

SFEN 11

**UNDERGRADUATE COURSE
FOUNDATION COURSE**

FIRST YEAR

ENGLISH



**INSTITUTE OF DISTANCE EDUCATION
UNIVERSITY OF MADRAS**

WELCOME

Warm Greetings.

It is with a great pleasure to welcome you as a student of Institute of Distance Education, University of Madras. It is a proud moment for the Institute of Distance education as you are entering into a cafeteria system of learning process as envisaged by the University Grants Commission. Yes, we have framed and introduced Choice Based Credit System(CBCS) in Semester pattern from the academic year 2018-19. You are free to choose courses, as per the Regulations, to attain the target of total number of credits set for each course and also each degree programme. What is a credit? To earn one credit in a semester you have to spend 30 hours of learning process. Each course has a weightage in terms of credits. Credits are assigned by taking into account of its level of subject content. For instance, if one particular course or paper has 4 credits then you have to spend 120 hours of self-learning in a semester. You are advised to plan the strategy to devote hours of self-study in the learning process. You will be assessed periodically by means of tests, assignments and quizzes either in class room or laboratory or field work. In the case of PG (UG), Continuous Internal Assessment for 20(25) percentage and End Semester University Examination for 80 (75) percentage of the maximum score for a course / paper. The theory paper in the end semester examination will bring out your various skills: namely basic knowledge about subject, memory recall, application, analysis, comprehension and descriptive writing. We will always have in mind while training you in conducting experiments, analyzing the performance during laboratory work, and observing the outcomes to bring out the truth from the experiment, and we measure these skills in the end semester examination. You will be guided by well experienced faculty.

I invite you to join the CBCS in Semester System to gain rich knowledge leisurely at your will and wish. Choose the right courses at right times so as to erect your flag of success. We always encourage and enlighten to excel and empower. We are the cross bearers to make you a torch bearer to have a bright future.

With best wishes from mind and heart,

DIRECTOR

**UNDER GRADUATE COURSES
FIRST YEAR**

**FOUNDATION COURSE
PART-II - ENGLISH**

COURSE WRITER and EDITOR

Dr. V. MEENAKUMARI

Associate Professor
Department of English
Anna Adarsh College for Women,
Anna Nagar, Chennai - 600 040.

UNDERGRADUATE COURSES

FIRST YEAR

FOUNDATION COURSE

PART II - ENGLISH

Common to all UG Degree Course Effective from 2018-2019

SYLLABUS

Text - **Catalyst A** Multilevel English Refresher by AnuChitra Publications Rs. 95/-

Unit - I **Preparatory Lessons**

1. Competition Matters - Suzanne Sievert
2. A Personal Crisis May Change History - Dr. A.P.J. Abdul Kalam
3. Why Preserve Biodiversity - Prof.D.Balasubramanian
4. A Call to Action - Adapted from Hillary Rodham Clinton's address.....

Unit - II **Prose**

1. My Greatest Olympic Prize - Jesse Owens
2. If You are Wrong Admit it - Dale Carnegie
3. Monday Morning - Mark Twain
4. The Unexpected - Robert Lynd

Unit - III **Poetry**

1. Pulley or Gift of God - George Herbert
2. La Belle Dame Sans Merci - John Keats
3. The Night of the Scorpion - Night of the Scorpion
4. The Death of a Bird - A.D. Hope

Unit - IV Short Story

1. Mrs.Packletide's Tiger - Saki
2. A Snake in the Grass - R.K. Narayan
3. Three Questions - Leo Tolstoy
4. The Gift of the Magi - O. Henry

Unit - V Grammar

Tense, Aspect, Auxiliaries (Primary and Modal), Negatives, Interrogatives Yes or No, Wh Questions) Tag questions, completing the sentences, Common errors, Synonym, Antonym, Word class, Use in sentences of words. (Refer to the Grammar exercises in the Text Book) and Part I from Spring Board by Orient Black swan Pvt. Ltd Rs.105/-

Part -I

Sound Right

Introduction to the Sounds of the English Language, Word Stress, Strong and Weak Forms, Sentences Stress and Intonation, Voice Modulation.

UNDERGRADUATE COURSES

FIRST YEAR

PART II - ENGLISH

FOUNDATION COURSE

SCHEME OF LESSONS

Sl.No.	Title	Page
1	Preparatory Lessons	1
2	Prose	15
3	Poetry	30
4	Short Stories	60
5	Grammar	78

UNIT I

PREPARATORY LESSONS

The preparatory course in English aims at improving the knowledge and skills related to reading, writing, speaking and listening with the objective to fully prepare students for further academic studies in English. This unit has been specially designed to induce interest and to inculcate the reading habit in students.

❖ PLAN OF STUDY

- | | |
|---|-----------------------------------|
| • Competition matters | - Suzanne Sievert |
| • A Personal crisis may change History | - Dr. A P J Abdul Kalam |
| • Why Preserve Biodiversity | - Prof. D. Balasubramanian |
| • A Call to Action | - Hillary Clinton |
| • If Only there were more like him | - Revathi Seshadri |

1.1 LEARNING OBJECTIVES

After reading this unit, you will be able to

- Build Vocabulary
- Improve oral proficiency (developing correctness and confidence in speaking)
- Progress listening comprehension
- Inculcate scientific and critical approaches to various aspects of English studies
- Understand and appreciate the nuances of the English language

1.2 THEMATIC INTRODUCTION

This unit introduces five preparatory lessons **Competition matters** by **Suzanne Sievert**, **A Personal Crisis may change History** by **Dr. A P J Abdul Kalam**, **Prof. D. Balasubramanian's Why Preserve Biodiversity**, **A Call to Action** by **Hillary Clinton** and **If Only there were more like him** by **Revathi Seshadri**. Suzanne Sievert through her story **Competition matters** brings into lime light that competition is what really matters

and not winning. All kids must be given an opportunity to embrace failure thus giving way for them to face the future with strong heart. The second story **A Personal Crises may change History** by Dr. A P J Abdul Kalam portrays how few men like Gandhiji, King Ashoka and Dr. Nelson Mandela took the initiative to solve the problems of this world. Dr. A P J Abdul Kalam also pin points the value of empathy and how this character of the three great leaders changed the history of the world. Prof. D. Balasubramanian's **Why Preserve Biodiversity** comes third in the list. The author brings out the importance of preserving bio diversity and how it becomes the duty of every people in and around the world. Through the fourth lesson **Call to Action**, Hillary Clinton highlights the problems and violence faced by every woman in their day to day life. Clinton tries to motivate all women to stand against the gender discrimination they face in every field and to mark an end to it. **If Only there were more like him** by **RevathiSeshadri** is the last in the list. This story is an epitome of humanness and valuing human relations.

1.3 SECTION

1.3.1 COMPETITION MATTERS - Suzanne Sievert

INTRODUCTION TO THE AUTHOR

Suzanne Sievert founded ELLA in 2012. She has been working with English language learners since 1997 and has taught ESL locally at Bellevue College and North Seattle Community College, and at private ESL schools and community colleges in California and North Carolina. She earned a Bachelor's degree in English from the University of Pennsylvania, a Master's degree in Education from Harvard University, and a Teacher of English as a Second Language certification from Seattle University.

INTRODUCTION TO THE PROSE

Competition Matters is an article written by Suzanne Sievert. It was written by her after realizing the importance of sportsman spirit. In this article she tries to bring the need to teach the kids to accept failure and learn from it so as to win in future.

SYNOPSIS

Suzanne recalls the incident where her five year old kid participated in pumpkin decorating contest at his school. He made a wild combination of carving, paint and feathers to decorate the pumpkin. All the participants had decorated splendidly that judges had a difficult time to choose

a winner. To resolve the problem of choosing a winner the judges had awarded same colour ribbon to all the entries so as to convey the participants that everyone are the winner and had done a great job.

The declaration of the judges made the author worry that the school was sending a wrong message that losing in a contest is a difficult task rather than accepting it and working hard to win in the future. The trend followed by the school judges noticed by the author lately was that declaring every entry as the winner was done by considering the fragile nature of the kids to handle the defeat. But, she says that without a potential winner, a game contest loses its excitement and this she proves with her own experience where she bought a game and played with her kids twice and everyone won this game. The game caught the dust as it did not have the incentive to keep playing.

The author further says that competition is symbiotic with motivation and key to our success as adults thus developing the sportsman spirit. We need to foster this attitude in our children. This she explains with an event where she makes her kids get into a race to see who gets dressed first. She declared “good sport” to the kid who accepted the defeat and the kid was proud. She explains that a loss in a competition helps kids to learn from the mistakes and search several alternatives to improve and find a way to win in the future.

Suzanne states that if her kid had been the judge he definitely would have picked the winner. The competition was a big let down for the kids as the excitement to win the contest was lost but, the kid made himself satisfied by choosing snowman as the winner and accepted his defeat.

Competition is the best way to test all children’s abilities and performance at school. She states that children are not fragile and they have the ability to face defeat. As in the article, if the boy had been the judge, he would have picked the snowman as the winner and satisfied everyone.

➤ **SELECT GLOSSARY**

- | | | | |
|----|-------------|---|---------------------------|
| 1. | Fragile | : | weak |
| 2. | Overzealous | : | over enthusiastic |
| 3. | Symbiotic | : | companionship |
| 4. | Cafeteria | : | a self-serving restaurant |

➤ **Check your progress**

1. How did the judges get over the difficulty of choosing a winner?
2. Who is described as a good sport?
3. How can a loss in a competition help kids?
4. What was the message that the school was trying to give the kids?
5. Justify the title.

➤ **Model questions**

1. How is the message conveyed in the lesson?
2. What is the trend that the author has noticed lately?
3. How does the author show the importance of potential winner in the story?
4. Comment on the observation of the kindergartener, “Well, I think the snowman won”.
5. “It has sat gathering dust ever since”- Why?

1.3.2 A PERSONAL CRISIS MAY CHANGE HISTORY- Dr. A P J Abdul Kalam

INTRODUCTION TO THE AUTHOR

Bharat Ratna Avul PakirJainulabdeen Abdul Kalam, generally known as Dr. A.P.J. Abdul Kalam, was the 11th President of India (2002-2007). He was elected against Lakshmi Sehgal in 2002 and had support from both the Bharatiya Janata Party and the Indian National Congress, the two leading political parties of India. By profession, he was a scientist and an administrator in India. He worked with the Indian Space Research Organisation (ISRO) and Defence Research and Development Organisation (DRDO) as an aerospace engineer before becoming the President of India. His work on the development of launch vehicle and ballistic missile technology had earned him the name of the ‘Missile Man of India’. The Pokhran-II nuclear tests conducted in India in 1998 after the original nuclear test of 1974 saw him in a pivotal political, organisational and technical role.

Dr. A.P.J. Abdul Kalam was the visiting professor at the Indian Institute of Management, Indore; the Indian Institute of Management, Ahmedabad; and the Indian Institute of Management, Shillong. He was a professor of Aerospace Engineering at the JSS University in Mysore and at the Anna University in Chennai, apart from being an adjunct and visiting

faculty at other research and academic institutions in India. He was the honorary fellow of the Indian Institute of Science, Bengaluru, and the Chancellor of the Indian Institute of Space Science and Technology at Thiruvananthapuram.

In his book 'India 2020', he recommended plans to make the nation a fully developed one by the year 2020. His interactions with the student community and his motivational speeches made him quite popular among the youth. In 2011, he launched a mission called 'What Can I Give Movement' aimed at the youth of India, which focused on defeating corruption in the country.

INTRODUCTION TO THE PROSE

A personal crisis may change history is written by Dr. A P J Abdul kalam. In this essay he says that how one reacts to a situation matters a lot in life. When ridiculed, a person either gets dejected or angry. Dejection is for cowards whereas standing up and fighting may be a turning point in one's life.

SYNOPSIS

In this essay Kalam brings in an example of how Gandhiji tackled the discrimination he was subjected to. Gandhiji was traveling in the train compartment in which Blacks were not allowed to travel in the same compartments as the Whites. Since Gandhi was dark he was pushed out of the train. After being insulted, Gandhiji contemplated returning to India but realized that would be cowardice. Hence he vowed to stay back and fight apartheid. Gandhiji paved way to uproot apartheid in South Africa through non-violence which Mandela adopted and succeeded after twenty-six years in jail. He fought for freedom for his nation from there. This shows his perseverance as well as unshakeable hope that he nurtured for twenty-six long years. Nelson Mandela magnanimously provided equal constitutional rights to the 10% of the white population who were the main culprits of apartheid. He also gifted his nation a book that he wrote stealthily while in prison- 'A Long Walk to Freedom'.

On the other hand, Gandhiji's non-violent movement in South Africa became a precursor to India's freedom movement. Gandhiji started non-violence in India to fight against the British. Ashoka's decision to follow Ahimsa Dharma dawned after his visit to the bloodied battle field of Kalinga. Thus it can be observed that how we react to a crisis not only becomes a turning point in one's life but also changes the lives of others. Gandhiji and

Ashoka both believed in Ahimsa Dharma. One particular incident in their lives changed history.

Kalam wants the nation to fight against social and economic impoverishment and the widespread inequality affecting many citizens of India. He also wants India to become a developed nation, and show the way to the other developing nations and all these are possible by the Indian youth.

➤ **SELECT GLOSSARY:**

- | | | | |
|----|--------------|---|--|
| 1. | Apartheid | : | discrimination based on color |
| 2. | Contemplated | : | thought carefully |
| 3. | Injustice | : | unfairness |
| 4. | Vicinity | : | the area near or surrounding a particular place. |
| 5. | Plaque | : | an ornamental tablet |

➤ **Check your progress**

1. Why did Kalam during his 2004 trip to South Africa board a train at Penrich for a journey to Pietermaritzburg?
2. Why was Gandhi pushed out of the train?
3. What was Gandhi's immediate reaction to his experience at Pietermaritzburg?
4. Why does Kalam connect Gandhi and Ashoka?
5. What is common about Gandhi and Mandela?

➤ **Model questions**

1. How did the ugly experience in South African train change Gandhi?
2. How does Kalam relate the incident of Gandhi in South Africa to the Kalinga war scene?
3. What does Kalam say about the indomitable spirit of Nelson Mandela?
4. How does Kalam establish that personal crisis may not be a turning point in one's life, but can alter the course of history?
5. What does Kalam imply by the question, "Will history repeat itself"?

1.3.3 WHY PRESERVE BIODIVERSITY- Prof. D. Balasubramanian

INTRODUCTION TO THE AUTHOR

Dr. Balasubramanian, PhD (Columbia), Director of Research of the LV Prasad Eye Institute, is a chemical biologist, specialised in molecular and cellular approaches to understand and treat diseases of the eye. He was the Director of the Centre for Cellular and Molecular Biology, Hyderabad, India, and earlier Professor and Dean at the University of Hyderabad. His earlier work on the photochemistry of the eye lens revealed the mechanisms of formation of various photoproducts accumulating in the lens with time, and the roles of each on the structural features of the constituent proteins and the properties of the ageing lens. Recently, he has been looking at the functional role of the Greek key motifs in the β -crystallins in central nuclear transparency of the human lens and in congenital cataracts. In collaboration with cell biologists and corneal clinicians at the LVPEI, he has been coordinating adult-stem cell biological studies in the eye, and translating them into therapy.

Balasubramanian has been honoured with the civilian title “Padma Shri” by the Indian government, and “Chevalier de l’Ordre National du Merite” by the French Government. Elected Fellow of all science academies of India, of the German Academy of Sciences, the Academy of Sciences of the Developing World (TWAS), he has been the President of the Indian Academy of Sciences and also the Secretary General of TWAS. His efforts towards Public Understanding of Science have been recognized by UNESCO through its Kalinga Prize for the Popularization of Science.

INTRODUCTION TO THE PROSE

Biodiversity is the foundation of ecosystem services to which human well-being is intimately linked. No feature of Earth is more complex, dynamic, and varied than the layer of living organisms that occupy its surfaces and its seas, and no feature is experiencing more dramatic change at the hands of humans than this extraordinary, singularly unique feature of Earth. This layer of living organisms—the biosphere—through the collective metabolic activities of its innumerable plants, animals, and microbes physically and chemically unites the atmosphere, geosphere, and hydrosphere into one environmental system within which millions of species, including humans, have thrived. Breathable air, portable water, fertile soils, productive lands, bountiful seas, the equitable climate of Earth’s

recent history, and other ecosystem services are manifestations of the workings of life. It follows that large-scale human influences over this biota have tremendous impacts on human well-being. It also follows that the nature of these impacts, good or bad, is within the power of humans to influence

SYNOPSIS

There are three reasons for preserving Biodiversity. The first reason is ethical and aesthetical. It is our responsibility to protect our known living companions in the universe. We like to preserve what we find beautiful and pass it on to our children. We get sheer enjoyment of beauty as with the polar bear, the peacock's feathers, the adorable panda, the majestic tiger or the culturally important American bald eagle.

The second reason is his utilitarian characteristic that makes him depend on nature. Tall, wild grass might not be aesthetically pleasing but is out of such grasses that wheat, rice and corn were domesticated and cultivated by man for his food. A quarter of all medicines used by man come from plants and microbes. Though there is abundance in the planet at his disposal, his inefficiency in recognizing and utilizing the richness leads him to overuse few things and under using or ignoring the majority. This has resulted in an imbalance in nature.

The third reason is his inability to maintain the ecological network. His anti-pragmatic approach toward utilizing the diversity has resulted in misusing nature. Man's population pressures, leading to hunger and poverty, have led to deforestation. His attitude of gaining in short period of time and failure to see the long term benefits makes him strip mine and cut down trees of value for trading. His purely utilitarian attitude has made him indifferent towards his responsibility of conservation of the ecosystem. Economic pressures of certain communities have resulted in loss of tropical forests. Civil issues as well have affected the ecosystem considerably. Man, in short, has created a total imbalance in the ecosystem by not adhering to the principal responsibility he had been trusted with.

The lesson also discusses about 5 reasons for the biotic degradation caused by man: 1. Hunger and poverty, 2. Short term gains and long term failures, 3. Anthropocentrism, 4. Economic pressures on certain communities and 5. Policy factors.

To sum up, humans rule this planet. So it is the responsibility of man to protect all matter of nature. Unless we protect nature, the beauty and utility of nature cannot be passed on to the next generations. It is only practical to responsibly preserve what has been bestowed on use because man is both aesthetic and ethical.

➤ **SELECT GLOSSARY**

- | | | | |
|----|--------------|---|------------------------------|
| 1. | Biodiversity | : | varieties of living organism |
| 2. | Ethical | : | moral principles |
| 3. | Aesthetic | : | appreciation of beauty |
| 4. | Utilitarian | : | useful for practical purpose |
| 5. | Parable | : | a moralistic story |

➤ **Check your progress**

1. How do animals and birds charm us with their beauty?
2. What is the utilitarian aspect of biodiversity?
3. What is the prime rule of ecology?
4. Why is it necessary for a species not to be wiped out?
5. What is anthropocentrism?

➤ **Model questions**

1. Why does the author say that the loss of biodiversity should be a concern for us for ethical and aesthetic reasons?
2. Why does the author call biodiversity a precious genetic library?
3. What were the various reasons for the biotic degradation?
4. Why does the author say that it is our moral responsibility to protect diversity?
5. Sum up the three reasons for us to be concerned about the loss of biodiversity.

1.3.4 A CALL TO ACTION - Hillary Clinton

INTRODUCTION TO THE AUTHOR

Hillary Clinton, in full Hillary Rodham Clinton, (born October 26, 1947, Chicago, Illinois, U.S.), is an American lawyer and politician who served as a U.S. Senator (2001–09) and Secretary of State (2009–13) in the administration of President Barack Obama. She also served as First Lady (1993–2001) during the administration of her husband, Bill Clinton, the 42nd President of the United States. As the Democratic Party's nominee for President in 2016, she became the first woman to top the presidential ticket of a major party in the United States.

INTRODUCTION TO THE PROSE

A Call to Action is an adaptation from Hillary Rodham Clinton's address to the United Nations Fourth World Conference in Beijing, China. This article looks at the suffering, discrimination, and abuse suffered by women throughout the world, often as a result of distorted readings of religious texts, as witnessed by the author and the testimony of women representing different regions and religions. The article is also about the world's discrimination and violence against women and is the most serious, pervasive, and ignored violation of basic human rights.

SYNOPSIS

Hillary Clinton, in the Fourth World Conference voiced the voice of women:

- The history of women has been a history of silence. Even today, there are those who are trying to silence our words. But the voices of this conference and of the women at Huairou must be heard loudly and clearly:
- It is a violation of human rights when babies are denied food, or drowned, or suffocated, or their spines broken, simply because they are born girls.
- It is a violation of human rights when women and girls are sold into the slavery of prostitution for human greed and the kinds of reasons that are used to justify this practice should no longer be tolerated.
- It is a violation of human rights when women are doused with gasoline, set on fire, and burned to death because their marriage dowries are deemed too small.

- It is a violation of human rights when individual women are raped in their own communities and when thousands of women are subjected to rape as a tactic or prize of war.
- It is a violation of human rights when a leading cause of death worldwide among women ages 14 to 44 is the violence they are subjected to in their own homes by their own relatives.
- It is a violation of human rights when young girls are brutalized by the painful and degrading practice of genital mutilation.
- It is a violation of human rights when women are denied the right to plan their own families, and that includes being forced to have abortions or being sterilized against their will.

