



SHRIMATI INDIRA GANDHI COLLEGE

(Affiliated to Bharathidasan University)

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Tiruchirappalli - 620 002

DEPARTMENT OF ENGLISH

PART II ENGLISH

Instructional Material

GENERAL ENGLISH 23 ELGE2

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Washington Irving**

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UNIT I

Don't Quit

Don't Quit" is a motivational poem that encourages readers to persevere even when facing challenges and failures. It recognizes that everyone experiences tough times, but often success is just around the corner—even when things seem bleakest. The central message is: *never give up*.

Themes

1. **Perseverance** – The poem emphasizes staying strong in the face of adversity.
2. **Hope and Optimism** – There is always a chance that success is just one step away.
3. **Resilience** – The power of bouncing back from setbacks.
4. **Uncertainty of Success** – We often don't know how close we are to our goals.

Fill in the blanks

1. When things go wrong as they sometimes will, the road you're trudging seems all _____.
☐ **Answer:** uphill

2. Rest if you must, but don't you _____.
☐ **Answer:** quit

-
3. Life is strange with its twists and _____.
☐ **Answer:** turns

4. Success is failure turned _____ inside out.
☐ **Answer:** inside
5. Stick to the fight when you're hardest _____.
☐ **Answer:** hit
6. Often the goal is nearer than it seems to a _____ man.
☐ **Answer:** faint and faltering
7. The poet says life is _____ with its twists and turns.
☐ **Answer:** queer

. Question:

What is the central message of the poem *Don't Quit*?

Answer:

The poem encourages perseverance and teaches that one should not give up, even during difficult times, because success may be closer than it seems.

2. Question:

Write any two lines from the poem that emphasize not giving up.

Answer:

1. "Rest if you must, but don't you quit."
2. "Stick to the fight when you're hardest hit—It's when things seem worst that you must not quit."

3. Question:

What does the poet mean by "Success is failure turned inside out"?

Answer:

The poet means that failure can lead to success if one keeps trying and doesn't give up—it is often hidden within perseverance.

4. Question:

Identify the rhyme scheme used in the poem *Don't Quit*.

Answer:

The poem follows a regular **AABB** rhyme scheme throughout.

5. Question:

What is the tone of the poem *Don't Quit*?

Answer:

The tone is **encouraging, motivational, and hopeful**.

PARAGRAPH What message does the poem “Don't Quit” convey?

Answer:

The poem “Don't Quit” by Edgar A. Guest inspires readers to stay strong in times of difficulty. It encourages people to keep going even when life seems tough and success feels far away. The poet advises not to give up, even when tired or discouraged. The message is clear: success often comes just after the moment when one feels like quitting. The poet uses simple but powerful lines to remind us that persistence is the key to overcoming failure.

Essay on the Poem “Don't Quit”

The poem “*Don't Quit*” is a powerful and motivational piece of literature that encourages the reader to persevere through difficult times. Though the author is unknown, the poem has touched countless lives with its timeless message: **never give up, no matter how tough life gets**.

The poem begins by acknowledging that life can be hard and full of unexpected challenges. It describes situations where one may feel tired, discouraged, or even defeated. But instead of giving in to failure or despair, the poet advises the reader to rest if needed—but not to quit. This line, “Rest if you must, but don't you quit,” is one of the most memorable lines in the poem and perfectly captures its central theme.

One of the key ideas in the poem is that **success often comes after failure**, and sometimes we give up just before we are about to achieve our goal. The poet says that many people fail simply because they stop trying too soon. He compares success to a prize or crown that lies just beyond a difficult moment. This is a reminder that patience, determination, and resilience are often rewarded.

The poem also uses several literary devices like rhyme, metaphor, and imagery to make its message more impactful. The regular **AABB rhyme scheme** gives the poem a smooth and rhythmic flow. The metaphor “Success is failure turned inside out” shows that failure is not the opposite of success but a part of the journey toward it.

In conclusion, “*Don't Quit*” is more than just a poem—it is a life lesson. It tells us that **challenges are a part of life**, but giving up should never be an option. Whether in studies, career, relationships, or personal goals, the message remains clear: *keep going, and success will come*.

Still Here

Fill in the blanks

1. You may trod me in the very _____.
☐ **Answer:** dirt
2. But still, like dust, I'll _____.
☐ **Answer:** rise
3. Just like moons and like suns, with the certainty of _____.
☐ **Answer:** tides
4. Does my _____ upset you?
☐ **Answer:** sassiness
5. Did you want to see me broken, bowed head and lowered _____?
☒ **Answer:** eyes

1. **What is the central theme of the poem "Still I Rise"?**

☐ **Answer:**

The central theme is **resilience, self-respect, and hope** in the face of discrimination and oppression.

What does the poet compare herself to in the poem?

☐ **Answer:**

The poet compares herself to **dust, air, and the ocean**—symbols of power and resilience.

3. **What emotion does the poet express through the repeated line "I rise"?**

☐ **Answer:**

She expresses **confidence, determination, and unbreakable spirit**.

4. **What kind of attitude does the poet show towards her oppressors?**

□ **Answer:**

She shows an attitude of **defiance, pride, and strength**.

5. **Which natural elements are used as symbols in the poem?**

□ **Answer:**

The poet uses **moons, suns, tides, and dust** as symbols of **unstoppable strength and persistence**.

How does the poet express strength and resilience in the poem “Still Here”?

