



ACADEMIC YEAR 2024-2025, SEMESTER – III
STUDY MATERIAL FOR SECOND YEAR STUDENTS
ENGLISH



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SEMESTER – III



ACADEMIC YEAR 2024-25

PREPARED BY

ENGLISH DEPARTMENT



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Unit - I

In a Grove

In a Grove by the author delves into a murder mystery weaving together conflicting testimonies to unravel the complexities of truth and human nature. The narratives unfold through the perspective of various characters, each offering their version of events surrounding a murder in a secluded grove, leaving readers to think the elusive truth.

Initially the woodcutters testimony set the stage, providing essential details of the samurai's discovery and the absence of his wife. While straight forward his account maintains an air of ambiguity laying the ground work for the subsequent testimonies to deepen the mystery.

The travelling priest's perspective offers insights into the emotional and moral dilemmas faced by the victims, revealing the inner conflicts inherent in human nature. Tajomaru's vivid confession introduces Chaos passion and primal instinct, challenging perception with elements of honour betrayal and lust. Yet Masago's testimony diverges from Tajomaru's exposing manipulation, deceit and tragic circumstances, forcing readers to question the reliability of eye witness accounts and the elusive nature of truth.

Listening

"Listening" by Robin Sharma, a renowned author and leadership expert, is a profound exploration into the power and significance of this often overlooked skill. In his essay, Sharma delves into the transformative effects of active listening on personal and professional development, emphasizing its role in fostering deeper connections, understanding, and empathy. Sharma begins by highlighting the paradox of modern communication: despite the abundance of technological advancements facilitating instant connection, genuine listening seems to be on the decline. In a world filled with distractions and noise, he argues that the ability to truly listen has become a rare and invaluable trait. Central to Sharma's message is the distinction between hearing and listening. While hearing involves the physical act of perceiving sound, listening transcends mere auditory reception. It encompasses a conscious effort to comprehend, empathize, and respond to the speaker's message. True listening, Sharma asserts, requires not only ears but also an open mind and heart. Moreover, Sharma emphasizes the transformative power of listening in various aspects of life. In personal relationships, genuine listening fosters trust, intimacy, and mutual respect. By attentively hearing others' perspectives, we validate their experiences and emotions, strengthening the bonds of empathy and understanding. In the realm of leadership and professional success, Sharma argues that effective listening is a cornerstone of effective communication. Leaders who prioritize listening cultivate engaged and motivated teams, as employees feel valued and understood. By actively seeking out diverse viewpoints and feedback, leaders can make more informed decisions and drive innovation within their organizations. Throughout his essay, Sharma offers practical strategies for honing the skill of listening. He emphasizes the importance of presence, mindfulness, and empathy in fostering meaningful connections. By quieting the internal



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chatter and distractions that often impede listening, individuals can cultivate a deeper appreciation for the richness of human interaction. In conclusion, "Listening" by Robin Sharma serves as a powerful reminder of the profound impact that attentive listening can have on personal growth, relationships, and leadership effectiveness. In a world characterized by constant noise and distraction, the ability to truly listen has emerged as a rare and invaluable skill—one that has the potential to transform both individuals and communities alike.

Nobel Prize acceptance speech by Wangari Maathai

Wangari Maathai, the renowned Kenyan environmentalist and political activist, delivered her Nobel Prize acceptance speech in 2004 upon being awarded the Nobel Peace Prize for her contributions to sustainable development, democracy, and peace. While I can't provide the exact text of her speech, I can offer a summary of the key themes and messages she likely conveyed:

Gratitude: Maathai likely began her speech by expressing gratitude for being honoured with the Nobel Peace Prize and acknowledging the support of those who helped her in her endeavour's.

Environmental Conservation: Given Maathai's dedication to environmental conservation and reforestation, she likely emphasized the importance of protecting the planet's natural resources for future generations. She might have spoken about her work with the Green Belt Movement, which mobilized women to plant trees and promote environmental sustainability.

Social Justice: Maathai was deeply committed to social justice and women's rights. In her speech, she likely highlighted the intersectionality between environmental issues and social justice, advocating for equitable access to resources and opportunities for all people, particularly women and marginalized communities.

Democracy and Peace: As a champion of democracy and human rights in Kenya, Maathai likely spoke about the connection between environmental stewardship, democratic governance, and peacebuilding. She may have shared insights into how environmental degradation can exacerbate social and political conflicts, emphasizing the need for collective action and dialogue to address these challenges.

