

KARPAGAM ACADEMY OF HIGHER EDUCATION
(Established under Section 3 of UGC Act 1956)
Pollachi Main Road, Eacharani Post, Coimbatore-641 021
DEPARTMENT OF ENGLISH

SUBJECT : PAPER-I- ENGLISH

SEMESTER : I

SUBJECT CODE : 17ENU101

CLASS : I B.Sc., Chemistry

UNIT I

S.No.	Duration Hours	Topics to be Covered	Support Materials
1.	1	Introduction to syllabus	T1
2.	1	Prose-1 Morals in the Indian Context	T1
3.	1	Contd.. Prose-1 Morals in the Indian Context	T1
4.	1	Revision of Morals in the Indian Context	
5.	1	How comics books help us to relive our childhood	T1
6.	1	Contd.. How comics books help us to relive our childhood	T1
7.	1	Revision of How comics books help us to relive our childhood	
8.	1	Let's do what India needs from us	T1
9.	1	Contd.. Let's do what India needs from us	T1
10.	1	Contd.. Let's do what India needs from us	T1
11.	1	Revision of Lets do what India needs from us	
12.	1	Revision	
Total Hrs. Planned - 12 hrs			

T1 - Reminisce : An Anthology of Prose, Poetry and Short Story selections.

UNIT - II

S.No.	Duration Hours	Topics to be Covered	Support Materials
1.	1	The Stolen Boat	R1
2.	1	Contd. The Stolen Boat	R1
3.	1	Revision of The Stolen Boat	

4.	1	A River	T1
5.	1	Contd. A River	T1
6.	1	Revision of A River	
7.	1	The Sailor	T1
8.	1	Contd. The Sailor	T1
9.	1	Contd. The Sailor	T1
10.	1	Revision of The Sailor	
11.	1	Revision	
12.	1	Discussion of CIA –I	
Total Hrs Planned - 12 hrs			

T1 - Reminisce : An Anthology of Prose, Poetry and Short Story selections.

UNIT - III

S.No.	Duration Hours	Topics to be Covered	Support Materials
1.	1	Distribution of Answer Sheets-CIA-I	T1
2.	1	Short Story – Rapunzel	T1
3.	1	Contd. Short Story – Rapunzel	T1
4.	1	Revision of Rapunzel	
5.	1	The Romance of the Busy Broker	T1
6.	1	Contd. The Romance of the Busy Broker	T1
7.	1	Revision of The Romance of the Busy Broker	
8.	1	The Nightingale and the Rose	T1
9.	1	Contd. The Nightingale and the Rose	T1
10.	1	Contd. The Nightingale and the Rose	T1
11.	1	Revision of The Nightingale and the Rose	
12.	1	Revision	
Total Hrs. Planned - 12 hrs			

T1 - Reminisce : An Anthology of Prose, Poetry and Short Story selections.

UNIT - IV

S.No.	Duration Hours	Topics to be Covered	Support Materials
1.	1	Distribution of Answer Sheets-CIA-II	
2.	1	Discussion of CIA -II	
3.	1	Tense	R1-64-74
4.	1	Contd. Tense	
5.	1	Revision of Tenses	

LECTURE PLAN**2017
Batch**

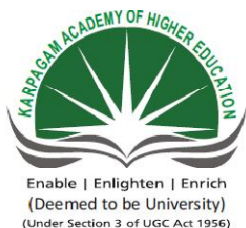
6.	1	Auxiliaries	R1 90-95
7.	1	Contd. Auxiliaries	
8.	1	Revision of Auxiliaries	
9.	1	Articles	R1 – 30 - 34
10.	1	Contd. Articles	
11.	1	Tag Questions	R1 – 273 - 274
12.	1	Revision of Tag Questions	
Total Hrs. Planned - 12 hrs			

Reference Book : R1 - Wren, P. C., Martin, H., & Rao, N. D. (2017). High school English Grammar and Composition. New Delhi: S Chand.

UNIT - V

S.No	Duration Hours	Topics to be Covered	Support Materials
1.	1	Dialogue Writing	R1 – 348 - 356
2.	1	Changing Positive to Negative without altering the meaning	R1 – 90 - 95
3.	1	Changing Positive to Negative without altering the meaning	R1 – 90 - 95
4.	1	Model Verb	R1 - 90 - 96
5.	1	Framing a question to a statement	R1 - 175 - 181
6.	1	Framing a question to a statement	R1 - 175 - 181
7.	1	Rewriting the sentences	R1 - 175 - 181
8.	1	Rewriting the sentences	R1 - 175 - 181
9.	1	Revision of Model Verb and Rewriting the sentences	R1 - 175 – 181 & 90 - 96
10.	1	Revision of Changing Positive to Negative without altering the meaning	R1 – 90 - 95
11.	1	Distribution of Answer Sheets-CIA-II and Discussion of the Question paper	
12.	1	Discussion about the End semester Examination	
Total Hrs. Planned - 12 hrs			

Reference Book : R1 - Wren, P. C., Martin, H., & Rao, N. D. (2017). High School English Grammar and Composition. New Delhi: S Chand.



KARPAGAM ACADEMY OF HIGHER EDUCATION

(Established under Section 3 of UGC Act 1956)
Pollachi Main Road, Eacharani Post, Coimbatore-641 021
DEPARTMENT OF ENGLISH

SUBJECT: English

SEMESTER: I

SUBJECT CODE: 17ENU101

CLASS: I – B.Sc Chemistry

L P T C

4 - - 4

Course Objectives : To train students in acquiring proficiency in English by reading different Genres in literature and learning grammar. To provide aesthetic pleasure through literature.

Course Learning Outcome: After successfully completing the course, the student should know to do the following aspects independently :

- differentiate the genres of literature
- use and understand the grammar efficiently in reading and writing
- enjoy the literature reading by gaining knowledge

UNIT - I : PROSE

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

UNIT - II : POEM

1. The Stolen Boat - William Wordsworth
2. A River - A.K. Ramanujan
3. The Sailor - Safaa Fathy

UNIT - III : SHORT STORIES

1. Rapunzel - Brothers Grimm
2. The Romance of a Busy Broker - O.Henry
3. The Nightingale and the Rose - Oscar Wilde.

UNIT - IV

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

UNIT - V

FUNCTIONAL ENGLISH

1. Filling the blanks with the suitable form of verb in a conditional sentence.
2. Dialogue Writing
3. Changing positive to negative without altering the meaning
4. Fill in the blank with suitable modal
5. Framing a question to a statement
6. Rewrite the sentences changing the underlined word as directed

Prescribed Text: Reminisce, Published by the Department of English, Karpagam University.

Suggested Reading: Hewings, M. (2015). Advanced grammar in use: a self-study reference and practice book for advanced learners of English, with answers. Cambridge: Cambridge University Press.

Wren, P. C., Martin, H., & Rao, N. D. (2017). High school English grammar and composition. New Delhi: S Chand.

MULTIPLE CHOICE QUESTIONS UNIT - I

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
Who wrote the essay "Morals in the Indian Context".	Wordsworth	Abdul Kalam	Francis Nicholas Chelliah	John Keats	Francis Nicholas Chelliah
Francis Nicholas Chelliah was born in _____	Chennai	Dindugal	Vellore	Trichy	Dindugal
What are morals for an average Indian?	Code of Conduct	Dress Code	Pin Code	University Code	Code of Conduct
Morals are found in _____	Ancient Novels	Ancient Films	Ancient Scriptures	Ancient Drama	Ancient Scriptures
_____ and sentiments obstruct man's reasoning.	Anger	Emotion	Envy	Avarice	Emotion
According to Socrates "The _____ life is not worth living".	Unambitious	Unprepared	Unperturbed	Unexamined	Unexamined
_____ is the greatest and most distinguished faculty of man.	Reason	Reminiscence	Retaliation	Emotion	Reason
The moral codes created by the irrational man is _____, confusing and changeable according to time.	Contemplative	Contradictory	Communicative	Comprehensive	Contradictory
morality consists of codes created by God, forefathers and traditions for the overall welfare of all _____	Animals	Demi-Gods	human beings	Angels	human beings
_____ has no role to play in the formation of the codes.	God	Forefathers	Traditions	Man	God
The codes of conduct are ordained by _____.	Man	God	Ancestors	Elders	Ancestors
Man is told that the morals are _____ factors to determine the status of life after death.	Deciding	Destroying	Demanding	Degenerating	Deciding
Man by nature is a social and a _____ being.	Immoral	moral	human	Inhuman	moral
A rationalist resorts to _____ reasoning to fashion his morals.	Non-secular	Religious	secular	Monastic	secular
According to socrates "Rhetoric without _____ is one of the greatest threats to good life".	Triumph	Tribulation	belief	truth	truth
_____ is the most powerful weapon of religion which steamrolls individual's initiatives for ages.	Love	Fear	Tyranny	Forgiveness	Fear
In Francis Nicholas Chelliah's view, religious morals are _____	Real	Unreal	Ritualistic	Fictitious	Fictitious
Francis Nicholas Chelliah speaks in favour of _____ reasoning.	Secular	Religious	Supersititious	Traditional	Secular
Francis Nicholas Chelliah wants man to become a _____	Communist	Rationalist	Marxist	Feminist	Rationalist
_____ is in dire need of the morals based on secular reasoning	American	Britain	India	Canada	India
Benoit Peteers was born in _____	America	Boston	Paris	Canada	Paris
Which is the first novel of Benoit Peteers?	Omnibus	Tintin	World of Herge	Son of Tintin	Omnibus
According to Benoit Peteers, there is _____ link between Comics and childhood.	Superficial	Strong	Profound	Intimate	Intimate
There is a _____ drive behind man's relationship with comics.	Archaic	Antique	Emotive	Irresistible	Irresistible
It is the thirst for _____ draws man to comics.	Knowledge	Innocence	Intelligence	Experience	Innocence
In the ancient times, comic books have been primarily aimed at _____	Adults	Children	Teenagers	Old people	Children
"Bandes dessinees" is a _____ term.	Greek	Latin	Spanish	French	French
In modern comics, the heroes are no longer _____	Vincible	Invincible	Indispensable	Undeniable	Invincible
The modern writers have abandoned the mythic to enter the _____	Realistic	Magical	Romantic	Surrealistic	Realistic
The Pulitzer prize-winning novel is _____	Rebecca	Jane Eyre	Vladek	Maus	Maus
What is Manga?	Japanese Pen	Japanese Rose	Japanese comics	Japanese novels	Japanese comics
Chris Ware uses _____ style in his novels.	Figurative	Narrative	Diagrammatic	Demonstrative	Diagrammatic
Chris Ware's _____ is one of the recent books which describes the life of an ordinary man in 70 pages.	Maus	Lint	My Father's Journal	Omnibus	Lint
The _____ of comic books is another Key feature.	Simplicity	Complexity	Durability	Multiplicity	Simplicity
_____ is the inventor and first theorist of comic books.	Spiegelman	Chris Ware	Taniguchi	Rodolphe Topffer	Rodolphe Topffer
What is a caricature?	Comical picture	Satirical picture	Ironical picture	Evocative picture	Comical picture
_____ fixes an image in the mind which cannot be erased.	Caricature	Picture	Painting	Photograph	Caricature
Another essential quality of comic book is its ability to stick in _____	Heart	Memory	Expression	Emotion	Emotion
Benoit Peteers compares comic book to _____	Movie	Detective novel	Song	Short story	Song
Comic book brings out buried emotions of _____	Childhood	Womanhood	Brotherhood	Adulthood	Childhood
Dr.A.P.J.Abdul Kalam is called the _____ of India.	Iron Man	Missile Man	Man of Miracles	Wise man	Missile Man
According to Abdul Kalam, India respects the _____ of other nations.	Freedom	Love	Democracy	Friendship	Freedom
What is the first vision of Abdul Kalam for India?	Development	Urbanisation	Freedom	Civilisation	Freedom
Abdul Kalam's second vision for India is _____	Development	Urbanisation	Freedom	Civilisation	Development
India should be strong not only as a military power but also an _____ power.	Economic	Industrial	Political	Scientific	Economic
_____ was India's first satellite launch vehicle.	SLV3	SLV2	SLV3	SLV4	SLV3
_____ was the director of India's first Satellite launch vehicle.	Kalpana Chawla	Aryabhatta	Newton	Abdul Kalam	Abdul Kalam

