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Centre for Distance and Online Education

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Sri Chandrasekharendra Saraswathi Viswa Mahavidyalaya

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Course Introduction

This General English course aims to enhance proficiency across key language skills. Students will develop strong reading abilities, enabling them to interpret a wide range of texts effectively. They will refine their writing skills, producing well-structured essays and reports with clear arguments and grammatical accuracy. Through speaking and listening activities, students will improve their communication skills, engaging in discussions and presentations with clarity and confidence. Vocabulary expansion and accurate language use will be emphasized, along with critical thinking skills for analyzing texts and forming coherent arguments. This course will, foster a comprehensive grasp of English for academic, professional, and social contexts.

Unit I: Short Stories

We embark into the journey of short stories exploring its diverse forms, themes and techniques. Short stories encapsulate the story in compact and powerful narratives. In this unit we will examine how short stories are crafted, analyzing the unique structure and narrative techniques that distinguished them from longer form of fiction. This unit also gives importance to the author's use of language to evoke powerful emotion in a limited space.

Unit II: Great speeches

This unit on "Great Speeches," where words have changed the world. This unit analyzes rhetorical techniques, context, and lasting impacts. It also emphasizes the enduring impact of great speeches in shaping ideas, motivating change, and fostering a shared understanding among diverse groups of people.

Unit III: One-Act play

Welcome to "Explore One-Act Plays"! In this unit, we journey through the concise yet powerful world of one-act plays. This unit explores Rabindranath Tagore's Chitra and its themes and styles. It also analyzes dramatic structure, character development, and thematic exploration within the compact form.

Unit IV: Grammar I

This unit focuses on refining grammatical skills to enhance clarity and precision in writing. Explore nuances of syntax, punctuation, and word choice through practical exercises and detailed analyses. From sentence structure to stylistic nuances, delve into the art of grammatical finesse. Elevate your communication prowess and master the intricacies of effective language usage.

Unit V: Grammar II

This unit explores the fundamental rules and nuances of language. From sentence structure to punctuation, we'll delve into how grammar shapes clear and effective communication. Through practical examples and exercises, students will gain the skills to express with confidence and precision in both writing and speech.

This course is designed to enhance student's proficiency in English language skills across reading, writing, listening, and speaking. Exploring grammar, vocabulary, and comprehension strategies to improve communication in various contexts. Through engaging activities and discussions, it expands understanding and fluency while building confidence in using English effectively.

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UNIT I:

SHORT STORIES

Structure

Overview

Learning Objectives

1.1 Introduction to Short Stories

1.2 Importance of reading Short Stories

1.3 Stephen Leacock – My Lost Dollar

1.4 O Henry – The Last Leaf

1.5 G K Chesterton – On Running after one's hat

1.6 Question and Answer

Glossary of terms

Essay Questions

Suggested Reading

Overview

This unit concentrates on short stories by various authors. From this unit students will understand the diversity and richness of human experience as depicted in short stories.

Learning Objectives

By the end of this unit, students will be able to:

- Students will be able to read and comprehend a variety of short stories from different genres and cultures.
- Students will analyze the elements of short stories, including plot, character, setting, theme, and literary devices.
- Students will appreciate the historical and cultural context.

1.1 Introduction to Short Stories

Short stories are brief, self-contained works of fiction that typically focus on a single theme, character, or incident. With their concise narrative structure, short

stories aim to evoke a powerful emotional response or convey a profound message within a limited word count. The brevity of short stories allows authors to experiment with innovative styles and storytelling techniques, offering readers a rich and diverse literary experience in a compact form.

1.2 Importance of Reading Short Stories

Reading short stories is essential for several reasons. They offer a quick yet impactful way to explore different cultures, ideas, and human experiences, enhancing empathy and understanding. The concise nature of short stories is ideal for developing critical reading and analytical skills. Additionally, short stories provide immediate gratification. They also serve as a gateway to more extensive literary works, fostering a lifelong love for reading and storytelling.

1.3 Stephen Leacock – My Lost Dollar

Author Introduction

Stephen Leacock (1869-1944) was a renowned Canadian humorist, writer, and economist. Leacock's wit and keen observations of human nature earned him international acclaim. His works often blend humor with social commentary, making him one of the most beloved writers of his time. Leacock's best-known book, "Sunshine Sketches of a Little Town," showcases his talent for capturing the idiosyncrasies of small-town life. Despite his humorous style, Leacock's writing frequently touches on deeper themes of human behavior and societal norms.

Summary of "My Lost Dollar"

"My Lost Dollar" is a humorous short story by Stephen Leacock that explores the intricacies of human nature and social etiquette surrounding the act of borrowing and lending money. The story is narrated by a man who lends a dollar to his friend, Major Todd, who subsequently forgets to repay it.

The narrative begins with the narrator recounting how he lent the dollar to Major Todd just before the latter's trip to Bermuda. The loan is a trivial amount, and the narrator expects it to be repaid soon after Todd's return. However, upon Todd's return, he makes no mention of the borrowed dollar, which leads the narrator to increasingly focus on the small debt. The narrator describes his subtle attempts to remind Todd about the dollar, all of which go unnoticed or are ignored by Todd.

As time passes, the narrator becomes more preoccupied with the lost dollar. He humorously describes how the memory of the debt begins to overshadow his interactions with Todd, even though the amount is insignificant. The narrator reflects on the broader human tendency to forget small debts and the social awkwardness that often accompanies the reminder of such obligations. He muses about the many people who likely owe him money and jokes about starting a list of names to keep track of them.

In the conclusion, the narrator acknowledges the absurdity of his fixation on the lost dollar but cannot help but feel slighted by Todd's forgetfulness. He humorously declares that he will never lend money again without keeping a record and ends with a tongue-in-cheek suggestion that readers should always repay borrowed money to avoid such situations.

"My Lost Dollar" is a light-hearted yet insightful commentary on human behavior and the minor grievances that can strain relationships. Leacock's clever use of irony and humor highlights the importance of mindfulness and the sometimes trivial nature of social customs.

1.4 O Henry – The Last Leaf

Author Introduction

O. Henry, the pen name of William Sydney Porter (1862-1910), was a prolific American short story writer known for his wit, wordplay, and unexpected twist endings. His stories often feature ordinary characters in everyday situations, revealing profound insights about human nature and life. O. Henry's works, such as "The Gift of the Magi" and "The Ransom of Red Chief," remain popular for their charm, humor, and the author's skillful use of irony and surprise.

Summary of "The Last Leaf"

"The Last Leaf" is a poignant short story by O. Henry, set in Greenwich Village, New York City, which explores themes of hope, sacrifice, and the impact of art. The story revolves around two young artists, Sue and Johnsy, who share a small apartment. During a harsh winter, Johnsy falls seriously ill with pneumonia and becomes bedridden.

As Johnsy's health deteriorates, she becomes increasingly despondent and fixates on the ivy vine visible from her window. She believes that she will die when the last leaf on the vine falls. Sue, deeply worried about her friend, tries to lift Johnsy's spirits but to no avail. Desperate to save Johnsy, Sue confides in their elderly neighbor, Mr. Behrman, a struggling artist who dreams of painting a masterpiece.

Despite his gruff exterior, Mr.Behrman is moved by Johnsy's plight. On a stormy night, he sneaks out and paints a realistic leaf on the wall where the ivy vine is. The next morning, Johnsy sees the leaf still clinging to the vine and finds new hope and the will to live. Her health begins to improve as she draws strength from the belief that the leaf has miraculously survived the storm.

Tragically, Sue later learns that Mr.Behrman had caught pneumonia after painting the leaf in the cold and wet weather. He dies shortly after completing his masterpiece, a selfless act that saves Johnsy's life. The leaf, a symbol of

resilience and hope, ultimately becomes Mr.Behrman's greatest artistic achievement.

