



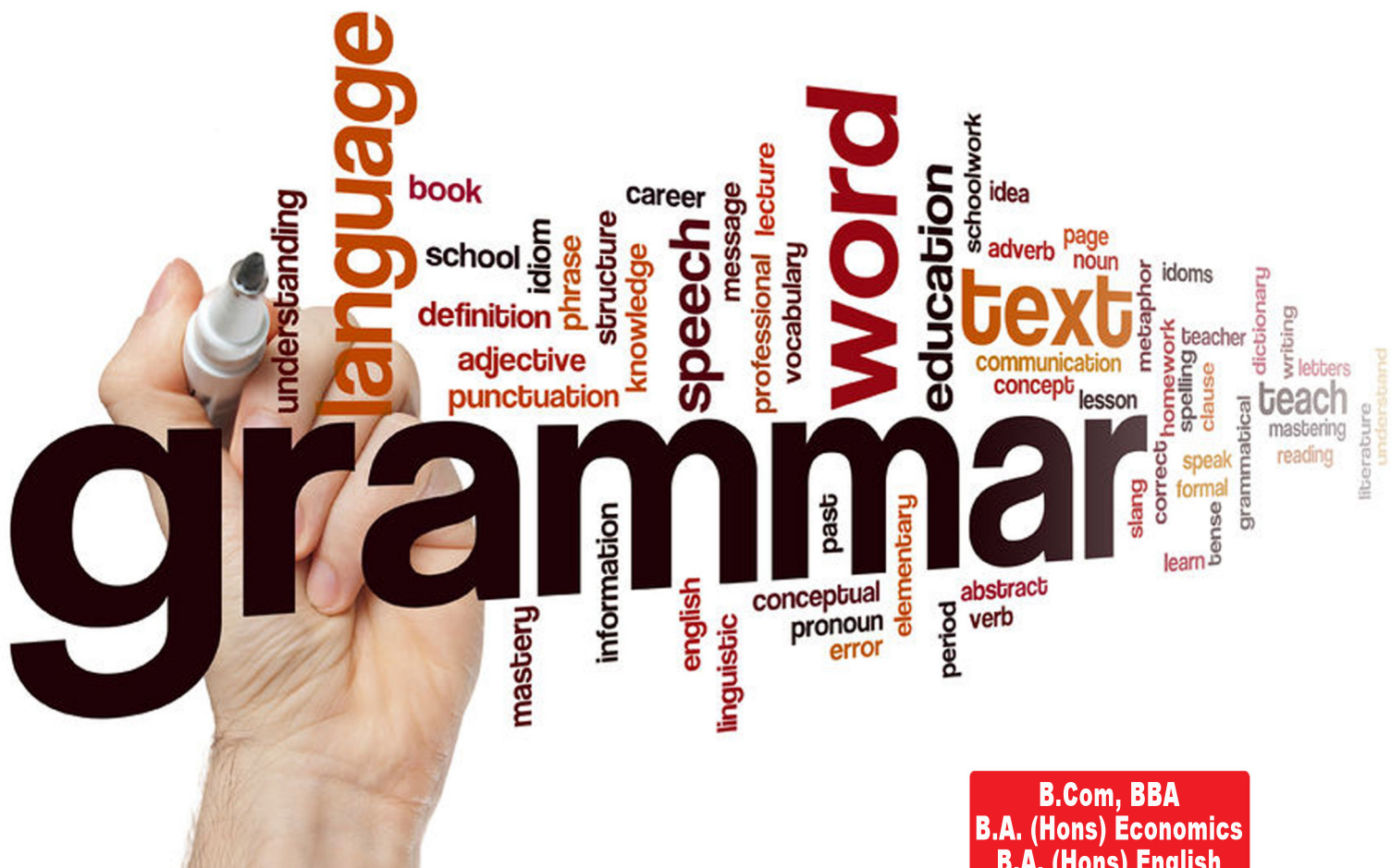
# VELS



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)  
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)  
PALLAVARAM - CHENNAI  
INSTITUTION WITH UGC 12B STATUS

## DLENG-20

# English - VI



**B.Com, BBA**  
**B.A. (Hons) Economics**  
**B.A. (Hons) English**  
 ODL MODE  
 [Semester Pattern]

**School of Languages**  
 Centre for Distance and Online Education  
 Vels Institute of Science, Technology and Advanced Studies (VISTAS)  
 Pallavaram, Chennai - 600 117

**Vels Institute of Science, Technology  
and Advanced Studies**

**Centre for Distance and Online Education**

**BBA/B.Com/BA(Hons)-Economics/  
BA(Hons)-English- ODL Mode**

(Semester Pattern)

**DLENG-30: English-VI**

(4 Credits)

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## FOREWORD



**Dr. Ishari K Ganesh**  
**Chancellor**

Vels Institute of Science, Technology and Advanced Studies (VISTAS), Deemed-to-be University, was established in 2008 under section 3 of the Act of 1956 of the University Grants Commission(UGC), Government of India, New Delhi.

VISTAS has blossomed into a multi-disciplinary Institute offering more than 100 UG & PG Programmes, besides Doctoral Programmes, through 18 Schools and 46 Departments. All the Programmes have the approval of the relevant Statutory Regulating Authorities such as UGC, UGC-DEB, AICTE, PCI, BCI, NCTE and DGS.

Our University aims to provide innovative syllabi and industry-oriented courses, and hence, the revision of curricula is a continuous process. The revision is initiated based on the requirement and approved by the Board of Studies of the concerned Department/School. The courses are under Choice Based Credit Systems, which enables students to have adequate freedom to choose the subjects based on their interests.

I am pleased to inform you that VISTAS has been rendering its services to society to democratize the opportunities of higher education for those who are in need through Open and Distance Learning (ODL) mode. VISTAS ODL Programmes offered have been approved by the University Grants Commission (UGC) – Distance Education Bureau (DEB), New Delhi.

The Curriculum and Syllabi have been approved by the Board of Studies, Academic Council, and the Executive Committee of the VISTAS, and they are designed to help provide employment opportunities to the students.

The ODL Programme [B.Com., BBA , B.A(Hons)-Economics and B.A(Hons)-English] Study Materials have been prepared in the Self Instructional Mode (SIM) format as per the UGC-DEB (ODL & OL) Regulations 2020. It is highly helpful to the students, faculties and other professionals. It gives me immense pleasure to bring out the ODL programme with the noble aim of enriching learners' knowledge. I extend my congratulations and appreciation to the Programme Coordinator and the entire team for bringing up the ODL Programme in an elegant manner.

At this juncture, I am glad to announce that the syllabus of this ODL Programme has been made available on our website, [www.vistascdoe.in](http://www.vistascdoe.in), for the benefit of the student community and other knowledge seekers. I hope that this Self Learning Materials (SLM) will be a supplement to the academic community and everyone.

**CHANCELLOR**

## FOREWORD



**Dr.S.Sriman Narayanan  
Vice-Chancellor**

My Dear Students!

Open and Distance Learning (ODL) of VISTAS gives you the flexibility to acquire a University degree without the need to visit the campus often. VISTAS-CDOE involves the creation of an educational experience of qualitative value for the learner that is best suited to the needs outside the classroom. My wholehearted congratulations and delightful greetings to all those who have availed themselves of the wonderful leveraged opportunity of pursuing higher education through this Open and Distance Learning Programme.

Across the World, pursuing higher education through Open and Distance Learning Systems is on the rise. In India, distance education constitutes a considerable portion of the total enrollment in higher education, and innovative approaches and programmes are needed to improve it further, comparable to Western countries where close to 50% of students are enrolled in higher education through ODL systems.

Recent advancements in information and communications technologies, as well as digital teaching and e-learning, provide an opportunity for non-traditional learners who are at a disadvantage in the Conventional System due to age, occupation, and social background to upgrade their skills. VISTAS has a noble intent to take higher education closer to the oppressed, underprivileged women and the rural folk to whom higher education has remained a dream for a long time.

I assure you all that the Vels Institute of Science, Technology and Advanced Studies would extend all possible support to every registered student of this Deemed-to-be University to pursue her/his education without any constraints. We will facilitate an excellent ambience for your pleasant learning and satisfy your learning needs through our professionally designed curriculum, providing Open Educational Resources, continuous mentoring and assessments by faculty members through interactive counselling sessions.

VISTAS, Deemed- to- be University, brings to reality the dreams of the great poet of modern times, Mahakavi Bharathi, who envisioned that all our citizens be offered education so that the globe grows and advances forever.

I hope that you achieve all your dreams, aspirations, and goals by associating yourself with our ODL System for never-ending continuous learning.

With warm regards,

**VICE-CHANCELLOR**

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## Course Introduction

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The **DLENG-20: English-VI** Course has been divided into five Blocks consisting of 16 units. The framework of the study is given below:

**Block-1: Poetry** has been divided in to four Units. Unit-1 deals with La Belle Dame Sans Merci: A Ballad, Unit-2 explains about Television, Unit-3 discuss with "If" by Rudyard Kipling and the Unit-4 explains about the Stolen Boat.

**Block-2: Short Story** has been divided in to Three Units. Unit- 5 explains about the Mysterious Stranger, Unit - 6 describes about a Lesson in Friendship and the Unit- 7 presents about the Gift of the Magi.

**Block-3: Writing Comprehension** has been divided in to Three Units. Unit - 8 discuss with Precis Writing, Unit-9 describes about Email Writing and the Unit -10 deals with Report Writing.

**Block-4: Vocabulary** has been divided in to Three Units. Unit-11 deals with Synonyms and Antonyms, Unit - 12 explains about Idioms and Phrases and the Unit-13 explains about Homophones and Homographs.

**Block-5: Grammar** Block five has been divided in to Three Units. Unit - 14 deals with Modal Verbs, Unit - 15 explains about Subject-Verb Agreement and the Unit-16 describes about Clauses and Phrases.

## DLENG-30: English-VI

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## **Block-1: Introduction**

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**Block-1: Poetry** has been divided in to four Units.

**Unit-1: La Belle Dame Sans Merci: A Ballad** deals with Text, Summary, Themes and the Analysis of Literary Devices.

**Unit-2: Television describes** about the Text, Summary, Analysis of Literary Devices, Analysis of Poetic Devices and About Poet.

**Unit-3: “If” by Rudyard Kipling** explains about Text, Summary, Explanation, Analysis of Literary Devices, Analysis of Poetic Devices and About the poet.

**Unit-4: The Stolen Boat** presents about the Text, Summary, Explanation, Analysis of Literary Devices, Analysis of Poetic Devices and About the poet.

In all the units of Block -1 **Poetry**, the Check your progress, Glossary, Answers to Check your progress and Suggested Reading has been provided and the Learners are expected to attempt all the Check your progress as part of study.



# Unit-1

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## La Belle Dame Sans Merci: A Ballad

### STRUCTURE

Overview

Objectives

1.1. Text

1.2. Summary

1.3. Themes

1.4. Analysis of Literary Devices

Let Us Sum Up

Check Your Progress

Glossary

Answers to Check Your Progress

Suggested Readings

---

### Overview

This unit deals with the poem, "La Belle Dame Sans Merci: A Ballad" by John Keats and discusses the encounter between a knight and a mysterious elfin beauty who ultimately abandons him. The unit also gives a brief description of themes and literary devices.

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### Objectives

After reading this unit, students will be able,

- To be familiar with the poet John Keats and his style.
- To follow certain ethics and values of life.
- To know the various literary devices.

---

### 1.1. Text

#### La Belle Dame sans Merci: A Ballad- John Keats

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

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

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

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

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

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

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

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

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

I saw pale kings and princes too,  
    Pale warriors, death-pale were they all;  
They cried-'La Belle Dame sans Merci  
    Thee hath in thrall!'

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

And this is why I sojourn here,  
    Alone and palely loitering,

Though the sedge is withered from the lake,  
And no birds sing.

---

## 1.2. Summary

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What's the matter, knight in shining armor, standing alone, looking rather ill? The plant life by the lakeside has shriveled up and the sound of birdsong is absent. Again, tell me, what's the matter? You look extremely distressed and sad. The squirrels have gathered their provisions for winter, and we humans have harvested our fields. Your forehead is pale like a lily and moist with the sweat of a painful fever. The colour in your cheeks, once bright and lively as a rose, is fading extremely quickly.

I, the knight, met a woman in the meadows. She was so enchantingly beautiful I assumed she was the child of fairy. She had long hair, she moved so gracefully she seemed to hover over the earth, and she had a mysterious wildness in her eyes. From flowers, stems, and leaves I wove a crown for her to wear. I also wove her bracelets, and a belt strong with the scent of the flowers I used to make it. Having received my gifts, she looked at me - it was the look of someone falling in love - and she moaned sweetly. I sat her behind me on my trotting horse, yet that whole day I saw nothing but her - as we trotted along, she would lean forward and around me, singing a mysterious fairy song. When we stopped, she dug up sweet, nutritious roots for me.

She served me wild honey, and a substance so heavenly in taste it reminded me of manna, the food that kept the Israelites alive on their journey out of Egypt. In a strange language that I nevertheless understood, she said, "I truly love you." Next she took me to her enchanted cave, where, overwhelmed with emotion, she wept and sighed - something pained her. I shut those wild eyes of hers by kissing her four times in an attempt to soothe her. Next, she lulled me to sleep, and I fell into a deep dream - it still fills me with sadness and despair to remember it! That was the last dream I ever had, in that cave, which was located on a cold hillside. In it I saw pale kings, princes, and warriors gathered around me. I saw the color of death in all of their faces.

They told me that La Belle Dame sans Merci —The Beautiful Lady Without Mercy—had taken me as her prisoner. I saw their love-starved, life-starved lips in the dying light. These lips widened as they warned me about the trouble I'd gotten myself into. Then I woke up, and found myself here, on this cold hillside. So that's the answer to your question— that's why I linger here alone, looking rather unhealthy, even though, as

you say, the plant life by the lakeside has shriveled up and the sound of birdsong is absent.

---

### 1.3 Themes

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In the poem, a knight tells the story of how he becomes obsessed with, and then gets abandoned by, a spirit known as *La Belle Dame sans Merci*, or "The Beautiful Lady Without Mercy." Though seemingly aware she's an illusion, the knight lingers in his memory of the Lady, and it's implied he will do so until he dies. In this relationship, the knight's love turns from enchantment into obsession. Through his example, the poem expresses two linked warnings about the dangers of intense romantic love. First, obsession drains one's emotional energy. Second, when the object of obsession disappears, the lover left behind undergoes a spiritual death, losing the ability to appreciate beauty in anything but the memory of what is lost.

These warnings suggest that love, though wonderful, can quickly shift into a kind of death if it becomes obsessive. The knight first describes falling in love with the Lady as a kind of enchantment that consumes him completely. The Lady he finds in the meadow is "Full beautiful—a faery's child." The Lady's perfect beauty captures the knight's attention. By describing her as the child of a magical creature, he emphasizes that her ability to charm him is a supernatural force. Enchanted further by the mysterious wildness in her eyes, the knight begins serving the Lady and devoting all his emotional energy to her. He weaves the Lady "bracelets" and "a garland," and in reward receives her "love" and "sweet moan."

However, the line between enchantment and obsession is dangerously thin. The Lady soon becomes the knight's single focus—seemingly his single source of life. Besides the Lady, the knight sees "nothing else ... all day." This may sound like hyperbole, but the knight means it: the Lady creates a private world for herself and the knight. Soon, the knight sees her in everything—he is obsessed. The flowers transform into suitable material for the Lady to wear. The hillside cave, a feature of the natural landscape, becomes the Lady's "Elfin grot." As the knight's obsession deepens, he grows to depend on the Lady even for basic nutrition. The Lady feeds the knight "roots of relish sweet, / And honey wild, and manna-dew."

The allusion to manna, the supernaturally nutritious substance provided by God to the Israelites on their journey out of Egypt, implies that the Lady is literally responsible for the knight's survival. At this point the Lady says, "I love thee true." The knight's response is to give himself

over fully to the Lady—he follows her home, soothes her, and makes himself vulnerable before her, allowing her to lull him to sleep. Having devoted so much emotional energy to the Lady and put himself completely under her control, the knight undergoes a spiritual death when she disappears. In his dream the knight sees the Lady's former victims: "pale kings," "princes," and "warriors"—"death-pale were they all." In their faces he sees the man he will become: someone deathly, starved, and captivated by memories of the Lady to the point of enslavement. Like them, he will wake up "death-pale," or, as the speaker first describes him, "Alone and palely loitering"—physically alive, yet condemned to replay his memory of an obsessive love for the rest of his days. The Lady is finally revealed to be La Belle Dame sans Merci—literally, The Beautiful Lady Without Mercy.

Strangely, the Lady's merciless behavior actually consists of the love and joy she provides; her sudden disappearance is what makes the knight's experience so painful exactly *because* she was previously so kind. The shape of the Lady's cruelty suggests that anything one falls in love with or obsesses over can cause such pain, since anything can disappear in an instant. The poem thus cautions against such intense, obsessive love, arguing that it's ultimately not worth the agony it can cause.

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#### 1.4. Literary Devices Used in “La Belle Dame sans Merci”

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Literary devices are tools used by writers to convey their emotions, ideas, and themes to make texts more appealing to the reader. John Keats has also used plenty of literary devices in this poem to express the miserable condition of a knight. The analysis of the literary devices used in this poem has been given below.

1. **Assonance:** Assonance is the repetition of vowel sounds in the same line such as the sound of /o/ in “So haggard and so woe-begone” and the sound of /i/ in “And there I shut her wild wild eyes”.
2. **Consonance:** Consonance is the repetition of consonant sounds in the same line such as the sound of /n/ in “And honey wild, and manna-dew” and the sound of // in “Alone and palely loitering”.
3. **Alliteration:** Alliteration is the repetition of consonant sounds in the same line in quick succession such as the sound of /w/ in “With horrid warning gapèd wide.”
4. **Imagery:** Imagery is used to make readers perceive things involving their five senses. For example, “She took me to her

Elfin grot”, “I saw pale kings and princes too” and “And there she wept and sighed full sore.”

5. **Enjambment:** It is defined as a thought or clause that does not come to an end at a line break; instead, it moves over the next line. For example,
6. **Symbolism:** Symbolism means to use symbols to signify ideas and qualities, giving them symbolic meanings different from literal meanings. The phrases such as; “no birds sing”, “lily on thy brow” and “fading rose” symbolize the arrival of death.
7. **Metaphor:** It is a figure of speech in which an implied comparison is made between the objects that are different in nature. For example, “I see a lily on thy brow”. Here the paleness is compared to a white lily.
8. **Anaphora:** It refers to the repetition of a word or expression in the first part of some verses. For example, ‘and there’ is repeated in the eighth stanza to emphasize the point.

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### **Let Us Sum Up**

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By the end of the course, the students would have learnt the nature of poetry of John Keats and his style, his themes of romantic age and various literary devices he has employed in his poetry.

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### **Check Your Progress**

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1. \_\_\_\_\_ is the repetition of vowel sounds in the same line.
2. \_\_\_\_\_ is the repetition of consonant sounds in the same.

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### **Glossary**

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**Anaphora :** repetition of a word.

**Alliteration:** repetition of the same sound.

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## Answers to Check Your Progress

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1. Assonance.
2. Consonance.

---

## Suggested Readings

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1. Breyer, Bernard. "18. Keats' La Belle Dame Sans Merci." *The Explicator* 6.3 (1947): 30-32.
2. Fass, Barbara Frances. *La Belle Dame sans Merci and the Aesthetics of Romanticism*. New York University, 1969.
3. Scott, Grant F. "Language Strange: A Visual History of Keats's" La Belle Dame sans Merci"." *Studies in Romanticism* 38.4 (1999): 503-535.

## Unit - 2

### Television

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#### **STRUCTURE**

Overview

Objectives

2.1. Text

2.2. Summary

2.3. Analysis of Literary Devices

2.4. Analysis of Poetic Devices

2.5. About Poet

Let Us Sum Up

Check Your Progress

Glossary

Answers to Check Your Progress

Suggested Readings

---

#### **Overview**

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This unit discusses the poem “Television” by Roald Dahl and discusses the author’s inspirations and advises the youth to read books instead of watching television. The unit also gives a brief description of the kinds of literary and poetic devices used in this poem.

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#### **Objectives**

---

After reading this unit, students will be able,

- To be familiar with the poet Roald Dahl and his style.
  - To follow certain ethics and values of life.
  - To know the various literary devices.
- 

#### **2.1. Text**

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##### **Television -Roald Dahl**

The most important thing we've learned,  
So far as children are concerned,  
Is never, NEVER, NEVER let  
Them near your television set -  
Or better still, just don't install  
The idiotic thing at all.  
In almost every house we've been,



We've watched them gaping at the screen.  
They loll and slop and lounge about,  
And stare until their eyes pop out.  
(Last week in someone's place we saw  
A dozen eyeballs on the floor.)  
They sit and stare and stare and sit  
Until they're hypnotised by it,  
Until they're absolutely drunk  
With all that shocking ghastly junk.  
Oh yes, we know it keeps them still,  
They don't climb out the window sill,  
They never fight or kick or punch,  
They leave you free to cook the lunch  
And wash the dishes in the sink -  
But did you ever stop to think,  
To wonder just exactly what  
This does to your beloved tot?  
IT ROTTS THE SENSE IN THE HEAD!  
IT KILLS IMAGINATION DEAD!  
IT CLOGS AND CLUTTERS UP THE MIND!  
IT MAKES A CHILD SO DULL AND BLIND  
HE CAN NO LONGER UNDERSTAND  
A FANTASY, A FAIRYLAND!  
HIS BRAIN BECOMES AS SOFT AS CHEESE!  
HIS POWERS OF THINKING RUST AND FREEZE!  
HE CANNOT THINK - HE ONLY SEES!  
'All right!' you'll cry. 'All right!' you'll say,  
'But if we take the set away,  
What shall we do to entertain  
Our darling children? Please explain! '  
We'll answer this by asking you,  
'What used the darling ones to do?  
'How used they keep themselves contented  
Before this monster was invented? '  
Have you forgotten? Don't you know?  
We'll say it very loud and slow:  
THEY... USED... TO... READ! They'd READ and READ,  
AND READ and READ, and then proceed  
To READ some more. Great Scott! Gadzooks!  
One half their lives was reading books!  
The nursery shelves held books galore!

Books cluttered up the nursery floor!  
And in the bedroom, by the bed,  
More books were waiting to be read!  
Such wondrous, fine, fantastic tales  
Of dragons, gypsies, queens, and whales  
And treasure isles, and distant shores  
Where smugglers rowed with muffled oars,  
And pirates wearing purple pants,  
And sailing ships and elephants,  
And cannibals crouching 'round the pot,  
Stirring away at something hot.  
(It smells so good, what can it be?  
Good gracious, it's Penelope.)  
The younger ones had Beatrix Potter  
With Mr. Tod, the dirty rotter,  
And Squirrel Nutkin, Pigling Bland,  
And Mrs. Tiggy-Winkle and-  
Just How The Camel Got His Hump,  
And How the Monkey Lost His Rump,  
And Mr. Toad, and bless my soul,  
There's Mr. Rat and Mr. Mole-  
Oh, books, what books they used to know,  
Those children living long ago!  
So please, oh please, we beg, we pray,  
Go throw your TV set away,  
And in its place you can install  
A lovely bookshelf on the wall.  
Then fill the shelves with lots of books,  
Ignoring all the dirty looks,  
The screams and yells, the bites and kicks,  
And children hitting you with sticks-  
Fear not, because we promise you  
That, in about a week or two  
Of having nothing else to do,  
They'll now begin to feel the need  
Of having something to read.  
And once they start - oh boy, oh boy!  
You watch the slowly growing joy  
That fills their hearts. They'll grow so keen  
They'll wonder what they'd ever seen  
In that ridiculous machine,

That nauseating, foul, unclean,  
Repulsive television screen!  
And later, each and every kid  
Will love you more for what you did.

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## **2.2. Summary of the poem:**

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The poet-speaker urges the parents to never allow the children near the television set. He says that he has seen the children gaping at the television screen for hours in every houses. The speaker calls the television an “idiotic thing” and warns that the junk television programs kill the child’s imagination, affect the power of thinking and make a child dull. Dahl suggests the parents to rather install a lovely bookshelf in place of the TV set and fill it with books of interesting stories and of different subjects. Even if the children show their resentment at the beginning, they will slowly develop a liking for books and finally discover the joy of reading and love their parents for what they did.

Dahl advises from his experience that people should never ever allow their children to go near the television set. It is even better not to install ‘the idiotic thing’ called television. But why is a television an idiotic thing according to the poet? Throughout the entire poem, Dahl attempts to answer it.

The poet shares his experience here. In almost every house he has visited, he has watched children gaping at the screen. They were staring with their eyes wide open and with absolute concentration of mind. For sitting a long time before the television set, they become tired. Sometimes they sit or lie in a lazy and casual manner (loaf and slop and lounge about) and get sloppy. But still, they stare at the television until their eyes are too tired to watch any more (their eyes pop out).

All these are not Dahl’s imagination. He indeed saw a dozen eyeballs, i.e., half a dozen children sitting on the floor at someone’s house very recently, say last week.

When the children are before a television set, they ‘sit and stare and stare and sit’ for long hours. They don’t seem to be moving from there, as they probably forget everything around them in the real world. Rather, the one they watch on the television becomes real for the time being.

They are almost hypnotized by this idiotic box. They are ‘absolutely drunk’, their minds are filled with those ‘shocking ghastly junk’ which are mostly unreal and inappropriate for the age. Those TV shows kill their valuable time and make them lazy with no room for their physical play and exercise. They have no scope of spending time with books and

nature, and interacting with others. Their minds, filled with the images and stories of a virtual world, are compared to a drunk man's imaginary world in an apt metaphor here.

The poet now says that he knows that the television keeps the naughty children calm. When they are in front of a TV set, they no more do mischievous things like climbing out the window sill, fighting, kicking and punching. They let the mother free to cook the lunch and wash the dishes in the sink without any disturbance. But that can't be an excuse to let them sit before a TV, because the poet thinks that the idiotic device does more harm than good.

The poet-speaker now asks the parents whether they ever spent a moment to think exactly what harm this television does to their loving child. He himself answers it in a brilliant way.

Watching the television regularly damages the sense in the head. Children are drawn away from the reality, the real world around him. He just believes what he watches, without considering the context. His own environment hardly matches with the ones he sees on screen, but still he thinks all that are real and applicable to him.

It also kills the power of imagination in the mind. Children start to live in a pre-set imaginary world that they see on the screen. They slowly lose their own creative thinking, their own imagination. Though what TV shows display are mostly fictional, that is a close imitation of the real world, not a completely different world as in a fairy tale.

Roald Dahl continues to argue on how television affects a child's mind. Children watch different shows on different channels. Sometimes there are contradictory ideas. Sometimes, it does not match with reality and they are surprised. Thus, these things clog and clutter up the mind – mess up the organised ideas and thoughts.

Moreover, the child forgets to think on his own. His entire mind is full of the images he has seen on the TV. So how would he get the time and scope to think over other things? His important time is wasted in the thoughts that are fictional and not related to his own life. Thus his study and thoughts on how to improve his skills and personality are neglected. This is as if the child gradually becomes 'dull and blind'.

The poet feels that due to the imposed limitation on thoughts, the children can no longer understand a fantasy or a fairy tale. They cannot extend their imaginative power to that level. They are now used to see an image of the likely real world – a virtual reality.

Dahl now opines that by watching television, the brain becomes soft like cheese. Children now believe everything they watch or hear on TV. They cannot find their own logic to analyse and interpret a thing. The power of thinking, the thought process freezes and gets rusty. They cannot think on their own. All they do is watching and believing what others say on TV.

Now the poet says that he knows what the readers or especially the parents would ask him. The question is how parents shall entertain their affectionate children if they take the TV set away from them. The poet has the answer in the following lines.

The poet answers the above question only by throwing a question. What people used to do to keep themselves entertained when television was not invented? TV set is a dreaded device, a monster to him. He wants people remind what they used to do in the absence of such a device.

The poet himself reminds us that children in earlier times used to read lots of books. Surprisingly people then spent half of their lifetime by reading books. ('Great Scott! Gadzooks!' is an expression of surprise or amazement.)

In those earlier days the nursery selves were full of books. In nursery schools, books remained scattered on the floor. Even in their home, the bedroom and the bed – books cluttered up everywhere.

Here the poet talks about the popular books of adventures that children used to read in his time. In those days boys and girls read fantastic stories of dragons, gypsies, queens, whales, treasure islands, smugglers, pirates, ships, elephants, cannibals and so on.

The younger children used to read stories written by Helen Beatrix Potter, an author of children's books featuring animals with colourful illustrations. Dahl here pays a tribute to the children author for her fantastic stories on animals. He also mentions some of the stories like 'How the camel got his hump' and some characters like Mr. Toad, Mrs. Tiggy-Winkle etc. from those stories. This shows the poet's love for those books and how he enjoyed them in his childhood days.

After installing the book shelf in place of a TV set, the parents will face some dirty looks, screams, yells, bites and kicks from their children. They may even hit them with sticks. But the poet insists on filling that shelf with lots of books on various topics ignoring all those screaming and such.

Dahl here assures us that after a week of two, those children would find nothing to do without a TV set around. So, they will finally feel the need to read books. They will come closer to books on their own.