_____ is a light material which Abdul Kalam used to provide a new entry structure for Agni.	Carbon-Carbon	Mercury	Carbon monoxide	Carbon Dioxide	Carbon-Carbon
Abdul Kalam condemns media because it is _____	Positive	Negative	Neutral	Pornographic	Negative
India is the second largest producer of _____ and _____ in the world.	Rice&Wheat	Millets&Maize	Cotton&Wool	Oil&Petrol	Rice&Wheat
India is the first in _____ production.	Soft drinks	Alcohol	Milk	Beverages	Milk
India's obsession of _____ things is disliked by Abdul Kalam.	Foreign	American	Canadian	Indian	Foreign
Abdul Kalam expresses his happiness about creating a _____ gram calipers for the physically challenged children.	400	300	600	700	300
Kalam hints at India's _____ in the following words: "In Singapore you don't throw cigarette butts on the roads".	Cleanliness	Uncleanliness	Greatness	Glory	Uncleanliness
Indians are portrayed as _____ in Kalam's essay.	Irresponsible	Responsible	Illiterate	Literate	Irresponsible
The Ex-municipal commissioner mentioned in the essay by Kalam is _____	Mr. Tinaikar	Dr. Vikram Sarabhai	Satish Dhawan	Dr. Brahmpakash	Mr. Tinaikar
In Kalam's view Indians contribution to the upliftment of the government is _____	Positive	Considerable	Negative	Moderate	Negative
The burning social issues which Kalam quotes in his essay are _____	Women,Dowry,Girl child	Food,Money,Shelter	Alcoholism,Money,Dowry	Girl child,Dowry,Shelter	Women,Dowry,Girl child
Kalam finds fault with the Indian _____	Government	Citizens	policies	Army	Citizens
Kalam concludes the essay with _____ words.	Barrack Obama	John Milton	John Donne	J.F.Kennedy	J.F.Kennedy

UNIT – I- Prose**Prose 1:****Morals in the Indian Context**

- Francis Nicholas Chelliah

Morals

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

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

Reason

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

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

Is man a moral being by nature?

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

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

Rationalism and Secular Reasoning

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

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

Prose-II

HOW COMIC BOOKS HELP US TO RELIVE OUR CHILDHOOD

- BENOÎT PEETERS

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

There are certain aspects to a reader's love of comics and "*bandes dessinées*" (or BD) – as they are known in French). For example, collectors often pay more prices for figurines and old editions. They also have a remarkable desire to keep alive mythical characters after the death of their creators like Batman, Astroboy, Spirou and so on as if the readers who were comforted in their childhood by these heroes cannot bear to see them disappear.

A thirst for innocence

It is also possible to admire great works of literature, philosophy and art without the need to return to them compulsively or to spend thousands on first editions. But there are old memories behind the readers' relationship with comics which make them think that one should not grow up to see these

memories die. This shows that there is a thirst for innocence or permanence in every human being which keeps these comics alive even in adulthood and old age.

In many modern comics since the 1970s, for example, the heroes are no longer invincible or indestructible – they are affected by age or their own weakness. These heroes are made and remade, injuries cause real suffering to them just like ordinary men and they also die.

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

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

Drawing donkeys

The simplicity of comic books is another key feature. Around 1840, Rodolphe Töpffer, inventor and first theorist of the comic book said that a child recognizes a donkey in a simple drawing. This proves that something about the specific way in understanding caricatures, such as those in comic books. When it is a light touch design, a caricature fixes an image in the mind which cannot be erased. Through this one can see another essential quality of the comic book: its ability to stick in the memory.

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

In this regard, the nearest thing to the comic book is perhaps the song. When a person listens to a song frequently he or she falls in love with that song. Comics are similar to this: they live where one dreams to live. There is something unique and profound here; comic books bring back the buried emotions of childhood.

Prose- III***Let's Do What India Needs From Us?***

- **Dr. A.P.J. Abdul Kalam**

Dr. Abdul Kalam is known for his love for the student community, delivered this speech at Indian Institute of Technology, Hyderabad, where he outlined his visions for India.

In Indian history, people from all over the world have come and invaded , captured the lands of India, conquered the minds of Indians. Yet, India has not done this to any other nation because it respects the freedom of others.

Three Visions**Freedom-The First Vision**

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

Development - The Second Vision

For fifty years India has been a developing nation. It is time that it should be seen as a developed nation. It is among top five nations of the world in terms of GDP and it has got 10 per cent growth rate in most areas. The poverty levels are falling in India and its achievements are being globally recognised today. Yet it lacks self-confidence to see itself as a developed nation, self-reliant and self-assured.

Stand Up to the World - The Third Vision

India must stand up to the world. Because Kalam believes that unless India stands up to the world, no one will respect it. Only strength respects strength. It must be strong not only as a military power but also as an economic power. Both must go hand-in-hand.

Kalam's good fortune was to have worked with three great minds. Dr. Vikram Sarabhai of the Department of Space, Professor Satish Dhawan, who succeeded him and Dr.Brahm Prakash, the father of nuclear material.

Four Milestones in Kalam's Career

Twenty years of experience in ISRO gave Kalam the opportunity to be the project director for India's first satellite launch vehicle, SLV3. The one that launched Rohini. These years played a very important role in his life as scientist. After his ISRO years, he joined DRDO and got a chance to be a part of India's guided missile program. It was his second bliss when Agni met its mission requirements in 1994.

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

In three weeks, Kalam made these floor reaction orthosis 300-gram calipers and took them to the orthopedic center. The children did not believe their eyes. From dragging around a three kg load on their legs, they could now move around! Their parents had tears in their eyes. That was Kalam's fourth bliss.

Kalam says that media should not be negative. The role of the media is to give a positive picture of India:

India is the first in milk production and remote sensing satellites,

It is the second largest producer of wheat and rice

Kalam appreciates Dr. Sudarshan's effort in transferring a tribal village into a self-sustaining and self-driving unit. There are millions of such achievements but the media is only obsessed in the bad news and failures and disasters. Kalam also expresses his unhappiness about the Indians' craziness for foreign products. Kalam condemns Indians for not carrying out their responsibilities properly as citizens and blaming the government always.

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

Dear Indians,

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

“ASK WHAT WE CAN DO FOR INDIA AND DO WHAT HAS TO BE DONE TO MAKE INDIA WHAT AMERICA AND OTHER WESTERN COUNTRIES ARE TODAY”

Let's do what India needs from us.

Possible Questions: (2 marks)

1. What are Morals? Explain in few words.
2. What is the significance of comic books?
3. What is a caricature?
4. Write about Kalam's first vision for India in few words.
5. Justify the statement "Reason is the greatest and most distinguished faculty of man".
6. What are the regressive aspects of our love for comics?
7. Write about Kalam's second vision for India.
8. What is secular reasoning?
9. Justify the statement "the heroes are no longer invincible".

Possible Questions: (6 marks)

1. Discuss about Chelliah's views on a moralist and rationalist. Whom does he offer his support?
2. What is Kalam's vision for India? Elucidate.
3. What are modern comics? Explain.
4. Present the expectations of Abdul Kalam from Indians to uplift India?
5. How do comic books help one to relive childhood?
6. Discuss the eminent personalities and their significance mentioned in "Let's Do What India Needs From Us".

KARPAGAM ACADEMY OF HIGHER EDUCATION, Coimbatore -21.

DEPARTMENT OF ENGLISH

CLASS : I B.Sc.,CHEMISTRY

BATCH : 2017-2020

PART II ENGLISH (17ENU101)

MULTIPLE CHOICE QUESTIONS UNIT - II

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
In the poem <i>The Stolen Boat</i> the pronoun 'her' refers to the	Willow tree	17 April 1717	April 1750	April 1780	7 April 1770
The word "Pinnacle" means	A small Boat	Historical Poet	Philosophical Poet	Comic poet	Romantic Poet
The boat tied in a tree.	Willow	Oxford	Boston	Osmania	Cambridge
The poet went for a stolen boat ride during time.	Day	The Stolen Boat	The Daffodils	Tables Turned	The Prelude
The poet felt a kind of while pushing the boat from the shore into the lake.	troubled pleasure	The Stolen Boat	The Daffodils	The Prelude	Lyrical Ballads
The boat of the poet went heaving through the water like a	swan	Summer	Autumn	Spring	Summer
The poet got struck again and again with the scene of the upreared its head.	black and huge peak	Lake	Boat	Mountain	Boat
The word "horizon" means the the line where the meet.	Earth and the Sky	A small tree	A Lake	A River	A small Boat
Find out the meaning of the underlined word in the following line. A huge black shape peak <u>strode</u> after me	walk along with	Tamarind	Yellow	Pine	Willow
The poet went for boat ride in boat.	his own	Night	Evening	Morning	Evening
The poet returned home in a mood after the boat ride.	serious and grave	happiness	pain	difficulty	troubled pleasure
The poet mind was in a mood for many days after the stolen boat ride.	solitude	duck	snake	fish	swan
Wordsworth had dreams after his boat ride.	pleasant	silent lake	sky	craggy ridge	black and huge peak
Wordsworth ends the poem with a note.	happy	Earth and a Lake	Earth and a Mountain	Earth and a river	Earth and the Sky
A.K.Ramanujan born in the year	1929	watching	following	running	walk along with
A.K.Ramanujan is poet and scholar.	an American	stolen	barrowed	friend's	stolen
A.K.Ramanujan wrote in languages like	English and Tamil	happy	sorrowful	pleasant	stolen
A.K.Ramanujan's academic research ranged across languages.	3	pleasant	sad	dreamy	solitude
A.K.Ramanujan was awarded for his work "The collected Poems"	Pulitzer Prize	colourful	troubling	sweet	troubling
city is known as city of temples and poets.	Madurai	positive	gloomy and unpleasant	negative	gloomy and unpleasant
The wet stones in the dried river glistening like sleepy	crocodiles	1993	1919	1969	1929
A couple of named in the poem <i>A River</i> are Gobi and Brinda.	cows	an Indian	a British	an Italian	an Indian
The new poets still quoted the in their poetry .	old poets	English and Kannada	English and Telugu	English and Malayalam	English and Kannada
A.K.Ramanujan says that the poets only sang of	floods	5	2	4	5
The new poets still quoted the the old poets in their poetry ,but no one spoke about the drowned in the floods.	pregnant woman	Booker Prize	Sahitya Academy Award	Nobel Prize	Sahitya Academy Award
The pregnant women mentioned in the poem <i>A River</i> is said to have been expecting	identical twins	Dharmapuri	Thiruchirapalli	Salem	Madurai
The poet A.K.Ramanujan says that the river has water enough to be poetic	once in a year	tortoise	dolphin	fish	crocodiles
During the , the water carried off three village houses, one pregnant woman and couple of cows.	festival	crocodiles	goats	baffaloes	cows
In Madurai, every a river dries to a trickle in the sand.	summer	old temples	old rivers	old streets	old poets
In Madurai , poets only sang the cities and temples, but not the , which dries completely in every summer.	river	village house	cows	women	floods
The flood carries away three village houses, a couple of cows and a pregnant woman in the first	half - hour	floods	baffaloes	crocodiles	pregnant woman
The pregnant women mentioned in the poem <i>A River</i> is said to have been expecting identical twins with on their bodies.	no nail	male child	female child	delivery	identical twins
The poet was there in Madurai for during the floods	a month	throughout the year	twice in a year	once in two years	once in a year
The poet noted that only the were talking seriously about the consequences of flood whereas the poets only praising the flood.	common people	floods	summer	winter	floods
Safaa Fathy is an poet.	Indian	rainy	winter	spring	summer
Safaa Fathy is best known for her film	Derrida's Elsewhere	lake	mountain	farms	river
Safaa Fathy was born in the year	1958	one hour	one day	ten minutes	half - hour
Before becoming a film maker, Fathy worked as a	teacher	no skin	no scar	no mole	no mole
The immigrants have the question in their mind always.	where am I	a day	a night	a week	a day