Answer:

In “Still Here,” Langston Hughes expresses his inner strength and courage to survive hardships. Despite facing fear, illness, and pain, the speaker declares proudly that he is “still here.” This simple statement shows his determination to keep going despite life’s struggles. The poem reflects the voice of someone who refuses to give up. It is a celebration of survival and a powerful reminder that hope and resilience can help one rise above any obstacle.

Essay on the Poem “Still Here” by Langston Hughes

The poem “*Still Here*” by **Langston Hughes** is a brief yet powerful piece that speaks about survival, resilience, and determination in the face of hardship. Though the poem is only a few lines long, it conveys a strong message of strength and perseverance, especially from the perspective of African Americans who faced centuries of discrimination and suffering.

The speaker in the poem reflects on the challenges they have faced: “I been scarred and battered. / My hopes the wind done scattered.” These lines show the physical and emotional pain they’ve endured. Life has not been easy; they have been beaten down by circumstances, and their dreams have been crushed. But the most powerful part of the poem comes in the line: “**But I’m still here.**” With just three words, Hughes communicates a powerful message of endurance.

The poem continues to describe tough experiences: “Snow has friz me, / Sun has baked me.” These lines represent the extremes of life—the cold and the heat, both literal and symbolic—that the speaker has endured. Despite everything, the final declaration remains the same: “I’m still here.”

The central theme of the poem is **survival through suffering**. Hughes does not deny the pain; instead, he acknowledges it and then celebrates the fact that he has survived. The poem reflects the strength of not only the individual but also the collective spirit of a people who have been through hardship but continue to endure.

Langston Hughes uses **simple language** and **direct imagery** to make the poem easy to understand but deeply emotional. The repetition of the line “I’m still here” acts as a refrain, emphasizing the speaker’s continued existence and strength despite adversity.

In conclusion, “*Still Here*” is a short poem with a lasting impact. It teaches us that even when life becomes extremely difficult, **surviving is itself a form of victory**. Hughes reminds us all of the power of resilience, and his poem continues to inspire those who face challenges in life.

Engine Trouble

Fill in the blanks

1. The narrator won a _____ in a lottery.

☐ **Answer:** road engine

2. The engine was described as looking like an _____ elephant.

☐ **Answer:** overgrown

3. The narrator lived in the town of _____.

☐ **Answer:** Malgudi

4. The engine created a lot of trouble because it could not be _____ easily.

☐ **Answer:** moved

5. The narrator took the help of a temple _____ to move the engine.

☐ **Answer:** elephant

6. A _____ helped the narrator in getting the engine out.

☐ **Answer:** wrestler

7. The road engine finally crashed into a _____.

☐ **Answer:** wall

8. The narrator felt that the engine brought him nothing but _____.

☐ **Answer:** trouble

1. **What did the narrator win in a lottery?**

☐ **Answer:**

He won a **road engine** in a lottery.

2. **Why was the engine a problem for the narrator?**

☐ **Answer:**

The engine was too **big and heavy** to move or use, causing him **a lot of trouble**.

3. **Which town is the story set in?**

☐ **Answer:**

The story is set in the fictional town of **Malgudi**.

4. **Who helped the narrator try to move the engine?**

☐ **Answer:**

A **temple elephant**, a **wrestler**, and some **coolies** helped him.

What happened when the engine was finally moved?

☐ **Answer:**

It **crashed into a wall**, causing more trouble.

Describe the main events of the short story "Engine Trouble."

Answer:

"Engine Trouble" by R.K. Narayan is a humorous story about a man who wins a road engine in a lottery. What seems like a great prize soon becomes a burden. The narrator faces difficulty moving the engine due to its size and weight. He struggles to store or sell it, and even when help arrives, the situation becomes more complicated. Eventually, he manages to hand it over to the municipality. The story uses humor and irony to show how an unexpected win can cause more problems than happiness.

Essay on "Engine Trouble" by R.K. Narayan

R.K. Narayan's short story "*Engine Trouble*" is a humorous and insightful tale that highlights the unpredictability of life, the burden of sudden fortune, and the absurdities of bureaucracy and society. Set in the fictional town of **Malgudi**, the story follows an unnamed

narrator who wins a road engine in a lottery and ends up facing one problem after another because of it.

At first, winning the engine seems like a stroke of good luck. The narrator is thrilled to receive such a large and valuable machine. However, he quickly realizes that owning something as massive and impractical as a road engine is more of a **burden than a blessing**. He struggles to move it, find a use for it, or even get rid of it. He tries everything—consulting friends, seeking help from officials, and hiring people to move it—but each effort leads to more **comical disasters** and increasing frustration.

Narayan uses **humor and irony** to emphasize the absurdity of the situation. The engine, which is meant to be a symbol of power and wealth, becomes a source of endless **trouble and embarrassment**. The narrator's hopes of making money or gaining respect from his community are dashed as the situation spirals out of control. His encounter with red tape, the indifference of officials, and the physical and financial challenges of managing the engine reflect deeper themes about society.

One of the central ideas of the story is the **burden of unexpected fortune**. What seems like a prize becomes a punishment. This is a common theme in Narayan's work: ordinary people getting caught in extraordinary situations. The story also subtly critiques **government inefficiency, social expectations**, and the way people blindly chase after things without understanding their true value.

Narayan's writing style is simple, witty, and filled with **local color**. His characters are relatable and his tone remains light-hearted, even as the narrator's situation becomes increasingly difficult. The story ends on an amusing note, with the narrator finally getting rid of the engine—only to have it cause one final disaster.