"The Last Leaf" is a touching story that highlights the power of hope and the profound impact of selfless acts. O. Henry masterfully combines elements of realism and sentimentality, culminating in an unexpected yet deeply moving conclusion. The story underscores the interconnectedness of human lives and the sacrifices individuals make for the well-being of other

1.5 On Running after one's hat

Author Introduction

G.K. Chesterton (1874-1936) was an English writer, philosopher, and critic known for his witty and insightful essays, as well as his popular detective fiction featuring Father Brown. Chesterton's works often explore themes of paradox, faith, and common sense, and he is celebrated for his ability to see the extraordinary in the ordinary. His unique perspective and humor have made his essays, such as those collected in "Orthodoxy" and "Heretics," enduringly popular.

Summary of "On Running After One's Hat"

"On Running After One's Hat" is a charming and humorous essay by G.K. Chesterton that reflects on the often overlooked joys and absurdities of everyday inconveniences. Chesterton argues that many of life's annoyances can be transformed into sources of amusement and adventure with the right attitude.

The essay begins with Chesterton recounting how people often become frustrated by minor inconveniences, such as running after a hat blown away by the wind. Instead of viewing such situations as irritating, Chesterton suggests that one should embrace them with a sense of playfulness. He humorously

imagines how a seemingly mundane event like chasing a hat can be turned into a delightful spectacle, offering entertainment and exercise.

Chesterton expands on this idea by discussing how other common nuisances, such as being stuck in traffic or dealing with bad weather, can also be seen in a positive light. He believes that much of our dissatisfaction with these minor troubles stems from our expectations and perspective. By shifting our viewpoint and adopting a more whimsical approach, we can find joy in the ordinary and even the troublesome aspects of life.

He illustrates his point by sharing personal anecdotes and observations, emphasizing that a cheerful disposition can transform the way we experience the world. For example, he talks about the pleasure of wading through a flood or the adventure of finding alternative routes when a road is blocked. These situations, Chesterton argues, can become memorable and enjoyable if we allow ourselves to see them as opportunities for creativity and fun.

Ultimately, "On Running After One's Hat" encourages readers to cultivate a sense of humor and resilience in the face of everyday challenges. Chesterton's essay is a celebration of the human spirit's ability to find delight in the mundane and to turn potential frustrations into moments of joy and laughter. Through his witty and optimistic perspective, Chesterton reminds us that life's inconveniences are often just a matter of how we choose to perceive them.

1.6 Q and A

1. **What role does the ivy vine play in "The Last Leaf"?**

   The ivy vine symbolizes hope and determination. As Johnsy watches the leaves fall, she equates their falling with her own failing health. However, the last leaf's resilience, which was actually Behrman's painted leaf, restores her will to live.

2. **How does Behrman's painting of the last leaf demonstrate his character?**

   Behrman's act of painting the last leaf during a stormy night demonstrates his selflessness and dedication. Although he was a struggling artist, his ultimate masterpiece was a life-saving act of compassion for Johnsy, showing his deep care and sacrifice.

3. **What is the central theme of "The Last Leaf"?**

   The central theme of "The Last Leaf" is the power of hope and sacrifice. The story illustrates how hope can inspire individuals to fight for their lives and how acts of selfless love can profoundly impact others.

4. **What does the dollar symbolize in "My Lost Dollar"?**

   The dollar symbolizes the small debts and social expectations between friends. Its significance lies more in the narrator's fixation on its return than its actual monetary value, highlighting human tendencies towards trivial concerns.

5. **How does the narrator's attitude towards Todd change throughout the story?**

   Initially, the narrator is mildly irritated by Todd's forgetfulness but remains hopeful that Todd will remember the debt. As time passes and Todd continues to forget, the narrator's irritation grows, reflecting on human nature and the petty grievances that can strain relationships.

6. **What is the tone of "My Lost Dollar" and how does it contribute to the story's humor?**

   The tone of "My Lost Dollar" is light-hearted and humorous. Stephen Leacock uses irony and wit to explore the triviality of the narrator's obsession with the

lost dollar, making the story a comedic take on human nature and social etiquette.

7. **What is the central theme of the essay "On Running After One's Hat"?**

   The central theme of the essay is finding joy and amusement in everyday inconveniences through a positive and playful attitude.

8. **How does Chesterton suggest one should deal with minor annoyances like a hat being blown away by the wind?**

   Chesterton encourages people to approach such moments with a playful attitude, viewing them as chances for enjoyment instead of sources of irritation.

9. **What example does Chesterton use to illustrate the idea of finding joy in inconveniences?**

   Chesterton uses the example of chasing after a hat blown away by the wind to illustrate finding joy in inconveniences.

10. **According to Chesterton, what is the main reason people become frustrated with minor troubles?**

    According to Chesterton, people become frustrated with minor troubles because of their expectations and perspective; they fail to see the potential for fun and adventure in these situations.

Check your progress

1. Why is the narrator obsessed with the lost dollar in "My Lost Dollar"?
2. What is the significance of the last leaf in the story?
3. How does Chesterton use humor to convey his perspective on inconveniences?

Let us sum up

The unit on short stories features "My Lost Dollar" by Stephen Leacock, "The Last Leaf" by O. Henry, and "On Running After One's Hat" by G.K. Chesterton offer unique insights into human nature, emphasizing themes of obsession, hope, sacrifice, and perspective. Leacock's humorous tale satirizes our fixation on trivial matters, O. Henry's poignant narrative highlights the power of hope and selflessness, and Chesterton's essay advocates for a playful approach to life's minor inconveniences. Together, these stories enrich our understanding of human behavior and the transformative power of attitude and perspective.

Glossary of terms

This glossary provides definitions and explanations of key terms:

Obsession	A persistent preoccupation with a particular idea or feeling.
Etiquette	The customary code of polite behavior in society
Selflessness	The quality of caring about others.
Resilience	The capacity to recover quickly from difficulties.
Sacrifice	An act of giving up something valued for the sake of something.
Perspective	a point of view.
Humor	The quality of being amusing
Altruism	selfless concern for the well-being of others.
Irony	A way of conveying meaning by using words that typically imply the opposite, often to create humor or emphasize a point.
Inconvenience	Trouble

Answer to check your progress

1. The narrator is obsessed with the lost dollar because it represents a small but significant breach of social etiquette. His fixation highlights human nature's tendency to focus on minor grievances and the importance placed on remembering and repaying even small debts.

2. The last leaf symbolizes resilience and hope. While Johnsy believes her life is tied to the leaves falling, the last leaf's persistence, ultimately revealed to be Behrman's painting, inspires her to fight for her life. It highlights the story's central idea about the strength of hope and the profound effect of selfless actions.

3. Chesterton employs humor through whimsical examples and a light-hearted tone, such as describing the adventure of chasing a hat or wading through a flood. His playful narrative style makes the essay engaging and underscores his point that life's annoyances can be sources of joy if viewed with the right mindset.

Suggested Reading

1. The Gift of the Magi by O. Henry
2. The Man Who Was Thursday by G.K. Chesterton

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UNIT II:

GREAT SPEECHES

Structure

Overview

Learning Objectives

2.1 Introduction to Great Speeches

2.2 Importance of listening great speeches

2.3 Steve Jobs – Stanford commencement address

2.4 Albert Einstein – The Common Language of Science

2.5 Bill Gates – The Future of Innovation

2.6 Q and A

Check your progress

Let us sum up

Glossary of terms

Answer to check your progress

Suggested Reading

Overview

The unit on great speeches delves into the transformative power of oratory through the examination of influential addresses by notable figures such as Steve Jobs, Albert Einstein, and Bill Gates. These speeches, including Jobs' inspirational Stanford commencement address and Einstein's profound lecture on the universal language of science, showcase the ability of eloquent speech to inspire, educate, and unite audiences across different contexts.

