



# **SHIVAJI UNIVERSITY, KOLHAPUR**

## **CENTRE FOR DISTANCE AND ONLINE EDUCATION**

Semester-I : Ability Enhancement Course (AEC-1)

### **English for Communication-I**

Semester-II : Ability Enhancement Course (AEC-2)

### **English for Communication-II**

(In accordance with National Education Policy 2020)  
(Academic Year 2024-25 onwards)

## **B. A. Part-I : English**

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Shivaji University,  
Kolhapur. (Maharashtra)  
First Edition 2024

Prescribed for **B. A. Part-I**

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Copies : 1,000

*Published by:*  
**Dr. V. N. Shinde**  
Registrar,  
Shivaji University,  
Kolhapur-416 004

*Printed by :*  
**Shri. B. P. Patil**  
Superintendent,  
Shivaji University Press,  
Kolhapur-416 004

ISBN- 978-93-48427-29-8

★ Further information about the Centre for Distance and Online Education & Shivaji University may be obtained from the University Office at Vidyanagar, Kolhapur-416 004, India.

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## Preface

Dear students,

This book contains Self-Learning Materials on the Semester-I : Ability Enhancement Course (AEC-1) English for Communication-I Semester-II : Ability Enhancement Course (AEC-2) English for Communication-II. You are advised to read the syllabus prescribed for these papers carefully. The syllabus includes General Topics as well as different texts. As it is not possible to print entire texts in this book, each unit contains a very detailed summary of the text prescribed for your study. You are advised to read each text prescribed in the syllabus.

Each unit is interspersed with 'Check Your Progress' exercises, which are simple questions requiring answers in a word, a phrase or a sentence each. The purpose of these Self-check exercises is to make you go back to the main unit and get your answers for these questions on your own. The model answers are, of course, given at the end of each unit. But you should not look them up before you have tried to write your own answers.

Each unit gives you a list of reference books. You should find time to visit a college nearby to have a look at the original books as well as books on appreciation of fiction.

There are exercises given at the end of each unit, which contain broad-answer type questions which you have to face in the final examination. Try to write answers to these questions with the help of the material in the units. Write answers in your own English, and try to refer to the books.

We wish you best luck in your final examination.

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Each Unit begins with the section objectives -

Objectives are directive and indicative of :

1. what has been presented in the unit and
2. what is expected from you
3. what you are expected to know pertaining to the specific unit, once you have completed working on the unit.

The self-check exercises with possible answers will help you understand the unit in the right perspective. Go through the possible answers only after you write your answers. These exercises are not to be submitted to us for evaluation. They have been provided to you as study tools to keep you on the right track as you study the unit.

Dear Students,

The SLM is simply a supporting material for the study of this paper. It is also advised to see the new syllabus 2024-25 and study the reference books & other related material for the detailed study of the paper.



**Unit-1**  
**Enriching Vocabulary**  
**i) English Word-formation Processes and Vocabulary**  
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## 1.0 Objectives

The objectives of this module are to:

- acquaint students with the concepts of word and vocabulary.
- let students know about various word-formation processes.
- make students familiar with various ways for enriching vocabulary.
- enhance the students competence to use English.

## 1.1 Introduction:

Dear students, the knowledge of words is a key to successful and effective communication. It is well said that without grammar little can be conveyed but nothing can be communicated without words. The collection of words a person knows and uses is the vocabulary of that person. To communicate in English, there is a need to master skills of Listening, Speaking, Reading, and Writing. These skills can be mastered by enriching English vocabulary. There is a need to know words. Words are multi-dimensional. If a user knows an English word, he/she knows its spelling, pronunciation, meaning and usage. Then that word becomes a part of the user's vocabulary.

Basically, there are two types of words in English: simple words and complex words. Simple words are the smallest parts of language. They cannot be divided into meaningful parts. (e.g., *man, nice, very, write, these, three, me, by, above, must, oh*, and many others.) On the other hand, the complex words are made of more than one part. It can be made by combining two simple words (*laptop, skyblue*), a simple word with prefixes ( *incorrect, undo*), a simple word and suffixes (*girls, usefulness*), simple word with prefixes and suffixes (*unhappiness, disconnection*). Actually, a word made through a word-formation process can be treated as a complex word.

A student of English should know as many simple words as he/she can. Every time a student comes across a new simple word, he/she should make that word the part of his/her vocabulary. After studying English for minimum twelve years the first year students of Shivaji University have a considerable English vocabulary. They require to enrich their vocabulary. If you wish to enrich your English vocabulary, you must develop Reference skill in you. When you find a new word, you should refer to a good dictionary which makes you know about the spelling, pronunciation, class, meaning(s) and usage of that word.

The present module aims to focus some ways of enriching vocabulary. It tries to help the students of English to know the words by giving some clues that would be useful in enriching vocabulary.

## **1.2 Presentation of Subject Matter**

In the beginning it is necessary to discuss the English words from the point of view of grammar. There are two types of English Grammar: The old grammar and the new grammar. The old grammar classifies words into eight parts of speech: Nouns (*sale, seller*) Pronouns (*we, himself*), Adjectives (*tall, beautiful*), Verbs (*work, classify*), Adverbs (*rather, happily*), Prepositions (*at, into*), Conjunctions (*or, as though*), and Interjections (*ugh, ouch*). The old or traditional grammar is prescriptive. It gives importance to meaning.

On the other hand, the new or modern English grammar is descriptive and it divides words into two major classes: Open word classes and Closed word classes. Nouns (*mother, motherhood*), Full verbs (*go, realize*), Adjectives (*nice, beautiful*) and Adverbs (*too, actually*) are the open word classes. They are called so because they are open-ended. Their number is not fixed. New words can be added to their existing list. The open word classes are also called content words as they carry meaning. On the contrary, Determiners (*this, enough, a*), Enumerators (*one, fifth, last*), Pronouns (*we, it*), Prepositions (*on, under*), Conjunctions (*but, if*), Operator verbs (*be, must*) and Interjections (*wow, ugh*) are the closed word classes. They are called so as their number is fixed and a new member cannot be added to their list. They are also called structure words. Their knowledge makes communication in English more accurate, intelligible and fluent. As they are limited a user can know them easily. These structure words can be treated as the fundamentals of

communication in English, because vocabulary and knowledge of grammar are complimentary in the act of communication.

English is a foreign language for us. To enrich English vocabulary, we need to have ample exposure to the English language. We can have this exposure through reading. Now let us see the ways to enrich English vocabulary:

### **1.2.1 English Word-Formation Processes and Vocabulary:**

Vocabulary means ‘all the words that a person knows or uses’. It varies from individual-to-individual. It also refers to ‘all the words in a particular language’. It is easy to understand a word both grammatically and semantically, if we know how that word is formed. In English new words are formed by using the word-formation processes like Affixation, Compounding, Conversion, Clipping, Blending, Reduplication, Back derivation, and Acronymy. Affixation, Compounding and conversion are the major word-formation processes and the remaining are the minor word-formation processes.

#### **1.2.1.1 Affixation:**

Affixation is a very common and creative word-formation process in English. It involves forming new words by adding an affix or affixes to the root or base of the word. It includes process like prefixation and suffixation which are very commonly used in English to make new words.

##### **a) Prefixation:**

In prefixation, a prefix is attached in the beginning of a root or base of a word. All the prefixes in English are derivational. They are used to make new words. On this ground, they can further be divided into: class changing and class maintaining prefixes.

##### **i) Class Changing Prefixes**

A few prefixes are class changing. They change the class of the root to which they are affixed, as their attachment changes the word from one word class to another.

For example, word ‘friend’ is a noun. When the prefix, *be-* is affixed to it, the verb *befriend* is derived. *A-* in *asleep*, *be-* in *becalm*, *en-* in *encage*, *de-* in *deforest*,

*dis-* in *disbar*, *non-* in *non-stick*, and *un-* in *unhorse* are class changing prefixes. Almost all the other prefixes are class maintaining.

## ii) Class Maintaining Prefixes

They are called so because their affixation or addition to the root of a word does not change the class or part of speech of the root word to which they are affixed.

For example, 'happy' (Aj) → 'unhappy' (Aj), 'cycle' (N) → 'bicycle' (N), and 'generate' (V) → 'degenerate' (V).

Prefix *de-* is both class changing and class maintaining. Some common prefixes of English are given below:

Prefix	Root/base	New word
un-	happy	unhappy
non-	violence	nonviolence
in-	correct	incorrect
mis-	understand	misunderstand
pre-	lunch	pre-lunch
post-	war	post-war
inter-	school	interschool
re-	make	remake
multi-	national	multinational

## b) Suffixation:

Suffixation involves adding one or more suffixes in the end of a root/base. English suffixes are either Inflectional or Derivational.

### i) Inflectional Suffixes of English:

Inflectional suffixes come at the end of the word. They come after the derivational suffixes, but nothing comes after them. English has a limited number of inflectional suffixes. They are affixed to a stem of a word (such as Noun, Verb, Adjective, Adverb) to create different grammatical forms of the same word. They do not make new words. There are eight inflectional suffixes in English. They express grammatical concepts such as number (plural suffix: -s/-es in apples, books, churches, babies), person (third person singular subject present tense suffix: -s/-es in walks, moves, catches), tense (past tense suffix: -ed in played, talked, wanted),

aspects (present participle suffix: –ing in *coming*, *working* and past participle suffix: –ed/-en in *played*, *taken*) , case ( –s in *Rohit 's*, *boy 's*, *girls '*), and degree (–er in *taller*, *smarter* and –est in *tallest*, *smartest*)

## ii) Derivational Suffixes of English

The derivational suffixes are used to create new words. The derivational suffixes of English can be classified variously. They can be broadly classed into class maintaining derivational suffixes and class changing derivational suffixes.

### Classification of Derivational Suffixes:

Suffixes added to a particular class of word to derive a new word belonging to the same class are called **class maintaining derivational suffixes**. For example, the suffix *-hood* is class maintaining as it can be added to nouns like *child*, *brother*, and others to make nouns such as *childhood*, *brotherhood*.

English has a limited number of **class maintaining derivational suffixes** such as: *-ese*, *-ess*, *-ette*, *-hood*, *-let*, *-ling*, *-ster*, *-eer*, *-ship* and a few others.

Most of the derivational suffixes of English bring about change in the class of the base to which they are added. Such suffixes are called **class changing derivational suffixes**. For example, the suffix *-ify* changes the noun, *class* in the verb, *classify*. Hence, it is class changing.

Suffixes like *-able*, *-al*, *-ance/-ence*, *-ant/-ent*, *-ard*, *-ary*, *-ate*, *-ion(-tion, -ation, -ition* and others), *-ative*, *-ed*, *-ee*, *-esque*, *-fold*, *-ic*, *-ify/-fy*, *-ism*, *-ist*, *-ite*, *-ity*, *-ive*, *-ize*, *-less*, *-ly*, *-ment*, *-er*, *-or*, *-most*, *-ness*, *-ous/-eous*, *-some*, *-ure*, *-word(s)*, *-wise*, and others are class changing derivational suffixes of English.

English has a few suffixes that can be **both class changing and class maintaining derivational suffixes**. For example, the suffix, *-dom* becomes a class changing suffix when it is attached to an adjective, *free* to derive the word *freedom*, a noun. It works like a class maintaining suffix, when it is added to a noun such as *king* to form a noun, *kingdom*. The suffixes like *-age*, *-an*, *-ian*, *-dom*, *-ful*, *-ing*, *-er*, *-y*, *-ish*, can be the member of this group of derivational suffixes. They may or may not change the class of the base to which they are appended.

In English, it can be observed, prefixation is typically class maintaining while derivational suffixation is typically class changing.

### **Classification of Suffixes as per the Class of Derivatives:**

Suffixes of English can also be classified as per the part of speech or word class of the derivatives they form:

**Noun Forming Suffixes** of English are added to the variety of bases to form nouns. Hence, the suffixes in this category can further be classified into:

The class of **Suffixes Forming Nouns from Nouns** includes suffixes like *-dom* (king~kingdom), *-ess* (poet~poetess), *-er* (London~Londoner), *-ette* (kitchen~kitchenette), *-hood* (child~childhood), *-ism* (Marx~Marxism), *-let* (flat~flatlet), *-ling* (duck~ duckling), *-scape* (land ~ landscape), *-ship* (friend ~ friendship), and others.

The class of **Suffixes forming Nouns from Verbs** consists of suffixes like *-ation* (examine ~ examination), *-ee* (employ ~ employee), *-al* (propose ~ proposal), *-ary* (dispense ~ dispensary), *-er* (work ~ worker), *-ment* (enjoy ~ enjoyment), and many others.

The suffixes like *-cy* (delicate ~ delicacy), *-dom* (free ~ freedom), *-er* (ten ~ tenner), *-hood* (false ~ falsehood), *-ist* (social ~ socialist), *-ness* (happy ~ happiness), *-th* (warm ~ warmth), and others are the part of the class of **Suffixes Forming Nouns from Adjectives**.

**Adjective Forming Suffixes** are the **Suffixes Forming Adjectives form Nouns** which include *-al* (nation ~ national), *-ate* (passion ~ passionate), *-en* (gold ~ golden), *-ese* (Pekin ~ Pekinese), *-esque* (picture ~ picturesque), *-ful* (colour ~ colourful), *-ic* (artist ~ artistic), *-ly* (friend ~ friendly), *-ous* (courage ~ courageous), *-y* (luck ~ lucky) and others.

Some English adjectives are formed by adding following suffixes to verbs: The suffixes like *-able* (believe ~ believable), *-ant/-ent* (absorb ~ absorbent), *-atory* (affirm ~ affirmatory), *-ful* (scorn ~ scornful), *-ive* (possess ~ possessive), *-less* (count ~ countless), and others belong to the class of **Suffixes Forming Adjectives from Verbs**.

The class of **Suffixes Forming Adjectives from Adjectives** is less productive. Its members are *-ish* (red ~ reddish), *-ly* (good ~ goodly), *-some* (queer ~ queersome).

### Verb Forming Suffixes:

English has only three suffixes for producing verbs:

- a. *-ify* is added to nouns to form verbs as *in class ~ classify*, *beauty ~ beautify*, and others.
- b. *-ize* is appended on nouns (*hybrid ~ hybridize*) and affixed to adjectives (*nasal ~ nasalize*) to form verbs.
- c. *-en* is attached to adjectives to form verbs, as in *short ~ shorten*, *weak ~ weaken*.

### Adverb Forming Suffixes:

*-ly*, *-ward(s)*, and *-wise* are adverb forming suffixes of English. Out of these, *-ly* is very productive with adjective bases. For example, *happy ~ happily*, *home ~ homeward(s)*, and *student ~ studentwise*.

### Check Your Progress - I

**Task 1 (A) Fill in the blanks with a prefix that forms the opposite of these words.**

- |                 |                |             |                |
|-----------------|----------------|-------------|----------------|
| 1. ....patient  | 2. ....happy   | 3.....pure  | 4.....honest   |
| 5. ....friendly | 6. ....legible | 7.....agree | 8. ....connect |

### Task 1 (B)

**i. Put the words in the brackets in the appropriate form using suffixes:**

1. He was acting in a very ..... way. (child)
2. He wants to be an ....., when he grows up. (engine)
3. There is no ..... in his presentation. (weak)
4. He completed the work in time. He became ..... (success)
5. She is a famous ..... She has made ten centuries. (bat)

**ii. Make Nouns of the following words by adding suffixes and use them in sentences:**

1. *prepare*, 2. *refuse*, 3. *run*, 4. *manage*, 5. *fail*, 6. *private*

**iii. Make Adjectives of the following words by adding suffixes and use them in sentences:**

1. *beauty*, 2. *affection*, 3. *earth*, 4. *China*, 5. *acid*



**iv. Make Verbs of the following words by adding suffixes or prefixes and use them in sentences:**

1. *real*, 2. *class*, 3. *short*, 4. *friend*, 5. *courage*

**1.2.1.2 Compounding:**

Next to affixation, compounding is the second most common process of forming new words in English. In this process a new word is formed by combining two or more words. There can be Noun Compounds (*sunrise, call-girl, tea-time* and many others), Adjective Compounds (*heart-breaking, mouth-watering, duty-free, handmade*, and others), Verb Compounds (*baby-sit, sky-dive*, and others)

**1.2.1.3 Conversion:**

It is the third major word-formation process in English. It means converting a word of one grammatical class into a word of another grammatical class without changing its form.

Conversion can be:

- a) **Noun to verb**, as exemplified by *pen, water, skin, bottle, corner, coat, mask, peel, knife, nurse, mail, cash* and so on.
- b) **Verb to noun**, as instanced by *answer, bore, buy, call, catch, cheat, doubt, find, jump, laugh, retreat, throw, turn, walk, wrap* and many others.
- c) **Adjective to verb**, as illustrated by *better, calm, dirty, dry, empty, slow, idle*, and others
- d) **Adjective to noun conversion** is demonstrated by various examples like *daily, comic*, and other

**Check Your Progress - II**

**I) Give five examples of compound words:**

**II) Write sentences using the following words as:**

- a) **verbs** –water, peel, nurse, corner
- b) **nouns** – call, jump, laugh, smile

#### 1.2.1.4 Reduplication:

Reduplication is a *process in which meaning is expressed by repeating with a little change*. It means making a new word by repeating a word with a change in the initial consonant as in *helter-skelter*, *nit-wit*, and many others or in the medial vowel as in *wishy-washy*, *tick-tock* and so on.

Reduplication is commonly used i) to imitate sounds, e.g.: *ding-dong* (of bell); ii) to suggest alternating movements, e.g.: *seesaw*; iii) to ridicule by suggesting uncertainty, nonsense, insincerity, etc, e.g.: *higgledy-piggledy*, *wishy-washy*; and iv) to intensify, e.g.: *tip-top*.

Some examples of reduplication in English are *ning-nong*, *now-now*, *pell-mell*, *bow-wow*, *roly-poly*, *ship-shape*, *sing-song*, *ping-pong*, *tee-hee*, *teeny-weeny*, *teensy-weensy*, and others.

#### 1.2.1.5 Clipping:

To clip means to cut off or cut short/ shorten. Clipping involves creation of a new word by cutting short a long word. Some clippings are given below:

*lab* for *laboratory*, *exam* for *examination*, *dorm* for *dormitory*, *taxi* for *taxicab*, *ad* for *advertisement*, *phone* for *telephone*, *plane* for *aeroplane*, *Bert* for *Alber*, *bus* for *omnibus*, *flu* for *influenza*, *fridge* for *refrigerator* *specs* for *spectacles*, *Maths* for *Mathematics* and others.

