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B.A. ENGLISH (THIRD SEMESTER)

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UNIT I

IN A GROVE - AKUTAGAWA RYUNOSUKE

TRANSLATED BY TAKASHI KOJIMA

Author:

Ryūnosuke Akutagawa (March 1, 1892 - July 24, 1927) was a prolific Japanese writer and poet, noted for his stylistic virtuosity, and is regarded as the “father of the Japanese short story.” Akutagawa wrote no full-length novels, focusing instead on the short story as his main medium of expression. During his short life, he wrote over 150 short stories, including *The Nose*, *The Spider’s Thread*, *The Hell Screen*, *Autumn*, *The Ball*, *In a Grove*, and *Kappa*.

Akutagawa was known for taking trivial objects or events and enlarging on their significance to create a moral lesson or a comment on humanity. The Akutagawa Prize, established in 1935 by Kikuchi Kan in memory of Akutagawa, is Japan’s most prestigious literary award. The winner receives a pocket watch and a cash award of one million yen (about US \$10,000). Akira Kurosawa directed the film *Rashōmon* (1950) based on Akutagawa’s stories; the majority of the action in the film was actually an adaptation of *In a Grove*.

Analysis

“In A Grove” is Akutagawa’s Japanese short story. It gives an account of the story of Takehiko’s murder and includes seven witness accounts from a woodcutter, a priest, a police officer, an elderly woman, Tajomaru (the bandit), Takehiko’s wife, and Takehiko himself. Every character recounts the events in a unique way. While the police and the priest explain what occurred prior to the crime, the woodcutter describes the murder scene. The elderly woman talks about the wife’s relationship and her worries about her. Takehiko and Tajomaru, the wife, each relate their own accounts of Takehiko’s demise.

All of them attempt to portray themselves in the best possible light by presenting a version of the incident. Everyone will be surprised “Who murdered Takehiko?”. The testimonies given indicate that Tajomaru was the murderer. First of all, for a number of reasons, Tajomaru is the most likely murderer. He first admitted to the crime, saying he had no motive to lie and that he would not withhold anything from the authorities.

This is established through his statement at the conclusion of his testimony: “I know that my head will be hung in chains anyway, so put me down for the maximum penalty.” A

dying man has no justification for lying about his past transgressions. Furthermore, it appears from Tajomaru's confession that he has accepted the fact that he will still face consequences for his crimes.

Secondly, Tajomaru's account of what happened is consistent with the majority of the tangible proof. According to the woodcutter, the area surrounding the body was trampled, which is in line with Tajōmaru's account of his and Takehiro's sword fight. Furthermore, Tajomaru acknowledged using a sword to kill Takehiro, which is consistent with the woodcutter's finding that the samurai's chest was pierced by a single sword stroke. Furthermore, the items Tajomaru acknowledged stealing match the description of Takehiro's belongings.

Lastly, Tajomaru's confession has legitimacy because of his criminal record. The fact that the police officer even calls Tajomaru a "notorious brigand" with a track record of murder and other offenses only serves to increase Tajomaru's suspicions. His criminal history raises the possibility that he lacks moral character, which supports his admission of rape and murder. "You say that this bow and these arrows look like the ones owned by the dead man? Then Tajomaru must be the murderer."

Tajomaru's suspicions are strengthened by the law enforcement official's quick conclusion. In conclusion, even though the story's contradictory testimonies lead the reader to wonder which confession is the most trustworthy, a closer look reveals that Tajomaru is most likely Takehiro's murderer. Since he was already going to be put to death, the bandit had nothing to lose and had little incentive to lie about his involvement in the crime because he had already been apprehended. Thus, Akutagawa knits the fictional craft and builds the imagination of the readers.

Summary:

Four testimonies are presented to a High Police Commissioner, a city official in Kyoto who is looking into the unexplained death, in the first part of the story. First to speak, the woodcutter who discovered the body that morning confirms the location of the abandoned bamboo grove where he discovered the body and provides a detailed description of the dry wound on his chest. Then, shortly after noon the previous day, a traveling Buddhist priest claims to have seen a man, a woman, and a horse. A Police officer then testifies that he has apprehended Tajōmaru, a notorious bandit who rapes women in the Kyoto area.

According to the policeman, Tajōmaru is at fault and ought to be questioned by the magistrate. The mother of the young woman gives the fourth testimony, confirming that Masago, her daughter, and Masago's husband Takehiro, the deceased samurai, would have been traveling in the hills the previous day. She sobs, fearing for the safety of her missing daughter.

As Tajōmaru casually admits to killing Takehiro, the story shifts to his voice. He describes how Masago's beauty prompted him to carry out a scheme: Tajōmaru tied Takehiro up and raped Masago after first guiding him into a bamboo grove on the guise of offering him treasure taken from an aristocrat's burial mound. He was shocked to learn that she would be with the one who survived if he killed himself or her husband. Following his challenge to a sword fight, Tajōmaru untied Takehiro and proceeded to stab him in the chest with his twenty-third thrust. Tajōmaru fled the forest with Takehiro's weapons and rode Masago's horse until he was bucked off and later caught, while Masago escaped. Accepting his fate, Tajōmaru requests that he be hanged from the tree outside the prison.

Masago herself provides the following account, which was given in the Kiyomizu Temple as a confession. Masago describes the disdain she witnessed in Takehiro's eyes following Tajōmaru's rape of her. She approached her husband, but Tajōmaru kicked her to the ground, causing her to pass out. The bandit was gone when she woke up, and she decided that since her honor had been tarnished, she and her husband had to perish. She located the dagger she had attempted to use to ward off Tajōmaru and, with his consent, stabbed her husband in the chest. She attempted suicide by throwing herself into a pond and stabbing herself in the neck, but she was unsuccessful. Masago consults the religious leader she speaks to about what to do after being raped and attempting suicide together.

According to a medium, Takehiro's spirit gives the last testimony. Masago asked the bandit to kill her husband, according to Takehiro's version, which runs counter to Masago's and Tajōmaru's accounts. Takehiro forgives Tajōmaru for his crimes because the men, united in their shock at Masago's betrayal, debated whether Tajōmaru should kill her.

Masago fled into the grove while Takehiro was hesitant to respond to the bandit. After releasing the rope that was tying Takehiro to the cedar tree, Tajōmaru took Takehiro's weapons and ran away. Takehiro, exhausted, stabbed himself with Masago's dagger. As he watched the sun set over the grove, he began to bleed slowly; in the darkness, an unknown figure approached him and pulled out the knife. Takehiro claims that he then sank into the darkness between lives as the story comes to a close. The reader is left with only possibilities regarding

Takehiro's death, as there is no overarching narrative presence to make sense of the conflicting events described in the testimonies.

THE GIFT OF THE MAGI - O. HENRY

Author:

O. Henry, born William Sidney Porter on September 11, 1862, in Greensboro, North Carolina, was a prolific American writer known for his witty short stories featuring clever twist endings. After losing his mother at a young age, he left school at 15 and worked various jobs, including as a bank clerk. In 1896, he faced embezzlement charges, fled to New Orleans, and then to Honduras. Upon learning of his wife's illness, he returned to the U.S. and was convicted, serving three years in prison.

While incarcerated, he began writing to support his daughter, Margaret, and published his first story, "Whistling Dick's Christmas Stocking," in 1899 under the pen name O. Henry. After his release in 1902, he became a successful writer, producing collections like "Cabbages and Kings" (1904) and "The Four Million" (1906), which included classics such as "The Gift of the Magi." O. Henry's stories captured everyday American life and often featured surprising conclusions. He struggled with alcoholism and experienced personal challenges, including a short second marriage. He died of cirrhosis of the liver on June 5, 1910, in New York City. His legacy endures through numerous adaptations of his work, including "The Cisco Kid."

Summary:

O. Henry wrote a short story titled "The Gift of the Magi." First printed in The New York Sunday World in 1905, the story was later featured in Henry's collection of short stories, The Four Million, published in 1906. Since then, it has grown to be one of Henry's most well-known and often adapted works. "The Gift of the Magi," which is set in New York City, tells the story of Della Dillingham Young, a young, destitute woman who is trying to find her husband Jim the ideal Christmas present. Della sells her gorgeous hair to raise the money to purchase a chain for Jim's cherished heirloom watch because she wants to give him a beautiful present that truly expresses how much she loves him. But as O. Henry always does, there's a twist at the end of the story: Jim sold his watch to purchase a set of combs for Della's gorgeous

hair. However, Henry suggests that the couple's selfless love for one another enriches their lives rather than making fun of them for their blatantly unnecessary sacrifices.

Della Dillingham Young has \$1.87 to spend on a Christmas present for her husband, Jim, whom she loves. She has been saving for months, so she is shocked by how little it is. Jim's weekly income has been cut from thirty dollars to twenty dollars, leaving the Dillingham Youngs in extreme poverty. Della is so upset that she throws herself on her "shabby" couch in her shoddy, low-income apartment. She admits that she has dreamed for many hours about getting Jim a lovely present that would express her happiness as his wife. She is aware, though, that she will not be able to purchase a suitable gift with just \$1 and 87 cents.

When Della sees herself in the mirror, inspiration strikes. She lets her long hair fall around her by pulling it down. Jim's gold watch, which he inherited from his father, and Della's gorgeous hair are the two most valuable items owned by the Dillingham Youngs. After crying a little, Della quickly ties her hair up once more and walks out of the apartment. Della has a "brilliant sparkle" in her eyes as she makes her way to Mrs. Sofronie's Hair Goods store. When she inquires as to whether Madame Sofronie will purchase her hair, the Madame responds that she must first view it. Madame Sofronie offers Della twenty dollars for letting her hair down. Della consents to sell her hair, asking only that the Madame expedite the process.

She looks for the ideal present for Jim for the next two hours before settling on a straightforward yet elegant platinum watch chain. She comments that Jim looks great wearing the watch chain because it is subtle yet unquestionably valuable. Jim will no longer be embarrassed by the worn leather strap he currently uses in place of a chain once the chain is fastened to his watch, allowing him to display his valuable item with pride. Della is thrilled with her purchase and rushes home. Her shorn hair is meticulously curled and styled, but she is dissatisfied with the outcome, saying she looks like a "Coney Island chorus girl." She starts to fear that Jim will be offended by her hair loss. She prays that Jim will still find her attractive as she stands next to the door when she hears him approaching the apartment.

As soon as Jim walks into the apartment, he looks at Della with a puzzled expression. Della flings herself into his arms and declares that she "couldn't have lived through Christmas" without purchasing a worthy gift for him, so she sold her hair. She begs Jim to "be happy" while assuring him that her hair grows "awfully fast." Jim, who appears to be in a daze, asks Della if she has actually chopped off her hair and scans the room as though trying to find the

missing hair. Della confirms with trepidation that she has sold her hair, but she assures Jim that despite the loss of her hair, she is still the same person. She did, after all, sell her hair to buy Jim a nice present. After emerging from his reverie, Jim hugs Della and tells her that he will always love her. After removing a package from his coat, he assures Della that she will comprehend his response when she opens it.

When Della excitedly opens the package, she is thrilled to find two exquisite tortoise shell combs that she had long admired in a storefront. When she learns that her hair is gone, her excitement turns to hysteria, but she sobs as she assures Jim that it will grow back soon. Della gets up from her chair and hands Jim the watch chain, eager to give him his present. However, Jim sits down on the couch and tells Della that they should put away their gifts because they are “too nice to use,” considering the couple’s current situation, instead of pulling out his watch as Della requests. He goes on to say that he had to sell his watch to pay for Della’s combs. As the story comes to a close, the narrator offers some thoughts on the nature of generosity and gift-giving. The narrator declares that Della and Jim are the wisest people who give and receive gifts, despite calling them “foolish.”

LISTENING - ROBIN SHARMA

Author:

Sharma was born in Uganda and is of Indian descent. Born in Mbale, Uganda in 1965, he moved to Winnipeg when he was just a year old and grew up in Port Hawkesbury, Nova Scotia. His mother was a teacher, and his father practiced medicine. He has a brother who is currently an ophthalmologist. After studying biology at Dalhousie University with a minor in romantic poetry, he went on to earn a master’s degree in law from the same institution. He says he was unable to find contentment or serenity in his first job as a lawyer in Ottawa, working for a firm and later the Department of Justice.

Sharma began writing when he was 25 years old. His second book, *The Monk Who Sold His Ferrari*, which he self-published in 1997, brought him widespread recognition. He left his job as a lawyer to pursue writing full-time after the success of his second book. He later gained popularity as a public speaker as well. When it comes to employee motivation, CEOs and other business executives consult him. Additionally, he has trained employees for

FedEx, Microsoft, IBM, and Nike. He is also invited to speak in public by institutions like NASA, Harvard Business School, and Yale University.

Summary:

Renowned author and leadership expert Robin Sharma frequently discusses the idea that “listening” is a crucial skill for leadership, personal development, and forming deep connections. His method of listening is more than just hearing what is being said; it is closely related to the concepts of emotional intelligence, mindfulness, and genuine interpersonal connection. Deep listening, according to Sharma, is an art and a skill that needs to be cultivated. According to him, genuine listening necessitates being attentive to the speaker and totally present in the moment, not just hearing what is being said.

He emphasizes that when we listen well, we take note of non-verbal clues like tone, body language, and emotions in addition to what is being said. Understanding the unspoken context is made possible by this type of listening, and it can be extremely important for establishing deep connections and settling disputes. Sharma firmly believes that good listeners make excellent leaders. According to him, leaders who make the effort to actually listen to their teams and subordinates foster an atmosphere of mutual respect, trust, and cooperation. Leaders can make better decisions by actively listening to others in order to better understand their concerns, motivations, and viewpoints.

This type of leadership encourages team engagement, loyalty, and excellence. Building trust, making better decisions, and developing empathy and emotional intelligence are all aided by listening. Sharma emphasizes the value of listening to others, but he also stresses the significance of listening to oneself, that is, being aware of your inner voice, thoughts, and feelings. According to him, a lot of people in our fast-paced society frequently become sidetracked by outside distractions and neglect to pay attention to their own needs, wants, and intuition. But we can better understand our values, objectives, and purpose when we take the time to listen to ourselves. According to Sharma, the foundation of any successful relationship, whether it be personal or professional, is listening.

According to him, listening intently to others shows them that we value and care about them, which deepens our connection. Sharma frequently emphasizes how listening can change people’s lives. We can learn new things, see things from different angles, and find opportunities we might not have known existed by simply listening. Deep listening, whether it be to our inner voice or to others, can help us grow and change as individuals.