Learning Objectives

By the end of this unit, students will be able to:

Understand the key themes and messages expressed by each speaker, including the value of passion, resilience, ethics, and perspective.

- Students will identify and analyze the rhetorical techniques used by Steve Jobs, Albert Einstein, and Bill Gates, including the use of anecdotes, humor, simplicity, and ethical appeals.
- Students will critically evaluate the effectiveness of each speech, considering how the speakers use language and structure to persuade and inspire their audiences.
- Students will learn from exemplary speeches to improve their own public speaking abilities, focusing on clarity, engagement, and emotional impact.

1.1 Introduction to Great Speeches

By studying these speeches, students gain insights into the rhetorical techniques, thematic depth, and emotional resonance that characterize powerful public speaking.

1.2 Importance of listening great speeches

This unit emphasizes the enduring impact of great speeches in shaping ideas, motivating change, and fostering a shared understanding among diverse groups of people.

1.3 Steve Jobs Stanford Commencement address

Commencement Speech

Steve Jobs delivered a memorable commencement address at Stanford University on June 12, 2005. His speech is renowned for its motivational and insightful messages, particularly the phrase "Stay Hungry, Stay Foolish." This phrase encapsulates the core of his advice to the graduates.

Connecting the Dots

Jobs opens his address by recounting three significant stories from his own life. The first focuses on “connecting the dots.” He explains how he dropped out of Reed College after six months but continued to sit in on classes that genuinely interested him, including calligraphy. Though this choice appeared impractical at the time, the

knowledge he gained later became essential in shaping the typography of the first Macintosh computer. Jobs highlights that while we cannot connect the dots by looking ahead, they make perfect sense when viewed in hindsight. He encourages graduates to trust that their own dots will eventually connect, even if their journey feels uncertain now.

Love and Loss

In his second story, Jobs talks about love and loss. He describes finding his passion early in life when he co-founded Apple with Steve Wozniak. However, at age 30, he was fired from Apple after a power struggle. Though initially devastated, he realized that being fired allowed him to start over. He went on to create NeXT and Pixar, which eventually led him back to Apple. This story underscores the importance of finding what you love, staying resilient through setbacks, and continuing to pursue your passions regardless of challenges.

Death

Jobs' third story revolves around death. He shares his experience of being diagnosed with pancreatic cancer, initially believed to be incurable. This confrontation with mortality reinforced his belief in the importance of living each day to the fullest. He emphasizes that life is fragile and that time is limited, urging the graduates to live authentically and courageously. Jobs advises them not to waste time living someone else's life or being constrained by dogma. Instead, they should rely on their intuition and have confidence in the direction it leads them, and follow their hearts.

Stay Hungry, Stay Foolish

The phrase "Stay Hungry, Stay Foolish" comes from the final issue of the Whole Earth Catalog, a publication that Jobs admired in his youth. He explains that this phrase encapsulates the spirit of always being eager to learn more and willing to take risks. Jobs encourages the graduates to maintain a sense of curiosity, ambition, and willingness to explore new and unconventional paths. He believes

that this mindset will drive them to innovate, push boundaries, and achieve great things.

Conclusion

Jobs concludes his speech by reiterating the importance of staying true to oneself and maintaining a passionate, inquisitive approach to life. He inspires the graduates to embrace uncertainty, to seek out their passions, and to never lose their hunger for knowledge and their willingness to take bold steps. His message, "Stay Hungry, Stay Foolish," acts as a timeless reminder to keep striving for greatness with a spirit of curiosity and courage.

1.4 Albert Einstein - The Common language of Science

Albert Einstein delivered the lecture "The Common Language of Science" in September 1941, which was later broadcast on the BBC. In this lecture, Einstein explores the universal nature of scientific language and its role in human progress.

The Universal Nature of Science

Einstein begins by discussing how science transcends national and linguistic barriers, offering a common language that can be easily grasped by people from diverse backgrounds. Unlike the arts and humanities, which are often deeply rooted in specific cultures and languages, science uses a language of precise terms and mathematical symbols that remain consistent regardless of one's native tongue. This universality makes science a powerful tool for communication and collaboration across the world.

The Role of Scientific Language

Einstein emphasizes the importance of clarity and simplicity in scientific language. He argues that the true power of science lies in its ability to describe complex phenomena with simple, universally understood terms. This precision and clarity help to eliminate misunderstandings and ensure that scientific knowledge can be shared and built upon by researchers everywhere.

Science and Human Progress

Einstein also reflects on the contribution of science to advancing human civilization. He points out that scientific discoveries and technological advancements have significantly transformed human life, improving health, increasing longevity, and enhancing our overall quality of life. However, he also acknowledges that science alone is not enough; it must be directed by strong ethical values and used for the betterment of humanity.

The Unity of Knowledge

In his lecture, Einstein advocates for the unity of knowledge, where different fields of study and human endeavors are interconnected. He believes that the language of science can serve as a bridge between disciplines, fostering a holistic understanding of the world. By promoting collaboration and integration across fields, science can contribute to a more comprehensive and cohesive body of knowledge.

The Ethical Responsibility of Scientists

Einstein concludes by highlighting the ethical responsibilities of scientists. He stresses that scientific knowledge must be used wisely and ethically, with consideration for its potential impact on society. Scientists have a duty to ensure that their work contributes positively to humanity and does not cause harm. This ethical dimension of science is crucial for maintaining public trust and ensuring that developments in science work in favor of the greater good.

Conclusion

In "The Common Language of Science," Albert Einstein eloquently articulates the power of scientific language to unite people and advance human knowledge. He emphasizes the importance of clarity, ethical responsibility, and the interconnectedness of different fields of study. Einstein's insights remind us that

science, when guided by ethical principles and used for the benefit of humanity, can be a universal language that fosters understanding and progress across the globe.

1.5 Bill Gates - The Future of Innovation

1. **Technology and Innovation:**

   Gates believes that technological innovation is crucial for addressing some of the world's most pressing challenges, such as poverty, disease, and climate change. He emphasizes the role of innovation in improving the human condition and driving progress.

2. **Global Health:**

   Gates is deeply invested in global health issues. He often discusses how innovation in healthcare, including the development of new vaccines, treatments, and healthcare delivery systems, can save lives and improve the well-being of people around the world.

3. **Education:**

   Gates is a strong advocate for innovation in education. He believes that technology has the power to bring about change the way students learn, making education more accessible, personalized, and effective. He often discusses the potential of digital learning tools and online education platforms to revolutionize the education sector.

4. **Clean Energy and Climate Change:**

   Gates is also passionate about clean energy and addressing climate change. He advocates for innovation in renewable energy technologies, such as solar and wind power, as well as breakthroughs in energy storage and grid infrastructure. He emphasizes the importance of transitioning to a low-carbon economy to mitigate the impacts of climate change.

5. **Philanthropy and Innovation:**

   Gates supports innovative approaches to solve global challenges. He often discusses the role of philanthropy in funding research and development, supporting innovative projects, and scaling up solutions to achieve meaningful impact.

6. **Collaboration and Partnerships:**

   Gates emphasizes the importance of collaboration and partnerships between governments, businesses, nonprofits, and research institutions to drive innovation. He believes that by working together, we can harness the power of innovation to create positive change on a global scale.

In summary, Bill Gates' talks on the future of innovation highlight how technology can play a transformative role in tackling global issues related to health, education, clean energy, and climate change. He underscores the value of collaboration, sustained investment in research and development, and the pursuit of creative, forward-thinking solutions.

1.6 Q and A

1. **What are the three main stories Steve Jobs shares in his Stanford commencement address?**

   Jobs shares three stories about connecting the dots, love and loss, and death. These stories illustrate the importance of trusting one's path, pursuing passion, and living life fully.