Hillary Clinton ends the speech by saying that if there is one message that echoes forth from that conference, let it be that human rights are women's rights and women's rights are human rights once and for all. Let us not forget that among those rights are the right to speak freely—and the right to be heard.

➤ **SELECT GLOSSARY**

1. Violation : the action of violating someone or something.
2. Persecution : persistent annoyance or harassment.
3. Vulnerable : exposed to the possibility of being attacked or harmed
4. Subjected : cause or force someone or something to undergo
5. Deny : state that one refuses to admit the truth

➤ **Check your progress**

1. Why women are subjugated to violence?
2. What does the speaker mean by calling herself the first lady?
3. What is the main aim of this article?
4. Why do women choose to work all night?
5. When do women become more vulnerable to abuse?

➤ **Model questions**

1. Who are the various people accused of not valuing the work of women?
2. Who are the women for whom the speaker wants to speak up?
3. What are the things that women should be entitled to decide on their own?
4. Justify the title.
5. How are the rights of women systematically violated?

1.3.5 IF ONLY THERE WERE MORE LIKE HIM - Revathi Seshadri

INTRODUCTION TO THE AUTHOR

Over the past twenty years, Revathi Seshadri has written over 200 imaginative short stories and delightfully insightful and witty articles. The readers for her writing range from ten year olds to adults.

Though she opted for a career in banking, a love for the language drove her to capture people and moments in her life as stories and articles.

Her articles have been published in children's magazines, prestigious online magazines and writers' forums. Many of her write-ups have found place in the various compilations of Chicken Soup for the Indian Soul.

Her first book Bedtime Stories for Youngsters, (many of them with animal motif) targets youngsters between the age of nine to fourteen, and has been widely read and appreciated.

INTRODUCTION TO THE PROSE

The story "If only there were more like him" is about a disinterested kindness of a Colonel and how he saved a young probable ruined boy by lying to the world. The story has a strong moral on how one must learn to forget and forgive and also mirrors the value of humanity.

SYNOPSIS

- The story is about the colonel who saved a young probable ruin and has become a respectable man in the society through his kindness.
- The story revolves around the kindness of the Colonel.

- The servant named Shankar betrayed his master by helping the robbers 'loot his belongings.
- Finally, Shankar paid his life for the treachery.
- When the police arrived, the colonel told them that Shankar lost his life when he tried to stop the thieves valiantly.
- The news spread, Shankar became a hero to the people of the town.
- The Colonel even promised to bear the expenses of Shankar's eleven year old son's education if only he undertook to do well in school and became credit to the father who died a heroic death.
- The Colonel's nobility and kindness were well rewarded as Shankar's son graduated from college and he grew up to be an honest and respected man in the society.
- Thus colonel's act of disinterested kindness saved a young probable ruin.

➤ **SELECT GLOSSARY**

- | | | | |
|----|------------|---|--|
| 1. | Ripe years | : | old age |
| 2. | Gagged | : | put a gag on to close the mouth |
| 3. | Postmortem | : | an examination of a dead body to find the cause of death |

➤ **Check your progress**

1. What happened to the Colonel's gun?
2. How did Shankar come into the Colonel's house?
3. Why was Shankar shot?
4. How did Shankar turn a hero?
5. Why Shankar did not come to help the Colonel?

➤ **Model questions**

1. Describe the friendship of Gopalan and Colonel.
2. Describe the treachery of Shankar.
3. How did the Colonel justify his action?
4. Why does the author wish that there were more like the Colonel?
5. Why does the author describe the Colonel's gesture as an act of 'disinterested kindness'?

1.4 WEB SOURCES

• **Competition matters**

- <http://www.ellalliance.org/about-us.html>

• **A Personal Crises may change History**

- <https://www.mapsofindia.com/who-is-who/government-politics/a-p-j-abdul-kalam.html>

• **Why Preserve Biodiversity**

- http://www.indus.org/healthcare/Speaker_Bio/Prof.%20D.%20Balasubramanian.html
- https://evolution.berkeley.edu/evolibrary/article/conservation_09
- <https://www.greenfacts.org/en/biodiversity/l-3/1-define-biodiversity.htm>

• **A Call to Action**

- <https://www.britannica.com/biography/Hillary-Rodham-Clinton>
- [https://bepl.ent.sirsi.net/client/en_US/default/search/detailnonmodalent:\\$002f\\$002fSD_ILS\\$002f0\\$002fSD_ILS:1920662/ada](https://bepl.ent.sirsi.net/client/en_US/default/search/detailnonmodalent:$002f$002fSD_ILS$002f0$002fSD_ILS:1920662/ada)

• **If Only there were more like him**

- http://authorspressbooks.com/author_detail.php?a_id=1001

UNIT II

PROSE

Prose is the written equivalent of the spoken language. It is written in words, phrases, sentences, paragraphs and chapters. It utilizes punctuation, grammar and vocabulary to develop its message. Prose is made up of fiction and nonfiction. Prose is the way you speak every day. If someone followed you around and reported on your actions and conversations, the result would be prose.

The word 'prose' is taken from the Latin 'prosus' which means 'direct' or 'straight'. Broadly speaking, prose is direct or straightforward writing. In poetry, which is generally written in verse, a lot of things may be left to the imagination of the reader.

In ordinary prose, the aim is to communicate one's thoughts and feelings. What is important then is (a) what one wants to say, and (b) how one chooses to say it. What is said or the topic or subject of the composition. How it is said is the style or manner in which the topic is expressed. The style of course greatly depends upon who we are writing for and what sort of personality we have. There are different topics and different styles. Whatever the number of topics, they all come under one or another variety of prose and each variety may have a distinct style of its own.

What are the different varieties of prose? For purposes of analysis we have categorized them as (a) descriptive, (b) narrative and (c) expository. But these three are not mutually exclusive. Sometimes you find more than one variety in a piece of work. It depends on the skill and intention of the writer. For example, in a novel or short story, we are likely to find all these varieties of prose worked together in interesting and innovative combinations.

❖ **PLAN OF STUDY**

- **My Greatest Olympic Prize – Jesse Owens**
- **If You Are Wrong Admit It – Dale Carnegie**
- **Monday Morning – Mark Twain**
- **The Unexpected – Robert Lynd**

2.1 LEARNING OBJECTIVES

After reading this unit, you will be able to

- Realize the special theme employed by the author
- Appreciate prose style of writing
- Illustrate the beauty of the unexpected nature
- To value the real friendship
- How to admit your mistake emphatically

2.2 THEMATIC INTRODUCTION:

The second unit introduces the reader to the humongous world of reading and understanding prose. The unit includes the prose pieces like **My Greatest Olympic Prize**, **If You Are Wrong Admit It**, **Monday Morning**, and **The Unexpected**. Through **My Greatest Olympic Prize**, Jesse Owens tries to mirror the importance of true and unselfish friendship. This prose is a true story from his life and how he encountered Luz Long, a German athlete and how Luz Long introduced true friendship to Jesse Owens. The second prose **If You Are Wrong Admit It** is by Dale Carnegie, an American writer and lecturer and the developer of famous courses in self-improvement, salesmanship, corporate training, public speaking, and interpersonal skills. He emphasizes on the fact of accepting one's own mistake. He gives various chances to the readers to realize the joy of accepting one's own mistake emphatically. The author gives examples of public, commercial, professional and war issues to prove the value of admitting one's fault. Mark Twain's *Monday Morning* is the third prose included in this unit. This prose is about a carefree boy Tom and his mischievous activities mainly to avoid going to school. This extract is taken from *Adventures of Tom Sawyer* and it portrays the pranks played by Tom to escape from going to school on a Monday morning so that he could enjoy fishing at home. The last prose to be included in this unit is **The Unexpected** by Robert Lynd. In this prose Lynd expresses his pleasure of enjoying unexpected gifts from nature. He articulates it with various illustrations from the nature. The prose is about how one must know how nature is filled with gifts of unexpected. For instance the song of a bird is more pleasant only when it comes at the most unexpected and unasked moment.

2.3 SECTION

2.3.1 MY GREATEST OLYMPIC PRIZE – Jesse Owens

INTRODUCTION TO THE AUTHOR

Jesse Owens (September 12, 1913 to March 31, 1980), also known as “The Buckeye Bullet,” was an American track and field athlete who won four gold medals and broke two world records at the 1936 Olympic Games in Berlin.

Owens’ athletic career began in high school, when he won three track and field events at the 1933 National Interscholastic Championships. Two years later, while competing for Ohio State University, he equaled one world record and broke three others before qualifying and competing in the 1936 Olympics.

INTRODUCTION TO THE PROSE

The lesson “My Greatest Olympic Prize” is the heart-touching experience of Olympic gold medalist Jesse Owens. Adolf Hitler believed in Aryan Superiority theory. He thought that his German athletes belong to a master’s race and they would perform better than other participants in the 1936 Olympics, Berlin. So nationalistic feelings were running high. The American Negro athlete Jesse Owens took 6 years of painful practice, purposely to break the theory of Hitler. He had already made a world record in long jump just in the previous year. So he expected to win the gold medal easily this time.

SYNOPSIS

“My Greatest Olympic Prize” is a true story of the writer’s life – an autobiographical account of Jesse Owens’ experience of true friendship in the Berlin Olympics 1936 where he won four gold medals.

The Chancellor of Germany, Adolf Hitler, was preparing with his performers to prove the superiority of the Aryan race by winning the most gold medals in the events.

But Jesse Owens, an American Negro, had other plans in his mind. He was determined to prove Hitler’s theory wrong by taking home one or two of those gold medals. And with that goal in mind, he had trained hard and disciplined himself for six years. Moreover, a year before

the grand event, Jesse set a world record of 26 feet 8-1/4 inches in running board jump at his university. So, everyone expected him to win that Olympic event easily.

But when Jesse reached Berlin and went to the board jump trials, he was surprised to see that a German athlete named Luz Long was hitting almost 26 feet at the practice leaps. He also came to know that Hitler had kept him under wraps, hoping to win the jump with him. Knowing Hitler's cunning ways, Jesse got angry and more determined to win the board jump and to prove who was superior and who was not.

But an angry athlete always makes mistakes. Jesse fouled in the first two trial leaps by taking off from several inches beyond the line. Then he thought bitterly "Did I come 3000 miles for this? To foul out of the trials and make a fool of myself?"

Jesse was clearly frustrated and kicked the ground in disgust. Suddenly he felt a hand on his shoulder. The man was none other than his German rival in the board jump Luz Long who had qualified for the finals on his first attempt. The friendly blue-eyed man offered Jesse a firm handshake. Then Luz encouraged him and suggested to leap from a few inches from belief from board. His tip helped Jesse eventually qualify for the finals.

In that night Jesse met Luz to thank him and talked about themselves, sport events and the world situation among other things. Jesse came to know that Luz did not believe in the Aryan-supremacy theory. They became good friends after that conversation and Luz really wanted Jesse to do his best – even if that meant Jesse's winning.

The next day Luz broke his own past record and that inspired Jesse for a peak performance. When finally he landed from his final jump, Luz was the first man there to congratulate him. He shook hands with Jesse firmly, despite the fact that Hitler was watching them from the stands. This was a great display of true friendship and sportsman spirit from Luz.

Jesse Owens went on to win four gold medals that year. But he feels that Luz Long's friendship was the greatest Olympic prize which he won in Berlin. In fact, their friendship ended only when Long died in World War II.

Owens adds a note after his story that Luz was the perfect example of the sportsman spirit that Pierre de Coubertin, founder of modern Olympic Games, had in mind when he said that taking part and fighting well is more important than winning or conquering.

➤ **SELECT GLOSSARY**

1. Carat : a measure used to check the purity of gold
2. Grip : to hold firm
3. Epitome : an example
4. Schooled : trained
5. Ebb out : ease out

➤ **Check your progress**

1. How did Luz Long help Jesse Owens?
2. Why did Jesse Owens foul the first two jumps in the trial?
3. What, according to Coubertin, is the true spirit of the Olympics?
4. How did Luz Long respond to Jesse winning the gold?
5. Did Owens tell Long what was eating him? If not, why?

➤ **Model questions**

1. Analyze the character of Luz Long.
2. Describe the professional rivalry and professional friendship of Owens and Long.
3. How did the rivalry of Owens and Long end?
4. How did Luz Long exemplify the true sporting spirit?
5. What is considered as the greatest Olympic prize? Why?

2.3.2 IF YOU ARE WRONG ADMIT IT – Dale Carnegie

INTRODUCTION TO THE AUTHOR

Dale Breckenridge Carnegie was an American writer and lecturer and the developer of famous courses in self-improvement, salesmanship, corporate training, public speaking and interpersonal skills. Born in poverty on a farm in Missouri, he was the author of *How to Win Friends and Influence People*, first published in 1936, a massive bestseller that remains popular

today. He also wrote a biography of Abraham Lincoln, titled *Lincoln the Unknown*, as well as several other books. Carnegie was an early proponent of what is now called responsibility assumption, although this only appears minutely in his written work. One of the core ideas in his books is that it is possible to change other people's behavior by changing one's reaction to them.

INTRODUCTION TO THE PROSE

"If you are Wrong Admit it" is an advice for those moving up the ladder of success. Dale Carnegie says that we must admit quickly when we are wrong. Carnegie points out that when you are wrong you can turn the tables by admitting you are wrong quickly and emphatically. We need courage to admit our errors. It is a sign of nobility and honesty. We avoid feeling guilty. It also helps solve problems.

Carnegie points out that when you are wrong you can turn the tables by admitting you are wrong quickly and emphatically. He provides an example when a police officer lectured him for not having his dog on a leash and not wearing a muzzle. However, Carnegie liked to run with his dog and the dog did not like the muzzle or the leash. Carnegie got away with this in the park for sometime before encountering the officer again. The park was empty and the dog ran ahead of Carnegie right into the mounted police officer. Carnegie responded by admonishing himself and admitting his errant way. The officer reacted in a kind manner giving him a pass since the park was empty. Carnegie claims it is better to beat the other person to the punch. It is easier to bear self-criticism than to be condemned by another.

Carnegie points out that fools try to defend mistakes. Admitting one's mistakes gives one a sense of nobility and exultation. It raises one above the herd. There is a certain degree of satisfaction of having the courage to admit one's errors. It not only clears the air of guilt and defensiveness but helps solve the problems caused by the error.

When we are right we should win people to our side gently and tactfully. When we are wrong, that is surprisingly often, be honest and admit quickly and with enthusiasm. It is a lot more fun to clear the air than defend an errant position. You'll be surprised by the results and you will get more by yielding than arguing.

SYNOPSIS

Dale Carnegie is a well-known trainer in corporate training and interpersonal skills. “If you are wrong, Admit it” is an extract from his famous book “How to Win Friends and Influence People” Here the author gives examples to prove the benefits of admitting one’s wrong.

His Experience with a Policeman

Once the author took his dog Rex without a muzzle or leash in Forest Park. It was against law in America. He gave reasons to defend him - There was nobody in the park and the dog was also harmless. The policeman got angry and warned him not to do it again. But on another occasion, when the author let the dog run loose again, he admitted his fault. This made the policeman behave in a soft and graceful way, even to let him run the dog loose.

The Experience of Warren with an Art Editor

Warren is a commercial artist. He was often criticised by a particular art editor even for small errors. This time Warren applied the principle- “If you are wrong, admit it.” He started criticising himself. He said that he committed an unpardonable blunder. He said that he was ashamed of himself. This made the art editor behave psychologically the other way. He said that it was just a slight error. He offered even lunch and another work to do.

Harvey’s Experience with his Supervisor

Harvey from New Mexico came to know of an error that he had wrongly authorized full payment to an employee on sick leave. The employee was ready for recovery now but on installments only. Harvey knew that his Supervisor would explode over this error. But he handled this tense situation differently and solved the problem. He started by saying that it was his fault. Instead of getting angry, the supervisor defended him by saying that it was the fault of personnel or accounting department.

General Lee and Picket’s Charge

Picket’s Charge (1863) is a part of American civil war (1861-65) that took place between northern states (unions) and southern states (confederates). General Picket was so confident of victory but General Lee’s fault of ordering infantry resulted in failure of the war. The enemies started attacking from behind a stone wall and 4000 Picket’s men had a fall. General Lee can say reasons such as late coming of cavalry but he admitted his fault and even resigned his post.

Hubbard , the columnist

The sixth example is of Hubbard who had the rare characteristics of turning his foe into friends by taking their side when he felt he was right. Hubbard used to pull an irritated reader to his side by confessing that just like them he too disagrees with what he had written earlier. He would also call them over to his place to thrash the subject over. This way he ditches the fumes of an explosive reader.

In short, The author tries to convey from this essay that the spontaneous admittance of one's mistake win them the respect they wouldn't have received otherwise. Carnegie believed that self- criticism was better than having to listen to criticism from alien lips. Admittance of mistakes, thus, works in each one's favour. He says that when we are right, we should try to win people gently and tactfully to our way of thinking.

➤ **SELECT GLOSSARY:**

- | | | | |
|-----|----------|---|---------------------------------------|
| 1. | Alibis | : | excuses |
| 2. | Auburn | : | reddish brown |
| 3. | Jauntily | : | confidently and lively |
| 4. | Hostile | : | unfriendly |
| 5. | Astride | : | with a leg on both the sides |
| 6. | Lance | : | a weapon used in war |
| 7. | Alien | : | unfamiliar |
| 8. | Leash | : | a line for controlling an animal |
| 9. | Muzzle | : | a covering for the mouth of an animal |
| 10. | Yield | : | give up |
| 11. | Conflict | : | a serious disagreement |

➤ **Check your progress**

1. Why did the author not muzzle his dog or keep it in a leash?
2. How did the author and the policeman reverse their roles in their second meeting?

3. Why did Harvey's boss treat him with respect?
4. How did Carnegie come to know about the Chinese father?
5. Bring out the contrary aspects in the character of Hubbard.

➤ **Model questions**

1. How did Warren take the fight out of his art editor who was always delighted in finding faults?
2. What was sublime about Lee's confession?
3. How would Hubbard handle irritated readers?
4. How did Harvey and Lee win admiration by not searching for alibis?
5. How did the author and Warren minimize their mistakes and win a forgiving and generous response in the process?

2.3.3 MONDAY MORNING – Mark Twain

INTRODUCTION TO THE AUTHOR

An adventurer and wily intellectual, Mark Twain wrote the classic American novels 'The Adventures of Tom Sawyer' and 'Adventures of Huckleberry Finn.' Mark Twain was born on November 30, 1835, in Florida, Missouri: Samuel L. Clemens wrote under the pen name Mark Twain and went on to author several novels, including two major classics of American literature: The Adventures of Tom Sawyer and Adventures of Huckleberry Finn. He was also a riverboat pilot, journalist, lecturer, entrepreneur and inventor. Twain died on April 21, 1910, in Redding, Connecticut.

INTRODUCTION TO THE PROSE

The Adventures of Tom Sawyer, written by Mark Twain in 1876, is about twelve-year-old Tom Sawyer living the small-town life – and getting into a lot of trouble with his friends – in antebellum (pre-Civil War) Missouri. The book, loosely based on Twain's childhood exploits, has become a classic portrait of mischievous youth – well, in America anyway. As is the case with many now-classic books, Tom Sawyer was not well-acclaimed upon its initial release; and even now Twain's thicker, weightier sequel-of-sorts, The Adventures of Huckleberry Finn, which

borrowed its setting and characters from Tom Sawyer, is considered his masterpiece. This extract from *The adventures of Tom Sawyer*, narrates at length the mischievous deeds of Tom at home, at school and outside.

SYNOPSIS

Tom is a boy of eight and lives with his aunt, Aunt Polly. Along with Tom, his brother Sid and sister Mary also live with their aunt. Aunt Polly found it very difficult to make Tom behave properly. In this account we come across a humorous episode about Tom trying irrelevant excuses to stay at home from school. Still in bed on a Monday morning Tom thinks of an idea to cheat his aunt. He complains to her of great pain on a toe, but finally gets exposed foolishly. Then he complains to her that he has trouble with his loose tooth, but Aunt Polly is too clever and outwits Tom.

Tom a happy carefree young boy hated Monday morning. He felt miserable when he thought of going to school. To him, school was another week of slow suffering, school was like a prison to Tom where he was kept in captivity.

Tom wished he was sick, so that he could stay at home. He started inspecting himself to see if he could find any ailment. He felt as if he had toe pain and began to encourage it, but it was in vain, the pain was just imaginary.

On further inspection, he discovered that one of his upper front teeth was loose. But he knew if he told Aunt Polly about it she would at once pull it out. So he decided to keep the tooth in reserve for the present.

Tom remembered that his doctor had told him about a man who had lost a finger due to a certain disease. He looked at his sore toe and thought this was his chance. He started to groan and his brother, Sid who was sleeping near to him was unconscious of all this. Tom wanted to wake him up. So he groaned louder and louder. Finally Sid woke up and when he saw Tom's condition he was frightened.

Tom presented that he was dying. Sid ran downstairs and informed Aunt Polly who came running along with Mary. She was really concerned and asked him what was wrong. Tom replied that his sore toes mortified. His aunt understood Tom's real sickness and started to laugh. Tom felt foolish and said that in his pain he had forgotten his loose tooth.