#### 1.2.1.6 Blending:

To blend means to mix. Blending is used to form a new word by blending/mixing two parts of two different words. A new word thus formed shares meanings of both original words and it is called a blend. Most of blends are very informal and not stable. They have so short life that they disappear before getting recorded in dictionaries.

Example: *autobus* from *auto*(mobile) + *(omni) bus*, *Brexit* from *Br*(itain) + *exit*,

*Virushka* from *Vir*(at) + *An*(ushka), *brunch* from *br*(eakfast) + *(l)unch*, *motel* from *Mo*(tor) + *(Ho)tel*, *interpol* from *inter*(national) + *pol*(ice), *family* from *friend* + *family*, *mobot* from *mobile* + *robot*, *foodoholic* from *food* + *alcoholic*, *deskfast* from *desk* + *breakfast*, *pokémon* from *pocket* + *monster*, *famicom* from *family* + *computer* *trafficator* from *traffic* + *indicator* and many more.

### 1.2.1.7 Acronymy:

Acronymy is used to form new words by bringing together initial letters of a group of words. The words formed this way and having pronunciation are acronyms. For example, ISRO, NASA, UNO, NOW, radar, laser, and others. And the words formed this manner, but having no pronunciation, are termed abbreviations. B.B.C., P.M., T.V., and others are abbreviations.

### Check Your Progress - III

- i) Write five reduplicatives
- ii) Write five clippings
- iii) Write five blends
- iv) Write five acronyms

### 1.2.2 Words in context and Vocabulary:

Context plays a very important role in enriching vocabulary. When you study words, you have to pay attention to the context of situation in which they are used. Actually, you can remember words better when you associate them with other words and understand the similarity and difference between them as they are used in sentences. Vocabulary can be developed through learning synonyms and antonyms:

#### 1.2.2.1 Synonyms:

The words having more or less the similar meanings are synonymous. The following are the pairs of synonyms:

Beautiful: pretty, hurt: injure: wound, distant: remote, mad: insane, tidy: neat, glow: shine, guard: protect

However, it should be noted that no two words have exactly the same meaning. It is so because, even though two words have exactly the same referential meaning, they may differ from emotive, associative or evocative point of views.

For example, there are words which mean almost the same but they are not perfect synonyms. The following sets of words are the examples:

*holy, godly, saintly, sacred, hallowed, divine*

*stroll, wander, march, plod, strut, stride, stagger, stray, ramble, stalk, stumble*

*smile, sneer, grin, giggle, laugh, titter, chuckle, guffaw*

*pull, draw, drag, jerk, lug, tug, wrench, haul, tow*

*hold, catch, grasp, clutch, seize, snatch, grip, clasp, clench*

*lonely, solitary, lonesome, forlorn*

#### **1.2.2.2 Antonyms:**

They are the words with opposite meanings. Antonyms are used for clear and forceful communication. We use a number of antonyms in our day-to-day communication. Some antonyms are given below:

**Antonymous adjectives:** absent X present, beautiful X ugly, clever X dull, difficult X easy, glad X sad, high X low, thick X thin, narrow X wide, rough X smooth, junior X senior and many more.

**Antonymous nouns:** height X depth, arrival X departure, love X hatred, chaos X order, consumption X preservation, controversy X agreement, confidence X diffidence, popularity X notoriety, truth X falsehood, mercy X cruelty, and many more.

**Antonymous verbs:** buy X sell, forget X remember, give X take, increase X decrease, hide X seek, hasten X delay, gather X separate, destroy X create, permit X forbid, strengthen X weaken, and many other.

#### **Check Your Progress - IV**

- i) **Give synonyms of:** 1. *go*, 2. *pull*, 3. *find*, 4. *catch*, 5. *mate*, 6. *instant*, 7. *rent*, 8. *end*, 9. *clever*, 10. *tell*
- ii) **Give antonyms of :** 1. *pretty*, 2. *hate*, 3. *smart*, 4. *short*, 5. *dirty*, 6. *cry*, 7. *disagree*, 8. *incomplete*, 9. *slavery*, 10. *war*.

#### **1.2.3 Problem words:**

The problem words look similar or have same pronunciation but their meanings are different and unrelated. They confuse us. Hence, the knowledge of meaning and usage of such words makes them a part of your vocabulary and enrich it. Some problem words are given below:

1. **air:** (mixture of gases we breathe) The air in the university campus is clean and fresh.

Heir /eə/ : (one who inherits) Usually a son becomes the heir to the property of a father.

2. *wind* /wɪnd/: (air in motion) The wind is blowing.

*Wind* /waɪnd/: (to twist or bend something) The river winds its way between two meadows.

3. *except*: (apart from) We work everyday except Sunday.

*expect*: (to think that something will happen, wish) He expects that he will be the winner.

4. *here*: (in or at this place) A tiger had come here last night.

*hear*: (to listen or to pay attention) I hear songs on radio.

5. *hoard* (to collect and keep large amounts of money and food secretly) The rich hoarded wealth greedily.

*horde*: (a large crowd of people) Cricket fans came in hordes.

6. *adopt*: (to take somebody's child into your family and become its legal parent) The couple adopted a girl from the orphanage.

*adapt*: (modify, to change something) We have to adapt quickly as per the new technology.

*adept*: (skilful) Roma is adept at speaking English.

### Check Your Progress - V

**Look up the following pairs of words in the dictionary and use them in your sentences:**

1. accept – except, 2. complement – compliment, 3. corps – corpse, 4. device – devise, 5. prophecy – prophesy, 6. story – storey, 7. tire – tyre – tier

#### 1.2.4 Phrasal Verbs:

English can be used in both formal or polite way and informal, familiar or colloquial manner. Those who learn English in the classroom and not exposed amply to outside the classroom, may not have access to its colloquial variety. A phrasal verb is combination of a standard verb (especially native) like 'go' or 'look' and a preposition or an adverb which are called particles. This combination forms a new

verb with totally different meaning. For example, a. She *put* the book on the table. b. She *put out* a candle.

In the sentence (b) *put out* means ‘stop something from burning’. In the sentence (a) *put* has its common meaning ‘keep’.

Phrasal verbs are important because they are extremely common in colloquial English. If you are not familiar with them, you will find informal English difficult to understand. A good dictionary has the entries of the phrasal verbs. If you want to master phrasal verbs and consequently English, develop a habit to look for phrasal verbs. Some phrasal verbs are *blow in* (visit unexpectedly), *come along* (accompany), *hand back* (return), *pick out* (choose), *stand up for* (defend), *put up with* (tolerate), and many others.

### Check Your Progress – VI

**Each sentence given below contains an incomplete phrasal verb. Complete the expression by supplying a suitable preposition or adverb particle. Choose your answer from the options given in the brackets.**

1. He takes ..... his grandfather. (after / off / in)
2. The thieves attacked the painter and took many precious paintings ..... (down / away / back)
3. Those shoes don't fit. I am going to take them ..... to the store. (back / away / off)
4. Don't take him ..... an idiot. (for / in / off)
5. The dress was loose for me so I took it to the tailor and got it taken ..... (in / off / down)

### 1.3 Terms to Remember

**Word** : a unit of grammar bigger than morpheme and smaller than phrase

**Open word classes**: open ended word classes

**Closes word classes**: word classes with fixed number of members

**Affix**: a prefix or suffix

**Prefix**: an affix attached at the beginning of a word

**Suffix:** an affix attached at the end of a word

**Prefixation:** a process of making new words by attaching a prefix at the beginning of a word

**Suffixation:** a process of making new words by attaching one or more suffixes at the end of a word

**Compounding:** a process of forming new words by joining two or more words

**Conversion:** a process of forming new words by changing the class of a word without changing its form

**Reduplication:** a process of making new words by repeating a word with a change or without any change

**Clipping:** a process of making new words by cutting short a long word

**Blending:** a process of making new words by mixing parts of two different words

**Acronymy:** a process of making new words by bringing together initial or other letters of a group of words

**Synonyms:** words having almost same meaning

**Antonyms:** words having opposite meaning

## 1.4 Summary

This module introduces you to the concept of vocabulary. It discusses the ways of enriching vocabulary such as affixation, compounding, conversion, reduplication, clipping, blending, acronymy, synonymy, antonymy, problem words and phrasal verbs.

## 1.5 Answers to Check Your Progress

- I. A) 1.im-, 2. un-, 3. im- 4. dis-, 5. un-, 6. il-, 7. dis-, 8. dis-
- B) i) 1. childish, 2. engineer, 3. weakness, 4. successful, 5. batter
- ii) 1. preparation, 2. refusal, 3. runner, 4. management, 5. failure, 6. privacy
- iii) 1. She is *beautiful*. 2. He is *affectionate*. 3. They are *earthly* creatures. 4. The *Chinese* products are cheap. 5. Alcohol is acidic.

- iv) 1. We must *realize* the cause of the problem. 2. They *classify* flowers.  
3. We cannot *shorten* the path of success. 4. Girls should *befriend* boys. 5. Teachers *encourage* students.

II. I) sunset, laptop, classroom, toothpaste, hair-cut

II) a) We *water* plants.; They *peel* potatoes.; Children *nurse* their parents.;  
Don't *corner* him.

b) Give her a *call*.; He took a high *jump*.; They gave out a loud *laugh*.;  
Her *smile* is magical.

III) i) gewgaw, hocus-pocus, flimflam, easy-peasy, skimble-skamble

ii) bra, info, exam, celib, bro, doc

iii) smog, Brexit, fantabulous, camcorder, ginormous, mobike

iv) WIP, ASAP, FOMO, PIN, SIM, TESOL, TOFEL, IELTS

IV) i) 1. depart, 2. drag, 3. discover, 4. hold, 5. pal, 6. sudden, 7. hire, 8.  
conclude, 9. wise, 10. Share

ii) 1. ugly, 2. love, 3. dull, 4. long, 5. clean, 6. laugh, 7. agree, 8. complete, 9.  
mastery, 10. Peace

V) 1. They *accept* everything *except* money.; 2. Ice-cream is a perfect  
*complement* to this dessert. She was happy with his *compliments*. 3. The  
NCC *corps* found a *corpse*. 4. They *devise* this *device*. 5. She fulfilled the  
*prophecy* (N). They *prophesy* (V) rise in the share market. 6. They read a  
*story* on the third *storey*. 7. The long walk *tire* the weak girls. They  
purchased a new *tyre*. The girls sat in the upper *tier* of the theatre.

VI) 1. after, 2. away, 3. back, 4. for, 5. in

## 1.6 Exercises

I. Make nouns from the following words:

brave, refer, great, heigh, equal

II. Make adjectives from the following words:

air, tire, talk, cease, gas



**III. Make verbs from the following words by adding proper prefixes:**

circle, friend, prison, fame

**IV. Choose the word which means almost same as the underlined words in the following sentences:**

1. She is very wealthy.  
a) rich                      b) poor                      c) wise                      d) well
2. He made a real solution.  
a) good                      b) nice                      c) genuine                      d) wrong
3. Every time you cannot blame the system.  
a) accept                      b) accuse                      c) admit                      d) excuse
4. Education may end your misery.  
a) mission                      b) machine                      c) sorrow                      d) happiness
5. She portrayed a painting.  
a) drew                      b) spoiled                      c) photo                      d) picture

**V. Choose the word which is opposite in meaning of the underlined words in the following sentences:**

1. Wild animals are very cruel.  
a) aggressive      b) beastly                      c) kind                      d) angry
2. Demonetization decreased corruption.  
a) increased      b) destroyed                      c) delayed                      d) discourage
- 3) It was a comic film.  
a) lovely                      b) dirty                      c) serious                      d) good
- 4) He is a man of knowledge.  
a) importance      b) information                      c) ignorance                      d) wise
5. The umpire must not be partial.  
a) fair                      b) part                      c) pleasing                      d) pure

**VI. Choose the appropriate word from the pair given below and fill up the blanks in the following sentences:**

1. He is a man of ..... character. (lose/loose)
2. Heart ..... caused her death. (decease/disease)
3. Do not ..... your time and energy in useless things. (waste/waist)
4. The ..... is pleasant. (whether/weather)
5. The world requires ..... (peace/ piece)

**VII. Put the phrasal verbs given in the bracket in its correct place in the following sentences:[carry on, give in, go through, jump in, make up]**

1. Feel free to ..... at any moment while we are talking.
2. Never .....! You can do it!
3. Though he is tired, he wants to ..... his study.
4. Good friends must ..... after trivial disputes.
5. Before the examination students ..... the notes.

**1.7 Further Readings**

Leech, Geoffrey and Jan Svartvik. (2005). *A Communicative Grammar of English*, Third Edition. Singapore: Pearson Education Ltd.

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Rao, Prasad.(2019). *High School English Grammar and Composition*, New Delhi: Blackie ELT Books. Swan, Michael .(2007). *Practical English Usages*, New Delhi: Oxford University Press



## Unit-2

### Tenses and Types of Sentences

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- II.A.3 Answers to Check your progress
- II.A.4. Exercises

#### **II.A.0 Objectives:**

After studying this Module, students will be able to:

- Comprehend the concept of verb.
- Learn and use present, past and future tense.
- Comprehend various types of sentences.
- Use the different tense forms and types of sentences at their own level.

## II.A.1 Introduction:

Words are divided into two classes- Open Word Classes and Closed Word Classes. Open word classes include those words from which you can coin new words by adding affix and are open ended. Noun, Adjectives, full verbs and adverbs are open word classes. Verb (full - verb) is open word class which indicates action, state or occurrence. Verbs tell or assert something about a person or thing.

e.g. 1. He **built** a large and tall house.

2. They **will purchase** the same-coloured dresses.

Verbs can be transitive or intransitive. Transitive verbs denote an action which passes from subject to object. The action mentioned in the verb is directed to someone or something which can be object in a sentence.

e.g. 1. He purchased a new book on his birthday.

2. The customers carried their bags from trolleys.

Intransitive verbs express a state or being. Here, verbs are without object.

e.g. 1. The meeting was cancelled.

2. The mud pot broke into pieces

Verbs can be of regular or irregular forms. Regular verbs have similar past tense (Ved) and past participle (Ven) forms. These forms take –ed inflectional suffix. On the other hand, Ved and Ven forms of the irregular verb do not take –ed inflectional suffix.

Sr. No.	Verbs	Regular		Irregular	
1	Vo (Base form)	Dance	Wash	break	shut
2	Vs/es	dances	Washes	breaks	shuts
3	Ved (past)	danced	Washed	broke	shut
4	Vi (Infinitive)	to dance	to wash	to break	to shut
4	Ving (Progressive)	dancing	Washing	breaking	shutting
5	Ven (Past Participle)	danced	Washed	broken	shut

Verbs must agree with its subject in number (singular and plural) and persons (first, second and third). Study the following examples:

e.g. 1. She **paints** a picture with natural colour.

2. They **paint** a picture with natural colour.

## **II.A.2 Presentation of Subject matter**

### **II.A.2.1 Section-1**

#### **Tenses:**

Tense corresponds between time and various verb forms. It is a grammatical term represented by different verb forms. There are three main types of tenses. These are

**1. Present Tense**

**2. Past Tense**

**3. Future Tense**

Let us study these types in detail:

#### **1. Present Tense:**

Present Tense mentions the current or present action /event/state, universal truth, habit, etc. Study the following examples:

1. He **works** in a bank.

2. They **are learning** French language now a days.

See the verb forms (works, are learning) used in above examples in accordance with subject verb concord.

Present Tense is further divided into following four types:

**A. Simple Present Tense**

**B. Present Continuous Tense (Present Progressive)**

**C. Present Perfect Tense**

**D. Present Perfect Continuous Tense**

Let us study these subtypes in a detailed way.

### A. Simple Present Tense:

Simple Present Tense is used to denote following situations or states:

#### I. Present state (condition) or event:

- e.g. 1. She **is** a doctor..  
2. **Do** you **know** about this course?  
3. My uncle **works** in a bank.

#### II. To mention habitual actions:

- e.g. 1. She (always) **complains** about odd situation.  
2. Every day, I **spare** one hour for Yoga.

#### III. To denote universal or general truth:

- e.g. 1. The earth **moves** round the sun.  
2. Birds **fly** in the sky.

#### IV. To express future event of a fixed schedule:

- e.g. 1. The first lecture starts at 8.00 a.m.  
2. The next plane is at 10.00 p.m.  
3. When **does** the office **open** on Saturday?

#### V. To express quotations, you can use simple present tense:

- e.g. 1. Time **waits** for none.  
2. Practice makes man perfect.

#### VI. Simple Present tense is also used in the main clause of Adverbial Subordinate clause (ACI) of time and condition.

- e.g. 1. If our team **wins** the final match, we shall celebrate.  
2. Unless you **work** hard, you won't get success.

#### VII. The headlines of newspaper or broadcast commentaries also use simple present tense for the past happenings for the purpose of stress on the succession of happenings.

- e.g. 1. Manu Bhaker **becomes** 1<sup>st</sup> Indian to win 2 medals in Olympic Games.  
 2. He **throws** the ball with high speed.

See the sentence structure used for simple present tense

S+ V(o) (s/es) +(O+C+A+-----) (Object +Complement +Adverbial)

## B. Present Continuous Tense (Present Progressive) :

The Present Continuous Tense is used:

- I. To indicate the action that is in progress and going on at the time of speaking and of limited duration.

- e.g. 1. I **am cleaning** my spectacles.  
 2. Seema **is working** in the garden now.  
 3. The boys **are playing** Kho-Kho.

- II. To express temporary action (habitual action) which is not required to take place at the time of speaking:

- e.g. 1. They **are searching** for a new house on rent.  
 2. I **am reading** Shakespeare's *King Lear*.  
 3. They **are worrying** about extra expenses.

- III. To indicate a fixed or planned action which is going to happen in future:

- e.g. 1. The committee **is visiting** flood affected area next week.  
 2. My brother **is coming** from Mumbai tomorrow.

- IV. The present continuous tense is also used to indicate habitual action which conveys feeling of irritation:

- e.g. 1. The boy is very naughty. He **is** always **teasing** other boys.

Note that Present continuous tense is not normally used for the verbs of perception (see, hear, etc.) and verbs of emotion (agree, believe, etc.).

See the sentence structure used for present continuous tense

S+ v(operator verb)+ Ving+(O+C+A.....)

### C. Present Perfect Tense:

Present Perfect Tense is used for the following situations:

I. To express the action which is just completed with the results in present time.

- e.g. 1. The train **has** just **arrived** at the station.  
2. Alia **has completed** her work.