And once they start reading, the only way is ahead of them. They will find it interesting to read more and more books. That will give them the imagination and thoughts, the knowledge and wisdom, the satisfaction of mind and heart. And at one stage they will grow so keen on reading books that they will wonder what they had found in that silly machine called television. They will find the television screen disgusting and unclean then, as they will discover the real joy of reading books.

And finally, each and every kid will love the parents for giving them the opportunity to find real joy in reading books. Even when they would grow up, they would thank their parents for taking that television set away and installing the book shelf there.

The poet advocates for reading and only reading. Dahl thinks TV can never be a substitute for books. Books are the only things that can deliver real wisdom.

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### **2.3. Analysis of Literary Devices Used in "Television":**

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1. **Repetition:** The poet employs repetition for emphasis throughout the poem, particularly with the phrase "They'd READ and READ, AND READ and READ, and then proceed To READ some more." This repetition underscores the importance of reading as opposed to watching television.
2. **Alliteration:** Alliteration is used to create emphasis and rhythm, as seen in phrases like "Great Scott! Gadzooks!" and "Stirring away at something hot." This technique adds a playful and lively tone to the poem.
3. **Imagery:** Vivid imagery is employed to contrast the negative effects of television with the joy of reading. The poet describes the cluttered nursery shelves filled with books, the wondrous tales of dragons and pirates, and the excitement of children discovering the joy of reading.
4. **Personification:** The poet personifies television as a "monster" and a "nauseating, foul, unclean, Repulsive television screen." This personification emphasizes the negative impact of television on children's minds and imaginations.
5. **Hyperbole:** Hyperbole is used to exaggerate the detrimental effects of television, such as when the poet claims that television

"ROTS THE SENSE IN THE HEAD!" and "KILLS IMAGINATION DEAD!" This exaggeration serves to underscore the severity of the issue and persuade readers to reconsider the role of television in their lives.

6. **Anaphora:** Anaphora, the repetition of a word or phrase at the beginning of successive clauses, is used to drive home the point about the benefits of reading. For example, "And in its place you can install A lovely bookshelf on the wall. Then fill the shelves with lots of books, Ignoring all the dirty looks..."
7. **Irony:** The poem employs irony by presenting the benefits of reading in a satirical and exaggerated manner, contrasting it with the negative portrayal of television. This irony serves to highlight the poet's disdain for television and advocacy for reading.

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#### **2.4. Analysis of Poetic Devices in "Television":**

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- a) **Rhyme Scheme:** The poem follows an irregular rhyme scheme throughout, with a mix of rhyming couplets and alternate rhymes. For example, "set - install," "sink - think," "dead - mind," "galore - floor," etc. This irregular rhyme scheme adds to the playful and whimsical tone of the poem while enhancing its rhythm and flow.
- b) **End Rhyme:** The end rhyme is consistent in most stanzas, providing a sense of cohesion and musicality to the poem. It helps in creating a lighthearted and sing-song quality that engages the reader.
- c) **Diction:** The choice of words in the poem is simple and straightforward, yet impactful. The poet uses language that is accessible to all readers, making it easy to understand and relatable. Words like "idiotic," "ghastly," "monster," and "nauseating" evoke strong emotions, effectively conveying the poet's disdain for television.
- d) **Stanza:** The poem consists of multiple stanzas, each with varying lengths. The stanzas help in organizing the poet's thoughts and arguments logically, allowing for a smooth progression of ideas. Additionally, the use of stanzas creates a visually appealing structure that enhances the readability of the poem.
- e) **Tone:** The tone of the poem is critical and satirical, with a hint of playful exaggeration. The poet adopts a humorous and mocking tone to convey their strong opinions against television. Through sarcasm and hyperbole, the poet highlights the negative effects

of television on children's imagination and intellectual development.

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## **2.5. About the Poet**

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Roald Dahl (1916-1990) was a prolific and beloved British author known for his captivating and imaginative works primarily aimed at children. Born in Wales to Norwegian parents, Dahl led a fascinating and adventurous life before embarking on his career as a writer. He served as a fighter pilot in the Royal Air Force during World War II, where he experienced firsthand the horrors of combat and the resilience of the human spirit. After the war, Dahl transitioned to a career in writing, drawing inspiration from his own experiences and vivid imagination.

Dahl's literary career spanned several decades and encompassed a wide range of genres, including children's literature, short stories, novels, and screenplays. He gained widespread acclaim and popularity with his timeless children's books, which continue to enchant readers of all ages around the world. Some of his most iconic works include "Charlie and the Chocolate Factory," "Matilda," "The BFG," and "James and the Giant Peach," each characterized by their whimsical characters, imaginative plots, and darkly humorous undertones.

One of Dahl's greatest strengths as a writer was his ability to tap into the fantastical and the macabre while simultaneously addressing important themes such as friendship, courage, and the triumph of good over evil. His stories often featured plucky young protagonists facing off against formidable adversaries, navigating fantastical worlds filled with magical creatures and unexpected twists and turns. Dahl's writing style was marked by its sharp wit, clever wordplay, and keen observations of human nature, making his works equally appealing to children and adults alike.

In addition to his contributions to children's literature, Dahl was also a prolific writer of short stories for adults, many of which were characterized by their dark humor, unexpected plot twists, and macabre themes. His short story collections, such as "Tales of the Unexpected" and "Kiss Kiss," showcased his versatility as a writer and cemented his reputation as a master of the short story form.

Throughout his career, Dahl received numerous accolades and honors for his contributions to literature, including the prestigious Edgar Award for his screenplay adaptation of "The Witches." His influence on the world of literature and popular culture remains profound, with



adaptations of his works continuing to captivate audiences through film, television, and stage productions.

Beyond his literary achievements, Dahl was also known for his philanthropic efforts and advocacy for children's literacy. He established the Roald Dahl Foundation, which supports various charitable initiatives aimed at improving the lives of children around the world, including funding medical research and promoting literacy programs.

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### **Let Us Sum Up**

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By the end of the course, the students would have learnt the ethics and value of life from the poetry of Roald Dahl and his style, his themes and various literary devices he has employed in his poetry.

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### **Check Your Progress**

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1. Roald Dahl was known for his \_\_\_\_\_ and \_\_\_\_\_ works primarily aimed at children.
2. The speaker calls the television an \_\_\_\_\_.

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### **Glossary**

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**Formidable:** Causing fear.

**Mischievous:** Naughty.

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## **Answers to Check Your Progress**

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1. captivating and imaginative.
2. idiotic thing.

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## **Suggested Readings**

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1. Dennison, Matthew. *Teller of the Unexpected: The Life of Roald Dahl, An Unofficial Biography*. Bloomsbury Publishing, 2022.
2. Max, Jonathan Irene Sartika Dewi. "Stylistic analysis on Roald dahl's poem Television." *CaLLs: Journal of Culture, Arts, Literature, and Linguistics* 6.1 (2020): 109-122.

## Unit-3

### “If” by Rudyard Kipling

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#### STRUCTURE

Overview

Objectives

3.1. Text

3.2. Summary

3.3. Explanation

3.4. Analysis of Literary Devices

3.5. Analysis of Poetic Devices

3.6. About the poet

Let Us Sum Up

Check Your Progress

Glossary

Answers to Check Your Progress

Suggested Readings

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#### Overview

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This unit discusses the poem "IF" by Rudyard Kipling and discusses the various expected qualities of human beings. The unit also gives a brief description of the kinds of literary and poetic devices used in this poem.

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#### Objectives

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After reading this unit, students will be able:

- To be familiar with the poet Rudyard Kipling and his style.
  - To follow certain ethics and values of life.
  - To know the various literary devices.
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#### 3.1. Text

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##### If -Rudyard Kipling

If you can keep your head when all about you  
Are losing theirs and blaming it on you,  
If you can trust yourself when all men doubt you,  
But make allowance for their doubting too;  
If you can wait and not be tired by waiting,

Or being lied about, don't deal in lies,  
Or being hated, don't give way to hating,  
And yet don't look too good, nor talk too wise:  
If you can dream—and not make dreams your master;  
If you can think—and not make thoughts your aim;  
If you can meet with Triumph and Disaster  
And treat those two impostors just the same;  
If you can bear to hear the truth you've spoken  
Twisted by knaves to make a trap for fools,  
Or watch the things you gave your life to, broken,  
And stoop and build 'em up with worn-out tools:  
If you can make one heap of all your winnings  
And risk it on one turn of pitch-and-toss,  
And lose, and start again at your beginnings  
And never breathe a word about your loss;  
If you can force your heart and nerve and sinew  
To serve your turn long after they are gone,  
And so hold on when there is nothing in you  
Except the Will which says to them: 'Hold on!'  
If you can talk with crowds and keep your virtue,  
Or walk with Kings—nor lose the common touch,  
If neither foes nor loving friends can hurt you,  
If all men count with you, but none too much;  
If you can fill the unforgiving minute  
With sixty seconds' worth of distance run,  
Yours is the Earth and everything that's in it,  
And—which is more—you'll be a Man, my son!

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### 3.2. Summary

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#### Stanza 1

The poet tells his son that he should keep calm and patient when others do fail and put the blames on him. He should trust himself when all others doubt him. However, he should also make room for their doubts and try understanding what made them doubt him.

In the fifth line, the poet says that one should wait patiently for success and should never be tired by waiting because success comes to those who work hard and remain patient.

Next, the poet tells his son that other people will often tell him lies. However, he should never lie in his life and always remain truthful. Others will hate him. But he should never hate them back and rather spread love.

In the last line, the poet advises him to neither look too good, nor talk too wise because if he acts upon all the advises the poet gave above, he (his son) will look too good and wise among the common people.

## **Stanza 2**

The poet says that he should dream big but never make the dreams his master. Similarly, he should think good (about goals, future, etc) but never make thoughts his aim because in order to succeed in life one has to work hard.

Mere dreaming and thinking will never lead one to the path of success. Hence one should dream of goals and think of a better future and at the same time should work hard to achieve them.

In the 3rd line, the poet says that one should meet with Triumph and Disaster and treat those two impostors just the same. Note that the first letters "triumph and disaster" have been capitalized. These are the two extremes of life. The poet calls them impostors i.e. fake. They either make one extremely happy or miserable. However, they are not long-lasting and hence one should not take them seriously.

In the fifth line, the poet says that one should only speak the truth and should also have the courage to face it when it is misused by others to mislead others. He should also have the courage to see the things build by him in broken conditions and try rebuilding them with worn-out tools i.e. with what energy or skills you have.

## **Stanza 3**

The poet says that one should make one heap of all the achievements one has made and then take big risks. In other words, one should never be afraid of doing things that can either make one successful or ruin everything (pitch-and-toss). If one fails after taking big risks, he should start again from the beginning without thinking or saying anything about the loss to others. One should try again and again until one succeeds.

In the fifth line, the poet says that one should use his heart and nerve and sinew i.e. courage when one becomes tired or fails. When nothing is left in life, one should have strong will power which may encourage one to "Hold on!"

#### **Stanza 4**

The poet says that while among the common people one must keep his virtues (and never behave like them) while among the kings (i.e. big personalities) one should never have pride and ego. In other words, the poet is saying that when one is poor, he should keep his virtues and when he becomes rich, he should never ego.

Next, the poet says that neither foes (enemies) nor loving friends can hurt one because of what principles and ideals one hold. One should never give up them. People will often remain dependent on him but he should never allow them to remain completely dependent on him. The poet may also be saying that one should never give other too much importance or else he will get emotionally attached to them which will hurt him in the future.

In the next line, the poet talks about the importance of time. According to him, time is precious and will never come back. Hence one should start utilizing each and every second of life. In the final two lines, the poet tells his son if he (his son) acts upon all the advice he gave above, he will be able to achieve whatever he likes and he will be a Man i.e. a true human.

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### **3.3. Explanation**

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The poem "If" by Rudyard Kipling is a didactic and inspirational piece that offers a series of hypothetical situations and advises on how to navigate them with wisdom and moral character. The poem presents a set of qualities and virtues that the poet considers important for personal growth and success. The poem is divided into four stanzas having eight lines each. The rhyme scheme of the poem is ABAB. The poem begins with the line, "If you can keep your head when all about you / Are losing theirs and blaming it on you." It emphasizes the importance of maintaining composure and level-headedness during challenging times.

Throughout the poem, Kipling explores various aspects of life, such as dealing with triumph and failure, trusting oneself in the face of doubt, accepting responsibility, and staying true to one's values. Highlighting the importance of perseverance, humility, self-belief, and integrity.

Kipling advises the reader to maintain integrity and not let success or failure define one's character. He encourages the reader to trust oneself when others doubt them and to be able to handle both praise and criticism with equanimity.

The poem concludes with the lines, "Yours is the Earth and everything that's in it, / And—which is more—you'll be a Man, my son!" These lines convey the idea that by embodying these virtues and qualities, one can achieve success and become a true "Man" in the broader sense of the term, representing a person of strength, character, and moral virtue.

Kipling's "If" serves as a guide to living a principled and fulfilled life, offering advice on how to face challenges, make sound judgments, and maintain one's integrity in the face of adversity.

The "If" poem by Kipling was written as a tribute to Leander Starr Jameson, a British colonial statesman and adventurer. Jameson was a prominent figure in British South Africa during the late 19th and early 20th centuries. He led the failed Jameson Raid in 1895, an unauthorised military incursion into the South African Republic (Transvaal).

Rudyard Kipling was a friend of Jameson and admired his character and leadership qualities, despite the controversial nature of the Jameson Raid. Kipling wrote the poem as a response to the events surrounding Jameson and sought to capture the virtues and ideals he observed in his friend.

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### 3.4. Analysis of Literary Devices Used in If

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Rudyard Kipling uses various literary devices to enhance the intended impact of his poem. Some of the major literary devices he uses in this poem are as follows.

- **Anaphora:** It is a figure of speech in which a word or phrase is repeated at the beginning of the verses. The poem shows the use of "If you can" as an anaphora.
- **Assonance:** Assonance is the repetition of vowel sounds in the same line, such as the sound of /a/ and /o/ in "If you can trust yourself when all men doubt you" and the sound of /o/ in "And yet don't look too good, nor talk too wise."
- **Alliteration:** Alliteration is the repetition of consonant sounds in the same line in quick succession, such as the sound of /t/ in "talk too" or "treat these two."
- **Consonance:** Consonance is the repetition of consonant sounds in the same line, such as the sound of /m/ in "If you can dream—and not make dreams your master" and the sound of /s/ in "With sixty seconds' worth of distance run."
- **Imagery:** Imagery is used to make readers perceive things involving their five senses. Rudyard Kipling uses imagery in this poem, such as "With sixty seconds' worth of distance run", "If you

can wait and not be tired by waiting” and “If you can dream—and not make dreams your master.”

- **Irony:** It means to the contradictory meanings of the words used in different contexts. For example, this verse shows that the advice of the poet is about not being tired by waiting though it is quite tiring, as given in this verse “If you can wait and not be tired by waiting.”
- **Metaphor:** It is a figure of speech in which an implied comparison is made between objects that are different in nature. The poet used different metaphors, such as Triumph and Disaster, as if they were two persons who are impostors.
- **Symbolism:** Symbolism is using symbols to signify ideas and qualities, giving them symbolic meanings that are different from the literal meanings. The poem shows symbols, such as a dream, triumph, disaster, knave, fool, and risk, to show the different aspects of life.

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### 3.5. Analysis of Poetic Devices Used in If

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Poetic and literary devices are the same, but a few are used only in poetry. Here is an analysis of some of the poetic devices used in this poem.

- **Diction:** It means the type of language. The poem shows very good use of formal and poetic diction, but it is also conversational in some places.
- **End Rhyme:** End rhyme is used to make the stanza melodious. Rudyard Kipling uses end rhyme in this poem, such as waiting/hating and lies/wise.
- **Rhyme Scheme:** The poem follows the AAABCD CD rhyme scheme in the first stanza, while in the other three, it is ABABCD CD, and this pattern continues until the end.
- **Stanza:** A stanza is a poetic form of some lines. There are four stanzas in this poem, with each comprising eight verses, also known as an octave.
- **Tone:** It means the voice of the text. The poem shows a didactic, ironic, and realistic tone.

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### 3.6. About the poet

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Kipling was born in Bombay, India, in 1865. His father, John Lockwood Kipling, was principal of the Jeejeebhoy School of Art, an architect and artist who had come to the colony. His mother, Alice Macdonald, had connections through her sister’s marriage to the artist Sir Edward Burne-



Jones with important members of the Pre-Raphaelite movement in British arts and letters.

Kipling spent the first years of his life in India, remembering it in later years as almost a paradise. "My first impression," he wrote in his posthumously published autobiography *Something of Myself for My Friends Known and Unknown*, "is of daybreak, light and colour and golden and purple fruits at the level of my shoulder."

In 1871, however, his parents sent him and his sister Beatrice—called "Trix"—to England, partly to avoid health problems, but also so that the children could begin their schooling. Kipling and his sister were placed with the widow of an old Navy captain named Holloway at a boarding house called Lorne Lodge in Southsea, a suburb of Portsmouth. Kipling and Trix spent the better part of the next six years in that place, which they came to call the "House of Desolation."

Since his parents could not afford to send him to one of the major English universities, in 1882 Kipling left the Services College, bound for India to rejoin his family and to begin a career as a journalist. For five years he held the post of assistant editor of the *Civil and Military Gazette* at Lahore.

During those years he also published the stories that became *Plain Tales from the Hills*, works based on British lives in the resort town of Simla, and *Departmental Ditties*, his first major collection of poems. In 1888, the young journalist moved south to join the *Allahabad Pioneer*, a much larger publication.

At the same time, his works had begun to be published in cheap editions intended for sale in railroad terminals, and he began to earn a strong popular following with collections such as *The Phantom 'Rickshaw and Other Tales*, *The Story of the Gadsbys*, *Soldiers Three*, *Under the Deodars*, and "Wee Willie Winkie" and *Other Child Stories*. In March 1889 Kipling left India to return to England, determined to pursue his future as a writer there.

In 1892 Kipling married Caroline Balestier, the sister of Wolcott Balestier, an American publisher and writer with whom he had collaborated in *The Naulahka* (1892), a facile and unsuccessful romance. That year the young couple moved to the United States and settled on Mrs. Kipling's property in Vermont, but their manners and attitudes were considered objectionable by their neighbours. Unable or unwilling to adjust to life in America, the Kiplings returned to England in 1896.

Ever after Kipling remained very aware that Americans were “foreigners,” and he extended to them, as to the French, no more than a semi-exemption from his proposition that only “lesser breeds” are born beyond the English Channel.

Besides numerous short-story collections and poetry collections such as *The Seven Seas* (1896), Kipling published his best-known novels in the 1890s and immediately thereafter. His novel *The Light That Failed* (1890) is the story of a painter going blind and spurned by the woman he loves. *Captains Courageous* (1897), in spite of its sense of adventure, is burdened by excessive descriptive writing.

*Kim* (1901), about an Irish orphan in India, is a classic. *The Jungle Book* (1894) and *The Second Jungle Book* (1895) are stylistically superb collections of stories. These books give further proof that Kipling excelled at telling a story but was inconsistent in producing balanced, cohesive novels.

In 1902 Kipling bought a house at Burwash, Sussex, which remained his home until his death. Sussex was the background of much of his later writing—especially in *Puck of Pook’s Hill* (1906) and *Rewards and Fairies* (1910), two volumes that, although devoted to simple dramatic presentations of English history, embodied some of his deepest intuitions. In 1907 he received the Nobel Prize for Literature, the first Englishman to be so honoured.

In South Africa, where he spent much time, he was given a house by Cecil Rhodes, the diamond magnate and South African statesman. This association fostered Kipling’s imperialist persuasions, which were to grow stronger with the years. These convictions are not to be dismissed in a word: they were bound up with a genuine sense of a civilizing mission that required every Englishman, or, more broadly, every white man, to bring European culture to those he considered the heathen natives of the uncivilized world.

Kipling’s ideas were not in accord with much that was liberal in the thought of the age, and, as he became older, he was an increasingly isolated figure. When he died, two days before King George V, he must have seemed to many a far less representative Englishman than his sovereign.

Kipling, it should be noted, wrote much and successfully for children—for the very young in *Just So Stories* (1902) and for others in *The Jungle Book* and its sequel and in *Puck of Pook’s Hill* and *Rewards and Fairies*. Of his miscellaneous works, the more notable are a number of early

travel sketches collected in two volumes in From Sea to Sea (1899) and the unfinished Something of Myself, posthumously published in 1941, a reticent essay in autobiography.

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### **Let's Sum Up**

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By the end of the course, the students would have learnt the ethics and value of life from the poetry of Rudyard Kipling and his style, his themes and various literary devices he has employed in his poetry.

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### **Check Your Progress**

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1. Kipling was born in \_\_\_\_\_, Indian, in \_\_\_\_\_ year.
  2. To whom is this poem addressed?
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### **Glossary**

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**Miscellaneous:** consisting of many things of different sorts.

**Triumph:** victory

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### **Answers to Check Your Progress**

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1. Bombay, 1865.
2. The speaker's son

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### **Suggested Readings**

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1. Kipling, Rudyard. *The Man Who Would Be King: Selected Stories of Rudyard Kipling*. Penguin UK, 2011.
2. Orwell, George. *Rudyard Kipling*. University of Adelaide Library, 2012.

## Unit - 4

### The Stolen Boat

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#### STRUCTURE

Overview

Objectives

4.1. Text

4.2. Summary

4.3. Explanation

4.4. Analysis of Literary Devices

4.5. Analysis of Poetic Devices

4.6. About the poet

Let Us Sum Up

Check Your Progress

Glossary

Answers to Check Your Progress

Suggested Readings

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#### Overview

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This unit discusses the poem "The Stolen Boat" by Wordsworth and discusses the various qualities of nature that serve as a source of solace. The unit also gives a brief description of the kinds of literary and poetic devices used in this poem.

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#### Objectives

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After reading this unit, students will be able,

- To be familiar with the poet Wordsworth and his style.
  - To follow certain ethics and values of life.
  - To know the various literary devices.
- 

#### 4.1. Text

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##### The Stolen Boat -William Wordsworth

One summer evening (led by her) I found  
A little boat tied to a willow tree  
Within a rocky cave, its usual home.  
Straight I unloosed her chain, and stepping in  
Pushed from the shore. It was an act of stealth

And troubled pleasure, nor without the voice  
Of mountain-echoes did my boat move on;  
Leaving behind her still, on either side,  
Small circles glittering idly in the moon,  
Until they melted all into one track

Of sparkling light. But now, like one who rows,  
Proud of his skill, to reach a chosen point  
With an unswerving line, I fixed my view  
Upon the summit of a craggy ridge,  
The horizon's utmost boundary; far above

Was nothing but the stars and the grey sky.  
She was an elfin pinnace; lustily  
I dipped my oars into the silent lake,  
And, as I rose upon the stroke, my boat  
Went heaving through the water like a swan;

When, from behind that craggy steep till then  
The horizon's bound, a huge peak, black and huge,  
As if with voluntary power instinct,  
Upreared its head. I struck and struck again,  
And growing still in stature the grim shape

Towered up between me and the stars, and still,  
For so it seemed, with purpose of its own  
And measured motion like a living thing,  
Strode after me. With trembling oars I turned,  
And through the silent water stole my way

Back to the covert of the willow tree;  
There in her mooring-place I left my bark,—  
And through the meadows homeward went, in grave  
And serious mood; but after I had seen  
That spectacle, for many days, my brain

Worked with a dim and undetermined sense  
Of unknown modes of being; o'er my thoughts  
There hung a darkness, call it solitude  
Or blank desertion. No familiar shapes  
Remained, no pleasant images of trees,

Of sea or sky, no colours of green fields;  
But huge and mighty forms, that do not live  
Like living men, moved slowly through the mind  
By day, and were a trouble to my dreams.

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## 4.2. Summary of the Poem

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"The Stolen Boat" by William Wordsworth is a poem that explores how nature can affect our thoughts and feelings. It tells the story of a person who finds a small boat tied to a tree in a cave. They set the boat free and go on a journey alone. The boat moves smoothly through the water, reflecting the moonlight and creating a sparkling path. The person's attention is drawn to a faraway ridge, tall and rocky, surrounded by stars and a grey sky. The boat represents freedom and exploration as it moves gracefully like a swan.

But the peaceful moment is interrupted when a huge peak appears from behind the ridge and starts following the boat. This makes the person feel afraid and uncertain. They turn the boat around and go back to the safety of the tree, leaving the mysterious peak behind.

The encounter with the peak leaves a lasting impact on the person's mind. They feel unsure and start questioning their existence. The familiar sights of nature disappear, replaced by strange and unsettling forms that stay in their thought's day and night. They feel alone and struggle to understand these unfamiliar things.

In this poem, Wordsworth shows how nature can make us think deeply and reflect on ourselves. The stolen boat represents the person's desire for freedom and exploration, while the looming peak symbolizes the unknown and overwhelming parts of life. The contrast between the peaceful lake and the unsettling peak highlights the complex emotions we experience when we are alone and thinking about ourselves.

"The Stolen Boat" encourages us to appreciate the impact nature can have on our inner selves. It reminds us that even in uncertain and dark times, there is beauty to be found and lessons to be learned. Wordsworth invites us to embark on our own journeys of self-discovery and to value the transformative power of nature.

"The Stolen Boat" reminds us to take time to reflect and find comfort in the beauty and mysteries of nature. It teaches us to embrace moments of solitude and uncertainty as opportunities for personal growth.

"The Stolen Boat" by William Wordsworth is a reflective poem that explores themes of nature, loss, and human impact on the environment. The poem opens with a serene description of a boat that has been left unattended, floating on a tranquil lake. The speaker marvels at the beauty of the scene, describing the reflections of the sky and clouds in the water.

However, this peaceful moment is interrupted when the speaker realizes that the boat has been stolen. The speaker laments the loss of the boat, which symbolizes a deeper loss of innocence and harmony with nature. The theft of the boat serves as a metaphor for the ways in which humans disrupt the natural world and disturb its beauty.

As the poem progresses, the speaker reflects on the fleeting nature of beauty and the impermanence of human achievements. The speaker acknowledges that while the natural world is beautiful and comforting, it can also be unpredictable and dangerous. The theft of the boat serves as a reminder of the need to respect and preserve the environment.

"The Stolen Boat" is a contemplative poem that encourages readers to reflect on their relationship with nature and the impact of their actions on the environment. It highlights the beauty and fragility of the natural world, urging readers to appreciate and protect it.

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### **4.3. Explanation of the poem The Stolen Boat:**

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*One summer evening (led by her) I found  
A little boat tied to a willow tree  
Within a rocky cave, its usual home.  
Straight I unloosed her chain, and stepping in  
Pushed from the shore. It was an act of stealth*

One summer evening, I followed someone (a friend or a guide) to a special place where I discovered a small boat tied to a willow tree inside a rocky cave. It seemed like the boat belonged there, as if it was its regular spot. Without making any noise, I untied the boat and climbed aboard. Then, I gently pushed the boat away from the shore, trying to be quiet and secretive. It was like a secret adventure!

*And troubled pleasure, nor without the voice  
Of mountain-echoes did my boat move on;  
Leaving behind her still, on either side,  
Small circles glittering idly in the moon,  
Until they melted all into one track*

As I moved the boat, I felt a mix of excitement and unease. The sound of echoes from the surrounding mountains accompanied my boat's journey. As the boat glided through the water, it left behind small, sparkling ripples on both sides. These ripples shone brightly in the moonlight, creating a beautiful trail that merged into one continuous path. It was as if the boat was leaving a magical mark on the water.



*Of sparkling light. But now, like one who rows,  
Proud of his skill, to reach a chosen point  
With an unswerving line, I fixed my view  
Upon the summit of a craggy ridge,  
The horizon's utmost boundary; far above*

As I looked up, there was nothing but the stars twinkling in the grey sky. The boat I was in seemed magical, like a small fairy boat. I rowed with energy and enthusiasm, plunging the oars into the calm lake. With each stroke, the boat glided gracefully through the water, moving forward as smoothly as a swan swimming.

*Was nothing but the stars and the grey sky.  
She was an elfin pinnacle; lustily  
I dipped my oars into the silent lake,  
And, as I rose upon the stroke, my boat  
Went heaving through the water like a swan;*

As I looked up, there was nothing but the stars twinkling in the grey sky. The boat I was in seemed magical, like a small fairy boat. I rowed with energy and enthusiasm, plunging the oars into the calm lake. With each stroke, the boat glided gracefully through the water, moving forward as smoothly as a swan swimming.

*When, from behind that craggy steep till then  
The horizon's bound, a huge peak, black and huge,  
As if with voluntary power instinct,  
Upreared its head. I struck and struck again,  
And growing still in stature the grim shape*

Suddenly, from the hidden side of a rocky cliff, a massive and dark peak emerged. It seemed to rise up on its own, as if it had a will of its own. I kept rowing and hitting the water with my oars, trying to escape from this imposing and eerie shape. But the more I rowed, the taller and more intimidating the peak became.

*Towered up between me and the stars, and still,  
For so it seemed, with purpose of its own  
And measured motion like a living thing,  
Strode after me. With trembling oars I turned,  
And through the silent water stole my way*

The enormous peak stood tall, blocking my view of the stars. It felt like it had a purpose and was moving deliberately, almost like a living creature. It continued to follow me as I tried to row away, causing fear and

unease. I turned my oars with trembling hands, trying to navigate through the quiet water in an attempt to escape its presence.

