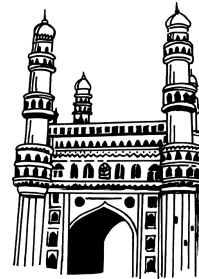


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# ENGLISH

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# UNIT I

1. Poem : Life – Charlotte Bronte
2. Prose : A Wrong Man in Worker's Paradise – Rabindranath Tagore
3. Vocabulary : Synonyms and Antonyms
4. Grammar : Prepositions (Including Prepositional Phrases)

## 1. POEM : LIFE – Charlotte Bronte

LIFE, believe, is not a dream  
So dark as sages say;  
Oft a little morning rain  
Foretells a pleasant day.  
Sometimes there are clouds of gloom,  
But these are transient all;  
If the shower will make the roses bloom,  
O why lament its fall?

Rapidly, merrily,  
Life's sunny hours flit by,  
Gratefully, cheerily  
Enjoy them as they fly!

What though Death at times steps in,  
And calls our Best away?  
What though sorrow seems to win,  
O'er hope, a heavy sway?  
Yet Hope again elastic springs,  
Unconquered, though she fell;  
Still buoyant are her golden wings,  
Still strong to bear us well.  
Manfully, fearlessly,  
The day of trial bear,  
For gloriously, victoriously,  
Can courage quell despair!

**Glossary**

- sage** / seɪdʒ /: A wise person  
**oft** / ɒft /: Often  
**foretell** / fɔː'tel /: To say what is going to happen; predict  
**gloom** / glu:m /: Darkness; a feeling of unhappiness  
**transient** / trænziənt /: Temporary; momentary  
**bloom** / blu:m /: (of flowers) To open, mature, blossom  
**lament** / læ'ment /: Cry; weep  
**merry** / meri /: Happiness; cheerfulness  
**sunny** /sʌni /: Bright; cheerful  
**flit** / flit /: Fly; to pass quickly or abruptly  
**sway** / swei /: Control; influence  
**unconquered** / ʌn'kɒkəred /: Undefeated  
**buoyant** / bɔɪənt /: Able to float or rise to the surface of a liquid resilient  
**manfully** / mænfʊli /: Courageously; with determination  
**quell** / kwel /: Stop; suppress; crush  
**despair** / di'speə /: To lose hope

**Comprehension – I**

- Q1. The poet says that sages describe life as dark and gloomy. Does she agree with them?**

*Ans :*

Poet Charlotte Brontë says that sages describe life as dark and gloom. She does not agree with their conventional wisdom. She feels that life is not a dream, but is real. The poet reminds us that the clouds of gloom (difficulties) are only temporary; there will be the sunny hours of life, i.e., the moments of joy.

- 2. "O why lament its fall?" Whose fall is the poet referring to? Why does she ask us not to lament its fall?**

*Ans :*

When the poet writes, "O why lament its fall?" She is referring to the 'shower', i.e., rainfall. She asks us not to lament the rainfall because it will make the roses bloom and blossom.

**Q3. What do life's "sunny hours" refer to, and according to the poet, how should we respond to them?**

*Ans :*

In the present poem "Life", the life's "sunny hours" refer to "joyous moments" of our life which usually flit away. Poet Charlotte Brontë advises us to enjoy the beautiful moments of life "gratefully and cheerily" as they fly. She urges us to appreciate the value of the joyous moments that life has to offer.

---

**Q4. According to the poet, why should we not lose hope?**

*Ans :*

According to the poet, Charlotte Brontë, we should not lose hope in our life. She says that sometimes 'hope' seems to fall, but it is unconquered and knows no defeat. She encourages us not to be disheartened by temporary setbacks. According to the poet, with courage we can quell despair. She urges us to have positive attitude in all situations.

---

**Q5. What seems to win initially and over what?**

*Ans :*

Charlotte Brontë says that initially 'sorrow' seems to win over 'hope'. In the battle of life, despair may seem more powerful initially. However, it is transient (temporary) only. Finally, it is 'hope' that is the ultimate winner.

---

**Q6. What is described as "unconquered" and why?**

*Ans :*

In the present poem Life, "hope" is described as "unconquered". According to poet Charlotte Brontë, 'sorrow' seems to win over 'hope' initially. However, it is only a temporary phenomenon. Ultimately, 'hope' shows resilience, will win eventually. Hence the poet describes 'hope' is unconquered and knows no defeat.

---

**Q7. Throughout the poem, the poet uses images of nature-flowers, rain, birds and so on. Identify all the words and images associated with nature.**

*Ans :*

Throughout the poem, the poet uses different images of nature. The imagery such as morning rain, pleasant day, clouds of gloom, shower, blooming roses, sunny hours, golden wings, etc. are closely associated with nature.



**Comprehension – II**

**Q1. Examine the poet's view of life and how it differs from conventional wisdom.**

*Ans :*

Charlotte Brontë (1816-1855) was a 19<sup>th</sup> century English writer. She was one of the three Brontë sisters – Charlotte, Emily, and Anne. Like many women writers of her time, Charlotte Brontë originally published her poems and novels under a male pseudonym (pen name): Currel Bell. Her novel Jane Eyre (1847) is considered a classic of Western literature.

In the present poem, Charlotte Brontë feels that life is not a dream, but real. Conventional wisdom describes life as full of problems and despair. However, the poet differs with sages and their conventional wisdom of life. She views that life is not as dark as sages/wise people usually describe.

Charles Brontë reminds us that we have to face the moments of joy as well as sorrow, hope as well as despair in life. She urges us to have a positive attitude and not be disheartened by temporary setbacks. The poet says,

**"Sometimes there are clouds of gloom,**

**But these are transient all;"**

The poet encourages us to look beyond the immediate disappointments and appreciate the pleasures that life has to offer. She asks us,

**"If the shower will make the roses bloom,**

**O why lament its fall?"**

Brontë urges us to enjoy the **"Life's sunny hours"** (happy moments in life) gratefully and cheerily. There will be times when **"sorrow seems to win, / O'er hope."** Brontë adds that **"Hope again elastic springs."** The spring is the season of rebirth.

In this way, the poet's views about life are positive and full of hope. Thus her views about life are different from the conventional wisdom which describes it as a sorrowful and full of despair.

**Q2. Explain the attitude to life that the poet is recommending in the poem Life.**

*Ans :*

Charlotte Brontë (1816-1855) was a 19<sup>th</sup> century English writer. Her novel Jane Eyre (1847) is considered a classic of Western literature. In the present poem, Charlotte Brontë recommends a positive attitude to life. She feels that life is not a dream, but real. According to sages and their conventional wisdom, life is full of problems and despair.

However, the poet differs with them. She views that life is not as dark as sages/wise people usually describe. She also motivates us to face the moments of joy as well as sorrow, hope as well as despair in life. The poet says,

**"Sometimes there are clouds of gloom,  
But these are transient all;"**

Charles Brontë urges us to have a positive attitude and not be disheartened by temporary setbacks. She encourages us to look beyond the immediate disappointments and appreciate the pleasures that life offers. She asks us,

**"If the shower will make the roses bloom,  
O why lament its fall?"**

According to Brontë, we should learn to value the happy moments of life and enjoy them when life offers them. She urges us to enjoy the **"Life's sunny hours"** (happy moments in life) gratefully and cheerily. She considers life as a battle between hope and despair. In the battle of life, there will be times when **"sorrow seems to win, / O'er hope."** But they are transient/temporary such as clouds of gloom. Sometimes, 'hope' may seem to fall down. Ultimately, it is unconquered and knows no defeat. Brontë adds that **"Hope again elastic springs"** with her golden wings can bear us all. The spring is the season of rebirth.

In end of the poem, the poet says that if we adopt positive attitude towards our life, we can face the problems manfully and fearlessly; and gloriously and victoriously. According to the poet, we can quell despair, with our courage.

---

**Q3. Discuss the language and tone of the poem Life.**

*Ans :*

Charlotte Brontë (1816-1855) was a 19<sup>th</sup> century English writer. She was one of the three Brontë sisters – Charlotte, Emily, and Anne. Like many women writers of her time, Charlotte Brontë originally published her poems and novels under a male pseudonym (pen name): Currer Bell. Her novel Jane Eyre (1847) is considered a classic of Western literature.

Charlotte Brontë is a poetic genius. In her poem, she is able to express her views about life effectively. Accordingly, she uses simple and lucid language to express very complex philosophical aspects of life. Nowhere in the poem can we see any unnecessary word. This shows her aptness in writing poetry. The verse (poem) is simple in its structure as well. The lines such as, **Life, believe, is not a dream**", can be understood by even a layman.

The tone adopted by Charlotte Brontë is positive and is optimistic. Nowhere in the poem can we find a negative tone. The softness with which the voice of the poem

speaks out will have a soothing effect on the ruffled minds. Her encouraging tone to face moments of joy as well as sorrow, hope as well as despair in life will fill our minds with positive vibrations. Due to the apt language and tone, she is successful in expressing her views about life in a convincing manner.

**Q4. Describe the imagery and its effectiveness in the poem Life.**

*Ans :*

In the poem Life, the imagery is used aptly. With the suitable imagery and symbols, beauty is added to the ideas of the poet, Charlotte Brontë. The poet uses imagery, such as, dream, **morning rain, pleasant day, clouds of gloom, the shower, blooming roses, sunny hours, Death, Hope, golden wings**, etc., to convey her views about life in an effective way.

The poem begins with the line, "Life, believe, is not a dream" Dream symbolizes something that is not true. For the poet, life is real and serious and urges us to live in reality. Early in the poem, she remarks that "morning rain" can foretell a "pleasant day." Similarly, "clouds of gloom" represent the problems that we have face in our life. She says that "these are transient all". It means that the human problems are temporary in nature and they pass away with the passing time.

In order to convey her positive outlook towards life, Charlotte Brontë uses the image of "blooming roses" and "sunny hours" of life. She explains that the shower (rain) will help rose bloom. Similarly, the image of "sunny hours" symbolizes 'the happy moments in our life' that we have to enjoy gratefully and cheerily. The images of "Death" and "Hope" are personified giving them the attributes of living beings. According to the poet, hope, though sometimes seems fell, "elastic springs" and is unconquered and knows no defeat. With 'her golden wings" hope can bear us all. Thus the imagery used in this poem is apt and suitable to the theme of the poem.

**Q5. Bring out the main argument of the poem and judge whether it is convincing.**

*Ans :*

In her poem titled "Life", Charlotte Brontë puts forth an argument which can inject a positive attitude into our life. She feels that life is not a dream, but it is real. She opposes the conventional wisdom that describes life as full of problems and despair. For the poet, life is not as dark as sages/wise people usually describe. She also motivates us to face the moments of joy as well as sorrow, hope as well as despair in life. The poet says,

**"Sometimes there are clouds of gloom,  
But these are transient all;"**

Charles Brontë urges us to have a positive attitude and not be disheartened by temporary setbacks. The poet encourages us to look beyond the immediate disappointments and appreciate the pleasures that life has to offer. She asks us,

**"If the shower will make the roses bloom,  
O why lament its fall?"**

The poet urges us to enjoy the **"Life's sunny hours"** (happy moments in life) gratefully and cheerily. Otherwise the joyous moments will fly away unnoticed. There will be times when **"sorrow seems to win, / O'er hope."** But as the poet believes, **"Hope again elastic springs"** is unconquered and knows no defeat. Ultimately, it is hope that wins. Here, spring refers to the season of rebirth. With courage, we can quell despair.

The language adopted by Charlotte Brontë in the poem is lucid and simple. The tone of the poem is also optimistic and convincing. She says that we have to face moments of joy as well as sorrow, hope as well as despair in life. She expresses her views in a convincing manner.

**SUMMARY**

Charlotte Brontë (1816-1855) was a 19<sup>th</sup> century English writer. She was one of the three Brontë sisters – Charlotte, Emily, and Anne. Like many women writers of her time, Charlotte Brontë originally published her poems and novels under a male pseudonym (pen name): Currer Bell. Her novel Jane Eyre (1847) is considered a classic of Western literature.

In this poem, Charlotte Brontë believes that life is not a dream, but is real. She differs with the conventional wisdom in which sages (wise people) describe life is full of gloom and darkness. The poet reminds us that we have to face the moments of joy as well as sorrow, hope as well as despair in life. Charles Brontë urges us to have a positive attitude and not be disheartened by temporary setbacks. The poet says,

**"Sometimes there are clouds of gloom,  
But these are transient all;"**

The poet encourages us to look beyond the immediate disappointments and appreciate the pleasures that life has to offer. She asks us,

**"If the shower will make the roses bloom,  
O why lament its fall?"**

Brontë urges us to enjoy the **"Life's sunny hours"** (happy moments in life) gratefully and cheerily. There will be times when **"sorrow seems to win, / O'er hope."** Brontë adds that **"Hope again elastic springs."** The spring is the season of rebirth.

The poet uses imagery, such as, **morning rain, pleasant day, Death, Hope, clouds of gloom, the shower, the roses, sunny hours, golden wings, etc.**, to convey her views about life in an effective way. Early in the poem, she remarks that "morning rain" can lead to a "pleasant day."

The language used by Charlotte Brontë is lucid and simple. The tone of the poem is optimistic. She says that we have to face moments of joy as well as sorrow, hope as well as despair in life. She expresses her views in a convincing and effective manner.

**సారాంశము:**

బ్రాంట్ సిస్టర్సులో అందరికంటే పెద్ద వారైన చార్లట్ బ్రాంట్ నవలలు, పద్యాలు వ్రాసి గొప్ప పేరు, కీర్తి సంపాదించారు. 'Life' అనబడే ఈ పద్యము, జీవిత సత్యములను, ఎంతో ఆకట్టుకొనే రీతిలో చూపిస్తున్నది. జీవితము అనేది సంతోషము మరియు విచారము అను రెండు అంశముల కలయిక అని కవి వర్ణించారు. జీవితము ఒక కలవంటిదని, దాని వలన ఏ ప్రయోజనము లేదని, ఋషులు తలంచుచుందురు. ఉదయ కాల వర్షము, ఆ రోజున మంచి ఆహ్లాదకరంగా ఉంటుందని చూపిస్తుంది. విచారమును సూచించు మేఘములు, అనతికాలంలోనే త్రోలివేయబడతాయి. గులాబి పూలు రాలిపోతాయి. అందువలన నిరాశ కలుగుతుంది. కానీ త్వరలోనే క్రొత్త పూలు వచ్చి, తమ సహాయము లేకుండా ఈ ప్రకృతిని తియ్యని సువాసనతో నింపుతున్నాయి. సంతోషమైన ఘడియలు వస్తాయి. చాలా తక్కువ సమయంలో వెళ్లిపోగా, విచారకరమైన వార్తలు ముందుకు వస్తాయి. ఒక్కొక్క సమయంలో విచారం గెలిచిందని, అది ఖాయమయ్యింది అని తలంచగలము. మొదట్లో అది నిజముగానే కనబడుతుంది. కానీ చివరికి ఒక బలమైన కోరిక మనసులో కలిగి అది బలపడుతుంది.

ఈ సత్యములను చార్లట్ బ్రాంట్ వరుసగా వ్రాశారు మరియు ప్రతి వ్యక్తికి మంచి భవిష్యత్తు ఉంటుంది. అని కూడా చెప్పారు. అందుచేత ఆ వైపుగా ప్రయత్నించడానికి గొప్ప ఆశ కలిగియుండాలి. అనేకమైన సంతోషాలు అనుభవించడానికి ఉన్నాయి. మనోనిబ్బరము ముందు తాత్కాలిక అపజయాలు నిలబడలేవు. ఈ అవరోధాల గుండా, ఒక వ్యక్తిని ధైర్యము అనేది నడువగలదు. మనిషి చేరవలసిన గమ్యము విజయము. అందుకోరకు ధైర్యముగల హృదయం కావాలి. నిరాశను అణగద్రోక్కుము. జీవితము పట్ల సానుకూల ప్రవర్తన కలిగియుండును. ఈ విధంగా జీవిస్తూ, జీవితో వచ్చే సవాళ్లకు అనుకూలంగా స్పందించాలి.

పద్యంలో images ఉన్నాయి. విచారము అనే మేఘాలు, పూస్తున్న గులాబీలు, మరణం, స్ప్రింగ్ సీజన్లు, ఆశ యొక్క బంగారు రెక్కలు మరియు ధైర్యము మొదలైనవి జీవితంలో ఎదురయ్యే విషయములైయున్నవి. వ్యతిరేక ఆలోచనలు, భావనలు పారద్రోలాలి మరియు ఒక ఘనమైన భవిష్యత్తును ఆహ్వానించాలి.

## 2. A WRONG MAN IN WORKER'S PARADISE

*Rabindranath Tagore*

### Glossary

**aerial** /eəriəl/: Moving through the air

**exult** /ig'zʌlt/: Filled with joy

**gasp** /gɒ:sp/: Struggle for breath, pant

**hustle** /hʌsl/: To move quickly

---

## UNIT - I

---

**jostle** /dʒɒsl/: Bump into; push

**linger** /lɪŋə/ : Remain; stay

**moving finger** : Fate, destiny, refers to the belief that an angel keeps a record of the good and the bad things that one does on earth

**peer** /piə/: Look closely

**pitcher** /pɪtʃə/: A large pot (or) jug

**ply** /plaɪ/: Work busily

**pry** /praɪ/: To look closely (or) curiously

**quaint** /kweɪnt/: Attractive because it is old fashioned

**scan** /skæn /: Look carefully at something

**summon** /sʌmən/: Send for

**torrent** /tɒrənt/: Stream

**trip** /trɪp/: Hop or dance with light steps

**whim** /wɪm/: Unusual desire, impulse

**wisp** /wɪsp/: A curl of hair

### Comprehension – I

**Q1. What sort of things did the man do on earth?**

*Ans :*

The man, who was the main character of the story, never believed in utility or in doing any useful work. And so, he indulged in mad whims and wishes. He was a painter and sculptor. He would spend his time in making small pieces of sculptures such as men, women and castles, and quaint earthen things dotted over with sea shells. Since he would waste his time on all useless and unnecessary things, people laughed at him. He spent his life on earth in doing such useless work.

**Q2. What was the 'mistake' of the aerial messenger?**

*Ans :*

The man was a painter and sculptor. He wasted his time on all useless and unnecessary things such as painting and sculpturing. People laughed at him. He spent his life on earth in doing useless work. Tagore's genius as a writer has come to the fore, when he writes, "Some boys never ply their books and yet pass their examinations." Similar thing happened to this man. Though he had not done any useful and productive work on the planet Earth, he got invitation to paradise after his death. However, the aerial messenger, who took charge of this man, mistakenly sent him to the "Workers' Paradise".

**Q3. How do people in Workers' Paradise spend their time?**

*Ans :*

The people in the Workers' Paradise were busy in their work. For them, time was precious. They exclaimed that they hardly had time to spare. The women in the Workers' Paradise would complain that they always had handful of work and were making use of every single minute. They would feel happy and exulted in doing work, without wasting a single minute of their time.

**Q4. Why did the man not fit in with the others in Workers' Paradise?**

*Ans :*

The Workers' Paradise was a place for work. The people living there were busy in their work. For them, time was precious and hardly had time to spare. They always had handful of work and were making use of every single minute. They would feel happy and exulted in doing work without taking any rest. This was the scheme of things in the Workers' paradise. Naturally, the newcomer (the man-artist), who had spent his entire time on the planet Earth in doing useless things such as painting and sculptures, did not fit in well with the scheme of things in the Workers' Paradise. He lounged in the streets absent-mindedly and was jostled by the hurrying men. He lay down in the green meadows, spent near a torrent (running stream) and still he was always in way of the busy farmers.

**Q5. How is the girl described?**

*Ans :*

The busy girl of the Workers' Paradise is described as hustling and active. She went to the silent torrent to draw water in her pitcher (pot). The quick movement of her feet were compared with the rapid movement of a skilled hand on the strings of a guitar. Her hair was carelessly done; a few inquisitive wisps of her hair flew on to her white forehead as if they were trying to peep into her beautiful eyes. Tagore's artistic genius comes to the fore in the description of the girl in the story.

**6. What was the girl's initial impression of the man?**

*Ans :*

When the girl first saw the unemployed man, she was filled with pity. Her feeling was like the feeling of a princess who sees a lonely beggar through her window and is filled with pity. The girl of the Workers' Paradise felt that the man without work was equal to a beggar without food. Hence she showed pity towards him.

**7. What did the girl do after taking home the painted pitcher?**

*Ans :*

After taking home the painted pitcher, the girl held it in light, away from the prying eyes. She examined it from all angles. Even at night, she scanned the painting again, in silence and wonder. For the first time in her life, she had seen something that had no meaning and no purpose. The man's painting had a profound effect on her behaviour and attitude towards life and work. The hurrying feet of the girl were slowing down. Now she was attracted to the art.

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**8. What is the effect of the man's creations on the girl and others in Workers' Paradise?**

*Ans :*

The man's painting had a profound effect on her behaviour and attitude towards life and work. The hurrying feet of the girl were slowing down. Now she was attracted to the art. Next time, the wrong man offered to make ribbons for her hair, the girl eagerly said, "And what for?" After receiving the coloured ribbons, she started spending a lot of time daily in tying the coloured ribbon round her hair. As her time slid by, much of her work left unfinished. Because of the influence of the art and artist, work in the Workers' Paradise began to suffer. Many people, who had been active before, were now idle. They were now spending their precious time on unnecessary things such as painting and sculpture.

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**9. What was the decision taken by the elders? Were they justified?**

*Ans :*

Since the work in the Workers' Paradise began to suffer, the anxious elders called for a meeting. All agreed that such a thing had not known in the history of Workers' Paradise. Then the aerial messenger appeared and made a confession that he had mistakenly brought a wrong man into the Workers' Paradise and felt that it was due to this man's influence that the people of the Workers' Paradise had become idle. The artist was summoned and ordered to leave. The president justified the decision saying that Workers' Paradise was not the place for the likes of the man. When the man was about to leave, the girl-of-the-silent-torrent wanted to go with the wrong man. The elders gasped in surprise because they had never seen a thing such as this in the Workers' Paradise – a thing that had no meaning and no purpose at all.



**10. What was the man's reaction to the elders' decision?**

*Ans :*

When the president and elders of the Workers' Paradise ordered him to leave, the man felt greatly relieved. He collected his brushes and paintings, and was about to leave, the girl-of-the-silent-torrent wanted to go with him. The elders gasped in surprise because they had never seen a thing such as this in the Workers' Paradise – a thing that had no meaning and no purpose at all.

**Comprehension – II****1. The man indulged in "mad" whims and "wasted" his time painting. From whose point of view are these terms used? What is the author's attitude towards the man and his preoccupations?**

*Ans :*

In Rabindranath Tagore's short story, 'A Wrong Man in Workers' Paradise', the highlighted terms in the given sentence 'The man indulged in "mad" whims and "wasted" his time painting' are used from the point of view of the people who believe in the utilitarian philosophy of life. The Utilitarianism propagates that every piece of work should have "utility", "purpose" or "use". The people who think that it is the utility or purpose that stimulates every human action and without use, there will be no human effort. From the point of view of such people, the man (artist) did not believe in utility and had no useful work to do. Hence he indulged in "mad" whims and "wasted" his time on useless and unnecessary things such as painting and sculptures. He would spend his time in making small pieces of sculptures such as men, women and castles, and quaint earthen things dotted over with sea shells. Since he would waste his time on all useless and unnecessary things, the people who believe in utility laughed at him.