II. To indicate indefinite events, whose time is not given:

- e.g. 1. **Have** you **completed** any computer software course recently?  
2. My application for leave **has been cancelled**.

III. To describe past action with effects in present time.

- e.g. 1. The little boy **has finished** all the chocolates.  
2. Students **have attended** the contact sessions regularly (this year).

IV. To indicate an action started in the past leading up to present.

- e.g. 1. She **has been** busy with her research work.  
2. How long **have** you **waited** for me?

See the sentence structure used for present perfect tense

S+ have/has+ Ven+(O+C+A+.....)

### D. Present Perfect Continuous Tense (Present Perfect Progressive):

This type of present tense is used to mention or suggest an action started in the past and is still continuing in present time. It indicates that the action has been started some time ago and is still going on.

Study the following examples:

1. We **have been living** in this house since last 60 years.
2. What **have** you **been doing** sitting here all day?

Present perfect continuous tense is also used to indicate past actions already finished with present results. For Instance:

Where are you now a days?

I **have been preparing** for competitive examinations.



See the sentence structure used for present perfect continuous tense

S+ have/has been+ Ving+(O+C+A+...)

### Check your progress-I

**A. Identify the type of tenses (verb forms) used in the following sentences and choose the correct options given below:**

1. He is waiting for his friends.
  - a. Present Continuous Tense
  - b. Past Continuous Tense
  - c. Simple Present Tense
  - d. Future Perfect Continuous Tense
2. My neighbour drinks coffee every morning.
  - a. Present Perfect Tense
  - b. Simple Past Tense
  - c. Simple Present Tense
  - d. Future Perfect Continuous Tense
3. Sachin has been playing cricket since childhood.
  - a. Past Perfect Tense
  - b. Present Perfect Continuous Tense
  - c. Simple Present Tense
  - d. Future Perfect Continuous Tense
4. The company manager has just visited our branch .
  - a. Simple Present Tense
  - b. Simple Past Tense
  - c. Present Perfect Tense
  - d. Future Perfect Continuous Tense
5. I know three languages.
  - a. Present Perfect Tense
  - b. Simple Future Tense
  - c. Simple Present Tense
  - d. Future Perfect Continuous Tense
6. We are leaving for Mumbai tomorrow at 11.00 a.m.
  - a. Present Continuous Tense indicating future time
  - b. Past Continuous Tense indicating future time
  - c. Simple Present Tense
  - d. Future Perfect Continuous Tense

**B. Match the pairs with column (A) and column (B):**

- | (A)   | (B)                         |
|---|-----------------------------|
| 1. To express universal truth                 | a) Present perfect Tense    |
| 2. To express the action just completed       | b) Simple Present Tense     |
| 3. Present Perfect Continuous Tense           | c) Present continuous Tense |
| 4. To indicate the action that is in progress | d) have/has been +Ving      |

**C. Write short notes on the following:**

1. Present continuous tense
2. Present perfect tense

**II. A.2. 2 Section -2**

**II. Past Tense:**

Past tense is used to indicate past happenings. An action, event or state happened earlier is denoted by past tense. It is subdivided into four sub types:

**A. Simple Past Tense**

**B. Past Continuous Tense (Past Progressive)**

**C. Past Perfect Tense**

**D. Past Perfect Continuous (Past Perfect Progressive) Tense**

Let us study these sub types in a detailed way:

**A. Simple Past Tense**

This type of past tense is used to state the action, event that happened earlier using time adverbs like yesterday, last year, etc. or without time adverbs.

Study the following examples:

1. He **submitted** the research project last month.
2. Samiksha **resigned** her job and **joined** the new one.

See the sentence structure used for simple past tense

S+ Ved+(O+C+A+-----)

## B. Past Continuous Tense (Past Progressive):

Past Continuous Tense is used:

- I. To indicate situation or event or action that existed at a particular time in the past. That is, the action which was in progress in past time is denoted by past continuous tense.

e.g. 1. My father **was reading** the newspaper at that time.

2. Jasmine **was playing** the classical song.

- II. Past continuous tense is also used with adverbial clause of time (beginning with when/whenever) with main clause using simple past tense.

e.g. When I reached home, mother **was working** on computer.

Here the clause *When I reached home* is adverbial clause of time beginning with 'when'. See the tense used in main clause is past continuous.

Study some other examples:

1. When I met her, she **was reading** the newspaper.
2. I **was suffering** from toothache, so I went to dentist.

See the sentence structure used for past continuous tense

S+ v (was/were)+Ving+(O+C+A+-----)

## C. Past Perfect Tense:

Past Perfect Tense is used for the situations/actions/events that happened already before the activity happened earlier or before particular time in past. For Instance,

1. The reason for his success was that he **had studied** sincerely for two years.
2. When Nitya reached the college, the lecture **had already started**.
3. I **had completed** the certificate course before I started my job.

After studying these examples carefully, you will come across that when two actions or events took place in past time, it is essential to mention which action happened earlier. In such a situation past perfect tense is used for the event happened earlier and simple past tense for the later one.

See the sentence structure used for Past Perfect Tense

S+ had+ Ven +(O+C+A+-----)

#### **D. Past Perfect Continuous Tense (Past Perfect Progressive):**

To indicate the action or event that started in the past at particular time and continued up to a certain time or until shortly before it, past perfect continuous tense is used. Study the following examples:

1. Asmita **had been planning** to shift to another city but her husband did not agree.
2. The tourists **had been travelling** continuously for 12 hours.
3. They **had been observing** the painting carefully before they left the museum.

See the structure used for Past Perfect Continuous Tense

S+ had been+ Ving + (O+C+A+----)

**Note:** The verb ‘used to’ is used, to denote habitual action happened regularly in past. Thus, to talk about something that happened continuously again and again in past, ‘used to’ is used. For example,

1. When I was very young, I **used to** live with my grandparents.
2. In our childhood we **used to play** hide and seek.

#### **Check your progress-II**

##### **A. Choose the correct alternative given below to complete the sentences:**

1. In her childhood she ..... play with toys.  
a. used to                      b. is                      b had been                      d. was
2. When I reached his house, he ..... a book.  
a. was reading                      b. is reading  
c. had reading                      d. had been reading
3. How many pages ..... yesterday?  
a. do you read                      b. you have read  
c. did you read                      d. you read



## D. Future Perfect Continuous Tense

Let us study these sub types in a detailed way.

### A. Simple Future Tense:

- I. Simple Future tense is used to indicate an action or event that takes place in future time.

- e.g. 1. Our team **will** definitely **win** the match.  
2. She **will not agree** with this proposal.  
3. I **shall apply** for education loan for post-graduation.

See the structure of Simple Future Tense

S+ will/shall + Vo (base form of verb) + (O+C+A.....)

- II. Simple future tense is also used for the future time which can't be controlled.

- e.g. 1. Perhaps, things **will be** better soon.  
2. The candidates **will receive** admit card before the examination.

- III. To indicate simple future tense 'be going to' is used along with the base verb form (be going to+ Vo). Study the following examples:

1. We **are going to purchase** a new house next year.  
2. The company **is going to shift** its location.

### B. Future Continuous Tense:

To indicate an action or event which will be in progress in future time, future continuous tense is used.

1. We **shall be working** in the field on Saturday.  
2. The match **will be continuing** next day also.  
3. **Will you be staying** here for a long time?

See the structure used for Future Continuous Tense

S+ will/shall be + Ving + (O+C+A+----)

### C. Future Perfect Tense:

Future Perfect Tense is used to indicate an action or situation that will be completed within a particular time. Study the following examples:

1. After 10 years I **will have earned** enough amount from my savings.
2. He **will have left** the city before you reach there.
3. Tomorrow at this time I **shall have reached** Delhi.

See the structure used for Future Perfect Tense

S+ will/shall have+ Ven + (O+C+A+----)

### D. Future Perfect Continuous Tense:

Future perfect continuous tense is used to indicate the situation which will be in progress over a period of time. For example,

1. Next month I **shall have been joining** my duties.
2. On summer vacation, we **will have been staying** at hill station this year.
3. By next June, Sandesh **will have been teaching** English for three years.

See the structure used for Future Perfect Continuous Tense

S+ will/shall have been + Ving + (O+C+A+----)

### Check your progress -III:

#### A. Complete the following sentences by using the correct verb form of future tense for the verbs in bracket.

1. At present I am busy. I ..... (see) the proposal later.
2. Tomorrow at this time, I..... (teach) English at B. A. Part I class.
3. The lecture ..... (start) at 8.00 a.m. daily.
4. Tomorrow is holiday. I am going .....(visit) hill station.
5. I am tired. I..... (take) rest for some time.

#### B.1. Read the following sentences:

- A. I will complete the homework tomorrow.
- B. Children will definitely enjoy the film.

- C. They will played for the team.
- D. We are go on trekking next Sunday.

Identify the correct sentence/s by choosing the correct option given below:

- a. Only (A) and (B)
- b. Only (C) and (D)
- c. Only (A)
- d. Only (B)

**2. Read the following sentences:**

- A. I will have left the city before my friend arrives.
- B. The next plane arriving at 3.00 p.m.
- C. She will be appearing for exam tomorrow at this time.
- D. The film is about to start.

Identify the correct sentence/s by choosing the correct option given below:

- a. Only (A), (C) and (D)
- b. Only (C) and (D)
- c. Only (A) and (B)
- d. Only (B)

**3. Read the following sentences:**

- A. Simple Future tense is used to indicate an event that will take place in future time.
- B. Future Perfect continuous tense is used to indicate an action which is in progress in present time.
- C. To indicate simple future tense 'be going to' is used along with the base verb form.
- D. Simple past tense is used to indicate fixed schedule in future time.

Identify the correct sentence/s by choosing the correct option given below:

- a. Only (A), and (B)
- b. Only (B) and (D)
- c. Only (A) and (C)
- d. Only (A) and (D)

**C. Read the telephone conversation given below and use the proper verb forms of future tense for the verbs given in bracket.**

A: Hello, How are You?



B: I'm fine. How about you?

A: Next week I am going to ----- (visit) Mahabaleshwar.

Are you ----- (come)?

B: I .....(try). I'm going..... (call) you back tomorrow morning.

A: O.K. I ..... (speak) to you then.

B: Bye ,Bye!

**D. Write short notes on the following.**

1. Simple Future Tense
2. Future perfect tense

**II.A.2.4 Section -IV**

**II. Types of Sentences**

Sentence is the largest unit of language. It consists of group of words that serve a purpose of communication. It is a meaningful group of words that makes complete sense. A sentence includes words which are of different constituents like noun, adjective, pronoun, verb, etc. These are word classes that you have studied earlier.

e.g. Many people are building their houses in bricks.

The words in a sentence can be grouped into various units of language like phrase or clause. Phrase consists of word or group of words which are closely related to one another and convey single meaning. The words in above sentence are grouped into four phrases- (many people), (are building),(their houses) and (in bricks). A Clause consists of one or more phrases including verb phrase. Clause must have verb phrase (predicator).

e.g. My uncle is eating fresh red apple.

The above sentence is grouped into three phrases (my uncle), (is eating) and (fresh red apple). And the sentence having predicator functions as a clause. Thus, a sentence consists of different units of language like words, phrases and clauses.

Sentences can be divided into various types based on two aspects- structure and function. There are four types of sentences according to their functions. Let us study these types:

## **I. Declarative or Assertive Sentences:**

Study the following examples:

1. The dog is barking
2. My sister is a teacher.
3. The committee will declare their recommendations.

The sentences above make a statement. The sentences that make a statement or assertion and declare something are called as Declarative or Assertive sentences. Such sentences are most basic forms and used to convey information, opinions, facts. etc. There is concord between subject and predicator regarding number and person of subject. Declarative sentences can be positive or negative. For instance:

1. She likes sweets. (Positive sentence)
2. She does not like sweets. (Negative sentence)

Declarative sentences can be simple, complex or compound that follows the basic rules for constructing sentences. To illustrate,

1. The building is very old.
2. The boy who is playing football is my brother.
3. She won the award because she worked hard for it.
4. Manisha was suffering from cough and cold, therefore she did not attend the function.

## **II. Interrogative Sentences:**

The sentences which are used for the purpose of asking questions are called as Interrogative sentences. Study the following examples:

1. What is your name?
2. Where do you come from?
3. Did you know this person?
4. Are you happy with this proposal?

You will come across here that some sentences begin with WH-element while some others begin with operator verb. Thus, interrogative sentences are divided into

two types- WH Interrogatives and Yes-No Interrogatives. Let us study these types in detail:

### **1. Yes-No Type Interrogatives (Questions):**

The interrogatives that can be answered with 'Yes' or 'No' are called as Yes-No Interrogatives. Such type of questions is asked for yes/no answers. Study the following examples:

1. Do you know the writer of this book?
2. Have you purchased a new cellphone?
3. Does he know the answer of this question?
4. Did she leave any message?
5. Have you ever visited Kolhapur?

When you study these examples, you will come across that operator verbs (is, are, was, have, has, etc.) are used in sentences before subject. If there is no operator verb in a sentence, dummy operator (do, does, did) is used in place of operator verb.

See the structure of Yes-No interrogatives:

Operator verb + Subject+ Main Verb+ -----?

### **2. WH Interrogatives (Questions):**

WH interrogatives (questions) begin with WH word which is one of the clause elements (S, O, C or A). WH words in such questions can be:

- a. WH- Determiners- who, whom, which, etc.
- b. WH-Pronouns-who, whom, whose, what, etc.
- c. WH- Adverbs- where, when, why, how, etc.

Study the following examples:

1. When will you come back?
2. What are you doing today?
3. Where did you keep my books?
4. Who did you say is coming to meet me?

You see in these examples that the question begin with WH- word. The finite operator is placed after WH word and before subject. The structure of WH interrogative is:

WH word+ Operator Verb +Subject+ Main Verb+----?

### **III. Imperative Sentences:**

The sentences which are used for expressing order or command are called as imperative sentences. Such sentences are used to tell someone to do something. For example:

1. Fill all the necessary details properly.
2. Write an essay on this topic.
3. Do not forget to take appointment of a dentist.
4. Close the window properly.

Imperative sentences begin with non-finite verb. Unlike declarative sentences imperative sentences do not begin with subject. In such sentences subject (you) is deleted.

### **IV. Exclamatory Sentences:**

Exclamatory sentences are the type of sentences which are used to express strong feeling or attitude and the sentences end with exclamatory mark(!).

Study the following examples:

1. How tasty the food is!
2. What a pleasant surprise you gave!
3. How lucky you are to have such friends!
4. What an exciting match it was!

Thus, you will notice that exclamatory sentences are used to express the intensity of strong feelings. Such type of sentences begins with WH word but unlike interrogatives the WH elements do not seek information or answer.

### **Other Types of Sentences (Simple, Compound and Complex Sentences):**

Structurally the sentences can be divided into Simple, Compound and Complex sentences.

#### **I. Simple Sentences:**

Dear students study the following sentences:

1. Yesterday, my friend gave me a book.
2. She always speaks politely.
3. Both the answers are correct.

Each sentence which is called as clause stands separately and can be comprehended independently. Each sentence contains subject and predicator (verb phrase) along with other clause elements. Such sentences contain finite verb. Thus, the sentences which have single predicator are called as simple sentences. For example:

The two sisters            went home immediately.

Subject                      predicate

The other clause elements like object, complement, adverbial are optional.

#### **II. Complex Sentences:**

Conjunctions which are closed word class are linking words which join two or more clauses, phrases or words. They are sub divided into two types- Subordinating conjunctions and Coordinating conjunctions.

**Subordinating conjunctions:** if, although after, since, as soon as, as, because than, so, though, unless, when as if, etc.

**Coordinating conjunctions:** and, or but, nor, neither, etc.

You have already studied simple sentences which consist single clause. There are some sentences which consist of more than one clause having more than one predicator. Study the following examples:

1. You play music and I will sing.
2. If you play music, I will sing.

There is crucial difference in these two sentences. The first sentence consists two independent sentences ‘You play music.’ and ‘I will sing.’ These two independent sentences which are clauses are joined by coordinating conjunction ‘and’. Both these clauses are of same rank or order. In Coordination, a clause is joined with another clause of same status. Both are main clauses. Such clauses are called as Coordinate clauses. Thus, the sentences (clauses) joined by Coordinating conjunctions are called as **Compound Sentences**.

Similarly, sentence no.2 consists two clauses of which the clause ‘if you play music’ is dependent or subordinate. This dependent or subordinate clause can’t stand alone. It is meaningful if it is connected with main clause. Such dependent clauses are called as **subordinate sentences**. Study the following examples:

1. I gave her some money so that she could pay bill.
2. Don’t go anywhere until I come back.
3. Since I lost my spectacles, I am unable to read.
4. Who will win the match is uncertain.

Each above sentence contains two clauses of which one is dependent. These are:

1. so that she could pay bill.
2. until I come back.
3. Since I lost my spectacles.
4. Who will win the match

These clauses are called as subordinate clauses. One of the criteria to identify subordinate clauses is that such clauses begin with subordinate conjunctions. The complex sentence consists of one main clause and one or more subordinate clauses. The subordinate sentences (clauses) are again subdivided into Finite and Non-finite clauses according to structure of verb phrase in a particular clause.

#### **Finite Subordinate Clauses:**

The sentences showing verb forms of regular tenses like present, past or future with their subtypes contain finite verb. To illustrate:

1. The workers are mending the machine [so that they **can start** work.]

2. Everyone knows [that healthy lifestyle is necessary.]
3. He resigned the job [because it **was** inconvenient for him.]

The clauses in square bracket in above sentences are subordinate clauses. The verb phrases (predicators) used in these subordinate clauses show particular tense (past, present or future) and there is concord between subject and predicator. Such verbs are called as finite verbs and the subordinate clauses with finite verb are called as Finite Subordinate Clauses. The clauses in square bracket above are Finite Subordinate Clauses

Apart from subordinate conjunctions, subordinate clauses also begin with **WH Clause element**. WH elements who, what, where, when, how, etc. are used to join two or more clauses. Study the following examples:

1. [Who will win the match] is uncertain.
2. Everyone was happy [when he won the first prize].
3. The food [which she cooked] was very tasty.
4. I don't know [how to use this app in mobile].

Such type of clauses are also finite subordinate clauses.

#### **Non-Finite Subordinate Clauses:**

There are some sentences (clauses) which do not contain finite verb and are without regular tense. Such clauses have irregular verbs. For illustration:

1. He advised him [to read this book].
2. [Buying unnecessary things] is a waste of money.
3. [The instructions given by the institution] are very important.