*Back to the covert of the willow tree;  
There in her mooring-place I left my bark,—  
And through the meadows homeward went, in grave  
And serious mood; but after I had seen  
That spectacle, for many days, my brain*

I returned to the hidden spot where the willow tree stood, and I left the boat there, tied up as it was before. I walked back home through the meadows with a serious and thoughtful expression. However, the image of the massive peak and the strange encounter stayed in my mind for many days. It occupied my thoughts and affected the way I perceived things.

*Worked with a dim and undetermined sense  
Of unknown modes of being; o'er my thoughts  
There hung a darkness, call it solitude  
Or blank desertion. No familiar shapes  
Remained, no pleasant images of trees,  
  
Of sea or sky, no colours of green fields;  
But huge and mighty forms, that do not live  
Like living men, moved slowly through the mind  
By day, and were a trouble to my dreams.*

After witnessing the strange sight, my mind was filled with a vague and uncertain feeling. It was like I was experiencing unknown ways of existence. A darkness loomed over my thoughts, a feeling of loneliness or abandonment. I couldn't picture familiar things anymore – no trees, no sea or sky, no green fields. Instead, my mind was filled with colossal and powerful forms that were not alive like humans. These images troubled me during the day and invaded my dreams at night.

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#### **4.4. Analysis of Literary Devices**

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"The Stolen Boat" by William Wordsworth employs several literary devices to convey its themes and create its atmosphere. Here are some key devices used in the poem:

1. **Imagery:** Wordsworth uses vivid imagery to describe the natural scene, such as the boat floating on the lake and the reflections of the sky and clouds in the water. This imagery helps to create a sense of peace and tranquility at the beginning of the poem.

2. **Metaphor:** The stolen boat serves as a metaphor for the disruption of the natural world by human actions. It symbolizes the loss of innocence and harmony with nature.
3. **Personification:** The speaker personifies nature at times, such as when they describe the lake as "gentle" and "beautiful." This personification helps to emphasize the speaker's emotional connection to the natural world.
4. **Alliteration:** Wordsworth uses alliteration, or the repetition of consonant sounds, to create a musical quality in the poem. For example, in the line "sweetly did she breathe," the repeated "s" sound creates a soothing effect.
5. **Symbolism:** The boat can be seen as a symbol of journey or adventure, but also of vulnerability and impermanence. Its theft represents the disruption of peace and harmony in nature.
6. **Irony:** There is a sense of irony in the poem, as the serene natural scene is disrupted by the theft of the boat. This irony highlights the unpredictability of nature and the impact of human actions.

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#### 4.5. Analysis of the Poetic Devices

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- a) **Diction:** The diction in "The Stolen Boat" is rich and evocative, with the poet employing words and phrases that conjure vivid imagery and sensory experiences. Words like "stealth," "troubled pleasure," "idly," and "sparkling light" create a sense of mystery and allure, while phrases like "mountain-echoes," "summit of a craggy ridge," and "silent lake" evoke the tranquillity and majesty of nature.
- b) **Rhyme Scheme:** The poem follows an irregular rhyme scheme, with occasional rhyming couplets interspersed throughout the stanzas. For example, in the first stanza, "found" and "around" create a rhyme, while in the second stanza, "ridge" and "bridge" form another. However, the rhyme scheme is not consistent throughout the poem, contributing to its natural and unstructured feel.
- c) **End Scheme:** The end scheme of the poem varies from stanza to stanza, with some stanzas featuring end rhymes while others do not. For instance, the first stanza ends with "home" and "around," forming a rhyme, while the second stanza ends with "boundary" and "sky," which do not rhyme. This lack of consistent end rhyme adds to the poem's organic and fluid rhythm.

- d) **Stanza:** The poem consists of six stanzas, each varying in length. The stanzas serve to break the poem into distinct sections, allowing for shifts in tone, imagery, and narrative progression. The varying lengths of the stanzas contribute to the poem's dynamic structure and pacing.
- e) **Tone:** The tone of "The Stolen Boat" shifts throughout the poem, reflecting the speaker's evolving emotions and experiences. Initially, there is a sense of excitement and adventure as the speaker clandestinely takes the boat out onto the lake. However, this tone gradually gives way to one of apprehension and unease as the speaker encounters the looming peak and feels pursued by its presence. The poem concludes with a tone of introspection and contemplation as the speaker reflects on the impact of the experience on his psyche.

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#### 4.6. About the Poet

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William Wordsworth (1770-1850) was a pioneering figure in English Romantic poetry, renowned for his lyrical verse that celebrated nature, human emotion, and the beauty of the ordinary. Born in Cockermouth, England, Wordsworth spent much of his early life in the Lake District, a region that would profoundly influence his poetic sensibilities. He attended Cambridge University, where he developed a deep appreciation for literature and the natural world.

Wordsworth's poetic career flourished during the late 18th and early 19th centuries, alongside fellow Romantic poets such as Samuel Taylor Coleridge and William Blake. His most famous work, "Lyrical Ballads" (1798), co-authored with Coleridge, marked a significant departure from the formalism of the preceding neoclassical era. The collection is regarded as a cornerstone of the Romantic Movement, introducing themes of nature, imagination, and the inner life of the individual.

Throughout his oeuvre, Wordsworth sought to capture the sublime beauty of nature and its transformative power on the human spirit. His poetry often reflected his reverence for the natural world, depicting landscapes with vivid imagery and sensory detail. Central to Wordsworth's philosophy was the belief in the spiritual and moral significance of nature, which he saw as a source of solace, inspiration, and moral instruction.

One of Wordsworth's most famous poems, "I Wandered Lonely as a Cloud" (also known as "Daffodils"), exemplifies his poetic style and thematic concerns. The poem celebrates the simple yet profound joy of

encountering a field of daffodils, evoking a sense of awe and wonder at the beauty of the natural world. Through vivid descriptions and emotive language, Wordsworth conveys the transformative power of nature to uplift and inspire the human spirit.

In addition to his exploration of nature, Wordsworth's poetry also delved into themes of memory, childhood, and the passage of time. His autobiographical poem, "The Prelude," offers a detailed account of his own experiences and spiritual development, tracing his journey from childhood innocence to adult self-awareness.

Wordsworth's influence on English literature and poetry cannot be overstated. His innovative approach to language and form, along with his emphasis on individual experience and the sublime power of nature, helped pave the way for the Romantic Movement and left an indelible mark on subsequent generations of poets. Today, Wordsworth is celebrated as one of the greatest poets in the English language, whose works continue to resonate with readers around the world.

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### **Let's Sum Up**

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After the completion of this course, the students would have learnt the style and thematic focus of Wordsworth and the way in which Wordsworth appreciates and adores nature.

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### **Check Your Progress**

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1. William Wordsworth renowned for his \_\_\_\_\_.
2. What type of poem is the stolen boat?

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### **Glossary**

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**Sublime:** exalted.

**Tranquillity:** Peaceful.

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## **Answers to Check Your Progress**

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1. Lyrical Verse.
2. Long autobiographical poem.

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## **Suggested Readings**

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1. Havens, Raymond Dexter. *The Mind of a Poet: A Study of Wordsworth's Thought with Particular Reference to "The Prelude"*. JHU Press, 2020.
2. Nafi, Dr Jamal. "The Prelude: A Spiritual Autobiography of William Wordsworth." *English Language and Literature Studies* 5.2 (2015).

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## **Block-2: Introduction**

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**Block-2: Short Story** has been divided in to Three Units.

**Unit-5: The Mysterious Stranger deals with** Summary, Critical Analysis, Themes, Character Analysis and Author Introduction.

**Unit-6: A Lesson in Friendship explains about** Summary, Critical Analysis, Themes, Character Analysis and Author Introduction.

**Unit-7: The Gift of the Magi describes about** Summary, Character Analysis, Themes and Author Introduction.

In all the units of Block -2 **Short Story**, the Check your progress, Glossary, Answers to Check your progress and Suggested Reading has been provided and the Learners are expected to attempt all the Check your progress as part of study.

## Unit - 5

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### The Mysterious Stranger

#### **STRUCTURE**

Overview

Objectives

5.1. Summary

5.2. Critical Analysis

5.3. Themes

5.4. Character Analysis

5.5. Author Introduction

Let Us Sum Up

Check Your Progress

Glossary

Answers to Check Your Progress

Suggested Readings

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#### **Overview**

This unit deals with a short story, "The Mysterious Stranger" by Mark Twain and discusses an eponymous character who shows up in a small village and astonishes the residents there with his supernatural abilities.

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#### **Objectives**

After reading this unit, students will be able:

- To promote the power of imagination and explanation.
- To expand critical thinking in the students.
- To establish moral values through teaching short stories.

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#### **5.1. Summary**

##### **The Mysterious Stranger -Mark Twain**

The Mysterious Stranger" is narrated by August Feldner, a sixteen-year-old printer's apprentice. The events of the story take place in 1490, in the small village of Eseldorf, Austria.

It takes place in the Middle Ages in a town in Austria called Eseldorf. The book deals with the story of three boys, Seppi Wohlmeyer, Nikolaus Bauman and Theodor Fischer, narrated from the point of view of the latter.



One day they are sitting in their favorite place in the woods, when a youth strolling comes toward them and starts talking to the boys. He commands magic power and introduces himself as the nephew of the devil.

In the first moment the boys are scared of the stranger, whose name is Satan, but he assures them that his uncle is the only one in his family who has ever sinned. As Satan is able to tell a lot of great stories and can apparently do a lot of wonderful things, they stay with him.

After his appearance, strange things start to happen in Eseldorf. The priest Father Peter finds a lot of money and an old woman's cat helps her find a fortune.

At the time of the story, many people are accused of being witches, and so are some of the people Satan helped. Folks are very suspicious about things they can't explain. Satan tries to help them, but not all of them. When the boys ask him for his reasons why, he tells them how he thinks about the human race, which is not necessarily consistent or generous. One time Satan tells Theodor that he has to change something in the future for two people, one of them being their good friend Nikolaus. Further he explains his reasons and why he sometimes has to do things that are not good fortune.

The occasion Satan changed in Nikolaus's life was that he should die twelve days later. Satan argued that if he were not to intercede, Nikolaus would have a terrible life.

Theodor has to accept this and is only allowed to tell Seppi. Together they spend their time with Nikolaus on his last days, but with a bad feeling.

After Nikolaus's funeral some more things happen, leading back to Satan's work. Satan makes himself unpopular with the people, often laughing about the stuff humans do.

With other things he seems to help the people, but often those things are not so obviously his work. After a while his visits to Theodor get more and more infrequent, as Satan "has a lot to do in other universes."

One day he sees Theodor and is off forever.

"The Mysterious Stranger" is a novel written by Mark Twain, though it was published posthumously in 1916. It tells the story of a young boy named August Feldner who lives in a small Austrian village in the 16th century. August meets a mysterious stranger named Satan, who appears in different guises throughout the story.

Satan is portrayed as a cynical and disillusioned figure, who challenges August's beliefs about God, morality, and the nature of existence. He introduces August to a new way of thinking, questioning the traditional religious and moral values of society.

As the story progresses, Satan reveals his true nature as a being from a higher plane of existence, who is indifferent to human suffering and morality. He shows August visions of the future, including the destruction of the village and the futility of human endeavors.

The novel explores themes of free will, fate, and the nature of evil. It is considered one of Twain's darker and more philosophical works, reflecting his own struggles with faith and morality towards the end of his life.

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## **5.2. Critical Analysis of "The Mysterious Man"**

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"The Mysterious Stranger" is a complex and enigmatic work that reflects Mark Twain's philosophical musings on human nature, morality, and the nature of existence. One of the key themes explored in the novel is the concept of determinism versus free will. Through the character of Satan, Twain challenges the traditional Christian view of a benevolent and all-powerful God, suggesting instead a world governed by impersonal forces where human actions are ultimately meaningless.

Satan's interactions with August and the other characters in the novel reveal his contempt for humanity, seeing them as foolish and ignorant creatures. This highlights Twain's pessimistic view of human nature, suggesting that humans are inherently selfish and driven by base desires.

Another important theme in the novel is the nature of morality. Satan's actions throughout the story often appear cruel and capricious, leading August to question the validity of traditional moral values. Twain seems to suggest that morality is a human construct, with no inherent meaning or value in the larger scheme of things.

The novel's setting in a small Austrian village in the 16th century allows Twain to explore these philosophical themes in a historical context. The superstitions and religious beliefs of the villagers provide a stark contrast to Satan's cynical worldview, highlighting the clash between traditional and modern thinking.

"The Mysterious Stranger" is a thought-provoking and challenging work that raises profound questions about the nature of existence and the meaning of life. Twain's exploration of these themes through the

character of Satan makes the novel a compelling and enduring piece of literature.

One of the key specialties of "The Mysterious Stranger" is its dark and cynical tone, which sets it apart from much of Mark Twain's other work. While Twain is known for his humor and satire, this novel delves into more philosophical and existential themes, challenging readers to question their beliefs about God, morality, and the nature of reality.

Another specialty of the work is its narrative structure, which is episodic and non-linear. The novel is comprised of several loosely connected episodes, each exploring a different aspect of the human experience. This fragmented structure mirrors the fragmented nature of human existence, adding to the novel's overall sense of mystery and intrigue.

Additionally, the character of Satan is a unique and compelling creation. Unlike traditional depictions of the devil, Twain's Satan is not purely evil, but rather a complex and enigmatic figure who embodies a kind of indifferent malevolence. This portrayal adds depth and ambiguity to the novel's themes, inviting readers to consider the nature of good and evil in a more nuanced way.

"The Mysterious Stranger" stands out for its philosophical depth, its unconventional narrative structure, and its compelling portrayal of the character of Satan. These elements combine to make it a uniquely thought-provoking and impactful work in Twain's literary canon.

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### **5.3. Themes of the short story "The Mysterious Stranger"**

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"The Mysterious Stranger" is a novella written by Mark Twain, but it was published posthumously and remains one of his lesser-known works. The story is set in medieval Austria and follows the adventures of a group of boys who encounter a mysterious stranger named Satan, or No. 44, who possesses supernatural powers.

One of the central themes of "The Mysterious Stranger" is the nature of human morality and the concept of free will. Through the character of Satan, Twain explores the idea that human beings are essentially selfish and cruel, driven by their base desires rather than higher moral principles. Satan, who is portrayed as a cynical and detached figure, sees human beings as mere puppets in a cruel and meaningless universe, where all actions are predetermined and morality is an illusion.

Another theme in the novella is the corrupting influence of power and knowledge. Satan's powers allow him to manipulate the world around him and control the fates of others, leading to tragic consequences for

those who come into contact with him. Twain uses this theme to critique the arrogance and folly of human ambition, suggesting that the pursuit of power and knowledge can lead to destruction and despair.

Additionally, "The Mysterious Stranger" explores the nature of reality and the idea that the world may not be as it seems. Satan often speaks of the illusory nature of the physical world, suggesting that reality is a construct of the mind and that true knowledge lies beyond the limits of human perception. This theme reflects Twain's interest in metaphysical questions and his skepticism toward conventional religious and philosophical beliefs.

"The Mysterious Stranger" is a dark and philosophical work that challenges readers to question their assumptions about morality, reality, and the nature of existence. Twain's exploration of these themes is both thought-provoking and unsettling, making the novella a powerful and enduring work of American literature.

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#### 5.4. Character Analysis

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1. **Satan (No. 44):** As the titular character, Satan represents a cynical and detached view of humanity. He embodies the darker aspects of human nature, such as manipulation and indifference to suffering. Satan's character challenges conventional ideas about morality and free will, serving as a provocative figure who exposes the flaws and illusions of human society.

In "The Mysterious Stranger" by Mark Twain, the character of the mysterious stranger, also known as No. 44 or Satan, is enigmatic and complex. Here's an analysis of his character:

- a) **Mysterious and Supernatural:** As his name suggests, the stranger is a mysterious and otherworldly figure. He appears suddenly and possesses supernatural powers, such as the ability to manipulate objects and foresee the future. This adds to his mystique and creates an aura of intrigue around him.
- b) **Cynical and Detached:** Satan is portrayed as a cynical and detached character who views human beings with contempt. He sees through the illusions of human morality and society, viewing them as meaningless constructs. His detachment from human concerns sets him apart from the other characters in the novella.
- c) **Manipulative and Amoral:** Satan is a manipulative character who uses his powers to influence the lives of others. He plays with the fates of the villagers, often with tragic consequences. His

amorality is highlighted by his indifference to the suffering he causes, suggesting a lack of empathy or moral compass.

- d) **Philosophical and Intellectual:** Despite his cynical nature, Satan is also portrayed as a philosophical and intellectual figure. He engages in deep conversations with the protagonist, discussing metaphysical questions and challenging conventional beliefs about reality and existence. This intellectual depth adds complexity to his character.
- e) **Symbol of Evil and Temptation:** In traditional Christian theology, Satan is often seen as a symbol of evil and temptation. In "The Mysterious Stranger," Twain uses this symbolism to explore deeper themes about the nature of evil, human nature, and the concept of free will. Satan's presence serves as a catalyst for the characters' moral dilemmas and existential questions.

The character of the mysterious stranger in Twain's novella is a multifaceted and intriguing figure who embodies complex themes and ideas. He challenges readers to reconsider their assumptions about morality, reality, and the human condition, making him a compelling and memorable character in American literature.

- **The Boys (Seppi, Nikolaus, and Theodor):** These three boys serve as the primary human characters who interact with Satan. They represent innocence and naivety, contrasting with Satan's cynical worldview. Through their interactions with Satan, the boys are exposed to the harsh realities of life, leading to moments of confusion and disillusionment.
- **Frau Brandt:** Frau Brandt is a kind-hearted woman who cares for the boys and tries to protect them from harm. She represents compassion and empathy, standing in contrast to Satan's indifference. Frau Brandt's character highlights the importance of kindness and human connection in a world filled with darkness and despair.
- **The Villagers:** The villagers in the story serve as a backdrop to Satan's interactions with the boys. They represent the broader society and its flawed values and beliefs. The villagers' superstitions and prejudices reflect the ignorance and cruelty that Satan sees in humanity.

The characters in "The Mysterious Stranger" are symbolic representations of different aspects of the human experience. Through

these characters, Twain explores themes of morality, free will, and the nature of evil, inviting readers to question their own beliefs and values.

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## **5.5. Author Introduction**

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Mark Twain, born Samuel Langhorne Clemens on November 30, 1835, in Florida, Missouri, was an iconic American writer whose works have left an indelible mark on literature and culture. Twain grew up along the Mississippi River in the town of Hannibal, Missouri, which later served as the inspiration for the fictional town of St. Petersburg in his novels.

Twain's writing career began as a typesetter and contributor to his brother Orion's newspaper. His wit and keen observations of the world around him soon led him to become a popular humorist and lecturer. In 1865, Twain published "The Celebrated Jumping Frog of Calaveras County," a short story that brought him national attention and marked the beginning of his literary fame.

Twain's most famous works include "The Adventures of Tom Sawyer" (1876) and its sequel, "Adventures of Huckleberry Finn" (1885). These novels are beloved for their vivid characters, humor, and insight into the complexities of American society. "Huckleberry Finn," in particular, is praised for its realistic depiction of life along the Mississippi River and its powerful commentary on race and morality.

Beyond his novels, Twain was a prolific writer of essays, travelogues, and speeches. He traveled extensively and wrote about his experiences in Europe, the Middle East, and elsewhere, often with a humorous and satirical eye. Twain's sharp wit and storytelling ability made him a popular and sought-after speaker, and he toured extensively, giving lectures that were both entertaining and thought-provoking.

In addition to his literary pursuits, Twain was also an entrepreneur and inventor. He invested in various business ventures, including the Paige Compositor, a typesetting machine, and he patented several inventions of his own.

However, many of his business ventures were unsuccessful, and Twain faced financial difficulties later in life.

Despite his ups and downs, Twain's influence on American literature and culture cannot be overstated. His works continue to be read and studied around the world, and his unique voice and perspective remain as relevant and engaging today as they were during his lifetime.

Mark Twain died on April 21, 1910, but his legacy as one of America's greatest writers lives on.

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## Let's Sum Up

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After the completion of this course, the students would have learnt the power of imagination and explanation. This course helps the student to think critically.

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## Check Your Progress

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1. The book deals with the story of three boys, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
2. The Mysterious Stranger" is narrated by \_\_\_\_\_.

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## Glossary

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**Intriguing:** arousing one's curiosity or interest; fascinating

**Catalyst:** an event or person that causes great change

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### **Answers to Check Your Progress**

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1. Seppi Wohlmeyer, Nikolaus Bauman and Theodor Fischer
2. August Feldner

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### **Suggested Readings**

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1. Twain, Mark. *The mysterious stranger and other stories*. Penguin, 2004.
2. Twain, Mark. *The mysterious stranger: A romance*. Cosimo Classics, 1916.



## Unit-6

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### A Lesson in Friendship

#### **STRUCTURE**

Overview

Objectives

6.1. Summary

6.2. Critical Analysis

6.3. Themes

6.4. Character Analysis

6.5. Author Introduction

Let Us Sum Up

Check Your Progress

Glossary

Answers to Check Your Progress

Suggested Readings

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#### **Overview**

This unit deals with a short story, "A Lesson in Friendship" by Katherine Mansfield and discusses various complexities of human relationships. It highlights the importance of communication and understanding in maintaining meaningful connections with others.

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#### **Objectives**

After reading this unit, students will be able:

- To promote the power of imagination and explanation.
- To expand critical thinking in the students.
- To establish moral values through teaching of prose.

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#### **6.1. Summary of the Short Story**

##### **A Lesson in Friendship -Katherine Mansfield**

"A Lesson in Friendship" by Katherine Mansfield is a short story that revolves around two main characters, Isabel and Emmie, who are best friends. The story is set in a small village where the girls live with their families.

The narrative begins with Isabel and Emmie planning to go on a picnic together. However, Isabel's mother insists that she stay home to help

with the household chores. Emmie, who is more rebellious, decides to go on the picnic alone. Isabel, feeling guilty for not standing up to her mother, stays behind and spends the day feeling lonely and resentful.

As the day progresses, Isabel becomes increasingly jealous of Emmie's freedom and begins to resent her friend for leaving her behind. She imagines Emmie having a wonderful time without her and feels betrayed by her actions.

When Emmie returns, Isabel confronts her and accuses her of being selfish and thoughtless. Emmie is hurt by Isabel's words and tries to explain that she had no choice but to go on the picnic alone. She reveals that her family is struggling financially and that the picnic was a rare opportunity for her to have some fun.

Isabel, realizing her mistake, apologizes to Emmie and the two friends reconcile. Isabel learns a valuable lesson about empathy and understanding, and the story ends on a hopeful note as the girls reaffirm their friendship.

"A Lesson in Friendship" explores themes of friendship, empathy, and the complexities of human relationships. It highlights the importance of communication and understanding in maintaining meaningful connections with others.

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## **6.2. Critical Analysis of the short story:**

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"A Lesson in Friendship" by Katherine Mansfield can be analyzed from various critical perspectives.

1. **Social Commentary:** Mansfield uses the story to comment on societal expectations and the roles assigned to women and girls in early 20th-century society. Isabel's obligation to stay home and help with household chores while Emmie is free to go on a picnic reflects the limited opportunities and freedoms available to women at the time.
3. **Character Development:** The story focuses on the development of Isabel's character, particularly her journey from jealousy and resentment towards understanding and empathy. This character arc reflects Mansfield's belief in the importance of personal growth and self-awareness in relationships.
4. **Symbolism:** The picnic serves as a symbol of freedom and escape for Emmie, contrasting with Isabel's confinement at home. The picnic basket and food items represent the pleasures of childhood and the innocence of youth, highlighting the contrast between the two girls' experiences.

5. **Irony:** There is irony in Isabel's initial feelings of jealousy and betrayal towards Emmie, as she later learns that Emmie's decision to go on the picnic alone was not a choice but a necessity due to her family's financial struggles. This irony underscores the theme of misunderstanding and highlights the importance of empathy in relationships.
6. **Narrative Technique:** Mansfield's use of a third-person limited perspective allows the reader to see the story primarily from Isabel's point of view. This narrative technique helps to create empathy for Isabel and to highlight her internal struggles and growth throughout the story.

"A Lesson in Friendship" can be seen as a subtle yet powerful commentary on gender roles, empathy, and the complexities of human relationships. Through its nuanced characters and themes, Mansfield's story continues to resonate with readers today, inviting them to reflect on their own friendships and interactions with others.

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### 6.3. Themes of the short Story

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"A Lesson in Friendship" by Katherine Mansfield explores several themes related to friendship, empathy, and personal growth. Here's a thematic analysis of the story:

1. **Friendship:** The central theme of the story is friendship and the complexities that come with it. Through the relationship between Isabel and Emmie, Mansfield examines the dynamics of friendship, highlighting the importance of communication, understanding, and mutual respect. The story demonstrates how friendships can be tested by external pressures, such as family expectations, and how they can evolve over time.
2. **Empathy and Understanding:** Another key theme in the story is empathy and the ability to understand others' perspectives. Isabel learns the importance of empathy through her experiences with Emmie. Initially, Isabel is quick to judge Emmie for her actions, but as the story progresses, she comes to understand the reasons behind Emmie's behavior. This theme emphasizes the importance of empathy in building and maintaining meaningful relationships.
3. **Personal Growth:** "A Lesson in Friendship" also explores the theme of personal growth. Both Isabel and Emmie undergo character development throughout the story. Isabel learns to assert herself and stand up for her own desires, while Emmie

learns to be more considerate of others' feelings. This theme highlights the transformative power of friendship and the lessons that can be learned from close relationships.

4. **Conflict and Resolution:** The story examines the nature of conflict in friendships and how it can be resolved. The conflict between Isabel and Emmie arises from misunderstandings and differing priorities, but ultimately, they are able to resolve their differences through open communication and empathy. This theme underscores the importance of communication in overcoming conflicts in relationships.

"A Lesson in Friendship" is a poignant exploration of the complexities of friendship and the valuable lessons that can be learned from close relationships. Through its themes, the story offers insights into human nature and the dynamics of interpersonal connections.

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#### 6.4. Character Analysis

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"A Lesson in Friendship" by Katherine Mansfield primarily focuses on two main characters, Isabel and Emmie.

- a) **Isabel:** Isabel is one of the main characters in the story, a young girl who is best friends with Emmie. She is portrayed as obedient and responsible, often feeling torn between her desire to have fun and her sense of duty towards her family. Isabel's character undergoes a transformation throughout the story as she learns the importance of empathy and understanding in friendship.
- b) **Emmie:** Emmie is Isabel's best friend, described as rebellious and free-spirited. She often acts on impulse, such as deciding to go on a picnic alone when Isabel is unable to join her. Emmie's character serves as a foil to Isabel, highlighting the differences in their personalities and approaches to life.
- c) **Isabel's Mother:** Isabel's mother plays a minor role in the story but has a significant impact on Isabel's decisions. She represents authority and tradition, as she expects Isabel to prioritize household chores over leisure activities. Isabel's mother's character adds to the conflict in the story as Isabel struggles to balance her obligations to her family with her desire for freedom.
- d) **Other Children:** While not named, the other children in the village play a background role in the story, representing the larger social context in which Isabel and Emmie's friendship

exists. They serve as a contrast to Isabel and Emmie, highlighting the uniqueness of their bond.

The characters in "A Lesson in Friendship" are used to explore themes of friendship, empathy, and the complexities of human relationships. Each character contributes to the development of these themes, making them integral to the overall narrative.

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## **6.5. Author Introduction**

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Katherine Mansfield, born Kathleen Mansfield Beauchamp in 1888 in Wellington, New Zealand, was a pioneering modernist writer known for her innovative short stories that explored themes of human psychology, relationships, and the complexities of everyday life. Despite her relatively short life, Mansfield left an indelible mark on the literary world with her profound insights and masterful storytelling techniques. Raised in a socially prominent family, Mansfield's early years in New Zealand provided rich material for her later works, which often depicted the tensions between societal expectations and individual desires.

Mansfield's writing career began in her late teens, and she soon gained recognition for her talent and originality. In 1908, she left New Zealand for London, where she immersed herself in the city's vibrant literary and artistic circles. It was during this time that Mansfield began to refine her distinctive style, characterized by its subtle irony, psychological depth, and use of stream-of-consciousness narrative technique. Her stories often delved into the inner lives of her characters, revealing the complexities of human nature with keen insight and sensitivity.

Mansfield's most famous collection of short stories, "Bliss," published in 1920, cemented her reputation as a leading modernist writer. The stories in this collection, including the titular "Bliss" and "The Garden Party," showcase Mansfield's mastery of the form, blending vivid imagery with profound emotional resonance. In "The Garden Party," Mansfield explores themes of class division and empathy through the eyes of a young woman grappling with the contrast between her privileged upbringing and the harsh realities of life outside her sheltered world.

Throughout her career, Mansfield's work was marked by a commitment to authenticity and a refusal to shy away from life's complexities. Her stories often challenged conventional norms and societal expectations, offering nuanced portrayals of women's experiences and the intricacies of human relationships. Mansfield's writing was also deeply influenced by her own struggles with illness, including tuberculosis, which plagued her for much of her adult life.