The "strangers" in the poem <i>A Sailor</i> refers to the _____ of that land.	natives	government officials	women	old poets	common people
The poet decided to turn to books in search of _____.	wealth	Egyptian	England	American	Egyptian
The sailor mentioned in the poem <i>A Sailor</i> was _____.	drunken	The Legend	The Spy	Ice Age	Derrida's Elsewhere
The Sea bird mentioned in the poem <i>A Sailor</i> is actually reference taken from the poem _____.	<i>The Stolen boat</i>	1985	1956	1966	1958
The name of the sea bird referred in the poem <i>A Sailor</i> is _____.	Albatross	professor	stage director	musician	stage director
The drunken sailor stumbled over the strangers and _____ them.	praised	what am I	who am I	who are you	where am I
The seasons mentioned in the poem <i>A Sailor</i> are <i>spring and</i> _____.	Rainy	immigrants	nomades	inhabitants	natives
The reference of the sea bird has taken from a poem by _____.	Shakespeare	misfortune	fortune	peace	misfortune
The sea bird albatross mentioned in the poem <i>A Sailor</i> is taken from the poem _____.	<i>A River</i>	deceased	wounded	disabled	drunken
The sailor mentioned in the poem <i>A Sailor</i> was _____ because he was drunken.	stumbling	<i>The Sailor</i>	<i>The Rime of the Ancient Mariner</i>	<i>The Prelude</i>	<i>The Rime of the Ancient Mariner</i>
The consolation of a moment of the truth to the "strangers" was with absence of _____.	colour	Cuckoo	Pigeon	Swan	Albatross
_____ is a character mentioned in the poem <i>A Sailor</i> .	Jonah the Wise	blessed	cursed	abused	cursed
Currently Safaa Fathy serves as the _____ of programme at the International College of Philosophy.	director	summer	autumn	winter	winter
_____ wrote the poem <i>A Sailor</i> .	Safaa Fathy	Wordsworth	Coleridge	Blake	Coleridge
Safaa Fathy's thesis was on _____.	Derrida	<i>The Stolen boat</i>	<i>The Rime of the Ancient Mariner</i>	<i>Daffodills</i>	<i>The Rime of the Ancient Mariner</i>
		running	crawling	dreaming	stumbling
		morals	meaning	purpose	colour
		Joan of Arc	Prodigal sons	Noah	Jonah the Wise
		professor	president	principal	director
		A.K.Ramanujan	R.Parthasarathy	Nizzim Ezekiel	Safaa Fathy
		Bertolt Brecht	Heinr Muller	Roland Bathes	Bertolt Brecht

Unit -2

Poem- 1

The Stolen Boat

- William Wordsworth

ABOUT THE POET:

William Wordsworth (1770-1850) is one of the stalwarts of the English Literature. He is also known as Romantic poet. This particular poem is an excerpt from Wordsworth's autobiographical epic poem, *The Prelude*. It was published and named posthumously in 1850 by his widow Mary.

Summary

Since the poem is an excerpt of a long epic, the whole poem forms one whole stanza. The poem begins with the poet confessing an incident from his childhood. On a summer evening, the young poet found a little boat tied to a willow tree in some rocky cave. He 'stole' the boat and took it on a joyous ride across the lake. He was aware of his act of stealth but his guilt was mixed with the feeling of pleasure. He says that his ride of the boat was accompanied by the echoes of the mountain.

The poet steadily kept moving away from the shore and the reflection of the stars and moon left a trail of light on the surface of the water. As he sailed away from the shore, he kept his eyes on the horizon, which comprised a short crag and the stars above, to keep his path fixed to a straight, unswerving line. The poet praises the light boat he had stolen and calls it 'an elfin pinnace'. He also praises his own prowess as a rower and compares himself and the boat to a swan that goes heaving through the water gracefully and effortlessly. This merry ride continued in peace until a mighty mountain peak upreared its head between the short crag and the stars.

As he kept rowing further away from the shore, the mountain grew in sight. The form of the huge shape frightened the poet and stirred his conscience. It seemed to chase after the poet as he kept drawing the boat away from its moor. Scared of this huge, black shape, the poet hurries back towards the cove he had stolen the boat from and returns home with a grave heart and a heavy conscience.

The poet recollects the experience; he had spent many days suffering from dreams of the grim, huge shape. He says that the familiar forms, colours and shapes of nature that he had been accustomed to were replaced by the images of this huge mountain. This mountain, according to Wordsworth, was not a passive structure made of rocks or stone. It was like a living being yet different from living beings. It had taken over his thoughts by days and dreams by night. For many a day, he was tormented by the memory and solitude. Even though he realizes it is only an optical illusion that the mountain was chasing him, it weighed heavy on his conscience and he realized the presence of beings unknown and unfathomable to him.

Poem -2

River

- A.K. Ramanujan

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

In the poem, the poet gives a picture of the summer season and rainy season as well. In the summer season, the river is dry and only a very small and thin stream flows. The stream is so thin that the ribs of sand made by the flowing water are clearly visible. Every summer a lot of straw and women's hair stick to the sand on the outlets and prevents the free flow of water.

The rusty bars under the bridge have patches of repair all over them. Some of the stones on the bed of the river are dry and some of them are wet. All are clearly visible in summer, because the river is dry. When there is flood, in the river, the people everywhere talk about the inch-by-inch rising of water and the number of stone steps submerged at the bathing place. They talk about the three village houses being washed away by the flood.

They also talk about how a pregnant woman and two cows were carried away by the strong current of the river. They know that the names of the two cows were Gopi and Brinda. But no one knew the home of the woman who was crying and carried off. This means that everyone was indifferent to the suffering of this woman. Even the poets did not mention her name in their poems. They wrote only about the flood.

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

In the poem, the poet concludes that both the groups of the poets, past and present are not bothered and indifferent to human suffering. The poet A.K. Ramanujan has ironically exposed the heartless attitude of both the old and new poets.

Poem -3

The Sailor

- Safaa Fathy

Safaa Fathy is an Egyptian poet, documentary filmmaker, playwright, and essayist. She is best known for her film *Derrida's Elsewhere*, a documentary which focuses on the life and concepts of controversial philosopher Jacques Derrida.

Early life and career

Fathy was born in Minya, Upper Egypt on July 17, 1958. She studied English literature in Cairo. Fathy participated in the student movement while in Egypt but later left the country and settled in Paris in 1981. In 1987, she was an assistant director at the Deutsches Theater located in East Berlin. Fathy worked with Heiner Muller in 1990. She completed her doctoral thesis at the Sorbonne in 1993; her thesis was on Bertolt Brecht. Before becoming a filmmaker, Fathy worked as a stage director. Currently she serves as director of programme at the International College of Philosophy in Paris Talk about snatching defeat from the jaws of victory.

Poem Analysis

This poem is a good reminder of how gripping and exciting a poem can be. It reads almost like a script, fittingly, and really pushes forward. Short, terse statements add to frenzied pace, and we feel the struggle of the sailor. The word placement for "hauls himself waterlogged partway up the beach" really feels like an effort, versus "he hauled himself up the beach, waterlogged." We really feel the weight of the sailor in the words and order there. The tragic ending is delivering in a short, almost sing-song rhythm couplet, emphasizing the quiet rhythm of the tide that steals the sailor away from life. What an effect!

The poem *The Sailor* deals with identity crisis of a woman particularly who has the identity of particular community and culture. And it also widely covers the subject of identity in a deep and sensible manner in a positive way. While the poetess expresses her struggle, she also discusses the reason indirectly. The early childhood of the author was revealed throughout the poem. Overcoming particular identity and making a positive identity and achieving success in life can be understood by the poem. The struggle of a woman with a particular identity of religion, nationality and tradition can be understood with reference to the context of post structuralism.

Possible Questions: (2 marks)

1. What does the term "troubled pleasure" mean in Wordsworth's view?
2. Describe the state of the river in summer?
3. Who is "Elfin Pinnace" in *The Stolen Boat*?
4. What does the character "pregnant woman" signify in *A River*?
5. What is the state of the sailor?
6. How does the poet describe the beauty of Madurai?
7. Identify the role of Gopi and Brinda in *A River*.
8. What does the question "where am I" signify in the poem *The Sailor*.

Possible Questions: (6 marks)

1. Justify William Wordsworth as a nature with reference to the poem *The Stolen Boat*.
2. What is the message conveyed in the poem *A River*.
3. Touch upon the autobiographical elements in *The Stolen Boat* by William Wordsworth.
4. Critically analyse the poem *The Sailor*.
5. Critically interpret the poem "The Stolen Boat" by William Wordsworth.
6. Demonstrate the significance of the river in the poem *A River*.

UNIT -III

Short Story- I

Rapunzel

- Brothers Grimm

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

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

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

Time passed, and Rapunzel only knew about the Witch. She never saw anybody else. Since she loved to sing a Prince that passed through the woods heard her. He hid in the bushes nearby and enjoyed her singing until the Witch called her to let down her hair. The prince thought he could do the same thing, so he called Rapunzel to let her hair down. He climbed to her room, and when Rapunzel saw him, she got scared. Until then she only knew the Witch, and now she saw a beautiful prince. She calmed down, and he explained to her she should not be frightened, and they fell in love.

They saw each other secretly because they did not want the Witch to know about them. She still came to Rapunzel every day, but she did not notice anything strange. One morning Rapunzel accidentally told her she is much heavier than the prince and that it's harder to pull her up.

The Witch was furious, and she started yelling at Rapunzel. She told her she was ungrateful and reprimanded her that after everything she did for her this was how she paid her back. The Witch grabbed her by the hair and cut it off. The long hair was lying on the floor, and Rapunzel was sentenced to a lifetime of loneliness and misery in the tower. Rapunzel was the loneliest person alive. The Witch did not only get her revenge with Rapunzel. She also decided to attack the prince.

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

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

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

Characters Analysis

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

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

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

Short Story- II

Romance of a busy broker

- O' Henry

Henry Maxwell is a broker in the New York Stock Exchange. One fine morning he enters the office in the usual scheduled time with his young lady secretary who has been working with him for the last one year. Mr. Pitcher is the personal clerk in the office. He notices with curiosity that the secretary instead of going to the other room where her desk is has been standing in the outer office. After sometime she even asks him whether Maxwell had asked him to look for someone else to take the place of his secretary.

After sometime when Maxwell is quite busy with his work, Pitcher comes along and tells that he had brought one lady as was asked by him to be his new secretary. Maxwell looks up in surprise and says that his original secretary, Miss Leslie is very good and can continue as long as she wishes and plunges into his work again. The rush of the stocks and bonds, loans, shares and securities is going on till the lunch hour.

Just then the sweet smell of lilac comes into Maxwell's room and he very well knows that the smell belongs to Leslie. He starts feeling a strong kind of attraction towards her. He dashes straight away into the inner room where Leslie was sitting and proposes to her right away. He says he loves her very much and wants to marry her.

