

TRB BEO-2023

Block Educational Officer

Important Study material

ENGLISH-UNIT-2

PART-I	Syllabus
UNIT-2	History Of English Literature
APPROACHES TO LITERATURE AT PRESENT DAY	
ENGLISH LANGUAGE AND GRAMMAR	

APPROACHES TO LITERATURE

Modern Drama

- Drama is the specific mode of fiction represented in performance. The term comes from Greek word which means action.
- The structure of dramatic texts is directly influenced by collaborative production and collective reception.
- The early modern tragedy "Hamlet" (1601) by Shakespeare, the classical Athenian tragedy "Oedipus the king" (429BC) by Sophocles and a modern example "Long Day's Journey into night" by Eugene 'O' Neil (1956).
- The two masks associated with drama represent the traditional generic division between comedy and tragedy. They are the symbols of the ancient Greek muses, Thalia and Melpomene. Thalia was the muse of comedy (the

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laughing face) while Melpomene was the muse of tragedy. (the weeping face)

- Aristotle's poetics is the earliest work of dramatic theory.
 - Western Drama originates in classical Greece. Athens produced three genres of drama tragedy, comedy and the satyr play.
- Tragedians – Aeschylus, Sophocles and Euripides.
- Comic writers – Aristophanes, Menander
- In the middle Ages, mystery plays were presented and also along with moralities and interludes.

Elizabethan and Jacobean

- One of the great flowerings of drama in England occurred in the 16th and 17th centuries. Many of the plays were written in verse (iambic pentameter) usually in Blank verse. In addition to Shakespeare authors such as Christopher Marlowe, Thomas Middleton and Ben Jonson were prominent playwrights during this period. Greek and Roman mythology and historical plays celebrated the lives of the past kings.
- Drama was introduced to England from Europe by the Romans and auditoriums were constructed across the country for this purpose.
- By the medieval period, the mummers' plays had developed, a form of early street theatre. (Morris dance) concentrating on themes such as saint George, The Dragon and Robin Hood. (Folk tales)

Renaissance: (Elizabethan and Jacobean periods) (1500 - 1660)

- The first two comedies in English "Nicholas Udalls" "Ralph Roister Doister" (1552) and Gammer Gurton's Needle (1566) anonymous belong to 16th century.
 - 17th and 18th centuries:
- During the Interregnum (1649-1660) English theatres were closed by the puritans for religious and ideological reasons. when the London theatres

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were opened with the Restoration of the monarchy in 1660, under the support of Charles II.

- New genres of Restoration were heroic drama, pathetic drama and restoration comedy.

- Notable heroic tragedies

1. John Dryden's 'All for Love' and 'Aurangzeb'
2. Thomas Otway's "Venice preserved"

- Notable comedies:-

1. Wycherley's 'The country wife' 2. Congreve's 'The way of the world'

- This period saw the first professional woman play Wright, 'Aphra Behn' author of 'The Rover'.

- Restoration comedy is famous for its sexual explicitness, encouraged by Charles II.

Victorian era:-

- Farces, musical burlesques, extra waganzas and comic operas were competed with Shakespeare productions.

- Gilbert and Sullivan were followed by the 1890's with the first Edwardian musical comedies.

- Oscar Wilde's plays have much closer relationship to those of the Edwardian dramatists such as Irishman 'George Bernard Shaw' and Norwegian "Henrik Ibsen" modern and post modern Drama.

- Edwardian musical comedy held the London stage till world war I. Irish playwrights George Bernard Shaw and J. M. Synge were influential in British Drama. Shaw wrote more than 60 plays (belong to last decade of 19th century)

- Synge's plays belong to the first decade of 20th century.

- Bernard Shaw turned the Edwardian theatre into an arena for debate about important political and social issues like marriage, class and the rights of women. In the 1930's W.H. Auden and Christopher Isherwood co-authored verse dramas is the most notable.

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- A writer should write what inspires him and not follow any special method. (Virginia Woolf)
- A writer's job is to write the complexities in life, the unknowns not the unimportant things.
- H. G. Wells, Arnold Bennett, John Galsworthy of writing about unimportant things and were called as materialists. (Woolf criticizes)
- The authors who had innovation were called as spiritualists
- Virginia Woolf praises Thomas Hardy, Joseph Conrad, William Henry Hudson, James Joyce and Anton Chekov.
- "If we are writers that brings us closer to the novelist's intention if we are readers"
- Woolf set out to inspire writers of modern fiction by calling for originality, criticizing those who focused on the unimportant things and comparing the differences of cultural authors all for the sake of fiction and literature.

Literary Movements1. Cavalier poets:

- 17th century English royalist poets, writing primarily about courtly love called sons of Ben (Ben Jonson).

Authors – Richard Lovelace, Sir John Suckling, Thomas Carew, Robert Herrick and William Davenant.

2. Metaphysical Poets:

- The term was first used by Johnson in 'Life of Cowley'. He borrowed it from Dryden's phrase about Donne "He affects the metaphysics. Donne was the founder of metaphysical school.
- 17th century English movement using extended conceit often about religion. Authors – Cleveland, Marvell, Cowley (using imagery in secular Poetry) Herbert, Vaughan, Crashaw (using imagery in religious poetry. But Donne (using imagery both in secular and religious poetry)

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Authors:- D.G. Rossetti, Christina Rossetti, William Holman Hunt and John Millais

- The aim was to place the reigning academic style of painting by a return to the truthfulness, simplicity and spirit of devotion.

8. Transcendentalism:

- 19th century American movement: poetry and philosophy concerned with self-reliance, independence from modern technology.

Authors:- Ralph Waldo Emerson, Henry David Thoreau

➤ 9. Dark Romanticism:

- 19th century American movement in reaction to Transcendentalism. Finds man inherently sinful and self-destructive and nature a dark, mysterious force.
- Authors:- Edgar Allan Poe, Nathaniel Hawthorne, Herman Melville, George Lippard.

10. Realism:

- Late 19th century – movement in prose fiction (beginning with George Eliot in England, Balzac in France and William Dean Howells in America)
- Realistic fiction is opposed to romantic fiction
- Movement based on a simplification of style and image and an interest in poverty and everyday concerns.

11. Naturalism:

- Late 19th century, movement believes heredity and environment control people with a special philosophical thesis.
- Authors – Emile Zola, Stephen Crane, Frank Norris, James Farrell, etc.

12. Symbolist movement:

- Various English Romantic poets employed private symbols in their poetry. Symbolist movement began in France with “Fleurs du mal” (1857) by Baudelaire.
- The techniques used by symbolists who exploited private symbols in a poetry of rich suggestiveness rather than explicit statement.

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- In the 1890s and later (1896) in England and America on poets such as Arthur Symons, Ernest Dowson, Yeats, Eliot, Pound, Dylan Thomas, Hart crane, E.E. Cummings and Wallace Stevens.

13. Fin de siècle movement

- Principally French movement based on the structure of thought rather than poetic form or image. Looked to frame for literary models 'Theme and style'
- Poets – Edgar Allan Poe, James Merrill
- Stephen Mallarme, Arthur Rimbaud, Paul Valery.

14. Stream of consciousness:

- It was a phrase used by William James in his "Principles of Psychology" (1890) to characterize the unbroken flow of thought and awareness in the waking mind. It has now been adopted to describe a narrative method in modern Fiction.
- Some critics use 'Stream of consciousness' with the term interior monologue.
- James Joyce perfected various techniques of narration (SOC) Ulysses (1922)
- Dorothy Richardson, Virginia Woolf, William Faulkner, etc

15. Modernism:

- Movement of the early 20th century, encompassing primitivism, formal innovation or reaction to science and technology.

Authors – Ezra Pound, T.S. Eliot, James Joyce, Virginia Woolf

16. The lost Generation

- It was traditionally attributed to Gertrude Stein was then popularized by Ernest Hemingway in the epigraph to his novel 'The sun Also Rises'.
- It refers a group of American literary notables who lived in Paris and other parts of Europe from the time period which saw the end of world war I to the beginning of the Great Depression.