Rabindranath Tagore was a versatile genius and excelled in almost all art forms. Here in this story, he employs irony as a literary device with which he indirectly adorns the man-painter and sculptor- for indulging in mad whims, i.e., for following his heart. Tagore's genius as a writer has come to the fore, when he writes, "Some boys never ply their books and yet pass their examinations." Similarly, after the death of an artist, the gates of Paradise flung open. It means that an artist is always destined to go to paradise, though s/he has not done any useful and productive work on the planet Earth. However, the aerial messenger who took charge of this man mistakenly sent him to the "Workers' Paradise". Thus the author shows positive attitude and high regards towards the man and his preoccupations with artistic creation.

**2. Explain the gradual changes that come in the girl's attitude towards the man.**

*Ans :*

When the girl first saw the unemployed man, she was filled with pity. Her feeling was like the feeling of a princess who sees a lonely beggar through her window and is filled with pity. The girl of the Workers' Paradise felt that the man without work was equal to a beggar without food. Hence she showed pity towards him.

When she enquired him about his work, he replied that he had not a moment to spare for work. The girl could not understand what he said and offered to spare some work for him. The man told her that he had been waiting there only to take some work from her. Finally, he requested the "girl of the silent torrent" to give him one of her pitchers (pots). The busy girl enquired him if he would draw water from the torrent. But his reply surprised her, when he said that he would like to draw pictures on her pitcher. Annoyed, the girl left the place saying that she had no time to waste on such people.

After his repeated persuasions, the girl spared a pitcher for this man. The man drew line after line, put colour after colour. He painted on the pitcher! When the girl stared at the painted pitcher and her eyes were filled with wonder and amazement. With surprise, she asked him about the purpose of the lines and colours. The man laughed and said that a picture never had any meaning and it never served any purpose.

At home, she held the painting in light, away from the prying eyes. She scanned it again in silence and wonder. For the first time in her life, she had seen something that had no meaning and no purpose. The man's painting had a profound effect on her behaviour and attitude towards the man and towards her work. The hurrying feet of the girl were slowing down. Now she was attracted to the art.

Next time, the wrong man offered to make ribbons for her hair, the girl eagerly said, "And what for?" After receiving the coloured ribbons, she started spending a lot of time daily in tying the coloured ribbon round her hair. As her time slid by, much of her work left unfinished. Finally, the elders of the Workers' Paradise ordered the man to leave the place. She came forward to accompany him, leaving the elders in shock and surprise.

**3. Describe the author's view of the "scheme of things" in Workers' Paradise.**

*Ans :*

Rabindranath Tagore's Workers' Paradise was a place for work. The people living there were busy in doing their work. For them, time was precious and hardly had time to spare. The men and women in Workers' Paradise always had handful of work and were making use of every single minute. They would feel happy and exulted in doing their physical work without taking any rest. This was the scheme of things in the Workers' paradise.

Naturally, the newcomer (the man/artist)), who had spent his entire time on the planet Earth in doing useless works such as painting and sculptures, did not fit in well with the scheme of things in the Workers' Paradise. He lounged in the streets absent-mindedly and was jostled by the hurrying men. He lay down in the green meadows, spent near a torrent (running stream) and still he was always in way of the busy farmers.

The main purpose of the author seems to denounce the "scheme of things" of the Workers' Paradise. The routine and monotonous work done by the people of the Workers' Paradise is likeself-inflicted slavery. The life in the Workers' Paradise is boring and dull. In the absence of any art and recreation, life becomes drudgery. The presence of the artist on the planet Earth and in the Workers' Paradise has provided some soothing effect on the ruffled minds of the mundane people. The artist represents life of leisure and recreation to human heart. Thus, the author takes the side of "the man", i.e., the artist.

- 4. The man says, "A picture may have no meaning and may serve no purpose". Explain the sentence in the context of the central idea of the story.**

*Ans :*

The story 'A Wrong Man in Workers' Paradise' illustrates the famous slogan "Art for art's sake" coined in the early 19<sup>th</sup> century by French philosopher Victor Cousin. The slogan expresses the idea that true art needs no justification. It does not need to serve any political, didactic, moral or practical purpose. However art is valuable as art. The only purpose of art is the pursuit of pure beauty and pleasure. Rabindranath Tagore conveys this complex concept in a simple and humourous narrative. The story also reminds us of a popular proverb, "All work and no play makes Jack a dull boy".

In the story, the man says, "A picture may have no meaning and may serve no purpose", but it gives happiness to our senses. An artistic creation such as painting, sculpture, literary work, song, etc., can arouse variety of emotions in human heart. The aesthetic value of art cannot be measured on utilitarian scale. The central idea of Tagore's story is "Art for art's sake". It means that art need not have to teach values, give instructions or take sides. Still it can be enjoyed and appreciated even in the absence of its purpose.

The story begins with the line "The man never believed in utility" which means that the man never believed in doing things which are useful and productive. The girl-of-the-silent-torrent initially believed in mere routine work. Later due to the influence of the man, she evolved into a different person who could appreciate the beauty of art. Finally, she decided to accompany the artist, when he was ordered to leave the Workers' Paradise. The artist also successfully influenced other people in the Workers' Paradise who of late developed passion for painting and sculptures, even at the cost of their mundane daily work.

5. The author presents the man as an idler and calls the other place “paradise”. Are we supposed to take his words literally or does he mean something different? Irony is a way of using words and tone to mean something quite opposite to what is actually being said. Discuss the author’s use of irony in the story.

*Ans :*

In his present story ‘A Wrong Man in Workers’ Paradise’, author Rabindranath Tagore presents the man as an idler and calls the other place “Paradise”. Since Tagore employs ‘irony’ as the literary device to convey his message, we are not supposed to take his words literally. Irony is a way of using words and tone to mean something quite opposite to what is actually being said. Hence Tagore does mean something different from what he says in this story.

The man in the story is a painter and sculpture and does not believe in utility. Instead of doing useful and purposeful works, he indulges in mad whims and wishes on the planet Earth. The people who are driven by purpose and utility laugh at him. Tagore feels that artists deserve paradise after their death. When the man enters the Workers’ Paradise after his death, he does not fit in with the scheme of things there. However with his artistic creation, the man influences the girl and other men and women of the Workers’ Paradise. Finally, they start indulging in mad whims and appreciating art.

The story presents two diametrically opposite worlds, i.e., the world of the idler (artist) and the world of the hustlers (people in the Workers’ Paradise). The two worlds are equally important. We can understand from the man’s attitude towards work and life that any work which gives happiness and pleasure to our mind and makes this world appear beautiful is quite significant. The world of the idler / artist is important because it makes our mind happy and relaxed. In this world, we forget our despair and disappointment. Though the world of aesthetics seems to have no meaning and no purpose, it makes our life colourful. The world of Workers’ Paradise is also equally significant. Here physical work of the people can feed our mouths and helps us survive. Hence the art (mind) and physical work (body) are complimentary to each other and equally important.

Tagore uses the literary device ‘irony’ in order to convey his opinion about the intrinsic value of art. He opines that human beings should not always be driven by utilitarian motives, i.e., use and purpose. We need to have some recreation and know the aesthetic value of art. Through this simple and humorous narrative, Tagore launches a subtle attack on the people in the “Workers’ Paradise” who are obsessed with mundane and dull drudgery. Tagore also differs with the writers who believe that art should have a purpose. The author tries to convey the idea that art is valuable as art – *Art for art’s sake*. According to Tagore, the only objective of art is the pursuit of pure beauty and pleasure.

**SUMMARY**

Rabindranath Tagore (1861-1941) was a versatile artistic genius - a poet, novelist, playwright, painter, music composer, philosopher and a visionary educationist. He won the Nobel Prize for Literature in 1913 for his seminal work "*Gitanjali*". He was the first Asian to receive the Nobel Prize. He composed the national anthems of both India and Bangladesh. As a visionary educationist, he founded the experimental school "Shantiniketan". Tagore was given the honorific "Gurudev" by Mahatma Gandhi. Tagore was not only a great living institution but also the voice of India's spiritual heritage in the western world.

Rabindranath Tagore's short fictional story 'A Wrong Man in Workers' Paradise' begins with the introduction of the protagonist (an artist). He was a painter and sculptor. The man never believed in utility or in doing any useful works. And so, he indulged in mad whims and wishes. He would spend his time in making small pieces of sculptures such as men, women and castles, and quaint earthen things dotted over with sea shells. Since he would waste his time on all useless and unnecessary things, people laughed at him. He spent his life on earth in doing such useless work.

Tagore's genius as a writer has come to the fore, when he writes, "Some boys never ply their books and yet pass their examinations." Similarly, the man/artist after his death got invitation to paradise, though he had not done any useful and productive work on the planet Earth. The aerial messenger, who took charge of this man, mistakenly sent him to the "Workers' Paradise".

The people in the Workers' Paradise were busy in their work. For them, time was precious. They exclaimed that they hardly had time to spare. The women in the Workers' Paradise would complain that they always had handful work and were making use of every single minute. They would feel happy and exulted in doing work. However, the newcomer (the man/artist) did not fit in well with the scheme of things in Workers' Paradise. He lounged in the streets absent-mindedly and was jostled by the hurrying men. He lay down in the green meadows, spent near a torrent (running stream) and still he was always in the way of the busy farmers.

An active and hustling-bustling girl went every day to a silent torrent (silent since in the Workers' Paradise even a torrent wouldn't waste its energy singing) to fill her pitchers with water. She seemed to be wasting no time at all and so her hair was carelessly done. The girl's movements were compared with the rapid movements of a skilled hand on the strings of a guitar.

When the girl first saw the unemployed man, she was filled with pity. Her feeling was like the feeling of a princess who sees a lonely beggar through her window and is filled with pity. The girl of the Workers' Paradise felt that the man without work was equal to the beggar without food. Hence she showed pity towards him.

When she enquired him about his work, he replied that he had not a moment to spare for work. The girl could not understand what he said and offered to spare some work for him. The man told her that he had been waiting there only to take some work from her. Finally, he requested the "girl of the silent torrent" to give him one of her pitchers (pots). The busy girl enquired him if he would draw water from the torrent. But his reply surprised her, when he said that he would like to draw pictures on her pitcher. Annoyed, the girl left the place saying that she had no time to waste on such people.

After his repeated persuasions, the girl spared a pitcher for this man. The man drew line after line, put colour after colour. He painted on the pitcher! When the girl stared at the art and her eyes were filled with wonder and amazement. With surprise, she asked him about the purpose of the lines and colours. The man laughed and said that a picture never had any meaning and it never served any purpose.

At home, she held the painting in light, away from the prying eyes. She scanned it again in silence and wonder. For the first time in her life, she had seen something that had no meaning and no purpose. The man's painting had a profound effect on her behaviour and attitude towards life and work. The hurrying feet of the girl were slowing down. Now she was attracted to the art. Next time, the wrong man offered to make ribbons for her hair, the girl eagerly said, "And what for?" After receiving the coloured ribbons, she started spending a lot of time daily in tying the coloured ribbon round her hair. As her time slid by, much of her work left unfinished.

Because of the influence of the art and artist, work in the Workers' Paradise began to suffer. Many people, who had been active before, were now idle. They were now spending their precious time on unnecessary things such as painting and sculpture. The anxious elders called for a meeting. All agreed that such a thing had not known in the history of Workers' Paradise. Then the aerial messenger appeared and made a confession that he had mistakenly brought a wrong man into the Workers' Paradise and felt that it was due to this man's influence that the people of the Workers' Paradise had become idle. The artist was summoned and ordered by the president to leave. They justified their decision by saying that this was not the place for the likes of the man. When the president and elders of the Workers' Paradise ordered him to leave, the man felt greatly relieved. He collected his brushes and paintings and about to leave. Suddenly, the girl-of-the-silent-torrent wanted to go with the wrong man. The elders gasped in surprise because they had never seen a thing such as this in the Workers' Paradise – a thing that had no meaning and no purpose at all.

## సాధారణము

రవీంద్రనాథ్ ఠాగూర్ ఒక మహా వ్యక్తి. ఆయన శాంతి నికేతన్‌ని స్థాపించెను. ఆయన గీతాంజలి అనే గ్రంథాన్ని రచించినందుకు ఆయనకు నోబుల్ పురస్కారం లభించినది. ఆయన ఒక పని లేని వాడుగా గుర్తింపబడిన కళాకారుడు ఒక పేరడైజ్ అనే ప్రదేశంలో అడుగుపెట్టినప్పుడు ఏమైనవి అనే అంశమే ఈ కథాంశము. ఆ పేరడైజ్‌లో ప్రజలు శ్రమించి ఒక నిమిషమైన విశ్రాంతి లేకుండా పనిచేస్తారు. ఒక కళాకారుడు అక్కడ ప్రవేశించడానికి అనుమతి పొంది కొన్ని కళాఖండాలను చిన్న చిన్న నీటి కుండలపై చిత్రిస్తారు. అతను ఆ పేరడైజ్ ప్రజలచేత గెట్టింపబడతారు. రవీంద్రనాథ్ ఠాగూర్ జాక్ అనే అబ్బాయికి పని మాత్రమే తెల్లి ఆటలాడే సమయం లేదంటే అది ఆ అబ్బాయిని ఒక తెలివి తక్కువ వానిగా చేస్తుందనే హాస్య కథాంశమే ఇది. కళ కళ కోసమే గాని దానికి ఎటువంటి నిరూపణలు అవసరం లేదని ఈ కథలో కవి రవీంద్రనాథ్ ఠాగూర్ చక్కగా వర్ణించారు.

### 3. VOCABULARY : SYNONYMS AND ANTONYMS

#### SYNONYMS

A 'Synonym' is a word or phrase that has exactly the same, nearly same or meaning as another word or phrase in the same language.

Example observe the different words and their

#### Meaning

buy – purchase

gift – present

understand – comprehend

#### a) The source of English Vocabulary

1. Germanic language

2. Romance language

Large number of words are borrowed from Latin and French languages.

#### b) The history England

1. French and Latin words entered the English language

2. Britain colonisation and conducted Business with other parts of the world.

'Synonyms must be used according to the context

**Example:** Beautiful has '20' synonyms.

## UNIT - I

Beautiful is used generally for women

Handsome for men

Good looking for both

Pretty is used less than 'beautiful' and pretty is used for children and young girls.

### Exercise - I

**Fill in the blanks with the appropriate word.**

**Example:** She looked **pretty** in the fancy dress. (pretty / delightful)

1. The china cups were brightly coloured and \_\_\_\_\_. (dainty / bonny)
2. Disappointment was written large on his \_\_\_\_\_ face. (beautiful / handsome)
3. The design on the hand made hawls was \_\_\_\_\_. (exquisite / ravishing)
4. The celebrations were followed by a \_\_\_\_\_ fireworks display. (spectacular / delectable).
5. The sunrise at Kanyakumari is \_\_\_\_\_. (beguiling / gorgeous)
6. The peacock is a very showy bird with \_\_\_\_\_ plumage. (resplendent / comely)
7. Each feather of the peacock is tipped with an \_\_\_\_\_ eyespot. (iridescent / alluring)
8. The handmade chocolates were \_\_\_\_\_. (delectable / dazzling)
9. The village by the sea offers \_\_\_\_\_ shops and restaurants. (Alluring / admirable)
10. Benares presents a \_\_\_\_\_ maze of narrow streets. (statuesque / picturesque)

### Answers :

1. dainty    2. handsome    3. exquisite    4. spectacular    5. gorgeous  
6. comely    7. iridescent    8. delectable    9. alluring    10. picturesque

### Exercise - II

**From the words given in the box, choose the most appropriate 'Synonyms' for the words in italics**

Vacant	weak	awful	historic	complete
polite	baffling	secure	loyal	annoyed

1. The dog is a *faithful* animal. \_\_\_\_\_
2. The man was old and looked *frail*. \_\_\_\_\_
3. Being *courteous* costs you nothing. \_\_\_\_\_
4. The huge mansion looked *empty*. \_\_\_\_\_



5. The police ensured that the street was *safe*. \_\_\_\_\_
6. He was *bothered* by loud music. \_\_\_\_\_
7. The Jugglers tricks were *confusing*. \_\_\_\_\_
8. The city was hit by a *terrible* storm. \_\_\_\_\_
9. A huge crowd had gathered on *momentous* occasion. \_\_\_\_\_
10. This is not an *exhaustive* list of synonyms. \_\_\_\_\_

**Answers :**

- |            |             |           |             |              |
|------------|-------------|-----------|-------------|--------------|
| 1. loyal   | 2. weak     | 3. polite | 4. vacant   | 5. secure    |
| 6. annoyed | 7. baffling | 8. awful  | 9. historic | 10. complete |

**Exercise – III**

**In each of the following sentences, identify two words that have a similar meaning.**

**Example:** The unhappy ending of the story made us all **sad**

1. If I do my normal work, I will get my regular salary.
2. You throw the ball to the dog and it will toss it back to you.
3. You will find your way if you stay on the right path.
4. The stuntman leaped into the air and jumped over the fire.
5. If you listen carefully, you can hear the bird's song.
6. The gloomy day was marked by dark clouds.
7. His hourly wages are much higher than my monthly salary.
8. The car's engine was noisy and the horn was loud.
9. The gang of robbers disappeared into the crowd.
10. Tread cautiously when you walk in the garden.

**Answers :**

- |                     |                  |                  |
|---------------------|------------------|------------------|
| 1. Normal – regular | 2. throw – toss  | 3. way – path    |
| 4. leaped – jumped  | 5. listen – hear | 6. gloomy – dark |
| 7. wages – salary   | 8. noisy – loud  | 9. gang – crowd  |
| 10. Tread – Walk    |                  |                  |

## ANTONYMS

'Antonym' is a word or phrase that has the opposite meaning to another word or phrase in the same language.

Poor – rich

Swift – Slow

### Exercise – I

From the words given in the box, choose the appropriate 'Antonym' for the words in italics

Praised	Welcomed	Explicit	early	secure
biased	wonderful	notorious	rough	handy

1. The fabric was very *smooth* \_\_\_\_\_ .
2. The desert was *awful* \_\_\_\_\_ .
3. Monsoon arrived *late* this year \_\_\_\_\_ .
4. The umpires decision was *fair* \_\_\_\_\_ .
5. His inaction shows his *tacit* support \_\_\_\_\_ .
6. When the government changed, his position became *precarious* \_\_\_\_\_ .
7. The teacher *berated* the students for their performance \_\_\_\_\_ .
8. The map is very *inconvenient* \_\_\_\_\_ .
9. Big cities are becoming *famous* for their pollution \_\_\_\_\_ .
10. The leader *expelled* the new entrants \_\_\_\_\_ .

### Answers :

- |              |              |              |
|--------------|--------------|--------------|
| 1. rough     | 2. wonderful | 3. early     |
| 4. biased    | 5. explicit  | 6. secure    |
| 7. praised   | 8. handy     | 9. notorious |
| 10. welcomed |              |              |

**Exercise – II****Select the most appropriate antonyms for the words in italics**

Stale	diligent	triumphs	oblivion	retreats
vain	abolished	conceal	synthetic	exotic

1. While more schools should be *established*, child labour should be \_\_\_\_\_.
2. When the army *advances*, the enemy \_\_\_\_\_.
3. Only fools are \_\_\_\_\_; wise people remain *modest*.
4. *Natural* dyes are eco-friendly; \_\_\_\_\_ ones are harmful.
5. Sometimes, the *lazy* ones prosper and the \_\_\_\_\_ ones suffer.
6. The survival rate of *indigenous* plants is better than that of \_\_\_\_\_ ones.
7. Many former heroes now live in \_\_\_\_\_, for public *memory* is short.
8. Statistics are often used not to *reveal* but to the \_\_\_\_\_ truth.
9. Although marketed as *fresh*, the vegetables were pretty \_\_\_\_\_.
10. Neither *defeats* nor \_\_\_\_\_ should affect us.

**Answers :**

1. abolished 2. retreats 3. vain 4. synthetic 5. diligent  
6. exotic 7. oblivion 8. conceal 9. stale 10. triumphs

**4. GRAMMAR : PREPOSITIONS****Preposition**

Preposition show a relationship between other words in a two sentences. The relationship may be between a noun/pronoun and a verb or two nouns or two pronouns.

**Types of Prepositions**

There are some prepositions that are common in every type of preposition as they function in a versatile way. Those types of prepositions are given below in the table:

**(i) Prepositions of time**

after, around, at, before, between, during,  
from, on, until, at, in, from, since, for,  
during, within

- (ii) **Prepositions of place:** above, across, against, along, among, around, at, behind, below, beneath, beside, between, beyond, by, down, in, inside, into, near, off, on, opposite, out, over, past, through, to, toward, under, underneath
- (iii) **Prepositions of direction/movement:** at, for, on, to, in, into, onto, between
- (iv) **Prepositions of manner:** by, on, in, like, with
- (v) **Other types of prepositions:** by, with, of, for, by, like, as

### Rules of Prepositions

**Rule 1:** A preposition cannot be followed by a verb. Verb placed immediately after preposition must be in gerund form.

- Examples:** (a) He prevented me from drinking hot water.  
(b) He insists on trying once again.

**Rule 2:** When 'object' of the preposition is an Interrogative Pronoun What, Who, Whom, Which, Where etc., the preposition usually takes end or front position.

- Examples:** (a) May I know who were you talking to?  
(b) What are you thinking of?

It used to be thought as ungrammatical, to end a sentence with a preposition, but it is now well accepted.

**Rule 3:** When 'object' of the preposition is a relative Pronoun 'that', the preposition takes end position.

- Examples:** (a) Here is the magazine that you asked for.  
(b) This is the dish that she is fond of.

**Rule 4:** When the 'object' of the preposition is infinitive (to + verb), preposition is placed after infinitive.

- Examples:** (a) This is a good hotel to stay at.  
(b) I need a pencil to write with.

**Rule 5:** In some sentences, preposition is attached with the verb.

- Examples:** (a) I hate being laughed at.  
(b) This I insist on.

**Rule 6:** In interrogative sentences preposition comes in the beginning.

**Examples:** (a) By which train did you come?

(b) For whom was instructions given?

### Verbs + Prepositions

1. Agree is a verb

to is a preposition

Agree to – Agree to some plan

Agree to some proposal

We agree to it.

2. Agree with – someone

I agree with him.

Appeal to (a person, higher court)

Regarding the case, I appeal to highcourt.

Appeal for – I appeal for top management

Appeal against – a decision

We appeal against the manager of the company

Apologies to (someone)

I apologise my brother when i committed a mistake

Apolotise for (something – bad behaviour etc)

I apologise the hotel authorities for my friends behaviour.

Bring to (light – to make something known)

I bring to the notice of the principal about the incident in the college.

Being down (Prices)

The new government is focussing on bring down the prices

Brihng out (facts, abook)

I try to bring out at the meeting.

Complain of (Something – pain etc.,)

They complain of the suffering

Complain to (Someone)

## UNIT - I

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I complain to Bank authorities about the money transaction

Complain against (Someone or something)

The team complain against the convenor

### Personal pronouns

I          we          you          he          she          it          They

### Corresponding forms used after prepositions

Me, us, you, him, her, it, them

### Pronouns after prepositions

He gave a book to me (Me – First person Singular)

He likes all of us (Us – First person Plural)

I gave a book to you (You – Second person Singular or plural)

I gave a gift to him (Him – Third person Singular Masculine)

He took the book from her (Her – third person Singular, Feminine)

I went to the library with them (Them – Third person Plural)

### Some Commonly confused pairs of prepositions

- The pen is in the box ('in' indicates a state of rest)
- He came into the room ('into' indicates movement)
- He sat on the wall (on refers to things of rest)
- The tiger jumped upon the deer (upon refers to things in motion)
- He lives in Hyderabad ('in' is used with the names of countries and states etc)
- He lives at Madhapur in Hyderabad ('at' is used with the names of locations)
- My house is by the market (by – near)
- My house is beside the market (beside – by the side of)
- Near my house, there is a theatre, besides a market (Besides – In addition to)
- The match is between India and Pakistan (Between is used to refer to two people)
- The world cup will be played among 16 teams (Among is used to refer to more than two people, two groups or two things)

**Exercise – I****Fill in the blanks with the appropriate word.**

1. The principal presided \_\_\_\_\_ the meeting
2. The report dealt \_\_\_\_\_ the academic activities of the college.
3. The principal thanked the students \_\_\_\_\_ their cooperation
4. The chief guest congratulated the student \_\_\_\_\_ their performance.
5. He said that the secret \_\_\_\_\_ success lies in hardwork
6. He advised the staff not to quarrel \_\_\_\_\_ themselves.
7. It would be wrong he said to complain \_\_\_\_\_ each other
8. He pointed out that students depend \_\_\_\_\_ them.
9. He warned that he would not put up \_\_\_\_\_ any indiscipline.
10. \_\_\_\_\_ a brief speech, the chief guest gave away the prizes.

