



Manonmaniam Sundaranar University

DIRECTORATE OF DISTANCE AND CONTINUING EDUCATION

TIRUNELVELI - 627 012, TAMILNADU

B.A. / B.Sc. / B.Com (SECOND SEMESTER)

General English - II

(From the Academic Year 2023 onwards)

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GENERAL ENGLISH (SEMESTER II)

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- 5.1 E-mail-Invitation, Enquiry, Seeking Clarification
- 5.2 Circular
- 5.3 Memo
- 5.4 Minutes of the Meeting

RECOMMENDED TEXT

1. Martin Hewings. Advanced English Grammar. Cambridge University Press .2000.
2. SP Bakshi, Richa Sharma. Descriptive English. Arihant Publications (India) Ltd.. 2019.
3. Sheena Cameron, Louise Dempsey. The Reading Book: A Complete Guide to Teaching Reading. S & L. Publishing, 2019.
4. Barbara Sherman. Skimming and Scanning Techniques. Liberty University Press, 2014.
5. Phil Chambers. Brilliant Speed Reading: Whatever you need to read. however. Pearson. 2013.
6. Communication Skills: Practical Approach Ed. Shaikh Moula 9 9 Ramendra Kumar. Stories of Resilience. Blue Rose Publications, 2020.

Learning Objectives

LO1	To make students realize the importance of resilience
LO2	To enable them to become good decision makers
LO3	To enable them to imbibe problem-solving skills
LO4	To enable them to use tenses appropriately
LO5	To help them use English effectively at the workplace

UNIT I: POEM

1.1 DON'T QUIT – EDGAR ALBERT GUEST

About the Author:

Poet Edgar Albert Guest, who was born in Britain, became well-known in the United States during the first part of the 1900s. When Guest was ten years old in 1891, his family moved from Warwickshire, England to the United States. In 1895, Edgar Guest took a copyboy job at the Detroit Free Press to start his career. After receiving a promotion to exchange editor and police writer shortly after, he started penning verse for the Free Press under the pen name "Chaff" in 1904. These pieces developed into the wildly successful "Breakfast Table Chat" daily feature, which at its peak was syndicated in about 300 additional newspapers. Guest's poetry collection, *A Heap O' Livin'*, was first published in 1916 and went on to sell over a million copies. *Just Folks* (1918), *Rhythms of Childhood* (1924), *Life's Highway* (1933), and *Living the Years* (1949) were the works that came after that one.

Poem: “When things go wrong, as they sometimes will,

When the road you're trudging seems all uphill,
When the funds are low and the debts are high,
And you want to smile but you have to sigh,
When care is pressing you down a bit –
Rest if you must, but don't you quit.

Life is queer with its twists and turns,
As everyone of us sometimes learns,
And many a fellow turns about,
When he might have won had he stuck it out;
Don't give up though the pace seems slow –
You may succeed with another blow.

Often the goal is nearer than,
It seems to a faint and faltering man,
Often the struggler has given up,
When he might have captured the victor's cup,
And he learned too late when the night came down,
How close he was to the golden crown.

Success is failure turned inside out –
The silver tint of the clouds of doubt,
And when you never can tell how close you are,
It may be near when it seems so far;
So stick to the fight when you're hardest hit –
It's when things seem worst, you must not quit”

Summary:

The speaker of this poem acknowledges in the opening stanzas that life will occasionally seem "low." While trying to be happy, a person must also deal with uncontrollably bad situations. He advises, "rest if you must, but don't you quit" during these times. The speaker describes a number of ambiguous persons who have battled and given up without realizing how near they were to achievement as the sentences go on. The poem encourages readers to persevere through the struggle even when "you're hardest hit," concluding on the same note as it started. The route of life is not always an easy one. Things seem to go wrong sometimes, but other times it's enjoyable. No matter how carefully you plan everything out, mishaps still happen. Sometimes money is tight and one finds themselves in debt, but one must keep going. Take a break and a short break, but don't give up. Life loses its meaning when someone gives up. The will to live wanes and there is nothing worth fighting for. Even though the issue appears to be enormous, they can win if they only battle a little bit longer. Even though your development may appear gradual, it is still progress, and progress is a sign of success. You will succeed if you give it another go.

For someone who has been struggling for a while and is fatigued, the objective is frequently closer than it appears. It's unfortunate that the loser quits up so soon after taking the lead. Overcoming fears and self-doubt leads to success. Often, what you would have thought to be a bad decision ends up being the best one and helps you succeed. You have to keep going and never give up because you have no idea how close you are to winning. As with every storm, there will be a rainbow after the worst of times, and then the answer. Even when things get difficult, you must keep fighting because you will eventually achieve a sweet victory and all will have been worthwhile.

Analysis:

Edgar's poems are philosophical in nature. The poet's use of anaphora in the poem's opening verse adds meaning to the context of the poem. In this instance, the word "when" opens four of the opening stanza's five lines. These sentences introduce a sequence of situations where readers will need to endure the most trying times of their life. For instance, the poet states that it's necessary to rest "if you must, but don't you quit" in situations where "the funds are low, and the deaths are high" or when "the road you're trudging seems all uphill." The fifth line of the stanza reveals the poem's central idea. After reading all four stanzas of the poem, readers need to leave with renewed courage and will to see through any adversity they may encounter.

The speaker highlights in the second stanza how difficult life may be. The course of events will not be as anticipated. The speaker talks about a "fellow" who gives up on suffering instead of enduring it. If this person had "stuck it out," he would have "won." The speaker encourages readers to keep going even when it seems difficult to solve the problem, they're facing by using this ambiguous example. The speaker employs endurance-based imagery in addition to statements of perseverance, drawing a comparison between jogging at a steady pace, or "pace," and exerting great effort to get through a difficult moment.

The third stanza is the shortest of the three; it finishes with the speaker stating that frequently, the end is closer than it seems, especially when one is "faint and faltering" (a fantastic use of alliteration and imagery). The poet uses the same imagery from the previous two stanzas once more to remind readers of the significance of keeping up hard labour despite unfavourable circumstances. Similar to the "fellow" in the preceding stanza, the speaker in this instance alludes to a "struggler" who, had he persisted, would have won the "victors cup." The speaker sometimes refers to achievement in the fullest sense by using metaphors like "the golden crown." This could be achieving success financially, in a relationship, handling a challenging family situation, or resolving any other difficulty that comes up.

The speaker claims that "success is failure turned inside out" in the final stanza. Here, the speaker is attempting to underline that success is always present, even in the face of difficulty or failure. To recognise that happiness and achievement are in close proximity, one must perceive the "silver tint of the clouds of doubt." One "must not quit" when things appear the hardest. The

poem's concluding line uses the same few words from the previous stanza. This serves to unify the sense and serves to remind readers of the main idea that was presented at the poem's opening. American poet Edgar Guest employs straightforward language and diction throughout "Don't Quit" to provide readers motivational advice. He asks readers to keep going throughout the entire four stanzas, no matter how difficult life gets. It makes no difference what kind of circumstance someone is in. One must put in a lot of effort and resist the urge to give up.

1.2 STILL HERE – LANGSTON HUGHES

About the Author:

American poet, social activist, novelist, playwright, and columnist Langston Hughes (1902–1967) is well remembered for being a key member of the Harlem Renaissance. Hughes was born in Joplin, Missouri, spent most of his childhood years in Lawrence, Kansas, and thereafter resided in a number of American and international places. His poetry gained notoriety for its musicality, rhythm, and use of colloquial language. It frequently glorified the lives of regular African Americans and brought attention to their hardships. Themes of identity, racial injustice, and the African American experience in the US were commonly covered in Hughes' writing. Hughes was a prolific writer of plays, nonfiction, and fiction in addition to poetry. He became a voice for the downtrodden and marginalised by using his position to promote equality and social justice. Hughes had a significant influence on American literature and society, and his writings are still praised for their aesthetic value and for adding to the country's ongoing discussions about social justice, race, and identity.

Summary:

Langston Hughes' poem "Still Here" explores the Black American people's fortitude and perseverance in the face of injustice and misfortune. Hughes embodies the spirit of tenacity and survival in the face of bigotry and injustice in this poetry. The speaker of the poem opens by recognising the challenges and tragedies that African Americans have faced throughout history, including being "slain" and "lynched." The speaker emphasises the community's tenacity and perseverance by saying that they are "still here" in spite of these injustices. Despite the challenges they have experienced, Hughes honours the contributions and ongoing presence of African Americans in American society. The poem is a monument to the African American community's fortitude, tenacity, and endurance in the face of injustice and misfortune.

"Still Here" is a striking declaration of African Americans' tenacity and fortitude, emphasising their capacity to endure and prosper in spite of the hardships they have faced throughout history.

Analysis:

Langston Hughes' moving poem "Still Here" captures the fortitude and tenacity of African Americans in the face of hardship. Here is a more thorough examination of the poem: Significance of the Title: The idea of perseverance and survival is instantly apparent from the title, "Still Here." It implies that African Americans persevere and continue to be an important part of society in spite of the difficulties they encounter.

The poem opens with recognising the struggles African Americans have faced, such as being "slain" and "lynched." The tone for the poem's examination of the difficulties the community has experienced over time is established by this introduction.

The expression "I been battered and scarred" highlights the psychological and physical costs of racism and persecution. The speaker adamantly insists, "But I'm still here," in spite of these wounds. The poem's recurring phrase "still here" functions as a potent declaration of resiliency and survival.

Hughes honours African Americans' perseverance in the face of hardship. The speaker's uncompromising affirmation of the community's tenacity and refusal to be silenced or erased is conveyed with her declaration, "I'm still here."

Hughes underscores the capacity of the African American community to withstand discrimination and endure in the face of adversity by showcasing their tenacity and fortitude. The poem is a monument to African Americans' tenacity and fortitude throughout history.

One can interpret "Still Here" in light of the continuous fight for racial justice as well as the civil rights movement. In addition to recognising the ongoing effects of racism and oppression, Hughes' poem honours African Americans' tenacity and fortitude in the face of these difficulties.

All things considered, "Still Here" is a strong and moving poem that honours the tenacity and fortitude of African Americans in the face of hardship. Hughes' poetry presents a picture of the African American community's unwavering spirit by examining survival and resiliency.

SHORT STORY

1.3 ENGINE TROUBLE – R. K. NARAYAN

About the Author:

Renowned Indian author R. K. Narayan, whose full name was Rasipuram Krishnaswami Iyer Narayanaswami, is well-known for his contributions to Indian literature in English. Born on October 10, 1906, in Madras (now Chennai), India, Narayan lived most of his life in the town that inspired many of his stories—the imaginary Malgudi. Narayan's most well-known works are his witty and perceptive novels and short tales, which portray Indian daily life with warmth, wit, and astute observation. His writing frequently delves into the hopes, dreams, hardships, and subtleties of everyday Indian life. The Malgudi-set books of Narayan, including "Swami and Friends" (1935), "The Bachelor of Arts" (1937), and "The Guide" (1958), are among his most well-known creations. These books' vibrant characters and intricate storytelling successfully convey the allure and intricacy of Indian culture.

One of India's highest civilian honours, the Padma Bhushan, and the Sahitya Akademi Award were among the many accolades and honours Narayan amassed during his illustrious career. His work is still praised today for its enduring value, global themes, and profound understanding of human nature. On May 13, 2001, Narayan passed away. He left behind a rich literary legacy that still motivates readers today.

Summary:

R.K. Narayan's short story "Engine Trouble" centres on Mani, the main character, and his adventures with his broken-down car in the made-up town of Malgudi. Mani, a cab driver, has engine problems at the start of the story when he is travelling through Malgudi. He tries to fix the car, but it won't start, so he's stuck on the side of the road. Mani is unclear of how to handle the situation and feels annoyed and powerless. A variety of people stop by and share their thoughts and ideas about possible problems with the car while he waits for assistance. But since each person gives a different diagnosis and course of action, their advice just serves to compound Mani's bewilderment.

Mani considers his life and the challenges he has as a cab driver in Malgudi when he is in this situation. He struggles with irritation and feelings of inadequacy, questioning whether he

will ever be able to get over the obstacles in his path. After some time, a mechanic shows up and fixes the vehicle, letting Mani resume his journey. Mani is relieved and appreciative as he drives away, appreciative of the help he received, despite the brief setback. The narrative "Engine Trouble" delves on themes of tenacity, fortitude, and life's unpredictable nature. Narayan emphasises the significance of asking for support and assistance from others in trying situations, as well as the difficulties and uncertainties that people encounter, through the character of Mani and his adventures with his broken-down car.

Analysis:

Through the prism of a straightforward incident—a broken-down car—"Engine Trouble", R.K. Narayan presents a subtle portrait of human perseverance and the unpredictable nature of life. Narayan is renowned for his ability to authentically and simply represent the subtleties of daily life. "Engine Trouble" centres on the ordinary experience of a cab driver experiencing car difficulty and is set in the made-up town of Malgudi, which frequently appears as a backdrop in Narayan's writings. The story has a sense of universality and relatability because of its concentration on the commonplace.

"Engine Trouble" primarily examines themes of adversity and tenacity. When his automobile breaks down, Mani, the main character, is dealt a surprise blow. Mani feels irritated and powerless, yet he doesn't give up. His will to restore the vehicle and carry on with his voyage is a testament to the human spirit's fortitude in the face of difficulty.

Mani meets a variety of people during the narrative, all of whom give advice and ideas on how to mend the vehicle. Even though their counsel may be contradictory and occasionally ineffective, their readiness to assist highlights Malgudi's strong feeling of camaraderie and solidarity. This part of the story emphasises how crucial teamwork and human connection are to overcome obstacles.

Mani muses on his experiences as a taxi driver and his financial hardships while he waits for assistance. His reflections on life's uncertainties and his own feelings of inadequacy give his character nuance and shed light on the story's larger themes. Narayan encourages readers to reflect on the difficulties of human existence and the certainty of encountering setbacks along the way through Mani's introspection.

"Engine Trouble" concludes on a happy and appreciative note. Mani fixes the automobile and gets back on his way with the assistance of a mechanic. Mani is grateful for the help he received and feels relieved despite the trouble he had. This conclusion emphasises the idea that even though life might be unpredictable and full of obstacles, it is always possible to overcome these obstacles and move on.

All things considered, "Engine Trouble" is a moving examination of resiliency in people, community, and the unpredictable nature of life. Narayan gives readers a look into the common experiences of struggle and resilience that characterise the human condition through its straightforward yet profound narrative.