Aunt Polly at once pulled it out by tying one end of the silk thread to Tom's teeth and the other end to the bed post. She then seized a pen of burning coals and thrust it almost into the boy

➤ **SELECT GLOSSARY**

- | | | | |
|----|------------|---|------------------------------|
| 1. | Groan | : | making sound to express pain |
| 2. | Outrageous | : | unendurable |
| 3. | Odious | : | repellent |
| 4. | Gasp | : | pant and puff |
| 5. | Colicky | : | severe stomach pain |
| 6. | Canvased | : | discover |

➤ **Check your progress**

1. What was Tom's opinion of school?
2. What was Tom's plan to escape from going to school?
3. Why did Tom decide to hold his loose tooth in reserve for the next time?
4. What were the dental instruments used by Aunt Polly?
5. Why did Aunt Polly use the silk thread?

➤ **Model questions**

1. Sketch the character of Tom Sawyer.
2. How did Tom win the confidence of Sid?
3. How did Tom arrive at the complain?
4. Bring out the role played by Sid and Mary.
5. How does Tom's grand plan pathetically fail?

2.3.4 THE UNEXPECTED – Robert Lynd

INTRODUCTION TO THE AUTHOR

Robert Lynd was born in Belfast on 20 April 1879, the second of seven children of a Presbyterian minister, the grandson of a Presbyterian minister and great 'grandson of two Presbyterian ministers; later, Robert would recall the Sabbatarianism of his upbringing which condemned whistling - even of religious tunes - and condemned picking fruit as a sin. He was educated at the Royal Belfast Academical Institution and later Queen's College, Belfast, where he studied classics graduating in 1899 with a pass degree. He was not especially interested in his studies but interested enough in politics to found the Belfast Socialist Society

Having trained with the Belfast daily, the Northern Whig, in 1901 he went to Manchester and then London, working as a freelance journalist and sharing a studio with Paul Henry, the artist, whom he had known at Queen's. Attendance at a performance of the play, *Riders to the Sea* (JM Synge) prompted him to embrace Irish Nationalist thinking, essentially of the non-violent type (though he campaigned for a reprieve for Roger Casement in 1916). He met his future wife, poet and novelist Sylvia Dryhurst, at a Gaelic League meeting; they married on 21 April 1909 and would have two daughters, whom they would give the Irish-Gaelic names Single and Maire. Their home in Hampstead became a meeting place for a wide literary circle

INTRODUCTION TO THE PROSE

The essay "unexpected" is all about how to appreciate nature for the beauty which it shows us beyond our expectations. Lynd is trying to take us towards the natural beauty by taking the example of the wild birds and their singing ability which takes you to an imaginary world. The author is also trying to convey that the animals and the birds should not be captivated as they lose their oddity and no more be legendary as the wild birds.

SYNOPSIS

Lynd opens the essay expressing the desire of listening to the nightingale. He then reminisces as his childhood when he was spellbound to spend time with hens and compares those hens with the present ones. He says that today's hens are captive, incapable of oddity and work like slaves for the humans.

Lynd differentiates the wild birds and the captive birds. He says that the wild birds cannot be tamed, they are free and do not work for the master like the country/farm birds. Wild birds are the legends. They have no command over their coming and going, their singing and their nesting. Lynd says that bird lovers are the slaves of the wild birds and they search for their desired bird for years but the bird will not search for the loverbird. Thus, the respect for wild birds is never lost whereas, the love and fascination for captive birds is lost.

Further Lynd says that the nightingale is the supreme among all the birds. The beauty of a bird consists not only in its song but its surroundings. The author also mentions about the bird 'Skylark'. To listen to this bird, an American poet who read and loved Shelley's poem named 'Skylark' longed to listen to Skylark singing. Then he confessed that he went to the country deliberately to hear the nightingale. But, he could not get what he expected, rather he had seen the unexpected novelties of the nature which delighted him. He had seen the Lapwing that he had never seen before.

➤ **SELECT GLOSSARY**

- | | | | |
|-----|-----------|---|--|
| 1. | Prophecy | : | a prediction about what will happen in the future. |
| 2. | Drudge | : | dull work. |
| 3. | Prodigies | : | A person with exceptional talents or powers |
| 4. | Myth | : | purely fictional involving supernatural elements |
| 5. | Devour | : | to eat greedily or ravenously |
| 6. | Dangle | : | hang or swing loosely |
| 7. | Odious | : | hateful |
| 8. | Unicorn | : | a mythical animal typically represented as a horse with a single straight horn projecting from its forehead. |
| 9. | Intense | : | of extreme force, degree, or strength |
| 10. | Phoenix | : | a legendary bird which according to one account lived 500 years, burned itself to ashes on a pyre, and rose alive from the ashes to live another period; also a person or thing likened to the phoenix |

➤ **Check your progress**

1. Why did Lynd place the nightingale and the phoenix together?
2. Why did Lynd find the company of hens depressing?
3. How does the goose retain some of its ancient glory?
4. Explain the reference to Dick Turpin./ What, according to Lynd, is the most compulsive and interesting thing about the wild birds that compel our respect?
5. What is Lynd's prophesy about the willow-wren?

➤ **Model questions**

1. Why was an American poet disappointed with the singing of skylark? What is the greatest pleasure the poet derived from the song of birds?
2. How does Lynd want us to approach nature?
3. Why does the nightingale remain supreme among birds of all kinds?
4. How did Lynd's fascination for hens undergo a drastic change?
5. Critically examine the title.

2.2 WEB SOURCES

- **My Greatest Olympic Prize – Jesse Owens**

- <https://www.rd.com/true-stories/inspiring/jesse-owens-my-greatest-olympic-prize/2/>
- <https://www.biography.com/people/jesse-owens-9431142>
- <https://englicist.com/notes/my-greatest-olympic-prize>

- **If You Are Wrong Admit It – Dale Carnegie**

- <http://spokenenglishabcd.blogspot.com/2016/07/essay-on-if-you-are-wrong-admit-it.html>
- <https://www.studymode.com/essays/If-You-Wrong-Admit-It-By-56261169.html>

- Monday Morning – Mark Twain
 - <http://www.literaturepage.com/read/tomsawyer-38.html>
 - <http://www.online-literature.com/twain/tomsawyer/45/>
 - <https://www.scribd.com/document/48575024/MONDAY-MORNING>
- The Unexpected – Robert Lynd
 - <http://spokenenglishabcd.blogspot.com/2016/09/the-unexpected-by-robert-lynd-questions.html>
 - <http://www.newulsterbiography.co.uk/index.php/home/viewPerson/882>

Prose

- <http://users.bergen.org/raybat/prose.html>
- <http://egyankosh.ac.in/bitstream/123456789/27394/1/Unit-1.pdf>

UNIT III

POETRY

Poetry is a form of compact language that expresses complex feelings. In other words it can be seen as a literary work in which the expression of feelings and ideas is given intensity by the use of distinctive style and rhythm. To understand the multiple significances of a poem, it must be scrutinized at various levels including its words and phrasing from the perspectives of rhythm, sound, images, obvious meaning, and implied meaning. Readers then need to organize responses to the verse into a logical, point-by-point explanation. A good beginning involves asking questions that apply to most poetry. Poems are collections of words that express an idea or emotion that often use imagery and metaphor. There are many types of poems. The difference between each type is based on the format, rhyme scheme and subject matter. This unit has mainly focused on the three types - **Metaphorical Poems**, **Ballad** and **Elegy**. **Pulley or The Gift of God** by George Herbert is a **Metaphorical Poem**. Metaphors are used since the birth of mankind. Metaphors are a way to get around censorship as well as to help us see truths that we may not be able to face if they were stated plainly. It is a way to accentuate beauty as well as pain through this medium of the unstated comparison. When you are reading an appropriate metaphor you are immediately drawn between the truths of the comparison that is being alluded to. The ability to understand metaphoric language opens the key to poetry of tremendous beauty. **Ballad** is the second in the list introduced through John Keats, **La Belle Dame Sans Merci**. The ballad's lyrical rhythm and rhyme nod to the fact that this poetic form is rooted in song. The traditional ballad was performed at dances in time with the music, and the term ultimately derives from the Latin word ballâre meaning "to dance." This form of narrative poem is structured with an unspecified number of rhymed quatrains (four-line stanzas). "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge and "Annabel Lee" by Edgar Allan Poe are particularly famous examples of ballads. **Elegy** is the third type of poetry that is explored in this unit. The last poem **The Death of a Bird** is a best example of an Elegy. The word elegy does not describe the form of a poem, but rather its content. Elegies are poems written to lament someone's death as we see in the poem "The Death of a Bird". The long-standing tradition of this type of poem traces back to ancient Greece, when elegies were sung to the accompaniment of an aulos (a double-reed instrument). Elegies are distinct from short epitaphs, laudatory odes, and eulogies, which fall into the category of prose.

❖ PLAN OF STUDY

• Pulley or the Gift of God	-	George Herbert
• La Belle Dame Sans Merci	-	John Keats
• The Night of the Scorpion	-	Nissim Ezekiel
• The Death of the Bird	-	A.D Hope

3.1 LEARNING OBJECTIVES

After reading this unit, you will be able to

- Recognize the dominant theme discussed by the poet
- Enumerate the reasons behind choosing the themes by the poet
- State the different perspective of the poets
- Conclude that sacrifices are common in love

3.2 THEMATIC INTRODUCTION

This unit comprises of four poems **Pulley or the Gift of God**, **La Belle Dame Sans Merci**, **The Night of the Scorpion** and **The Death of the Bird**. These poems induce a sense of unconditional love, peace, pain, affection, rest etc., The first poem **Pulley or the Gift of God** is by the metaphysical poet, George Herbert. The title itself suggests a metaphysical conceit. The poet explores the importance of being loyal to the almighty and worshipping him. The poet uses Pulley as a metaphysical conceit. Here the God uses the mechanical device Pulley to pull his creature towards Him as they move far from him as they grow old. The second poem is **La Belle Dame Sans Merci**, a representative poem of the Romantic age by the great poet, John Keats. **La Belle Dame Sans Merci** seems, on the surface, to be just another Romantic poem about a knight who falls in love with a beautiful lady. But when we read the poem in much deeper level it is about a soldier who is on the verge of death because of his romantic encounter with this woman. This poem is an epitome of despair and unquenched love and how hopeless love can lead to ambiguity in the life of a soldier. **The Night of the Scorpion** is the third poem included in this unit. The poet, Nissim Ezekiel analysis unconditional love of a mother through

his childhood memory in this poem. The poem is based on an Indian scenario of superstition and poet's Indian feeling. This poem can be read at two levels. One on the plain level of Mother's unconditional love and at another level the poem is a presentation of innocent charm of then people. The crown portrayed in this poem is illiterate and superstitious believers. They are depicted as extremely sincere and full of empathy. **The Death of the Bird by AD Hope** marks the end of this unit. This poem is one of the great lyric poems in English of the twentieth century. It is a recognized anthology piece in Australia. This poem brings out Hope's deeply hidden artistry and this makes the poem so powerful, moving, and original.

3.3 SECTION

3.3.1 PULLEY OR THE GIFT OF GOD - GEORGE HERBERT

INTRODUCTION TO THE POET

George Herbert (1593-1633) was one of the greatest poets of the seventeenth century, one of the greatest devotional poets in the English language, and one among the group that Samuel Johnson identified as the 'Metaphysical poets'. Yet his poems almost died with him in 1633, and it was only to his friend's sound judgment that they saw the light of day.

George Herbert was born in Powys, Wales, in 1593, into a wealthy and artistically gifted family. He studied at Westminster School, being taught by Lancelot Andrewes, influential bishop and one of the masterminds on the committee which translated the King James Version of the Bible. Herbert also became an accomplished musician, learning to play the flute among other instruments. At age sixteen, Herbert sent his mother, who was named Magdalen (and who was friends with John Donne; he would preach her funeral sermon in 1627), a letter announcing his calling as a poet; enclosed were two devotional sonnets, his first known poetic efforts.

INTRODUCTION TO THE POEM

Pulley or the Gift of God is written by George Herbert (1593-1633). The Pulley is a good example of Herbert's simplicity that only a great artist can attain. He gives this story a delightful twist. The poem, "The Pulley," is one of those poems, that is deep in meaning. It is a comforting sort of poem. God is shown as a God who knows everything and how everything will turn out. The poem starts out with God creating man. He wants to pour all of His blessings into man. He knows that man is a beautiful, strong creation, and He wants to reward him. The one thing he does not want to give to man is His rest. Rest is so important for a person. Rest is seen as kind

of a Pandora's Box. God knows that if he gives rest to man, then man will begin to worship all the things in nature, other than God. The metaphysical element Pulley is used by the poet in this poem. Pulleys and hoists are mechanical devices aimed at assisting us with moving heavy loads through a system of ropes and wheels (pulleys) to gain advantage. We should not be surprised at the use of a pulley as a central conceit since the domain of physics and imagery from that discipline would have felt quite comfortable to most of the metaphysical poets.

SUMMARY

The Pulley by George Herbert is a religious, metaphysical poem which centers on the 'pulley' as a prime conceit in the poem. Herbert wants to unveil why human beings are so restless and unsatisfied despite having all that they need.

In the style of the "wit" of metaphysical poetry—the ability to see striking, original analogies and to use fresh metaphors—Herbert writes of man's relationship to God by comparing the communication of God to man and man to God to the movements of a pulley. In the language of seventeenth century poetry, Herbert uses a "conceit," an unexpected image from another realm of learning to illuminate a truth of theology—the simple machine of a pulley from the science of physics as a concept to understand the mystery of love between God and man. The first stanza describes God's gifts from above descending to man below:

**When God at first made man,
Having a glass of blessings standing by;
Let us (said he) pour on him all we can:
Let the world's riches, which dispersed lie,
Contract into a span.**

Beginning with the story of Creation in Genesis, Herbert portrays God as the bountiful Lord whose goodness overflows with the fullness David praises in Psalm 23: "My cup runneth over." God's blessings know no limits, for He chooses to **"pour on him all we can"** and offer man **"the world's riches."** God's riches abound with a wealth of plentiful gifts that Herbert describes as the best prizes of human happiness:

**So strength first made a way;
Then beauty flowed, then wisdom, honour, pleasure:
When almost all was out, God made a stay,**

**Perceiving that alone of all his treasure
Rest in the bottom lay.**

God in the liberality of his munificence bestows this kingly wealth upon his creature, sparing none of his treasure. God endows man with an abundant life enriched with the gratification of the senses, the pleasures of the mind, the wonder of beauty, and the compliments of praise. God empties and pours with openhanded profusion but withholds one last blessing that remains in the cup: peace **“Rest in the bottom lay”**. God’s love and wisdom complement each other. To grant man rest in addition to other blessings separates God and man and eliminates the communion between the Creator and his creature.

In his infinite wisdom God does not part with this last gift—his “jewel”—to prevent man’s self-sufficiency and independence from God, as if man’s ultimate and final happiness consisted of worldly satisfactions without any thought of Heaven, eternal happiness, the Beatific Vision, or the “peace that passes all understanding.” God in his great wisdom gives man temporal pleasure, joy, and happiness but not perfect “rest”—the peace that Christ promises when He says, “Peace I leave with you; my peace I give to you; not as the world gives do I give to you” (John 14:27):

**For if I should (said he)
Bestow this jewel also on my creature,
He would adore my gifts instead of me,
And rest in Nature, not the God of Nature:
So both should losers be.**

From the heights of Heaven God—as if by means of a pulley—sends down to man on earth this multitude of gifts. The heavy weight and number of blessings from heaven above move the pulley downward for man’s benefit and enjoyment, yet God does not put so much weight on his end that the pulley drops all the gifts to touch the earth. He designs the pulley to move downward and bestow many gifts to his creatures yet remain partially suspended. God stops at letting the pulley rest on earth lest man forget the donor of the gifts, fail to express gratitude, or lose his relationship with God. Without the pulley moving always both downward and upward, God’s Providence does not reach man and man’s praise never rises to God: “both should losers be.” Some of the weight—rest, the “jewel”—remains at the top end of the pulley

to pull the rope up when man falls victim to the temptation to “rest in Nature, not the God of Nature”—to make the City of Man the City of God or to think man does not need God. God does not want man to live as if God does not exist, and a Heavenly Father does not wish to sever his bond with his children. If man fails to render thanks to God as the author of all gifts and blessings or forgets the purpose of the human pilgrimage and the four last things, then God has another way to lead man to him:

**Yet let him keep the rest,
But keep them with repining restlessness:
Let him be rich and weary, that at least,
If goodness lead him not, yet weariness
May toss him to my breast.**

In the course of human life, the original gifts bestowed from the cup of blessings—strength, pleasure, beauty, honor, pleasure—do not provide lasting happiness but “repining restlessness.” Health declines and strength diminishes. Pleasures fade, and the senses are dulled or jaded. Beauty blooms and then declines. Honor gives momentary glory but then disappears into oblivion. As time progresses and ageing follows, these original pleasures do not provide the deep satisfaction or spiritual joy that offers the rest or peace the heart seeks. Fading and declining, they lose their weight, and the bottom end of the pulley becomes lighter and lighter. As these pleasures lose their capacity to fill man with the happiness he seeks, he grows “weary,” restless, and empty. The weight that remained in the top part of the pulley—now heavier than the lower part—pulls upward, and God leads man back to him by the second method—the way of “weariness” that God has designed when gratitude fails to render to God the things that are God’s.

In short this poem is an answer to the most predominant question in every one’s heart. The poet answers in a simple tone that the reason behind man being so unsatisfying and weary is that God has not bestowed us with his precious jewel ‘rest’, but kept the jewel ‘rest’ with him. So for the sake of rest, we always run from here to there. We think now we are complete because we have everything, but the moment we feel so, another moment we feel empty and become restless. This is what exactly God wants us to be. If this happens to us, only then we will remember god and go to him for the ‘rest.’

➤ SELECT GLOSSARY

1. The Title, 'The Pulley' : A pulley is an arrangement for lifting; the poem describes God's plan for drawing man up to Himself.
2. Blessing : expressing thanks, affection, or good wishes
3. Dispersed : spread, scattered / spread over a wide range of Area
4. God made a stay : God stops his activity
5. Perceiving : to realize or notice you continue to be there and do not move away
6. Treasure : gifts
7. Rest : the poet uses pun out of this word, 'rest'. It indicates duplicity of meaning. In the first place, it refers 'mental peace' or 'mental satisfaction'. Secondly, it signifies relaxation after heavy burdensome activity or boredom.
8. This jewel : reference to 'rest', peace of mind, free from worries, tensions and anxieties.
9. Creature : we, the human beings created by God
10. Adore : worship, praise
11. Rest in Nature : Man will enjoy material objects and forget the Creator, who has given such precious gifts and even the life.
12. The rest : the remainder of all gifts of God
13. Repining : worrying; distressing oneself with regret
14. Weary : tired, exhausted, dispirited

15. Toss...breast : dissatisfaction with the earthly life will lead man to God, the Creator. The poet had in his mind the statement made by Saint Augustine: "Thou hast made us for Thyself, and our hearts are restless till they rest in Thee".

➤ **Check your progress**

1. What is the hope of God in the final stanza of the poem, "The Pulley"?
2. What does the expression mean 'So both should losers be' in the poem "The Pulley"?
3. Which is the real gift of God to man – the blessings he granted or the blessings he denied?
4. What is the gift of God to man?
5. How does Herbert play with the word "Rest"?

➤ **Model questions**

1. How far the title of the poem "The Pulley" is justified?
2. Consider "The Pulley" as a religious poem.
3. What is the jewel of God's blessings? Why does God decide not to bestow it on man?
4. Assess George Herbert's The Pulley as a metaphysical poem?
5. How does God decide to make man seek Him?

3.3.2 LA BELLE DAME SANS MERCI - John Keats

INTRODUCTION TO THE POET

John Keats was one of England's greatest poets. He was born in London on 31 October 1795. His father Thomas Keats was an innkeeper. His mother was called Frances. In 1803 John Keats went to Clarke's School in Enfield. However in 1804 tragedy struck when his father was killed by falling off a horse. His mother quickly remarried. However she soon separated from her new husband. John Keats then went to live with his grandmother. John was reconciled with his mother by 1809 but by then she was ill. She died in 1810.

In 1810 John left school and in 1811 he was apprenticed to a surgeon and apothecary in Edmonton. As a teenager Keats became passionately fond of poetry and when he was about 18 he wrote his first poem, one entitled 'Imitation of Spenser'. In 1815 John became a student at Guy's Hospital in London. But he continued to write poetry. In 1816 he had a poem published for the first time, in a magazine called *The Examiner*. It was a sonnet called 'O Solitude!'. Also in 1816 Keats passed his exams. Then in 1817 he published a book called 'Poems'. However it was not a success, attracting little interest. Nevertheless Keats continued writing. His epic poem *Endymion* was published in 1818. During 1818-1819 Keats continued to write great poems including 'Ode to a Nightingale', 'Hyperion', 'The Eve of St Agnes' and 'Ode to Autumn'.

However in 1820 Keats fell ill with tuberculosis. He went to Italy in the hope that the climate might help. Nevertheless John Keats died in Rome on 23 February 1821. He was only 25. Keats was buried in the Protestant cemetery.

