



# **Manonmaniam Sundaranar University**

*DIRECTORATE OF DISTANCE AND CONTINUING EDUCATION*

*TIRUNELVELI - 627 012, TAMILNADU*

***B.A / B.Sc / B.Com (FIRST SEMESTER)***

## **General English - I**

*(From the Academic Year 2023 - 2024)*

Prepared by

**Dr. U. Kethrapal**

Assistant Professor, Department of English,  
St. John's College, Palayamkottai - 627 002

***Most student friendly University-Strive to Study and Learn to Excel***

*for More Information Visit : <http://www.msuniv.ac.in>*

**FIRST YEAR – SEMESTER I**  
**PAPER II – GENERAL ENGLISH**

**UNIT I – SELF AWARENESS (WHO) & POSITIVE THINKING (UNICEF)**

**LIFE STORY**

- 1.1. Chapter 1 from Malala Yousafzai, I am Malala
- 1.2. An Autobiography or The Story of My Experiments with Truth (Chapters 1, 2 & 3)  
M.K. Gandhi

**POEM**

- 1.3 Where the Mind is Without Fear – Gitanjali 35 – Rabindranath Tagore
- 1.4. Love Cycle – Chinua Achebe

**UNIT II – EMPATHY**

**POEM**

- 2.1. Nine Gold Medals – David Roth
- 2.2. Alice Fell or poverty – William Wordsworth

**SHORT STORY**

- 2.3. The School for Sympathy – E.V. Lucas
- 2.4. Barn Burning – William Faulkner

**UNIT III CRITICAL & CREATIVE THINKING**

**POEM**

- 3.1. The Things That Haven't Been Done Before – Edgar Guest
- 3.2. Stopping by the Woods on a Snowy Evening – Robert Frost

**READERS THEATRE**

- 3.3. The Magic Brocade – A Tale of China
- 3.4. Stories on Stage – Aaron Shepard (Three Sideway Stories from Wayside School” by  
Louis Sachar)

**UNIT IV PART OF SPEECH**

- 4.1. Articles
- 4.2. Noun
- 4.3. Pronoun
- 4.4. Verb
- 4.5. Adverb

4.6. Adjective

4.7. Preposition

## UNIT V

5.1. PARAGRAPH WRITING

5.2. ESSAY WRITING

5.3. READING COMPREHENSION

	<b>Text books (Latest Editions)</b>
1.	Malala Yousafzai. I am Malala, Little, Brown and Company, 2013.
2.	M.K. Gandhi. An Autobiography or The Story of My Experiments with Truth (Chapter – I), Rupa Publications, 2011.
3.	Rabindranath Tagore. “Gitanjali 35” from Gitanjali (Song Offerings): A Collection of Prose Translations Made by the Author from the Original Bengali. MacMillan, 1913.
4.	N.Krishnasamy. Modern English: A Book of Grammar, Usage and Composition Macmillan, 1975.
5.	Aaron Shepard. Stories on Stage, Shepard Publications, 2017.
6.	J.C. Nesfield. English Grammar Composition and Usage, Macmillan, 2019.

<b>Web Resources</b>	
1	Malala Yousafzai. I am Malala (Chapter 1) <a href="https://archive.org/details/i-am-malala">https://archive.org/details/i-am-malala</a>
2	M.K Gandhi. An Autobiography or The Story of My Experiments with Truth(Chapter-1)-Rupa Publication, 2011 <a href="https://www.indiastudychannel.com/resources/146521-Book-Review-An-Autobiography-or-The-story-of-my-experiments-with-Truth.aspx">https://www.indiastudychannel.com/resources/146521-Book-Review-An-Autobiography-or-The-story-of-my-experiments-with-Truth.aspx</a>
3	Rabindranath Tagore. “Gitanjali 35” from Gitanjali (Song Offerings) <a href="https://www.poetryfoundation.org/poems/45668/gitanjali-35">https://www.poetryfoundation.org/poems/45668/gitanjali-35</a>
4	Aaron Shepard.Stories on Stage, Shepard Publications, 2017 <a href="https://amzn.eu/d/9rVzINv">https://amzn.eu/d/9rVzINv</a>
5	J C Nesfield. Manual of English Grammar and Composition. <a href="https://archive.org/details/in.ernet.dli.2015.44179">https://archive.org/details/in.ernet.dli.2015.44179</a>

## **UNIT I – SELF AWARENESS (WHO) & POSITIVE THINKING (UNICEF)**

### **LIFE STORY**

#### **1.1. CHAPTER 1 FROM MALALA YOUSAFZAI, I AM MALALA**

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

Malala Yousafzai was born on 12<sup>th</sup> July, 1997 at Mingora, Swat valley in Pakistan. She is a Pakistani activist. As a teenager she raised out her voice publicly against the prohibition on the education of girls by the Pakistani Taliban. She came into limelight when she survived an assassination attempt at age 15. In 2014 Yousafzai and Kailash Satyarthi were jointly awarded the Nobel Prize for Peace in recognition of their efforts on behalf of children's rights.

##### **Summary of the Text**

Malala says she was born early in the morning. Many people in her village felt sorry for her family because Malala was a girl, which was seen as a sign of good luck. She says that women in her country are seen as less important than men and should only be used to make food and have more children.

A cousin of Malala's father, Jehan Sher Khan Yousafzai, was one of the few people who celebrated her birth. He gave her a "nice gift of money." Another thing he brought was a big family tree that showed Malala's kids and fathers. Ziauddin, Malala's dad, reacted in a strange way when his cousin freed the family. He didn't take it as a gift; instead, he used a pen to mark Malala's birth, even though she was a girl. Ziauddin claimed that Malala was unique, and to celebrate her birth, he gave her coins and fruit, which are usually gifts for boys.

Malala is named after Malalai, an Afghan who became a hero. The Pashtuns, Malala's cultural group, live in both Afghanistan and Pakistan, which is close by. The Pashtuns have a very strict code of honor that rules them in how they should treat everyone. The Pashtuns are also proud and like to fight. For them, Malalai is a hero because she led the Pashtuns to victory in their fight against the British Empire in the 1880s. I think Malalai was only a teenager at the time. She gave up being married to become a general and a fighter. British soldiers killed her, but in the end, her men beat the British. In Afghanistan, memorials to Malalai are still being made. She is a symbol of the people there standing up to foreign aggression.

Malala keeps talking about her culture. Swat Valley, where she lives, is a lovely spot with woods, rivers, and fruit trees. People in the town go skiing in the nearby mountains in the winter. You can find Swat in Pakistan, in the state of Khyber Pakhtunkhwa. Swat used to be its own state, but when India got its freedom in 1947, it became a separate state of Pakistan. People in Swat use the rupee, which is the currency of Pakistan, but they still have a lot of culture and political freedom from Pakistan. Even though Islamabad, the city of Pakistan, is only 100 miles away, most people in Swat have never been there.

Malala lives with her family in Mingora, which is the biggest town in Swat. Since the 1100s, Swat has been an Islamic town. But before this, it was a Buddhist state, and you can still see the remains of Buddhist buildings in Swat. Malala grew up in a valley with the beautiful Hindu Kush mountains all around her. She spent her childhood watching birds and other animals.

Malala's family doesn't have much money. Malala's dad built the first school for girls in Mingora, but he and his family still live in a shack. Still, Malala's family often has guests over, cooking for them and spending time with them. Malala says that being friendly is an important part of her society. Khushal, Malala's brother, is named after the school where their father goes to school. Atal, her youngest brother, is seven years younger than she is. For Swati people, her family is very small. Most Swati men hit their wives, but Malala's father, whose name is Tor Pekai, never does. Malala says that people in her neighborhood want to be lighter-skinned. As a child, Malala's father was always embarrassed by the color of his skin. He didn't get over his shame until he married Tor Pekai. Tor Pekai and Ziauddin had a unique marriage because they got married because they loved each other and not because they had to. Malala says this doesn't happen very often in Pakistan.

Malala keeps talking about her family. There are five times a day of prayer for Tor Pekai because that is the Muslim way. When Malala was growing up, her father Ziauddin wasn't around very often because he was busy writing poems, setting up literary groups, and protecting the valley's environment. Even though he comes from a poor town, Ziauddin worked hard and was smart to become successful. Because of her father, Malala learned to respect the power of words as a child.

Malala's family comes from the famous Pashtun group of the Yousafzai, who were proud of both poetry and battle. There was a lot of fighting between the Yousafzai, but in 1917, one fighter was able to keep the Swati Valley in order. In the Valley, his son Jehanzeb brought a lot of wealth and happiness. The Valley became a strong part of

Pakistan in 1969, the same year Malala's father was born. Before she thinks of herself as Pakistani, Malala thinks of herself as Swati.

Malala noticed as a child that she couldn't go where she wanted to because she was a girl. But Malala knew from a very young age that she would not let the sexism in her society stop her. She was told by her dad to be "free as a bird."

### **Critical Essay**

Malala has always been very passionate about education and women's rights. Her father is also an education worker, so she got this from her family. Malala was born in Mingora, Swat area, North-West Pakistan, on July 12, 1997. She was born into a Sunni Muslim family. She has two boys who are younger. Her father pushed her to become a politician and would talk to her about social problems until late at night. She gave her first speech in Peshawar when she was only 11 years old. In it, she asked, "How dare the Taliban take away my basic right to education?" After that, she started writing a blog under the name "Gul Makai" without anyone knowing who she was.

A documentary was also made about her life. She became well-known and spoke out about her beliefs on TV and in newspapers. Desmond Tutu, a South African leader, put her forward for the International Children's Peace Prize. Taliban felt threatened as they saw her backing grow around the world. On October 9, 2012, someone shot her. She was taken to England's Queen Elizabeth Hospital to get better. On October 12, a "Fatwa" was released against the Taliban for trying to kill her. Her plan to kill him made her cause stronger. The goal of the "I am Malala" UN campaign is to get all children in school by the end of 2015. The first Right to Education Bill in Pakistan was passed with this help.

She also won the first Youth Peace Prize in her country and competed with Nelson Mandela for the Nobel Peace Prize. In 2014, she was named again, and this time she won the Nobel Peace Prize, making her the youngest person to ever win the award. To her great honor, the Library of Birmingham, the world's biggest library, was opened. It was nice to meet Queen Elizabeth and Barack Obama and his family. The Sakharov Prize, which is Europe's highest honor for human rights, was given to her. In 2014, she was given an honors degree by the University of King's College, Canada.

## **1.2. AN AUTOBIOGRAPHY OR THE STORY OF MY EXPERIMENTS WITH TRUTH (CHAPTERS 1, 2 & 3) – M.K. GANDHI**

### **About the Author**

Mohandas Karamchand Gandhi, more popularly known as Mahatma Gandhi. His birth place was in the small city of Porbandar in Gujarat (October 2, 1869 - January 30, 1948). Mahatma Gandhi's father's name was Karamchand Gandhi, and his mother's name was Putlibai Gandhi. He was a politician, social activist, Indian lawyer, and writer who became the prominent Leader of the nationwide surge movement against the British rule of India. He came to be known as the Father of The Nation. October 2, 2023, marks Gandhi Ji's 154<sup>th</sup> birth anniversary, celebrated worldwide as International Day of Non-Violence, and Gandhi Jayanti in India. Gandhi Ji was a living embodiment of non-violent protests (Satyagraha) to achieve independence from the British Empire's clutches and thereby achieve political and social progress. Gandhi Ji is considered 'The Great Soul' or 'The Mahatma' in the eyes of millions of his followers worldwide. His fame spread throughout the world during his lifetime and only increased after his demise. Mahatma Gandhi, thus, is the most renowned person on earth.

### **Summary of the Text**

#### **Birth:**

Gandhi was born on October 2, 1869, in Porbandar, a city on the coast in Kathiawad, which is now part of Gujarat State. Born to Karamchand and Putlibai, he was their youngest child. Gandhi was a member of the Modh Bania group. They used to be grocery stores. His grandpa, Uttamchand, however, became Dewan of the Porbandar State. Karamchand was Mohan's father. He was also the Dewan of the states of Porbandar, Rajkot, and Vankaner. It had about 300 small states at that time. Plots in court were the order of the day. At times, Gandhis were hurt by them. The State troops once circled and fired on Uttamchand's house. Karamchand was once put in jail. But people respected them because they were brave and smart. He even joined the Rajashanik Court, which is an important body that settles disagreements between States.

#### **Childhood:**

Even though Karamchand didn't go to school for long, he had good sense and had learned a lot from experience. He didn't want to get rich, and he didn't leave much for his children. "My children are my wealth," he used to say. He got married four times and had

two girls with his first three wives. With his fourth wife, he had one daughter and three sons. The fourth woman he married was 25 years younger than him. She didn't have a lot of education, but she knew a lot about useful things. The women at the palace used to look to her for help. She had a strong will and was very pious and superstitious. She used to go to the temple every day and keep her tough vows. He cared about his mom. She used to take him with her to the Haveli (Vaishnav temple).