In conclusion, "*Engine Trouble*" is a delightful and meaningful story that uses humor to explore real-life problems. Through the narrator's misadventures, R.K. Narayan shows how **luck and trouble often come hand in hand**, and how the simplest things in life can turn unexpectedly complicated.

Rip Van Winkle

Fill in the blanks

1. Rip Van Winkle was a _____ man who loved to help others.
☐ **Answer:** kind
2. Rip lived in a village at the foot of the _____ Mountans.
☐ **Answer:** Kaatskill
3. Rip's greatest trouble in life was his _____.
☐ **Answer:** wife

4. Rip went into the mountains with his _____.

☐ **Answer:** dog (Wolf)

5. Rip fell asleep for _____ years.

☐ **Answer:** twenty

1. **Who was Rip Van Winkle?**

☐ **Answer:**

Rip Van Winkle was a **kind, helpful man** who lived in a village at the foot of the Kaatskill Mountains.

2. **What was Rip's biggest problem in life?**

☐ **Answer:**

His **nagging wife**, Dame Van Winkle, was his biggest problem.

3. **What did Rip love to do in his village?**

☐ **Answer:**

Rip loved to **help others, go to the forest, and avoid work at home.**

4. **What happened to Rip in the mountains?**

☐ **Answer:**

He **drank a strange drink**, fell asleep, and woke up after **twenty years**.

5. **How did Rip look when he woke up?**

☐ **Answer:**

He had a **long white beard** and his clothes were old and worn out.

What happened to Rip Van Winkle after he went into the mountains?

Answer:

Rip Van Winkle, a kind but lazy man, went into the mountains to escape his nagging wife. There, he met some mysterious men and drank a strange liquor. He fell into a deep sleep and woke up twenty years later. When he returned to his village, he found that everything had changed—his wife had died, his children were grown, and the country was no longer under British rule. The story is both magical and meaningful, showing how time and life move on, even when we are not aware of it.

Essay on *Rip Van Winkle* by Washington Irving

Washington Irving's short story "*Rip Van Winkle*" is a classic of American literature. First published in 1819, the story is set in a quiet village in the Catskill Mountains before and after the American Revolutionary War. It is a **blend of fantasy, history, and social commentary**, centered around the character of Rip Van Winkle, a kind but lazy man who mysteriously sleeps for twenty years.

Rip Van Winkle is loved by the people in his village for his friendly nature and willingness to help others, but he is seen as irresponsible at home. His wife constantly scolds him for his laziness and inability to provide for the family. To escape her nagging, Rip wanders into the mountains with his dog and rifle. There, he meets a group of strange, silent men dressed in old-fashioned clothes. He drinks their liquor and falls into a deep sleep.

When Rip wakes up, everything has changed. His beard is long, his dog is gone, and his village looks different. He soon discovers that **twenty years have passed**, the Revolutionary War has ended, and America is no longer a colony of England. His wife has died, and his children have grown. Rip is shocked but eventually accepts his new life and finds peace in his old age.

The story explores themes such as **change and continuity, freedom**, and the passage of time. Rip's long sleep is symbolic—it represents the dramatic changes that took place in America during those two decades, especially politically. Before he sleeps, the village is under British rule; after he wakes, it's an independent nation. However, the people are still the same, and Rip himself remains largely unchanged, suggesting that while history moves forward, human nature stays constant.

Irving also uses **humor, satire, and myth-like elements** to keep the story engaging. The mysterious men in the mountains and Rip's long sleep give the story a magical, fairy-tale quality, while the contrast between Rip's laziness and his wife's constant nagging adds a comic touch.

In conclusion, "*Rip Van Winkle*" is more than just a fantasy tale—it is a clever reflection on history, change, and human behavior. Through Rip's journey, Washington Irving presents a timeless story about the challenges of adapting to change and the comfort of staying true to oneself.

UNIT II

Fill in the blanks

1. The narrator in the story is a young _____.
☐ **Answer:** boy

2. The narrator earns money by writing letters for _____ people.

☐ **Answer:** illiterate

3. The old man in the story wants the narrator to write a letter to his _____.

☐ **Answer:** son

4. The old man's son is in _____.

☐ **Answer:** prison

5. The narrator is initially only interested in making _____.

☐ **Answer:** money

1. **Who is the narrator in the story "The Scribe"?**

☐ **Answer:**

The narrator is a **young boy** who writes letters for illiterate people in his neighborhood to earn money.

2. **Why is the old man in the story upset?**

☐ **Answer:**

The old man is upset because his **only son is in prison**, and he cannot read or write to communicate with him.

3. **What does the old man ask the narrator to do?**

☐ **Answer:**

He asks the narrator to **write a letter to his imprisoned son**.

4. **How does the narrator feel after writing the letter for free?**

☐ **Answer:**

He feels a sense of **pride and satisfaction** for doing a kind and selfless act.

5. **What is the narrator's job in the neighborhood?**

☐ **Answer:**

He works as a **scribe**, writing letters for people who cannot read or write.

How did the narrator in “The Scribe” grow through his job of writing letters?

Answer:

In *The Scribe*, the narrator is a young boy who earns money by writing letters for people who cannot read or write. Through this job, he develops a sense of responsibility, empathy, and pride in helping others. Though he starts the job for financial reasons, he eventually realizes its social value. The job teaches him patience and makes him aware of the hardships faced by others. The story highlights the dignity of work and how even a small task like letter writing can be meaningful and impactful.