1.4 RIP VAN WINKLE – WASHINGTON IRVING

About the Author:

American writer, essayist, biographer, and historian Washington Irving (1783–1859) is most recognised for his contributions to early American literature. Irving, who was born in New York City on April 3, 1783, is regarded as one of the first writers from the United States to win recognition abroad. Irving is well known for his short stories, especially "The Legend of Sleepy Hollow" and "Rip Van Winkle," which are both included in "The Sketch Book of Geoffrey Crayon, Gent," his collection. These tales are well known for their colourful characters, wacky storylines, and intricately rendered settings. Irving wrote a lot of essays and biographies in addition to fiction. He wrote a great deal on many different topics, such as travel, culture, and history. "A History of New York," a satirical chronicle of the city's early years penned under the pen name Diedrich Knickerbocker, is one of his most well-known compositions.

Summary:

Washington Irving wrote the short story "Rip Van Winkle," which was first included in his collection "The Sketch Book of Geoffrey Crayon, Gent" in 1819. It is among Irving's most well-known pieces and a modern American literary classic. The narrative centres on the life of Rip Van Winkle, a kind but lethargic man who lived in a small community in New York's Catskill Mountains in the late 1700s. To the dismay of his spouse, Dame Van Winkle, Rip is well-known for his dislike of labour and for spending his days aimlessly hunting, fishing, and hanging out with pals. One day, as Rip and his dog walk into the mountains to get away from his

wife's pestering, they come across a group of enigmatic creatures playing nine-pins. He drinks some of their alcohol and joins them in their merriment before passing out.

After twenty years, Rip awakens to find that his surroundings had undergone significant change. His children have grown up, his wife has passed away, and the American Revolution has occurred. Even though Rip has aged physically, he is nevertheless oblivious to the passing of time because of his extended sleep. When Rip returns to his town at the end of the novel, he discovers that he is now the subject of rumours and curiosity. Even though a lot has changed while he has been gone, Rip is finally relieved to be free of the obligations and stresses of contemporary life. Celebrated for exploring themes like time passing, change being inevitable, and the need to escape from social pressures, "Rip Van Winkle" is known for its lighthearted and whimsical tone. It is still regarded as one of Irving's most enduring and well-loved pieces, and the protagonist has come to represent the independent and individualistic spirit of America.

Analysis:

Washington Irving's "Rip Van Winkle" has many intricate webs of themes, symbolism, and social satire. The persona of Rip Van Winkle personifies the need to get away from the obligations and stresses of everyday life. He avoids the responsibilities placed on him by his wife and society, finding comfort in the outdoors and in the company of like-minded others. After meeting the enigmatic figures in the mountains, Rip is able to momentarily put his problems behind him and experience a sense of freedom and companionship.

The protagonist's twenty-year sleep, which is the main plot device of the story, is a metaphor for time passing and change being inevitable. Rip's unconsciousness to the world around him when he sleeps serves as further evidence that life goes on regardless of one's perspective or level of awareness. When Rip awakens, he finds that significant changes have taken place in his absence, underscoring the fleeting nature of both social systems and human existence.

Subtle commentary on the American Revolution and its aftermath can be found in "Rip Van Winkle." A post-revolutionary America that Rip awakens to represents the country's journey from colonial reliance to freedom and self-governance. Since Rip disagrees with the revolution's

and society's modernization's developments, the novel also explores the conflicts between tradition and advancement.

The Catskill Mountains represent a place of escape and metamorphosis, and it is here that Rip meets the enigmatic characters. The people Rip meets, like the spirits of Henry Hudson's crew, are reminders of both time and America's colonial past. Wolf, Rip's dog, is a devoted companion on all of his journeys and a symbol of friendship and loyalty.

Many people view Rip Van Winkle as a representation of American individuality and the spirit of the pioneer. His love of individual freedom and his refusal to live up to social norms are reflections of deeply ingrained American principles. Rip embodies the spirit of the American frontier, staying true to himself and his quest for independence in spite of the changes he experiences upon returning. All things considered, "Rip Van Winkle" is a timeless story that tackles issues of individualism, societal development, time passing, and escape. The story, a classic of American literature, continues to ring true with readers because of its captivating storyline and deep symbolism.

Irving is known for his nostalgic, charming, and humorous writing. He is recognised for having contributed to the development of a distinctive American literary voice. His works frequently address themes of American identity, folklore, and the paranormal. Irving received critical praise and great appeal over his career, both domestically and internationally. His impact on American literature is still felt today, as he was among the first writers in the country to make a career exclusively from their work. On November 28, 1859, Irving passed suddenly. He left behind a rich literary legacy that is still praised today for its wit, inventiveness, and timeless appeal.

Short Answer Questions

1. What message does Edgar A. Guest convey in “**Don’t Quit**”?
2. What is the theme of Langston Hughes’ “**Still Here**”?
3. What problem does the protagonist face in “**Engine Trouble**”?
4. Who is Rip Van Winkle?
5. Define resilience with reference to any one prescribed text.

Essay Questions

1. Discuss the theme of perseverance and hope in “**Don’t Quit.**”
2. Analyze the spirit of survival in Hughes’ “**Still Here.**”
3. Explain humor and irony in R.K. Narayan’s “**Engine Trouble.**”
4. Discuss the theme of change and escapism in “**Rip Van Winkle.**”
5. Compare the portrayal of resilience in the poems and short stories of this unit.

UNIT II: SHORT STORY

2.1 THE SCRIBE – KRISTIN HUNTER

About the Author:

African American novelist and educator Kristin Hunter (1931–2008) was renowned for her perceptive and moving analyses of African American life and culture. Her family encouraged education and writing, and she was raised in Philadelphia, Pennsylvania, where she was born on September 12, 1931, as Kristin Johnson. Hunter studied English at the University of

Pennsylvania, where she graduated with a bachelor's degree. Later on, she attended Columbia University to pursue graduate studies. She taught English and creative writing at several universities, including Columbia University, New York University, and St. John's University, since she had a strong commitment to education throughout her life. As a novelist, Hunter frequently focused on the experiences of African Americans navigating the difficult issues of race, identity, and social change in America, with a special emphasis on women. Her writing was renowned for its realism, compassion, and astute understanding of human nature.

Hunter's first book, "God Bless the Child" (1964), is widely recognised for its remarkable portrayal of a young African American lady called Teresa Williams as she navigates racial, familial, and personal growth in 1950s Harlem. The book was praised widely for its investigation of class, gender, and social mobility as well as for its sensitive representation of African American people. Hunter was a published novelist as well as an essayist, children's book author, and magazine editor. Throughout her career, she worked to advance diversity and representation in the literary world as an advocate for African American writers and literature. On November 14, 2008, Kristin Hunter went away. She left behind a rich literary legacy that now serves as an inspiration to authors and readers. Her writings are still praised for their wisdom, empathy, and ongoing significance to the African American experience.

Summary:

The brilliant African American scribe Stanley Douglas works for a prominent New York law firm; he is the subject of Kristin Hunter's short fiction "The Scribe." Stanley wants to be a lawyer, but he has to work as a scribe to make ends meet. He transcribes legal documents. Because of his position and race, Stanley encounters prejudice and other difficulties throughout the narrative. He is nevertheless committed to proving his value and doing his best work in spite of these challenges.

He develops bonds with his coworkers, such as Rosie, another scribe, and his supervisor, Mr. Stone. Stanley struggles with identity and self-worth as he works through the challenges of his profession. His coworkers show him support as well as prejudice, illuminating the realities of racism and inequality in the workplace. In the end, "The Scribe" is a moving examination of identity, ambition, and perseverance in the face of difficulty. Kristin Hunter illuminates the

difficulties encountered by African Americans aiming for achievement in a largely white field through Stanley's path.

Analysis:

"The Scribe," a short tale by Kristin Hunter, offers a complex web of topics, character interactions, and social satire. Here's a more thorough breakdown: Dynamics of Race: The investigation of racial dynamics in the workplace is at the heart of the narrative. The covert and overt types of discrimination Stanley encounters as an African American scribe in a predominately white legal practice are made clear by his experiences. Hunter illustrates the difficulties of negotiating a work setting where racial prejudices and preconceptions affect relationships and chances.

Stanley's desire to practise law acts as the story's main plot device. Stanley's resolve to be the best scribe he can be, in spite of racial discrimination and financial limitations that prevent him from entering the legal field, is a testament to his unshakable desire for success and upward mobility. Hunter's depiction of Stanley's aspirations highlights the fortitude and perseverance needed to follow one's dreams in the face of difficulty.

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Hunter focuses on the complexities of interpersonal relationships between Stanley and his coworkers in the workplace. The complicated dynamics of allyship, solidarity, and competitiveness are shown by the relationships between Stanley, his supervisor Mr. Stone, and his coworker Rosie. These connections shed light on how people negotiate work settings that are influenced by social hierarchies and power structures.

"The Scribe" provides a perceptive analysis of opportunity, class, and race in America in the middle of the 20th century. Hunter draws attention to the structural impediments that prevent African Americans from advancing in historically white-dominated professional professions

through Stanley's experiences. The narrative offers insight into the larger social and cultural dynamics influencing success, work opportunities, and educational opportunities.

"The Scribe" examines ambition, identity, and racial inequity in the workplace in an overall thought-provoking manner. Kristin Hunter illuminates the difficulties of achieving career goals in the face of institutional racism and prejudice with her gripping story and rich characterizations.

2.2 THE LADY OR THE TIGER – FRANK STOCKTON

About the Author:

American author Frank R. Stockton (1834–1902) is renowned for his humorous and inventive short stories, which frequently have surprising turns and well-written resolutions. Stockton, who was born in Philadelphia, Pennsylvania, on April 5, 1834, started out as an illustrator and wood engraver before turning to literature. A wide range of genres, including humour, adventure, and fantasy, are represented in Stockton's stories, which are praised for their wit, originality, and sense of wonder. His ingenious twists on the plot and creative premises enthralled readers, making him a master of the short story form.

The short story "The Lady, or the Tiger?" by Stockton, which was first published in 1882, is among his most well-known creations. The protagonist of the tale is a princess who has to decide between two doors—a tiger is behind one, and a maiden her boyfriend will marry is behind the other. Over time, readers have engaged in a great deal of discussion and conjecture on the story's unclear resolution. Among many other noteworthy works by Stockton are "The Bee-Man of Orn," "The Casting Away of Mrs. Lecks and Mrs. Alesine," and "The Gryphon and the Minor Canon." In addition to sarcastic commentary on society and human nature, his works also incorporate aspects of fantasy and the paranormal. As a result of his career-long success and high praise from critics, Stockton is now regarded as one of the most beloved American writers of all time. Because of his inventive storytelling and significant contributions to American literature, his legacy is still honoured today. On April 20, 1902, Frank R. Stockton passed away. He left behind a rich literary legacy that still serves as an inspiration to readers and authors today.

Summary:

Frank R. Stockton's well-known short story "The Lady, or the Tiger?" was first released in 1882. It is well-known for having an open-ended ending that has generated a lot of discussion and interpretation over time. The novel takes place in a semi-barbaric nation where a special trial is used to administer justice. The accused is positioned in front of two doors in an arena during this trial. The accused must wed the lovely woman behind the other door if it is picked, but behind the first door is a vicious tiger that is prepared to maul the accused to death.

A young guy who falls in love with the kingdom's princess is the story's protagonist. However, because of the young man's inferior social standing, their love is prohibited. Upon the discovery of their relationship, the young man is put through an ordeal-based trial. The princess gives the accused a cue as to which door to select on the day of the trial because she knows what is behind each one. The narrative concludes with a conundrum: will the princess guide her partner to the door with the lady, so permitting him to wed her adversary, or will she select the door with the tiger, resulting in his horrifying demise? Stockton purposefully leaves the conclusion open-ended, leaving the reader to wonder which door the princess will ultimately select. Depending on how they understand the princess's personality and the nature of their relationship, readers are free to speculate about her choice. "The Lady, or the Tiger?" delves into topics such as love, resentment, destiny, and the intricacies of human nature. The story's mysterious conclusion and Stockton's deft storytelling have made it a timeless classic that still enthral readers and provokes debate today.

Analysis:

Frank R. Stockton's novella "The Lady, or the Tiger?" challenges readers to consider difficult moral questions and intricate topics. The story revolves around the theme of choice and its effects. When the young man in the story has to pick between two entrances in the arena, it's a matter of life or death. In a similar vein, the princess must decide whether to bring her partner to the door with the woman, thus condemning him to wed her rival, or to the door with the tiger, which will result in his demise. Stockton challenges readers to think about the significance of these decisions and the moral ramifications they carry.

The ending of "The Lady, or the Tiger?" is one of its most striking features. Stockton purposefully leaves readers guessing about the princess's choice by leaving the story's conclusion open-ended. This ambiguity begs for several interpretations and poses issues regarding human

nature, jealousy, and love. The complexity of the characters' motivations and the results of their deeds are left for the reader to sort out.

The narrative examines the damaging effects of envy on interpersonal relationships. The darker sides of human nature are reflected in the princess's extreme jealousy of her lover's possible love interest. Because her jealousy consumes her so much, she prefers to think about her beloved dying than seeing him with someone else. The way in which Stockton depicts jealousy acts as a warning about the perils associated with possessiveness and obsession in romantic relationships.

The conflict that exists in the narrative between societal norms and individual preferences is another motif. The strict social hierarchy of the kingdom prevents the princess from marrying a man of lower class, which shatters her love for the young man. Stockton poses concerns regarding the limitations imposed by social conventions on people and the lengths they will go to in order to win someone over.

There is a sense of fatalism and inevitable endings for the characters throughout the entire narrative. The young man's fate appears to be set by the whims of fate, regardless of whether he faces the lady behind the door or the tiger. Stockton challenges readers to think on how fate shapes people's life and how much control they actually have over it. All things considered, "The Lady, or the Tiger?" is an insightful examination of decision-making, envy, and the complexity of human nature. Readers are left wondering about the moral and ethical ramifications of the characters' choices long after the novel has concluded by Stockton's deft writing and unclear conclusion.