2. **What does Jobs mean by "Stay Hungry, Stay Foolish"?**

   "Stay Hungry, Stay Foolish" is a call to remain curious, eager for new experiences, and unafraid to take risks. Jobs encourages graduates to maintain a beginner's mindset and always strive for more.

3. **How did Jobs' experience with dropping out of college influence his career?**

   Dropping out allowed Jobs to attend classes that genuinely appealed to him, like calligraphy, which later influenced the creation of Apple computers. This experience taught him the importance of following one's curiosity and interests.

4. **What is the central theme of Einstein's lecture "The Common Language of Science"?**

   The central theme is the universality and clarity of scientific language, which transcends cultural and linguistic barriers, enabling global communication and collaboration.

5. **How does Einstein describe the role of simplicity in scientific language?**

   Einstein emphasizes that scientific language must be clear and simple to accurately describe complex phenomena, making it accessible and understandable to people worldwide.

6. **Why does Einstein believe scientists have ethical responsibilities?**

   Einstein believes scientists must use their knowledge responsibility to benefit humanity and avoid harm. Ethical considerations are crucial to maintain public trust and ensuring that scientific advancements serve the greater good.

Check your progress

1. How did Steve Jobs' approach to failure shape his career and personal growth?
2. Why does Einstein believe that scientific language is a common language?
3. What is the main concern of Bill Gates?

Let us sum up

Steve Jobs emphasizes trusting one's path, learning from failures, and valuing time in his Stanford speech. Einstein underscores the universality and ethics of scientific language. Bill Gates aims for innovation and technology. Together, they highlight passion, simplicity, ethics, and positivity.

Glossary of terms

renowned	famous
emphasize	stressing something
passionate	showing strong feeling towards someone
Personification	A literary device where human qualities are given to non-human entities.
concern	something that is important

Answer to check your progress

1. Jobs' approach to failure, particularly his ousting from Apple, shaped his career by pushing him to innovate and pursue new ventures, such as founding NeXT and Pixar. His resilience and willingness to learn from setbacks demonstrated the importance of perseverance and finding passion in one's work.
2. Einstein believes that scientific language is common because it relies on clear, universal principles and precise terminology that transcend cultural and linguistic differences, enabling scientists from around the world to communicate effectively and collaborate.
3. Bill Gates discusses that the generation should be ready to meet the technological changes and innovations.

Suggested Reading

1. The Art of Public Speaking by Dale Carnegie

2. The Elements of Eloquence: How to Turn the Perfect English Phrase" by Mark Forsyth
3. The Story of My Experiments with Truth" by Mahatma Gandhi

UNIT III:

ONE ACT PLAY

Structure

Overview

Learning Objectives

3.1 Introduction to One-Act play

3.2 Importance of One-Act plays

3.3 Rabindranath Tagore – Chitra

3.4 Analysis

3.5 Question and Answer

Glossary of terms

Essay Questions

Suggested Reading

Overview

This unit concentrates on one-act play by Rabindranath Tagore. From this unit students will understand the diversity and richness of human experience as depicted in the play.

Learning Objectives

By the end of this unit, students will able to learn:

- Students will be capable of conceive, develop, and understand one-act play.
- They will develop proficiency in dramatic structure, character development, dialogue construction, and thematic coherence.
- They will develop hands-on experience in scriptwriting, directing, and acting
- They will also build strong critical skills in analyzing.

3.1 Introduction to One-Act play

One-act play typically sets the stage for a compact yet impactful dramatic experience. Unlike longer theatrical productions, a one-act play unfolds within a single act, often focusing sharply on a specific theme, event, or character

dynamic. This condensed format challenges playwrights to craft a concise narrative that engages audiences swiftly and profoundly. Within this compact framework, the playwright explores themes with economy and intensity, relying on tight dialogue and potent symbolism to evoke emotional and intellectual responses. The brevity of a one-act play allows for concentrated character development and thematic exploration, making it a powerful medium for both theatrical experimentation and poignant storytelling.

3.2 Importance of Reading one-act plays

Reading one-act plays is crucial for understanding concise storytelling, character development, and dramatic structure within a condensed format. It sharpens appreciation for theatrical techniques like dialogue efficiency and thematic depth. Exploring diverse one-act plays cultivates insight into varying playwright styles and enhances critical analysis skills in dramatic literature.

3.3 Rabindranath Tagore – Chitra

Author Introduction

Rabindranath Tagore, a luminary of Bengali literature and the first non-European Nobel laureate in Literature, was born on May 7, 1861, in Calcutta, British India (now Kolkata, India). Tagore's literary prowess spanned poetry, fiction, drama, essays, and music. He was a multifaceted genius, a philosopher, and a social reformer who left an indelible mark on Indian and world literature.

Tagore's literary career began in his early twenties with poetry collections like *Manasi* (1890) and *Sonar Tari* (1894). His most famous work, Gitanjali (Song Offerings), earned him the Nobel Prize in Literature in 1913, bringing international acclaim to Bengali literature. Beyond poetry, Tagore wrote novels such as *Gora* (1910) and short stories like *Kabuliwala* (1892), exploring themes of identity, human relationships, and socio-cultural issues.

Chitra is a one-act play by Rabindranath Tagore, based on a story from the Mahabharata. It narrates the story of Chitrangada, the warrior princess of Manipur, and her quest for love and self-discovery. Raised as a boy by her father, the king, Chitra grows up to be a skilled archer and warrior, protecting her kingdom with valor and strength. However, she harbors a deep desire to be seen as a woman and to experience love.

One day, Chitra encounters Arjuna, the mighty Pandava prince, during his period of exile. Struck by his beauty and strength, she falls in love with him. Arjuna, committed to his vow of celibacy during his exile, initially rejects her advances. Devastated, Chitra prays to the gods Madana (the god of love) and Vasanta (the god of spring) for a boon to transform her into a beautiful woman for one year. The gods grant her wish, and Chitra's appearance changes into that of an extraordinarily beautiful woman.

Arjuna, captivated by Chitra's beauty, falls in love with her, unaware of her true identity. They spend a year together in bliss, but Chitra becomes increasingly uneasy, knowing that her beauty is temporary and does not reveal her true self. As the year draws to a close, Chitra reveals her true identity and story to Arjuna. She explains her inner conflict and the strength she possesses beyond her physical appearance.

Arjuna, moved by her honesty and bravery, accepts Chitra for who she truly is—a strong, courageous woman whose inner beauty surpasses any physical form. The play concludes with Chitra embracing her true identity, having learned that genuine love transcends superficial appearances.

Through *Chitra*, Tagore explores themes of identity, gender roles, and the nature of true love, emphasizing the importance of inner strength and authenticity. The

play highlights the struggle between societal expectations and personal desires, ultimately celebrating the empowerment of the individual.

3.4 Analysis

Rabindranath Tagore's *Chitra* stands as a testament to his literary versatility, blending elements of drama, poetry, and profound philosophical insights. Written in 1913, this one-act play retells an episode from the epic Mahabharata, focusing on the character of Chitrangada, the warrior princess of Manipur.

Chitra unfolds with the narrative of Chitrangada, who, raised as a warrior, wishes to be transformed into a woman of extraordinary beauty to capture the heart of Arjuna, the valiant Pandava prince. Tagore masterfully weaves together themes of identity, desire, and self-discovery, challenging conventional notions of femininity and heroism.

The play delves into Chitrangada's inner conflict as she grapples with her dual identity as both a warrior and a woman. Through lyrical dialogue and poetic imagery, Tagore portrays Chitrangada's journey of self-acceptance and empowerment. Her transformation is not merely physical but a deeper exploration of her inner strength and femininity, liberated from societal expectations.