Mohan loved his father very much, and he was often present when problems in the state were talked about. Gandhis had friends who were Parsi and Muslims, and Jain monks often came to visit. This meant that Mohan heard people talking about religion issues as well. Since he was the baby, everyone in the family loved him.

Mohan went to Porbandar Primary School. His family went to Rajkot when he was seven years old. He wasn't very good at school, was shy, and avoided people. He didn't read much other than school books, and he didn't like playing games outside. It wasn't his thing to play outside. But he was straightforward, sensitive, and aware of how he came across. He was deeply moved by plays about Shraavan and Harishchandra. They taught him to always tell the truth and to love and obey his parents.

### **Marriage Life:**

He got married with his brother and nephew to save money and make things easier. He was only 13 years old at the time. He liked all the fun things that happened at the wedding. His wife Kasturbai was the same age. Being uneducated, she had a strong will. He got into a lot of fights with her because he was jealous and tried too hard to make her the perfect wife. He meant to teach her, but he couldn't find the time. After what happened, he was very against child marriage.

Mohan began going to high school in Rajkot. The teachers liked him, and he often got prizes. But he didn't do any physical exercise or practice writing. He made up for the first mistake by going for long walks, but he had to do penance for not writing by hand later. He loved his father very much and thought it was his job to take care of him when he was sick. In high school, he became friends with a bad guy named Sheikh Mehtab. Even though family members told him not to, he stuck with the friendship. He tried to change Mehtab but failed. Mehtab got him to eat meat by telling him that it made people strong and that the British ruled India because they ate meat. Manoj was weak, and he was scared to go outside at night by himself. He agreed with the reasoning. He quit the trial after realizing that lying to his parents was worse than not eating meat.



He was sent to a brothel by Mehtab, but God saved him. He got Mohan to start smoking. This once caused someone to steal. But Mohan could no longer handle all of this. When he told his father he was guilty, his father didn't scold him, but instead cried quietly. Mohan's tears washed away his anger and taught him how to be peaceful.

Mohan was 16 years old when his father died. He had fed him every day. Mohan was with his wife when he died, though. He always felt bad about this mistake. In 1887, Mohan passed the matriculation test. He went to Bhavnagar College for a while but dropped out after the first term. At that point, the thought of him going to England to study law came to mind. Mohan was interested. His family members tried to stop him, but he made up his mind and kept going. So that his mother wouldn't be afraid, he promised not to touch booze, women, or meat. In September 1888, he left Bombay by ship, leaving his wife and son behind. The older people in his caste didn't want him to go to England. In the eyes of the caste, they kicked him out.

### **Critical Essay**

Gandhi, who is known as the "father of the nation," wrote his autobiography called *The Story of My Experiments with Truth*. Without a question, it's one of the most-read biographies in the world. In 1925, Gandhi began writing his autobiography, which was first released once a week in the journal *Navajivan*. It came out in February 1929, and it was the last part. The English version, which was translated by Gandhi's loyal servant Mahadev Desai, came out at the same time in *Young India*. From his early childhood until the start of the Non-Cooperation movement, the book tells the story of his life. *The Story of My Experiments with Truth* is an important book that helps us understand how Mahatma Gandhi's political, intellectual, and religious views changed over time. Indians living in South Africa were treated unfairly because of their race, which made him very angry. This is how he came up with Satyagraha as a way to fight unfairness. A lot of information about what he did in Champaran and Kheda Satyagrahas is also in it. The last two parts of the book talk about what Gandhi did before and during the Non-Cooperation Movement.

At the end of the text, there is a strong focus on sacrifice, austerity, unity, and social change so that Indians can be morally ready for swaraj. Gandhi's autobiography is still one of the most important works of writing in the world. Millions of Indians were moved by the book's ideas during the freedom fight, and those ideas are still important today.

## POEM

### 1.3. WHERE THE MIND IS WITHOUT FEAR – GITANJALI 35

– RABINDRANATH TAGORE

#### About the Author

Tagore was born in Calcutta (now Kolkata) on May 7, 1861, the son of the well-known philosopher and religious reformer Devendranath Tagore. He began writing poetry early in life, and in 1890 he published *Manasi*, a collection that demonstrated his genius. It contains his first social and political poems. Most of his life was spent in his native Bengal, and much of his writing dealt with the land and its people. He wrote of the poverty and backwardness of the people in a collection of stories, *Galpaguccha* (1912). Other writings include *Sonar Tari*, *Chitra*, *Kalpana*, and *Naivedya*—all poetry collections. His plays include *Chitrangada* and *Malini*. The sadness that followed the loss of his wife, a son, and a daughter between 1902 and 1907 inspired some of his best writing. Much of the last 25 years of his life was spent in lecture tours abroad. Yet in the same period he produced 21 collections of writings. Tagore died in Calcutta on August 7, 1941.

#### Summary of the Text

“Where the Mind is Without Fear” is one of his most read and talked about ones. It was written in Bengali at first, and he later translated it himself into English. He won the Nobel Prize for his collection of poems called “Gitanjali.”

India was ruled by the British during Tagore’s lifetime. Tagore writes in this song that he loves our country and wants everyone to be able to learn. He also wants his people to live without fear and always tell the truth. He also wants the people of his country to always work to get rid of bad things in society.

The poem “Where the Mind is Without Fear” is a prayer to God Almighty, who is seen as a father figure by everyone. Tagore’s dream of a new, educated India is shown in the poem’s moving lines. The poem, which was first written in Bengali, was possibly written before India got its independence, around 1900.

The original poem, *Prarthana*, was published in a collection called *Naivedya*. Around 1911, Tagore himself translated the poem into English. It’s Poem 35 in the English *Gitanjali*, which came out in 1912. Tagore loved this song very much, and he

read the English version of it at a meeting of the Indian National Congress in Calcutta in 1917.

The author Rabindranath Tagore imagines a perfect country that is open-minded, strong as a whole, and moving quickly forward. The author is totally devoted to God and begs him to teach his people to be hardworking, honest, and logical so that the country can reach its highest level of perfection.

The artist wants peace and wealth for everyone in his country and prays that his country can become self-sufficient and happy overall. The poem has just one line and is written in free verse. The poem has two parts: the main clause at the end and the seven lines that come before it that are made up of adverbial clauses. “Where the mind is without fear,” “Where knowledge is free,” and other phrases describe a setting in the first seven lines.

The last line of the poem tells us the exact place or scene that these lines are talking about. But we can imagine that the place being talked about is absolutely stunning, almost perfect.

It looks a lot like a utopia, with all the good things that people value, like bravery, knowledge, unity, truth, intelligence, and progress. In the first part of the sentence, the poet refers to the situation as “that heaven of freedom” and asks the “Father,” who is actually God Almighty, to help his country get there or realize that it should try to reach the level of competence needed to set up all these wonderful lines.

### **Critical Essay**

Rabindranath Tagore’s poem “Where the mind is without fear” is a prayer to God. In his prayer-invocation to God, “Where the Mind is Without Fear,” Rabindranath Tagore imagines a future country that comes from a person’s moral and honest inner being. Tagore thought that there was a sacred godhead inside all of us. He was sure that this source of knowledge was what made it possible for the humane part of us to grow and thrive, so he thought that it was also where all human nations came from.

‘Where the Mind is Without Fear’ was first released as ‘Prarthona’, but it was changed to ‘Chitto Jetha Bhaiyashunyo’ in Tagore’s 1901 collection of poetry called Naibedyā (Offerings). It was also included in his 1910 collection of Bangla poems called Gitanjali (Song Offerings). Two years later, in 1912, Tagore’s own English version of Gitanjali came out from the Indian Society in London. It still had the Bangla title. So, the English translation of “Chitto Jetha Bhaiyashunyo” (meaning “Where the Mind is

Without Fear”) is Tagore’s own work, even though it is mostly descriptive and everyday language. This is very different from the Bangla version, which is written in regular, rhymed lines with both happy and sad rhythms.

Tagore got ideas for Gitanjali from a lot of different places. His father saw Rammohun Roy as his Guru and was a part of the Brahmo Samaj, a liberal religious movement. Tagore took in the movement’s ideas and philosophy, as well as those from the Upanishads, the Bhagavad Gita, and the songs of the Bauls, who were Bhakti traveling singers from Bengal. As a tribute to them, he included Kshiti Mohun Sen’s important essay on them in his very personal book *The Religion of Man*. It is because of this that we feel the poet’s strong spiritual longing throughout Gitanjali, as he constantly wants to meet God and can feel his presence in the world around him and inside him. We can see Tagore’s never-ending desire to connect with the spiritual and the transcendent in Gitanjali’s words, rhythms, images, and symbols.

Of Gitanjali’s 133 poems, “Where the Mind is Without Fear” is the only one that stands out. This is because, even though it is addressed to God, it lacks the mystical longing that is present in the other poems, and the metaphysical is pushed to the background.

When we read “Where the Mind is Without Fear,” we hear the beauty of high-mindedness because it combines many deep ideas into a single, beautiful whole. It is also clear that the poem is growing naturally as it goes from describing the traits Tagore thinks are necessary for an ideal state to talking about a person’s own set of values and rules that come from their search for what is right. Poetry like “Where the Mind is Without Fear” was written by someone with the life experiences of a wise person and the knowledge to understand history inside and out.

Tagore thinks that personal, social, and political places will become bigger in the future. This makes sense, since the poet wrote this in 1901, when India was struggling under the weight of British imperialism. By that time, the colonial masters had been publicly using harsh methods to control the natives for more than a hundred years. They put them down by denying them basic needs and taking advantage of them, and they constantly made them feel like they were less important than others, which is normal in a colonial setting. Indians could clearly feel that their natural freedoms and rights were being cruelly and unjustly taken away as they fought for independence and reclaimed their honor. So, the word “fear” suggests a group of emotions that include worry, hopelessness, disappointment, and most of all, hopelessness.

The line “Where knowledge is free” is of paramount importance. When Tagore talks about his hope for everyone to be able to access information, he is actually reminding us of a big wrong that most people have been put through since the start of civilization. History shows that information has always been seen as the property of a select few, and even scarier, it has been used to control and dominate others, as well as to enslave and hurt them. In human societies, most people were purposely kept from knowing things that would hurt them. Thomas Hardy wrote a very clear account of this in *Jude the Obscure*, a book that came out just six years before Tagore’s poem.

In the third line, Tagore warns against being selfish and fighting with others. Being selfish and closed-minded are the roots of both causing arguments and being mean to others. People can only avoid it if their minds are freed up, which will happen when information is available to everyone. Tagore fought against all kinds of boundaries throughout his life, including those based on race, religion, social class, and ideas. He was sure that only knowledge—truthful, wise knowledge—could free us from prejudice and meanness of spirit. ‘Where the Mind is without Fear’s’ logical drift changes in the fourth line. In the earlier lines, traits that belong to the outside world (the public sphere in Habermas’s sense) were talked about. Now, the focus shifts to the inner world of the person.

Tagore imagined a plan that would take a person his whole life to complete. But more importantly, the lines in the plan show how states and human civilization can grow. To figure out the complex web of ideas in these lines and the meditative spirit behind them, we need to look very closely.

As long as words are just ways of communicating and are used for business, they are ordinary. But when they go beyond these limitations and represent the truth of mind and soul, they become holy and divine. According to the tone of the poem, there is nothing magical going on here. The line “the depth of truth” refers to the moral parts of our being. Truth comes from words that are shaped by this moral and spiritual goodness inside. Tagore thought that the truth always comes up after a person engages with their moral being. As moral integrity grows in a person’s heart and mind, that person makes and recovers truth from within, driven by their search for what the Greeks called *arête*, or moral virtue.

Therefore, in “Where the Mind is Without Fear,” Tagore shows the possibility of a country that basically comes from the thoughts and actions of people who follow the

truth inside themselves. He makes this act of his vision clear in the song because, for Tagore, politics is a reflection of religion and spirituality.

He shared Mahatma Gandhi's view that the political sphere could not be separated from the spiritual and moral spheres. In fact, he thought that the political sphere of a nation should reflect the spiritual aspects of its culture and civilization, which is especially true for an ancient country like India. So, "Where the Mind is Without Fear" clearly and completely shows Rabindranath Tagore's dream of the future nation-state: a nation-state that is moral, spiritual, and both celestial and endless.

#### **1.4. LOVE CYCLE – CHINUA ACHEBE**

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

Chinua Achebe was born in 1930 in Nigeria and died at the age of 82 in Boston, Massachusetts. Achebe is known for his unapologetic representations of how Western cultures have influenced African cultures in negative ways. Achebe grew up in a colonized country, as Britain exercised control over Nigeria from the 1800s to 1960. Through his writing, Achebe criticized the British government's attempts to replace Nigerian culture with British culture. Achebe studied in Africa, where he also worked in broadcasting and co-founded a publishing company. Achebe toured the United States for the first time in 1969 along with writers Gabriel Okara and Cyprian Ekwensi. From there, Achebe returned to teach at the University of Nigeria, manage publishing companies, and continue writing. He eventually moved to the United States and taught at esteemed colleges until his death in 2013.