Despite her tragically early death in 1923 at the age of 34, Mansfield's legacy endures, with her stories continuing to captivate readers and inspire generations of writers. Her exploration of the human condition, coupled with her innovative narrative techniques, places her among the most important figures in modernist literature. Today, Mansfield is celebrated not only for her literary achievements but also for her pioneering role in expanding the possibilities of the short story form and her enduring influence on subsequent generations of writers.

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### **Let's Sum Up**

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After the completion of this course, the students would have learnt the importance of communication and understood a meaningful connection of relationship in life.

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### **Check Your Progress**

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1. "A Lesson in Friendship" by Katherine Mansfield is a short story that revolves around \_\_\_\_\_ and \_\_\_\_\_ two main characters.
  2. Katherine Mansfield is known for her \_\_\_\_\_ short stories.
- 

### **Glossary**

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**Grapple:** Struggle.

**Poignant:** Regret.

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## **Answers to Check Your Progress**

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1. Isabel and Emmie.
2. Innovative.

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## **Suggested Readings**

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1. Kimber, Gerri. *Katherine Mansfield-The Early Years*. Edinburgh University Press, 2016.
2. O'Shea, Eileen I. *Katherine Mansfield, an Appreciation*. MS thesis. Fordham University, 1940.
3. Van Gunsteren, Julia. *Katherine Mansfield and literary impressionism*. Rodopi, 1990.

## Unit-7

### The Gift of the Magi

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#### STRUCTURE

Overview

Objectives

7.1. Summary

7.2. Character Analysis

7.3. Themes

7.4. Author Introduction

Let Us Sum Up

Check Your Progress

Glossary

Answers to Check Your Progress

Suggested Readings

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#### Overview

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This unit deals with a short story, "The Gift of the Magi" by O'Henry and discusses the moral value of love and care for others. This short story states that love is the most important ingredient in a successful relationship.

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#### Objectives

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After reading this unit, students will be able:

- To promote the power of imagination and explanation.
  - To expand critical thinking in the students.
  - To establish moral values through teaching of prose.
- 

#### 7.1. Summary of the Short Story

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##### Gift of the Magi -O'henry

The story "The Gift of the Magi" by O. Henry revolves around a young couple, Jim and Della, who are struggling financially but deeply in love. It begins with Della counting her savings, which amounts to only \$1.87. With Christmas approaching, Della becomes distressed as she realizes she cannot afford to buy Jim a gift worthy of his love. She cries in despair, feeling hopeless about the situation.



Meanwhile, the narrator provides insight into the couple's modest living conditions, including their sparsely furnished apartment and Jim's reduced income. Despite their financial hardships, they cherish their possessions: Jim's heirloom gold watch and Della's beautiful long hair.

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## **7.2. Character Analysis of the short story**

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### **Della:**

Della is portrayed as a young woman who embodies selflessness, love, and sacrifice. Despite facing financial hardships, she is determined to express her love for Jim through a meaningful Christmas gift. Della's actions and decisions throughout the story reveal her deep devotion to her husband and her willingness to make personal sacrifices for his happiness. Her character undergoes significant development as she navigates the challenges of poverty and the desire to provide a special gift for Jim.

Physically, Della is described as thin, with shining eyes and long, beautiful hair that she cherishes as one of her prized possessions. Her decision to sell her hair reflects her selflessness and willingness to sacrifice her physical appearance for the sake of her husband's happiness. This act demonstrates her deep emotional connection to Jim and her desire to express her love in a meaningful way.

Emotionally, Della experiences a range of feelings throughout the story, including sadness, fear, and joy. Despite the challenges she faces, she remains optimistic and hopeful, believing that her actions will bring happiness to Jim. Della's ability to find joy in giving, even in the face of adversity, highlights her resilient and compassionate nature.

Della emerges as a sympathetic and admirable character who exemplifies the true spirit of giving. Her selfless actions and unwavering love for Jim serve as a powerful reminder of the importance of generosity, sacrifice, and compassion in relationships.

### **Jim (James Dillingham Young):**

Jim is depicted as a loving and caring husband who deeply values his relationship with Della. Despite facing financial difficulties, he remains devoted to his wife and appreciates her sacrifices on his behalf. Jim's character is defined by his quiet strength, kindness, and generosity towards Della.

Physically, Jim is described as thin and serious-looking, with a thoughtful demeanor that reflects his maturity and responsibility. His reaction to

Della's sacrifice demonstrates his deep love and appreciation for her, as he reassures her of his unconditional affection and understanding.

Emotionally, Jim experiences a mix of emotions upon discovering Della's sacrifice, including surprise and gratitude. His decision to sell his most prized possession, his watch, in order to buy combs for Della's hair, further underscores his selflessness and commitment to her happiness. Jim's actions highlight his willingness to make personal sacrifices for the sake of their relationship, reinforcing his role as a loving and devoted husband.

Jim emerges as a compassionate and understanding character who values love and relationships above material possessions. His response to Della's sacrifice exemplifies the depth of his affection and his commitment to their marriage. Jim's character serves as a testament to the enduring power of love, sacrifice, and generosity in fostering meaningful connections and strengthening bonds between individuals.

Determined to give Jim a meaningful gift, Della decides to sell her most prized possession, her hair, to a wig-maker named Mrs. Sofronie. She receives \$20 for her hair and immediately sets out to find the perfect gift for Jim. After much searching, she purchases a platinum fob chain for Jim's watch, which costs \$21, leaving her with only 87 cents.

When Jim returns home, Della nervously reveals her haircut and the sacrifice she made to buy his gift. To her surprise, Jim presents her with a set of decorative combs she had admired but deemed too expensive to purchase. Jim confesses that he sold his watch to buy the combs for Della. Despite their individual sacrifices, they realize the true value of their love and the depth of their commitment to each other.

The story concludes with the narrator likening Jim and Della to the wise men, or Magi, from the biblical Christmas story. Despite their lack of material wealth, their selfless acts of love and sacrifice make them the true embodiment of wisdom and generosity.

"The Gift of the Magi" is a heartwarming tale that explores the themes of love, sacrifice, and the true spirit of giving. It reminds readers that the most valuable gifts are not measured by their monetary worth but by the love and selflessness behind them.

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### **7.3. Themes of the short story**

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- **Sacrifice and Selflessness:** The central theme of "The Gift of the Magi" revolves around sacrifice and selflessness. Both Della and Jim are willing to part with their most prized possessions in

order to obtain gifts for each other. Della sells her long, beautiful hair to buy a chain for Jim's watch, while Jim sells his watch to buy combs for Della's hair. Their acts of sacrifice demonstrate their deep love and devotion to each other, as they are willing to give up something of great personal value for the happiness of their partner.

- **Love and Devotion** : Love and devotion are also prominent themes in the story. Della and Jim's actions are driven by their love for each other, as they seek to express their affection through the exchange of gifts. Despite their limited financial means, they are determined to find meaningful presents for one another, reflecting the strength of their bond and commitment to each other's happiness.
- **The True Meaning of Wealth** : "The Gift of the Magi" challenges conventional notions of wealth and material possessions. While Della and Jim may lack monetary riches, their love and sacrifice ultimately make them feel richer than any material wealth could. The story highlights the idea that true wealth lies in the depth of one's relationships and the willingness to give selflessly to others.
- **Irony and Paradox** : The story is rich in irony and paradox, particularly in the way Della and Jim's actions ultimately cancel each other out. Both characters sacrifice their most prized possessions only to find that the gifts they have purchased are now useless. This irony underscores the futility of materialism and the unpredictability of life, while also emphasizing the purity of their intentions.
- **The Wisdom of Giving** : At its core, "The Gift of the Magi" conveys a message about the wisdom of giving. Despite the apparent folly of their actions, Della and Jim's selfless acts of giving ultimately affirm the true spirit of Christmas. Their willingness to sacrifice for each other embodies the essence of generosity and compassion, reminding readers of the profound joy that comes from giving without expecting anything in return.
- **The Power of Symbolism** : Symbolism plays a significant role in the story, particularly through the gifts exchanged between Della and Jim. Della's hair symbolizes her beauty and femininity, while Jim's watch represents his masculinity and practicality. The combs and watch chain, though materially valuable, serve as

symbols of their love and devotion to each other, transcending their physical attributes to convey deeper emotional meaning.

- **The Universality of Love** : "The Gift of the Magi" resonates with readers because it speaks to the universal experience of love and sacrifice. Despite the specific circumstances of Della and Jim's story, the themes of selflessness, devotion, and the true meaning of wealth are relevant to people of all cultures and backgrounds. The story reminds us of the enduring power of love to inspire acts of kindness and generosity, transcending the limitations of time and place.

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#### **7.4. Author Introduction**

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O. Henry, the pen name of William Sydney Porter, was an American short story writer known for his wit, clever plot twists, and engaging storytelling style. Born in 1862 in North Carolina, O. Henry's stories often reflect his own experiences, having worked in various jobs including as a ranch hand, bank teller, and journalist.

O. Henry's stories are characterized by their surprise endings and their focus on ordinary people facing extraordinary circumstances. His most famous story, "The Gift of the Magi," is a poignant tale of love and sacrifice that has become a classic of American literature.

Throughout his career, O. Henry wrote hundreds of short stories, many of which were published in magazines such as "The Saturday Evening Post" and "The New York World." His stories often explore themes of love, friendship, and the struggle for survival in a rapidly changing world.

O. Henry's unique style and ability to create memorable characters and compelling narratives have earned him a lasting place in the literary canon. His stories continue to be read and enjoyed by readers around the world, cementing his legacy as one of America's greatest short story writers.

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#### **Let Us Sum Up**

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After the completion of this course, the students would have learnt the importance of moral values and understood the meaning of a successful relationship. connection of relationships in life.

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#### **Check Your Progress**

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1. Della is portrayed as a young woman who embodies \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
2. \_\_\_\_\_, was the pen name of William Sydney Porter.

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## **Glossary**

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**Cement:** Bond.

**Devotion:** loyalty.

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## **Answers to Check Your Progress**

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1. Selflessness, love, and sacrifice.
  2. O. Henry.
- 

## **Suggested Readings**

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1. Henry, Oh. *The Gift of the Magi*. Pioneer Drama Service, Inc., 1977.
2. Teteriatnikov, Natalia. "The 'Gift Giving' Image: The Case of the Adoration of the Magi." *Visual Resources* 13.3-4 (1998): 381-391.

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### **Block-3: Introduction**

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**Block-3: Writing Comprehension** has been divided in to Three Units.

**Unit-8: Precis Writing** deals with Precis writing, Characteristics, Uses and Examples.

**Unit-9: Email Writing** explains about Introduction to email writing, Components, Uses, Types of email, Types of recipients and the Example of Informal Email.

**Unit -10 : Report Writing** describes about Report, Report writing format, Elements of report, Tips to write a good report, Uses of report writing, Strategies to write a good report, Types of report, Structure of reports, Example of formal report , Format of magazine report and Format of event report.

In all the units of Block -3 **Writing Comprehension**, the Check your progress, Glossary, Answers to Check your progress and Suggested Reading has been provided and the Learners are expected to attempt all the Check your progress as part of study.

# Unit - 8

## Precis Writing

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### STRUCTURE

Overview

Objectives

8.1. Precis writing

8.1.1. Characteristics

8.1.2. Uses

8.2. Examples

Let Us Sum Up

Check Your Progress

Glossary

Answers to Check Your Progress

Suggested Readings

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### Overview

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This unit deals with the basic concept of Precis writing. The characteristics and the uses of precis writing. Students will be able to write accurately and effectively after completing this lesson. Any necessary information will be communicated clearly. Any message that needs to be sent will be delivered directly without waffling.

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### Objectives

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After reading this unit, students will be able:

- To summarise a comprehension in limited words.
  - To expand critical thinking in the students.
  - To establish clarity in language.
  - To develop students' understandings and comprehension in regard to passage.
  - To enrich the learner's language skills.
- 

### 8.1. What is precise writing?

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Precis writing refers to the practice of using clear, concise language to convey information accurately and effectively. It involves choosing the right words and sentence structures to communicate ideas clearly and without ambiguity. Precise writing is important in various contexts,

including academic writing, business communication, and technical writing, where clarity and accuracy are essential.

In precise writing, every word counts, and unnecessary words or phrases are avoided. The goal is to convey the intended message in the most efficient and straightforward manner possible. This often requires careful consideration of word choice, sentence structure, and overall organization of the text. By being precise in their writing, authors can ensure that their message is clear, easy to understand, and free from misinterpretation.

### **8.1.1. Characteristics of Precis Writing:**

Characteristics of proper precis writing include:

1. **Clarity:** Precise writing is clear and easy to understand. It conveys the intended message without ambiguity or confusion.
2. **Conciseness:** Precise writing is concise and to the point. It avoids unnecessary words or phrases and gets straight to the main idea.
3. **Specificity:** Precise writing is specific and detailed. It provides specific information, examples, and evidence to support its points.
4. **Accuracy:** Precise writing is accurate and factually correct. It uses correct grammar, spelling, and punctuation.
5. **Objectivity:** Precise writing is objective and unbiased. It presents information in a fair and balanced manner, without personal opinions or emotions.
7. **Relevance:** Precise writing is relevant to the topic at hand. It stays focused on the main idea and avoids tangents or irrelevant information.
8. **Consistency:** Precise writing is consistent in its use of terminology, formatting, and style. It maintains a uniform tone and style throughout the text.
9. **Purposeful:** Precise writing is purposeful and goal-oriented. It is written with a clear purpose in mind and seeks to achieve that purpose effectively.
10. **Audience Awareness:** Precise writing is tailored to the needs and expectations of the audience. It considers the background, knowledge, and interests of the audience when choosing language and content.



11. **Revision:** Precise writing often involves revision and editing to ensure that the text is as clear, concise, and accurate as possible. Writers may need to revise their work multiple times to achieve precision.
12. **Length:** There is no strict rule about the exact percentage of words that should be reduced when creating a precise from a rough draft.

However, a common guideline is to aim for a reduction of about one-third of the original word count. This reduction helps to condense the information while retaining the essential meaning and main points of the original text. The focus should be on conveying the information clearly and concisely, rather than adhering strictly to a specific word count reduction.

### 8.2.1. Uses of Precise Writing:

Precise writing has several important uses across various contexts:

1. **Academic Writing:** In academic writing, precise writing is essential for communicating complex ideas and research findings clearly and accurately. It is used in research papers, essays, reports, and other academic documents to convey information effectively to readers.
2. **Business Communication:** In business communication, precise writing is important for conveying information clearly and professionally. It is used in emails, memos, reports, and other business documents to communicate with colleagues, clients, and stakeholders.
3. **Technical Writing:** In technical writing, precise writing is crucial for explaining complex technical concepts and procedures in a clear and understandable manner. It is used in manuals, instructions, specifications, and other technical documents to provide information to users.
4. **Legal Writing:** In legal writing, precise writing is essential for drafting legal documents such as contracts, briefs, and opinions. It is used to convey legal arguments and concepts accurately and persuasively.
5. **Creative Writing:** Even in creative writing, precise writing plays a crucial role. It is used to create vivid and evocative descriptions, develop well-defined characters, and construct engaging narratives that resonate with readers.

6. **Journalism:** In journalism, precise writing is important for conveying news and information accurately and concisely. It is used in news articles, reports, and other journalistic pieces to inform the public about current events and issues.
7. **Science and Medicine:** In science and medicine, precise writing is used to communicate research findings, medical diagnoses, and treatment plans. It is used in research papers, medical reports, and other scientific documents to convey information to colleagues, patients, and the public.
8. **Government and Policy:** In government and policy, precise writing is used to draft laws, regulations, policies, and reports. It is used to convey legal and policy information accurately and clearly to lawmakers, officials, and the public.
9. **Education and Training:** In education and training, precise writing is used to develop educational materials, lesson plans, and training manuals. It is used to convey information to students and trainees in a clear and understandable manner.
10. **Personal Communication:** Even in personal communication, precise writing can be useful for conveying thoughts, ideas, and feelings clearly and effectively. It is used in letters, emails, and other personal messages to communicate with friends, family, and colleagues.

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## 8.2. Examples

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**Write a Precise of the following passage.**

1. There is an enemy beneath our feet - an enemy more deadly for his complete impartiality. He recognizes no national boundaries, no political parties. Everyone in the world is threatened by him. The enemy is the earth itself. When an earthquake strikes, the world trembles. The power of a quake is greater than anything man himself can produce. But today scientists are directing a great deal of their effort into finding some way of combating earthquakes, and it is possible that at some time in the near future mankind will have discovered a means of protecting itself from earthquakes. An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage it causes is as great as if it has struck a primitive village. Gas mains burst, explosions are caused and fires are started. Underground railways are wrecked. Buildings collapse, bridges fall, dams burst, gaping crevices appear in busy streets. If the quake strikes at sea, huge tidal waves sweep

inland. If it strikes in mountain regions, avalanches roar down into the valley. Consider the terrifying statistics from the past 1755: Lisbon, capital of Portugal - the city destroyed entirely and 450 killed. 1970: Peru: 50,000 killed. In 1968 an earthquake struck Alaska. As this is a relatively unpopulated part, only a few people were killed. But it is likely that this was one of the most powerful quakes ever to have hit the world. Geologists estimate that during the tremors, the whole of the state moved over 80 feet farther west into the Pacific Ocean. Imagine the power of something that can move an entire subcontinent! This is the problem that the scientists face. They are dealing with forces so immense that man cannot hope to resist them. All that can be done is to try to pinpoint just where the earthquake will strike and work from there. At least some precautionary measures can then be taken to save lives and some of the property.

**Answer:**

The passage highlights the destructive power of earthquakes, describing them as an impartial enemy threatening everyone globally. It emphasizes the devastation caused by earthquakes, including damage to infrastructure and loss of life. The passage also mentions efforts by scientists to develop methods to mitigate the impact of earthquakes. It concludes by stressing the importance of predicting earthquake locations to take precautionary measures.

2. As early as the sixth or seventh century B.C. Panini wrote his great grammar of the Sanskrit language. He mentions previous grammars and already in his time Sanskrit had crystallized and become the language of an ever-growing literature. Panini's book is something more than a mere grammar. It has been described by the Soviet Professor Th. Stcherabatsky, of Leningrad, as one of the greatest productions of the human mind. Panini is still the standard authority on Sanskrit grammar. Through subsequent grammarians have added to it and interpreted it. It is interesting to note that Panini mentions the Greek script. This indicates that there were some kind of contacts between India and the Greeks long before Alexander came to the East. The study of astronomy was specially pursued and it often merged with astrology. Medicine had its text books and there were hospitals. Dhanwantri is the legendary founder of the Indian science of medicine. The best known old text books however, date from the early centuries of the Christian era. These are by Charaka on medicine and Sushruta on surgery. Charaka is supposed to have been the royal court physician of Kanishka who had his capital in the north-

West. These text books enumerate a large number of diseases and give methods of diagnosis and treatment. They deal with surgery, obstetrics, baths, diet, hygiene, infant feeding, and medical education. The approach was experimental, and dissection of dead bodies was being practiced in course of surgical training. Various surgical instruments are mentioned by Sushrutas, as well as operations including amputation of limbs, abdominal, caesarean section, cataract, etc. Wounds were sterilized by fumigator. In the third or fourth century B.C. there were also hospitals for animals. This was probably due to the influence of Jainism and Buddhism with their emphasis on non- violence.

**Answer:**

Panini's grammar of the Sanskrit language, written in the sixth or seventh century B.C., marked Sanskrit's emergence as a literary language. Panini's work, described as more than a grammar, is considered a monumental achievement, still serving as the standard authority on Sanskrit grammar.

His mention of the Greek script suggests early contact between India and the Greeks. In addition to language, ancient India had well-developed fields such as astronomy, astrology, and medicine. Texts by Charka and Sushruta, dating from the early Christian era, detail medical practices including surgery, obstetrics, and hygiene.

These texts show an experimental approach, including dissection of dead bodies for surgical training. Hospitals, including those for animals, existed as early as the third or fourth century B.C., possibly influenced by Jainism and Buddhism's emphasis on non-violence.

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**Let's Sum Up**

At the end of the course students will be able to summarise a comprehension in limited words, their critical thinking skills and clarity in language will be improved.

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**Check Your Progress**

1. Precis writing refers to the practice of using \_\_\_\_\_, \_\_\_\_\_ language to convey information accurately and effectively.
2. Characteristics of proper precis writing include \_\_\_\_\_ and \_\_\_\_\_.

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## **Glossary**

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**Journalism:** conveying news and information accurately and concisely.

**Conciseness:** the quality of being short and clear, and expressing what needs to be said without unnecessary words

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## **Answers to Check Your Progress**

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1. Clear, Concise
  2. Clarity and conciseness
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## **Suggested Readings**

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1. Jackson, Thomas Chalice, and John Briggs. *A Text-book of Précis-writing*. WB Clive, University Tutorial Press, 1906.
2. Russell, Pamela. *How to Write a Précis*. University of Ottawa Press, 1988.
3. Evans, E. Derry. *A Handbook of Précis-Writing*. Cambridge University Press, 2013.

## Unit - 9

### Email Writing

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#### **STRUCTURE**

Overview

Objectives

9.1. Introduction to email writing

9.2. Components

9.3. Uses

9.4. Types of email

9.5. Types of recipients

9.6. Example of Informal Email

Let Us Sum Up

Check Your Progress

Glossary

Answers to Check Your Progress

Suggested Readings

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#### **Overview**

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This unit deals with the nuances of writing an email. It discusses the various components, uses and types of email and the types of recipients. The students are capable of writing suitable emails for the right circumstances and are aware of the various email formats.

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#### **Objectives**

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After reading this unit, students will be able:

- To identify over types of emails.
  - To establish the nuances of email writing.
  - To compose an appropriate email according to the demand of the situation.
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#### **9.1. Introduction**

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Email writing refers to the act of composing and sending electronic messages using email. Email is a popular form of communication in both personal and professional settings, allowing individuals to send messages quickly and efficiently to one or more recipients. Email writing involves crafting messages that are clear, concise, and professional, taking into account the recipient's preferences and the purpose of the

communication. It is important to use proper grammar, punctuation, and tone in email writing to ensure that the message is well-received and effectively conveys the intended message.

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## 9.2. Components of Email Writing

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Email writing is the process of composing and sending electronic messages via email. It has become one of the most common forms of communication in both personal and professional settings due to its speed, convenience, and ease of use. Email writing involves several key components:

1. **Subject Line:** The subject line is a brief summary of the email's content. It should be clear, concise, and relevant to the message to help the recipient understand the purpose of the email at a glance.
2. **Recipient(s):** Email allows you to send messages to one or more recipients. It's important to ensure that you select the appropriate recipients for your message and use the "CC" (carbon copy) and "BCC" (blind carbon copy) fields appropriately to include additional recipients if necessary.
4. **Salutation:** The salutation is the greeting at the beginning of the email. It can be formal (e.g., "Dear Mr. Smith") or informal (e.g., "Hi John"). The salutation sets the tone for the rest of the email.
5. **Body:** The body of the email contains the main message you want to convey. It should be clear, concise, and well-organized. Use paragraphs to separate different ideas and keep sentences short and to the point.
6. **Closing:** The closing of the email is the final part of the message. It typically includes a closing phrase (e.g., "Sincerely," "Best regards,") followed by your name.
7. **Signature:** Your email signature may include your name, job title, contact information, and any other relevant details. It is usually placed at the end of the email after the closing.

In addition to these components, effective email writing also involves using a professional tone, addressing the recipient by name (if known), and proofreading your message before sending it to check for spelling and grammar errors. It's also important to consider the recipient's preferences and expectations when writing an email, as this can help ensure that your message is well-received.

Overall, email writing is a valuable skill that can help you communicate effectively in various situations, from sending a quick message to a colleague to composing a formal business proposal.

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### **9.3. Uses of Email Writing**

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Email writing is used in various contexts for both personal and professional communication. Some common uses of email writing include:

1. **Business Communication:** Email is widely used for business communication, including sending messages to colleagues, clients, and business partners. It is used for sending project updates, scheduling meetings, sharing documents, and discussing business matters.
  2. **Marketing and Sales:** Email is an important tool for marketing and sales. Companies use email to send promotional offers, newsletters, and product updates to their customers. Email marketing campaigns can help businesses reach a large audience and promote their products or services.
  3. **Customer Support:** Many companies use email for customer support. Customers can send inquiries, feedback, or complaints via email, and customer support teams can respond to these messages and provide assistance.
  4. **Job Applications and Resumes:** Email is commonly used for sending job applications and resumes. Job seekers can email their application materials to potential employers, making it easy to apply for jobs remotely.
  5. **Networking:** Email is often used for networking purposes. Professionals use email to connect with others in their industry, share information, and build relationships that can lead to career opportunities.
  6. **Education:** Email is used in education for communication between students and teachers. Teachers can use email to send assignments, announcements, and grades to students, while students can use email to ask questions and seek clarification on course material.
- b) **Personal Communication:** Email is also used for personal communication. People use email to stay in touch with friends and family, share news and updates, and send greetings for special occasions.



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## 9.4. Types of Emails

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There are several types of email writing, each with its own purpose and style. Here are some common types of email writing:

1. **Formal Emails:** Formal emails are used in professional settings and follow a specific format. They typically include a clear and concise subject line, a formal greeting, a well-structured body with the main message, and a polite closing. Formal emails are used for business communication, job applications, and professional correspondence.
2. **Informal Emails:** Informal emails are more casual in tone and style. They are often used for personal communication, such as emailing friends or family. Informal emails may have a more relaxed greeting and closing, and the language used is less formal than in formal emails.
3. **Marketing Emails:** Marketing emails are used for promotional purposes. They are sent to customers or potential customers to promote products, services, or special offers. Marketing emails often include eye-catching subject lines and content that encourages the recipient to take action, such as making a purchase or visiting a website.
4. **Transactional Emails:** Transactional emails are automated emails sent to customers in response to a specific action or transaction. Examples include order confirmations, shipping notifications, and password reset emails. Transactional emails are typically straightforward and informational in nature.
5. **Reply Emails:** Reply emails are responses to emails received from others. They can be formal or informal, depending on the context. Reply emails should address the original message's content and questions and maintain a polite and professional tone.
6. **Networking Emails:** Networking emails are used to connect with others in a professional context. They are often used to introduce oneself, request a meeting or informational interview, or follow up after a networking event. Networking emails should be concise, respectful, and clearly state the purpose of the communication.
7. **Reminder Emails:** Reminder emails are used to remind recipients about upcoming events, deadlines, or tasks. They should be brief and to the point, with a clear call to action.

8. **Announcement Emails:** Announcement emails are used to inform recipients about important news, updates, or events. They should be clear, informative, and engaging to ensure that recipients are informed and interested in the announcement.

Each type of email writing serves a specific purpose and requires careful consideration of the audience, tone, and content to ensure effective communication.

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## 9.5. Types of Recipients

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In email communication, recipients can be categorized into several types based on their relationship to the sender and their role in the communication. Here are some common types of recipients in email:

1. **Primary Recipient:** The primary recipient is the main person or group of people to whom the email is addressed. They are the intended recipients of the message and are usually the primary focus of the email content.
2. **Carbon Copy (CC) Recipient:** A CC recipient is someone who receives a copy of the email but is not the main recipient. CC recipients are typically included to keep them informed or to provide them with information that may be relevant to them.
3. **Blind Carbon Copy (BCC) Recipient:** A BCC recipient is someone who receives a copy of the email without the other recipients knowing. BCC is often used to protect the privacy of recipients or to send a copy of the email to someone without the other recipients knowing.
4. **Forwarded Recipient:** A forwarded recipient is someone who receives an email that has been forwarded from another person. Forwarded recipients are not the original recipients of the email but receive it because someone else has forwarded it to them.
5. **Reply-All Recipient:** A reply-all recipient is someone who receives a reply to an email that was sent to multiple recipients. When someone replies to an email and selects "Reply All," the email is sent to all original recipients, including reply-all recipients.
6. **Secondary Recipient:** A secondary recipient is someone who is not the primary recipient of the email but is included for informational purposes or to keep them informed about the communication.

Understanding the types of recipients in email communication can help you effectively manage your email correspondence and ensure that messages are sent to the appropriate recipients based on their role and relationship to the sender.

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## 9.6. Example of Informal Email

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Subject: Catching Up Soon?

Hey [Friend's Name],

I hope you're doing well! It's been a while since we last caught up, and I was thinking it would be great to get together soon. How about grabbing a coffee or lunch sometime next week? I'm pretty flexible, so let me know what works for you.

Looking forward to hearing from you!

Best,

[Your Name]

### Example of Formal Email.

Subject: Inquiry Regarding Job Vacancy

Dear [Recipient's Name],

I hope this email finds you well. I am writing to inquire about any job vacancies that may be available at [Company Name]. I have recently completed my [Degree Name] in [Field of Study] and am eager to pursue a career in [Industry/Field]. I have attached my resume for your reference.

I am particularly interested in [Specific Job Position or Department] and believe that my skills and qualifications make me a strong candidate for a position at your company. I would appreciate any information you can provide regarding the application process and any current or upcoming job openings.

Thank you for considering my inquiry. I look forward to hearing from you soon.