**Answers :**

- |          |           |
|----------|-----------|
| 1. over  | 2. with   |
| 3. for   | 4. on     |
| 5. of    | 6. among  |
| 7. about | 8. upon   |
| 9. with  | 10. After |

**Exercise – II****Correct the common errors in the use of prepositions in the following sentences**

1. He picked up a fight with me.
2. I ordered for a coffee
3. He replied me in the negative
4. He is unable to move from bed
5. They were talking something
6. This paper is inferior than that
7. Everyone should pray god

8. He will be cured from his fever
9. Write the answers with ink
10. This is a comfortable house to live
11. This building is built by bricks
12. I shall inform them this

**Answers :**

1. He picked a fight with me
2. I ordered a coffee
3. He replied to me in the negative
4. He is unable to move out of bed
5. They were talking about / of something
6. This paper is inferior to that
7. Every one should pray to god
8. He will be cured of his fever
9. Write the answers in ink
10. This is a comfortable house to live in
11. This building is built with bricks
12. I shall inform them about this.

**Prepositional Phrases**

A prepositional phrase is the preposition, the object of the preposition and all the modifiers between the two

**Examples :**

There are fruits in (Preposition) the basket (Object)

In – preposition

basket – object

They left just before us (modifier before the preposition)

Phrase can function as either adjective phrases or adverb phrases to modify other words in a sentence.



**Prepositional phrases functioning as Adverb Phrases**

**Example :** It irritates me when people talk during a performance

(during – Preposition, during a performance – The prepositional phrase that functions as an adverb modifying the very talk)

**Exercise - III**

**Fill in the blanks with the appropriate prepositional phrases given in the box**

Incase of	instead of	in addition to	on behalf of	in anyway
out of	inspite of	according to	in favour of	on the whole

1. I gave a presentation \_\_\_\_\_ all my classmates.
2. \_\_\_\_\_ it was a pretty good film.
3. He withdraw his application \_\_\_\_\_ his rival
4. \_\_\_\_\_ the heat, we all worked during summer
5. \_\_\_\_\_ of a fire, exit from the near window
6. Can I help you \_\_\_\_\_ ?
7. I would rather have water \_\_\_\_\_ a soft drink
8. We all have to work \_\_\_\_\_ government rules
9. He opened the attachment \_\_\_\_\_ curiosity
10. \_\_\_\_\_ to the crew, there were 60 passengers on the flight

**Answers :**

- |                 |                    |
|-----------------|--------------------|
| 1. on behalf of | 2. On the whole    |
| 3. in favour of | 4. Inspite of      |
| 5. In case of   | 6. in anyway       |
| 7. instead of   | 8. according to    |
| 9. out of       | 10. In addition to |

## UNIT II

1. Poem : Punishment in Kindergarten – Kamala Das
2. Prose : Toasted English – R K Narayan
3. Vocabulary : British and American English (Common Words)
4. Grammar : Voice

### 1. POEM : PUNISHMENT IN KINDERGARTEN – Kamala Das

Today the world is a little more my own.  
No need to remember the pain  
A blue-frosted woman caused, throwing  
Words at me like pots and pans, to drain  
That honey-coloured day of peace.  
'Why don't you join the others, what  
A peculiar child you are!'

On the lawn, in clusters, sat my  
schoolmates sipping  
Sugarcane, they turned and laughed;  
Children are funny things, they laugh  
In mirth at others' tears, I buried  
My face in the sun-warmed hedge  
And smelt the flowers and the pain.

The words are muffled now, the laughing  
Faces only a blur. The years have  
Sped along, stopping briefly  
At beloved halts and moving  
Sadly on. My mind has found  
An adult peace. No need to remember  
That picnic day when I lay hidden  
By a hedge, watching the steel-white sun  
Standing lonely in the sky.

**Glossary**

**drain** /dreɪn/: To make something empty

**peculiar** /pɪ'kju:liə(r)/: Unusual; odd; strange; different from what is normal

**cluster** /klʌstə(r)/: A group of similar things or people appearing closely together; a bunch.

**mirth** /mɜ:θ/: Amusement; gladness (expressed in laughter)

**hedge** /hedʒ/: A fence or boundary formed by bushes

**muffled** /Mʌf(ə)ld/: (Sound) made quieter, softer and difficult to hear because of some obstruction; muted

**blur** /blɜ:(r)/: Something that cannot be seen or heard clearly

**Comprehension – I**

**Q1. The speaker of the poem says, "Today the world is a little more of my own". What does she mean? 'Little more' compared to when?**

*Ans :*

Poet Kamala Das is the speaker of the poem and recalls one of her childhood experiences. When she was in the kindergarten, she, along with her schoolmates, went to a picnic to Victoria Gardens in Calcutta. She was all alone near a hedge, while other girls were playing and sipping sugarcane on the lawn. The insensitive teacher, who is referred to as "a blue-frocked woman", chided and scolded her for being alone. Her schoolmates laughed at her. The teacher's words and the laughing faces of her schoolmates hurt her tender heart. She compares her childhood innocence with the matured adult peace. As an adult today, Kamala Das feels that her world is 'little more', i.e., broader and matured.

**Q2. Who was the "blue-frocked woman" and what did she do?**

*Ans :*

In the poem, the teacher of Kamala Das was referred to as the "blue-frocked woman". The insensitive teacher chided and scolded Kamala Das for being alone. She told the child (Kamala Das), "Why don't you join the others, what a peculiar child you are!" Her insensitive and indifferent words hurt the tender girl and drained away the 'honey-coloured peace' of the picnic day.

**Q3. The poet uses several expressions such as “blue-frocked” and “honey-coloured”. Find out what such hyphenated words are called and how they are used.**

*Ans :*

In the present poem ‘Punishment in Kindergarten’, Kamala Das uses several expressions such as “blue-frocked”, “honey-coloured”, “sun-warmed”, and “steel-white”. The hyphenated words are compound words and are generally used as adjectives in the poem. The innovative adjectives are usually employed in descriptive writing. Kamala Das is adept in creating language to give expression to her intense personal experience.

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**Q4. Why was the speaker called a “peculiar” girl? What was peculiar about her behaviour? How was she expected to behave?**

*Ans :*

When poet Kamala Das was studying in kindergarten, they went for a picnic to Victoria Garden, Calcutta. The schoolmates were sitting as a group in lawn and sipping sugarcane. But Kamala Das was standing alone near a hedge. On seeing her, the insensitive teacher (a blue-frocked woman) told her, “Why don’t you join the others, what a peculiar child you are!” The indifferent words of the teacher hurt the tender heart of the child (Kamala Das). Usually, she was expected to behave as the normal children of her age playing with friends, instead of standing all alone.

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**Q5. The speaker uses the “children... laugh in mirth at others’ tears”. Do you agree with the statement? Justify your response.**

*Ans :*

The speaker of the poem ‘Punishment in Kindergarten’ says, “Children are funny things, they laugh in mirth at others’ tears.” The schoolmates of Kamala Das laughed at her when their teacher scolded her for being alone. Hence I agree with the statement. Childhood is the age of innocence since children do not differentiate between good and bad. Especially, when they are in a group, they behave in line with the other children. The speaker of the poem ruminates over the childhood pain with a sense of matured detachment.

**Q6. Look at expressions such as “throwing words... like pots and pans”, smelt the flowers and the pain”. Can you really ‘throw words’ or smell pain? Poetry often uses such figurative language. Find out the difference between literal and figurative language.**

*Ans :*

In the poem ‘Punishment in Kindergarten’, Kamala Das uses expressions such as “throwing words... like pots and pans”, smelt the flowers and the pain”. The expression ‘throwing words like pots and pans’ is used to convey how the insensitive words of the teacher caused intense personal pain in the tender heart of the girl. Similarly, ‘smell pain’ is used to explain how the pain is absorbed by the girl deep into her heart.

**7. The speaker says “words are muffled” and “faces only a blur”. What is she referring to? What does she mean?**

*Ans :*

The speaker of the poem says “words are muffled” and “faces only a blur”. Here she is referring to the matured detachment as an adult. When she was a child, she was hurt by the words of her insensitive teacher. Besides the teacher’s words, the laughing faces of her schoolmates added salt to the wound. Now the words of the teacher are muffled or muted. Similarly, the laughing faces of the schoolmates have become blurring. It means that she starts forgetting the painful childhood experience. She says that she has found ‘adult peace’ and matured detachment as time passes by.

**Q8. What do the lines “The years... Sadly on” mean? How is the meaning of these lines related to the “adult peace” that the speaker claims to have found?**

*Ans :*

The speaker of the poem says that now the words of the teacher are muffled or muted. Similarly, the laughing faces of the schoolmates have become blurring. It means that she starts forgetting the painful childhood experience. Kamala Das is philosophical about time. She says that years pass by stopping at beloved halts and moving on sadly. We can understand that time has healed her pain and she is now happy about her childhood experience. She declares that she has now found ‘adult peace’ and matured detachment with the passing of time.

**Q9. The speaker says that there is “no need to remember” in the first as well as the last stanza of the poem. Is she referring to the same things on both occasions or is there a difference in the meaning?**

*Ans :*

The speaker in the poem repeatedly says that there is “no need to remember” in the first as well as the concluding stanza of the poem. By saying so, she is referring to the same things on both occasions. In the first stanza, she says that there is no need to remember the pain caused by a blue-frocked woman. But she gives every minute details of the painful experience such as exact words spoken by her teacher, the laughing faces of her schoolmates, the lawn, sipping sugarcane, burying face in the sun-warmed hedge, etc. In the concluding stanza, she also says that there is no need to remember the picnic day experience. Years pass by still she is able recollect everything that happened on the painful picnic day. The only difference is that she now looks at the painful childhood experience with the matured detachment. She says that she has found ‘adult peace’ with the passage of time.

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**10. In the last stanza, the sun is remembered as being “lonely”. Is it in any way related to the speaker’s own condition described in the first stanza? Reflect on the difference between being ‘lonely’ and being ‘alone’ and between ‘loneliness’ and ‘solitude’.**

*Ans :*

In the concluding stanza, the sun is remembered as being “lonely”. It is somewhat related to the speaker’s own condition described in the first stanza when she is standing alone by a sun-warmed hedge. The insensitive teacher is harsh towards the tender girl by saying: “Why don’t you join the others. What a peculiar girl you are!” for being alone. However in the concluding stanza of the poem, she talks about the steel-white sun standing lonely in the sky. Here the difference between being ‘lonely’ and being ‘alone’ is the difference between ‘loneliness’ and ‘solitude’. Being ‘lonely’ means not being socialised, whereas being ‘alone’ means having own space and enjoying ‘solitude’ in life.

**Comprehension – II**

**Q1. What is the central idea of the poem, "Punishment in Kindergarten"?  
How does the poet express it?**

*Ans :*

The poem, "Punishment in Kindergarten" is a little autobiographical poem. Poet Kamala Das recalls one of her painful childhood experiences. When she was in the kindergarten, she, along with her schoolmates, went for a picnic to Victoria Gardens in Calcutta. She was all alone near a hedge, while other girls were on the lawn, sipping sugarcane and making merry. The insensitive teacher, who is referred to as "a blue-frocked woman", chided and scolded her for being alone. The teacher said to her,

***'Why don't you join the others, what***

***A peculiar child you are!'***

On hearing this, her schoolmates laughed at her. The child felt it very much. She became sad at the words of the teacher. But the laughter by the children made her sadder. Filled with sorrow and shame, she hid her face in a hedge and wept. This was indeed a painful experience to a little child in the nursery school.

Now she has grown into an adult. She has only a faint memory of the blue-frocked woman and the laughing faces of the children. Now she has learned to have an 'adult peace'. The subject matter of the poem has two parts: the description of the painful experience of the kindergarten days and the adult's attitude to the incident at present as an adult. Kamala Das says, ***'My mind has found an adult peace.'*** Kamala Das recalls the childhood pain with a sense of matured detachment.

**Q2. Summarise the speaker's experience on a picnic day when she was in kindergarten.**

*Ans :*

The poem, "Punishment in Kindergarten" is a little autobiographical poem. Poet Kamala Das recalls one of her childhood experiences. When she was in the kindergarten, one day the children were taken for a picnic to Victoria Gardens in Calcutta. She was all alone near a hedge, while other girls were sipping sugarcane and making merry at a distance. The insensitive teacher, who is referred to as "a blue-frocked woman", chided and scolded her for being alone. The teacher said to her,

**'Why don't you join the others, what  
A peculiar child you are!'**

On hearing this, her schoolmates laughed at her. The child felt it very much. She became sad at the words of the teacher. But the laughter by the children made her sadder. Filled with sorrow and shame, she hid her face in a hedge and wept. This was indeed a painful experience to a little child in the nursery school.

Now she has grown into an adult. She has only a faint memory of the blue-frocked woman and the laughing faces of the children. Now she has learned to have an 'adult peace'. The subject matter of the poem has two parts: the description of the painful experience of the kindergarten days and the adult's attitude to the incident at present as an adult. Kamala Das says, **'My mind has found an adult peace.'** Kamala Das recalls the childhood pain with a sense of matured detachment. The speaker of the poem says,

**'The words are muffled now, the laughing  
Faces only a blur. The years have  
Sped along, stopping halts and moving  
Sadly on.'**

She remembers some things clearly, for example, a blue-frocked woman, the exact words spoken by the teacher, her schoolmates sipping sugarcane, etc. She also remembers some other things vaguely. The teacher's identity gets shrunk to a blue-frocked woman but the words she 'threw' at her are still remembered as pots and pans. She is able to forget the muffled words and blurred faces. But she is unable to forget the pain they have left on her. The poet, (the speaker) repeats that there is no need to remember that picnic day.

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**Q3. Discuss the language and images used in the poem to express the emotions of the speaker.**

*Ans :*

In the present poem 'Punishment in Kindergarten', Kamala Das employs a simple and lucid language in order to express her intense childhood painful experience. Even the construction of the poem and its colloquial diction are apt for the theme of the poem. Poet Kamala Das uses several expressions such as "blue-frocked", "honey-



coloured", "sun-warmed", and "steel-white". The hyphenated words are compound words and are generally used as adjectives in the poem. The innovative adjectives are usually employed in descriptive writing. Kamala Das is adept in creating language to give expression to her intense personal experience.

In the poem, the poet uses expressions such as "throwing words... like pots and pans", smelt the flowers and the pain". The expression 'throwing words like pots and pans' is used to convey how the insensitive words of the teacher caused intense personal pain in the tender heart of the girl. Similarly, 'smell pain' is used to explain how the pain is absorbed by the girl. The tone of the poem is pensive if not sad. It is a tone of compromise in the face of inevitability. The images used again are deceptively simple.

The imagery used in the poem is suitable for conveying the intense emotions of the speaker. The images of the 'blue-frocked woman', 'honey-coloured day', 'sun-warmed hedge', 'smelling flower and pain', 'muffled words', 'blurring faces' and 'steel-white sun standing lonely in the sky' are relevant and evocative. The figures of speech such as, **"throwing words at me like pots and pans"** (the simile), **"A blue-frocked woman"** (the metonymy) add beauty to the poem.

**Q4. The title of the poem is "Punishment in Kindergarten". What was the 'punishment' given to the girl? And why did she consider it a punishment?**

*Ans :*

The poem, "Punishment in Kindergarten" is a little autobiographical poem. Poet Kamala Das recalls one of her childhood experiences. When she was in the kindergarten, she, along with her schoolmates, went for a picnic to Victoria Gardens in Calcutta. She was all alone near a hedge, while other girls were sipping sugarcane on the lawn and making merry. The insensitive teacher, who is referred to as "a blue-frocked woman", chided and scolded her for being alone. The teacher said to her,

***'Why don't you join the others, what***

***A peculiar child you are!'***

On hearing this, her schoolmates laughed at her. The child felt it very much. She became sad at the words of the teacher. But the laughter by the children made her sadder. Filled with sorrow and shame, she hid her face in a hedge and wept. This was indeed a painful experience to a little child in the nursery school.

At surface level, the words of the teacher and laugh of the school children seem normal. We as adult may not consider the experience as a painful one. But at the deeper level, they have caused inexplicable pain to the tender girl who is still at the kindergarten. It is quite natural that a girl of such age tends to consider the words and the laughing faces as punishment. They are indigestible for her at that time. The speaker is now an adult and is able to look at the experience in matured detachment. She says that she is able to forget the muffled words and blurred faces and found "adult peace" with the passage of time.

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**Q5. Explain the difference between the speaker recounting the incident and the girl who experiences it.**

*Ans :*

Kamala Das is well-known as a confessional poet. It is her brutal frankness of her poetry that shocked and attracted readers. The poem, "Punishment in Kindergarten" is a little autobiographical poem which consists of two time zones- past and present.

In the first two stanzas, poet Kamala Das recollects the painful experience when she was a child studying at kindergarten. One particular day, she along with her schoolmates went for a picnic to Victoria Gardens in Calcutta. She was all alone near a hedge, while other children were on the lawn, sipping sugarcane. The insensitive teacher, who is referred to as "a blue-frocked woman", chided and scolded her for being alone. She said to the girl: ***'Why don't you join the others, what a peculiar child you are!'***

In the concluding stanza of the poem, the speaker recounts the incident again. Now she says that the teacher's words are muffled or muted and the laughing faces of her schoolmates are blurring. She says that she can forget the painful experience. She feels that she has found 'adult peace' and can look at the incident with matured detachment. She is now philosophical in saying that years pass by sadly, with some memorable stops.

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**Q6. While recollecting the picnic day, the speaker remembers some things clearly and others only vaguely. What are the things she is able and unable to forget?**

*Ans :*

In the first as well as the concluding stanza of the poem, the speaker of the poem says that there is "no need to remember" the pain. While recollecting the picnic day experience, the speaker remembers some things clearly and others only vaguely.

In the first stanza, she says that there is no need to remember the pain caused by a "blue-frocked woman". But she gives every minute details of the painful experience such as exact words spoken by her insensitive teacher, "**Why don't you join the others, what a peculiar child you are!**" She also recalls the laughing faces of her schoolmates, the lawn where they are sitting, sipping sugarcane, burying face in the sun-warmed hedge, smelling the flowers and the pain, etc.

In the concluding stanza, she says that there is no need to remember the picnic day experience. But she says she feels that the words are muffled and the laughing faces of schoolmates are blurring. The speaker can remember them vaguely. Years pass by still she is able to recollect everything that happened on the painful picnic day. However, she repeatedly says that there is no need to remember the pain caused by her teacher and the laughing faces of her schoolmates. Still she is able to recollect every minute thing in detail. The only difference is that she now looks at the painful childhood experience with the matured detachment. She says that she has found 'adult peace' with the passage of time.

**Q7. The speaker repeats that there is no need to remember that picnic day. Do you think she would ever be able to forget it? Discuss the possibilities either way.**

*Ans :*

In the first as well as the concluding stanza of the poem, the speaker of the poem says that there is "no need to remember" the pain. While recollecting the picnic day experience, the speaker remembers some things clearly and others only vaguely.

In the first stanza, she says that there is no need to remember the pain caused by a "blue-frocked woman". But she gives every minute details of the painful experience such as exact words spoken by her insensitive teacher, "**Why don't you join the others, what a peculiar child you are!**" She also recalls the laughing faces of her schoolmates, the lawn where they are sitting, sipping sugarcane, burying face in the sun-warmed hedge, smelling the flowers and the pain, etc.

In the concluding stanza, she says that there is no need to remember the picnic day experience. But she says she feels that the words are muffled and the laughing faces of schoolmates are blurring. The speaker is able to remember them vaguely. Years pass by still she is able to recollect everything that happened on the painful picnic day. However,

she repeatedly says that there is no need to remember the pain caused by her teacher and the laughing faces of her schoolmates. Still she is able to recollect every minute thing in detail. The only difference is that she now looks at the painful childhood experience with the matured detachment. She says that she has found 'adult peace' with the passage of time.

**SUMMARY**

Kamala Das (1934-2009) is well-known as a confessional poet. It is her brutal frankness of her poetry that shocked and attracted readers. She writes candidly, making forays into the emotional lives of women. Her literary works *Summer in Calcutta* (1965) and *The Old Play House and Other Poems* (1973) and her autobiographical work *My Story* (1976) have received great recognition. She published many of her works in Malayalam under the pen name "Madhavikutty". Kamala Das writes about intensely personal experiences, including her growth into womanhood.

The poem "Punishment in Kindergarten" is a little autobiographical poem written by Kamala Das. In this poem, she calls one of her childhood experiences. When she was in the kindergarten, she along with her schoolmates was taken for a picnic to Victoria Gardens in Calcutta. She was all alone near a hedge, while other girls were sipping sugarcane on the lawn. The insensitive teacher, who is referred to as "a blue-frocked woman", chided and scolded her for being alone. The teacher told her,

**'Why don't you join the others, what  
A peculiar child you are!'**

On hearing this, her schoolmates laughed at her. The child felt it very much. She became sad at the words of the teacher. But the laughter by the children made her sadder. Filled with sorrow and shame, she hid her face in a hedge and wept. This was indeed a painful experience to a little child in the nursery school.

Now she has grown into an adult. She has only a faint memory of the blue-frocked woman and the laughing faces of the children. Now she has learned to have an 'adult peace'. The subject matter of the poem has two parts: the description of the painful experience of the kindergarten days and the adult's attitude to the incident at present as an adult. Kamala Das says, **'My mind has found an adult peace.'** Kamala Das looks at the childhood pain with a sense of matured detachment.

She remembers some things clearly, for example, a blue-frocked woman, the exact words spoken by the teacher, her schoolmates sipping sugarcane, etc. She also

remembers some other things vaguely. The teacher's identity gets degraded to a blue-frocked woman but the words she 'threw' at her are still remembered as pots and pans. She is able to forget the muffled words and blurred faces. But she is unable to forget the pain they have left on her. The poet, (the speaker) repeats that there is no need to remember that picnic day. Still, she says,

**'The words are muffled now, the laughing  
Faces only a blur. The years have  
Sped along, stopping halts and moving  
Sadly on.'**

The poem is very simple in its construction and even colloquial in diction. The tone of the poem is pensive if not sad. It is a tone of compromise in the face of inevitability. The images used again are deceptively simple. The images are evocative yet blurred. The images of the hedge, the sun and the smell of flower and pain are remarkable and relevant. The figures of speech such as, **"throwing words at me like pots and pans"** (the simile), **"A blue-frocked woman"** (the metonymy) add beauty to the poem.

**సారాంశము**

ఈ రోజు ప్రపంచము నాది అని అనగలను. ఇక నేను ఆ బాధను గుర్తు చేసుకోవలసిన అవసరము లేదు. ఈ నీలి గౌను వేసుకున్న ఆవిడ చెప్పిన పరుష మైన వాక్యాలు నాకు కుండలు పెనాలు మీద విసిరినంత భాధని కలుగజేసాయి. ఆ దినము అశాంతిని అనుభవించాను. నేను నా తోటి వారితో ఉండకుండా ఆ తోటలో మొక్కల, పొదల మధ్య ఒంటరిగా ఉండి సూర్యకాంతిని వీక్షిస్తున్నాను.