##### **Summary of the Text**

Chinua Achebe's poem "Love Cycle," shows how the sun affects the Earth and how the Earth affects the sun. "Love Cycle" is made up of five free verse stanzas. Each stanza uses enjambment a lot, which breaks up the lines and adds punctuation to show pauses. A lot of the time, stanzas end with unfinished words that are finished in the next stanza. There is a full stop at the end of "Love Cycle."

The title of Achebe's song makes it clear what it is about and why it was written. It is in cyclical time, which includes nature events that happen over and over again and are not affected by human activity. However, this cyclical and long-lasting behavior is described in a way that makes it sound like love is constantly and revolvingly consummated. The poem talks about the couple: the sun is the angry man, and the land is

the tolerant woman. Throughout the poem, Achebe uses metaphor and symbols to paint a clear picture. It starts by talking about what the sun does at dawn. At this point, the poem compares the sun's action on Earth to what happens after a couple has passionate sex.

The poem then talks about how harsh the sun is as dawn turns into noon. Here, Love Cycle compares the earth's ability to stand up to the sun's burning rays to a woman's ability to stay with a man she doesn't like. A little while later, though, it tries to guess why she (Earth) stays with him (the sun) and why this natural event keeps happening. At the end of "Love Cycle," moonlight, which is a soft mirror of the sun's rays, is mentioned in a roundabout way. Because the sun isn't as bright at night, Earth has full control over her partner. This moment is what "Love Cycle" says keeps her there.

### **Critical Essay**

'Love Cycle' is a poem with five stanzas that are set up in a way that makes them revolve around each other. The end of one stanza could be the beginning of the next, and the beginning could be the end of the next. This creates the impression of a never-ending cycle of activity that carries people along in eternity.

At the beginning, the character talks about how the sun looks at dawn. When the sun pulls away from us, it might mean that its light isn't focused on anything. This means how far and wide the sun's rays are spread out right now. Not like noon, the lights aren't stuck on any one surface and aren't too harsh either. This is why they are shown as having "long misty arms." Using the word "long" shows how far the sun shines.

The second stanza describes Earth as the thing that the sun affects. The character makes it seem like the two entities are talking to each other like a couple. The first three lines of the stanza, on the other hand, show that their connection is not emotional. The above lines talk about what happens after sex between the couple being portrayed: it's lukewarm. This shows the irony in the last line of the first lyric. That line says that the sun and Earth are "happy lovers," but this verse says otherwise.

From a different point of view, the first three lines also emphasize the theme of nature by showing how Earth looks at dawn. "Love's combustion" in this case means the sun's heat, which is not present at this time. The verse emphasizes the presence of dew, which means humidity, which shows how fresh the Earth is in the morning.

Dawn gives way to noon in the third line. The persona shows the sun again as a man with a rage. The speaker says that the "soft-eyed light," which is the sun's rays at

dawn, will get hot over time, just like his anger. As the man “ploughs through the vast acres of heaven...”, so does the sun as it moves from east to west, from where it rises to where it sets. The teacher tells us that the sun will get harsh in that time.

The fourth verse uses the well-known metaphor to show how Earth reacts to the sun’s harshness. She is patient and tolerant in how she acts. As the speaker said, the “burning darts of anger” are the hot rays focused on Earth. The earth takes in the hard light, just like the woman in the story takes in her partner’s anger while swallowing her own. This line talks about topics of patience and tolerance.

The last stanza of “Love Cycle” is theoretical because it talks about nature. Using the well-known image, it explains why Earth can handle how harsh the sun is. From a symbolic point of view, the woman stays in a relationship that is clearly not healthy because her partner becomes nice again at night. The tone of the line makes it sound like the man calms down because he wants her to kiss him. Now we get to the idea of power plays. It makes the woman feel good to be in charge of her partner at these times.

From a metaphorical point of view, we can guess why Earth can handle how hot the sun is during the day. Through the moon’s reflected surface, the sun’s rays become much softer at night. The character thinks that Earth puts up with the sun for these brief periods of freedom and comfort. We all know that it’s just a guess based on the speaker’s ideas. ‘Love Cycle’s events happen over and over again, as the title and the nature phenomenon it talks about suggest. The poem kind of never stops.

## **UNIT II – EMPATHY**

### **POEM**

#### **2.1. NINE GOLD MEDALS – DAVID ROTH**

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

David Lee Roth was born in Bloomington Indiana in 1954. A few years later, his father Nathan, a doctor, moved the family to sunny California. The move proved to be a good one because while attending Pasadena Community College, David teamed up with the Van Halen brothers and Michael Anthony to form the Mighty Van Halen hard rock band. Their debut album was in 1978, the self-titled album “Van Halen”. Their biggest success was the song “Jump” in 1984 - the song reached No. 1 on the Billboard charts. In 1985, Dave decided to branch out on his own and leave the popular Van Halen. Dave’s EP “Crazy from the Heat” was a hit and his solo career was on its way. As years passed,



Dave's solo career faded. In 1996, Van Halen and Dave reconvened (due to the departure of Dave's replacement, Sammy Hagar) for two new songs on the band's greatest hits CD. Their reunion was short lived as the Van Halen brothers chose another singer (Gary Cherone formerly of Extreme) over Dave. In 1997, he wrote and released his autobiography book titled "Crazy from the Heat". These days, he still tours as a solo artist.

### **Summary of the Text**

David Roth, an American rock singer, wrote the song "Nine Gold Medals." Nine gold medals summary encourages people to care about each other and work together. It gets its ideas from the nine players with different abilities who competed in a Special Olympics event. It's also about a race between these runners. At that moment, one runner fell, and everyone else stopped running. They went back and helped the person who had fallen get back up. After that, they all finished the race by walking together. When the officials saw this, they gave each runner a gold medal. All of them were praised for how well they showed empathy and kindness.

At the beginning of the first line, it says that there are a lot of players here to take part in the Special Olympics. These people have come from many places around the world. There are gold, silver, and bronze prizes up for grabs. It also tells us about the hard training these athletes do for months in order to compete in these events and win medals.

The second line also talks about the large crowd that is there and cheers for the people who are competing. We see how they cheer each other on and have a good time. The last event, the race, has finally come. It's one of the events everyone looks forward to.

The names of the runners who are going to be in this 100-meter race have been called out. There are nine people in the race, and as they line up behind the starting point, they all want to win. They are all now waiting for the gun to go off.

When the gun goes off, it's time for the race to start. As a result, each runner charges ahead along their own path. However, something unexpected happens. The sprinter with the shortest height trips and falls to the ground on his knees.

In the next line, the player with a disability talks about how he feels when he falls. It must be really frustrating to have to go through this after working hard for so long. He sees all of his hopes and dreams fall apart as he falls. He finally gives up and starts to cry because he is so hurt and angry.

But that's not the end of the scene. Something strange takes place after he falls. The athletes in front of him stop and come back one by one. This is done to help him and

get him back on his feet. At this point, they can see past all the years of hard work and training.

Once they have him in their arms, they join hands and walk together to the finish line. You can see how they turned the 100-meter race into a walk. It was better, though, because we got to see a great example of kindness, teamwork, and good sportsmanship.

At the end of the race, when the athletes crossed the finish line hand-in-hand, they all won nine gold awards. Everyone gets one because they earn it. Athletes stand together with smiles on their faces under the flag that says “Special Olympics.” The crowd felt moved to tears when they saw all of these athletes smile from the heart. To put it another way, the action sent a message and taught a valuable lesson.

So, the poet thinks that this poem alone can’t fully describe what happened. Nine gold awards show that the person is a good sport and cares about others. It also looks at how to be kind and understand other people. Overall, all of the athletes showed what the Special Olympics are really about.

### **Critical Essay**

In “Nine Gold Medals,” by David Roth, we get a sneak peek at the athletes who were going to compete in the “Special Olympics” 100-yard run. The players had worked out hard for a long time. They only wanted to get one of the top three spots. because it would make them and their country look good. The artist says that when the competitive world holds someone back, other people shouldn’t hold back from helping. It’s not important to win every race. When the race of life is over, the most important thing is to smile and hold hands with other people. David Roth tried to get the word of brotherhood to everyone through the text.

‘Nine Gold Medals’s’ main picture changes in the second stanza by David Roth. The poet now talks about the “old field” and the “spectators” who came to watch the “final event” of the day. In the previous verse, he talked about the athletes. It was also the most important event in those athletes’ lives. The last line of this stanza also shows how excited both the contestants and the people who were watching were about the event.

‘Nine Gold Medals’ shifts its focus from the gallery to the “blocks” in the third line. The players were getting ready for the biggest event of the year. The line “Poised for the sound of the gun” adds to the drama in the poem. Some words are used more than once in the first two lines of this stanza to make them stand out.

'Nine Gold Medals's' fourth verse talks about two important things that happen in the poem. The first one's about race. The second and most important action of the poem is in these lines: "But the smallest among them, he stumbled and staggered/And fell to the asphalt instead." The picture of the weaker ones who fall at any point in their lives is shown in this part. In this case, the "smallest athlete" stands for the weaker people in society.

In the fifth line of "Nine Gold Medals," David Roth writes about how the runner who fell felt. Those things had been on his mind. The event, however, took everything away from his eyes. It made him feel utter frustration and pain. In this part, though, the poetic persona of the poem shows up directly. What happened after what happened with the runner during the race is what he means.

In the sixth line of "Nine Gold Medals," the eight other athletes came one by one to help the one who was hurt. Ironically, they forgot about the race and moved on in an interesting way. They stopped running not just to help the person, but also to keep the human spirit alive. As a sign of friendship and care, the contestants helped the boy get back on his feet.

David Roth writes in the seventh verse of "Nine Gold Medals" about how the nine runners kept running together after they joined hands. The first time, they didn't run to win the race. As they walked, they reminded people how important it is to be kind above all else. The way they acted showed why it was called the "Special Olympics." This is an interesting use of the word "special" by the author. People who made the moment special are what it means.

The poet talks about how the race ended in the next line. The runners crossed the finish line together, each with a smile on their face. The poet said that the faces were basically "beaming" like the sun. The way they moved and smiled when they won said a lot more than the words of the poem could.

This is the first line of the ninth stanza of "Nine Gold Medals." In this line, the author says that all of them won. His use of "with nine gold medals" shows this. Also, the reference to the "Special Olympics" in this line shows that love and friendship can make anyone's life special. In the last line of "Nine Gold Medals," David Roth uses the repetition from the previous line to make the point that the poet wants to make even stronger.

## 2.2. ALICE FELL, OR POVERTY – WILLIAM WORDSWORTH

### About the Author

William Wordsworth was born in *Cockermouth, Cumbria, on April 7, 1770*. His father worked as an attorney. Wordsworth's parents passed before he turned 15, leaving him and his four other siblings under the supervision of various relatives. Wordsworth loved nature as a young man, expressed in much of his poetry. While studying at Cambridge University, Wordsworth spent his summer vacation on a walking tour of Switzerland and France. He became a supporter of the French Revolution's beliefs. He began writing poetry while still in school, but none of his works was printed until 1793. He died of pleurisy on April 23, 1850, at *Rydal Mount, Westmorland, England*. He was buried in *Grasmere's St. Oswald's Church*. His wife, Mary, released *The Prelude*, also known as *Poem to Coleridge*, a few months after his death. He was the first and only poet laureate to compose no official verses, which he did in 1843.

### Summary of the Text

The structure of the poem "Sympathy" is pretty thin and slender, but it shows a deep philosophy that comes from the poet-narrator's two different experiences: the worldly world and the caring support of a single person.

The first four lines of the first structure part of the poem are about how the poet-narrator thinks about the bad days and how embarrassing it was to accept a "proud" man's grace. The "gold" he got might have helped him get through the hard times, but the rich, cocky man's lack of kindness and compassion turned that help into a curse for him. "Proud" and "cold" are two important words in this context. The "gold's" ego and lack of interest made it seem like a show of kindness, but it only made the person who received it feel bad about themselves.

The next four lines, which are all part of the same structure, talk about the recipient's response. It was kind and even humble, but it was a response to the "pride" and "cold" that came with the act of charity. Pay close attention to words and sentences like "payback," "stood erect," "spoke...thanks," and the last word, "Charity" in majuscule. Now that the crisis is over, the receiver is strong enough to hold his head high, pay back his gold loan, and "speak" "thanks" to the giver. This is the punishment for being embarrassed by taking: the "gold" that has turned into brass without "kindness" must be given back.