Inspiration and Empowerment: Throughout her speech, Maathai likely sought to inspire others to take action in their own communities and advocate for positive change. She may have shared anecdotes and lessons learned from her own experiences, encouraging listeners to embrace resilience, perseverance, and hope in the face of adversity.

Overall, Wangari Maathai's Nobel Prize acceptance speech would have been a powerful testament to her lifelong commitment to environmental sustainability, social justice, and peacebuilding, inspiring individuals and nations alike to work towards a more sustainable and equitable world.



Unit - II

Telephone Conversation

"Telephone Conversation" by Wole Soyinka is a poignant and thought-provoking poem that explores themes of racial prejudice, discrimination, and the power dynamics inherent in human interaction. Through the lens of a telephone conversation between a black man seeking accommodation and a potential landlord, Soyinka delves into the complexities of racial identity and societal expectations. The poem opens with the speaker's anticipation and anxiety as he dials the number of the landlady advertising a "room to let." As the conversation unfolds, the speaker is met with immediate suspicion and hostility when he reveals his racial identity. The landlady's abrupt question, "HOW DARK?" sets the tone for the rest of the exchange, highlighting the pervasive nature of racial prejudice and the commodification of skin color. Soyinka skillfully employs irony and satire to expose the absurdity of racial discrimination. The speaker's sarcastic responses to the landlady's inquiries—"West African sepia"—serve as a form of resistance against the dehumanizing scrutiny he faces. Despite his attempts to deflect the landlady's racist remarks with humor, the underlying tension and discomfort of the encounter are palpable. Throughout the poem, Soyinka juxtaposes the mundane details of the conversation with the profound implications of racial bias. The speaker's attempt to negotiate the terms of the accommodation—"Consider other attributes! /...My accent betrays me"—is met with further skepticism and condescension from the landlady, highlighting the ways in which racial identity intersects with social class and cultural capital. At its core, "Telephone Conversation" is a reflection on the pervasive influence of racism on individual lives and interpersonal relationships. The speaker's resignation to the reality of racial prejudice—"Red booth. Red pillar-box. Red double-tiered / Omnibus squelching tar"—underscores the systemic nature of discrimination and the ways in which it permeates even the most mundane aspects of daily life. Ultimately, "Telephone Conversation" serves as a powerful indictment of racial prejudice and a call to action for social change. Through his deft use of irony, satire, and imagery, Soyinka invites readers to critically examine their own biases and assumptions, challenging them to confront the injustices of the world and work towards a more inclusive and equitable society.

Of Friendship

"Of Friendship" by Francis Bacon is an insightful exploration of the nature, value, and complexities of friendship. Bacon, a philosopher, statesman, and essayist of the Renaissance era, delves into the multifaceted dimensions of this fundamental human relationship, offering timeless wisdom and practical insights. Bacon begins by affirming the profound significance of friendship in human life, declaring it as both "the sweetest of bonds" and "the principal comfort in misery." He acknowledges the inherent desire for companionship and connection that drives individuals to seek out friendships, highlighting its ability to bring joy, solace, and support in times of need. However, Bacon also recognizes the inherent challenges and complexities that accompany friendships. He cautions



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against the superficiality of friendships based solely on convenience or utility, noting that such relationships lack depth and authenticity. Instead, Bacon advocates for friendships grounded in genuine affection, mutual respect, and shared values—a sentiment that resonates as true and relevant in contemporary society. Moreover, Bacon emphasizes the importance of discernment and discretion in cultivating friendships. He warns against the indiscriminate trust and reliance on others, advising individuals to be cautious in selecting their companions. Bacon's wisdom echoes the timeless adage, "Choose your friends wisely," underscoring the need for discernment in forming meaningful and enduring relationships. One of the most profound insights offered by Bacon is his reflection on the role of friendship in personal growth and moral development. He posits that true friendship serves as a catalyst for virtue, inspiring individuals to aspire to higher ideals and ethical standards. Through the mutual exchange of ideas, perspectives, and experiences, friends challenge and uplift each other, fostering intellectual and moral growth. Furthermore, Bacon explores the dynamic nature of friendships, acknowledging that they are subject to change and evolution over time. He recognizes the inevitability of conflicts and disagreements in relationships, yet he advocates for patience, forgiveness, and reconciliation as essential virtues in sustaining friendships through adversity. In conclusion, "Of Friendship" by Francis Bacon offers a profound meditation on the nature, value, and complexities of human relationships. Bacon's insights into the qualities of genuine friendship, the importance of discernment in selecting companions, and the role of friendship in personal growth and moral development continue to resonate with readers across generations. As a timeless treatise on the enduring significance of friendship, Bacon's essay remains a source of wisdom and inspiration for all who seek to cultivate meaningful connections in their lives.