నా తోటి సహ విద్యార్థులు అందరూ సమూహాలుగా విడి పోయి ఆహ్లాదము చెరుకురసాన్ని ఆస్వాదిస్తున్నారు. ఆ ఈనందకర వాతావరణంలో పిల్లలు నన్ను చూసి హేళనగా నవ్వి నవ్వుడు నా ముఖాన్ని దించుకొని నేను నాలోనే ఉండి పోయాను.

ఇప్పుడు నాకు ఆ వాక్యాలు, పదాలు బాధ పడేటట్లుగా లేవు. ఆ ముఖాలు కూడా మటు మాయమయ్యాయి. చాలా సంవత్సరాలు గడిచాయి. ఇప్పుడు నాకు సంపూర్తిగా శాంతి లభించింది. ఆ బాధాయూతమైన రోజుల్ని గుర్తు చేసుకోనవసరం లేదు. ఆకాశంలో మెరిసే సూర్యుని నేను ఈ తోటలో ఒంటరి తనంతో చూసి భాద పడే అవసరములేదు.

**2. PROSE : TOASTED ENGLISH – R K Narayan**

**Glossary**

**toasted** /təʊst'ed/: Made brown and crisp by heating. Here, it refers to the changes in the English language.

**muffin** /mʌfin/: Small, cup-shaped bread

**formalism** /fɔːr.məl.ɪ.zm/: Strict attention to outward forms or rules

**stifling** /staɪflɪn/: Suffocating; making one feel oppressed

**tyranny** /tɪrəni/: Unjust (or) oppressive use of power

**ceremonious** /ser.i'məʊni.əs/: Excessively formal or polite

**not to mince words**: To speak plainly and frankly

**chuck** /tʃʌk/ **out**: To throw someone or something out

**scores of other uses**: A 'score' is 20 people or things (as a dozen is 12), the plural 'scores' means many

**insinuation** /ɪn'sɪnjuet/: An indirect hint

**vocal** /vəʊkəl/ **cords** : The two pairs of folds in the larynx that enable us to produce sounds

**sibilant** /sɪb.əl.ənt/: Having or making a hissing sound (e.g. 's', 'z', 'sh' etc.)

**where English has a bazaar status**: Where English is the language of the common people

**idiom** /ɪdiəm/: The language of a people, region etc.

**mongrel** /mʌŋgrəl/ **isat**ion: Cross-breeding; mixing breeds (or) varieties indiscriminately

**Comprehension – I**

**Q1. "Americans too went through a phase...". Why does the author use too? Which other country is he referring to and what did the country do?**

*Ans :*

The author, RK Narayan, uses the word *too* in the sentence "Americans *too* went through a phase of throwing out the British but retaining their language and letting it flourish on American soil". Here he refers to Americans have thrown away the British

but retained their English language with some changes, as a concession to its origin. The word *too* is used to refer to India which has also struggled for independence from the British.

**Q2. "...much of the formalism... has been abandoned". According to the author, in which country does formalism surround the use of English? And in which country has it been given up?**

*Ans :*

According to the author, the formalism associated with the British has been abandoned by the Americans through the process of 'toasting' of the language. The resultant language which is known as the American English is much simpler than the British English. Due to the abandonment of formalism, Americans use simple and shorter sentences. According to the author, the British and the Indians still surround formalism in the use of English.

**Q3. In the first paragraph, the author directly and indirectly refers to the use of English in three different countries. Which are the three countries?**

*Ans :*

In the first paragraph, the author directly and indirectly refers to the use of English in three different countries. They are: America, Britain and India. RK Narayan talks about the similar way in which the Indians and the Americans have thrown out the British. However, the Americans have effected changes in the use of the language through the process of 'toasting'. The same is not the case in India where formalism still surrounds in its use.

**Q4. How has English changed in America as a result of 'toasting'?**

*Ans :*

RK Narayan says that Americans have effected some changes in English through the process of 'toasting'. The resultant changes have made the language simpler, as much of the formalism associated with the use of English has been abandoned. The Americans have also freed the language from the stifling tyranny of the Passive Voice. They have also evolved certain basic key words which have universal and multipurpose use and may be used anywhere and anyhow.

**Q5. "...America...freed the language from the stifling tyranny of the Passive Voice". Where, according to the author, does the tyranny still persist?**

*Ans :*

The author observes, "...America...freed the language from the stifling tyranny of the Passive Voice". Instead of using complex passive sentences such as 'Trespassing Prohibited', 20 line inscription, etc., on the signposts, Americans simply note, 'Do Not Enter' for the convenience to the motorists and pedestrians. However, the writer says that the Indians still follow the tyranny of passive voice in the use of English.

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**Q6. "In a similar situation...a twenty-line inscription". Does he actually mean exactly 20 lines? If not, what does he really mean?**

*Ans :*

In his essay titled 'Toasted English', RK Narayan explains how Americans have abandoned the tyranny of Passive Voice in the use of English, and have simplified its use. He compares the use of English in America with its use in India, especially with regards to using the Passive Voice. In America, they use direct and simple language on the sign boards. No motorist and pedestrian need spend too much time in studying the notices. Narayan ironically says that in India a 20- line inscription is planted for the same purpose. The author does not literally mean to say '20 lines' but to exaggerate the strict use of passive voice in notice boards in India. "Gentle irony" is the hallmark of RK Narayan's writing and has employed the same in this context.

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**Q7. In the second paragraph, the author contrasts the use of English in America with that of another country. Which is that country?**

*Ans :*

In his essay titled 'Toasted English', RK Narayan compares the use of English in America with its use in India, especially with regards to using the Passive Voice. In America, they use direct and simple language on the sign boards. No motorist and pedestrian need spend too much time in studying the notices. Narayan ironically says that in India a 20- line inscription is planted for the same purpose. The author does not literally mean to say '20 lines' but to exaggerate the strict use of passive voice on notice boards in India.



**Q8. In all, how many American 'key words' does the author mention in the third and fourth paragraphs?**

*Ans :*

RK Narayan says that Americans have evolved certain 'basic key words' which have universal and multipurpose use. In order to substantiate his observation, he mentions 4 such key words and their different uses: *check*- your check, check room, check girl, check in, check out; *fabulous*, *okay*, and *sir*- Yes sir, Yes darling.

**Q9. In the third and fourth paragraphs, the author discusses the use of English in which country/countries?**

*Ans :*

In the third and fourth paragraphs of the essay, the author, RK Narayan, discusses the use of English in America and Britain (London). In the third paragraph, he discusses the basic key words evolved by Americans with some examples and in the fourth paragraph, he shares his observation of using English on a London bus and in any western country.

**Q10. "In a London bus...ticket." Where will you hear this and why?**

*Ans :*

In the fourth paragraph of his essay, RK Narayan explains the use of English in Britain where English has a bazaar status. He shares his observation of its use on a London bus where a bus conductor never cries for issuing tickets. Instead, he approaches the passenger and simply says "Thank you" and repeats the same on receiving the fare. Narayan humorously says that the number of passengers on the bus can be arrived at by halving the number of "Thanks" heard. Whereas, in India a bus conductor has to cry "Ticket, Ticket", many times to collect fare.

**Q11. What are expressions such as "Thank you" and "Excuse me" examples of?**

*Ans :*

In the fourth paragraph of his essay, RK Narayan explains the use of English in Britain where the English language enjoys a bazaar status. He shares his observation of its use on a London bus where a bus conductor never cries for issuing tickets. Instead, he approached the passenger and simply says "Thank you" and repeats the same on receiving the fare. Narayan humorously says that the number of passengers on the bus

can be arrived at by halving the number of "Thanks" heard. Whereas, in India a bus conductor has to cry "Ticket, Ticket", many times to collect fare. Similarly, the author also explains the use of the expression "Excuse me" to politely tell a person for blocking our passage. It may also mean to say impolitely "stand aside".

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**Q12. Who, according to the author, has used English so far in India?**

*Ans :*

According to the author, so far in India, English has comparatively confined to a very limited circles. It has been used primarily in the halls of learning, justice or administration. Hence RK Narayan advocates for a Bharat brand of English adopting our complexion of our life and assimilate its idiom.

**Comprehension – II**

**Q1. Narayan refers to muffins at the beginning of the essay. Does he say anything more about them later in the essay? What is the real subject of the essay and how is the title related to the subject?**

*Ans :*

In the beginning of the essay, the author, RK Narayan, refers to 'muffins', recalling his experience in an American restaurant where people call for 'Toasted English' referring to 'English muffins' (small, cup-shaped bread). Though muffins are being made in America, the Americans have still retained the word 'English' in calling them, just as sort of concession to their origin in Britain. Except in the initial paragraph, RK Narayan does not use the word 'muffins' in the essay anymore.

However, in the same paragraph, he introduces the subject of his essay. He says that like Indians, Americans have too gone through a phase of throwing out the British but retained their language and let it flourish on American soil. Here he refers to Americans throwing away the British but retaining the British English with some changes, as a concession to its origin. RK Narayan says that Americans have effected some changes in English through the process of 'toasting'. The resultant changes have made the language simpler, as much of the formalism associated with the use of English has been abandoned. The Americans have also freed the language from the stifling tyranny of the Passive Voice. They have also evolved certain basic key words which have universal and multipurpose use and may be used anywhere and anyhow.

Thus the real subject of the essay is about how Americans have made changes in the British English and evolved their own 'American English' with the process of 'toasting'. The title of the essay 'Toasted English' here refers to the way in which

Americans have evolved their own brand of English. Here in the context the essay, the word 'toasted' does not directly refer to 'muffins' mentioned in the beginning of the essay, but refers to the process of changes in the English language in America.

**Q2. What, according to Narayan, are the features of American English?**

*Ans :*

In his essay 'Toasted English', R.K. Narayan brings out the difference between American English and its British counterpart in a humorous way with suitable examples. The author interestingly points out that, like Indians, Americans have also thrown away the British out of their country. However, they have allowed English to flourish on their soil. Even though they have retained the English language, Americans have made changes in the use of English through the process of 'toasting'. The resultant language is completely different from the British English.

According to the author, American English is simpler and more of informal in nature. They have developed such English through the process of 'toasting'. The resultant changes have made the language simpler, as much of the formalism associated with the use of English has been abandoned.

RK Narayan gives the details/features of the American English in the second and third paragraphs of the essay. In America, they have freed the language from the stifling tyranny of Passive Voice. They use direct and simple language on the sign boards. No motorist and pedestrian need spend too much time in studying the notices. Narayan ironically says that in India a 20-line inscription is planted for the same purpose. The author does not mean to say '20 lines', but to exaggerate the strict use of passive voice in notice boards in India. He compares the use of English in America with its use in India, especially with regards to using the Passive Voice.

Another feature that the American English as the result of the process of 'toasting' is that they have evolved certain 'basic key words' which have universal and multipurpose use. In order to substantiate his observation, he mentions 4 such key words and their different uses: check- your check, check room, check girl, check in, check out; fabulous, okay, and sir- Yes sir, Yes darling.

**Q3. According to Narayan, what are the differences in the use of English among America, Britain and India?**

*Ans :*

In the first paragraph, the author directly and indirectly refers to the use of English in three different countries. They are: America, Britain and India. RK Narayan talks

about the similar way in which the Indians and the Americans have thrown out the British. However, the Americans have effected changes in the use of the language through the process of 'toasting'.

According to the author, American English is simpler and more of informal in nature. They have developed such English through the process of 'toasting'. The resultant changes have made the language simpler, as much of the formalism associated with the use of English has been abandoned. The same is not the case in India and Britain where formalism still surrounds in its use.

RK Narayan mentions another difference between American English and its British and Indian counterparts. In America, they have freed the language from the stifling tyranny of Passive Voice. They use direct and simple language on the sign boards. No motorist and pedestrian need spend too much time in studying the notices. Narayan ironically says that in India a 20-line inscription is planted for the same purpose. The author does not mean to say '20 lines' but to exaggerate the strict use of passive voice in notice boards in India and Britain. Especially, he compares the use of English in America with its use in India, especially with regards to using the Passive Voice.

Another difference that is found between American English and the English used by Indians and the British is the evolution of some basic key words in American English. The American English has, as the result of the process of 'toasting', evolved certain 'basic key words' which have universal and multipurpose use. In order to substantiate his observation, he mentions 4 such key words and their different uses: *check*- your check, check room, check girl, check in, check out; *fabulous*, *okay*, and *sir*- Yes sir, Yes darling. The author indirectly states that, in India, words are used in their literal meaning only.

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**Q4. Discuss Narayan's attitude towards American English.**

*Ans :*

In his essay, 'Toasted English", RK Narayan exhibits positive attitude towards the American English. He treats it as simpler, less formal, and direct in its use. Another feature that attracted the author's attention is that it has some basic key words which can have universal and multipurpose use.

According RK Narayan, American English is simpler and more of informal in nature. He feels that they have developed such English through the process of 'toasting'. The resultant changes have made the language simpler, as much of the formalism associated with the use of English has been abandoned. The same is not the case in India and Britain where formalism still surrounds in its use.

RK Narayan is impressed with American English for its abandonment of Passive Voice. He explains that Americans have freed the language from the stifling tyranny of Passive Voice. They use direct and simple language on the sign boards. No motorist and pedestrian need spend too much time in studying the notices. Narayan ironically says that in India a 20- line inscription is planted for the same purpose. The author does not mean to say '20 lines' but to exaggerate the strict use of passive voice in notice boards in India and Britain. Especially, he compares the use of English in America with its use in India, especially with regards to using the Passive Voice.

Similarly, the author is attracted to another feature of American English, i.e., the evolution of some basic key words in American English. RK Narayan explains that the American English has, as the result of the process of 'toasting', evolved certain 'basic key words' which have universal and multipurpose use. In order to substantiate his observation, he mentions 4 such key words and their different uses: *check*- your check, check room, check girl, check in, check out; *fabulous*, *okay*, and *sir*- Yes sir, Yes darling. But, in India, words are used in their literal meaning only.

In this way, the author, RK Narayan, shows positive attitude towards the American English Language for its simplicity, adoptability and universality.

**Q5. Explain the various ways in which Narayan makes the essay humorous.**

*Ans :*

In the essay 'Toasted English', R.K. Narayan employed different ways to make his essay humorous. He brings out the difference between American and British English in an amusing and humorous way with suitable examples. The author interestingly points out that like Indians, Americans also drove the British out of their country but allowed English to stay back.

"Gentle irony" is the hallmark of RK Narayan's writing. He has employed the same in the context of the essay. Irony is a way of using words and tone to mean something quite opposite to what is actually being said. Here RK Narayan employs irony to compare the use of English in America with its use in India, especially with regards to using the Passive Voice. In America, they use direct and simple language on the sign boards. For example, instead of, "Trespassing Prohibited" they say, "Newly planted, don't walk" on the notice-board. No motorist and pedestrian need spend too much time in studying the notices. Narayan ironically says that in India a 20- line inscription is planted for the same purpose. The author does not mean to say '20 lines' but to exaggerate the strict use of passive voice in notice boards in India.

RK Narayan also uses humour in explaining the use of basic key words by Americans with universal and multipurpose applicability. He says that the word 'check' may be labelled 'the American National Expression' for its use anywhere, anyhow. He says, "...one may blindly utter it and still find that it is appropriate for the occasion."

Similarly, R.K. Narayan employs humour when he discusses 'the bazaar status' of English and its use in a refined way in London. RK Narayan explains that the conductor will never say, 'Ticket, Ticket' on a London bus but simply go near the passenger and say 'Thank you' on receiving the fare and utter the same while issuing the ticket as well. RK Narayan's mastery in applying humour is at best when he says that we can arrive at the exact number of passengers on board by halving the number of 'Thanks' uttered by the conductor. Likewise, 'Excuse me' may have different meaning in a context.

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**Q6. How and when, according to Narayan, will a Bharat brand of English brand of English and how will it acquire that character?**

*Ans :*

According to RK Narayan, now the time has come for English to come to the dusty streets, market places and under banyan tree. Like Americans, we the Indians should also adopt English according to the Indian needs and purposes. He desires to have a kind of English which must adopt the complexion of our life and assimilate its idiom. He proposes for developing a 'Bharat brand of English'.

However, RK Narayan emphatically mentions that he is not advocating 'mongrelisation' i.e. hybridization of English. Bharat English will respect the rule of law and maintain the dignity of grammar. The author asserts that Indian English should have its own identity and its 'Swadeshi stamp'. He gives the examples of such Swadeshi things, like the Madras handloom check shirt, the Tirupati doll, etc. The author wishes that Indians should develop their own English which would be more unique and distinct than the present English. R.K. Narayan feels that like 'Toasted English of Americans, India should also develop a Bharat brand of English.

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**7. What, according to Narayan, should be the character of a Bharat brand of English and how will it acquire that character?**

*Ans :*

According to RK Narayan, now the time has come for English to come to the dusty streets, market places and under banyan tree. Like Americans, we the Indians should also adapt English according to the Indian needs and purposes. He desires to have a kind of English which must adopt the complexion of our life and assimilate its idiom. He proposes for developing a 'Bharat brand of English'.

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#### SUMMARY

Rasipuram Krishnaswami Iyer Narayanswami (1906-2001), known as R.K. Narayan, was born in Madras on October 10, 1906. He was a prolific writer and published nearly 60 books. Besides 15 novels, Narayan wrote numerous short stories, essays and an autobiography. Most of his stories are set in 'Malgudi', a fictional, semi-urban South Indian town that he created. His writing is characterised by genial humour, gentle irony, and 'compassionate realism'. Some of his novels such as *Swami and Friends*, *Mr Sampath*, *The Financial Expert*, *The Guide*, *The Vendor of Sweets*, and short stories have been adapted into films and television series. He received numerous awards and honours, including the Sahitya Akademi Award, Padma Bhushan, Padma Vibhushan. He was nominated to the Rajya Sabha in 1989 and made fervent appeal to make the school bag lighter and restore to the children the joys of childhood. R.K. Narayan is regarded as one of the greatest Indian English writers.

The essay "Toasted English" is taken from Narayan's collection of essays titled *Reluctant Guru* (1974). In this essay, he records some of his impressions of America during his stint as a Visiting Professor at an American university in 1969.

In the beginning of the essay, the author, RK Narayan, refers to 'muffins', recalling his experience in an American restaurant where people call for 'Toasted English' referring to 'English muffins' (small, cup-shaped bread). Though muffins are being made in America, the Americans have still retained the word 'English' in calling them, just as sort of concession to their origin in Britain.

However, in the same paragraph, he introduces the subject of his essay. He says that like Indians, Americans have too gone through a phase of throwing out the British but retaining their language and letting it flourish on their American soil. Here he refers to Americans throwing away the British but retaining the English language with some

changes as a concession to its origin. RK Narayan says that Americans have effected some changes in the use of English through the process of 'toasting'. The resultant changes have made the language simpler, as much of the formalism associated with the use of English has been abandoned. Americans have also freed the language from the stifling tyranny of the Passive Voice.

RK Narayan says that Americans have evolved certain 'basic key words' which have universal and multipurpose use. In order to substantiate his observation, he mentions 4 such key words and their different uses: *check*- your check, check room, check girl, check in, check out; *fabulous*, *okay*, and *sir*- Yes sir, Yes darling.

In the fourth paragraph of his essay, RK Narayan explains the use of English in Britain where the English language enjoys a bazaar status. He shares his observation of its use on a London bus where a bus conductor never cries for issuing tickets. Instead, he approached the passenger and simply says "Thank you" and repeats the same on receiving the fare. Narayan humorously says that the number of passengers on the bus can be arrived at by halving the number of "Thanks" heard. Whereas, in India a bus conductor has to cry "Ticket, Ticket", many times to collect fare. Similarly, the author also explains the use of the expression "Excuse me" to politely tell a person for blocking our passage. It also means to say impolitely "stand aside".

The author advocates that we the Indians, like Americans, should also adopt English according to the Indian needs and purposes. He desires to have a kind of English which must adopt the complexion of our life and assimilate its idiom. He proposes for developing a 'Bharat brand of English'. However, RK Narayan emphatically mentions that he is not advocating 'mongrelisation' i.e. hybridization of English. Bharat English will respect the rule of law and maintain the dignity of grammar. The author asserts that Indian English should have its own identity and its 'Swadeshi stamp' and which should be unique and distinct, unlike the present English. R.K. Narayan feels that, India should also develop a Bharat brand of English, like 'Toasted English of Americans'.

"Gentle irony" is the hallmark of RK Narayan's writing. Irony is a way of using words and tone to mean something quite opposite to what is actually being said. Here RK Narayan employs irony to compare the use of English in America with its use in India, especially with regards to using the Passive Voice. Narayan ironically says that in India a 20-line inscription is planted for the same purpose. The author does not mean to say '20 lines' but to exaggerate the strict use of passive voice in notice boards in India.



RK Narayan also uses humour in explaining the use of basic key words by Americans with universal and multipurpose applicability. He says that the word 'check' may be labelled 'the American National Expression' for its use anywhere, anyhow. He says, "...one may blindly utter it and still find that it is appropriate for the occasion." Similarly, R.K. Narayan employs humour when he discusses 'the bazaar status' of English and its use in a refined way in London. RK Narayan explains that the conductor will never say, 'Ticket, Ticket' on a London bus but simply go near the passenger and say 'Thank you' on receiving the fare and utter the same while issuing the ticket as well. RK Narayan's mastery in applying humour is at best when he says that we can arrive at the exact number of passengers on board by halving the number of 'Thanks' uttered by the conductor.

**సారాంశము**

ఆర్.కె నారాయణ్ హోస్టల్ ఇంగ్లీషు అనే పదజాలంలో ఒక వ్యాసాన్ని రచించాడు. ఆర్ నారాయణ్ ఇండో అంగ్లియన్ రచయిత ఈ వ్యాసములో ఆయన అమెరిక ఇంగ్లీషు భాష బ్రిటీష్ ఆంగ్ల భాష వాడకములో ఉండే భేదాలు వాటి శైలి గురించి చర్చించాడు. ఈయన ఉదాహరణలతో వాటిని వివరించారు.

భారతీయులలోనే అమెరికన్లు కూడా బ్రిటీషు వారిని తరిమి తమ కంటు ప్రత్యేక ఆంగ్ల పదాలను పదిల పరుచుకున్నారు. అమెరికన్లు ఈ ఇంగ్లీషు భాషను 'హోస్టల్' అంటే వోవన్లో తయారైన ఇంగ్లీషు అంటారు. అమెరికన్లు పేసివ్ వాయిస్ను వాడరు. వారి పదాలు సరళముగా ఉంటాయి. అవి చెక్ రూమ్, చెక్ ఇన్, చెక్ అవుట్ ఫ్యూలర్స్, వోకే మొదలైనవి.

ఆర్.కె నారాయణ్ బజారు స్టేటస్ అనే పదములో ఇంగ్లీషులో వాడుక పదాలను సూచిస్తున్నారు. బస్ కండక్టర్ లండన్తో "టికెట్" "టికెట్" కి బదులుగా 'థాంక్యూ' అనే ఇంగ్లీషు పదాన్ని వాడతారు. ఇదే విధంగా భారతీయులమైన మనము మన ప్రత్యేక శైలిలో, స్వదేశీ విధానంలో ఇక ఆంగ్ల భాషా శైలిని ఏర్పరచాలి. అది ఇప్పుడు మనం వాడే ఇంగ్లీషు కన్నా ప్రత్యేకంగా ఉండాలి అని వివరించారు.

### 3. BRITISH AND AMERICAN ENGLISH (COMMON WORDS)

We often see the difference between British and American English in terms of spelling Ex: "color", "labor", check (instead of colour, labour, cheque)

The most noticeable difference between British and American english is Vocabulary.