The next four lines started a part that was the opposite of the first one. In a strange way, it starts the same way; the first few words are an exact repetition of the first line's first words: "I lay in..." Now we get to the structural problems. This time, the person who is willing to help is not wealthy. He did something kind without using "gold." It's a lot like the "neighborly" help the "good Samaritan" gave to the "wounded man" going from "Jerusalem to Jericho" in Christ's "Parable of the Good Samaritan."

Because the kind man showed the poet-narrator "Sympathy," which is not something that can be paid back with something earthly, the poet-narrator is shocked to feel that he can never "pay back" this kind man.

### **Critical Essay**

The poem "Alice Fell" by Wordsworth makes the point that poverty was a major cause of suffering in the time of British Romanticism. A person who doesn't want to be named tells the story. They meet the girl, Alice Fell, on the road. It is never said whether they are a man or a woman, but it felt like a man as I read the poem. There is no clear audience for the narrator's words; they are only directed at the Post-boy, Alice Fell, and the Host of the Tavern, who are the only other characters in the poem.

An ABAB rhyme scheme is used to write the song. What seemed to have the most impact were the last word or two of each verse. People often really think about what they just read at the end of each line, so those last few words are where the magic happens. It's at the end, not the beginning or the middle. There is a clean break between lines so the reader can think before moving on to the next phrase.

The poem is set at night, when the narrator is riding in his chaise to a place that isn't named. Later in the poem, it is revealed that the place was Durham, so it may have been the original location. "For dark clouds, the moon had drowned..." (2) The storyteller and the Post-boy are running away from a storm that is coming.

When the narrator is riding in his chaise, he meets Alice Fell on the road. They run into each other when he hears Alice screaming. "All of a sudden I thought I heard a moan, a sad sound." (4) The narrator feels sorry for Alice, especially when he sees that her trouble is due to her cape getting caught in the wheel. "I saw it in the tangled wheel—a worn-out piece of cloth like any other..." No doubt about it, that rag is awful!" (26-27, 32) When Wordsworth sees Alice in such pain, it seems like he is trying to say that her character is so unhappy because she is poor and an orphan. The person reading the poem

would know that this was the most common reason people were unhappy at the time when it was written.

## **SHORT STORY**

### **2.3. THE SCHOOL FOR SYMPATHY – E.V. LUCAS**

#### **About the Author**

Edward Verrall Lucas, widely known as E. V. Lucas or Lucas, is the author of the lesson “A Different kind of School”. He was born in London on June 11, 1868. He had several roles to play in the field of literature. He was a poet, essayist, novelist, travel writer, publisher, critic, biographer, and editor. Lucas is known for his prolific works. In an interesting observation made by a fellow writer, ‘Lucas must have written more words than he had ever spoken in his entire life’. It doesn’t mean that he spoke less, but that he wrote more. He has authored and published more than 150 books, of which 30 are collections of essays, 12 are novels, and 15 are travel books. Not only that he has countless works to his credit, but he had also written on wider topics. He wrote books on various subjects such as art, travel, and topography. He is also famous for his “Wanderer” series which records his travel experiences. His works are remembered for their humour and satire. His essays and stories are mostly light and easy to understand. Lucas died in London on June 26, 1938, at the age of 70.

#### **Summary of the Text**

The author of this piece tells us about a different kind of school. As the name suggests, the school’s goal is to teach its students to care about the blind, the lame, and the disabled. Other schools teach the same things that this one does, but this one is different in an important way: it teaches kids how to be good citizens.

Someone had heard a lot of good things about Miss Beam’s School for Sympathy. He had the chance to go there one day. A twelve-year-old girl with a patch over her eyes was being carefully led between the flowerbeds by an eight-year-old boy.

The author met Miss Beam. She was a nice, helpful middle-aged woman. He wanted to know more about how she taught. She told him that her school had very simple ways of teaching. Spelling, math, and writing were taught to the kids. The author told Miss Beam that he had heard a lot of good things about how she taught.

Miss Beam told him that her school’s real goal was to teach kids to think. She wanted them to be good people who were kind and helpful. They were happy to send their

kids to her school, she said. After that, she told the writer to look out the window. The writer looked through the window. He saw a big playground and yard. A lot of kids were having fun there. He told Miss Beam that he felt bad for people who were hurt. It made Miss Beam laugh. She told him that they did not have any disabilities. For some, it was the day of the blind for a while. Still other people thought it was a dull day. After that, she talked about the system. In order for the kids to understand what bad luck is, they were put through bad luck. Every child had one dumb day, one blind day, one lame day, one deaf day, and one day when they were hurt. Their eyes were covered on a cloudy day. Other kids helped them with everything. Both the blind and the people who helped them learned something.

The author heard from Miss Beam that the blind day was very hard for the kids. But some of the kids were scared of the dumb day. On a bad day, the kid had to be strong-willed because the mouth wasn't wrapped. Miss Beam put the author in touch with a girl whose eyes were blackened. She was asked by the author if she ever went to the bathroom. He was going to cheat, she told him. The author also asked her if she knew how hard it was for blind people.

She was always afraid that something would hit her. She was asked by the author if her guides were good. She said they were really good. She also told the author that the best teachers were people who had already been blind.

It was the author who walked with the girl to the playground. She told him the worst day was the blind day. On the hurt, dumb, and hearing-impaired days, she didn't feel as bad. The girl asked the writer where they were at the moment. He told her they were going home. He also told her that Miss Beam and a tall girl were walking up and down the balcony. What did that tall girl wear? asked the blind girl.

It didn't take her long to figure out who the tall girl was when the author told her about her dress. She was told about the setting by the author. He thought that someone who was a guide for the blind should be careful. He had nothing but good things to say about Miss Beam's way of teaching, which made the students gentle and understanding. The author had thought about things ten times more.

The lesson gives us an idea of how important school is in our lives. Miss Beam was in charge of a school. Her school was called the "School for Sympathy." It wasn't like other places. The kids learned how to spell, add, subtract, multiply, and divide. But her school's real goal was to teach kids to be kind and thoughtful.

The course had a dumb day, a blind day, a lame day, a deaf day, and a broken day. They learned how to connect with people who have disabilities. Children learned to feel pity from this. They learned how to be kind to people who are less able. It says that kids should become good people and helpful citizens through schooling.

### **Critical Essay**

“The School for Sympathy” is a story about how empathy and understanding can help people connect with each other in a real way. It stresses how important it is to put yourself in someone else’s shoes and understand their problems and experiences. We can make a difference in the lives of those around us by being understanding and kind, as the story shows.

In “The School for Sympathy,” the author talks about how acts of kindness can help people connect with each other. Like when Tom gives his homeless friend his lunch, this creates a bond based on kindness. As kids at the school learn to understand each other’s problems, they become friends. The walk to the nursing home also gives the students a chance to get to know the older residents by listening to their stories and showing that they understand. Kindness and understanding are at the heart of these relationships, which shows how powerful sympathy can be in making real connections between people.

This short story makes its message clear. The lesson we can learn from “The School for Sympathy” is how important it is to be kind and understand other people. Sometimes we need to put ourselves in someone else’s shoes to understand their problems and show them kindness. By showing sympathy, we can connect with others on a real level and make a good difference in their lives. Because of this story, we should all be accepting and helpful, because that’s how we can make the world a better place for everyone.

It also looks at learning, growth, and the importance of having a different point of view. It stresses how important it is to look past quick opinions and really understand what other people are going through. The story helps people grow by showing how learning to understand and connect with others can change your life. It also shows how a change in point of view can help us understand the world and our place in it better. These themes make the story’s main lesson stronger and help build a more caring and welcoming society.



## 2.4. BARN BURNING – WILLIAM FAULKNER

### About the Author

William Faulkner was a Mississippi-born novelist, poet, and screenwriter, winner of the 1949 Nobel Prize in literature, and twice a winner of the Pulitzer Prize in fiction (1955, 1963). Considered one of the most important American writers of the twentieth century, he used primarily southern settings in his work—many of his most famous novels, including *The Sound and the Fury* (1929) and *As I Lay Dying* (1930), were set in fictional Yoknapatawpha County, Mississippi—and examined complex social, psychological, and racial issues. A modernist, he often composed his tragic, even Gothic stories in a dense, stream-of-consciousness style that attempted to emulate the ebb and flow of his characters' thoughts. His characters, meanwhile, ranged from the descendants of slaves to the richest of New South aristocrats, from the illiterate and mentally ill to the Harvard educated. During the last years of his life, Faulkner was a writer-in-residence and a professor at the University of Virginia in Charlottesville.

### Summary of the Text

The story begins at the town court where young Sarty, short for Colonel Sartoris Snopes, along with his father and brother are summoned for a hearing. His father, Abner Snopes, is accused in the burning down of the barn owned by his landlord, Mr. Harris. Mr. Harris tells the court that Snopes's hog ran into his cornfields and ruined them completely. In spite of several warnings when the hog continued to enter the cornfields, Mr Harris kept the hog and asked Snopes to pay for the damages. In turn, Snopes sends a man to collect the hog who also threatens Mr. Harris.

The same night, Mr. Harris's barn is burned down. He takes the matter to court where the judge calls for Sarty to be a witness. However, given the fact that Sarty is too young to testify, he lets the boy go. In his verdict, the judge orders Snopes to leave the country with his family, and never return again. Sarty is aware of his father's folly; however, when they walk back to their wagon, few of the street boys hit him hard on the face calling his father, 'Barn Burner'. His mother, who witnesses this, feels sorry for her son only to be told off by his father and commanded to get back to the wagon.

As they are on the way to their new home, the Snopes camp out in an oak grove for the night. There, after the family falls asleep, Abner Snopes decides to take Sarty for a

walk. His father with not an ounce of remorse of what he has done, slaps him and warns him never to open his mouth about the incident.

The next day, the Snopes reach their new house on Major de Spain's land. Abner takes Sarty to visit their new landlord. Sarty is awed by the huge mansion of the de Spains, which reminds him of the courthouse. However, despite the servant's protest, Abner forcefully enters the house with horse droppings stuck to his shoes. He deliberately soils the rug. This angers Mrs. de Spain, and she orders him to leave the house. Later, the rug is given to Abner to be cleaned. Abner, with every intention of ruining the rug, uses harsh lye and a jagged stone to clean it. He then throws the rug on the de Spains' porch. Sarty is witness to all that his father does.

Next morning, Major de Spain's anger knows no bounds, and he beckons Abner to his house. He orders him to pay twenty bushels of corn for the ruined rug. However, Sarty supports his father as he thinks twenty bushels is too high a compensation for the rug. But the young lad believes that this would stop his father from his continued miscreant behavior.

The following weekend, Abner and his sons are summoned to the courthouse as Abner accuses Major de Spain of charging him a huge compensation for the rug. Sarty, in all his innocence, defends his father stating his father did not burn the barn. At this point, Abner stops Sarty and commands him to go back to the wagon. In the entire episode of confusion, the judge reduces the fee to ten bushels of corn.

That night, Sarty hears his mother protesting against his father's wicked plans. Sarty knew what his father was up to. This time too, Abner decides to burn down the de Spain barn. The little boy is in a dilemma to either go along with his father and become a co-conspirator, or run away, or warn the de Spains. Sarty chooses to warn them. Running hard, he barges into the de Spain household and alerts them by screaming "Barn!" Major de Spain goes ahead on his horse to stop Abner in his act with little Sarty in full pursuit on foot. Sarty hears two shots being fired and assumes that his father is dead.

The story ends with Sarty running into the woods with tears flowing down his cheeks, and his soul in deep anguish at the loss of his father. He walks deep into the woods not knowing it is midnight. His young weary legs, hurting now, as he had tripped while running. He rests, and soon drops off to sleep. However, at daybreak, he is wide awake and decides to walk back. He starts to do so without looking back

## **Critical Essay**

From the point of view of a child, William Faulkner's short story "Barn Burning" is about class differences, family problems, and the idea of getting even. If you look closely, the story is still told from Sarty Snopes's point of view as he tells readers about his bad father, who continues to do illegal things like burning down barns. Even though young Sarty still didn't agree with what his father did, he continued to value Abner Snopes's role as family leader. But because he couldn't stand how disrespectful his father was to others and to authority, he cut ties with him, told Major de Spain about him, and eventually left his family for good.

When you really look at the story, one of the main ideas that Faulkner wants to get across is the idea of loyalty. From this point of view, it shows the different situations that young and uneducated Sarty Snopes had to deal with in order to say what he really thought and felt. Others expected him to save his family, especially his father, who had a history of committing crimes against others. As a citizen, he was also expected to report someone who had broken the law, even if they were connected to him in some way. Sarty is also threatened with being alone in his life if he doesn't always put his family first. In the end, this truth came true when Sarty told his father that he felt alone.

Darkness is also still a very important sign that Faulkner used to move the story forward. Abner Snope's actions are still unclear and mysterious from Sarty's point of view because the story is told from his point of view. He has a hard time figuring out what his father really wants, and he even gets in trouble for trying to fix his mistakes. Through the use of shadows, Faulkner may have given a good picture of Sarty's life with his family (Pinion 1). As a result, it shows how hard it is to tell the truth when blood ties and links make it hard. But this darkness changes when Sarty finally lets go of his family ties and sees that dawn is coming. One could say that this sign shows his freedom, but it comes with a price.