Leslie looks at him with utter surprise and did not say anything for quite sometime. But when Maxwell keeps on declaring his love for her, tears start to roll down from her charming eyes. And with a smile in her pretty face, she says that Maxwell keeps himself so busy in his work that he forgets everything. Then she coolly tell Maxwell that both of them got married the previous evening at eight o'clock at the little church around the corner

Short Story- III

Summary of the Nightingale and the Rose

- Oscar Wilde

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

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

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

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

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

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

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

The Student of course finds the single, beautiful red rose growing in his garden and happily plucks it. He immediately ran to give it to the Professors daughter, whom which he was in love with, and asked her to dance with him. But at his dismay, the girl was not pleased, proclaiming the red rose would not go with her dress and scoffing at the fact that flowers are not nearly as expensive as the jewels the Chamberlain's nephew sent her. Seemingly unabashed, the student calls her ungrateful and gets thrown out by the offended girl, still comparing his unworthiness of a Student to the highness of the Chamberlain's nephew.

Upon leaving, the Student thought to himself how silly, un useful, impractical, and untrue love is, and how he was better off studying things like logic, philosophy and metaphysics. And that's what he did.

Possible Questions (2 marks)

1. How does Rapunzel meet the prince?
2. Why did the nightingale decide to sacrifice her life for a red rose?
3. What magical power did Rapunzel posses?
4. Why is the girl Rapunzel named so?
5. What magical power did Rapunzel posses?
6. Sketch the character of the student in "The Nightingale and the Rose".

Possible Questions (2 marks)

1. Touch upon the portrayal of the absent minded broker in *The Romance of a Busy Broker*.
2. Analyse the significance of the title "The Nightingale and the Rose".
3. Reflect upon the characterisation of the witch in *Rapunzel*.
4. Comment on the role of the rose in *The Nightingale and the Rose*.
5. Bring out the essence of the story *Rapunzel*.

6. Glorify the sacrifice of the nightingale in *The Nightingale and the Rose*.
7. Sketch the character of Harvey Maxwell in *The Romance of a Busy Broker*.
8. Who is the absent minded character in *The Romance of a Busy Broker*? Provide a brief description of this character.
9. How does Rapunzel attain freedom from the sorceress's confinement? Explain briefly.

KARPAGAM ACADEMY OF HIGHER EDUCATION, Coimbatore -21.

DEPARTMENT OF ENGLISH

CLASS : I B.Sc., CHEMISTRY

BATCH : 2017-2020

PART II ENGLISH (17ENU101)

MULTIPLE CHOICE QUESTIONS UNIT - III

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
The Romance of a Busy Broker is written by _____	Poe	O.Henry	Miller	Keats	O.Henry
Harver Maxwell is a _____	broker	painter	writer	scholar	broker
Mr.Pitcher works at _____ office	Miller	Milton	Maxwell	Mike	Maxwell
Laslie works as a Maxwell secretary for _____ year	two	three	four	one	one
Maxwell's hat is covered with _____	Animal's wing	bird's wing	Reptiles's wing	bird's wing	bird's wing
_____ is a secretary of Maxwell.	Leslie	Aeslie	Seslie	Peslie	Leslie
Maxwell is working like some fine, strong _____	thing	mind	machine	body	machine
Maxwell has not committed any _____ in his work	right	good	best	wrong	wrong
Maxwell's bussiness world is not a _____ a world of nature.	human world	artificial world	natural world	animal world	human world
When Maxwell smells the soft sweet smell of flowers, he remembers _____	Leslie	Aeslie	Seslie	Peslie	Leslie
Maxwells likes to marry _____	Peslie	Leslie	Seslie	Peslie	Leslie
At what time, Maxwell and Leslie get married _____	nine	ten	eight	seven	eight
Maxwell and Leslie get married in _____	the big Church	St. Peter's Church	St.Paul Church	the Little Church	the Little Church
The couple in the "Rapunzel" longs for a _____	child	house	car	watch	child
A woman in the "Rapunzel" belives that _____ would fulfill her wish.	angel	king	prince	God	God
The woman in the "Rapunzel" sees _____ through her widow.	hills	river	garden	lake	garden
The sorceress's garden was surrounded by _____	hills	river	pool	highwall	highwall
The woman in the "Rapunzel" sees a bed planted with the most beautiful _____	rapunzel	lotus	apple	orange	rapunzel
Whom does Rapunzel fall in love with?	Beggar	Merchant	Cobbler	Prince	Prince
Who is the absent minded broker in <i>A Romance of a Busy Broker</i> ?	Harvey Maxwell	Linda	Pitcher	Stenographer	Harvey Maxwell
The nightingale sacrifices her _____ to create a red rose.	Wings	Life	Feathers	Limbs	Life
Jacob and Wilhelm Grimm were folklorists and _____.	Linguists	Scientists	Chemists	Botanists	Linguists
Rapunzel possessed _____.	Magical Voice	Magical hair	Magical Gaze	Magical Eyes	Magical hair
Rapunzel's lover becomes _____ in the story.	Dumb	Deaf	Blind	Lame	Blind
Rapunzel's _____ is used as a rope by the sorceress to climb up the tower.	Hand	Veil	Hair	Leg	Hair
The nightingale's _____ forces the rose blossom.	Wings	Song	Feathers	Limbs	Song
_____ wrote "The Nightingale and the Rose".	Oscar Wild	O'Henry	Wordsworth	Chellaiah	Oscar Wild
The young student wanted a _____ for his lady love.	white rose	yellow rose	blue rose	red rose	red rose
The Nightingale is _____.	a horse	a bird	a flower	c. a snake	a bird
The professor's daughter refused to accept the red rose by saying that will not suit with her _____.	dress	hair style	complexion	status	dress
_____ said "Death is a great price to pay for a red rose".	The tree	the Nightingale	the student	the student's lover	the Nightingale
The couple's child was named as _____.	rapunzel	lotus	jasmine	rose	rapunzel
The couple's child was named as rapunzel by _____.	angel	king	prince	sorceress	sorceress
When Rapunzel was _____, the sorceress locked her in a tower that stood in a forest.	thirteen	twelve	nine	ten	twelve
Rapunzel has a splendid long hair, as fine as spun _____.	gold	silver	bronze	copper	gold
The young prince was attracted by Rapunzel's _____.	long hair	sweet voice	beauty	eyes	sweet voice
Rapunzel gives birth to _____.	boy baby	girl baby	twins	peacock	twins
According to the nightingale the young students is a _____.	true lover	intelligent	optimistic	selfish	true lover
The young weeping for _____.	white rose	yellow rose	blue rose	red rose	red rose
Where did the nightingale live?	oak tree	willow tree	pine tree	apple tree	oak tree
Nightingale sang first on the _____ of love in the heart of a boy and a girl.	peace	struggle	birth	soul	birth
_____ forgets the dawn has arrived.	venus	star	sun	moon	moon

At the end the young student throws the red rose in the _____.	river	street	fire	water	street
--	-------	--------	------	-------	--------

Topic -1 Tenses

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

Table of Tenses

Topic- 2- ARTICLES**ARTICLES**

The indefinite article is used before singular countable nouns as,

E.g. A book, an orange, a girl.

A and An are used before **Definition:**

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

Types of Articles:

There are two types of articles. They are:

Indefinite article:

- A or An is called the Indefinite Article, because it usually leaves indefinite the person or thing spoken of as,

E.g. A doctor; that is, any doctor.

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

E.g. I saw an owl this morning.

I ate a banana for lunch.

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

'an' with nouns starting with a vowel (a, e, i, o, u)

E.g. An opera, A car

[NOTE: An before an 'h' mute - an hour, an honour, an heir, an honest man.

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

The Indefinite article is used:

1. to refer to something for the first time:

E.g. An elephant and a mouse fell in love.

Would you like a drink?

I've finally got a good job.

2. to refer to a particular member of a group or class:

-with names of jobs as,

E.g. John is a doctor.

Mary is training to be an engineer.

He wants to be a dancer.

-with nationalities and religions as,

E.g. John is an Englishman.

Kate is a Catholic.

-with musical instruments as,

E.g. Sherlock Holmes was playing a violin when the visitor arrived.

(BUT to describe the activity we say "He plays the violin.")

-with names of days as,

E.g. I was born on a Thursday.

3. to refer to a kind of, or example of something:

E.g. The mouse had a tiny nose.

The elephant had a long trunk.

It was a very strange car.

4. with singular nouns, after the words 'what' and 'such':

E.g. What a shame!

She's such a beautiful girl.

5. To make a proper noun as common noun:

E.g. A Daniel come to judgement! (A Daniel = a very wise man)

6. Meaning 'one', referring to a single object or person:

E.g. I'd like an orange and two lemons please.

The burglar took a diamond necklace and a valuable painting

Notice also that we usually say a hundred, a thousand, a million.

7. NOTE: that we use 'one' to add emphasis or to contrast with other numbers:

E.g. we've got six computers but only one printer.

Definite article:

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

E.g. A he saw the doctor; meaning some particular doctor.

- The definite article is used before singular countable nouns, plural countable nouns and uncountable nouns as,

E.g. The book, the books, the milk.

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

'The' definite article is used:

1. to refer to something which has already been mentioned.

E.g. The book you want is out of print.

Let's go the park.

2. when both the speaker and listener know what is being talked about, even if it has not been mentioned before.

E.g. 'Where's the bathroom?'

'It's on the first floor.'

3. in sentences or clauses where we define or identify a particular person or object:

E.g. The man who wrote this book is famous.

'Which car did you scratch?' 'The red one.'

My house is the one with a blue door.'

4. When a singular noun is meant to represent a whole class.

E.g. The horse is a noble animal.

5. Before some proper names, viz., these kinds of place-names.

- Oceans and seas E.g. the Pacific, the Black sea.

- Rivers E.g. the Nile.

- Canals E.g. the Suez canal.

- Deserts E.g. the Sahara.

- Groups of islands E.g. the West Indies.

- Mountain ranges E.g. the Himalayas

- a very few countries like the Irish Republic, the United Kingdom, the Netherlands.

6. to refer to objects we regard as unique:

E.g. the sun, the moon, the world.

7. before superlatives and ordinal numbers: (see Adjectives)

E.g. the highest building, the first page, the last chapter.

8. with adjectives, to refer to a whole group of people:

E.g. the Japanese (see Nouns - Nationalities), the old

9. with decades, or groups of years:

E.g. she grew up in the seventies

10. Before the names of certain books:

E.g. the Vedas, the Ramayana, the Iliad.

11. Before a Proper noun when it is qualified by an adjective or a defining adjective clause:

E.g. The greatest Caesar, the immortal Shakespeare

888 744 R o y J L E T y B T 12.033 254) 6 7 232 (15.206 () J T J E T B T 12.033 0 0 12 0 0 T m / F 14 1 T

12. with superlatives:

E.g. The darkest cloud has a silver lining.

13. Before the musical instrument:

E.g. the Piano, the Flute.

Omission of the article:

1. Before names of substances and abstract nouns used in a general sense:

E.g. Wisdom is the gift of heaven.

Sugar is bad for your teeth.

2. with names of countries (if singular):

E.g. Germany is an important economic power.

He's just returned from Zimbabwe.

3. with the names of languages:

E.g. French is spoken in Tahiti.

English uses many words of Latin origin.

4. with the names of meals.

E.g. Lunch is at midday.

Dinner is in the evening.

President Kennedy was assassinated in Dallas.

(But:the Queen of England, the Pope.)

7. After the 's possessive case:

E.g.His brother's car.

Peter's house.

8. with professions:

E.g.Engineering is a useful career.

He'll probably go into medicine.

9. with names of shops:

E.g.I'll get the card at Smith's.

Can you go to Boots for me?

10. with years:

E.g.1948 was a wonderful year.

Do you remember 1995?