Sincerely,

[Your Name]

[Your Contact Information]

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## Let's Sum Up

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At the end of the course students could identify over types of emails and they will be able to tailor an email to the specific requirements of the circumstance.

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## Check Your Progress

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1. Email writing refers to the act of \_\_\_\_\_ and sending \_\_\_\_\_ messages using email.
2. Components of Email Writing are \_\_\_\_\_ and \_\_\_\_\_.

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## Glossary

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**Recipient:** a person or thing that receives or is awarded something

**Campaigns:** a planned group of especially political, business, or military activities that are intended to achieve a particular aim

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## **Answers to Check Your Progress**

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1. composing, electronic
2. Subject Line, recipients

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## **Suggested Readings**

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1. Baron, Naomi S. *Alphabet to email: How written English evolved and where it's heading*. Routledge, 2002.
2. Coogan, David. "Email 'tutoring' as collaborative writing." *Wiring the writing center* (1998): 25-43.
3. Marshall, Catherine. *Reading and writing the electronic book*. Morgan & Claypool Publishers, 2009.

# Unit-10

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## Report Writing

### STRUCTURE

Overview

Objectives

10.1. Report

10.1.1. Report writing format

10.1.2. Elements of report

10.1.3. Tips to write a good report

10.2. Uses of report writing

10.3. Strategies to write a good report

10.4. Types of report

10.5. Structure of reports

10.6. Example of formal report

10.6.1. Format of magazine report

10.6.2. Format of event report

Let Us Sum Up

Check Your Progress

Glossary

Answers to Check Your Progress

Suggested Readings

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### Overview

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The art of report writing is the subject of this unit. It covers topics such as report writing formats, elements, uses, techniques, types, and frameworks. The learner acquires knowledge of the subtleties and varieties of report writing.

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### Objectives

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After reading this unit, students will be able:

- To gain understanding on report writing.
- To establish the knowledge on the types, format and structures of report writing.
- To develop students' skill on drafting a report.

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## 10.1. What is a report?

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A report is a written account of something that one has observed, heard, done, or investigated. It is a systematic and well organised presentation of facts and findings of an event that has already taken place somewhere. Reports are used as a form of written assessment to find out what you have learned from your reading, research or experience and to give you experience of an important skill that is widely used in the work place.

### **A well written report must possess the following traits:**

Adherence to the specifications of report brief; analysis of relevant information;

Structuring material in a logical and coherent order;

Presentation in a consistent manner according to the instructions of the report brief; making appropriate conclusions that are supported by the evidence and analysis of the report;

Now, it is very important to follow a proper format. Not to forget that format carries marks.

Report writing is the process of creating a document that presents factual information, findings, analysis, and recommendations on a specific topic or issue. It typically involves several key steps:

**Planning:** Define the purpose and scope of the report, identify the target audience, gather relevant data, and outline the structure of the report.

**Research:** Collect data from various sources, including research studies, surveys, interviews, and experiments, to support the report's findings and analysis.

**Analysis:** Analyze the collected data to identify patterns, trends, and insights related to the topic. Use analytical tools and methods to interpret the data effectively.

**Organization:** Structure the report logically, with clear headings, subheadings, and sections. Present information in a coherent and concise manner, using graphs, tables, and visuals to enhance clarity and understanding.

**Writing:** Write the report in a formal, objective tone, using clear and precise language. Provide context, background information, and explanations to help the reader understand the content.

**Review and Revision:** Review the report for accuracy, coherence, and consistency. Revise as needed to improve clarity, organization, and overall quality.

**Conclusion and Recommendations:** Summarize the key findings and insights of the report, and present recommendations or actions based on the analysis. Ensure that recommendations are practical, feasible, and supported by evidence.

**Documentation:** Cite sources properly and provide references or appendices as necessary to support the information presented in the report.

Effective report writing requires attention to detail, critical thinking, analytical skills, and the ability to communicate complex information clearly and persuasively. It serves as a valuable tool for informing decision-making, influencing stakeholders, and documenting research or investigation findings.

#### **10.1.1. Report Writing Format**

##### **Format of a magazine report:**

**Heading-** A descriptive title which is expressive of the contents of the report.

**By line-** Name of the person writing the report. It is generally given in the question. Remember, you are not supposed to mention your personal details in your answer.

**Opening paragraph (introduction)** – It may include the '5 Ws' namely, WHAT, WHY, WHEN and WHERE along with WHO was invited as the chief guest.

**Account of the event in detail-** The proper sequence of events that occurred along with their description. It is the main paragraph and can be split into two short paragraphs if required.

**Conclusion-** This will include the description of how the event ended. It may include quote excerpts from the Chief Guest's speech or how did the event wind up.

##### **Format of a newspaper report:**

**Headline-** A descriptive title which is expressive of the contents of the report.

**By line-** Name of the person writing the report along with the designation. It is generally given in the question. Remember, you are not supposed to mention your personal details in your answer.



**Place and date of reporting-** It is generally not mentioned in a magazine report separately, but here, it is.

**Opening paragraph-** It includes expansion of the headline. It needs to be short as it is a general overview of the report.

**Account of the event in detail-** It is generally written in two parts: First, complete account of what happened in its chronological sequence (preferably) and second, the witness remarks.

**Concluding paragraph-** This will include the action that has been taken so far or that will be taken. It is the last paragraph.

### **10.1.2. Elements of Report**

Report writing is a formal way of presenting information, analysis, and findings on a particular topic or issue. It involves gathering relevant data, organizing it in a logical manner, and presenting it in a clear and concise format. Reports can vary in length and complexity, depending on the purpose and audience.

**The key elements of a report include:**

1. **Title Page:** This includes the title of the report, the name of the author, the date, and any other relevant information.
2. **Table of Contents:** This lists the main sections and subsections of the report, along with the page numbers.
3. **Executive Summary:** This provides a brief overview of the report, including the purpose, key findings, and recommendations.
4. **Introduction:** This introduces the topic of the report and provides context for the reader.
5. **Body:** This is the main part of the report, where the findings, analysis, and discussion are presented in detail.
6. **Conclusion:** This summarizes the main points of the report and often includes recommendations or next steps.
7. **Recommendations:** These are specific actions or suggestions based on the findings of the report.
8. **Appendices:** These are additional materials, such as charts, graphs, or data tables, that support the findings of the report.

Report writing requires careful planning, research, and organization. It is important to consider the purpose and audience of the report when writing, as this will influence the content, tone, and format. Reports

should be clear, concise, and easy to read, with a logical flow of information.

### **10.1.3. Tips to write a good report:**

1. **Understand the Purpose:** Before you start writing, make sure you understand the purpose of the report. Is it to inform, persuade, or recommend? Knowing the purpose will help you structure your report effectively.
2. **Know Your Audience:** Consider who will be reading your report and tailor your language and tone to suit their level of knowledge and interest in the topic.
3. **Plan Your Structure:** Create an outline before you start writing to organize your ideas and ensure a logical flow of information. Include headings and subheadings to guide the reader through the report.
4. **Use Clear and Concise Language:** Be clear and concise in your writing, avoiding jargon and unnecessary technical terms. Use simple language that is easy to understand.
5. **Provide Relevant Information:** Include all the information necessary for your audience to understand the topic, but avoid including irrelevant details that may confuse or distract from the main points.
6. **Use Visuals:** Use charts, graphs, and tables to present complex information in a clear and visually appealing way. Make sure the visuals are relevant and support the content of your report.
7. **Cite Your Sources:** If you are using information from other sources, make sure to cite them properly to avoid plagiarism. Use a consistent citation style throughout your report.
8. **Proofread and Edit:** Before submitting your report, proofread it carefully to check for errors in grammar, punctuation, and spelling. Make any necessary edits to improve clarity and readability.
9. **Get Feedback:** If possible, have someone else read your report and provide feedback. This can help you identify any areas that may need improvement and ensure your report is well-written and effective.
10. **Follow the Guidelines:** If you have been given specific guidelines or requirements for the report, make sure to follow

them closely. This includes formatting, word count, and any other instructions provided.

By following these tips, you can write a well-organized and informative report that effectively communicates your ideas and findings.

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## 10.2. Uses of Report Writing

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Report writing is a crucial skill in many fields, including business, academia, and government. Here are some common usages of report writing:

1. **Business Reports:** Used to present information, analysis, and recommendations to help businesses make informed decisions. These reports can cover a wide range of topics, such as financial performance, market research, and project updates.
2. **Academic Reports:** Often required as part of academic coursework, research projects, or dissertations. These reports typically include an introduction, methods, results, and discussion sections, and they are used to communicate findings and insights from research.
3. **Government Reports:** Used to inform policymakers and the public about government activities, policies, and outcomes. These reports can range from budget reports to policy briefs and are often intended to be clear, concise, and objective.
4. **Research Reports:** Similar to academic reports, these are used to communicate the findings of research projects. They are often more detailed and technical, providing a comprehensive overview of the research methodology, results, and conclusions.
5. **Technical Reports:** Common in engineering, science, and technology fields, these reports provide detailed information about a technical project, experiment, or innovation. They often include technical drawings, data analysis, and recommendations.
6. **Progress Reports:** Used to update stakeholders on the progress of a project, initiative, or program. These reports typically include a summary of achievements, challenges, and next steps.
7. **Investigative Reports:** Used to document the findings of an investigation into an incident, complaint, or issue. These reports are often used in legal proceedings or to inform decision-making within an organization.

8. **Feasibility Reports:** Used to assess the feasibility of a project, initiative, or business venture. These reports typically include an analysis of costs, benefits, risks, and recommendations for action.
9. **Annual Reports:** Used by businesses, organizations, and governments to provide a comprehensive overview of their activities, financial performance, and goals for the future. These reports are often distributed to shareholders, donors, and the public.
10. **Compliance Reports:** Used to demonstrate compliance with laws, regulations, or internal policies. These reports typically include an assessment of current practices, gaps in compliance, and plans for improvement.

Effective report writing involves careful planning, research, and organization to ensure that the information is presented clearly and convincingly.

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### **10.3. Strategies to write a good report**

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Creating a good report requires careful planning, research, and organization. Here are some strategies to help you create an effective and impactful report:

1. **Understand the Purpose:** Clearly define the purpose of the report. What do you want to achieve? Who is the audience? Understanding these aspects will help you tailor your report to meet the needs of the readers.
2. **Gather Information:** Conduct thorough research to gather relevant and accurate information. Use a variety of sources, such as books, articles, and credible websites. Ensure that the information is up-to-date and reliable.
3. **Organize Your Ideas:** Create an outline to organize your ideas and information logically. A typical report structure includes an introduction, methods (if applicable), findings, discussion, conclusions, and recommendations. Each section should flow logically into the next.
4. **Write Clearly and Concisely:** Use clear and concise language to convey your message. Avoid unnecessary jargon or technical terms that may confuse the reader. Be direct and to the point, and use simple language where possible.

5. **Use Visuals:** Incorporate visuals such as charts, graphs, and tables to illustrate your key points. Visuals can help to clarify complex information and make your report more engaging and easier to understand.
6. **Cite Your Sources:** Use proper citation and referencing techniques to acknowledge the sources of your information. This adds credibility to your report and avoids plagiarism.
7. **Review and Revise:** Once you have completed your report, review it carefully for errors in grammar, spelling, and punctuation. Also, ensure that the content is well-organized and flows smoothly. Revise as necessary to improve clarity and coherence.
8. **Seek Feedback:** Before finalizing your report, seek feedback from colleagues, mentors, or peers. They can provide valuable insights and suggestions for improvement.
9. **Follow Formatting Guidelines:** Adhere to any formatting guidelines provided for the report, such as font size, spacing, and margins. A well-formatted report looks more professional and is easier to read.
10. **Proofread:** Finally, proofread your report one last time to ensure that it is error-free and meets all the requirements. A well-written and well-presented report will have a greater impact on your audience.

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#### 10.4. Types of Reports

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There are several types of reports, each serving a different purpose and audience. Here are some common types of reports:

- a) **Informal Reports:** These are typically short, internal reports used to communicate information within an organization. They may include progress reports, incident reports, or trip reports.
- b) **Formal Reports:** Formal reports are more detailed and structured than informal reports. They are often used for external communication or to make recommendations within an organization. Examples include research reports, feasibility studies, and annual reports.
- c) **Technical Reports:** Technical reports are used to convey technical information or data. They are common in engineering, science, and technology fields and may include lab reports, design reports, or project reports.

- d) **Financial Reports:** Financial reports provide information about the financial performance of an organization. They include balance sheets, income statements, and cash flow statements.
- e) **Business Reports:** Business reports are used to communicate information related to business operations. They may include market research reports, sales reports, or business plans.
- f) **Investigative Reports:** Investigative reports are used to document the findings of an investigation. They may be used in legal proceedings or to inform decision-making within an organization.
- g) **Progress Reports:** Progress reports are used to update stakeholders on the progress of a project or initiative. They typically include information about achievements, challenges, and next steps.
- h) **Compliance Reports:** Compliance reports are used to demonstrate compliance with laws, regulations, or internal policies. They may include audit reports, inspection reports, or compliance certification reports.
- i) **Research Reports:** Research reports are used to communicate the findings of research projects. They are common in academia and may include thesis reports, dissertation reports, or research papers.
- j) **Executive Summaries:** While not a type of report per se, executive summaries are often used to provide a brief overview of a longer report. They highlight the key findings, conclusions, and recommendations of the full report.

These are just a few examples of the many types of reports that are used in business, academia, and government. Each type of report has its own format, structure, and purpose, depending on the needs of the audience and the nature of the information being communicated.

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## 10.5. Structure of Reports

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Here's a basic model for each type of report:

### 1. Informal Report Model:

- Title
- Date
- Introduction (Purpose and Scope)
- Body (Main Points)

- Conclusion
- Recommendations (if applicable)
- Signature (if required)

## **2. Formal Report Model:**

- Title Page
- Table of Contents
- List of Figures/Tables (if applicable)
- Executive Summary
- Introduction (Purpose, Scope, Background)
- Methodology
- Findings
- Discussion
- Conclusions
- Recommendations
- Appendices
- References

## **3. Technical Report Model:**

- Title
- Abstract
- Table of Contents
- List of Figures/Tables (if applicable)
- Introduction (Purpose, Scope, Background)
- Technical Details/Analysis
- Results
- Discussion
- Conclusions
- Recommendations (if applicable)
- Appendices
- References

## **4. Financial Report Model:**

- Title
- Executive Summary
- Table of Contents
- Introduction (Purpose, Scope)
- Financial Statements (Balance Sheet, Income Statement, Cash Flow Statement)
- Analysis and Interpretation
- Conclusions
- Recommendations (if applicable)

- Appendices (Supporting Financial Data)
- References

#### **5. Business Report Model:**

- Title Page
- Table of Contents
- Executive Summary
- Introduction (Purpose, Scope)
- Business Overview
- Analysis (Market Research, SWOT Analysis, etc.)
- Recommendations
- Conclusion
- Appendices (Supporting Data, Charts, etc.)
- References

#### **6. Investigative Report Model:**

- Title
- Executive Summary
- Table of Contents
- Introduction (Purpose, Scope)
- Background Information
- Methodology
- Findings
- Analysis
- Conclusions
- Recommendations
- Appendices
- References

#### **7. Progress Report Model:**

- Title
- Date
- Introduction (Project Overview, Objectives)
- Progress Update (Achievements, Challenges)
- Future Plans/Next Steps
- Conclusion
- Signature (if required)

#### **8. Compliance Report Model:**

- Title
- Executive Summary
- Table of Contents



- Introduction (Purpose, Scope)
- Compliance Details (Regulations, Policies)
- Compliance Assessment
- Recommendations for Improvement
- Conclusion
- Appendices
- References

#### **9. Research Report Model:**

- Title
- Abstract
- Table of Contents
- List of Figures/Tables
- Introduction (Research Question, Objectives)
- Literature Review
- Methodology
- Results
- Discussion
- Conclusions
- Recommendations
- References

#### **10. Executive Summary Model:**

- Purpose of the Report
- Key Findings
- Major Conclusions
- Recommendations
- Action Plan
- Conclusion

These models provide a basic framework for structuring each type of report. Depending on the specific requirements and guidelines, you may need to modify them accordingly.

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#### **10.6. Formal Report – Example**

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Here's an example of a report written for an academic review meeting:

Academic Review Meeting Report

**Date:** [Insert Date]

**Meeting Purpose:** The purpose of this meeting is to review the academic performance and progress of students in the English Literature program for the current academic year.

**Attendees:** [List of attendees, including faculty members, department heads, and other relevant stakeholders]

**Agenda:**

1. Opening Remarks
  2. Review of Academic Performance
  3. Discussion of Challenges and Opportunities
  4. Recommendations for Improvement
  5. Any Other Business
  6. Next Steps and Action Items
  7. Closing Remarks
1. **Opening Remarks:** The meeting was called to order at [insert time] by [insert name], the department head. The purpose and agenda of the meeting were outlined.
  2. **Review of Academic Performance:** A summary of the academic performance of students in the English Literature program was presented. This included data on attendance, grades, and participation in extracurricular activities.
  3. **Discussion of Challenges and Opportunities:** Several challenges and opportunities were identified during the discussion, including:
    - **Challenges:** Lack of student engagement in certain courses, low attendance rates in some classes.
    - **Opportunities:** Introduction of new teaching methods, collaboration with other departments for interdisciplinary projects.
  4. **Recommendations for Improvement:** Based on the review and discussion, the following recommendations were made:
    - Implementing student engagement strategies, such as group projects and discussions, to improve participation.
    - Increasing communication and collaboration between faculty members to enhance the learning experience.
  5. **Any Other Business:**  
[Insert any additional topics discussed during the meeting.]
  6. **Next Steps and Action Items:**  
The following action items were identified:

- Faculty members to develop and implement student engagement strategies by the next semester.
- Department head to schedule regular meetings with faculty members to discuss progress and challenges.

#### 7. **Closing Remarks:**

The meeting was adjourned at [insert time] by [insert name], with a reminder to all attendees of the importance of implementing the recommendations discussed.

**Next Meeting:** The next academic review meeting is scheduled for [insert date].

This report provides a structured overview of the key discussions and outcomes of the academic review meeting, including recommendations for improvement and action items for follow-up.

#### **More examples:**

##### **10.6.1. Format of a magazine report**

- **Heading-** A descriptive title which is expressive of the contents of the report.
- **By line-** Name of the person writing the report. It is generally given in the question. Remember, you are not supposed to mention your personal details in your answer.
- **Opening paragraph (introduction) –** It may include the '5 Ws' namely, WHAT, WHY, WHEN and WHERE along with WHO was invited as the chief guest.
- **Account of the event in detail-** The proper sequence of events that occurred along with their description. It is the main paragraph and can be split into two short paragraphs if required.
- **Conclusion-** This will include the description of how the event ended. It may include quote excerpts from the Chief Guest's speech or how did the event wind up.

##### **Format of a newspaper report**

- **Headline-** A descriptive title which is expressive of the contents of the report.
- **By line-** Name of the person writing the report along with the designation. It is generally given in the question. Remember, you are not supposed to mention your personal details in your answer.

- **Place and date of reporting-** It is generally not mentioned in a magazine report separately, but here, it is.
- **Opening paragraph-** It includes expansion of the headline. It needs to be short as it is a general overview of the report.
- **Account of the event in detail-** It is generally written in two parts: First, complete account of what happened in its chronological sequence (preferably) and second, the witness remarks.
- **Concluding paragraph-** This will include the action that has been taken so far or that will be taken. It is the last paragraph.

Magazine Report	Newspaper Report
Heading	Headline
By Line	By Line (along with the designation)
Opening Paragraph	Date and Place
Account of the event	Opening Paragraph
Conclusion	Account of the event and witness remarks
-	Conclusion

### 10.6.2. Event Report

**Q1. MMD School, Nashik, recently organised a science symposium on the topic: 'Effect of pollution on quality of life'. You are Amit/AmitaRaazdan, editor of the school magazine. Write a report on the event for your school magazine. (120 – 150 words)**

**Answer:**

Report on Science Symposium held at MMD School, Nashik

-By Amit/ AmitaRaazdan, Editor of the school magazine

A symposium was organised on 1 March 2018 in the school on the topic "Effect of Pollution on Quality of Life". All the science students were a part of the elucidative programme.

The event started with the felicitation of the guest speakers. Thereafter, the participants were espoused by Sh. SurajPrakash. He acquainted them with the objectives and goals of the workshop. The resource person Dr. Hari Om Gupta reflected his profound knowledge on the topic and highlighted how important it is to curb the menace of pollution.

An exalting demonstration of effects of pollution on our lives galvanized the engrossed participants. After the lunch break Dr. K.K. Arora, Resource Person, exhibited the possible steps that can be undertaken at the personal level to reduce pollution. It was followed by another session on the basic concept behind pollution reduction which triggered the young minds into thinking innovative ways.

An interactive concourse ignited the inquisitiveness of participants. They have committed themselves completely to bring about a change in the situation. The informative workshop culminated with a vote of thanks proposed by the head of the science department.

### **Magazine Report**

**Q2.** You are Karan/ Kirti of L.M. Memorial Public School, Dwarka. Your school has adopted a village as a social responsibility. Students are being taken to teach the children of that village on a regular basis. Write a report, for your school magazine, on the various other programmes organized there in 150-200 words.

### **Answer:**

Village Adoption- A Step towards Being Socially Responsible

-By Karan/ Kriti

On the occasion of World Literacy Day, L.M. Memorial Public School, Dwarka has taken an oath to embrace the village named Rajpur.

The school has taken the responsibility of educating the people residing in the village. Selected students from each standard are taken there every weekend, during school hours to impart knowledge. The first 6 month motive is to make each and every person capable of reading and writing. Free books and stationery is being provided for quality education. Children are given time to spend with each other, play games and interact. Apart from the educational needs, special care is devoted to hygiene and sanitation. Girls are being given awareness on the importance of menstrual hygiene as well. Various talent hunts have been organised which left everyone overawed. The immense enthusiasm and zeal in the people to learn is the main driving factor.

A family kind of environment is being created. The school treats the people of the village as its own students and is unbiased. By adopting a village, the school is making its students sensitive

towards the needs of the environment at a young age. It is committed towards raising the leaders of tomorrow.

- Q3.** Cultural Society Sunshine Public School, Nellore organised an adult literacy camp in its neighbourhood. Write a report in 150-200 words on the camp for your school newsletter. You are P.V. Sunitha, Secretary. Use the following clues: no. of volunteers – hours spent in teaching – location of the class – chairs, blackboards – no. of people attending the camp – benefit.

**Answer:**

#### ADULT LITERACY CAMP

-BY P. V. SUNITHA, SECRETARY

An adult literacy camp was organised by Cultural Society Sunshine Public School, Nellore in the school neighbourhood yesterday extending educational options to those adults, who have lost the opportunity and have crossed the age of formal education. The activities of the camp were carried out by the cultural society of the school and there were a total of 25 volunteers.

The camp began with the welcome speech for the chief guest, Mrs. KavitaNaik, a renowned social worker. 400 people were a part of the camp. They were divided into different groups in accordance with their competencies. They were taught the basics for being able to read and write. Free books and stationery is being provided for quality education. All the arrangements including desks and blackboard were done in advance. Apart from the educational needs, special care was devoted to hygiene and sanitation. They were taught basics of cleanliness like types of wastes and their management. Refreshments were also provided to the participants. The immense enthusiasm and zeal in the people to learn was the main driving factor.

The chief guest distributed the certificates of participation among the volunteers. The camp ended on a positive note. There was an atmosphere of learning and growing together.

- Q4.** You are Sandhya/ Sohan an active member of the Animal Lovers Club which works for the welfare of animals by preventing cruelty to them. Recently you visited Mahatma Gandhi Animal Care Home. You were pleasantly surprised to see the good treatment given to the animals. Write a report in 150-200 words on your visit.

You may use the following points: injured dogs and cats – abandoned pets – very old animals – all very well cared for – well-equipped medical room – veterinary surgeon – green surroundings.

**Answer:**

Visit to Mahatma Gandhi Animal Care Home

-Sandhya/Sohan

Animal Lovers Club was recently invited by the Mahatma Gandhi Animal Care Home for a visit where an opportunity to oversee the working of the organisation was given.

It is a home to abandoned pets, rescued animals and the ones injured on the streets. There were many old animals as well. It was astounding to see the quality of care the animals are being given. They have a family-like environment for them. This helps them to heal faster and stay happy. The animal home has all the facilities ranging from well- equipped medical room to a veterinary surgeon. Regular checkups of those unwell by a team of veterinary specialists are carried out. The surroundings are animal-friendly as well. They are not being ruthlessly kept in cages. They have green surroundings with enough space for them to play and nurture.

Mahatma Gandhi Animal Care Home is doing a mind-blowing job by understanding and fulfilling the needs of those who can't speak for themselves. The experience was an overwhelming one.

- Q5.** Independence Day was celebrated in your school. District Magistrate, Ms. InduBala Sharma was the Chief Guest. Write a report on the function in 150-200 words describing all the activities that took place. You are Head boy/Head girl.

**Answer:**

GD Goenka School celebrated the Independence Day with great enthusiasm and patriotic fervour. On the morning of August 14, 2018, our students presented handmade greeting cards and tri-colour flag badges to the senior management functionaries of the school.

The cultural programme at school commenced with everyone singing 'VandeMataram' followed by flag hoisting by the chief guest, Ms. InduBala Sharma, the District Magistrate. The spirit of freedom and nationalism was well exhibited by the students as well as the teachers through a spectrum of patriotic poems, speeches, quiz on freedom fighter, songs and dance. Committed to the task of nation

building, both faculty and student teachers pledged to serve their motherland through spreading education and serving the community. A presentation on the historical evolution of the national flag of India was shown. A documentary on the contribution of unsung heroes of Indian freedom struggle like Tirupur Kumaran, Kamla Devi Chattop adhayay and Khudiram Bose enlightened the audience. A few of them spoke on the history and significance of the Independence Day and shed light on the special highlight of celebrations this year

It ended with a speech by the principal on the topic, "What does freedom mean to me?" The celebration concluded with the inspiring words of the principal madam, followed by the National Anthem and the distribution of refreshments.

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### **Let's Sum Up**

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At the end of the course the student will be able to write a report based on the situation at hand. They will learn about report writing and help improve their report-drafting abilities.

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### **Check Your Progress**

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1. A report is a \_\_\_\_\_ of something that one has observed, heard, done, or investigated.
2. The key elements of a report include \_\_\_\_\_ and \_\_\_\_\_.

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### **Glossary**

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**Galvanised** : shock or excite (someone) into taking action

**Elucidative** : make (something) clear; explain



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## **Answers to Check Your Progress**

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1. written account
  2. Title Page and Table of Contents
- 

## **Suggested Readings**

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1. Bowden, John. *Writing a report: how to prepare, write & present really effective reports*. Hachette UK, 2011.
2. Schneider, W. Joel, et al. *Essentials of assessment report writing*. John Wiley & Sons, 2018.
3. Ebel, Hans F., Claus Bliefert, and William E. Russey. *The art of scientific writing: from student reports to professional publications in chemistry and related fields*. John Wiley & Sons, 2004.

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## **Block-4: Introduction**

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**Block-4: Vocabulary** has been divided in to Three Units.

**Unit-11: Synonyms and Antonyms** deals with Synonym and Antonym, Synonym, Antonym, Synonym and Antonym List and Sample Question and Answers.

**Unit -12 : Idioms and Phrases** explains about Idiom, Use of idioms in sentences, List of common idioms, Examples of idioms, Idiom Examples from Movies, Idiom Examples from TV Series, Idiom Examples from Books, Phrase, Types of phrase, Check Your Understanding of Phrases and Questions on phrases.

**Unit-13: Homophones and Homographs** describes about Homophones, Usage of Homophones, Difference between Homophones, Homographs and Homonyms, List of Homophone, Check your understanding of homophones, Questions on Homophones, Homographs, Examples of Homographs, Exercises on Homographs and the Questions on Homographs

In all the units of Block -4 **Vocabulary**, the Check your progress, Glossary, Answers to Check your progress and Suggested Reading has been provided and the Learners are expected to attempt all the Check your progress as part of study.

# Unit - 11

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## Synonyms and Antonyms

### STRUCTURE

Overview

Objectives

11.1. Synonym and Antonym

11.1.1. Synonym

11.2.1. Antonym

11.2. Synonym and Antonym List

11.3. Sample Question and Answers

Let Us Sum Up

Check Your Progress

Glossary

Answers to Check Your Progress

Suggested Readings

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### Overview

The topic of this unit is synonyms and antonyms. The study of synonyms and antonyms will benefit the students' vocabulary development. Their language skills improve as a result of their increased word knowledge.

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### Objectives

After reading this unit, students will be able:

- To understand synonyms and antonyms.
- To differentiate between synonyms and antonyms.
- To enrich the learner's vocabulary.

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### 11.1. SYNONYMS AND ANTONYMS

#### Synonyms And Antonyms – Meanings

Before learning various words of synonyms and antonyms, let us first understand the meaning of both the words.

##### 11.1.1. What is a Synonym?

A synonym is a word/phrase, the meaning of which is the same or nearly the same as another word or phrase. Words that are synonyms are described as synonymous.

**Synonym examples:**

- Artful – Crafty
- Ballot – Poll
- Chorus – Refrain
- Deceptive – Misleading
- Enormous – Immense

**11.2.1. What is an Antonym?**

An antonym is a word/phrase that means the opposite of another word or phrase. Check the examples.

