.g. proposition becomes proposit'n) <b>'n</b>	
Usually <b>usu</b>	

## THE NOTE-MAKING PROCESS

Once you have taken down notes in lectures, the learning process is not complete. The next step is the note-making process.

### Reviewing lecture notes:

Your lecture notes form the basis of your final consolidated notes and your entire examination preparation is based on these. The following should be done on a daily basis:

1. Read through your lecture notes.
2. Underline headings and subheadings.
3. Correct spelling mistakes and rewrite illegible portions.
4. Fill in any gaps.



5. Underline or highlight important sentences or paragraphs.
6. Make sure you understand the concepts.
7. If you use the Cornell system, fill in the key words in the left-hand column.

## Pictorial Chart

A pictorial chart is a visual representation of data by using pictograms. It uses icons or pictures in relative sizes to highlight some data pattern and trends. They are commonly viewed in business communications or news articles to visually compare data. Early written symbols were based on pictographs and ideograms (symbols which represent ideas).

- **Amount comparison**

The amount comparison chart is similar to a stacked bar chart with only one bar. It is a good choice if you have not more than five categories to compare. The power of pictorials is in their familiar shapes, so try to find an icon that represents your categories. Take it to the next level by assigning different colors to each category.

- **Size comparison**

The key to success when using size-comparison pictorial charts is choosing not more than three categories to compare with very different values. Remember, the human eye can only tell which category is greater, not how much greater. Small changes in values you compare will make the visualization useless.

- **Pictorial bar**

This is probably the most effective use of pictorial charts. You can use it every time you want to show how much something is in relation to the whole. Just define how many icons get colored and add a text to display to the right side of the bar.

- **Facts and figures**

Choose this type to highlight quality data you may have. This is a good choice if you need more than 7 words to express your message. The trick here is to choose powerful facts and find the right icon to represent it.

## Use a Pictorial Chart

Pictorial charts use icons or pictures in relative sizes to highlight some data pattern and trends, usually to compare the number of units, size or progress. They are good when comparing few categories with clear differences, and can be commonly viewed in business communications or news articles.

## Create a Pictorial Chart

1. Join Info gram to make your own pictorial chart.
2. Select a pictorial chart type (amount comparison, size comparison or pictorial bar).
3. Upload or copy and paste your data.
4. Customize labels, colors, and fonts.
5. Download your pictorial chart or embed on your website.

### **Bar Graphs**

Graph shows relationships between different data sets are the bar graph. In a bar graph, the height of the bar represents the measured value: the higher or longer the bar, the greater the value.

### **Pie Charts**

A pie chart compares parts to a whole. As such, it shows a percentage distribution. The pie represents the total data set, and each segment of the pie is a particular category within the whole. To use a pie chart, the data you are measuring must depict a ratio or percentage relationship. Each segment must be calculated using the same unit of measurement, or the numbers will be meaningless.

### **Venn Diagrams**

Venn diagrams show the overlaps between sets of data. Each set is represented by a circle. The degree of overlap between the sets is depicted by the amount of overlap between the circles. A Venn diagram is a good choice when you want to convey either the common factors or the differences between distinct groups.

## **Report Writing**

Reports generally involve presenting your investigation and analysis of information or an issue, recommending actions and making proposals. There are many different types of reports, including business, scientific and research reports, but the basic steps for writing them are the same. These are outlined below.

### **Decide on the 'Terms of reference**

To decide on the terms of reference for your report, read your instructions and any other information you've been given about the report, and think about the purpose of the report:

- What is it about?
- What exactly is needed?
- Why is it needed?
- When do I need to do it?
- Who is it for, or who is it aimed at?

### **Decide on the procedure**

This means planning your investigation or research, and how you'll write the report. Ask yourself:

- What information do I need?
- Do I need to do any background reading?
- What articles or documents do I need?
- Do I need to contact the library for assistance?
- Do I need to interview or observe people?
- Do I have to record data?
- How will I go about this?

Answering these questions will help you draft the procedure section of your report, which outlines the steps you've taken to carry out the investigation.