Fire is also used as a strong sign in the story. On the one hand, it can be seen as a tool that Abner uses to show the people who have hurt him how he feels and how angry he is. But the story also shows how it limits the bad guy. Even though Abner used it as a tool, it also made him powerless because it had effects that limited his life and left him open to punishments. Abner tried to get away from this by moving from place to place, but it only worked for a short time and led to his death in the end.

"Barn Burning," by Faulkner, is still an important work that deals with social and family problems that are connected. By writing from the point of view of young, ignorant Sarty Snopes, he lets readers see how things happen through the eyes of a child. Through

his work, he can show a lot of different ideas, from why Abner Snopes did those horrible things to how hard it was for Sarty to choose between his family and his duty to tell the truth. Faulkner may be able to create strong characters and a story that paints a picture that readers are left to figure out and enjoy because of this point of view.

## **UNIT III – CRITICAL & CREATIVE THINKING**

### **POEM**

#### **3.1. THE THINGS THAT HAVEN'T BEEN DONE BEFORE – EDGAR GUEST**

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

Edgar Guest (1881-1959) was born in England, but moved with his family to Detroit, Michigan, when he was ten years old. He worked for more than sixty years at the *Detroit Free Press*, publishing his first poem at the age of seventeen, then going on to become a reporter and columnist whose work was featured in hundreds of newspapers around the country. Edgar is said to have written some 11,000 poems during his lifetime, most of it sentimental, short, upbeat verse. Critics often derided his work, but America adored him. He was known as the “People’s Poet,” served as Michigan’s poet laureate, hosted a long-running radio show and TV show, and published more than twenty books.

##### **Summary of the Text**

Edgar Albert Guest’s poem “The Things That Haven’t Been Done Before” makes you think and makes you think about yourself. It’s about how important it is to get out of your comfort zone and try new things. Guest uses vivid language and historical references to make readers think about whether they want to follow the well-trodden road or go into uncharted territory.

The sound of the poem is set by the first line, which talks about Christopher Columbus and his brave trip to a shore he didn’t know about. Columbus’s unwavering belief in finding new places, even though the crowd and crew didn’t believe him, is a metaphor for the courage it takes to go after what hasn’t been explored yet. By focusing on Columbus’s resolve, Guest suggests that facing the unknown needs a brave heart and strong beliefs.

In the second line, Guest compares those who stay on the well-known road to those who go off on their own. Most people, who are shown as following daily charts as compass points, only think about what they have already done. They trust that following

the rules will keep them safe and are happy with what they already know. Guest, on the other hand, writes about a brave minority that stays away from the crowds and wants to see things that no one else has seen before. These people are hungry for new adventures and are ready to go through hardship and being alone.

The third verse emphasizes how important it is to have people who are brave enough to go against the grain. These people may have to deal with hardships and hurts, but they make a way for others to follow. Their deeds push the limits of what people can do and encourage others to break free from the chains of conformity. According to Guest, these leaders who go against the grain are what make growth and new ideas possible, since most people just copy what others have done.

The last line of the poem asks the reader directly if they are happy to follow or if they have the guts to give orders. People who are afraid of being criticized by people who question them are seen as weak and give in to societal pressure. While Guest, on the other hand, asks readers to think about how ready they are to go out on their own and set new goals, whether they succeed or fail. At the end of the poem, the author asks readers to think about how they feel about change, growth, and the search for the unknown.

Overall, “The Things That Haven’t Been Done Before” is a call to action for people to follow their inner explorer and push the limits of what they think they know. Edgar Albert Guest uses beautiful language and wise similarities to get people to question their comfort zones and take risks that will help them grow as people and make society better as a whole.

### **Critical Essay**

This song talks about how important it is to try new things and be brave. The speaker talks about Columbus as an example. Columbus had a dream of finding a new land beyond the horizon of the sky. People laughed at and doubted Columbus, but his bravery and unwavering faith gave him the courage to go into unknown territory. The lines make the point that if you want to do something amazing, you have to be ready to leave your comfort zone and ignore other people’s bad news.

It shows how many people like to stick with what they know and follow the road that has already been traveled. They use plans and guideposts that were made by people who have been there before them. They are happy with what they already know and don’t want to learn anything new. The lines make it sound like some people would rather be safe with what they know than be unsure with what they don’t know.

This means that some people are ready to go into the unknown, without any instructions or a set plan. It's in their blood to do things that have never been done before, even if it means going through tough times along the way. People who break new ground and do things that haven't been done before make it possible for others to do the same and stop being limited by what has already been done.

Edgar stresses how important it is to be a leader instead of a following. The people around you wonder if you just go with the flow or if you have the guts to go your own way. The lines are a challenge to people who are shy and easily give up when other people question them or make fun of them. Instead, they tell you to take big risks and set new goals, no matter what happens. It's about being open to the unknown and willing to take chances in order to do something really important.

### **3.2. STOPPING BY THE WOODS ON A SNOWY EVENING – ROBERT FROST**

#### **About the Author**

Robert Frost was born in San Francisco, California, in 1874. Frost published more than 30 collections of poetry, including *New Hampshire* (1924), *Collected Poems* (1931), *A Further Range* (1937), and *A Witness Tree* (1943), all winners of the Pulitzer Prize. His other honors included the Congressional Gold Medal and the Bollingen Prize. Frost served as the Consultant in Poetry to the Library of Congress from 1958-1959, and was invited to read at the inauguration of President John F. Kennedy in 1961. He taught at Amherst College, the University of Michigan, Middlebury College, Harvard University, Columbia University, and Yale University, among other places. Frost was the co-founder of the Bread Loaf School and Conference of English at Middlebury College. Robert Frost died in 1963.

#### **Summary of the Text**

On a snowy winter evening, the poet is riding home. He walks by a very pretty forest. Because the sight of the snow falling in the beautiful forest charms him, he stops and starts to enjoy the scene. The horse he is riding gets impatient at this point. It's getting dark, making it look like the darkest night of the year, so I think the cat's owner may have stopped there by accident. There isn't a home nearby. Is it okay for it to walk between the snow-covered trees and the frozen lake? It asks its master by shaking its harness bells. There are sounds other than the bells on the harnesses. There is the sound of the wind moving quickly and snow falling on the ground.

The rider has to decide whether to stop and enjoy the scenery or to keep going and get home on time. He finally gave in to the urge to stop there and chose to go back home, reminding himself of the promise that he has to travel for a long time before he can rest. So, he gets back on the road to get where he needs to go before he can rest. He doesn't need to rest until he gets to his final location.

### **Critical Essay**

Well-known Robert Frost poem "Stopping by Woods on a Snowy Evening" came out for the first time in 1923. The poem is made up of four quatrains, which are four-line stanzas. It is praised for being simple, but it has a deep and thought-provoking theme. Here is a list of the poem's lines, one after the other: In the first line, the speaker talks about a peaceful and beautiful cold evening in the woods. As he watches the snow fall softly, he gives off an air of solitude and peace. The woods are called "lovely, dark, and deep," and the fact that his horse seems to be questioning his choice to stop adds to the feeling of being alone.

The speaker says in the second line that he is stopped by the woods to watch them get snowy. Someone in the town owns the woods, and the speaker's horse is shaking its harness bells, eager to keep going. The speaker feels obligated to move on and talks about the owner of the woods, which suggest that he has important duties or obligations that need to be met right away.

The speaker's inner struggle is shown in the third stanza. He is amazed by how quiet it is in the woods, with only the sound of the wind and snow. Even though the woods are deep, dark, and tempting, he knows he has "promises to keep." These promises could be seen as social or personal duties, showing how he feels torn between his need to stay and his duty to move on.

In the last line, the speaker settles his inner conflict and understands that he needs to keep going on his journey. Over and over, he says, "And miles to go before I sleep," which emphasizes the idea that he has duties and duties that he can't ignore. The trees are "beautiful, dark, and deep," he agrees, but he has to keep going. Again and again, the last line, "And miles to go before I sleep," shows how important the speaker's duties are.

## **READERS THEATRE**

### **3.3. THE MAGIC BROCADE – TOLD BY AARON SHEPARD**

#### **About the Author**

Aaron Shepard was born on October 7, 1950. Aaron Shepard is a published author, editor, illustrator, and a narrator of children's books and young adult books. Some of the published credits of Aaron Shepard include *The Legend of Lightning Larry*, *The Adventures of Mouse Deer: Tales of Indonesia and Malaysia (or Indonesian and Malaysian Folktales)*, *The Monkey King: A Superhero Tale of China, Retold from the Journey to the West (Ancient Fantasy)*, and *The Magic Flyswatter: A Superhero Tale of Africa, Retold from the Mwindo Epic*. He is an award-winning author of many stories. Aaron's speciality was retelling folktales and other traditional literature from around the world. His work has been honoured by the American Library Association, the National Council for the Social Studies, the American Folklore Society, the New York Public Library, and the Bank Street College of Education.

### **Summary of the Text**

In China, there was an old woman and her son, Chen. Everyone knew the widow for the brocades she wove on her loom. She used silver, gold, and colored silk threads to weave pictures of birds, flowers, and animals into her cloth. The pictures looked so real that they were almost alive. Some people said that the widow's brocades were the finest there were.

The widow took a bunch of brocades to the market one day and sold them right away. Then she went shopping for things she needed around the house. A pretty painted scroll hanging in one of the stands caught her eye. It showed a beautiful castle that was red, yellow, blue, and green and reached up to the sky. There were beautiful parks all around, and the most beautiful maidens were walking through them.

The widow couldn't help but buy the paper, even though it cost a lot of money. She showed it to her son when she got back to her house. She got her loom ready and started to weave. She worked nonstop for hours, days, and weeks, barely taking time to eat or sleep. Her fingers were raw and her eyes were red. Since the widow wasn't making any more brocades to sell, Chen cut down trees and sold those instead. The design slowly took shape on the loom over the course of several months.

When Chen came in one day, the loom was empty and the widow was crying. He was scared and asked, "What's wrong, Mother?" The brocade was spread out on the ground. What a sight it was! The castle that reached the sky, the lovely gardens, and the pretty fairies. Right then, there was a sudden wind that blew through the house. It took the



brocade off the floor, blew it out the window, and flew away. The widow and her son ran outside, but all they could see was the brocade going away to the east.

Chen helped her to her bed and sat next to her for hours. She finally opened her eyes. Chen got a few things together and headed east. He walked for days, then weeks. The brocade wasn't there, though. Chen found a hut by itself. An old woman with leather skin was smoking a pipe by the door. There was a horse grazing close by.

As soon as Chen got on, the horse started to run. Soon, they got to a mountain that was on fire. Without skipping a beat, the horse jumped through the flames and began to climb the hill. Chen bit his lip and didn't say a word as the fire burned his skin. They finally got down the other side. Chen was shocked that his burns were gone when they got away from the fire.

After a while, they came to a sea full of big chunks of ice. The horse jumped from one ice floe to the next without stopping for a second. They were sprayed with cold water by waves, making Chen wet and cold. He didn't say a word, though.

They finally got to the far shore. Chen felt dry and warm all at once. Then they didn't take long to get to Sun Palace. It looked just like the brocade his mom had! He rode his horse to the door, jumped off, and ran into a big hall. Dozens of fairy ladies were sitting at looms and looking at him. They then turned to whisper to each other how excited they were. The fabric that his mother made was hung in the middle of the room and a copy of it was on each loom. A woman who was weaving near the door got up to greet him. "Hi, my name is Li en, and nice to meet you. People like you are the first ones to ever make it to our palace. What lucky luck brought you here?"

Chen could only stare at the fairy for a moment because she was so pretty. Li en looked down shyly. The fairies worked at night with the help of a magic pearl. After a while, Chen's eyes finally closed, and he fell asleep in his chair. The fairies ended or left off one by one and left the hall. Li en was the last person there, and she was done just before dawn. She took her brocade off the loom and put it next to the widow's.

She groaned. "It's good, but the widow's is still better." We wish she could teach us herself. Li en then had a thought. She used a needle and thread to sew a small picture of herself on the royal steps onto the widow's brocade. She said a spell in a low voice. She smiled at Chen one last time as she walked out of the hall. The sun was just rising when Chen woke up. He looked all over the hall but couldn't find Li en. He wanted to say goodbye to her but told himself, "I must not waste a moment." He quickly ran out of the

hall, rolled up his mother's brocade, and jumped on the horse. He ran back, going across the Ice Sea and over Fiery Mountain.