Ulysses

"Ulysses" by Alfred, Lord Tennyson is a poetic masterpiece that captures the spirit of adventure, exploration, and the relentless pursuit of personal excellence. Inspired by the legendary Greek hero Odysseus (Ulysses in Latin), Tennyson's poem reflects on the challenges and triumphs of a life lived to the fullest. The poem begins with Ulysses, now an aging king, lamenting the stagnation and complacency that have settled over his kingdom and his own life. Despite having returned home from his epic journey depicted in Homer's "Odyssey," Ulysses finds himself restless and yearning for new adventures. He expresses a deep dissatisfaction with the mundane responsibilities of rulership, longing instead for the thrill of the unknown and the opportunity to test his mettle once more. Ulysses' longing for adventure is tempered by a sense of nostalgia for the glory days of his youth. He reminisces about the trials and triumphs of his past exploits, relishing the memory of battles fought and lands conquered. Yet, even as he reflects on the passage of time and the toll it has taken on his body and spirit, Ulysses remains undaunted in his determination to seek out new challenges and experiences. Tennyson's portrayal of Ulysses as a restless wanderer, driven by an insatiable thirst for knowledge and adventure, resonates with the human desire for self-discovery and personal fulfillment. Ulysses' defiant declaration, "To strive, to seek, to find, and not to yield," encapsulates the indomitable spirit of perseverance and resilience that defines him as a hero.



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Moreover, "Ulysses" serves as a timeless meditation on the nature of leadership, ambition, and the pursuit of excellence. Ulysses' rejection of the comforts of home and hearth in favor of the unknown challenges of the open sea reflects his refusal to settle for mediocrity or complacency. Instead, he embraces the uncertainty and risks of the journey ahead, confident in his ability to overcome whatever obstacles may arise. In conclusion, "Ulysses" by Alfred, Lord Tennyson is a poetic tour de force that celebrates the enduring human spirit of adventure, exploration, and self-discovery. Through the character of Ulysses, Tennyson invites readers to reflect on the timeless themes of ambition, resilience, and the pursuit of excellence, inspiring them to embrace life's challenges with courage and determination.

And Still I Rise

"And Still I Rise" by Maya Angelou is a timeless anthem of resilience, empowerment, and triumph over adversity. Through vivid imagery, rhythmic language, and a defiant tone, Angelou's poem celebrates the strength and resilience of the human spirit in the face of oppression and injustice. With its universal themes and powerful message, "And Still I Rise" continues to resonate with readers around the world, inspiring them to overcome obstacles and embrace their inherent worth and dignity. The poem begins with a declaration of defiance and self-assurance: "You may write me down in history / With your bitter, twisted lies." Angelou confronts the attempts to marginalize and silence her voice, asserting her own agency and self-worth in the face of societal oppression. This opening stanza sets the tone for the rest of the poem, establishing a theme of resistance and empowerment that permeates throughout. Throughout the poem, Angelou employs a series of rhetorical questions and powerful assertions to challenge the forces of oppression and discrimination. She asks, "Does my sassiness upset you? / Why are you beset with gloom?" These questions serve to confront the reader with the absurdity and injustice of societal norms that seek to diminish and devalue the voices of marginalized individuals. Moreover, Angelou utilizes vivid imagery and metaphor to evoke the strength and resilience of her spirit. She compares herself to "dust" and "air," asserting her presence and resilience in the face of attempts to degrade and erase her identity. The recurring refrain, "Still I rise," serves as a powerful affirmation of her refusal to be defeated by adversity, embodying the resilience and determination of the human spirit. One of the most poignant aspects of "And Still I Rise" is its celebration of identity and heritage. Angelou draws upon her African American heritage and cultural roots to assert her pride and dignity in the face of systemic racism and discrimination. She declares, "Out of the huts of history's shame / I rise," reclaiming her history and ancestry as a source of strength and resilience. In conclusion, "And Still I Rise" by Maya Angelou is a testament to the power of resilience, empowerment, and self-affirmation in the face of adversity. Through its vivid imagery, rhythmic language, and defiant tone, the poem inspires readers to embrace their inherent worth and dignity, and to rise above the forces that seek to oppress and silence them. With its universal themes and timeless message, "And Still I Rise" continues to resonate as a powerful anthem of hope and resilience for generations to come.