In conclusion, Robin Sharma believes that listening is a critical ability for developing meaningful relationships, leading effectively, and growing personally. Sharma contends that listening can change our lives, whether it be by being present in the moment, listening intently to others, or listening mindfully to oneself. It calls for perseverance, focus, and a dedication to being in every moment. We can resolve conflicts, develop deeper insights, establish trust, and ultimately lead more impactful and fulfilling lives by improving our listening skills.

NOBEL PRIZE ACCEPTANCE SPEECH - WANGARI MAATHAI

Author:

Wangari Maathai (1940-2011) was the founder of the Green Belt Movement and the 2004 Nobel Peace Prize Laureate. *The Green Belt Movement*, *Unbowed: A Memoir*, *The Challenge for Africa*, and *Replenishing the Earth* are the four books she wrote. She and the Green Belt Movement were the focus of the documentary *Taking Root: the Vision of Wangari Maathai*, in addition to being mentioned in several books.

In 1940, Wangari Muta Maathai was born in the rural Kenyan town of Nyeri. Before earning a Ph.D.(1971) from the University of Nairobi, where she also taught veterinary anatomy, she completed doctoral studies in Germany and the University of Nairobi. She earned a degree in Biological Sciences from Mount St. Scholastica College in Atchison, Kansas (1964), a Master of Science degree from the University of Pittsburgh (1966), and a Ph.D. Professor Maathai, the first female doctorate recipient in East and Central Africa, was appointed chair of the Department of Veterinary Anatomy in 1976 and an associate professor in 1977. She was the first woman in the area to hold those positions in both instances.

Summary:

The Nobel Prize Acceptance Speech by Wangari Maathai is a moving and passionate call to action that combines introspection with a strong message supporting democracy, sustainable development, and environmental preservation. In her speech, which was given in Oslo, Norway on December 10, 2004, Maathai begins by thanking everyone for the Nobel Peace Prize and recognizing the moment's importance for both herself and the innumerable people who have supported her and the Green Belt Movement.

From modest beginnings in rural Kenya to becoming a well-known environmental activist and the creator of the Green Belt Movement, Maathai considers the path that brought her to this point. She emphasizes the critical role that regular people—especially women—play in bringing about change and the effectiveness of grassroots activism in combating social injustice and environmental degradation. Maathai emphasizes throughout her speech how poverty, inequality, and political oppression are all linked to environmental issues. She highlights the terrible effects that soil erosion, deforestation, and climate change have on marginalized communities, especially in Africa. Maathai highlights the urgent need for coordinated action to address these interrelated issues, pointing out that environmental degradation worsens poverty and sparks conflicts over limited resources.

Maathai's experiences as an activist in Kenya, where she was imprisoned, harassed, and intimidated for her environmental advocacy, are at the heart of her speech. She considers the sacrifices she and other activists have made, emphasizing the bravery and tenacity needed to oppose repressive regimes and entrenched power structures. Maathai emphasizes the value of tenacity in the face of hardship and is unwavering in her dedication to social justice and environmental preservation in spite of the challenges. The significance of democracy in promoting sustainable development and defending human rights is at the heart of Maathai's message. She highlights that environments where democratic freedoms are curtailed and dissenting voices are muffled are conducive to environmental degradation.

Maathai urges the advancement of democratic governance, accountability, and transparency as crucial cornerstones of social justice and environmental sustainability. In addition to criticizing political tyranny and environmental degradation, Maathai's speech also celebrates resilience and hope. She draws attention to the Green Belt Movement's outstanding accomplishments in inspiring local communities to plant trees, protect the environment, and support women. Maathai highlights the transformative power of group action, stressing that when people band together to work toward a common objective, positive change can occur.

To conclude, Wangari Maathai's acceptance speech for the Nobel Prize is a powerful illustration of the effectiveness of democracy, grassroots activism, and group effort in tackling global issues. It acts as a call to action for social justice, environmental preservation, and human rights, imploring people and governments to put the welfare of the world and its inhabitants first. Generations of activists and supporters around the world have been

motivated by Maathai's speech, which serves as a reminder of our common obligation to safeguard the environment for coming generations.

UNIT II

TELEPHONE CONVERSATION - WOLE SOYINKA

Author:

Wole Soyinka (born July 13, 1934, Abeokuta, Nigeria) is a Nigerian playwright and political activist who received the Nobel Prize for Literature in 1986. He sometimes wrote of modern West Africa in a satirical style, but his serious intent and his belief in the evils inherent in the exercise of power were usually evident in his work as well.

A member of the Yoruba people, Soyinka attended Government College and University College in Ibadan before graduating in 1958 with a degree in English from the University of Leeds in England. Upon his return to Nigeria, he founded an acting company and wrote his first important play, *A Dance of the Forests* (produced 1960; published 1963), for the Nigerian independence celebrations. The play satirizes the fledgling nation by stripping it of romantic legend and by showing that the present is no more a golden age than was the past.

He wrote several plays in a lighter vein, making fun of pompous, Westernized schoolteachers in *The Lion and the Jewel* (first performed in Ibadan, 1959; published 1963) and mocking the clever preachers of upstart prayer-churches who grow fat on the credulity of their parishioners in *The Trials of Brother Jero* (performed 1960; published 1963) and *Jero's Metamorphosis* (1973). But his more serious plays, such as *The Strong Breed* (1963), *Kongi's Harvest* (opened the first Festival of Negro Arts in Dakar, 1966; published 1967), *The Road* (1965), *From Zia, with Love* (1992), and even the parody *King Baabu* (performed 2001; published 2002), reveal his disregard for African authoritarian leadership and his disillusionment with Nigerian society as a whole.

Summary:

The poem describes a telephone conversation between a coloured man and a white woman. Despite racial distinctions, the poet is able to portray the essence of human contact. This work of literature is of paramount importance since it depicts the black man's rage at racism as well as the White woman's perception of black people.

As the name implies, “Telephone Conversation” refers to a telephone discussion. It involves a black man looking to rent a room and a white landlord who posted the offer.

Throughout the debate, the landlady’s racism and hypocrisy are exposed.

An advertisement for a place to rent is found in a newspaper by an African man. According to the advertisement, A black man happened to read an advertisement on a room rent.

According to the advertisement, race—white or black—is not an issue. The man calls the landlady from a public phone booth because he had a bad experience with similar advertisements in the past.

He informs the woman that he is a Black man and inquires as to if this is appropriate. After some hesitation, the woman asks whether he is half-black or fully black. The man claims that because his palms and soles are white, he is not entirely black. Even though the man begs her to at least meet him in person so she can determine whether he is truly black, the woman becomes silent and quits off the phone.

The poem illustrates how racial discrimination persists despite people’s best efforts to hide it. Even if the nation has anti-discrimination laws, they are useless if people do not adopt a different perspective. Double standards are displayed by the landlady.

Although she portrays herself as non-racist in public, her genuine viewpoint is revealed in private. The black man’s frustration is also conveyed in the poem.

The unfair treatment of people like the landlady infuriates him. He is initially upset that the woman asked him what colour he was. Then he turns red all over and gets angry. However, he is heard begging the landlady to take him into consideration at the conclusion of the phone call.

OF FRIENDSHIP - FRANCIS BACON

Author:

Francis Bacon was born on 22 January 1561 in London. He was an English philosopher and statesman, and a pioneer of modern scientific thought. He was the son of Sir Nicholas Bacon, keeper of the great seal for Elizabeth I. Bacon studied at Cambridge University and at Gray's Inn and became a member of parliament in 1584. However, he was unpopular with Elizabeth, and it was only on the accession of James I in 1603 that Bacon's career began to prosper. Knighted that year, he was appointed to a succession of posts culminating, like his father, with keeper of the great seal.

However, Bacon's real interests lay in science. Much of the science of the period was based on the work of the ancient Greek philosopher Aristotle. While many Aristotelian ideas, such as the position of the earth at the centre of the universe, had been overturned, his methodology was still being used. This held that scientific truth could be reached by way of authoritative argument: if sufficiently clever men discussed a subject long enough, the truth would eventually be discovered. Bacon challenged this, arguing that truth required evidence from the real world. He published his ideas, initially in 'Novum Organum' (1620), an account of the correct method of acquiring natural knowledge.

Bacon's political ascent also continued. In 1618 he was appointed Lord Chancellor, the most powerful position in England, and in 1621 he was created viscount St Albans. Shortly afterwards, he was charged by parliament with accepting bribes, which he admitted. He was fined and imprisoned and then banished from court. Although the king later pardoned him, this was the end of Bacon's public life. He retired to his home at Gorhambury in Hertfordshire, where he continued to write. He died in London on 9 April 1626.

Summary:

Francis Bacon's essay "Of Friendship" explores the complexities of friendship, its function in our lives, and its effects on our feelings, social relationships, and personal growth. This essay, which was composed in the early 1600s, provides insightful analysis of what it means to be human.

Bacon begins by emphasizing our fundamental need for company, alluding to Aristotle's theory that people who shun social contact are either feral or divine. Genuine friendship, he contends, can help bridge the emotional void caused by loneliness. Friends are

essential for sharing life's highs and lows, which helps us feel less burdened, according to Bacon.

According to Bacon, having friends has three key benefits: moral guidance, practical advice, and emotional support. First of all, friends provide a secure space for us to communicate our emotions, which helps to reduce "fullness and swellings of the heart." This emotional support is essential for maintaining our mental well-being. Second, friends serve as mirrors reflecting our thoughts and deeds, offering helpful counsel and criticism. This exchange of ideas enables us to overcome life's challenges and make wiser decisions. Finally, Bacon emphasizes the ethical value of friendship, arguing that friends serve as mentors who support one another in acting morally.

By illustrating the complex nature of friendships through historical anecdotes, Bacon enriches his essay. He talks about the ties that bind well-known people together, showing how friendships can influence both political and private outcomes. Depending on the personalities and goals of the individuals involved, friendships can have both positive and negative outcomes, as these stories demonstrate.

Bacon highlights the potential challenges that friendships may face, including manipulation, betrayal, and jealousy. However, he feels that the benefits of having real friends outweigh the drawbacks. He promotes the growth of real, enduring friendships based on trust and respect for one another.

The classic and perceptive essay "Of Friendship" by Francis Bacon examines the critical role that friendship plays in our lives. Bacon highlights friendship's enduring impact on our social ties and personal happiness by examining its emotional, pragmatic, and ethical dimensions. His ideas serve as a helpful reminder that true friendship is a priceless gem that enhances our lives and supports us as we navigate the challenges of being human.

ULYSSES - ALFRED LORD TENNYSON

Author:

Born on August 6, 1809, in Somersby, Lincolnshire, England, Alfred, Lord Tennyson is one of the well-loved Victorian poets. Tennyson, the fourth of twelve children, showed an early talent for writing. At the age of twelve he wrote a 6,000-line epic poem. His father, the Reverend George Tennyson, tutored his sons in classical and modern languages. In the 1820s, however, Tennyson's father began to suffer frequent mental breakdowns that were exacerbated by alcoholism. One of Tennyson's brothers had violent quarrels with his father, a second was later confined to an insane asylum, and another became an opium addict.

Tennyson escaped home in 1827 to attend Trinity College, Cambridge. In that same year, he and his brother Charles published *Poems by Two Brothers*. Although the poems in the book were mostly juvenilia, they attracted the attention of the "Apostles," an undergraduate literary club led by Arthur Henry Hallam. The "Apostles" provided Tennyson, who was tremendously shy, with much needed friendship and confidence as a poet. Hallam and Tennyson became the best of friends; they toured Europe together in 1830 and again in 1832. Hallam's sudden death in 1833 greatly affected the young poet. The long elegy "In Memoriam" and many of Tennyson's other poems are tributes to Hallam.

In 1830, Tennyson published *Poems, Chiefly Lyrical* and in 1832 he published a second volume entitled simply *Poems*. Some reviewers condemned these books as "affected" and "obscure." Tennyson, stung by the reviews, would not publish another book for nine years. In 1836, he became engaged to Emily Sellwood. When he lost his inheritance on a bad investment in 1840, Sellwood's family called off the engagement. In 1842, however, Tennyson's *Poems* in two volumes was a tremendous critical and popular success. In 1850, with the publication of "In Memoriam," Tennyson became one of Britain's most popular poets. He was selected as poet laureate in succession to William Wordsworth. In that same year, he married Emily Sellwood. They had two sons, Hallam and Lionel.

At the age of forty-one, Tennyson had established himself as the most popular poet of the Victorian era. The money from his poetry (at times exceeding ten thousand pounds per year) allowed him to purchase a house in the country and to write in relative seclusion. His appearance—a large and bearded man who regularly wore a cloak and a broad-brimmed hat—enhanced his notoriety. He read his poetry with a booming voice, a habit later adopted by Dylan Thomas. In 1859, Tennyson published the first poems of "Idylls of the Kings,"

which sold more than ten thousand copies in one month. In 1884, he accepted a peerage, becoming Alfred, Lord Tennyson.

Tennyson died on October 6, 1892, and was buried in Westminster Abbey.

Summary:

Ulysses, who is confined to his home on the rocky island of Ithaca as king, laments the dullness and futility of his life. He must spend his time enforcing flawed laws and trying to govern people he believes are illiterate and primitive, and his wife is elderly. Ulysses believes that his people only attempt to sleep, eat, and accumulate wealth. They don't even know the truth about Ulysses' identity or his life story. Like before, Ulysses still longs to see the world. As long as he is living, he will continue to do the things that he believes make life worthwhile. He asserts that even during his painful moments, he found joy in every moment of his journey. Both on land and while sailing the sea through rainstorms, he found happiness in the company of his loyal crew members and in solitude.

As an explorer who was always on the move and always wanting to learn more, he has gained international fame. According to Ulysses, he has seen and acquired a great deal of knowledge about the cultures, lifestyles, and self-government of every place where people reside. He received honour and respect everywhere he went. During the Trojan War, Ulysses also enjoyed fighting with his fellow soldiers, whom he respected and admired, in battles far from home. Every person and location Ulysses has come into contact with, in his opinion, has altered him personally. All of these experiences, however, have only stoked his desire to see more of the world rather than quenching his desire to travel.

No matter how much of the world he sees, he will always want to explore these hidden areas because there is always more to see. According to Ulysses, it is dull and unfulfilling to remain in one location and cease engaging in the activities that shaped your life. He likens himself to a sword that has been left to rust pointlessly rather than being used valiantly in combat. Being alive is not the same as truly living. Ulysses believes that being near the end of his one lifetime would still leave him with insufficient time to accomplish everything he wants to do. Every hour he has left before passing away, however, could present fresh chances for action. He believes that it would be shameful to sit at home and try to survive for a few more years, even though his greatest ambition as an elderly man is still to travel and continue learning new things. He aspires to transcend human perceptions and

knowledge, much like a shooting star appears to transcend the horizon as it falls and vanishes from view.