### **Find the information**

The next step is to find the information you need for your report. To do this you may need to read written material, observe people or activities, and/or talk to people. Make sure the information you find is relevant and appropriate. Check the assessment requirements and guidelines and the marking schedule to make sure you're on the right track. If you're not sure how the marks will be assigned contact your lecturer.

## **Decide on the structure**

Reports generally have a similar structure, but some details may differ. How they differ usually depends on:

- The type of report – if it is a research report, laboratory report, business report, investigative report, etc.
- How formal the report has to be.
- The length of the report.

Depending on the type of report, the structure can include:

- A title page.
- Executive summary.
- Contents.
- An introduction.
- Terms of reference.
- Procedure.
- Findings.
- Conclusions.
- Recommendations.
- References/Bibliography.
- Appendices.
- The sections, of a report usually have headings and subheadings, which are usually numbered

## **Draft the first part of your report**

### **Findings**

The findings are result of your reading, observations, interviews and investigation. They form the basis of your report. Depending on the type of report you are writing, you may also wish to include photos, tables or graphs to make your report more readable and/or easier to follow.

### **Appendices**

As you are writing your draft decide what information will go in the appendix.

- is too long to include in the body of the report
- Supplements or complements the information in the report. For example, brochures, spreadsheets or large tables.

## **Analyse your findings and draw conclusions**

The conclusion is where you analyse your findings and interpret what you have found. To do this, read through your findings and ask yourself:

- What have I found?
- What's significant or important about my findings?
- What do my findings suggest?

(Ex )Your conclusion may describe how the information you collected explains why the situation occurred, what this means for the organisation and what will happen if the situation continues.

## **Make recommendations**

Recommendations are what you think the solution to the problem is and/or what you think should happen next. To help you decide what to recommend:

- Reread your findings and conclusions.
- Think about what you want the person who asked for the report should to do or not do; what actions should they carry out?
- Check that your recommendations are practical and are based logically on your conclusions.
- Ensure you include enough detail for the reader to know what needs to be done and who should do it.

## **Draft the executive summary and table of contents**

Some reports require an executive summary and/or list of contents. Even though these two sections come near the beginning of the report you won't be able to do them until you have finished it, and have your structure and recommendations finalised. An executive summary is usually about 100 words long. It tells the readers what the report is about and summarise the recommendations.

## **Compile a reference list**

This is a list of all the sources you've referred to in the report and uses APA referencing.

## **Revise your draft report**

- If you have done what you were asked to do. Check the assignment question, the instructions/guidelines and the marking schedule to make sure.
- That the required sections are included, and are in the correct order.
- That your information is accurate, with no gaps.
- If your argument is logical. Does the information you present support your conclusions and recommendations?
- That all terms, symbols and abbreviations used have been explained.

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- That any diagrams, tables, graphs and illustrations are numbered and labelled.
- That the formatting is correct, including your numbering, headings, are consistent throughout the report.
- That the report reads well, and your writing is as clear and effective as possible.

## Possible Questions (2 Marks)

1. Define: Active Voice
2. Define: Passive Voice
3. **Changed into Passive Voice**
  - i. I make a cake.
  - ii. I visited my uncle last week.
4. What are the Characteristics of active voice?
5. What are the Characteristics of passive voice?
6. **Changed into Passive Voice**
  - i. My parents will take us to the park.
  - ii. She would type the letters.
7. **Changed into Reported Speech**
  - i. She says, "I am a little bit nervous."
  - ii. They said, "They *take* exercise every day."
8. **Changed into Reported Speech**
  - i. They said, "They *had taken* exercise."
  - ii. They said, "They *took* exercise."
9. Write a definition of Reported Speech?
10. What are the changes in Tense for Direct and Indirect Speech?
11. What is Sentence? What are the four types of Sentence?
12. Define: Interrogative Sentence
13. Define: Word Class
14. What are the Effective Meeting Minutes?
15. What is an Objective of the meeting?
16. Define: Note Taking?
17. How will you create a Pictorial chart?
18. Define: Report Writing?