INTRODUCTION TO THE POEM

"La Belle Dame Sans Merci" is a literary ballad, a poem that imitates a folk ballad. A folk ballad tells a story on a theme popular with the common people of a particular culture or place. Generally of unknown authorship, a folk ballad passes by word of mouth from one generation to the next. One of its key characteristics is a cadence that makes it easy to set to music and sing.

A literary ballad has a known author who composes the poem with careful deliberation according to sophisticated conventions. Like the folk ballad, it tells a story with a popular theme. However, accomplished nineteenth-century romantic poets such as Keats couched literary ballads in more elegant language than that of typical folk ballads. "La Belle Dame Sans Merci" is intended to be read, not sung.

Keats completed the poem in April 1819. Leigh Hunt (1784-1859), a critic and poet, published a revised version of the poem in his literary periodical, *The Indicator*, in 1820. The original version is generally regarded as superior to the altered version.

John Keats based the title of his literary ballad on the title of a long French poem with a different story. The title of the latter poem, written in 1424 by Alain Chartier (1392-1433), is "La Belle Dame sans mercy." (Notice the different spelling of the last word.) As a feminine noun, the French word *merci* means pity or mercy. As a masculine noun, it means thanks. The translation of the title is "The Beautiful Woman Without Mercy."

SUMMARY

'La Belle Dame Sans Merci' is a ballad. The shortening of the fourth line in each stanza of Keats' poem makes the stanza seem a self-contained unit, gives the ballad a deliberate and slow movement, and is pleasing to the ear.

This poem is one of the last works of John Keats. It is a ballad which tells the story of a knight who fell in love with a mystical creature, and now suffers the aftermath of a broken heart. The poem starts with the poem finding a solitary knight walking unsteadily around the countryside. It is autumn season there is no grass on the river bank, no chirping birds. Squirrels and other animals have saved food to sustain them throughout winter and the harvest season is over. The poet looks at the knight and wonders what sickness has gripped the knight, as he looked exhausted. He seems to be in a terrible condition; the colour is fast fading from his cheeks and his forehead glistens with sweat. The poet is not able to understand what makes him look so terrible.

**"O what can ail thee, knight-at-arms,
Alone and palely loitering?
The sedge has withered from the lake,
And no birds sing.**

**O what can ail thee, knight-at-arms,
So haggard and so woe-begone?
The squirrel's granary is full,
And the harvest's done.**

**I see a lily on thy brow,
With anguish moist and fever-dew,
And on thy cheeks a fading rose
Fast withereth too."**

The first three stanzas introduce the character of the Unidentified Speaker, and the knight. The Unidentified Speaker comes across the knight wandering around in the dead of winter – the sedge has withered from the lake / and no birds sing. – in a barren, bleak landscape. The cold has chased away the birds, and yet the Unidentified Speaker notices that the Knight is suffering from a fever. During the summer of 1818, Keats' younger brother Tom succumbed to tuberculosis. In the very same year, Keats began exhibiting symptoms of the disease, and thus impending death was heavy on his mind.

**"I met a lady in the meads,
Full beautiful—a faery's child,
Her hair was long, her foot was light,
And her eyes were wild.**

**I made a garland for her head,
And bracelets too, and fragrant zone;
She looked at me as she did love,
And made sweet moan**

**I set her on my pacing steed,
And nothing else saw all day long,
For sidelong would she bend, and sing
A faery's song.**

**She found me roots of relish sweet,
And honey wild, and manna-dew,
And sure in language strange she said—
'I love thee true'.**

**She took me to her Elfin grot,
 And there she wept and sighed full sore,
 And there I shut her wild wild eyes
 With kisses four.**

**And there she lullèd me asleep,
 And there I dreamed—Ah! woe betide!—
 The latest dream I ever dreamt
 On the cold hill side.”**

In Stanzas 4-9, the Knight responds to the Unidentified Speaker, telling him how he met a lady in the meadows – ‘full beautiful, a faery’s child’. It is important to point out the traditional form of this poem: Keats wrote this in the style of a ballad, an outdated form of poetry that capitalizes on simple language and imagery to bring across its story. By utilizing the ballad form, it lends the poem an air of timelessness, and of an almost novelistic approach to imagery. Even the story itself is evocative of the ballad tradition. Ballads were used as entertainment, and their length was supposed to keep listeners engaged, as the ballad was a form of oral poetry.

Here, Keats’ language sweetens. The first three stanzas of *La Belle Dame Sans Merci* were bitter and devoid of emotion, but the introduction of the Lady in the Meads produces softness in the language of the Knight. He reminisces on the Lady’s beauty and on her apparent innocence – her hair was long, her foot was light, and her eyes were wild – and on her otherworldliness, as well.

The reference to ‘language strange’ is yet another evidence of the Lady’s unnatural lineage.

The Knight talks about his sweet memories of the Lady: feeding each other, making the Lady presents, travelling with her, and being together.

With the introduction of the eighth stanza, the Lady weeps for she knows that they cannot be together – she is a fairy, and he is a mortal – and lulls him to a sleep out of which he does not immediately wake. Scholars are divided on the precise motives of the Lady: while classes of

scholars believe that the Lady's weeping in the Elfin grot does bring up the ideas of undivided love, there are several scholars who believe otherwise. For the purpose of this analysis, I would say that it is the latter: the Lady understands that they cannot be together, and chooses to leave him to sleep.

**"I saw pale kings and princes too,
Pale warriors, death-pale were they all;
They cried—'La Belle Dame sans Merci
Hath thee in thrall!'**

**I saw their starved lips in the gloam,
With horrid warning gapèd wide,
And I awoke and found me here,
On the cold hill's side.**

**And this is why I sojourn here,
Alone and palely loitering,
Though the sedge is withered from the lake,
And no birds sing."**

In his dream, the Knight sees pale people – kings, princes, and warriors – who tell him that he has been enthralled by the Woman without Merci (La Belle Dame Sans Merci). The Knight wakes up from the nightmare alone, on the cold hill side. He tells the Unidentified Speaker that that is why he stays there: wandering, looking for the Lady in the Meads.

Although the language used is simple, Keats manages to create two parallel universes: the real world, where the Knight is found alone, palely loitering, in the dark and dismal and wintry. The other world, where the Lady lives, seems exotic and beautiful, with such glorious foods as honey wild and manna-dew. The nightmarish imagery that exists between the worlds can be taken to be part and parcel of the Lady's world, as it is she who whisks young men away

– willing or unwilling – to their doom. The end of the stanza leaves the fate of the Knight ambiguous.

➤ **SELECT GLOSSARY:**

- | | | |
|---------------------------|---|--|
| 1. La Belle Dame (French) | : | The Beautiful Girl |
| 2. Ail (Archaic) | : | To affect, or to trouble someone. |
| 3. Thee (Archaic) | : | You |
| 4. Loitering | : | Waiting or wandering about vaguely without any definite purpose. |
| 5. Sedge | : | A flowery plant with triangular stems that looks like grass, belonging to the genus Carex. |
| 6. Withered | : | Dried. |
| 7. Haggard | : | Exhausted, utterly fatigued. |
| 8. Woe-begone | : | Dejected, Miserable, Gloomy. |
| 9. Granary | : | A storehouse where grains (mostly thrashed) are Stored |
| 10. Anguish | : | Agony, torment, severe psychic or physical pain causing misery. |
| 11. Moist | : | A little wet. |
| 12. Mead (Archaic) | : | poetic form of “Meadow”. A grassland, commonly used to procure hay. |
| 13. Steed (Archaic) | : | Archaic word for ‘horse’. |

- | | | |
|------------------------------------|---|---|
| 14. Manna-dew | : | Manna was the celestial food the Israelites were provided with by God, during their wanderings in the deserts. By associating the heavenly food with dew, the poet builds up the celestial, mystical quality of the lady. |
| 15. Elfin | : | Connected to elves. |
| 16. Grot (Poetic form of 'Grotto') | : | A small cave. |
| 17. Lull | : | Sending one to sleep. |
| 18. Betide | : | To happen. |

➤ **Check your progress**

1. How is “La Belle Dame Sans Merci” a romantic poem?
2. What is the central idea of “La Belle Dame Sans Merci”?
3. Why was the knight loitering about in the poem “La Belle Dame sans Merci”?
4. What is the significance of the “elfin grot” and “manna dew” in “La Belle Dame Sans Merci”?
5. In “La Belle Dame Sans Merci,” what attracts the knight to the lady?

➤ **Model questions**

1. What are the literary devices used in “La Belle Dame Sans Merci” by John Keats?
2. In the poem “La Belle Dame Sans Merci,” what is the lady like that the knight meets?
3. Which features make calling “La Belle Dame Sans Merci” a ballad a problematic categorization?
4. Comment on reality vs. imagination in “La Belle Dame sans Merci.”
5. Write a critical essay of “La Belle Dame sans Merci” by John Keats.

3.3.3 THE NIGHT OF THE SCORPION - Nissim Ezekiel

INTRODUCTION TO THE POET

Nissim Ezekiel who is considered the foremost among the modern Indian poets writing in English is, like Ramanujan and Parthasarathy, an academic poet in more than one sense: He was a Professor of English in Bombay University and more importantly, he is as much an intellectual and a philosopher as a poet. His birth and background were such that while his roots were in a non-Indian, Jewish Parsi religion and culture, he grew to be an Indian both in his beliefs and world-view and developed into a personality that was too complex for easy analysis.

Ezekiel was born in Bombay in 1924. After his early schooling he joined Wilson College, Bombay and later went to Birkbeck College London. Though he went to England to study philosophy under C.E.M. Joad he showed no less an interest in the theatre and the visual arts as also in poetry and his career as a clerk in the High Commissioner's office in London had not in any way made him slacken his interest either in his intellectual pursuits or in his creative efforts.

The poet in him grew and developed as much out of his intellectual mental make-up as out of an emotional make-up and one finds in his poetry a close and meaningful interaction between the philosopher and the poet. The dominant passion of his life has, however, been poetry and poetry to him seems to have been a vocation to which he has taken seriously with a deep sense of commitment.

Ezekiel's first volume of poems appeared under the title *A Time to Change* (1952) and the other volumes which followed were *Sixty Poems* (1953), *The Third* (1959), *The Unfinished Man* (1960), *The Exact Man* (1965) and *Hymns in Darkness* (1976). While the poems in these volumes focus on a variety of themes such as love, sex, death, loneliness and prayer, they bear testimony to the fact that Ezekiel showed a consistent preoccupation with the banality as well as the complexity of present day civilization as he perceived it in the Indian scene.

They also affirm his belief in the religion of the self and the efficacy of prayer and show a constant attempt to come to terms with himself. As Parthasarathy has put it in his introductory note on the poet in his *Ten Twentieth Century Indian Poets*, "Ezekiel's poetry is both the instrument and the outcome of his attempt as a man to come to terms with himself. One finds in his poems the imprint of a keen, analytical mind trying to explore and communicate on a personal level, feelings of loss and deprivation".

INTRODUCTION TO THE POEM

The poem was anthologized in *Collected Poems* (1952 – 1988). It is one of the first poems of Ezekiel and presents a scary picture of the superstition ridden India where an insect is given monstrous dimensions. It carries Ezekiel's stingiest of satires against the many maladies that affect the Indian society. Not to mention it also explores the ever benign love of a mother for her child, which in itself is a conspicuous feature of Indianness. The poem depicts two levels of understanding. One describes mother's selfless love for her children as she despite being stung by a Scorpion narrowly escaping death she is grateful that the scorpion had sting her and spared her children. On the second level the poem presents a charming picture of the innocent world of illiterate and superstitious villagers of India.

SUMMARY

This poem begins with the speaker narrating the story of how his mother was stung by a scorpion. Ezekiel does not use unnecessary phrasing or extra words, he gets right to the point. He describes how the scorpion had been driven inside by "steady rain" and has decided to hide beneath a "sack of rice." This first stanza is only four lines, a choice Ezekiel makes to urge the story forward. A quick succession of stanzas allows for the poem to flow faster. The second stanza proceeds in the same way, but this time with only three lines.

In this stanza Ezekiel's speaker describes the actions of the scorpion. He portrays the creature as being purposefully diabolical, a thought that will directly relate to the beliefs and actions of those that attend the speaker's mother. The scorpion moves quickly before anyone can do anything, he **"part[s] with his poison..."** and runs back outside, to risk the weather again.

Throughout the poem Ezekiel makes a number of language choices that continue to refer the movements and parts of different insects. These descriptions are much prevalent in the third stanza. He describes the actions of the peasants as being like swarms of flies, they "buzzed" God's name in a hope to paralyze the **"Evil One."**

The image that Ezekiel creates here is clear, the reader can easily visualize a swarm of people coming down on the speaker's mother, all with good intentions, but perhaps so numerous that no one can do anything that would help. They are all devoted to the same purpose, praying in the hope of saving the mother. They believe that she has been inflicted by the Evil One, or the devil, and pray in an effort to drive him out.

**“The peasants came like swarms of flies
and buzzed the name of God a hundred times”**

The third stanza contains seven lines and describes the hunt that the peasants embark on in an effort to find the scorpion. They search with both candles and lanterns, which throw shadows on the wall in the shape of a scorpion. This image of the scorpion still being in the room (only in the form of shadow) helps set the scene for the next lines as the peasants struggle to help the mother. The shadow is representative of their primitive fears, that something Evil is lurking just where they cannot see it.

This fourth stanza continues, and the search for the scorpion has failed, they do not know, as the reader does, that the scorpion fled the house at the beginning of the poem. This puts the reader in a position above those in the poem, he/she has a greater knowledge of the situation than those experiencing it. A technique that, on stage, or within drama, is known as dramatic irony.

**“The peasants say that,
With every movement that the scorpion made his / poison moved in Mother’s
blood...”**

This gives the reader the sense that they believe if they are able to capture and kill the scorpion the mother will be cured. A simple, primitive belief, that the reader would very well know to be unfounded. Once again elevating the reader’s position above that of the peasants.

The fifth stanza, holds the poem’s momentum steady. The peasants wish the scorpion to be stilled, but offer a bit of consolation for the mother. They, deep in their superstitions, say to the mother that the poison will burn away the sins of her previous birth, and decrease the suffering of her next. This is a reference to the traditional Hindu belief of reincarnation. Due to their lowly social status it was believed that the mother must have committed some kind of grievous sin to be condemned in this life, and that perhaps this suffering she is going through will improve her chances of being reincarnated into a higher position in her next life.

This stanza continues into the next in which the speaker continues relaying the words of the peasants. They wish that the pain the mother is experiencing will purify her flesh,

“of desire, and your spirit ambition,”

The peasants have given up their search for the scorpion and are now sitting around the mother with her at the center of a circle. The speaker describes each peasant as wearing a face that is peaceful with understanding. The next two lines allow for quick progression of time. Ezekiel lists a number of developments and additions to the story. All of the following are added to the situation:

“More candles, more lanterns, more neighbors, / more insects, and the endless rain.”

The mother is “twisting” on the floor, “groaning” into the mat. It can be assumed that quite a large crowd has gathered around the mother. Many there to help, and probably some there just to observe. At this point in the story the father is introduced into the poem. He is described as being a very sensible man, rational, and a sceptic. Most likely doubtful of the beliefs of the peasants. At this moment though he is desperate. Ezekiel’s speaker describes his father as trying

“every curse and blessing, / powder, mixture, herb and hybrid.”

His father has forgotten his reason and is trying everything he can think of in an effort to save his wife. While the reader may have felt some distance from the characters at this point, the father’s desperation feels real and acute. A man hopeful beyond reason that a curse or blessing will save his wife. He even goes so far as to burn paraffin on her toe. The speaker watches the flames it creates **“feeding”** on his mother. Just as the poison is moving through her body, so is the flame consuming her skin. The reader is then informed that all of this has been going on twenty hours. A truly painful and horrific death.

Throughout this poem a number of different remedies are tried in an attempt to save the mother, from what the reader can infer, none of them help. Some of these practices will surely seem absurd to a modern reader. These references to older medicinal practices put distance between the reader and the speaker, especially in the final line of the seventh stanza in which a

“holy man perform[s] his rites to tame the poison with an / incantation.”

After this distance is in place, Ezekiel swiftly breaks down the barrier to show how truly similar the reader is, no matter where he/she is from, to the characters in the poem. They are all human and are united by the final stanza.

“My mother only said / Thank God the scorpion picked on me / And spared my children.”

While once again the scorpion is spoken about as if it chose to kill the mother, the mother's dedication and pure love for her children breaches the gap between the characters in the poem and any reader. All can empathize with the love felt for a child, mother or father. This woman, although distant, living in a different time and place, is just as human and real as anyone reading the poem.

➤ **SELECT GLOSSARY**

- | | | | |
|-----|-----------------|---|---|
| 1. | Sun baked walls | : | baked by exposure to sunshine |
| 2. | Herb | : | particular type of plants used for medicine |
| 3. | Steady | : | continuous |
| 4. | Crawl | : | move forward on hands and knees |
| 5. | Evil one | : | the scorpion |
| 6. | Sin | : | an immoral act |
| 7. | Incantation | : | chanting prayer |
| 8. | Rationalist | : | believer of reason |
| 9. | Paraffin | : | a colourless, flammable, oily liquid similarly obtained and used as fuel. |
| 10. | Ambition | : | a strong desire to do or achieve something. |
| 11. | Hybrid | : | a mixture of best varieties |
| 12. | Diabolic | : | poisonous |

➤ **Check your progress**

1. How was the mother bitten by the scorpion?
2. How did the villagers come to the aid of the woman?
3. How did the peasants view the stinging in a positive manner?
4. What type of man was the father? How did he treat his wife?
5. How did the mother respond after the recovery?

➤ **Model questions**

1. How does the poem bring out the superstitious beliefs of the villagers?
2. How did the villagers come to help the woman?
3. How was the woman cured?
4. Explain the nature of the father described in the poem.
5. Consider the poem as a pen portrait of a typical Indian village scene.

3.3.4 THE DEATH OF THE BIRD - AD Hope

INTRODUCTION TO THE POET

Alec Derwent Hope was born on 21 July 1907 at Cooma, in the Snowy Mountains area of southern New South Wales, where his father was a Presbyterian minister. He was educated at home and at schools in Tasmania and New South Wales as the family moved around to different parishes. Matriculating to Sydney University, he graduated Bachelor of Arts with majors in English and Philosophy in 1928 and won a scholarship to University College, Oxford. His Oxford career, however, was not a distinguished one; he returned to Sydney in 1932 with a disappointing third-class degree and trained as a teacher. In 1937 Hope married Penelope Robinson with whom he had three children. He was appointed lecturer in education at the Sydney Teachers' College in 1937, later becoming lecturer in English there from 1938-44. During the 1940s Hope took part in the Australian Broadcasting Commission's Children's Session, as 'Anthony Inkwell' conducting the literary section of the Argonaut's Club. In 1945 he moved to the University of Melbourne and in 1951 was appointed Professor of English at Canberra University College (later the Australian National University) where he taught until his retirement in 1968.

INTRODUCTION TO THE POEM

"The Death of the Bird" is one of the most straightforward poems of AD Hope. It is described as one of the greatest lyric poems since it was first published in 1948. It deals with aging and death, using a bird in migration as an overarching metaphor. The poet also introduces the inner life of the bird - the memories, sensations that she has experienced year after year in the same migration that she is taking now. The poem has nine stanzas which can be split into three triads, each of three stanzas. The first triad describes the regular migration taken by the bird season after season. This triad also talks about the last migration of the bird and it is indicated through the failing stamina and the fading faculty that was guiding her so far. The second triad mirrors the death of the bird. It portrays how the darkness takes over the flying flock and how she is no longer able to maintain her flight. Strong wind take over her and the bird faces the death. The last triad is on the how the death is received by the earth. The remorseless nature, the passing of the life of a bird is received indifferently by the earth without any emotions. It is received as any other of the numberless lives and deaths inhabiting the earth every day. The beauty of the poem lies in the tenderness with which the poet presents the life of the bird. The poem itself individualizes the bird, and therefore gives great dignity to its existence.

SUMMARY

The poem "Death of the Bird" is described as one of the greatest lyric poems in English of the 20th century. It is about the death of a bird. As such it may be called an elegy. The poem has nine stanzas which can be split into three triads, each of three stanzas. The first triad describes the season after season migration of every bird culminating in the last migration. The second triad describes the last migration of the bird that results in her death. The last triad describes the last migration of the bird that results in her death. The last triad is on her sudden death without warning or reason, the cause of the death and how her death is received.

For every bird there is this last migration;

Once more the cooling year kindles her heart;

With a warm passage to the summer station

Love pricks the course in lights across the chart.

Stanza 1

The tone of the poem is set in the opening line – **“For every bird there is this last migration”**. The poet has no particular bird in mind. He speaks about death of every bird in general. The bird is all set for its last migration, but this time it happens to be the last migration into the world of death. Though this line indicates anti-romantic stand, Hope invests the bird with his own brand of romanticism. Usually it is lack of food brought about by the climatic changes that compels birds to migrate. With the onset of winter there is a scarcity of food and anticipating the food scarcity birds migrate to warmer places where food is available in plenty. The cooling year is a warning to the bird to go to a summer station. The poet romantically suggests that it is love- love for life or a longing for the other home or exiled love – that pricks the bird to look for a warm passage to the summer station. The bird receives the summons from the other warm home once the climate begins to cool in her present home. The chart refers to the map of the world.