**Antonym examples:**

- Admire – Detest
- Bravery – Cowardice
- Crooked – Straight
- Dainty – Clumsy
- Economise – Waste

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**11.2. Synonyms and Antonyms List**

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<b>Synonyms and Antonyms List</b>		
<b>Words</b>	<b>Synonyms – Same Meaning</b>	<b>Antonyms – Opposites</b>
Abate	Moderate, decrease	Aggravate
Adhere	Comply, observe	Condemn, disjoin
Abolish	Abrogate, annul	Setup, establish
Acumen	Awareness, brilliance	Stupidity, ignorance
Abash	Disconcert, rattle	Uphold, Discompose
Absolve	Pardon, forgive	Compel, Accuse
bjure	Forsake, renounce	Approve, Sanction
Abject	Despicable, servile	Commendable, Praiseworthy
Abound	Flourish, proliferate	Deficient, Destitute
Abortive	Vain, unproductive	Productive

Acrimony	Harshness, bitterness	Courtesy, Benevolence
Accord	Agreement, harmony	Discord
Adjunct	Joined, Added	Separated, Subtracted
Adversity	Misfortune, calamity	Prosperity, Fortune
adherent	Follower, disciple	Rival, Adversary
Adamant	Stubborn, inflexible	Flexible, Soft
Admonish	Counsel, reprove	Approve, Applaud
Allay	Pacify, soothe	Aggravate, Excite
Alien	Foreigner, outsider	Native, Resident
Ornamental	decorative, adorned	Unseemly, plain
Ordain	Order, impose	Revoke abolish
Outrage	offence, maltreatment	Praise, favour
Outbreak	eruption, insurrection	Compliance, subjection
Persuade	Cajole, Impress	Dissuade, halt
Pacify	Appease, Chasten	Irritate, worsen
Propagate	Inseminate, fecundate	Suppress, deplete
Perturbed	Flustered, anxious	Calm
Prompt	Precise, Punctual	Slow, Negligent
Progress	Pace, Betterment	Retrogress, worsening
Pamper	Flatter, indulge	Deny, disparage
Prudence	Vigilance, Discretion	Indiscretion

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### **11.3. English Synonyms and Antonyms Words – Sample Questions**

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To understand the prominence of synonyms and antonyms in the English language section of various competitive exams, it is important to know the type of questions asked in the examination, based on the same.

Hence, given below are sample questions on synonyms and antonyms asked in the English language section of various government examinations:

**Directions** – From the given options, choose the option that is nearest in meaning to the highlighted words in the paragraphs given below.

**Questions And Answers:**

**Q.1.** The coming decades will likely see more **intense** clustering of jobs, innovation and productivity in a smaller number of bigger cities and city-regions.

1. Concentrated
2. Forceful
3. Passionate
4. Energetic

**Answer (1) Concentrated**

**Q.2.** Most of human history has been a part of the Paleolithic period or the old stone age. The **exponential** change in the development of human civilization came in the recent few centuries.

1. Great
2. Fast
3. Tremendous
4. Increasing

**Answer (3) Tremendous**

**Q.3.** “I can’t stand this anymore,” said Lalit, noticing that Rustam did not **relish** Zuker’s conversation.

1. Gaiety
2. Savour
3. Vindicate
4. Desire

**Answer (2) Savour**

**Directions** – From the given options, choose the option that is the most opposite in the meaning to the highlighted words in the paragraphs given below.

**Q.4.** Neither the Gods nor the Kings have anything to say in a politically **enlightened** community.

1. Civilised
2. Uneducated
3. Stupid
4. Uncivilised

**Answer 2. (Uneducated)**

**Q.5.** These bottles are **harrowing**. How could she spend so much money on something that is so drab?

1. Distressing
2. Attractive
3. Gruesome
4. Adorable

**Answer (2) Attractive**

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### **Let's Sum Up**

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At the end of the course the student will be able to distinguish between synonyms and antonyms and comprehend synonyms and antonyms. Their lexicon will be expanded. Their expanded word knowledge would help them with their language skills.

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### **Check Your Progress**

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1. A synonym is a word/phrase, the meaning of which is the \_\_\_\_\_ or \_\_\_\_\_ the same as another word or phrase.
2. An antonym is a word/phrase that means the \_\_\_\_\_ of another word or phrase.

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### **Glossary**

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**Gruesome:** causing repulsion or horror; grisly

**Civilised:** polite and well-mannered

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## **Answers to Check Your Progress**

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1. same or nearly
2. opposite

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## **Suggested Readings**

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1. Fernald, James Champlin. *English Synonyms and Antonyms with Notes on the Correct Use of Prepositions: Designed as a Companion for the Study and as a Text-book for the Use of Schools*. Funk & Wagnalls, 1896.
2. Smith, Charles John. *Synonyms and antonyms*. Bell & Daldy, 1867.
3. Guha, Martin. "The Oxford Dictionary of Synonyms and Antonyms." *Reference Reviews* 29.1 (2015): 32-33.



# Unit - 12

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## Idioms and Phrases

### STRUCTURE

Overview

Objectives

12.1. Idiom

12.2. Use of idioms in sentences

12.3. List of common idioms

12.4. Examples of idioms

12.4.1. Idiom Examples from Movies

12.4.2. Idiom Examples from TV Series

12.4.3. Idiom Examples from Books

12.5. Phrase

12.6. Types of phrase

12.7. Check Your Understanding of Phrases

12.8. Questions on phrases

Let Us Sum Up

Check Your Progress

Glossary

Answers to Check Your Progress

Suggested Readings

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### Overview

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This unit deals with the idioms and phrases, definitions and examples.

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### Objectives

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After reading this unit, students will be able:

- To know about idioms and phrases.
  - To use idioms and phrases in sentences.
  - To develop students' style of language.
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### 12.1. Idiom

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An idiom is a group of words, or in other words, a phrase that has a meaning different from the literal meaning of the words in it. According to the Oxford Learner's Dictionary, an idiom is defined as "a group of words whose meaning is different from the meanings of the individual words",

and according to the Cambridge Dictionary, an idiom is defined as “a group of words in a fixed order that has a particular meaning that is different from the meanings of each word on its own”.

The Collins Dictionary defines an idiom as “a group of words which have a different meaning when used together from the one they would have if you took the meaning of each word separately.” The Merriam-Webster Dictionary provides a more elaborate definition. According to them, an idiom is “an expression in the usage of a language that is peculiar to itself either in having a meaning that cannot be derived from the conjoined meanings of its elements (such as up in the air for “undecided”) or in its grammatically atypical use of words (such as give way).”

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## **12.2. Use of Idioms in Sentences**

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Idioms can be a powerful linguistic tool only when they are used in the right way in the right places. The only thing that makes learning idioms a time-consuming process is the fact that one cannot depend merely on the meaning of individual words to understand what the entire phrase means.

Idioms are not meant to be used in academic or professional writing. In a lighter context, the use of idioms can make your piece of writing or speech unique. Idioms can also be used to indicate pun or even sarcasm. Like any other components of a language, you have to be careful with the use of idioms as well. The only problem is that it would make no sense or effect to a group of people who do not know the meaning of the idiom you are using. So, always make sure you are using idioms with an audience who would be able to comprehend the meaning.

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## **12.3. List of Common Idioms**

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To make your learning process a lot easier, here is a table with the most common idioms in the English language along with their meanings for your reference.

<b>Idiom</b>	<b>Meaning</b>	<b>Sentence Example</b>
Under the weather	Feeling ill / Getting a cold	My mom was feeling a bit under the weather.
Cold feet	Becoming nervous	It was her chance to speak and she was getting cold feet.

Apple of my eye	Used to refer to someone whom you are very fond of or like	My younger brother is the apple of my eye.
Set the record straight	To reveal the truth / To clarify	In order to set the record straight, the umpires checked the camera to review the previous shot.
Kill two birds with a stone	Achieve two results by doing one thing	None of us understood that he was trying to kill two birds with a stone when he joined the military forces.
Snowed under	To be busy	My father seems to have been snowed under for the last few weeks.
To break someone's bubble	To do or say something that proves someone else's beliefs are not true	Glint just broke my bubble when he said that he was a part of it.
Walk on eggshells	To be very careful with your actions and words	Talking to my mom about my grades made me feel like I was walking on eggshells.
As right as rain	Something is perfect	I don't know about the others, but I feel that your decision is as right as rain.
To get bent out of shape	To be upset, to take offence, to be angry	My cousins have been bent out of shape after my uncle passed away.
Every cloud has a silver lining	There is always some good in everything that happens / Something good will happen after something bad	Do not be worried about your current situation; after all, every cloud has a silver lining.

Play the devil's advocate	To argue or fight over something just for the sake of it	We had no idea why he was playing the devil's advocate when he knew what had happened.
Cross that bridge when we get to it	Deal with the problem when it happens	I know there are decisions to be made about the selling of the house but we will cross that bridge when we get to it. As of now, let us focus on this.
Throw caution to the wind	To take a risk	Gaurav threw caution to the wind in trying to save me from the accident.
A penny for your thoughts	Used to ask someone what they are thinking	I would like to give a penny for your thoughts.
Bite off more than you can chew	To do more than you can	My mom thinks that my brother is biting off more than he can chew by taking up a night job and a day job.
Judging a book by its cover	Judge or form an opinion on someone based on appearances	People are known to always judge a book by its cover.
Rain on one's parade	To spoil someone's moment of praise / To spoil something	Rachel did not really think she was raining on Monica's parade when she announced about her new job.
By the skin of your teeth	By a very narrow margin, the slightest if chances	The doctors said that Manu had escaped serious injuries by the skin of his teeth.
Put all your eggs in one basket	Doing something risky	Rounak's parents think that he is putting all his eggs in one basket.
Put something on ice	To hold off something	We decided to put the case on ice until we had some clue of what had happened.

Cannot have a cake and eat it too	Cannot have everything for yourself	It is not at all that you have the cake and eat it too.
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## 12.4. Examples of Idioms

Now, take a look at some of the most common and funniest examples from various movies, TV series and books.

### 1.4.1 Idiom Examples from Movies

- I could dance with you *until the cows come home*. – Duck Soup
- *Speak of the devil* – Fast and Furious
- This is the man with no name. Danger *fits him like a glove*. – A Fistful of Dollars
- Look at this place! It looks wonderful. All *spick-and-span*. – Mrs. Doubtfire
- I've got three items in the docket: First, we need to acknowledge *the elephant in the room*. – Zootopia

### 1.4.2 Idiom Examples from TV Series

- Um, well, *break a leg* tonight. – This is Us
- Not to *burst your bubble* but *it's not rocket science*. – Manifest
- Oh, perhaps I am a little *under the weather*. – The Big Bang Theory
- The wedding is about to start when Monica gets *cold feet*. – F.R.I.E.N.D.S.
- Stalin. Do I know that name? That sounds familiar. Well, it does not *ring a bell* with me. – F.R.I.E.N.D.S.

### 1.4.3 Idiom Examples from Books

- “Nay, if our wits run the *wild-goose chase*, I am done, for thou hast more of the wild-goose in one of thy wits than, I am sure, I have in my whole five.” – Romeo and Juliet by William Shakespeare
- Scrooge signed it. And Scrooge's name was good upon 'Change, for anything he chose to put his hand to. Old Marley was as *dead as a doornail*.” – A Christmas Carol by Charles Dickens

- “But I will *wear my heart upon my sleeve* for daws to peck at. I am not what I am.” – Othello by William Shakespeare
- “I’ve got my hands full,” I said. “I’m much obliged but I couldn’t take on any more work.” – The Great Gatsby by F. Scott Fitzgerald
- “Though this *be madness, yet there is method in’t*.” – Hamlet by William Shakespeare

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## 12.5. What Is a Phrase?

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A phrase is a group of words that forms a grammatical component. It can be used to communicate something. It is a part of a sentence and cannot stand on its own. Phrases provide more information about whatever the sentence is speaking about.

### Definition of a Phrase

A phrase, according to the Oxford Learner’s Dictionary, is defined as “a group of words without a finite verb, especially one that forms part of a sentence.”

According to the Cambridge Dictionary, a phrase is defined as “a group of words that is part of, rather than the whole of a sentence.” The Collins Dictionary defines a phrase as “a short group of words that people often use as a way of saying something.

The meaning of a phrase is often not obvious from the meaning of the individual words in it.” It is also defined as “a small group of words which forms a unit, either on its own or within a sentence.” The Merriam-Webster Dictionary defines a phrase as “a word or group of words forming a syntactic constituent with a single grammatical function.”

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## 12.6. Types of Phrases with Examples

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In English grammar, there are five main types of phrases. They are,

- Noun phrase
- Adjective phrase
- Adverb phrase
- Verb phrase
- Prepositional phrase

Other types of phrases include gerund phrase, appositive phrase, participle phrase and infinitive phrase.

## Noun Phrase

A noun phrase is a group of words that have a noun or pronoun. It is used to modify the noun. In other words, it can be said that a noun phrase can function as a subject, an object or a complement in a sentence.

For example:

- **My brother's friend** had come to visit him. (Used as a subject)
- **Scented candles** are my favourite. (Used as a subject)
- The students were asked to find **the buried treasure**. (Used as an object)

## Adjective Phrase

An adjective phrase or an adjectival phrase is a group of words that consists of an adjective. It can be used to complement it. It provides more information about the noun or pronoun in a sentence. In other words, it can be said that it functions just like an adjective in a sentence.

For example:

- Annu has **silky, smooth** hair.
- People, **living in large cities**, often find it difficult to reach in time.
- The team **that made it to the final** was congratulated in front of the whole school.

## Adverb Phrase

An adverb phrase or an adverbial phrase is a group of words that includes an adverb and other modifiers. It performs all the functions of an adverb. It can be placed in any part of the sentence, with respect to the part of speech they modify.

For example:

- We are planning to finish our group project **by the end of May**.
- **Later this evening**, my cousins and I have planned to go to the park.
- They saw some abandoned puppies **at the corner of the street**.

## Verb Phrase

A verb phrase can be used just like a verb. It consists of a main verb and an auxiliary verb.

For example:

- Students **are practising** hard in order to participate in the state tournament.
- Aaron **has been writing** multiplication tables for three hours.
- The dogs **have been barking** continuously.

### **Prepositional Phrase**

A prepositional phrase consists of a preposition and an object. It works just like an adjective or an adverb. It relates the subject and the verb in a sentence. It is used to modify the nouns and verbs in a particular sentence.

For example:

- It was too hard for me to concentrate **with the kids jumping around**.
- The jewellery boxes were kept **inside the cupboard**.
- **On the way to New York**, we caught sight of the famous Niagara falls.

### **How to Use Phrases? – Rules and Points to Remember**

There are some things that you have to remember when using phrases.

- Phrases are just a part of the sentence and cannot stand alone.
- They do not give complete meaning if taken out of context.
- They are mostly used to provide extra information about the subject, object or other components in a sentence.
- There can be more than one phrase in a sentence.
- Make sure that the phrase gives your sentence clarity and does not simply accumulate the sentence with information.

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### **12.7. Check Your Understanding of Phrases**

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Identify the phrases in the following sentences and also state the type of phrase.

1. Danny was playing video games on his phone.
2. Nandhu, Vishnu and Arjun like going on road trips.
3. The girl, in the black dress, is my colleague.
4. We found an unowned vehicle parked in front of our house.
5. The savouries that were served today were extremely sweet.



6. That little boy is my friend's son.
7. Xavier found a white, furry bunny in their backyard.
8. The plant in the right corner of the garden finally bloomed.
9. Bangalore seems to be a busy, crowded and advanced city.
10. The security guard was unusually kind to all the employees today.

Now, find out if you have identified the phrases correctly.

1. Danny **was playing** video games **on his phone**. – Verb phrase, Prepositional phrase
2. Nandhu, Vishnu and Arjun like **going on road trips**. – Noun phrase
3. The girl, **in the black dress**, is my colleague. – Adjective phrase
4. We found **an unowned vehicle** parked **in front of our house**. – Noun phrase, Prepositional phrase
5. The savouries that were served today were **extremely sweet**. – Adverb Phrase
6. **That little boy** is **my friend's son**. – Noun phrase, Noun phrase
7. Xavier found a **white, furry bunny in their backyard**. – Adjective phrase, Prepositional phrase
8. The plant **in the right corner of the garden** finally bloomed. – Prepositional phrase
9. Bangalore seems to be a **busy, crowded and advanced** city. – Adjective phrase
10. The security guard was **unusually kind** to all the employees today. – Adverb phrase

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## 12.8 Questions on Phrases:

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### Q1. What is a phrase?

A phrase is a group of words that forms a grammatical component. It can be used to communicate something. It is a part of a sentence and cannot stand on its own. Phrases provide more information about whatever the sentence is speaking about.

### Q2. What is the definition of a phrase?

A phrase, according to the Oxford Learner's Dictionary, is defined as "a group of words without a finite verb, especially one that forms part of a sentence." According to the Cambridge Dictionary, a phrase is defined

as “a group of words that is part of, rather than the whole of, a sentence.” The Collins Dictionary defines a phrase as “a short group of words that people often use as a way of saying something. The meaning of a phrase is often not obvious from the meaning of the individual words in it.” It is also defined as “a small group of words which forms a unit, either on its own or within a sentence.” The Merriam-Webster Dictionary defines a phrase as “a word or group of words forming a syntactic constituent with a single grammatical function.”

### **Q3. What are the types of phrases?**

There are five different types of phrases in English and they are,

- Noun phrase
- Adjective phrase
- Adverb phrase
- Verb phrase
- Prepositional phrase

### **Q4. Give some examples of phrases.**

Take a look at the following examples to understand how phrases are used.

- The students were asked to find **the buried treasure**.
- **On the way to New York**, we caught sight of the famous Niagara falls.
- Students **are practising** hard in order to participate in the state tournament.
- **Later this evening**, my cousins and I have planned to go to the park.
- They saw some abandoned puppies **at the corner of the street**.

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### **Let's Sum Up**

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At the end of the course the student will be able to distinguish the true essence, knowledge, and understanding of the language altogether. They learn new vocabulary, and improve their communicative skills.

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### **Check Your Progress**

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1. An idiom is a group of words, or in other words, a phrase that has a meaning different from the \_\_\_\_\_ meaning of the words in it.
2. A phrase is a group of words that forms a \_\_\_\_\_ component.

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## **Glossary**

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**Conjoined:** join; combine

**Comprehend:** grasp mentally; understand

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## **Answers to Check Your Progress**

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1. literal
  2. grammatical
- 

## **Suggested Readings**

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1. Cacciari, Cristina, and Patrizia Tabossi. *Idioms: Processing, structure, and interpretation*. Psychology Press, 2014.
2. Liu, Dilin. *Idioms: Description, comprehension, acquisition, and pedagogy*. Routledge, 2017.
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## Unit - 13

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# Homophones and Homographs

### STRUCTURE

Overview

Objectives

13.1. Homophones-Meaning and Definition

13.1.1. Usage of Homophones

13.1.2. Difference between Homophones, Homographs and Homonyms

13.1.3. List of Homophone

13.2. Check your understanding of homophones

13.3. Questions on Homophones

13.4. Homographs

13.5. Examples of Homographs

13.6. Exercises on Homographs

13.7. Questions on Homographs

Let Us Sum Up

Check Your Progress

Glossary

Answers to Check Your Progress

Suggested Readings

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### Overview

This unit deals with homophones and homographs. The students will learn homophones and homographs based on examples and exercises. They will be able to recognize the variations and utilize the appropriate word form in the right context.

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### Objectives

After reading this unit, students will be able:

- To distinguish between homophones and homographs.
- To understand the meanings of different words.
- To use correct words at appropriate places.

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### 13.1. Homophones – Meaning and Definition

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Homophones are words that sound similar to another word but have different spellings and meanings. Understanding homophones can help you in building your vocabulary. Only if you learn the spellings and meanings of the homophones will you be able to use them correctly.

Now, let us look at some of the definitions given by different dictionaries to understand what homophones are. According to the Oxford Learner's Dictionary, a homophone is defined as "a word that is pronounced like another word but has a different spelling or meaning." The Cambridge Dictionary gives a similar definition. According to them, a homophone is "a word that is pronounced the same as another word but has a different meaning or spelling, or both." A homophone, according to the Merriam-Webster Dictionary, is "one of two or more words pronounced alike but different in meaning or derivation or spelling." The Collins Dictionary defines homophones as "words with different meanings which are pronounced in the same way but are spelled differently."

#### 13.1.1. Usage of Homophones in Sentences

Homophones, as already mentioned, have similar sounds but different spellings and meanings. So it is necessary that you understand and learn the difference between the homophone pairs. One way to remember them is by associating them with their functions and analysing which part of speech a particular word in the pair belongs to. However you choose to remember it, only continuous usage of these words in sentences will help you understand how they work.

#### 13.1.2. Difference between Homophones, Homographs and Homonyms

Let us take a look at the differences between homophones, homographs and homonyms.

<b>Homophones</b>	<b>Homographs</b>	<b>Homonyms</b>
Words that have the same sounds but different meanings and spellings.	Words that have the same spelling but have different meanings and sometimes different pronunciations as well.	Words that have the same spelling or pronunciation but have different functions and meanings.
Examples: Bear/ Bare See/ Sea, Board/Bored	Examples: Tear(noun)/ Tear(verb) Bear(noun)/ Bear(Verb), Bank(noun) / Bank(verb)	Examples: Dye/Die New/Knew, Fare/Fair

### 13.1.3. List of Homophone Pairs with Their Meanings – Examples

To help you analyse and understand homophones and their use, here is a table with the homophone pairs, their meanings and sentence examples to help you out.

Homophones	Part of Speech	Examples
-Bear -Bare	-Noun/Verb -Adjective	-Have you seen a <b>bear</b> ? -I am not able to bear the pain. -We don't suggest you walk <b>barefoot</b> on the hike.
-Break -Brake	-Noun/Verb -Noun/Verb	-I need a <b>break</b> . -Did you <b>break</b> the glass? -Please apply the <b>brakes</b> . -It is not good that you <b>brake</b> abruptly in the middle of the road.
-Blew -Blue	-Verb -Adjective	-The wind <b>blew</b> swiftly. -I have a <b>blue</b> skirt.
-Wine -Whine	-Noun -Verb	-Have you ever tasted <b>wine</b> ? -Angela keeps <b>whining</b> about everything all the time.
-Sole -Soul	- Noun/Adjective -Noun	-My shoes' <b>sole</b> tore after the game. -His <b>sole</b> aim of appearing in competitive examinations was to get into a government job. -She hoped his <b>soul</b> would rest in peace.
-Heir -Hair	-Noun -Noun	-Who is the next <b>heir</b> to the British throne? -She has really long <b>hair</b> .
-Maze -Maize	-Noun -Noun	-This route is such a <b>maze</b> . - <b>Maize</b> is one of the chief agricultural crops.
-Heal -Heel	-Verb -Noun	-Sitting near a water source <b>heals</b> my soul. -My <b>heel</b> is paining badly since we had been walking all day.

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### 13.2. Check Your Understanding of Homophones

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Fill in the blanks by choosing the right homophone from the homophone pairs given in brackets in the following sentences.

1. We saw a \_\_\_\_\_ (bear/bare) on our way to Ooty.
2. This cupboard is made of \_\_\_\_\_. (steal/steel)
3. The \_\_\_\_\_ (soul/sole) purpose of this visit was to resolve the issues between us.
4. I \_\_\_\_\_ (sell/cell) second-hand cars for a living.
5. We booked the upper \_\_\_\_\_ (berth/birth) for our trip.
6. Did you \_\_\_\_\_ (caste/cast) your votes?
7. Can you please give us a \_\_\_\_\_ (brake/break)?
8. Does the class have a smart \_\_\_\_\_ (bored/board)?
9. Do you have the \_\_\_\_\_ (flour/flower) to make cookies?
10. Everyday, my sister wakes up at \_\_\_\_\_ (eight/ate) in the morning.

Check out if you chose the right homophone to fill in the blanks from the answers given below.

1. We saw a **bear** on our way to Ooty.
2. This cupboard is made of **steel**.
3. The **sole** purpose of this visit was to resolve the issues between us.
4. I **sell** second-hand cars for a living.
5. We booked the upper **berth** for our trip.
6. Did you **cast** your votes?
7. Can you please give us a **break**?
8. Does the class have a smart **board**?
9. Do you have the **flour** to make cookies?
10. Everyday, my sister wakes up at **eight** in the morning.

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### 13.3. Questions on Homophones in English

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#### Q1. What are homophones?

Homophones are words that sound similar to another word but have different spellings and meanings.

## Q2. What is the definition of a homophone?

According to the Oxford Learner's Dictionary, a homophone is defined as "a word that is pronounced like another word but has a different spelling or meaning." The Cambridge Dictionary gives a similar definition. According to them, a homophone is "a word that is pronounced the same as another word but has a different meaning or spelling, or both." A homophone, according to the Merriam-Webster Dictionary, is "one of two or more words pronounced alike but different in meaning or derivation or spelling." The Collins Dictionary defines homophones as "words with different meanings which are pronounced in the same way but are spelled differently."

## Q3. What is the difference between a homophone and a homonym?

The main difference between a homophone and a homonym is that a homophone is a word that has the same phonetic sound as another word but has different meanings and functions, whereas, a homonym is a word that has the same spellings or pronunciation but has different functions and meanings.

## Q4. Give some examples of homophones.

Here are a few examples of homophone pairs used in sentences for your reference.

- The **birth** of their second son changed their lives forever.
- As far as I am concerned, the lower **berths** in trains are comfortable for long journeys.
- Nobody knows who was the next **heir** to the throne.
- Your **hair** looks great today.
- Not many people have a **cell** phone of their own.
- What do you **sell**?
- She did **not** know what to do with all the fruits they brought.
- Do you know how to tie a **knot**?
- I wish I could sit by the **sea** through the night.
- Did you **see** the bride? She was absolutely beautiful.

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## 13.4. What Are Homographs?

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The word 'homograph' has been derived from the Greek word "homographs", which means having the same written form as another. In



simple terms, homographs are those words that have the same spelling but completely different meanings.

According to the Oxford Learner’s Dictionary, a homograph is defined as “a word that is spelt like another word but has a different meaning from it, and may have a different pronunciation.” Take a look at some examples to understand how each homograph has different meanings, and how they belong to different parts of speech and perform different functions.

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### 13.5. Examples of Homographs

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Here is a list of the most common homographs that can be used in everyday language. Check out the following table.

Homograph	Part of Speech	Meaning	Sentence Example
Can	Noun	A container	Salvia stored dry flowers in a <b>can</b> .
	Verb	Being able to do something	I am sure I <b>can</b> do it.
Date	Noun	A day in a month or a year	Do you remember the <b>date</b> and year of our graduation?
	Noun	A sweet fruit	I have two <b>dates</b> everyday in the morning on an empty stomach.
Band	Noun	A group of musicians	The <b>band</b> played at the inaugural ceremony of the award function.
	Noun	A strip of material tied around something	Bibin tied a friendship <b>band</b> for his brother.
Saw	Noun	A tool used to cut wood or metal	My father needed a <b>saw</b> to cut the wood into multiple pieces.
	Verb	To look at something around you	My cousin told me that he <b>saw</b> a Porsche today.
Ruler	Noun	Someone who rules a kingdom	Who is the first Mughal <b>ruler</b> ?
	Noun	A long, narrow piece of wood,	The maths teacher taught the students how

		steel or plastic that is flat and used to measure things or draw straight lines	to use a <b>ruler</b> to measure and draw lines.
Rose	Noun	A flower	My mom gave me a bunch of orange <b>roses</b> for my birthday.
	Verb	To come up	His friend <b>rose</b> to the occasion and helped them out.
Bark	Noun	The outer portion of a tree	I used the <b>bark</b> of the pine tree to make some interior decor for our house.
	Verb	A loud noise made by the dog	Nobody knew why the dog kept <b>barking</b> even after the owner gave him food.
Fall	Noun	A season of the year, otherwise known as autumn	The colours brown and yellow represent the <b>fall</b> season.
	Verb	To go down	She was about to <b>fall</b> down.
Ship	Noun	A large or big boat that is used to carry passengers or goods	My children were so excited to witness two <b>ships</b> crossing at the same time.
	Verb	To send something by ship or some kind of transport	The dealers informed me that the orders that have been placed already will be <b>shipped</b> within a day or two.
Park	Noun	A large area of land that is mostly used for children to play or for people to walk	There is a children's <b>park</b> in our area.
	Verb	To leave or stage the vehicle somewhere for a period of time	My cousin has become an expert now. She <b>parks</b> the car without any sort of confusion.

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### 13.6. Exercises on Homographs

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Fill in the gaps with correct homographs by choosing the most suitable option from the homographs given below.

**(bark, book, left, match, sink, bank, rig, band, well, watch)**

1. The boy \_\_\_\_ the match in between due to the injury.
2. What is the time on your \_\_\_\_?
3. The \_\_\_\_ of the mango tree is very hard.
4. Tina has performed \_\_\_\_ in the exam.
5. My brother gave me a diamond \_\_\_\_.
6. There was a \_\_\_\_ between KKR and RCB.
7. Can you please \_\_\_\_ the tickets for me?
8. SBI is the largest \_\_\_\_ in India.
9. Please keep the dishes in the \_\_\_\_.
10. The Beatles were the most popular \_\_\_\_ of our times.