Tagore's poetic language infuses *Chitra* with a timeless elegance, evoking the beauty of Manipur's landscapes and the emotional depth of its characters. His portrayal of Chitrangada as someone who seeks to to shape her identity beyond traditional roles resonates with universal themes of self-realization and the pursuit of authenticity.

Moreover, *Chitra* underscores Tagore's belief in the strength of love as a transformative force. Chitrangada's relationship with Arjuna evolves from one of

desire to mutual respect and understanding, challenging the boundaries between love and duty.

In conclusion, *Chitra* exemplifies Rabindranath Tagore's ability to blend mythological storytelling with contemporary themes, creating a work that is both culturally rooted and universally resonant. Through Chitrangada's journey, Tagore invites readers to contemplate the complexities of identity, love, and self-empowerment, making *Chitra* a timeless piece of literature that continues to inspire and provoke thought.

3.5 Q and A

1. What is the central conflict in the play *Chitra* by Rabindranath Tagore?

The central conflict in *Chitra* revolves around Chitrangada's struggle with her identity as both a warrior and a woman. Raised as a warrior, she longs to be recognized and loved for her femininity. This conflict is highlighted when she falls in love with Arjuna and seeks the help of the gods to transform her appearance, leading to a deeper exploration of inner versus outer beauty and true love.

2. How does Chitra's upbringing influence her character and actions in the play?

Chitra is raised as a boy by her father, the king of Manipur, who wanted a son to protect the kingdom. This upbringing makes her a skilled warrior with a strong sense of duty and bravery. However, it also creates an inner conflict as she longs to be seen and loved as a woman. Her dual identity as both a fierce warrior and a woman seeking love drives the plot and her actions throughout the play.

3. What role do the gods Madana and Vasanta play in Chitra's transformation?

Madana, the god of love, and Vasanta, the god of spring, play crucial roles in Chitra's transformation. Chitra prays to them for help in winning Arjuna's love.

They grant her wish by giving her extraordinary beauty for one year. This transformation allows Chitra to experience love with Arjuna but also leads to her realization that true love must go beyond physical appearance.

4. How does Arjuna's initial reaction to Chitra reflect his values and principles?

Arjuna's initial reaction to Chitra reflects his commitment to his vow of celibacy during his period of exile. Despite Chitra's advances, he remains true to his principles and rejects her. This reaction showcases Arjuna's discipline and adherence to his vows, highlighting his character's strength and sense of duty.

5. What is the significance of Chitra revealing her true identity to Arjuna by the conclusion of the play?

Chitra revealing her true identity to Arjuna is significant because it marks the climax of her internal struggle and the resolution of the play. By confessing her true nature and the temporary nature of her beauty, Chitra confronts her fears and embraces her authentic self. This revelation leads to Arjuna's acceptance of her for who she truly is, emphasizing the themes of inner beauty, authenticity, and the essence of true love.

Check your progress

1. How does Chitra's transformation challenge traditional gender roles in the play?
2. What message does Rabindranath Tagore convey about the nature of true love?
3. How does the play *Chitra* address the theme of identity and self-acceptance?

Let us sum up

The unit on one-act play Chitra by Rabindranath Tagore explores the journey of Chitrangada, a warrior princess who seeks Arjuna's love. Through themes of identity, beauty, and true love, the play emphasizes inner strength and

authenticity over superficial appearances, ultimately highlighting the importance of self-acceptance and genuine human connection.

Glossary of literary terms

This glossary provides definitions and explanations of key terms:

Madana	The god of love in Hindu mythology.
Vasanta	The god of spring in Hindu mythology.
Celibacy	The vow taken by someone
Transformation	temporary change.
Identity	who or what a person is.
Authenticity	The quality of being true to one's own personality, spirit, or character.
Duality	The idea of something consisting of two aspects, often with contrasting qualities.

Answer to check your progress

1. Chitra's transformation challenges traditional gender roles by highlighting the twofold nature of her identity as simultaneously a warrior and a woman. Raised as a boy and trained as a warrior, Chitra breaks the conventional expectations of femininity. When she uses divine intervention to gain beauty and win Arjuna's love, it underscores the societal emphasis on physical appearance for women. Her ultimate revelation and acceptance by Arjuna signify a rejection of superficial standards and an embrace of

2. Tagore conveys that true love transcends physical appearance and societal expectations. Through Chitra and Arjuna's relationship, he illustrates that genuine love is based on inner qualities such as bravery, honesty, and integrity. Arjuna's acceptance of Chitra's true identity, beyond her temporary beauty, underscores the idea that true love values the essence of a person rather than their external attributes.

3. *Chitra* addresses the theme of identity and self-acceptance by exploring Chitra's journey of self-discovery. Initially, Chitra feels the need to conform to traditional feminine beauty to gain Arjuna's love. However, her realization that inner qualities

are more important leads to self-acceptance. By revealing her true identity to Arjuna and receiving acceptance for who she is, Chitra learns to embrace her unique combination of strength and femininity, highlighting the importance of being true to oneself.

Suggested Reading

1. Riders to the Sea by J.M. Synge
2. The Proposal by Anton Chekhov

SRI CHANDRASEKHARENDRA SARASWATHI VISWA MAHAVIDYALAYA
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UNIT IV:

GRAMMAR

Structure

Overview

Learning Objectives

4.1 Introduction to Grammar
4.2 Importance
4.3 Relative Pronouns
4.4 Adverbs
4.5 Prepositions
4.6 Phrasal Verbs
4.7 Idioms

Suggested Reading

Overview

This unit aims at understanding and applying the core concepts of grammar that is vital to effective communication in both spoken and written language. It enables individuals to convey their thoughts clearly, accurately, and persuasively.

Learning Objectives

After finishing this unit, students will be able

- Understand the basic definition and purpose of grammar.
- Learn about the different components of grammar and their functions.
- Recognize the significance of grammar in effective communication.
- Understand how grammar contributes to clarity, coherence, and precision in language.

4.1 Introduction to Grammar

Grammar is the system and structure of a language, encompassing the set of rules that govern how words are used to form sentences. It provides the guidelines for combining words to convey clear and precise meaning, ensuring effective communication. Grammar involves various components, including syntax (sentence structure), morphology (word formation), phonology (sound patterns), and semantics (meaning).

4.2 Importance of learning grammar

For language learners, understanding grammar is crucial for mastering a new language. It provides the foundation for building vocabulary and constructing sentences correctly. Using proper grammar allows speakers and writers to convey their ideas accurately and effectively, making it easier for the audience to understand the intended message.

4.3 Relative Pronouns

Definition:

Relative pronouns are words that introduce relative clauses. They relate to a noun or pronoun that precedes them and join that noun or pronoun to the clause in which it serves as the subject or object.

Examples of relative pronouns:

1. **Who:** Used for people

   Example: The woman who lives next door is a doctor.

2. **Which:** Used for things or animals

   Example: The book, **which** is on the table, belongs to Sarah.

3. **That:** Used for people, things, or animals (less formal than "who" or "which")

   Example: The car **that** is parked in front of the house is mine.

4. **Whose:** Indicates possession

Example: The boy **whose** bike was stolen reported it to the police.

5. **Whom:** Used for people (less common in spoken English; often replaced by "who")

Example: She is the teacher **whom** I admire the most.

Exercise:

Fill in the blanks with the appropriate relative pronoun:

1. The dog ____barks at night belongs to my neighbor.
2. The dress ____she wore to the party was very elegant.
3. He is the boy ____won the first prize in the competition.
4. The house, ____is very old, needs renovation.
5. She is the doctor ____treated my grandmother last year.

Answers:

1. that 2. Which 3. Who 4. Which 5. who

Exercise 2:

1. The artist ____painted this masterpiece is famous worldwide.
2. Do you know anyone ____can help us with this project?
3. The car ____broke down yesterday is in the garage now.
4. She is the one ____won the singing competition last week.
5. The movie ____we watched last night was really entertaining.