POEM

2.3 THE ROAD NOT TAKEN – ROBERT FROST

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

About the Author:

Famous American poet Robert Frost (1874–1963) is renowned for his vivid and incredibly perceptive poetry that tackles subjects like nature, rural life, the human condition, and the intricacies of life. Frost was born in San Francisco, California, on March 26, 1874, although he lived much of his early years in New England, where he became deeply engrossed with the natural world and the rural vistas that would become recurring themes in his poetry. Early in the 20th century, Frost started writing seriously. His first poetry collection, "A Boy's Will," was published in 1913, and his second collection, "North of Boston," followed in 1914, to great critical acclaim. His poetry is well known for its mastery of conventional verse forms like sonnets and blank verse, as well as for its accessibility, clarity, and deeply nuanced symbolism. Frost's most well-known poem, "The Road Not Taken," perfectly captures his themes of decision-making, travel, and time passing. Among many other noteworthy pieces are "Stopping by Woods on a Snowy Evening," "Mending Wall," and "Birches." Frost's poetry frequently explores the deep beauty and mystique of the natural world, as well as the intricacies of human emotion and relationships. Frost won multiple accolades and distinctions over his career,

including four Pulitzer Prizes for Poetry. A further indication of the lasting influence and importance of his writing in American culture was the invitation he received to read at President John F. Kennedy's inauguration in 1961.

Robert Frost, one of the most cherished and significant poets in America, passed away on January 29, 1963, leaving behind a large and lasting legacy. His poetry is still praised today for its ageless wisdom, exquisite lyricism, and insightful observations about the human condition.

Summary:

Robert Frost's well-known poem "The Road Not Taken" addresses themes of free will, uniqueness, and life's path. Each stanza is summarised as follows: The speaker considers a choice he made in the past when he came across two different routes in a golden grove in the opening stanza. He notes that neither road seemed to have been particularly chosen because they both looked to be equally worn and travelled. The speaker highlights the significance of choices in life by realising that he cannot take both routes and must make a selection.

In the second stanza, the speaker follows a road as far as he can see in an attempt to predict where it might go and what kind of outcome it will have. He observes that the trail twists around in the bushes, implying mystery and doubt about what lies ahead. The speaker admits that both routes lead to unknown places, despite his best attempts to foresee the effects of his decision.

The speaker discusses the second way, which likewise seems reasonable and enticing, in the third stanza. He implies that decisions have important ramifications when he admits that taking the second route might make all the difference. The speaker acknowledges the significance of his choice by acknowledging that he will probably look back on this time in the future and consider the route he chooses.

In the fourth stanza, the speaker muses about how he would relate his story in the future while he sighs, implying sorrow or a yearning for the route not chosen. Years from now, he hopes to say that taking the less-beaten route was the best decision he ever made. The speaker emphasises the ambiguity and complexity of decision-making by acknowledging that, in actuality, both options were equally taken.

Frost reminds readers that the pathways we select define our journeys and mould our lives, even though we may later question the options we choose not to follow. Frost offers a profound meditation on the nature of choice and the human experience through these stanzas.

Analysis

At a fork in the road, the speaker must decide between two routes through a "yellow wood." The terms "worn" and "fair" are used to describe both pathways, implying that they are both well-traveled and welcoming. The poem's main idea, which emphasises the value of making decisions in life even when they seem equally desirable, is introduced in this line.

The first trail is seen by the speaker, who notes how it gradually bends into the vegetation. He expresses uncertainty about the result of his decision by acknowledging that he cannot see where the path leads after a certain point. This stanza emphasises the theme of uncertainty and how, despite our best efforts, we are unable to foretell the long-term effects of the choices we make.

After then, the speaker discusses the second option, which seems "just as fair" as the first. He realises that his life might change significantly if he follows this course. This stanza emphasises the importance of making decisions and the understanding that decisions have repercussions, even when those repercussions are not immediately felt.

The speaker sees himself thinking back on this decision in the future and letting others know about it with a "sigh." He expects to romanticise his choice and add embellishment to the tale by saying that he followed the less-traveled route. He does, however, acknowledge that both routes were "really about the same," implying that the distinction between them might not have been as great as he had first thought.

This stanza perfectly captures the idea of looking back and how we frequently give our decisions more significance than they actually had at the time because we see them through a prism of regret or nostalgia.

Frost examines the difficulty of making decisions, the certainty of ambiguity, and our propensity to look back on our decisions with a mix of nostalgia and clarity in these stanzas. The poem challenges readers to think on the implications of their own decisions and to acknowledge

that our life pathways ultimately determine how our lives turn out.

2.4 SNAKE – D. H. LAWRENCE

A snake came to my water-trough
On a hot, hot day, and I in pyjamas for the heat,
To drink there.

In the deep, strange-scented shade of the great dark carob tree
I came down the steps with my pitcher
And must wait, must stand and wait, for there he was at the trough
before me.

He reached down from a fissure in the earth-wall in the gloom
And trailed his yellow-brown slackness soft-bellied down, over
the edge of the stone trough
And rested his throat upon the stone bottom,
And where the water had dripped from the tap, in a small clearness,
He sipped with his straight mouth,
Softly drank through his straight gums, into his slack long body,
Silently.

Someone was before me at my water-trough,
And I, like a second-comer, waiting.

He lifted his head from his drinking, as cattle do,
And looked at me vaguely, as drinking cattle do,
And flickered his two-forked tongue from his lips, and mused
a moment,
And stooped and drank a little more,
Being earth-brown, earth-golden from the burning bowels
of the earth
On the day of Sicilian July, with Etna smoking.

The voice of my education said to me
He must be killed,
For in Sicily the black, black snakes are innocent, the gold
are venomous.

And voices in me said, If you were a man
You would take a stick and break him now, and finish him off.

But must I confess how I liked him,
How glad I was he had come like a guest in quiet, to drink
at my water-trough

And depart peaceful, pacified, and thankless,
Into the burning bowels of this earth?

Was it cowardice, that I dared not kill him?
Was it perversity, that I longed to talk to him?
Was it humility, to feel so honoured?
I felt so honoured.

And yet those voices:
If you were not afraid, you would kill him!

And truly I was afraid, I was most afraid,
But even so, honoured still more
That he should seek my hospitality
From out the dark door of the secret earth.

He drank enough
And lifted his head, dreamily, as one who has drunken,
And flickered his tongue like a forked night on the air, so black,
Seeming to lick his lips,
And looked around like a god, unseeing, into the air,
And slowly turned his head,
And slowly, very slowly, as if thrice adream,

Proceeded to draw his slow length curving round
And climb again the broken bank of my wall-face.

And as he put his head into that dreadful hole,
And as he slowly drew up, snake-easing his shoulders,
and entered farther,

A sort of horror, a sort of protest against his withdrawing into
that horrid black hole,

Deliberately going into the blackness, and slowly drawing
himself after,

Overcame me now his back was turned.

I looked round, I put down my pitcher,
I picked up a clumsy log
And threw it at the water-trough with a clatter.

I think it did not hit him,
But suddenly that part of him that was left behind convulsed
in an undignified haste,
Writhed like lightning, and was gone
Into the black hole, the earth-lipped fissure in the wall-front,
At which, in the intense still noon, I stared with fascination.

And immediately I regretted it.
I thought how paltry, how vulgar, what a mean act!
I despised myself and the voices of my accursed human education.

And I thought of the albatross,
And I wished he would come back, my snake.

For he seemed to me again like a king,
Like a king in exile, uncrowned in the underworld,
Now due to be crowned again.

And so, I missed my chance with one of the lords

Of life.

And I have something to expiate:

A pettiness.

About the Author:

English novelist, poet, essayist, and literary critic D. H. Lawrence (1885–1930) is renowned for his colourful and thought-provoking writings that tackle topics of modernity, sexuality, and the human condition. David Herbert Lawrence was born on September 11, 1885, in Eastwood, Nottinghamshire, England. Raised in an industrial Midlands region of England, Lawrence was impacted greatly by his working-class upbringing. Lawrence started writing in the early 20th century, and his audacious and avant-garde literary style won him praise right away. His books frequently questioned accepted societal norms and examined taboo topics like relationships, sexuality, and the struggle between instinct and society.

Lawrence's most well-known book, "Sons and Lovers" (1913), is largely based on his personal experiences as a child growing up in a coal-mining town. The story delves into the nuanced interactions between Paul Morel, the main character, and his mother Gertrude, in addition to his love involvement with other women. Another important work by Lawrence is "Lady Chatterley's Lover" (1928), a critique of social and sexual mores and an open portrayal of sexuality that caused controversy when it was first published. The narrative of an aristocratic woman having a passionate affair with her husband's gamekeeper is told in the novel, which also explores issues of class, desire, and emancipation.

Lawrence wrote a great deal of poetry in addition to his novels, with multiple volumes illustrating his profound relationship with nature and his investigation of the inner life of the individual. His poetry frequently addresses themes of love, grief, and the pursuit of purpose in an ever-changing world. Lawrence's provocative opinions and graphic content led to suppression and criticism throughout his career, but he was also praised for his audacious examination of the human psyche and his creative use of language. At the age of 44, D. H. Lawrence went away on March 2, 1930, leaving behind a vast and varied body of work that is still studied and valued for its wisdom, intricacy, and enduring relevance to the contemporary world.

Summary:

D.H. Lawrence's contemplative poem "Snake" uses the speaker's meeting with a snake to explore issues of nature, human instinct, and social standards. Here is a synopsis of each verse. The speaker recounts witnessing a snake emerge from a rocky wall on a sweltering Sicilian day in the first stanza. The snake is portrayed as being confident and purposeful, strong and elegant. In the second verse, the speaker notices the snake sipping from a water trough and is struck by its grace and beauty. The speaker is drawn to the snake's serene and leisurely manner, even if at first she is surprised by its unexpected entrance.

The third stanza inspires awe and reverence for the snake's presence by considering its old and primordial nature. It is said that the snake is an instinctive animal that is untouched by worries or opinions from people. The fourth verse describes incidents from his early years in his native England where he came across harmless snakes. By drawing a comparison between previous experiences and the present, the speaker implies that his upbringing has instilled in him a mistrust and fear of snakes.

As he watches the snake sip from the watering hole in the fifth stanza, the speaker is torn between feelings of curiosity and terror. He examines society's assumptions about the snake's existence as well as his own feelings. The sixth verse expresses regret and humiliation at thinking of hurting the snake out of fear. The speaker muses about the snake's place in nature and its entitlement to exist.

In the seventh stanza, the speaker chooses to leave the snake alone so that it might drink in peace. Regardless of human preconceptions, he recognises the snake's entitlement to the water and the significance of treating all species with respect. The poem's eight stanzas convey appreciation for the snake encounter and acknowledge it as a unique and meaningful opportunity to establish a relationship with nature. The speaker muses over the encounter's greater significance and how it affects his personal perceptions of humans and nature. "Snake" invites readers to consider their own ties with nature and the innate forces that drive human behaviour as it tackles themes of dread, admiration, guilt, and the interdependence of all living things via these stanzas.

Analysis:

D.H. Lawrence's poem "Snake" explores intricate issues of nature, instinct, human behaviour, and social conventions. It is a multilayered poem.

The speaker of the poem comes upon a snake while watering flowers at the opening of the poem. The poem's deeper themes are explored throughout, with this interaction acting as the impetus. Lawrence emphasises the snake's grace and power as he depicts its appearance and movements in great detail. The snake is shown as a regal and antiquated being, representing the fundamental elements of the natural world.

The speaker feels a variety of emotions and opposing impulses when he watches the snake. The snake's unexpected arrival startles him at first, but it soon captures his attention with its serene countenance. This illustrates the conflict between humanity's innate fear of nature and its ability to appreciate and be in awe of it.

The speaker thinks back to his childhood in England, where he learned to despise and dread snakes. His first reaction to the snake is influenced by this cultural conditioning, which makes him feel uneasy and afraid of it. Lawrence investigates how preconceptions and societal standards affect how we view the natural world and how we interact with it.

The speaker is faced with a moral conundrum as he observes the snake sipping from the water bowl. He is divided between his innate dread of the snake and his respect and admiration for its existence. The struggle to balance opposing impulses and the complexity of human nature are both highlighted by this internal conflict.

The speaker struggles with emotions of shame and remorse for thinking that she would hurt the snake out of fear. He acknowledges the snake's natural innocence and its entitlement to the water. In his exploration of empathy and compassion, Lawrence challenges readers to think about the moral ramifications of their behaviour towards other living things.

In the end, the speaker chooses to let the snake alone so that it can drink in peace. The speaker's viewpoint changes at this point of resolution when he concedes the snake's existence and the interdependence of all living things. Lawrence stresses the value of respect and humility in our interactions with the natural world.

The snake is a potent metaphor of the natural world and its wild beauty throughout the entire poem. It also symbolises the innate powers that humans possess but are dormant. Lawrence encourages readers to accept life's intricacies and recognise the intrinsic worth of all living things by using the snake encounter as a metaphor for the never-ending conflict between civilization and the wild.

In conclusion, "Snake" offers an insightful examination of how morality, instinct, and nature relate to humanity. Lawrence challenges readers to consider their place in the natural world and the moral obligations that go along with it through rich imagery, profound emotional depth, and intellectual understanding.

Short Answer Questions

1. What moral dilemma is presented in **“The Lady or the Tiger”**?
2. Who is the main character in **“The Scribe”**?
3. What choice does the traveler face in Frost’s **“The Road Not Taken”**?
4. How does D.H. Lawrence describe the snake?
5. What is meant by decision making?

Essay Questions

1. Discuss suspense and uncertainty in **“The Lady or the Tiger.”**
2. Analyze the theme of responsibility in **“The Scribe.”**
3. Explain symbolism and choice in **“The Road Not Taken.”**
4. Discuss human instincts and conflict in Lawrence’s **“Snake.”**
5. Compare how decision making shapes the outcomes in the prescribed texts.

UNIT III: PROBLEM SOLVING

3.1 HOW I TAUGHT MY GRANDMOTHER TO REDSUDHA MURTHY

ABOUT THE AUTHOR:

Renowned Indian writer, social worker, and philanthropist Sudha Murthy is well-known for her contributions to literary and social justice issues. Murthy was raised in Shiggaon, Karnataka, India, and was born on August 19, 1950. Her background gave her a strong sense of social duty and a desire to positively impact society. Murthy continued her engineering studies, graduating from the B.V.B. College of Engineering & Technology in Hubli, Karnataka, with a Bachelor of Engineering degree in Electrical Engineering. She then went on to the Indian Institute of Science in Bangalore, where she earned a Master of Science degree in Computer Science.

Murthy became the first female engineer employed by Tata Consultancy Services (TCS) following her graduation. During the early stages of the Indian IT industry's development, she had a significant influence. Murthy is well-known for her literary achievements in addition to her profession in technology. She is the author of many fiction and non-fiction books for both adults and children. Themes like social justice, generosity, and the human experience are frequently explored in her literature. "Wise and Otherwise," "The Day I Stopped Drinking Milk," and "The Old Man and His God" are a few of her well-known works.