Study the verbs used in subordinate clauses like 'to read', 'buying', and 'given' do not follow any regular tense form. Such verbs are called as non-finite verbs.

Non-finite verbs are of three types:

1. **Infinitive Verb (Vi)** - e.g. to tell, to go, to make, to eat ,etc.
2. **ING Verb (Ving)**- e.g. watching, working, containing, etc.
3. **EN Verb**- e.g. given, broken, played, etc.

The subordinate clauses containing non-finite verbs are called as **Non-finite Subordinate Clauses**. The subordinate clauses in above sentences like [to read this book], [Buying unnecessary things] and [The instructions given by the institution] are Non-finite Subordinate Clauses.

### **III. Compound Sentences:**

You have already studied that co ordinating conjunctions like and, or, but are used to join two or more words or phrases or clauses. Study the following examples:

1. The water is crystal clear and you can see the bottom of the lake.
2. You can watch T.V. or listen to the radio.
3. Mayuri went to the station but the train has already left the station.

You will come across that in sentence no. 1 the two independent clauses –[The water is crystal clear] and [you can see the bottom of the lake] are joined together by coordinating conjunction ‘and’. Similarly in next examples coordinating conjunctions ‘or’ and ‘but’ are used to join independent clauses. Both the clauses in the sentences are main or independent and are of equal rank. Such sentences are called as Compound sentences. Study some more examples:

1. The weather is cold yet it is pleasant.
2. I can’t run fast nor can swim.
3. He invited all the friends but no one came.
4. You should listen carefully and take lecture notes.
5. Neither he agreed to the proposal nor suggested any solution.

Thus, there are various types of sentences taking into consideration their structure and form which we have already discussed.

### **Check your progress- IV:**

#### **A. Choose the correct alternative as per the given directions:**

1. Identify the simple sentence from the options given below.
  - a. She has been waiting for her brother since last two hours.
  - b. You can wait for me or go home.



- c. He worked hard so that he could earn extra money.
  - d. Who put the bag on the table was secret.
2. Identify the imperative sentence from the options given below.
- a. Samir will send message to the office.
  - b. Send the message to the office.
  - c. Who will send the message to the office?
  - d. Will you send the message to the office?
3. Identify the exclamatory sentence from the options given below.
- a. What a beautiful painting it is!
  - b. What is the price of this beautiful painting?
  - c. The painting is very beautiful.
  - d. Will you buy this beautiful painting?
4. Identify the compound sentence from the options given below.
- a. He is cleverer than his brother.
  - b. You can stay at home or go to office.
  - c. If it rains, I will stay at home.
  - d. He could not go to office because it was raining heavily.
5. Identify the complex sentence from the options given below.
- a. He received the news yesterday.
  - b. I was given surprise by my friends.
  - c. This is the best offer for you.
  - d. Unless you study hard, you won't get success.
6. Identify the WH interrogative from the options given below.
- a. I will get information.
  - b. What a beautiful picture it is!
  - c. Where can I get the information about online payment?

- d. Can you give me the information about online payment?
- 7. Identify the Yes/No interrogative from the options given below.
  - a. It may rain today.
  - b. What you need is accuracy in answer.
  - c. Do you like coffee?
  - d. How do you go to college?

**B. Do as directed.**

**I. Transform the following sentences into exclamatory sentence:**

- 1. It is a very beautiful nature.
- 2. This creature looks very ugly.
- 3. It is very horrible scene.

**II. Transform the following sentences into declarative/Assertive sentence:**

- 1. How peaceful this city is!
- 2. How sad it is that the man died!
- 3. What a wonderful piece of art it is!
- 4. What a yummy food it is!

**III. Transform the following sentences into Yes/No Interrogative:**

- 1. Close the window.
- 2. She has posted the letter.
- 3. He paid the money immediately.

**IV. Rewrite the following sentences by using proper coordinate or subordinate conjunctions:**

- 1. The sparrow is small bird. It survives in adverse environment.
- 2. The elder brother is in college. The younger brother is in school.
- 3. He was ill. He could not go to office.

**C. Write short notes on the following:**

1. Declarative /Assertive sentences
2. WH Interrogatives
3. Imperative sentences
4. Exclamatory sentences
5. Finite subordinate clauses

**III.A.3 Answers to Check your progress:**

**Answers to check your progress -I:**

**A. Identify the type of tenses(verb forms) used in the following sentences and choose the correct options given below:**

- 1 - a. Present Continuous Tense
- 2 - c. Simple Present Tense
- 3 - b. Present Perfect Continuous Tense
- 4 - c. Present Perfect Tense
- 5 - c. Simple Present Tense
- 6 - a. Present Continuous Tense indicating future time

**B. Match the pairs with column (A) and column (B):**

- 1.-b ,      2.- a ,      3.- d ,      4- c

**Answers to check your progress -II:**

**A. Choose the correct alternative given below to complete the sentences:**

1. - a. used to
- 2.- a. was reading
- 3.- c. did you read
- 4.- b. had, started
5. - d.left
- 6.- c. saw
7. - a. He attended the annual meeting of the society.

**B. Match the pairs with sentences in column 'A' with the type of tense used in column 'B':**

- 1.-b ,      2.- d ,      3. - a ,      4- c

**Answers to check your progress -III:**

**A. Complete the following sentences by using the correct verb form of future tense for the verbs in bracket.**

1. At present I am busy. I **will see** the proposal later.
2. Tomorrow at this time I **shall be teaching** English at B. A. Part I class.
3. The lecture **starts** at 8.00 a.m. daily.
4. Tomorrow is holiday. I am going **to visit** hill station.
5. I am tired. I **will take** rest for some time.

- B.**
1. - a. Only (A) and (B)
  2. - a. Only (A), (C) and (D)
  3. - c. Only (A) and (C)

**C. Read the telephone conversation given below and use the proper verb forms of future tense for the verbs given in bracket.**

A: Hello, How are You?

B: I'm fine. How about you?

A: Next week I am going **to visit** Mahabaleshwar.

Are you **coming** ?

B: I **will try**. I'm going **to call** you back tomorrow morning.

A: O.K. I **will speak** to you then.

B: Bye, Bye!

**Answers to check your progress- IV:**

**A. Choose the correct alternative as per the given directions:**

1. a. She has been waiting for her brother since last two hours.
2. b. Send the message to the office.
3. a. What a beautiful painting it is!
4. b. You can stay at home or go to office.
5. d. Unless you study hard , you won't get success.
6. c. Where can I get the information about online payment?
7. c. Do you like coffee?

**B. Do as directed.**

**I. Transform the following sentences into exclamatory sentence:**

1. What a beautiful nature it is!
2. How ugly this creature looks !
3. What a horrible scene it is!

**II. Transform the following sentences into declarative/Assertive sentence:**

1. This city is very peaceful.
2. It is very sad that the man died.
3. It is a very wonderful piece of art .
4. The food is very yummy.

**III. Transform the following sentences into Yes/No Interrogative:**

1. Will you close the window?
2. Has she posted the letter?
3. Did he pay the money immediately?

**IV. Rewrite the following sentences by using proper coordinate or subordinate conjunctions:**

1. Though the sparrow is small bird it survives in adverse environment.

Or

The sparrow is small bird, yet it survives in adverse environment.

2. The elder brother is in college and the younger brother is in school.
3. He was ill so he could not go to office.

or

He couldn't go office because he was ill.

**Exercises:**

**A. Identify the type of tenses of the sentences given below:**

1. The plane will have left by the time you reach airport.
  - a. simple future tense
  - b. past perfect tense
  - c. present perfect tense
  - d. future perfect tense
2. We have lived here for five years.
  - a. simple present tense
  - b. past perfect tense

- c. present perfect tense                      d. future perfect tense
3. We met for the first time after the Covid pandemic.  
 a. simple present tense                      b. Simple past tense  
 c. present perfect tense                      d. simple future tense
4. The earth moves round the sun.  
 a. simple present tense                      b. present continuous tense  
 c. present perfect tense                      d. present perfect continuous tense

**B. Choose the correct option and complete the following sentences:**

1. If you ..... carefully, you ..... the crack on window.  
 a. look, will find                      b. will look, find  
 c. look, find                      d. will look, will find
2. When I ..... home, mother ..... the meal at that time.  
 a. reach, cook                      b. reached, was cooking  
 c. am reaching, will cook                      d. reached, cooked
3. She never..... sweet, but now she ..... it.  
 a. likes, is relishing                      b. is liking, is relishing  
 c. liked, relished                      d. had liked, had relished
4. I ..... from cough and cold since last week, so I..... to physician.  
 a. will suffer, went                      b. had been suffering, went  
 c. suffered, was going                      d. suffered, went

**C. Transform the following sentences into declarative/assertive sentences:**

1. What a pleasant surprise it is!
2. What an amazing idea it is!
3. How awkwardly he treated his neighbours!
4. What a wonderful animal the tiger is!

**D. Transform the following sentences into exclamatory sentences:**

1. It is very sad that he lost his father.
2. You have such a good collection of books.
3. You are so lucky to have such a good friends.

4. It was a very delicious dinner.

**E. Combine the following sentences by using proper conjunctions:**

1. Join NSS. Join cultural activity.
2. He started for the home early. He could not reach on time.
3. He studied hard. He did not get success.

**F. Do as directed:**

1. Identify the correct WH interrogative from the given alternatives.
  - a. Where did he went last Sunday?
  - b. Where did he go last Sunday?
  - c. Where he went last Sunday?
  - d. Where he has went last Sunday?
2. Identify the correct Yes-No interrogative from the given alternatives.
  - a. Did he answer the question?
  - b. Did he answered the question?
  - c. Does he answered the question?
  - d. Had he answer the question?
3. Which of the following is an example of imperative sentence?
  - a. We are taught English.
  - b. The children are playing on the ground.
  - c. Give answer to this question.
  - d. Can you answer all the question?
4. Which of the following sentence does not contain non finite Clause?
  - a. He advised me to resign the offer.
  - b. She will look beautiful wearing this dress.
  - c. The gift given by my parents is very precious.
  - d. We were hungry, so we went home.

**G. Write short notes on the following.**

1. Present Perfect Continuous tense
2. Future Continuous Tense

3. WH Interrogatives
4. Imperative sentences
5. Compound sentences

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## Unit-1

### Description

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- 1.0 Objectives
- 1.1 Introduction
- 1.2 Content
  - 1.2.1 Sub-content I: Describing Persons
  - 1.2.2 Sub-content II: Describing Objects
  - 1.2.3 Sub-content III: Describing Places
  - 1.2.4 Sub-content – IV: Describing Daily Routines
- 1.3 Key to check your progress
- 1.4 Summary
- 1.5 Exercises
- 1.6 Fieldwork

#### **1.0 Objectives:**

After studying this module, you will be able to:

- 1) Know meaning and types of description
- 2) Describe persons giving their physical, as well as, emotional details
- 3) Describe objects of daily use with minute details
- 4) Describe places and locations with their historical, aesthetic and cultural significance
- 5) Describe your and other person's daily routines more effectively.

#### **1.1 Introduction:**

Cambridge dictionary defines description as, “a statement or a piece of writing that tells what something or someone is like.” Collins Dictionary also gives similar definition as, “a description of someone or something is an account which explains

what they are or what they look like.” These two definitions suggest that description is an activity that tries to explain a person or a thing. In day to day life, we often describe happenings around us in our life, people we meet, what we like, what we have seen, our past experiences, our daily routines, and so on. Thus, the description is our daily activity and on the basis of its nature, we can give following types of description:

- 1) Describing Persons
- 2) Describing Objects
- 3) Describing Places
- 4) Describing Daily Routines

## **1.2 Content:**

### **1.2.1 Sub-content I: Describing Persons**

We meet so many people in our daily life. We notice that their physical appearance and mannerism differ from one another. Nobody is alike. We see each and every individual is different. So, according to the context and purpose, the description of a person can be done in various ways. Here are some points to describe a person effectively:

#### **a) Physical Appearance:**

Physical appearance consists of the outer look of a person. While describing a person, you should mention his/her physical aspects like age, gender, height, weight, hair colour and style, eye color, facial features, and body type etc.

#### **b) Personality Traits:**

Personality traits are not visible things like physical appearance. We identify them by our daily experience with that person. A person can be friendly, outgoing, optimistic, funny, adventurous, confident, or shy, etc. The list of these personality traits is infinite, as each and every person has his/her own distinctiveness.

#### **c) Interests and Hobbies:**

Interests and hobbies of a person include many things. These can be favourite sports, music, books, movies, TV shows, and activities etc.

**d) Background and Skills:**

Here you should describe the occupation, education, language(s) spoken, special skills, or achievements of that person.

**e) Unique Characteristics:**

Unique characteristics refers to any distinctive features, habits, or quirks that make them stand out from others.

Now look at the example of description of a female character from *Sunset Boulevard*, by Billy Wilder:

Norma Desmond stands down the corridor next to a doorway from which emerges a flickering light. She is a little woman. There is a curious style, a great sense of high voltage about her. She is dressed in black house pajamas and black high-heeled pumps. Around her throat there is a leopard-patterned scarf, and wound around her head a turban of the same material. Her skin is very pale, and she is wearing dark glasses.

Please note the use of tense in the above paragraph. Simple present tense is used to describe the person. Instead of repeating the name of the same person, the third person pronoun 'she' is used in later sentences. Her unique features and physical appearance like "black house pajamas and black high-heeled pumps", "curious style, a great sense of high voltage", "pale skin", etc. are used to describe her physical aspects. So, while describing a person you should be specific, concise, and respectful. You can adjust the level of details based on the context, whether it's a personal introduction, a professional summary or a creative writing.

**Task I**

**Q.1 A) Choose the most correct alternative:**

- i) Satish is a well-known cricketer. .... plays for India.  
a) He      b) She      c) They      d) It
- ii) Seema is 21 years.....  
a) young      b) old      c) child      d) person

**B) Fill in the blanks with proper pronouns:**

- i) The little girl is carrying a doll in .... hands.

ii) Ajay is an adult person in ..... mid fifties.

**Q.2 Write paragraphs on following topics:**

- a) Choose a family member and write a paragraph describing his/her physical appearance, personality traits, and habits.
- b) Write a paragraph describing your friend's physical appearance, personality traits, and interests.
- c) Choose a celebrity you like most and write a paragraph describing his/her physical appearance, personality traits, and achievements.

**1.2.2 Sub-content II: Describing Objects**

Describing objects and things can be a fun and a creative task. The description of these objects differs according to type of each object.

To describe an object, follow these steps:

- a) Start with **the basics** such as name or type of object and category (e.g., furniture, tool, decoration).
- b) **Give physical description or its physical appearance** mentioning shape (e.g., rectangular, circular, triangular), size (e.g., small, medium, large), colour (e.g., red, blue, green), material (e.g., metal, wood, plastic), texture (e.g., smooth, rough, soft) etc. of that object.
- c) **Mention its features and characteristics** such as purpose or function, parts or components (e.g., buttons, wheels, handles), condition (e.g., new, old, worn out) and unique features (e.g., intricate designs, special markings).
- d) **Add sensory details** of the object like:
  - How it looks (e.g., shiny, dull, colourful)
  - How it sounds (e.g., loud, quiet, musical)
  - How it feels (e.g., heavy, light, comfortable)
  - How it smells (e.g., fragrant, odourless, pungent)
  - How it tastes (e.g., sweet, salty, bitter) (if applicable)

e) **Give context or background like:**

- Where it's commonly found;
- Who uses it or owns it;
- Any interesting history or story behind it, if it has any.

f) Add your **opinion or emotional attachment** to that object.

**Example:**

See the following picture and its description underneath:



**Description:**

The object is a vintage typewriter. It has a rectangular shape with a metal body. The keys are in round shape. The keys consist alphabets from a to z, punctuation marks and numbers from 1 to 9 along with 0. The typewriter is medium-sized and its colour is black. It has a smooth texture and a functional design. The typewriter is used for typing. It makes a distinctive sound when keys are pressed. It is not used nowadays as it is replaced by modern day printers. It's a nostalgic item often found in antique shops or used by writers seeking a unique typing experience.

Remember to be specific, concise, and creative when describing an object!

**Task II**

**Q.1 A) Choose the most correct alternative:**

- i) The shape of book is.....

- a) round    b) rectangle    c) oval    d) triangular
- ii) The cricket bat is made of .....
- a) metal    b) rubber    c) wood    d) glass

**B) Fill in the blanks with proper adjectives:**

- i) The shape of an egg is .....
- ii) The sky is ..... in colour.

**Q.2 Write paragraphs on following topics:**

- a) Write a paragraph describing an object you own and like, describing its physical appearance, features, and your sentimental value.
- b) Choose a painting, sculpture, or any other artwork and write a paragraph describing its visual elements, symbolism, and emotional impact.
- c) Imagine any futuristic object (e.g., humanoid, holographic device, robotic assistant) and write a paragraph describing its appearance, features, and functionality.

**1.2.3 Sub-content III: Describing Places**

We often visit various places during vacations, study tours and sometimes due to work need. There we notice geographical, linguistic and cultural changes. We need to reproduce these visits to our friends and family members. Here are some points to consider while describing a place:

**1. Location:**

- Mention where the place is located such as country, state, city, town, or village
- Give geographic features of that place (e.g., mountains, ocean, desert)

**2. Physical Description:**

Describe physical aspects in terms of:

- Layout and architecture (e.g., modern, historic, rustic, remote etc.)
- Size and scale (e.g., small village, town, large city etc.)

- Nearby landmarks and notable features (e.g., monuments, museums, parks, rivers, etc.)

### 3. **Atmosphere and Ambiance:**

It refers to mental effect it creates such as:

- Mood and feeling (e.g., bustling, peaceful, noisy etc.)
- Sensory details (e.g., sights, sounds, smells, textures)

### 4. **Cultural and Historical Significance:**

- Importance and reputation (e.g., tourist destination, historical site)
- Local customs and traditions

### 5. **Personal Connection:**

- Memories or experiences you've had there
- Your emotional attachment or significance

Example:

Mumbai is the city of dreams. It is the financial capital of India. Mumbai is a vibrant metropolis that never sleeps. From the iconic landmark, The Gateway of India to the teeming streets of Colaba, Mumbai is a city that thrives on energy and enthusiasm. The sounds of honking horns, chattering crowds, and the aroma of street-foods fill the air. It creates a sensory experience like no other city in the world can give. The city's architecture is a mix of colonial-era, modern skyscrapers, and slums. It reflects the city's rich history and diverse population. It has the glamour of Bollywood and the tranquillity of the Arabian Sea. So, according to me, Mumbai is a city that has something for everyone. It is a city that is always on the move, and a city that will leave you enchanted and wanting more.