#### Answers

1. The boy **left** the match in between due to the injury.
2. What is the time on your **watch**?
3. The **bark** of the mango tree is very hard.
4. Tina has performed **well** in the exam.
5. My brother gave me a diamond **ring**.
6. There was a **match** between KKR and RCB.
7. Can you please **book** the tickets for me?
8. SBI is the largest **bank** in India.
9. Please keep the dishes in the **sink**.
10. The Beatles were the most popular **band** of our times.

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### 13.7. Questions on Homographs

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#### Q1. What are homographs?

The word homographs has been derived from the Greek word "homosgrapho", where 'homos' means same, and 'grapho' means to write. Thus homographs are those words that have the same spellings but completely different meanings.

## Q2. What are homophones?

Homophones are words that are pronounced the same but have different meanings. Here the word 'phone' means sound, and the word 'homo' means the same/similar sound.

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### Let's Sum Up

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At the end of the course the student will be able to differentiate between homophones and homographs, comprehend the meanings of various words, and utilize acceptable terms in the right contexts.

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### Check Your Progress

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1. Homophones are words that sound similar to another word but have \_\_\_\_\_ spellings and meanings
  2. The word homographs has been derived from the Greek word \_\_\_\_\_.
- 

### Glossary

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**Phonetic:** relating to the sounds made in speaking

**Pronounce:** to say a word or a letter in a particular way

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## **Answers to Check Your Progress**

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1. different
2. Homograph

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## **Suggested Readings**

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1. Joshi, Manik. *Homonyms, Homophones and Homographs: Vocabulary Building*. Vol. 3. Manik Joshi, 2014.
2. Vancova, H. "Teaching English homonymy." *ICERI2018 Proceedings*. IATED, 2018.
3. Cummings, Melodie. "The Nym Family: Synonyms, Antonyms, Homonyms, Acronyms." (1980).

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## **Block-5: Introduction**

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**Block-5: Grammar** has been divided in to Three Units.

**Unit - 14: Modal Verbs** explains about the Modal verbs and How to use modal verbs.

**Unit - 15 : Subject-Verb Agreement** deals with What Is a Subject, How are subjects different from predicates, Simple subjects, Complete subjects, and Compound subjects, Examples of Subjects in Sentences, Check Your Understanding on subject, Subject-verb agreement, Usage and subject-verb agreement, Rules of subject-verb agreement, Check Your Understanding of Subject-Verb Agreement and Questions on subject-verb agreement.

**Unit – 16: Clauses and Phrases** describes about What is a Clause, Main clause, Subordinate clause, What Is a Phrase, Noun Phrase, Verb Phrase, Adverb/Adverbial Phrase, Prepositional Phrase, Adjective Phrase, Difference between Phrases and Clauses and also Check your understanding of phrases and clauses.

In all the units of Block -5 **Grammar**, the Check your progress, Glossary, Answers to Check your progress and Suggested Reading has been provided and the Learners are expected to attempt all the Check your progress as part of study.

# Unit-14

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## Modal Verbs

### STRUCTURE

Overview

Objectives

14.1. Modal verbs

14.2. How to use modal verbs?

Let Us Sum Up

Check Your Progress

Glossary

Answers to Check Your Progress

Suggested Readings

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### Overview

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This unit deals with grammar, "Modal Verbs" and discusses how modal verbs help student's in expanding their use of sentences from simple to complex usage.

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### Objectives

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After reading this unit, students will be able:

- To promote enlightenment for English learning.
- To develop students' understandings and comprehension as regards passage.
- To enrich learner's in interpreting meaning and intent.

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### 14.1. Modal Verbs

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Modal verbs show possibility, intent, ability, or necessity. Common examples of modal verbs include *can*, *should*, and *must*. Because they're a type of auxiliary verb (helper verb), they're used alongside the infinitive form of the main verb of a sentence. Modal verbs are used to express certain hypothetical conditions, such as advisability, capability, or requests. They're used alongside a main verb to inflect its meaning.

Consider the difference between these two examples:

*I swim every Tuesday.*

*I can swim every Tuesday.*

The first example is a simple factual statement. The speaker participates in a swimming activity every week on Tuesdays.

The second example uses the modal verb *can*. Notice how the meaning changes slightly. The speaker does not necessarily swim every Tuesday; they're saying that they are capable of swimming every Tuesday or that the possibility exists for them to swim every Tuesday. It's hypothetical.

Because modal verbs are auxiliary, they can't generally be used on their own. A modal verb can appear alone in a sentence only if the main verb is implied because it has previously been established.

Example **Can you swim every Tuesday?**

Yes, I **can**.

The most frequently used ones are:

- *can*
- *may*
- *might*
- *could*
- *should*
- *would*
- *will*
- *must*

There are other, less common modal verbs. Some like *shall* and *ought* are rarely used any longer. There are also verbs that can function either as main verbs or as modal auxiliaries depending on the context; *got*, *need*, and *have* all behave like modal verbs in the common colloquial expressions *got to*, *need to*, and *have to*.

Some modal verbs express very specific conditions that don't come up often, like *dare* in its modal form in "Dare I ask?" The word *used* in the idiomatic phrase *used to*, as in "I used to be an English student too," behaves like a modal verb with only a past tense form.

### **When are modal verbs used?**

What special conditions do modal verbs indicate? Here's a list, along with examples:



**Likelihood:** Some things seem likely to be true but can't be stated as definite facts. In these cases, you can use the modal verbs **should** and **must** to show probability without certainty.

*Example: Her parents **must be** so proud.*

*Example: My baby brother **should be** asleep by now.*

**Possibility:**

In a situation when something is possible but not certain, use the modal verb **could**, **may**, or **might**.

*Example: Judging by the clouds, it **might rain** today.*

*Example: She **may become** the youngest pro soccer player ever.*

**Ability:**

The modal verb **can** express whether the subject of a sentence is able to do something. Likewise, the negative form, **cannot** or **can't**, shows that the subject is unable to do something.

*Example: She **can speak** three languages but none of them well.*

*Example: You **can lead** a horse to water, but you **can't make** it drink.*

**Permission:**

If you want to ask permission to do something, start your question with **can**, **may**, or **could**. Traditionally, **may** is considered more formal and polite usage for permission; if you ask "Can I go to the bathroom?" it could be misinterpreted as "Do I have the ability to go to the bathroom?" However, in modern informal usage, **may** and **can** are both perfectly acceptable options for describing possibility or permission.

*Example: Students, you **may leave** early today.*

*Example: **Could I play** too?*

**Request:**

Similarly, if you want to ask someone else to do something, start your question with **will**, **would**, **can**, or **could**.

*Example: **Would you get** that box off the top shelf?*

*Example: **Will you turn** that music down?*

**Suggestion/advice:**

What if you want to recommend a course of action but not command it? If you're giving suggestions or advice without ordering someone around, you can use the modal verb **should**.

**Example:** You *should try* the lasagna.

**Example:** That guy *should wear* less cologne.

#### **Command:**

On the other hand, if you want to command someone, use the modal verbs **must**, **have**, or **need**. With the latter two, the main verb does not drop the word *to* from its infinitive form.

**Example:** You **must wash** your hands before cooking.

**Example:** You **need to be** here before 8:00.

#### **Obligation or necessity:**

Modal verbs can express a necessary action, such as an obligation, duty, or requirement. Likewise, the negative forms express that an action is *not* necessary. Use the same modal verbs as with commands: **must**, **have**, and **need**.

**Example:** We **have to wait** for our boss to arrive before we open.

**Example:** You **don't need to come** if you don't want to.

#### **Habit:**

To show an ongoing or habitual action something the subject does regularly you can use the modal verb **would** for the past tense and **will** for the present and future? The phrase **used to** is also acceptable when you're talking about a habit in the past.

**Example:** When I lived alone, I **would fall** asleep with music.

**Example:** I **will arrive** early to every meeting and **leave** late.

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## **14.2. How to use modal verbs?**

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Using modal verbs in a sentence is pretty simple. For basic sentences in the simple present tense just remember these rules:

- Modal verbs come directly before the main verb except for in questions.
- With modal verbs, use the infinitive form of the main verb. With most but not all modal verbs, *to* is dropped from the infinitive.

So if you want to brag about your ability to eat an entire pizza, you use the modal verb **can** before the infinitive form of *eat* without *to* which is simply *eat*. The rest of the sentence continues as normal.

**Example:** I **can eat** an entire pizza.

If you want to communicate that circumstances are requiring you to eat an entire pizza, you might use the modal verb **have** before the infinitive form of *eat*, retaining *to*:

**Example:** *I **have to eat** an entire pizza.*

For yes/no questions, you still use the infinitive form of the main verb, but the order is a little different: [modal verb] + [subject] + [main verb infinitive].

**Example:** ***Can you eat** an entire pizza?*

**Example:** *Do you **have to eat** an entire pizza?*

Note that in the second example above, because *have* is a verb that only sometimes functions as an auxiliary verb and at other times functions as a main verb, the question is formed with the auxiliary verb *do* at the beginning.

Because modal verbs deal largely with general situations or hypotheticals that haven't actually happened, all of the core ones can refer to present and future time but only some of them can refer to past time, and most of the time they do not change form to make different tenses. However, all of them can be used with different conjugations of a sentence's main verb to refer to present or future time in different ways, so let's talk a little about verb tenses and modal verbs.

### **Present tenses:**

We already covered the simple present above, but you can also use modal verbs in the present continuous and present perfect continuous tenses.

### **Present continuous:**

After the modal verb, use the word *be* followed by the *-ing* form of the main verb: **[modal verb] + be + [verb in -ing form]**.

Example: *I **should be going**.*

### **Present perfect continuous:**

You can add a modal verb before a main verb in the present perfect continuous tense without changing much. However, note that the main verb always forms the present perfect continuous using *have been*, when appearing with a modal verb, never *had been*, even if the subject is third-person. The formula is **[modal verb] + have been + [main verb in -ing form]**.

Example: *She **must have been sleeping**.*

### Simple past and present perfect tenses:

Using a modal verb in the simple past or the present perfect (which indicates an action that happened in the past but is directly related to the present) is a little trickier. Only a few of the core modal verbs have the ability to refer to past time: **could, might, should, and would**. They do this by functioning at times as the past tense forms of their fellow modal verbs **can, may, shall, and will**. But keep in mind that, as we saw above, **could, might, should, and would** also have different senses in which they refer to the present and the future, indicating possibility, permission, request, habit, or other conditions. None of the modal verbs can be used in the past perfect, the past continuous, or the past perfect continuous tense.

#### Simple past:

Of the main modal verbs listed at the top, only **can** and **will** can be used in the simple past. The expressions **have to** and **need to** can also be used in the simple past, when conjugated as **had to** and **needed to**. Other modal verbs use the present perfect to discuss events in the past.

**Can** and **will** use their past tense form plus the infinitive form of the main verb without **to**, just like in the present: **could/would + [main verb infinitive]**.

Example: *I **could do** a handstand when I was a kid.*

Example: *During exam season in college, I **would not sleep** much.*

#### Present perfect:

To form the present perfect using the modal verb **could, might, should, or would**, use the present perfect form of the main verb, which is **have** plus the past participle. As with the present perfect continuous, you always use **have**, even if the subject is third-person: **could/might/should/would + have + [main verb past participle]**.

Example: *I **might have gone** to the party, but I forgot.*

#### Future tenses:

Because the simple future, future continuous, future perfect, and future perfect continuous tenses of main verbs are all already formed with the modal verb **will**, when you want to indicate likelihood, permission, or any of the other conditions discussed above in the future, it often makes sense to do it in some other way than by adding a modal verb.

Example: They **will be more likely to come** over tomorrow if you give them plenty of warning.

However, there are also situations in which a modal verb other than **will** can be used to talk about something in the future. In these cases, the new modal verb just replaces *will* in the sentence, and the main verb takes the same form it would with *will*.

Example: I **can hang** out tomorrow.

Example: **Could I be majoring** in law next year?

Example: They **should have left** by the time we get there.

Example: By twenty years from now, I **may have traveled** to more conferences than I care to recall.

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## Let's Sum Up

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At the end of the course the student will be capable of understanding and comprehending the passage and they will be enriched in interpreting meaning and intent.

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## Check Your Progress

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1. A necessary action can be expressed using modal verbs like\_\_\_\_,\_\_\_\_, and \_\_\_\_\_.
2. Modal verbs are a type of \_\_\_\_\_ verb.

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## Glossary

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**Verb:** action word.

**Obligation:** responsibility.

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## **Answers to Check Your Progress**

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1. Obligation, duty, and requirement.
2. auxiliary.

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## **Suggested Readings**

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1. *Facchinetti, Roberta, Manfred G. Krug, and Frank Robert Palmer, eds. Modality in contemporary English. Vol. 44. Walter de Gruyter, 2003.*
2. Wurmbrand, Susi. "Modal verbs must be raising verbs." *Proceedings of WCCFL*. Vol. 18. No. 1. 1999.
3. Westney, Paul. *Modals and periphrastics in English: An investigation into the semantic*
4. *correspondence between certain English modal verbs and their periphrastic equivalents*. Vol. 339. Walter de Gruyter, 2013.

# Unit-15

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## Subject-Verb Agreement

### STRUCTURE

Overview

Objectives

15.1. What is a Subject?

15.1.1. How are subjects different from predicates

15.2.1. Simple subjects, Complete subjects, and Compound subjects

15.2. Examples of Subjects in Sentences

15.3. Check Your Understanding on subject

15.4. Subject-verb agreement

15.4.1. Usage and subject-verb agreement

15.4.2. Rules of subject-verb agreement

15.5. Check Your Understanding of Subject-Verb Agreement

15.6. Questions on subject-verb agreement

Let Us Sum Up

Check Your Progress

Glossary

Answers to Check Your Progress

Suggested Readings

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### Overview

This unit deals with grammar, "Subject-Verb Agreement" and discusses the meanings, definitions and usages in a sentence. The unit also gives a brief understanding about subject-verb agreement with numerous examples.

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### Objectives

After reading this unit, students will be able:

- To promote enlightenment for English learning.
- To develop students' understandings and comprehension as regards passage.
- To enrich learner's in interpreting meaning and intent.

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## 15.1. What Is a Subject? –

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**Meaning and Definition:** A subject is any noun, pronoun or noun phrase that does the action in a sentence. It is most often found in the beginning of a sentence. Only if there are one or more adverbs or adjuncts in the beginning of a sentence does the position of the subject change. Let us also take a look at the definitions of a subject as provided by various dictionaries for a deeper understanding of what it is.

A subject, according to the Oxford Learner's Dictionary, is defined as "a noun, noun phrase or pronoun representing the person or thing that performs the action of the verb (I in I sat down.), about which something is stated (the house in the house is very old) or, in a passive sentence, that is affected by the action of the verb (the tree in the tree was blown down in the storm)". The Cambridge Dictionary defines a subject as "the person or thing that performs the action of a verb, or is joined to a description by a verb".

The Collins Dictionary defines a subject as "the noun group that refers to the person or thing that is doing the action expressed by the verb", and according to the Merriam-Webster Dictionary, a subject is "a word or word group denoting that of which something is predicated".

### Identifying and Using a Subject in a Sentence – Points to Remember

As already discussed, a subject is the noun, pronoun or noun phrase that acts as the doer of the action in the sentence. When using a subject in a sentence, there are a few points that you have to bear in mind. Take a look at them.

- Subjects are normally found to be the word/word group that starts off a sentence. This is the case with assertive/declarative sentences.
- Subjects seem to appear in different positions in interrogative sentences. In interrogative sentences, the position of the subject and the verb is reversed.
- Imperative sentences, however, do not take a subject.
- Exclamatory sentences, when used with interjections, can be seen to have a subject after the interjection.
- Multiple subjects, also called compound subjects can be used in a sentence.
- Compound sentences and complex sentences can have different subjects performing different actions simultaneously.



- Gerunds can also perform the role of a subject in a sentence.

### 15.1.1. How are subjects different from predicates?

While the **subject** of a sentence describes who or what is performing an action or experiencing a state of being, the **predicate** of a sentence describes the action or state of being itself.

For example:

- She had always wanted to visit the mountains of New Zealand.

In this sentence, *she* is the **subject**. The verb phrase “*had always wanted*” as well as the infinitive phrase, “*to visit*”, the direct object, “*the mountains*”, and the prepositional phrase, “*of New Zealand*” are all part of the predicate.

Now, someone might say to you that it is easy to tell the **subject** apart from the predicate in a sentence because the **subject** always comes first. But, they are only partially correct!

While **subjects** usually appear before predicates in sentences, they are allowed to show up fashionably late and still be considered a **subject**.

For example, in the popular Beatles’ song, “Yellow Submarine”, the song begins with this sentence:

- “In the town where I was born lived a man who sailed to sea.”

Where is the subject? Is it *town*? Is it *I*? Or is it *man*? This sentence is a perfect example of why we must remember the distinct roles of both the subject and the predicate of the sentence.

If *lived* is the action of the sentence, *man* is the most logical answer for who performed this action and the correct candidate for the **subject** of the sentence.

### 15.1.2. How are simple subjects, complete subjects, and compound subjects different from each other?

**Simple subjects** consist of only one noun or pronoun that is performing an action or experiencing a state of being in a sentence.

For example:

- The Overlook Hotel is the sinister setting of Stephen King’s novel, *The Shining*.

*Overlook Hotel* is the simple subject of this sentence.

**Complete subjects** include the noun or pronoun that is performing an action or experiencing a state of being in a sentence **in addition to** all of

the noun's modifiers, such as articles, adjectives, or prepositional phrases.

For example:

- The main character in Stephen King's novel, *The Shining*, loses his mind while isolated in the Overlook Hotel.

In this sentence, *character* is the simple subject, but when combined with a prepositional phrase, an appositive phrase, an article and an adjective, a **complete subject** is formed.

**Compound subjects** consist of two or more nouns or pronouns that are performing the same action or experiencing the same state of being in a sentence.

For example:

- Danny and Wendy hid in the labyrinth from Jack.

In this sentence, since two different nouns are performing the action of *hiding*, both nouns make a compound subject together.

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## 15.2. Examples of Subjects in Sentences

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Here are a few examples of sentences containing subjects.

- **Cathy** will be baking the cake for the birthday party.
- **The postman** has not been seen for a few days now.
- **You** have cleared the examination.
- Did **she** find the book she was looking for?
- **Rachel and Monica** are my best friends.
- Will **your father** be here on time?
- Every week, **we** have at least one meal together.
- **The English teacher** taught us how to use the different parts of speech.
- **Tina and Mike** will be performing 'I Can't Sing' today.
- **Wearing masks and using sanitizers** will help you stay safe during this pandemic.

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## 15.3. Check Your Understanding of the Use of Subjects in Sentences

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1. The band performed all the hit songs of the 90s.

2. The Youth Association has brought some changes in the rules and regulations regarding the events performed at various occasions.
3. On Fridays, all students are allowed to wear casual clothes.
4. My mother cooks while my father cleans the house.
5. The mobile I bought recently is not working properly.
6. Your diamond necklace looks amazing.
7. Will Norah and Ashraff be coming to school tomorrow?
8. Madhumitha and Srinivasan were planning to go to Shimla for the holidays.
9. Learning grammar and working out grammar worksheets can help you improve your English language.
10. 'Do re mi' is one of the most loved songs by all children and adults alike.

**Find out if you have identified the subjects in sentences accurately from the answers given below.**

1. **The band** performed all the hit songs of the 90s.
2. **The Youth Association** has brought some changes in the rules and regulations regarding the events performed at various occasions.
3. On Fridays, **all students** are allowed to wear casual clothes.
4. **My mother** cooks while **my father** cleans the house.
5. **The mobile I bought recently** is not working properly.
6. **Your diamond necklace** looks amazing.
7. Will **Norah and Ashraff** be coming to school tomorrow?
8. **Madhumitha and Srinivasan** were planning to go to Shimla for the holidays.
9. **Learning grammar and working out grammar worksheets** can help you improve your English language.
10. '**Do re mi**' is one of the most loved songs by all children and adults alike.

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## 15.4. Subject-Verb Agreement

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**Meaning and Definition:** The term ‘subject-verb agreement’, just like the name suggests, refers to the agreement between the subject and the verb. This is mainly with reference to singular and plural nouns/pronouns that act as subjects. According to the Collins Dictionary, “concord refers to the way that a word has a form appropriate to the number or gender of the noun or pronoun it relates to. For example, in ‘She hates it’, there is concord between the singular form of the verb and the singular pronoun ‘she’.”

The general rule of subject-verb agreement according to Garner’s Modern English Usage is “to use a plural verb with a plural subject, a singular verb with a singular subject. This rule holds true for most cases. However, there are exceptions to this rule. Check out the next section to learn how verbs have to be conjugated in order to agree with the subject.

### 15.4.1. Usage and subject-verb agreement examples:

Basically, most subjects **except third-person singular** use the standard form of a verb in the present tense.

*The **dogs roll** in the mud.*

***I need** to catch my breath.*

***You look** like a celebrity!*

However, if the subject is third-person singular, you must use the singular form of the verb when speaking in the present tense. Most of the time, this means adding an -s to the end of the verb.

*The **dog rolls** in the mud.*

***She needs** to catch her breath.*

***He looks** like a celebrity!*

If the verb ends in -x, -ss, -sh, -ch, -tch, or -zz, you add -es to the end to match the third-person singular.

***My snake hisses** to say “I love you.”*

***She only matches** with creeps in online dating.*

If the verb ends in a *consonant* + y, remove the y and add -ies to match the third-person singular.

***Atlas carries** the world on his shoulders.*

*The new drone **flies** higher than the old one.*

However, with words that end in a vowel + y, follow the normal format and add only –s to make the third-person singular.

*My roommate stays in his bedroom from morning to night.*

With the exception of the verb *be*, these guidelines apply to irregular verbs as well as regular verbs.

*Our father eats with the ferocity of a tiger.*

So why does the verb *be* have so many exceptions? The most common verb in English, *be* doesn't just represent a general state of existence; it's also an auxiliary verb necessary for the continuous tenses.

In English, *be* is the only verb that changes based on the person. If you're using the verb *be*, alone or as part of a continuous tense, the subject-verb agreement rules require that you match **both the number and the person**. Here's a quick reminder of how to conjugate *be* in the singular and plural of each person:

	<b>Singular</b>	<b>Plural</b>
<b>First person</b>	(I) am	(we) are
<b>Second person</b>	(you) are	(you) are
<b>Third person</b>	(he/she/it) is	(they) are

Considering how frequently *be* is used in English, it's best to memorise this chart so you can apply the proper subject-verb agreement instinctively.

*You are always welcome in our home.*

*I am running a marathon tomorrow.*

*It is raining even though it is sunny.*

If the subject-verb agreement rules seem complicated, there is some good news: **the simple past and simple future don't change based on the number or person of the subject**. Both singular and plural subjects use the same form for those tenses.

*They will be here tomorrow.*

*He will be here tomorrow.*

*The potatoes grew overnight!*

*The potato grew overnight!*

The only exception is, again, the verb *be*, which changes between *was* and *were* based on the subject in the simple past tense.

*I **was** young once.*

*We **were** young once.*

On the other hand, the **perfect tenses** change their auxiliary verb depending on the number of the subject. Singular subjects use *has*, and plural subjects use *have*.

***They have** not seen the movie yet, so no spoilers.*

***She has** not seen the movie yet, so no spoilers.*

That covers the basics for subject-verb agreement in English. Still, there are some particularly difficult areas and more precise rules for special situations, which we explain below.

#### **15.4.2. Rules of Subject-Verb Agreement with Examples:**

The concept of subject-verb concord matters the most when using the present tenses. The simple past and simple future tenses have the same verbs used irrespective of the subject in the sentence. Knowing and following the rules of subject-verb agreement will help you write error-free sentences. Go through the following rules and also go through the examples to understand how each rule is applied.

##### **Rule 1**

The first rule is what we have already discussed – the use of a singular verb with a singular subject and a plural verb with a plural subject. The subject can be a noun, a pronoun or even a noun phrase. If it is a pronoun, the subject-verb agreement is done with reference to the person of the pronoun.

For example:

- *Rachel spends* her free time listening to music. (Singular subject with singular verb)
- *Blaine and Kurt play* the piano. (Plural subject with plural verb)
- *She likes* to have a dessert after every meal. (Third person singular pronoun with singular subject)

##### **Rule 2**

When using the 'be' form of verbs, there is an exception. In this case, the verb is used according to the number and person of the subject.

Check out the following table to see how it works with different pronouns.

Person	Pronoun	Verb	Example
First person singular	I	am	I am confident.
First person plural	We	are	We are confident.
Second person singular/plural	You	are	You are confident.
Third person singular	He	is	He is confident.
	She	is	She is confident.
	It	is	It is amazing.
Third person plural	They	are	They are confident.

Furthermore, when used with other nouns and noun phrases, the rule applies. The same works even with simple past, present continuous and past continuous tenses when the 'be' form of verbs are used as the principal verb/helping verb. Check out the following examples to understand.

- *Santana is* a singer.
- *The girls are waiting* for you.
- *We were* happy with the review of our first movie.
- *Michael Jackson's songs are* still enjoyed by millions.
- *I was reading* the latest book by Rudyard Kipling.

### Rule 3

The use of 'have' and 'has' in the present perfect tense, the present perfect continuous tense and as a main verb is also dependent on the subject. All singular subjects use 'has' and all plural subjects use 'have'.

For example:

- *I have* a younger brother.
- *You have taken* the wrong cut.
- *Swetha has* a pet dog.
- *William Shakespeare has written* around 37 plays.
- *Finn has been waiting* to talk to you about the test results.

#### **Rule 4**

Compound subjects combined using the conjunction 'and' take a plural verb.

For example:

- *Krish and Radha are* on their way to the airport.
- *Caren, Sheela and Akash have completed* their assessments.

#### **Rule 5**

When more than one noun is joined by the conjunction 'or', the subject is considered to be singular and a singular verb is used.

For example:

- *Celery or spring onion works* fine.
- *Your mom or dad has* to be here in an hour.

#### **Rule 6**

Sentences with pronouns such as anybody, anyone, no one, somebody, someone, everybody, everyone, nothing and nobody are treated as singular subjects and will therefore use a singular verb.

For example:

- *Nobody has understood* anything.
- *Everyone was* happy with the outcome.
- *Nothing fits* me well.
- *No one finds* the movie interesting.

#### **Rule 7**

For sentences using 'either, or' and 'neither, nor', the verb should agree with the noun or pronoun that comes just before it.

For example:

- *Neither Ricky nor Gina is* here yet.
- *Either the teacher or the students have* to take an initiative to keep the classroom clean.
- *Neither the children nor their parents are* aware of the consequences.

#### **Rule 8**

When sentences have subjects like police, news, scissors, mathematics, etc. (nouns that are plural by default), the verb used should be plural.



For example:

- *The news of demonetisation shocks* the entire nation.
- *The police have been looking for* the culprits.

### **Rule 9**

When a negative sentence is written, the 'do' verb is used and it has to match the subject.

For example:

- *The children do not like* working out trigonometry problems.
- *My father does not work* at the bank anymore.

### **Rule 10**

Interrogative sentences also take the help of the 'do' verb. As far as the subject-verb agreement of interrogative sentences is concerned, the first verb ('be' verb or 'do' verb) has to be aligned with the subject of the sentence.

For example:

- *Do you* read thriller novels?
- *Doesn't she* know you already?
- *Is Tina* happy with the new house?
- *Were you* looking for me?
- *Has Sharon submitted* her final project yet?

### **Rule 11**

When you have sentences that begin with 'here', 'there', 'this', 'that', 'those', 'these', etc., always remember that the subject follows the verb and therefore the verb has to be conjugated with reference to the subject.

For example:

- Here *is your book*.
- There *lies your shirt*.
- That *was a great movie*.
- There *have been many changes* in the timetable.

### **Rule 12**

Abstract nouns and uncountable nouns are considered as singular subjects, so make sure you use a singular verb along with it.

For example:

- *Honesty is* the best policy.
- *Love makes* people do crazy things.
- *Good friendship keeps* your mind and body healthy.

### **Rule 13**

When the subject refers to a period of time, distance or a sum of money, use a singular verb.

For example:

- *1267 kilometres is* too long for us to travel in half a day.
- *10 years is* not considered optimum to go on the water slide.
- Don't you think *1000 rupees is* a little too much for a portrait?

### **Rule 14**

The next rule is based on the use of collective nouns as subjects. Remember that when you have a collective noun as the subject of the sentence, the verb can be singular or plural based on the sentence and the context.

For example:

- *My family is* settled in Australia.
- *All groups of participants have* arrived.

### **Rule 15**

In sentences that have adjectives such as 'all', 'a lot of', 'lots of' or 'some' are used along with nouns to form a phrase that acts as the subject of the sentence, the verb is used according to the noun just before it.

For example:

- *All of my dresses have* become tight.
- *A lot of food is* left out.
- *Some of the books are* torn and damaged.

### **Rule 16**

When a sentence begins with 'each' or 'every' as the subject, it is considered singular and so the verb has to be singular too.

For example:

- *Each student has been* asked to provide a consent letter.
- *Every teacher, parent and student is* expected to work together.