In addition to writing, Sudha Murthy has a strong passion for social work and philanthropy. She serves as the chair of the Infosys Foundation, a nonprofit with an emphasis on rural development, healthcare, education, and other humanitarian concerns. For her contributions to writing and social service, Murthy has won numerous accolades, including the Padma Shri, one of India's highest civilian honours, in 2006. Sudha Murthy is a well-respected figure in India's literary and philanthropic circles because of her life and work, which demonstrate her commitment to using her abilities and resources for the benefit of society.

Summary:

Sudha Murthy emphasises the value of literacy and the transformational potential of education. This is a synopsis of the narrative: The protagonist of the tale is a small child who has a strong relationship with her illiterate grandmother. Her grandma is shrewd and cunning, with a

profound understanding of life and its lessons, despite having never received a formal education. One day, the young girl finds out that her grandmother's inability to read letters or the newspaper makes her feel excluded and ashamed. The child decides to teach her grandmother to read because she wants to help her. The young lady gently teaches her grandmother the fundamentals of reading and writing by employing non-traditional techniques like drawing letters on the ground with chalk. The daughter is determined to educate her grandma in spite of obstacles and disappointments, such as her grandmother's early resistance and the opposition of their relatives. The grandmother's reading skills advance with time, and she begins to feel more confident in her capacity to read and write. With her newly acquired information, she feels more confident and enthusiastically reads letters and newspapers, showing off her reading abilities to others. Sudha Murthy emphasises the transforming potential of education and its significant influence on people's lives in this endearing tale. The narrative emphasises the value of empathy, compassion, and intergenerational relationships while celebrating the young girl's and her grandmother's tenacity, willpower, and love.

Finally, "How I Taught My Grandmother to Read" is a heartwarming story that serves as a reminder of the importance of education and the happiness that can be found in enabling others to learn and grow. The ageless message of Sudha Murthy's storytelling inspires and uplifts readers as she deftly portrays the beauty of human connection and the transformative power of education.

Analysis:

The heartfelt and perceptive story Sudha Murthy presents a complex web of ideas, character interactions, and social critique.

The story's central theme is the transformational potential of education. The young girl decides to teach her grandmother to read since she understands how important reading is to her. She exemplifies how education can empower people and improve their lives through perseverance, grit, and innovation.

The close relationship between the young girl and her grandmother is poignantly portrayed in the story. They have a strong bond based on love, respect, and support for one another despite their differing educational backgrounds and generational divide. The girl's desire

to assist her grandma in becoming literate is a reflection of her admiration for her knowledge and her dedication to improving her quality of life.

Resilience and Perseverance: The story emphasises how crucial these qualities are for conquering obstacles. The youngster persists in her efforts to educate her grandmother in spite of challenges including her grandmother's initial resistance and the condemnation of their family members. Her steadfast resolve is proof of the value of tenacity in accomplishing one's objectives.

The narrative also discusses social conventions and how education can help subvert gender norms and expectations. Older women are frequently neglected and marginalised in many societies, particularly if they have not had formal schooling. The daughter gives her grandmother the confidence, independence, and ability to engage more completely in society by teaching her to read.

Through the story's subtle incorporation of cultural themes, Sudha Murthy gives readers an understanding of Indian society's norms, beliefs, and traditions. Readers who may be able to relate to similar cultural situations will find resonance in the story's reflection of the value of family, deference to elders, and the passing down of knowledge through generations.

In the end, "How I Taught My Grandmother to Read" honours the love of learning and the significant influence it can have on people's lives. The grandmother's journey from being illiterate to being a self-assured reader is evidence of the ability of education to change lives and the possibility of personal development and empowerment. Sudha Murthy's novel encourages readers to embrace education, cherish intergenerational connections, and acknowledge the inherent dignity and potential within every person, regardless of age or background, through its captivating storytelling and universal themes.

3.3 HOW FROG WENT TO HEAVEN – A TALE OF ANGOGLO

About the Author:

Author, playwright, and storyteller Aaron Shepard is well-known for his kid-friendly retellings of fairy tales and folktales. Many of the plays and books he has written are based on

folktales from all around the world. Shepard's work frequently focuses on bringing classic stories to life for young readers through innovative and captivating retellings.

Some of Aaron Shepard's notable works include:

“The Sea King's Daughter: A Russian Legend”

“The Baker's Dozen: A Colonial American Tale”

“The Legend of Lightning Larry”

“The Maiden of Northland: A Hero Tale of Finland”

“The Monkey Bridge: A Vietnamese Folktale”

“The Legend of Slappy Hooper: An American Tall Tale”

“One-Eye! Two-Eyes! Three-Eyes!: A Very Grimm Fairy Tale”

“The Enchanted Storks: A Tale of Bagdad”

“Master Maid: A Tale of Norway”

“The Crystal Heart: A Vietnamese Legend”

Summary:

Shepard's adaptations, while incorporating his own artistic touches and narrative flare, frequently retain the spirit and moral precepts of the source material. He is well-respected in the field of children's literature and storytelling since his works are frequently used in classrooms and storytelling circles.

Author Aaron Shepard is the author of "How Frog Went to Heaven: A Tale of Angola." This charming version of a folktale chronicles the exploits of Chinyoka, a cunning frog. This is a synopsis of the story:

A frog by the name of Chinyoka lived in a community in Angola and was well-known for his wit and cunning. The locals were left starving and thirsty when a terrible drought hit the area one day. Seeking solace, they implored Nzambi, the almighty deity, for assistance. Touched by their situation, Nzambi called for Chinyoka and assigned him a unique mission: to ascend to heaven and request that Nzambi Mpungu, the sky god, give rain to Earth. Chinyoka set off on his trip to paradise with a strong sense of purpose.

Chinyoka faced many challenges on his journey, such as dangerous terrain and vicious creatures. However, he overcame every obstacle thanks to his quick wit and resourcefulness. Chinyoka made his request to Nzambi Mpungu upon arriving in heaven, and he granted it by sending rain to the planet. Chinyoka praised the sky deity and went back to the hamlet, delighted by the news. Soon after Chinyoka returned to the hamlet, ominous clouds formed in the sky and rain started to pour, relieving the parched soil and sparing the residents from starvation. The villagers welcomed Chinyoka back and celebrated him as a hero, full of gratitude for his daring and cunning. Chinyoka was adored as a representation of optimism and fortitude in the face of hardship ever since that day.

Aaron Shepard tells a timeless tale of bravery, tenacity, and the ability to overcome obstacles through inventiveness in "How Frog Went to Heaven: A Tale of Angola." It is beloved by readers of all ages because it honours the sense of community and the faith in miracles.

Analysis:

The engrossing folktale "How Frog Went to Heaven: A Tale of Angola" provides readers with insights into the cultural values, beliefs, and storytelling traditions of Angola.

Because the story takes place in Angola, readers are given an insight into the local way of life. Readers learn about the cultural values, customs, and beliefs of the Angolan people through the characters, setting, and language employed in the novel.

The story's main themes are bravery and resourcefulness in the face of difficulty. The shrewd frog protagonist, Chinyoka, shows courage and ingenuity by setting out on a treacherous quest to heaven in order to request rain. He overcomes many obstacles along the way thanks to his tenacity and fast thinking, demonstrating the value of perseverance and problem-solving abilities.

The narrative examines the notion that gods have the ability to influence human fate and the efficacy of divine intervention. Readers experience the idea that prayers and requests to the gods can result in miraculous events through Chinyoka's encounter with the sky god, Nzambi Mpungu. This part of the tale illustrates the Angolan culture's spiritual customs and beliefs.

"How Frog Went to Heaven" emphasises the value of solidarity and community during trying times. The villagers gather to help Chinyoka in his ascent to heaven and to offer prayers for rain. Their combined efforts and belief in the efficacy of prayer ultimately result in the village's deliverance from famine and drought. This part of the tale highlights how resilient and strong communities can be when they band together to tackle obstacles.

The narrative also discusses the idea of environmental stewardship and how humans and nature are intertwined. The hamlet is facing a drought, which serves as a reminder of how important it is to protect the environment and live sustainably. The idea that humans have an obligation to take care of the environment and its resources is furthered by Chinyoka's quest to deliver rain to the planet.

In conclusion, "How Frog Went to Heaven: A Tale of Angola" is a multi-layered folktale that delves into themes of environmental stewardship, community, spirituality, and bravery. The story imparts timeless lessons about perseverance, teamwork, and the strength of faith while providing readers with a deeper understanding of Angolan folklore and traditions through its captivating narrative and rich cultural elements.

3.4 WINGS OF FIRE (CHAPTER 1,2,3) – A.P.J. ABDUL KALAM

About the Author:

Known as the "Missile Man of India," Dr. APJ Abdul Kalam was a renowned Indian scientist, diplomat, and visionary leader. Here is a quick synopsis of his incredible life: On October 15, 1931, in Rameswaram, Tamil Nadu, India, Dr. Avul Pakir Jainulabdeen Abdul Kalam was born into a modest family. Even though he had experienced financial difficulties as a young boy, Kalam was an intelligent, inquisitive student who loved science and education. After graduating from the Madras Institute of Technology with a degree in aeronautical engineering, Kalam began a remarkable career in the Defence Research and Development Organisation (DRDO) and the Indian Space Research Organisation (ISRO). Known as the "Missile Man of India," he was instrumental in space and missile development initiatives in India.

Leading the creation of India's first in-house ballistic missile and satellite launch vehicle systems was one of Dr. Kalam's greatest achievements. His scientific brilliance, commitment, and creative thinking elevated India's defence capabilities and catapulted it into the spacefaring nations' league. Dr. Kalam was elected as India's eleventh president in 2002 and held this

prestigious office till 2007. He won over the country as president by virtue of his integrity, humility, and dedication to national development and youth empowerment. He was well known for being the “People’s President” because of his approachability and ability to connect with the public, particularly the youth.

Dr. Kalam was a prolific writer, lecturer, and educator who inspired millions of people with his vision of an inclusive and affluent India throughout his life. He promoted education, scientific research, and technical advancement as engines of social change and country advancement. On July 27, 2015, Dr. APJ Abdul Kalam departed from this life, leaving behind a profound legacy as a visionary leader, a trailblazing scientist, and an authentic patriot. He is one of India's most beloved leaders because of his unwavering spirit, humility, and commitment to serving humanity. These qualities continue to inspire people all around the world.

Summary:

This is an overview of chapters 1, 2, and 3 of Dr. APJ Abdul Kalam's autobiography, "Wings of Fire":

Chapter 1: A Village Boy

Readers are introduced to Dr. APJ Abdul Kalam's early years in the first chapter of "Wings of Fire." In Tamil Nadu, Kalam was born in a little community known as Rameswaram. He talks about his upbringing and his father's jobs as an imam at a nearby mosque and boat owner. Despite their meagre finances, Kalam's parents taught education, discipline, and a strong sense of values to him and his brothers. Kalam remembers the small pleasures of growing up in a rural area and his close-knit neighbourhood.

Chapter 2: Dreams Take Flight

Kalam talks about his early goals and desires to become a pilot in the second chapter. He talks about his early experiences with aeroplanes and pilots, as well as his obsession with flying. Kalam's professors and mentors, who see his potential and push him to follow his passion, foster his interest in science and technology. The chapter demonstrates Kalam's will to go through difficulties and realise his goals in spite of setbacks and difficulties encountered along the road.

Chapter 3: A Rocket Takes Off

The story of Kalam's entry into the field of rocketry and aviation is told in Chapter 3. Following his graduation, Kalam works for the Indian Space Research Organisation (ISRO) and

then the Defence Research and Development Organisation (DRDO). In his account, he talks about his involvement in India's space and missile programmes, which included the successful launch of the Rohini satellite and the creation of the Satellite Launch Vehicle (SLV). Kalam receives praise and awards for his groundbreaking work in missile technology, which paves the way for his future contributions to India's scientific and technological progress.

Readers can learn about Dr. APJ Abdul Kalam's early years, his love of science and technology, and his transformation from a poor rural lad to a well-known scientist and leader from these early chapters of "Wings of Fire." They lay the groundwork for the autobiography's remaining sections, which examine Kalam's extraordinary career and his outlook for India.

Chapter 1:

The early years of Dr. APJ Abdul Kalam are covered in "Abdul Kalam's Childhood," Chapter 1 of "Wings of Fire." Born into a low-class family in the Tamil Nadu village of Rameswaram, Kalam talks about his early life and the impact of his parents and close-knit society.

In his portrayal of his family, Kalam gives particular attention to his father Jainulabdeen, an imam at the neighbourhood mosque and a well-liked member of the community, and his mother Ashiamma, a nurturing and devoted member of the family. Kalam's parents taught him and his siblings a strong sense of values, discipline, and a commitment to education despite their modest financial resources.

The chapter explores Kalam's early life, including his relationships with village friends, family, and neighbours. In Rameswaram, where he and his siblings enjoyed playing with handmade toys, exploring the local nature, and going to school, Kalam remembers the simple pleasures of life.

Kalam emphasises the virtues of honesty, integrity, and hard work during his reflections on the principles and lessons he received from his parents and mentors throughout the chapter. He also emphasises how his professors and mentors encouraged his early interest in science and technology, which was spurred by his natural curiosity about the world.

In general, Chapter 1 of "Wings of Fire" gives readers an overview of Dr. APJ Abdul Kalam's early years, his upbringing in a small hamlet, and the influences that moulded his goals and character. It establishes the framework for the remaining portion of the autobiography, which details Kalam's incredible transformation from a young villager to a well-known leader and scientist.

Chapter 2:

The early years of Dr. APJ Abdul Kalam are further described in "Wings of Fire," Chapter 2, "Growing Up," which focuses on his goals, influences, and first experiences with science and technology. This is a synopsis of Chapter 2:

Kalam considers his early aspirations of taking to the skies and becoming a pilot in this chapter. He talks about how his experiences watching planes soar over Rameswaram inspired his fascination with aeroplanes and the skies. Kalam's imagination is unbounded by the confines of his rural upbringing, and he daydreams of flying across the clouds.

Kalam's meetings with pilots and airmen who visit Rameswaram further fuel his passion for aviation. He eagerly absorbs their tales and is awestruck by their soaring exploits, stoking his own desire to fly one day. Kalam's interest in science and technology intensifies as he gets older. Driven by his natural curiosity and a need to know how things function, he remembers his early experimentation with electronics and gadgets. His future aspirations in the field of aircraft engineering are based on these experiences.

Kalam is adamant on pursuing his goals in spite of obstacles and disappointments, such as societal expectations and financial limitations. He attributes his recognition of his talent and encouragement to pursue his interests in science and technology to his professors and mentors. The choice Kalam made to become an engineer at the end of Chapter 2 put him on the path that would eventually lead to his revolutionary contributions to India's space and missile programmes.