Bottom of Form

Essay: The Scribe by Kristin Hunter

“The Scribe” by Kristin Hunter is a touching short story that highlights the values of compassion, empathy, and social responsibility. The narrator is a young boy who earns money by writing letters for illiterate people in his neighborhood. He is practical and business-minded, seeing his work mainly as a way to make money.

One day, an old man approaches him, asking him to write a letter to his only son, who is in prison. As the old man dictates the message with deep emotion, the boy is deeply moved by his pain and helplessness. Although he usually charges for his work, he chooses not to take money from the old man.

This decision marks a turning point in the narrator’s life. He realizes that kindness and humanity are more important than profit. The story teaches that true service lies in helping those in need without expecting anything in return.

Kristin Hunter uses simple language to deliver a powerful moral lesson. “The Scribe” shows us that even small acts of kindness can have a big impact, and that helping others can bring a deeper sense of satisfaction than money ever could.

The Lady or the Tiger

Fill in the blanks

1. The story is written by **Frank R.** _____.
☐ **Answer:** Stockton

2. The king in the story is described as **semi-**_____.

☐ **Answer:** barbaric

3. In the king's arena, one door hides a **lady**, and the other hides a _____.

☐ **Answer:** tiger

4. The princess is deeply in love with a young _____.

☐ **Answer:** man (or courtier)

5. The princess secretly finds out what is behind each _____.

☐ **Answer:** door

1. **What kind of king ruled the kingdom in the story?**

☐ **Answer:**

The king was described as **semi-barbaric**, meaning he was powerful, cruel, and had strange ideas of justice.

2. **What was the method of justice in the king's arena?**

☐ **Answer:**

The accused had to choose one of two doors: behind one was a **lady**, and behind the other was a **tiger**. His fate depended on chance.

3. **Why was the young man put on trial?**

☐ **Answer:**

He was in love with the **king's daughter**, which the king saw as a crime because the man was not of royal blood.

4. **What secret did the princess discover before the trial?**

☐ **Answer:**

She found out which door hid the **lady** and which one hid the **tiger**.

5. **Why was the princess jealous of the lady behind the door?**

☐ **Answer:**

Because the lady was **beautiful and admired** by the court and had shown interest in the princess's lover.

What is the central conflict in “The Lady or the Tiger”?

Answer:

The central conflict in *The Lady or the Tiger* is emotional and psychological. A young man must choose between two doors: behind one is a lady he must marry, and behind the other is a fierce tiger that will kill him. The twist is that the king’s daughter, who loves him, knows what is behind each door. She must decide whether to let him live and marry another woman or die and stay loyal to her. The story ends without revealing what she chose, leaving the reader to decide whether love or jealousy guided her.

“**The Lady or the Tiger?**” by **Frank R. Stockton** is a thought-provoking short story that explores themes of love, jealousy, justice, and human nature. The story is set in a semi-barbaric kingdom where justice is carried out in a strange and dramatic way: an accused person must choose one of two doors in an arena. Behind one door is a lady chosen as a reward, and behind the other is a fierce, hungry tiger.

The plot revolves around the king’s daughter, the princess, who falls in love with a common man. When the king finds out, he punishes the man by putting him in the arena to choose his fate. The princess secretly learns what lies behind each door and gives her lover a hint. But here lies the suspense — does she guide him to the lady out of love, or to the tiger out of jealousy?

The story ends without revealing the outcome, leaving readers to decide what the princess chose. This clever ending makes the story memorable and open to interpretation. It forces us to think about human emotions — can love conquer jealousy? Or does pride and passion lead to destruction?

“The Road Not Taken”

Fill in the blanks

1. Two roads diverged in a _____.
☐ **Answer:** yellow wood

2. And sorry I could not travel both and be one _____.
☐ **Answer:** traveler

3. I looked down one as far as I could to where it bent in the under _____.
☐ **Answer:** growth

4. Then took the other, as just as _____.
☐ **Answer:** fair

5. And having perhaps the better claim, because it was _____ and wanted wear.
☐ **Answer:** grassy

1. **What is the main theme of the poem “The Road Not Taken”?**

☐ **Answer:**

The main theme is **the importance of choices** in life and how they shape our future.

2. **What does the “road” symbolize in the poem?**

☐ **Answer:**

The “road” symbolizes **life decisions or choices** that a person must make.

3. **Why did the poet choose the road less traveled by?**

☐ **Answer:**

He felt it was **grassy and wanted wear**, suggesting it was not chosen often.

4. **What does the poet mean by “I doubted if I should ever come back”?**

☐ **Answer:**

It means that once a choice is made, **it is difficult to return and choose again**.

5. **How does the poet feel about his decision in the end?**

☐ **Answer:**

He reflects on it with a **sigh**, suggesting **mixed emotions**, but says it **made all the difference** in his life.

What is the significance of the road in “The Road Not Taken”?

Answer:

In *The Road Not Taken*, the road is a metaphor for life choices. The speaker stands at a fork

in the woods, symbolizing a moment of decision. He chooses the road "less traveled by," which represents an unconventional or difficult path. This choice shapes his future, and he reflects on how one decision can affect an entire life. The poem emphasizes the importance of personal choices and how we often look back and wonder "what if." It teaches that life is full of choices, and we must accept the outcomes of the paths we take.