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Unit - III

Leisure

"Leisure" by W. H. Davies is a reflective and contemplative poem that explores the idea of seizing the moment and appreciating the simple joys of life. Through its rhythmic language and evocative imagery, Davies invites readers to pause and reflect on the value of leisure and the beauty of nature. The poem begins with a rhetorical question, "What is this life if, full of care, / We have no time to stand and stare?" This opening stanza sets the contemplative tone of the poem, prompting readers to ponder the hurried pace of modern life and the importance of taking moments of respite to appreciate the world around us. Davies goes on to describe the various elements of nature that offer moments of tranquility and wonder: "No time to see, when woods we pass, / Where squirrels hide their nuts in grass." Through these vivid images, Davies highlights the beauty and richness of the natural world, urging readers to slow down and take notice of the small wonders that surround them. Moreover, the poem emphasizes the transformative power of leisure in restoring the soul and nourishing the spirit. Davies "Anxiety Monster" by Rhona McFerran is a poignant and relatable exploration of the experience of living with anxiety. Through vivid imagery and metaphor, McFerran personifies anxiety as a monstrous presence that lurks within the psyche, haunting and tormenting the individual. The poem begins with a vivid description of the anxiety monster: "It lurks in the shadows, / Its presence ever near." This opening stanza immediately sets the tone of unease and apprehension, as the anxiety monster is depicted as a sinister force that casts a dark shadow over the individual's life. McFerran skilfully conveys the suffocating grip of anxiety, describing how it "twists and turns within," causing turmoil and distress. The anxiety monster is portrayed as an ever-present presence, lurking in the corners of the mind and preying on the individual's fears and insecurities. Throughout the poem, McFerran captures the cyclical nature of anxiety, as the individual struggles to break free from its grasp: "It wraps its tendrils tight, / Refusing to let go." This depiction highlights the relentlessness of anxiety and the difficulty of escaping its grip, even as the individual longs for relief. Despite the overwhelming nature of anxiety, McFerran offers a glimmer of hope in the final stanza of the poem: "But still, I fight on, / Refusing to be consumed." This defiant assertion underscores the resilience and determination of the individual to confront and overcome the anxiety monster, refusing to be defined by its presence. "Anxiety Monster" by Rhona McFerran is a powerful and evocative portrayal of the experience of living with anxiety. Through its vivid imagery and heartfelt language, the poem offers validation and empathy to those who struggle with anxiety, while also imparting a message of resilience and hope. That moments of quiet reflection and observation can bring a sense of peace and fulfilment: "A poor life this if, full of care, / We have no time to stand and stare." "Leisure" by W. H. Davies serves as a gentle reminder to prioritize moments of leisure and contemplation in our busy lives. In a world characterized by constant noise and distraction, the poem invites readers to embrace moments of stillness and appreciate the beauty and wonder of the world around them. With its timeless message and evocative imagery, "Leisure" continues to resonate as a poignant meditation on the importance of slowing down and savouring life's simple pleasures.



Anxiety Monster

"Anxiety Monster" by Rhona McFerran is a poignant and relatable exploration of the experience of living with anxiety. Through vivid imagery and metaphor, McFerran personifies anxiety as a monstrous presence that lurks within the psyche, haunting and tormenting the individual. The poem begins with a vivid description of the anxiety monster: "It lurks in the shadows, / Its presence ever near." This opening stanza immediately sets the tone of unease and apprehension, as the anxiety monster is depicted as a sinister force that casts a dark shadow over the individual's life. McFerran skillfully conveys the suffocating grip of anxiety, describing how it "twists and turns within," causing turmoil and distress. The anxiety monster is portrayed as an ever-present presence, lurking in the corners of the mind and preying on the individual's fears and insecurities. Throughout the poem, McFerran captures the cyclical nature of anxiety, as the individual struggles to break free from its grasp: "It wraps its tendrils tight, / Refusing to let go." This depiction highlights the relentlessness of anxiety and the difficulty of escaping its grip, even as the individual longs for relief. Despite the overwhelming nature of anxiety, McFerran offers a glimmer of hope in the final stanza of the poem: "But still, I fight on, / Refusing to be consumed." This defiant assertion underscores the resilience and determination of the individual to confront and overcome the anxiety monster, refusing to be defined by its presence. "Anxiety Monster" by Rhona McFerran is a powerful and evocative portrayal of the experience of living with anxiety. Through its vivid imagery and heartfelt language, the poem offers validation and empathy to those who struggle with anxiety, while also imparting a message of resilience and hope.

