



## Communicative English

### Unit-1

#### On the conduct of life

*William Hazlitt*

#### 8 Marks Questions and answers

**1) What does the author say about despising people? What justification does he provide for his advice?**

A) The author William Hazlitt is concerned about his son because he was for the first time he was going to settle at a school away from his home. It was his first entrance into a new world. As the author was not keeping up good health, he thought he should at least give him advice on conduct of in life. He was keen to caution him not to commit errors which the author made himself. He advises his son on how to behave with his schoolmates; he says that he should not get against the persons just because they are strangers to him. He should not dispose to criticize the dress of some of the boys which may not be as good as his own. He should never despise any one for anything and least of all for one's poverty. The author says that his son should keep up appearances to himself to use as a defense against the idle sneers of the world but he should not feel proud about it. He wishes that his son should not become a victim of vulgar prejudices. The author justifies that when one despises someone on the other's failings or misfortunes it will not be a feeling of pleasure and exulting but it will be a painful feeling.

**2) The author feels that in being school /hostel will teach his son about how to get along with others and prepare him for the ups and downs of life. Do you agree with this belief?**

A) The author William Hazlitt writes a letter advising on how to behave with his school – fellows as he was going for the first time in a new world. He says that till now he has been a spoiled child, and has been used to have his own way in the house and used to be leader and among his play-fellows. But he has a good-nature and good sense, and he will get the better of this in time. There will be other people who are not his equals or may be bigger and stronger than him and who might have something else to attend besides humouring him, so he should not feel repulsive about it. The first lesson he has to learn is that there are other people in the world besides him and they have other pursuits. Hence, he should quit having childish self-importance otherwise people may laugh at him. Yes, I agree with his reasoning as according to the author the true equality is the only true morality or true wisdom. He says that his son should make his place in the society and face competition in the world. At his house he can behave as he pleased. However, in the society he should not think that he is the king's son to destroy or dictate to millions rather he should be able to settle the differences amicably and reconcile any situation with less pain.

**3) The author stresses the importance of not judging people or places the first time you encounter them. Why does he say this?**

A) The author William Hazlitt's son was going to settle at a school away from his home for the first time so the author was concerned and gives him a piece of advice son on how to judge people. He advises that in a new destination he should not say that people are stupid or disagreeable as soon as he meets people. He should always hope for the best and believe things to be right, till he finds them on the contrary. He should not get irritated when they are against them but rather endeavor to put up with them. He should not determine beforehand that he will not like the school he goes until he gives it a



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try. He should never anticipate evils and become spiteful because his wish is not fulfilled. He should not ignore persons, because they are strangers and experience hardships because they are aloof towards him as they are new to each other. He should never conceive a prejudice against others and misbehave with others as according to the author this may lead to bad reasoning and make enemies. Also, a good judgement will help to reduce hostility and resentment.

**2 Marks Question an Answers**

1) What is the young boy's attitude towards his new school?/How did his son behave at school?

A) William Hazlitt who was one of the precursors of the Romantic Movement in poetry. He addressed to his son William, who has just started going to school. His son doesn't want to go to school even without going there for a single time. He is filled with doubts and complaints about his school, on having to leave the cordial atmosphere of homely life, felt home sick and find it difficult to face a new kind of life amidst strangers. The author tries to answer all his questions and to resolve his doubts so he will be ready to go to school and the next step of his life could follow.

2) What two things does the author not like about his son's reaction to his new school?

A) His son wanted to draw the attention of others at school. The students at school did not notice him. He was angry over it. He took them all as his enemy. He set himself against them all. The other students were all unaware of this fact. The author knew it. His behaviour at school was not good. He says never to conceive a prejudice against others, because you know nothing of them. It is a bad reasoning and makes enemies of half the world. Do not think ill of them, till they behave ill to you, and try to avoid faults in them.

3) What does he ask his son to do instead of reading all the time and why?

A) Always disapproving the people surrounding or friends may lead to constant rudeness or ill-nature. So, one should learn to master oneself. Further author advises never to read at meal times, at the time of conversation and at play hours. He suggested that health and good spirits are more important than excess reading.

4) Why does the author ask his son to be courteous and polite to his classmates?

A) William Hazlitt observes that he has a rude way of addressing his school fellows, like "that Hoare, that Harris," as a reprobation, or did not think them good enough for him. The author feels that it is a bad habit to speak disrespectfully of others and they will feel it is unkind to them. Calling bad names causes dreadful emotions in persons. So, he has to be courteous, mild, and forbearing, then captious, impatient, and fretful. He further says that the faults of others too often arise out of their own ill-temper and can be infuriating at times but we should not exasperate ourselves against them rather he should treat his playmates as Hamlet advises Polonius to treat the players "according to your own dignity, rather than their



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deserts." Always disapproving them may lead to constant rudeness or ill-nature. So, one should learn to master ones.

5) What advice does Hazlitt give about prejudice against others?

A) Hazlitt advises about prejudice against others never to be duped. He should not try to find out the pleasure in others pains.

6) How does Hazlitt wish his son to settle differences with his competitors?

A) Hazlitt wishes his son to settle differences with his competitors by considering himself one among others and never mistake his place in the society.

7) Why does Hazlitt prefer to advise his son never to “despise anyone at all”?

A) Hazlitt prefers to advise his son never to despise at all and one should not feel happy in others’ pains. And one cannot help in others’ pains so it is better to accept them.

8) Summaries in your own words Hazlitt’s advice to his son.

A) Hazlitt advises his son never to blame others. He also tells him that he should try to put in with them. He also tells them never anticipate evil against others. He says never to conceive a prejudice against others, because one does not know about them. He tells that one should not hate others. We cannot help those fellows so why should one hate them. It is better to accept them. His son complains him that other people do not pay much attention to him. He advises that according to the time he should settle himself. He should not give a chance to laugh at him. Everyone is equal, he should develop the sense of equality. It is the true wisdom. He should try to reconcile with the people at school.

9) What reason does Hazlitt give for sending his son to school?

A) Hazlitt says that his health is so indifferent and he may not live long. His son is entering into a new world when he is sending him to school.

10) What advice does Hazlitt give about prejudice against others?

A) Hazlitt advises about prejudice against others never to be duped. He should not try to find out the pleasure in others pains.

11) How does Hazlitt wish his son to settle differences with his competitors?

A) Hazlitt wishes his son to settle differences with his competitors by considering himself one among others and never mistake his place in the society.

12) What is the first lesson the boy has to learn at school?

A) The boy has remained at his home up to now. He is alone at his home. He can do whatever he likes. Now the boy has gone to school. There are many other boys also. They have different ideology and way of life. There are different types of boys equals, bigger and younger. He has to adjust among them. He has to attend them as well as honouring his own



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whims and fancies. Sometimes there may be irritation but he has to learn to be calm and think of others problems. He needs to learn sacrifice, avoid others' faults so that he can live peacefully at school.

### **Word Formation**

The process of forming new words from words or word groups with the same root is called Word-formation

Here are some of the type of word formations

- |               |                 |               |
|---------------|-----------------|---------------|
| 1. Affixation | 2. Compounding, | 3. Conversion |
| 4. Blending,  | 5. Borrowing,   | 6. Coinage    |

#### **1. Affixation:** - (Subtype of Derivation)

The most common type of derivation is the addition of one or more affixes to a root, as in the word derivation itself. This process is called affixation, a term which covers both prefix and suffix.

Prefixes are that are added to the beginning of the word; e.g., un- in unnoticed, a- in amoral, sub- in subway, etc.

Suffixes are bound morphemes which are attached to the end of the word; e.g., - able in noticeable, -less in careless, -s in seeks, -en in shorten, etc.

#### **2. Compounding:** - When we use compounding, we link together two or more bases to create a new word. Normally, the first item identifies a key feature of the second word.

Compounds are found in all word classes.

Nouns: car park, rock band

Adjectives: heart breaking, sugar-free, airsick

Verbs: oven-bake, baby-sit, chain-smoke

Adverbs: good-naturedly, nevertheless

More examples (mailman, mail carrier, dog house, fireplace, cupcake, email, e-ticket)

#### **3. Conversion:** - Conversion involves the change of a word from one-word class to another. For example, the verbs to email and to microwave are formed from the nouns email and microwave:

Can you text her? (verb from noun text,)

They are always jetting somewhere. (verb from noun jet)



**4. Blending Words:** - Blending is the word formation process in which parts of two or more words combine to create a new word whose meaning is often a combination of the original words. Below are examples of blending words.