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**UNIT - II**

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The words are different to refer the something

<b>British English</b>	<b>American English</b>
Sofa	Couch
Autumn	Fall
Biscuit	Cookie
Cash point	ATM
Chemist	Drugstore
Crossroads	Intersection
Curtains	Drapes
Dustbin	Trash-can
Flat	Apartment
Flyover	Overpass
Football	Soccer
Full stop	Period
Handbag	Purse
Holidays	Vacation
Tift	Elevator
Lorry	Truck
Luggage	Baggage
Mobile phone	Cell phone
Petrol	Gasoline
Photo	Picture
Post	Mail
Queue	Line
Staff	Faculty
Tap	Faucet
Taxi	Cab
Term	Semester
Time table	Schedule
Toilet	Rest room
Torch light	Flash light
Trousers	Pants
Wardrobe	Closet

**Exercise – I**

**Read the American English word in italic with a British English word**

1. Where did you buy the *drapes* ? They are beautiful
2. The *elevator* is out of order. Please use the stairs.
3. I would like to buy a new *purse*
4. Have you been to Rashi's new *apartment* yet ? It is huge and beautiful
5. I have fever. Please bring me some medicines from the *drug store*.
6. On my way to city, I shall stop by to fill my car with *gas*.
7. Please clear the *baggage* from aisle
8. I am planning to go on a tour after my second *semester*
9. The buses are off the roads. Let's get back home by a *cab*.
10. Look at my *closet*! it is full of new dresses.

**Answers :**

American English	British English
drapes	Curtain
Elevator	Lift
purse	Wallet
Apartment	Flat
Drug	Pharmacy
Gas	Petrol
Baggage	Luggage
Semester	Term
Cab	Taxi
Closet	Wardrobe

## Exercise – II

Replace the British English word in italics with an American English word.

Yesterday, I drove to the city in my car. I stopped in front of a Cash point to ask for directions. A young boy told me to take a left turn at the crossroads and ask again at the petrol station. There, a man told me to take the first exit after the flyover. On the way, I saw lorries carrying goods. After I had crossed a huge flat

I parked my car and walked to the stadium to watch football match

British English	American English
Car	Cab
Cashpoint	ATM
Cross roads	Inter section
Petrol	gasoline
Flyover	Overpass
trucks	lorry
Flat	apartment
football	soccer

## Exercise – III

Fill in the blanks with appropriate words

1. In London, you buy *biscuits* at the confectioners in the US you buy \_\_\_\_\_.
2. In the US you take a *cab*; in the UK you take a \_\_\_\_\_.
3. In the UK you wear *trousers*, in the US you wear \_\_\_\_\_.
4. In the US, you plan to go on a *location*; in the UK, you go on \_\_\_\_\_.
5. You wait in a *queue* to board a bus in the UK; in the US, you wait in a \_\_\_\_\_.
6. In the US, a *period* is put at the end of every sentence, in the UK a \_\_\_\_\_ is put.
7. In the UK, you click your *photo*; in the US you take your \_\_\_\_\_.

8. In the US, you talk on a cell *phone*; in the UK, you talk on a \_\_\_\_\_
9. In the UK schools '*time table*' is displayed on the notice boards, in the US \_\_\_\_\_ is displayed.
10. When there is a blackout in the UK, you light a *torch*; in the US, you use a \_\_\_\_\_

**Answers :**

- |             |             |            |                 |
|-------------|-------------|------------|-----------------|
| 1. cookies  | 2. taxi     | 3. pants   | 4. holiday      |
| 5. line     | 6. fullstop | 7. picture | 8. mobile phone |
| 9. schedule | 10. flash   |            |                 |

**Exercise – IV**

Using the italicized words as clues, identify whether the following sentences are in British English (BE) (or) American English (AE) Give the alternative word

1. Have you seen the *movies* that released yesterday ?
2. I've applied for my *driving licence*.
3. Please submit your *resume* by tomorrow
4. I left my room key at the *reception*.
5. I displayed the poster on the *notice board*.
6. The *Janitor* opened the rooms when we arrived.
7. His car *bonnet* was badly damaged in the accident
8. The *parking* lot was full
9. He asked me to *call* him tomorrow
10. I am very food of my *motorcycle*

**Answers :**

1. Movies : Films
2. Drivers licence : Transporting
3. Resume : Curriculum vitae

4. Reception : Front desk
5. Noticeboard : Bulletin Board
6. Janitor : Caretaker
7. Bonnet : Hood
8. Parking : Car parking
9. Call : Telephone
10. Motor Cycle : Motor bike

#### 4. GRAMMAR : VOICE

Voice describes the relationship between the verb and the subject

##### i) **Active Voice**

When the subject does the action, the verb is said to be in the active voice

Rishi ate the mango

The verb 'ate' is in active voice because the subject of the sentence 'Rishi' is performing the action expressed by the verb.

##### ii) **Passive Voice**

The mango was eaten by Rishi the verbal phrase 'was eaten' is in the passive voice because the subject (The mango) is the receiver of the action.

We should always use the active voice when there is no direct object or when the object is not important.

##### **Example :**

1. The singer performed for an hour
2. The teacher taught very well

##### **Nominalisation**

Converting a verb, adjective or adverb into a noun or a noun phrase is called "nominalisation".

##### **Example :**

The participant could not arrive at a conclusion on anything

The participants could not conclude anything

**Exercise – I**

**Rewrite the following sentences, changing the noun forms to verb forms.**

1. They only made a translation of previous studies.
2. We held a discussion on an important topic.
3. They could not reach an agreement on any issue.
4. We put forth a proposal for an alternative plan.
5. The police conducted an investigation into the matter.
6. Buyers should make a comparison between competing products.
7. Researchers were asked to make an analysis of the results.
8. The members raised an objection to the new proposal.
9. The company made a decision to expand its reach.
10. We did not get a chance to give an explanation.

**Answers :**

1. They only translated the previous studies.
2. We discussed an important topic.
3. They could not agree on any issue.
4. We proposed an alternative plan.
5. The police investigated the matter.
6. Buyers should compare competing products.
7. Researchers were asked to analyse the results.
8. The members objected to the new proposal.
9. The company decided to expand the reach.
10. We did not get a chance to explain (or) we got no chance to explain.

**Exercise – II**

**Convert the following sentences from the active voice with passive voice**

1. Hari ate six puris at dinner.
2. My friend has completed the work.
3. Sunita changed the bed sheet.
4. Sara ran the hurdle race in record time.
5. My mom painted the picture in one day.

## UNIT - II

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6. The student wrote a brilliant review.
7. Thousands of tourists view the Taj Mahal every year.
8. The Indian team will play the game tomorrow.
9. The manager will give you your job.
10. The landlord painted the house to let it out .

### Answers :

1. Six puris were eaten by Hari at diner.
2. The work has been completed by my friend.
3. The bedsheet was changed by Sunita.
4. The hurdle race was run by Sara in record time.
5. The picture was painted by mom in one day.
6. The view was written by the student brilliantly.
7. Taj Mahal is viewed by thousands of tourists every year.
8. The game will be played by the Indian team tomorrow.
9. Your job will be given to you by the manager.
10. The house was painted by the landlord to be let out.

### Exercise – III

**Convert the following sentences from the passive voice into active voice**

1. A refresher course will be attended by the faculty every year.
2. An application for the new job was sent by her.
3. A beautiful picture was painted by Tony.
4. That song has been sung really sweetly by the choir.
5. By whom were you asked to write ?
6. Wildlife was destroyed by the forest fire.
7. Money was donated by Sam to the orphanage.
8. For the college fest, two skits will be performed by Suma.
9. The experiment was conducted by the science teacher.
10. All the arrangements will be made by the event manager



**Answers :**

1. Every year the faculty will attend a refresher course.
2. She sent an application for the new job.
3. Tony painted a beautiful picture.
4. The choir has sung really a sweet song.
5. Who asked you to write ?
6. The forest fire destroyed wildlife.
7. Sam donated money to the orphanage.
8. Suma will perform two skits for the college fest.
9. The science teacher conducted the experiment
10. The event manager will make all the arrangements

**Exercise – IV**

**Read the following passage written in the passive voice Rewrite it using the active voice**

Last year, a cyclone was experienced by my family and me for the first time. It was severe and caused much damage to our house. The damage was caused by its strong gales of wind of 170 miles per hour along with heavy rains. The old banyan tree in our courtyard was uprooted and thrown across the roof of our house, creating a huge cave through which the rain water poured in. Our drawing room was flooded with water, which rose to a height of two feet. When we began to think that the storm was over, we heard a huge crash and peeped out of the window to see that our van had been hit by our neighbour's fallen neem tree, breaking the roof and smashing all the windows.

*Ans:*

For the first time myself and my family experienced a cyclone last year. It was severe and caused much damage to our house. Its strong gales of wind of 170 miles per hour along with heavy rains caused the damage. It uprooted the old banyan tree in our Courtyard and threw it across the roof of our house. Creating a huge cave through which the rain water poured in. Water rose to a height of two feet flooding our drawing room.

As we thought that the storm was over, we heard a huge crash. Peeping out of the window, we saw our neighbours neem tree had fallen hitting our van, breaking the roof and smashing all the windows.

<p><b>UNIT III</b></p>	<ol style="list-style-type: none"> <li>1. Essay Writing : Discursive Essay, Argumentative Essay</li> <li>2. Vocabulary : Idioms</li> <li>3. Grammar : Connectives</li> </ol>
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### 3.1 ESSAY WRITING

#### Essay

- An essay is perhaps the most common form of writing. It is important in academic life and later in the process of securing an employment.
- The students must know how to write an essay (well – balanced).
- The word ‘essay’ comes into English language from Latin and French languages. It means to examine, try test or weigh.

#### Quality of an Essay

1. An essay is an attempt to last or examine one’s ideas about a particular subject.
2. Essay writing involves number of skills : close reading, analysis, comparison and contrast, pervasions and exposition.
3. Essay should be concise and should have clarity in purpose and direction.

#### Types of Essays

1. **Narrative** : These essays tell us some events that happened.  
**Example:** Cricket match; College day celebration.
2. **Descriptive** : These essays describe persons, places, things etc. A painter uses his colours to recreate a scene whereas a writer can use his rich vocabulary to describe a person, place or thing.  
**Example:** A begger; An accident; My village.

3. **Argumentative (Persuasive)** : These essays deal with topics that are controversial issues.

**Example** : Democracy vs Dictatorship, Science - a necessary evil.

The most common essay genres are the discursive and argumentative essays.

### The Writing Process

Any piece of writing involves three stages

- i) Pre - Writing
- ii) The Writing
- iii) Post writing

#### i) Pre - Writing

Step 1 : Think and Brainstorm on the given/Selected topic

Step 2 : Jot down the ideas that emerge from the thinking/brain storming

Step 3 : Make an outline of the structure and select the ideas :

- a) Introduction
- b) Body
- c) Conclusion.

The ideas may be jotted down as "Table of contents"

- a) Introduction:** Clearly state the topic to be discussed often with a topic sentence (one paragraph).
- b) Body:** Clearly state points and exemplify/justify them in (one or three) separate paragraphs.
- c) Conclusion:** Summarise or conclude by restating your ideas (one paragraph)

Check the following points :

- All the points have to be included
- There is no point that not necessary / irrelevant.
- There are no repetitive ideas
- Think again cross check add / delete if necessary

**ii) The writing stage**

Tips for writing effective essays :

- Use a style / tone appropriate to the kind of essay being written (A discursive essay is a presentation of ideas, facts in logical, neutral and balanced form.
- Use an impersonal and formal style.
- Avoid contractions (eg: 'aren't, 'he's etc.,) short forms, idioms, colloquial expression and so on.
- Avoid strong, emotional language (eg: I love English, " I hate exams" etc.,)
- Avoid over generalization (eg: "Slow and steady wins the race")
- Use reliable sources of information for reference.
- Be neutral and make general statements even if one differs in opinion.
- Use liners/connectives/discourse makers to bring out the logic, connect the sentences and paragraphs.
- Use if appropriate, a direct or thought provoking question, a quotation or striking the statement to begin the essay.

**iii) Post - Writing Stage**

- After the first draft, do some basic editing.
- Check for topic sentence.
- Check for cohesion and effectiveness through the use of connections.
- Check against the outline prepared in stage I and the draft of stage II to check whether all the points are covered.
- Check the length, style, points covered and add or delete to make it effective.
- Write the final draft.

**Points to Remember for Writing an Essay**

1. Choose an apt title for the essay. The title is important to convey the main idea of the essay.
2. Brainstorm, prepare an outline and develop the thesis statement. These are important and preliminary steps.
3. Use liners to connect ideas within the essay.
4. Start and end, if you wish, with a quotation, statement or a rhetorical question to make essay impressive.

5. Remember the three stages of writing : Pre-writing, writing, Post - writing.
6. Get your facts right.
7. Be balanced/unemotional/impersonal in tone.
8. Use simple language and appropriate vocabulary and eliminate grammatical errors.
9. Use separate paragraphs (generally, one paragraph for one idea) for different ideas and links them.
10. Pay attention to editing in the post writing stage.

### 3.1.1 Discursive Essay

#### Exercise I

1. Define the term 'essay'. List the types of essays and explain the features of a discursive essay.

*Ans :*

The term 'essay' is derived from Latin through French it means 'to test and to examine'. The main quality of an essay is to examine the ideas on a particular subject. There are four types of essays in general. They are :

1. Narrative
2. Descriptive
3. Discursive (or) expository
4. Argumentative (or) Persuasive

#### Discursive Essay

A discursive essay will normally contain an introduction followed by a series of paragraphs which gradually, through the main body of the essay, build a cohesive argument leading to a concluding statement of the writer's own position on the topic under discussion. This conclusion should be natural, convincing and, at best, inescapable.

#### Features

- Explores an issue or an idea and may suggest a position or point of view
- Approaches a topic from different angles and explores themes and issues in a style that balances personal observations with different perspectives
- Uses personal anecdotes and may have a conversational tone
- Primarily uses first person although third person can also be used
- Uses figurative language or may be more factual

- Draws upon real life experiences and/or draws from wide reading
  - Uses engaging imagery and language features
  - Begins with an event, an anecdote or relevant quote that is then used to explore an idea
  - Resolution may be reflective or open-ended
- 

**2. Explain the pre-writing, writing and post writing stages of a discursive essay.**

*Ans :*

**i) Prewriting**

The pre-writing stage of a discursive essay can be split into three steps. The first step is to think and brainstorm on the given topic. The second stage is jotting down the ideas derived from thinking. The third stage is making outline of the structure of the essay. Generally, the essay has three main paragraphs i.e., introduction, body of the essay and the conclusion of the essay.

The last stage in the pre-writing level is checking. One must check if all the relevant points are included. Delete the irrelevant points and repeated points, if any.

**ii) Writing**

The writing stage begins with the first draft. The ideas must be written in a logical manner. The tone should be neutral and balanced. It should be written in an impersonal style. Avoid colloquial language. Avoid emotional language. Use reliable sources of information.

**iii) Post Writing**

Post-writing stage begins by editing the draft especially focusing on spelling mistakes, mistakes in grammar etc. Check for the topic sentence, cohesiveness and also check whether all the points are covered or not. Check also the length, the style of writing etc. Write the final draft.

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**3. Describe the structure of a five paragraph discursive essay.**

*Ans :*

**The First Paragraph: The Introduction**

The first paragraph will introduce your topic. The introduction is the most important paragraph because it provides direction for the entire essay. It also sets the tone, and you want to grab the reader's attention with interest and clarity. The best way to tackle the introduction is to:

- Describe your main idea, or what the essay is about, in one sentence. You can usually use the essay writing prompt or question to form this sentence.
- Develop a thesis statement, or what you want to say about the main idea. When the writing prompt is a question, your thesis is typically the answer to the question.
- List three points or arguments that support your thesis in order of importance (one sentence for each).
- Voila! You've just written your introductory paragraph.

### **The Second, Third and Fourth Paragraphs: Supporting Details**

These three paragraphs form the body of the essay. They provide details, such as facts, quotes, examples and concrete statistics, for the three points in your introductory paragraph that support your thesis. Take the points you listed in your introduction and discuss each in one body paragraph. Here's how:

- First, write a topic sentence that summarizes your point. This is the first sentence of your paragraph.
- Next, write your argument, or why you feel the topic sentence is true.
- Finally, present your evidence (facts, quotes, examples, and statistics) to support your argument.

Now you have a body paragraph. Repeat for points two and three. The best part about introducing your main points in the first paragraph is that it provides an outline for your body paragraphs and eliminates the need to write in transitions between paragraphs.

### **The Fifth Paragraph: The Conclusion**

The concluding paragraph must summarize the essay. This is often the most difficult paragraph to write. In your conclusion, you should restate the thesis and connect it with the body of the essay in a sentence that explains how each point supports the thesis. Your final sentence should uphold your main idea in a clear and compelling manner. Be sure you do not present any new information in the conclusion.

## Exercise II

**Write Discussive essay on the following topics**

### **1. Duties of a good citizen**

India is a great country. The citizens of India are blessed with many rights and also responsibilities. A good citizen is one who is aware of both duties and responsibilities. He or she should perform for the sake of the society and also for the nation. Morality and statesmanship is necessary.

1. He or she should serve the society. Community services, programmes must be organised and he should participate voluntarily to serve others.
  2. Honesty and sincerity is necessary.
  3. Obey the law, norms and rules.
  4. He or she should enhance the right of other's by his behaviour.
  5. a) Respecting others  
b) Protecting the property of others
  6. Adoptability, flexibility and responsibility of his actions
  7. Observation of the environment.
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### **2. Education as Empowerment**

*Education* may be defined as the process of facilitating learning or acquiring knowledge, skills, values, beliefs, and habits. Education as human endeavour is said to be an empowering agency. It helps humanbeings build a better world with their knowledge, skills and values. It is widely accepted that true education has the power to help us reduce poverty and inequality that exist in our society. Education enables the marginalized people to claim their status as full participating members of a community in the economic, social, political and cultural spheres. Hence education can be equated with empowerment.

Firstly, education is useful in enhancing one's social status. Human history is replete with so many instances where an educated person always enjoyed high social regard. For example, people like, Kalidas, Aryabatta, Charaka, Annamayya, etc., were respected in their contemporary society.



Secondly, education empowers its possessor with financial growth. Educated people are sought after by the prospective employers, since the knowledge and skills associated with education play a crucial role in setting up a human organisation and its smooth administration. It is quite natural that the more the educated, the more the chances of getting employed and getting more associated salary and emoluments.

Thirdly, education also empowers people politically. Education provides the required awareness about the nature of governance, constitutional provisions, parliamentary procedures, peoples' aspirations, rights and duties of citizenry. The trained and aware citizenry is the hallmark of any democratic dispensation.

Hence education empowers people with social status, wealth and economic stability, and also provides with political empowerment. It helps us in preserving our culture and tradition. There is a high difference between the educated and the uneducated in many ways. Therefore education plays an empowerment role, and helps us realize a variety of human capabilities and make the world better to live in.

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### 3. Privatisation of Education

With the advent of New Economic Policy 1991, the many sectors of the Indian economy have been liberalised, privatised and globalised. Education is one of such sectors opened up for the private players. Privatization of Education refers to private ownership of educational institutions-schools, colleges and universities and keeping them under private management and control. It breaks the state monopoly in education sector. The effect of privatization of education, like many other sectors, is slowly being felt in India.

Since our independence, the responsibility for expansion and development of education has been largely on the governments. With development of the society and an increase in its economic capacity, it becomes obligatory for the state to increase its allocation of resources to the education sector. Education has recently given the status of fundamental right and now the government is mandated to provide free, and compulsory education to all children under the age of 14; higher education for its citizens so that they can lead quality life; and equal opportunities for education to those who belong to the weaker sections of the society.

Over the years, education has become one of the fastest growing service sectors in the Indian economy. Our government's spending on education in India was limited to 3.3% of its GDP in 1999-2000 while the average spending on education by the top

100 countries in the world was 5.24% of their GDP. Instead of spending more to expand and strengthen the public-funded education institutions, the Indian governments, irrespective of the political affiliations, have started resorting to allow the private players into education sector.

With the changing priorities of the government, public education is slowly losing its strength and giving way to the private sector. The state is no longer coping with the situation where the private players are to take up the responsibility of providing education. Some people are looking towards privatization of education as a panacea.

Education is a necessity for human development. Since the government feels that it is unable to find the funds required for it, and wants to create a competitive environment for public-funded educational institutions, privatization may seem to be the only answer. However, the state should provide safeguards to ensure the educational needs of the weaker sections of the society who have been hitherto deprived of education. And the governments should not forego their responsibility towards them.

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#### **4. True Friendship**

A friend in need is a friend indeed. A friend is a companion and partner to share happy and sorrowful moments of life. Through friendship one can forget all the pains and gets new energy with lot of enthusiasm. Friendship needs trust and understanding. It enhances life and pushes us to new horizons to explore. The needful help and support can be gained by friendship. In scriptures the ideal friendship is between Lord Krishna and Arjuna. Nowadays "Twitter" is used for passing on and sharing the opinions. Friendship enhances strength, encouragement and motivation.

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#### **5. Technology and Human Relationships**

The rapid technological advancement has brought about significant changes in human lives, especially in their relationships. The latest technologies such as social media and online gaming, have turned this world into a "global village" but the way humans interact with each other, the types of relations and their importance has changed a lot. There is a perception that human relationships are getting weakened with wide use of technology, especially, widespread use of the social media platforms such as Facebook, WhatsApp, Twitter, etc.

Firstly, technology provides an opportunity for virtual reality, i.e., hyper reality. This hyper reality seems to be more real than the reality. Those who are habituated to the use of addictive technology, tend to prefer more the virtual reality and unintentionally lose the value of human touch and human relationships.

Secondly, technology has brought us closer and reduced the physical distance between people. However, in reality, it has taken us away from each other. With addiction to technology, people are moving towards isolated and individualistic life even in the presence of other people. For instance, let us imagine a situation where a family is at the dining table with sumptuous food to eat. While having their breakfast, the daughter and the son are immersed in their mobile phones, chatting with their friends on WhatsApp. The father has a smart phone in his hands, reading the e-newspaper. The mother is searching for the recipe for preparing a new food item. Here in this context, all the members of the family are physically close and virtually "socializing" but are psychologically emotionally at distant from each other. The situations like this are quite common these days.

Thirdly, the advancement in technology has brought us close. However, it is also taking away us from each other. Until, the later part of the twentieth century, the means of communication were limited such as writing letters or sending telegrams. The number of people one knew of was limited. At that time, one might not know the person living on the other side of globe. But they talked and interacted with each other and understand each other. Today, one knows the person who lives several thousand miles away through social media but sadly, one does not know his or her next door neighbour. People now seem to be spending more of their time on either on social media or in playing online video games.

Technology is widely accepted as an enabling agent for realisation of human capabilities. However, if not used properly, it can spoil the very human capabilities. Now is time to realise the harmful impact of the negative use of technology on human relationships and train the young mind to use it in a positive manner.

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### 6. Peaceful Coexistence

To be peaceful is a great mental state and adjustment and co-operation is necessary for peaceful co-existence in life. This is possible by understanding and rising to different situations. We should live in the right way and also allow other to live live and let live is a meaningful slogan in daily life. Peace prevails only when hearts unite together. We should try to listen others problems and also we should express our own facts and ideas. An open mind and a loving heart can create cecellency around the atmosphere. Peaceful existence is so desirable for a long and comfortable life.