11. With uncountable nouns:

E.g.Rice is the main food in Asia.

Milk is often added to tea in England.

War is destructive.

12. with most names of towns, streets, stations and airports:

E.g.Victoria Station is in the centre of London.

Can you direct me to Bond Street?

She lives in Florence.

13.in some phrases consisting of a preposition followed by its object:

E.g.by car, at home, in hand, at daybreak, on foot, at University, in church, in prison

Topic-3- Primary and Secondary Auxiliaries

A verb used in forming the tenses, moods, and voices of other verbs. The primary auxiliary verbs in English are be, do, and have; the modal auxiliaries are can, could, may, might, must, shall, should, will, and would.

Auxiliary Verbs "Be," "Do," "Have"

An auxiliary verb helps the main (full) verb and is also called a "helping verb." With auxiliary verbs,

you can write sentences in different tenses, moods, or voices. Auxiliary verbs are: *be, do, have, will, shall, would, should, can, could, may, might, must, ought*, etc.

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

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

1. "Be" as an auxiliary verb

a. Used in progressive sentences:

- I am taking a bath.
- She is preparing dinner for us.
- They have been studying all night.

b. Used in passive sentences:

- I was given a free meal.
- He was seen by fans at the airport.
- This song has been sung by all nations.

2. "Do" as an auxiliary verb

a. Used in negative sentences:

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

b. Used in questions:

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

3. "Have" as an auxiliary verb

a. Used in perfect sentences:

- I have been following you for a mile.
- We have done a lot so far.

- She had been queen of the town.

Examples of modal auxiliary verbs

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

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

It should be clear from these examples that the modal verb occupies the first position in verb phrase, coming before any other auxiliary verb (like *have* or *be*) and the main lexical verb.

In questions the modal verb is simply inverted with the subject of the sentence as in examples 6 and 7 and it also carries the negative particle *not* (3rd and 5th examples).

The subject of the sentence has no effect on the form of the modal since almost in all cases they do not change at all.

So, a modal verb is quite simple as far as its form and position in various types of sentence are concerned; but what exactly are the modal verbs in English? The chart below lists the main modal auxiliaries that you are likely to meet and divides them into two categories *pure modals* and *semi-modals*, although in most cases the distinction is merely formal and their meanings are not affected by this division.

Pure modals

can
could
may
might
shall
should

Semi-modals

ought to
has/have (got) to
be able to

will
would
need ***

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

The forms of pure modals

The main characteristics of the pure modals are:

- they never change their form irrespective of the subject of the sentence
e.g. **he can swim**, not ***he cans swim**
- following on from the above feature, they do not change to show past tense
e.g. **she had to leave** not ***she musted leave**
- they all carry the negative of the sentence by the addition of **not/n't**
e.g. **I can't remember** not ***I don't can remember**
- they all form questions by inversion with the subject of the sentence.
e.g. **should I stay?**
- they are all followed by the base form of the verb without the addition of **to**
e.g. **he can swim** not ***he can to swim**

The forms of semi-modals

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

Be able to

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

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

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

- I will be able to see you after lunch.

- They might not be able to put us up for the night.

Has/have (got) to

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

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

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

Ought to

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

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

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

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

Meanings of modal verbs

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

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

You probably also noticed from the examples that notions like *permission* and *possibility* can be expressed using different modal verbs – this, of course, only serves to complicate matters further since one modal verb can have more than one meaning, and one meaning can be expressed by more than one modal verb. In the space that we have available here it would be impossible to cover all the meanings of each of the modals, so as examples we will look at some of the ways that *obligation* and *logical deduction* can be expressed.

Obligation

The two main modals here are *must* and *have to*. The difference between them is usually given as follows: *must* is used to express an internal obligation that is imposed by the speaker, while *have to* refers to rules and regulations that are imposed from outside the speaker. Again, as with many points of grammar this is only intended as a rough guide.

To express a lack of obligation we cannot just automatically add *not* to the modal verbs without thinking more carefully about it first. How do you feel about the following sentences for instance?

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

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

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

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

Logical deduction

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

The telephone rings:

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

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

- That won't be Frank.
- That mustn't be Frank.
(To use **musn't** in this way as logical deduction is incorrect; we use **can't** instead.)
- That shouldn't be Frank.
- That couldn't be Frank.
- That mightn't be Frank.

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

Past time with modals

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

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

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

- *She must visit her mother.*

- *She had to visit her mother.*

Tag questions

Definition

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

Use

Question Tags

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

Features of Tags

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

The basic structure of a tag question is:

positive statement	-	negative tag
Snow is white,		isn't it?
negative statement	-	positive tag
You don't like me,		do you?

Possible Questions: (2 marks)

1. Write a conversation between two friends.
2. Add question tags to the following:
It's very hot today, _____?
Seetha will come, _____?
Your father is a doctor, _____?
3. What is future tense?

4. What is future perfect tense?
5. What are articles?
6. Explain Be verbs
7. What are Definite articles?
8. What is simple present tense?

Possible Questions: (6 marks)

1. Explain tenses with examples.
2. Explain articles with examples.
3. What are articles? Explain each article with three examples.
4. What are modal auxiliaries? Illustrate with suitable examples.
5. Explain present and past tense with appropriate examples.
6. Explain primary auxiliaries with examples.
7. Fill in the blanks with suitable modal auxiliaries:
 1. Ramu _____ perform well in the exam.
 2. I _____ come tomorrow.
 - 3 Sita _____ do better in the next exam.
 4. It _____ rain today.
 5. Mala _____ to practice well before the real performance.
 6. Rahul told Raghavi that he _____ try his level best to help her.
8. Write a dialogue between a student and a teacher.
9. Add question tag to the following:
 1. Arun is not feeling well, _____?
 2. Manisha did not like the movie, _____?
 3. The flowers are beautiful in the garden, _____?
 4. It is raining at Coimbatore, _____?
 5. Mohan doesn't work hard, _____?
 6. Let's go to the beach, _____?

KARPAGAM ACADEMY OF HIGHER EDUCATION, Coimbatore -21.

DEPARTMENT OF ENGLISH

CLASS : I B.Sc., CHEMISTRY

BATCH : 2017-2020

PART II ENGLISH (17ENU101)

MULTIPLE CHOICE QUESTIONS UNIT - IV

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
A _____ is word used as the name of a person,place,or thing	Pronoun	noun	verb	adjective	noun
_____ nouns are always written with a capital letter at the beginning.	Proper	abstract	common	collective	proper
Identify the countable noun from the words given:	cotton	French	oil	dress	dress
A noun that denotes a thing that is neither male or female is said to be _____ gender	common	feminine	masculine	neuter	neuter
A _____ is word used instead of a Noun.	Verb	Adverb	Adjective	Pronoun	Pronoun
There are _____ types of Articles	one	two	three	four	two
A or An is called the _____ Article.	Definite	Indefinite	zero Article	neuter	Indefinite
Before a word beginning with a vowel sound _____ is used.	an	a	the	zero Article	an
Before a word beginning with a consonant sound _____ is used.	the	an	a	zero Article	a
An _____ is a word used to add something to the meaning of a noun.	Pronoun	Adverb	Adjective	Verb	Adjective
A _____ is a word that tells or asserts something about a person or thing.	noun	verb	adverb	adjective	verb
The Tense of a Verb shows the _____ of an action or event.	atmosphere	environment	place	time	time
The _____ present tense is used to express a habitual action.	past	continuous	simple	future	simple
The _____ present tense expresses general truths.	future	simple	past	continuous	simple
A _____ conjunction joins a clause to another on which it depends for its full meaning.	Co-ordinating	subordinating	simple	reflexive	subordinating
_____ is a word which modifies the meaning of a verb,an Adjective or another Adverb.	Adverb	Noun	Adjective	Verb	Adverb
Adverbs of time answers to the question word,_____.	what	how often	where	when	when
Adverbs of Frequency answers to the question word,_____.	how often	what	what manner	where	how often
Adverbs of Place answers to the question word,_____.	what	when	where	whom	where
Adverbs of Manner answers to the question word,_____.	when	where	what manner	how often	what manner
The interjection Alas! means _____.	grief	surprise	approval	joy	grief
The interjection huzza! means _____.	grief	surprise	approval	joy	joy
The interjection Hurrah! means _____.	grief	surprise	approval	joy	joy
An _____ is a word which expresses some sudden feeling or emotion.	Question	Subordinating conjunctions	Conjunction	Interjection	Interjection
Hello! Alas! Ah! etc are called as _____.	Question	Interjection	Conjunction	Subordinating conjunctions	Interjection
A group of words like this, which makes complete sense, is called a _____.	Sentence	Subject	Personification	Predicate	Sentence
Sentences are of _____ kinds.	six	three	four	seven	four
A sentence that makes a statement or assertion is called a _____.	Declarative	Interrogative	Imperative	Exclamatory	Declarative
Declarative sentence is also called as _____ sentence.	Interrogative	Imperative	Exclamatory	Assertive	Assertive
A sentence that asks a question is called an _____ sentence.	Interrogative	Imperative	Exclamatory	Assertive	Interrogative
A Sentence that expresses a command or an entreaty is called an _____ sentence.	Declarative	Interrogative	Imperative	Exclamatory	Imperative
A _____ sentence that expresses strong feeling is called an _____ sentence.	Declarative	Interrogative	Imperative	Exclamatory	Exclamatory
Nature is the bestt physician'. is an example of _____ sentence.	Declarative	Interrogative	Imperative	Exclamatory	Declarative
The places of subject and _____ in sentence are inter-changed in passive voice.	object	verb	conjunction	article	object
_____ form of verb will be used only _____ in passive voice	present	past	past participle	present continuous	past participle
Only the Past participle form of verb is used in _____ voice	Active	Passive	simple future	Compound	Passive
In Passive voice, the word _____ is used to denote the continuous tense	been	being	have	has	being
The word _____ is used to denote the perfect tense in passive voice.	being	been	have	will	been

Passive voice is written when the doer of the action is _____	unknown	clear	sure	definite	unknown
Passive voice is used when the action is important than the _____ of the action	friend	doer	enemy	achiever	doer
In passive voice, the doer of the action is _____	hidden	always mentioned	necessary	important	hidden
Subject and verb in a sentence must agree in number and _____	case	person	gender	voice	person
Subject and verb in a sentence must agree in _____ and person	number	case	person	voice	number
If a subject in a sentence is singular the verb should be _____	gender	plural	singular	person	singular
If a subject in a sentence is plural the verb should be _____	person	gender	singular	plural	plural
Plural form of verb is used when the subject is _____	plural	singular	pronoun	adverb	plural
Singular form of verb is used when the subject is _____	noun	singular	article	plural	singular
The pronoun 'you' is followed by _____ when the sentence is simple present	is	were	are	was	are
The pronoun 'you' is followed by _____ when the sentence is simple past	was	is	were	am	were
_____ is the simple present tense verb for the pronoun 'I'.	is	was	were	am	am
_____ is the simple past tense verb for the pronoun 'I'.	am	is	were	was	was
The simple Present is used to express a _____ action	habitual	past	completed	just now completed	habitual
In vivid narrative, as substitute for the simple past, _____ is used	simple present	simple future	present perfect	future continuous	simple present
To express a future event that is part of a fixed timetable or fixed programme _____ tense is used.	Simple past	simple present	future continuous	past continuous	simple present
_____ tense is used to denote the action going on at the time of speaking	Past continuous	past continuous	future continuous	present perfect continuous	present continuous
_____ tense is never used with adverbs of past time.	Past continuous	Past perfect	present perfect	Future Perfect	Present perfect
To express past actions whose time is not given and not definite _____ tense is used.	Past perfect	future perfect	present perfect	present perfect continuous	present perfect
The _____ tense is used to denote an action going on at some time in the past.	Present continuous	future continuous	past continuous	present perfect continuous	past continuous
_____ tense expresses the future as fact.	Simple present	Simple past	Simple future	future continuous	Simple future
_____ He is dead.	Alas!	Bravo!	What!	Hurrah!	Alas!
_____ We have won the game.	Alas!	Bravo!	What	Hurrah!	Hurrah!