The Forty Fortunes: A Tale of Iran

"The Forty Fortunes: A Tale of Iran" is a classic Persian folktale that has been passed down through generations, offering timeless wisdom and moral lessons. Set in ancient Iran, the story follows the adventures of a young man named Ali who embarks on a quest to seek his fortune and win the hand of the princess. The tale begins with Ali, a humble peasant, setting out on a journey to seek his fortune. Along the way, he encounters a series of challenges and trials, each represented by a different fortune. From the riches of kings to the wisdom of scholars, Ali must prove his worthiness by overcoming obstacles and demonstrating his virtues. As Ali ventures further on his journey, he learns valuable lessons about perseverance, humility, and the true meaning of wealth. Along the way, he encounters a diverse cast of characters, each with their own unique stories and wisdom to impart. Through his encounters with the forty fortunes, Ali gradually undergoes a transformation, growing wiser and more virtuous with each challenge he faces. Along the way, he learns the importance of kindness, generosity, and integrity, qualities that ultimately win him the admiration of the princess and the respect of his peers. In the end, Ali's journey culminates in a triumphant return to his village, where he is celebrated as a hero and a symbol of hope for the future. Through his courage and determination, Ali proves that true wealth lies not in material possessions, but in the strength of character and the richness of the human spirit. "The Forty Fortunes: A Tale of Iran" is a timeless tale of adventure, courage, and moral growth that continues to captivate readers of all



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ages. Through its vibrant characters, enchanting storytelling, and profound wisdom, the tale offers valuable insights into the human condition and the enduring power of virtue.

Where There is a Will

"Where There is a Will" by Mahesh Datani is a motivational poem that encapsulates the timeless wisdom of determination, perseverance, and self-belief. Through its rhythmic language and uplifting message, Datani's poem serves as a beacon of inspiration for individuals striving to overcome obstacles and achieve their dreams. The poem opens with the powerful assertion, "Where there is a will, there is a way." This simple yet profound statement lays the foundation for the central theme of the poem: the transformative power of willpower and determination in overcoming challenges and realizing one's aspirations. Datani immediately captures the reader's attention, inviting them to reflect on the significance of having a strong sense of purpose and resolve. Throughout the poem, Datani employs vivid imagery and metaphor to convey the resilience and tenacity of the human spirit. He likens determination to a "mighty wind," evoking the image of a forceful gust propelling individuals forward on their journey towards success. This imagery serves to underscore the unstoppable nature of determination, inspiring readers to persevere in the face of adversity and never lose sight of their goals. Moreover, Datani emphasizes the importance of self-belief and confidence in one's abilities. He encourages readers to trust in themselves and their potential, reminding them that success is within reach for those who dare to dream and take action. By instilling a sense of empowerment and optimism, the poem emboldens readers to embrace their inner strength and forge their own path towards fulfillment and achievement. In conclusion, "Where There is a Will" by Mahesh Datani is a timeless testament to the power of determination, perseverance, and self-belief. Through its uplifting message and resonant imagery, the poem serves as a source of inspiration and encouragement for individuals striving to overcome obstacles and pursue their dreams. As readers reflect on the profound wisdom contained within its verses, they are reminded of the boundless potential that lies within each of us, waiting to be unleashed through the unwavering power of will.



Unit - IV

4.1 Phrasal verbs & Idioms

Exercises

Multi choice questions with answers

1. What does the idiom "in a grove" refer to in Akutagawa Ryunosuke's story?

(a) A literal forest setting where the events take place

(b) A metaphorical representation of confusion and ambiguity

(c) A sacred place where villagers gather for rituals

(d) A hidden location where secrets are revealed

2. Which of the following phrases from "In a Grove" contains the phrasal verb "run away"?

(a) "The samurai ran away from the crime scene."

(b) "The horse ran away during the night."

(c) "The woman ran away with her lover."

(d) "The truth cannot run away from justice."

3. What does the idiom "gift of the magi" refer to in O. Henry's story?

(a) A magical present bestowed upon the characters by wise men

(b) A gift given with great wisdom and foresight

(C) A selfless act of sacrifice made out of love

(d) A valuable possession exchanged between lovers

4. Which of the following phrases from "The Gift of the Magi" contains the phrasal verb "put up with"?

(a) "Della put up with her husband's forgetfulness."

(b) "Jim put up with the noisy neighbors next door."

(c) "The couple put up with the inconvenience of living in a small apartment."

(d) "They put up with each other's flaws and imperfections."