- advertisement + entertainment → advertisement
- biographical + picture → biopic
- breakfast + lunch → brunch
- chuckle + snort → chortle
- cybernetic + organism → cyborg
- guess + estimate → guesstimate
- smoke + fog → smog
- telephone + marathon → telethon
- web + seminar → webinar

**5. Acronyms:** - Acronyms are formed by taking the initial letters of a phrase and making a word out of it. Acronyms provide a way of turning a phrase into a word. The classical acronym is also pronounced as a word. Scuba was formed from self-contained underwater breathing apparatus. Another example radar, Radio Detection and Ranging and sonar, Sound Navigation and Ranging.

Examples : laser: light amplification by the stimulated emission of radiation

NATO: North Atlantic Treaty Organization

Interpol: International Criminal Police Organization

**6. Borrowing :** - Borrowing is one of the most common sources of getting new words in English. That is the taking over of words from other languages. Throughout history the English language has adopted a vast number of loan words from other languages. For example:

Alcohol (Arabic), Boss (Dutch), Croissant (French), Piano (Italian)

Pretzel (German), Robot (Czech), Zebra (Bantu).

Jungle, loot, pyjama, (Indian)

**7. Coinage :** - Coinage is a common process of word-formation in English and it is the invention of totally new terms. The most typical sources are invented trade names for one company's product which become general terms (without initial capital letters) for any version of that product.

For example: aspirin, nylon, zipper and the more recent examples kleenex, teflon. These words tend to become everyday words in our language.

**8. Clipping:** - Clipping is a type of abbreviation of a word in which one



part is 'clipped' off the rest, and the remaining word but it means essentially the same thing as what the whole word means or meant.

Examples: ham-(burger), ad (advertisement), doc (doctor), exam (examination), gas(gasoline), math (mathematics), memo (memorandum), gym (gymnastics, gymnasium) fax (facsimile) phone (telephone)

## ***UNIT-2***

### ***THE BROOK***

***-ALFRED TENNYSON***

#### **Introduction:**

The brook is the poem which is written by Alfred Lord Tennyson.

Alfred Tennyson (1809-1892) was Poet Laureate of the United Kingdom for much of the Victorian period. A master of rhythm and rich, descriptive imagery, Tennyson wrote lyric poems such as 'The Charge of the Light Brigade', 'Break, Break, Break', 'Ulysses', and 'The Lady of Shalott' which remain popular to this day.

In 'The Brook', a small stream narrates its journey from its origin in the hills to its destination, the river with which it merges, Tennyson creates a poem full of music and beautiful imagery out of simple words.

#### **Summary of the poem**

The Brook is a beautiful poem written by Lord Alfred Tennyson. The poem is symbolical of human life. The brook usually originates from the mountains and quickly moves down to follow its course. In the poem, the brook has been shown to start from the place of coot and Hern and it quickly rushes down sparkling in the sun through a ground of ferns. The brook swiftly moves down many hills and between the long narrow hilltops. The brook rushes down past many villages and bridges. Thus, the brook rushes down past many places making noisy sounds. This noisy and vigorous movement of the brook to reach its destination is symbolical of a man in his youth who is vigorous, enthusiastic and full of energy and for whom anything is possible.



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The brook flows by a farm owned by a man named Philip, to join an overflowing river. Here the brook completely describes the cycle of human life. The lifespan of a man is very short and his cycle of coming and going has been there and will remain forever. But the brook is different from a man because of its immortality. The brook chatters because of its quick flow over the stony ways and pebbles.

The brook curvedly flows because the path it takes curves at one point and passes through many fields and unplugged land. Many pieces of land are seen sticking out in the brook, having some plants where colorful insects like butterflies come along with the bright birds. While the brook flows it takes a lot of things along with it like blossoms, trout, foamy flakes, gravel, slit which resembles the way map meets people in his lifetime and moves forward. The brook wears away because of its meandering flow. The brook slips slides, dances and its moment is oven hindered by pebbles and small plants but it overcomes everything to reach its destination river. The last two lines suggest that the flow of the brook is continuous and goes on forever. And, as far as, human life is concerned, it is very short-human life comes to an end to make a room for another generation.

**Short Questions & Answers:**

1. “For men may come and men may go but I go on forever”. What purpose do these lines serve?

Ans. The poet has used these lines as refrain i.e., they get repeated at regular intervals.

In these lines, the brook mentions the natural phenomenon of the universe the phenomenon of life and death. Billions of people came to this world, lived their lives and eventually met their inevitable fate i.e. death. Nobody came to live forever unlike the brook, whose the journey started since the creation of the world and is still going on oblivious of the fact that how many people have lived and died during this time.

The purpose of these lines is to impart an idea that the world does not stop for anyone. The phenomenon of nature goes on no matter what. The cycle of life and death keeps moving. Humans are only a part of this phenomenon. There are things that have been there before their arrival and will be there after their departure. Nature is all powerful, everlasting and so humans must not think of themselves as eternal beings.





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2. What does the poet want to convey through the poem, 'The Brook'?

The brook is a symbol of the battle of human life. The poet wishes to call attention to the fact that as ups and down don't dissuade the stream from its adventure, similarly, human beings should also take the obstacles and sorrows in their stride.

3. Why does the poet call the water break silvery and the gravel golden?

Water breaks are breaks on the brook's surface caused by unevenness of its bed. These water breaks reflect the sun that makes them appear silver. Gravel is usually of a brownish yellow hue. Hence the phrase, 'golden gravel'.

4. Describe the brook's journey before it flows through Phillip's farm?

The brook starts out from the dwelling place of birds such as the coot and the hern (heron). It makes a sudden rush as it flows out. It then continues its journey by flowing down a valley. The brook flows down along hills. Sometimes, it also glides between long and narrow hill ranges, called ridges. Between two small towns, the brook passes several thorpes and a large number of bridges. Finally, the brook passes Philip's farm and flows into the overflowing river.

5. Why does the brook say, 'For men may come and men may go, But I go on forever.'

The brook states that men are transient. They come and go over time. But it outlives men and continues forever.

6. Why does the brook have a foamy flake?

Due to occasional turbulent flow, flakes of foam are produced, which float on the flowing brook.

7. What does the poem mean by the phrase, 'I make the netted sunbeam dance.'?

The sunlight, when it passes through the leaves and branches, creates an effect of light and shadow. It looks like a net in which sunlight is trapped. This is what the netted sunbeam is. When the waves occur in the brook, it creates an effect which makes the sunbeam look as if it is dancing.

8. What does the poet mean by sandy shallows?





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Sandy shallows refer to the shallow part of the brook that contains a lot of deposited sand and silt. As the brook moves, the 'netted sunbeam' falling on the shallow bed appears to dance.

9. Why does the brook murmur under moon and stars?

In quiet nights, as the brook passes over numerous pebbles and uneven land, it makes a certain sound. In the silent wilderness such sounds can be clearly heard. The sound reminds one of murmuring. It is as if the brook is talking to itself.

10. Why according to the poet are the swallows skimming?

Swallows often hunt for insects on the water surface. They skim the water surface to capture the insects. The brook glides among these 'skimming swallows'.

11. What is the eternal truth stressed upon in this poem?

The eternal truth stressed upon in this poem is that the brook represents the journey of life. Symbolically, it represents human life rather than nature.

12. What is the refrain used in the poem?

The refrain in the poem is 'For men may come and may go, But I go on forever'. The repetition of these lines emphasizes the transitory nature of men and the eternal nature of the brook.

13. Name the different things that are carried out by the brook?

The different things that are carried out by the brook are flowers, fish, flakes of foam to join in the brimming river.

14. What kind of landscape is described in the first three stanzas?

The brook travels through hills and vales, between ridges and under bridges, beside Philip's farm, fallow land and foreland, making its way through, with a blossom here and a trout there and many a grayling through obstructions of sand and gravel until it falls into the big river. It passes thirty hills and fifty bridges. It chatters and babbles and creates music as it flows. Lord Tennyson explains through words like sally, sparkle, slide, move, slip, hurry, flow, go, loiter, linger. It sparkles as it emerges among the plants with slender leaves, it sparkles in sunshine among the ferns. It hurries down hills and slips between ridges. It steals by lawns and slides,



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by hazel covers, it slips and slides, it glooms and glides and glances. It means it moves gently, slowly, unobserved, smoothly and then comes out into the open.