MULTIPLE CHOICE

QUESTIONS UNIT - I

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
Rama is as old as _____.	I	me	him	her	me
I will do it _____.	ourselves	himself	myself	herself	myself
Rani put her bag next to _____.	herself	her	myself	yourselves	her
Rama and Hari work hard. _____ are praised by their teacher.	him	his	them	they	they
Kathir or Velu must lend _____ hand.	his	their	him	they	his
English has become _____ international language.	the	a	an	zero Article	an
_____ horse is a noble animal.	An	A	The	zero Article	The
_____ darkest cloud has a silver lining.	an	The	A	zero Article	The
_____ Gold is a precious metal.	The	An	zero Article	A	Zero Article
They speak _____ Punjabi at home.	An	Zero Article	The	A	Zero Article
Iron is one of the _____ useful metals.	more	most	many	every	most
Mumbai is the seaport _____ to Europe.	nearest	near	nearer	next	nearest
The boys are anxious _____.	learn	learnt	to learn	learning	to learn
I arrived _____ New Street Station at 7.30.	at	on	by	between	at
He turned _____ too early to make sure that he had a seat _____ the plane.	in	on	at	under	on
I saw Judith this morning, but she was _____ her car so I couldn't say hello.	on	in	through	at	in
He hurt his leg as he jumped _____ the wall.	across	along	over	through	over
The sun _____ in the east.	rise	rises	risen	is rising	rises
Fortune _____ the brave.	favour	favoured	favours	is favoured	favours
He _____ tea every morning.	drinks	drink	drank	drunken	drinks
She has an important project to finish by next week, so she _____ in the evening at present.	works	are working	work	is working	is working
The boys _____ playing hockey.	are playing	play	playing	is playing	are playing
I could _____ recognize him	neatly	late	hardly	early	hardly
He sings very _____.	is loudly	loudly	was loudly	has loudly	loudly
Dan was _____ engrossed in his book even to look up.	very	too	very too	too very	too
This has made many people _____ angry.	too	very too	very	too very	very
You could try phoning him, but I _____ doubt that he'll be at home.	very	too	very much	much	very much
Gold and silver _____ precious metals	are	were	is	have	are
He and I _____ playing	am	were	have	has	were
Every boy and girl _____ given a packet of sweets.	was	were	have	has	was
Mathematics _____ a branch of study in every school.	is	am	were	have	is
The news _____ true	were	is	have	has	is
The committee _____ issued its report	am	were	has	have	has
The United States _____ a big navy	have	were	are	has	has
Fifteen minutes _____ allowed to each speaker	is	are	have	were	is
Fifty thousand rupees _____ a large sum	are	is	have	were	is
Ten kilometres _____ a long walk	are	were	is	have	is
Nobody _____ here.	are	were	have	is	is
Everybody _____ when there is a crisis.	helps	help	are helping	were helping	helps
Somebody _____ to speak to you.	want	wants	are wanted	were wanted	wants
Either he or I _____ mistaken.	is	are	am	were	am
Neither you nor he _____ to blame	am	are	were	is	is
Neither my friend nor I _____ to blame.	is	am	are	were	am

Two _____ two make four.	and	since	for	if	and
A book's a book, _____, there is nothing in it.	because	although	for	either	although
I would die _____ I lied.	because	although	before	and	before
_____ he was not there, I spoke to his brother	Since	although	As	and	As
Rama will go _____ hari goes.	if	because	although	since	if
He is stronger _____ Rama.	that	if	and	than	than
His bark is worse _____ his bite.	that	if	and	than	than
Hari is more stupid _____ Dhondu.	and	than	that	if	than
He was so tired _____ he could scarcely stand.	and	than	that	if	that
Make hay _____ the Sun shines.	Since	although	As	while	while
Not only is he foolish, _____ obstinate.	so	but not	but also	too	but also
_____ he is suffering much pain,yet he does not complain	if	because	though	since	though
_____ ! Have they gone	Ah	Hello	Bravo	Hurrah	Ah
_____ ! got such a fright.	Bravo!	What!	Hush!	Oh!	Oh!
_____ ! What are you doing there.	Oh	Hello	Bravo	Hurrah	Hello
_____ Dont't make a noise.	Bravo!	What!	Hush!	Oh!	Oh!

Topic -1 Tenses

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

Table of Tenses

Topic- 2- ARTICLES**ARTICLES**

The indefinite article is used before singular countable nouns as,

E.g. A book, an orange, a girl.

A and An are used before **Definition:**

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

Types of Articles:

There are two types of articles. They are:

Indefinite article:

- A or An is called the Indefinite Article, because it usually leaves indefinite the person or thing spoken of as,

E.g. A doctor; that is, any doctor.

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

E.g. I saw an owl this morning.

I ate a banana for lunch.

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

'an' with nouns starting with a vowel (a, e, i, o, u)

E.g. An opera, A car

[NOTE: An before an 'h' mute - an hour, an honour, an heir, an honest man.

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

The Indefinite article is used:

1. to refer to something for the first time:

E.g. An elephant and a mouse fell in love.

Would you like a drink?

I've finally got a good job.

2. to refer to a particular member of a group or class:

-with names of jobs as,

E.g. John is a doctor.

Mary is training to be an engineer.

He wants to be a dancer.

-with nationalities and religions as,

E.g. John is an Englishman.

Kate is a Catholic.

-with musical instruments as,

E.g. Sherlock Holmes was playing a violin when the visitor arrived.

(BUT to describe the activity we say "He plays the violin.")

-with names of days as,

E.g. I was born on a Thursday.

3. to refer to a kind of, or example of something:

E.g. The mouse had a tiny nose.

The elephant had a long trunk.

It was a very strange car.

4. with singular nouns, after the words 'what' and 'such':

E.g. What a shame!

She's such a beautiful girl.

5. To make a proper noun as common noun:

E.g. A Daniel come to judgement! (A Daniel = a very wise man)

6. Meaning 'one', referring to a single object or person:

E.g. I'd like an orange and two lemons please.

The burglar took a diamond necklace and a valuable painting

Notice also that we usually say a hundred, a thousand, a million.

7. NOTE: that we use 'one' to add emphasis or to contrast with other numbers:

E.g. we've got six computers but only one printer.

Definite article:

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

E.g. A he saw the doctor; meaning some particular doctor.

- The definite article is used before singular countable nouns, plural countable nouns and uncountable nouns as,

E.g. The book, the books, the milk.

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

'The' definite article is used:

1. to refer to something which has already been mentioned.

E.g. The book you want is out of print.

Let's go the park.

2. when both the speaker and listener know what is being talked about, even if it has not been mentioned before.

E.g. 'Where's the bathroom?'

'It's on the first floor.'

3. in sentences or clauses where we define or identify a particular person or object:

E.g. The man who wrote this book is famous.

'Which car did you scratch?' 'The red one.'

My house is the one with a blue door.'

4. When a singular noun is meant to represent a whole class.

E.g. The horse is a noble animal.

5. Before some proper names, viz., these kinds of place-names.

- Oceans and seas E.g. the Pacific, the Black sea.

- Rivers E.g. the Nile.

- Canals E.g. the Suez canal.

- Deserts E.g. the Sahara.

- Groups of islands E.g. the West Indies.

- Mountain ranges E.g. the Himalayas

- a very few countries like the Irish Republic, the United Kingdom, the Netherlands.

6. to refer to objects we regard as unique:

E.g. the sun, the moon, the world.

7. before superlatives and ordinal numbers: (see Adjectives)

E.g. the highest building, the first page, the last chapter.

8. with adjectives, to refer to a whole group of people:

E.g. the Japanese (see Nouns - Nationalities), the old

9. with decades, or groups of years:

E.g. she grew up in the seventies

10. Before the names of certain books:

E.g. the Vedas, the Ramayana, the Iliad.

11. Before a Proper noun when it is qualified by an adjective or a defining adjective clause:

E.g. The greatest Caesar, the immortal Shakespeare

The Mr. Roy whom you met last evening is my uncle.

12. with superlatives:

E.g. The darkest cloud has a silver lining.

13. Before the musical instrument:

E.g. the Piano, the Flute.

Omission of the article:

1. Before names of substances and abstract nouns used in a general sense:

E.g. Wisdom is the gift of heaven.

Sugar is bad for your teeth.

2. with names of countries (if singular):

E.g. Germany is an important economic power.

He's just returned from Zimbabwe.

3. with the names of languages:

E.g. French is spoken in Tahiti.

English uses many words of Latin origin.

4. with the names of meals.

E.g. Lunch is at midday.

Dinner is in the evening.

5. with people's names (if singular):

E.g. John's coming to the party.

George King is my uncle.

6. with titles and names:

E.g. Prince Charles is Queen Elizabeth's son.

President Kennedy was assassinated in Dallas.

(But:the Queen of England, the Pope.)

7. After the 's possessive case:

E.g.His brother's car.

Peter's house.

8. with professions:

E.g.Engineering is a useful career.

He'll probably go into medicine.

9. with names of shops:

E.g.I'll get the card at Smith's.

Can you go to Boots for me?

10. with years:

E.g.1948 was a wonderful year.

Do you remember 1995?

11. With uncountable nouns:

E.g.Rice is the main food in Asia.

Milk is often added to tea in England.

War is destructive.

12. with most names of towns, streets, stations and airports:

E.g.Victoria Station is in the centre of London.

Can you direct me to Bond Street?

She lives in Florence.

13.in some phrases consisting of a preposition followed by its object:

E.g.by car, at home, in hand, at daybreak, on foot, at University, in church, in prison

Topic-3- Primary and Secondary Auxiliaries

A verb used in forming the tenses, moods, and voices of other verbs. The primary auxiliary verbs in English are be, do, and have; the modal auxiliaries are can, could, may, might, must, shall, should, will, and would.

Auxiliary Verbs "Be," "Do," "Have"

An auxiliary verb helps the main (full) verb and is also called a "helping verb." With auxiliary verbs,

you can write sentences in different tenses, moods, or voices. Auxiliary verbs are: *be, do, have, will, shall, would, should, can, could, may, might, must, ought*, etc.

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

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

1. "Be" as an auxiliary verb

a. Used in progressive sentences:

- I am taking a bath.
- She is preparing dinner for us.
- They have been studying all night.

b. Used in passive sentences:

- I was given a free meal.
- He was seen by fans at the airport.
- This song has been sung by all nations.

2. "Do" as an auxiliary verb

a. Used in negative sentences:

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

b. Used in questions:

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

3. "Have" as an auxiliary verb

a. Used in perfect sentences:

- I have been following you for a mile.
- We have done a lot so far.

- She had been queen of the town.

Examples of modal auxiliary verbs

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

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

It should be clear from these examples that the modal verb occupies the first position in verb phrase, coming before any other auxiliary verb (like *have* or *be*) and the main lexical verb.

In questions the modal verb is simply inverted with the subject of the sentence as in examples 6 and 7 and it also carries the negative particle *not* (3rd and 5th examples).

The subject of the sentence has no effect on the form of the modal since almost in all cases they do not change at all.

So, a modal verb is quite simple as far as its form and position in various types of sentence are concerned; but what exactly are the modal verbs in English? The chart below lists the main modal auxiliaries that you are likely to meet and divides them into two categories *pure modals* and *semi-modals*, although in most cases the distinction is merely formal and their meanings are not affected by this division.