Authors – Ernest Hemingway, Ezra Pound, Waldo Pierce, F. Scott Fitzgerald.

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- Types of programming – Linear programming, Branching programming and mathematics programming
- A language lab is a separate room with several booths having tape facilities and hearing facilities with headphones.
- Types of Language Lab
- a) Broad cast type or Audio – active b) Library type – Audio – active comparative c) The latest language labs (computerised)
- Computer Assisted Language learning is also available in India.
- Four Fold aspect of teaching English are
 - 1) Semantic – related to understanding
 - 2) Phonetic - deals with sound, Pronunciation, spelling
 - 3) Graphic - related to writing
 - 4) Phonetic cum Graphic - dealing with reading
- Four objectives 1. to hear and understand spoken English 2. to understand what they read in English 3. To speak in English 4. To write in English
- Method is an over all plan for the orderly presentation of language material.
- Approach is the study of self-evident truths approach deals with assumptions, method is a procedure based on some assumptions. In this way within one approach there can be many methods.

Journalism and Creative Writing in English

- 'Diurnalis', a latin word for daily record, became 'journal' in French and in English.
- Journalism is gathering, processing and dissemination of news and information related to the news to an audience.
- The art of paper making and letter-block invention started in china around 868 A.D. The oldest printed book published by Wang chieh is still preserved in china.
- William Caxton of Kent set up the first printing press in England in 1476
- The earliest known journalistic product was a news sheet "Acta Diurna" circulated in ancient Rome published daily from 59 BC.

- 4. Henry man – a man of letters well known for his wit, gibes and jokes. His collected volumes of jokes thought enjoyable became stale with the passing of time. Only their epigrammatic quality remained alive.

Christ's Hospital,

Shadow of facts

- It is supposed to be written by Elia as a kind of rejoinder to an essay called 'Recollections of Christ's Hospital' written by Charles Lamb. Lamb gave only one sided picture, the present writer (Lamb impersonates as Elia) would like to give his own impressions about the place.
- Lamb as a student enjoyed certain advantages which were denied to others he had the luxury of tasting the food sent by his aunt Hetty.
- Elia was a poor and friendless boy. The pangs of hunger nullified (no effect) the pleasure of freedom.
- 'Lamb escaped the severity of the masters.
- Elia and other flogged (beaten with rod/whip) for offences, which they had not committed.
- A boy collected the left over rag everyday. At first others thought that he would eat them in the night and suspected that he had been selling it to the beggars and stopped mixing with him. Ultimately they discovered that he had been taking them to destitute parents living in the Poor – House. The Governors praised the boy and presented a silver medal and provided relief for the family. 1st day at School Elia saw a depressing sight of a boy in fetters (chain for the ankle). The boy was punished for having run away.

Penalty for second offence – confinement in a dungeon.

Penalty for third offence - Flogged severely (loss of respect cause to feel ashamed) disgraced, humiliated in front of everybody and Expelled from school.

Rev. James Boyer – Upper master

Rev. Mathew Field – Lower master – whom Elia was one

(Gentleman, Scholar and Christian, easy going)

but also by political ones as Shadwell was a Whig, while Dryden was an outspoken supporter of the Stuart monarchy.

The poem illustrates Shadwell as the heir to a kingdom of poetic dullness, represented by his association with Richard Flecknoe, an earlier poet already satirized by Andrew Marvell and disliked by Dryden, although the poet does not use belittling techniques to satirize him. Multiple allusions in the satire to 17th-century literary works, and to classic Greek and Roman literature, demonstrate Dryden's complex approach and his mastery over the mock-heroic style.

The poem begins in the tone of an epic masterpiece, presenting Shadwell's defining characteristic as dullness, just as every epic hero has a defining characteristic: Odysseus's is cunning; Achilles's is wrath; the hero of Spenser's *The Faerie Queene* is of holiness; whilst Satan in *Paradise Lost* has the defining characteristic of pride. Thus, Dryden subverts the theme of the defining characteristic by giving Shadwell a negative characteristic as his only virtue. Dryden uses the mock-heroic through his use of the heightened language of the epic to treat the trivial subjects such as poorly written and largely dismissible poetry. The juxtaposition of the lofty style with unexpected nouns such as 'dullness' provides an ironic contrast and makes the satiric point by the obvious disparity. In this, it works at the verbal level, with the language being carried by compelling rhythm and rhyme.

Major Figures and Works of the Age of Pope in genre of Poetry:

It was the classical poetry time when period was dominated by the Age of Pope till 1744 where main matter of discussion was life of society and cultural aspects. Most prominent name in the age was **Alexander Pope** (1688-1744) who was a Catholic by religious aspects. He wrote his master piece 'The Rape of the Lock' in 1712 a poem which is considered to be one of the great works in the History of English Literature. It was a mock heroic all

modern consensus that it was the culmination of Wilde's artistic career so far. Its high farce and witty dialogue have helped make *The Importance of Being Earnest* Wilde's most enduringly popular play.

An Ideal Husband is an 1895 comedic stage play by Oscar Wilde which revolves around blackmail and political corruption, and touches on the themes of public and private honour. The action is set in London, in "the present", and takes place over the course of twenty-four hours. "Sooner or later," Wilde notes, "we shall all have to pay for what we do." But he adds that, "No one should be entirely judged by their past." Together with *The Importance of Being Earnest*, it is often considered Wilde's dramatic masterpiece. After *Earnest* it is his most popularly produced play.

John (Jack/Ernest) Worthing, J.P. - The play's protagonist. Jack Worthing is a seemingly responsible and respectable young man who leads a double life. In Hertfordshire, where he has a country estate, Jack is known as Jack. In London he is known as Ernest. As a baby, Jack was discovered in a handbag in the cloakroom of Victoria Station by an old man who adopted him and subsequently made Jack guardian to his granddaughter, Cecily Cardew. Jack is in love with his friend Algernon's cousin, Gwendolen Fairfax. The initials after his name indicate that he is a Justice of the Peace.

The cast was:

- Mr. John Worthing, J.P. – George Alexander
- Mr. Algernon Moncrieff – Allan Aynesworth
- The Rev. Canon Chasuble, D.D. – H. H. Vincent
- Merriman – Frank Dyll
- Lane – F. Kinsey Peile
- Lady Bracknell – Rose Leclercq
- The Hon. Gwendolen Fairfax – Irene Vanbrugh
- Miss Cecily Cardew – Evelyn Millard

Marlowe, Shakespeare, Lyly, Sidney, Spenser and others enriched their plays and poetry with all these Elizabethan ideals. But all these ideals were not only suppressed but also derided and denounced during the Jacobean, Puritan, Restoration and Augustan Ages in English poetry. These ideals were replaced by reason, logic, satire and profligacy. For more than a hundred years the Elizabethan ideals remained suppressed and poetry became just a dry, lifeless, mechanical and artificial device of wit and intellect. However, after a long gap of nearly a century, the Romantic poets such as Wordsworth, Shelley, Keats, Byron, Walter Scott, and Coleridge revived all those Elizabethan ideals and infused them into their poetry. Therefore, the Romantic Movement is called the Romantic Revival.