## Possible Questions (8 Marks)

1. Change the sentences from Active Voice to Passive Voice

- i. She does not cook food.
- ii. Peter gave me flowers on my birthday.
- iii. You are waiting for your friend.
- iv. The children have broken the window pane.
- v. I shall have my car sold.
- vi. The boy laughed at the beggar.

**2. Change the sentences from Active Voice to Passive Voice**

- i. Stella will invite Rita.
- ii. The hunter killed the lion.
- iii. I gave him a book for his birthday.
- iv. They renovated the restaurant in 2004.
- v. She wants to keep the book.
- vi. I play cricket

**3. Fill in the correct passive form of the verb**

- i. Statements \_\_\_\_\_ from all the witnesses at this moment. (Take)
- ii. Tea \_\_\_\_\_ in China. (Grow)
- iii. When we reached the airport, we found that all the flights\_\_\_\_\_ due to the storm. (Cancel)
- iv. The fax \_\_\_\_\_ until tomorrow morning. (Not send)
- v. Penicillin \_\_\_\_\_ by Alexander Fleming in 1928. (Discover)
- vi. The soundtrack of a movie \_\_\_\_\_ always \_\_\_\_\_ after the filming is finished. (Is/add)

**4. Change the following into indirect speech.**

- i. He said, "I can cook food."
- ii. They said, "We may go to Canada."
- iii. She said, "I must finish the work on time."
- iv. Navin said, "He is young."
- v. Rohan will say, "I am tall."
- vi. They said, "The sun rises in the east."

**5. Change the following into indirect speech.**

- i. Deepak said, "I am having tea."
- ii. They told, "We were living in Paris."
- iii. Ramesh said, "I will go to Sri Lanka."
- iv. Ravi said, "What is Heena doing?"
- v. I told them, "You have finished your work."
- vi. He said, "She is in Delhi."

## KARPAGAM ACADEMY OF HIGHER EDUCATION

**CLASS: B.COM/PA/CA/BPS/BBA**  
**COURSE CODE: 19ENU201**

**COURSE NAME: ENGLISH II**  
**BATCH: 2019-2022**

6. Explain the structure of the Report Writing?
7. Write an essay on Formatting and structuring notes?





**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 (Grammar)**

**Sub: English – II    Sub Code: 19ENU201**

**Academic Year: 2019-20 (Even)**

<b>S · N O</b>	<b>QUESTIONS</b>	<b>OPTION - 1</b>	<b>OPTION - 2</b>	<b>OPTION - 3</b>	<b>OPTION - 4</b>	<b>ANSWER</b>
1	Change into Passive voice: The king gave him a reward	The reward was given by him to the king	He was given a reward by a king	He was given the reward by a king	He was given the king a reward	He was given a reward by a king
2	Change into Passive voice: Whom does he look for?	He is looked after for whom?	Who is looked after for him?	Who is looked for by him?	He is looked after by whom?	Who is looked for by him?
3	Change into Passive voice: Why do you tell a lie?	Why a lie told by you?	Why is a lie be told by you?	Why is a lie be told by you?	Why is a lie being told you?	Why is a lie be told by you?
4	Change into Passive voice: You will praise her very much.	She will praised very much by you.	She will be praised very much by you.	She will being praised very much by you.	She will been praised very much by you.	She will be praised very much by you.
5	Change into Passive voice: I take exercise daily.	Exercise are taken daily by me.	Exercise is taken daily by me.	Exercise is being taken daily by me.	Exercise is been taken daily by me.	Exercise is taken daily by me.
6	Change into Passive voice: She will invite me.	I shall be invited by her.	I will invited by her.	I shall being invited by her.	I will been invited by her.	I shall be invited by her.
7	Change into Passive voice: Did you visit a zoo?	Was a zoo being visited by you?	Was a zoo be visited by you?	Was a zoo been visited by you?	Was a zoo visited by you?	Was a zoo visited by you?
8	Change into Passive voice: Have you taken a rest?	Have a rest been taken by you?	Have a rest taken by you.	Had a rest taken by you?	Have a rest be taken by you?	Have a rest been taken by you?
9	Change into Passive	The Sun	The sun is	The Sun	The Sun is	The sun is