<i>Pure modals</i>	<i>Semi-modals</i>
can	ought to
could	has/have (got) to
may	be able to
might	
shall	
should	

will
would
need ***

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

The forms of pure modals

The main characteristics of the pure modals are:

- they never change their form irrespective of the subject of the sentence
e.g. **he can swim**, not ***he cans swim**
- following on from the above feature, they do not change to show past tense
e.g. **she had to leave** not ***she musted leave**
- they all carry the negative of the sentence by the addition of **not/n't**
e.g. **I can't remember** not ***I don't can remember**
- they all form questions by inversion with the subject of the sentence.
e.g. **should I stay?**
- they are all followed by the base form of the verb without the addition of **to**
e.g. **he can swim** not ***he can to swim**

The forms of semi-modals

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

Be able to

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

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

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

- I will be able to see you after lunch.

- They might not be able to put us up for the night.

Has/have (got) to

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

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

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

Ought to

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

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

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

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

Meanings of modal verbs

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

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

You probably also noticed from the examples that notions like *permission* and *possibility* can be expressed using different modal verbs – this, of course, only serves to complicate matters further since one modal verb can have more than one meaning, and one meaning can be expressed by more than one modal verb. In the space that we have available here it would be impossible to cover all the meanings of each of the modals, so as examples we will look at some of the ways that *obligation* and *logical deduction* can be expressed.

Obligation

The two main modals here are *must* and *have to*. The difference between them is usually given as follows: *must* is used to express an internal obligation that is imposed by the speaker, while *have to* refers to rules and regulations that are imposed from outside the speaker. Again, as with many points of grammar this is only intended as a rough guide.

To express a lack of obligation we cannot just automatically add *not* to the modal verbs without thinking more carefully about it first. How do you feel about the following sentences for instance?

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

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

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

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

Logical deduction

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

The telephone rings:

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

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

- That won't be Frank.
- That mustn't be Frank.
(To use **musn't** in this way as logical deduction is incorrect; we use **can't** instead.)
- That shouldn't be Frank.
- That couldn't be Frank.
- That mightn't be Frank.

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

Past time with modals

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

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

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

- *She must visit her mother.*

- *She had to visit her mother.*

Tag questions

Definition

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

Use

Question Tags

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

Features of Tags

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

The basic structure of a tag question is:

positive statement	-	negative tag
Snow is white,		isn't it?
negative statement	-	positive tag
You don't like me,		do you?

Possible Questions: (2 marks)

1. Write a conversation between two friends.
2. Add question tags to the following:
It's very hot today, _____?
Seetha will come, _____?
Your father is a doctor, _____?
3. What is future tense?

4. What is future perfect tense?
5. What are articles?
6. Explain Be verbs
7. What are Definite articles?
8. What is simple present tense?

Possible Questions: (6 marks)

1. Explain tenses with examples.
2. Explain articles with examples.
3. What are articles? Explain each article with three examples.
4. What are modal auxiliaries? Illustrate with suitable examples.
5. Explain present and past tense with appropriate examples.
6. Explain primary auxiliaries with examples.
7. Fill in the blanks with suitable modal auxiliaries:
 1. Ramu _____ perform well in the exam.
 2. I _____ come tomorrow.
 - 3 Sita _____ do better in the next exam.
 4. It _____ rain today.
 5. Mala _____ to practice well before the real performance.
 6. Rahul told Raghavi that he _____ try his level best to help her.
8. Write a dialogue between a student and a teacher.
9. Add question tag to the following:
 1. Arun is not feeling well, _____?
 2. Manisha did not like the movie, _____?
 3. The flowers are beautiful in the garden, _____?
 4. It is raining at Coimbatore, _____?
 5. Mohan doesn't work hard, _____?
 6. Let's go to the beach, _____?

Register No _____

Karpagam Academy of Higher Education

COIMBATORE 641 021

I INTERNAL EXAMINATION - JULY 2017

(For the students of B.Sc Maths, Chemistry, Physics, BT, MB, BC)

17ENU101

Date: _____

DURATION-2HRS

MARKS-50

PART-A

20X1=20 Marks

Choose the best answers:

1. ----- are the code of conduct stipulated in the sacred and ancient scriptures.
a. **Morals** b. Religions c. Studies d. Gods
2. ----- is used instead of a Noun.
a. Noun b. **Pronoun** c. Adjective d. Adverb
3. ----- is the greatest and most distinguished faculty of man.
a. Moral b. Code c. **Reason** d. God
4. **Identify the Adverb:** He painted the wall sincerely.
a. painted b. wall c. he d. **sincerely**
5. Man by nature is a social and a ----- being.
a. Social b. Antisocial c. Uncouth d. **Moral**
6. A rationalist's morals are much more meaningful, natural and -----.
a. **Benevolent** b. Kind c. Caring d. Benign
7. An Indian needs immediate ----- and remedy.
a. **Liberation** b. Freedom c. Discharge d. Sovereignty
8. Traditionally, comic books have been primarily aimed at -----.
a. Old b. Young c. **Children** d. Women
9. Collectors often pay incredible prices for figurines and old -----.
a. Coins b. Stamps c. Furniture d. **Editions**
10. Modern comics of -----, the heroes are no longer invincible.
a. 1990 b. 1980 c. **1970** d. 1960
11. Pulitzer winning Maus, which reimagines the Holocaust, casting cats as the -----.
a. **Nazis** b. Fascists c. Terrorists d. Fundamentalists
12. ----- is the comics created in Japan or by creators in the Japanese language.
a. **Manga** b. Tinga c. Tonga d. Donga
13. Chris Ware describes the life of an ordinary man, in ----- pages.
a. 80 b. 90 c. 60 d. **70**
14. Ware's designs are on the edge of a ----- style.
a. **Diagrammatic** b. Narrative c. Grand d. Le' Grand
15. The pages of Chris Ware's book evoke a mixture of -----
a. **Emotions** b. Feeling c. Sentiment d. Passion

16. The opening lines reveal the speaker's relationship with "her" or -----.
- a. **Nature** b. Society c. Forest d. City
17. As the poet rowed the boat along, he could hear the "mountain -----"
- a. Sounds b. **Echoes** c. Noises d. Scream
18. The poet was still able to control his little boat and cut "through the water like a -----"
- a. Duck b. Crane c. Pelican d. **Swan**
19. Nature is suddenly something not only to be enjoyed, but something to be -----.
- a. **Feared** b. Alarmed c. Troubled d. Shocked
20. The Stolen Boat shows us the beautiful as well as the ----- side of nature.
- a. Risky b. **Dangerous** c. Tricky d. Safe

PART-B**3X2=6Marks****Answer all the questions:**

21. What are morals?

Morals are codes of conduct stipulated in the sacred and ancient scriptures.

22. What is meant by comics?

Comics are books filled with comical pictures to entertain and amuse the readers and it also evokes laughter in the readers.

23. Who wrote "The Stolen Boat"?

William Wordsworth

PART-C**3X8=24 Marks****Answer the following:**

24. (a) How do you justify the statement, "Reason is the greatest and most distinguished faculty of man?"

Reason distinguishes man from animals.

It helps man to come up with wonderful inventions.

Man has benefitted from reason in terms of health, comfort and luxuries.

Religion prevents man from using reason to the maximum

Reason when put to proper use can provide immeasurable benefit.

(or)

(b) What is the moral responsibility of a rationalist?

Moral responsibility of a rationalist lies within his powers and conviction.

A rationalist's morals are more meaningful, natural and benevolent.

He does not follow anything blindly out of fear or ignorance.

A rationalist can create a perfect moral belief system

A rationalist's way of moralizing depends on secular reasoning as it is free from superstitions and unreal stories.

25. (a) How does a graphic novel can help us to understand our childhood?

Graphic novel brings back childhood memories.

It helps one to connect to childhood by reliving those joyful moments.

The impact of graphic novel plays a vital role in moulding a person's personality.

It helps one to retain thirst innocence and thereby ensures liveliness and happiness.

(or)

(b) Explain the statement "the heroes are no longer invincible"?

The heroes are no longer invincible or indestructible – they are affected by age or their own weakness.

These heroes are made and remade, injuries cause real suffering to them just like ordinary men and they also die.

The readers understood slowly that they are also ordinary humans and the media now a day's bring out the personal life of the heroes to the light.

26. (a) Write an essay on "The Stolen Boat?"

The poem begins with the poet narrating an incident from his childhood. On a summer evening, the young poet found a little boat tied to a willow tree in a rocky cave. He 'stole' the boat and took it on a joyous ride across the lake. He was aware of his act of stealth but his guilt was mixed with the feeling of pleasure. He says that his ride of the boat was accompanied by the echoes of the mountain.

The poet steadily kept moving away from the shore and the reflection of the stars and moon left a trail of light on the surface of the water. As he sailed away from the shore, he kept his eyes on the horizon, which comprised a short crag and the stars above, to keep his path fixed to a straight, unswerving line. The poet praises the light boat he had stolen and calls it 'an elfin pinnacle'. He also praises his own prowess as a rower and compares himself and the boat to a swan that goes heaving through the water gracefully and effortlessly. This merry ride continued in peace until a mighty mountain peak upreared its head between the short crag and the stars.

As he kept rowing further away from the shore, the mountain grew in sight. The form of the huge shape frightened the poet and stirred his conscience. It seemed to chase after the poet as he kept drawing the boat away from its moor. Scared of this huge, black shape, the poet hurries back towards the cove he had stolen the boat from and returns home with a grave heart and a heavy conscience.

The poet recollects the experience; he had spent many days suffering from dreams of the grim, huge shape. He says that the familiar forms, colours and shapes of nature that he had been accustomed to were replaced by the images of this huge mountain. This mountain, according to Wordsworth, was not a passive structure made of rocks or stone. It was like a living being yet different from living beings. It had taken over his thoughts by days and dreams by night. For many a day, he was tormented by the memory and solitude. Even though he realizes it is only an

optical illusion that the mountain was chasing him, it weighed heavy on his conscience and he realized the presence of beings unknown and unfathomable to him.

(or)

(b) Analyse the theme in the poem “The Stolen Boat?”

- The poem begins with the poet confessing an incident from his childhood.
- On a summer evening, the young poet ‘stole’ the boat and took it on a joyous ride across the lake.
- He was aware of his act of stealth but his guilt was mixed with the feeling of pleasure.
- The poet praises the light boat he had stolen and calls it ‘an elfin pinnacle’. He also praises his own prowess as a rower
- The form of the huge shape frightened the poet and stirred his conscience.
- Scared of this huge, black shape, the poet hurries back towards the cove he had stolen the boat from and returns home with a grave heart and a heavy conscience.

Register No. _____

Karpagam Academy of Higher Education**(Under Section 3 of UGC Act 1956)****COIMBATORE 641 021****II Internal Exam****For all the B Sc MB, BT, BC, Maths, Physics, Chemistry admitted in
2017 Batch****PART II ENGLISH****17ENU101****DATE: 17.08.2017****TIME: 2 Hrs.****MAX. MARKS: 50****PART A****Choose the best answer****20 X 1= 20**

1. _____ is the first vision of India.
a. Development b. **Freedom** c. Economics d. Education
2. A. K. Ramanujan was awarded the Sahitya Academy Award posthumously in _____ for his collection of poems, "The Collected Poems".
a. 1998 b. 1997 c. **1999** d. 1996
3. _____ and Brinda are the names of cow.
a. Ramu b. **Gopi** c. Ragu d. Somu
4. Give synonymn: Clog
a. free b. tight c. whole d. **block**
5. The wet rocks look like _____.
a. **Crocodile** b. water – buffalo c. elephant d. whale
6. _____ is a light material which Abdul Kalam used to provide a new entry structure for Agni.
a. **Carbon carbon** b. Carbon dioxide c. Carbon monoxide d. Mercury
7. Abdul Kalam condemns media because it is _____.
a. Positive b. **Negative** c. Neutral d. Pornographic
8. India is the second largest producer of _____ in the world.
a. **Rice & Wheat** b. Millet & Maize c. Barley & Soya d. Cotton & Wool
9. Give synonymn: Relish
a. Sad b. Worry c. **Enjoy** d. Dull
10. Fathy participated in the student movement while she was in _____ but later left the country.
a. Germany b. Canada c. Paris d. **Egypt**
11. Oscar Wilde was imprisoned for _____ years.
a. 5 b. 4 c. 3 d. **2**
12. The Nightingale sang to the _____ tree.
a. Pine b. Apple c. **Oak** d. Orange
13. Give synonymn: Nip
a. go slowly b. **go quickly** c. run d. walk
14. A. K. Ramanujan says that the poets only sang of _____.