The Romantic Revolt

The Romantic Movement is also called Romantic Revolt because it revolted against the ideals, principles and practices of Neo-classical or Augustan School of poetry that preceded the Romantic period. The Romantic poets revolted against both the matter and manner of the Neoclassical poets. The neo-classical poetry was mechanical and artificial to the last degree. It was "the product of the intelligence playing upon the surface of life." It conspicuously lacked in emotion and imagination. It was primarily rational, argumentative, satirical and didactic. It was also exclusively 'town' poetry dealing with the aristocratic class of society. Rural life, nature and common men were derided by the Augustan poets. In respect of language and metre, too, it was inflexible and rigid. It was written almost entirely in the closed Heroic Couplet in a highly artificial and stilted language called 'poetic diction'. The Romantic poets revolted against all these fetters of the Neo-classical school of poetry. Emotion, imagination, love, beauty and nature became essential ingredients of Romantic poetry. It was written in simple and lucid language, in blank verse or in different metres and stanza-forms. Thus, it was in revolt against all restrictions and fetters of the Neo-classical school. Therefore it was termed as Romantic Revolt,

AMERICAN ENGLISH LITERATURE**(i). Walt Whitman (1819-1892)**

1. **Out of the Cradle Endlessly Rocking**
2. When Lilacs Last in the Dooryard Bloom'd
3. **Passage to India**
4. To Think of Time
5. Captain ! My Captain!

(ii). Emily Dickinson : (1830 -1886)

1. "I taste a liquor never brewed"
2. "Success is counted sweetest"
3. **"Because I could not stop for Death"**
4. "My Life had stood - a Loaded Gun"
5. "Tell all the truth but tell it slant"

(iii). Robert Frost (1874-1963)

1. **Mending Wall,**
2. **Birches**
3. **West Running Brook**
4. A Masque of Reason
5. A Masque of Mercy

(iv). Sylvia Plath (1932 -1963)

1. Morning song
2. **Daddy**
3. The applicant
4. The Munich mannequins
5. The colossus
6. Edge
7. Lady Lazarus Ariel
8. Tulips
9. Mirror

Daddy- Sylvia Plath (Detailed)-1932-63

- Anglo American poet lived just 31 years tried to commit suicide in 1953 (beset by depression)
- Met Ted Hughes at Cambridge and married him.
- Ended her life putting her head in an oven in February 11 1963.
- Painter Isolation of man amidst nature and loneliness of man in cities account for the psychological states of mind that we find in her poetry and painting.

Works

1. The colossus (1960) 1st volume of poetry
2. Ariel (1965) 2nd volume of poetry published posthumously.
3. The Bell Jar (1963) Novel.
4. Collected poems Awarded the Pulitzer prize for poetry in 1981

DADDY

It is found its publication in many journals and magazines like Encounter, Critical Quarterly Supplement and The New poetry to mention a few.

- It has commanded critical attention because of the sociological, Psychological musical and cultural implications.
- Love of different dimensions she ardently ached for but could not realize
- Plath's father was a Nazi
Plath's mother partly Jew.
Plath – mixed culture
- This poem is an elegy, a lyric, a ballad and a musical extravaganza. racial animosity between – Jews and Germans Daddy is a Psycho – dramatic poem. Termination of impossibility in a remedy is conveyed in the poem.
- Sufferer of Electra complex 1st 3 stanzas express personal irreparable anguish of the poet over her misery and damnation inflicted on her by

and unemployment increased his destine to undertake sea-voyage. He was encouraged by his brother and Alexander Bradford to excute his plan.

- Account of the New England whaling industry
- Adventure story.
- The story is nauated by Ishmael. Who intends to get some job in a whaling ship (has no religion/illiterate) Queequeg a heathen joins him in search for a suitable whaling ship. Ishmael-who initially took Queequeg to be a cannibal starts liking him. Both of them attend church though Queequeg is a leathen. The find a whaling ship piquod and succeeded in becoming part of its crew. Ahab, pequod's captain has been hurt by Moby dick (a white whole) and he has employed the heathen and 3 other harpooners to help him in killing it as an act of seeking his vengeance. Ace to Ishmael M.D is all powerful, omnipresent and immortal many ships that cross them warn Ahab about M.D's power and waned him to keep away from M.D. All the ships have lost their crew in their encounter with MD. The heathen falls very sick and the carpenter is ordered to get a coffin ready for him. Luckily the heathen Queequeg recovers. Ahab loses his leg while trying to attack for whale oil and the carpenter repaints his legs. After seven months of its voyage p enters the Pacific ocean where captain Ahab hopes to find MD. Ahab is very faim in killing M.D. Fedallah, the parsee in the ship wains Ahab that a hemp will kill him. Starbuckone of the harpooners decides to go against Ahab's orders in killing M.D as it would be letting everyone on board to die. M.D attacks P and kills everyone except Ishmael who is saved as he had landed into the coffin. The coffin – a symbol of death has saved as a means of giving life to Ishmael.

Several layers of meaning in the novel underlinesthe theme of alienation of man from his environment and stresses the dangers of alienation.

the land and sea shows how nature in its myriad forms is very mysterious and at the same time attractive.

- It is a record of T's development a development from the sensuous active, external summer of life through the stages of autumnal consciousness and the withdrawal inward to the self reflection of winter, to the promise of the rebirth in the spring.
- It is an account of moral topography. Walden comprises of 18 chapters "Economy", "where I lived what I Lived for", "Reading", "sounds", "Solitude", "Visitors", "The Bean Field", "The village", "The ponds", "Baker Farm", "Higher Laws", "Brute Neighbors", "House warming", "Former Inhabitants", and winter visitors", "winter animals", "The pond in winter", "Spring", and "conclusion".
- Walden written in standard English Thoreau – 3rd generation American. Nature's bounty is marvelous during spring

The Hairy Ape –Eugene O'Neill (1888-1953)

- Born in New York.
- America's great play Wright and one of the modern playwrights of the world literature.
- Wrote different kinds of play but excelled in the field of tragedy. He was awarded Pulitzerprizes for "Beyond the Horizon" and Anna Christie (Eugene O'Neill - realist)
- Strange Interlude
- Long Journey's into Night
- Awarded Nobelprize for Literature in 1936.
- Read dramatic Literature particularly Ibsen and Strindberg.
- American drama began with O'Neill.

- 1st 5 portray a dismal picture of Australia carry a catalogue of what Australia lacks. She is without songs, architecture and history, the emotion and superstitions of younger lands.
- Last 2 stanzas strike a dissenting note of what is presented in the previous stanzas.
- Australia is "a young country".
- Deserves to be called "The last of the land" an empty far off land.
- She is sterile woman with "a breast still tender" but "womb dry within" "She has rivers but they are rivers of "stupidity" for they flow in the reverse direction from sea to land instead of fertilizing the island sand.
- (forced to leave the county because they have broken the law) The foreign settlers – the convicts deported for life from England.
- Refers five main cities (Melbourne, Sydney, Perth, Adelaide, Brisbane) which drain all the vitality (energy enthusiasm) like 'five teeming sores'.
- 5 cities – 'vast parasite robber state' and 'the second hand Europeans pullulate (drain | squeeze) her.
- Despite these repulsive aspects, people are attracted to their roots.
- Gladly turns towards his home from "the lush jungle of modern thought" and wanders to find the 'Arabian desert of the human mind' – he is going forward to the past as an escape from the constraints (a thing that limits) of an over civilized modern civilization.
- Sure that a prophet can emerge from a desert "The Arabian desert of human mind' refers to Moses receiving Ten Commandments of in Mt. Sinai.

Ned Kelley (1943) – verse drama-Douglas Stewart

- Born in New Zealand and moved permanently to Australia in 1938.
- One of the advisory board of common wealth Literary fund from 1955-1970.
- One of the first writers to be awarded a literary pension from Literature Board in 1973.

Other awards

Sarojini Naidu

- Born in Bengal and settled in Hyderabad. Parents followers of Brahmo samaj. At the age of 13 she wrote her first poem "Lady of the lake" in 1300 lines. It's a loving mother she immortalized her four children in a poem entitled "To my children". It was Mahatma Gandhi who called her "The Nightingale of India" After Tone Dutt. S.N was the first great Indo-Anglican poet who attracted world wide attention. 1st Published poem "The song of a dream" her poems are available in 4 volumes.