Answers:

1. who 2. Who 3. That 4. Who 5. that

Exercise 3:

Rewrite each sentence using a relative pronoun.

1. Mary has a cat. The cat is very playful.
2. The book is on the shelf. You recommended the book to me.

3. Tom is a doctor. Tom treated my brother last month.

Answers:

1. Mary has a cat **that** is very playful.
2. The book **that** you recommended to me is on the shelf.
3. Tom is the doctor **who** treated my brother last month.

4.4 Adverbs

Definition:

Adverbs are words that modify verbs, adjectives, other adverbs, or even whole clauses. They add details about how, when, where, or to what degree an action or situation occurs..

Examples:

1. How: She sings **beautifully**

2. When: He arrived **yesterday**.
3. Where: They looked **everywhere**.
4. To what extent: She is **very** talented.

Exercise:

Fill in the blanks with the appropriate adverb from the list (beautifully, yesterday, everywhere, very):

1. She dances _____.
2. They arrived _____.
3. He searched _____for his keys.
4. The cake was _____delicious.

Answers:

1. beautifully 2. Yesterday 3. Everywhere **4**. very

Exercise: Identify the adverbs in the following sentences:

1. She quickly finished her homework.

2. They often go hiking on weekends.
3. The cat stealthily crept up on the mouse.
4. He speaks English fluently.
5. The sun shines brightly in the morning.

Answers:

1. Quickly 2. Often 3. Stealthily 4. Fluently 5. brightly

Exercise: Fill in the blanks with the correct adverb from the given options (quickly, quietly, suddenly, happily):

1. She _____realized she had forgotten her keys.
2. The children played _____in the park.
3. He finished his work _____.
4. The bird flew _____away when I opened the door.
5. They whispered _____during the movie.

Answers

1. Suddenly 2.happily 3. Quickly 4. Suddenly 5. quietly

Exercise: Rewrite each sentence, replacing the underlined word with an adverb that describes how the action is performed.

1. She walks slowly.
2. He drives carefully.
3. They study hard.
4. The train arrived late.
5. She speaks softly.

Answers

1. She walks leisurely.
2. He drives cautiously.
3. They study diligently.
4. The train arrived delayed.
5. She speaks gently.

4.5 Preposition

Definition:

A preposition is a word that expresses the relationship between a noun or pronoun and the other elements in a sentence. It commonly conveys ideas related to location, direction, time, or manner..

Rules

Prepositions typically precede the noun or pronoun they are related to.

The book is **on** the table.

Compound Prepositions:

Some prepositions are made up of more than one word.

According to the plan, we will start at noon.

Examples

1. **Location:** The cat is **under** the table.
2. **Time:** The meeting is **at** 3 PM.
3. **Direction:** She walked **towards** the park.
4. **Manner**: He did it **with** enthusiasm.

Exercise

Identify the prepositions in the following sentences and explain their relationships:

1. The flowers are in the vase.
2. We will meet after the show.
3. She ran across the street.
4. He is good at playing the piano.
5. The keys are on the kitchen counter.

Answers:

1. in - indicates the position of the flowers.

2. after - indicates the time relative to the show.

3. across - indicates the direction of her running.

4. at - indicates the manner in which he plays the piano.

5. on - shows the location of the keys.

Exercise 1: Fill in the Blanks

1. The cat jumped _____ (on/over/above) the fence.

2. She has been waiting _____ (for/since/to) 9 AM.

3. They are going _____(to/at/in) the beach this weekend.

4. The book is _____(beside/next/under) the lamp.

5. He walked _____(through/over/under) the tunnel.

Answers:

1. over 2. Since 3. To 4. Beside 5. through

Exercise 2:

Choose the correct preposition for each sentence.

1. She arrived _____(at/on/in) the airport at noon.

2. The dog is hiding _____ (under/over/next) the bed.

3. He will start his new job _____ (on/in/at) Monday.

4. They moved _____(to/at/on) a new house last month.

5. The children are playing _____(in/on/at) the park.

Answers:

1. at 2. Under 3. On 4. To 5. in

Exercise 4:

Identify and correct the errors in the use of prepositions in the following sentences.

1. He sat on her during the movie.

2. She will meet you in 5 o'clock.

3. The book is between the shelf.

4. They are interested for learning new languages.

5. We are planning to visit at our grandparents.

Answers:

1. He sat beside her during the movie.
2. She will meet you at 5 o'clock.
3. The book is on the shelf.
4. They are interested in learning new languages.
5. We are planning to visit our grandparents. (Remove "at")

4.6 Phrasal verbs

1. **Break down** - To stop functioning (vehicle, machine)
   Example: My car broke down while heading to work
2. **Bring up** - To mention a topic
   Example: She brought up the issue at the time of the meeting.
3. **Call off** - To cancel
   Example: The concert was called off due to rain.
4. **Carry on** - To continue
   Example: Despite the interruption, she carried on with her speech.
5. **Come across** - To find by chance
   Example: I came across an old photo album in the attic.
6. **Come up with** - To think of an idea or plan
   Example: He came up with a brilliant solution to the problem.
7. **Cut down** - To reduce
   Example: She is trying to cut down on sugar.
8. **Figure out** - To understand or solve something
   Example: I finally figured out how to use the new software.
9. **Find out** - To discover
   Example: She found out that the meeting was postponed.
10. **Get along (with)** - To have a good relationship
    Example: Do you get along with your colleagues?
11. **Get over** - To recover from
    Example: It took her a while to get over the flu.

12. Give up - To stop trying

Example: He gave up smoking last year.

13. Go on - To continue

Example: Please go on with your story.

14. Look after - To take care of

Example: Can you look after my cat while I'm away?

15. Look forward to - To anticipate with pleasure

Example: She is looking forward to her vacation.

16. Make up - To invent (a story, lie, etc.)

Example: He made up an excuse for being late.

17. Pick up - To collect someone or something

Example: I'll pick you up at the airport.

18. Put off - To postpone

Example: They decided to put off the meeting until next week.

19. Run out (of) - To use all of something and have none left

Example: We ran out of milk, so I need to buy some.

20. Set up - To arrange or establish

Example: They set up a new company last year.

21. Take after - To resemble a family member

Example: She takes after her father in looks and temperament.

22. Take off - To leave the ground (airplane)

Example: The plane took off on time.

23. Turn down - To reject or refuse

Example: He turned down the job offer.

24. Turn up - To arrive or appear

Example: "She turned up late for the meeting.

25. Work out - To exercise; to solve a problem

Example: I work out at the gym every morning." / "We need to work out this issue before the deadline.

4.7 Idioms

List of Idioms

1. **Break the ice**

Example: He told a joke to break the ice at the party.

2. **A blessing in disguise**

Example: Losing that job was a blessing in disguise; it led me to a better career.

3. **Beat around the bush**

Example: Stop beating around the bush and tell me what happened.

4. **Bite the bullet**

Example: I decided to bite the bullet and finish the project.

5. **Call it a day**

Example: Let's call it a day and resume work tomorrow.

6. **Hit the nail on the head**

Example: She hit the nail on the head with her analysis.

7. **Let the cat out of the bag**

Example: She let the cat out of the bag about the surprise party.

8. **Burn the midnight oil**

Example: He had to burn the midnight oil to meet the deadline.

9. **Under the weather**

Example: I'm feeling a bit under the weather today.

10. **The ball is in your court**

Example: I've done my part; now the ball is in your court.

11. **Piece of cake**

Example: Solving this puzzle is a piece of cake.

12. **Spill the beans**

Example: Who spilled the beans about our secret plan?

13. **Through thick and thin**

Example: They've remained friends through thick and thin.

14. **Once in a blue moon**

Example: We only meet once in a blue moon.

15. **A dime a dozen**

Example: Cheap souvenirs are a dime a dozen here.