15. What are the types of water bodies and plant life that are talked about in the poem?

Poet has mentioned some water bodies like lakes, large rivers, streams, pools, etc. The poem is about the writer's journey along the river-side where he closely observes nature. He reminds the readers that humans are supposed to be born and die but brook is eternal.

**Essay Type Questions:**

1. Explain what you think is meant by the lines, "For men may come and men may go/ But I go on forever". What does it say about nature?

Refer Summary

2. How has the poet described landscape, flowers, plants and colours in the poem? How does it make you feel as a reader? Substantiate your answer with examples from the poem.

Refer Summary

**UNIT-III**

**The Death Trap**

**Introduction:**

Hector Hugh Munro (Dec 18, 1870 - Nov 14, 1916) was a witty British author who published under the pen name SAKI or H.H. Munro. The inspiration for the pen name "Saki" is unknown, it may be based upon a character in a poem. Whose stories are witty, mischievous and sometime his stories satirize Edwardian society and culture. He is considered by English teachers and scholars as a master of the short stories and often compared to O. Henry and Dorothy Parker. He is influenced by great short story writers like Oscar Wilde, Lewis Carroll and Rudyard Kipling. Some of his writings are The Open Window, The Bull and The Storyteller.

**Content:**

The one act play "**The Death Trap**" revolves around the conspiracy against the reigning prince of Kedaria, prince **Dimitri**, who turns the table on his assassins at the end of the play.



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Prince Dimitri, the young ruler of Kedaria, has rivalry with Prince **Karl**, who desired to capture the political power of Kedaria by murdering the reigning prince. So, Dimitri's enemies hatch a plan to assassinate him and they are waiting for the right moment to execute it.

Three Military Regiments namely **Andrieff** Regiment, **Lonyadi** Regiment and **Kranitzki** Regiment guard the Prince Dimitri, the reigning Prince of **Kedaria**. **Dr. Stronetz**, a faithful physician, is also very loyal to the prince Dimitri. The Kranitzki Regiment is being loyal to the enemy and the three officers of this Regiment, Colonel Giritza, Major Vontieff and Captian Shultz are all set to murder Prince Dimitri as soon as the loyal Andrieff Regiment leaves from its duty. These officers of Kranitzki Regiment are disloyal to Prince Dimitri but very loyal to Prince **Karl**, who is willing to kill Prince Dimitri and want to become the king of Kedaria.

When the play "The Death Trap" opens where three guards of Kranitazki Regiment are seen plotting the assassination of Prince Dimitri so that Prince Karl can ascend the throne. The conversation among the three disloyal guards reveals that they are openly conspire to murder the prince. They are very aware that the Prince Dimitri is already suspecting them. Yet, they go ahead with murder plan because they are being backed by the political support of Prince Karl.

Following the conversation between the Prince Dimitri and his loyal physician Dr. Stronetz, we get to know that Prince Dimitri came to power at his very young age when he did not know anything about the rules of governance or responsibility. This shows his helplessness, which is now an advantage to his enemies.

Prince Dimitri is well aware that he is "trapped" and that his own guards are plotting to kill him. This is a painful realisation for him. He also knows very well that he would be killed at any moment as soon as his loyal Andrieff Regiment leaves. He has no weapons to defend himself. No one is allowed to see him except his friend and personal physician Dr. Stronetz. Out of kindness and loyalty Dr. Stonetz devices a clever plan as a physician. Instantly, he asks the Prince to remove his robes for a fake of physical examination, which will help him to fool the officers of the disloyal Kranitzki Regiment. His efforts are only temporarily delay the murder of the Prince. But this delay helps the Prince to take revenge on disloyal officers.



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However, the hard truth behind the physical examination of the Prince reveals that he is really suffering from an incurable heart disease. This is another shocking realization to the Prince. He decides to commit suicide instead of being killed in the hands of his disloyal guards. He requests Dr. Stronetz to provide him a phial of poison, which can kill him so that he can invite his death as a ruler without being killed. Dr. Stronetz gives him a phial of poison. But as final act of revenge, when death is inevitable to him, the Prince Dimitri wants to die only after punishing his enemies. So he mixes the entire phial of poison in a bottle of wine and invites the three officers for a final drink. He shares the poisoned wine after drinking it himself. It is a sight of pity for the Prince but at the same time he shows a clever act of revenge. The Prince thus overcomes his helplessness by his intelligence even though he cannot avoid his own death.

**Conclusion:** The title of the play “The Death Trap” projects how the Prince and his helplessness becomes the ‘death trap’ to the officers of Kranitzki Regiment as result to their disloyalty.

**Short Answer Questions:**

**1) Describe the conversation between Stronetz and the prince. What do you understand from it?**

A) Dr.Stronetz is an intimate friend and a personal doctor of Prince Dimitri. From the conversation between the both, it is clear that they have personal understanding and Stronetz is willing to help Prince by all means. When the assassins arrive to murder Dimitri, he saves him by telling them that the prince would not live more than six days because of a heart problem. He offers a drug to Dimitri as he feels that the prince should not be allowed to be killed in cold blood. The murderers are fooled by the doctor’s words and unable to decide to kill or wait. Dr. Stronetz is directly responsible in making the prince destroy his enemies. Despite the fact that the Prince dies as he consumes the drugged wine, the Prince’s wish to kill the conspirators is as a final point fulfilled. It may be observed from the conversation that Dr Stronetz is not just intimate but loyal friend of the Prince. Loyalty and faithfulness is very important virtue in



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friendship as it allows one to share each other's secret, help out each other during crisis when something happens all of a sudden- good or bad.

**2) What can you tell about the prince's character from this extract? Use examples from the text to support your answer.**

A) Prince Dimitri, the protagonist in the one act play, 'The Death Trap', is the ruler of Kedaria whose dynasty has a persistent rivalry with Karl dynasty. His enemies conspire to kill him. He fearlessly faces the circumstances and makes use of the situation to get rid of his possible assassins. In one context he mentions, "I'm not a coward, but I do want to live." He is courageous but powerless as his trustworthy regimental guards would be away. As he has no weapons to protect himself, he makes up his mind to commit suicide rather than being killed by his untrustworthy guards. He requests Dr Stronetz to give him poison, which can kill him with the intention that he dies in his own terms without being killed. Dr. Stronetz gives him the poison. However Prince Dimitri wants to die only after killing his enemies. So he mixes the entire poison in a bottle of wine and calls the three officers for the last drink. He shares the poisoned wine with his enemies which kills them along with the prince himself. The Prince thus conquers his vulnerability by his intelligence although he cannot avoid his own death. By this it is made clear that the prince is a sensible man and bows to the destiny. This shows the courage of Dimitri which gave him the ability to put aside the fear of failure and take the first step.

**3) Explain the meaning of the line 'Life is so horribly fascinating when one is young and I have tasted so little of it yet'. Why do you think prince feels this way?**

A) It is true that "Life is so horribly fascinating when one is young" because when young one is faced with less difficult problems, and have more opportunities to become who one wants to be. It is the time when one finds themselves. It is an age where one is free from responsibilities or any kind of hassle. The Prince in the story despite being young has taken the responsibility of the controller of the empire. This type of responsibility demands more of uphill struggle giving less attention to personal commitments. Hence when he says 'I have tasted so little of it yet' means that he feels



he is not able to do everything he wants, as he feels boundary of responsibility surrounding him.

**4) Discuss the significance of the title 'The DeathTrap'?**

A) Prince Dimitri, the young ruler of Kedaria, has rivalry with Karl dynasty. Dimitri's enemies hatch a plan to assassinate him. They are ready for the right moment. Of his three regiments of guards, the Kranitzki regiment is loyal to the enemy. Three officers of the regiment, Colonel Giritza, Major Vontieff and Captain Shultz are all set to murder Prince Dimitri as soon as his loyal Andrieff regiment leaves the guard. Dr.Stronetz, a dear friend and personal physician of Prince offers him a drug so that he can die. The prince refuses and says that he would meet death on his own terms. The doctor tries to save him by telling the conspirators that the prince would die of a heart disease within six days. The murderers, fooled by the doctor's words decide to wait. The doctor reveals the prince that he really has a terminal heart condition, Dimitri decides to use the drug. At the last moment, he turns the tables on his would-be killers by offering them drugged wine. All of them die in a tragic climax. Prince Dimitri could never escape the death-trap, but he successful lays a death-trap for his would-be assassins. Thus, the title of is play is very opt/ appropriate/ justified. Hence, the title is very significant.