Year after year a speck on the map divided

By a whole hemisphere, summons her to come;

Season after season, sure and safely guided,

Going away she is also coming home;

Stanza 2

From the last migration of the first stanza the poet moves back to the migrations undertaken season after season and year after year by every bird. It is said that the birds migrate to the same place, probably taking the same route. They reach precisely their summer stations which the poet describes as no more than the speck even in the map. The poet chronicles with wonder how the bird is guided by a guiding spark of instinct travels across the hemisphere to the speck of a land. The place to which she goes is another home for her. She goes away from one home only to come home. Both homes are, in reality summer stations. Probably the poet here talks about the whole ethos of estrangement that many Australians felt in the 20th century and probably even today. Through they treat Australia as their home, there are many who feel that they live in this country only as exiles and are drawn both physically and emotionally to England from where their ancestors migrated to Australia. To them England is also a ‘home’. They go away from Australia to England only to come home. Similarly they come from England to Australia to go home. They are torn between their homes. The bird is also torn between her love for both homes.

And being home, memory becomes a passion
With which she feeds her brood and straws her nest;
Aware of ghosts that haunt the heart's possession
And exiled love mourning within the breast.

Stanza 3

In this stanza the poet invests the bird with human emotions and romantically suggests that once the bird comes home it is haunted by memories of the past, personal as well as collective. Memories of the other home – her children or parents or love – make her restless and she thinks of migration. The bird is not able to be at peace within her. She ponders over the other home when she is here.

The sands are green with a mirage of valleys;
The palm-tree casts a shadow not its own;
Down the long architrave of temple or palace
Blows a cool air from moorland scraps of stone.

Stanza 4

This stanza portrays the last migration that the bird is taking this time. From the migration season after season, the poet comes back to the last migration of the first stanza. The stanza gives an account of the land to which the bird wants to migrate. That this migration is going to be tough is indicated by expressions like “**a mirage of valleys**”, palm trees casting shadows not of their own, cool air from moorland and scraps of stone. All these lines indicate that this is the last and the toughest migration that the bird is going to face in her life. And it is also indirectly meant that every bird will cross through this painful phase in their life once.

And day by day the whisper of love grows stronger,
That delicate voice, more urgent with despair,
Custom and fear constraining her no longer,
Drives her at last on the waste leagues of air.

Stanza 5

The stanza indicates that the summons from the warmer home becomes louder and louder. The whisper of love becomes stronger. By this time the bird knows that she is weak and frail and cannot withstand the rigors of another migration. But the whisper of love overwhelms the constraint of fear and the bird knowingly begins her last migration across the waste leagues of air.

**A vanishing speck in those inane dominions,
Single and frail, uncertain of her place.
Alone in the bright host of her companions,
Lost in the blue unfriendliness of space.**

Stanza 6

The harshness of nature is well mirrored in this stanza which the bird has to endure and overcome are strongly suggested. The dominion becomes inane and the blue space becomes unfriendly indicating the slow death of the bird. The bird becomes a mere speck now, that too a slow vanishing speck. She is single, frail and alone and not able to keep pace with her companions as she always did.

**She feels it close now, the appointed season:
The invisible thread is broken as she flies;
Suddenly, without warning, without reason,
The guiding spark of instinct winks and dies.**

Stanza 7

The stanza describes the death of the bird as a matter of fact and the poet adds no emotions to it. The bird realizes that death “**the appointed season**” is imminent. The invisible thread - probably the thread that links the life and the body, is broken even as she is flying. Abruptly the bird dies. There is no warning and no reason. The guiding spark of instinct that guided the bird to her season and after season also dies.

Try as she will the trackless world delivers
 No way, the wilderness of light no sign,
 The immense and complex map of hills and rivers
 Mocks her small wisdom with its vast design.

Stanza 8

To the frail bird with her guiding spark of instinct weakening, the world which was once calm and clear becomes a trackless immense and complex map hills and rivers. The bird has only a small knowledge and it is no match to the vast design of the universe. Probably the bird is defeated ultimately by nature. Nature mocks at the small wisdom of the bird, notwithstanding the fact that the bird was able to reach its speck of a home season after season sure and safely guided.

And darkness rises from the eastern valleys,
 And the winds buffet her with their hungry breath,
 And the great earth, with neither grief nor malice,
 Receives the tiny burden of her death.

Stanza 9

The poem concludes with the buffeting of the dead bird by the hungry winds. The earth received the dead bird – just a tiny burden – “**with neither grief nor malice**”. There is neither grief at the death of the neither unfortunate bird nor malice that the bird is dead. Nature is impersonal and indifferent to her death. The death of the bird is inconsequential.

➤ SELECT GLOSSARY:

- | | | | |
|----|-----------|---|--|
| 1. | Migration | : | seasonal movement of animals from one region to another. |
| 2. | Kindles | : | arouse |
| 3. | Pricks | : | Pierce |
| 4. | Summons | : | arraignment |

5.	Passion	:	strong emotion
6.	Brood	:	a family of birds or other young animals produced at one hatching or birth
7.	Haunt	:	manifest itself regularly
8.	Mirage	:	an optical illusion caused by atmospheric conditions, especially the appearance of a sheet of water in a desert.
9.	Architrave	:	a main beam resting across the tops of columns.
10.	Moorland	:	an extensive area of moor.
11.	Despair	:	loss of hope
12.	Speck	:	a tiny spot
13.	Companion	:	a person or animal with whom one spends a lot of time or with whom one travels
14.	Instinct	:	an innate, typically fixed pattern of behaviour in animals in response to certain stimuli.
15.	Wilderness	:	a neglected or abandoned area.
16.	Buffet	:	a meal consisting of several dishes from which guests serve themselves.
17.	Malice	:	ill will

➤ **Check your progress**

1. What does the opening line suggest?
2. How does the poet describe the summer season?
3. What is the cause of the death of the bird?
4. How does the poet contrast the bird with the nature?
5. How does the bird feel about the last migration?

➤ **Model questions**

1. Write a brief note on the bird's last migration.
2. How does the poet describe the death of the bird?
3. How does the bird reach the summer season year after year?
4. Why the bird is restless each time she reaches home?
5. The poet chose a female bird to describe the last migration over a male bird. Explain.

3.4 KEY WORDS

- | | | | |
|----|------------------------|---|--|
| 1. | Alliteration | : | the occurrence of the same letter or sound at the beginning of adjacent words |
| 2. | Assonance | : | resemblance of sound between syllables of nearby words |
| 3. | Metaphor | : | a figure of speech in which a word or phrase is attributed to an object or action to which it is not literally applicable. |
| 4. | Simile | : | a figure of speech involving the comparison of two objects belonging to two different kinds. |
| 5. | Pun | : | a witticism exploiting the different possible meanings of a word. |
| 6. | Personification | : | the attribution of a personal nature or human characteristics to something non-human, or abstract quality in human form. |
| 7. | Irony | : | the expression of one's meaning by using language that normally signifies the opposite. |
| 8. | Hyperbole | : | Exaggerated statements or claims not meant to be taken literally. |

3.5 WEB SOURCES

- Pulley or the Gift of God - George Herbert
 - <https://www.poetryfoundation.org/poems/44370/the-pulley>
- La Belle Dame Sans Merci - John Keats
 - <https://www.poetryfoundation.org/poems/44475/la-belle-dame-sans-merci-a-ballad>
- The Night of the Scorpion - Nissim Ezekiel
 - <https://allpoetry.com/Night-of-the-Scorpion>
- The Death of the Bird - A.D Hope
 - <https://www.poetrylibrary.edu.au/poets/hope-a-d/the-death-of-the-bird-0417020>
- George Herbert
 - <https://interestingliterature.com/2016/10/17/a-very-short-biography-of-george-herbert/>
 - <https://www.bachelorandmaster.com/britishandamericanpoetry/the-pulley-summary-analysis.html#.W2sRzNylzIU>
- John Keats
 - <http://www.localhistories.org/keats.html>
 - <https://www.cummingsstudyguides.net/Guides6/Belle.html>
 - <https://poemanalysis.com/la-belle-dame-sans-merci-john-keats-poem-analysis/>

- Nissim Ezekiel

- <http://www.shareyouressays.com/knowledge/short-biography-nissim-ezekiel/118167>
- <https://poemanalysis.com/the-night-of-the-scorpion-by-nissim-ezekiel-poem-analysis/>

- A.D Hope

- <https://www.poetrylibrary.edu.au/poets/hope-a-d>

Poetry

- <https://en.oxforddictionaries.com/definition/poetry>
- <https://www.familyfriendpoems.com/poems/other/metaphor/>
- <https://www.dictionary.com/e/s/poetry/#elegy>
- <http://examples.yourdictionary.com/what-are-different-types-of-poems.html>

UNIT – 4

SHORT STORIES

A short story is a short work of fiction. It is writing about imagined events and characters. It differs from poetry as in that it does not depend on verses, meters or rhymes for its organization and presentation. All short stories have some common elements. Short stories used to be written as forms of mass entertainment and were reproduced in publications such as newspapers and magazines. A best shorty story will include engaging dialogue, sensory descriptions, vivid action, as well as a tightly woven narrative. The components of a short story include Plot, Setting, Characters, theme and point of view.

A first component is the plot. **The plot** of a short story always contains sub-components such as crisis, conflict, and resolution. A crisis becomes the main component to sets up the story and enables all conflict to occur. Conflict portrays either a struggle between contrasting forces or a problem to be solved. Conflicts may occur between people, nature, machines. The resolution or denouement is how the conflict is solved. The second component is setting. The **setting** is comprised of the time and the site of the short story and this always depends on the author. He would set in a place and time on his own choice.

The third component **characters** are the **actors** in the story. An author may choose to reveal the characters in chiefly two ways. Direct characterization involves the author explicitly expressing the reader about the character or indirect characterization involves the author revealing the character though the character's actions and words. Most authors use a combination of both direct and indirect characterization.

The **theme** is the fourth component of a short story. The theme of a story is the dominant principle around which the story and character revolves. Longer short stories and novel will have multiple themes. However, most short stories progress one or perhaps two themes. Some have recommended that the theme may be described as the 'lesson to be learned;" however, it is best to describe it as the "main idea" or the guiding principle of the story.

The last component **point-of-view** describes the reference point of the story and how the author choose to reveal the story. The author may choose to reveal it through the eyes of the main character or through a bystander. There are usually three points of view any short will utilize only one. **A first person point of view** reveals the thoughts of the main character and

involves the use of first person pronouns by the main character. **The third person limited view** reveals the thought of the main character but from an outsider's perspective. The third person omniscient view reveals the thoughts of any character the author chooses.

❖ PLAN OF STUDY

- | | | | |
|---|-------------------------------|---|---------------------|
| ➤ | Mrs Packletide's Tiger | - | Saki |
| ➤ | A Snake in the Grass | - | R. K Narayan |
| ➤ | Three Questions | - | Leo Tolstoy |
| ➤ | The Gift of Magi | - | O. Henry |

4.1 LEARNING OBJECTIVES

After reading this unit, you will be able to

- Illustrate the need to respect the animal world
- Enumerate the need to live in unity
- Realize the importance of time, action and companions
- Relish the joy of true love and understand the art of gifting

4.2 THEMATIC INTRODUCTION

This unit consists of four short stories **Mrs. Packletide's Tiger**, **A Snake in the Grass**, **Three Questions**, and **The Gift of Magi**. All the four short stories are moralistic and thought provoking. The first short story **Mrs. Packletide's Tiger** highlights the necessity to keep evils like Jealousy, Envy, Vanity and Hatred away from oneself. Instead of trying to outshine each other, must focus on own deeds and actions and work for the betterment of the society. In this short story the author Saki also emphasis on remaining true to oneself and not to create false image to impress others. The second short story **A Snake in the Grass** is by R. K Narayan. This story is about a family who has planned to reward their servant who he has in fact lied and endangered them, thus deserving no reward and thus making him the "snake in the grass" who turns on them. The third short story is **Three Questions**. Through this story Leo Tolstoy throws

light upon the most important question “What is the most important – The past, the present or the future”. **The Gift of Magi** is the fourth short story of this unit. O. Henry explicitly states that the unselfish love is the greatest of all gifts, and those who realize this fact is the wisest in the short story **The Gift of Magi**.

4.3 SECTION

4.3.1 MRS PACKLETIDE’S TIGER - SAKI

INTRODUCTION TO THE AUTHOR

Hector Hugh Munro (1870 -1916) wrote under the pen name Saki. He started his career as a journalist. His first book was ‘The Rise of the Russian Empire’. Saki was a British writer whose witty stories satirized the society and culture of his day. He was considered a master of the short story. He wrote a full-length play, two one-act plays, a historical study, a short novel, and a fantasy about future German invasion and occupation of Britain.

Mrs. Packletide’s Tiger” is a short story written by Saki. The main theme of the story is the enmity between Mrs. Packletide and Mrs. Bimbarton. Miss. Mebbin is another striking character with cunningness and greed. The writer also attacks how British women settled in India indulged in silly activities.

SYNOPSIS

Mrs Packletide, an English woman, had a strong urge to shoot a tiger. Basically, she was not a very courageous person by nature but was stricken with immense envy for her neighbour, Loona Bimbarton, who had been recently conveyed in a plane by an Algerian pilot. Mrs Packletide somehow wanted to outshine her and wanted to prove that she was no less. So, to fulfill this desire, she wanted to procure a tiger skin and flaunt it at her home. By some means, she succeeded in killing a tiger and she was confident that her photo would appear in the press. She also thought that she would have a gathering in her home in Curzon Street in Loona Bimbarton’s respect, where she will grab the limelight and everyone will discuss her accomplishment. In addition to this, she wanted to flaunt a tiger-hook clasp on Loona’s next birthday. So, all her intentions and emotions were primarily governed by her detest for Loona.

Things went as planned. An old and feeble tiger was passing by a neighbouring town looking for food. Mrs Packletide agreed to pay one thousand rupees to anyone who would be

able to help her to shoot a tiger. The villagers got quite enticed as one thousand rupees was a good amount of money for those days. They tried their best to bind the tiger to the town. Many youngsters were also asked to stay back on the edges of the nearby wilderness day and night for driving the tiger back to the town. Even some goats were strategically placed here and there to attract the tiger. Moms were also asked to avoid singing lullabies to their children to not disturb the tiger's sleep. The only tension villagers had that the tiger should not die due to old age before hunting.

On the fateful night, MrsPackletide came along with a paid partner Miss Mebbin. The villagers created a platform that had been built in a strategically located tree by the villagers. Both the ladies sat on the stage and a goat with a loud bleat was tied at an appropriate distance from the tiger. Shortly after, the tiger showed up and gradually started walking towards the goat. MrsPackletide fired a shot through her rifle and the tiger collapsed to the other side. The villagers celebrated by beating drums and singing. Even Mrs Packletide was very happy.

Miss Mebbin was very clever and calculative. She pointed out to Mrs Packletide's that the bullet had, in fact, hit the goat and the tiger had died due to a heart attack. Miss Mebbin also told her that the tiger did not have any wounds on his body. Mrs Packletide got disappointed; however, she consoled herself with the fact that she had the tiger-skin. The villagers also agreed to keep the mystery as they were thrilled to get the cash.

Mrs Packletide's picture then appeared in two weeklies. Loona refused to go to the luncheon party but still reluctantly accepted the tiger-claw brooch. Since Miss Mebbin was very greedy and cash-minded, she decided to exploit MrsPackletide's weak point. She started blackmailing Mrs Packletide by saying what will happen if Loona got to know that Mrs Packletide had shot the goat and not the tiger. Clever and astute, Miss Mebbin indirectly told Mrs Packletide that she required money to purchase a weekend house near Dorking. In order to keep her mouth shut, Mrs Packletide had no choice but to pay for that cottage. Miss Mebbin eventually named the cabin, "The Wild Beasts." Since then, Mrs Packletide never liked the idea of big game shooting. She confessed to her friends that "incidental costs were too heavy for such kind of hunting."

> SELECT GLOSSARY:

- | | | | |
|-----|--------------|---|---|
| 1. | Aviator | : | Pilot, flyer, navigator |
| 2. | Compelling | : | Irresistible, fascinating, imperative |
| 3. | Connived | : | Feigned, plotted, schemed, conspired |
| 4. | Curtail | : | Reduce, restrict, curb |
| 5. | Deviation | : | Departure, change, alteration |
| 6. | Exertion | : | Labor, strain, toil, endeavor |
| 7. | Intention | : | Aim, plan, design |
| 8. | Intervention | : | Interference, mediation |
| 9. | Irrelevance | : | Triviality, insignificance, inconsistency |
| 10. | Malicious | : | Hateful, spiteful, resentful, wicked |
| 11. | Ostensibly | : | Apparently, likely, allegedly |
| 12. | Primeval | : | Ancient, old, early, original |
| 13. | Propitious | : | Favorable, promising, advantageous |
| 14. | Quarry | : | Prey, prize, quest, victim |
| 15. | Repressed | : | Control, curb, check |
| 16. | Stimulated | : | Activated, animated, roused, charged |
| 17. | Venerable | : | Revered, admired, adored |
| 18. | Wholesome | : | Healthy, decent, beneficial |
| 19. | Antecedent | : | Ancestor, predecessor |

➤ **Check your progress**

1. What was the motive behind Mrs. Packletide's decision to shoot a tiger?
2. What made her decide to give a party in LoonaBimberton's honour? What did she intend to give Loona on her birthday?
3. How was the tiger shooting arranged? What kind of a tiger was chosen for the purpose?
4. How did the villagers react to the tiger's death?
5. How did Miss Mebbin manage to get her week-end cottage? Why did she plant so many tiger lilies in her garden?

➤ **Model questions**

1. Consider Mrs. Pakletide's Tiger as a social satire.
2. Sketch the character of Mebbin
3. Briefly bring out the similarities in the characters of Mrs. Packletide and LoonaBimberton.
4. Briefly bring out the similarities in the characters of Mrs. Packletide and LoonaBimberton.
5. What important message is given out by the author in the story?

4.3.2 A SNAKE IN THE GRASS - R. K NARAYAN

INTRODUCTION TO THE AUTHOR

R. K. Narayan is considered as one of leading figures of early Indian literature in English. He is the one who made India accessible to the people in foreign countries—he gave unfamiliar people a window to peep into Indian culture and sensibilities. His simple and modest writing style is often compared to that of the great American author William Faulkner. Narayan came from a humble south Indian background where he was consistently encouraged to involve himself into literature. Which is why, after finishing his graduation, he decided to stay at home and write. His work involves novels like: 'The Guide', 'The Financial Man', 'Mr. Sampath', 'The Dark Room', 'The English Teacher', 'A Tiger for Malgudi', 'A Snake in the Grass' etc. Although Narayan's contribution to Indian literature is beyond description and the way he grabbed foreign

audience's attention for Indian literature is commendable too but he will always be remembered for the invention of Malgudi, a semi-urban fictional town in southern India where most of his stories were set. Narayan won numerous accolades for his literary work: SahityaAkademi Award, Padma Bhushan, AC Benson Medal by the Royal Society of Literature, Honorary membership of the American Academy of Arts and Literature, Padma Vibhushan, etc.

"A Snake in the Grass " by R K Narayan depicts a family with a problem. Living in southern India, the Indian people fear and honor the King Cobra. The family in the story has a Cobra somewhere in their yard. Someone saw it come into the yard, but it has not been found. R.K Narayan finds some humor in this precarious situation which is characteristic of his writing.

SYNOPSIS

There lived a family of a mother and her four sons. They are apparently wealthy enough to live in a compound and to be able to afford "an old servant" named Dasa - the only character mentioned by name in the story. Dasa is a very lazy man who would always find reason to escape from his daily chores and spends most of his time sleeping.

One day on a sunny afternoon, a cyclist who passed by the bungalow informs that a big cobra has slithered into a compound owned by the family. The entire family assembles at the gate in great agitation. They shook Dasa, the old servant out of sleep and informed him of the arrival of cobra. Dasa is blamed on the snake's appearance in the garden due to the fact that the garden is overgrown and he has not maintained it. Even though Dasa suggests he had previously asked for a grass-cutter everybody in the family still considers Dasa to be responsible for catching the snake. Dasa is also threatened that he would be dismissed if he is unable to find the snake by evening. Visiting neighbors also added that Dasa was the laziest servant who neglected the garden and lawn.

At that juncture the college-educated son of the family claims to have read that 30,000 people die of snake bites every year. This news greatly upsets his mother and makes her condemn Dasa even more strongly. The mother and neighbor were terrified with the statistical news. The boys brought bamboo sticks and pressed one in the hands of the servant also. Others took knife, crowbar and began to hack the garden. Their search made the garden look clean.

The visiting beggar arrives and he tells the lady of the house not to kill the snake as it was Lord Subramaniya. The mother is immediately reminded of the pujas that she owed to conduct

in the temple earlier. She thinks that the entry of the cobra in their garden is a mere reminder of it. The beggar tells them that he would send for a snake charmer, who generally is found at the street's corner. The snake charmer comes and does not know the whereabouts of the snake. When asked about the direction in which the snake made its way, the family members had no answer. Hence he leaves telling them to call him, if they found its existence in the garden. Suddenly the old servant returns with a pot covered with a slab of stone. Dasa claims to have caught the snake in the pot. The family members maintain "a sage distance" from the pot in which Dasa claims to have trapped the snake.