16. **Cut corners**

Example: Don’t cut corners on safety procedures.

17. **Jump on the bandwagon**

Example: Many people jumped on the bandwagon and started using the app.

18. **Raining cats and dogs**

Example: It’s raining cats and dogs outside!

19. **Costs an arm and a leg**

Example: This watch costs an arm and a leg.

20. **Back to square one**

Example: The plan failed, so we’re back to square one.

21. **Bite off more than you can chew**

Example: I think he bit off more than he can chew with this project.

22. **Cut to the chase**

Example: Let’s cut to the chase and discuss the main issue.

23. **Hit the sack**

Example: I'm exhausted, time to hit the sack.

24. **Kill two birds with one stone**

Example: By taking this course, I killed two birds with one stone—I improved my skills and earned a degree.

25. **Pull someone's leg**

Example: Stop pulling my leg; I know you’re joking.

*** Students will be asked to make a sentence using these idioms and phrases

Let us sum up

Mastering these grammatical elements adds variety, clarity, and depth to both written and spoken English, greatly enhancing communication skills. Grammar forms the backbone of effective communication, enabling clarity, precision, and

nuance in both written and spoken language. A strong grasp of grammar not only enhances one's ability to convey ideas accurately but also improves comprehension, reading skills, and overall literacy. Mastery of grammar rules is crucial for achieving academic success and professional communication, and personal expression. By understanding the framework and function of language, individuals can write more persuasively, speak more confidently, and engage more meaningfully with others. Continuous practice and exposure to well-written texts are crucial for honing grammatical skills and ensuring they become second
nature.

Suggested Reading

1. Practical English Usage by Michael Swan
2. English Grammar in Use by Raymond Murphy

UNIT V:

GRAMMAR

Structure

Overview

Learning Objectives

5.1 Introduction

5.2 Active Voice and Passive Voice

5.3 Infinitives and Gerunds

5.4 Conditionals

5.5 Collocations

5.6 American and British words

Let us sum up

Suggested Reading

Overview

This unit covers active voice, passive voice, conditional and American English and British English. It's essential for improving writing accuracy and fluency, ensuring clear and effective communication.

Learning Objectives

By the end of this unit, students will be able to:

- Understand the basic definition and purpose of grammar.
- Learn about the different components of grammar and their functions.
- Recognize the significance of grammar in effective communication.
- Understand how grammar contributes to clarity, coherence, and precision in language.

5.1 Introduction to Grammar

Grammar refers to the system and framework of a language, including the rules that determine how words are combined to create meaningful sentences. It provides

the guidelines for combining words to convey clear and precise meaning, ensuring effective communication. Grammar involves various components, including syntax (sentence structure), morphology (word formation), phonology (sound patterns), and semantics (meaning).

5.2 Active Voice and Passive Voice

Definition:

Active Voice:

In active voice, the subject of the sentence performs the action.

Eg: The chef cooks the meal.

Passive Voice:

In passive voice, the subject of the sentence receives the action.

Eg: The meal is cooked by the chef.

Rules

Structure:

Active Voice: Subject + Verb + Object

Example: "The dog (subject) chased (verb) the cat (object)."

Passive Voice: Object + Form of "to be" + Past Participle + (by + Subject)

Example: The cat (object) was chased (form of 'to be' + past participle) by the dog (subject).

Impersonal Passive

In Impersonal passive sentences, the doer of the action (the agent) can be omitted if it is unknown or not important.

Example: "The cake was eaten." (agent omitted)

Exercise 1: Identify the Voice

Determine if the following sentences are in active or passive voice.

1. The novel was written by the famous author.
2. The children played soccer in the park.
3. The window was broken by the storm.
4. She painted the entire house.

Answers:

1. Passive 2. Active 3. Passive 4. Active

Exercise 2: Convert the following active voice sentences to passive voice.

1. The chef prepares the food.
2. The company will launch a new product next month.
3. The committee has reviewed the report.
4. The dog chased the mailman.

Answers:

1. The food is prepared by the chef.
2. A new product will be launched by the company next month.
3. The report has been reviewed by the committee.
4. The mailman was chased by the dog.

Exercise 3: Convert the following passive voice sentences to active voice.

1. The book was read by the entire class.
2. The game will be played by the teams tomorrow.
3. The car is being repaired by the mechanic.
4. The decision was made by the board of directors.

Answers:

1. The entire class read the book.
2. The teams will play the game tomorrow.
3. The mechanic is repairing the car.
4. The board of directors made the decision.

Exercise 4: Identify if the sentences are in active or passive voice, then convert them to the opposite voice.

1. The movie is being watched by millions of people.
2. The cat caught the mouse.
3. "A new law has been passed by the government."
4. "The artist is painting a beautiful mural."

Answers:

1. Passive → Active: Millions of people are watching the movie.
2. Active → Passive: The mouse was caught by the cat.
3. Passive → Active: The government has passed a new law.
4. Active → Passive: A beautiful mural is being painted by the artist.

5.3 Infinitives and gerunds

Definitions

Infinitive:

An infinitive is the base form of a verb, usually preceded by "to."

Example: "to run," "to eat," "to read."

Gerund:

A gerund is the -ing form of a verb that functions as a noun.

Example: "running," "eating," "reading."

Rules

1. Infinitives can function as nouns, adjectives, or adverbs.

Noun: To swim is fun.

Adjective: I have a book to read.

Adverb: She came to talk.

2. Following certain verbs**:**

- Some verbs are often used with infinitives.

Example: She wants to learn Spanish.

3. Expressing purpose:

- Infinitives often express purpose or intention.

Example: He studies hard to get good grades.

Gerunds:

1. Function:

Gerunds always function as nouns.

Example: Swimming is fun.

2. Following certain verbs:

Certain verbs are typically followed by gerunds.

Example: She enjoys reading books.

3. Following prepositions:

Gerunds are often used after prepositions.

Example: He is good at drawing.

Exercise 1: Identify whether the underlined word is an infinitive or a gerund.

1. She loves <u>swimming</u> in the ocean.
2. They decided <u>to go</u> on a trip.
3. <u>Running</u> every day keeps you healthy.
4. He needs <u>to call</u> his friend.

Answers:

1. Gerund 2. Infinitive 3. Gerund 4. Infinitive

Exercise 2: Choose the correct form (infinitive or gerund) of the verb in parentheses to fill in the blanks.

1. She prefers _____(to read/reading) novels.
2. He decided _____(to start/starting) a new project.
3. I enjoy _____(to travel/traveling) to new places.
4. They agreed _____(to help/helping) us with the move.

Answers:

1. reading 2. to start 3. Traveling 4. to help

Exercise 3: Rewrite the sentences using the correct form (infinitive or gerund) of the verb in parentheses.

1. He likes (to play) soccer on weekends.
2. She avoided (to talk) about her problems.
3. We need (to find) a solution soon.
4. They discussed (to go) on a vacation.

Answers:

1. He likes playing soccer on weekends.
2. She avoided talking about her problems.
3. We need to find a solution soon.
4. They discussed going on a vacation.

Exercise 4: Correct the errors in the use of infinitives and gerunds in the following sentences.

1. She suggested to go to the museum.
2. He wants learning French.
3. They plan going on a hike.
4. She enjoys to cook Italian food.

Answers:

1. She suggested going to the museum.

2. He wants to learn French.

3. They plan to go on a hike.

4. She enjoys cooking Italian food.

5.4 Conditionals

Definition:

Conditionals in grammar refer to sentences that express possible outcomes or situations dependent on certain conditions being met. They typically consist of two parts: the condition (if-clause) and the result (main clause).

Zero Conditional:

Used for general truths or scientific facts, using the present simple tense in both clauses (If + present simple, present simple).

Example: If you heat ice, it melts.