She was already there waiting for him when he got to the old woman's hut. "Get going, Chen! Your mom is going to die! You won't make it on time if you don't put these shoes on. They were put on by Chen. After taking one, two, and three steps, he was running through the farmland faster than he thought possible. He was home in no time. He helped her leave the house and set the brocade down on a rock. But then there was a sudden wind, and the brocade slowly rose into the air. It got longer as it rose, bigger and bigger until it blocked their whole view. Chen had seen how big the house was, and the fairy lady Li en was standing on the steps.

Li en waved her hand to call out. She called out, "Quickly!" "As long as the wind blows!" Come on, put on the brocade!" Chen was shocked for a moment and couldn't move. After that, he grabbed his mom's arm and the two of them took a step forward. They were standing in front of Sun Palace when there was a glow. Li en ran up to them, and all the other fairies milled around her. "Welcome, lady," she told the widow. We'd love for you to come live with us and show us how to do what you do. The widow then taught fairies, and Chen married Li en. And some say that the brocades made at Sun Palace are the finest in the world.

### **Critical Essay**

This person is telling a well-known story by Aaron Shepherd called "The Magic Brocade: A Tale of China." The story shows up in reader status 3.3 and 3.4 and in different types of stage plays, with monologues, pictures, and alien characters like the Iron Circle, the Monkey King, and the Gorilla. Music is also used to make the story stronger.

A stranger living in China named Aaron Shepard talks about the idea of "magic brocade" and how it can be used to write stories. He thinks it's a great way to tell stories and that it can be used in many types of stories, from romance to science fiction. Shepard also stresses how important it is to understand other people's cultures and points of view. Behind this method so that you can use it well in your own writing and being willing to try new things. He talks about a student from another country who was slow to accept new challenges and had a hard time fitting in with Chinese society. But after he became more open and ready to learn, he was able to connect with other people and fully enjoy the culture. The speaker talks about how empathy and curiosity can help people get through new situations and connect with people from other backgrounds in a useful way.

As the speaker starts to tell the story of Aaron Shepard's magic brocade in Tamil, beautiful music plays in the background. The speaker quickly talks about Aaron's background as someone who doesn't speak Tamil and then goes on to explain how the story's Tamil script is used. After that, the speaker gives a short summary of the story. It takes place in China and is about a magic silk. The speaker plays music throughout the part and talks excitedly about the story she or he is about to tell to keep the audience's attention. The goal is to get people interested in the magic brocade by using beautiful music and a short story introduction.

The narrator starts by talking about the idea of a "magic brocade," which is a kind of fabric that people think has special powers. The storyteller then talks about a certain kind of magic brocade called the "Chinese Magic Brocade," which is used to heal energy and keep people safe spiritually. Then it goes into specifics about how to clean and get the fabric ready to be used in a spell or meditation. The video shows Seto, the author's daughter, showing different ways to clean the fabric. This part gives an overall look at the magic brocade and what it means in Chinese spirituality and society.

### **3.4. STORIES ON STAGE – AARON SHEPARD (THREE SIDEWAY STORIES FROM “WAYSIDE SCHOOL”**

**– LOUIS SACHAR)**

#### **About the Author**

Louis Sachar was born in East Meadow, New York in 1954. His family moved to Southern California when he was nine and he attended college at the University of California at Berkeley. During his last year of college, he received school credit for working at Hillside Elementary School, an experience that inspired him to write his first children's book, *Sideways Stories from Wayside School*. Many of the characters in the book are based on children that Sachar taught and the teacher is based on Sachar himself. *Sideways Stories from Wayside School* was published during Sachar's first year at Hastings College of Law in San Francisco. He did not know if he would be able to support himself by writing children's books, so he continued his legal education. He graduated from law school in 1980 and, after passing the bar exam, became a lawyer.

#### **Summary of the Text**

A well-known set of three books by Louis Sachar is called *Sideways Stories From Wayside School*. The three long books are *Wayside School Gets A Little Stranger*,

Sideways Stories From Wayside School, and Wayside School is Falling Down. Sachar also wrote a follow-up series in 1989, which includes two books called Sideways Arithmetic From Wayside School and More Sideways Arithmetic From Wayside School. These books have math problems and tasks mixed in with stories. There are many stories in the books about a school that was made like a tower with 30 stories and one room on each story. There is no 20th story. Like the 30 stories you learn in school, each book has 30 parts, which are called stories.

**The first story is about Joe:**

We meet the students one by one on the 31st floor. Joe is a student who always gets the right answer even though he has trouble counting. He has wavy hair, but he doesn't know how much of it there is. This is Joe's biggest school problem. He wasn't able to count. Joe is kept inside by Mrs. Jewls during playtime so she can help him with counting even more. He needs to count from 1 to 10. His point is pretty clear. As he counts to ten, he says ten different numbers. The numbers are not in any kind of order, though, and some of them are 10 or more.

Mrs. Jewels teaches Joe the right way to count by keeping track of pencils, books, and potatoes. But this doesn't help Joe at all. He keeps counting in a crazy way, but he always gets to the number of things. Mrs. Jewls tells them, "You got the right answer, but you numbered them wrong." A new method is used by Mrs. Jewls. Joe says it again and again as she counts to ten. However, this also doesn't work. He just keeps counting to ten, even when there aren't ten things. While Joe is counting wrong, he gets the right answer, but when he is counting right, he gets the wrong answer. The poor Mrs. Jewls reacts the same way any of us would in this situation. Her head hits the wall. Joe tries to count how many times she does it, but this time he counts wrong and gets the right number. By the end of the break, Joe had not made any progress. People in his class make fun of him because he doesn't know how to count.

**The second story is about Bebe:**

Bebe is the fastest artist in her class. She draws pictures faster than anyone else. After 8 seconds, she can draw a flower. After 30 seconds, she can draw a dog, and after 45 seconds, she can draw a cat. During art class, Bebe draws as many pictures as she can. Five hundred flowers, twenty dogs, a lot of eggs, or watermelons could be drawn by her all at once. In painting class one day, Bebe and Calvin work together, and after a lot of hard work, they beat their old record. Bebe draws 378 pictures. They are both tired. Mrs. Jewls tells her that the quality of the art is more important than the number. She talks

about how someone could spend their whole life making one piece of art about a cat. But if that one drawing is better than all two million of Bebe's, then that person has made more art than Bebe. Bebe's whole worldview is turned upside down when she hears her teacher's reasoning. She throws her pictures away and runs out of the classroom.

When Louis sees Bebe leaving school, he asks her where she is going. This person says they are going to draw a cat when they get home. Louisa asks if she can bring it the next day. It's likely that Bebe won't have even finished one hair by then. This artist has changed how she works.

### **The third or final story is about Calvin:**

Calvin is picked by Mrs. Jewls to deliver a message to Miss Zarves on the nineteenth floor. Calvin has a big, round face. Calvin walks through the area between the and The building has twenty stories, but he can't seem to find the nineteenth. It's not there at all. Going to the office of the business manager is what he does to leave the note in Miss Zarves' mailbox. He finds out, though, that she's missing a box. It's best for Calvin to find Louis because Louis will know what to do. Louis, whom he talks to, tells him that he is not supposed to give any teachers any notes. After talking about it, Calvin and Louis agree that they don't know what Louis just said. But Calvin goes back to class. Calvin did the right thing by giving the student the message when he got back to class, says Mrs. Jewls. The other kids didn't understand how he did it. Because the note was so important, Mrs. Jewls told Miss Zarves not to meet her for lunch. It wasn't even that important, and Calvin tells her so while thanking her. There is no Miss Zarves. There is no story number nineteen.

### **Conclusion**

The book has thirty parts, one for each floor of the Wayside School building, except for the nineteenth floor, which doesn't exist. Mrs. Jewls thinks that her students are like monkeys. In the next movies, she will still be their teacher. Miss Zarves is a teacher who shows up throughout the series. As the teacher of the class on the 19th floor of the school, her position is one of a kind. But neither she nor the classroom are known to exist because the nineteenth floor of the building isn't known as the nineteenth story.

### **Critical Essay**

Sideways Stories from Wayside School, a middle-grade comic book by American author Louis Sachar, came out in 1978. The books in the Wayside School series are story sequence books, which are also known as composite novels or short story cycles. Each

part has a small problem that needs to be solved. There is no linear plot between the chapters; instead, each part tells its own story. Wayside Elementary School is where the show takes place. The first book is mostly about the kids in Mrs. Jewls's 30th-story class, but there are also chapters about three primary school teachers. No word on the kids' grade, but based on how well they do in math and spelling in the book, it's likely that they are in the first or second grade.

Because the builder didn't read the plans correctly, Wayside is a unique school. The plan called for a single-story building with 30 classrooms, but it was built with 30 stories, and each story had one classroom. Because of this, everything about Wayside School seems a little "off" or strange. The book is considered funny, but it has some ridiculous and illogical ideas in it. Many postmodernist ideas are used in the Wayside books, even though they are written for kids. One example of metafiction is the book, which is said to have been written by the character Louis. In addition to being silly, books that use these tropes talk about themselves and sometimes break the fourth wall by talking directly to the reader. Sachar also uses magical realism, in which magical and realistic elements are mixed together in the story, to explore the theme of absurdity vs. reality. Sachar also explores the themes of problem-solving and learning, as well as the importance of community and social norms, through the characters' crazy actions and strange events.

## **UNIT IV – PARTS OF SPEECH**

The part of speech indicates how the word functions in meaning as well as grammatically within the sentence. An individual word can function as more than one part of speech when used in different circumstances. Understanding parts of speech is essential for determining the correct definition of a word when using the dictionary. There are eight parts of speech in the English language: noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection.

### **4.1. ARTICLES**

Articles are among the most common of the determiners. There are three singular articles: a, an, and the. Articles specify (or determine) which noun the speaker is referring to. 'A' and 'an' are indefinite articles and are used when you are talking about a general version of the noun. For example:

- A dog is a good pet.

- An ostrich would beat a chicken in a race.

In these examples, the sentence is talking about dogs or ostriches in general, meaning any dog. When your meaning is general, use an indefinite article. Note that ‘a’ is used before words that begin with consonants while ‘an’ is used before words beginning with vowels. On the other hand, ‘the’ is a definite article, meaning the speaker is referring to a specific noun. For example:

- We went to the best restaurant in town.
- The dog is barking too loudly.

Here the speaker is referring to a particular dog and a particular restaurant. It’s not a general category, but only one animal or place that’s important. When your meaning is specific, use a definite article.

#### 4.2. NOUN

A noun is the name of a person, place, thing, or idea.

E.g. man, Butte College, house, happiness.

Nouns are often used with an article (the, a, an), but not always. Proper nouns always start with a capital letter; common nouns do not. Nouns can be singular or plural, concrete or abstract. Nouns show possession by adding ‘s’. Nouns can function in different roles within a sentence; for example, a noun can be a subject, direct object, indirect object, subject complement, or object of a preposition.

E.g. The young **boy** brought me a very long **letter** from the **teacher**, and then he quickly disappeared. Oh my!

Nouns are divided into eight kinds:

1. A Common Noun is a name given to every person or thing in common.  
Ex: Boy, teacher, girl
2. A Proper noun is a name of a particular person.  
Ex: Milton, Nigeria, Bill Clinton
2. Collective Noun is a name of collection of things.  
Ex: Crowd, army, committee
3. Concrete Noun is the name of a thing that can be touched.  
Ex: Boy, pencil, orange
4. Abstract Noun is the name of a quality or state.

Ex: Freedom, joy, childhood

5. A Countable Noun is the name of a thing that can be counted.

Ex: Orange, woman and table

7. An Uncountable Noun cannot be counted.

Ex: Milk, oxygen, money

8. Material Noun is the name of a material.

Ex: Stone, steel, butte

#### **4.2.1. NUMBER**

A word which indicated whether a noun is singular or plural is known as number:

Kinds of numbers: A Noun has two numbers. A singular, and a Plural.

1. A noun which denotes one person or thing is known as singular number.

Ex: tree, cow, pen, book

2. The plural number which denotes more than one person or thing is called as Plural number.

Ex: trees, boxes, cows, pen

#### **HOW TO FORM PLURALS**

1. Most nouns form their plurals by adding to the singular.

Singular – lion, face, toe, day

Plural – lions, faces, toes, days

2. Nouns ending with ch, s, ss, sh, x form their plurals by adding es to the singular.

Singular – catch, box, brush, inch

Plural – catches, boxes, brushes, inches

3. Nouns ending with y and which have a consonant form their plural by Changing y into ies.

Singular – army, duty, body, fly

Plural –armies, duties, bodies, flies

4. Nouns ending with O are turned plural by adding es to the singular.

Ex: Tomato --- Tomatoes

echo ---- echoes

#### **4.2.2. GENDER**



Gender indicates whether a person or an animal is male or female. There are four kinds:

1. **Masculine Gender:** A noun which denotes a male person is known as masculine gender. Ex: boy, brother, king, uncle, man.
2. **Feminine Gender:** A noun which denotes a female person or animal is known as feminine gender Ex: Girl niece, daughter, lady, queen
3. **Common Gender:** denotes both male and female persons: Ex Driver, Singer, Child, enemy
4. **Neuter Gender:** denotes neither male or female persons: Ex: Book, table, college, science.