Essay : "The Road Not Taken" by Robert Frost

"The Road Not Taken" by **Robert Frost** is a symbolic poem that explores the theme of **choices and their consequences in life**. The poem begins with the speaker standing at a fork in a yellow wood, faced with two roads. This situation represents a point in life where one must make an important decision.

Although both roads appear similar, the speaker chooses the one **less traveled by**, which reflects his desire to be different or independent. However, he knows that one choice will lead to another and that he may never come back to try the other path. This mirrors real life, where some decisions are final and change our direction forever.

In the end, the speaker says his choice **"made all the difference,"** suggesting that our decisions, no matter how small they may seem at the time, shape our future. The poem uses simple language and nature imagery to express a deep truth about human life.

Frost does not tell us if the choice was good or bad—only that it was important. This makes the poem timeless and relatable for everyone facing the uncertainties of life.

SNAKE

Fill in the blanks

☐ The poet saw a snake at his _____ trough.

Ans: water

☐ The day was hot and the poet had come to _____.

Ans: draw water

☐ The snake had a _____ skin and a soft-bellied underside.

Ans: yellow-brown

☐ The poet stood and waited like a _____.

Ans: second-comer

☐ The poet felt _____ because he had to wait for the snake to finish.

Ans: honoured

☐ **Q: Where did the poet see the snake?**

A: The poet saw the snake at his water-trough, where it had come to drink water.

□ **Q: What time of day did the poet encounter the snake?**

A: The poet encountered the snake during a hot day in the afternoon, around two o'clock.

□ **Q: How did the poet describe the snake's appearance?**

A: The poet described the snake as having a yellow-brown soft belly and a slow, dignified movement.

□ **Q: What was the poet's initial reaction on seeing the snake?**

A: The poet was fascinated and felt honoured that the snake had come to his trough to drink.

□ **Q: What did the voice of education tell the poet to do?**

A: The voice of education told the poet to kill the snake because it was dangerous and poisonous.

How does the poet express the conflict between instinct and social training in "Snake"?

Answer:

In *Snake*, D. H. Lawrence presents an inner conflict between the poet's natural admiration for the snake and the teachings of society. When the poet sees the snake peacefully drinking water, he feels respect and awe. However, his social conditioning tells him to fear and kill it. Eventually, he throws a log at the snake but immediately regrets it. This act reflects the tension between the voice of nature and the learned behavior of violence. The poem reveals the poet's guilt and shame and encourages respect for all living beings, even those we are taught to fear.

Describe the poet's feelings when he first saw the snake.

Answer:

When the poet first saw the snake at his water-trough, he was fascinated and felt honoured by its presence. Despite the snake being commonly feared, the poet admired its quiet and dignified manner. He did not feel threatened; instead, he respected the creature and observed it in silence. This shows the poet's natural instinct to appreciate the beauty of the snake rather than fear it.

ESSAY ON THE POEM SNAKE BY D.H.LAWRENCE

The poem "**Snake**" by **D.H. Lawrence** is a powerful reflection on the conflict between human instinct and the influence of societal teachings. Through vivid imagery and deep emotion, Lawrence captures a moment when he encounters a snake at his water-trough and explores the complex feelings that arise from it.

The poem begins with the poet coming to draw water on a hot day, only to find a **snake already drinking from his trough**. Instead of reacting with fear, the poet is **fascinated and honoured** by the presence of the creature. The snake is described with dignity—"a king in exile"—and the poet feels a deep sense of admiration and respect for it. This natural response shows the poet's instinct to appreciate the beauty and mystery of nature.

However, this peaceful moment is interrupted by what the poet calls the “**voice of education.**” He has been taught that snakes are **dangerous and must be killed.** Despite his admiration for the snake, the poet gives in to this voice and throws a log at the creature as it retreats into a hole. Immediately, he regrets his action and feels **ashamed**, calling it a “**mean act.**” He recognizes the internal struggle between **what he feels** and **what he has been taught.**

The poem beautifully portrays this inner conflict, which many people face—between **natural feelings** and **societal expectations.** Lawrence criticizes blind obedience to education or rules when they go against one’s true feelings or moral sense.

In conclusion, “Snake” is not just about an encounter with a reptile. It is a deep philosophical poem about the struggle between **instinct and learned behaviour**, between **respect for life** and **irrational fear**, and between **human conscience** and **cultural conditioning.** Through this poem, D.H. Lawrence urges readers to trust their inner voice and to treat all creatures with dignity.

UNIT III

How I Taught My Grandmother to Read

Fill in the blanks

☐ The story is written by _____.

Ans: Sudha Murthy

☐ The grandmother’s favourite magazine was _____.

Ans: *Karmaveera*

☐ The author was _____ years old when the story takes place.

Ans: twelve

☐ The grandmother wanted to learn to read so that she could be independent and not _____ others.

Ans: depend on

☐ The grandmother was very determined and showed great _____ in learning.

Ans: willpower

☐ **Q: Who is the author of the story “How I Taught My Grandmother to Read”?**

A: The author of the story is **Sudha Murthy.**

☐ **Q: Why did the grandmother want to learn to read?**

A: She wanted to become independent and read religious books and stories on her own, without depending on others.

☐ **Q: What was the name of the magazine the grandmother liked to read?**

A: The magazine was called **Karmaveera.**

☐ **Q: How old was the author when she taught her grandmother to read?**

A: The author was **twelve years old** at the time.

☐ **Q: Who was the central character in the novel 'Kashi Yatre'?**

A: The central character was an old woman who wanted to go on a pilgrimage to **Kashi (Varanasi)**.