In general, Chapter 2 of "Wings of Fire" gives readers a better understanding of the early goals, influences, and life lessons that moulded Dr. APJ Abdul Kalam's transition from a small Tamil Nadu town to the forefront of India's scientific and technological achievements. It emphasises how crucial enthusiasm, tenacity, and information acquisition are to overcoming challenges and realising one's potential.

Chapter 3:

"A Rocket Takes Off," the third chapter of "Wings of Fire," continues to follow Dr. APJ Abdul Kalam's path from impoverished beginnings to his groundbreaking work in India's space and missile programmes. This is a synopsis of Chapter 3:

In this chapter, Kalam describes his experiences working for the Indian Space Research Organisation (ISRO) on the development of missiles, with a particular emphasis on the construction of the Satellite Launch Vehicle (SLV).

Kalam outlines the difficulties and roadblocks—such as scarce funding, a lack of technological know-how, and international sanctions—that the Indian scientific community has encountered in trying to create its own space technology. In spite of these obstacles, Kalam and his group are unfazed in their quest to establish India's technological independence in space.

The goal of launching India's first satellite into orbit is highlighted in the chapter along with the cooperative efforts of scientists, engineers, and technicians who work nonstop to overcome technological challenges. The SLV project's success is largely due to Kalam's inventive leadership and methodical methodology, which has established him as a visionary leader and scientist. Kalam and his crew encounter obstacles and setbacks along the way of the SLV project, such as botched launches and technical difficulties. They do, however, take lessons from every failure and improve their designs and methods to make the launch vehicle more dependable and effective.

India finally reaches a major milestone with the successful launch of the Rohini satellite into orbit aboard the SLV, after years of persistence and dedication. The momentous accomplishment signals a sea change in India's space programme, opening the door for more developments and solidifying India's position as a spacefaring country.

Kalam muses on the significance of the SLV launch and the lessons gleaned from the event as Chapter 3 comes to a close. He places a strong emphasis on the value of perseverance, collaboration, and creativity in overcoming obstacles and realising lofty objectives. All things considered, Chapter 3 of "Wings of Fire" offers readers an engrossing account of India's early space exploration efforts and Dr. APJ Abdul Kalam's crucial influence on the development of the nation's space programme. It emphasises the value of tenacity, creativity, and teamwork in overcoming challenges and succeeding in the quest of scientific greatness.

Analysis: Chapter 1:

"Wings of Fire" gives readers a deep understanding of Dr. APJ Abdul Kalam's early inspirations and formative years in Chapter 1. This is a critique of the chapter:

Understanding Kalam's background and the principles that moulded his personality begins with this chapter. In describing his modest upbringing in the Rameswaram hamlet, Kalam highlights the significance of his family, community, and cultural upbringing in forming his identity and goals.

Kalam emphasises the importance of his family in his childhood by sharing stories and recollections of his parents. A strong moral compass and a profound feeling of responsibility towards others were instilled in him by his mother's warmth and support as well as by his father's knowledge and integrity as an imam at the nearby mosque.

The chapter's main focus is education, with Kalam's parents emphasising education despite their poor resources. Kalam and his siblings developed an insatiable curiosity and a will to succeed academically as a result of their parents' emphasis on education.

Kalam remembers with nostalgia the carefree pleasures of his early years, such as building toys from scratch, going on field trips and going to the neighbourhood school. These encounters not only bring back fond memories but also highlight how crucial creativity, curiosity, and discovery are in forming one's worldview.

The chapter offers readers a glimpse of the social and cultural landscape of rural India in Kalam's early years. His depictions of rural life, customs, and traditions provide readers an insight into the intricate web of Indian culture and the strong bonds between neighbours that defined Rameswaram life.

Kalam's family has experienced financial difficulties and sufferings, but they are a shining example of tenacity and drive, exemplifying the virtues of diligence, fortitude, and faith in the face of difficulty. These characteristics would subsequently come to define Kalam's personality as he overcame obstacles in both his personal and professional lives.

In conclusion, Chapter 1 of "Wings of Fire" gives readers a detailed knowledge of the family relationships, early life, and cultural environment of Dr. APJ Abdul Kalam. It provides

important context for the remaining portions of the autobiography and sheds light on the experiences and influences that moulded Kalam into the extraordinary person he would become.

Chapter 2:

Dr. APJ Abdul Kalam's early years are explored in "Wings of Fire," Chapter 2, "Growing Up," which focuses on his hopes and desires as a child as well as his first experiences with science and technology. This is a critique of the chapter:

The chapter focuses on Kalam's early aspirations to become a pilot and his enduring interest in aviation. His hopes to soar into the skies are a reflection of his imagination and feeling of awe, showing how dreams may influence a person's course in life.

Kalam's natural curiosity and desire to comprehend the world around him are the driving forces behind his interest in science and technology. His early technological and electrical equipment tests demonstrate his curiosity and openness to trying out novel theories.

The chapter emphasises how crucial mentors and strong role models were in helping Kalam develop his goals and self-assurance. His professors and mentors stimulate his interest in science and technology and inculcate in him a belief in his own ability. His experiences with pilots and airmen who visit Rameswaram inspire him to pursue his aspirations of flight.

Even in the face of cultural expectations and financial limitations, Kalam is unwavering in his resolve to follow his ambitions. His steadfast dedication to his goals and his readiness to go through challenges demonstrate his fortitude and resiliency in the face of difficulty.

The chapter centres on education, with Kalam's choice to become an engineer representing a critical turning point in his life. His quest for knowledge and his commitment to education highlight the transformational potential of education in enabling people to realise their dreams.

In Chapter 2, Kalam's revolutionary contributions to India's space and missile programmes are hinted at, setting the stage for his future scientific and technological triumphs. His extraordinary career as a scientist, engineer, and statesman is paved with his early passion in engineering and aircraft.

In conclusion, Chapter 2 of "Wings of Fire" offers readers insightful information on the early goals, influences, and life lessons that moulded Dr. APJ Abdul Kalam's development into one of India's most renowned scientists and leaders. It emphasises how crucial passion, curiosity, and tenacity are to overcoming challenges and realising one's goals.

Chapter 3:

"A Rocket Takes Off," the third chapter of "Wings of Fire," provides readers with further context for understanding Dr. APJ Abdul Kalam's crucial role in India's space and missile programmes. This is a critique of the chapter:

The chapter highlights Kalam's steadfast dedication to developing India's space capabilities as well as his visionary leadership. Leading the development of indigenous space technology, Kalam exhibits strategic acumen, ingenuity, and drive in his role as project leader of ISRO's Satellite Launch Vehicle (SLV) programme.

Throughout the SLV project, Kalam and his team face a variety of technical difficulties and obstacles, such as scarce resources, a lack of technological know-how, and international sanctions. But they are able to overcome these challenges thanks to their creative thinking and problem-solving abilities, which have resulted in ground-breaking developments in space technology.

The chapter showcases the cooperative efforts of technicians, engineers, and scientists who put in endless hours to help India accomplish its aim of sending its first satellite into orbit. Kalam's capacity to promote cooperation and coordination amongst a variety of stakeholders is essential to the SLV project's success.

Kalam and his team persevere and are committed to achievement in spite of obstacles and disappointments, such as botched launches and technological difficulties. They enhance their designs and methods to increase the launch vehicle's performance and dependability by learning from every setback.

India's space programme reaches a historic milestone with the successful launch of the Rohini satellite atop the SLV, solidifying the nation's status as a spacefaring nation. Because of

his crucial contribution to this accomplishment, Kalam is now regarded as a trailblazing scientist and aerospace engineering industry leader.

Kalam muses on the significance of the SLV launch and the lessons gleaned from the event as Chapter 3 comes to a close. His tenacity and forward-thinking perspective inspire readers as he highlights the value of willpower, cooperation, and creativity in conquering obstacles and realising lofty objectives.

In conclusion, "Wings of Fire", Chapter 3 enthrals readers with a compelling account of Dr. APJ Abdul Kalam's guidance and contributions to India's space programme. It emphasises how persistence, creativity, and teamwork can propel scientific advancement and lead to the accomplishment of lofty objectives.

Short Answer Questions

1. Why did Sudha Murthy teach her grandmother to read?
2. What lesson is conveyed in "**How Frog Went to Heaven**"?
3. Who is A.P.J. Abdul Kalam?
4. Mention one childhood challenge described in **Wings of Fire**.
5. Define problem-solving skill.

Essay Questions

1. Discuss determination and learning in Sudha Murthy's life story.
2. Analyze the moral values presented in "**How Frog Went to Heaven**."
3. Explain the inspirational elements in **Wings of Fire**.
4. Discuss the importance of education in overcoming difficulties.
5. Compare the problem-solving approaches of the characters in this unit.

UNIT IV: TENSES

ACTIVE	PASSIVE
1) Simple Present: Verb present form /S form /am /is/are. Ex: I <i>eat</i> an orange.	1) Simple Present: is/are + ed participle. Ex: An orange <i>is eaten</i> by me.
2) Present Continuous: am/is/are + ing participle Ex: I <i>am eating</i> an orange.	2) Present Continuous: is/are + “being” + ed participle. Ex: An orange <i>is being eaten</i> by me.
3) Present Perfect: has/have + ed participle Ex: I <i>have eaten</i> an orange.	3) Present Perfect: has/have + “been” + ed participle. Ex: An orange <i>has been eaten</i> by me.
4) Present Perfect Continuous: have + “been” + ing participle Ex: I <i>have been eating</i> an orange.	4) Present Perfect Continuous: <i>No passive</i>
5) Simple Past: Verb past form. Ex: I <i>ate</i> an orange.	5) Simple Past: was/were + ed participle. Ex: An orange <i>was eaten</i> by me.
6) Past Continuous: was/were + ing participle Ex: I <i>was eating</i> an orange.	6) Past Continuous: was/were + “being” + ed participle. Ex: An orange <i>was being eaten</i> by me.
7) Past Perfect: had + ed participle Ex: I <i>had eaten</i> an orange.	7) Past Perfect: had + “been” + ed participle. Ex: An orange <i>had been eaten</i> by me.
8) Past Perfect Continuous: had + “been” + ing participle Ex: I <i>had been eating</i> an orange.	8) Past Perfect Continuous: <i>No passive</i>
9) Simple Future: 1. will/shall + verb base Ex: I <i>will eat</i> an orange. 2. be going to form (am, is, are) Ex: I <i>am going to eat</i> an orange.	9) Simple Future: 1. will/shall + be + ed participle Ex: An orange <i>will be eaten</i> by me. 2. be going to + be + ed participle Ex: An orange <i>is going to be eaten</i> by me.

10) Future Continuous: will/shall + being participle Ex: I <i>will have eaten</i> an orange.	10) Future Continuous: <i>No passive</i>
11) Future Perfect: will/shall + have + ed participle Ex: I <i>will have eaten</i> an orange.	11) Future Perfect: will/shall + have been + ed participle Ex: An orange <i>will have been eaten</i> by me.
12) Future Perfect Continuous: will/shall + have + "been" + ing participle Ex: I <i>will have been eating</i> an orange.	12) Future Perfect Continuous: <i>No passive</i>

4.1 PRESENT

The present tense is a grammatical tense used to represent acts, events, or conditions that are currently occurring or ongoing in the present. The present tense is utilised when discussing ongoing or recurring actions, universal facts, and imminent future events. The use of present tense is crucial in daily communication since it enables us to communicate what is now occurring and express our thoughts and emotions in real-time.

Types of Present Tense

Present Simple Tense:

The present simple tense, sometimes referred to as the present indicative tense, is employed to convey general truths, habitual actions, and scheduled future events. The formation of the verb involves utilising the base form of the verb (the infinitive form without "to") for most subjects, and adding a "s" for third-person singular subjects (he, she, it).

Examples:

1. She works at the library. (habitual action)
2. The Earth revolves around the sun. (general truth)
3. The train departs at 5:00 PM tomorrow. (scheduled future event)

Present Continuous Tense:

The present continuous tense, sometimes referred to as the present progressive tense, is employed to depict acts that are currently occurring, precisely at the present moment. The

present continuous tense is constructed by combining the present tense of the verb "to be" (am, is, are) with the base form of the main verb, suffixed with "-ing."

Examples:

1. They are playing basketball in the park. (action in progress)
2. I am writing an essay. (action in progress)
3. He is studying for his exams. (action in progress)

Present Perfect Tense:

The present perfect tense is employed to depict acts that possess a correlation to the present, regardless of their occurrence in the past. The construction is created by combining the present tense of the verb "to have" (have/has) with the past participle of the main verb.

Examples:

1. I have finished my homework. (action completed with relevance to the present)
2. She has visited Paris several times. (past experiences with relevance to the present)
3. They have never eaten sushi. (past actions with relevance to the present)

Present Perfect Continuous Tense:

The present perfect continuous tense is employed to delineate acts or occurrences that commenced in the past and persist into the present, or actions that have recently ceased but nevertheless hold significance in the present. The construction of "he is formed" involves the utilisation of the present tense of the verb "to have" (had/has), the phrase "been," and the base form of the main verb with the suffix "-ing."

Examples:

1. I have been working on this project for three hours. (action started in the past and continues)
2. They have been living in this city since 2010. (action started in the past and continues)
3. She has been studying Spanish, but she is not fluent yet. (action recently stopped with relevance to the present)

Present Tense in Detail

1. Present Simple Tense:

The present simple tense is versatile and has several common uses:

a. Habitual Actions:

We use the present simple to talk about actions that are habitual, regular, or routine.

Examples:

- I drink coffee every morning.
- He goes for a run after work.
- They visit their grandparents on Sundays.

b. General Truths:

The present simple is used to state general truths or facts that are always true.

Examples:

- Water boils at 100 degrees Celsius.
- The sun rises in the east.
- Birds fly.

Scheduled Events:

This tense is also employed when referring to scheduled future events, typically with a time marker indicating the future.

Examples:

- The concert starts at 8:00 PM tonight.
- Our flight leaves tomorrow morning
- The conference begins next week.

2. Present Continuous Tense:

The present continuous tense is used to describe actions that are happening right now, at the p moment. It emphasizes the ongoing nature of the action.

a. Actions in Progress:

We use the present continuous tense to talk about actions that are currently in progress.

Examples:

- She is reading a book.
- They are having a meeting.
- I am watching TV.

b. Temporary Situations:

It can also be used to describe temporary situations or actions that are not part of one's usual routine.

Examples:

- He is staying with us for a week.
- They are renovating their house.
- I am learning to play the guitar.

c. Annoyance or Irritation:

In some cases, the present continuous can be used to express annoyance or irritation about something happening at the moment.