1. The Golden Threshold 1905

2. The Bird of time 1912

3. The Broken Wing 1917

4. The Father of Dawn Published posthumously in 1961.

- Her themes are mostly familiar and even ordinary and are vivified through the magic glass of her imagination.
- Wrote poems about imp personalities' like M.K. Gandhi, Gokhale, Jinnah and Nizam of Hyderabad.
- Written poems about Hinduism, Islam and Buddhism.

The soul's prayer

- A philosophical and religious poem.
- It is the prayer of the soul of everyman to God.
- Deals with the relationship between man God., Man's individual soul and the universal soul God, the love that binds both.

The Poet to death

- Short poem of S.N expresses the poet's optimism and love of life. She implores death for a while because she is in the spring of life and will die after drinking life to the full. Death is a mystery of life. Love of life with all its love and grief and beauty is a strengthening and positive attitude to life.

focus on a man-made system 2nd chapter – exploitation at Sham Nagar introduced. He works as a domestic servant in the house of Baboo Nathoo Ram and Bibi Uttam Kaur.

2nd phase – exploitation of children in factories. This section reminds Dickens at many points. Munoo, Tulsi, Bhonga and Maharaj are young boys who work in the prickly factory jointly owned by Prabha – (Kind) and Ganpat – (cruel)

- After his master Prabha leaves for his village, Munoo does a variety of jobs-becomes a disciple of yogi but soon discovers that his so called Guru is a fake Yogi. It shows Anand's satirical exposure of religious hypocrisy.

- Memorable Quotes

"The road to perfection is punctuated by pitfalls"

Whipped dog hides in a corner a whipped human seeks escape"

Man comes to this world naked, and he doesn't carry his goods away with him on his chest. It is best to travel light".

"India was one of the place in the world where one could come into dress and leave the discarded garments in a heap on the floor, to be collected and folded by the servants".

Raja Rao

Raja Rao's first novel Kanthapura (1938) is the story of a village in south India named Kanthapura. The novel is narrated in the form of a 'sthalapurana' by an old woman of the village, Achakka. Kanthapura is a traditional caste ridden Indian village which is away from all modern ways of living. Dominant castes like Brahmins are privileged to get the best region of the village whereas Sudras, Pariahs are marginalized. The village is believed to have protected by a local deity called Kenchamma. Though casteist, the village has got a long nourished traditions of festivals in which all castes interact and the villagers are united.

attended primary school in Nigeria and, in 1946, graduated from Christ's College and then later from Cambridge University in the United Kingdom where he did research in biochemistry. He earned his Ph.D. in 1958 and lectured at the University of Ibadan in Nigeria.

Nicol has written poetry, articles and short stories that have appeared in a number of publications. He won the Margaret Wrong Prize and Medal for Literature in Africa in 1952. Many reviewers have acclaimed his work to be dramatic and representative of rural, idyllic Africa. This poem, **THE MEANING OF AFRICA**, is one of his more notable pieces and speaks volumes about his love for the continent.

Wole Soyinka

Common Wealth Literature

The Lion and the Jewel – Satirical comedy

- Belongs to the Yoruba tribe of Nigeria.
- Commissioned to write a play to celebrate Nigeria's independence in 1960 – (A dance of the forests – a lyrical blend of western experimentalism and African folk tradition).
- Got Nobel prize for literature in 1986.
- Argued against the Negritude movement
- Comic play about the meeting of African culture and the British colonialism

The Line and the Jewel

- Short play set in African Village of Ilujinle.

Characters

- Lakunle - A School Teacher imitated western ways in dressing, manners
- Lakuni and Sidi - lovers

moschus, Bion, Ariosto, Tasso and Petrarch in the field of literature's poetry marks a beginners in English Literature greatest contribution of Spenser to English versification is Spenserian Stanza. (9 lines) – last line has 6 feet ie, 12 syllable and is called alexandrine

- Epithalamion and prothalamion – unsurpassed for their literary excellence.
- Both songs celebrating marriage, deal with human relationship. Epi – more typical as a Renaissance poem. both the songs indicate that Spenser was a true child of Revival of Learning.

Epithalamion – Personal – it is a gift of the poet to his bride on the day of wedding.

Prothalamion – Marriage song written in the honour of the marriage of Essex house of Lady Elizabeth and Lady Katherine Somerset, daughters of Edward Somerset with master (Earl of workster) Henry Gilford and Master William peter marriage look place on 8th Nov 1596.

- Poem consists of 10 stanzas. Each stanza has 18 lines a 18th line of each stanza is repeated by a refrain "Sweet Thames, run softly till I end my song"
- Epithalamion pub in 1595 is a marriage song celebrating spenser's own marriage to Elizabeth Boyle in Ireland

Prothalanion was coined by spenser himself and means "a betrothal song" W.Vallan's "A tale of Two swanes" and Leland's "cygmentcentio" are (Latin) regarded as the two works which might have suggested the theme and manner to Spenser. Pro presents two swans which symbolize the two daughters of Somerset.

Epi – The finest of all his minor poem.

Jove – Jupiter or Zeus – God of the gods.

Leda – Charming maiden – Jove loved her and approached in the form of swan W.B Yeats has written an excellent poem on this theme 'Leda and the Swan'.

Venus – Goddess of beauty and love in Roman mythology.

1653. His second wife Catherine woodcock also died in 1657 during childbirth.

'Defensio Populi' is famous and it is satirical.

Milton's scheme of writing:

He planned three important works.

- (a). Latin Dictionary (Milton did not complete it)
- (b) History of England which ends in the Norman conquest (1066) – in 1670
- (c) An epic poem, i Paradise Lost.

By this time (1658) Milton turned purblind

Restoration

- Charles II was restored to the throne and Milton lost his position and started suffering from obscurity and squalor. As a blind man he married **Elizabeth Minshul**.
- In 1661, he wrote a book on grammar '**Accidence commenced grammar**'.

Section - III

Paradise Lost : Composition

- Philips, his nephew corrected spellings and punctuation. Milton complained that he had 'Fallen on evil days and evil tongues'.
- During the great plague of 1665, he showed to Elwood the complete manuscript of 'Paradise Lost'.
- She suggested to him that he should write 'Paradise Found' Samuel Simmons Published 'Paradise Lost' in 1667. 'Paradise lost' was subsequently revised and Milton made the ten books in 12 books dividing 7th and 10th in two halves.
- The third edition was published in 1678.
- In 1670 Milton published 'Paradise regained' and Samson Agonistes.
- At 66 Milton died in 1674.

Paradise Lost: its Merits.

wit of others. He is irrepressible. Bottom, the weaver, is another such classic character. He is preposterously vain ambitious to play all roles in 'Pyramus and Thisbe'. He is not at all perturbed when his head is transformed into an ass's head. He takes Titania's falling in love with him as a matter of course. Dogberry and Verges, pompous fools parading their legal knowledge and wisely dodging dangers, are exquisite comic characters.

Shakespeare's fools are integral manifestations of his humour which is generally gently and tolerant. Shakespeare laughs with the fool and the coxcomb and not at them. He at times, indulges in lash-like satire. Malvolio, cross-gartered and yellow-stockinged with the eternal smile on his face, quoting repeatedly from Olivia's supposed love letter, is a cruel satire on vanity and Puritanism. Sometimes Shakespeare's humour can be brim and morbid as in the grave digger's scene in "Hamlet". In "King Lear" the fool has been introduced in the most tragic situations not only to heighten the tragic effect by contrast but also to serve as the chorus of the play to kindle the sentiments of the audience. In Shakespeare's company, William Kemp played the role of the Clown from 1594 to 1600, after which Robert Armin stepped into the shoes of William Kemp.