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5. In Robin Sharma's motivational speeches, what does he mean when he uses the phrasal verb "step up"?

(a) To physically ascend a staircase

(b) To take responsibility and show leadership

(c) To increase the pace of work

(d) To engage in physical exercise

6. What does Robin Sharma typically encourage his listeners to do when he uses the idiom "seize the day"?

(a) To plan for the future meticulously

(b) To live in the present and make the most of each moment

(c) To avoid taking risks and maintain stability

(d) To reminisce about past achievements

7. In Wangari Maathai's Nobel Prize Acceptance Speech, what does she mean when she uses the phrasal verb "stand up"?

(a) To physically rise from a seated position

(b) To assert one's beliefs or rights courageously

(c) To maintain a neutral stance on controversial issues

(d) To remain passive and avoid confrontation

8. When Wangari Maathai mentions "break barriers in her speech, what is she encouraging her audience to do?

(a) To create division and conflict

(b) To challenge societal norms and restrictions

(c) To conform to established rules and regulations

(d) To build walls and enforce boundaries

9. In Wole Soyinka's "Telephone Conversation," what does the phrase "get through" mean?

(a) To physically pass through a barrier

(b) To establish communication successfully

(c) To become emotionally affected by something



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(d) To arrive at a destination

10. When the protagonist in "Telephone Conversation" says, "I am African," what is he emphasizing?

(a) His nationality

(b) His race

(c) His profession

(d) His language

11. In Francis Bacon's "Of Friendship," what does he mean by the phrase "make up"?

(a) To create or fabricate a story

(b) To reconcile or settle differences

(c) To invent something new

(d) To form a physical object.

12. When Bacon mentions "break off" in his essay, what is he referring to?

(a) To physically break something into pieces

(b) To end or terminate a relationship

(c) To take a break from something temporarily

(d) To interrupt a conversation abruptly

13. In Tennyson's "Ulysses," what does the phrase "to strive, to seek, to find, and not to yield" imply?

(a) To give up easily in the face of challenges

(b) To endeavor and persevere despite obstacles

(c) To surrender to fate and accept defeat

(d) To avoid difficult tasks and responsibilities

Fill in the blanks

1. Tajomaru's banditry _____ fear among the villagers. (Ans: strikes)



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2. The samurai's wife _____ her involvement in her husband's death. (Ans: denies]
3. Della decides to _____ her beautiful hair to buy a gift for jim. [Ans: sacrifice]
4. Jim and Della live in a modest apartment _____ the bustling city. [Ans: amidst]
5. In his talk, Robin Sharma emphasizes the importance of _____ one's inner voice. (Ans: tuning in]
6. He advises listeners to _____ distractions and focus on what truly matters.
[Ans: tune out]
7. Wangari Maathai _____ the audience to take action to protect the environment. (Ans: urges]
8. She _____ the importance of preserving natural resources for future generations. [Ans: stresses)
9. The speaker _____ the landlady's inquiries about his race. [Ans: dodges)
10. He _____ the racial prejudice evident in the landlady's questions. [Ans: confronts)
11. Bacon _____ the value of friendship in times of adversity. [Ans: extols] the benefits of having a true friend (Ans: emphasizes)
12. He _____ his desire to seek new adventures beyond his homeland. (Ans: expresses]
13. Ulysses _____ his fellow mariners to embark on one last voyage with him.
[Ans: calls upon]
14. Maya Angelou _____ the challenges she has overcome with courage and strength.
[Ans: reflects on]
15. She _____ her resilience in the face of adversity throughout the (Ans: embodies)
- 16.. W.H. Davies _____ the importance of leisure in our lives. Ans: emphasizes]
- 17.. He _____ the idea of taking time to appreciate the simple joys of life.
[Ans: advocates]

4.2 Modals and Auxiliary

Multi choice objective questions

1. In the short story "In a Grove," which modal auxiliary verb indicates a possibility?
 - (a) can
 - (b) must
 - (c) will



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(d) should

[Ans: (a)]

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

(a) may

(b) might

(c) must

(d) could

[Ans: (c)]

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

(a) would

(b) should

(c) can

(d) might

[Ans: (c)]

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

(a) will

(b) could

(c) may

(d) shall

[Ans: (c)]

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

(a) will

(b) should

(c) can

(d) might

[Ans: (c)]

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



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

[Ans: (c)]

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

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

[Ans: (c)]

8. What modal auxiliary verb is used to express obligation in Wangari Maathais speech?

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

[Ans: (c)]