**5) Analyse the character of Dr Stronetz.**

A) Dr Stronetz is a close friend and personal physician of Prince Dimitri. Dimitri's enemies hatch a plan to assassinate him and they are ready for the right moment. When Dr Stronetz knows of the conspiracy, he offers a drug to Dimitri as he could do nothing. He reasons that the prince should not be allowed to be butchered in cold blood. He takes pity on the prince. He is quick witted. When the assassins arrive to murder Dimitri, he saves him by telling them that the prince would not live more than six days because of a heart problem. The murderers are fooled by the doctor's words decide to wait.

As a doctor, he is quite efficient. He is sure of Dimitri's heart problem as soon as he examines him. He is instrumental in making the prince kill his would-be killers. Though the prince dies as he drinks the drugged wine, his wish is fulfilled as he could kill the conspirators. After all, the drug given by him saved the prince as it killed his enemies. It also saved the prince from dying a miserable death by a weak heart. Thus, Dr Stronetz is compassionate, loyal and friendly to Dimitri. He is a quick witted, efficient physician.



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Answer the following questions in about 200 words:

**1. What kind of a person is Prince Dimitri? Analyse and comment on his character(or) Write a character Sketch of Prince Dimitri.**

A) The one act play “The Death Trap” revolves around the conspiracy against the reigning prince of Kedaria, prince Dimitri, who turns the table on his assassins at the end of the play. Prince Dimitri, the young ruler of Kedaria, has rivalry with Prince **Karl**, who desired to capture the political power of Kedaria by murdering the reigning prince. So, Dimitri’s enemies hatch a plan to assassinate him and they are waiting for the right moment to execute it.

Prince Dimitri is the protagonist in the one act play, he is the ruler of Kedaria. His dynasty has a long standing rivalry with Karl dynasty. Dimitri is the last surviving member ruling the kingdom. His enemies conspire to kill him. He bravely faces the situation and utilizes the circumstances to eliminate his would be assassins.

He knows that he is helpless as his loyal regimental guards would be away. He has no weapons to defend himself. No one is allowed to see him except his friend and physician Dr Stronetz. The prince is a practical man. Though he is quite young, he is mature and accepts the fate. He tells his position to the doctor. He denies the drug offered by the doctor saying that he would meet death on his own terms. This shows the courage of Dimitri. When the doctor reveals that he has a terminal heart disease, he decides to end his life with the drug. He tells the doctor that he is a monarch and he doesn’t like to be kept waiting by death. This shows that he is imperious and proud. He is quick witted. He offers his disloyal officers drugged wine and kills them.

**2) How does doctor stop the conspirators from killing the prince? What is the irony behind the trick?**

A) Dr.Stronetz a very close friend and personal physician of Prince Dimitri tries to rescue him by telling the conspirators that the prince would die within six days due to terminal heart condition. The murderers, fooled by the doctor’s words choose to wait. At the last moment, he transforms the situation completely turns the tables on his impending killers by offering them drugged wine. All of them die and Prince Dimitri could in no way escape the death-trap, but he successfully





lays a death-trap for his enemies.

Objective Questions (1Mark):

- 1) The Death trap was written by Hector Hugh Munro.
- 2) Saki was the Pen name of Hector Hugh Munro.
- 3) The death trap is a suspenseful one-act drama.
- 4) Saki's short stories were well-contrived plots and unexpected endings.
- 5) The Sword is Girnitz's favourite weapon.
- 6) Prince Dimitri is going to be killed.
- 7) Stronetz is a Doctor or Physician.
- 8) Shultz's weapon of choice is revolver.
- 9) The Andrieff Regiment is loyal to the Prince Dimitri.
- 10) The Prince was trapped when he took the throne.
- 11) The Prince going to be killed because he is the last of the dynasty.
- 12) Dimitri's eyes suggested Dimitri's death for Dr. Stronetz.
- 13) Six (or) less days Dr. Stronetz say that Dimitri will live for.
- 14) Girnitza, Vontieff and Shultz laid way clear for Prince Karl.
- 15) Cold-blood means Cruel.

## Verb & Tenses

### What is a verb?

Verbs are the action words in a sentence that describe what the subject is doing. Along with nouns, verbs are the main part of a sentence or phrase, telling a story about what is taking place. In fact, without a verb, full thoughts can't be properly conveyed, and even the simplest sentences, such as *Maria **sings***, have one. Actually, a verb can be a sentence by itself, with the subject, in most case you, implied, such as, ***Sing!*** and ***Drive!***

Verbs come in three tenses: past, present, and future. The past is used to describe things that have already happened (e.g., *earlier in the day, yesterday, last week, three years ago*). The present tense is used to describe things that are happening right now, or things that are continuous. The future tense describes things that have yet to happen (e.g., *later, tomorrow, next week, next year, three years from now*).



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the following table illustrates the proper use of verb tenses:

<b>Simple Present</b>	<b>Simple Past</b>	<b>Simple Future</b>
I <i>read</i> nearly every day.	Last night, I <i>read</i> an entire novel.	I <i>will read</i> as much as I can this year.
<b>Present Continuous</b>	<b>Past Continuous</b>	<b>Future Continuous</b>
I <i>am reading</i> Shakespeare at the moment.	I <i>was reading</i> Edgar Allan Poe last night.	I <i>will be reading</i> Nathaniel Hawthorne soon.
<b>Present Perfect</b>	<b>Past Perfect</b>	<b>Future Perfect</b>
I <i>have read</i> so many books I can't keep count.	I <i>had read</i> at least 100 books by the time I was twelve.	I <i>will have read</i> at least 500 books by the end of the year.
<b>Present Perfect Continuous</b>	<b>Past Perfect Continuous</b>	<b>Future Perfect Continuous</b>
I <i>have been reading</i> since I was four years old.	I <i>had been reading</i> for at least a year before my sister learned to read.	I <i>will have been reading</i> for at least two hours before dinner tonight.

**What is Subject-Verb Agreement?**

A simple subject-verb agreement definition implies that the subject of the sentence and the verb of the sentence must be in agreement in number.

Let's take an example to understand this concept.

Example 1: The dog is playing with his ball.

In this case, the subject of the sentence is 'dog' and the verb used is singular in nature, 'is playing'.

Example 2: The dogs are playing with their ball.

In this case, the subject of the sentence is 'dogs' and the verb used is plural in nature, 'are playing'.

Let's explore a series of subject-verb agreement rules required to ace questions based on Sentence Correction.

**RULE 1:** *When two subjects are joined by 'and', the verb is plural.*

For example: My friend and his mother are in town.

**RULE 2:** *When two singular nouns joined by 'and' refer to the same person or thing, the verb is singular.*

For example: The captain and coach of the team has been sacked.



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In case these were two different individuals, two articles need to be used: The captain and the coach of the team have been sacked.

**RULE 3:** *Indefinite pronouns (everyone, each one, someone, somebody, no one, nobody, anyone, anybody etc.) are always singular.*

For example: Everyone is selfish.

We do not use 'are' in this sentence.

*This rule does not apply to: few, many, several, both, all, some.*

**RULE 4:** *When the percentage or a part of something is mentioned with plural meaning the plural verb is used.*

For example: 40 of every 100 children are malnourished.

**RULE 5:** *When the subjects joined by 'either or' or 'neither nor' are of different persons, the verb will agree in person and number with the noun nearest to it.*

For example: Neither you nor your dogs know how to behave.

Either of the books is fine for MAT preparation.

Always remember that, when either and neither are used as pronouns, they are treated as singular and always take the singular verb.

**RULE 6:** If connectives/appositives like along with, together with, as well as, accompanied by etc. are used to combine two subjects, the verb agrees with the subject mentioned first. For example: Mr. Ram, accompanied by his wife Sita and his brother, was banished to the forest.

**RULE 7:** A number of/ the number or 'A number of (some countable noun)' is always plural. 'The number of (some countable noun)' is always singular.