Thus, Dasa becomes "the hero of the day" and the family members were ready to give him credit when he had done a good job. They admire him and even decide to reward him. The family members were said to have stood at a sage distance and gazed at the pot. Dasa had the glow of a champion on his face. Dasa takes the pot out of the compound, his job apparently secure. Later, a cobra does indeed appear but then quickly slithers away. This snake is quite literally the snake in the grass. By the end of the story, the family and the readers are faced with the real possibility that Dasa lied when he claimed to have caught a cobra in the pot. Dasa, is literally the untrustworthy person in this story - the figurative snake in the grass. It is however, hard to blame him, and certainly the tone of the story seems light and almost comical. It also reveals how the members of a middle class family react when a snake enters their house.

➤ **SELECT GLOSSARY:**

- | | | | |
|----|-------------|---|----------------------------|
| 1. | Siesta | : | an afternoon nap |
| 2. | Frantically | : | in an excited manner |
| 3. | Foliage | : | plants and leaves |
| 4. | Sinister | : | evil |
| 5. | Arraigned | : | charged |
| 6. | Desultorily | : | half heartedly |
| 7. | Apathy | : | indifferent, listless |
| 8. | Banalities | : | unimaginative observations |
| 9. | Resume | : | begin again or continue |

- | | | | |
|-----|-----------|---|---------------------------------------|
| 10. | Agitation | : | a state of anxiety |
| 11. | Neglect | : | fail to care properly |
| 12. | Strategy | : | a plan of action to achieve something |

➤ **Check your progress**

1. Sketch the character of Dasa.
2. What did the beggar woman promise to do?
3. How did Dasa reprimand the family members?
4. How did the family decide to reward Dasa?
5. Why did the family wonder whether there were two snakes in the compound?

➤ **Model questions**

1. How is the title of the story “A Snake in the Grass” by R. K. Narayan significant?
2. How did the beggar woman utilize the situation?
3. Bring out the superstitious belief of the women folk.
4. How did Dasa, the idler, turn a hero?
5. Describe the search for the snake and how it ended.

4.3.3 THREE QUESTIONS - LEO TOLSTOY

INTRODUCTION TO THE AUTHOR

Count Leo Tolstoy is one of the most popular Russian writers. He was a great philosopher and novelist. He was one of the world’s pre-eminent writers who became famous through his epic novels, War and Peace and Anna Karenina. Towards the end of his life, Leo Tolstoy became increasingly interested in a version of pacifist Christianity with support for a strand of Anarchist Communism. His exposition of pacifism and non-violence had a profound influence on others – most notably Mahatma Gandhi and Martin Luther King. His writings are marked by great faith in God and respect for moral values. Three questions is a short story which deals with the questions which a king wanted to know so that he would never fail.

“The Three Questions” is a short story by Leo Tolstoy. This story is as part of the collection What Men Live By, and Other Tales. The story takes the form of a parable, and it concerns a

king who wants to find the answers to what he considers the three most important questions in life.

SYNOPSIS

The story “Three Questions” was about a king who wanted to know the answers for the three questions that was troubling the mind for a while. He issued a decree throughout his kingdom announcing that whoever could answer the questions would receive a great reward. The questions were:

- What was the right time to begin everything?
- Who were the right people to listen to, and whom to avoid?
- What was the most important thing to do?

Many came with different interpretations. In reply to the first question, one person advised the king to make up a thorough schedule and work according to that but it was opposed by another as it was impossible. Someone suggested that the king should setup a council of the wise and then he had to do according to their advice. It was also suggested to consult magicians.

The second question was answered that the king needed to trust his administrators, the priest and monks and the physicians and warriors. The third question was answered that science was the most important thing and also the religion and military skills.

The king was not convinced with any of the answers and no reward was given. The king planned to meet the wise hermit who lived in the woods. The hermit would only see common people, however, so the king put on simple dress, left his guards behind, and went to see the hermit. When the King approached, the hermit was digging the ground in front of his hut. The king asked his questions, but the hermit went on digging. The king offered to dig for him for a while. After digging for some time, the king again asked his questions. Before the hermit could answer, a man emerged from the woods. He was bleeding from a terrible stomach wound. So, the king and Hermit washed the wound and bandaged till the blood ceased. The king stayed the night in the hermit's hut. Next morning the wounded man was doing better and was gazing intently at the king. He confesses to the king that he knew who the king was, and that the king

had executed his brother and seized his property. He had come to kill the king, but the king's guards had wounded him. The king forgives him and makes peace with his enemy and promised to restore the property to the wounded man.

The king asked the hermit again for his answers, and the hermit responded that he had just had his questions answered. Hermit says that the king had pitied his weakness, and had dug those beds for him. So, the most important time was when the king was digging the beds and he was the most important man. The most important time was when king was attending to the wounded man and was the important man at that time.

In short, Leo Tolstoy from this short story tries to convey that a man can be successful and will never fail in life if he follows the following three things:

- The most important time is now. The present is the only time over which we have power.
- The most important person is whoever you are with.
- The most important thing is to do good to the person you are with.

• **SELECT GLOSSARY:**

1.	Avoid	:	stay away from
2.	Undertake	:	enter upon an activity or enterprise
3.	Proclaim	:	declare formally
4.	Idle	:	not in action or at work
5.	Council	:	a body serving in an administrative capacity
6.	Worship	:	the activity of cherishing as divine
7.	Hermit	:	one retired from society for religious reasons
8.	Folk	:	people in general (often used in the plural)
9.	Dismount	:	alight from (a horse)
10.	Spade	:	hand shovel that can be pushed into the earth with the foot

11.	Unfasten	:	become undone or untied
12.	Moan	:	indicate pain, discomfort, or displeasure
13.	Feeble	:	pathetically lacking in force or effectiveness
14.	Crouch	:	the act of bending low with the limbs close to the body
15.	Threshold	:	the sill of a door
16.	Revive	:	cause to regain consciousness
17.	Hut	:	small crude shelter used as a dwelling
18.	Bandaged	:	covered or wrapped with a bandage
19.	Handkerchief	:	a square piece of cloth used for wiping the eyes or nose
20.	Cease	:	put an end to a state or an activity
21.	Wounded	:	suffering from physical injury
22.	Gaze	:	look at with fixed eyes
23.	Ambush	:	concealing to attack by surprise
24.	Seize	:	take hold of; grab
25.	Swear	:	to declare or affirm solemnly and formally as true
26.	Sow	:	place seeds in or on the ground for future growth
27.	Pity	:	share the suffering of
28.	Revenge	:	action taken in return for an injury or offense

➤ **Check your progress**

1. What did the king want to know?
2. Why did the king help the hermit by digging the ground?
3. How was the bearded man wounded?
4. How did the king respond to the offer of his enemy?
5. What is the most important thing that one should do? Why?

> Model questions

1. What were the three questions that the king wanted to be answered?
2. What were the answers that the king got from the wise men?
3. How did the king make peace with the enemy?
4. How did the king get answer to his three questions?
5. How did the hermit interpret the events at the hermitage?

4.3.4 THE GIFT OF THE MAGI - O. HENRY**INTRODUCTION TO THE AUTHOR**

William Sydney Porter, more famous by his pen name O. Henry, was an American author of short stories. His stories were distinguished for their witty approach, use of words, effects of coincidence on their characters and most often for their surprise endings. His tales often dramatized the common place, especially the life of commoners of New York City. O. Henry was also a music enthusiast and a good singer and could play guitar and mandolin. His early life saw him singing at gatherings as a member of 'Hill City Quartet' group. He was incarcerated for embezzlement of funds at the 'First National Bank' in Austin where he worked as a bookkeeper and teller. On an impulsive move he fled to New Orleans and then to Honduras, a day before his trial, while he was being taken to the courthouse. However, later he surrendered after news of serious illness of his wife reached him. Many of his short stories were published while he was in prison. His notable and famous stories include 'The Gift of the Magi', 'The Ransom of Red Chief', 'The Cop and the Anthem', 'The Caballero's Way' and 'A Retrieved Reformation'. Some of his stories such as 'The Sacrifice', 'His Duty' and 'Trying to Get Arrested' were adapted as silent films during his lifetime.

The Gift of the Magi is one of O. Henry's most famous stories. Included in The Four Million, his first collection of short stories, in 1906, it has been anthologized many times since then. The story contains many of the elements for which O. Henry is widely known, including poor, working-class characters, a humorous tone, realistic detail, and a surprise ending. A major reason given for its enduring appeal is its affirmation of unselfish love. Such love, the story and its title suggest, is like the gifts given by the wise men, called magi, who brought gold, frankincense, and myrrh to the newborn Jesus.

SYNOPSIS

The Gift of the Magi begins at the small and meager flat of James (Jim) and Della Dillingham Young on the day before Christmas. Della has just finished paying the bills and finds that all she has left to spend on a present for Jim is \$1.87. At first she bemoans her situation as the narrator takes note on the broken mail chute and doorbell, the small pier glass mirror, and the “grey cat walking across the grey fence in the grey backyard”.

Della struggles to find a solution to her predicament: she wants to get Jim a present that he will treasure and rightly deserves for all of his hard work, but she only has \$1.87 to spend. Then she gets an idea. The most valuable thing she has is her hair. Her hair is long and beautiful and she compares it to the beauty of the Queen of Sheba. She quickly puts on her “old brown coat and her old brown hat” and hurries off to a hairdresser named Madame Sofronie. Sofronie cuts off Della’s hair and gives her \$20 for it.

Della then begins to search for the perfect present for Jim. After being disappointed by the gifts she sees because they just aren’t good enough, she remembers Jim’s most treasured possession: his grandfather’s gold watch. She also remembers that Jim had to tie a leather strap to the watch after the original chain broke, and that was precisely the type of gift she wanted to buy for him. She goes from shop to shop looking for just the right watch chain until she at last finds a handsome, platinum chain that is perfect. It costs \$21. Della buys it, returning home with \$0.87 left over.

Upon reaching their flat, Della begins to worry that Jim might not find her attractive without her hair, so she spends the rest of the evening trying to make it as presentable as possible. She then begins preparing dinner. Jim comes home right on schedule and, as soon as sees Della without her long, beautiful hair, he stops in shock. Della doesn’t know what to make of his reaction; he isn’t angry, or sad, or disgusted – just sort of surprised and confused. When she questions him, he hands her a gift and tells her that it is his Christmas present to her and that she will understand his reaction once she sees it. She opens it and sees that it contains a set of combs that she had been yearning for ever since she had seen them in a Broadway window. He had bought her a gift to go with her beautiful hair, and now she had no hair to put them in.

Then Della remembers her gift for Jim and gives it to him to cheer him up. But it doesn’t. Jim tells her that in order to get enough money to buy the combs, he had to sell his watch. Then Jim smiles and says that they should keep the gifts to remind themselves just how much they love one another.

The story ends with the storyteller comparing Jim and Della's gifts to the gifts of the Magi: the three wise men who are said to have brought the first Christmas gifts to the baby Jesus. We are told that, even though the main characters would seem to be very foolish, as they gave up their most valuable possessions and were left with completely useless items, because Jim and Della had to sacrifice their most precious belongings in order to obtain these gifts they showed that their love was far more valuable to them than any possession could ever possibly be.

The story of the Gift of the Magi deftly displays powerful themes of love, sacrifice, and the concept of true value and worth. This has helped make it the timeless classic it has come to be. Though Jim and Della behaved foolishly and unwisely sacrificed for each other the greatest treasure of their house, O. Henry conveys that Jim and Della are far wiser than the magi because their gifts are for their loved ones bought with the self-sacrifice of their precious treasure.

➤ **SELECT GLOSSARY:**

- | | | | |
|-----|--------------|---|---|
| 1. | Parsimony | : | extreme stinginess |
| 2. | Instigate | : | provoke or stir up |
| 3. | Prosperity | : | the condition of having good fortune |
| 4. | Unassuming | : | not arrogant |
| 5. | Attend | : | take charge of or deal with |
| 6. | Calculate | : | predict in advance |
| 7. | Agile | : | mentally quick |
| 8. | Depreciate | : | lower the value of something |
| 9. | Envy | : | a desire to have something that is possessed by another |
| 10. | Cascade | : | a small waterfall or series of small waterfalls |
| 11. | Falter | : | move hesitatingly, as if about to give way |
| 12. | Ransack | : | search thoroughly |
| 13. | Meretricious | : | tastelessly showy |
| 14. | Prudence | : | discretion in practical affairs |

15.	Ravage	:	a destructive action
16.	Truant	:	absent without permission
17.	Terrify	:	frighten greatly
18.	Sentiment	:	tender, romantic, or nostalgic feeling or emotion
19.	Patent	:	clearly revealed to the mind or the senses or judgment
20.	Scrutiny	:	a prolonged intense look
21.	Illuminate	:	make free from confusion or ambiguity
22.	Nimble	:	moving quickly and lightly
23.	Ecstatic	:	feeling great rapture or delight
24.	Vanish	:	cease to exist
25.	Yearn	:	desire strongly or persistently
26.	Adorn	:	make more attractive, as by adding ornament or color
27.	Ardent	:	characterized by strong enthusiasm
28.	Wise	:	marked by the exercise of good judgment
29.	Privilege	:	a special advantage or benefit not enjoyed by all
30.	Sacrifice	:	endure the loss of

➤ **Check your progress**

1. What were the possessions of Dillingham Youngs?
2. How do the sacrifices of Jim and Della compare to each other?
3. How did Jim buy a set of combs for Della?
4. Why was Della worried after selling her hair?
5. Who are the Magi?

➤ **Model questions**

1. How does the author bring out the poor financial status of Jim and Della?
2. How did Della buy a fob chain as a Christmas present to Jim?
3. Justify the title "The Gift of the Magi".
4. What is the irony of the gifts that Jim and Della exchanged?
5. Why have Jim and Della been "the wisest" in the end of the story "The Gift of the Magi?"

4.4 KEY WORDS

- **Plot** : All the events that happen in the story
- **Flat character** : Simple, One dimensional characters
- **Round character** : Complex characters with multiple traits and evolve during the story
- **Protagonist** : Hero
- **Antagonist** : Villain
- **Character motivation** : The reason the character behaves the way he does
- **Character trait** : The way the character looks, acts, and behaves
- **Setting** : Where and when the story takes place
- **Satire** : Exposes the shortcomings of characters. Satirical writing uses irony or sarcasm to ridicule the government, society or institutions.
- **Irony** : The use of amusing or surprising contradictions.

4.5 WEB SOURCES

- MrsPackletide's Tiger - Saki

- <http://www.eastoftheweb.com/short-stories/UBooks/MrsPac.shtml#3>

- A Snake in the Grass - R. K Narayan

- <http://sittingbee.com/a-snake-in-the-grass-r-k-narayan/>

- Three Questions - Leo Tolstoy

- <https://www.plough.com/en/topics/culture/short-stories/the-three-questions>

- The Gift of Magi - O. Henry

- <http://www.eastoftheweb.com/short-stories/UBooks/GifMag.shtml>

SHORT STORY

- <http://www.genconnection.com/English/shortstory.htm>

UNIT V

GRAMMAR

Grammar lays the groundwork for a effective communication. Just as an improperly configured telephone wire can cause static during a phone conversation, improper grammar can likewise affect the meaning and clarity of an intended message.

Grammatical errors come in many forms and can easily confuse and obscure meaning. Some common errors are with sentence structure, subject/verb tense, punctuation, spelling, and parts of speech. Even something simple as a misplaced comma can completely change the meaning of a sentence. For example: “Let’s eat grandpa” vs. “Let’s eat, grandpa.”

Grammar makes written content more readable and in turn more interesting. If it is necessary to reword sentences while reading, the flow becomes disrupted and involvement in the story get disrupted.

Grammar skills are useful in every aspect of life from education to leadership, and social life to employment opportunities. They are equally important at home where children learn their grammatical patterns from their parents and family.

Grammar skills are important to be an effective leader. Communication skills are indispensable to give direction and provide assurance of leading ability.

Proper grammar is also essential for understanding English as a second language as well as for learning a new language, since all languages follow grammatical patterns. With the United States being a melting pot of nationalities and foreign language speakers, listening to proper, consistent English is extremely helpful to encourage any newcomers in becoming fluent. This, in turn, aids native English speakers in understanding other dialects as well.

From persuasive papers to resumes, grammatical errors immediately take away the intended strength necessary to acquire an ally on an issue or an invitation for a job interview. In both situations, grammatical inconsistencies make influential words less poignant.

While correct grammar is a valuable tool for success in many areas of life, it is not used to create a gap in the social world. It is not a tool for segregation, but a tool to opening doors by being heard and understood more clearly. While correct grammar will offer an edge in a job

interview it would not be so obvious as to cause a separation from the masses in casual conversation.

In conclusion, just as rules are necessary in everyday situations, grammar rules are likewise essential in everyday life for clarity of meaning and intent.

❖ **PLAN OF STUDY**

- **Phonetics**
- **Stress of a word**
- **Strong and weak forms**
- **Contracted forms**
- **Sentence stress**
- **Introductory It/There**
- **Articles**
- **Prepositions**
- **Framing questions**
- **Adjectival forms**
- **Verbs**
- **Transformation of sentence into negative**
- **Connectives**
- **Reported speech**

5.1 LEARNING OBJECTIVES

After reading this unit, you will be able to

- **Expand the basic understanding of form, meaning, and use in longer discourse settings including academic discourse**
- **Demonstrate an understanding of more complex grammatical structures in conversations and discussions**

- **To initiate and sustain conversations and discussions**
- **Practice the grammar needed to write various types of writing including journals, and personal /academic paragraphs.**
- **Self-edit the oral and written production.**

5.1.1 PHONETICS

In order to produce sound, humans use various body parts including the lips, tongue, teeth, pharynx and lungs. Phonetics is the term for the description and classification of speech sounds, particularly how sounds are produced, transmitted and received. A phoneme is the smallest unit in the sound system of a language; for example, the **t** sound in the word top.

Various phonetic alphabets have been developed to represent the speech sounds in writing through the use of symbols. Some of these symbols are identical to the Roman letters used in many language alphabets; for example: p and b. Other symbols are based on the Greek alphabet, such as **θ** to represent the **th**- sound in thin and thought. Still others have been specially invented; e.g. **ð** for the **th**- sound in the and then. The most widely used phonetic script is the International Phonetic Alphabet.

Phonology: Phonology is the term used for the study of the speech sounds used in a particular language. The distinctive accents that many learners of English have are due to differences between the phonological system of their language and that of English. From birth, we learn to recognize and produce the distinctive sounds of our own language.

English language has 44 unique sounds, also known as phonemes. The 44 sounds help distinguish one word from another.

The 44 English sounds fall into two categories: consonants and vowels. Below is a list of the 44 phonemes along with their International Phonetic Alphabet symbols and some examples of their use.

CONSONANTS

Consonant, any speech sound, such as that represented by t, g, f, or z, that is characterized by an articulation with a closure or narrowing of the vocal tract such that a complete or partial blockage of the flow of air is produced.

p	f	θ	t	s	ʃ	tʃ	k
<u>p</u> ea	<u>f</u> ree	th <u>ing</u>	<u>t</u> ree	<u>s</u> ee	<u>sh</u> ee <u>p</u>	<u>ch</u> ee <u>s</u> e	<u>c</u> oi <u>n</u>
b	v	ð	d	z	ʒ	dʒ	g
<u>b</u> oa <u>t</u>	<u>v</u> ide <u>o</u>	th <u>i</u> s	<u>d</u> og	<u>z</u> oo	tele <u>vis</u> ion	j <u>o</u> ke	<u>g</u> o
m	n	ŋ	h	w	l	r	j
<u>m</u> ou <u>s</u> e	<u>n</u> ow	th <u>ing</u>	<u>h</u> ope	<u>w</u> e	<u>l</u> ove	<u>r</u> un	<u>y</u> ou

VOWELS

A vowel is a speech sound made when the mouth is fairly open. It forms the nucleus of a spoken syllable.

i:	ɪ	ʊ	u:
sheep	ship	good	shoot
e	ə	ɜ:	ɔ:
bed	teacher	bird	door
æ	ʌ	ɑ:	ɒ
cat	up	far	on

DIPHTHONGS

A diphthong is defined by Jones as “a sound made by gliding from one vowel to another ... represented phonetically by sequence of two letters”

<u>eɪ</u>	<u>ɔɪ</u>	<u>aɪ</u>
wait	coin	like
<u>eə</u>	<u>ɪə</u>	<u>ʊə</u>
hair	here	tourist
<u>əʊ</u>	<u>aʊ</u>	
show	mouth	

ACTIVITIES

❖ Write two words pronounced with

- /z/
- /ʒ/
- /ʃ/
- /ð/
- /k/

5.1.2 STRESS OF A WORD

To communicate clearly while speaking in English, it's important to stress the correct syllables in each word. This is called word stress, which means pronouncing one syllable of a multisyllabic word with greater emphasis (stress) than the other syllables in the word. Here are four general rules to keep in mind about word stress as you practice pronunciation:

Stress the first syllable of:

- Most two-syllable nouns (examples: cli'mate, know'ledge)
- Most two-syllable adjectives (examples: flip'pant, spa'cious)

Stress the last syllable of:

- Most two-syllable verbs (examples: re'QUIRE, de'CIDE)

Stress the second-to-last syllable of:

- Words that end in -ic (examples: ec'stat'ic, geo'graph'ic)
- Words ending in -sion and -tion (examples: ex'ten'sion, retri'bu'tion)

Stress the third-from-last syllable of:

- Words that end in -cy, -ty, -phy and -gy (examples: de'moc'racy, un'cer'tainty, ge'og'raphy, radi'ol'ogy)
- Words that end in -al (examples: ex'cep'tional, cri'tical)

There are two very important rules about word stress:

- One word, one stress. (One word cannot have two stresses. So if you hear two stresses, you have heard two words, not one word.)
- The stress is always on a vowel.