Shakespearean Women

'Shakespeare has no heroes; he has only heroines' says Ruskin. Shakespeare's women are more remarkable than his men. The range and variety of women characters in Shakespeare tempts most critics to assert that Shakespeare has comprehensively covered the entire gallery of women in his plays and that his portraits of women have never been surpassed. Critics have also taken great pains to classify his heroines. Mrs. Jameson's classification may be accepted as briefer as and simpler than most others. The commonsense classification, however would be to differentiate them as clever and assertive like Portia in "The Merchant of Venice", Beatrice in "Much Ado About Nothing" and Rosalind in "As You Like it". The next group will be the loving and fanciful like Juliet, Helena, Viola, Ophelia and Miranda. In the third group would come the tragic heroines, Desdemona and Cordelia, even Hero in "Much Ado About

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10. In the romances there is an assumption that the events in the world of the play are subject to forces other than normal. There is a sense of magical reason of the errors of action. This assumption helps to enhance the dramatic situation and keeps the audience aware of the mystery of human personality.

A critic has called the romances 'divine comedies' because the divine grace imposes its beneficent will on the humans. The romances are ethical and spiritual and are the creations of an older and more sober Shakespeare. As Dowden has pointed out, the one word that interprets Shakespeare's last plays is 'reconciliation', a word 'over all, beautiful as the sky'.

The Winter's Tale (c. 1609–11) is in some ways a replaying of this same story, in that King Leontes of Sicilia, smitten by an irrational jealousy of his wife, Hermione, brings about the seeming death of that wife and the real death of their son. The resulting guilt is unbearable for Leontes and yet ultimately curative over a period of many years that are required for his only daughter, Perdita (whom he has nearly killed also), to grow to maturity in distant Bohemia. This story, too, is based on a prose romance, in this case Robert Greene's *Pandosto*. The reunion with daughter and then wife is deeply touching as in *Pericles*, with the added magical touch that the audience does not know that Hermione is alive and in fact has been told that she is dead. Her wonderfully staged appearance as a statue coming to life is one of the great theatrical coups in Shakespeare, playing as it does with favourite Shakespearean themes in these late plays of the ministering daughter, the guilt-ridden husband, and the miraculously recovered wife. The story is all the more moving when one considers that Shakespeare may have had, or imagined, a similar experience of attempting to recover a relationship with his wife, Anne, whom he had left in Stratford during his many years in London.

TRB BLOCK EDUCATIONAL OFFICER MODEL EXAM -1-STUDY MATERIAL -9600736379**SYNTACTIC LEVEL**

In British English, the use of the verb 'do' is confined to habitual action. In American English, it is used in a general sense. For example, the sentence 'I don't have any money' means in British English, I generally don't have money; in American English, it refers to the present situation only. Similarly British English uses 'different from' but American English uses 'different than'

STRESS PATTERN

Americans tend to use a secondary stress in polysyllabic words while Britishers do not. In words like, 'secretary' and 'dictionary' a secondary stress can be heard in the penultimate (last but one) syllable in American pronunciation.

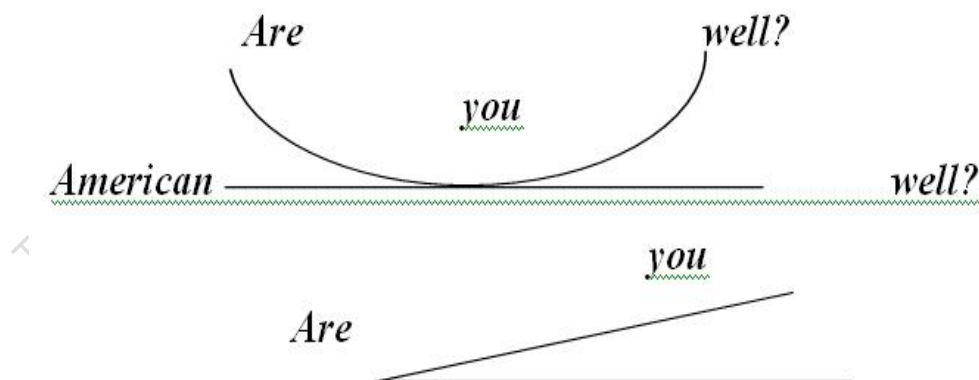
INTONATION PATTERN

British English and American English have different intonation patterns.

Eg:- Are you well?

Eg:- Are you well?

British

**SPELLING**

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AD **1000 to 1100** Old English (Anglo-Saxon) – a period full of inflexions

AD 1100 to 1500 Middle English – a period leveled of inflexions

AD 1500 to present Modern English – a period lost of inflexions

Dialects of old English → Northumbrian, Mercian, West Saxon and Kentish

Characteristic of old English → Spelling and pronunciation, phonetic symbols

Sound changes in old English → Mutation and gradation

Old English – like modern German – a synthetic language

(change in the form of a word **esp** at the ending)

Inflexion – nouns, adjective, definite article, personal pronoun and verb

Middle English

Norman conquest - 1066 AD

Dialects of middle English – Northern, East Midland, West Midland and southern

Characteristics of middle English – grammatical

Changes, changes in pronunciation and spelling in 1150 – significant landmark in the history of English language.

French influence was dominant in middle English

“Over 10,000 French words adopted into middle English -A.C. Baugh

1. Early Anglo Saxon period – English was pure and unmixed

2. Earliest inhabitants of Britain – celts.

3. Most important foreign contributions to English were Latin, French, Scandinavian.

4. Modern English – analytic language

5. Old English → roughly phonetic in spelling

6. Treaty of Versailles – 1919 . French language gave place to English Language of world diplomacy in 1919.

Basic English designated by – C.K. Ogden

English – Unphonetic language

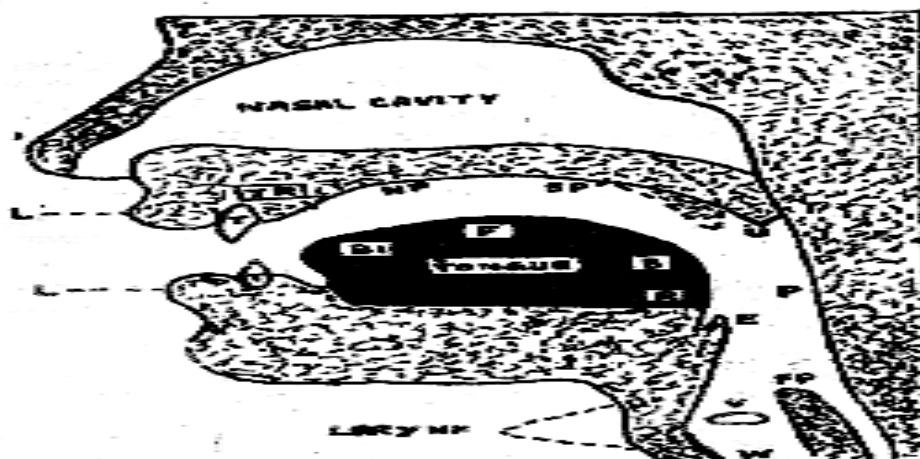
The production of any speech sound involves the movement of the air-stream mechanism. By altering the flow of air, one can produce different sounds.

Pulmonic Air-stream Mechanism

Speech sounds in general are uttered by releasing air out through the mouth or nose. Since lung air is pushed out in the production of these sounds, they are called *Pulmonic Sounds*. Since air is pushed out during this process, the mechanism involved is called *Egressive*. In almost all the languages, speech sounds are produced by the Pulmonic Egressive Air-stream Mechanism. All the sounds in English are produced this way.

The air-stream mechanism can also be Ingressive in which air goes into the lungs. When air is sucked in with the ingressive mechanism, sounds such as Implosives heard in some African and American-Indian languages, and clicks heard in Bantu languages like Zulu and Xhosa result.