For example: A number of students are going on the trip.

**RULE 8:** *The singular verb form is usually used for units of measurement or time.*

For example: Five gallons of oil was required to get the engine running.

**RULE 9:** *When any of 'few, many, several, both, all, some' is used with a countable noun, the verb is plural.*

For example: Some men are needed for the battle.

**RULE 10:** *When any of 'few, many, several, both, all, some' is used with an uncountable noun, the verb is singular.*

For example: Some milk is spoilt.



### Direct and Indirect Speech

*Direct speech* is a report of the exact words used by a speaker or writer. The words spoken appear within inverted commas “.....” and should be exactly word to word as spoken or written.

#### INDIRECT SPEECH DEFINITION

When we report what someone said in our own words, it is called **Indirect speech**. We do not use inverted commas, do not write the exact words as spoken or written by someone.

#### RULES TO CONVERT DIRECT SPEECH INTO INDIRECT SPEECH WITH EXAMPLES

##### 1. Rules for changing the **pronoun**

**Rule 1:** When the pronoun in Reporting speech is in **first person**, it changes according to the **subject** of the Reporting verb.

Let us see an example-

Ram said to me, “I am going.”

Ram said to me that he was going.

‘I’ (first person singular) in direct speech becomes ‘he’ (third person singular) in indirect speech as the subject of reported verb ‘Ram’ is also a third person singular noun.

Let us see another example-

You said to Radha, “I am studying.”

You said to Radha that you were studying.

‘I’ (first person singular) in direct speech becomes ‘you’ (second person) in indirect speech as the subject of reported verb ‘you’ is also a second person pronoun.

Let us see another example-

They said to me, “We are playing.”

They said to me that they were playing.

‘we’ (first person plural) in direct speech becomes ‘they’ (third person plural) in indirect speech as the subject of reported verb ‘they’ is also a third person plural pronoun.

**Rule 2:** When the pronoun in Reporting speech is in **second person**, it changes according to the **object** of the Reporting verb.

Let us see an example-

I said to Ram, “You are unworthy.”

I said to Ram that he was unworthy.



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‘you’ (second person) in direct speech becomes ‘he’ (third person singular) in indirect speech as the object of reported verb ‘Ram’ is also a third person singular noun.

Let us see another example-

Teacher said to me, “You are a good student.  
Teacher told me that I was a good student.

‘you’ (second person) in direct speech becomes ‘I’ (first person singular) in indirect speech as the object of reported verb ‘me’ is also a first person singular pronoun.

Let us see another example-

I said to you, “You keep quiet.”  
I said to you that you keep quiet.

‘you’ (second person) in direct speech remains ‘you’ (second person) in indirect speech as the object of reported verb ‘you’ is also a second person pronoun.

**Rule 3:** When the pronoun in Reporting speech is in **third person**, it will remain unchanged in the Reporting verb.

Let us see an example-

I said to him, “Ram is a fool.”  
I said to him that Ram was a fool.

‘Ram’ (third person) in direct speech remains ‘Ram’ (third person) in indirect speech.

Let us see another example-

Mom said to dad, “They will come in the evening.”  
Mom said to dad that they would be coming in the evening.

‘they’ (third person) in direct speech remains ‘they’ (third person) in indirect speech.

## 2. Rules for changing the tense

Rule 1: If there is **Present or Future tense** in the direct speech, then tense of indirect speech will not change.

### Example of present tense

He says to me, “You are wise.”  
He says to me that I am wise.

### Example of future tense



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Ram will say to me, "I am true."  
Ram will say to me that he is true.

Rule 2: If there is **Past tense** in the direct speech, then tense of indirect speech change as mentioned below.

<b>Direct speech</b>	<b>Indirect speech</b>
Past indefinite	Past perfect
Past continuous	Past perfect continuous
Past perfect	Past perfect
Past perfect continuous	Past perfect continuous

He had said to me, "We play."  
He had said to me that they played.

He had said to me, "We are playing."  
He had said to me that they were playing.

He had said to me, "We have played."  
He had said to me that they had played.

He had said to me, "We have been playing."  
He had said to me that they had been playing.

He had said to me, "We played."  
He had said to me that they had played.

He had said to me, "We were playing."  
He had said to me that they had been playing.

He had said to me, "We had played."  
He had said to me that they had played.

He had said to me, "We had been playing."  
He had said to me that they had been playing.

**3. Rules for changing the Auxiliary verbs**

<b>Direct speech</b>	<b>Indirect speech</b>
Will	Would
Shall	Should / would
May	Might



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Can	Could
Do / does	Did
Is/am/are	Was / were
Has / have	had

He had said to me, “We will be playing.”  
He had said to me that they would be playing.

He had said to me, “You shall be playing.”  
He had said to me that I should be playing.

He had said to me, “You may play.”  
He had said to me that I might play.

He had said to me, “Do you play?”  
He had asked me that did I play?

He had said to me, “Does he play?”  
He had asked me that did he play?

He had said to me, “Raj is fat.”  
He had said to me that Raj was fat.

He had said to me, “I am fat.”  
He had said to me that he was fat.

He had said to me, “We are fat.”  
He had said to me that we were fat.

He had said to me, “I have a camera.”  
He had said to me that he had a camera.

He had said to me, “The boy has a camera.”  
He had said to me that the boy had a camera.

**4. Rules for changing some more words**

Direct speech	Indirect speech
Here	There
This	That
These	Those
Now	Then





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Thus	So
Hence	Thence
Ago	before
Today	That day
Tomorrow	The next day
Yesterday	The previous day
Last night	The previous night
Last week	The previous week
tonight	That night
The next day	The following day

5. **Rule** for changing historical truths, universal truths, habitual facts

Irrespective of the tense of the direct speech, the **tense of indirect speech will not change.**

Let us see the following examples-

Teacher said to me, “We won the freedom struggle in 1947.”

Teacher said to me that we won the freedom struggle in 1947.

He said to me, “Mercury is the nearest planet to the Sun.”

He said to me that Mercury is the nearest planet to the Sun.

Radha told us, “I study everyday.”

Radha told us that she studies everyday.

#### UNIT - IV

#### MUHAMMAD YUNUS

##### Summary :

Professor Muhammad Yunus established the Grameen Bank in Bangladesh in 1983, fueled by the belief that credit is a fundamental human right. His objective was to help poor people escape from poverty by providing loans on terms suitable to them and by teaching them a few sound financial principles so they could help themselves.

From Dr.Yunus’ loan of small amounts of money to destitute basket weavers in Bangladesh in the mid-70s, the Grameen Bank has advanced to the forefront of a burgeoning world movement towards eradicating poverty through micro-lending. Replicas of the Grameen Bank model operate in more than 100 countries worldwide.



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Born in 1940 in the seaport city of Chittagong, Professor Yunus studied at Dhaka University in Bangladesh, then received a Fulbright scholarship to study economics at Vanderbilt University. He received his Ph.D in economics from Vanderbilt in 1969 and the following year became an assistant professor of economics at Middle Tennessee State University. Returning to Bangladesh, Yunus headed the economics department at Chittagong University.

From 1993 to 1995, Professor Yunus was a member of the International advisory Group for the Fourth World Conference on Women, a post to which he was appointed by the UN Secretary General. He has served on the Global Commission of Women's Health, the Advisory Council for Sustainable Economic Development, and the UN Expert Group on Women and Finance.

Professor Yunus is the recipient of numerous international awards for his ideas and endeavors. He is a member of the board of the United Nations Foundation.

**Bank to the Poorest of the Poor**

Muhammad Yunus and Grameen Bank were awarded the Nobel Peace Prize for 2006 for their work to "create economic and social development from below". Grameen Bank's objective since its establishment in 1983 has been to grant poor people small loans on easy terms - so-called micro-credit - and Yunus was the bank's founder. In 1972, following studies in Bangladesh and the USA, Yunus was appointed professor of economics at the University of Chittagong. When Bangladesh suffered a famine in 1974, he felt that he had to do something more for the poor beyond simply teaching. He decided to give long-term loans to people who wanted to start their small enterprises. This initiative was extended on a larger scale through Grameen Bank.

According to Yunus, poverty means being deprived of all human values. Here, micro-credit both as a human right and as an effective means of emerging from poverty: Lend the poor money in amounts which suit them, teach them a few basic financial principles, and they generally manage on their own, Yunus claims.