ACTIVITIES

❖ Mark the stress of the words

- Account
- River
- Education
- Photography
- religion

5.1.3 STRONG AND WEAK FORMS

It is very common to use strong form and weak form when speaking in English because English is a stress-time language. It means you stress on content words such as nouns and

principal verbs, while structure words such as helping verbs, conjunctions, prepositions are not stressed. Using proper strong form and weak form can help you to speak English more fluently.

For example:

She can play violin.

Mary is from Chicago.

Here are these two sentences with stressed words in bold.

She can **play** violin.

Mary is from **Chicago**.

In this case the words 'can' and 'is from' are weak form. The weak form change the vowel to "Y" sound.

- **can** in strong form: /kæn/
- **can** in weak form: /kYn/
- **from** in strong form: /frTm/
- **from** in weak form: /frYm/

Below are some function words that you can remember:

- **auxiliar verbs** am, are, be, been, can, could, do, does, has, had, shall, should, was, were, would,
- **prepositions** at, for, from, of, to,
- **pronouns** he, her, him, his, me, she, them, us, we, you,
- **conjunctions** for, and, but, or, than, that,
- **particles** to,
- **articles** a, the, an,

Function words have both strong and weak forms in English

A lot of function words have both strong and weak forms. As a rule, the weak form turns the vowel to be muted. For example, take a look at these sentences:

Word	Strong form	Weak form
The	/ði/ – when stands before the vowels Ex: <i>They have bought the apples.</i>	/ðY/ – when stands before the consonants Ex: <i>I dislike the man.</i>
But	/bʌt/ – stress on the contrast Ex: <i>I'm but a fool.</i>	/bYt/ – mention the difference Ex: <i>His girl friend is very beautiful, but is not enough intelligent.</i>
That	/ðæt/ – as a demonstrative pronoun or adjective Ex: That is Tom's car.	/ðYt/ – as a relative pronoun. Ex: I think that we should improve quality of services a lot.
Does	/dʌz/ – stress on the verb of action Ex: <i>She does hope for interview next week.</i>	/dYZ/ – as a helping verb () Ex: <i>Does she work as a teacher?</i>
Him	/him/ Ex: <i>This gift was sent to him not to his wife.</i>	/im/ Ex: <i>I haven't seen him for ages.</i>
Her	/hY:/ Ex: <i>He loves her but not other girls.</i>	/hY/ Ex: <i>Her mother is still young.</i>
For	/fɹ:/ Ex: <i>A good job is what I looking for.</i>	/fY/ Ex: <i>I am looking for a job.</i>
At	/æt/ What are you looking at?	/Yt/ I'll meet you at the office.

How strong form and weak form are used in everyday English conversation.

The weak form is usually used in everyday English conversation, especially when speaking fast. But there are many situations you have to speak in strong form for the followings:

1. Stand at the end of sentence

- What are you looking **at** (/æt/)?
- Where are you **from** (/frTm/)?

2. In the contrast situations

- The letter is **from** him, not **to** him. /frTm/ /tu/
- He likes **her**, but does she like **him**? /hY:/ /him/

3. Stress on opposite prepositions

- I travel **to** and **from** London a lot. /tu/ /frTm/

4. Stress on the purpose of the meaning.

- You **must** get the university certificate to have good job in the future. /mʊest/
- You **must** choose us or them, you cannot have all. /mʊest/

The words that have two syllables or more will have the strong pronunciation and weak pronunciation. The vowel of the weak pronunciation will be changed to /Y/ sound. Let's see the following examples:

	Strong form	Weak form
u	But <u>ter</u> / 'bʊtə/	Aut <u>um</u> n / 'tʊm/
e	Sett <u>le</u> ment / 'setlmənt	Vio <u>le</u> t / 'vaɪɪt/
or	Mortg <u>a</u> ge / 'mɔ:gɪd/	For <u>g</u> et / fY'get/
o	Potato <u>o</u> / pY'teɪtə/	Carro <u>t</u> / 'kærɪt/
ar	Mar <u>ch</u> / mɔ:tʃ/	Par <u>t</u> icular / pY'tɪkjʊl/
a	Char <u>a</u> cter / 'kærɪkt/	Att <u>a</u> nd [Y'tend]

ACTIVITIES

❖ Mark the strong and weak form

- I like to go to school
- She is very beautiful
- Ram always comes late to office
- He fulfilled his ambition
- Time and tide waits for non

5.1.4 CONTRACTED FORMS

Contractions (contracted forms called also short forms) are short words formed when two or more words are combined. The most common example is when we add not to an auxiliary verb in negative sentences.

Shortened Forms of the Verb 'to be'

I'm	I am
you're	you are
he's	he is
she's	she is
we're	we are
it's	it is
isn't	is not
aren't	are not
they're	they are
there's	there is
wasn't	was not
weren't	were not

Shortened Forms of the Verb 'to have'

I've	I have
you've	you have
he's	he has
she's	she has
it's	it has
we've	we have
they've	they have
there's	there has
hasn't	has not
haven't	have not
I'd	I had
you'd	you had
he'd	he had
she'd	she had
it'd	it had
we'd	we had
they'd	they would

Shortened Forms of Verb 'to Do'

doesn't	does not
don't	do not
didn't	did not

Shortened Forms of Modal Auxiliary Verb 'Will'

I'll	I will
you'll	you will
he'll	he will
she'll	she will
we'll	we will
they'll	they will
there'll	there will

Shortened Forms of Modal Auxiliary Verb 'Would'

I'd	I would
you'd	you would
he'd	he would
she'd	she would
it'd	it would
we'd	we would
they'd	they would
there'd	there had
there'd	there would

Shortened Forms of Modal Verbs

can't	cannot
couldn't	could not
daren't	dare not
hadn't	had not
mightn't	might not
mustn't	must not

needn't	need not
oughtn't	ought not
shan't	shall not
shouldn't	should not
usedn't	used not
won't	will not
wouldn't	would not

ACTIVITIES

❖ Write the following sentences with contracted forms

- I will come back tomorrow
- We have to go to temple now
- She would like to buy chocolates now
- He will get the first prize
- They should reach the airport by 5pm

5.1.5 SENTENCE STRESS

Sentence stress, or prominence, is the emphasis that certain words have in utterances. There is a general tendency to place stress in the stronger syllables of content words (e.g. main verbs, nouns, adjectives) rather than on function words (e.g. auxiliary verbs, preposition, pronouns etc.) Sentence stress results in a particular rhythm in the English language, where not all syllables receive the same emphasis. That is why we tend to refer to the English language as a stress-timed language rather than syllable-timed (i.e. a language where all syllables carries similar weight). This sentence stress usually implies differences in meaning also. In the following sentences, the sentence stress is indicated in bold case.

Sentence Stress Illustrated:

	Sentences	Meaning
1.	<i>I don't think she would write it.</i>	I don't think that, but someone else does.
2.	<i>I DON'T think she will listen to him.</i>	It is not true that I think that.
3.	<i>I don't THINK she will listen to him.</i>	I don't think that, I know that. Or: I don't think that, but I could be wrong.
4.	<i>I don't think SHE will listen to him.</i>	I think that someone other than her will listen to him.
5.	<i>I don't think she WILL listen to him.</i>	I think that she is will not be willing or agreeable to listening to him.
6.	<i>I don't think she will LISTEN to him.</i>	Instead of listening, she might talk to him.
7.	<i>I don't think she will listen to HIM.</i>	I think that she will listen to someone else than him.

Sentence Stress Rule**Usually:**

Content words are stressed (words that still have some meaning if you put them out of context: nouns, verbs, adjectives, and adverbs.)

Grammatical words are not stressed (words that help structure a sentence in English but that do not really have some meaning if you put them out of context: a, an, the, is, etc.)

But, as in the examples above, even grammatical words can be stressed in some specific contexts.

ACTIVITIES

❖ Mark the stressed word in the following sentence

- Can I see you today?
- It's impossible to please everybody.
- The light's wrong for photography.
- My mind went blank and everything blacked out.
- Please bring me a chair.

5.1.6 INTRODUCTORY IT/THERE

When the subject is an infinitive phrase, the sentence often begins with it. However, when we wish to emphasize the infinitive phrase, it can be put at the beginning, especially if it is short.

Example:

- ❖ It would be premature to think of it now.
- ❖ It could be dangerous to drive so fast.
- ❖ It must be tempting to get such an offer.
- ❖ It must be advisable to consult specialists.
- ❖ It is difficult to accept advice.

ACTIVITIES

❖ Rewrite the following sentences using 'Introductory it'.

1. To become a millionaire was his life-long ambition.
2. To withdraw now will be sheer folly.
3. To err is human, to forgive, divine.
4. To learn English is easy.
5. To understand his motive was difficult.

INTRODUCTORY 'THERE'

In English, existence is usually indicated by the structure there + to be. There is actually an adverb of place, but the introductory there has no adverbial sense. It is merely used to introduce the sentence.

Example :

- ❖ There is a bridge over the river.
- ❖ There have been many such rumors.
- ❖ There is a hole in my tights.
- ❖ There was a lot of noise in the street.
- ❖ There is no denying the fact that he stole the watch.

ACTIVITIES

❖ Rewrite the following sentences using 'introductory there'.

1. Some water is there in the bottle
2. Quite a few animal species are in danger of extinction.
3. There was no teacher in the class room.
4. There is a tree in his yard.
5. There is no library in their school.

5.1.7 ARTICLES

Articles are words that define a noun as specific or unspecific.

Examples:

- After **the** long day, **the** cup of tea tasted particularly good.

By using the article the, we've shown that it was one specific day that was long and one specific cup of tea that tasted good.

Examples:

- After a long day, a cup of tea tastes particularly good.

By using the article a, we've created a general statement, implying that any cup of tea would taste good after any long day.

English has two types of articles: definite and indefinite**The Definite Article**

The definite article is the word 'the'. It limits the meaning of a noun to one particular thing. For example, your friend might ask, "Are you going to the party this weekend?" The definite article tells you that your friend is referring to a specific party that both of you know about. The definite article can be used with singular, plural, or uncountable nouns. Below are some examples of the definite article the used in context:

Examples:

- Please give me **the** hammer.
- Please give me **the** red hammer; **the** blue one is too small.
- Please give me **the** nail.
- Please give me **the** large nail; it's **the** only one strong enough to hold this painting.
- Please give me **the** hammer and the nail.

The Indefinite Article

The indefinite article takes two forms. It's the word a when it precedes a word that begins with a consonant. It's the word an when it precedes a word that begins with a vowel. The indefinite article indicates that a noun refers to a general idea rather than a particular thing. For example, you might ask your friend, "Should I bring a gift to the party?" Your friend will understand that you are not asking about a specific type of gift or a specific item. "I am going to bring an apple pie," your friend tells you. Again, the indefinite article indicates that she is not talking about a specific apple pie. Your friend probably doesn't even have any pie yet. The indefinite

article only appears with singular nouns. Consider the following examples of indefinite articles used in context:

Examples:

- Please hand me a book; any book will do.
- Please hand me an autobiography; any autobiography will do.

Exceptions: Choosing A or An

There are a few exceptions to the general rule of using a before words that start with consonants and an before words that begin with vowels. The first letter of the word honor, for example, is a consonant, but it's unpronounced. In spite of its spelling, the word honor begins with a vowel sound. Therefore, we use an. Consider the example sentence below for an illustration of this concept.

Examples:

- My mother is an honest woman.

Similarly, when the first letter of a word is a vowel but is pronounced with a consonant sound, use a, as in the sample sentence below:

Examples:

- She is a United States senator.

Article before an Adjective

Sometimes an article modifies a noun that is also modified by an adjective. The usual word order is article + adjective + noun. If the article is indefinite, choose a or an based on the word that immediately follows it. Consider the following examples for reference:

Examples:

- Eliza will bring a small gift to Sophie's party.
- I heard an interesting story yesterday.

Indefinite Articles with Uncountable Nouns

Uncountable nouns are nouns that are either difficult or impossible to count. Uncountable nouns include intangible things (e.g., information, air), liquids (e.g., milk, wine), and things that are too large or numerous to count (e.g., equipment, sand, wood). Because these things can't be counted, you should never use a or an with them—remember, the indefinite article is only for singular nouns. Uncountable nouns can be modified by words like some, however. Consider the examples below for reference:

Examples:

- Please give me some water.

However, if you describe the water in terms of countable units (like bottles), you can use the indefinite article.

Examples:

- Please give me a bottle of water.
- Please give me some ice .
- We need a light in this room.
- We need some light in this room.

Using Articles with Pronouns

Possessive pronouns can help identify whether you're talking about specific or nonspecific items. As we've seen, articles also indicate specificity. But if you use both a possessive pronoun and an article at the same time, readers will become confused. Possessive pronouns are words like his, my, our, its, her, and their. Articles should not be used with pronouns. Consider the examples below.

- Why are you reading the book?
- Why are you reading my book?

Omission of Articles

Occasionally, articles are omitted altogether before certain nouns. In these cases, the article is implied but not actually present. This implied article is sometimes called a “zero article.” Often, the article is omitted before nouns that refer to abstract ideas. Look at the following examples:

Examples:

- Let's go out for dinner tonight.
- Creativity is a valuable quality in children.
- I studied French in high school for four years.

ACTIVITIES

❖ Fill in the blank with suitable article

1. Gold is _____ precious metal.
2. Brutus is _____ honorable man.
3. _____ reindeer is a native of Norway.
4. Honest men always speak _____ truth.
5. John is _____ young boy.

5.1.8 PREPOSITIONS

A preposition is a word used to link nouns, pronouns, or phrases to other words within a sentence. Prepositions are usually short words, and they are normally placed directly in front of nouns. In some cases, we will find prepositions in front of gerund verbs.

There are two very important rules to remember when using prepositions. Because they are somewhat vague, learning about prepositions and using them correctly in sentences takes practice. Because 1:1 translation is often impossible when dealing with prepositions, even the most advanced English students have some difficulty at first.

- ❖ The first rule is that certain prepositions must be used to make the relationships between words in a sentence clear. Most prepositions are interchangeable but only to a certain extent.
- ❖ The second rule for using prepositions is that these words must be followed by nouns.

There are more than 100 prepositions in the English language. In addition, there are endless possibilities for creating prepositional phrases. In the following sections, you will find examples of prepositions, types of prepositions, a comprehensive list of prepositions, and some helpful preposition exercises.

As you read the examples and study the list, remember that prepositions usually convey concepts such as comparison, direction, place, purpose, source possession, and time.

Examples of Prepositions

- I prefer to read **in** the library.
- He climbed **up** the ladder to get **into** the attic.
- Please sign your name **on** the dotted line **after** you read the contract.
- Go **down** the stairs and **through** the door.
- He swam **across** the pool.
- Take your brother **with** you.

Types of Prepositions

There are three types of prepositions, including time prepositions, place prepositions, and direction prepositions.

Time prepositions are those such as before, after, during, and until; place prepositions are those indicating position, such as around, between, and against; and direction prepositions are those indicative of direction, such as across, up, and down. Each type of preposition is important.

LIST OF PREPOSITIONS

While there are only about 150 prepositions in the English language, these words are among the most important. Without them, the sentences we speak, read, and write would be difficult to understand. The following list of prepositions is not a complete one, however it is among the most comprehensive lists of prepositions available anywhere.

Aboard , About, Above, Absent, Across, After, Against, Along, Alongside, Amid, Among, Amongst, Anti, Around, As, At, Before, Behind, Below, Beneath, Beside, Besides, Between, Beyond, But, By, Circa, Concerning, Considering, Despite, Down, During, Except, Excepting, Excluding, Failing, Following, For, From, Given, In, Inside, Into, Like, Minus, Near, Of, Off, On, Onto, Opposite, Outside, Over, Past, Per, Plus, Regarding, Round, Save, Since, Than, Through, To, Toward, Towards, Under, Underneath, Unlike, Until, Up, Upon, Versus, Via, With, Within, Without, Worth

ACTIVITIES

❖ Use the appropriate preposition given in the bracket

1. This material is different that. (from / to / with)
2. You should explain this them. (to / at / with)
3. He has been absent Monday. (since /for / from)
4. I haven't been to the theatre a long time. (since / for /from)
5. He goes school by car. (to / at / on)

5.1.9 FRAMING QUESTIONS

WH questions:

The interrogative pronouns who, what, whom, whose, which and the interrogative adverbs where, when, why and how are used to frame information questions. The structure 'how + an adjective/adverb' may also be used to frame information questions.

Example:

- ❖ How are you?
- ❖ Where are you coming from?
- ❖ How far is the school from here?
- ❖ Which is the second street?
- ❖ When is your birthday?

ACTIVITIES**Frame suitable questions to the following**

1. Ravi will prepare the draft today itself.
2. The men pulled the animal out using ropes.
3. You will find the keys on the table.
4. The man at the gas station will help you.
5. They will close the shop at 9 pm.

YES/No Questions:

Yes / No questions are those questions that expect 'yes' or 'no' as answer. These questions do not take the question words when, what, where etc.

Yes / No questions are used to check information or ask for confirmation.

Example:

- 'Are you coming with us?' 'Yes.'
- 'Has he returned the car?' 'No, he hasn't.'
- 'Do you live in Chicago?' 'No, I don't.'
- 'Does she speak English?' 'Yes, she does.'
- 'Did you meet John yesterday?' 'No, I didn't.'

ACTIVITIES

Frame suitable questions to the following

- They are visiting Paris.
- She has done the housework
- Nancy has been working all night long.
- He will be reading the book.
- He discovered the truth.

5.1.10 ADJECTIVAL FORMS

Some adjectives are formed from nouns and others are formed from verbs. The word forms are from Latin, Greek and other languages. Adding a suffix to a noun form is one way to form an adjective, a modifier. A suffix is a part added to the end of a word to mark the word form.

Example:

Noun form	Adjectival form
Noun	Adjective
Anger	Angry
Beauty	Beautiful
Craziness	Crazy
Danger	Dangerous
Ease	Easy
Familiarity	Familiar
Guilt	Guilty
Happiness	Happy
Intelligence	Intelligent
Juice	Juicy
Kindness	Kind

Luck	Lucky
Misery	Miserable
Nature	Natural
Offence	Offensive
Pain	Painful
Question	Questionable
Romance	Romantic
Strength	Strong
Truth	True
Ugliness	Ugly
Violence	Violent
Warmth	Warm
Youth	Young
Zeal	Zealous

ACTIVITIES

❖ **Fill in the blanks using appropriate adjectival form of the word given in brackets.**

Once upon a time there _____ (live) a man called Damocles. A friend of his eventually _____ (become) the ruler of a small city. Damocles thought, 'How lucky my friend _____ (be). He _____ (be) now a ruler. He must _____ (have) a great time. He _____ have fine clothes, lots of money and a number of servants. I wish I _____ (have) his luck.' He _____ (decide) to visit his friend to enjoy his hospitality. When he _____ (reach) the palace, the king himself _____ (receive) him with respect and affection. Damocles then _____ (tell) the king that he _____ (be) indeed a lucky man. The king _____ (smile). He _____ (invite) his friend to have dinner with him.

5.1.11 VERBS

A verb is one of the main parts of a sentence or question in English. Infact, there cannot be a sentence or a question without a verb! That's how important these "action" parts of speech are. The verb signals an action, an occurrence, or a state of being. Whether mental, physical, or mechanical, verbs always express activity.

Physical Verbs – Definition and Examples

Physical verbs are action verbs. They describe specific physical actions. If you can create a motion with your body or use a tool to complete an action, the word you use to describe it is most likely a physical verb.

Physical Verb Examples

- Let's **run** to the corner and back.
- I **hear** the train coming.
- **Call** me when you're finished with class.

Mental Verbs – Definition and Examples

Mental verbs have meanings that are related to concepts such as discovering, understanding, thinking, or planning. In general, a mental verb refers to a cognitive state.

Mental Verb Examples

The mental verb examples in the following sentences are in bold for easy identification.

- I **know** the answer.
- She **recognized** me from across the room.
- Do you **believe** everything people tell you?

States of Being Verbs – Definition and Examples

Also known as linking verbs, state of being verbs describe conditions or situations that exist. State of being verbs are inactive since no action is being performed. These verbs are usually complemented by adjectives.

States of Being Verb Examples

- I **am** a student.
- We **are** circus performers.
- Please **be** quiet.

Types of Verbs

How many types of verbs are there? In addition to the main categories of physical verbs, mental verbs, and state of being verbs, there are several other types of verbs. In fact, there are more than ten different types of verbs that are grouped by function.