### 7. India's Plural Culture

India has a rich culture of diversity and is known as a "land of unity in diversity" for its vibrant diverse culture. Historically, India has absorbed and assimilated into its own many religions, cultures and other varied identities. India is blessed with different traditions, and customs. Be it in religions, races, languages, intellectual achievements, performing arts, our country has made us a vivid and colourful; rich and diverse nation. The pluralistic culture of our country can be explained as follows:

Firstly, India is a land of many religions. Major religions such as Hinduism, Buddhism, Jainism and Sikhism were born in this land and spread all over the world. Over 80 per cent of the people follow Hinduism; the other faiths are also respected. The Constitution of India proclaims itself as secular and treats all religions equally. The people of different faiths live harmoniously in this country, though there are testing times with religious turbulences.

Secondly, our country is a land of multiple languages. According to an estimate, more than 19,500 mother tongues are spoken in India. However, the Indian Constitution has officially recognized 22 languages. Besides English, Hindi is treated as official language. Barring some anti-Hindi movements in the southern parts of the country, the people of this country with diverse linguistic background co-exist with a sense of brotherhood.

Thirdly, India is a land of many races. Indians consist of Aryans, Dravidians, Mongoloid, etc. However people of different races feel oneness in their racial plurality. The plural culture of India can also be witnessed in terms of diverse climatic conditions, food habits, dressing, and celebration of different festivals and even in political viewpoints.

Thus, the unity in diversity is the hall mark of India's pluralistic culture. People of this country enjoy the comingling and assimilation into Indianness, making this land multicultural nation which can be an example of how 'plurality lives together in singularity' in the present strife-torn world.

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### 8. Meaningful Life

The question 'what makes our life meaningful?' is difficult to answer. In the pursuit of their life, human beings are always confronted with this question. The meaning of life may vary from person to person and from perception to perception. Some people try to find the meaning of life in wealth; some others try to find it in name and fame;

some more in health; and some others in spirituality. In this essay, an effort is made to look at the meaningful life through two different perceptions: the perception of spirituality and philosophy, and the perception of worldliness (material happiness).

From the perception of life through the lenses of philosophy and spirituality, the ultimate goal of our existence and the purpose of human race is the development of spiritual and moral character of an individual. In one situation, people can make their life meaningful through their activities. For example, a person can see the meaning of his or her life in pursuit of happiness and well-being; and in other situation, such as hostile environments of existence, life may assume different meaning. In some other situations, life is an eternal struggle to chase our dream, in contrast to tranquillity and harmony.

From the perception of worldliness, the meaning of life assumes altogether different proposition. For those who are fully involved in world affairs, the life is meaningful when we put our efforts in the pursuit of material happiness. This perception of life entirely depends on the notion of non-existence of life after death. Those who believe in this perception feel that whatever life offers in this world in terms of satisfying material needs should be enjoyed without any complaint. For them, fulfilment of material happiness makes life meaningful.

However, it is very difficult answer the question of 'what makes our life meaningful. We may conclude that life is meaningful if we realise our potential and use our energies to make this world better to live in, giving voice to the voiceless; and power to the powerless. We may make our life meaningful in serving the humanity-*manavasevemadhavaseva*.

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### 9. India since Independence

Since independence, India has achieved a lot of success in many areas, however with some exceptions. Ever since India attained independence from the British in 1947, there were misconceptions about the ability of the Indians to run their own country after freedom. However, the Indians have not only dispensed with the misconceptions but have also attained excellence in the field of agriculture, education, health, space and nuclear technology, and information and communication technology (IT). However, there are certain areas we are still lagging behind the world.

First and foremost thing that India has achieved after independence is the upholding of democratic traditions. Presently, India is the world's largest democracy. Since independence, India is the only country in the entire Asia that has remained

democratic; the only exception to this is the brief period of the Emergency in 1975-76. Many in the world were doubtful about the viability of democracy in India. Their belief was further strengthened when several countries in the region, including Pakistan, failed as democracies and chose authoritarian and militarist regimes. However, India has crossed almost seventy year as a democracy. In India, it is the ballot, and not the bullet, that reigns supreme.

The second thing that India can be proud of is its self-sufficiency in food production. Immediately after independence, India was not in apposition to feed its own people and in dire need of food imports. The Green Revolution of 1960's has brought technology into the Indian agricultural sector. This has resulted in massive scaling up of food produce, leading to stocks to fend off any untoward situation. Now our country is in a position to export food to other needy countries. India's contribution to the UN Food Programme to support the poor countries is well-appreciated.

The third thing that India has achieved after its independence is its advancement in the field of science and technology, especially in the area of information and communication technology. We are the leading nation in proving the IT and ITES to the world. Our self-sufficiency in the nuclear and space technology is known to the entire world.

However, India is still struggling with its own inhibitions such as caste and religious strife. Some deficiencies in our democracy, illiteracy, poverty and inequalities in the society are some of the failures of India even after its independence. Still we are a nation in the making and have miles to go before we take rest.

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### **10. Globalisation and its Impact**

Ever since the collapse of the Soviet Union in 1990's, the world has moved towards more liberal and private view of economies. It was in that context, the advent of 'globalization' as a concept and practice has assumed importance. The term 'globalisation' is used to describe the growing interdependence of the world's economies, cultures, and populations. Globalisation has brought about by the seamless cross-border trade in goods and services, technology, and flows of investment, people, and information. It has transformed the entire world as 'global village'. The amalgamation of varied activities associated with 'globalisation' has influenced the entire human race in one way or the other. The impact of globalisation may be explained in the following:

Globalisation has offered an opportunity to move goods, services, investment and people from country to another without any restrictions. It created the world as one market for all. Some goods, which were hitherto not available to some countries,

started reaching to the needy throughout the world. Investment has become cheaper for the developing countries, like India and contributed in their development. Globalisation has also provided safeguards for the poor and least developed countries in terms of preferential tariffs. With the seamless movement of people from part of the globe to another, cultures and traditions have got into constant contact. Influencing and getting influenced has happened, leading to formation of multi-cultural and cosmopolitan cultures. Food habits, dressing, popular cultures such as movie, entertainment, etc., have been in constant change which makes it easier to understand each other.

On the negative side of it, globalisation has its own limitations. All is not well with it. Especially, globalization does not hold the same benefits for all members of the global community. Too much interdependence of economies has made some countries at disadvantage. It holds more benefit for members of developed nations such as the USA, the U.K. etc., while many developing nations are deprived of their rightful place in trade and business. Influx of goods and services into the developing countries has not only eroded economic independence of these countries but also affected their political independence. Due to the disorder created by globalisation, the poor are getting poorer; the rich getting richer- poverty increased, inequality increased, and world peace disturbed.

Every coin has two sides and similar is the case with globalisation. Globalisation has offered plenty of opportunities for many disadvantaged countries. It also provides a level playing field for individuals who can now venture into the world markets to explore their possibilities. Still globalisation has its own limitations.

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### **11. Protection of Bio-diversity**

Biodiversity refers to the variety and variability of both terrestrial and aquatic life on Earth. It is typically a measure of variation at three levels-genetic, species, and ecosystem. It is because of human intervention in the form of industrialisation, urbanisation, and human induced climate change and global warming that the biological diversity is getting disturbed. As the result, some of the species which once existed on the earth have now become extinct; some are endangered; and some others are on the brink of extinction. It is in this context, protection and conservation of biodiversity is the vital measure for the survival of various species, including the human being, on the planet Earth.

Conservation of biodiversity is possible when we take measures for protection and preservation of the flora and fauna on the Earth. Through a variety of protective

measures, the richness of ecosystem can be conserved and quality of human life, including life of the other species improved. We the human beings should ensure equilibrium in the well-established food chains in different ecological habitats.

Protection of biodiversity is possible if we adopt more sustainable development models that minimize our intervention in the natural ecosystem. It is now a well-established fact that human activities in the form of the industrial revolution, ever-expanding improper urbanisation, pressure on natural resources, have severely affected the conservation of biodiversity. As the result, deforestation; high level of air, water, sound, and soil pollution; global warming, extreme weather conditions such as frequent floods, famines, threat of locust, rise of sea and ocean levels, etc., are disturbing the whole ecological balance. Sustainability is the only panacea for the impending disaster for biodiversity.

Serious steps need to be taken in order to protect and conserve biodiversity. Especially, human beings should realise that every single class of flora and fauna possesses its unique place in the environmental and ecological structure and helps others survive. It is a win-win situation for everyone and it should not be one's survival as others' extinction, but the extinction of all. For example, if a single species gets extinct from the food chain, it will affect the other species that survive on the former and eventually gets on the queue of destruction. The richer the biodiversity in an ecosystem, the healthier will be the species living in them. Hence, sustainable development is the only measure to protect the endangered biodiversity. Live, let others and posterity to live.

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## 12. Nature and its important

A life intune with nature is serene peaceful and balanced. In oldens days people used to live according to natural laws. Nature takes care of eco-system in a creative way

1. The learning method takes place naturally
2. Health aspect improves fastly quick recovery for patients
3. The aspects of food, hygene and thinking power, inner peace all depend on natural life

### Natural Sources

Oceans, rivers, mountains, seas all take park in maintaining natural eco-balance and life sustainability. Forest conservation, greenary maintenance is important. In ozone protection, river purification and strategies to protect environment are necessary.



### 3.1.2 Argumentative Essay

#### Exercise I

##### 1. Explain the features of an Argumentative Essay.

*Ans:*

##### **Features of argumentative essay**

- The purpose of argument in writing is to convince or move readers toward a certain point of view, or opinion.
- An argument is a reasoned opinion supported and explained by evidence. To argue, in writing, is to advance knowledge and ideas in a positive way.
- A thesis that expresses the opinion of the writer in more specific terms is better than one that is vague.
- It is essential that you not only address counterarguments but also do so respectfully.
- It is also helpful to establish the limits of your argument and what you are trying to accomplish through a concession statement.
- To persuade a skeptical audience, you will need to use a wide range of evidence. Scientific studies, opinions from experts, historical precedent, statistics, personal anecdotes, and current events are all types of evidence that you might use in explaining your point.
- Make sure that your word choice and writing style is appropriate for both your subject and your audience.
- You should let your reader know your bias, but do not let that bias blind you to the primary components of good argumentation: sound, thoughtful evidence and respectfully and reasonably addressing opposing ideas.

**2. Compare and contrast Discursive and Argumentative essays.**

*Ans :*

Discursive Essay	Argumentative Essay
1. The questions end with "Discuss".	Questions end with "Do you agree?"  Alternative, they might compel writers to make a stand through the use of absolute terms such as "always", "definitely" etc.
2. Focus is on explaining one's perspectives and thoughts.	Focus is on making a stand on an argument and providing elaboration and examples to reinforce this stand.
3. Writing is often balanced, with arguments on both sides of the issue.	Writing is often inclined towards the writer's stand and often offers a counter argument, of which it is often rebutted.
4. Focus is more on the expression and clarity of the writer's thoughts and perspectives.	Focus is more on being persuasive, convincing the readers to the writer's point of view.

**3. Describe the structure of three - paragraph argumentative essay.**

*Ans.*

**The Structure of an Argumentative Essay**

- The introductory part may begin with a general statement on the given topic but by the end of the topic should be in line with the writer's position.
- The body should contain all the cons of the topic in one paragraph and proving the falsity with the pros in the next paragraph.
- The role of linkers and cohesive markers is important in effecting a smooth transition of ideas within the paragraph and among the paragraphs.
- Conclusion should be logical and effective and should arise out of the arguments provided in the preceding paragraphs.

- The writers tone should remain logical and balanced. He or she should use an emotinal personal tone except for espressing individual opinion or clarifying the stand taken.

There are three possible structures of an argumentative essay.

### **Structure I**

Para 1 : Introduction

Para 2 : Supporting argument 1

Para 3 : Supporting argument 2

Para 4 : Opposing argument or argument with refutations

Para 5 : Conclusion

### **Structure II**

Para 1 : Introduction

Para 2 : Opposing argument or arguments with refutations.

Para 3 : Supporting argument 1

Para 4 : Supporting argument 2

Para 5 : Conclusion

### **Structure III**

Para 1 : Introduction

Para 2 : Opposing argument 1 and refutation

Para 3 : Opposing argument 2 and refutation

Para 4 : Opposing argument 3 and refutation

Para 5 : Conclusion

### **EXERCISE II**

Using either the three-paragraph or the five-paragraph method, develop the following hints into argumentative essays and give suitable titles.

1. **Treating women as objects Patriarchy: women as property Popular culture: portrayal of women in popular cinema, media and advertisements Religion: women as impure and inferior Violence in society and violence against women Need for gender sensitization Teaching non violent behaviour Changing gender stereotypes Awareness through education.**

*Ans :*

Since time immemorial women is treated as an object. She is an in many forms like house wife, mother, servant, sex object and so on. She is used as stage properly in popular culture. The portray of women in cinemas, media and advertisements reflects various stages of victimisation and exploitation. Father and husband take decisions at institutional level and they execute the things without the consent of women. Even in religious level women is portrayed in victimised status. It is understood that violence in society is violence against women. They are impure in all aspects and inferior to men. It is high time to recognise the need of women empowerment. This can be possible through the promotion of creating awareness among the women the need of education. Mere stereotype characters will not help you in any way. Men have to develop the sensitive attitude of non-violent behaviour.

2. **Lack of family time Distractions - Modern age communication technologies and devices Internet, smart phones and selfie mania Sleep disorders Accidents Behavioural changes Radiation risks Unrealistic aspirations Increasing crime - Social cost of economic and technological progress.**

*Ans:*

We are living in jet speed life. Man is full of worries, anxieties. He has no time to establish good relation with others. He uses all the time a mono syllabic words. His communicative abilities are distracted by several drawbacks like using cell phone, using internet and other communication technologies. As a result he kills his imaginative and creative power. He at great risk. His behavioural pattern changes cynically. He is man without voice. He imitates crime and allows himself to grow unrealistically. He is standing in the way of National progress and true spirit of technological progress.

**Exercise III**

Using either the three-paragraph or the five paragraph method, write argumentative essays on the following topics:

**1. Should Schools do away with Homework ?**

*Ans.*

Homework is a must for children because it enhances the motor skills learning takes place fastly. It is old practice traditionally followed by 'Gurukula system'.

**The Role of the School**

If teaching is qualitative and methodical the child need not have homework from the school curriculum. He should not be burdened by it but it should enhance his learning process.

**Home Work in holidays**

In traditional way of learning abundant quantitative level of homework is entrusted to children. It is done mostly by other members in the family hence the child can not be benefitted by it.

**Sincerity and Honesty**

Children should be taught values while using cell phones and other technological devices for the homework.

**2. Do ends always justify means ?**

*Ans.*

It depends on the goals, what means one is suppose to select. The goal has to be noble and ideal. One can be highly benefitted by means also. The means is to be an open channel and it should purify and mend the individual.

The approach is also important it depends upon the attitude. In ethics the right means lead to right goal.

Moralitical foundation is most important in imparting education. A society with corrupted minds and criminals cannot sustain by itself. Our heritage and culture and upanishads teaches us to stand by truth and non-violence.

**3. Can one use western gadgets but remain unaffected by of western culture ?**

*Ans :*

Indian Culture, which is one of the oldest and richest cultures in the world with varied languages, customs, beliefs, ideas, taboos, codes, instructions, works of art,

architecture, rituals, ceremonies etc. India's cultural history of several thousands years old and it shows a continuity and subtle change with strong thread of continuity, epitomised in the assimilative power of culture and unique display of 'unity in diversity'. With the conquest of European powers and subsequent British rule in India has had a profound effect of eastern culture on Indian society. Western culture has made its presence in various forms.

Westernization is defined as incorporation of the norms, values and culture of the west into our culture. It has greatly affected our traditions, customs, our family and our respect and love for others. The concept of joint families is fastly decreasing everyone wants to remain aloof from others and has given rise to nuclear families. Marriages are fast breaking down & our tolerance and patience has given the answer.

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**4. Is science always right ?**

*Ans.*

Science itself is beneficial but it depends on the persons who are handling it and on their attitude. The benefits of science are multiple. There are many people in the society blindly following science by experiments and proofs.

They are intellectually stagnated. The society economically and socially. Promoting education and skills is an important aspect to lift them to heights.

Parents while bringing up children can inculcate sensitivity and respect towards them. The attitude towards women can be changed rapidly by using media. The non-cooperative rigid views are to be transformed into co-operative and non-violent and tenderness.

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**5. Should government schools and hospitals be made mandatory for government officials and politicians**

*Ans.*

This policy should not be one that is mandatory for any government employees. There are many facts which we have to think over. The first one is that all government employees cannot send their children to government schools whose standard is at low level.

The government employees must have good and well equipped hospitals for their hygiene and secured life. For residential purpose government employees cannot be isolated from other society and live in separate colonies.

The freedom to get qualitative education freed to select the means and ways is for all. India is a diversified country but its constitution is strong and well framed.

**6. Is the right to privacy sacrosanct ?**

*Ans.*

Our is a democratic country. The law and order is highly appreciated. The citizens of India are more powerful to vote and select a government. Privacy of the people should be limited in life. The law is above to it. the law can implemented at any moment to controll the access of the people for the sake of welfare of the society. Ex : The Central Beaura of investigation and other departments of law is always vigilant on the section of the people crossing the lines.

**7. Should private coaching institutions be banned ?**

*Ans.:*

Private coaching institutions are necessary as educational scenario is changing drastically the traditional way of teaching changed. Students face lot of competition for competitive exams. Coaching centres help students to achieve their goals in specified time. Before scantioning recognition or affiliation government should make policy about infrastructure and quality.

Private institutions should not be banned but there should be certain regulation on its management. The financial status of the students varies so graduation or the students with good ranks can be given preference. The fees and the working hours are to be observed.

The commercial purpose need not be encouraged. The burden the stress and strain students in the name of competition is not a healthy sign. Limited and beneficial methodical teaching can support the students to fulfill their aspirations

**8. Is the law always just ?**

*Ans. :*

The law is for the people the down trodden must benefited and encouraged for social upliftment. As India is democratic country law helps us for protecting liberty and fraternity. Sovernity also depends on law. The government should make law helpful to people people should realise the value of constitution. The brotherhood of the people India is possible by following the law. The law is for enhancement of a sound life.

**9. Should religion play any role in public life ?**

*Ans. :*

Religion imparts values in human life. It is important and plays a vital role. The foremost point is character building which is imbibed by religious life.

The code of conduct, the personality behaviour depends on what we learn from religion. We learn the most important aspect i.e., faith from our scriptures. Religions values changes person and purifies the inner most layers of the soul. It transforms animal to human and then divine. Thus religion plays an important role in our life.

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**10. Advertisements benefit the manufactures and not the customer**

*Ans.*

The manufacturing company should maintain quality of the product. Then the company sales can rise and reputation of the company can be sustainable.

Through advertisements company will be benefited. It helps the advertiser. Without quality advertisements cannot support the company's name and fame. Without quality products advertisements are just a waste for the manufacturer. Advertisements brings happiness and information to the customer. Customer's satisfaction depends on the quality and reasonable cost of the product. Advertisements should be attractive and plays a vital role to increase the market sales.

### **3.2 VOCABULARY – IDIOMS**

**1. What is an idiom?**

*Ans.*

An idiom is an expression whose meaning can not be worked out from the words it contains. In an idiom the group of words have a fixed order and as a group, they have a meaning of the individual words in the group.

**Ex :** If somebody is described as a person who has both her feet on the ground, it means she is 'sensible' 'realistic' and practical person.

An idiom is more like a saying or an expression (or a proverb) that is specific to a culture.

**Use**

Idioms are used in informal English. It is advisable to avoid idioms in formal contexts such as academic, scientific and technical writing.



**Exercise I****Choose the Correct Meaning of the Idiom**

1. To pay through the nose
  - a) Doing something correctly or well.
  - b) To pay more for something than its actual worth.
  - c) To show your anger.
  - d) To spend more time or energy on something than is necessary.
2. To take something to heart
  - a) A lot of worry or excitement about a situation that is not important.
  - b) To not allow criticism to worry or upset you
  - c) To allow something to affect or upset you deeply.
  - d) To start behaving in an unacceptable way.
3. To not have the stomach for something
  - a) To be born to rich parents
  - b) To exist with very little money
  - c) To not feel interested, strong or brave enough to do something.
4. On the ricks
  - a) In trouble
  - b) Near failure or defeat
  - c) To do things in the wrong order
  - d) To settle down or become established
5. To show someone the rope
  - a) To annoy someone
  - b) To impress or influence someone
  - c) To put pressure on someone
  - d) To show someone what to do.

### UNIT - III

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6. To see red
- a) To small, visible part of a large problem.
  - b) To become angry
  - c) To be suspicious of what you bear, to not believe everything you bear
  - d) To turn a small problem into a large one.
7. To hold the fort
- a) To accept the good and bad aspects of something
  - b) To be experienced and good at something
  - c) To do a job for some one (e.g. while they are away or busy)
  - d) To make some one or something seem less load or important.
8. To lead someone up the garden path
- a) To be funny or isonic
  - b) To deceive some one (often over a long period of time)
  - c) To embrass someone
  - d) To get out of control
9. To get something off your chest
- a) To do something that harts your self
  - b) To have manythings to do or worry about
  - c) To relase
  - d) To talk about something that has been worrying you for a longtime
10. To take a leaf out of someone's book
- a) To be involved in something
  - b) To be sensible and realistic
  - c) To follow someone's example
  - d) To look after someone to take care of them

**Answers :**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. b | 2. a | 3. d | 4. a | 5. d  |
| 6. d | 7. c | 8. b | 9. c | 10. c |

**Exercise II**

Match idiom in Column I with the meaning in Column II

Column I	Column II
1. If something fits the bill	(a) It has difficulties at the start.
2. If you do something at the drop of a hat	(b) It is not clear until the last moment who will win.
3. If you don't bat an eye	(c) They are in conflict.
4. If something has testing problems	(d) You manage your finances badly
5. If people are at loggerheads	(e) It is not what you believe in
6. If something goes against the grain	(f) It is difficult.
7. If you're penny wise, pound foolish.	(g) You do it without hesitation.
8. If a race down to the wire	(h) It is what is required.
9. If something is like clock work	(i) You show no reaction.
10. If something is not bed of roses.	(j) It is punctual and regular.

**Answer :**

1. (h)    2. (g)    3. (i)    4. (a)    5. (c)  
 6. (e)    7. (d)    8. (b)    9. (j)    10. (f)

### 3.3 GRAMMAR CONNECTIVES

Connectives are variety of words and phrases that can be used to link sentences and organise text. Connectives help in establishing connections within and between sentences.

Connectives help the reader to move smoothly from one idea to another.

**Connectives can be classified into different categories based on the functions they perform.**

- Connectives are used to add further information.

**Example:** Air conditioners use lot of energy. Additionally they cause pollution.

### UNIT - III

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2. Sequencing connectives help develop the logical 'sequence of ideas and show a chronological order.

**Example:** Initially he injected a small amount later he asked his friends invest.

3. Emphasising connectives help highlight in it certain points.

**Example:** Work hard especially if you wish to top the class

4. Comparing connectives show the difference between two ideas

**Example:** I am tall whereas my sister is short.

5. Cause and effect connectives explain why something happens.

**Example:** The girl missed her bus. Consequently, she was late for her class.

5. Illustrating connectives are used to provide examples.

**Example:** (She eat a lot of fruits such as apples, bananas, water melons etc.)

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#### Exercise I

**Choose the appropriate connective**

1. \_\_\_\_\_ we started late, we still arrived in time. (Although/In spite of)
2. Many people in the office tried to help. They were friendly \_\_\_\_\_ (too/as well)
3. I love carom \_\_\_\_\_ my friends prefer cricket. (further more, whereas)
4. \_\_\_\_\_ I didn't know anyone at the party, I left early (As/so)
5. Manu wanted to watch the film, \_\_\_\_\_ he fell asleep halfway through (but, because)

#### Answers :

1. Although    2. too    3. whereas    4. As    5. but

**Exercise II**

**Fill in the gaps with a suitable connective more than one connective may be possible**

1. They took a map along \_\_\_\_\_ they lost their way.
2. She had sprained her ankle \_\_\_\_\_ that, she managed to participate in the dance competition.
3. My handwriting is terrible \_\_\_\_\_ my sister's handwriting is beautiful.
4. She came late to the exam hall \_\_\_\_\_ she forgot to bring a pen.
5. He is a bad driver \_\_\_\_\_ he hasn't had any accidents.