	voice: Earth revolves around Sun.	revolved around the Earth.	revolved around by the Earth.	revolves around the by the Earth.	being revolved around by the Earth.	revolved around by the Earth.
10	Change into Passive voice: You must obey your parents.	Your parents must obeyed by you.	Your parents must been obeyed by you.	Your parents must be obeyed by you.	Your parents must being obeyed by you.	Your parents must be obeyed by you.
11	Change into Reported Speech: He said to her, "Are you coming to the party?"	He told her if she was coming to the party.	He asked her if she was coming to the party.	He asked her if she will be coming to the party.	He asked her whether she was coming to the party.	He asked her if she was coming to the party.
12	Change into Reported Speech: Rajesh said, "I bought a car yesterday."	Rajesh told that he had bought a car yesterday.	Rajesh said that he bought a car the previous day.	Rajesh said that I have bought a car the previous day.	Rajesh said that he had bought a car the previous day.	Rajesh said that he had bought a car the previous day.
13	Change into Reported Speech: He said to them, "Don't make a noise."	He told them not to make noise.	He told them not to make a noise.	He asked them not to make a noise.	He told them that don't make a noise	He asked them not to make a noise.
14	Change into Reported Speech: He said, "What a beautiful scene !"	He exclaimed that it was a very beautiful scene	He exclaimed what a beautiful scene it was	He wondered that it was a beautiful scene	He said that what a beautiful scene it was	He exclaimed that it was a very beautiful scene
15	Change into Reported Speech: He said to me, "Where is the post office?"	He asked me where the post office was	He wanted to know where the post office was	He asked me where was the post office	He asked me that where the post office was	He asked me where the post office was
16	Change into Reported Speech: He said to his servant, "Why are you so lazy today?"	He asked his servant why he was being so lazy that day	He asked his servant why he was so lazy that day	He asked his servant why was he so lazy that day	He asked his servant why he had been so lazy that day	He asked his servant why he was so lazy that day
17	Change into Reported Speech: He said to her, "May you succeed!"	He prayed to God that she may succeed	He said to her that she might succeed	He told her that she might succeed	He wished her success	He wished her success

1 8	Change into Reported Speech: He said to her, "Don't read so fast."	He requested her not to read so fast	He ordered her not to read so fast	He advised her don't read so fast	He told her not to read so fast	He told her not to read so fast
1 9	Change into Reported Speech: He said, "Be quiet and listen to my words."	He said they should be quiet and listen to his words	He urged them to be quiet and listen to his words	He said you should be quiet and listen to my words	He urged them and said be quiet and listen to words	He urged them to be quiet and listen to his words
2 0	Change into Reported Speech: I said to him, "Why are you working so hard?"	I asked him why he was working so hard.	I asked him why was he working so hard.	I asked him why had he been working so hard.	I asked him why he had been working so hard.	I asked him why he was working so hard.
2 1	I _____ Tennis Every Sunday Morning.	playing	play	am playing	am play	play
2 2	Babies _____ When they are hungry.	cry	cries	cried	are crying	cry
2 3	How many students in your class _____ from Korea?	come	comes	came	are coming	come
2 4	What time _____	The train leaves?	Leaves the train?	Is the train leaving?	Does the train leave?	Does the train leave?
2 5	I _____ for my pen. Have you seen it?	will look	looking	look	am looking	am looking
2 6	The phone _____ can you answer it, please?	rings	rang	ring	is ringing	is ringing
2 7	Good friends are beauty of life. (Which word is a countable noun?)	Friends	good	beauty	are	friends
2 8	My grandmother is good at telling a funny stories. (Which word is a plural noun?)	telling	stories	funny	goad	stories
2 9	You can keep my i Pod if you like. I _____ it any more.	don't use	doesn't use	didn't use	am not using	don't use