## Rule 17

When you are using a sentence to express a wish or a sentence expressing a request, verbs are used a little differently from other sentences.

For example:

- *I wish I were* a bird.
- If *you were* here, I would not be sad.
- We request that *everyone make* their choices now.

Furthermore, go through the article on tenses to learn how verbs are conjugated according to the tense of the sentence.

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### **15.5. Check Your Understanding of Subject-Verb Agreement**

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Go through the following sentences, analyse if the underlined verb agrees with its subject and make changes if necessary.

1. One of the plates are broken.
2. The seven children from Chennai has been selected for the final round of the quiz.
3. Neither the children nor the teacher has reached yet.
4. Sheena and her sister is here to see you.
5. A lot of food choices was given.
6. My parents lives in New Zealand.
7. Don't you think 4 days are a little too long?
8. Do anyone know where the lift is?
9. The little girl do not like mangoes for some reason.
10. You has brought all that I had asked for.

**Here are the answers for the exercise.**

1. One of the plates **is** broken.
2. The seven children from Chennai **have** been selected for the final round of the quiz.
3. Neither the **teacher** nor the **children** have reached yet.
4. Sheena and her sister **are** here to see you.
5. A lot of food choices **were** given.
6. My parents **live** in New Zealand.

7. Don't you think 4 days **is** a little too long?
8. **Does** anyone know where the lift is?
9. The little girl **does** not like mangoes for some reason.
10. You **have** brought all that I had asked for.

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## 15.6. Questions on Subject-verb agreement

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### What is subject-verb agreement?

Subject-verb agreement is the grammatical rule that the subject and verb in a sentence should use the same number, person, and gender. With the exception of the verb *be*, in English subject-verb agreement is about matching the number.

### How does subject-verb agreement work?

In English, if a subject is singular, use the singular form of the verb; if the subject is plural, use the plural form of the verb. The only exception to this rule is the verb *be*, which uses different forms based on both number and person.

### What are examples of subject-verb agreement?

Look at these two sentences: "Cats make great pets" and "A cat makes a great pet." The plural subject *cats* uses the plural form of the verb without *-s* at the end (*make*). The singular subject *a cat* uses the singular form of the verb with *-s* at the end (*makes*).

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## Let's Sum Up

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At the end of the course the student will be capable of understanding and comprehending the passage and they will be enriched in interpreting meaning and intent.

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## Check Your Progress

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1. One of the plates \_\_\_\_ broken. (subject-Verb Agreement)
2. \_\_\_\_ and \_\_\_\_ nouns are considered as singular subjects.

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## Glossary

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**Represent:** Portray.

**Appear:** Emerge.

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## **Answers to Check Your Progress**

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1. Is.
2. Abstract nouns and uncountable nouns

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## **Suggested Readings**

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1. Hartsuiker, Robert J., Inés Antón-Méndez, and Marije Van Zee. "Object attraction in subject-verb agreement construction." *Journal of Memory and Language* 45.4 (2001): 546-572.
2. Setiawati, Lilis. *An Error Analysis of Subject-verb Agreement in Descriptive Text Writing of the Seventh Grade at MTS Ma'arif 02 Kotagajah*. Diss. IAIN Metro, 2023.
3. Harrison, Annabel Jane. "Production of subject-verb agreement in Slovene and English." (2009).

## Unit-16

### Clauses and Phrases

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#### STRUCTURE

Overview

Objectives

16.1. What Is a Clause

16.1.1. Main clause

16.1.2. Subordinate clause

16.2. What Is a Phrase

16.2.1. Noun Phrase

16.2.2. Verb Phrase

16.2.3. Adverb/Adverbial Phrase

16.2.4. Prepositional Phrase

16.2.5. Adjective Phrase

16.3. Difference between Phrases and Clauses

16.4. Check your understanding of phrases and clauses

Let Us Sum Up

Check Your Progress

Glossary

Answers to Check Your Progress

Suggested Readings

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#### Overview

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This unit deals with clauses and phrases. It discusses different types of clauses and phrases, to distinguish between clauses and phrases used in a sentence.

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#### Objectives

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After reading this unit, students will be able:

- To distinguish between clauses and phrases.
- To know the types of clauses and phrases.
- To identify clauses and phrases given in the sentence.

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#### 16.1. What Is a Clause?

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**Meaning and Types:** A clause is also a part of a sentence that consists of a subject and a verb, unlike phrases. They can be divided

into two main types depending on how they behave in a sentence. The different types of clauses are:

- Main Clause or Independent Clause
- Subordinate Clause or Dependent Clause

### **16.1.1. What is a Main Clause?**

A main clause is a group of words that make up the major part of a sentence. The main clause has the ability to convey meaning and make complete sense even if taken separately from the sentence, and so, it is also referred to as the independent clause. A subject and a verb are required to form a main clause.

Now, have a look at the definitions provided by various dictionaries to understand clearly what a main clause is.

#### **Definition of a Main Clause:**

According to the Oxford Learner's Dictionary, a main clause is defined as "a group of words that includes a subject and a verb and can form a sentence." A main clause, according to the Cambridge Dictionary, is defined as "a clause in a sentence that would form a complete sentence by itself."

The Merriam-Webster Dictionary defines a main clause as "a clause that could be used by itself as a simple sentence but that is part of a larger sentence", and according to the Collins Dictionary, a main clause is defined as "a clause that can stand alone as a complete sentence."

#### **How to Use a Main Clause in a Sentence?**

As already discussed, a main clause or an independent clause must contain at least a subject and a verb. It can also have compound subjects. This is the most fundamental rule to be followed when using a main clause. There are some other points you will have to remember when forming and using main clauses in sentences. Take a look at the following points.

- You can form different types of sentences using main clauses.
- A simple sentence can be considered a main clause.
- A compound sentence is formed with two main clauses connected by a coordinating conjunction such as for, and, nor, but, or, yet and so. Conjunctive adverbs like however, meanwhile, in addition to, etc. can also be used to link two main clauses to form a compound sentence.

- A complex sentence is formed with a main clause and a subordinate clause joined by a subordinating conjunction such as when, after, because, since, as, etc. The main clause can be placed in the former or latter part of the sentence.

### Examples of Main Clauses:

Here are a few examples, with main clauses in bold, to show you how they can be used in sentences.

- **Usha is a teacher.**
- **Suresh has been running all around** as it is his son's wedding.
- Though we had no interest in watching a movie, **we went along with our friends to the theatre.**
- **Nobody knows anything about the new neighbor,** so we decided to go talk to them.
- After a short break, **the New Directions will be performing.**
- In today's event, **the final dance by the Loyola Dance Crew will be the highlight of the entire event.**
- **My brother is not keeping well,** so my father is taking him to the doctor.
- **I am sure my team will win** as they have been practicing for months.
- Even after hours of explanation, **the students were not able to understand the mathematical theorems.**
- **She does not think she can make it here in time;** however, **she told me she will come.**

### 16.1.2. What Is a Subordinate Clause? – Meaning and Definition

A subordinate clause, also known as a dependent clause, is a combination of words that includes a noun, a verb, a subordinating conjunction or a relative pronoun, other parts of speech and determiners.

It is only a part of the sentence, mostly employed to provide more information about the rest of the sentence. Let us look at how different dictionaries define a subordinate clause.

A subordinate clause, according to the Oxford Learner's Dictionary, is defined as "a group of words that is not a sentence but adds information to the main part of a sentence." The Cambridge Dictionary defines a subordinate clause as "a clause that cannot form a sentence on its own



but can be joined to a main clause to form a sentence.” A subordinate clause is defined as “a clause that does not form a simple sentence by itself and that is connected to the main clause of a sentence”, according to the Merriam-Webster Dictionary. “A subordinate clause is a clause in a sentence which adds to or completes the information given in the main clause. It cannot usually stand alone as a sentence”, according to the Collins Dictionary.

### **Types of Subordinate Clauses**

Subordinate clauses or dependent clauses can be classified into various types based on the role they play in a sentence. The types of subordinate clauses are:

- Noun clauses
- Adjective clauses
- Adverb clauses
- Conditional clauses
- Relative clauses
- Comparative clauses
- Verbless clauses
- Complementary clauses

### **Examples of Subordinate Clauses**

Here are a few examples of subordinate clauses that you can refer to.

- **After watching the Quiet Place**, I was petrified.
- Can you calculate these answer papers **if you are free**?
- **In case you are ready**, we can leave.
- Are you coming to the concert **that I had told you about last week**?
- **Unless Quinn is fine with scoring low grades**, she should not absent herself from classes too much.
- She continued to tap on the table **though her parents asked her not to**.
- I met the teacher **who taught me French in college**.
- **As soon as I found out about your accident**, I rushed to the hospital.
- Mathi did not go to work today **as she was not keeping well**.

- No one was paying attention to the chief guest **because he had been speaking for a really long time.**

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## 16.2. What Is a Phrase?

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**Meaning and Types** : A phrase is a part of a sentence which consists of a group of words that give more information about the subject, action or event in a sentence. A phrase cannot stand on its own and will not convey meaning if separated from the sentence. According to the kind of function it does, it can be classified into various types and they include the following.

- Noun Phrase
- Verb Phrase
- Adverb/Adverbial Phrase
- Prepositional Phrase
- Adjective/Adjectival Phrase

### 16.2.1. What Is a Noun Phrase? – Meaning and Definition

A noun phrase, as the term suggests, is a group of two or more words that functions like a noun when put together. Like a noun, a noun phrase can also take the place of a subject or an object. According to the Oxford Learner’s Dictionary, a noun phrase is defined as “a word or group of words in a sentence that behaves in the same way as a noun, that is, as a subject, an object, a complement, or as the object of a preposition.”

The Cambridge Dictionary defines a noun phrase as “a group of words in a sentence that together behave as a noun”, and according to the Merriam-Webster Dictionary, a noun phrase is “a phrase formed by a noun and all its modifiers and determiners” and “any syntactic element (such as a clause, clitic, pronoun, or zero element) with a noun’s function (such as the subject of a verb or the object of a verb or preposition)”.

#### Examples of Sentences with Noun Phrases

Take a look at the following sentences and analyse how the noun phrases are used. See how the various components, when put together, function just like a noun.

#### Examples of Noun Phrases Containing a Noun, a Conjunction and a Noun

- **Rakesh and Seeta** are from Chhattisgarh.
- **Music and dance** interests me more than anything else does.

- **Schools and offices** have been shut down due to the heavy rains.

In the above sentences, the noun phrases (marked in bold) containing a noun, a conjunction and a noun are seen to perform the role of the subject in the respective sentences.

- We had **bread and butter** for breakfast.
- My mom went to the grocery store to buy **fruits and vegetables**.
- Most students find **science and maths** more interesting than **history and geography**.

In the above sentences, the noun phrases (marked in bold) containing a noun, a conjunction and a noun are seen to perform the role of the object in the respective sentences.

Examples of Noun Phrases Containing a Gerund and a Noun

- **Reading books** is my favourite pastime. (Noun phrase used as subject)
- **Listening to music** is her hobby. (Noun phrase used as subject)
- The only thing my brother does not like to do is **solving trigonometric equations**. (Noun phrase used as object)

Examples of Noun Phrases Containing an Article, an Adjective and a Noun

- **The new girl** became known to the whole school in just a day. (Noun phrase used as subject)
- **A three-legged puppy** was found at the corner of the street last week. (Noun phrase used as subject)
- My father bought my brother **a smart watch** for his birthday. (Noun phrase used as object)
- We finally visited **the well-known museum of arts** today. (Noun phrase used as object)

Examples of Noun Phrases Containing an Article, a Noun and a Prepositional Phrase

- **The building near the bus stand** was taken down in order to expand the roads. (Noun phrase used as subject)
- **The hypermarket at the end of the street** is being renovated. (Noun phrase used as subject)

- Did you meet **the boy from London**? (Noun phrase used as object)
- Nobody seemed to know **the way to the passport office**. (Noun phrase used as object)

Examples of Noun Phrases Containing a Determiner and a Noun

- **These books** belong to Suman. (Noun phrase used as subject)
- **That building** is where I live. (Noun phrase used as subject)
- What are you going to do with **those oranges**? (Noun phrase used as object)
- Are you thinking of buying **this dress**? (Noun phrase used as object)

### 16.2.2. What Are Phrasal Verbs?

Phrasal verbs can be said to be formed by the combination of a verb and an adverb or a preposition. In some cases, it is a combination of all the three parts of speech – verb, adverb and preposition. Though each of these parts of speech have different functions, they play the role of the verb when they are put together. They can also act as a phrase and that is why these verbs are called phrasal verbs.

#### Definition of a Phrasal Verb

The Oxford Learner's Dictionary defines a phrasal verb as “a verb combined with an adverb or a preposition, or sometimes both, to give a new meaning, for example, ‘go in for’, ‘win over’ and ‘see to’.” According to the Merriam-Webster Dictionary, a phrasal verb is defined as “a phrase (such as take off or look down on) that combines a verb with a preposition or adverb or both, and that functions as a verb whose meaning is different from the combined meanings of the individual words.” The Cambridge Dictionary defines a phrasal verb as “a phrase that consists of a verb with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts.”

#### Examples of Phrasal Verbs

Phrasal verbs are most often a topic that confuses a lot of people, especially second language learners and new learners of the language. Since the multiple words used in a phrasal verb have different meanings and have a completely different meaning when used together, they end up being a slightly puzzling topic for some.

Phrasal verbs can be conjugated to suit the tense of the sentence and can be used like a normal verb. Here are a few examples of phrasal

verbs. Identify how many of them you know and how often you use them in your regular communication.

**Give up** – combination of a verb (give) and a preposition (up)

Individually, the verb 'give' means to give something to someone and the preposition 'up' shows the position of some object. The magic happens or the confusion begins when both the verb and the preposition are used together. The phrasal 'give up' means to surrender or to stop making an effort in doing something.

Let us look at how the phrasal verb 'give up' can be conjugated to represent the different verb forms in English.

- **Simple Past Form**

The captain ***gave up*** at the last quarter.

- **Infinitive Form**

It was not easy for the coach ***to give up*** trying to encourage the team even in such a hopeless situation.

- **Gerund Form**

***Giving up*** is not the solution to the problem, it is just the easiest choice.

- **Past Participle Form**

I have ***given up*** on them.

### **16.2.3. What Is an Adverbial Phrase? – Meaning and Definition**

Two or more words that perform the role of an adverb, when put together, can be identified as an adverbial phrase. Like an adverb, an adverbial phrase will also answer questions such as 'when', 'where', 'why', 'how' and 'how often'. An adverbial phrase modifies or provides extra information about a verb, a phrase, an adjective or another adverb in the sentence.

An adverbial phrase, according to the Oxford Learner's Dictionary, is defined as a phrase that can be used for "adding more information about place, time, manner, cause or degree to a verb, an adjective, a phrase or another adverb." "An adverb phrase or adverbial phrase is a group of words based on an adverb, such as 'very slowly' or 'fortunately for us.' An adverb phrase can also consist simply of an adverb", according to the Collins Dictionary.

## Examples of Adverbial Phrases

Going through a number of adverbial phrases can help you in comprehending the formation and usage of adverbial phrases in a much better manner.

### Examples of Adverbial Phrases Referring to Time

Adverbial phrases referring to time answer the question 'when'.

- My mom was angry with me for getting home **really late**.
- **Around noon**, we all had completed the tasks for the day.
- My aunt told me that she will be coming to India **in the month of September**.
- **Until last year**, Devi struggled to adapt to the city and its culture.
- Everyone started losing their interest **towards the end of the show**.

### Examples of Adverbial Phrases Referring to Place

Adverbial phrases that refer to the position or place in which the action is taking place answer the question 'where'. Adverbial phrases of this type also include prepositional phrases which function like an adverb.

- There is a new supermarket **right in front of my house**.
- My father asked us to remember that he had parked the car **right next to the overbridge**.
- We walked **over the bridge**.
- Children play **in the park**.
- Adults and teenagers are seen walking **on the pavements**.

### Examples of Adverbial Phrases Referring to the Manner in Which an Action is Taking Place

Adverbial phrases that represent the manner in which an action is being carried out by the subject can be identified by asking the question, 'how'.

- Anand waited **silently and patiently**.
- **Luckily for my sister**, she always got her way.
- Everything went on **surprisingly well**.
- The teacher asked the students to fill in the evaluation forms **very carefully**.
- We were able to finish it **quite easily**.

### Examples of Adverbial Phrases Referring to the Frequency of an Action

Adverbial phrases that refer to the frequency of an action can be identified by asking the question, 'how often'.

- **Almost every year**, we take a trip to the North.
- Norah and her family visit her grandparents **very often**.
- Manassa bakes a new set of cookies **every week**.
- **Only rarely** do we get an opportunity to take a break and go somewhere.
- **Every alternate weekend**, my friends and I get together for dinner.

### Examples of Adverbial Phrases Referring to the Reason behind an Action Taking Place

Some adverbial phrases refer to the reasons why a particular action is taking place. This type of adverbial phrase can be identified by asking the question 'why'.

- **Due to the sudden rains**, we had to cancel our plans.
- All schools will be closed for a week **owing to the heavy snow storms**.
- **To keep up with the developments in the field of technology**, my brother read every single blog on the technological advancements around the world.
- The little boy's mother scolded him **for breaking the glass bowl**.
- I went to Chennai **just to visit my friend**.

#### 16.2.4. What Is a Prepositional Phrase?

A prepositional phrase is a combination of a preposition, a modifier and its object. A prepositional phrase can be placed in the beginning, middle or end of a sentence based on its role in that particular sentence. Prepositional phrases are just a part of the sentence it modifies and cannot stand alone.

#### Definition of a Prepositional Phrase

The Collins Dictionary defines a prepositional phrase as "a structure consisting of a preposition and its object. Examples are *on the table* and *by the sea*."

Another definition of a prepositional phrase is given by the Macmillan Dictionary. According to it, a prepositional phrase "consists of a

preposition followed by a noun group, pronoun, or '-ing' form. A prepositional phrase is often an adjunct in a clause, for example in the sentences 'I called about your advert', and 'I learned a lot from reading crime fiction', 'about your advert' and 'from reading crime fiction' are prepositional phrases."

### Examples of Prepositional Phrases

Let us now take a look at some examples of prepositional phrases to understand how they can be used in sentences.

#### Using Prepositional Phrases in the Beginning of the Sentence

- **After trying multiple times**, Haritha finally cleared the equation.
- **Before we start class**, I would like to talk to you about something.
- **According to the weather forecast**, the next two days are expected to be very sultry.

#### Using Prepositional Phrases in the Middle of the Sentence

- The girl **in the second row** is the one who has recently joined.
- The cafe **on the fourth street** has really good muffins.
- The man **with the big moustache** had come to the store today morning.

#### Using Prepositional Phrases in the End of the Sentence

- The box was kept **under the table**.
- We were planning to order food **during the break**.
- I went to **the grocery store across the street**.

### 16.2.5. What Is an Adjective Phrase? – Meaning and Definition

An adjective phrase, as the term suggests, is a phrase that functions just like an adjective in a sentence. It is a group of words that are put together in order to qualify the noun or pronoun that acts as the subject or object of a sentence. It is also referred to as an 'adjectival phrase'.

According to the Collins Dictionary, an adjective phrase is defined as "a group of words based on an adjective, such as 'very nice' or 'interested in football.' An adjective phrase can also consist simply of an adjective." The Macmillan Dictionary defines an adjective phrase as "a group containing at least one adjective (the head), and often other items such as adverbs and prepositional phrases."



## Examples of Adjective Phrases

Taking a look at some sentence examples will help you better, now that you know how to form and identify an adjective phrase. So here they are.

### Adjective Phrases with Multiple Adjectives:

When using multiple adjectives to form an adjective phrase, make sure you follow the order of adjectives. The determiner should come first, followed by adjectives that describe the quantity, opinion, size, age, shape, colour, origin, material and purpose/qualifier, respectively and then the noun. Take a look at the following examples to see how this works.

- The **five young Japanese** students have shifted here for the exchange programme.
- I really loved your **new pink georgette** saree.
- My mom decided to give away my **old and unused school** uniforms.

### Adjective Phrases with Compound Adjectives:

Forming adjective phrases with compound adjectives can be done by using just a compound adjective or a compound adjective along with other adjectives.

- We decided to stay in a **newly-built** house on 6<sup>th</sup> street.
- Hani said that she enjoyed watching the **Spanish coming-of-age** series.
- The **bright-eyed Indian** girl became popular after she participated in the Indian Idol Dance competition.

Adjective Phrases with the Comparative and Superlative Degrees of Comparison: The comparative and superlative degrees of comparison can be considered as adjective phrases. Take a look at the examples given below.

- Darren is taller **than his brother, Chris**.
- Reports have said that it is **this year's most unexpected event**.
- Fatima said that it is not easy for her to choose which one is **her most favourite movie**.

### Adjective Phrases Using Prepositions/Prepositional Phrases:

Adjective phrases can be formed with the use of prepositions such as like, from, of, about, with, on, in, under, above, across, before, at, after, behind, over, etc. To identify if a prepositional phrase functions as an adjective phrase, you have to first find out the object of the preposition and other words related to the object of the preposition. In case the other word related to the object of the preposition is a noun or pronoun, then the prepositional phrase qualifies as an adjective phrase. The object of a preposition is the noun or pronoun that follows the preposition.

- Merin, **the girl with long hair**, visited our store today.
- The man, **on the bike**, is my uncle.
- My father gifted me a box **of my favourite Ferrero Rocher chocolates**.

Adjective Phrases Containing Adverbs:

Adjective phrases can be formed by making use of adverbs of manner.

- A **few very helpful** tips were given by the volunteers.
- We had to perform **some extremely tiring** routines to become an expert in this field.
- My brother, **absolutely terrified**, did not know what to do and was zoning out.

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### 16.3. Difference between Phrases and Clauses

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Take a look at the table given below to find out how phrases and clauses differ from each other.

Phrases	Clauses
A phrase does not have a subject and predicate.	A clause has a subject and a predicate
A phrase is not complete, cannot make sense or convey meaning if it stands on its own.	In some cases, a clause can look complete, convey meaning and make sense when separated from the sentence.
There are five types of phrases namely noun phrase, verb phrase, adverb phrase, adjective phrase and prepositional phrase.	There are two types of clauses namely independent clause and dependent clause.
Example: There is an unidentified vehicle <b>in front of our house</b> .	Example: I am sick, so I am going to see the doctor.

### Examples of Phrases and Clauses:

To understand how phrases and clauses can be used, take a look at the following sentences.

- Anu and Teena (noun phrase)
- Have been searching (verb phrase)
- Beside the trees (prepositional phrase)
- Extremely well (adverb phrase)
- The house on 6<sup>th</sup> street (noun phrase)
- As soon as I reach the office (dependent or subordinate clause)
- I did not bring my umbrella. (independent clause)
- When the little boy saw his mom (dependent or subordinate clause)
- Collect your parcel from the courier office. (independent clause)
- Though we left home early (dependent or subordinate clause)

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### 16.4. Check Your Understanding of Phrases and Clauses:

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Identify the phrases and clauses in the following sentences and state which of them is a phrase and a clause.

1. I completed my project, but I was not satisfied with it.
2. Jacob knew about it; however he kept asking everyone about it.
3. I was waiting at the park.
4. They all sang extremely well.
5. The girls in the black dresses are the ones who won the competition last year.
6. In the meantime, I will help you with your domestic chores.
7. Santana and Brittany are good dancers.
8. When we reach home, we will call you.
9. We were planning our summer vacation.
10. She finally agreed to come with us to the slumber party.

#### Check your answers to find out.

1. I completed my project, / but I was not satisfied with it.  
Clause / Clause

2. Jacob knew about it; / however he kept asking everyone about it.  
Clause / Clause
3. I was waiting / at the park.  
Clause / Phrase
4. They all sang / extremely well.  
Clause / Phrase
5. The girls in the black dresses are the ones / who won the competition last year.  
Clause / Clause
6. In the meantime, / I will help you with your domestic chores.  
Phrase / Clause
7. Santana and Brittany are good dancers.  
Clause
8. When we reach home, / we will call you.  
Clause / Clause
9. We were planning our summer vacation.  
Clause
10. She finally agreed to come with us / to the slumber party.  
Clause / Clause

---

### Let's Sum Up

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The students will be able to recognize the various kinds of clauses and phrases as well as the clauses and phrases that are provided in the sentence.

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### Check Your Progress

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1. A clause is also a part of a sentence that consists of a \_\_\_\_\_ and a \_\_\_\_\_, unlike phrases.
2. A phrase is a part of a sentence which consists of a group of words that give more \_\_\_\_\_ about the subject, action or event in a sentence.

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### Glossary

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**Slumber:** sleep

**Gerund:** a verb that's acting as a noun.

---

## **Answers to Check Your Progress**

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1. subject and a verb
2. information

---

## **Suggested Readings**

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1. Maillart, Christelle, and Christophe Parisse. "Clauses and phrases." 9781483380834 (2019).
2. Rijkhoek, Paulien Dea. "On degree phrases and result clauses." (1998).
3. Den Dikken, Marcel, and Pornsiri Singhapreecha. "Complex noun phrases and linkers." *Syntax* 7.1 (2004): 1-54.

## Model End Semester Examination Question Paper

Course Code :**DLENG-20** / Course Title: **English-VI**

**Marks:** 70

**Time:** 3 Hours

### **Part – A (2 Marks) 5X2=10marks**

Answer any FIVE questions out of EIGHT questions

[All questions carry equal marks]

- (1).Who is the author of “La Bella Dame Sans Merci: A Ballad”?
- (2).What is personified as a ‘monster’ in the poem *Television*?
- (3).To whom is the poem *if* addressed?
- (4).Name the major characters in the short story *The Gift of the Magi*.
- (5).Who is the author of *A Lesson in Friendship*?
- (6).Name the types of e-mail.
- (7).What is a verb phrase? Give two examples.
- (8). Write the Difference between Phrases and Clauses.

### **Part – B (5 Marks) 4X5=20marks**

Answer any FOUR questions out of SEVEN questions

(All questions carry equal marks)

- (9).“If you can dream – and not make dreams your master . If you can think – and not make thoughts your aim”. Explain with reference to the context.
- (10).Summarize the poem *If*.
- (11).Discuss the themes of *the Mysterious Stranger*.
- (12).Discuss the characteristics of Precis writing.
- (13).What are the key elements of a report?
- (14).Name and explain the types of e-mail recipients.
- (15).Discuss the types of phrases with examples.

### **Part – C (10 Marks) 4X10=40marks**

Answer any FOUR questions out of SEVEN questions

(All questions carry equal marks)

- (16).Critically analyze the poem “Television”.
- (17).Analyse the character of Satan in *The Mysterious Stranger*.
- (18).Elucidate the themes of the short story *The Gift of the Magi*.
- (19).Write a precis for the following passage:

There is an enemy beneath our feet - an enemy more deadly for his complete impartiality. He recognizes no national boundaries and no political parties. Everyone in the world is threatened by him. The enemy is the earth itself. When an earthquake strikes, the world

trembles. The power of a quake is greater than anything man himself can produce. But today scientists are directing a great deal of their effort into finding some way of combating earthquakes, and it is possible that at some time in the near future mankind will have discovered a means of protecting itself from earthquakes. An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage it causes is as great as if it has struck a primitive village. Gas mains burst, explosions are caused and fires are started. Underground railways are wrecked. Buildings collapse, bridges fall, dams burst, gaping crevices appear in busy streets. If the quake strikes at sea, huge tidal waves sweep inland. If it strikes in mountain regions, avalanches roar down into the valley. Consider the terrifying statistics from the past 1755: Lisbon, capital of Portugal - the city destroyed entirely and 450 killed. 1970: Peru: 50,000 killed. In 1968 an earthquake struck Alaska. As this is a relatively unpopulated part, only a few people were killed. But it is likely that this was one of the most powerful quakes ever to have hit the world. Geologists estimate that during the tremors, the whole of the state moved over 80 feet farther west into the Pacific Ocean. Imagine the power of something that can move an entire subcontinent! This is the problem that the scientists face. They are dealing with forces so immense that man cannot hope to resist them. All that can be done is to try to pinpoint just where the earthquake will strike and work from there. At least some precautionary measures can then be taken to save lives and some of the property.

(20). Explain the components of an Email.

(21). List of some of the strategies to write a good report.

(22). Fill in the blanks by choosing the right homophone from the homophone pairs given in brackets in the following sentences.

(i). We saw a \_\_\_\_\_ (bear/bare) on our way to Ooty.

(ii). This cupboard is made of \_\_\_\_\_. (steal/steel)

(iii). The \_\_\_\_\_ (soul/sole) purpose of this visit was to resolve the issues between us.

(iv). I \_\_\_\_\_ (sell/cell) second-hand cars for a living.

(v). We booked the upper \_\_\_\_\_ (berth/birth) for our trip.

(vi). Did you \_\_\_\_\_ (caste/cast) your votes?

(vii). Can you please give us a \_\_\_\_\_ (brake/break)?

(viii). Does the class have a smart \_\_\_\_\_ (bored/board)?

(ix). Do you have the \_\_\_\_\_ (flour/flower) to make cookies?

(x). Every day, my sister wakes up at \_\_\_\_\_ (eight/ate) in the morning.

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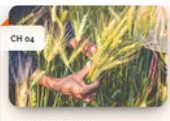
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