**Answers :**

1. However
2. In spite of
3. whereas
4. moreover
5. yet

**Exercise III**

**Link the sentences in a logical way with an appropriate connective. Do not repeat the connectives.**

1. The firm was doing badly. It was closed.
2. It is your money you can do what you like with it.
3. The programme was cancelled. All the tickets had been sold out.
4. It's very hot. Turn on the air conditioner.
5. I slipped and fell. I fractured my knee-joint.

**Answers :**

1. The firm was doing badly. **As a result** It was closed.
2. It is your money **certainly** you can do what you like with it.
3. The programme was cancelled **eventhough** all the tickets had been sold out.
4. It's very hot **hence/so** turn on the air conditioner.
5. I slipped and fell **as a result** I fractured my knee-joint.

### Exercise IV

**Read the sentence and correct the errors in the use of connectives.**

1. I will call you *wherever* I have the results.
2. You keep my books *when* you like.
3. My sister went shopping *Moreover* she didn't buy anything.
4. My nephew is good at languages. *Because* my niece is good at maths.
5. It was getting late. *Though* the guests didn't leave

**Answers :**

1. after
2. As long as
3. however
4. whereas
5. But

### Exercise V

**Re arrange the jumbled sentences in a proper order using the hints provided by the connectives ( in italics)**

Accident on NH 65

1. On Friday night, *two buses* collided in heavy rain on NH 65.
2. *One* was a sleeper bus going to Hyderabad.
3. *The other one* was a Volvo Bus in which a marriage party was travelling from Hyderabad to Pune.
4. Both the vehicles suffered considerable damage, *though*
5. *In spite of this* damage, the two vehicles managed to reach the nearby depot.
6. *Luckily*, there was no loss of life, but the drivers and five passengers sustained minor injuries.
7. Eye – witnesses said that *neither of the vehicles* was speeding at the time of the accident.
8. *However*, because of the heavy rain, the drivers could not see the danger until a few seconds before the collision,
9. *Consequently*, there was no time for them to avoid the accident.

10. A *spokes person* for the RTA said a committee of enquiry would be setup to investigate the matter and look at the causes.
11. The *official added* that the Principal Secretary, Ministry of Transport, would be leading the committee.

**Answers :**

1. Two buses collided on NH 65 in heavy rain on Friday night.
2. One sleeper bus was going to Hyderabad.
3. A Volvo bus in which a marriage party was travelling from Hyderabad to Pune was the other one.
4. Though both the vehicles suffered considerable damage.
5. The two vehicles managed to reach nearby depot, inspite of this damage.
6. The drivers and five passengers sustained minor injuries but there was no loss of life luckily.
7. Neither of the vehicles was speeding at the time of the accident, said the eye witnesses.
8. The drivers could not see the danger until a few seconds before the collision because of the heavy rain.
9. To avoid the accident consequently there was no time.
10. "A committee of enquiry would be setup to investigate the matter and look into the causes said *spokes person* for the RTA.
11. The Principal Secretary Ministry of transport would be leading the Committee, the official added.

**FACULTY OF ARTS, SCIENCE, MANAGEMENT & SOCIAL SCIENCE**  
**B.A/B.Com/B.Sc/BBA/BSW II Year III - Semester (CBCS) Examination**

**December - 2017**

**GENERAL ENGLISH Paper - III**

Time: 3 Hours]

[Max. Marks: 80

**PART - A (5 × 4 = 20 Marks)**

**Note:** Answer any **FIVE** of the following questions.

**1. Answer as directed.**

- a) This is not an exhaustive list of antonyms. (Give the synonym of the underlined word).
- b) When the army advances, the enemy \_\_\_\_\_. (Give the antonym of the underlined word).
- c) He came \_\_\_\_\_ the room. (Fill in the blank with a suitable preposition).
- d) This cloth is inferior than that. (Correct the sentence).

**2. Answer as directed.**

- a) I have to stop on the way fill my car with gas. (Replace the underlined American English word with a British word).
- b) In the UK, you wear trousers; in the US, you wear \_\_\_\_\_. (Fill in the blank with appropriate word in American English).
- c) An application for the new job was sent by her. (Rewrite the sentence beginning with "She...").
- d) The student wrote an interesting story. (Rewrite the sentence beginning with "An interesting story...").

**3. Answer as directed.**

- a) My boss called back the meeting because of heavy rain. (Correct the particle in the underlined phrasal verb).
- b) She takes off her father. Both love to read books. (Correct the particle in the underlined phrasal verb).
- c) Each one of those books \_\_\_\_\_(is/are) a classic. (Fill in the blank with correct form of the verb given in brackets.)
- d) Here is my car keys. (Correct the verb form).



**4. Answer as directed.**

- a) The Idiom "to see red" means \_\_\_\_.
- b) The idiom "no bed of roses" means \_\_\_\_.
- c) \_\_\_\_ (Although/In spite of) we started late, we still arrived in time. (Choose the appropriate connective.)
- d) It's very hot. Turn on the air conditioner. (Combine the two sentences into one using an appropriate connective.)

**5. Answer as directed.**

- a) To 'hammer out a deal' is to \_\_\_\_ (reach/come across) a deal. (Choose the appropriate option).
- b) The term used to describe sensational news reporting is \_\_\_\_ (yellow journalism/trial balloons.) (Choose the appropriate option).
- c) They wanted to know what was my name ? (Correct the sentence).
- d) My sister said. "I don't like sugar in my coffee." (Change into reported speech).

**6. Answer the following :**

- a) "O why lament its fall ?" Whose fall is Bronte referring to in the poem "Life"?
- b) According to Bronte's "Life", why should we not lose hope?
- c) What was the 'mistake' of the aerial messenger in the story "A Wrong Man in Workers' Paradise"?
- d) In "A wrong Man in Workers' Paradise", what did the girl do after taking home the painted pitcher?

**7. Answer the following :**

- a) In the poem "Punishment in Kindergarten", why was the speaker called a peculiar girl ?
- b) Who was the "blue-frocked woman" in the poem "Punishment in Kindergarten"?
- c) According to R.K. Narayan, which country has given up formalism in the use of English?
- d) Who, according to R.K. Narayan, has used English so far in India ?

**8. Answer the following :**

- a) In "As I Grew Older", what does Hughes compare his dream to ?
- b) What made Hughes forget his dream ?
- c) What, according to Ambedkar, is social democracy?
- d) What according to Ambedkar are the " two things" that are completely absent in the Indian society?

**PART – B (5 × 12 = 60 Marks)**

**Note:** Answer the following in about **300** words each.

9. (a) Explain the attitude to life that Charlotte Bronte recommends in the poem "Life".

**OR**

- (b) Discuss Tagore's use of irony in "A Wrong Man in Workers' Paradise".

10. (a) What was the punishment given to the girl in "Punishment in Kindergarten"? Why did she consider it a punishment?

**OR**

- (b) How and when, according to Narayan, will a Bharat brand of English emerge in India ?

11. (a) Bring out the central idea of the poem "As I Grew Older".

**OR**

- (b) What, according to Dr. Ambedkar, are the three things that India must do in order to remain a democracy ?

12. (a) Write a discursive essay on "True Friendship".

**OR**

- (b) Write an argumentative essay on the topic "Advertisements benefit the manufacturer, not the customer".

13. (a) Write a progress report on your collection of data about school dropouts in the colonies around your college.

**OR**

- (b) Write a media report on Students take out a rally in support of boycotting boycotts.

## Answers

**PART - A (5 × 4 = 20)**

1. a) complete b) retreats  
c) into d) to
2. a) petrol b) pants  
c) she sent an application for the new job  
d) an interesting story was written by the student
3. a) called off b) takes after  
c) is d) are
4. a) to become very angry  
b) not a happy and comfortable state  
c) Although  
d) As it is very hot, turn on the air conditioner
5. a) reach  
b) yellow journalism  
c) They wanted to know what my name was  
d) My sister said that she doesn't like sugar in her coffee
6. a) Unit - I, Page No. 2, Q.No. 2  
b) According to Bronte's Life we should not lose hope because hope golden wings strong enough to bear us.  
c) Unit - I, Page No. 9, Q.No. 2  
d) Unit - I, Page No. 11, Q.No. 7
7. a) Unit - II, Page No. 31, Q.No. 4  
b) Unit - II, Page No. 30, Q.No. 2

- c) "Toasted English" is a humorous eassay about the use of English in three countries namely Britain, America and India, America is the country which has given up formalism like passive voice etc., in the use of English.
- d) According to R.K Narayan, English has been used so far in India by three groups of people. One is the group of people in the halls of learning, like universities, colleges and other institutions of learning. The second group can be in the courts of law and justice.
8. a) Out of Syllabus  
b) Out of Syllabus  
c) Out of Syllabus  
d) Out of Syllabus

**PART - B (5 × 12 = 60)**

9. a) Unit - I, Page No. 4, Q.No. 2  
**OR**  
b) Unit - I, Page No. 13, Q.No. 3
10. a) Unit - II, Page No. 39, Summary  
**OR**  
b) Unit - II, Page No. 49, Q.No. 6
11. a) Out of Syllabus  
**OR**  
b) Out of Syllabus
12. a) Unit - III, Page No. 69, Essay No: 4  
**OR**  
b) Unit - III, Page No. 83, Q.No. 10
13. a) Out of Syllabus  
**OR**  
b) Out of Syllabus

**FACULTY OF ARTS, SCIENCE, MANAGEMENT & SOCIAL SCIENCE**  
**B.A/B.Com/B.Sc/BBA/BSW II Year III - Semester (CBCS) Examination**

**May / June - 2018**

**GENERAL ENGLISH Paper - III**

Time: 3 Hours

Max. Marks: 80

**PART – A (5 × 4 = 20 Marks)**

**Note:** Answer any **FIVE** of the following questions.

**1. Answer as directed.**

- a) Benares presents a picturesque maze of narrow streets. (Give the synonym of the underlined word).
- b) Natural dyes are eco-friendly; \_\_\_\_\_ ones are harmful. (Give the antonym of the underlined word).
- c) The principal presided \_\_\_\_\_ the meeting. (Fill in the blank with a suitable preposition).
- d) I prefer reading books than watching TV. (Correct the sentence).

**2. Answer as directed.**

- a) Please clear the baggage from the aisle. (Replace the underlined American English word with a British word)
- b) In the UK, you click your photo; in the US, you take your \_\_\_\_\_. (Fill in the blank with a British word).
- c) By whom were you asked to write? (Rewrite the sentence beginning with "Who...").
- d) The Indian team will pay the game tomorrow. (Rewrite the sentence beginning with "The game.....")

**3. Answer as directed.**

- a) Don't forget to take the room keys when you check off the hotel. (Correct the particle in the underline phrasal verb).

- b) I ran over an old friend of mine at the theatre. (Correct the particle in the underlined phrasal verb)
- c) The news\_\_\_\_\_ (is/are) at seven. (Fill in the blank with correct form of the verb given in brackets.)
- d) Six months are all i have to find a job. (Correct the verb form).

**4. Answer as directed.**

- a) The idiom "on the rock" means\_\_\_\_\_
- b) The idiom "to pay through the nose" means\_\_\_\_\_
- c) \_\_\_\_\_ (Although/In spite of) he worked hard, he could not succeed. (Choose the appropriate connective.)
- d) The firm was doing badly. It was close. (Combine the two sentences into one using an appropriate connective.

**5. Answer as directed.**

- a) To make an "informed" choice is to make a\_\_\_\_\_ (wise/neutral) choice.
- b) A recurring piece or article in a newspaper or magazine\_\_\_\_\_ (editorial/ column) (Choose the appropriate option).
- c) I wondered whether he can help me. (Correct the sentence).
- d) My sister asked my friend, "How old are you"? (Change into reported speech).

**6. Answer the following.**

- a) What is described as "unconquered" in Bronte's poem "Life"?
- b) How do people in Worker's Paradise spend their time?

**7. Answer the following.**

- a) In the poem "Punishment in Kindergarten", who as the blue-frocked woman?
- b) According to R.K. Narayan, what are expressions such as "Tank you" and "Excuse me" example of ?

**8. Answer the following.**

- a) In "As I Grew Older", what does Hughes compare his dream to?
- b) What are the two thoughts that come to Ambedkar's mind on the eve of january 26, 1950 ?

**PART – B (5 × 12 = 60 Marks)****Note:** Answer the following in about **300** words each.

9. (a) Describe the effect of the imagery in Charlottes Bronte's poem "Life".

**(OR)**

- (b) Explain the central idea of Tagore's "A Wrong Man in Workers Paradise".

10. a) Summarize the speaker's experience on a picnic day in "Punishment in Kindergarten".

**(OR)**

- b) What according to Narayan, are the features of American English?

11. a) What is poet's dream in "As I Grew Older"?

**(OR)**

- b) How does Dr. Ambedkar argue that liberty, equality and fraternity are not separate entities but a unit of trinities?

12. a) Write a discursive essay on "India's plural culture"

**(OR)**

- b) Write an argumentative essay on the topic "Should schools do away with homework?"

13. a) Write an evaluation report on online admissions into undergraduates course.

**(OR)**

- b) Write a media report on: Conference held on "Should Colleges become Coaching Centres"?

## Answers

**PART - A (5 × 4 = 20)**

1. a) attractive b) artificial  
c) over d) I prefer reading books to watching TV
2. a) luggage b) picture  
c) Who asked you to write ?  
d) The game will be played by the Indian team tomorrow
3. a) Check out b) ran into  
c) is d) is a
4. a) in trouble  
b) to pay more for something than its actual worth  
c) Although  
d) Since
5. a) wise  
b) column  
c) could  
d) my sister asked my friend how old he is
6. a) Unit - I, Page No. 3, Q.No. 6  
b) Unit - I, Page No. 10, Q.No. 3
7. a) Unit - II, Page No. 30, Q.No. 2  
b) Unit - II, Page No. 44, Q.No. 11
8. a) Out of Syllabus  
b) Out of Syllabus



**PART - B (5 × 12 = 60)**

9. a) Unit - I, Page No. 6, Q.No. 4

**OR**

- b) Unit - I, Page No. 13, Q.No. 2

10. a) Unit - II, Page No. 34, Q.No. 2

**OR**

- b) Unit - II, Page No. 46, Q.No. 2

11. a) Out of Syllabus

**OR**

- b) Out of Syllabus

12. a) Unit - III, Page No. 71, Essay No: 7

**OR**

- b) Unit - III, Page No. 80, Q.No. 1

13. a) Out of Syllabus

**OR**

- b) Out of Syllabus

FACULTY OF ARTS, COMMERCE, SCIENCES, MANAGEMENT AND  
SOCIAL SCIENCESB.A / B.Com / B.Sc / BBA and B.S.W (CBCS) II - Year, III - Semester Examination,  
November / December - 2018

## GENERAL ENGLISH, PAPER - III

Time : 3 Hours]

[Max. Marks : 80

## PART - A - (5 × 4 = 20 Marks)

**Note : Answer any FIVE of the following in about 100 words.****1. Answer as directed.**

- (a) Being courteous costs you nothing. (Give the synonyms of the underlined word).
- (b) When the government changed, his position became precarious  
(Give the antonym of the underlined word).
- (c) The principal advised the staff not to quarrel \_\_\_\_\_ themselves.  
(Fill in the blank with a suitable preposition.)
- (d) The family was praying God.(Correct the sentence).

**2. Answer as directed**

- (a) Where did you buy the drapes? They are beautiful. (Replace the underlined American English word with a British word)
- (b) In the UK, you buy biscuits; in the US you buy \_\_\_\_\_ .
- (c) The experiment was conducted by the science teacher.  
(Rewrite the sentence beginning with "The science teacher...")
- (d) Tony has painted a beautiful picture.(Rewrite the sentence beginning with "A beautiful picture.....")

**3. Answer as directed.**

- (a) My car broke up yesterday when I was coming back.  
(Correct the article in the underlined phrasal verb).
- (b) Hurry off we are getting late. (Correct the particle in the underlined phrasal verb)
- (c) The management \_\_\_\_\_ (Don't/doesn't) know how to treat teachers.  
(Fill in the blank with correct form of the verb given in brackets)
- (d) Neither the student nor the parent know the answer. (Correct the verb form)

**4 Answer as directed.**

- (a) The idiom "hold the fort" means \_\_\_\_\_ .
- (b) The idiom "to get something off your chest" means \_\_\_\_\_ .
- (c) I love carom, \_\_\_\_\_ my friends prefer cricket, (furthermore/whereas)  
(Choose the appropriate connective.)
- (d) It's very hot. Turn on the air conditioner.(Combine the two sentences into one using an appropriate connective.)

**5. Answer as directed.**

- (a) A 'White paper' is an \_\_\_\_\_ (authoritative/authentic) document.  
(Choose the appropriate option).
- (b) The use of detective-like reporting methods to unearth scandals: \_\_\_\_\_  
(investigate journalism/Yellow journalism) (Choose the appropriate option.)
- (c) He told he was Aishwarya's husband. (Correct the sentence).
- (d) She said, "Do you live near the school?" (Change into reported speech).

**6. Answer the following:**

- (a) In Bronte's poem "Life," What do 'sunny hours' refer to?
- (b) What was the mistake of the aerial messenger in Workers' Paradise?

**7. Answer the following:**

- (a) In the poem "Punishment in Kindergarten", who was the blue-frocked woman?
- (b) According to R.K. Narayan, which three countries use English?

**8. Answer the following:**

- (a) In "As I Grew Older", identify the three time frames that Hughes uses.
- (b) According to Ambedkar, which 'two things' are completely absent in the Indian society?

**PART - B - (5 × 12 = 60 Marks)**

**Note :** Answer all the questions in about 300 words.

9. (a) Explain the attitude to life that Charlotte Bronte recommends in the poem "Life".

**OR**

- (b) Describe Tagore's view of the 'scheme of things' in "A Wrong Man in Workers' Paradise".

10. (a) Explain the central idea of the poem Punishment in Kindergarten".

**OR**

- (b) How and when, according to Narayan, will a Bharat brand of English emerge in India?

11. (a) In "As I Grew Older", what is the symbolism of the 'wall' in the context of the poet's racial identify?

**OR**

- (b) What "anxieties" does Dr. Ambedkar express in his speech and what is the basis for his apprehensions?

12. (a) Write a discursive essay on "Protection of bio-diversity".

**OR**

- (b) Write an argumentative essay on the topic "Is science always right?"

13. (a) Write a feasibility report on declaring certain shopping areas no-vehicle zones.

**OR**

- (b) Write a media report on: "Parents want an academic calendar that suits local weather conditions".

## Answers

**PART - A (5 × 4 = 20)**

1. a) polite b) secure  
c) among d) The family was praying to God.
2. a) curtains b) cookies  
c) The science teacher conducted the experiment.  
d) A beautiful picture has been painted by Tony.
3. a) broke down b) Hurry up  
c) doesn't d) knows
4. a) to do a job for someone (e.g., while they are away or busy)  
b) to be frank  
c) whereas  
d) As it's very hot, turn on the air conditioner.
5. a) authoritative  
b) investigative, journalism  
c) He said that he was Aishwarya's husband.  
d) She asked whether he lived near the school.
6. a) Unit - I, Page No. 3, Q.No. 3  
b) Unit - I, Page No. 9, Q.No. 2
7. a) Unit - II, Page No. 30, Q.No. 2  
b) Unit - II, Page No. 42, Q.No. 3
8. a) Out of Syllabus  
b) Out of Syllabus

**PART - B (5 × 12 = 60)**

9. a) Unit - I, Page No. 4, Q.No. 2

**OR**

- b) Unit - I, Page No. 13, Q.No. 3

10. a) Unit - II, Page No. 34, Q.No. 1

**OR**

- b) Unit - II, Page No. 49, Q.No. 6

11. a) Out of Syllabus

**OR**

- b) Out of Syllabus

12. a) Unit - III, Page No. 74, Essay No: 11

**OR**

- b) Unit - III, Page No. 81, Q.No. 4

13. a) Out of Syllabus

**OR**

- b) Out of Syllabus

**FACULTY OF ARTS, COMMERCE, SCIENCE, MANAGEMENT &  
SOCIAL SCIENCE**  
**B.A/B.Com/B.Sc/BBA/BSW II Year III - Semester (CBCS) Examination**  
**June / July - 2019**  
**GENERAL ENGLISH Paper - III**

Time: 3 Hours

Max. Marks: 80

**PART – A (5 × 4 = 20 Marks)**

**Note: Answer any FIVE of the following questions in about 100 words each.**

**1. Answer as directed :**

- a) He was bothered by loud music, (give the synonyms of the underlined word).
- b) Only fools are \_\_\_\_\_; wise people remain modest. (Give the antonym of the underlined word).
- c) His report dealt \_\_\_\_\_ the academic activities of the college. (Fill in the blank with a suitable preposition).
- d) He ordered for a coffee. (Correct the sentence).

**2. Answer a directed:**

- a) Have you been to Radha's apartment yet? (Replace the underlined American English word with a British word).
- b) In the US, you talk on a cell phone, in the UK , you talk on a \_\_\_\_\_. (Fill in the blank with appropriate word in American English).
- c) Sara ran the hurdle race in record time. (Rewrite the sentence beginning with "The hurdle race....").
- d) For the college fest, two skits will be performed by Suma. (Rewrite the sentence beginning with "Suma....").

**3. Answer as directed:**

- a) I look forward for meeting you. (Correct the particle in the underlined phrasal verb).
- b) I don't know where, my phone is. I must look at it. (Correct the particle in the underlined phrasal verb).
- c) Civics \_\_\_\_\_ (was / were) my favourite subject. (Fill in the blank with correct form of the verb given in brackets).
- d) The sale of water and soft drinks increase during summer. (Correct the verb form).

**4. Answer as directed:**

- a) The idiom "to get something off your chest" means \_\_\_\_\_.
- b) The idiom "at Loggerheads" mean \_\_\_\_\_.
- c) Many people in the office tried to help us. They were friendly \_\_\_\_\_ (too / as well). (Choose the appropriate connective),
- d) The firm was doing badly. It was closed. (Combine the two sentences into one using an appropriate connective.

**5. Answer as directed:**

- a) To 'hammer out' a deal is to \_\_\_\_\_ a deal, (reach / come across). (Choose the appropriate option).
- b) An article presenting the opinion of the editors or publishers is called \_\_\_\_\_ (column / Editorial). (Choose the appropriate option).
- c) They wanted to know what was my name ? (Correct the sentence).
- d) They said, "We were planning to visit you next week". (Change into reported speech).

**6. Answer the following:**

- a) According to Bronte's poem "Life", what do life's "sunny hours" refers to ?
- b) What is the effect of the man's creations on the girl and others in the story "A Wrong Man in Worker's Paradise" ?

**7. Answer the following:**

- a) In the poem "Punishment in Kindergarten", who was the blue-frocked woman and what did she do?
- b) According to R.K. Narayan, who has used English so far in India?

**8. Answer the following:**

- a) In "As I Grew Older", describe how Hughes brings together the colour of skin and the state of his mind?
- b) What, according to Ambedkar, are the obstacles in achieving fraternity?

**PART – B (5 × 12 = 60 Marks)**

**Note: Answer the following questions in 200-250 words each.**

9. (a) Discuss the language and tone of Charlotte Bronte's poem "Life".