First Conditional:

Used for real possibilities in the future or present, using present simple in the if-clause and future simple (will + base verb) in the main clause.

Example: If it rains tomorrow, we will stay indoors.

Second Conditional:

Used for unreal or hypothetical situations in the present or future, using past simple in the if-clause and would + base verb in the main clause.

Example: If I were rich, I would travel the world.

Third Conditional:

Used for unreal situations in the past, using past perfect in the if-clause and would have + past participle in the main clause.

Example: If I had studied harder, I would have passed the exam.

Use of 'Unless': Similar to 'if', 'unless' introduces a condition where the result happens if the condition is not fulfilled.

Example: Unless you hurry, we will miss the train.

Exercise 1: Fill in the blanks with the correct verb forms for each conditional type.

1. **Zero Conditional**:
    1. If you heat water to 100 degrees Celsius, it _____(boil).
    2. Plants die if they _____(not receive) enough sunlight.

2. First Conditional:

1. If she _____(study) hard tonight, she _____(pass) the exam tomorrow.
2. We _____(go) for a walk if it _____(not rain) this afternoon.

3. Second Conditional:

1. If I _____(win) the lottery, I _____(buy) a house in the countryside.
2. She _____(be) happier if she _____(have) more free time.

4. Third Conditional:
    1. If they _____(have) invited me, I _____(attend) their wedding.
    2. He _____(not fail) the test if he _____(study) more.

Exercise 2: Choose the Correct Conditional

1. If I _____(be) taller, I _____(reach) the top shelf easily. (First / Second / Third Conditional)
2. She _____(travel) more if she _____(have) more money. (First / Second / Third Conditional)

3. If you _____(not eat) so much junk food, you _____(feel) healthier. (First / Second / Third Conditional)
4. They _____(visit) us last weekend if they _____(know) we were in town. (First / Second / Third Conditional)

Exercise 3: Rewrite the Sentences Using 'Unless'

1. If you practice regularly, you will improve your skills.
2. If she doesn't hurry, she will miss the bus.
3. If they finish their homework, they can go out to play.
4. If it rains, the picnic will be cancelled.

Exercise 4: Mixed Conditionals

1. If she _____ (study) harder in school, she _____(be) more successful now.
2. If I _____(be) you, I _____(not do) the same mistake.
3. If they _____(have) enough money, they _____(travel) around the world.

Answers:

Exercise 1:

1. boils / do not receive
2. studies / will pass; will go / does not rain
3. won / would buy; would be / had
4. had invited / would have attended; would not have failed / had studied

Exercise 2:

1. were / would reach (Second Conditional)
2. would travel / had (First Conditional)
3. did not eat / would feel (First Conditional)
4. would have visited / had known (Third Conditional)

Exercise 3:

1. Unless you practice regularly, you won't improve your skills.
2. Unless she hurries, she will miss the bus.

3. Unless they finish their homework, they can't go out to play.

4. Unless it rains, the picnic will not be cancelled.

Exercise 4:

1. had studied / would be

2. were / would not do

3. had / would travel

5.3 Collocations

Definition:

A word or phrase that is often used with another word or phrase, in a way that sounds correct to people who have spoken the language all their lives, but might not be expected from the meaning.

Few Examples:

Make:

make a decision: We need to make a decision about where to go on vacation.

make an effort: She made a great effort to finish the project on time.

make money: He's been trying to make money by investing in stocks.

make progress: Despite the challenges, we're making good progress with the renovations.

make sense: Her explanation didn't make much sense to me.

Take:

take a break: Let's take a break and have some coffee.

take a chance: I decided to take a chance and apply for the job.

take notes: During the lecture, I took notes on important points.

take place: The meeting will take place in the conference room.

take responsibility: He finally took responsibility for his actions.

3. Do:

do business: We've been doing business with them for over five years.

do exercise: It's important to do regular exercise to stay healthy.

do homework: She spent the evening doing her homework.

do research: He's doing research on the effects of climate change.

do the dishes: After dinner, I usually do the dishes.

4. Have:

have a conversation: We need to have a conversation about our future plans.

have a drink: Would you like to have a drink after work?

have a good time: We had a really good time at the concert.

have breakfast: She always has breakfast before leaving for work.

have lunch: Let's have lunch together tomorrow.

5. Go:

go abroad: They're planning to go abroad for their vacation.

go ahead: You have my permission to go ahead with the project.

go for a walk: After dinner, we usually go for a walk in the park.

go home: It's late; I think I'll go home now.

go shopping: She goes shopping every Saturday morning.

6. Give:

give advice: She gave me some good advice on how to improve my writing.

give an example: Could you give me an example of how to use this word in a sentence?

give permission: Her parents gave her permission to stay out late.

give someone a hand: Can you give me a hand with these boxes?

give a presentation: He gave a brilliant presentation at the conference.

7. Take (related to understanding or responsibility):

take responsibility: He always takes responsibility for his mistakes.

take the blame: She took the blame for the project's failure.

take control: It's time for me to take control of my finances.

take into account: You need to take into account all the factors before making a decision.

take action: We need to take action to address this issue.

8. Catch:

catch a cold: She caught a cold and had to stay home.

catch a bus/train: We need to hurry to catch the next bus.

catch someone's attention: The bright colors caught my attention.

catch fire: The old building caught fire and burned down.

catch up (with someone): I need to catch up with my friend; we haven't talked in months.

9. Break:

break a rule: If you break the rules, there will be consequences.

break a record: He broke the world record for the 100-meter dash.

break the ice: A joke helped to break the ice at the meeting.

break the news: It's never easy to break the news to someone.

break a habit: It's hard to break the habit of checking my phone constantly.

10. Keep:

keep in touch: Let's keep in touch after you move.

keep calm: Keep calm and don't panic.

keep a promise: He always keeps his promises.

keep a secret: Can you keep a secret?

keep up with (someone/something): It's hard to keep up with the latest technology.

****** Students will be asked to fill or make a sentence using these collocations.**

5.5 American and British Words

American English and British English differ primarily in vocabulary, spelling, and sometimes grammar and pronunciation. For instance, "color" (American) vs. "colour" (British), "neighbor" vs. "neighbour." Differences can also be found in idiomatic expressions and usage of certain words, reflecting cultural and historical influences on language development.

List of British and American words

S.No	British Words	American Words
1.	Lift	Elevator
2.	Flat	Apartment
3.	Boot	Trunk
4.	Bonnet	Hood
5.	Lorry	Truck
6.	Petrol	Gasoline
7.	Biscuit	Cookie
8.	Sweets	Candy
9.	Rubbish	garbage
10.	Torch	Flashlight
11.	Holiday	Vacation
12.	Car Park	Parking Lot
13.	Post Code	Zip Code
14.	Mobile Phone	Cell Phone
15.	Film	movie
16.	Aeroplane	Airplane
17.	Trousers	Pants
18.	Jumper	Sweater
19.	Fizzy Drink	Soda
20.	Nappy	Diaper
21.	Underground	Subway

22.	Tap	Faucet
23.	Sack	Bag
24.	Sweets	Candy
25.	Windscreen	Windshield

Students will be asked to match or write an equivalent word for the given word

Let us sum up

Grammar forms the backbone of effective communication, enabling clarity, precision, and nuance in both written and spoken language. A strong grasp of grammar not only enhances one's ability to convey ideas accurately but also improves comprehension, reading skills, and overall literacy. Mastery of grammar rules is vital for academic achievement, effective professional communication, and clear personal expression. By understanding the structure and function of language, individuals can write more persuasively, speak more confidently, and engage more meaningfully with others. Continuous practice and exposure to well-written texts are crucial for honing grammatical skills and ensuring they become second

Suggested Reading

1. Practical English Usage by Michael Swan
2. English Grammar in Use by Raymond Murphy

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