## **Task III**

### **Q.1 A) Choose the most correct alternative:**

- Panipat is a ..... place.
  - historical
  - fictional
  - imaginary
  - ancient
- The Taj Mahal is a ..... , built in the memory of Mumtaz Mahal.

- a) monument   b) fort   c) castle   d) salty

**B) Fill in the blanks with proper prepositions:**

- i) Kolhapur city is situated..... the banks of the Panchganga river.  
ii) Sangli is famous .... production of turmeric.

**Q.2 Write paragraphs on following topics:**

- a) Write a paragraph describing the physical appearance, landmarks, and character of your hometown or village.  
b) Choose any historical site (e.g., monument, museum, ancient ruin) and write a paragraph describing its significance, appearance, and historical context.  
c) Choose a market (e.g., farmers' market, bazaar, fish market) and write a paragraph describing the sights, sounds, and smells.

**1.2.4 Sub-content – IV: Describing Daily Routines**

Your daily routines give idea of your daily activities that you do on regular basis. If you have well planned daily routine, it helps you to complete your works or study within the deadline and ensures your success. For a college student, a well planned daily routine is essential, as it a turning phase of your life. Along with describing your daily routines, you should learn to plan and execute them effectively. Here some suggestions to describe your daily routine

**a) Start with an effective sentence:**

Start your description with a sentence that grabs the reader's attention, e.g., "My day starts with a burst of energy at 5:30 AM with a refreshing cup of green tea."

**b) Use proper verbs:**

Use action-packed verbs like “rush,” “sprint,” “stroll,” or “meander” to add excitement to your routine. Simple present tense verbs are used to describe the daily activities or hobbies of a person. The verb construction “used to+ infinitive verb” is used to describe daily activity in the past.

**c) Be time specific:**

Give exact times to get a clear idea of your schedule, e.g., I wake up at 6:15 AM. I do yoga around 7:00 AM.etc.



**d) Emphasise your important activities:**

Emphasize the most important activities based on your career goals, mental and physical well being, such as “I dedicate three hours to focused studying” or “I make time for meditation.”

**e) Add your personal touches:**

Share personal details that reveal your personality, like “I enjoy a cup of hot tea while reading newspaper” or “I love listening to music while doing exercises.” etc.

**f) Highlight your unique habits:**

Share any unusual or interesting habits you have, like “I practice gratitude journaling” or “I take a short power nap to feel charged.”

Now, read following paragraph:

**My Daily Routine**

My day starts at 6:00 AM with a refreshing morning walk for 30 minutes.

After that, I exercise for 30 minutes to stay active and energized.

I meditate for 15 minutes to clear my mind and set goals for the day.

After shower, I prepare a healthy breakfast consisting of oatmeal with salads, accompanied by a glass fruit juice.

From 10:00 AM to 5:00 PM, I attend college lectures.

My lunchtime is from 12:30 PM to 1:30 PM, during which I enjoy a balanced meal.

After college, I spend my time on playing music or watching my favourite TV shows from 7 PM to 8 PM.

I enjoy my dinner at 8.00 PM with all our family members.

Before going to bed, I recollect all days happening and reflect on my day's accomplishments.

I sleep around 10:30 PM, feeling content and prepared for another productive day ahead.

Please note, this is just a sample routine and you can customize it according to your needs and preferences.

Like our present daily routines, our routines in the past can be also presented. Grammatical structure, "Used to+ infinitive verb" is used to describe past habits, routines, and states that are no longer true.

Here are some examples of it:

I **used to play** football with my friends. (Used to + verb infinitive)

(Meaning I played football regularly in the past)

Alisha **used to study** English literature.

(Meaning Alisha studied English literature in the past)

Now let's see the example of a detailed past routine:

I used to start my day by reading the newspaper with a hot cup of tea. Every morning, I would sit on the porch, sip my tea, and flip through the pages, reading the latest news and current events. It was my daily routine that connected me to the outside world. I would often clip out important articles that caught my eye and save them in a folder to read later. This daily habit was a staple of my routine for many years, until the rise of digital news sources on smart phones. Today, I still enjoy a good cup of tea but my morning routine has evolved. Now, I scroll through my phone or tablet for the latest news and updates instead of turning physical pages.

Apart from your own daily routine, you can also describe other person's daily routine. Here you are expected to use third person pronouns to describe the daily routine of other people. You need to be a good observer for this purpose. Here is an example:

### **My Mother's Daily Routine**

My mother's day starts early in the morning at 6.00 am. She takes bath at 6.15 am. After that, she offers flower and garlands to gods and prays for our well-being. After it, she prepares breakfast for the entire family. She arranges clothes for everyone for the day and also prepares lunch boxes for all of us. She helps me get ready for college. After getting ready, she eats breakfast and sips her morning coffee. Then she drops me off at college around 9.30 am and goes

straight to her office. She is an engineer and her work shift ends at 5:00 pm. She comes back home with my dad around 5.30 pm. She enjoys her evening tea with my father. She starts preparing for dinner around 7:00 pm. We all together help her to prepare the dinner and to set up the dinner table. We discuss our daily happenings with each other. After dinner, we all together clear the dining table and clean the dishes. She goes to her bed around 10.00 pm and reads her favourite fictional books before sleep.

#### **Task IV**

##### **Q.1 A) Choose the most correct alternative:**

- i) I wake up early in the..... every day.  
a) afternoon   b) night   c) morning   d) evening
- ii) In my childhood, I..... play with dolls.  
a) used to   b) was   c) did   d) am

##### **B) Rewrite following sentences using a proper form of the verb given in the bracket:**

- i) He (meditate) for 15 minutes every day.
- ii) She (travel) daily by car to reach her office.

##### **Q.2) Describe the daily routine of your any of your family member using the following points:**

- When he/she wakes up
- What he/she does in the morning (exercise, shower, breakfast, etc.)
- How he/she spends his/her day (go for work or school, take breaks, and when he/she eats lunch and dinner etc.)
- What he/she does in the evening: (watches TV, reads, or goes to bed etc.)

##### **Q.3 Write about 8-10 lines describing the daily routine of a school teacher. Imagine the necessary details.**

### 1.3 Key to check your progress:

#### Task I

##### Q.1 A) Choose the most correct alternative:

- i) a) He
- ii) b) old

##### B) Fill in the blanks with proper pronouns:

- i) The little girl is carrying a doll in her hands.
- ii) Ajay is an adult person in his mid-fifties.

##### Q.2 Write paragraphs on following topics:

###### a) My Brother:

My brother, Pratyush is 25 years old. He is a tall and handsome young man with a strong and athletic build. He is 6 feet 2 inches tall. He has a rugged charm and a bright smile that can light up a room. His dark brown hair is always perfectly well combed. His sharp jawline and chiselled features give him a confident and determined look. His warm and gentle eyes reveal a kind and compassionate soul. Despite his rugged exterior, he is soft hearted and always happens to be with me there to offer a listening ear or a helping hand. Whether we are exploring new adventures outside or just hanging out at home, he is always my best confidant and partner in mischiefs.

###### b) My Friend

My friend, Rohan, is a vibrant and energetic 22-year-old young man. He has a radiant and an infectious smile. He is 5 feet 9 inches tall with a lean and toned physique. He is a basketball player and that is the reason of his fitness. His dark black hair is always stylishly messy. His bright brown eyes sparkle with warmth and kindness. His sharp nose and physical features give him a striking appearance. The genuine smile on his face can gives positivity to us. He shows a confidence and a sense of adventure that draws people to him. Whether we're exploring new lands or just hanging out over tea, he is a loyal and supportive friend who happens with me all the time. He always knows how to make me laugh and lift my spirits in the time of need.

**c) A Celebrity:**

Amitabh Bachchan is a legendary Bollywood icon and towering figure in the Indian film industry. With a commanding presence, tall and lean physique, and an impressive baritone voice, this 80-year-old superstar shows a sense of authority and command. His signature hairstyle and elegant attire add to his dignified appearance. With a career over five decades in Bollywood, he has entertained audiences with his incredible acting prowess, playing a wide range of roles with remarkable talent and versatility. His roles in early eighties, mostly with name Vijay earned him, the title of “angry young man of Bollywood”. Off screen, he is a humble and compassionate person who avoids disputes. It makes him a beloved and respected figure in the hearts of million Indians.

**Task II**

**Q.1 A) Choose the most correct alternative:**

- i) b) rectangle
- ii) c) wood

**B) Fill in the blanks with proper adjectives:**

- i) The shape of an egg is oval.
- ii) The sky is blue in colour.

**Q.2 Write paragraphs on following topics:**

**a) My Bike:**

I own a bike, Unicorn by Honda. It is a reliable and trusty bike that has been my faithful companion on countless adventures. It has sleek and aerodynamic design and powerful 150cc engine which provides a smooth and responsive ride. The Unicorn's sturdy body frame and robust suspension absorb the bumps and potholes on the Indian roads. It provides a comfortable ride even on the most challenging terrains like mountain and hills. It is also fuel efficient which makes it a practical and economical choice for daily commuting or long-distance travel. Whether I am driving through city streets or cruising down the highway, my bike never disappoints me.

**b) Mona Lisa Portrait:**

The Mona Lisa is a captivating masterpiece portrait by Leonardo da Vinci. The gaze of the young girl in the portrait is hauntingly direct. Her eyes look like following you around the room with a subtle smile. The delicate details of her face and hands create a sense of softness and vulnerability. The intricate details of her clothing and the distant landscape in the background add depth and complexity to the painting. The Mona Lisa's mystique is enhanced by the expressions that seem to shift and change as you gaze upon her. It appeals the viewer to think about her secrets and emotions. Thus, the Mona Lisa is a painting that continues to mesmerize and inspire art lovers.

**c) Humanoid:**

The humanoid is a wonder made by humans. It stands tall and has synthetic body that mimics the curves and contours of a human form. Its advanced android design gives it lifelike appearance. It has intricate details that replicate human physiology. The humanoid's face can recreate human features, with expressive eyes and a mouth that seems capable of conveying emotions. Its dexterous hands are equally impressive and capable of performing delicate tasks with precision and accuracy. The humanoid exudes a sense of intelligence and awareness. It is now blurring the lines between man and machine. It is also posing some serious questions about their evolving artificial intelligence. The Hindi movie, “Teri Baaton Mein Aisa Uljha Jiya” can be cited as its best example.

**Task III**

**Q. 1 A) Choose the most correct alternative:**

- i) a) historical
- ii) a) monument

**B) Fill in the blanks with proper prepositions:**

- i) Kolhapur city is situated along the banks of the Panchganga River.
- ii) Sangli is famous for production of turmeric.

## **Q.2 Write paragraphs on following topics:**

### **a) My Kolhapur:**

Kolhapur is an important city in Maharashtra. It is a treasure trove of history, culture, and natural beauty. Settled along the banks of the Panchganga River, it is renowned for its ancient temples, majestic palaces, and vibrant markets. The city's rich heritage is reflected in its intricately carved architecture, ornate jewellery, and exquisite handicrafts like “Kolhapuri Chappals”. The aroma of delicious Kolhapuri cuisine, including its famous “Misal Pav” and “Tambada - Pandhara Rassa”, wafts through the streets, which tantalise the taste buds of visitors. With its picturesque surroundings, like the majestic Sahyadri hills, the serene Rankala Lake and the Radhanagari Sanctuary, Kolhapur is a destination that offers a unique blend of tradition, beauty, and adventure. It becomes a must-visit destination for travellers.

### **b) Panhala Fort:**

The Panhala Fort is a majestic citadel nestled in the Sahyadri hills. It stands as a testament to the region's rich history and architectural prowess. It is strategically located on a rocky outcrop which offers breath-taking views of the surrounding landscape. Its imposing walls, bastions, and gateways give testimony to the ingenuity of the Maratha Empire. The fort's intricate design, elaborate carvings, sculptures, and ornate ceilings, showcases the skill of ancient craftsmen. The sunset view bathed in a warm orange glow casts a magical spell on the person who visits this historic place. With its fascinating history, stunning architecture, and picturesque setting, the Panhala Fort is a must-visit destination for history lovers, architecture enthusiasts, and nature lovers also.

### **c) Fish Market:**

The fish market is a bustling hub of activity, where fresh catches of the day are showcased in a kaleidoscope of colours and textures. The sound of vendors calling out their daily specials and the hum of eager customers fills the air. The aroma of saltwater and seaweed wafts through the stalls. Fish of all shapes and sizes, species from shrimp to salmon, are put on beds of ice. The market's energy is infectious. The fishermen, chefs, and foodies bargain over prices and share stories of the day's catch. Amidst this chaos, the fish market gives testament to the bounty of the ocean and courage of the people who bring it to our tables.

#### **Task IV**

##### **Q. 1 A) Choose the most correct alternative:**

- i) c) morning
- ii) a) used to

##### **B) Rewrite following sentences using proper form of verb given in the bracket:**

- i) He meditates for 15 minutes every day.
- ii) She travels daily by car to reach her office.

##### **Q.2) Describe the daily routine of your any family member using following points:**

###### **My Father's Daily Routine**

My father's daily routine is a testament to his dedication and discipline. He wakes up every morning at 5:30 AM. He begins his day with a quiet moment of meditation and a cup of hot tea. He then goes to the gym. He spends an hour there exercising and preparing himself for the day ahead. After a quick shower and breakfast, he goes to work, from 10 am to 5 pm. In the evening, he returns home, exhausted but still reserving some energy to spend quality time with us. He helps us with homework, plays games, or simply listens to our stories. As the night approaches, he reads his favourite fictional books or watches a favourite TV show, before going to bed.

###### **Q.3 A School Teacher's Daily Routine:**

A school teacher's daily routine is a balance of preparation, instruction, and care. His day begins early, with a quiet moment of planning and preparation over a cup of coffee. He reviews lesson plans and grade assignments. His working hours are from 10 am to 5 pm. As the students arrive in the school, his focus shifts to instruction, delivering engaging lessons and guiding students through activities and discussions. Throughout the day, he offers individualized support, answers questions, and provides feedbacks to encourage students. He always tries to inspire and motivate his students. After the final bell rings, he attends meetings with colleagues, parents, or administrators, or spends time grading and preparing materials for the next day. As



the day ends, he reflects on what went well and what can be improved, thinking about how to make tomorrow's lessons even better.

### **1.4 Summary:**

The description is our daily activity and on the basis on of its nature, there are four types of description: describing persons, describing objects, describing places and describing daily routines. The description of a person includes a physical appearance, personality traits, interests and hobbies, background and skills and unique characteristics of that person. Objects are described using points like type of object and category, physical appearance, features and characteristics and sensory details etc. Places are described using key terms such as location, physical description, atmosphere and ambiance, cultural and historical significance, and personal connection of that place with the describer. Daily routines give idea of ones' daily activities that they do on regular basis. Simple present tense verbs are used to describe the daily activities or hobbies of a person. The verb construction "used to+ infinitive verb" is used to describe daily activity in the past.

### **1.5 Exercises:**

- a) Choose any historical figure and write a paragraph describing his/her physical appearance, personality traits, and achievements.
- b) Choose any character from a book, movie, or TV show and write a paragraph describing his/her physical appearance, personality traits, and habits.
- c) Choose any household item like chair, lamp, or bookshelf and write a paragraph describing its shape, size, material, colour, and any distinctive features.
- d) Choose a building or structure like house, bridge, or monument and write a paragraph describing its shape, size, material, colour, and any distinctive features.
- e) Choose any city or village you have visited or lived in and write a paragraph describing its layout, architecture, landmarks, and atmosphere.
- g) Write a paragraph describing the daily routine of a traffic inspector.
- h) Choose a grand-parent or an elderly person and write a paragraph describing his/her daily routine when he/she was young.

## **1.6 Fieldwork:**

- a) Maintain a dairy and record in it the details of places you visit.
- b) Collect advertisements of various products of daily use and note their details advertised.
- c) Conduct interviews of the working class people, enquiring about their daily routine.



## Unit-2

### A) A Horse and Two Goats

by R. K. Narayan

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#### **Contents:**

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Presentation of Subject Matter
  - 2.2.1 Section-1
    - A: "The Setting and Muni's Life"
    - B: Check Your Progress
  - 2.2.2 Section-2
    - A: "Visit to Statue and the Meeting"
    - B: Check Your Progress
  - 2.2.3 Section- 3
    - A: "The Deal and the Irony"
    - B: Check Your Progress
- 2.3 Summary
- 2.4 Terms to Remember
- 2.5 Answers to Check your progress
- 2.6 Exercises
- 2.7 References for further study

## **2.0 Objectives:**

1. To develop reading and comprehensive skill
2. To inculcate values among the students
3. To introduce students to Indian Writing in English
4. To enable students to understand the literary contribution of R. K. Narayan
5. To enable students to understand cross-cultural conflicts

## **2.1 Introduction:**

### **About the Author:**

R. K. Narayan was born in a working class south Indian family in Chennai in 1906. R.K. Narayan spent most of his childhood under the loving care of his grandmother, Parvati who taught him arithmetic, mythology and Sanskrit. He also attended many different schools in Chennai like Lutheran Mission School, Christian College High School, etc. He was interested in English literature since he was very young. After getting married in 1933, Narayan became a reporter for a newspaper called The Justice and, in the meantime, he published his first novel, 'Swami and Friends'. His second novel, 'The Bachelor of Arts' was published in 1937. In 1938, Narayan wrote his third novel, 'The Dark Room' which dealt with the subject of emotional abuse within a marriage and it was warmly received, both by readers and critics. He is best known for his novels such as 'Mr Sampath' (1949), 'The Financial Expert' (1952), 'The Guide' (1958) for which he received the Sahitya Akademi Award in 1961, and 'The Man-eater of Malgudi' (1961), and the stories, 'Malgudi Days' (1982).

### **About the Story:**

'A Horse and Two Goats', a short story by the renowned Indian writer R. K. Narayan, offers a rich narrative that serves as an excellent resource for developing reading and comprehension skills among students. The story, set in a small South Indian village, presents a seemingly simple tale that is layered with deeper meanings and themes, making it an ideal text for enhancing critical thinking and understanding.

This story presents a comic dialogue between Muni, a poor Tamil-speaking villager, and a wealthy English-speaking businessman from New York, America.

They are engaged in a conversation in which neither can understand the other's language. The foreigner with his English is baffled by the incomprehensible behaviour of Muni, while Muni is equally mystified by the American's strange words and antics. The author makes the story amusing and humorous in many ways. With gentle humor, Narayan explores the conflicts between rich and poor, and between Indian and Western culture.