List of all Verb Types

Action Verbs

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

Example:

- I **play** games everyday
- Geetha loves swimming
- Raj **comes** from office on time.

Transitive Verbs

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

Example:

- The girls carry water to their village.
- Juan threw the ball.
- Could you phone the neighbors?
- I caught a cold.
- She loves rainbows.
- Lila conveyed the message.

Intransitive Verbs

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

Example:

- They jumped.
- The dog ran.
- She sang.
- A light was shining.

Auxiliary Verbs

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

Example:

- 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.

Modal Verbs

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

Example:

Modal	Meaning	Example
can	<i>to express ability</i>	I <i>can</i> speak a little Russian.
can	<i>to request permission</i>	<i>Can</i> I open the window?
may	<i>to express possibility</i>	I <i>may</i> be home late.
may	<i>to request permission</i>	<i>May</i> I sit down, please?
must	<i>to express obligation</i>	I <i>must</i> go now.
must	<i>to express strong belief</i>	She <i>must</i> be over 90 years old.
should	<i>to give advice</i>	You <i>should</i> stop smoking.
would	<i>to request or offer</i>	<i>Would</i> you like a cup of tea?
would	<i>in if-sentences</i>	If I were you, I <i>would</i> say sorry.

Phrasal Verbs

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

Example:

verb	meaning	example
blow up	explode	The terrorists tried to <u>blow up</u> the railroad station.
bring up	mention a topic	My mother <u>brought up</u> that little matter of my prison record again.
bring up	raise children	It isn't easy to <u>bring up</u> children nowadays.

call off	cancel	They <u>called off</u> this afternoon's meeting
do over	repeat a job	<u>Do</u> this homework <u>over</u> .
fill out	complete a form	<u>Fill out</u> this application form and mail it in.
fill up	fill to capacity	She <u>filled up</u> the grocery cart with free food.
find out	discover	My sister <u>found out</u> that her husband had been planning a surprise party for her.
give away	give something to someone else for free	The filling station was <u>giving away</u> free gas.
give back	return an object	My brother borrowed my car. I have a feeling he's not about to <u>give it back</u> .
hand in	submit something (assignment)	The students <u>handed in</u> their papers and left the room.
hang up	put something on hook or receiver	She <u>hung up</u> the phone before she hung up her clothes.
hold up	delay	I hate to <u>hold up</u> the meeting, but I have to go to the bathroom.
hold up (2)	rob	Three masked gunmen <u>held up</u> the Security Bank this afternoon.
leave out	omit	You <u>left out</u> the part about the police chase down Asylum Avenue.
look over	examine, check	The lawyers <u>looked over</u> the papers carefully before questioning the witness. (They <u>looked</u> them <u>over</u> carefully.)

look up	search in a list	You've misspelled this word again. You'd better <u>look it up</u> .
make up	invent a story or lie	She knew she was in trouble, so she <u>made up</u> a story about going to the movies with her friends.
make out	hear, understand	He was so far away, we really couldn't <u>make out</u> what he was saying.
pick out	choose	There were three men in the line-up. She <u>picked out</u> the guy she thought had stolen her purse.
pick up	lift something off something else	The crane <u>picked up</u> the entire house. (Watch them <u>pick it up</u> .)
point out	call attention to	As we drove through Paris, Francoise <u>pointed out</u> the major historical sites.
put away	save or store	We <u>put away</u> money for our retirement. She <u>put away</u> the cereal boxes.
put off	postpone	We asked the boss to <u>put off</u> the meeting until tomorrow. (Please <u>put it off</u> for another day.)
put on	put clothing on the body	I <u>put on</u> a sweater and a jacket. (I <u>put</u> them <u>on</u> quickly.)
put out	extinguish	The firefighters <u>put out</u> the house fire before it could spread. (They <u>put it out</u> quickly.)
read over	peruse	I <u>read over</u> the homework, but couldn't make any sense of it.
set up	to arrange, begin	My wife <u>set up</u> the living room exactly the way she wanted it. She <u>set it up</u> .

take down	make a written note	These are your instructions. <u>Write</u> them <u>down</u> before you forget.
take off	remove clothing	It was so hot that I had to <u>take off</u> my shirt.
talk over	discuss	We have serious problems here. Let's <u>talk</u> them <u>over</u> like adults.
throw away	discard	That's a lot of money! Don't just <u>throw</u> it <u>away</u> .
try on	put clothing on to see if it fits	She <u>tried on</u> fifteen dresses before she found one she liked.
try out	test	I <u>tried out</u> four cars before I could find one that pleased me.
turn down	lower volume	Your radio is driving me crazy! Please <u>turn</u> it <u>down</u> .
turn down (2)	reject	He applied for a promotion twice this year, but he was <u>turned down</u> both times.
turn up	raise the volume	Grandpa couldn't hear, so he <u>turned up</u> his hearing aid.
turn off	switch off electricity	We <u>turned off</u> the lights before anyone could see us.
turn off (2)	repulse	It was a disgusting movie. It really <u>turned me off</u> .
turn on	switch on the electricity	<u>Turn on</u> the CD player so we can dance.
use up	exhaust, use completely	The gang members <u>used up</u> all the money and went out to rob some more banks.

Irregular Verbs

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

Example:

➤	awake–awoke–awoken	/	be–was / where–been
➤	beat–beat–beat	/	begin–began–begun
➤	bite–bit–bitten	/	bleed–bled–bled
➤	below–blue–blown	/	break–broke–broken
➤	bring–brought–brought	/	build–built–built
➤	burn–burned/burnt–burned/burnt	/	burst–burst–burst
➤	buy–bought–bought	/	catch–caught–caught
➤	come–came–come	/	creep–crept–crept

ACTIVITIES

❖ Fill in the blank with suitable forms of the verb given in brackets

1. Someone _____ (knock) at the door.
2. Good boys _____ (obey) their elders.
3. Water _____ (boil) at 100°C.
4. Birds _____ (fly) in the air.
5. I _____ (receive) your letter yesterday
6. My father _____ (leave) for Mumbai tomorrow.
7. The child _____ (cry) because it cannot find its mother.

8. My mother _____ (teach) in a college. She _____ (go) there in the morning.

9. He _____ (go) to Shimla tomorrow.

10. Thomas Edison _____ (invent) the electric lamp in 1879.

5.1.12 TRANSFORMATION OF SENTENCES INTO NEGATIVE

We can change affirmative sentences to negative sentences without changing the meaning of the original sentence.

Example:

- All the students liked the program. (Affirmative) / None of the students disliked the program. (Negative) / No student disliked the program. (Negative)
- Chennai is hotter than Mumbai. (Affirmative) / Mumbai is not as hot as Chennai. (Negative)
- The scorpion is shyer than other wall inhabitants. (Affirmative) / No other wall inhabitat is as shy as the scorpion. (Negative)
- The farmer was too weak to walk. (Affirmative) / The farmer was so weak that he could not walk. (Negative)
- He is always on time. (Affirmative) / He is never late. (Negative)
- James runs faster than Peter. (Affirmative) / Peter does not run as fast as James. (Negative)

ACTIVITIES

❖ Change the following sentence into negative

1. I like to read science fiction.
2. Dogs chase cats.
3. Dogs like to chase cats.

4. Pete wants to talk with Ann.
5. Alice works for an insurance company.
6. I like this wine very much.
7. I enjoy playing with my kids.
8. Sharon makes models from clay.
9. I practice the violin every morning.
10. My brother earns two hundred dollars a week.

5.1.13 CONNECTIVES

Connectives connect and relate sentences and paragraphs. They assist in the logical flow of ideas as they signal the relationship between sentences and paragraphs. In prose, the material is supported and conditioned not only by the ordering of the material (its position) but by connectives which signal order, relationship and movement.

Some of the more commonly used connectives are listed below. Note especially how these connections function to develop, relate, connect and move ideas.

USAGE	CONNECTIVE WORDS
addition of ideas	and, also, besides, further, furthermore, too, moreover, in addition, then, of equal importance, equally important, another
time	next, afterward, finally, later, last, lastly, at last, now, subsequently, then, when, soon, thereafter, after a short time, the next week (month, day, etc.), a minute later, in the meantime, meanwhile, on the following day, at length, ultimately, presently
order or sequence	first, second, (etc.), finally, hence, next, then, from here on, to begin with, last of all, after, before, as soon as, in the end, gradually

space and place	above, behind, below, beyond, here, there, to the right (left), nearby, opposite, on the other side, in the background, directly ahead, along the wall, as you turn right, at the top, across the hall, at this point, adjacent to
to signal an example	for example, to illustrate, for instance, to be specific, such as, moreover, furthermore, just as important, similarly, in the same way
results	as a result, hence, so, accordingly, as a consequence, consequently, thus, since, therefore, for this reason, because of this
purpose	to this end, for this purpose, with this in mind, for this reason(s)
comparison	like, in the same manner (way), as so, similarly
contrast connectives	but, in contrast, conversely, however, still, nevertheless, nonetheless, yet, and yet, on the other hand, on the contrary, or, in spite of this, actually, in fact
to summarize or report	in summary, to sum up, to repeat, briefly, in short, finally, on the whole, therefore, as I have said, in conclusion, as you can see

ACTIVITIES

❖ Fill in the blank with connectives

1. Something must have fallen I heard a sound.
2. You will win the first prize you work hard.
3. He took out his brush began to paint.
4. Hurry up you will be late.
5. She may be poor she will not take anything that does not belong to her.

5.1.12 REPORTED SPEECH

Reported speech is when you tell somebody else what you or a person said before.

Different types of sentences

When you use reported speech, you either report:

- Statements
- Questions
- Requests / commands
- Other types

A. Reporting Statements

When transforming statements, check whether you have to change:

- Pronouns
- Tense
- Place and time expression

1- Pronouns

In reported speech, you often have to change the pronoun depending on who says what.

Example:

- She says, "My dad likes roast chicken." – She says that her dad likes roast chicken.

2- Tenses

- If the sentence starts in the present, there is no backshift of tenses in reported speech.
- If the sentence starts in the past, there is often backshift of tenses in reported speech.

Direct speech	Reported speech
"I write poems."	He says that he writes poems.
"I write poems."	He said that he wrote poems.

No backshift

Do not change the tense if the introductory clause is in a present tense (e. g. He says). Note, however, that you might have to change the form of the present tense verb (3rd person singular).

Example:

- He says, "I write poems." – He says that he writes English.

Backshift

You must change the tense if the introductory clause is in a past tense (e. g. He said).

Example:

- He said, "I am happy." – He said that he was happy.

Examples of the main changes in tense:

Direct Speech	Reported Speech
Simple Present He said: "I am happy"	Simple Past He said that he was happy
Present Progressive He said: "I' m looking for my keys"	Past Progressive He said that he was looking for his keys
Simple Past He said: "I visited New York last year"	Past Perfect Simple He said that he had visited New York the previous year.

Present Perfect	Past Perfect
He said: "I've lived here for a long time"	He said that he had lived there for a long time
Past Perfect He said: "They had finished the work when I arrived "	Past Perfect He said that they had finished the work when he had arrived "
Past Progressive He said: "I was playing football when the accident occurred "	Past Perfect Progressive He said that he had been playing football when the accident had occurred
Present Perfect Progressive He said: "I have been playing football for two hours."	Past Perfect Progressive He said that he had been playing football for two hours
Past Perfect Progressive He said: "I had been reading a newspaper when the light went off "	Past Perfect Progressive He said that he had been reading a newspaper when the light had gone off
Future Simple (will+verb) He said: "I will open the door."	Conditional (would+verb) He said that he would open the door.
Conditional (would+verb) He said: "I would buy Mercedes if I were rich"	Conditional (would+verb) He said that he would buy Mercedes if he had been rich"

The modal verbs could, should, would, might, needn't, ought to, used to do not normally change.

Example:

- He said, “She might be right.” – He said that she might be right.

Other modal verbs may change:

Modal	Direct speech	Reported speech
can	“I can do it.”	He said he could do it.
may	“ May I go out?”	He wanted to know if he might go out.
must	“She must apply for the job.”	He said that she must/had to apply for the job.
will	“They will call you.”	He told her that they would call her.

3- Place, demonstratives and time expressions

Place, demonstratives and time expressions change if the context of the reported statement (i.e. the location and/or the period of time) is different from that of the direct speech.

In the following table, you will find the different changes of place; demonstratives and time expressions.

Direct Speech	Reported Speech
Time Expressions	
today	that day
now	then
yesterday	the day before
... days ago	... days before
last week	the week before
next year	the following year
tomorrow	the next day / the following day
Place	
here	there
Demonstratives	
this	that
these	those

B. Reporting Questions

When transforming questions, check whether you have to change:

- Pronouns
- Place and time expressions
- Tenses (backshift)

Also note that you have to:

- Transform the question into an indirect question
- Use the question word (where, when, what, how) or if / whether

Types of questions	Direct speech	Reported speech
With question word (what, why, where, how...)	"Why" don't you speak English?"	He asked me why I didn't speak English.
Without question word (yes or no questions)	"Do you speak English?"	He asked me whether / if I spoke English.

C. Reporting requests / commands

When transforming requests and commands, check whether you have to change:

- Pronouns
- Place and time expressions

Direct speech	Reported speech
"Nancy, do the exercise."	He told Nancy to do the exercise.
"Nancy, give me your pen, please."	He asked Nancy to give him her pen.

Example:

- She said, "Sit down." - She asked me to sit down.
- She said, "don't be lazy" - She asked me not to be lazy

D. Other transformations

Expressions of advice with must, should and ought are usually reported using advise / urge.

Example:

- "You must read this book."

He advised / urged me to read that book.

The expression let's is usually reported using suggest. In this case, there are two possibilities for reported speech: gerund or statement with should.

Example:

- "Let's go to the cinema."

1. He suggested going to the cinema.

2. He suggested that we should go to the cinema.

Main clauses connected with and/but

If two complete main clauses are connected with ,and or ,but, put ,that after the conjunction.

Example:

• He said, "I saw her but she didn't see me." – He said that he had seen her but that she hadn't seen him."

If the subject is dropped in the second main clause (the conjunction is followed by a verb), do not use ,that'.

Example:

She said, "I am a nurse and work in a hospital." – He said that she was a nurse and worked in a hospital."

ACTIVITIES**❖ Rewrite in reported speech**

1. She said, "I am reading."
2. They said, "We are busy."
3. He said, "I know a better restaurant."
4. She said, "I woke up early."
5. He said, "I will ring her."
6. They said, "We have just arrived."
7. He said, "I will clean the car."
8. She said, "I did not say that."
9. She said, "I don't know where my shoes are."
10. He said: "I won't tell anyone."

ANTONYMS

An antonym is a word that is the opposite meaning of another. It comes from the Greek words "anti" for opposite and "onym" for name. Since language is complex, people may at times, disagree on what words are truly opposite in meaning to other words.

➤ Categories of Antonyms

There are three categories of antonyms:

- ❖ **Graded antonyms** - deal with levels of the meaning of the words, like if something is not "good", it may still not be "bad." There is a scale involved with some words, and besides good and bad there can be average, fair, excellent, terrible, poor, or satisfactory.

- ❖ **Complementary antonyms** - have a relationship where there is no middle ground. There are only two possibilities, either one or the other.
- ❖ **Relational antonyms** - are sometimes considered a subcategory of complementary antonyms. With these pairs, for there to be a relationship, both must exist.

The chart below shows examples of all three categories of antonyms.

Graded Antonyms – Express relationships along a continuum

fat and skinny	young and old	happy and sad
hard and soft	last and first	foolish and wise
dark and light	fast and slow	warm and cool
abundant and scarce	joy and grief	wide and narrow
big and small	big and small	optimistic and pessimistic

Complementary Antonyms – Express two opposite possibilities

man or woman	push or pull	dead or alive
day or night	absent or present	exit or entrance
sink or float	true or false	pass or fail
input or output	interior or exterior	exhale or inhale
occupied or vacant	leave or arrive	pre or post

Complementary Antonyms (con't) – Express two opposite possibilities

question or answer	single or married	hired or fired
crooked or straight	identical or different	natural or artificial
silence or noise	identical or different	yes or no
wet or dry	sharp or dull	fantasy or reality

Relational Antonyms – A relationship results in two opposite possibilities

husband and wife	doctor and patient	buy and sell
predator and prey	above and below	former and later
give and receive	teach and learn	instructor and pupil
servant and master	borrow and lend	come and go
toward and away	divisor and dividend	parent and child

➤ Adding a Prefix

Sometimes, an antonym can be easily made by adding a prefix.

Examples of antonyms that were made by adding the prefix “un” are:

- Likely and unlikely
- Able and unable
- Fortunate and unfortunate
- Forgiving and unforgiving

By adding the prefix “non” you can make these pairs:

- Entity and nonentity
- Conformist and nonconformist
- Payment and nonpayment
- Combatant and noncombatant

Lastly, adding the prefix “in” can make the following pairs:

- Tolerant and intolerant
- Decent and indecent
- Discreet and indiscreet
- Excusable and inexcusable

ACTIVITY

Give the antonyms of the following without using prefixes

- | | | |
|-----|---------|---|
| 1. | Bitter | x |
| 2. | Meek | x |
| 3. | Tragic | x |
| 4. | Alien | x |
| 5. | Hopeful | x |
| 6. | Winner | x |
| 7. | Arrival | x |
| 8. | Instant | x |
| 9. | Minimum | x |
| 10. | Vanish | x |

5.2 WEB SOURCES

Grammar

<http://ask.dailygrammar.com/Why-is-grammar-important.html>

- **Phonetics**

- <https://englishpronunciationroadmap.com/what-is-phonetics/>
- <http://esl.fis.edu/grammar/langdiff/phono.htm>
- <https://www.dyslexia-reading-well.com/44-phonemes-in-english.html>
- <https://www.britannica.com/topic/consonant>

- **Stress of a word**

- <https://www.englishclub.com/pronunciation/word-stress-what.htm>

- **Strong and weak forms**

- <http://learnenglish.vn/how-to-learn-english/strong-form-weak-form-english-conversation/>

- **Contracted forms**
 - <http://www.englishcoursemalta.com/learn/list-of-contracted-forms-in-english/>
- **Sentence stress**
 - [https://www.wordstress.info/word-stress-exercises/listening-sentence-stress/Introductory It / There](https://www.wordstress.info/word-stress-exercises/listening-sentence-stress/Introductory%20It%20There)
 - <https://www.englishgrammar.org/introductory-exercise/>
- **Articles**
 - <https://www.grammarly.com/blog/articles/>
- **Prepositions**
 - <https://www.gingersoftware.com/content/grammar-rules/preposition/>
- **Framing questions**
 - <https://www.englishgrammar.org/questions/>
 - **Adjectival forms**
 - www.grammar-quizzes.com/adj-forms.html
- **Verbs**
 - <https://www.gingersoftware.com/content/grammar-rules/verbs/>
- **Transformation of sentence into negative**
 - <https://www.englishgrammar.org/change-affirmative-negative-changing-meaning/>
- **Connectives**
 - <https://www.grammarbank.com/connectives-list.html>
- **Reported speech**
 - https://www.myenglishpages.com/site_php_files/grammar-lesson-reported-speech.php

MODEL QUESTION PAPER

B.A. English

First Year - Paper - I

Foundation English

Time : 3 Hrs.

Maximum Marks 75

Section - A

Answer any TEN of the following questions.

10 x 2 = 20

1. Write two words pronounced with /b/ sound.
2. Mark the strong and weak forms of the following:
 - (i) Better than you.
 - (ii) That must be her.
3. Rewrite the following sentence using an introducing 'It' or 'There'.

When he will come back is uncertain.
4. Fill in the blank with suitable articles.

Shiva is _____ engineer.
5. Use the appropriate prepositions given in brackets:

I have been working here _____ (since / for) 2000.
6. Give the synonyms of the following:
 - (i) Epitome
 - (ii) Conflict
7. Fill in the blanks using appropriate adjectival form of the word given in brackets:

It is a _____ (glory) shot.

8. Fill in the blank with suitable forms of the verb given in brackets:

Economics _____ (be) not an easy subject to study.

9. Change the following into negative:

She studies German.

10. Frame suitable questions to the following:

I am going to the canteen.

11. Fill in the blank with a connective:

_____ Ram is rich, he is selfish.

12. Rewrite in reported speech:

“What a pleasurable experience it is!” She said.

SECTION - B

Answer any FIVE of the following questions in about 250 words each

5 x 5 = 25

1. How did the judges get over the difficulty of choosing a winner in competition matters?
2. What was the common interest between Gopalan and the Colonel?
3. How does Kalam relate what happen to Gandhi in South Africa to the Kalinga war scene?
4. How does God intend to make man seek rest?
5. Why did Mrs. Packletide become envious of Bimberton?
6. Why did the king help the hermit by digging the ground?
7. How does the author bring out the poor financial status of Jim and Della?

Section - C

Answer any THREE of the following questions in about 500 words each

3 x 10 = 30

1. How does Kalam establish that personal crises may not only be turning point in one's life, but also changes his history?
2. Critically examine the title "Unexpected"
3. How does the A.D. Hope describe the death of a bird?
4. Justify the title "The Gift of Magi".
5. Consider "Mrs. Packletide's Tiger" as a social satire.