**OR**

- (b) In Tagore's Worker's Paradise, describe the gradual changes that come in the girl's attitude towards the man.
10. (a) In "Punishment in Kindergarten" what are the things the speaker remembers clearly and vaguely?

**OR**

- (b) According to R.K. Narayan, what are the differences in the use of English among America, British and India.
11. (a) Analyse the imagery of "As I Grew Older", and its relation to its theme.

**OR**

- (b) What "anxieties" does Dr. Ambedkar express in his speech and what is the basis for his apprehensions?
12. (a) Write a discursive essay on "Privatisation of Education".

**OR**

- (b) Write an argumentative essay on the topic "Do ends always justify means"?
13. (a) Write a progress report on the tree plantation drive being carried out in your locality.

**OR**

- (b) Write a media report on the Rising trend of students of professional courses opting to write competitive examinations.



## PART - A

- a) forward to  
b) look for  
c) was  
d) increases  
a) to talk about something that has been worrying you for a long time.  
b) in conflict  
c) as well  
d) The firm was doing badly, So it was closed  
a) reach  
b) editorial  
c) They wanted to know what my name was

**PART - B**

- 9.    a) Unit - I, Page No. 5, Q.No. 3  
      b) Unit - I, Page No. 13, Q.No. 2
- 10.   a) Unit - II, Page No. 37, Q.No. 6  
      b) Unit - II, Page No. 46, Q.No. 3
- 11.   a) Out of Syllabus  
      b) Out of Syllabus
- 12.   a) Unit - III, Page No. 68, Essay No: 3  
      b) Unit - III, Page No. 80, Q.No. 2
- 13.   a) Out of Syllabus  
      b) Out of Syllabus

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**FACULTY OF ARTS, COMMERCE, SCIENCE, MANAGEMENT &  
SOCIAL SCIENCE**  
**B.A/ B.Com/ BBA / B.Sc & BSW II Year III - Semester (CBCS) Examination**  
**November / December - 2019**  
**GENERAL ENGLISH Paper - III**

Time: 3 Hours

Max. Marks: 80

**PART – A (5 × 4 = 20 Marks)**

**Answer any FIVE of the following in about 100 words .**

**1. Answer as directed:**

- a) Dog is a faithful animal. (Give the synonym of the underlined word).
- b) The dessert was awful. (Give the antonym of the underlined word).
- c) He said that the secret success lies in hard work. (Fill in the blank with a suitable preposition).
- d) Write the answers with ink (Correct the sentence).

**2. Answer a directed:**

- a) Please clear the luggage. (Replace the underlined British English word with a American word).
- b) In the US, the elevator is out of order; in the UK, is under repair. (Fill in the blank with appropriate word in American English).
- c) The two skits will be performed by Suma. (Rewrite the sentence beginning with "Suma ...").
- d) Hundreds of tourists see the Charminar every day. (Rewrite the sentence beginning with "The Charminar...").

**3. Answer as directed:**

- a) Hurry on; we are getting late. (Correct the particle in the underlined phrasal verb).
- b) She looks forward for staying with you. (Correct the particle in the underlined phrasal verb).
- c) Each one of those boys (is/are) an expert swimmer. (Fill in the blank with correct form of the verb given in brackets.)
- d) Neither the acting nor the direction were good. (Correct the verb form)

**4. Answer as directed:**

- a) The idiom "to see red" means \_\_\_\_\_.
- b) The idiom "to take a leaf out of someone's book" means \_\_\_\_\_.
- c) Manu wanted to watch the film, \_\_\_\_\_ he fell asleep half way through. (Choose the appropriate connective.)
- d) It is your money. You can do what you like with it. (Combine the two sentences into one using an appropriate connective.)

**5. Answer as directed:**

- a) A \_\_\_\_\_ is one who supplies goods. ( vendor/vandal). (Choose the appropriate option).
- b) If you pay \_\_\_\_\_, it means you pay in advance, (at the front/upfront) (Choose the appropriate option).
- c) I wondered whether he can help me. (Correct the sentence).
- d) The guest said, "I don't like sugar in my coffee." (Change into reported speech).

**6. Answer the following:**

- a) How does Bronte use images of nature?
- b) How do people in Workers' Paradise spend their time?

**7. Answer the following:**

- a) In the poem "Punishment in Kindergarten", why was the speaker called a peculiar girl?
- b) According to R.K. Narayan, which three countries use English?

**8. Answer the following:**

- a) In "As I Grew Older", what does Hughes compare his dream to ?
- b) According to Ambedkar, what is social democracy?

**PART - B (5 × 12 = 60 Marks)****Answer the following in about 300 words each**

9. a) Bring out the central argument of Bronte's poem "Life".

OR

- b) Explain the main idea of Tagore's "A Wrong Man in Workers' Paradise".

10. a) Summarise the speaker's experience on a picnic day in "Punishment in Kindergarten".

OR

- b) Discuss R.K. Narayan's attitude towards American English.
11. a) What is the poet's dream in "As I Grew Older"?

OR

- b) What "anxieties" does Dr. Ambedkar express in his speech and what is the basis for his apprehensions?
12. a) Write a discursive essay on "Meaningful life".

OR

- b) Write an argumentative essay on the topic "Is Science always right??"
13. a) Write a progress report on the "Swacchh Campus" taken up in your college.
- OR
- b) Write a media report on: Rising trend of students of professional courses opting to write competitive examinations.

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## Answers

**PART - A (5 × 4 = 20)**

1. a) loyal  
b) pleasant  
c) of  
d) in
2. a) baggage  
b) the lift  
c) Suma will perform the two skits  
d) The charminar is seen by hundreds of tourists everyday
3. a) up  
b) to  
c) is  
d) was
4. a) to become angry  
b) to follow some one's example  
c) but  
d) since it is your money, you can do what you like with it
5. a) vendor  
b) upfornt  
c) could  
d) The guest told that he like sugar in his coffee
6. a) Unit - I, Page No. 3, Q.No. 7  
b) Unit - I, Page No. 10, Q.No. 3
7. a) Unit - II, Page No. 31, Q.No. 4  
b) Unit - II, Page No. 42, Q.No. 3

8. a) Out of Syllabus  
b) Out of Syllabus

**PART - B (5 × 12 = 60)**

9. a) Unit - I, Page No. 6, Q.No. 5

**OR**

- b) Unit - I, Page No. 16, Summary

10. a) Unit - II, Page No. 34, Q.No. 2

**OR**

- b) Unit - II, Page No. 47, Q.No. 4

11. a) Out of Syllabus

**OR**

- b) Out of Syllabus

12. a) Unit - III, Page No. 71, Essay No: 8

**OR**

- b) Unit - III, Page No. 81, Q.No. 4

13. a) Out of Syllabus

**OR**

- b) Out of Syllabus

**FACULTY OF ARTS, COMMERCE, SCIENCE, MANAGEMENT &  
SOCIAL SCIENCES**

**B.A./B.Com./B.Sc. / BBA / BSW III - Semester (CBCS) Examination**

**GENERAL ENGLISH**

**MODEL PAPER - I (GUESSED PATTERN)**

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Time: 3 Hours

Max. Marks: 80

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**PART - A (5 × 4 = 20 Marks)**

**I. Answer any four of the following :**

**1. Answer as directed.**

- a) The handmade chocolates were \_\_\_\_\_. (Choose the appropriate word from delectable /dazzling.)
- b) The dog is a faithful animal. (Write an appropriate synonym for the word in italics.)
- c) The principal presided \_\_\_\_\_ the meeting. (Fill in the blank with appropriate preposition.)
- d) The chief guest congratulated the students \_\_\_\_\_ their performance. (Fill in the blank with appropriate preposition.)

**2. Answer as directed.**

- a) Where did you buy the curtains? They are beautiful! (Replace the American English word in italics with a British English word.)
- b) In London, you buy biscuits at the confectioners; in the US, you buy \_\_\_\_\_ .
- c) Hari ate six puris at dinner. (Convert the sentence into the passive voice.)
- d) A beautiful picture was painted by Tony. (Convert the sentence into the active voice.)

**3. Answer as directed.**

- a) To pay through the nose (Choose the correct meaning of the idiom.)
  1. Doing something correctly or well
  2. To pay more for something than its actual worth
  3. To show your anger
  4. To spend more time or energy on something than is necessary



- b) On the rocks (Choose the correct meaning of the idiom.)
1. In trouble
  2. Near failure or defeat
  3. To do things in the wrong order
  4. To settle down or become established
- c) \_\_\_\_\_ we started late, we still arrived in time. (Correct the appropriate connective from Although /So)
- d) The firm was doing badly. It was closed. (Link the sentences in a logical way with an appropriate connective.)

**4. Answer as directed.**

- a) Disappointment was writ large on his \_\_\_\_\_ face. (Choose the appropriate word from beautiful /handsome.)
- b) When the army advances, the enemy \_\_\_\_\_. (Fill in the blank with the appropriate antonym for the word in italics.)
- c) I ordered for a coffee. (Correct the common error in the use of preposition in the sentence.)
- d) This paper is inferior than that. (Correct the common error in the use of preposition in the sentence.)

**5. Arrange the following sentences in a logical sequence.**

- a) The elevator is out of order. Please use the stairs. (Replace the American English word in italics with a British English word.)
- b) In the US, you take a cab; in the UK, you take a \_\_\_\_\_.
- c) My friend has completed the work. (Convert the sentence into the passive voice.)
- d) The wildlife was destroyed by the forest fire. (Convert the sentence into the active voice.)

**6. Expand the following topic sentence into a paragraph.**

- a) If something is no bed of roses, \_\_\_\_\_. (Write the meaning of the idiom.)
- b) If a race goes down to the wire, \_\_\_\_\_. (Write the meaning of the idiom.)
- c) I love caroms, \_\_\_\_\_ my friends prefer cricket. (Correct the appropriate connective from furthermore /whereas)
- d) It is your money. You can do what you like with it. (Link the sentence in a logical way with an appropriate connective.)

**PART – B (3 × 20 = 60 Marks)**

**II. Answer the following questions in about 300 words each.**

7. (a) Examine the poet's views of life expressed in her poem 'Life' and how it differs from conventional wisdom.

**(OR)**

- (b) The man indulged in "mad" whims and "wasted" his time painting. From whose point of view are these terms used? What is the author's attitude towards the man and his preoccupations?
8. (a) What is the central idea of the poem, "Punishment in Kindergarten"? How does the poet express it?

**(OR)**

- (b) Narayan refers to muffins at the beginning of the essay. Does he say anything more about them later in the essay? What is the real subject of the essay and how is the title related to the subject?
9. (a) Write a discursive essay on "Privatization of education".

**(OR)**

- (b) Write an argumentative essay on "Should schools do away with homework?"

## Answers

### PART - A

**I. Answer any four of the following :**

**1. Answer as directed.**

- |               |          |
|---------------|----------|
| a) delectable | b) loyal |
| c) over       | d) on    |

**2. Answer as directed.**

- a) Where did you buy the drapes? They are beautiful!
- b) cookies
- c) At dinner, six puris were eaten by Hari
- d) Tony painted a beautiful picture.

**3. Answer as directed.**

- a) To pay through the nose - To pay more for something than its actual worth
- b) On the rocks - Near failure or defeat
- c) Although
- d) The firm was doing badly **so it** was closed.

**4. Answer as directed.**

- |                                     |   |
|-------------------------------------|---|
| a) handsome                         | b) retreats                               |
| c) I ordered <b>a cup of</b> coffee | d) This paper is inferior <b>to</b> that. |

**5. Arrange the following sentences in a logical sequence.**

- a) The lift is out of order. Please use the stairs.
- b) taxi
- c) The work has been completed by my friend.
- d) The forest fire destroyed the wildlife.

6. Expand the following topic sentence into a paragraph.

- a) If something is no bed of roses, **it is difficult.**
- b) If a race goes down to the wire, **it isn't clear until the last moment who will win.**
- c) whereas
- d) **As** it is your money, you can do what you like with it.

**PART - B**

7. a) Unit - I, Poem –Life, Q.No.1, in Comprehension –II

**(OR)**

b) Unit - I, Prose - A Wrong Man in Workers' Paradise Q.No.1, in Comprehension - II

8. a) Unit - II, Poem -Punishment in Kindergarten Q.No.1, in Comprehension - II

**(OR)**

b) Unit - II, Prose-Toasted English Q.No.1, in Comprehension - II

9. a) Unit - III, Exercise - II, Topic No.3, Page No.68

**(OR)**

b) Unit - III, Exercise - III, Q.No.1, Page No.80

**FACULTY OF ARTS, COMMERCE, SCIENCE, MANAGEMENT &  
SOCIAL SCIENCES****B.A./B.Com./B.Sc. / BBA / BSW III - Semester (CBCS) Examination****GENERAL ENGLISH****MODEL PAPER - II (GUESSED PATTERN)**

Time: 3 Hours

Max. Marks: 80

**PART - A (5 × 4 = 20 Marks)****I. Answer any four of the following :****1. Answer as directed.**

- a) The celebrations were followed by a \_\_\_\_\_ fireworks display. (Choose the appropriate word from spectacular / delectable.)
- b) The man was old and looked frail. (Write an appropriate synonym for the word in italics.)
- c) He said that the secret \_\_\_\_\_ success lies in hard work. (Fill in the blank with appropriate preposition.)
- d) He pointed out that students depend \_\_\_\_\_ them. (Fill in the blank with appropriate preposition.)

**2. Answer as directed.**

- a) Please clear the baggage from the aisle. (Replace the American English word in italics with a British English word.)
- b) In the UK, you click your \_\_\_\_\_; in the US, you take your picture.
- c) My mom painted the picture in one day. (Convert the sentence into the passive voice.)
- d) All the arrangements will be made by the event manager. (Convert the sentence into the active voice.)

**3. Answer as directed.**

- a) To see red (Choose the correct meaning of the idiom.)
  1. The small, visible part of a large problem
  2. To become angry
  3. To be suspicious of what you hear; to not believe everything you hear
  4. To turn a small problem into a large one

- b) To take a leaf out of someone's book (Choose the correct meaning of the idiom.)
1. To be involved in something
  2. To be sensible and realistic
  3. To follow someone's example
  4. To look after someone
- c) \_\_\_\_\_ I didn't know anyone at the party, I left early. (Correct the appropriate connective from As / So)
- d) It's not very hot. Turn on the air conditioner. (Link the sentences in a logical way with an appropriate connective.)

**4. Answer as directed.**

- a) The umpire's decision was fair. (Choose the appropriate antonym for the word in italics.)
- b) Natural dyes are eco-friendly; \_\_\_\_\_ ones are harmful. (Fill in the blank with the appropriate antonym for the word in italics.)
- c) They were talking something. (Correct the common error in the use of preposition in the sentence.)
- d) This building is built by bricks. (Correct the common error in the use of preposition in the sentence.)

**5. Arrange the following sentences in a logical sequence.**

- a) I would like to buy a new purse. (Replace the American English word in italics with a British English word.)
- b) In the UK, schools' time table is displayed on the notice boards; in the US, \_\_\_\_\_ is displayed.
- c) The student wrote a brilliant review. (Convert the sentence into the passive voice.)
- d) Money was donated by Sam to the orphanage. (Convert the sentence into the active voice.)

**6. Expand the following topic sentence into a paragraph.**

- a) If something is like clockwise, \_\_\_\_\_. (Write the meaning of the idiom.)
- b) If people are at loggerhead, \_\_\_\_\_. (Write the meaning of the idiom.)
- c) I will call you. Wherever I have the results. (Correct the error in the use of connective.)
- d) My sister went shopping. Moreover she didn't buy anything. (Choose the correct connective from Moreover / However.)

**PART – B (3 × 20 = 60 Marks)****II. Answer the following questions in about 300 words each.**

7. (a) Explain the attitude to life that the poet is recommending in the poem *Life*.

**(OR)**

- (b) Explain the gradual changes that come in the girl's attitude towards the man in 'A Wrong Man in the Workers' Paradise'.

8. (a) Summarise the speaker's experience on a picnic day when she was in kindergarten.

**(OR)**

- (b) What, according to Narayan, are the features of American English?

9. (a) Write a discursive essay on "Technology and Human Relationships".

**(OR)**

- (b) Write an argumentative essay on "Should private coaching institutions be banned?"

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## Answers

### PART - A

**I. Answer any four of the following :**

**1. Answer as directed.**

- |                |         |
|----------------|---------|
| a) spectacular | b) weak |
| c) of          | d) upon |

**2. Answer as directed.**

- a) luggage
- b) photo
- c) The picture was painted by my mom in one day.
- d) The event manager will make all the arrangements.

**3. Answer as directed.**

- a) To see red - To become angry
- b) To take a leaf out of someone's book - To follow someone's example
- a. As I didn't know anyone at the party, I left early.
- b. It's not very hot. **However** turn on the air conditioner.

**4. Answer as directed.**

- a) biased
- b) synthetic
- c) They were talking **about/of** something. (Correct the common error in the use of preposition in the sentence.)
- d) This building is built **of** bricks. (Correct the common error in the use of preposition in the sentence.)

**5. Arrange the following sentences in a logical sequence.**

- a) hand bag.
- b) schedule
- c) A brilliant review was written by the student.
- d) Sam donated money to the orphanage.



6. Expand the following topic sentence into a paragraph.

- a. If something is like clockwise, **it is punctual and regular.**
- b. If people are at loggerhead, **they are in conflict.**
- c. I will call you. **Whenever** I have the results. (Correct the error in the use of connective.)
- d. My sister went shopping. **However** she didn't buy anything.

**PART - B**

7. a) Unit - I, Poem - Life, Q.No.2, in Comprehension -II

**(OR)**

b) Unit - I, Prose- A Wrong Man in Workers' Paradise Q.No.2, in Comprehension - II

8. a) Unit - II, Poem - Punishment in Kindergarten Q.No.2, in Comprehension - II

**(OR)**

b) Unit - II, Prose-Toasted English Q.No.2, in Comprehension - II

9. a) Unit - III, Exercise - II, Topic No.5, Page No.69

**(OR)**

b) Unit - III, Exercise - II, Q.No.7, Page No.82

**FACULTY OF ARTS, COMMERCE, SCIENCE, MANAGEMENT &  
SOCIAL SCIENCES**

**B.A./B.Com./B.Sc. / BBA / BSW III - Semester (CBCS) Examination**

**GENERAL ENGLISH**

**MODEL PAPER - III (GUESSED PATTERN)**

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Time: 3 Hours

Max. Marks: 80

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**PART - A (5 × 4 = 20 Marks)**

**I. Answer any four of the following :**

**1. Answer as directed.**

- a) You will find your \_\_\_\_\_, if you stay on the right path. (Write an appropriate synonym for the word in italics.)
- b) The leader expelled the new entrants. (Write an appropriate antonym for the word in italics.)
- c) The principal thanked the students \_\_\_\_\_ their cooperation. (Fill in the blank with appropriate preposition.)
- d) I shall inform them this. (Correct the sentence in the use of preposition.)

**2. Answer as directed.**

- a) I am planning to go on a tour after my second semester. (Replace the American English word in italics with a British English word.)
- b) Have you seen the movie released yesterday? (Write the British English word for the word in italics.)
- c) The Indian team will play the game tomorrow. (Convert the sentence into the passive voice.)
- d) By whom were you asked to write? (Convert the sentence into the active voice.)

**3. Answer as directed.**

- a) To show someone the ropes (Choose the correct meaning of the idiom.)
  1. To annoy someone
  2. To impress or influence someone
  3. To put pressure on someone
  4. To show someone what to do

- b) To take something to heart (Choose the correct meaning of the idiom.)
1. A lot of worry or excitement about a situation that is not important
  2. To not allow criticism to worry or upset you
  3. To allow something to affect or upset you deeply
  4. To start behaving in an unacceptable way
- c) Manu wanted to watch the film, \_\_\_\_\_ he fell asleep half way through.(Choose the appropriate connective from but / because)
- d) He is a bad driver. \_\_\_\_\_ he hasn't had any accidents.(Link the sentences in a logical way with an appropriate connective.)

**4. Answer as directed.**

- a) The huge mansion looked empty.(Write the appropriate synonym for the word in italics.)
- b) Neither defeats nor \_\_\_\_\_ should affect us.(Fill in the blank with the appropriate antonym for the word in italics.)
- c) We all have to work \_\_\_\_\_ government rules.(Choose the appropriate prepositional phrase from in spite of / according to)
- d) This is a comfortable house to live. (Correct the common error in the use of preposition in the sentence.)

**5. Arrange the following sentences in a logical sequence.**

- a) Have you been to Rashi's new apartment yet? It is huge and beautiful.(Replace the American English word in italics with a British English word.)
- b) When there is a blackout in the UK, you light a torch; in the US, you use a \_\_\_\_\_.
- c) Thousands of tourists view the TajMahal every year.(Convert the sentence into the passive voice.)
- d) That song has been sung really sweetly by the choir.(Convert the sentence into the active voice.)

**6. Expand the following topic sentence into a paragraph.**

- a) If you don't bat an eye, \_\_\_\_\_. (Write the meaning of the idiom.)
- b) If something goes against the grain, \_\_\_\_\_. (Write the meaning of the idiom.)
- c) She came late to the exam hall. \_\_\_\_\_ she forgot to bring a pen. (Choose the appropriate connective from Further/ However.)
- d) My nephew is good at languages. My niece is good at maths.(Link the sentences in a logical way with an appropriate connective.)

**PART – B (3 × 20 = 60 Marks)**

**II. Answer the following questions in about 300 words each.**

7. (a) Bring out the main argument of the poem "Life" and judge whether it is convincing.

**(OR)**

- b) The man says, "A picture may have no meaning and may serve no purpose". Explain the sentence in the context of the central idea of the story.
8. (a) Explain the difference between the speaker recounting the incident and the girl who experiences it in the poem, "Punishment in Kindergarten".

**(OR)**

- b) How and when, according to Narayan, will a Bharat brand of English brand of English and how will it acquire that character?
9. (a) Write a discursive essay on "India's Plural Culture".

**(OR)**

- b) Write an argumentative essay on "Advertisements benefit the manufacturer, not the customer"

## Answers

### PART - A

**I. Answer any four of the following :**

**1. Answer as directed.**

- a) way
- b) welcomed
- c) for
- d) I shall inform them **of** this.

**2. Answer as directed.**

- a) term
- b) film
- c) The game will be played by the Indian team tomorrow.
- d) Who asked you to write?

**3. Answer as directed.**

- a) To show someone the ropes - To show someone what to do
- b) To take something to heart - To allow something to affect or upset you deeply
- c) Manu wanted to watch the film,---**but** he fell asleep half way through.
- d) He is a bad driver. **However** he hasn't had any accidents.

**4. Answer as directed.**

- a) vacant
- b) triumphs
- c) according to
- d) This is a comfortable house to live**in**.

**5. Arrange the following sentences in a logical sequence.**

- a) flat
- b) flash light
- c) The TajMahal is viewed by thousands of tourists every year.
- d) The choir really sang that song sweetly.

6. Expand the following topic sentence into a paragraph.

- a) If you don't bat an eye, **you show no reaction.**
- b) If something goes against the grain, **it isn't what you believe in.**
- c) Further
- d) My nephew is good at languages. **Whereas** my niece is good at maths.

**PART - B**

7. a) Unit - I, Poem - Life Q.No.2, in Comprehension - II

**(OR)**

- b) Unit - I, Prose- A Wrong Man in Workers' Paradise Q.No.4, in Comprehension - II

8. a) Unit - II, Poem - Punishment in Kindergarten Q.No.5, in Comprehension - II

**(OR)**

- b) Unit - II Prose - Toasted English Q.No.7, in Comprehension - II

9. a) Unit - III, Exercise - II, Topic No.7, Page No.71

**(OR)**

- b) Unit - III, Exercise - II, Q.No.10, Page No.83