Through this story, students are introduced to the unique flavor of Indian Writing in English, a genre that has significantly contributed to global literature. R. K. Narayan, a pioneer of this genre, masterfully blends humor, irony, and social commentary, providing insights into the everyday lives of ordinary people in India. His portrayal of the village of Kritam and its inhabitants allows readers to engage with the cultural and social dynamics of the time.

In addition to its literary merit, "A Horse and Two Goats" also serves as a vehicle for inculcating values among students. The narrative subtly imparts lessons on humility, simplicity, and the importance of understanding and respecting cultural differences. As students explore the interactions between Muni, the impoverished villager, and the affluent American tourist, they are encouraged to reflect on the broader themes of cross-cultural conflicts and globalization.

By studying this story, students not only gain an appreciation for R. K. Narayan's literary contribution but also develop a deeper awareness of the challenges and opportunities that arise from cultural exchanges. This understanding is crucial in a world that is increasingly interconnected, where the ability to navigate and appreciate cultural differences is more important than ever.

## **2.3 Presentation of Subject Matter**

### **2.3.1 Section-1**

#### **A) "The Setting and Muni's Life"**

Kritam is one of the many villages scattered across the Indian landscape, marked by a barely noticeable dot on district survey maps. The maps are primarily for tax officials rather than motorists, as reaching Kritam is difficult due to its location far from the highway, at the end of a rough track created by bullock carts. Despite its tiny size, Kritam's name means "coronet" or "crown" in Tamil, reflecting a grandiose self-perception. The village comprises fewer than thirty houses, with only one made

from brick and cement, known as the Big House. This house, brightly painted in yellow and blue and adorned with elaborate carvings of gods and gargoyles, stands in stark contrast to the other houses, which are constructed from bamboo thatch, straw, mud, and other simple materials. Muni's house is the last one in the fourth street, beyond which fields stretch out.

Muni, in his younger and more prosperous days, owned a flock of forty sheep and goats. He would drive them to the highway a couple of miles away each morning and sit by a clay statue of a horse while the cattle grazed. Armed with a bamboo pole with a crook at the end, he would gather foliage from avenue trees to feed his flock and collect faggots and dry sticks for fuel. His wife, though old, was slightly younger than he was and took care of the household. She would light the domestic fire at dawn, boil water in a mud pot, mix in some millet flour and salt, and give him his first nourishment of the day. She also used to pack a similar millet ball for his lunch, which he used to eat with a raw onion.

Over time, Muni's fortunes decline unnoticed. From his original flock of forty, he was now left with only two goats. His all other goats caught deadly disease. The Big House charges a rent of half a rupee per month for the use of their pen, which Muni can no longer afford, so the goats are tethered to a drumstick tree in front of his hut. This morning, Muni manages to gather six drumsticks from the tree and brings them inside, feeling triumphant. He considers the tree his own because he lives in its shadow, even though no one can precisely claim ownership.

Muni's wife suggests that if he were content with drumstick leaves alone, she can boil and salt some for him, but Muni is tired of the leaves and craves for the drumsticks in a sauce. His wife retorts that he only has four teeth left but still craves big things. She agrees to prepare the sauce if he can get all the necessary ingredients: rice or millet, dhal, chili, curry leaves, mustard, coriander, gingerly oil, and one large potato. Muni repeats the list to himself to remember it and walks to the shop in the third street.

At the shop, Muni sits on an upturned packing case, clearing his throat and coughing to catch the shopman's attention. The shopman eventually notices him and jokingly calls him a "young man," which makes Muni laugh excessively to please the shopman. The shopman, pleased by Muni's response, engages in local gossip with him, which typically includes references to the postman's wife, who had eloped to the

city. The shopman harbors a grudge against the postman, who frequently evades paying his debts.

Muni often asks the shopman for food items on credit, promising to repay later. Sometimes the shopman obliges, but on this particular day, he loses his temper and berates Muni for his unpaid debts. The shopman takes out his ledger and reminds Muni of his longstanding debt of five rupees and a quarter, suggesting that paying it off might allow him entry to heaven (swarga). Muni, caught off guard, mumbles that his daughter had promised to send money for his fiftieth birthday. The shopman doubts Muni's claim, questioning his age and recalling that Muni had mentioned a birthday just five weeks earlier when asking for castor oil. Muni, unsure of his exact age, repeats "fifty" weakly, but the shopman and other onlookers suggests he is more likely seventy.

Feeling humiliated and exposed, Muni eventually leaves the shop and returns home empty-handed. He tells his wife that the shopman has refused to give him anything and suggests her to sell the drumsticks. His wife, frustrated and unable to find anything to give him to eat, tells him to fast until evening, believing it would do him good. She then sends him off with the goats, instructing him not to return before sunset. Muni knows that if he complies, she would somehow find a way to conjure up some food for dinner. Her temper, though volatile in the morning, usually improves by evening. She would likely go out to work, grinding corn at the Big House, sweeping, or scrubbing somewhere, earning enough to buy food and prepare a meal for him.

Despite their dire situation, Muni and his wife manage to scrape by through her occasional labor, relying on the generosity of the Big House for water and sometimes food. Muni's life, marked by a steady decline from moderate prosperity to stark poverty, reflects the harsh realities faced by many villagers in rural India. His daily struggles and the dynamics of his relationship with his wife paints a vivid picture of survival in a small, forgotten village like Kritam.

### **B) Check Your Progress**

1. Muni wishes to eat ....

a) Rice pudding

b) Chicken curry

c) Drumstick sauce

d) Mango chutney

2. Muni promises to pay the amount to the shopman.....
- |                    |                    |
|--------------------|--------------------|
| a) On the same day | b) The next week   |
| c) Next month      | d) On his birthday |
3. ....has promised to send the money to Muni
- |                      |                 |
|----------------------|-----------------|
| a) His brother       | b) His daughter |
| c) The village chief | d) His friend   |
4. The wife of ... ran away with someone.
- |                     |                   |
|---------------------|-------------------|
| a) The postman      | b) The shopkeeper |
| c) The village head | d) The teacher    |

### 2.2.2 Section-2

#### A) "Visit to Statue and the Meeting with the American"

Muni, lets loose his two scrawny goats from the drumstick tree near his hut. He drives them forward with peculiar cries, keeping his head down, lost in thought, and avoiding eye contact with the villagers. He bypasses old acquaintances lounging in the temple corridor, recalling better times when he was wealthier and owned a larger flock of sheep. Those days, the town butcher would visit him weekly, bringing gifts of betel leaves, tobacco, and occasionally bhang, which they would smoke together in a secluded coconut grove. These memories now seem like relics of a previous life.

Muni's fortunes declined after a pestilence wiped out his sheep. His only remaining animals are the two goats, which he wishes someone would take off his hands. The village shopman claims Muni is seventy years old, an age where one waits for God's call. Muni reflects on his life, worrying about his wife's future after his death. They married as children when Muni was 10 and his wife was just 8 years old. They have no progeny, which he believes could have brought them divine blessings. Despite the lack of children, Muni has a fondness for his cousin's daughters in the neighboring village, considering them as good as his own.

As Muni walks through the village with his goats, he avoids looking at anyone, aware that they see him as the poorest man in their caste. Comments about his goats and his poverty follow him, but he remains stoic. Only when he reaches the outskirts of the village he lifts his head, guiding the goats to the foot of a life-sized clay horse



statue at the village edge. Muni spends his days sitting on the statue's pedestal, watching the highway and the passing vehicles, feeling a connection to the larger world.

While sitting at the statue, Muni watches the sun and waits for a signal to return home. He knows his wife would be more sympathetic if he returns home later, giving her time to prepare food and cool off her temper.

The horse is nearly life-size, molded out of clay, baked, burnt, and brightly colored. It rears its head proudly, prancing its forelegs in the air and flourishing its tail in a loop. Behind the horse stands a warrior with scythe-like mustachios, bugling eyes, and an aquiline nose. The old image-makers believed in indicating a man of strength by bulging out his eyes and sharpening his moustache tips. Muni insists that he knows the beads to sparkle like the nine gems at one time in his life.

The horse itself is said to be as white as a dhobi-washed sheet and had a cover of pure brocade of red and black lace, matching the multicolored sash around the waist of the warrior. But none in the village remembered the splendor as no one noticed its existence. Even Muni, who has spent all his waking hours at its foot, never bothers to look up. The statue had been closer to the population of the village, but when the highway was laid through or the tank and wells dried up completely, the village moved a couple of miles inland.

Muni sits at the foot of a statue, watching his two goats graze in the arid soil. He watches the sun tilted westward, but it's not the time to go back home. He must give his wife time to cool off and feel sympathetic before she can scrounge and get some food. He watches the mountain road for a time signal when a green bus appears around the bend.

As he observes a yellow vehicle coming down at full-speed, he notices a red-faced foreigner driving it. As he waits, he notices a new type of vehicle approaching—a yellow car-bus hybrid. It stops near him, and a red-faced foreigner, dressed in khaki, steps out. The man, who turns out to be an American, inspects his vehicle and then notices the horse statue, exclaiming "Marvelous!" Muni is intrigued by the novelty of such spectacles, but late work at the source of the river on the mountain makes him casually describe everything he sees. Today, while observing the yellow vehicle, he notices a red-faced foreigner stopping in front of him. The foreigner approaches Muni, asking for a gas station nearby or waiting until another

car comes. Muni tries to escape, but he cannot easily extricate himself from his seat and the goats. The foreigner asks for gas station first and when he sees the horse statue, he starts to praise it.

The foreigner takes out his silver cigarette case and lights a cigarette, asking Muni if he smokes. Muni responds with surprise, having had no offer of a smoke from anyone for years now. He had always wanted to smoke a cigarette, but only once did a shopman give him one on credit. The other, puzzled but undaunted, flicks the light open and lights Muni's cigarette. Muni draws a deep puff and starts coughing, which is racking but extremely pleasant. When his cough subsided, he wipes his eyes and takes stock of the situation, understating that the other man was not an inquisitor. Yet, he remains wary, no need to run away from a man who gave him such a potent smoke.

The American introduces himself as coming from New York and presents Muni with his card, which Muni fears might be a warrant for his arrest. Despite his wariness, Muni listens as the American explains his visit to India, describing how a power failure in New York led him and his wife, Ruth to decide on a trip to India. The American's wife is currently in Srinagar while he tours the country. Muni can't understand any English so he starts to think that the foreigner is a policeman and investigating the murder happened in neighboring village. Muni is hesitant to answer the question, fearing that he might be trying to present a warrant and arrest him. He is a native of the famous Tamil village of Kritam, which is known for its rich history and cultural heritage.

Muni, in his confusion and nervousness, talks about various village matters. He assures the American that his village has always had a clean record and that any wrongdoing must be from the neighboring village. The American, not understanding Muni's Tamil, continues to ask questions about the statue, impressed by its craftsmanship. Out of fear, Muni starts to explain in his language the recent incident where a body was found mutilated and thrown under a tamarind tree at the border between Kritam and Kuppam, leading to much gossip and speculation. Muni assures the man that his village has a clean record and that their village has always had a clean record.

The man then asks Muni to speak slowly and understand English, as everyone in the country seems to know it. Muni makes some indistinct sounds in his throat and shook his head. The other person then goes on to explain in detail his background,

explaining that he was stuck in a power failure in Connecticut last August and decided to visit India this winter along with his wife, Ruth.

As the conversation continues, Muni becomes more comfortable, especially after the American offers him another cigarette. The American, trying to bridge the communication gap, speaks slowly and clearly, explaining his fascination with different cultures and his desire to explore India. Muni, though still not fully understanding, feels a sense of connection with the foreigner, appreciating the rare opportunity to share a cigarette and a conversation with someone from far away.

Muni is reflective at the end of the oration and says "Yes, no" as a concession to the other's language. He then goes on to explain that he had heard his uncle say something about losing cattle and that the priest at the temple can see the face of the thief in the camphor flame when caught. The American observes Muni's hands intently and asks him what he means by "chop something." Foreigner admits that he enjoys a hobby of chopping wood for the fireplace.

### **B) Check Your Progress**

1. The foreigner has come from .....  
a) England                      b) Australia                      c) America                      d) Canada
2. ....is the name of American's wife  
a) Mary                      b) Ruth                      c) Susan                      d) Emily
3. Muni speaks in .....language  
a) Telugu                      b) Hindi                      c) Tamil                      d) Kannada
4. .... and ... were the ages of Muni and his wife when they married  
a) 20 and 18                      b) 15 and 13                      c) 10 and 8                      d) 25 and 22
5. .... is the approximate age of Muni.  
a) 50                      b) 60                      c) 70                      d) 80

### **2.2.3 Section- 3**

#### **A) "The Deal and the Irony"**

Muni, feeling utterly confused and willing to leave, attempts to walk away muttering, "Must go home." However, the foreigner grabs his shoulder and,

desperate to communicate, asks, “Is there no one here to translate for me?” He scans the deserted road under the sweltering afternoon sun, where a sudden gust of wind whips up dust and dead leaves into a ghostly column heading towards the mountain road. The stranger, almost pinning Muni to the statue, asks, “Isn't this statue yours? Why don't you sell it to me?”

Muni finally grasps the man's reference to the horse and begins recounting its history in Tamil. Muni follows the man's gestures and slowly comprehends the conversation topic, feeling relieved that the subject has shifted from a mutilated body to the statue. He eagerly continues, “I was a child when my grandfather told me about this horse and the warrior, and my grandfather was a child when...” Each attempt to explain the statue's antiquity deepens Muni's reminiscence. The foreigner interrupts, “I don't want to waste my time here. I will offer you a good price for this,” gesturing at the horse, assuming Muni owns it due to his authoritative demeanor on the pedestal.

The foreigner, fascinated by the musicality of Muni's Tamil, wishes he has a tape recorder. “Your language sounds wonderful. I enjoy every word you say. You don't need to explain its points to me,” he said, assuming Muni was engaging in a sales pitch.

Muni, recounting his past, says, “I never went to school; only Brahmins went. We worked in the fields from dawn to dusk, and during harvest, I could play by the tank. I don't know your language. Only learned men and officers do. Our postman knew it but doesn't speak anymore after his wife left him. Women must be watched, or they sell themselves and the home.” He chuckles at his own joke.

The foreigner laughs heartily, offers Muni another cigarette, and, reassured by the continuous supply, Muni decides to stay. The American, standing on the pedestal, lectures, “I could give a better sales talk for this. This is a marvelous combination of colors, though faded. How do you achieve such colors?”

Muni, now sure the topic is the horse and not the dead body, says, “This is our guardian. It signifies death to our enemies. At the end of Kali Yuga, the Redeemer will come as a horse named Kalki, who will come to life, gallop, and trample all bad men.” As Muni speaks of bad men, he envisions his shopkeeper and brother-in-law being trampled by the horse, enjoying the thought.

As Muni visualizes this scene, the foreigner, oblivious to Muni's narrative, assures, "This will have the best home in the U.S.A. I'll push away the bookcase, and if Ruth disapproves, I'll convince her. We might need to shift the TV, but I'll place it in the middle of the living room. Ruth will likely worry about parties, but we'll stand around it and have our drinks."

Muni continues describing the end of the world, "Our pundit said the oceans will cover the earth, carrying good people and flooding the evil ones. Do you know when this will happen?"

The foreigner, misinterpreting the question, responds about transportation, "I can push the seat back and make room in the rear. The van can take an elephant."

Muni, still on avatars, says, "I never missed our pundit's temple discourses. He said Vishnu, the highest god, comes to save us when evil men trouble us. He has come many times. First, as a great fish that saved the scriptures during a flood..."

"I'm a modest businessman dealing in coffee," the foreigner interjects.

Muni catches the word "coffee" and replies, "If you want coffee, drive to the next town during Friday market. They have coffee hotels. I don't wander about; I go nowhere." Returning to avatars, he says, "The first avatar was a little fish that grew into a huge whale, saving the holy books. The next was a wild boar that lifted the earth from the sea..."

The foreigner, trying to emphasize his modesty, repeats, "I am not a millionaire. We can only afford sixty minutes of TV time a month, though we hope to sponsor a regular show if sales go up."

Muni, intoxicated by his memories, explains, "When we played Ramayana, they dressed me as Sita. I had a good voice, and they always gave me the women's roles. I was always Goddess Lakshmi, in a brocade sari..."

The foreigner, realizing time was slipping away, asks, "Will you accept a hundred rupees for the horse? I'd take the soldier too, but no space this year. I'll have to cancel my air ticket and take a boat home with the horse in my cabin if necessary." He smiles at the thought and adds, "I'll pad it with straw so it doesn't break."

"When we played Ramayana, they dressed me as Sita," Muni continues. "A teacher taught us songs, and we paid him fifty rupees. He played Rama and destroyed Ravana, the demon with ten heads. Do you know the story of Ramayana?"

The foreigner, wanting to finalize the deal, replies, “I have a station wagon. I can take the horse if you help me.”

“Do you know Mahabharata? Krishna, the eighth avatar, helped the Five Brothers regain their kingdom. As a baby, he danced on a giant serpent, trampled it to death, and then sucked the demoness’s breasts flat,” Muni elaborates, gesturing with his hands. The foreigner, mystified, asks, “What are you saying? Your answer is crucial. We need to talk business.”

“When the tenth avatar comes, do you know where we’ll be?” Muni asks.

“Help me lift the horse from its pedestal, and we can do anything if we understand each other,” the foreigner insists.

Mutual mystification is complete. The old man chatters on, balancing the conversational credits and debits, saying, “Oh, honorable one, I hope God has blessed you with numerous progeny. You seem like a good man, willing to talk to an old man like me. All day, I have no one to talk to, except when someone asks for tobacco. But I’ve given up chewing; it’s too expensive now.” Noting the foreigner’s interest, Muni asks, “How many children do you have?” The foreigner, misunderstanding, repeats, “I said a hundred,” encouraging Muni to ask about his children’s genders and marriages.

The foreigner, realizing the old man expected money, takes out a hundred-rupee note and said, “Well, this is what I meant.”

Muni, seeing the note, thinks the man was asking for change. Laughing, he says, “Ask our headman, who’s a moneylender. He can change a lakh of rupees in gold sovereigns. He disguises himself in rags to mislead the public. But he thinks I took his pumpkins, so he doesn’t like me.”

The foreigner, deciding to show interest in Muni’s goats, strokes their backs. Muni, now understanding the man wanted to buy his goats, thinks his dream of opening a small shop with the money was coming true. He envisioned selling fired nuts, colored sweets, and green coconut under a thatched roof on this spot.