Examples:

- Why is he always interrupting me?
- It's raining, and I forgot my umbrella.
- She's talking loudly on her phone again.

3. Present Perfect Tense:

The present perfect tense is used to connect actions or events from the past to the present. It implies that the action has relevance or importance in the present.

a. Completed Actions with Present Relevance:

We use the present perfect tense to describe actions that have been completed in the past but have a connection or relevance to the present.

Examples:

- I have finished my work, so I can go home now.
- She has visited that museum before.
- They have already eaten dinner.

b. Unspecified Time:

The present perfect is also used when the time of the action is unspecified or not important.

Examples:

- I have seen that movie.
- He has read the book.
- She has traveled to Europe.

c. Experience or Change Over Time:

It can be used to talk about life experiences or changes that have occurred over a period leading up to the present.

Examples:

I have never flown in an airplane.

He has become a much better cook.

She has learned a lot since starting her new job.

4. Present Perfect Continuous Tense:

The present perfect continuous tense is employed to depict acts or occurrences that commenced in the past and are presently continuing or actions that have recently ceased but are still pertinent to the present.

a. Actions in Progress over Time:

We use the present perfect continuous tense to emphasize the duration and continuity of an action that started in the past and continues into the present.

Examples:

- She has been working on this project for weeks.
- They have been studying for their exams all day.
- I have been waiting for you since 2:00 PM.

b. Actions with Recent Relevance:

This tense can also be used to describe actions that have recently stopped but still have relevance or impact on the present.

Examples:

- He is out of breath because he has been running.
- They are tired because they have been working hard.
- She has a sunburn because she has been sunbathing all day.

Key Differences and Further Clarifications:

1. Time Frame:

- Present Simple: Used for routine, habitual actions, general truths, and scheduled future events. Present Continuous: Used for actions happening right now or temporary situations
- Present Perfect: Connects past actions to the present, emphasizing relevance.
- Present Perfect Continuous: Emphasizes ongoing actions from the past into the present or recent actions with relevance.

2. Verb Forms:

- Present Simple: Base form of the verb, with an "s" added for third-person singular.
- Present Continuous: Present tense of "to be" (am, is, are) base form of the verb. "-ing."
- Present Perfect: Present tense of "to have" (have/has) + past participle of the main verb.
- Present Perfect Continuous: Present tense of "to have" (have/has) + "been"+ base form of the verb + "-ing."

3. Time References:

- Present Simple: Often used with time expressions like "always," "usually," "often," "sometimes," or "every day."
- Present Continuous: Used with expressions like "right now," "at the moment," "currently," or "today."
- Present Perfect: Used with expressions like "ever," "never," "already," "yet," "so far," or "recently."
- Present Perfect Continuous: Used with expressions like "for," "since," "lately," or "all day."

4.2 PAST TENSE

The past tense is one of the three main tenses in the English language. It is employed to depict acts, occurrences, or conditions that have already happened in the past. The use of the past tense enables us to communicate the order of events, document historical occurrences, and narrate individual encounters.

Types of Past Tense

1. Simple Past Tense

The simple past tense talks about past acts. It is employed to denote actions that took place at a certain moment in the past and have since been finished. During this grammatical

tense, normal verbs are inflected by adding "-ed" to the basic form of the verb, whereas irregular verbs adhere to different patterns.

Examples of regular verbs:

- I walked to the store yesterday.
- She talked to me for hours last night.
- They played football on Saturday.

Examples of irregular verbs:

- He ate pizza for dinner.
- She drove to the beach last summer.
- We swam in the lake when it was hot.

2. Past Continuous Tense

The past continuous tense is employed to delineate actions that were in a state of progression or ongoing at a certain juncture in the past. This tense is constructed by combining the past tense of the verb "to be" (was/were) with the present participle form (-ing) of the main verb.

Example:

- They were studying all night for the exam.
- She was dancing at the party when I arrived.
- I was reading a book during the flight.

3. Past Perfect Tense

The past perfect tense is employed to convey activities that occurred prior to another event in the past. The construction is created by combining the past tense of the auxiliary verb "had" with the past participle form of the main verb.

Example:

- By the time I got home, he had already left.
- She had finished her work before the meeting started.
- They had never visited that city until last summer.

4. Past Perfect Continuous Tense

The past perfect continuous tense signifies acts that were in progress and had a duration prior to another event occurring in the past. The construction is created by employing the phrase "had been" followed by the present participle form of the primary verb.

Example:

- I was tired because I had been working all day.
- They were out of breath because they had been running for miles.
- She had a sunburn because she had been sunbathing for hours.

Rules for Using Past Tense

1. Regular vs. Irregular Verbs

As previously stated, normal verbs create their simple past tense by appending the suffix "-ed" to the basic form of the verb (e.g., walk-walked, talk-talked). In contrast, irregular verbs possess distinct past tense forms that deviate from a regular pattern (e.g., go-went, eat-ate).

Example:

- I painted the fence yesterday. (regular verb)
- He went to the store last night. (irregular verb)

2. Indicators

Typical temporal indicators for the past tense encompass terms such as "yesterday," "last week," "in 1999," and "when I was a child." These indicators enhance the understanding and precision of the chronological sequence of historical occurrences.

Example:

- I visited Paris last summer.
- She called me yesterday.

3. Use of Auxiliary Verbs

Auxiliary verbs such as "had" and "had been" are crucial in forming the correct tense in the past perfect and past perfect continuous tenses. Ensure the accurate conveyance of the sequence of events by effectively utilising these auxiliary verbs.

Example:

- I had already eaten when she arrived.
- They had been waiting for hours before the concert started.

Examples of Past Tense in Context

1. Simple Past Tense Examples:

- She visited her grandmother last weekend.
- He graduated from college in 2010.
- They watched a movie yesterday.
- I cooked dinner for my family.

2. Past Continuous Tense Examples:

- While I was reading, it started raining.
- They were playing tennis when the sun went down.
- She was studying all night for the final exam.
- I was talking to him on the phone when he broke the news.

Past Perfect Tense Examples:

- By the time he arrived, the party had already ended.
- She had finished her book before the library closed.
- They had never tasted sushi until they visited Japan.
- I had never seen such a beautiful sunset before that day.

Past Perfect Continuous Tense Examples:

- He was exhausted because he had been working overtime.
- She had been practicing the piano for hours before the recital.
- They had been traveling for months before returning home.
- I had been waiting at the airport for three hours when my flight was canceled.

FUTURE TENSE

Introduction

Future tense is one of the three primary tenses in English, alongside present tense and past tense. It is used to describe actions, events, or states that will occur after the present moment. Future tense allows us to discuss plans, make predictions, and express intentions. To fully grasp future tense, we need to explore its various types, rules, and examples.

Types of Future Tense

1. Simple Future Tense

The simple future tense is used to express actions that will happen at some point after the present moment. It is often associated with verbs in their base form (the infinitive form) and uses auxiliary verbs, such as “will” or “shall,” to convey future actions.

Examples with “will”:

- I will go to the beach tomorrow.
- She will call you when she arrives.
- They will finish the project by next week.

Examples with “shall” (less commonly used, primarily in formal or British English):

- I shall meet you at the restaurant at 7 PM.
- Shall we begin the meeting now?

2. Future Continuous Tense

The future continuous tense is used to describe actions that will be in progress at a specific point in the future. It is formed by using the future tense of the auxiliary verb “will” or “shall” and adding the present participle form (-ing) of the main verb.

Examples:

- They will be studying all night for the exam tomorrow.
- She will be traveling to Europe next month.
- I will be working on a project this time next year.

3. Future Perfect Tense

The future perfect tense is used to express actions that will be completed before a particular point in the future. It is constructed using the future tense of the auxiliary verb “will” or “shall,” “have,” and the past participle form of the main verb.

Examples:

- By the end of the year, I will have graduated.
- She will have finished her book by next week.
- They will have reached the summit by noon.

4. Future Perfect Continuous Tense

The future perfect continuous tense is used to convey actions that will have been ongoing and in progress before a specific time in the future. It combines the future tense of “will” or “shall,” “have been,” and the present participle form (-ing) of the main verb.

Examples:

- By the time they arrive, I will have been waiting for an hour.
- She will have been working at the company for ten years in June.
- They will have been traveling for two months when they return.

Rules for Using Future Tense

1. Choice of Auxiliary Verbs

In English, “will” and “shall” are the primary auxiliary verbs used to create future tense sentences. “Will” is more commonly used in both informal and formal contexts, while “shall” is less common and often considered more formal. The choice between “will” and “shall” depends on personal preference and regional differences.

Examples:

- I will meet you at the park. (informal)
- Shall we dance? (formal)

2. Using the Base Form of Verbs

In the simple future tense, verbs are typically used in their base form (infinitive form) without any additional conjugation.

Examples:

- He will eat dinner at 7 PM.
- They will visit their grandparents next weekend.

3. Time Expressions

Future tense is often accompanied by time expressions that indicate when the action will occur. Common time expressions for future tense include “tomorrow,” “next week,” “in a year,” and “by the end of.”

Examples:

- We are going on vacation next month.

- She will finish her project by Friday.

4. Polite Requests

In English, future tense can also be used to make polite requests and offers. It softens the request or offer. To making it more polite.

Examples:

- Will you please pass me the salt?
- Shall I open the door for you?

Examples of Future Tense in Context

1. Simple Future Tense Examples:

- I will visit my grandparents this weekend.
- She will start her new job in September.
- They will travel to Paris next summer.
- He will call you as soon as he gets home.

2. Future Continuous Tense Examples:

- Tomorrow at this time, I will be sitting on the beach.
- She will be cooking dinner when I arrive.
- They will be working on the project all night.
- I will be reading a book during the flight.

3. Future Perfect Tense Examples:

- By the end of the year, they will have completed their degree.
- She will have read all the books on her list by next month.
- I will have finished my work before the meeting starts.
- They will have reached their destination by midnight.

4. Future Perfect Continuous Tense Examples:

- By the time you arrive, I will have been waiting for an hour.
- She will have been practicing the piano for two hours by then.
- They will have been traveling for three days when they reach their destination.
- I will have been studying for the exam for a week by the time it's held.

4.4 CONCORD

Subject-Verb Agreement and Concord

Concord is the agreement between the subject and the verb in number and person in the sentence. The verb in a sentence should match the subject in terms of number, person, and sometimes gender. This agreement affirms that sentences are grammatically correct and clear.

1. Number Agreement

In terms of number agreement, the verb must agree with the subject in singular or plural form.

Singular Subject: A singular subject requires a singular verb.

- She is a talented musician.
- He plays the piano beautifully.

Plural Subject: A plural subject requires a plural verb.

- They are excellent singers.
- We enjoy playing sports.

2. Person Agreement

In terms of person agreement, the verb must agree with the subject's person (first person, second person, or third person).

First Person: The subject is in the first person (I or we), and the verb should also be in the first person.

- I am going to the store.
- We enjoy reading books.

Second Person: The subject is in the second person (you), and the verb should also be in the second person.

- You are invited to the party.
- Do you like chocolate?

Third Person: The subject is in the third person (he, she, it, they), and the verb should also be in the third person.

- She works at the hospital.

- They study hard for exams.

3. Gender Agreement (Less Common)

In English, gender agreement is less common and is primarily seen in third-person singular pronouns. For example, “he” is used for a male subject, and “she” is used for a female subject. The verb generally does not change based on gender.

- He is a doctor.
- She is an engineer.

Types of Verb Tenses

Now, let’s explore various verb tenses in English. These tenses indicate when an action takes place in relation to the present, past, or future. Proper subject-verb agreement is essential in each of these tenses.

1. Present Tense

The present tense is used to describe actions that are happening right now or actions that occur regularly.

Simple Present Tense: Used for general statements and habits.

- She plays the guitar.
- Dogs bark when they’re excited.

Present Continuous Tense: Used for actions happening at the moment.

- He is studying for the exam.
- I am writing an email.

Present Perfect Tense: Used to indicate actions that started in the past and have relevance to the present.

- They have finished their homework.
- She has lived here for ten years.

Present Perfect Continuous Tense: Used for actions that started in the past, continue into the present, and may continue into the future.

- I have been working on this project all week.
- We have been waiting for hours.

2. Past Tense

The past tense is used to describe actions that have already occurred.

Simple Past Tense: Used for completed actions in the past. She visited her grandmother last weekend.

- He wrote a letter yesterday.

Past Continuous Tense: Used for actions that were ongoing at a specific time in the past.

- They were playing tennis when it started raining.
- I was reading a book when the phone rang.

Past Perfect Tense: Used to indicate an action that happened before another action in the past.

- By the time I got there, she had already left.
- He had finished his work before the meeting started.

Past Perfect Continuous Tense: Used for actions that were ongoing and had a duration before something else happened in the past.

- I had been waiting for an hour when he finally arrived.
- She had been practicing the piano for hours before the recital.

3. Future Tense

The future tense is used to describe actions that will happen after the present.

Simple Future Tense: Used to express future actions or intentions.

- We will visit the museum tomorrow.
- She will call you when she arrives.

Future Continuous Tense: Used to describe actions that will be in progress at a specific point in the future.

- They will be studying all night for the exam.
- I will be working on a project next year.

Future Perfect Tense: Used to express actions that will be completed before a particular point in the future.

- By the end of the year, I will have graduated.

- She will have finished her book by next week.

Future Perfect Continuous Tense: Used to convey actions that will have been ongoing and in progress before a specific time in the future.

- By the time they arrive, I will have been waiting for an hour.
- She will have been working at the company for ten years in June.

Examples of Subject-Verb Agreement in Various Tenses

Now, let's examine examples of subject-verb agreement in different tenses:

1. Present Tense Examples:

Simple Present Tense: She plays the piano every evening.

- In this sentence, "She" (third person singular) matches with "plays" (third person singular verb).

Present Continuous Tense: I am reading a book right now.

- "I" (first person singular) matches with "am reading" (first person singular verb).

Present Perfect Tense: They have traveled to many countries.

- "They" (third person plural) matches with "have traveled" (third person plural verb).

Present Perfect Continuous Tense: She has been dancing for hours.

- "She" (third person singular) matches with "has been dancing" (third person singular verb).

2. Past Tense Examples:

Simple Past Tense: He visited London last year.

- "He" (third person singular) matches with "visited" (third person singular verb).

Past Continuous Tense: We were studying when the power went out.

- "We" (first person plural) matches with "were studying" (first person plural verb).

Past Perfect Tense: By the time arrived, she had finished her work.

- "She" (third person singular) matches with "had finished" (third person singular verb).