Essay on “How I Taught My Grandmother to Read” by Sudha Murthy

The story “**How I Taught My Grandmother to Read**” by **Sudha Murthy** is a touching and inspiring account of a young girl teaching her illiterate grandmother how to read. It highlights themes like **education, determination, love, and respect** for elders.

The author, who was only twelve years old at the time, narrates how her grandmother expressed a deep desire to learn to read after being unable to follow the episodes of her favourite story *Kashi Yatre* when the granddaughter was away. This story made a strong emotional impact on her grandmother, who realised how helpless she felt depending on someone else to read for her.

What makes the story heartwarming is the grandmother’s **strong determination and commitment**. Despite her age, she sets a goal and works hard every day to achieve it. She wakes up early, studies regularly, and follows her granddaughter’s guidance sincerely. The granddaughter becomes a patient and loving teacher, and the relationship between them grows stronger.

On the festival of Vijayadasami, a traditional day for beginning learning in Indian culture, the grandmother gives the author a gift and touches her feet — a symbolic gesture of showing **respect to a teacher**, even though the teacher is a child. This moment is emotionally powerful, as it shows the grandmother’s humility and the cultural value given to learning.

The story delivers a strong message that **age is no barrier to learning**. It also emphasizes the importance of **education in empowering individuals**, especially women. Sudha Murthy beautifully portrays how love, patience, and determination can overcome challenges.

In conclusion, “How I Taught My Grandmother to Read” is not just a story about literacy, but a lesson in life, respect, and the power of will. It inspires readers to value education and never stop learning, no matter how old they are.

How the Frog Went to Heaven – A Tale of Angola”

Fill in the blanks

☐ The tale “How the Frog Went to Heaven” is a folk tale from _____.

Ans: Angola

☐ The frog wanted to go to _____.

Ans: heaven

☐ The frog asked the _____ to take him to heaven.

Ans: duck

☐ The frog hid in the _____ of the duck.

Ans: feathers

☐ In heaven, the frog ate lots of _____ and drank plenty of _____.

Ans: good food, wine

☐ **Q: From which country is the tale “How the Frog Went to Heaven” taken?**

A: It is a folk tale from **Angola**.

☐ **Q: What was the frog’s wish in the story?**

A: The frog wanted to go to **heaven**.

☐ **Q: How did the frog manage to reach heaven?**

A: The frog asked the duck to carry him to heaven and **hid in the duck’s feathers**.

☐ **Q: What did the frog do once he reached heaven?**

A: He **ate a lot of food**, drank wine, and enjoyed himself.

☐ **Q: Why did the frog die at the end of the story?**

A: He foolishly jumped from heaven back to Earth shouting, “Here I come!” and **died on landing**.

Essay on “How the Frog Went to Heaven – A Tale of Angola”

The story “**How the Frog Went to Heaven**” is a humorous and moral folk tale from **Angola**. It teaches an important lesson about pride and foolishness through a simple animal story.

In the story, a little frog wishes to go to heaven. He asks a duck to take him along. The duck agrees, but warns him to behave sensibly. The frog hides in the duck’s feathers and reaches heaven. Once there, the frog enjoys the food, wine, and the heavenly atmosphere. He feels proud and thinks he is very special. When the duck says it is time to go back, the frog asks her to return to Earth and bring more frogs to heaven. The duck obeys and leaves.

However, the frog becomes impatient and foolishly decides to jump back to Earth by himself. He cries out, “Here I come!” and jumps down—but the result is tragic. The frog falls to the ground and dies. This ending gives a strong message that **overconfidence and ignoring good advice can lead to failure**.

This story is simple but effective. It uses animals to teach a human lesson. It reminds us that we should always stay humble, listen to wise advice, and never let pride control our actions.

☐ kalam’s father’s name was _____ and his mother’s name was _____.

Ans: Jainulabdeen, Ashiamma

☐ Kalam’s father was an _____ man who owned boats.

Ans: honest and devout

☐ Kalam helped his cousin Samsuddin distribute _____.

Ans: newspapers

☐ The first chapter gives a picture of Kalam's _____ and _____.

Ans: childhood, family background

☐ Kalam was deeply influenced by three close friends: _____, _____, and _____.

Ans: Ramanadha Sastry, Aravindan, Sivaprakasan

☐ The chapter talks about communal _____ in Rameswaram.

Ans: harmony

☐ Kalam's science teacher was _____.

Ans: Sivasubramania Iyer

☐ Kalam's teacher invited him to his house for _____.

Ans: a meal

☐ Kalam believed that _____ can lift a person's life.

Ans: education

☐ Kalam went to study aerospace engineering at _____.

Ans: Madras Institute of Technology (MIT)

☐ He had to support his studies through his _____.

Ans: sister's financial help (Zohara)

☐ One of Kalam's mentors at MIT was _____.

Ans: Prof. Sponder

☐ Kalam was interested in becoming a _____.

Ans: fighter pilot

☐ He missed getting selected for the Air Force by _____ rank.

Ans: one

☐ **Where was Abdul Kalam born?**

A: He was born in **Rameswaram, Tamil Nadu.**

☐ **Q: What values did Kalam learn from his father?**

A: Kalam learned **honesty, simplicity, and faith in God** from his father.

☐ **Q: Who were Kalam's childhood friends and what was special about them?**

A: His friends were **Ramanadha Sastry (a Brahmin), Aravindan, and Sivaprakasan.**
They came from different religions but lived in harmony.