### 4.3. PRONOUN

A pronoun is a word used in place of a noun.

E.g. **He, we, they, it.**

A pronoun is a word used in place of a noun. A pronoun is usually substituted for a specific noun, which is called its antecedent. In the sentence above, the antecedent for the pronoun he is the boy. Pronouns are further defined by type: personal pronouns refer to specific persons or things; possessive pronouns indicate ownership; reflexive pronouns are used to emphasize another noun or pronoun; relative pronouns introduce a subordinate clause; and demonstrative pronouns identify, point to, or refer to nouns.

E.g. The young boy brought **me** a very long letter from the teacher, and then **he** quickly disappeared.

#### **Types of Pronouns with Examples:**

Pronouns can be classified into different types based on their functions. Given below are the various types of pronouns. Go through the examples carefully to have a clear understanding of each type of pronoun and its function.

- **Relative Pronouns** are pronouns that are used to relate one part of the sentence to another. Some examples of relative pronouns are that, which, where, when, why, what, whom and whose.
- **Possessive Pronouns** are pronouns that are used to show possession. Some examples of possessive pronouns are mine, yours, his, hers, theirs and its.
- **Reflexive Pronouns** are pronouns that are used to refer back to the subject in the sentence. Some examples of reflexive pronouns are myself, yourself, herself, himself, oneself, itself, ourselves, themselves and yourselves.

- **Demonstrative Pronouns** are pronouns that are used to point to specific objects. Some examples of demonstrative pronouns are this, that, these and those.
- **Interrogative Pronouns** are pronouns that are used to ask questions. Some examples of interrogative pronouns are who, what, when, why and where.
- **Indefinite Pronouns** are pronouns that do not refer to any particular person, place or thing. Some examples of indefinite pronouns are someone, somebody, somewhere, something, anyone, anybody, anywhere, anything, no one, nobody, nowhere, everyone, everybody, everywhere, everything, each, none, few, and many.
- **Personal Pronouns** are simple pronouns that are used to substitute proper names. Some examples of personal pronouns are I, you, he, she, we, they, him, her, he, she, us and them.
- **Subject Pronouns** are pronouns that perform the action in a sentence. Some examples of subject pronouns are I, you, we, he, she, it, they and one.
- **Object Pronouns** are pronouns that receive the action in a sentence. Some examples of object pronouns are me, us, him, her and them.
- **Reciprocal Pronouns** are pronouns that are used to express a mutual relationship. Some examples of reciprocal pronouns are each other and one another.
- **Intensive Pronouns** are the same as reflexive pronouns, with the only difference being that you can remove the intensive pronoun from the sentence, and the sentence would still make sense.

#### 4.4. VERB

A verb expresses action or being.

E.g. jump... is... write... become

The verb in a sentence expresses action or being. There is a main verb and sometimes one or more helping verbs. (“He can dance.” Dance is the main verb; can is the helping verb.) A verb must agree with its subject in number (both are singular or both are plural). Verbs also take different forms to express tense.

E.g. The young boy **brought** me a very long letter from the teacher, and then he quickly **disappeared**.

#### DIFFERENT CATEGORIES OF VERBS:

Verbs can be divided into different categories according to their behaviour when used in a context. Let us look at the categories explained below.

### **Regular Verbs and Irregular Verbs:**

As you can see, verbs are used to denote actions, and they can be used in different forms to indicate when the subject in a sentence is carrying out an action. A regular verb can be conjugated to show if the action takes place in the past or if the action is taking place continuously.

In most cases, the past form of the verb is formed by adding an 'ed' to the root verb for regular verbs. On the other hand, there are other verbs that do not follow this rule. They are called irregular verbs. These verbs have their own unique forms. If you are wondering how to learn these irregular verbs, read the article on irregular verbs to find out how.

Have a look at the examples given below.

- Deepak searched for his white shirt in his cupboard, but he did not find it. (Root verb – search)
- Did you find the book you were looking for?

In the above examples, the verb 'searched' is the past form of the regular verb 'search' by adding an 'ed' and the verb form 'looking' indicates the continuous form of the regular verb 'look' by adding an 'ing' to the end of the root verb.

- Sena read the book on the evolution of life on earth.
- Vinoth found the keys that went missing yesterday.

In the above examples, the verb 'read' stays the same in the past form and when used as a past participle. 'Found' is the past form of the root verb 'find'.

### **Transitive Verbs and Intransitive Verbs:**

Transitive and intransitive forms of verbs are used to denote how a verb acts when used with a direct object and an indirect object. Let us look at a few examples.

- Vincy gave a box of chocolates to his brother. (Indirect object – his brother, Direct object – a box of chocolates)
- Grace passed the water bottle to Kevin, who was sitting in the first row. (Indirect object – Kevin, Direct object – the water bottle)

- The little boy ran around the park for two hours.
- Frank walked to school every day.
- My sister cleaned the house today. (Direct object – the house)
- Sheena did not like the movie. (Direct object – the movie)

In the above examples, the verbs ‘gave’ and ‘passed’ in the first two sentences are seen to take a direct object and an indirect object, whereas the verbs ‘ran’ and ‘walked’ take no object at all. In the last two sentences, the verbs ‘cleaned’ and ‘did not like’ take a direct object and no indirect object.

Verbs that take a direct object alone are called **transitive verbs**, and those verbs that do not take either a direct object or an indirect object are called **intransitive verbs**. There is yet another category of verbs that take both the direct object and the indirect object, and they are called **ditransitive verbs**.

### Types of Verbs:

There are two types of verbs in English Grammar. The classification is as follows.

Verbs	1- Auxiliary Verbs
	2- Main Verbs

Sometimes the Auxiliary Verbs are also known as helping verbs. There is a further classification of Auxiliary Verbs and Main Verbs as follows.

Auxiliary Verbs	1-Primary
	2-Modal

Main Verbs	1-Intransitive
	2-Transitive

### 4.5. ADVERB

An adverb is a word that modifies (describes) a verb (he sings loudly), an adjective (very tall), another adverb (ended too quickly), or even a whole sentence (Fortunately, I had brought an umbrella). Adverbs often end in -ly, but some (such as fast) look exactly the same as their adjective counterparts.

E.g. Jerry Longboat did not run **badly**.

Jerry is **very** tall.

The race finished **too** quickly.

### **Types of Adverbs:**

Adverbs are categorised into different types according to their functions when used in a sentence. Given below are the different types of adverbs.

- She sings **beautifully**. (Adverbs of Manner)
- She's leaving **tomorrow**. (Adverbs of Time)
- I was trying to tell her to stay **here**. (Adverbs of Place)
- She **always** arrives at 7.30 AM. (Adverbs of Frequency)
- I was **somewhat** surprised to see him. (Adverbs of Degree)
- I love this jacket. **However**, it is too expensive. (Conjunctive Adverbs)

## **4.6. ADJECTIVE**

An adjective modifies or describes a noun or pronoun.

E.g. pretty, old, blue, smart

An adjective is a word used to modify or describe a noun or a pronoun. It usually answers the question of which one, what kind, or how many. (Articles [a, an, the] are usually classified as adjectives.)

E.g. The **young** boy brought me a very **long** letter from the teacher, and then he.

### **The 8 types of adjectives:**

#### **1. Descriptive adjectives:**

Descriptive adjectives are the most common type of adjectives. They describe the physical appearance, size, shape, color, or any other quality of a noun. For example:

- The beautiful sunset lit up the sky.
- The tall giraffe reached for the leaves on the tree.

#### **2. Quantitative adjectives:**

Quantitative adjectives describe the quantity or amount of a noun. They answer questions like “how much” or “how many.” For example:

- She had six delicious cupcakes for dessert.
- We need more paper to print the report.

#### **3. Demonstrative adjectives:**

Demonstrative adjectives are used to point out or identify a noun. They can be either singular or plural. For example:

- This book is mine. (singular)
- Those shoes are too big. (plural)

#### **4. Possessive adjectives:**

Possessive adjectives show ownership or possession of a noun. They indicate who owns or has the noun. For example:

- His car is parked in the driveway.
- Our team won the championship.

#### **5. Interrogative adjectives:**

Interrogative adjectives are used to ask questions about a noun. They are placed before the noun they modify. For example:

- Which color do you prefer?
- Whose phone is ringing?

#### **6. Indefinite adjectives:**

Indefinite adjectives refer to an unspecified or unknown quantity of a noun. They can be used to describe a singular or plural noun. For example:

- Some people like spicy food.
- Several students missed the test.

#### **7. Comparative adjectives:**

Comparative adjectives are used to compare two nouns. They are usually followed by the word “than.” For example:

- She is taller than her sister.
- This car is faster than that one.

#### **8. Superlative adjectives:**

Superlative adjectives are used to describe the highest or lowest degree of a noun. They are usually preceded by the word “the” and end in “-est.” For example:

- This is the happiest day of my life.
- The tallest building in the city is the Empire State Building.

### **4.7. PREPOSITION**

A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence.

E.g. **by, with, about, until.** (by the tree, with our friends, about the book, until tomorrow)

A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence. Therefore, a preposition is always part of a prepositional phrase. The prepositional phrase almost always functions as an adjective or as an adverb.

E.g. The young boy brought me a very long letter **from the teacher**, and then he quickly disappeared.

### **Types of Prepositions:**

Based on the different uses and functions of prepositions, they can be divided into four main types. They are as follows:

**Prepositions of Time** – used to show when something is happening.

For example:

- We will be meeting on Friday.
- The supermarket will be closed from 9 p.m. to 9 a.m.

**Prepositions of Place** – indicate the place or position of something.

For example:

- David hid behind the door.
- The dog jumped over the fence.

**Prepositions of Direction** – used to denote the direction in which something travels or moves.

For example:

- Reena passed the book to Priya.
- When will Salvia be returning from London?

**Prepositions of Location** – employed to denote the location of a particular object.

For example:

- Make sure you keep all the toys back in its place after you play.
- I lay on the floor for a really long time.

**Prepositions of Spatial Relationship** – used to denote an object's movement away from the source and towards a source.

For example:

- The circus was stationed opposite the children's park.
- Latha sat beneath the trees.

**Prepositional Phrase** – a combination of a preposition and a noun (the object it is affecting).

For example:

- The medicines you asked for are out of stock.
- Why don't we try taking classes outside for a change.

## UNIT V

### 5.1. PARAGRAPH WRITING

#### **Paragraph Structure:**

Most paragraphs in an essay have a three-part structure—introduction, body, and conclusion. You can see this structure in paragraphs whether they are narrating, describing, and comparing, contrasting, or analyzing information. Each part of the paragraph plays an important role in communicating your meaning to your reader.

**Introduction:** The first section of a paragraph; should include the topic sentence and any other sentences at the beginning of the paragraph that give background information or provide a transition.

**Body:** Follows the introduction; discusses the controlling idea, using facts, arguments, analysis, examples, and other information.

**Conclusion:** The final section; summarizes the connections between the information discussed in the body of the paragraph and the paragraph's controlling idea.

**Coherence:** In a coherent paragraph, each sentence relates clearly to the topic sentence or controlling idea, but there is more to coherence than this. If a paragraph is coherent, each sentence flows smoothly into the next without obvious shifts or jumps. A coherent paragraph also highlights the ties between old information and new information to make the structure of ideas or arguments clear to the reader.

Along with the smooth flow of sentences, a paragraph's coherence may also be related to its length. If you have written a very long paragraph, one that fills a double-spaced typed page, for example, you should check it carefully to see if it should start a new paragraph where the original paragraph wanders from its controlling idea. On the other hand, if a paragraph is very short (only one or two sentences, perhaps), you may need to develop its controlling idea more thoroughly, or combine it with another



paragraph. There are a number of other techniques that you can use to establish coherence in paragraphs are described below.

**Repeat key words or phrases:** Particularly in paragraphs in which you define or identify an important idea or theory, be consistent in how you refer to it. This consistency and repetition will bind the paragraph together and help your reader understand your definition or description.

**Create parallel structures:** Parallel structures are created by constructing two or more phrases or sentences that have the same grammatical structure and use the same parts of speech. By creating parallel structures you make your sentences clearer and easier to read. In addition, repeating a pattern in a series of consecutive sentences helps your reader see the connections between ideas. In the paragraph above about scientists and the sense of sight, several sentences in the body of the paragraph have been constructed in a parallel way. The parallel structures (which have been emphasized) help the reader see that the paragraph is organized as a set of examples of a general statement.

**Be consistent in point of view, verb tense, and number:** Consistency in point of view, verb tense, and number is a subtle but important aspect of coherence. If you shift from the more personal “you” to the impersonal “one,” from past to present tense, or from “a man” to “they,” for example, you make your paragraph less coherent. Such inconsistencies can also confuse your reader and make your argument more difficult to follow.