After that, Ulysses begins to speak of his son, Telemachus, who will succeed him as the island's ruler upon his death. According to Ulysses, he loves his son, who is diligent and considerate of how he will fulfill his duties as king. Telemachus will gradually teach the ferocious, untamed people of Ithaca to dedicate their lives to constructive civic endeavors by working to civilize and soften them with patience and discernment. Ulysses finds nothing wrong with Telemachus; he dedicates his life to fulfilling his duties, respects his parents and people, and will continue to make the right sacrifices to the gods that Ulysses most revered after his father passes away. The role of ruler is a good fit for Telemachus, just as the role of explorer is a good fit for Ulysses. When Ulysses looks out toward the port, he can see the vast, dark sea and feel the wind in his ship's sails. He now speaks to his old crew, the men who worked with him, traveled the world with him, and learned new things. He reminds them that they proudly faced every challenge with courage and resolve, and they always welcomed with joy whatever their travels would bring, whether it was trouble or good fortune. Then,

Ulysses admits that he and they are both older, but he maintains that they can still work hard and be respected despite their advanced age.

Their opportunity to perform heroic feats will soon come to an end, but they still have time to do something valiant that is appropriate for men who have fought the gods. The moon is rising, night is falling, the people of Ithaca are starting to light lamps in their homes, and the sea's waves are whispering, almost as if they are addressing Ulysses. Since they are still young enough to travel to some uncharted part of the world, Ulysses exhorts his crew to accompany him on one final journey. Before he dies, Ulysses still wants to sail as far as he can, past the horizon, so he invites them to board a ship, push away from shore, and man the oars so they can beat the waves. Although the waves might capsize their ship, he admits that they might also lead to the afterlife where the blessed go. They might even run into Achilles, their former comrade and a skilled warrior, there. Old age has weakened many of their heroic traits, but not all of them have been lost. Although they lack the physical strength and skill that they once possessed when engaging in titanic, game-changing conflicts, Ulysses asserts that on the inside, they are still the same men they have always been. In the face of peril and difficulties, their hearts and minds remain courageous and calm. Although old age has taken its toll on their bodies—something that all people must experience—their spirits remain

unwavering. They are still committed to working hard, pursuing and achieving their goals, and never giving up.

Analysis

Tennyson is skilled at writing dramatic monologues, much like another Victorian genius, Robert Browning. He uses the classical hero Odysseus or Ulysses as the protagonist of his well-known poem Ulysses, which is a superb example of a dramatic monologue. Here, he attempts to highlight Ulysses' spirit of adventure and curiosity. Nevertheless, Tennyson's own philosophy of life is conveyed through Ulysses' mouth. Ulysses is meant to be speaking and sharing his feelings and thoughts with the silent audience in the poem Ulysses. Speaking to the mariners who had accompanied him on his arduous journey to Troy, he stands in front of the royal palace of Ithaca.

The monologue begins with his cynical remarks towards life: "It little profits that an idle king/ By this still hearth, among these barren crags/...That hoard and steep and feed and know not me." Despite his subjects' ignorance of his heroic nature, Ulysses, a man of quick wit, is not content with his life. Above all, his heroic soul is incomprehensible to his elderly wife, Penelope. His purpose, however, is unclear until he says: "I cannot rest from travel, I will drink /Life to the lees." Here, he uses the word "travel" to refer to the dangerous trip he took to save his wife. However, he is adamant about living an adventurous life to the end and won't stop. He likens life to a glass of wine. Ulysses will taste life without leaving anything behind, just as a man drinks until he reaches the sediment at the bottom. Ulysses expresses his unquenchable thirst for knowledge in these words. He is the type of man who is constantly seeking knowledge. Despite his advanced age, Ulysses is still motivated to sail in pursuit of knowledge by the wisdom and experience he has amassed over the years.

He understands that a life of inactivity is a life devoid of purpose. If we do not exercise regularly, our vigor and energy will also be blunted and dulled, just as a sword loses its shine and becomes rusty after being out of commission for an extended period of time. He is fully aware that knowledge is limitless and that we have too little time on this planet to learn everything. To learn everything, even a few lives taken together would be insufficient. As far as he's concerned, he only has one life left. Furthermore, a larger portion of this one life has already been spent. He has only a few more years to live.

He views an hour of productive labour as an hour that is spared from the quiet of death. But when Ulysses encourages his sailors and calls on them to bravely embark on a life

of exploration, his monologue reaches its climax. To him an hour spent in some profitable work means an hour saved from the silence of death. But the monologue of Ulysses reaches to the point of climax, when he inspires his sailors and makes an appeal to them to enter upon a life of exploration with great courage. He states: "Death closes everything, / but some noble work may still be done before the end." Ulysses is aware that he and his sailors are getting closer to death due to their advanced age, but he believes that even elderly men can accomplish great feats and gain great glory. He therefore encourages his sailors to accomplish some amazing things before they pass away, even in their advanced years.

He is adamant despite the risks associated with the paths of knowledge. At last, he resolves honourably to continue his search. The loss of his youth and physical prowess does not bother him. He is aware that great men's courage, bravery, and other spiritual attributes cannot be taken away by age. He therefore exhorts his sailors to exhibit the same bravery they did when they were younger. He then reminds them that all of them are courageous and strong-willed, and that they all know how to work hard, struggle, and pursue a lofty goal.

Every one of them will persevere through any difficult circumstance and never give in to adversity or problems.

Tennyson thus depicts the character of Ulysses in the monologue. He should be greatly commended for his portrayal of Ulysses because the character is characterized by a consonantal flow of thought throughout. Every word that Ulysses says contributes to the notion that since life is brief and knowledge is boundless, we should never give up on learning.

AND STILL I RISE - MAYA ANGELOU

Author:

Maya Angelou was born Marguerite Johnson in St. Louis, Missouri, on April 4, 1928. She grew up in St. Louis and Stamps, Arkansas. She was an author, poet, historian, songwriter, playwright, dancer, stage and screen producer, director, performer, singer, and civil rights activist. She was best known for her seven autobiographical books: *Mom & Me & Mom* (Random House, 2013); *Letter to My Daughter* (Random House, 2008); *All God's Children Need Traveling Shoes* (Random House, 1986); *The Heart of a Woman* (Random House, 1981); *Singin' and Swingin' and Gettin' Merry Like Christmas* (Random House, 1976); *Gather Together in My Name* (Random House, 1974); and *I Know Why the Caged Bird Sings* (Random House, 1969), which was nominated for the National Book Award.

Among her volumes of poetry are *A Brave and Startling Truth* (Random House, 1995); *The Complete Collected Poems of Maya Angelou* (Random House, 1994); *Wouldn't Take Nothing for My Journey Now* (Random House, 1993); *I Shall Not Be Moved* (Random House, 1990); *Shaker, Why Don't You Sing?* (Random House, 1983); *Oh Pray My Wings Are Gonna Fit Me Well* (Random House, 1975); and *Just Give Me a Cool Drink of Water 'fore I Diiie* (Random House, 1971), which was nominated for the Pulitzer Prize.

In 1959, at the request of Dr. Martin Luther King Jr., Angelou became the northern coordinator for the Southern Christian Leadership Conference. From 1961 to 1962 she was associate editor of *The Arab Observer* in Cairo, Egypt, the only English-language news weekly in the Middle East, and from 1964 to 1966 she was feature editor of the *African Review* in Accra, Ghana. She returned to the United States in 1974 and was appointed by Gerald Ford to the Bicentennial Commission and later by Jimmy Carter to the Commission for International Woman of the Year. She accepted a lifetime appointment in 1982 as Reynolds Professor of American Studies at Wake Forest University in Winston-Salem, North Carolina. In 1993, Angelou wrote and delivered a poem, "On The Pulse of the Morning," at the inauguration for President Bill Clinton at his request. In 2000, she received the National Medal of Arts, and in 2010 she was awarded the Presidential Medal of Freedom by President Barack Obama.

The first black woman director in Hollywood, Angelou wrote, produced, directed, and starred in productions for stage, film, and television. In 1971, she wrote the original screenplay and musical score for the film *Georgia, Georgia*, and was both author and

executive producer of a five-part television miniseries “Three Way Choice.” She also wrote and produced several prize-winning documentaries, including “Afro-Americans in the Arts,” a PBS special for which she received the Golden Eagle Award. Angelou was twice nominated for a Tony award for acting: once for her Broadway debut in *Look Away* (1973), and again for her performance in *Roots* (1977).

Angelou died on May 28, 2014, in Winston-Salem, North Carolina, where she had served as Reynolds Professor of American Studies at Wake Forest University since 1982. She was eighty-six.

Summary:

The poem “Still I Rise,” discusses the oppression and subordination of African American society as well as the struggle the people—women in particular—had to endure in order to attain equality. Representing bravery and optimism, this empowering poem inspires individuals to stand up for their rights and transform their current society.

This work has been created with a great deal of bravery, pride, and confidence. This poem’s central theme is the oppression that Black people have faced throughout history. The poem also addresses the theme of resilience; the author declares, “Still I’ll rise,” implying that despite all the injustices and cruel treatment, African Americans will continue to fight for their rights. By drawing a comparison between black people like herself and “a black ocean,” the poetess discusses the beauty and strength of being a black woman, something she takes great pride in.

The poem’s opening verse draws the reader’s attention away from the historical wrongs done to Black people. Rich in poetic devices such as anaphora, the poetess emphasizes that no matter what the oppressors do, they will never be able to fail African American society by repeating the words “you may” in the first stanza. The metaphor “like dust” has also been used to convey the idea that these Black people will not be silenced by the harsh actions of white people.

The poetess uses rhetorical questioning to move into the second stanza, asking why her success is causing distress to those around her. She wishes to let those close to her know that, in spite of all the challenges and hardships the world presents, she is proud of her accomplishments and walks with high pride. In the third verse, Angelou compares herself to the moon and sun in a manner similar to how they are impacted by the tides by using the

simile element “like moons and like suns.” She also asserts that she will continue to rise against oppression and make progress toward a successful life by equating her confidence with lofty hopes in the line “just like hopes springing high.”

The poetess confronts the racist community in the fourth stanza by posing a direct and straightforward query to them. Do they want to see her “broken with bowed head and lowered eyes?” she asks them in a resentful tone. Even though she is aware of the answers to her questions, she poses them to get her readers’ attention and expose the racist nature of this society, which will never allow Black people—especially Black women—to rise to prominence and free themselves from oppression.

Angelou continues to challenge the racist society that is offended by seeing a black woman who is proud, brave, and inspired to stand up in the poem’s fifth stanza. She mockingly uses “sarcasm” and acts as though she cares about those who dislike her success. She compares her success to obtaining gold mines by using the simile “laugh like I got gold mines.” The poetess asserts in the opening of the sixth stanza that she will lift herself up “like air” and that she will never give up, regardless of how society attempts to let her down through her words, appearance, or actions.

In the seventh stanza, as in the fourth and fifth, the speaker keeps focusing the cross-examination on the racist society and inspires herself and the Black community by displaying confidence. Finally, the causes of her suffering and oppression are revealed in the eighth stanza. She makes historical allusions and reveals how this racially discriminatory society attempted to enslave and hold her ancestors down.

In the final verse, the poetess declares that she is starting to live her life with a clear and optimistic vision, shedding the fearful consequences of her previous slavery. She wants to show that she can achieve her goals despite the hatred of this society, and to emphasize this point, she repeats the line “I rise” three times in her final stanza, which inspires and motivates the readers.

UNIT III

LEISURE - W.H. DAVIES

Author:

Poet and writer William Henry Davies was born in Newport, Wales. His father died when he was three years old, and after his mother's subsequent remarriage, Davies was raised by his grandparents. He attended school until age 14 and then apprenticed with a picture framer while attending night school. At age 22, with a small inheritance, he boarded a ship to New York and spent the following six years train hopping across the United States and Canada, supporting himself through casual labor and panhandling. After a March 1899 train hopping injury that necessitated the amputation of his right leg below the knee, Davies returned to Wales and then settled in London, where he devoted his time to writing poetry.

In his poems, grounded in realism, Davies often engaged themes of hardship, the natural world, and city life. His 20 collections of poetry include *The Soul's Destroyer and Other Poems* (1905), *Nature Poems and Others* (1908), *Foliage* (1913), and *The Bird of Paradise and Other Poems* (1914). An introduction to his poetry is included in *Selected Poems* (1985, chosen for the Oxford Poets series by Jonathan Barker). His work is also featured in *Georgian Poetry*, Edward Marsh's anthology series, and in *The Oxford Book of Twentieth Century English Verse* (1973, edited by Philip Larkin). Davies is the subject of Richard J. Stonesifer's *W.H. Davies: A Critical Biography* (1963).

Davies wrote two memoirs, *The Autobiography of a Super-Tramp* (1908) and *Young Emma* (written in 1924, published in 1980) and four novels, which include *The True Traveller* (1912) and *The Adventures of Johnny Walker, Tramp* (1926).

Summary:

This poem basically signifies that man has everything but leisure. Man has entangled himself in responsibilities and problems of life.

One doesn't get time in a day to stare out of the window or go to a nearby park and admire the beauties of nature. The poet expresses grief on how today's generation has no time to observe and admire the picturesque around them even in broad daylight.

Man makes himself so occupied that he doesn't have time to stand under the branches of trees and stare at the beauties of nature around him. Here, a comparison has been made between us, humans and the sheep and cows. The poet is meaning to say that man has no time

to stand under the branch of a tree and stare at the beautiful nature around him as long as a sheep or cow. The poet asks us a question that what is this kind of life? We have no time to stand and look at the natural beauties surrounding us. When we pass through the woods, we don't realize their presence and hence we don't notice how the squirrels hide their nuts in the grass. Seeing such things can give joy to man. However, man chooses to not be interested in nature's beauty and instead occupies himself in his work. Man chooses not to see the stream in the daylight which looks a night sky due to the rippling of water, and instead preoccupies himself in finding something more to achieve.

In the fifth stanza, beauty is defined as mother earth. The poet has made a beautiful comparison between mother earth's feet moving while dancing {personification has been used} and the branches of trees and the flowers swaying along with the wind.

We busy humans have no moment to spare to see the smile of mother earth which her eyes began and went on to her mouth {personification has been used}.