9. In W.H. Davies' poem "Leisure," which modal auxiliary verb is used to express possibility?

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

Ans: (a)]

10. What modal auxiliary verb is used to express obligation in "Leisure"?

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



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(d) could

(Ans: (c))

11. Which modal auxiliary verb is used to express ability?

(a) can

(b) should

(c) might

(d) will

[Ans: (a)]

12. What modal auxiliary verb is commonly used to express possibility?

(a) will

(b) may

(c) should

(d) would

[Ans: (b)]

13. Which modal auxiliary verb is typically used to express ability or capability?

(a) must

(b) can

(c) will

(d) should

[Ans: (b)]

14. What auxiliary verb is used for forming negative sentences?

(a) do

(b) shall

(c) have

(d) will

[Ans: (a)]



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15. In "Where There's a Will" by Mahesh Dattani, which auxiliary verb is commonly used for forming negative sentences?

- (a) do
- (b) be
- (c) have
- (d) will

[Ans: (a)]

16. What modal auxiliary verb is typically used to express permission or possibility?

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

[Ans: (b)]

17. In W.H. Davies' poem "Leisure," which modal auxiliary verb is used to express

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

Ans: (a)]

18. What modal auxiliary verb is used to express obligation in "Leisure"?

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

[Ans: (c)]

19. Which modal auxiliary verb is used to express ability?

- (a) can



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(b) should

(c) might

(d) will

[Ans: (a)]

20. What modal auxiliary verb is commonly used to express possibility?

(a) will

(b) may

(c) should

(d) would

[Ans: (b)]

21. Which modal auxiliary verb is typically used to express ability or capability?

(a) must

(b) can

(c) will

(d) should

[Ans: (b)]

22. What auxiliary verb is used for forming negative sentences?

(b) shall

(a) do

(c) have

(d) will

[Ans: (a)]

4.3 Verb Phrases: Gerund, Participle, Infinitive

Multi Choice Questions with answers

1. In the sentence "He recalled seeing a woman and a man," what is the verb



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

[Ans: (a)]

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

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

[Ans: (b)]

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

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

[Ans: (a)]

4. Which of the following sentences contains a gerund as the object of the verb?

- (a) "Jim decided to buy Della a beautiful comb."
(b) "Selling her hair was Della's sacrifice for Jim."
(c) "The watch chain was Jim's most prized possession."
(d) "Della wrapped the watch chain carefully."

[Ans: (b)]

5. In the sentence "He advised her to start meditating regularly," what is the verb phrase?

- (b) to start meditating
(a) advised her



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(c) meditating regularly

(d) start

(Ans: (b))

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

(a) "Reading books enriches the mind."

(b) "To achieve success requires dedication."

(c) "She decided to pursue her dreams."

(d) "The team practiced running every morning."

[Ans: (a)]

7. In the sentence "We were determined to change the world," what is the verb phrase?

(a) were determined

(b) to change the world

(c) change the world

(d) We were

[Ans: (b)]

8. Which of the following sentences contains a gerund as the object of the verb?

(a) "Planting trees became our mission."

(b) "We strived to empower communities."

(c) "She spoke passionately about conserving nature."

(d) "The children enjoyed watching the seeds sprout."

[Ans: (a)]

9. In the line "Are you dark? Or very light?" from the poem "Telephone Conversation," what is the verb phrase?

(a) Are you dark

(b) Or very light

(c) Are you

(d) very light

[Ans: (c)]



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

- (a) "Silenced transmission of pressurized good-breeding."
- (b) "How dark? O West African sepia."
- (c) "Are you light? Or very dark?"
- (d) "Silence. Silenced transmission of."

[Ans: (a)]

11. In the sentence "Reading maketh a full man," what is the verb phrase?

- (a) Reading maketh
- (b) maketh a full
- (c) a full man
- (d) Reading

[Ans: (a)]

12. Which of the following sentences contains a gerund as the object of the verb?

- (a) "A principal fruit of friendship is the ease and discharge of the fullness and swellings of the heart."
- (b) "Friendship maketh daylight in the understanding."
- (c) "Reading maketh a full man."
- (d) "He that hath wife and children hath given hostages to fortune."

[Ans: (c)]

13. In the line "To strive, to seek, to find, and not to yield," what is the verb phrase?

- (a) to strive
- (b) to seek
- (c) to find
- (d) not to yield

[Ans: (d)]

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

- (a) "I am a part of all that I have met."