ORGANS OF SPEECH



LL - Lips

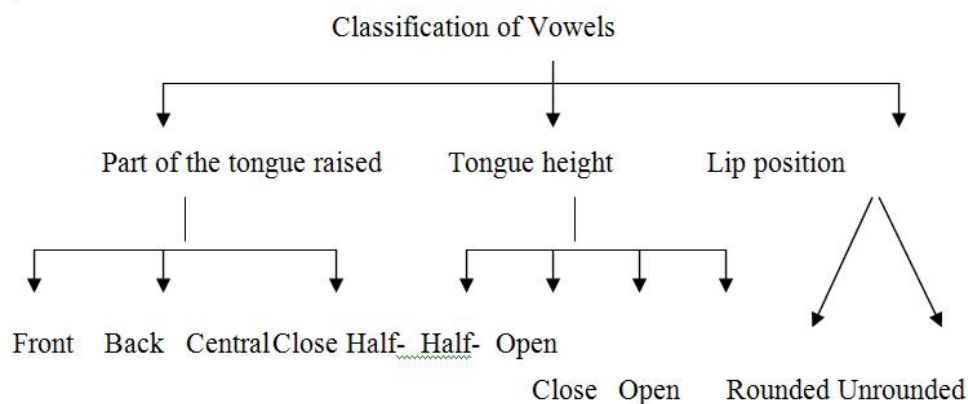
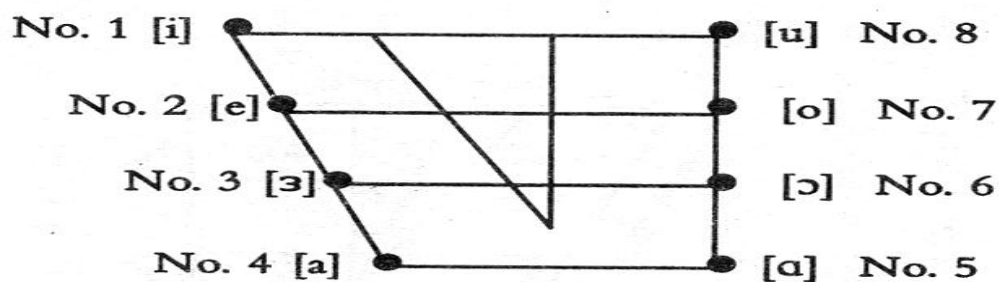
F - Front of the tongue

TT - Teeth

B - Back of the tongue

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This is a scheme devised by the British Phonetician, *Professor Daniel Jones*. He posited that eight vowels could be used as points of reference. With this framework, the vowel sounds in any language can be described. The reference points in the cardinal vowel system do not describe the vowels of any particular language. The basis of this system are the two extreme positions that the tongue can adopt. The area which can be felt by the tongue at its highest and lowest levels, and by its front and the back positions, is called the *Cardinal vowel area*.

Let us recapitulate**CARDINAL VOWELS**

Cardinal vowel No.1 represents the vowel sound produced with maximum tongue height. It is also a front vowel produced by the front part of the tongue raised towards the hard palate. No.5. represents the sound produced with the tongue as far back and as low as possible. The intermediary sounds are represented by No.2, No.3 and No.4, No.8. represents the highest point reached by the back of the tongue. In this position, the lips are rounded. Between No.8 and No.5 these are two

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/s/	Voiceless palato alveolar fricative
-----	-------------------------------------

/z/	Voiced palato -alveolar fricative
/ f /	Voiceless palato -alveolar fricative
/ z /	Voiced palato -alveolar fricative
/h/	Voiceless glottal fricative
/m/	Voiced bilabial nasal
/n/	Voiced alveolar nasal
/ n /	Voiced velar nasal
/r/	Frictionless continuant
/l/	Lateral
/ ts /	Voiceless palato-alveolar affricate
/ dz /	Voiced palato-alveolar affricate
/j/	Voiced front semi-vowel (glide)
/w/	Voiced back semi-vowel (glide)

English consonants with Examples	
/ p/	as in <i>pin, happy, cap</i>
/b/	as in <i>bin, bought, nip</i>
/t/	as in <i>tin, button, cut</i>
/d/	as in <i>din, border, road</i>
/k/	as in <i>king, pocket, park</i>
/g/	as in <i>gun, mango, jug</i>
/ts /	as in <i>chin, future, watch</i>

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	Adjective	
absent	/ 'absent /	/ 'absent /
combine	/ 'kambein /	/ 'kam'bein /
compress	/ kampres /	/ kam'pres /
concert	/ kcnsat /	/ kcn'sat /
conduct	/ 'kcndvkt /	/ 'kcn'dvkt /
consort	/ 'kcnsa:t /	/ 'kcn'sa:t /
contract	/ 'kcctrakt /	/ 'kcn'trakt /
convict	/ 'kcnvikt /	/ 'kcn'vikt /
desert	/ 'dezat /	/ 'de'zat /
digest	/ 'daidezest /	/ 'dai'dzest /
export	/ 'ekspc:t /	/ 'iks'pc:t /
frequent	/ 'frikwent /	/ 'fri : 'kwent /
import	/ 'impc:t /	/ 'im'pc:t /
object	/ 'cbdzikt /	/ 'ab'dzikt /
perfect	/ 'pa:fikt /	/ 'pa'fikt /
permit	/ 'pa:mit /	/ 'pa'mit /
present	/ 'presant /	/ 'pri'zant /
produce	/ 'prcdju:s/	/ 'prcd'ju:s/
progress	/ 'praugris /	/ 'pra'ugris /
project	/ pradzikt /	/ pra'dzikt /
protest	/ 'pratest /	/ 'pra'test /
rebel	/ 'rebl /	/ 'ri'bel /
record	/ 'rekad /	/ 'ri'kad /
refuse	/ 'refju:s/	/ 'ri'fju:s/

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like (p in). Phonetic transcription is also called '*Narrow transcription*'. It aims at accuracy and sharpness of the spoken realization of a sound.

(i) Given below are a few examples of both phonemic and phonetic transcriptions:

Word	Phonemic Transcription	Phonetic Transcription
cook	/kuk/	(khuk)
Two	/tu:/	(thu:)
pick	/pik/	(phik)
Kick	/kik/	(khik)

(ii) Transcription I-Practice

Given in the following pages are words, most of them monosyllabic, are their phonemic transcriptions, for practising contrasts in vowels and consonants, as well as for practice in Transcription.

1. Consonants – Consonant Contrasts

a. /f/ and /v/

fast /fa:st/

vast /va:st/

feel /fi:/

veal /vi:/

ferry /feri/

very /veri/

fan /faen/

van /van/

few /fju:/

view /vju:/

file /fail/

vile /vail/

fail /feil/

veil /veil/

leaf /li:f/

Leave /li:v/

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j. /V / and / C /

cut /kvt/

cot /kct/

cuff /kvf/

cough /kcf/

lust /lvst/

lost /lcst/

rung /rvn /

wrong /wrong /

k. /a: / and / c /

last /la:st/

lost /lcst/

glass /gla:s/

gloss /glcs /

balm /ba:m/

bomb /b m/

l. / c / and / au /

cot / kct/

coat /kaut/

dot /dct/

dote /daut/

got /gct/

goat / gaut/

rot /rct/

wrote /wraut/

cost /kcst/

coast /kaust/

m. /ai/ and / ci/

buy /bai/

boy /bc i/

tie /tai/

toy /t ci/

tile / tail/

toil / t c il/

bile /bail/

boil /b c il/

file /fail/

foil /f c il/

n. /i a / and / /

She loves *only roses*

Only she loves roses.

The above cited sentences reveal to us that there is an underlying pattern or rule which governs the word order in a sentence. Disorderly arrangement of words destroys the meaning of a sentence.

Look at the sentence given below:

1) I walked to the temple (Gives sense)

2) Temple I to the walked (Nonsense)

The first one is accepted as a sentence as the words are arranged in a proper order to give a wholesome meaning. The second one cannot be accepted as a sentence since the words are not arranged in order. It is nonsense, i.e., it conveys no meaning.

From the given example, it is clear that word order and a system of rules govern the construction of sentences and such sentences are grammatical.

Subordinate clauses may be classified by

1. Structural type or 2. 'function'.

C.1. Structural types

Structurally, there are three classes of subordinate clauses.