Earlier man enjoyed nature's company, however as time passes by man prefers to live in a world full of materialistic things over a world surrounded by nature's beauty. Man prefers to waste away time with materialistic things rather than spending time admiring nature.

The poet concludes the poem by saying that we should pity our lives for we can't find enough time to enjoy nature's company.

ANXIETY MONSTER - RHONA MCFERRAN

Author:

Rhona McFerran, born in 1978, is a celebrated contemporary author known for her poignant exploration of human emotions and relationships. Her writing seamlessly blends lyrical prose with relatable themes, drawing readers into richly textured worlds that leave a lasting impact. Among her most notable works are *Whispering Tides*, a beautifully crafted tale of love and loss set against the backdrop of a coastal town, and *Shadows Between Us*, which delves into the intricacies of family bonds and personal identity. McFerran's ability to create deeply relatable characters and compelling narratives has earned her critical acclaim and a loyal readership. Her literary contributions reflect a profound understanding of human complexities, solidifying her position as a distinctive voice in contemporary fiction. In

addition to being a Gypsy Soul and a poet, Rhona McFerran is a happily married freelance writer and graphic artist. Although her work often involves the glossy hype of the advertising world, she firmly believes in the power of the unvarnished truth to cleanse, renew and heal.

Summary:

To Rhona McFerran, anxiety is a cunning, disagreeable force that is hard to defeat. The poet starts off by describing anxiety as eerie and disturbing, which makes her feel uncomfortable and disturbed. She likens it to a fear-feeding monster that lurks beneath her bed. This monster fights back and stabs her with doubts even when she tries to ignore it or starve it. This imagery demonstrates how anxiety can be difficult to overcome because it frequently feels inevitable and persistent.

McFerran highlights that anxiety is like a beast—sneaky and cruel—in the second stanza. The poet acknowledges that she does not despise anxiety, but she claims that it is the thing that she enjoys the least. Anxiety brings no joy, unlike a cute or cozy companion. But she can't help but wonder why she keeps it so close, as though she's somehow let it hover around her. In addition to being unsightly, the poet muses that anxiety robs her of her joy and depletes her vitality and tranquillity.

McFerran characterizes anxiety as something that follows her around all day and all night in the poem. It acts like a pest, taunting her all the time and refusing to go, as though brandishing a sharp dagger. The poet displays a strong resolve to fight back, despite the fact that it makes her feel weak and vulnerable in her "delicate skin." Although she is aware of the emotional toll anxiety takes, she makes the decision to overcome it and not allow it to rule her life.

In the following section, the poet boldly declares that she has already lost too much to anxiety and will not allow it to squander any more of her valuable time. She claims that anxiety is not deserving of her pity or tears. At this point, the poet starts to actively fight anxiety instead of just feeling like it's ensnaring them. She expresses confidence in her ability to overcome this challenge by believing that anxiety will be eradicated one day.

McFerran likens her struggle with anxiety to getting ready for a war as the poem progresses. She states that she will carefully examine anxiety, discovering all of its flaws. She wants to get the advantage by better understanding it. The poet sees herself "armored up."

and prepared to fight fear head-on. As she gets ready to take charge of her life, this imagery emphasizes her strength and resolve.

McFerran cautions in the last lines that anxiety is cunning and slippery, which means it can be difficult to fully overcome and can be unpredictable. She is ready even though she is aware that it could reappear without warning and attack her suddenly. The poet acknowledges that anxiety can be challenging, but she also demonstrates that she is prepared to deal with it if it resurfaces.

McFerran's poem effectively conveys the experience of living with anxiety and the will to overcome it through strong imagery and vivid metaphors. The poem highlights the value of remaining strong even when it feels overwhelming by illustrating the difficulty, tenacity, and hope associated with managing anxiety.

THE FORTY FORTUNES: A TALE OF IRAN - AARON SHEPARD

Author:

Aaron Shepard is the award-winning author of *The Legend of Lightning Larry*, *The Sea King's Daughter*, *The Baker's Dozen*, and many more children's books from publishers large and small. His stories have also appeared often in *Cricket* and *Australia's School Magazine*.

Aaron's specialty is retelling folktales and other traditional literature from around the world. His work has been honored 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. His stories are enjoyed by a wide range of young readers—as well as by adults—and are perfect for reading aloud.

On the Web, Aaron maintains an extensive collection of resources for teachers, librarians, storytellers, children's writers, parents, and kids. His site has been viewed by over seven million visitors and has drawn over 25,000 visitors a week. Among its offerings is the Web's premier collection of free reader's theater scripts, used in schools and libraries around the world.

An acclaimed author with real kid appeal, Aaron takes pleasure in sharing the magic of story.

Summary:

Aaron Shepard's engrossing story "Forty Fortunes: A Tale of Iran" skilfully combines humour, wisdom, and cultural diversity. Ahmed, a modest peasant who unintentionally becomes a famous fortune-teller, is at the centre of this ancient Iranian tale.

The narrative tells the story of Ahmed, a humble resident of Isfahan who earns a living using a pick and shovel. His wife, Jamell, wants more, but he is content. "If you dig a hole, you can always make enough money to stay alive," she tells Ahmed. The King's Royal Diviner's wife has taken over the entire facility, so Jamell is turned away when she visits a public bath one day. After getting angry, Jamell decides that Ahmed should become a fortune teller in order to change their luck.

Ahmed grudgingly gives up and sells his shovel and pick the following day in order to purchase a fortune-teller's dice, board, and robe. He is seated close to the public path in the marketplace. Suddenly, while searching for her misplaced ring, the wife of one of the King's ministers' rushes to him. Ahmed frantically tries to think of something intelligent to say. He sees that her cloak has a hole in it. "I see a small hole," Ahmed said. As a result, her ring is found again at the bath. This accomplishment worries Ahmed, so he chooses to continue predicting the future.

The king's treasury is robbed in the meantime. The King calls on Ahmed to track down the criminals. The idea that there were "forty thieves" is a clever one from Ahmed. Ahmed is given forty days by the King to locate the forty thieves. Stunned by the course of events, Ahmed fears failure and resolves to mark each day by eating a dried date from the jar.

Ahmed doesn't realize that one of the bandits hears what he has to say to the King and relays it to his chief. One of the forty thieves visited Ahmed's house that evening and listened from the stairs. At that time. "That's one," says Ahmed, taking the first date out of the jar. The thief is astonished by the diviner's extraordinary abilities. For forty days, Ahmed predicts with accuracy how many thieves will come listen to him. The forty robbers and their leader appear before Ahmed on the fortieth night, pleading for his pardon and forgiveness. He gave the forty robbers orders to replace all of the treasure.

In an unexpected turn of events, Ahmed visits the King, pretends to do a ritual, and says that the treasure has magically made its way back to the treasury. After being impressed, the King bestows wealth upon him and bestows upon him the prestigious title of Royal

Diviner. Ahmed, however, says that his abilities are exhausted and declines the honor. Ahmed learns valuable lessons about honesty and contentment and returns home to Jamell safe and wealthy. Jamell and Ahmed embrace their lives and lead happy, fulfilling lives.

WHERE THERE IS A WILL - MAHESH DATTANI

Author:

Mahesh Dattani was born on the 7th of August in 1958 in Bangalore, Karnataka. He was educated at Baldwin's Boys High School and then went on to graduate from St. Joseph's College, Bangalore. After graduation, he worked for a brief period as a copywriter for an advertising firm. In 1986, he wrote his first play, 'Where There is a Will'.

After his first play, Mahesh Dattani began to concentrate on his writing and wrote more dramas like Final Solutions, Night Queen, Dance Like a Man, Tara, and Thirty Days. In 1995, he started working exclusively in theatre.

All his plays address social issues, not the very obvious ones, but the deep-seated prejudices and problems that society is usually conditioned to turn away from. His plays deal with gender identity, gender discrimination, and communal tensions. The play 'Tara' deals with gender discrimination, '30 Days in September' tackles the issue of child abuse head-on, and 'Final Solutions' is about the lingering echoes of the partition.

It was Alyque Padamsee who first spotted and encouraged Mahesh Dattani's talent and gave him the confidence to venture into a career in theatre. Dattani formed his own theatre group, Playpen, in 1984.

He is the only English playwright to be awarded the Sahitya Academy Award. He got this award in 1998. He also writes plays for BBC Radio and he was also one of the 21 playwrights chosen by BBC to write plays to commemorate Chaucer's 600th anniversary in 2000.

Summary:

Mahesh Dattani's first dramatic endeavour, the play Where There is a Will, was a huge success. A family that adheres to the thumb rule and the complete authority of the elder generation within the family is depicted in the play. Naturally, this causes the generational divide to widen and prevents the father and son from ever coordinating. There are just four

people in the Hasmukh family: Hasmukh, his wife Sonal, his son Ajit, and his daughter-in-law, Preeti.

The play begins at the dining room, which is connected to the kitchen. The father and son are eagerly awaiting dinner in the evening. Ajit calls someone about a deal involving one of his offices and demands five crores, but his father makes fun of him for his foolishness. He believes that his entire company will be destroyed and everyone will become destitute if his son's plans are carried out. He requests that Ajit stop talking as he is expecting a call and inquires as to whether the dinner is ready. He yells at him and calls him derogatory names.

The father and son have heated conversations. Ajit is determined not to follow Hasmukh's orders, and he displays his stub after blaming his son for viewing lewd images of his cell phone, he stops letting him use it and eventually throws it away. The telephone is shattered. Everyone tells Hasmukh not to yell, but he persists despite having high blood pressure. Even though the doctor has prescribed salad, he detests eating it and prefers to eat the halwa that his wife prepared for Ajit. He walks to the couch after taking the entire bowl. He continues to smoke, which causes a bad cough before he passes away. Just then, Ajit, who had left in rage, returns, and the three of them mourn his passing.

Now that he is dead, Hasmukh's ghost emerges from his body to observe how his wife and son behave. Hasmukh's ghost remains in the house to observe how various family members respond. The family solicitor has summoned everyone to read his will in the interim, and upon their return, they are not only dissatisfied with the elderly man's actions but also furious with him, even going so far as to abuse him because they were excluded from receiving his money in his will. Instead, he established a trust, and Mrs. Kiran, a director and office employee, was named trustee. It was announced that until Ajit turns forty-one, they would all receive a set monthly payment.

At that point, they will have to follow the trustee's instructions or else the entire estate and funds will be donated to a worthy cause. Particularly enraged, Preeti chooses to go to court to demonstrate Hasmukh's insanity, but she is unable to do so because the family doctor's certificate is attached. They must make accommodations for Kiran when she moves in with them. Ajit once discovers a bottle of pills while looking for the Calm pose, but Preeti steals it and throws it out in secret. Kiran happens to notice and gathers them. These are the Hasmukh blood pressure pills, which Preeti had switched out for vitamin pills since they

were so similar and difficult to tell apart. She tells Ajit about Preeti's mischievous behaviour, but she asks her to keep it to herself.

Hasmukh's ghost is also horrified to learn that he was actually murdered; as a result, his soul enters Preeti's womb and kicks the child violently. Kiran instantly recognizes the truth when Preeti starts crying and tells Hasmukh's soul to stop crying. As a result of Hasmukh's will, they all gradually become wiser.

Characters

Hasmukh Mehta

Hasmukh Mehta is among Mumbai's wealthiest individuals. In addition to creating the Mehta Group of Companies, he manufactures clothing. Sonal's his wife. Their only son is Ajit. His spouse is Preeti. With his wife and son, Hasmukh is constantly at odds. He's a real stickler. He believes that his entire family will follow him without question. He anticipates that his son will follow his instructions and polish his shoes each morning. His union with Sonal does not satisfy him. He says:

Then when I was twenty-two, the greatest tragedy in my life took place, I got married to my wife, Sonal the following year Ajit was born. Tragedy after Tragedy.

Hasmukh has high blood pressure, high cholesterol, and hypertension. He is a heavy cigarette smoker. He treats his company's employees harshly. He has no other role models in mind, and his father is the only one he can think of. Hasmukh can't show anyone how much he loves them. He continues to argue with his wife, son, and daughter-in-law at home. His interactions with his son at work are also offensive. He needs emotional support because his 25-year marriage has not been successful or happy due to his frequent arguments with family members. He then turns to face Kiran, his company's marketing executive. Kiran remains his mistress.

Every day, Hasmukh takes medication for his high blood pressure and other illnesses. However, those medications haven't been effective lately because Preeti has consciously switched to vitamin supplements. He dies of cardiac arrest so quickly. He is present in the play's remaining sections as a spirit. There has been a tamarind tree with his ghost dangling upside down. A special will was made for Hasmukh's family, which the family members

learned about seven days after his passing. He has used his money to create the Hasmukh Mehta Charitable Trust.

Ms. Kiran Jhaveri has been designated as the trustee for this property. The trust owns all of his assets, money, and stock. When Ajit becomes 45, the trust will be dissolved. When they learn about the Will, everyone is shocked. The character of Hasmukh Mehta is central to the entire play. Despite his unpopular behaviour at the start of the play, the readers feel sorry for him after his death.

Sonal

Sonal is the wife of Hasmukh Mehta. Sonal is a word that means gold. When they got married, she was all gold. Hasmukh and his wife are constantly at odds, and she quickly became a useless wife to him. Sonal relies too much on her servant. She can't manage the kitchen alone. The cook struggles to handle the situation if she takes time off. She becomes angry, and on some days, she even passed out in the kitchen. She frequently cooks more food, both in terms of quantity and variety. Her spouse is upset about this. "He yells at her." She still tells him to quit smoking and shows him how much she loves him.

Sonal appears to be influenced by Minal, her sister. She only follows Mind's instructions. Sonal spoils her son with her indulgence. She is aware of how unsatisfactory Ajit's behavior with his father is. Sonal has a poor understanding of her husband. She accuses him of being gloomy and depressed. Sonal is taken aback by her husband's unexpected passing. Despite his frequent arguments and hatred, his wife adores him unconditionally. The news of her husband's mistress, Kiran, has shocked and upset Sonal. Kiran visits them and stays at their home. Sonal gets along well with her and gains her love. She warmed up to her quite well. As a result, Sonal gains the love and sympathy of every reader of the play.

Ajit

Hasmukh Mehta and Sonal have only one son, Ajit. Among the wealthiest people in Mumbai is Hasmukh Mehta. All of his properties will pass to his son, whom Sonal loves dearly. She prepares the foods he enjoys. Ajit is spoiled by Sonal's indulgence. Ajit does not want to follow his father's instructions; he wants to be independent. He thinks he is capable of running his father's company effectively. But he is frequently insulted by his father. Preeti, Ajit's wife, wed him solely for his wealth. She calls him a useless man after discovering that none of the properties are in his name. He works for his own business as an employee once

all of the properties are registered in the trust's name. He turns into a really honest worker. He also adapts to Kiran's directives. He grows up to be a very responsible man.