- a. **Floods** b. Village houses c. Cows d. Women
15. The new poets still quoted the old poets in their poetry, but no one spoke about the _____ drowned in the floods.
- a. Crocodiles b. Floods c. **Pregnant woman** d. Buffaloes
16. _____ is a character mentioned in the poem *A Sailor*.
- a. **Jonah the wise** b. Joan of Arc c. Prodigal sons d. Noah
17. _____ is the confidential clerk in the office of Harvey Maxwell.
- a. O. Henry b. Linda c. **Pitcher** d. Stenographer
18. The nightingale sacrifices her _____ to create a red rose.
- a. Wings b. **Life** c. Feathers d. Limbs
19. Sorceress is a _____.
- a. Angel b. Wizard c. Giant d. **Witch**
20. At _____ age Rapunzel arrested in the tower.
- a. 20 b. 15 c. 18 d. **12**

PART B

Give short answers for the following:

2 x 3 = 6

21. Write about Kalam's second vision for India.
Development-Kalam advises Indians to see India as a developed nation and not as a developing nation.
22. Identify the role of Gopi and Brinda in *A River*.
Gopi and Brinda are the couple of cows washed away in the flood which represent the poets' indifference to the suffering of other beings.
23. Why is the girl Rapunzel named so?
Rapunzel refers to a herb used in making salads and as the girl was promised to be given to the witch in return for her favour, the witch names her after the plant.

PART C

Give detailed answers for the following:

3 x 8 = 24

24. a. Write an essay on Kalam's vision to transform India into a developed nation.

Three Visions

FREEDOM-THE FIRST VISION

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

DEVELOPMENT - THE SECOND VISION

- For fifty years India has been a developing nation.
- It is time that it should be seen as a developed nation.
- The poverty levels are falling in India and its achievements are being globally recognised today.

STAND UP TO THE WORLD - THE THIRD VISION

- India must stand up to the world. Because Kalam believes that unless India stands up to the world, no one will respect it.
- Only strength respects strength.

(Or)

b. Critically analysis the poem *The Sailor*.

The poem *The Sailor* deals with identity crisis of a woman particularly who has the identity of particular community and culture. And it also widely covers the subject of identity in a deep and sensible manner in a positive way. While the poetess expresses her struggle, she also discusses the reason indirectly. The early childhood of the author was revealed throughout the poem. Overcoming particular identity and making a positive identity and achieving success in life can be understood by the poem. The struggle of a woman with a particular identity of religion, nationality and tradition can be understood with reference to the context of post structuralism.

25. a. Who is the absent minded character in *The Romance of a Busy Broker*? Provide a brief description of this character.

Harvey Maxwell is the absent minded character.

The character's absent mindedness provides a comical touch to the story.

Too many pre-occupations keep him busy

His absent mindedness drives him to the state of forgetting the fact that he is already married to Miss Leslie, the stenographer.

In the end he needs to be reminded of his marriage which brings the story to a comical conclusion.

(Or)

b. How does Rapunzel attain freedom from the sorceress's confinement? Explain briefly.

The sorceress, after coming to know of the truth that Rapunzel has been meeting somebody in the tower, in anger, snaps Rapunzel's hair and takes her to the forest with the idea of deserting her in the forest.

Rapunzel wanders alone in the forest, dying of loneliness, singing to her heart's content.

It is her sweet song which draws the blind prince to her and becomes the instrument for their reunion.

26. a. Interpret the portrayal of the river in the poem *A River* by A.K.Ramanujan.

- Madurai is a holy city with full of temples and poets. A river named Vaikai flows through this city
- In the poem, the poet gives a picture of the summer season and rainy season as well. In the summer season, the river is dry and only a very small and thin stream flows.
- When there is flood, in the river, the people everywhere talk about the inch-by-inch rising of water and the number of stone steps submerged at the bathing place.

- They also talk about how a pregnant woman and two cows named Gopi and Brinda were carried away by the strong current of the river.
- The people knew the cows' names but not the woman's. This shows the poets' indifference to human suffering.
- The poet A.K. Ramanujan has ironically exposed the heartless attitude of both the old and new poets.

(Or)

b. Bring out the importance of the three miles stones faced by Kalam.

FOUR MILESTONES IN KALAM'S CAREER

Twenty years of experience in ISRO gave Kalam the opportunity to be the project director for India's first satellite launch vehicle, SLV3. The one that launched Rohini. These years played a very important role in his life as scientist. After his ISRO years, he joined DRDO and got a chance to be a part of India's guided missile program. **It was his second bliss when Agni met its mission requirements in 1994.**

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

In three weeks, Kalam made these floor reaction orthosis 300-gram calipers and took them to the orthopedic center. The children did not believe their eyes. From dragging around a three kg load on their legs, they could now move around! Their parents had tears in their eyes. **That was Kalam's fourth bliss.**

Reg.No: _____

KARPAGAM ACADEMY OF HIGHER EDUCATION
COIMBATORE - 21
III INTERNAL EXAMINATION –2017
PART II ENGLISH

B.Sc., Physics, Chemistry, BT., MB., BC., Maths

Date: _____

17ENU101

Max.Marks : 50 Marks

Time: 2 hrs.

PART - A

Choose the correct answer from the choices given below: 20x1=20 marks

1. A Sentence that expresses a command or an entreaty is called an _____ sentence.
 a. Declarative b. Interrogative **c. Imperative** d. Exclamatory
2. A sentence that expresses strong feeling is called a/an _____ sentence.
 a. Declarative b. Interrogative c. Imperative **d. Exclamatory**
3. She would have come if you _____ her.
 a. would invite **b. had invited** c. invited d. invite
4. If I married you, we both _____ be happy.
 a. will **b. would** c. would have d. would been
5. If a subject in a sentence is plural the verb should be _____.
 a. person b. gender c. singular **d. plural**
6. Singular form of verb is used when the subject is _____.
 a. noun **b. singular** c. article d. plural
7. There are _____ types of Articles
 a. one **b. two** c. three d. four
8. A or An is called the _____ Article.
 a. Definite **b. Indefinite** c. zero Article d. neuter
9. The _____ tense is used to denote an action going on at sometime in the past.
 a. Present continuous b. future continuous
c. past continuous d. present perfect continuous
10. _____ tense expresses the future as fact.
a. Simple present b. Simple past
c. Simple future d. future continuous
11. Rama and Hari work hard. _____ are praised by their teacher.
 a. him b. his c. them **d. they**
12. Kathir or Velu must lend _____ hand.
a. his b. their c. him d. they
13. Mumbai is the seaport _____ to Europe.
a. nearest b. near **c. nearer** d. next
14. The boys are anxious _____.
 a. learn b. learnt **c. to learnt** d. learning
15. Fortune _____ the brave.
 a. favour b. favoured **c. favours** d. is favoured
16. He _____ tea every morning.
a. drinks b. drink c. drank d. drunken
17. Every boy and girl _____ given a packet of sweets.
 a. was **b. were** c. have d. has

18. Mathematics _____ a branch of study in every school.
 a.is b.am c.were d.have
19. Everybody _____ when there is a crisis.
 a.helps b.help c.are helping d.were helping
20. Somebody _____ to speak to you.
 a.want b.wants c.are wanted d. were wanted

PART - B

Answer the following questions: 3x2 = 6 marks

21. Filling the blanks with the suitable form of verb in a conditional sentence

If it ...**rains**..... (rain), we ...**will or would**..... (cancel) the match.

22. Rewrite the following affirmative sentences as negative sentences without changing their meaning

- a. They have accepted the invitation for the party.
 They have not refused the invitation for the party.
- b. Very few children participated in the program.

Most of the children did not participate in the program.

23. Explain the Past continuous tense with a relevant example.

Denotes an action going on at sometime in the past.

Ex. I was going to the college when I witnessed that spectacle.

PART - C

Answer the following questions: 3x8=24 marks

24. (a) Differentiate Simple Past tense with Present Perfect tense with the appropriate examples in detail.

In English grammar, the simple past is a verb tense (the second principal part of a verb) indicating action that occurred in the past and which does not extend into the present.

The *simple past tense* (also known as the *past simple*) of regular verbs marked by the ending -d, -ed, or -t. Irregular verbs have a variety of endings. The simple past is not accompanied by helping verbs.

Ex. I played tennis yesterday.

The **present perfect** tense of a verb is formed using the helping verb 'have' or 'has' and the past participle form of the verb. Choose 'have' if the subject is first-person singular or plural ('I' or 'we'), second person ('you'), or third-person plural ('they'). Choose 'has' if the subject is third-person singular ('he', 'she', or 'it').

Ex. Sheela has two pens

Malathi and Sheela have gone to their home town.

- (b) Make question sentences from the following statements using **Do, Does or Did**.

1. My mother makes delicious cakes.
 Does my mother make delicious cakes?
2. My sister works at a bank.
 Does my sister at a bank?

3. I met your dad yesterday.
Did I meet your dad yesterday?
4. He wants to go abroad.
abroad?

Does he want to go

25. (a) What are the 'be' verbs and comment on their use in a sentence.

Be form verbs are is, was, are, were, am.

1. "Be" as an auxiliary verb

a.Used in progressive sentences:

I am taking a bath.

She is preparing dinner for us.

They have been studying all night.

b.Used in passive sentences:

I was given a free meal.

He was seen by fans at the airport.

- This song has been sung by all nations.

(OR)

(b) Fill in the blanks with suitable verb forms.

1. If you ...**do not**... (not behave), I ...**will throw**.....
(throw) you out.

2. If he ...**wins**.....(win) the first prize, his mother
...**will be**..... (be) happy.

3. If he ...**gets**... (get) proper medical care, he
...**will survive**..... (survive)

4. If the drought ...**continues**..... (continue), plants and
animals ...**will**... (perish)

26. (a) Explain the article and its types in detail.

Two types of articles: Definite and Indefinite.

'A' and 'An' are called definite article, 'The' is called indefinite article.

'A' is used before consonant sound and 'An' is used before vowel sound

E.g. An elephant and a mouse fell in love.

Would you like a drink?

I've finally got a good job.

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

E.g. A he saw the doctor; meaning some particular doctor.

The definite article is used before singular countable nouns, plural countable nouns and uncountable nouns as,

E.g. The book, the books, the milk.

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

E.g. the boy, the woman, the children.

Omission of the article:

Article is omitted before names, names of countries, names of languages, titles and names.

E.g. Wisdom is the gift of heaven.

Germany is an important economic power.

French is spoken in Tahiti.

(OR)

(b) Rewrite the Sentences changing the words as directed.

1. That was a horrible experience. (Rewrite using What a...)

What a horrible experience that was!

2. She is too polite to refuse. (Rewrite using so...that...)

She is so polite that will not refuse.

3. As soon as the tiger appeared, the hunter shot it down.

(Rewrite using No sooner....than...)

No sooner did the tiger appear than the hunter shot it down.

4. Not only Peter but Jack also got a prize. (Rewrite using as well as.)

Peter as well as Jack got a prize.