(i) Finite clause

In this type, the V element is a finite verb phrase.

Examples.

Because he is late.....

If you are late.....

Though he is late.....

(ii) Non-finite clause

In this type, The V element is a Non-finite verb phrase.

Example:

Having finished the homework.....

(iii) Verb less Clause

This type contains no V elements

Examples:

Though a rich man.....

When ripe, (the mangoes will be delicious)

Formal indicators of subordination

Given below is a list of words that indicate subordinate status of a clause. *After, [a1] though, as, because, before, if , once, since, that,*

The first three of the words have certain 'elements' attached to them. These elements are called "affixes".

"-in" carries a negative meaning

"-ible" carries a state of quality

"-es" expresses plurality

"-ing" denotes a sense of duration

"yes" does not possess any affix.

Thus "-in", "-ible", "-es", "-ing" and "yes" are morphemes.

Two Types of Morphemes

These are two types of morphemes- 1. Free Morphemes and 2. Bound Morphemes.

B1. Free Morphemes are units, which can stand by themselves as single words. They cannot be divided into smaller units or grammatical parts. They do not have affixes. They have only a base form which is also called as 'root' or 'stem'.

Door, Shirt, yes, come are examples of Free morphemes.

Free Morphemes can further be classified as

1. Lexical Morphemes
2. Functional Morphemes

Lexical Morphemes

All content words are lexical Morphemes Nouns, adjectives and verbs, form lexical morphemes. Lexical morphemes are listed as head words in a dictionary. Some examples for lexical morphemes are *flower, man, women, beautiful, sing, dance*.

Lexical Morphemes are treated as '*open class*' because new lexemes can be added to the language.

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c. /naeltfa/

d. all of these

39. The plosive, Fricatives and Affricatives combinedly give us how many consonants

a. ten

b. seventeen

c. nineteen

d. fifteen

40. The number of nasal consonants in English

a. six

b. three

c. four

d. five

41. 'How sounds are produced' is comes under umbrella of

a. manner of articulation

b. place of articulation

c. both

d. None of these

42. When nasal sounds produced _____ is completely closed.

a. glottis

b. nasal cavity

c. oral cavity

d. all of these

43. _____ is hardly produced when liquids are made.

a. glide

b. hissing

c. Friction

d. cavity

44. _____ sounds are produced when tongue is curled back.

a. stops b. retroflex c. nasal d. lateral

45. _____ are considered as phonological building blocks of words.

a. syllable b. morpheme c. phoneme d. all of these

46. The word that contain many syllables are said to be a _____.

a. tri-syllable b. mono-syllable c. di-syllable d. poly-syllable

47. Semi-vowels are also called _____.

a. vowels b. semi-consonants c. approximant d. consonants

48. Fortis production needs _____ force than that of lenis.

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LIC	Life Insurance Corporation
Lt. Col	Lieutenant Colonel
LTTE	Liberation Tigers of Tamil Eelam
M.A.	Master of Arts
M.Sc.	Master of Science
M.C.A	Master of Computer Application
M.N.C.	Multinational Company
M.Phil	Master of Philosophy
MBA	Master of Business Administration
M.Ed.,	Master of Education
NASA	National Aeronautics and Space Administration
NSS	National Service Scheme
NCC	National Cadet Corps
NOC	No Objection Certificate
NABARD	National Bank for Agricultural and Rural Development
NBT	National Book Trust
NTPC	National Thermal Power Corporation
NCTE	National Council of Teacher Education
NCERT	National Council of Educational Research and Training
NASSCOM	National Association of Software and Service Companies
OPEC	Organisation of Petroleum Exporting Countries
ONGC	Oil and Natural Gas Commission
ON IGS	On Indian Government Service
OD	On Duty
PIN	Personal Identification Number / Postal Index Number
PRO	Public Relation Officer

Examples :

1. Choose the suitable option to pair it with the word "kitchen" to form a compound word.
a) garden b) ground c) house d) stand
2. Choose the suitable option to pair it with the word "school" to form a compound word.
a) hall b) free c) bus d) fall
3. Choose the suitable option to pair it with the word "table" to form a compound word.
a) food b) spoon c) hole d) book
4. Choose the suitable option to pair it with the word "mouth" to form a compound word.
a) clean b) brush c) cross d) wash
5. Choose the suitable option to pair it with the word "sun" to form a compound word.
a) dress b) set c) wake d) law
6. Choose the suitable option to pair it with the word "pen" to form a compound word.
a) clip b) bell c) stand d) ink
7. Choose the suitable option to pair it with the word "play" to form a compound word.
a) ball b) garden c) hall d) ground
8. Choose the suitable option to pair it with the word "call" to form a compound word.
a) man b) toy c) car d) taxi
9. Choose the suitable option to pair it with the word "over" to form a compound word.
a) coat b) shirt c) frock d) shoe
10. Choose the suitable option to pair it with the word "under" to form a compound word.
a) table b) world c) day d) cost
11. Choose the suitable option to pair it with the word "stream" to form a compound word.
a) in b) at c) up d) with

12. Choose the suitable option to pair it with the word "bleaching" to form a compound word.

a) machine b) spoon c) free d) powder

13. Choose the suitable option to pair it with the word "walking" to form a compound word.

a) good b) stick c) book d) bird

14. Choose the suitable option to pair it with the word "dining" to form a compound word.

a) tray b) chair c) table d) bed

15. Choose the suitable option to pair it with the word "house" to form a compound word.

a) keeping b) walking c) eating d) study

16. Choose the suitable option to pair it with the word "foot" to form a compound word.

a) step b) down c) over d) note

17. Choose the suitable option to pair it with the word "hair" to form a compound word.

a) clean b) cut c) change d) scratch

18. Choose the suitable option to pair it with the word "dry" to form a compound word.

a) cleaning b) keeping c) caring d) charging

19. Choose the suitable option to pair it with the word "green" to form a compound word.

a) walk b) life c) house d) hall

20. Choose the suitable option to pair it with the word "alarm" to form a compound word.

a) watch b) clock c) light d) dress

Keys

1.a	2.c	3.b	4.d	5.b	6.c	7.d	8.d	9.a	10.b
11.c	12.d	13.b	14.c	15.a	16.d	17.b	18.a	19.c	20.b

9. Prepositios

A preposition is a word. It comes before a noun or a pronoun. Besides, it marks the relation between the noun or pronoun and the subject.

(ஒரு Preposition என்பது ஒரு வார்த்தை. அது ஒரு வாக்கியத்தில் ஒரு பெயர்ச்சொல்லுக்கு முன்போ அல்லது ஒரு பிரதிப் பெயர்ச்சொல்லுக்கு முன்போ அமைந்து அந்த பெயர்ச்சொல்லுக்கு / பிரதிப் பெயர்ச்சொல்லுக்கும், அவ்வாக்கியத்தின் எழுவாய்க்கும் இடையே உள்ள தொடர்பைக் குறிக்கும்.

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Eg: 1. She walks along the road
subject prep noun

2. He talks about you
subject prep pronoun

Note:

- i) முதல் வாக்கியத்தில் along (வழியே) என்ற preposition, road என்ற பெயர்ச்சொல்லுக்கும் We என்ற எழுவாய்க்கும் இடையே உள்ள தொடர்பை விளக்குகிறது.
- ii) இரண்டாவது வாக்கியத்தில் about (பற்றி) என்ற preposition, you என்ற பிரதிபெயர்ச்சொல்லுக்கும் They என்ற எழுவாய்க்கும் இடையே உள்ள தொடர்பை விளக்குகிறது.