Past Perfect Continuous Tense: I had been waiting for a while when they finally arrived.

- “I” (first person singular) matches with “had been waiting” (first person singular verb).

3. Future Tense Examples:

Simple Future Tense: They will visit the museum tomorrow.

- “They” (third person plural) matches with “will visit” (third person plural verb).

Future Continuous Tense: She will be studying all night for the exam.

- “She” (third person singular) matches with “will be studying” (third person singular verb).

Future Perfect Tense: By the end of the year, I will have graduated.

- “I” (first person singular) matches with “will have graduated” (first person singular verb).

Future Perfect Continuous Tense: By the time they arrive, I will have been waiting for an hour.

- “I” (first person singular) matches with “will have been waiting” (first person singular verb).

Short Answer Questions

1. Define present tense with an example.
2. What is past tense?
3. What is future tense?
4. Define concord in grammar.
5. Give one example of subject–verb agreement.

Essay Questions

1. Discuss the importance of tense usage in effective communication.
2. Explain different forms of present, past, and future tenses.
3. Analyze common errors in subject–verb agreement.
4. Discuss how tense consistency improves writing clarity.
5. Explain the role of grammar accuracy in professional communication.

UNIT V - ENGLISH IN THE WORKPLACE

5.1 E-mail Writing

The traditional postal service and snail-mail writing have been replaced by electronic mail, or e-mail. To communicate effectively via email, it's critical to write in a persuasive and understandable way. If one learns the proper format for emails, they can become proficient in writing them for business correspondence. Writing emails is still used for formal and commercial correspondence, but it's also utilised for personal communication with friends and family these days. The image of the email screen is provided above since sending an email requires using a computer.

Create an email account

To continue, you must first register with an email provider if you do not already have one. Fortunately, you may obtain a free email address from a number of free web-based email providers without having to pay anything. Among the most widely used ones are Gmail, Hotmail, Rediff Mail, and Yahoo Mail.

To begin, select "Compose" or "New"

You must first open a brand-new, empty message box before you can begin writing an email. The precise process varies based on the service you use, but generally speaking, the button at the top of the page will say something like "Compose," "New," or "New Message."

Provide the email addresses of the recipients

The email address of the person or individuals you want to send the email to must be specified; you do not need to mention your own email address.

While many services do not require you to use a comma or other punctuation to separate several email addresses, it is usually sufficient to use a space. If so, your particular email provider should have detailed these procedures.

In the "To:" field, enter the email address of the primary recipient or recipients

Anyone to whom the email is intended or addressed directly in the email body is typically referred to as the main receiver.

Enter other email addresses in the "CC:" space

The "copy" field is this. If the email does not specifically name the recipient but does make reference to something they should be aware of, then their name should appear in the "CC:" field.

To conceal email addresses, use the "BCC:"

Email addresses should be entered in the "blind copy" section if you do not want the recipients of the message to see a list of those addresses.

Write your email's body

You should type your email's body in the huge text field that appears beneath the subject line. Generally, an email body should consist of a greeting, a message, and a conclusion. Because email communicates quickly, you should usually keep messages to a reasonable length.

Click "Send" to send the mail

Once you've typed your email, proofread it to make sure the message properly tackles the topic you intended to bring up and that there are no spelling or grammar errors. When the email is prepared, click the "Send" button in the message box to distribute it to the recipients on the list.

5.2 CIRCULARS

A circular is a written message that is distributed to a large number of people either inside or outside of an organisation. It is also referred to as a circular letter or circular memo. A circular is delivered to a larger audience than a memo, which is typically directed to a particular individual or department. Circulars are frequently used to communicate updates on current policies, procedures, or initiatives, as well as to launch new ones. Memos and circulars are typically formatted similarly, with a header including the date, subject, and recipient names.

The significance of circulars

1. Information Exchange:

Important information is effectively distributed throughout the organisation thanks to circulars. They act as a single, centralised source of information, guaranteeing that all staff members are provided with accurate and consistent information.

2. Consistency and Clarity:

Circulars are meticulously written to ensure communication is clear and consistent. They ensure that there are no misinterpretations and that the message is understood by all.

3. Communication of Policy:

Circulars are used by organisations to announce changes to current policies, new policies, or just to remind people of rules and regulations. This aids in keeping the workplace compliant and organised.

4. Notifications in an Emergency:

Circulars can be used to quickly notify staff members of safety precautions in an emergency. Plans for evacuation or other vital information guaranteeing their security and welfare.

5. Engagement of Employees:

Circulars can be used to honour and value the contributions, accomplishments, and milestones of employees. They contribute to raising employee morale and creating a sense of community.

6. Record-keeping:

Circulars function as a repository for internal communications within the company. They serve as records of significant choices, declarations, and occurrences that can be consulted later.

Uses of Circulars:

1. Policy Updates:

Organizations often issue circulars to inform employees of changes in company policies, such as updates the code of conduct, leave policies, or health and safety guidelines.

2. Announcements:

Circulars are used to make important announcements within the workplace, including promotions, new hires, retirements, and organizational changes.

3. Meetings and Events:

Circulars can provide details about upcoming meetings, seminars, workshops, or social events. They include information on date, time, venue, and agenda.

4. Employee Recognition:

Circulars can be used to acknowledge and appreciate outstanding employee performance, work anniversaries, or achievements. This promotes a positive work culture.

5. Training and Development:

Organizations use circulars to inform employees about training programs, skill development workshops, and opportunities for career growth.

6. Safety and Emergency Procedures:

Circulars play a crucial role in ensuring employee safety by providing information on emergency procedures, fire drills, first-aid training, and safety protocols.

7. Administrative Updates:

Circulars may convey administrative updates like changes in reporting structures, department organizations, or new leadership appointments.

Types of Circulars:

1. Policy Circulars:

These circulars communicate changes or updates to organizational policies and procedures. They ensure that employees are aware of the latest guidelines and adhere to them.

Example:

Policy Circular: Updated Remote Work Guidelines”

2. Announcement Circulars:

Announcement circulars are used to inform employees about important news, events, or organizational developments. They can include promotions, retirements, mergers, or acquisitions.

Example:

Announcement Circular: Appointment of New CEO”

3. Meeting Circulars:

These circulars provide details about upcoming meetings, including the date, time, location, and agenda. They help ensure that employees are well-prepared and informed about the purpose of the meeting.

Example:

“Meeting Circular: Quarterly Sales Review Meeting”

4. Training Circulars

Training circulars inform employees about training programs, workshops, and opportunities for skill development. They include information on the training objectives, duration, and registration details.

Example:

“Training Circular: Customer Service Excellence Workshop”

5. Safety Circulars:

Safety circulars are crucial for conveying information related to workplace safety and emergency procedures. They provide instructions on what to do in case of fire, medical emergencies, or natural disasters.

Example:

“Safety Circular: Fire Drill and Evacuation Procedure”

6. Appreciation Circulars:

Appreciation circulars are used to recognize and applaud employees’ contributions, achievements, and milestones. They boost morale and foster a positive work environment

Example:

“Appreciation Circular Employee of the Month”

7. Administrative Circulars:

These circulars convey administrative updates, such as changes in reporting structures, departmental reorganizations, and new leadership appointments. They help employees stay informed about organizational changes

Example:

“Administrative Circular: Department Restructuring”

Examples of Circulars in the Workplace:

Example 1. University Leave Circular

[University Letterhead]

[Date: Month Day, Year]

To: All University Faculty and Staff

Subject: University Leave Circular

Dear Members of the University Community,

I hope this message finds you well. We are writing to inform you about important updates regarding university leave policies and procedures. Ensuring a balanced and supportive work-life environment in our faculty and staff is a priority for [University Name]. With this in mind, we have made revisions to our leave policies to better serve the needs of our dedicated employees.

Exercises

1. As a Manager of a company write a circular inform the employees about Quarterly Sales Review Meeting:
2. As a manager in workplace, write a circular to all employees informing them about a Leadership Development Workshop to be conducted in the institution.
3. As a safety officer in an industry, write a circular to all employees about a fire drill to be conducted for their safety.
4. As HR manager, write an appreciation circular to announce Employee of the Month of that company.
5. Write a Budget Review circular from manager in a multinational company.

5.3 MEMO

A memo, of memorandum, is a written document used for internal communication within an organization. Memos are typically brief, concise, and formal in tone, making them an efficient means of conveying information to a specific audience, such as employees, managers, or departments. They serve as a record of communication and are commonly used for both routine and important matters within a workplace.

Importance of Memos:

1. **Clarity and Formality:** Memos provide a structured and formal format for communication, ensuring that messages are clear, concise, and easily understood. This formality helps reduce misunderstandings and ambiguity.
2. **Documentation:** Memos serve as a written record of important information, decisions, and instructions. This documentation can be invaluable for reference and accountability.
3. **Organization-wide Communication:** Memos are versatile tools for conveying information to a wide range of employees or departments simultaneously, ensuring consistency in messaging.
4. **Timely Updates:** Memos enable organizations to quickly disseminate information, updates, or changes in policies, procedures, or events, ensuring that all relevant parties are informed promptly.
5. **Accountability:** When used for directives or instructions, memos provide a written record of expectations, holding individuals or departments accountable for their actions or compliance.
6. **Privacy:** Memos can be marked as confidential or restricted, allowing sensitive information to be communicated discreetly to specific recipients.
7. **Decision Support:** Memos can be used to provide background information, analysis, and recommendations, aiding decision-making processes within the organization.

Uses of Memos:

Memos serve a wide array of purposes in the workplace, including but not limited to:

1. **Policy Updates:** Informing employees about changes or updates to company policies, procedures, or guidelines.

Example: Memo announcing revisions to the dress code policy.

2. Announcements: Communicating important news, events, promotions, retirements, or organizational changes.

Example: Memo announcing the appointment of a new department head.

3. Meetings and Agendas: Providing details about upcoming meetings, including date, time, location, agenda, and attendance expectations.

Example: Memo outlining the agenda for the monthly departmental meeting.

4. Progress Reports: Updating management or stakeholders on the status of ongoing projects, initiatives, or departmental performance.

Example: Memo summarizing the progress of the sales team toward quarterly targets.

5. Instructions and Directives: Issuing directives, guidelines, or instructions to employees regarding specific tasks or projects.

Example: Memo outlining the procedures for submitting expense reports.

6. Acknowledgments and Appreciation: Recognizing and appreciating employee achievements, milestones, or contributions.

Example: Memo congratulating an employee on their years of service.

7. Training and Development: Announcing training programs, workshops, or professional development opportunities.

Example: Memo promoting an upcoming leadership training seminar.

8. Safety and Emergency Procedures: Providing information on emergency procedures, safety protocols, or workplace safety updates.

Example: Memo detailing the fire evacuation plan.

9. Budget Allocations: Communicating budget allocations, expenditure limits, or financial guidelines to departments or teams.

Example: Memo distributing departmental budget allocations for the fiscal year.

Types of Memos in the Workplace

Memos can take various forms and serve different functions within an organization. Some common types of memos include:

1. Informational Memos:

These memos are used to convey factual information, updates, or news within the organization. They often do not require a response but serve to keep employees informed.

Example: Memo on Office Closure Due to Inclement Weather

To: All Employees

Date: [Date]

Subject: Office Closure

Dear Team,

Due to the severe weather conditions forecasted for [Date], we have decided to close our offices for the day to ensure the safety of our employees. All employees are encouraged to work remotely if possible.

Please stay safe and follow local news updates for further information. We will provide additional updates as needed.

Sincerely,

[Your Name]

[Your Title]

[Company Name]

2. Directive Memos:

Directive memos provide specific instructions or guidelines to employees, often outlining tasks, responsibilities, or procedures that need to be followed.

Example: Memo on Mandatory Cybersecurity Training

To: All Employees

Date: [Date]

Subject: Mandatory Cybersecurity Training

Dear Team.

In our ongoing commitment to safeguarding sensitive information and data, we are a mandatory cybersecurity training program for all employees. implementing

Training Details:

-Date: [Training Date]

- Time: Training Time]

-Location: [Training Venue]

- Duration: [Training Duration]

All employees are required to attend this training session. Please confirm your attendance with your respective department heads by [Confirmation Deadline].

Thank you for your cooperation in enhancing our cybersecurity measures.

Sincerely,

[Your Name]

[Your Title]

[Company Name]

3. Announcement Memos:

Announcement memos are used to communicate important news, events, promotions, retirements, or organizational changes to employees.

Example: Memo Announcing Promotion of an Employee

To: All Employees

Date: [Date]

Subject: Employee Promotion [Employee Name]

Dear Team,

It is with great pleasure that we announce the promotion of [Employee Name] to the position of [New Position]. [Employee Name] has consistently demonstrated exceptional dedication, professionalism, and contributions to our organization.

[Employee Name]'s promotion is a testament to their hard work and dedication. We look forward to their continued success in their new role.

Please join us in congratulating [Employee Name] on this well-deserved achievement.

Sincerely,

[Your Name]

[Your Title]

[Company Name]

4. Report Memos:

Report memos provide summaries or updates on specific topics, projects, or departmental activities. They often include data, analysis, and recommendations.

Example: Memo Reporting Quarterly Sales Performance

To: (Department Head]

Date: [Date]

Subject: Quarterly Sales Performance Report

Dear [Department Head].

I am pleased to present the quarterly sales performance report for the [Department Name].

This report covers the period from [Start Date] to [End Date].

Key Highlights:

- Total Sales Revenue: [Total Revenue)
- New Client Acquisitions: [Number of New Clients]
- Market Share Growth: [Market Share Percentage Increase]
- Challenges Faced: [Challenges Faced]
- Recommendations: [Recommendations for Improvement]

Please review the attached detailed report for a comprehensive analysis of our performance during this quarter.

Your feedback and insights on this report are greatly appreciated. Let's continue working together to achieve our sales objectives.

Sincerely,

[Your Name]

[Your Title]

[Department Name]

5. Thank-You Memos:

Thank-you memos are used to express appreciation, recognize achievements, or acknowledge contributions made by employees or teams.

Example: Memo Expressing Thanks for Successful Project Completion

To: [Project Team]

Date: [Date]

Subject: Appreciation for Successful Project Completion

Dear Team,

I want to extend my heartfelt appreciation for the outstanding effort, dedication, and teamwork you demonstrated in successfully completing the [Project Name].

Your tireless commitment to excellence and your ability to collaborate effectively under tight deadlines have been truly remarkable. Your collective achievements on this project reflect the highest standards of our organization.