☐ **Q: What was the lesson from Sivasubramania Iyer's invitation to dinner?**

A: It taught Kalam about **breaking social barriers and equality among all.**

□ **Q: Where did Kalam pursue his higher education?**

A: He studied at **Madras Institute of Technology (MIT)**.

□ □ **Q: How did Kalam's sister Zohara help him?**

A: She mortgaged her jewellery to **pay for his college fees**.

□ **Q: What setback did Kalam face after graduation?**

A: He narrowly missed **becoming a fighter pilot**, ranking ninth when only eight were selected.

□ **Q: What attitude did Kalam develop toward failure?**

A: He accepted failure as a **lesson and motivation** to work harder.

Essay on Chapters 1–3 of "Wings of Fire"

The first three chapters of *Wings of Fire* by Dr. A.P.J. Abdul Kalam provide an inspiring glimpse into the early life of one of India's greatest scientists and former President. These chapters focus on his **childhood, family values, friendships, and education**, forming the foundation of his personality and career.

In Chapter 1, "Orientation", Kalam describes his **humble beginnings in Rameswaram**. His father was a pious and respected man, and his mother was generous. Despite living in a small town, Kalam's early life was filled with **values of discipline, faith, and compassion**. He helped distribute newspapers to support his family, which taught him the dignity of labour.

Chapter 2, "Luminous Sparks", highlights Kalam's **communal harmony** with his childhood friends from different religions. It shows how Kalam's science teacher, Mr. Sivasubramania Iyer, encouraged him to break social barriers. The teacher's actions left a lasting impression on Kalam and inspired him to dream big.

Chapter 3, "Preparation", narrates his journey to higher education at the **Madras Institute of Technology**. Despite financial struggles, his **sister Zohara helped him** pursue his dreams. Kalam worked under great mentors like Prof. Sponder and was determined to become a pilot, but narrowly missed selection. Instead of losing hope, he accepted failure with strength and prepared for a future in aerospace engineering.

These chapters show how **strong values, hard work, and education** shaped Kalam's vision and determination. His life teaches us that even the simplest beginnings can lead to the highest achievements if we have faith and persistence.

UNIT IV

Present Tense

Definition:

The present tense is used to describe actions happening **now**, or facts that are always true.

Types of Present Tense:

1. **Simple Present** – Regular actions or universal truths
Example: She **reads** every day.

2. **Present Continuous** – Action happening now
Example: He **is eating** lunch.
3. **Present Perfect** – Action completed recently
Example: They **have finished** the project.
4. **Present Perfect Continuous** – Action started in the past and continuing
Example: She **has been studying** for two hours.

4.2 Past Tense

Definition:

Past tense is used to express actions that have **already happened**.

Types of Past Tense:

1. **Simple Past** – Completed actions
Example: I **watched** the movie yesterday.
2. **Past Continuous** – Ongoing action in the past
Example: He **was sleeping** during the lecture.
3. **Past Perfect** – Action completed before another past action
Example: She **had left** before I arrived.
4. **Past Perfect Continuous** – Action that was ongoing before a past point
Example: We **had been walking** for hours.

4.3 Future Tense

Definition:

The future tense is used for actions that **will happen** later.

Types of Future Tense:

1. **Simple Future** – Basic future action
Example: I **will call** you tomorrow.
2. **Future Continuous** – Action in progress in the future
Example: They **will be traveling** next week.
3. **Future Perfect** – Action completed before a future time
Example: She **will have finished** her work by 5 PM.
4. **Future Perfect Continuous** – Ongoing action until a future point
Example: By next year, he **will have been working** here for 10 years.

4.4 Concord (Subject-Verb Agreement)

Definition:

Concord refers to the **agreement between the subject and the verb** in a sentence in **number** and **person**.

Basic Rules:

1. **Singular subject** takes a **singular verb**
Example: She **writes** neatly.

2. **Plural subject** takes a **plural verb**

Example: They **write** every day.

3. With '**either/or**' or '**neither/nor**', the verb agrees with the **nearest subject**.

Example: Neither the students **nor** the teacher **was** present.

4. Collective nouns can take **singular or plural verbs** depending on meaning.

Example: The team **is** winning. / The team **are** wearing their new jerseys.

5. ☐ She _____ (read) a book every evening.

Ans: reads

6. ☐ I _____ (go) to school by bus.

Ans: go

7. ☐ We _____ (play) cricket now.

Ans: are playing

8. ☐ They _____ (live) here for 5 years.

Ans: have lived

9. **Q: What is the simple present tense used for?**

A: It is used for habits, general truths, and repeated actions.

10. **Q: Give two examples of present continuous tense.**

A: He **is eating**. They **are studying**.

Essay: Present Tense

The present tense is used to describe actions happening now or regularly. It includes four types: simple present, present continuous, present perfect, and present perfect continuous. It helps in expressing habits, ongoing activities, and recent actions. Mastery of present tense is important for speaking and writing correctly.

- ☐ I _____ (watch) a movie yesterday.

Ans: watched

- ☐ She _____ (was/were) writing a letter when I arrived.

Ans: was

- ☐ We _____ (had completed/have completed) the project before the deadline.

Ans: had completed

- ☐ They _____ (had been playing/have been playing) for two hours before sunset.

Ans: had been playing

1. **Q: What is the past perfect tense used for?**

A: It shows that one action was completed before another past action.

2. **Q: Give an example of past continuous tense.**

A: I **was reading** when the lights went out.