Preeti

Ajit is married to Preeti. She thinks about money. She is constantly after Hasmukh's money. Her actions have dissatisfied Hasmukh. As a daughter-in-law, she lacks responsibility. She's expecting a child. Vitamin pills are what she takes. She switched her vitamin pills for Hasmukh's blood pressure pills without anyone in the house knowing. Her desire to quickly acquire all of his properties is the cause. Hasmukh died quickly, just as she had planned. She is not grieving over her father-in-law's passing. Kiran discovers the vile and crafty nature of Preeti. All the others follow Kiran's instructions, but Preeti doesn't. Openly telling her what she had done to Hasmukh, Kiran promised to tell Ajit Preeti, who then collapses and pleads for forgiveness. Preeti consequently submits to Kiran and becomes obliging.

Kiran Jhaveri

Kiran Jhaveri is a young woman who serves as the marketing executive for Hasmukh's business. She works honestly and efficiently. She is dependable and earns Hasmukh's trust. She backs him up in everything he does. Hasmukh only set up Kiran's marriage. Kiran had a drunken husband. In the government, he was an excise inspector. Because of his inebriated behaviour, he lost his job. He desired a bottle of whisky every day. He thus permitted his wife to be Hasmukh's mistress. However, Kiran is compelled by morality to do it. Hasmukh established the Hasmukh Mehta Charitable Trust and designated Kiran Jhaveri as its trustee.

According to the Will, Kiran has moved in with Hasmukh following his passing. Her appearance suggests that she is a self-assured and loving woman. Due to Kiran's efforts, Sonal, Ajit, Preeti, and the rest of the family have taken on greater responsibility. Because of her prompt, shrewd actions and choices, she gains everyone's love and respect.

UNIT IV
PHRASAL VERBS & IDIOMS

Idioms are expressions whose meanings cannot be deduced from the literal definitions of their individual words, while phrasal verbs consist of a verb combined with one or more particles (prepositions or adverbs) to convey a specific meaning. In this, we will explore the intricacies of idioms and phrasal verbs, providing comprehensive explanations and numerous examples to help college students navigate their usage effectively.

Section 1: Idioms

1.1 What are Idioms?

Idioms are figurative expressions that convey meanings beyond the literal interpretations of their individual words. They often reflect cultural or societal contexts and may not make logical sense when analyzed word by word. Instead, idioms carry metaphorical or symbolic meanings that are commonly understood within a particular language community.

1.2 Examples of Idioms:

1. “Bite the bullet” - To endure a painful or difficult situation with courage.

Example: Despite facing financial hardships, she decided to bite the bullet and pursue her dream of studying abroad. In this idiom, “bite the bullet” originates from the practice of giving soldiers a bullet to bite on during surgery without anaesthesia.

2. “Break the ice” - To initiate or facilitate social interaction in a tense or awkward Situation.

Example: At the networking event, John’s witty jokes helped break the ice, allowing everyone to feel more relaxed. This idiom refers to breaking the metaphorical ‘ice’ that exists between individuals in a social setting.

3. “Cost an arm and a leg” - To be extremely expensive.

Example: The new textbooks for the course cost an arm and a leg, so I opted for used copies instead. This idiom emphasizes the exorbitant cost of something by implying that it is so expensive that it would require sacrificing body parts to afford it.

4. “Hit the nail on the head” - To describe something accurately or precisely.

Example: Sarah’s analysis of the current market trends hit the nail on the head, earning her praise from the team. This idiom alludes to the act of accurately striking a nail on its head, symbolizing precision and correctness.

5. “Piece of cake” - Something that is very easy to do.

Example: After months of preparation, the final exam felt like a piece of cake to Emily. This idiom compares the ease of a task to consuming a piece of cake, which is typically effortless.

1.3 Importance of Idioms:

Understanding idiomatic expressions is essential for effective communication and comprehension in both academic and social settings. Idioms add depth and color to language, allowing speakers to convey complex ideas succinctly. Additionally, familiarity with idioms enhances language proficiency and cultural literacy, facilitating smoother interactions with native speakers and broader participation in academic discourse.

Section 2: Phrasal Verbs

2.1 What are Phrasal Verbs?

Phrasal verbs are combinations of verbs and particles (prepositions or adverbs) that form a single semantic unit with a distinct of a phrasal verb often differs from the individual of its components, making them challenging for non-native speakers to grasp. Phrasal verbs are pervasive in English, appearing in both formal and informal contexts.

2.2 Examples of Phrasal Verbs:

1. “Break down” - To stop functioning properly or to analyze something into smaller part.

Example: The old car broke down on the way to the interview, causing him to miss the appointment. In this phrasal verb, “break down” can refer to a mechanical failure or the process of analyzing something into its constituent parts.

2. “Come across” - To encounter or find something unexpectedly.

Example: While researching online, she came across an interesting article about sustainable farming practices. This phrasal verb implies stumbling upon something by chance or unexpectedly encountering it.

3. “Look forward to” - To anticipate or feel excited about something in the future.

Example: Sarah looked forward to her graduation ceremony, eager to celebrate her academic achievements with friends and family. This phrasal verb expresses anticipation and excitement towards a future event or activity.

4. “Put off” - To postpone or delay something.

Example: He kept putting off studying for the exam until the night before, causing unnecessary stress. This phrasal verb conveys the act of delaying or procrastinating a task or activity.

5. “Take off” - To become successful or popular suddenly.

Example: The new smartphone app took off quickly, attracting millions of users within weeks of its release. This phrasal verb suggests rapid growth or sudden success, often in reference to a product, trend, or idea.

2.3 Importance of Phrasal Verbs:

Phrasal verbs are integral to everyday communication in English, appearing frequently in both spoken and written discourse. Mastery of phrasal verbs enhances language fluency and comprehension, enabling students to engage more effectively with native speakers and navigate various linguistic registers. Additionally, proficiency in phrasal verbs is essential for academic success, as they are commonly used in textbooks, lectures, and scholarly writing.

MODALS AND AUXILIARIES

“Modals and Auxiliaries are essential components of English grammar that play a crucial role in conveying nuances of meaning, indicating possibility, necessity, permission, ability, obligation, and more. For college students, understanding these concepts is vital for effective communication in both spoken and written English. In this comprehensive

explanation, we will delve into the intricacies of modals and auxiliaries, providing clear definitions, examples, and usage guidelines.

Introduction to Modals and Auxiliaries:

1. Modals:

Modals are a type of auxiliary verb used to express various moods, attitudes, or judgments about an action or state. They are also known as modal auxiliary verbs. Modals modify the meaning of the main verb in a sentence and are followed by the base form of the verb. They do not change form to indicate tense, number, or person.

2. Auxiliaries:

Auxiliary verbs, often called “helping verbs,” work alongside the main verb to form different grammatical structures such as tense, aspect, voice, and mood. They assist in expressing shades of meaning, such as time, possibility, obligation, and more. While modals are a subset of auxiliaries, other auxiliaries like “be,” “do,” and “have” also serve crucial functions in constructing English sentences.

Understanding Modals: Modals convey various shades of meaning depending on the context. Here are some common modal verbs along with their primary functions:

1. Can/Could:

- Ability: She can speak Spanish fluently.
- Possibility: It could rain later.
- Permission: Can I borrow your pen?

2. May/Might:

- Permission: You may leave the room.
- Possibility: It might snow tomorrow.
- Probability: He may be at home.

3. Must:

- Obligation: Students must attend the orientation.
- Certainty: It must be him calling.
- Prohibition: You must not smoke here.

4. Should/Ought to:

- Advice: You should exercise regularly.
- Obligation: Students ought to submit their assignments on time.
- Expectation: She should be here by now.

5. Will/Would:

- Future: She will come to the party.
- Habitual action in the past: He would always visit his grandparents on Sundays.
- Polite request: Would you mind passing the salt?

6. Shall:

- Future: I shall accompany you to the conference.
- Offer: Shall I help you with your bags?

Functions of Auxiliaries: In addition to modals, other auxiliary verbs are crucial for constructing various grammatical structures. Let's explore the functions of these auxiliary verbs:

1. Be:

- Progressive Tense: She is reading a book.
- Passive Voice: The book was written by Jane.

2. Do:

- Emphatic Form: I do believe you.
- Question Formation: Do you like ice cream?

3. Have:

- Perfect Tenses: They have finished their homework.
- Causative: She had her car repaired.

Sentence Construction with Modals and Auxiliaries:

1. Affirmative Sentences:

- She can swim.
- They will attend the meeting.
- He is eating breakfast.

2. Negative Sentences:

- She cannot swim.
- They will not attend the meeting.
- He is not eating breakfast.

3. Interrogative Sentences:

- Can she swim?
- Will they attend the meeting?
- Is he eating breakfast?

4. Modal Sentences with Auxiliaries:

- She should be studying now.
- They might have finished the project.
- He must be joking.

Usage Guidelines:

1. Subject-Verb Agreement: Remember that modals and auxiliaries do not change form based on the subject. The base form of the main verb always follows them.

- She can speak. (Not “speaks”)
- They will attend. (Not “attends”)

2. Placement in Sentences: Modals and auxiliaries usually precede the main verb, except in interrogative sentences where they come before the subject.

- He should have called earlier.
- Should he call now?

3. Modal Stacking: It's possible to use multiple modals in a single sentence to convey complex meanings. You should have been able to solve this problem.

4. Politeness and Formality: Certain modals like “may” and “would” are often used to convey politeness or formality.

- May I have a word with you?
- Would you mind opening the window?

Exercises

Multi Choice Questions

1. In the short story “In a Grove,” which modal auxiliary verb indicates a possibility?

- (a) can (b) must (c) will (d) should

2. What modal auxiliary verb is used to express obligation in “In a Grove”?

- (a) may (b) might (c) must (d) could

3. In “The Gift of the Magi,” which modal auxiliary verb is used to express ability?

- (a) would (b) should (c) can (d) might

4. What modal auxiliary verb is used to express possibility in “The Gift of the Magi”?

- (a) will (b) could (c) may (d) shall

5. In Robin Sharma’s talk, which modal auxiliary verb is used to express possibility?

- (a) will (b) should (c) can (d) might

6. What modal auxiliary verb is used to express obligation in Robin Sharma’s speech?

- (a) may (b) might (c) must (d) could

7. In Wangari Maathai’s Nobel Prize Acceptance Speech, which modal auxiliary verb is used to express possibility?

- (a) can (b) should (c) may (d) might

8. What modal auxiliary verb is used to express obligation in Wangari Maathai’s speech?

- (a) will (b) might (c) must (d) could

9. In Wole Soyinka's "Telephone Conversation," which modal auxiliary verb is used to express possibility?
- (a) can (b) should (c) may (d) might
10. What modal auxiliary verb is used to express obligation in "Telephone Conversation"?
- (a) will (b) might (c) must (d) could
11. In Francis Bacon's essay "Of Friendship," which modal auxiliary verb is used to express possibility?
- (a) can (b) should (c) may (d) might
12. What modal auxiliary verb is used to express obligation in "Of Friendship"?
- (a) will (b) might (c) must (d) could
13. In Alfred Lord Tennyson's "Ulysses," which modal auxiliary verb does Ulysses use to express his determination and willpower?
- (a) can (b) may (c) shall (d) might
14. What modal auxiliary verb does Ulysses use to convey his sense of adventure and possibility in "Ulysses"?
- (a) will (b) should (c) can (d) would
15. In Maya Angelou's poem "And Still I Rise," which modal auxiliary verb does the speaker use to express resilience and determination?
- (a) can (b) may (c) will (d) might
16. What modal auxiliary verb does the speaker use in "And Still I Rise" to convey a sense of possibility and empowerment?
- (a) would (b) should (c) can (d) could
17. In W.H. Davies' poem "Leisure," which modal auxiliary verb is used to express possibility?
- (a) can (b) should (c) may (d) might

18. What modal auxiliary verb is used to express obligation in “Leisure”?
- (a) may (b) might (c) must (d) could
19. Which modal auxiliary verb is used to express ability?
- (a) can (b) should (c) might (d) will
20. What modal auxiliary verb is commonly used to express possibility?
- (a) will (b) may (c) should (d) would
21. Which modal auxiliary verb is typically used to express ability or capability?
- (a) must (b) can (c) will (d) should
22. What auxiliary verb is used for forming negative sentences?
- (a) do (b) shall (c) have (d) will
23. In “Where There’s a Will” by Mahesh Dattani, which auxiliary verb is commonly used for forming negative sentences?
- (a) do (b) be (c) have (d) will
24. What modal auxiliary verb is typically used to express permission or possibility?
- (a) must (b) can (c) will (d) should

Fill in the Blanks

1. The witness _____ have seen the crime take place, but their testimony was unclear.
2. The accused _____ have been at the scene of the crime during the time of the incident.
3. Della _____ afford to buy a gift for Jim because she had very little money.
4. Jim _____ find a suitable gift for Della within his limited budget.
5. Effective leaders _____ prioritize active listening to understand their team members’ needs.
6. To become better listeners, individuals _____ practice empathy and open-mindedness.
7. Wangari Maathai emphasized that individuals _____ take action to protect the environment and promote peace.
8. She believed that governments _____ prioritize sustainable development to ensure a

better future for all.

9. In “Telephone Conversation,” the protagonist _____ face racial discrimination while trying to rent an apartment.

10. The landlady _____ express surprise upon hearing the protagonist’s voice over the phone.

11. Francis Bacon asserts that a true friend _____ be a better companion than family members.

12. Bacon argues that friends _____ help alleviate sorrows and enhance joys in life.

13. Ulysses believes that he _____ strive for new experiences and adventures, even in old age.

14. He feels that he _____ not rest or become stagnant but should continue to pursue his quest for knowledge and glory.

15. Maya Angelou’s poem “And Still I Rise” asserts that despite hardships, one _____ rise above adversity.

16. The speaker declares that she _____ rise like dust despite attempts to oppress her.

17. W.H. Davies suggests that one _____ take time to enjoy life’s simple pleasures in his poem “Leisure.”

18. The poet asserts that we _____ stop and stare at beautiful things in nature, such as the “green fields” and “blue sky”.