Thank you for your exceptional contributions. We look forward to continued success together on future projects. Sincerely,

[Your Name]

[Your Title]

[Company Name]

6. Proposal Memos

Proposal memos are used to present ideas, initiatives, or projects for consideration, often including details about the proposed plan, objectives, and potential benefits.

Example: Memo Proposing Employee Wellness Program

To: [Management Team]

Date: [Date]

Subject: Proposal for Employee Wellness Program

Dear [Management Team].

I am writing to propose the implementation of an Employee Wellness Program at [Company Name). This program aims to enhance the well-being and productivity of our employees while promoting a healthier workplace culture.

Proposal Details:

- *Objectives:* [Program Objectives]
- *Components:* Components of the Wellness Program]
- *Benefits:* [Expected Benefits for Employees and the Company]
- *Implementation Plan:* [Timeline and Budget]

I believe that investing in our employees' well-being will have a positive impact on morale, reduce absenteeism, and improve overall job satisfaction.

I look forward to discussing this proposal further and exploring the possibilities of bringing this wellness program to our organization.

Sincerely,

[Your Name]

[Your Title]

[Company Name]

7. Meeting Memos:

Meeting memos provide details about upcoming meetings, including date, time, location, agenda, and other relevant information.

Example: Memo for Monthly Departmental Meeting

To: All Department Members

Date: [Date]

Subject: Monthly Departmental Meeting - [Meeting Date]

Dear Team.

Our monthly departmental meeting is scheduled for [Meeting Date] at [Meeting Time]. Please find the agenda for the meeting below:

Agenda:

- Review of Monthly Progress
- Discussion on Upcoming Projects
- Employee Recognition
- Open Floor for Questions and Suggestions

Please come prepared with any updates, questions, or suggestions you'd like to discuss during the meeting.

We look forward to a productive and engaging session.

Sincerely.

[Your Name]

[Your Title]

[Department Name]

8. Evaluation Memos:

Evaluation memos are used to provide feedback, assessments, or reviews of projects, processes, or employee performance.

Example: Memo Evaluating Employee Performance

To: [Employee Name]

Date: [Date]

Subject: Performance Evaluation - [Employee Name]

Dear [Employee Name],

I would like to provide you with feedback on your performance during the past year. Your dedication, accomplishments, and contributions have been exemplary.

Strengths:

- [List of Employee's Strengths and Achievements)

Areas for Improvement:

- [Constructive Feedback and Areas for Growth]

We appreciate your commitment to our team and look forward to your continued growth and success.

Please do not hesitate to reach out if you have any questions or if you would like to discuss this evaluation further.

Sincerely,

[Your Name]

[Your Title]

[Company Name]

Exercises

1. As a Manager, write a Memo for announcing the employee of the month in an industry
2. As a Safety officer, write a Memo for reminding proper use of fire extinguishers
3. As a departmental head, write Memo for Meeting Announcement
4. As a HR Manager, write a Memo for informing Paid Time Off Policy Update in your company.
5. As a project head, write a Memo to the team informing the milestone achieved and appreciation.

5.4 MINUTES OF MEETING

Minutes of Meeting, often abbreviated as MoM or simply “minutes,” are a formal written record of discussions, decisions, and actions taken during a meeting or gathering of individuals within an organization. MoM serve as official document that captures key information, including who attended the meeting, what was discussed, what decisions were made, and what action items were assigned.

Importance of Minutes of Meeting.

Effective workplace communication is vital for several reasons, and MoM play a crucial role in this context. Here are some key reasons why MoM are important in the workplace:

1. Documentation and Accountability

MoM serve as a comprehensive record of what transpired during a meeting. They document decisions, action items, and responsibilities, ensuring that everyone is clear about their tasks and accountabilities.

2. Reference and Review

MoM provide a point of reference for participants and stakeholders to revisit discussions, decisions, and action items. This is particularly valuable when reviewing progress, following up on tasks, or resolving disputes.

3. Transparency

By recording discussions and decisions, MoM promote transparency within the organization. They allow employees and stakeholders to understand the rationale behind decisions and actions taken during meetings.

4. Legal and Compliance Requirements:

In some industries or organizations, MoM may be necessary for legal or compliance purposes. They can serve as evidence of discussions and actions taken in case of disputes or audits.

5. Accountability and Ownership:

MoM clearly outline action items and the individuals responsible for completing them. This promotes accountability and ensures that tasks are not overlooked or forgotten.

6. Communication:

MoM help distribute meeting outcomes and decisions to team members who may not have been present. They serve as a communication tool to keep everyone in the loop.

7. Memory Aid

People tend to forget details over time. MoM act as a memory aid, allowing participants to recall what was discussed and decided during a meeting, even if some time has passed.

Uses of Minutes of Meeting

Minutes of Meeting are versatile documents that serve various purposes across different workplace scenarios. Here are some common uses:

1. Formal Meetings:

MoM are commonly used for formal meetings such as board meetings, executive meetings, and project status meetings. They capture discussions, decisions, and action items for future reference.

2. Project Meetings:

In project management, MoM are essential for tracking project progress, identifying roadblocks, and signing tasks. They help project teams stay on track and meet project objectives.

3. Team Meetings:

Regular team meetings often generate MoM to record discussions on team goals, updates on ongoing projects, and team member responsibilities.

4. Board of Directors Meetings:

For organizations with boards of directors, MoM are a critical part of governance. They document decisions related to financial matters, strategic planning, and compliance.

5. Committee Meetings:

Committees within organizations use MoM to document discussions and decisions on specific topics or tasks assigned to them.

6. Staff Meetings:

Staff meetings, whether at the department or company-wide level, generate MoM to record updates, announcements, and action items for employees.

7. Annual General Meetings (AGMs):

In organizations that hold AGMs, MoM provide a record of discussions, votes, and resolutions made during these important meetings.

8. Review Meetings:

MoM are used in performance review meetings to document feedback, performance goals, and development plans for employees.

9. Brainstorming Sessions:

During brainstorming sessions, MoM capture the ideas and suggestions generated by participants. This ensures that valuable insights are not lost.

10. Training and Workshops:

MoM may be used in training sessions and workshops to record the training content, participant questions, and discussions that took place.

IV. Types of Minutes of Meeting in the Workplace

MoM can take different forms based on the specific needs and objectives of a meeting. Here are some common types:

1. Informal Minutes:

Informal minutes are typically less detailed and structured. They capture the essence of discussion and decisions without extensive documentation. These are suitable for discussions, less formal meetings or internal team.

2. Formal Minutes:

Formal minutes follow a structured format, including headings such as "Meeting Date," "Participants," "Agenda," "Discussion," "Decisions," and "Action Items." They are commonly used for official meetings and committees.

3. Action Minutes:

Action minutes focus primarily on action items and tasks assigned during a meeting. They emphasize who is responsible for each task, deadlines, and progress updates. These are particularly useful meetings for project.

4. Narrative Minutes:

Narrative minutes provide a detailed narrative of the meeting, including verbatim or paraphrased discussions. They aim to capture the conversation as it occurred and are often used in legal or sensitive meetings.

5. Summary Minutes:

Summary minutes provide a condensed overview of the meeting's key points, decisions, and action item. They are concise and easy to skim, making them useful for busy executives.

6. Combined Minutes:

In some cases, a combination of minutes types may be used. For instance, a formal minutes document may include action item summaries for clarity.

Best Practices for Creating Effective Minutes of Meeting

Creating effective minutes is crucial to ensure that they serve their intended purpose. Here are some best practices to follow when preparing MoM.

1. Prepare in Advance

Review the meeting agenda and prepare templates and headings in advance to streamline the note-taking process.

2. Attend the Meeting

The person responsible for taking minutes should attend the meeting in person or virtually to capture accurate and relevant information.

3. Document Essential Details

Include key information such as the meeting date, time, location, and a list of attendees at the beginning of the minutes.

4. Follow a Consistent Format

Adhere to a consistent format for your MoM, including headings for agenda items, discussions, decisions, and action items

5. Be Objective

Write the minutes in an objective and neutral tone. Avoid injecting personal opinions or biases into the document.

6. Use Clear and Concise Language

Write in clear and concise language, avoiding jargon or technical terms that may not be understood by all participants.

7. Record Discussions

Capture important points from discussions, but do not attempt to transcribe the entire conversation. Summarize key points and any relevant comments.

8. Document Decisions

Clearly state the decisions made during the meeting, including who made the motion, who seconded it, and the outcome of the vote if applicable.

9. Record Action Items

List action items, tasks, or assignments along with the responsible individuals, deadlines, and any specific instructions.

10. Follow Up

After the meeting, distribute the MoM to all participants and stakeholders promptly. Encourage participants to review the minutes for accuracy

11. Archive and Reference

Maintain an organized archive of past minutes for reference. This allows for easy retrieval of historical information.

12. Review and Revise

Periodically review the minutes process to identify areas for improvement. Seek feedback from meeting participants to enhance the effectiveness of future meetings.

13. Use Technology

Consider using meeting management software or digital tools to streamline the minutes-taking process and facilitate distribution.

Examples

Example 1. Write minutes of the meeting for a college programme or event which is being conducted.

Writing minutes of a meeting for a college program or event is essential to document discussions, decisions, and action items. These minutes serve as reference for organizers, participants, and stakeholders involved in the program or event. Here's a step-by-step guide on how to write effective minutes for a college program or event.

1. Preparation Before the Meeting

Before the meeting begins, it's crucial to prepare adequately to ensure you capture all the essential information accurately.

- Review the Agenda Obtain a copy of the meeting agenda in advance. Familiarize yourself with the topics, speakers, and planned discussions.

- Prepare a Template Create a template for your minutes. Include headings such as “Date and Time,” “Location,” “Attendees,” “Agenda,” “Discussion,” “Decisions,” and “Action Items.”
- Assign Roles identify who will be responsible for taking minutes. This person should be present at the meeting to capture discussions accurately
- Gather Necessary Tools Bring the tools you’ll need, such as a laptop or notepad, pens, and any relevant documents or materials.

2. During the Meeting

During the meeting, focus on actively listening and recording the following key information

- Meeting Details Start by recording the date, time, location, and type of meeting (eg., planning committee meeting for [Program/Event Name]).
- Attendees List the names and titles of all attendees, including organizers, faculty, staff, and students present. Note any absent members if necessary. Agenda Review As the meeting progress, keep track of the agenda items discussed. Use the agenda at a guide to structure your minutes.
- Discussion Summarize the main points of each agenda item. Note any important insights, suggestions, or concerns raised b, participants. Be concise but ensure that you capture the essence of the discussions accurately. Decisions Record any decisions made during the meeting. Include who made the motion, who seconded it (if applicable), and the outcome of the vote. Ensure that decisions are clearly articulated.
- Action Items List all action items assigned during the meeting. Include the responsible individuals, deadlines, and any specific tasks or instructions. Action items are crucial for tracking progress Announcements Note any announcements made during the meeting, such as upcoming deadlines, events, or updates relevant to the program or event.

3. After the Meeting

After the meeting has concluded, take the following steps to finalize your minutes

- Edit and Organize Review your notes and minutes for clarity, coherence, and accuracy. Organize the content under the appropriate headings in your template.

- **Distribution** Share the minutes with all meeting attendees and stakeholders. Consider using email or a shared platform for distribution. Ensure that everyone who attended the meeting receives a copy.
- **Feedback and Corrections** Encourage participants to review the minutes and provide feedback if they spot any inaccuracies or omissions. Make necessary corrections based on their input.
- **Archive** Keep a copy of the minutes in an organized archive or shared drive for future reference. Minutes can be valuable for for planning future events, tracking progress, and resolving disputes.

Sample

Minutes of the College Program/Event Planning Meeting

Date: [Meeting Date:]

Time: [Meeting Time:]

Location: [Meeting Location]

Attendees

- [Name], [Title]
- [Name], [Title]
- [Name], [Title]
- [Name], [Title]
- [Name], [Title]
- [Name], [Title]

Agenda

1. Welcome and Introductions
2. Review of Program/Event Goals
3. Discussion on Budget Allocation
4. Marketing and Promotion Strategy
5. Event Logistics and Timeline
6. Action Items and Assignments
7. Announcement

Discussion

1. Welcome and Introductions

- Facilitator/Chair) welcomed everyone and introduced the purpose of the meeting.
- Attendees introduced themselves and their roles in the program/event planning.

2. Review of Program/Event Goals

- [Name] presented an overview of the program/event goals and objectives.
- Discussion revolved around aligning the goals with the college's mission and values.

3. Discussion on Budget Allocation

- [Name] provided a breakdown of the budget allocation for the program/event.
- Participants discussed budget priorities, potential cost-saving measures, and fundraising strategies.

4. Marketing and Promotion Strategy

- [Name] presented the marketing and promotion strategy, including social media campaigns and outreach.
- Attendees shared ideas for reaching a broader audience and increasing visibility.

5. Event Logistics and Timeline

- [Name] outlined the logistics for the program/event, including venue selection, scheduling, and equipment requirements.
- The Timeline for planning and execution was discussed and agreed upon.

6. Action Items and Assignments

Action items were assigned to specific individuals with deadlines

- [Action Item] [Responsible Person], [Deadline]
- [Action Item] [Responsible Person], [Deadline]
- [Action Item] [Responsible Person], [Deadline]

7. Announcements

- [Name] made announcements regarding upcoming meetings, deadlines for proposals, and the next steps in the planning process.

Decisions

- It was decided that (Specific Decision).
- (Name) made a motion, and (Name) seconded it. The decision was approved unanimously.

Action Items

- [Action Item] [Responsible Person], [Deadline]
- [Action Item] [Responsible Person], [Deadline]
- [Action Item] [Responsible Person], [Deadline]

Meeting Adjournment

The meeting was adjourned at [Meeting End Time:].

Respectfully submitted by,

[Your Name)

[Your Title]

[Contact Information]

Exercises

1. Write minutes of the meeting for a Program regarding a career opportunity being conducted in the institution
2. Write minutes for Board of Directors Meeting conducted in a Multi-National Company
3. Write minutes for Project Status Meeting conducted in an IT/Manufacturing Company
4. Write the minutes of Human Resources Committee Meeting conducted in a Company
5. Write the minutes for Quality Assurance Review Meeting conducted in a Multi-National Company.

Short Answer Questions

1. What is a formal workplace email?
2. Define a circular.
3. What is a memo?
4. What are minutes of a meeting?
5. Mention one purpose of an enquiry email.

Essay Questions

1. Discuss the importance of effective email writing in professional life.
2. Explain the format and functions of circulars and memos.
3. Analyze the significance of recording minutes of meetings.
4. Discuss communication skills required in workplace environments.
5. Explain how professional English enhances career opportunities.