📝 Essay: Past Tense

The past tense refers to actions that already happened. It includes four forms: simple past, past continuous, past perfect, and past perfect continuous. These forms help us narrate events clearly in writing and speech. Using the correct past tense form is essential for effective storytelling and descriptions.

1. I _____ (will go/go) to the market tomorrow.
Ans: will go
2. They _____ (will be coming/were coming) at 5 PM.
Ans: will be coming
3. She _____ (will have finished/will finish) the work by Monday.
Ans: will have finished
4. By next year, I _____ (will have been working/have worked) here for 10 years.
Ans: will have been working

2-Mark Questions

1. **Q: What is simple future tense used for?**
A: It is used to describe actions that will happen in the future.
2. **Q: Write one sentence in future perfect tense.**
A: She **will have completed** her homework by 6 PM.

Essay: Future Tense

Future tense describes actions that are yet to happen. It includes simple future, future continuous, future perfect, and future perfect continuous. It helps express intentions, plans, or predictions. Knowing the future tense helps us communicate upcoming events with clarity and confidence.

1. He _____ (like/likes) chocolate.
Ans: likes
2. They _____ (is/are) going to the market.
Ans: are
3. The list of items _____ (is/are) on the table.
Ans: is
4. Either Ramesh or his friends _____ (has/have) taken the book.
Ans: have

2-Mark Questions

1. **Q: What is subject-verb agreement?**
A: It is the rule that the verb must agree with its subject in number and person.

2. **Q: Give one rule of concord with example.**

A: A singular subject takes a singular verb.

Example: The boy **plays** well.

Essay: Concord (Subject-Verb Agreement)

Concord means agreement between the subject and verb in a sentence. If the subject is singular, the verb must also be singular, and if the subject is plural, the verb must be plural. This is an essential rule in English grammar to form correct sentences. Incorrect concord can make sentences confusing or grammatically wrong. Understanding and applying subject-verb agreement improves both speaking and writing skills.

UNIT V

E-mail – Invitation, Enquiry, Seeking Clarification

1. An email should have a _____ subject line.

Ans: clear

2. The tone of a formal email must be _____ and _____.

Ans: polite, professional

3. An email has three main parts: _____, body, and closing.

Ans: greeting

4. In an enquiry email, you should clearly state your _____.

Ans: purpose

5. "Regards" or "Sincerely" are examples of _____ closings.

Ans: formal

6. **What are the main parts of an email?**

A: The main parts of an email are: subject line, greeting, body, closing, and signature.

7. **Q: Write one sentence used to seek clarification in an email.**

A: "Could you please clarify the deadline for the submission?"

Paragraph (Email Writing Importance)

Email is one of the most widely used forms of communication in academic and professional settings. It allows people to send invitations, make enquiries, and seek clarifications quickly. Writing a good email involves using a clear subject line, polite tone, and structured format. Being brief and direct improves understanding and ensures a professional impression.

5.2 Circular

Fill in the Blanks

1. A circular is written to address a group of _____.

Ans: people/employees

2. Circulars are usually used to share _____ information.

Ans: official/general

3. The tone of a circular should be _____ and _____.

Ans: formal, informative

4. Circulars include the _____ and the content body.

Ans: heading/date

5. Circulars are usually issued by the _____ or management.

Ans: authority

2-Mark Questions

Q: What is a circular?

A: A circular is a written document used to convey information to a group of people within an organization.

Q: Name two occasions when circulars are issued.

A: Circulars are issued for holidays, staff meetings, policy updates, or announcements.

Paragraph (Importance of Circulars)

Circulars are a formal method of communicating information to multiple people in an organization at the same time. They are brief, informative, and usually address changes, schedules, or announcements. They help maintain uniform communication and ensure everyone is updated about policies or events.

5.3 Memo (Memorandum)

Fill in the Blanks

1. A memo is a short form of _____.

Ans: memorandum

2. Memos are used for _____ communication.

Ans: internal

3. A memo should contain: To, From, _____, Date, and Subject.

Ans: Body/Message

4. Memos do not include any _____ or signature.

Ans: salutation

5. Memos are mainly used in _____ communication.

Ans: business/official

2-Mark Questions

Q: What is a memo used for?

A: A memo is used for internal communication within an organization to give information or instructions.

Q: What are the key features of a memo?

A: It is short, formal, to the point, and does not use greetings or sign-offs.

Paragraph (Purpose of Memos)

Memos are brief and direct forms of internal communication used in offices. They are useful for issuing instructions, notices, or reminders within a department. Memos save time and keep records of internal communication, helping in smooth workflow.

5.4 Minutes of the Meeting

Fill in the Blanks

1. Minutes are the official _____ of a meeting.
Ans: record
2. Minutes include the date, time, venue, and names of _____.
Ans: attendees
3. The person who prepares the minutes is called the _____.
Ans: secretary
4. Minutes should be _____ and accurate.
Ans: concise
5. Minutes mention the topics discussed and _____ taken.
Ans: decisions

2-Mark Questions

Q: What are minutes of a meeting?

A: Minutes are the official written record of the discussions and decisions made during a meeting.

Q: Why are minutes important?

A: They serve as a legal and formal record for future reference and accountability.

Paragraph (Role of Meeting Minutes)

Minutes of a meeting are essential documents that record what was discussed, who attended, and what decisions were taken. They help keep track of tasks, responsibilities, and deadlines. Clear and accurate minutes ensure transparency and avoid misunderstandings in future discussions.



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