19. In “Anxiety Monster,” the protagonist feels like she _____ escape the grip of her anxiety.

20. She wishes she _____ silence the voice of her anxiety that constantly whispers negative thoughts.

21. In “The Forty Fortunes: A Tale of Iran,” the protagonist _____ embark on a journey to seek his fortune.

22. He knows he _____ be cautious and wise in his decisions to succeed.
23. In “Where there is a Will,” the protagonist _____ navigate through the complexities of family relationships.
24. The play suggests that characters _____ confront their past to move forward with their lives.

VERB PHRASES: GERUND, PARTICIPLE, INFINITIVE

Understanding verb phrases, particularly gerunds, participles, and infinitives, is fundamental for mastering English grammar. These elements play significant roles in constructing sentences and expressing various actions and states. In this, we will explore each of these verb phrases in detail, accompanied by numerous examples to enhance comprehension.

Verb Phrases: Before delving into gerunds, participles, and infinitives, it’s crucial to understand what a verb phrase is. A verb phrase consists of a main verb along with its auxiliary (helping) verbs or modifiers. It functions as the predicate in a sentence and expresses actions, states, or occurrences. Verb phrases can be simple or complex, depending on the number of elements involved.

Example of a simple verb phrase: “She runs.”

Example of a complex verb phrase: “He has been studying for hours.”

Now, let’s explore the three types of verb phrases in detail:

Gerunds: A gerund is a verb form ending in “-ing” that functions as a noun in a sentence. It is derived from a verb but acts as a noun, performing various functions such as subjects, objects, or complements.

Examples of gerunds as subjects:

1. Swimming is good exercise.
2. Singing brings her joy.
3. Dancing requires coordination.

Examples of gerunds as objects:

1. She enjoys reading novels.
2. They avoid discussing politics.
3. I love cooking new recipes.

Examples of gerunds as complements:

1. His hobby is painting landscapes.
2. Her passion is singing.
3. The key to success lies in hard work.

Participles: A participle is a verb form that functions as an adjective, describing or modifying nouns or pronouns in a sentence. Participles can be present participles (ending in “-ing”) or past participles (typically ending in “-ed,” “-en,” or irregular forms).

Examples of present participles:

1. The running water sounded soothing.
2. The crying baby needs attention.
3. The barking dog alerted the neighbors.

Examples of past participles:

1. The broken window needs to be repaired.
2. She found a lost puppy in the park.
3. The stolen car was recovered by the police.

Infinitives: An infinitive is the base form of a verb preceded by the word “to.” It can function as a noun, adjective, or adverb in a sentence.

Examples of infinitives as nouns:

1. To read is to learn.
2. She wants to dance at the party.
3. His goal is to succeed.

Examples of infinitives as adjectives:

1. She has a book to read.
2. He needs a pen to write.
3. I have a question to ask.

Examples of infinitives as adverbs:

1. He works hard to achieve his goals.
2. She sings softly to calm the baby.
3. We study diligently to pass the exam.

Usage and Functions

Now that we've explored each type of verb phrase, let's delve deeper into their usage and functions in sentences.

Gerunds: As subjects: Gerunds can function as the subject of a sentence, performing the action described by the verb.

- "Running is my favorite form of exercise."

As objects: Gerunds can serve as the object of a verb or preposition.

- "She enjoys swimming in the ocean."

As complements: Gerunds can complete the meaning of a linking verb and function as a complement. "Her passion is painting beautiful landscapes."

Participles:

Present participles: Present participles describe ongoing actions or states.

- "The dancing couple captured everyone's attention."

Past participles: Past participles describe completed actions or states.

- "The broken vase lay shattered on the floor."

Infinitives:

As nouns: Infinitives can function as the subject or object of a sentence.

- “To travel is to live.” (subject)
- “She loves to read.” (object)

As adjectives: Infinitives modify or describe nouns.

- “He needs a place to stay.”

As adverbs: Infinitives modify verbs, adjectives, or other adverbs.

- “She studied hard to pass the exam.”

Common Mistakes and Clarifications

While understanding gerunds, participles, and infinitives is crucial, learners often encounter common mistakes and require clarification on certain aspects.

1. Confusion between gerunds and present participles:

Gerunds function as nouns, whereas present participles function as adjectives.

- Gerund: “Swimming is my favorite activity.” (subject)
- Present participle: “The swimming pool is closed.” (adjective)

2. Differentiating between gerunds and infinitives:

Gerunds function as nouns, while infinitives can function as nouns, adjectives, or adverbs.

- Gerund “I enjoy swimming.” (object)
- Infinitive: “I want to swim.” (object)

3. Understanding dangling participles:

Ensure that participial phrases modify the intended subject in a sentence to avoid ambiguity. •

- Dangling participle: “Walking through the park, the trees seemed especially beautiful.”
- Revised: “Walking through the park, we noticed that the trees seemed especially beautiful.”

Advanced Usage

As learners progress, they encounter more advanced usage of gerunds, participles, and infinitives in various contexts, including verb patterns, reduced relative clauses, and passive constructions.

1. Verb patterns: Certain verbs are followed by specific verb forms, such as gerunds or infinitives.

- “I enjoy swimming.” (gerund)
- “She decided to leave.” (infinitive)

2. Reduced relative clauses: Gerunds and participles can be used to form reduced relative clauses, providing concise descriptions.

- “The man standing by the door is my uncle.”
- “She saw a girl crying on the bench.”

3. Passive constructions: Gerunds and past participles are used in passive constructions to shift the focus from the doer to the action itself.

- “The book was written by a famous author.” (past participle)
- “Smoking is prohibited in this area.” (gerund)

Multi Choice Questions

1. In the sentence “He recalled seeing a woman and a man,” what is the verb phrase?

- (a) recalled seeing (b) seeing a woman (c) a woman and a man (d) recalled

2. Which of the following sentences contains a gerund as the subject?

- (a) “The man confessed to committing the crime.”
- (b) “Committing the crime was his biggest regret.”
- (c) “He was seen running away from the scene.”
- (d) “Running away seemed like the only option.”

3. In the sentence “Della counted her savings to buy Jim a special gift,” what is the verb phrase?

- (a) counted her savings (b) to buy Jim (c) a special gift (d) Della

4. Which of the following sentences contains a gerund as the object of the verb?
- (a) "Jim decided to buy Della a beautiful comb."
 - (b) "Selling her hair was Della's sacrifice for Jim."
 - (c) "The watch chain was Jim's most prized possession."
 - (d) "Della wrapped the watch chain carefully."
5. In the sentence "He advised her to start meditating regularly," what is the verb phrase?
- (a) advised her
 - (b) to start meditating
 - (c) meditating regularly
 - (d) star
6. Which of the following sentences contains a gerund as the subject?
- (a) "Reading books enriches the mind."
 - (b) "To achieve success requires dedication."
 - (c) "She decided to pursue her dreams."
 - (d) "The team practiced running every morning."
7. In the sentence "We were determined to change the world," what is the verb phrase?
- (a) were determined
 - (b) to change the world
 - (c) change the world
 - (d) We were
8. Which of the following sentences contains a gerund as the object of the verb?
- (a) "Planting trees became our mission."
 - (b) "We strived to empower communities."
 - (c) "She spoke passionately about conserving nature."
 - (d) "The children enjoyed watching the seeds sprout."
9. In the line "Are you dark? Or very light?" from the poem "Telephone Conversation," what is the verb phrase?
- (a) Are you dark
 - (b) Or very light
 - (c) Are you
 - (d) very light

10. Which of the following lines contains a gerund as the object of the verb?
- (a) "Silenced transmission of pressurized good-breeding."
 - (b) "How dark? O West African sepia."
 - (c) "Are you light? Or very dark?"
 - (d) "Silence. Silenced transmission of."
11. In the sentence "Reading maketh a full man," what is the verb phrase?
- (a) Reading maketh
 - (b) maketh a full
 - (c) a full man
 - (d) Reading
12. Which of the following sentences contains a gerund as the object of the verb?
- (a) "A principal fruit of friendship is the ease and discharge of the fullness and swellings of the heart."
 - (b) "Friendship maketh daylight in the understanding."
 - (c) "Reading maketh a full man."
 - (d) "He that hath wife and children hath given hostages to fortune."
13. In the line "To strive, to seek, to find, and not to yield," what is the verb phrase?
- (a) to strive
 - (b) to seek
 - (c) to find
 - (d) not to yield
14. Which of the following lines contains a gerund as the object of the verb?
- (a) "I am a part of all that I have met."
 - (b) "Yet all experience is an arch wherethrough gleams that untraveled world."
 - (c) "And see the great Achilles, whom we knew."
 - (d) "To rust unburnished, not to shine in use!"
15. In the line "Did you want to see me broken?" what is the verb phrase!
- (a) Did you want
 - (b) to see me
 - (c) broken
 - (d) see me broken
16. Which of the following lines contains a gerund as the object of the verb?
- (a) "You may trod me in the very dirt."

(b) "You may shoot me with your words."

(c) "Out of the huts of history's shame."

(d) "But still, like dust, I'll rise."

17. In the line "What is this life if, full of care, We have no time to stand and stare?" what is the verb phrase?

(a) have no time

(b) to stand and stare

(c) stand and stare

(d) We have

18. Which of the following lines contains a gerund as the object of the verb?

(a) "No time to stand beneath the boughs."

(b) "No time to see, when woods we pass,"

(c) "No time to stand beneath the boughs."

(d) "No time to turn at Beauty's glance."

19. In the sentence "Feeling anxious, Sarah took a deep breath to calm herself," what is the verb phrase?

(a) Feeling anxious

(b) Sarah took

(c) to calm herself

(d) took a deep breath

20. Which of the following sentences contains a gerund as the subject?

(a) "To overcome her fears, Sarah practiced mindfulness."

(b) "Sarah's breathing became shallow when she felt anxious."

(c) "Feeling overwhelmed, Sarah sought support from her friends."

(d) "Sarah's anxiety often manifested as physical symptoms."

21. In the sentence "She enjoys swimming every morning," what is the verb phrase

(a) enjoys swimming

(b) every morning

(c) swimming

(d) She enjoys

22. Which of the following sentences contains a gerund as the subject?
- (a) "To dance gracefully requires practice."
 - (b) "Hiking in the mountains is their favorite activity."
 - (c) "Running a marathon demands endurance."
 - (d) "The chef's specialty is cooking seafood."
23. In the sentence "Hiking in the mountains, they felt refreshed," what is the verb phrase?
- (a) Hiking in the mountains
 - (b) they felt
 - (c) refreshed
 - (d) they felt refreshed
24. Which of the following sentences contains a gerund phrase functioning as the subject?
- (a) "To swim competitively requires dedication."
 - (b) "Cooking dinner is my favorite evening activity."
 - (c) "The children were excited about going camping."
 - (d) "Playing basketball improves hand-eye coordination."

Fill in the Blanks

1. In "In a Grove." Tajomaru admitted _____ (steal) the dagger. **[Ans: stealing]**
2. The woodcutter recalls _____ (come) across the scene of the crime. **[Ans: coming]**
3. Della decided _____ (sell) her hair to buy Jim a present. **[Ans: to sell]**
4. Jim spent hours _____ (search) for the perfect gift for Della. **[Ans: searching]**
5. Robin Sharma emphasized the importance of _____ (listen) actively to others.
[Ans: listening]
6. He advised his audience _____ (practice) deep listening in all aspects of life.
[Ans: to practice]
7. Wangari Maathai emphasized the importance of _____ (protect) the environment for future generations.
[Ans: protecting]

8. She urged individuals and governments _____ (take) action to combat environmental degradation. **[Ans: to take]**

9. The speaker recalls _____ (have) a telephone conversation with the landlady about renting an apartment. **[Ans: having]**

10. He described the landlady's initial reaction to _____ (hear) his voice over the phone. **[Ans: hearing]**

11. Bacon begins by discussing the benefits of _____ (have) friends in one's life. **[Ans: having]**

12. He emphasizes the importance of _____ (choose) friends wisely. **[Ans: choosing]**

13. Ulysses expresses his desire _____ (sail) beyond the sunset. **[Ans: to sail]**

14. He reminisces about _____ (roam) the world and experiencing various adventures. **[Ans: roaming]**

15. Maya Angelou celebrates the act of _____ (rise) above adversity in her poem. **[Ans: rising]**

16. She describes herself as _____ (walk) like she's got oil wells pumping in her living room. **[Ans: walking]**

17. In "Leisure," W.H. Davies reflects on the joy of ____ (sit) and observe the world around him. **[Ans: sitting]**

18. Davies contemplates the significance of _____ (stand) and stare at nature's wonders. **[Ans: standing]**

19. The protagonist struggles with _____ (deal) with the Anxiety Monster in Rhona Mc Ferran's story. **[Ans: dealing]**

20. She describes the Anxiety Monster as _____ (consume) her thoughts and emotions. **[Ans: consuming]**

21. In "The Forty Fortunes: A Tale of Iran," the protagonist dreams of _____ (find) a

magical of bird.

[Ans: finding]

22. She begins her journey by _____ (pack) essential supplies for the quest. **[Ans: packing]**

23. In “Where there is a Will,” the characters discuss the importance of _____ (have) a strong will. **[Ans: having]**

24. The protagonist struggles with _____ (cope) with the challenges presented by his family. **[Ans: coping]**

UNIT V

OFFICIAL CORRESPONDENCE: LEAVE LETTERS, LETTERS OF APPLICATION, AND PERMISSION LETTERS

Official correspondence plays a pivotal role in various aspects of professional and academic life. Whether it's requesting leave from work or school, applying for a job or internship, or seeking permission for certain activities, mastering the art of effective communication through letters is essential. In this, we will delve into three important types of official correspondence: Leave Letters, Letters of Application, and Permission Letters. We will discuss their purpose, structure, and key components, providing valuable insights for college students to enhance their communication skills.

1. Leave Letter:

Leave letters are formal documents used to request time off from work or academic obligations due to personal reasons, illness, or any other legitimate circumstances. These letters are crucial for maintaining professionalism and ensuring proper communication with employers or academic institutions.

Purpose:

The primary purpose of a leave letter is to inform the concerned authority about the need for time off and to request approval for the same. It allows the employer or academic institution to plan accordingly and make necessary arrangements to compensate for the absence.

Structure:

- **Sender's Information:** Begin the letter with your contact information, including your name, address, and contact number.
- **Date:** Below your contact information, include the date of writing the letter.
- **Recipient's Information:** Provide the recipient's details, such as the employer's name or the school/ college authority's name and designation.
- **Salutation:** Start the letter with a formal salutation, such as "Dear [Recipient's Name]". If you're unsure about the recipient's name, you can use a general salutation like "To Whom It May Concern".
- **Body:** Clearly state the reason for your leave, the duration of the leave, and any relevant details regarding your absence. Express gratitude for considering your request.
- **Closing:** Conclude the letter with a polite closing, such as "Sincerely" or "Yours faithfully", followed by your signature and printed name.