**EXAMPLE:**

**Write a paragraph about the benefits of COVID 19 lockdown. Justify it with a strong argument:**

Coronavirus- One of the horrific names humankind will remember. It is one of the worst pandemics, the world has witnessed which seems like an invisible army which emerged from China’s Wuhan city. Just like other parts of the world, India and the world’s second most populated country is also in the state of lockdown. Despite the fact that we can’t move out of the houses, there are various positive aspects of the lockdown like we get time to spend time with family, make use of e-learning resources and reading of books, take care of our health and understand the value of our friends and close ones. In addition to this, COVID 19 lockdown has efficiently contributed to the betterment of the Environment. (Zolpidem) Let’s hope we all come safely out of this situation in the end.

## 5.2. ESSAY WRITING

An essay is a piece of prose composition, generally short, on any chosen subject. The word essay literally means an attempt'. The essay is an attempt at express your thoughts on a given topic and differs in this respect from a treatise which is an elaborate and thorough study of a subject. The essay writing process consists of three main stages:

1. Preparation: Decide on your topic, do your research, and create an essay outline.
2. Writing: Set out your argument in the introduction, develop it with evidence in the main body, and wrap it up with a conclusion.
3. Revision: Check your essay on the content, organization, grammar, spelling, and formatting of your essay.

### **Different classes of essays:**

#### **Descriptive:**

A descriptive essay provides a detailed sensory description of something. Like narrative essays, they allow you to be more creative than most academic writing, but they are more tightly focused than narrative essays. You might describe a specific place or object, rather than telling a whole story.

Descriptive essays test your ability to use language creatively, making striking word choices to convey a memorable picture of what you're describing.

A descriptive essay can be quite loosely structured, though it should usually begin by introducing the object of your description and end by drawing an overall picture of it. The important thing is to use careful word choices and figurative language to create an original description of your object.

#### **Expository:**

An expository essay provides a clear, focused explanation of a topic. It doesn't require an original argument, just a balanced and well-organized view of the topic.

Expository essays test your familiarity with a topic and your ability to organize and convey information. They are commonly assigned at high school or in exam questions at college level.

The introduction of an expository essay states your topic and provides some general background, the body presents the details, and the conclusion summarizes the information presented.

#### **Persuasive/argumentative:**

An argumentative essay presents an extended, evidence-based argument. It requires a strong thesis statement—a clearly defined stance on your topic. Your aim is to convince the reader of your thesis using evidence (such as quotations) and analysis.

Argumentative essays test your ability to research and present your own position on a topic. This is the most common type of essay at college level—most papers you write will involve some kind of argumentation. The essay is divided into an introduction, body, and conclusion:

- The introduction provides your topic and thesis statement.
- The body presents your evidence and arguments.
- The conclusion summarizes your argument and emphasizes its importance.

### **Narrative:**

A narrative essay is one that tells a story. This is usually a story about a personal experience you had, but it may also be an imaginative exploration of something you have not experienced.

Narrative essays test your ability to build up a narrative in an engaging, well-structured way. They are much more personal and creative than other kinds of academic writing. Writing a personal statement for an application requires the same skills as a narrative essay.

A narrative essay isn't strictly divided into introduction, body, and conclusion, but it should still begin by setting up the narrative and finish by expressing the point of the story—what you learned from your experience, or why it made an impression on you.

### **EXAMPLE:**

#### **ESSAY ON “MY FAMILY”**

Family is the place where you learn your first lesson in life. Your family members are the only assets that will remain with you forever. Whatever the circumstances, family members are always there for each other to support us. Good values and good morals are always taught in a family.

In the family, we are prepared to respect our elders and love younger ones. We learn lessons consistently from our family, about honesty, dependability, kindness and so on. Although I am a student in my final year, my family always treats me like a child but always provides me with a sensation of so much love and care.

My family is the best family for me. I live in a nuclear family of five members. My father is a teacher. He is the man who heads and leads our family. He brings the family into reality. My father is my hero as he predicts the need of the time and raises his family by bearing all the responsibilities and discharging all the duties for giving a required shape. I respect him for his great deeds.

My father does not force me to go for a career his choice. He does not want that his son should follow only his profession. He wants that his son should go according to his own choice, suitability, and capability. But my father desires his son should go for a better future.

My mother is a housewife as well as a beautician. She is a lovely woman. My mother is everything to me. She is the one who understands me best and most closely. My mother is my co-partner in everyday work and different issues.

My mother was the most beautiful woman I have ever seen. She is my mother, who shapes me, to become a nobleman through her great, insightful, and elegant activities. My mother motivates me to learn by consenting to the activities which are important for character building and improvement. My mother creates an environment for me to learn enough in a natural manner.

My grandmother is the cutest person of all. In light of her, everybody has to get up early in the morning. She is fond of making sweet dishes and we love what she does. She is a focused woman and because of her everything needs to be in order.

My brother, who is elder than me, is the tallest. He is a Youtuber and is fond of cooking. He loves to play cricket and is a gadget freak. He doesn't study much but is very sweet and gentlemanly.

I love my family because they are the jewels of my life. They work hard so that we can get anything we desire makes me love and respect my parents considerably more. We play games every night and discuss various topics to spend some quality time together.

I give deep respect and pay the highest regard to my family not just because they are my family, but for their unmatched and incredible sacrifices for me.

### **5.3. READING COMPREHENSION**

Reading comprehension is the ability to comprehend or understand, what you are reading. This is an intentional and active part of reading and takes place before, during and

after you read something. By being able to comprehend what you are reading, you can extract meaning from the text and better realize what the author is trying to convey.

There are two components of reading comprehension: text comprehension and vocabulary knowledge. Vocabulary knowledge is the ability to understand the language being used, while text comprehension is using this language to develop an awareness of what the meaning is behind the text.

Reading comprehension is important for several reasons and can provide many benefits. Being able to effectively read can improve both your personal and professional life and can increase your overall enjoyment of reading. Knowing how to understand a text can help boost your knowledge in certain areas and help you learn new skills and information faster.

### **BENEFITS:**

- Being able to understand, analyze and respond to documents and written communication in the workplace.
- Improved your ability to write clearly and effectively.
- The ability to comprehend and engage in current events that are in written form such as newspapers.
- Increased ability to focus on reading for an extended period.
- Better enjoyment of and motivation to read.

There are a variety of reading methods that can help you take in more information, make your efforts more efficient, and save time.

### **PURPOSE-LED**

Having a purpose for reading is one of the main reading strategies. If you know what information you are looking for in the text, it is easier for you to stay focused. The purpose for reading can vary. It may include finding answers to specific questions, getting an overview, writing a summary, or refreshing your memory of a text or book that was studied in class.

### **PREDICTING**

Predicting means looking at the title, subtitle, visuals, and section titles of a text or chapter and guessing the content. For review, this step can be used to check what can be remembered from the material. Later, you can read the text actively and see whether your predictions were accurate.

## **OVERVIEWING**

Getting an overview of a complex text, before reading it in detail, helps to build up a mental outline of the main ideas covered. Read the introduction and conclusion, as well as the first and last sentences of each paragraph. This process allows you to see the bigger picture of the text.

## **SKIMMING**

Skimming means quick reading—faster than your normal reading speed. The aim is to take in chunks of information and make connections between sections. It is especially useful for the review of texts that have already been read at least once.

## **SCANNING**

Scanning is not really reading. Instead, it involves moving very fast through a text to find a specific piece of information, such as a key phrase, name, or number. This strategy is mostly used when searching for answers to specific questions.

## **SELECTING**

Selective reading is the process of choosing what to read within a whole text or chapter. Depending on the purpose, you can select specific sections, containing answers to questions or topic-specific details that need to be reviewed. This strategy is best combined with getting an overview to identify the relevant details.

## **STRATEGIZING**

Strategize your reading. Always focus on the core readings. For supplemental readings, focus on readings that make an argument first. Then move on to readings that describe an event or person. Lastly, look at readings that only provide context.

## **ACTIVE READING**

Active reading is a five-step process. It's used to locate and assess the author's question, thesis, and key evidence. First, analyze the title and subtitle, then scrutinize the contents. Read the last section first, looking for the summary of the argument, then read the introduction. Lastly, target the most relevant sections of the article.

## **SQ3R METHOD**

SQ3R is a Reading/Study formula designed to help process and increase retention of written information. It consists of the following five steps.

### **S = SURVEY**

Scan the piece of writing to establish its purpose and get the main ideas. Look for:

- Titles and Headings – Indicate the main topics and concepts being developed.
- Pictures, questions, bold or italicized print – emphasize important information.
- Introduction and conclusion – May give the topics being covered as well as the purpose. First and last sentences in paragraphs.
- Footnotes.

### **Q = QUESTION**

- Write questions to give purpose and improve concentration. This aids comprehension.
- Turn main headings and pictures into questions.
- Jot down questions that you may have as you survey the material.

### **R = READ**

- Search for answers to your questions.
- Make notes and highlight main ideas that support the concept.

### **R = RECITE**

- Reciting helps to put the information into your long-term memory.
- Put what you have learned into your own words.

### **R = REVIEW**

- It is important to review the material to understand and remember it.
- Did you answer all of the questions and understand the information?

Reviewing each time, you study will eliminate the need to “cram” for a test.

### **Read the passage and answer the questions that follow:**

Reading is a fundamental skill that plays a vital role in our lives. It's not just about deciphering words on a page but about the doors it opens, the knowledge it imparts, and the worlds it allows us to explore. Reading is an essential tool for learning, expanding our horizons, and fostering imagination.

When we read, we acquire knowledge. Whether it's reading textbooks, newspapers, or online articles, we gain information that helps us understand the world. Books, in particular, are a treasure trove of knowledge. They contain the wisdom of generations, the discoveries of great minds, and the stories of diverse cultures. Reading books can educate

us on history, science, literature, and countless other subjects. It's like having a mentor, guiding us through the complexities of life.

Reading also broadens our horizons. It exposes us to different viewpoints, perspectives, and experiences. When we read about characters from various backgrounds or explore far-off lands through the pages of a novel, we step into their shoes and see the world from a different angle. This broadening of perspective fosters empathy and understanding, making us more tolerant and open-minded individuals.

Furthermore, reading fuels our imagination. Whether it's a fantasy novel, a science fiction story, or a compelling mystery, books transport us to other worlds and challenge us to envision the unimaginable. Our minds become the canvas, and words paint the pictures. It's a magical experience that ignites creativity and inspiration.

Moreover, reading is a skill that transcends academic boundaries. It's not just about scoring well on tests; it's about developing critical thinking, analytical skills, and the ability to communicate effectively. A person who reads regularly is likely to have a broader vocabulary, better writing skills, and an improved ability to express their thoughts and ideas.

In our modern digital age, reading has taken on new forms. E-books and audiobooks have made it more accessible and convenient. With just a few clicks or taps, we can access a vast library of literature. However, there's something timeless and intimate about holding a physical book, flipping its pages, and smelling the scent of paper and ink.

In conclusion, reading is not just a hobby; it's a cornerstone of education, personal growth, and cultural enrichment. It empowers us with knowledge, broadens our perspectives, ignites our imagination, and equips us with essential skills. Whether we're reading for pleasure, information, or self-improvement, reading is a journey that enriches our lives and shapes us into more informed, empathetic, and creative individuals.

1. Choose the benefit of reading mentioned in the passage?

- A) Acquiring knowledge
- B) Physical exercise
- C) Developing cooking skills
- D) Enhancing video game proficiency

Answer: A) Acquiring knowledge. The passage clearly mentions that one of the benefits of reading is acquiring knowledge.



2. How does reading broaden our horizons and foster empathy?

The passage states that reading broadens horizons by exposing readers to different viewpoints and experiences, which fosters empathy.

3. What role does reading play in developing critical thinking and communication skills?

It expands vocabulary, improves writing skills, and enhances communication abilities. The passage explicitly mentions that reading helps in developing critical thinking, analytical skills, and better communication.

4. What are the advantages of reading physical books compared to digital formats?

Physical books offer a timeless and intimate experience. The passage highlights that physical books offer a unique experience by allowing readers to hold and flip pages and enjoy the scent of paper and ink.

5. How does reading enrich our lives and shape us as individuals, according to the passage?

Reading empowers us with knowledge, broadens our perspectives, and equips us with essential skills, making us more informed, empathetic, and creative individuals. The passage states that reading enriches our lives by empowering us with knowledge, broadening our perspectives, and equipping us with essential skills, ultimately making us more informed, empathetic, and creative individuals.

6. Give a suitable title to the above passage?

The Process of Reading/Reading Skill

7. What does happen when we broadly?

When we broadly, it broadens the perspectives, fosters empathy and understanding, making us more tolerant and open-minded individuals.

8. What are the new forms of reading in modern digital age?

E-books and audiobooks are the new forms of reading in modern digital age.