**One Mark Questions :**

1. Muhammad Yunus was born in \_\_\_\_\_

Ans: 1940

2. Yunus was born in the village of Bathua in \_\_\_\_\_



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Ans: East Bengal

3. Yunu's role model was \_\_\_\_\_

Ans: His mother

4. Yunus joined \_\_\_\_\_ University's Economic department in Bangladesh

Ans: Chittagong

5. Muhammad Yunus taught in which University?

Ans: Middle Tennessee University

6. Muhammad Yunus and his Grameen Bank received the Nobel Prize for \_\_\_\_\_

Ans: Economic and Social Development

7. Where did the success of the Grameen Bank was replicated?

Ans: In rural Arkansa, USA

8. Who were in the opposition to the Grameen Bank for its supportive policies for women?

Ans: Male Spuses, Family members, village power-mongers.

9. Who were the maximum customers of the bank at the initial state of the Grameen Bank?

And: Women.

10. The Grameen Bank was formally founded in \_\_\_\_\_ and owned by its \_\_\_\_\_

Ans: 1976, borrowers

11. Yunus' idea of Micro credit through the Grameen Bank concentrate on \_\_\_\_\_

Ans: Alleviation of poverty.

12. Bangladesh liberation war took place in \_\_\_\_\_

Ans: 1971

13. In 1974 Bangladesh suffered from a \_\_\_\_\_

Ans: Famine

14. Yunus established a rural economic program as a \_\_\_\_\_

Research project

15. The Grameen Bank confirmed its status fully fledged in Bangladesh in \_\_\_\_\_

Ans: 1983

**Short Answer questions:**

1. Why did Yunus receive the Nobel Peace Prize?



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Ans: Muhammad Yunus is the first Economist to win a Nobel Peace Prize. He belongs to Bangladesh and is the pioneer of micro credit. He got the prize for the way his Grameen Bank worked for women empowerment. Yunus worked to “Create economic and social development from below”. Yunus provides small loans to the poor people on easy terms that is called Micro Credit.

2. What was Yunus’s mother’s attitude towards the poor and needy?

Ans: Yunus was inspired by his mother. His mother was first role model to him. His mother had some psychological illness. She used to help who knocked at the door. Yunus learnt from her mother how to help the needy. During famine time he helped to the poorest women in the village and he had taken that as a project work.

3. What did Yunus do after witnessing the devastating impact of the Bangladesh famine?

Ans: Yunus returned to Bangladesh in 1972 when it became a newly independent country. He began teaching at Chittagong University. Bangladesh faced a famine in 1974 and he saw people dying from hunger. He was very troubled by the difference between academic economics and the reality of people. Yunus remembered his mother’s actions and started to help the poorest of the poor people in the village. Yunus started this as a research project in the villages. This was helpful to poor women of Bangladesh.

4. Describe the various roles Yunus took on after setting up Grameen Bank?

Ans: The Grameen Bank confirmed his status fully fledged in Bangladesh in 1983. After that Yunus took on more responsibilities. He became a member of the International Advisory Group for the Fourth World Conference on Women, a post to which he was appointed by the UN Secretary General. He also served on the Global Commission on Women’s Health, the Advisory Council for sustainable Economic Development and the UN Expert on Women and Finance.

**Answer the following questions in about 200 words**

1. Explain how Yunus applied microcredit to help the poor?

Ans: Muhammad Yunus is the first Economist to win a Nobel peace prize. He belongs to Bangladesh and is the pioneer of microcredit. He got the prize for the way his Grameen bank worked for women empowerment.

The Yunus-Grameen story is indeed unique. Muhammad Yunus did his doctorate in economics from Middle Tennessee State University in the United States. He was a unique thinker who created ‘evolutionary economics’ and influenced Yunus in the ways that



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would help him develop the ideas behind Grameen. He made Yunus understand that without the human side, 'economics is just as hard and dry as stone.'

Yunus returned to Bangladesh in 1972 when it became a newly independent country. He began teaching at Chittagong University. Bangladesh faced a famine in 1974 and he saw people dying from hunger. He was very troubled by the difference between academic economics and the reality of people. He came across Sufia Khatun, a local woman, who took money from the local money lender to purchase raw material and made a profit of a penny on each stool. He lent money to Sufia and forty-one others for their business projects. She finally earned a profit of twenty-five dollars. Tears roll down her face. She has never seen so much money in her life.

This led to the establishment of an innovative group-lending system where short-term, interest-free loans were given to group members who were collectively responsible for repayment. The Grameen Bank was formally founded in 1976 and is owned by its borrowers. The bank was very successful and the unusual thing about it was its customers, who were ninety per cent woman.

Now, women formed a group to get loan from Grameen Bank. It empowered women and their children got education and they started acquiring property or money. This was objected by the males and village power-mongers. The aim of Grameen Bank was not limited just to financial empowerment. It wanted to bring social consciousness. It helped to build a relationship of trust among the rural women and the bankers.

The World Bank experimented this method of poverty alleviation and now it funds many schemes of microcredit all over the world. Professor Yunus has spread the idea of microcredit and advocated the concept that credit is a human right.

Grameen Bank has explored various fields and become successful. Muhammed Yunus's knack of finding and applying the right business idea for rural Bangladesh is what makes him a remarkable development economist. His work for alleviating poverty could have won him the 2006 Nobel Prize in economics. The microcredit, NGOs and the peacemakers will have to make sure that the violence of starvation and poverty should not be continued due to the strict banking credit system.

2. How did Grameen Bank help the impoverished Women of Bangladesh? Why did the bank focus on the women of Bangladesh?

Ans: Bangladesh faced a famine in 1974, and Yunus saw people dying from hunger. He interviewed a woman called Sufia Khatun, a local woman who took money from the local



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money lender to purchase raw material and made a profit of a penny on each stool. He lent money to sufia and forty one others for their business projects. She finally earned a profit of 25 dollars. Tears roll down her face. She has never seen so much money in her life.

This led to establishment of an innovative group lending system where short term, interest free loans were given to group members who were collectively responsible for repayment. The Grameen Bank was formally founded in 1976 and is owned by its borrowers. The bank was very successful and the unusual thing about it was its customers, who were 90% women.

Now, Women formed a group to get loan from Grameen Bank. It empowered women and their children got education and they started acquiring property or money. This was objected by male spouses and village power mongers.

Women were more sufferers than men in Bangladesh. Women have poor health conditions. The women were more likely to devote their earnings to their family, unlike the men. Yunus had implemented two ideas through this organization.

1. Alleviation of Poverty.
2. Empowerment of women.

The aim of Grameen Bank was not limited just to financial empowerment. It wants to bring social consciousness. It helped to build a relationship of trust among the rural women and the bankers. The World Bank experimented this method of Poverty alleviation and now it funds many schemes of micro credit all over the World. Professor Yunus has spread the idea of micro credit and advocated the concept that credit is a human right.

## **UNIT-V**

### **POLITICS AND THE ENGLISH LANGUAGE (EXTRACT)**

#### **GEORGE ORWELL**

#### **AUTHOR INTRODUCTION:**

George Orwell, pseudonym of Eric Arthur Blair, (born June 25, 1903, Motihari, Bengal, India —died January 21, 1950, London, England), English novelist, essayist, journalist and critic famous for his novels *Animal Farm* (1945) and *Nineteen Eighty-four* (1949).



*Answer the following in 50-100 words.*

**1. Mention 3 rules the author advocates in order to better one's use of language.**

- i) Never use a metaphor, simile or other figure of speech which you are used to seeing in print.
- ii) Never use passive where you can use active.
- iii) Never use a foreign phrase, a scientific word, or a jargon word if you think of an everyday English equivalent.

**2. What problem does the author have against political language?**

A. Political language, according to Orwell, is designed to make lies sound truthful and to give an appearance of solidity. The language used is vague and meaningless because it is intended to hide the truth rather than express it. It consists largely of euphemism and convoluted phrasing.

**3. Mention 3 expressions that the author wishes would stop being used. Also explain what these expressions mean.**

A. The following are the expressions that the author dislikes being used:

Melting pot= a place where different peoples, styles and ideas mix together

Acid test= a conclusive test of the success or value of something

Hotbed= an environment promoting the growth of something, especially something unwelcome

**4. Mention two characteristics of modern language usage that the author does not like. Explain why he despises them.**

A. The two characteristics are staleness of imagery and lack of precision. It could be seen that the writer is either unable to express what he means to say or he is quite indifferent to the meaning his words convey to the reader. This mixture of vagueness and incompetence is the most marked characteristic of modern English language.