Example Leave Letter:

[Your Name]

[Your Address]

[City, State, Zip Code]

[Your Email Address]

[Your Phone Number]

[Date]

[Recipient's Name]

[Recipient's Position/Title]

[Company/School Name]

[Company/School Address]

[City, State, Zip Code]

Dear [Recipient's Name],

I am writing to request a [number of days] leave of absence from [start date] to [end date]. [Provide a brief reason for your leave, such as personal reasons, family emergency, or medical treatment). During my absence, I will ensure that my current tasks are completed or delegated appropriately to minimize any inconvenience to the team.

I kindly request your approval for this leave and assure you of my commitment to fulfill any pending responsibilities before my departure. Your consideration of my request is greatly appreciated.

Sincerely,

[Your Signature]

[Your Printed Name]

2. Letter of Application:

A letter of application, also known as a cover letter, is a formal document submitted along with a resume or curriculum vitae (CV) when applying for a job, internship, or academic program. It serves as an introduction to the applicant and highlights their qualifications, skills, and interest in the position or program.

Purpose:

The primary purpose of a letter of application is to express interest in a specific job or academic opportunity and to persuade the recipient to consider the applicant for the position. It provides an opportunity for the applicant to showcase their qualifications and suitability for the role.

Structure:

- **Sender's Information:** Begin the letter with your contact information, including your name, address, email address, and phone number.
- **Date:** Below your contact information, include the date of writing the letter.
- **Recipient's Information:** Provide the recipient's details, such as the employer's name and address or the academic program coordinator's name and designation.
- **Salutation:** Start the letter with a formal salutation, addressing the recipient by name if possible.
- **Introduction:** Introduce yourself and state the purpose of the letter, including the specific position or program you are applying for.
- **Body:** Highlight your qualifications, skills, and experiences relevant to the position or program. Provide specific examples to demonstrate your suitability and enthusiasm for the opportunity.
- **Conclusion:** Express gratitude for considering your application and reiterate your interest in the position or program. Include a polite closing, such as "Sincerely" or "Yours faithfully", followed by your signature and printed name.

Example Letter of Application:

[Your Name]

[Your Address]

[City, State, Zip Code]

[Your Email Address]

[Your Phone Number]

[Date]

[Hiring Manager's Name]

[Company Name]

[Company Address]

[City, State, Zip Code]

Dear [Hiring Manager's Name],

I am writing to express my interest in the [specific position or program] advertised on [where you found the job listing]. With [mention the number of years or relevant experience] of experience in [mention relevant field or industry], along with a strong academic background in [mention relevant degree or field of study], I am confident in my ability to contribute effectively to [company name or academic program].

During my tenure at [mention previous employer or academic institution], I have developed a solid foundation in [mention relevant skills or competencies] and demonstrated a track record of [mention specific achievements or accomplishments]. I am particularly drawn to [mention specific aspect of the position or program] and am eager to leverage my skills and expertise in this capacity.

I am impressed by [company name or academic program]'s commitment to [mention specific values or initiatives] and am enthusiastic about the opportunity to contribute to your

team. Enclosed is my resume/CV, which provides additional details about my qualifications and experiences.

Thank you for considering my application. I look forward to the possibility of discussing how my background, skills, and interests align with the needs of [company name or academic program]. Please feel free to contact me at [your phone number] or [your email address] to schedule an interview.

Sincerely,

[Your Signature]

[Your Printed Name]

3. Permission Letter:

A permission letter is a formal document used to request authorization or comment for a particular activity event, or action. It seeks approval from the relevant authority or Individual before proceeding with the proposed plan.

Purpose:

The primary purpose of a permission letter is to seek approval or consent for a specific purposes activity. It ensures clarity and transparency in communication and helps avoid any potential misunderstandings or conflicts.

Structure:

- **Sender's Information:** Begin the letter with your contact information, including your name, address, email address, and phone number.
- **Date:** Below your contact information, include the date of writing the letter.
- **Recipient's Information:** Provide the recipient's details, such as the individual's name or the organization's name and address.
- **Salutation:** Start the letter with a formal salutation, addressing the recipient by name if possible.
- **Introduction:** Clearly state the purpose of the letter and provide context for the request for permission.

- **Body:** Provide detailed information about the proposed activity or event, including dates, times, location, and any relevant logistical details. Explain why permission is necessary and how it will benefit all parties involved.
- **Conclusion:** Express gratitude for considering your request and provide any additional information or documentation if required. Close the letter with a polite closing, such as “Sincerely” or “Yours faithfully”, followed by your signature and printed name.

Example for Permission Letter:

[Your Name]

[Your Address]

[City, State, Zip Code]

[Your Email Address]

[Your Phone Number]

[Date]

[Recipient’s Name]

[Recipient’s Position/Title]

[Organization Name]

[Organization Address]

[City, State, Zip Code)

Dear [Recipient’s Name],

I am writing to request permission for (describe the activity or event for which permission is sought), scheduled to take place on [date(s)] at [location]. This [describe the nature of the activity or event] is [briefly explain the purpose or significance].

[Provide any relevant details about the activity or event, such as the expected number of participants, any required resources or equipment, and any safety precautions that will be implemented].

I believe that [describe how the activity or event will benefit the organization or individuals involved) and am committed to ensuring that all necessary arrangements are made to facilitate a successful outcome.

Thank you for considering my request. I am happy to provide any additional information or documentation if needed. Please feel free to contact me at [your phone number] or [your email address) for further discussion or clarification.

Sincerely,

[Your Signature]

[Your Printed Name]

Examples for Leave Letter

1. Requesting leave for attending a family wedding in another city.

Question: You are a student studying in a college in Kerala. Write a leave letter to your college principal requesting leave for three days to attend your cousin's wedding in Chennai.

Answer:

[Your Name]

[Your College Roll Number]

[Your Department]

[College Name]

[College Address]

[City, State, Zip Code]

[Date]

To,

The Principal,

[College Name],

[College Address].

[City, State, Zip Code]

Respected Sir/Madam,

Subject: Leave Application for Attending Family Wedding

I am writing to request your kind permission to grant me leave from [start date] to [end date) to attend my cousin's wedding ceremony in Chennai. As a close family member, my presence at this event is indispensable, and I would be grateful if you could consider my request favorably.

I assure you that I will make up for the missed classes by diligently studying the topics covered during my absence. I have also discussed this matter with my classmates and made arrangements to collect notes and assignments during my absence to ensure minimal disruption to my studies.

Thank you for your understanding and cooperation. I kindly request you to approve my leave application at your earliest convenience.

Yours sincerely,

[Your Signature]

[Your Name]

[Your Roll Number]

2. Seeking leave for attending a religious festival.

Question: You are a student studying in a college in Tamil Nadu. Write a leave letter to your college principal requesting leave for two days to participate in the Pongal festival celebrations with your family.

Answer:

[Your Name]

[Your College Roll Number]

[Your Department]

[College Name]

[College Address]

[City, State, Zip Code]

[Date]

To,

The Principal,

[College Name],

[College Address],

[City, State, Zip Code]

Respected Sir/Madam,

Subject: Leave Application for Pongal Festival

I am writing to request your gracious approval for a two-day leave from [start date] to [end date) to participate in the Pongal festival celebrations with my family. Pongal holds immense cultural and traditional significance for us, and it is an occasion where family members come together to celebrate and bond.

I understand the importance of academic commitments and assure you that I will compensate for the missed classes by diligently catching up on the syllabus. I have also made arrangements with my classmates to obtain notes and assignments during my absence.

Thank you for considering my request. I kindly request you to grant me permission for the aforementioned leave.

Yours faithfully,

[Your Signature]

[Your Name]

[Your Roll Number]

Exercises for Leave Letter

1. Taking sick leave due to illness.

Question: You are a fresh graduate working as a software engineer in Chennai. Write a leave letter to your manager requesting sick leave for one week due to a severe case of food poisoning.

2. Requesting leave for personal reasons.

Question: You are a fresh graduate employed in a marketing firm in Coimbatore. Write a leave letter to your manager requesting leave for two days to attend a personal development seminar in Bengaluru.

Examples for Letter of Application

1. Applying for a software developer position in a tech company in Bengaluru.

Question: As a fresh graduate with a degree in Computer Science, write a Letter of Application to apply for a software developer position in a renowned tech company based in Bengaluru.

Answer:

[Your Name]

[Your Address]

[City, State, Zip Code]

[Your Email Address)

[Your Phone Number]

[Date]

[Hiring Manager's Name]

[Company Name]

[Company Address]

[City, State, Zip Code]

Dear [Hiring Manager's Name],

I am writing to express my interest in the software developer position advertised by [Company Name] on (where you found the job listing). As a recent graduate with a Bachelor's degree in Computer Science from [Your University Name], I am excited about the opportunity to contribute to your dynamic team and leverage my skills in software development.

During my academic tenure, I gained hands-on experience in programming languages such as Java, Python, and C++, as well as proficiency in web development technologies including HTML, CSS, and JavaScript. Additionally, my internship experience at [Previous Company/Institution] equipped me with practical insights into the software development lifecycle and strengthened my problem-solving abilities.

I am particularly drawn to [Company Name]'s innovative projects and commitment to technological advancement. I am eager to collaborate with like-minded professionals and contribute to the development of cutting-edge software solutions that address real-world challenges.

Enclosed is my resume, which provides further details about my academic background, technical skills, and relevant experiences. I am available for an interview at your earliest convenience to discuss how my qualifications align with the requirements of the software developer role.

Thank you for considering my application. I look forward to the opportunity to contribute to the success of [Company Name] and contribute to its growth trajectory.

Sincerely,

[Your Name]

2. Applying for an internship opportunity in a software development company in Bengaluru.

Question: As a college student pursuing a degree in Computer Science, write a Letter of Application to apply for an internship opportunity in a software development company based in Bengaluru.

Answer:

[Your Name]

[Your Address]

[City, State, Zip Code]

[Your Email Address]

[Your Phone Number]

[Date]

[Hiring Manager's Name]

[Company Name]

[Company Address]

[City, State, Zip Code]

Dear [Hiring Manager's Name],

I am writing to express my interest in the internship opportunity advertised by [Company Name] on (where you found the internship listing). As a college student majoring in Computer Science at Your College Name), I am eager to gain practical experience and contribute to your esteemed organizations software development projects.

Throughout my academic journey, I have acquired a strong foundation in programming languages such as Java, Python, and C++, as well as proficiency in web development technologies including HTML CSS, and JavaScript. Additionally, my coursework has equipped me with problem-solving skills and the ability to work effectively both independently and in a team environment.

I am particularly drawn to [Company Name]'s reputation for innovation and excellence in software development. I am excited about the opportunity to apply my theoretical knowledge in a practical setting, learn from experienced professionals, and contribute to real-world projects.

Please find attached my resume, which provides further details about my academic background, technical skills, and relevant projects. I am available for an interview at your earliest convenience to discuss how I can contribute to your organization as an intern.

Thank you for considering my application. I am enthusiastic about the prospect of joining your team and contributing to the success of [Company Name].

Warm regards,

[Your Name]

Exercises for Letter of Application

1. Applying for a part-time job as a content writer in a digital marketing agency in Chennai.

Question: As a college student with a passion for writing and content creation, write a Letter of Application to apply for a part-time job as a content writer in a digital marketing agency based in Chennai.

2. Applying for a leadership position in a college club or organization.

Question: As a college student with leadership experience and a desire to make a positive impact, write a Letter of Application to apply for a leadership position in a club or organization at your college.

Examples Permission Letter

1. Seeking permission to organize a cultural event on campus.

Question: As a college student representing the cultural committee, write a Permission Letter to the college principal seeking permission to organize a cultural event on campus.

Answer:

[Your Name]

[College Name]

[Your Position/Role in the Cultural Committee]

[College Address]

[Your Department/Year of Study]

[City, State, Zip Code]

[Date]

To

The Principal,

[College Name],

[College Address],

[City, State, Zip Code]

Respected Sir/Madam,

Subject: Request for Permission to Organize Cultural Event

I am writing on behalf of the cultural committee of [College Name) to request permission to organize a cultural event on campus. The event is scheduled to take place on [Date] in the college auditorium and aims to celebrate the rich cultural diversity and talents of our student community.

The proposed cultural event will include various performances such as dance, music, drama, and other cultural presentations by students from different departments and cultural backgrounds. We believe that this event will not only showcase the artistic talents of our students but also promote unity, harmony, and cultural exchange among the college community.

We assure you that all necessary arrangements regarding event management, security, and cleanup will be taken care of by the cultural committee, and we will ensure minimal disruption to academic activities during the event. We also pledge to adhere to all college rules and regulations and maintain decorum and discipline throughout the event.

We kindly request your approval and support for the proposed cultural event, and we are open to any suggestions or guidelines you may have regarding its organization. We believe that this event will contribute positively to the college's cultural atmosphere and foster a sense of pride and belonging among students.

Thank you for considering our request. We look forward to your favorable response and the opportunity to organize a successful cultural event that enriches the college experience for all students.

Yours sincerely,

[Your Name]

[Your Position/Role in the Cultural Committee]

[Your Contact Information]

2. Seeking permission to attend a professional development workshop.

Question: As a fresh graduate working in a marketing firm in Chennai, write a Permission Letter to your manager seeking permission to attend a professional development workshop on digital marketing strategies in Bengaluru.

Answer:

[Your Name]

[Your Employee ID]

[Your Department]

[Company Name]

[Company Address]

[City, State, Zip Code]

[Date]

To,

[Manager's Name]

[Manager's Position]

[Department/Team Name]

[Company Name]

[Company Address]

[City, State, Zip Code]

Dear [Manager's Name],

Subject: Request for Permission to Attend Professional Development Workshop

I am writing to request your permission to attend a professional development workshop titled "Advanced Digital Marketing Strategies scheduled to take place in Bengaluru from [Workshop Date] to [Workshop Date]. As a recent graduate working in the marketing department, I believe that attending this workshop will enhance my skills and knowledge in digital marketing and contribute to my professional growth and development.

The workshop will cover advanced topics such as search engine optimization (SEO), pay-per-click (PPC) advertising, social media marketing, and analytics, which are highly relevant to our company's marketing objectives and strategies. By participating in this workshop, I aim to gain insights into the latest trends and best practices in digital marketing and apply them effectively to our ongoing projects and campaigns.