The foreigner gives Muni one hundred rupees in tens now saying, “This is for you, or you may share it if you have a partner.”

Muni, thinking the foreigner would take the goats, asks, “Are you carrying them in that?”

“Yes, of course,” the foreigner replies, thinking he meant the horse.

“This will be their first ride in a motor car,” Muni says. “Take them after I’m out of sight, or they’ll follow me.” He salutes, turns, and walks away.

The foreigner watches Muni walking away, and then looks at the goats grazing peacefully. He imagines the horse perched on its pedestal in the westerly sun perches on the pedestal of the horse, as the westerly sun touches off and seems to set the warrior's head aflame. He ponders, “I guess he went to get some assistance!” and sits down to wait. After some time, he stops a truck that was going downhill and enlists the assistance of a few men to remove the horse from its pedestal and loads it into his station wagon. He pays each of them five rupees, and in exchange, they help him start his engine and siphons off petrol from the truck.

With the money safely tucked away at his waist dhoti, Muni rushes home. As his wife crouched in front of the heated oven, wondering whether food might miraculously fall from the sky, he closes the street door and steals up to her quietly. Muni shows off his luck for the day. Taking the notes from him, she counts them using the fire's light before exclaiming, "One hundred rupees! What did you get it from? Have you been stealing?"

“I have sold our goats to a red-faced man. He handed me all of this money and drove them away because he was so crazy to have them!

But when he just finishes speaking, they hear the bleating outside. The two goats come at her door when she opens it. "They're here!" she says. "What does all of this mean?"

He swears loudly, grabs one of the goats by the ears, and yells, "Where is that man? Are you unaware that you belong to him? Why did you return?" The goat just wriggles in his hands. He also poses the identical query to the other. The goat gives a self-shake. "The police will come tonight and break your bones if you have stolen," his wife threatens, giving him a fierce look. “Keep me out of it. I'm going to my parent’s house.”

## **B) Check Your Progress**

1. The American gives ..... rupees to Muni.

a) 100

b) 20

c) 50

d) 1000

2. Muni thinks that the American is police and investigating .....
  - a) A theft
  - b) A murder
  - c) A missing person
  - d) A forbidden love affair
3. ....was found in the area.
  - a) Gold
  - b) Minerals
  - c) A mutilated body
  - d) A treasure
4. Muni used to own..... in his prosperous days.
  - a) A flock of sheep
  - b) A herd of cows
  - c) A pair of horses
  - d) A large farm
5. The main theme of the story is .....
  - a) Adventure and exploration
  - b) Misunderstanding and cultural differences
  - c) Love and romance
  - d) War and peace

### 2.3 Summary:

"A Horse and Two Goats" by R.K. Narayan is a story about a poor villager named Muni who lives in a small, remote village in India. Muni, who once had a prosperous life with a large flock of sheep, is now left with just two goats. One day, while he is sitting by the side of the road near a statue of a horse, a wealthy American tourist arrives in a car and tries to communicate with Muni, who only speaks Tamil.

The story revolves around a humorous misunderstanding between Muni and the American. The American thinks Muni is the owner of the horse statue and wants to buy it, while Muni believes the American is asking about his goats. Despite neither understanding the other's language, the American ends up giving Muni a hundred rupees, thinking he has bought the statue. Muni, on the other hand, believes he has sold his goats.

The story highlights the cultural and linguistic gap between the two characters, creating a comic situation where both walk away satisfied but completely misunderstanding each other's intentions. The tale also sheds light on the stark



differences in wealth, lifestyle, and worldview between rural India and the Western world.

## 2.4 Terms to Remember

- **sprawled:** Spread out in an awkward or relaxed way.
- **furrowed:** Having deep lines or wrinkles, often from worry or concentration.
- **coronet:** A small crown or tiara.
- **gargoyles:** Stone carvings of strange figures, often used on buildings as decoration.
- **balustrade:** A row of small columns topped by a rail, often on staircases or balconies.
- **sallied:** Moved forward suddenly or energetically.
- **foliage:** The leaves of plants or trees.
- **faggots:** Bundles of sticks or twigs used for fuel.
- **pen:** A small enclosure for animals like goats.
- **tethered:** Tied an animal with a rope to keep it from wandering.
- **ails:** Causes trouble or pain; to suffer or feel unwell.
- **inordinately:** Excessively; more than usual or necessary.
- **itinerant:** Traveling from place to place, especially for work.
- **impelled:** Driven or forced to do something.
- **parapet:** A low wall or barrier at the edge of a roof or balcony.
- **parched:** Extremely dry or thirsty.
- **unobtrusively:** In a way that does not attract attention.
- **recoup:** To regain or recover something lost.
- **accosted:** Approached someone aggressively or boldly.
- **cronies:** Close friends or companions, often used negatively.
- **gawky:** Awkward and clumsy, especially in movement or appearance.

- **shearing:** The act of cutting wool from sheep.
- **pestilence:** A deadly or virulent disease.
- **scraggy:** Thin and bony; rough or jagged.
- **progeny:** Offspring or descendants.
- **spurn:** To reject or refuse with disdain.
- **pedestal:** The base or support of a statue or structure.
- **prancing:** Moving with high, springy steps, like a horse.
- **mustachios:** Large or bushy mustaches.
- **aquiline:** Shaped like an eagle's beak; curved.
- **ravages:** The destructive effects of something.
- **sash:** A long strip or loop of cloth worn over the shoulder or around the waist.
- **vandals:** People who deliberately destroy or damage property.
- **lewd:** Crude and offensive in a sexual way.
- **scrounge:** To seek to obtain something, typically food or money, at the expense of others or through devious means.
- **intrigued:** Interested or curious.
- **assortment:** A collection of different things or types.
- **sputtered:** Made a series of soft explosive sounds.
- **mauled:** Attacked or injured by scratching and tearing.
- **fidgeted:** Made small movements, especially of the hands and feet, due to nervousness or impatience.
- **courtesies:** Polite gestures or remarks.
- **undaunted:** Not discouraged or intimidated by difficulty or danger.
- **inquisitor:** A person making an inquiry, especially in a harsh or probing way.
- **wary:** Feeling or showing caution about possible dangers or problems.

- **unimpeded:** Not obstructed or hindered.
- **ingratiatingly:** In a way intended to gain approval or favor.
- **scruples:** Feelings of doubt or hesitation about the morality of an action.
- **sidled:** Moved sideways, often in a sneaky or cautious manner.
- **Connecticut:** A state in the northeastern United States, used here to refer to the American character.
- **oration:** A formal speech, especially one given on a ceremonial occasion.
- **pinioned:** Restrained or immobilized, especially by the arms.
- **quip:** A witty remark or comment.
- **adversaries:** Opponents or enemies.
- **Redeemer:** A person who saves or delivers from sin or error.
- **predicament:** A difficult, unpleasant, or embarrassing situation.
- **obscure:** Not well-known or unclear.
- **intoxicated:** Drunk or under the influence of alcohol.
- **whiskered:** Having or wearing a mustache or beard.
- **trampled:** Stepped on and crushed or flattened.
- **progeny:** Children or descendants.
- **bearish:** Rough, gruff, or resembling a bear.
- **flourished:** Grew or developed in a healthy or vigorous way.
- **famished:** Extremely hungry.
- **clump:** A small group of trees or plants growing closely together.
- **westerly:** In a direction toward the west.
- **ruminated:** Thought deeply about something.
- **siphoned:** Drew off or transferred over a distance, typically through a tube.
- **bleating:** The sound made by a sheep or goat.

- **wriggled:** Moved with twisting or contorted motions.

## 2.5 Answers to Check your progress

- Section-1: 1-c, 2-d, 3-b, 4-a
- Section-2: 1-c, 2-b, 3-c, 4-c, 5-c
- Section-3: 1-a, 2-b, 3-c, 4-a, 5-b,

## 2.6 Exercise:

### I) Skimming and Scanning Questions:

1. What was the name of the village?
2. How was Kritam indicated on the District Survey Map?
3. What is the meaning of Kritam in the Tamil language?
4. How many houses were there in the village?
5. Where was Muni's house?
6. How many goats did Muni have?
7. How many drumsticks did Muni get?
8. What did Muni wish to eat?
9. What did Muni do to get the attention of the shopman?
10. How much did Muni owe the shopman?
11. Where did Muni sit near the statue?
12. Where was the horse statue?
13. Who was driving the car?
14. What did the driver ask Muni first?
15. What did the American offer Muni?
16. Where did the American work?
17. How did the village priest find the thief?
18. Why did the American think that Muni owned the statue?
19. Where was the American going to put the statue?

20. Who snatched the notes from Muni?

21. What did Muni ask the goats?

## **II. Comprehension Questions;**

### **A) Answer the following questions in three to four sentences each:**

1. Why didn't tourists visit Kritam?
2. What were the houses in Kritam like?
3. How did Muni live during his prosperous days?
4. What did Muni's wife need to prepare the drumstick sauce?
5. How did Muni get the attention of the shopman?
6. How did Muni calculate his age?
7. Why did Muni think that sheep are better than goats?
8. How did Muni and the butcher use to enjoy their days?
9. Why did Muni prefer to sit on the pedestal of the statue?
10. What was Muni's routine near the statue?
11. Why did the American decide to visit India?
12. Why did the American offer to chop wood for Muni?
13. What was the American's plan for the horse statue?

### **B) Write short notes on the following in 8 to 10 sentences each:**

1. Muni's Wife
2. Muni's Childhood
3. How Muni's Fortune Declined
4. The Shopman
5. The Butcher
6. The American
7. The Statue of the Horse
8. Significance of the Horse for the Villagers

9. Muni's Memories of his Theatrical Performance
10. Significance of the title 'A Horse and Two Goats'

## **II) Vocabulary Exercises:**

### **A) Give Synonyms of the following words:**

1. Intrigued-
2. Cronies-
3. Gawky-
4. Spurn-
5. Inordinately-

### **B) Give Antonyms of the following words:**

1. Adversaries-
2. Progeny-
3. Obscure-
4. Reluctantly
5. Ancient

### **A) Match the Phrasal Verbs with Their Meanings**

<b>Phrasal Verb</b>	<b>Meaning</b>
1 Conjure up	a) To fall off something.
2 Urge them on	b) To encourage or push to continue.
3 Rid him of	c) To understand or solve something.
4 Topple off	d) To create a mental image or idea.
5 Cool off	e) To move back or retreat due to fear.
6 Shrank away	f) To find or meet by chance.
7 Ward off	g) To become calm or less agitated.
8 Churned up	h) To stop trying or abandon effort.

9	Turn down	i) To protect or defend against something harmful.
10	Give up	j) To free someone from something unwanted.
11	Figure out	k) To stir or agitate, often causing distress.
12	Come across	l) To reject or refuse.

## 2.7 Reference for further study

"The Fiction of R.K. Narayan: A Critical Evaluation" by M.K. Naik

"R.K. Narayan: A Study of His Short Stories" by Shyamala A. Narayan

"R.K. Narayan: A Biography" by N. Jayapalan

"An Introduction to Indian English Literature" by M.K. Naik



## Unit-2

### B) 1.The Priest

by Arun Kolatkar

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#### **Contents:**

- 2.1 Objectives
- 2.2 Introduction
- 2.3 Presentation of Subject Matter
- 2.4 Check Your Progress
- 2.5 Summary
- 2.6 Terms to Remember
- 2.7 Answers to Check your progress
- 2.8 Exercise
- 2.9 Reference for further study

#### **2.1 Objectives:**

- 1. To develop reading and comprehensive skill
- 2. To develop an appreciation for poetic language and form.
- 3. To understand the historical and cultural contexts of poetry.
- 4. To analyze the structure, style, and thematic elements of "The Priest."

#### **2.2 Introduction:**

##### **About the Author:**

Arun Balkrishna Kolatkar (1<sup>st</sup> Nov.1932 to 25<sup>th</sup> Sept. 2004) was a versatile Indian poet who made significant contributions to both Marathi and English literature. Known for his keen wit and ability to find humor in everyday subjects, Kolatkar's poetry transcended traditional boundaries, reflecting a deep engagement with social issues and a unique perspective on life. His collection of poems, "Jejuri"



earned him the Commonwealth Poetry Prize in 1977, while his Marathi work "Bhijki Vahi" was honored with the Sahitya Akademi Award in 2005. His influence extended beyond the literary world, impacting writers like Nissim Ezekiel and Salman Rushdie.

### **About the Poem:**

"The Priest" by Arun Kolatkar taken from his poetry collection, "Jejuri" offers a vivid portrayal of a temple priest awaiting the arrival of pilgrims and their offerings at the temple of Khandoba. The poem captures the priest's mundane concerns, such as anticipating food offerings and waiting for the bus that brings pilgrims, symbolizing his livelihood. Kolatkar employs irony to critique the priest's worldly preoccupations over spiritual devotion, highlighting themes of materialism and societal hypocrisy within religious contexts. The poem offers a sharp commentary on human nature and the complexities of faith and practice in everyday life.

### **2.3 Presentation of Subject Matter**

An offering of heel and haunch  
on the cold alter of the culvert wall  
The priest waits.

It the bus a little late?  
The priest wonders.  
Will there be a puran poli in his plate?

With a quick intake of testicles  
at the touch of the rough cut, dew drenched stone  
he turns his head in the sun

to look at the long road winding out of sight  
with the event lessness  
of the fortune line on a dead man's palm

The sun takes up the priest's head

and pats his cheek  
familiarily like the village barber.

The bit of betel nut  
turning over and over on his tongue  
is a mantra.

It works.  
The bus is no more just a thought in his head.  
It's now a dot in the distance

and under his lazy lizard stare  
it begins to grow  
slowly like a wart upon his nose.

With a thud and a bump  
the bus takes a pothole as it rattles past the priest  
and paints his eyeballs blue.

The bus goes round in a circle.  
Stops inside the bus station and stands  
purring softly in front of the priest.

A cat grin on its face  
and a live, ready to eat pilgrim  
held between its teeth.

## 2.4 Check Your Progress

**Complete the following sentences by choosing the correct alternatives:**

1. The priest wonders if there will be \_\_\_\_\_ in his plate.  
a) Roti                      b) Samosa                      c) Puran poli                      d) Idli

2. The priest compares the eventlessness of the road to the fortune line on \_\_\_\_\_.  
 a) A sleeping child's palm                      b) A calm sea's waves  
 c) A dead man's palm                      d) A deserted village's road
3. The sun pats the priest's cheek familiarly, like \_\_\_\_\_.  
 a) The village barber                      b) The town crier  
 c) The village elder                      d) The farmer's wife
4. The bus is personified with a \_\_\_\_\_ on its face.  
 a) Dog grin                      b) Cat grin                      c) Cow grin                      d) Bird grin
5. The priest offers heel and \_\_\_\_\_ on the cold alter of the culvert wall.  
 a) Bread                      b) Cheese                      c) Haunch                      d) Fish
6. Under his lazy lizard stare, the bus begins to grow slowly like a \_\_\_\_\_.  
 a) Flower                      b) Tree                      c) Wart                      d) Cloud

## 2.5 Summary

### Overview:

"The Priest" is a poem from Arun Kolatkar's collection, *Jejuri*. It describes a temple priest waiting for pilgrims and their offerings at the Khandoba temple. Through the priest's everyday concerns and expectations, Kolatkar critiques the materialistic side of religious life.

### Detailed Summary:

The poem starts with the priest standing by the road, waiting for the bus that will bring pilgrims to the temple. He has put an offering of "heel and haunch" on the cold wall of the culvert, showing how simple and practical his offering is. This sets the stage for the poem's focus on the priest's thoughts and concerns.

The priest is excited about the chance to get a special food called puran poli, which he hopes will be included in the offerings from the pilgrims. This reveals his focus on material rewards rather than his spiritual duties. He worries about whether the bus is running late, showing his impatience and eagerness for the pilgrims to arrive.

Kolatkhar uses vivid images to show the priest's state of mind. The priest looks at the long road ahead and compares it to the lines on a dead man's palm, emphasizing his feeling of waiting with no excitement. The sun is described as patting his cheek like a friendly village barber, highlighting the routine and mundane nature of his waiting.

The betel nut the priest chews is compared to a mantra, suggesting that while his actions seem spiritual, they are also personally satisfying. The bus, which symbolizes the arrival of pilgrims and material benefits, is described as if it were a living creature. It starts as a small dot and grows larger, finally being described as a "wart upon his nose." The bus is personified with a "cat grin" and a "live, ready-to-eat pilgrim" between its teeth, adding an ironic and humorous touch to the poem.

When the bus finally arrives, it rattles past the priest and makes a visual impact, then stops in front of him. The bus is portrayed in a humorous and ironic way, as if it had its own personality and intentions.

In summary, Kolatkhar's "The Priest" uses vivid imagery and irony to critique how material concerns can overshadow genuine spiritual practices. The poem contrasts the priest's worldly focus with his supposed spiritual role, showing how material rewards can take precedence over true spiritual devotion.

## 2.6 Terms to Remember:

**Culvert:** A tunnel carrying a stream or open drain under a road or railway.

**Haunch:** The buttock and thigh considered together, in a human or animal.

**Pothole:** A depression or hollow in a road surface caused by wear or subsidence.

**Rattles:** Refers to the noise made by the bus as it moves over the potholes

**Purring:** The sound made by a cat when it is content, used metaphorically here for the bus.

## 2.7 Answers to Check your progress

- |                          |                         |
|--------------------------|-------------------------|
| 1. c) Puran poli         | 2. c) A dead man's palm |
| 3. a) The village barber | 4. b) Cat grin          |
| 5. c) Haunch             | 6. c) Wart              |

## 2.8 Exercise

### I) Skimming and Scanning Questions:

#### A) Answer the following questions in one word/phrase/sentences each:

1. What is the priest waiting for?
2. What familiar gesture does the sun make to the priest?
3. What is the betel nut in the priest's mouth compared to?
4. What begins to grow like a wart upon the priest's nose?
5. What sound does the bus make as it passes the priest?
6. How is the bus personified when it stops in front of the priest?
7. What emotion does the priest primarily exhibit while waiting for the bus?
8. What literary device is predominantly used to describe the bus's arrival in the poem?

### II) Comprehension Questions;

#### A) Answer the following questions in three to four sentences each:

1. Describe the significance of the priest's waiting for the bus in the poem.
2. Discuss the symbolic significance of the bus in the poem.
3. How does the poet use imagery to depict the priest's waiting experience?
4. How does the priest feel about the delay of the bus?
5. Describe the irony in the poem.