**ANSWER THE FOLLOWING QUESTIONS IN 200 WORDS EACH**

*1. What do you think of the rules the author has given to improve language? Would these help in making language simpler and easier to understand? If so, then how?*





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A. According to Orwell, clear, honest language will support clear, independent thinking, which in turn will support clear language. He advocates six rules in order to better one's use of language. Usage of metaphors, similes and other figures of speech seen in print need not be used in our language. Secondly he says never use a long word where a short one can be used. The third one is that if it is possible to delete a word, then it is better to delete it. The fourth one is one should never use the passive voice where an active voice is suitable. The fifth one is never to use a foreign phrase, a scientific word, or a jargon word if there is a replacement of an everyday English equivalent word. Finally he says breaking any of these rules is outright barbarous. The author says that though these rules sound elementary, they demand a deep change of attitude in anyone who has grown used to writing in the style which is now fashionable.

***2. The author says political language is designed to twist meaning. Do you agree with this statement? Substantiate your answer with examples.***

A. Orwell's essay 'Politics and English Language' reflects his concern with truth and how truth depends upon the use of language. English has decayed with decaying politics and to stop this decay one would need to get rid of several bad habits, one of which is to get rid of the readymade phrases which may make ones language seem fashionable but will conceal meaning or prevent any effect. This mixture of vagueness and sheer incompetence is the most marked characteristic of modern English prose, and especially of any kind of political writing. The author observes that gradually the concrete words are becoming abstract and hackneyed. The author says that Stuart Chase and others claim that all abstract words are meaningless, and used for a kind of political quietism. For example the use of word 'Fascism' without knowing its meaning is absurd. This is a decay of language, and the politicians should bring about some improvement in their speech. He emphasizes simplicity and advises to use simplified language to avoid committing the biggest follies using orthodoxy. The author opines that Political language is designed to make lies sound truthful and murder respectable. The frivolous and worn out phrases must be sent out into the dustbin. It is possible if one can change his one's habit.



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**Write Summary on POLITICS AND THE ENGLISH LANGUAGE by  
GEORGE ORWELL**

**Introduction:**

George Orwell, pseudonym of Eric Arthur Blair, (born June 25, 1903, Motihari, Bengal, India—died January 21, 1950, London, England), English novelist, essayist, journalist and critic famous for his novels *Animal Farm* (1945) and *Nineteen Eighty-four* (1949).

**Summary:**

George Orwell's essay "Politics and the English Language," begins by refuting common presumptions that hold that the decline of the English language is a reflection of the state of society and politics, that this degeneration is inevitable, and that it's hopeless to resist it. This disempowering idea, he says, derives from an understanding of language as a "natural growth" rather than an "instrument which we shape for our own purposes". As an instrument, language can be manipulated for various purposes. As Orwell will show, language can also manipulate those who use it unconsciously. He presents a list of corrupting habits that cause writers to think poorly and thus write poorly. The list includes unoriginal or mixed metaphors, pretentious diction, and abstract or meaningless language. When a person becomes lazy they allow their language to think for them. In this way, political writers end up following a party line. By using set phrases, they pantomime ideology without thinking. Independent thinking is necessary for a healthy political life.

As corrupted language smothers independent, original thinking, it thus serves a political purpose. Orwell demonstrates the deceptive effect of various political terms, showing how elevated, complex and abstract language actively disguises ugly and violent concrete realities. In this way, abstract language becomes a means for political writers to "justify unjustifiable". He presents a list of tools that can be used to resist dishonest language.

Orwell sees the use of honest language as political act in itself, a form of resistance against insidious and widespread manipulations of rhetorical structures. He says that in an atmosphere of "terrible politics" (such as the period in which he's writing), corrupted language is almost inevitable. But this doesn't make the resistance against it



futile. He returns to the claim that he opens with: that language is a tool, and not a natural evolutionary growth. It's thus possible to manipulate that tool. It does however, take diligent, conscious effort on the part of the political writer or speaker. Orwell thinks that mindless and actively deceptive language can be identified and resisted through ridicule, and, most of all, through a diligent commitment to honest representation.

## READING COMPREHENSION

### INTRODUCTION

Comprehension in reading means understanding what is being read. Many students are strong at recognizing words in print but struggle with making meaning from what they read. They may not understand the difference between a main character and someone who is only present for one interaction. Or they may have trouble choosing important events in a story and putting them in the correct order. These and other skills are important aspects of comprehension.

Improved reading comprehension skills can positively impact many facets of a student's academic performance. Students who have effectively read and understood reading assignments are better prepared for class, leading to improved class participation and more accurate and complete notes. Performance in exams and quizzes could greatly improve as students become more proficient and effective readers.

### *Techniques for Good Comprehension*

1. Answer questions about the material after reading it.
2. To enhance understanding of the content in a text
3. To improve understanding of how information is organized in a text
4. To improve attention and concentration while reading
5. To make reading a more active process
6. To increase personal involvement in the reading material
7. To promote critical thinking and evaluation of reading material
8. To enhance registration and recall of text information in one's memory



## Skimming and Scanning

Before starting to read a text in detail, you should take a moment to preview the text. Read quickly, without pausing to study the details. This is called skim reading or skimming. You should understand.

- for which audience the text was written (general public, professionals, laymen . ..);
- what type of text it is (report, informal letter, formal letter, article, advertisement . ..);
- what the purpose of the author is (to describe, to inform, to explain, to instruct, to persuade);
- the general contents of the text.

After having skimmed the text, you can study it in more detail, reading more slowly and carefully and looking for specific information that you are interested in. This is called scanning.

## WRITING ARGUMENTATIVE ESSAYS:

### **A close look at writing an argumentative essay**

An argumentative essay can be both exciting and challenging for a student. Having an assignment like that, you can learn to develop and prove your claim. Besides, it is an excellent exercise for your critical thinking and analytical skills. The outline is vital for a paper, and it is made of facts and examples. In most cases, the plan includes the introduction, main part (the body), counter argument, and conclusion.

### **An introduction**

Introduction is not only the first paragraph in an essay. It would help if you spent some time creating such an introductory part that can impress a reader. If a reader supports your idea already, this part must interest him or her even more so that he or she keeps reading what facts you use. If your reader has another view, the introduction must be persuasive and even provoking to some level so that the reader cannot but continue reading the text.



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At the same time, do not go beyond the limits and create a concise, logical, and rational argument. Here is how you can do it:

1. Use a hook for your claim. The best way to grasp the readers attention is to use a hook right from the beginning. It can be either a question or a common belief, and the point is to hint at the topic.
2. Provide some background information, especially if it helps to understand the importance of your argument better. By doing so, you ensure a smooth transition to your statement.
3. Present your essay readers are acquainted with your essay's general idea, you should close the introductory paragraph with your eloquent essay statement.

**Body paragraphs for your argumentative essay**

The sources you collect before writing the essay comprise the body part of the work. You have to present all the facts and ideas in the main body's paragraphs to support your idea. Each paragraph has the same structure, which is as follows:

1. The topic sentence is the first sentence of every paragraph in the body. It suggests a single idea; thus, the number of paragraphs in the main part is equal to the number of your supporting claims.
2. Develop the paragraph using relevant evidence. Note that you can use as many essential facts as you need. The only rule here is to back every single piece of evidence you suggest in your work. Also, it would be better if your body paragraphs are of average size so that the entire essay looks well-organized.
3. Concluding sentence. The final sentence of a paragraph should summarize the idea of this particular paragraph. At the same time, it should correlate with the thesis statement and give an idea of the next paragraph if possible.

**Using the counter arguments**

The paragraph with a counterargument comes after your supporting claims. The counter-opinion suggests a refutation that is opposite to your major argument. However, you must



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use this paragraph not to show another side of the issue but to prove your idea's correctness. To create an excellent paragraph with a counterclaim, consider the following:

- State the counter ideas you have; there can be one or several of them.
- Find the most effective response to these counterclaims you can imagine.
- Refute every counterargument you mention using proper evidence.
- In the concluding sentence, you should reformulate the thesis of the essay.