30	Sorry, you can't borrow my pencil. I _____ it myself.	was using	using	use	am using	am using
31	I think I _____ a new calculator. This one does not work properly any more.	needs	needed	need	am needing	need
32	Jane _____ her blue jeans today, but usually she wears a skirt or a dress.	wears	wearing	wear	is wearing	is wearing
33	Sorry, she can't come to the phone. She _____ a bath!	is having	having	have	has	is having
34	Meeting minutes can be defined as the _____ of everything that's happened during a meeting.	audio-visual record	written record	video record	audio record	written record
35	What information is included in the body of meeting minutes?	exact wording of motion	date, time and place of the meeting	subject	name of the organization	exact wording of motion
36	what is the important guideline for writing meeting minutes?	kind of meeting	the count of votes	prepare an outline based on the agenda ahead of time	exact wording of motion	prepare an outline based on the agenda ahead of time
37	What information is included in the first paragraph of meeting minutes?	subject	exact wording of motion	the count of votes	date, time and place of the meeting	date, time and place of the meeting
38	What is included in typical format of meeting minutes?	the count of votes	subject	exact wording of motion	prepare an outline based on the agenda ahead of time	subject
39	_____ time is expensive and difficult to schedule.	Team meeting	business meeting	solo meeting	individual meeting	Team meeting
40	Meetings are an essential part of the _____ world.	education	technology	corporate	mass	corporate

41	Business world can be organizational or operational in _____	artificial	nature	respect	behaviour	nature
42	Asking questions in class and having a purpose for listening are signs of _____	An active listener.	Student success.	Confusion about the material.	Verbal signposts.	an active listener.
43	What is a good strategy for note taking?	Confusion about the material.	An active listener.	Critically evaluate whether information is important.	mapping of ideas	Critically evaluate whether information is important.
44	The think link system of note taking employs the concept of _____	Visualization.	Verbal signposts.	Confusion about the material.	Creating acronyms	Visualization.
45	What does the term abstract refers to?	formatting guidelines	condensation of entire reports	reference list	writing problems	condensation of entire reports
46	What is the primary purpose of report?	to solve problems and supply facts	to analyse problems and predict practical alternatives	to solve problems and supply facts	to control problems, sell products and service	to analyse problems and predict practical alternatives
47	A shorter report is considered to be _____	one to five pages	three to five pages	four to five pages	two paragraph	one to five pages
48	A list of illustrations, figures and tables are placed on _____	abstract vision	title page	table of contents	bottom line	table of contents
49	_____ establishes the technical report.	Logical conclusion	Illogical Conclusion	Personal prejudice	Misplaced learning	Logical conclusion
50	A report may be used for?	Reading	communicate	speaking	listening	Reading
51	Which of these is not a parameter in a report?	Extent of information	Quality of information	Age of writer	Age of writer	Age of writer
52	A technical report which of these must be avoided.	Facts	Logical conclusion	Objective evaluation	Subjective evaluation	Subjective evaluation
53	Which is not basis for a technical report?	Facts	Tests	Personal prejudices	Experiments	Personal prejudices

5 4	_____ is a more visual way to organize your class notes.	Charting note taking method	The Outlining note taking method	The Mapping note taking method	The Cornell note taking method	The Mapping note taking method
5 5	_____ is useful for lessons that cover a lot of facts or relationships between topics.	The Cornell note taking method	Charting note taking method	The Outlining note taking method	The Mapping note taking method	Charting note taking method
5 6	_____ uses headings and bullet points to organize topics.	The Mapping note taking method	The Cornell note taking method	Charting note taking method	The Outlining note taking method	The Outlining note taking method
5 7	_____ helps organize class notes into easily digestible summaries.	The Outlining note taking method	The Mapping note taking method	The Cornell note taking method	Charting note taking method	The Cornell note taking method
5 8	_____ is simply writing down each topic as a jot note sentence.	The Sentence note taking method	The Cornell note taking method	The Mapping note taking method	The Outlining note taking method	The Sentence note taking method
5 9	_____ Helps you to remember and connect relationships between topics.	The Outlining note taking method	The Mapping note taking method	The Sentence note taking method	Charting note taking method	The Mapping note taking method
6 0	Integrated notes are easier to _____	Review	Criticize	Write	Read	review