#### B) Write short notes on the following in 8 to 10 sentences each:

1. The theme of the poem "The Priest".
2. Discuss the imagery used to depict the priest's state of mind as he waits for the bus.
3. Analyse the symbolic meaning of the bus in "The Priest."

### III) Vocabulary Exercises:

#### A) Give Synonyms of the following words:

1. Anticipation
2. Mundane
3. Gesture
4. Routine

#### B) Give Antonyms of the following words:

1. Static
2. Commonplace
3. Static
4. Stagnant

#### C) Complete the following table filling in the appropriate forms of the words given:

Noun	Verb	Adjective	Adverb
Grin			
	Station		
		Circular	
			Distantly

### 2.9 References for the Further Study:

1. "Indian Poetry in English: A Critical Evaluation" by Makarand Paranjape
2. "Arun Kolatkar: A Critical Study" by Nissim Ezekiel
3. "The Oxford India Anthology of Twelve Modern Indian Poets" edited by R. Parthasarathy
4. "Jejuri" by Arun Kolatkar

**Unit-2**  
**B) 2. The Raven**  
**by Edgar Allan Poe**

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**Contents:**

- 2.1 Objectives
- 2.2 Introduction
- 2.3 Presentation of Subject Matter
- 2.4 Check Your Progress
- 2.5 Summary
- 2.6 Terms to Remember
- 2.7 Answers to Check your progress
- 2.8 Exercise
- 2.9 Reference for further study

**2.1 Objectives:**

- 1. To develop reading and comprehensive skill
- 2. To develop an appreciation for poetic language and form.
- 3. To understand the historical and cultural contexts of poetry.
- 4. To analyze the structure, style, and thematic elements of "The Raven."

**2.2 Introduction:**

**About the Author:**

Edgar Allan Poe, born on January 19, 1809, in Boston, was a famous American writer known for his eerie and imaginative stories. After losing his parents early, he was raised by John and Frances Allan in Virginia. Poe had a troubled life, including

financial problems and a difficult marriage. Poe started his writing career with poetry in 1827 but became well-known for his short stories and poems like "The Raven," "The Tell-Tale Heart," and "The Fall of the House of Usher." He worked as an editor and critic in cities like Baltimore, Philadelphia, and New York. Despite struggles with money and alcohol, Poe's work greatly influenced the genres of horror and detective fiction. He died on October 7, 1849, in Baltimore under mysterious circumstances.

### **About the Poem:**

"The Raven," published in 1845, is one of his most famous poems. It tells the story of a man who is visited by a talking raven late at night. The raven's repeated word, "Nevermore," drives the man to despair as he questions the meaning of his sorrow. The poem is known for its dark, haunting mood and rhythmic, musical quality. "The Raven" explores themes of grief and loss, capturing the reader with its mysterious and emotional atmosphere.

## **2.3 Presentation of Subject Matter**

Once upon a midnight dreary, while I pondered, weak and weary,  
Over many a quaint and curious volume of forgotten lore  
While I nodded, nearly napping, suddenly there came a tapping,  
As of some one gently rapping, rapping at my chamber door.  
"Tis some visitor," I muttered, "tapping at my chamber door  
Only this and nothing more."

Ah, distinctly I remember it was in the bleak December;  
And each separate dying ember wrought its ghost upon the floor.  
Eagerly I wished the morrow;—vainly I had sought to borrow  
From my books surcease of sorrow—sorrow for the lost Lenore  
For the rare and radiant maiden whom the angels name Lenore  
Nameless here for evermore.

And the silken, sad, uncertain rustling of each purple curtain  
Thrilled me—filled me with fantastic terrors never felt before;



So that now, to still the beating of my heart, I stood repeating  
“’Tis some visitor entreating entrance at my chamber door  
Some late visitor entreating entrance at my chamber door;  
This it is and nothing more.”

Presently my soul grew stronger; hesitating then no longer,  
“Sir,” said I, “or Madam, truly your forgiveness I implore;  
But the fact is I was napping, and so gently you came rapping,  
And so faintly you came tapping, tapping at my chamber door,  
That I scarce was sure I heard you”—here I opened wide the door;  
Darkness there and nothing more.

Deep into that darkness peering, long I stood there wondering, fearing,  
Doubting, dreaming dreams no mortal ever dared to dream before;  
But the silence was unbroken, and the stillness gave no token,  
And the only word there spoken was the whispered word, “Lenore?”  
This I whispered, and an echo murmured back the word, “Lenore!”  
Merely this and nothing more.

Back into the chamber turning, all my soul within me burning,  
Soon again I heard a tapping somewhat louder than before.  
“Surely,” said I, “surely there is something at my window lattice;  
Let me see, then, what thereat is, and this mystery explore  
Let my heart be still a moment and this mystery explore;  
’Tis the wind and nothing more!”

Open here I flung the shutter, when, with many a flirt and flutter,  
In there stepped a stately Raven of the saintly days of yore;  
Not the least obeisance made he; not a minute stopped or stayed he;  
But, with mien of lord or lady, perched above my chamber door  
Perched upon a bust of Pallas just above my chamber door

Perched, and sat, and nothing more.

Then this ebony bird beguiling my sad fancy into smiling,  
By the grave and stern decorum of the countenance it wore,  
“Though thy crest be shorn and shaven, thou,” I said, “art sure no craven,  
Ghastly grim and ancient Raven wandering from the Nightly shore  
Tell me what thy lordly name is on the Night’s Plutonian shore!”  
Quoth the Raven “Nevermore.”

Much I marvelled this ungainly fowl to hear discourse so plainly,  
Though its answer little meaning—little relevancy bore;  
For we cannot help agreeing that no living human being  
Ever yet was blessed with seeing bird above his chamber door  
Bird or beast upon the sculptured bust above his chamber door,  
With such name as “Nevermore.”

But the Raven, sitting lonely on the placid bust, spoke only  
That one word, as if his soul in that one word he did outpour.  
Nothing farther then he uttered—not a feather then he fluttered  
Till I scarcely more than muttered “Other friends have flown before  
On the morrow *he* will leave me, as my Hopes have flown before.”  
Then the bird said “Nevermore.”

Startled at the stillness broken by reply so aptly spoken,  
“Doubtless,” said I, “what it utters is its only stock and store  
Caught from some unhappy master whom unmerciful Disaster  
Followed fast and followed faster till his songs one burden bore  
Till the dirges of his Hope that melancholy burden bore  
Of ‘Never—nevermore’.”

But the Raven still beguiling all my fancy into smiling,

Straight I wheeled a cushioned seat in front of bird, and bust and door;  
Then, upon the velvet sinking, I betook myself to linking  
Fancy unto fancy, thinking what this ominous bird of yore  
What this grim, ungainly, ghastly, gaunt, and ominous bird of yore  
Meant in croaking “Nevermore.”

This I sat engaged in guessing, but no syllable expressing  
To the fowl whose fiery eyes now burned into my bosom’s core;  
This and more I sat divining, with my head at ease reclining  
On the cushion’s velvet lining that the lamp-light gloated o’er,  
But whose velvet-violet lining with the lamp-light gloating o’er,  
*She* shall press, ah, nevermore!

Then, methought, the air grew denser, perfumed from an unseen censer  
Swung by Seraphim whose foot-falls tinkled on the tufted floor.  
“Wretch,” I cried, “thy God hath lent thee—by these angels He hath sent thee  
Respite—respite and nepenthe from thy memories of Lenore;  
Quaff, oh quaff this kind nepenthe and forget this lost Lenore!”  
Quoth the Raven “Nevermore.”

“Prophet!” said I, “thing of evil!—prophet still, if bird or devil!  
Whether Tempter sent, or whether tempest tossed thee here ashore,  
Desolate yet all undaunted, on this desert land enchanted  
On this home by Horror haunted—tell me truly, I implore  
Is there—*is* there balm in Gilead?—tell me—tell me, I implore!”  
Quoth the Raven “Nevermore.”

“Prophet!” said I, “thing of evil!—prophet still, if bird or devil!  
By that Heaven that bends above us—by that God we both adore  
Tell this soul with sorrow laden if, within the distant Aidenn,  
It shall clasp a sainted maiden whom the angels name Lenore

Clasp a rare and radiant maiden whom the angels name Lenore.”

Quoth the Raven “Nevermore.”

“Be that word our sign of parting, bird or fiend!” I shrieked, upstarting

“Get thee back into the tempest and the Night’s Plutonian shore!

Leave no black plume as a token of that lie thy soul hath spoken!

Leave my loneliness unbroken!—quit the bust above my door!

Take thy beak from out my heart, and take thy form from off my door!”

Quoth the Raven “Nevermore.”

And the Raven, never flitting, still is sitting, *still* is sitting

On the pallid bust of Pallas just above my chamber door;

And his eyes have all the seeming of a demon’s that is dreaming,

And the lamp-light o’er him streaming throws his shadow on the floor;

And my soul from out that shadow that lies floating on the floor

Shall be lifted—nevermore!

## 2.4 Check Your Progress

### B) Complete the following sentences by choosing the correct alternatives:

1. The narrator first heard a tapping sound while he was \_\_\_\_\_.  
A) reading      B) sleeping      C) writing      D) eating
2. The narrator initially thought the tapping at his door was from a \_\_\_\_\_.  
A) thief      B) friend      C) visitor      D) ghost
3. The poem is set in the month of \_\_\_\_\_.  
A) October      B) June      C) December      D) March
4. The narrator wished to borrow \_\_\_\_\_ from his books to end his sorrow.  
A) joy      B) money      C) surcease      D) wisdom
5. The narrator described the rustling of the curtains as \_\_\_\_\_.

- A) soothing      B) thrilling      C) loud      D) comforting
6. The raven perched on a \_\_\_\_\_ of Pallas in the narrator's chamber.  
A) statue      B) book      C) bust      D) picture
7. The raven spoke only the word \_\_\_\_\_ throughout the poem.  
A) Always      B) Perhaps      C) Goodbye      D) Nevermore
8. The narrator asked the raven if there was \_\_\_\_\_ in Gilead.  
A) balm      B) treasure      C) happiness      D) peace
9. The narrator believed the raven's presence was a \_\_\_\_\_ of his sorrow.  
A) comfort      B) reminder      C) sign      D) distraction
10. The narrator wanted the raven to take its beak from out his \_\_\_\_\_.  
A) mind      B) soul      C) heart      D) dream
11. The poem "The Raven" ends with the raven \_\_\_\_\_ on the bust of Pallas.  
A) leaving      B) flying      C) staying      D) moving
12. The poem concludes with the raven's eyes having the appearance of a \_\_\_\_\_.  
A) demon      B) angel      C) friend      D) shadow

## 2.5 Summary

Edgar Allan Poe's poem "The Raven" is a haunting and emotional tale about a man struggling with deep grief over the loss of his beloved Lenore. The poem begins on a cold December night. The narrator is alone in his room, reading old, forgotten books to distract himself from his sorrow and to seek some comfort.

As he reads, he hears a gentle tapping sound at his chamber door. The sound is so soft and faint that he initially thinks it might be a visitor. The narrator is tired and weary, but he tries to reassure himself by thinking it's just someone knocking. He opens the door, but to his disappointment, he finds nothing there but darkness.

Returning to his room, he continues to hear the tapping, which grows louder. He convinces himself that it must be the wind, so he opens a window to investigate. To his surprise, a large, majestic raven flies into the room and lands on a statue of Pallas Athena, the goddess of wisdom, which is placed above his door.

The narrator is intrigued by this mysterious bird and begins to talk to it. He asks the raven for its name and if it has any message for him. The raven replies with the word "Nevermore," which means "never again." The repeated word unsettles the narrator and fills him with a growing sense of dread.

As the night progresses, the narrator becomes increasingly desperate. He questions the raven about whether he will ever find relief from his grief or if he will be reunited with Lenore in the afterlife. Each time, the raven's response remains the same: "Nevermore." This repeated answer intensifies the narrator's anguish and hopelessness.

The narrator becomes more distraught and tries to convince himself that the raven's responses are just the result of some past unhappy master who taught the bird this one word. Despite this rationalization, the raven's presence and its single word continue to torment him.

Finally, the narrator demands that the raven leave, asking it to take its beak from his heart and to fly away. However, the raven remains perched on the statue, still looking down at him with its eerie eyes. The poem concludes with the narrator realizing that his soul will be trapped in endless grief, just as the raven will stay perched above his door, casting a shadow that symbolizes his eternal sorrow.

## 2.6 Terms to Remember

**Quaint:** Strange or unusual in an interesting way.

**Lore:** Knowledge or stories from the past.

**Rapping:** Knocking or tapping.

**Chamber:** A room, especially a bedroom.

**Muttered:** Spoke in a low, unclear voice.

**Bleak:** Cold and gloomy.

**Ember:** A glowing piece of burning wood or coal.

**Surcease:** An end or stop.

**Entreating:** Asking earnestly or pleading.

**Implore:** Beg or ask desperately.

**Scarce:** Barely or hardly.

**Fearing:** Being afraid or scared.

**Mortal:** Human or something that can die.

**Token:** A sign or symbol.

**Echo:** A repeated sound.

**Lattice:** A framework or structure of crossed wood or metal strips.

**Flirt:** A quick or sudden movement.

**Obeisance:** A gesture of respect or submission.

**Mien:** Appearance or manner.

**Pallas:** Another name for the goddess Athena.

**Beguiling:** Charming or enchanting, often in a deceptive way.

**Countenance:** Facial expression or face.

**Craven:** Cowardly or lacking courage.

**Ghastly:** Horrifying or ghostly.

**Plutonian:** Related to the underworld or dark and mysterious.

**Marvelled:** Was amazed or astonished.

**Discourse:** Conversation or communication.

**Relevancy:** The quality of being related or important.

**Dirges:** Mournful songs or tunes, often for funerals.

**Melancholy:** Sadness or sorrow.

**Beguile:** To charm or enchant, sometimes in a deceptive way.

**Velvet:** A soft, luxurious fabric.

**Divining:** Guessing or figuring out.

**Gloating:** Looking at something with pleasure.

**Methought:** It seemed to me.

**Censer:** A container in which incense is burned.

**Seraphim:** Angels of the highest order.

**Nepenthe:** A drug or drink that brings forgetfulness.

**Respite:** A short period of relief or rest.

**Quaff:** Drink deeply.

**Tempter:** One who tempts or entices someone to do something.

**Undaunted:** Not discouraged or afraid.

**Enchanted:** Magical or under a spell.

**Balm:** A soothing ointment or something that heals.

**Gilead:** A region mentioned in the Bible known for healing balms.

**Aidenn:** Another word for Eden or paradise.

**Fiend:** An evil spirit or demon.

**Plume:** A feather, often used for decoration.

**Pallid:** Pale or lacking color.

**Seeming:** Appearing or looking a certain way.

## **2.7 Answers to Check your progress**

- |                 |               |                 |                |
|-----------------|---------------|-----------------|----------------|
| 1. A) Reading   | 2. C) Visitor | 3. C) December  | 4. C) Surcease |
| 5. B) Thrilling | 6. C) Bust    | 7. D) Nevermore | 8. A) Balm     |
| 9. C) Sign      | 10. C) Heart  | 11. C) Staying  | 12. A) Demon   |

## **2.8 Exercise**

### **I) Skimming and Scanning Questions:**

#### **A) Answer the following questions in one word/phrase/sentences each:**

1. When the narrator first heard the "rapping at his chamber door," who did he think was outside?



2. How did the raven get into the house?
3. Where did the raven perch when he entered the house?
4. What was the narrator doing at the beginning of the poem?
5. What month was it?
6. What was the sorrow of the poet?
7. What was the color of the curtain?
8. What did the poet see when he opened the door?
9. How was the tapping sound described?
10. How were the dreams of the poet?
11. What echo did the poet hear?
12. What was the first question of the poet to the Raven?
13. Why did the poet feel marveled?
14. What was the poet's fear?
15. According to the poet, how did the Raven learn the word "Nevermore"?
16. How were the eyes of the Raven described?
17. What did the poet sense in the air?
18. What did the poet want to forget?

## **II. Comprehension Questions;**

### **B) Answer the following questions in three to four sentences each:**

1. What were the thoughts of the poet upon seeing the Raven?
2. How was the midnight described?
3. How were the expressions of the Raven?
4. What did the poet order the Raven at the end?
5. What was the narrator's emotional state as he reflected on 'Lenore'?
6. How did the narrator interpret the Raven's single-word reply, "Nevermore"?

7. What did the narrator seek from the Raven's presence?
8. What was the narrator's final plea to the Raven?

**C) Write short notes on the following in 8 to 10 sentences each:**

1. The title of the poem, "The Raven"
2. Why did the narrator become angry with Raven?
3. Conflicts (physical, moral, intellectual, or emotional) in the poem 'Raven'?
4. Different themes and symbols in the poem "The Raven".
5. What is the significance of the raven in mythology and literature?

**III) Vocabulary Exercises:**

**D) Give Synonyms of the following words:**

1. Melancholy -
2. Tapping -
3. Visage -
4. Noble -
5. Gloom -

**E) Give Antonyms of the following words:**

1. Despairing
2. Fading
3. Lonely
4. Peace
5. Fiend

**F) Complete the following sentences by using correct form of words.**

1. "The narrator's sorrow was \_\_\_\_\_ by the raven's enchanting presence."  
(beguiled, beguiling, beguile)
2. "The narrator hoped for a brief \_\_\_\_\_ from his grief through the raven's answer."

(respited, respiting, respite)

3. "In his despair, he sought a \_\_\_\_\_ from the pain of losing Lenore."

(surceased, surcease, surceasing)

4. "The raven made no sign of \_\_\_\_\_ as it perched upon the bust."

(obeisance, obeisant, obeisanced)

5. "The narrator described the raven's presence as anything but \_\_\_\_\_."

(craven, cravenly, cravenness)

6. "The \_\_\_\_\_ appearance of the raven added to the dark mood of the poem."

(ghastliness, ghastlier, ghastly)

7. "He could not help but \_\_\_\_\_ at the raven's ability to speak the word 'Nevermore.'"

(marveled, marvel , marveling)

## 2.9 References for further study

1. "Edgar Allan Poe: A Critical Biography" by Arthur Hobson Quinn
2. "Poe's Short Stories" (Penguin Classics) by Edgar Allan Poe, edited by Richard Wilbur
3. "Edgar Allan Poe's 'The Raven': A Study Guide" by Susan M. R. Smith
4. "The Cambridge Companion to Edgar Allan Poe" edited by Kevin J. Hayes