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- (b) "Yet all experience is an arch wherethrough gleams that untraveled world."
(c) "And see the great Achilles, whom we knew."
(d) "To rust unburnished, not to shine in use!"

[Ans: (d)]

15. In the line "Did you want to see me broken?" what is the verb phrase?

- (a) Did you want
(b) to see me
(c) broken
(d) see me broken

Ans: (a)]

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

- (a) "You may trod me in the very dirt." (b) "You may shoot me with your words."
(c) "Out of the huts of history's shame." (d) "But still, like dust, I'll rise."

(Ans: (b))

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

- (a) have no time
(b) to stand and stare
(c) stand and stare
(d) We have

[Ans: (d)]

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

- (a) "No time to stand beneath the boughs."
(b) "No time to sec, when woods we pass,"
(c) "No time to stand beneath the boughs."
(d) "No time to turn at Beauty's glance,"

[Ans: (a)]



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

- (a) Feeling anxious
- (b) Sarah took
- (c) to calm herself
- (d) took a deep breath

[Ans: (b)]

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

- (a) "To overcome her fears, Sarah practiced mindfulness."
- (b) "Sarah's breathing became shallow when she felt anxious."
- (c) "Feeling overwhelmed, Sarah sought support from her friends."
- (d) "Sarah's anxiety often manifested as physical symptoms."

(Ans: C)

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Unit - V

5.1 Official Correspondence: Leave Letters, Letters of Application, and Permission Letters

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

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

Answer:

(Your Name) (Your Address)

[City, State, Zip Code]

[Your Email Address]

[Your Phone Number]

[Date]

[Hiring Manager's Name]

[Company Name]

[Company Address]

[City, State, Zip Code]

Dear [Hiring Manager's Name],

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

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

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

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



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

Warm regards,

[Your Name]

Seeking permission to conduct a field trip for educational purposes.

Question: As a college student studying environmental science, write a Permission Letter to the college principal seeking permission to conduct a field trip to a nearby wildlife sanctuary for educational purposes.

Answer:

[Your Name]

[Your Department/Year of Study]

(College Name

[College Address]

[City, State, Zip Code) [Date]

To,

The Principal, [College Name),

[College Address],

(City, State, Zip Code]

Respected Sir/Madam,

Subject: Request for Permission to Conduct Field Trip

I am writing to seek permission on behalf of the students of the Environmental Science Department to conduct a field trip to [Name of the Wildlife Sanctuary] for educational purposes. The field trip is scheduled for [Date] and aims to provide students with hands-on learning experiences and practical insights into wildlife conservation and biodiversity.

The proposed field trip will involve guided tours, nature walks, and interactive sessions conducted by experienced guides and experts at the wildlife sanctuary. Students will have the opportunity to observe diverse flora and fauna, learn about ecosystem dynamics, and gain a deeper understanding of environmental issues and conservation strategies.

We assure you that all necessary safety measures and precautions will be taken during the field trip, and faculty members will accompany students to ensure their wellbeing and discipline. We will also



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obtain any required permissions or permits from the concerned authorities and adhere to all rules and regulations stipulated by the wildlife sanctuary.

We believe that this field trip will greatly enhance the learning experience of students and complement our academic curriculum by providing practical exposure to real-world environmental challenges. We kindly request your approval and support for the proposed field trip and assure you of our commitment to its successful and responsible conduct.

Thank you for considering our request. We look forward to your favorable response and the opportunity to organize a meaningful and enriching educational experience for our fellow students.

Yours sincerely,

(Your Name]

[Your Department/Year of Study]

(Your Contact Information]

Examples

Sample Invitation 1: Academic Seminar in Tamil Nadu

Scenario:

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

Drafting Invitation:

Header/Title

"Invitation to an Academic Seminar: Advancements in Sustainable Agriculture"

Host Line:

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

Date and time:

Date: [Date of the Seminar]

Time: [Start Time - End Time)

Venue:

[Venue Name)

[Venue Address)



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[City, State, Pin Code]

Purpose/ Description:

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

RSVP Information:

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

Additional Information:

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

Sample Invitation 2: Networking Event in Karnataka

Scenario:

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

Drafting Invitation:

Header/ Title:

"Tech Connect: Networking Event for Fresh Graduates"

Host Line:

Hosted by [Your Company Name]

Date and Time:

Date: [Date of the Event]

Time: [Start Time - End Time]

Venue:

[Venue Name]

[Venue Address]

(City, State, Pin Code)

Purpose/ Description:



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

RSVP Information:

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

Additional Information:

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

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