I assure you that I will make the necessary arrangements to ensure minimal disruption to my work responsibilities during my absence. I will coordinate with my team members to delegate tasks and responsibilities and ensure that all pending assignments are completed before my departure. Additionally, I am willing to share my learnings and insights with my colleagues upon my return to further enhance our collective knowledge and skills in digital marketing.

Thank you for considering my request. I am confident that attending this workshop will not only benefit me personally but also contribute to the overall success of our marketing initiatives. I kindly request your approval for the mentioned dates and assure you of my commitment to fulfilling my work obligations before and after the workshop.

Sincerely,

[Your Name]

[Your Employee ID]

[Your Contact Number]

DRAFTING INVITATIONS

Introduction

In the realm of event planning and communication, drafting invitations stands as a crucial skill. Whether it's for a formal academic event, a social gathering, or a professional conference, the invitation serves as the gateway to connect with your desired audience. In the context of college life, understanding the intricacies of drafting invitations not only facilitates effective event organization but also cultivates essential communication skills.

Understanding the Purpose of Invitations:

Before delving into the technical aspects of drafting invitations, it's imperative to grasp the fundamental purpose they serve. Invitations act as a formal request for someone's presence or participation in an event. Beyond mere information dissemination, they set the tone, convey the significance, and evoke anticipation for the occasion. Whether it's an academic seminar, a cultural fest, or a networking event, the invitation serves as the initial point of contact, shaping attendees' perceptions and expectations.

Key Components of Invitations:

A well-crafted invitation comprises several essential components, each serving a specific purpose:

- 1. Header/Title:** This is the first element that catches the recipient's attention. It typically includes the name of the event or occasion.
- 2. Host Line:** Identifies the individual, organization, or group hosting the event. It lends credibility and sets expectations regarding the organizer.
- 3. Date and Time:** Clearly specifies the date, time, and duration of the event, ensuring attendees can plan accordingly.
- 4. Venue:** Provides the location where the event will take place, including the address and any additional directions if necessary.
- 5. Purpose/Description:** Briefly outlines the purpose or agenda of the event, highlighting key activities or topics to be covered.

6. RSVP Information: Includes details on how recipients can respond to the invitation, whether it's through email, phone, or an online RSVP portal.

7. Additional Information: May include supplementary details such as dress code, special guests, or any other pertinent information.

Drafting Process

Now that we've identified the essential components let's delve into the step-by-step process of drafting invitations:

1. Define the Objective:

Before drafting the invitation, clarify the objective of the event. Is it an academic symposium, a cultural festival, or a networking mixer? Understanding the purpose will guide the tone and content of the invitation.

2. Know Your Audience:

Tailor the invitation to suit the preferences and expectations of your target audience. Consider factors such as age, interests, and cultural background to ensure relevance and resonance.

3. Choose the Right Format:

Select a format that aligns with the nature and formality of the event. Formal events may warrant traditional printed invitations, while casual gatherings may suffice with digital or e-vites.

4. Craft Compelling Content:

Each component of the invitation should be succinct yet compelling. Use language that conveys the importance and excitement of the event while maintaining clarity and professionalism.

5. Design/Layout:

Pay attention to the visual presentation of the invitation. Choose fonts, colors, and graphics that reflect the theme or mood of the event. Ensure readability and coherence in the layout.

6. Proofreading and Editing:

Thoroughly review the invitation for any errors or inconsistencies. Typos or inaccuracies can detract from the professionalism of the invitation, so take the time to proofread carefully.

7. Test and Finalize:

Before sending out the invitations, test different formats and layouts to ensure compatibility across devices and platforms. Once satisfied, finalize the design and prepare to distribute.

Tips for Effective Invitation Drafting

Clarity is Key: Ensure that all information provided is clear and concise, leaving no room for ambiguity or confusion.

Personalization Matters: Whenever possible, personalize the invitation by addressing the recipient by name and tailoring the content to their interests or preferences.

Create a Sense of Urgency: Use language that instills a sense of urgency or exclusivity to encourage prompt RSVPs and attendance.

Follow Up: After sending out the invitations, follow up with reminders or additional information as necessary to keep attendees engaged and informed.

Examples

Sample Invitation 1: Academic Seminar in Tamil Nadu

Scenario:

You are organizing an academic seminar on “Advancements in Sustainable Agriculture” in Tamil Nadu. You want to invite students, faculty members, and experts in the field to participate and contribute their insights.

Drafting Invitation:

Header/Title

“Invitation to an Academic Seminar: Advancements in Sustainable Agriculture”

Host Line:

Organized by the Department of Agricultural Sciences, [Your College/University Name]

Date and Time:

Date: [Date of the Seminar]

Time: [Start Time - End Time]

Venue:

[Venue Name]

[Venue Address]

[City, State, Pin Code]

Purpose/Description:

Join us for an enlightening seminar as we explore the latest advancements and innovations in sustainable agriculture. This event aims to foster discussion and collaboration among students, faculty, and experts in the field, paving the way for a greener and more sustainable future.

RSVP Information:

To confirm your attendance, please RSVP by [RSVP Deadline] to [RSVP Contact Information].

Additional Information:

- Light refreshments will be served.
- This event is open to all students, faculty, and professionals interested in sustainable agriculture
- Limited seats available, so RSVP early to secure your spot.

Sample Invitation 2: Networking Event in Karnataka

Scenario:

You are a recent graduate working in an IT company in Karnataka. You want to organize a networking event for fellow fresh graduates and industry professionals to facilitate connections and collaboration in the tech industry.

Drafting Invitation:

Header/Title:

“TechConnect: Networking Event for Fresh Graduates”

Host Line:

Hosted by [Your Company Name]

Date and Time:

Date: [Date of the Event]

Time: [Start Time - End Time]

Venue:

[Venue Name]

[Venue Address]

[City, State, Pin Code]

Purpose/Description:

Join us for an evening of networking and collaboration at TechConnect. This event is designed to bring together recent graduates and industry professionals in the tech sector for meaningful conversations, knowledge sharing, and career opportunities. Don't miss this chance to expand your network and explore new possibilities in the dynamic world of technology.

RSVP Information:

Kindly RSVP by [RSVP Deadline] to [RSVP Contact Information].

Additional Information:

- Dress code: Business casual attire recommended.
- Light refreshments will be served.
- Open to recent graduates and industry professionals in the tech sector.

BROCHURES FOR PROGRAMMES AND EVENTS

Introduction

In the fast-paced world of academia and industry, effective communication is paramount. One of the most versatile tools in this regard is the humble brochure. Brochures serve as powerful instruments for disseminating information about programs and events, enabling colleges, organizations, and businesses to reach their target audiences effectively. In this comprehensive guide, we will delve into the intricacies of brochures, exploring their significance, elements, design principles, and practical tips for creating impactful brochures.

The Significance of Brochures:

Brochures play a crucial role in conveying information concisely and persuasively. They serve as tangible, portable advertisements that capture attention and engage audiences. In the context of college programs and industry events, brochures act as promotional materials, informing prospective participants about the features, benefits, and objectives of the respective initiatives.

Brochures serve as gateways to academic opportunities, providing insights into various programs, courses, and extracurricular activities offered by educational institutions. Fresh graduates entering the workforce can leverage brochures to explore professional development opportunities, such as workshops, seminars, and networking events.

Elements of Effective Brochures:

To create compelling brochures, it's essential to understand the key elements that contribute to their effectiveness:

- 1. Clear Objective:** Define the purpose of the brochure, whether it's promoting a specific program, highlighting an event, or providing general information. Having a clear objective helps in crafting focused content and design elements.
- 2. Target Audience:** Identify the demographic characteristics, interests, and preferences of the intended audience. Tailor the content and design to resonate with the target demographic, ensuring relevance and engagement.
- 3. Engaging Content:** Develop concise yet informative content that communicates the value, position of the program or event. Use compelling language, captivating headlines, and bullet points to convey key messages effectively.
- 4. Visual Appeal:** Incorporate high-quality images, graphics, and color schemes that enhance the aesthetic appeal of the brochure. Visual elements not only attract attention but also reinforce the messaging and brand identity.
- 5. Structured Layout:** Organize the content in a logical and visually appealing layout, incorporating headings, subheadings, and white space for readability. Guide the reader through the brochure with a clear hierarchy of information.

6. Call to Action: Encourage reader interaction and response by including a strong call to action. Whether it's registering for an event, visiting a website, or contacting a representative, provide clear instructions on the next steps.

Design Principles for Brochures

Effective brochure design combines creativity with functionality, striking a balance between visual appeal and usability. Here are some fundamental design principles to consider:

- 1. Balance:** Distribute visual elements evenly throughout the brochure to create a sense of equilibrium. Balance text with images, and maintain symmetry in layout to ensure a harmonious composition.
- 2. Contrast:** Use contrast in colors, fonts, and sizes to highlight important information and create visual interest. Contrast helps in directing the reader's attention and emphasizing key messages.
- 3. Alignment:** Align text, images, and other design elements to create a cohesive and organized layout. Consistent alignment enhances readability and reinforces the structure of the brochure.
- 4. Consistency:** Maintain consistency in design elements, such as fonts, colors, and branding elements, to establish a cohesive visual identity. Consistency fosters brand recognition and reinforces credibility.
- 5. Simplicity:** Keep the design clean and uncluttered, avoiding excessive use of decorative elements or complicated layouts. Simplicity enhances readability and ensures that the message is communicated clearly.

Practical Tips for Creating Impactful Brochures

Creating an impactful brochure requires careful planning, attention to detail, and creative flair. Here are some practical tips to enhance the effectiveness of your brochures:

- 1. Research and Planning:** Conduct thorough research on the program or event being promoted, as well as the target audience. Define the objectives, key messages, and desired outcomes of the brochure before diving into the design process.

2. ***Focus on Benefits:*** Highlight the benefits and value proposition of the program or event to attract and engage the audience. Clearly communicate how participants stand to gain from attending or participating in the initiative.
3. ***Use High-Quality Images:*** Invest in high-resolution images that capture the essence of the program or event. Avoid using generic stock photos and opt for authentic images that resonate with the target audience.
4. ***Incorporate Testimonials:*** Include testimonials or quotes from previous participants or attendees to build credibility and trust. Authentic testimonials provide social proof and encourage prospective participants to take action.
5. ***Utilize Branding Elements:*** Incorporate branding elements such as logos, colors, and taglines to reinforce brand identity and create brand recognition. Consistent branding helps in building trust and familiarity with the audience.
6. ***Proofread and Edit:*** Thoroughly proofread the content for grammar, spelling, and punctuation errors before finalizing the brochure. Ensure clarity and accuracy in messaging to convey professionalism and attention to detail.

Examples

Brochure 1: Academic Conference

Title: International Conference on Sustainable Development in South Asia

Scenario: A prominent university in Tamil Nadu is organizing an academic conference focused on sustainable development in South Asia. The conference aims to bring together scholars, researchers, policymakers, and industry professionals to discuss key challenges and opportunities in the region.

Design Procedure:

1. ***Cover Design:*** The cover features an eye-catching image depicting the diverse landscapes of South Asia, such as lush forests, vibrant cities, and serene beaches. The title of the conference is prominently displayed in bold, along with the university logo and date of the event.
2. ***Introduction Page:*** The introduction page provides a brief overview of the conference objectives, themes, and keynote speakers. It includes a welcoming message from the

university's chancellor or dean, highlighting the importance of sustainable development in the region.

- 3. Program Agenda:** The brochure includes a detailed program agenda, divided into sessions and keynote presentations. Each session is accompanied by a brief description of the topics to be discussed and the names of the speakers or panelists.
- 4. Speakers' Profiles:** A section is dedicated to showcasing the profiles of keynote speakers and panelists, highlighting their expertise and contributions to the field of sustainable development.
- 5. Registration Information:** Clear instructions for registration, including deadlines, fees, and contact details, are provided in a separate section. This information may also include details about accommodation options and travel arrangements for out-of-town attendees.
- 6. Sponsorship Opportunities:** For organizations interested in sponsoring the conference, a section is included outlining various sponsorship packages and benefits. This encourages collaboration with industry partners and enhances the financial sustainability of the event.
- 7. Contact Information:** The brochure concludes with contact information for the conference organizers, including email addresses, phone numbers, and social media handles. This allows prospective attendees to reach out with any inquiries or requests for further information.

Brochure 2: Professional Development Seminar

Title: Elevate Your Career: Professional Growth Seminar for Fresh Graduates

Scenario: A leading technology company in Karnataka is organizing a professional development seminar aimed at empowering fresh graduates with essential skills and insights for career advancement in the tech industry. The seminar will cover topics such as industry trends, job search strategies, resume optimization, and interview techniques.

Design Procedure:

- 1. Cover Design:** The cover features a sleek and modern design with imagery representing technology and innovation, such as circuit patterns or futuristic cityscapes. The title "Elevate Your Career" is displayed prominently in bold, contemporary fonts, accompanied by the company logo.

2. **Introduction:** The brochure opens with an introduction highlighting the importance of continuous learning and professional development in the tech industry. A brief overview of the seminar objectives and key themes is provided to engage the reader from the outset.
3. **Seminar Agenda:** A detailed agenda of the seminar sessions is presented, outlining the topics to be covered, session durations, and names of guest speakers or industry experts. Each session is accompanied by a brief description to provide context and generate interest.
4. **Speaker Profiles:** Profiles of seminar speakers and panelists, who are seasoned professionals and thought leaders in the tech industry, are included to showcase their expertise and credentials. This adds credibility to the seminar and encourages participation.
5. **Session Highlights:** Key highlights of each seminar session are outlined to emphasize the value proposition for attendees. Whether it's gaining insights into emerging technologies or mastering the art of networking, these session highlights pique curiosity and encourage registration.
6. **Registration Information:** Clear instructions for seminar registration, including deadlines, fees, and online registration links, are provided. Special discounts or incentives for early registration may be highlighted to encourage prompt action.
7. **Participant Benefits:** Information about the benefits of attending the seminar, such as gaining industry insights, expanding professional networks, and enhancing employability, is emphasized to attract prospective attendees. This highlights the value proposition of the seminar and encourages participation.
8. **Contact Details:** The brochure concludes with contact information for the seminar organizers, allowing interested individuals to reach out for further information or assistance. This facilitates communication and ensures a seamless registration process for attendees.

By following this design procedure, the technology company can create a visually appealing and informative brochure that effectively promotes the professional development seminar and attracts participation from fresh graduates eager to advance their careers in the tech industry.