### **Summation Part**

The concluding part should not include any new facts or claims. This closing part of the essay should summarize the points you mentioned in the work and underpin your major point one more time. Your conclusion must be precise and effective so that the readers have no doubts about your argument's accurateness. You may also want to include a call to action; however, it is not compulsory.

### **COMMON ERRORS:**

1. I am telling my students all the time not to talk.  
A. I always tell my students not to talk.
2. He isn't agreeing with me.  
A. He doesn't agree with me.
3. I have hundred rupees.  
A. I have a hundred rupee note.
4. My grand father is a very high man.  
A. My grand father is a tall man / My grand father is very tall.
5. He was killed by an axe.  
A. He was killed with an axe.
6. I live in Bangalore since ten years.  
A. I have been living in Bangalore since ten years.
7. It is raining since yesterday morning.  
A. It has been raining since yesterday morning.
8. She does not listen me.  
A. She doesn't listen to me.



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9. The police is coming.  
A. The police are coming / The police man is coming.
10. When I will arrive at the airport, I will call you.  
A. When I arrive at the airport, I will call you.
11. You can't avoid to go to class, even though you are unwell.  
A. You can't avoid going to class, even though you are unwell.
12. I have been here since three months.  
A. I have been here for three months.
13. Let us discuss about tomorrow's programme.  
A. Let us discuss tomorrow's programme.
14. She married with a doctor.  
A. She is married to a doctor / She married a doctor.
15. My daughter studies in this school. She goes to the school every day.  
A. My daughter studies in this school. She goes to school every day.
16. Please explain me this problem.  
A. Please explain this problem. / Please explain to me this problem.
17. How many questions you have to answer?  
A. How many questions have you to answer?
18. She said to me that she likes maths.  
A. She said to me, " She likes maths".
19. Myself Mr. Rao.  
A. I am Mr. Rao.
20. Your's sincerely.  
A. Yours sincerely.
21. I have been working in this department since four year.  
A. I have been working in this department for four years.
22. This book including all its chapters are boring.  
A. This book is boring. / This book including its chapters is boring.
23. The people of the district are happy. Because a Medical College will be set up here in a year.  
A. The people of the district are happy because a Medical college will be setup here in a year.





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24. I have few pages to read to complete this book.  
A. I have a few pages to read to complete this book.
25. My father will be happy if I do well in life, isn't it?  
A. My father will be happy if I do well in life, won't he?
26. The concerned officer was on leave today.  
A. The officer concerned is on leave today.
27. This manual comprises of all the financial rules.  
A. This manual comprises all the financial rules.
28. I have seen my friend yesterday.  
A. I saw my friend yesterday.
29. My mother who loves music bought an expensive music system.  
A. My mother, who loves music, bought an expensive music system.
30. He could not attend the wedding as because he was unwell.  
A. He could not attend the wedding as / because he was unwell.
31. You are always coming late.  
A. You are always late.
32. I said you so !  
A. I told you so !
33. I did not have more to do than I could handle.  
A. I did not have much to do than I could handle.
34. My cell phone was under the sofa which rang all night long.  
A. My cellphone which was under the sofa rang all night long.
35. Working in the lab for hours, my feet began to hurt.  
A. Working in the lab for hours, my feet began to ache.
36. My brother who lives in Delhi is the youngest of all the brothers.  
A. My brother who lives in Delhi, is the youngest of all the brothers.
37. Hydrogen is known for it's properties of being colourless, odourless and tasteless.  
A. Hydrogen is known for its property of being colourless, odourless and tasteless.
38. One of my friend is coming today.  
A. One of my friends is coming today.



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39. This shelf of books belong to our professor.

A. This shelf of books belongs to our professor.

40. The rice is our staple food.

A. Rice is our staple food.

41. An university degree is essential to get a good job.

A. A university degree is essential to get a good job.

42. Tell to me why you are late.

A. "Tell me why are you late."

**Rewrite the following short texts, making corrections in spelling, capitalization and punctuation.**

1. only about three per cent of the earths water is fresh but most land plants and animals depend on this water for their survival water continuously moves around the earths surface changing from one form to another.

A. Only about three percent of the Earth's water is fresh. But most plants and animals land depend on water for survival. Water constantly moves around the Earth's surface changing from one form to another.

2. the stenogram is efficient reliable time saving and economical backed by our International reputation for reliability it is in regular use in many office's all over the country it is unbelievably simple to use just slip in a preloaded cassette press a button and it is ready to record your dictation telephone conversations and interviews.

a. The stenogram is efficient, reliable, time saving and economical backed by our international reputation for reliability. It is in regular use in many offices all over the country. It is unbelievably simple to use. Just slip in a preloaded cassette, press a button and it is ready to record your dictation, telephone conversation or interviews.

3. an expository essay contains the thoughts of it's author on a certain subject often it also explains or expands the topic the discussion is usually based on the Authors knowledge experience or imagination this kind of essay is written on abstract subjects e g truth friendship bravery and on social political and religious questions eg female education joint family's etc.



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A. An expository essay contains the thoughts of its author on a certain subject, often it also explains or expands the topic. The discussion is usually based on the author's knowledge, experience or imagination. This kind of essay is written on abstract subjects eg. truth, friendship, bravery and on social, political and religious questions, women education, joint families, etc.

**In each pair of sentences, tick the sentence that is correctly structured.**

1. You must practice to speak English. (W)  
You must practice speaking English. (R)
2. If it stops raining, we will go out. (R)  
If it will stop raining, we will go out. (W)
3. Unless you eat, you will not be strong. (R)  
Unless you do not eat, you will not be strong (W)
4. Though the machine was new, but it did not work (W)  
Though the machine was new, it did not work. (R)
5. She said she would come home on Wednesday. (R)  
She said that she will come home on Wednesday. (W)
6. The bag was so heavy that I could not carry it. ( R)  
The bag was very heavy that I could not carry it. (W)
7. Where you are staying? (W)  
Where are you staying? (R)
8. Raju went to hospital to get his blood pressure checked (W)  
Raju went to the hospital to get his bold pressure checked (R)
9. Rema gave the bracelet to me. (R)  
Rema gave to me the bracelet. (W)
10. The salesperson asked the customer what she was looking for. (W)  
The salesperson asked the customer what she is looking for. (R)

**Rewrite the following sentences correctly.**

1. The climate of Sweden is colder than Switzerland.  
A. The Sweden is colder than Switzerland.
2. We not only have to book our tickets but also arrange for accommodation.  
A. We not only have to book our tickets but also have to arrange for our accommodation.
3. Never I have seen such a huge library.  
A. I have never seen such a huge library.



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4. How much money does Anu owe to you?  
A. How much money does Anu owe you?
5. We had scarcely started having our dinner than someone knocked on our door.  
A. We had scarcely started our dinner when someone knocked at the door.
6. The coach and the team discussed about their future.  
A. The coach and the team discussed their future.
7. She returned home and collapsed on the bed late at night.  
A. She returned home and collapsed on the bed at late night.
8. The management compensated him the loss.  
A. The management compensated his loss.
9. He has too much proudness to ask for help.  
A. He is very much proud to ask for help.
10. The cold air effected him greatly.  
A. The cold air affected him greatly.
11. I congratulated him for his promotion.  
A. I congratulated him on his promotion.
12. A bunch of flowers are all that she wants.  
A. A bunch of flowers is all that she wants.
13. I have gone out yesterday.  
A. I went out yesterday.
14. I must reply his mail.  
A. I must reply to his mail.
15. I was baffled with the instructions he gave me.  
A. I was baffled by the instructions he gave me.
16. The place is not as bad like it looks.  
A. The place is not as bad as it looks.
17. Though the machine was new, but it did not work.  
A. Though the machine was new, it did not work.
18. She said that she will come home on Wednesday.  
A. She said that she would come home on Wednesday.
19. I did not go out to play why because I had my exams.  
A. I did not go out to play because I had my exams.



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20. When did they arrived?  
A. When did they arrive?
21. We are studying only.  
A. Only we are studying.
22. Do you know where does she come from?  
A. Do you know where she come from?
23. Unless you do not eat, you will not be strong.  
A. Unless you do eat, you will not be strong.
24. The bag was very heavy that I could not carry it.  
A. The bag was so heavy that I could not carry it.
25. You must take lunch with us.  
A. You must have lunch with us.