Prepositions & Their Functions:

On/upon மேலே	It marks a surface, a day or a date. (மேற்பரப்பு, நாள், தேதியைக் குறிக்கிறது.) Eg: The book is <u>on</u> the table (surface) Menaka met them <u>on</u> the last Monday (day) Kumar was born <u>on</u> 08.06.1970 (date)
up மேலே	It marks upward movement. (மேல்நோக்கிய நகர்வைக் குறிக்கிறது) Eg: The woman climbs <u>up</u> a tree
down கீழே	It marks downward movement (கீழ்நோக்கிய நகர்வைக் குறிக்கிறது) Eg: Kavitha climbs <u>down</u> a tree.
for க்காக	It marks duration, purpose and help. (காலகட்டம், நோக்கம், உதவியைக் குறிக்கிறது.) eg: It has been raining <u>for</u> two hours. (duration) They pack our luggage <u>for</u> the tour. (purpose) I shall draw it <u>for</u> you. (help)
since யிருந்து	It marks starting time of an action. (செயல் தொடங்கும் நேரத்தைக் குறிக்கிறது.) Eg: They have been singing <u>since</u> 10 O'clock.
from யிருந்து	It marks starting place (கிளம்பும் இடத்தைக் குறிக்கிறது.) Eg: I come <u>from</u> Chennai.
to க்கு	It marks a reaching place. (சேருமிடத்தைக் குறிக்கிறது.) Eg: The bus goes <u>to</u> Madurai.
into க்குள்	It marks movement into a place or a reservoir. Eg: The students went <u>into</u> their class. I jumped <u>into</u> the well.

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by ஆல்	It marks 'doer' (செயலைச் செய்பவர்) in Passive Voice and approximate time of an action. (செயல் நடந்த (தோராயமான) நேரம்) Eg: The painting was drawn by Kaviya. We may reach home by 7 O'clock.
Near & beside அருகில்	They mark the location of a person, a thing near somebody / something. (அருகாமையைக் குறிக்கிறது) Eg: There is a tree near our house. Romiyo is seated beside Naresh.
In உள்ளே	It marks larger area, covered surface and year அதிகப் பரப்பு, சூழப்பட்ட மேற்பரப்பு, ஆண்டைக் குறிக்கிறது. Eg: I live in my village. The office is in Dharmapuri. My brother was born in 1968.
till வரை	It marks 'time – limit' of an action, செயலின் கால எல்லையைக் குறிக்கிறது. Eg: Please, wait here till 12 O'clock.
Over மேலே	- resting and covering, ஒன்றின் மேல் வேறொன்று மூடியிருந்தால் Eg: Spread a cloth over the table.
above மேலே	higher, (உயரே) Eg: The sun is above the horizon. We flew above the clouds.
upto வரை	- place limit, (இட எல்லை) Eg: They walked upto the bridge. He went upto the lake.
behind அப்பால்	-at the farther side of (அப்பால்) Eg: The boys always stands behind his mother.
round சுற்றி	- movement in a path (passing on all sides) எல்லாப் பக்கங்களிலும் செல்லும் பாதையில் நகர்வு Eg: The earth moves round the sun.
under கீழே	- Presence beneath a thing (ஒன்றின் கீழ் இருத்தல்) Eg: We are under a tree.

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before முன்னால்	- Presence/ movement in front of someone, something ஒருவர், ஒன்றின் முன்புறம் இருத்தல், நகர்வு Eg: There is a tree before our school. The boy walks before his parents.
after பின்னால், பிறகு	before a time /a person ஒருவன் / ஒன்றின் முன்னால் / பிறகு Eg: We went after him. Meet me after your meals.
along வழியே	It marks movement, நகர்வைக் குறிக்கிறது. Eg: The boy walked along the railway track.
at ல்	It marks time of action, place of action and town. நேரம், இடம், நகரத்தைக் குறிக்கிறது. Eg: We met him at 10 O'clock I saw her at the post office. Prem lives at Rajapalayam.
of உடைய	It marks possession உடைமையைக் குறிக்கிறது. Eg: He is the son of Prem. It is a bunch of grapes. Note: இங்கு a bunch of grapes என்பது ஒரு noun phrase பெயர்ச்சொற்றொடர்.
about பற்றி	It describes a person or a thing. ஆட்களையோ அல்லது ஒரு பொருளைக் குறிக்கிறது. eg: Nobody knows about Gandhij.

Examples :-1

- Everything falls to the ground earth's gravitational pull.
a. in addition to b. because of c. cause of
- The trial was conducted the procedure of law.
a. in accordance with b. due to c. despite of
- There is a temple right my house.
a. in back of b. apart from c. in front of
- As a of his hard work, he achieved the target.
a. instead of b. result of c. apart from
- Failure is often the negligence.
a. effect of b. consequence of c. reason of
- Children are given toys sweets on Children's day.
a. on top of b. in addition to c. due to
- The parents must be informed any indiscipline conduct of their wards.
a. because of b. in case of c. in spite of

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8. He didn't turn up his busy schedule.
a. consequence of b. due to c. except for
9. Global warming is the green house emission.
a. an effect of b. in spite of c. in addition to
10. several warnings, he continued to swim.
a. due to b. in spite of c. because of

Keys

1. b	2. a	3. c	4. b	5. b	6. b	7. b	8. b	9. a	10. b
------	------	------	------	------	------	------	------	------	-------

Examples :-2

1. We could not get help anyone.
a) from b) till c) in d) before
2. The people stood the road to watch the procession that go by.
a) across b) along c) on d) under
3. He built his hut the side of the lake.
a) on b) by c) at d) on
4. I agree your proposal
a) to b) with c) for d) into
5. He congratulated me my success.
a) on b) for c) at d) with
6. Contrary my instructions, he submitted his book without the assignment and was punished for his negligence.
a) to b) of c) at d) near
7. The work will be over this evening.
a) on b) by c) in d) of
8. Ravi stayed with his uncle six months.
a) since b) for c) about d) off
9. My uncle will visit me May.
a) at b) in c) on d) since
10. The cat hid..... the door.
a) over b) behind c) into d) from

Keys

1. a	2. a	3. b	4. b	5. a	6. a	7. b	8. b	9. b	10. b
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10. Tense-காலம்

காலம் (Tense) - நிகழ்காலம் (Present tense), இறந்தகாலம் (Past tense), எதிர்காலம் (Future tense) என மூவகைப்படும். ஒவ்வொரு காலத்திலும் கீழ்க்கண்ட நான்கு வகைகள் உள்ளன. அவை,

- i) Simple - சாதாரண வகை
- ii) Continuous - தொடர்
- iii) Perfect - முற்று
- iv) Perfect continuous - முற்றுத்தொடர்

காலத்திற்கு தகுந்தவாறு (Tense) காலத்தின் வகைகளை ஒரு எடுத்துக்காட்டுடன் பார்ப்போம். குறிப்பாக write என்ற வினைச்சொல், காலத்திற்கு தகுந்தவாறு எவ்வாறு நிகழ்காலத்தில், இறந்தகாலத்தில், எதிர்காலத்தில் மாறுகிறது என்பதை அட்டவணை மூலம் காண்க.

Tense காலம்	Simple எளிய வகை/ சாதாரணவகை	Continuous தொடர்வினை	Perfect முற்றுவினை	Perfect Continuous முற்றுத்தொடர்
Present Tense	I write	I am writing	I have written	I have been writing
நிகழ்காலம்	நான் எழுதுகிறேன்	நான்எழுதிக் கொண்டிருக்கிறேன்	நான் எழுதி இருக்கிறேன்	நான் எழுதிக் கொண்டு இருந்து இருக்கிறேன்.
Past Tense	I wrote	I was writing	I had written	I had been writing
இறந்தகாலம்	நான் எழுதினேன்	நான் எழுதிக் கொண்டு இருந்தேன்	நான் எழுதி இருந்தேன்	நான் எழுதிக் கொண்டு இருந்தேன்
Future Tense	I shall write	I shall be writing	I shall have written	I shall have been writing
எதிர்காலம்	நான் எழுதுவேன்	நான் எழுதிக் கொண்டு இருப்பேன்	நான் எழுதி இருப்பேன்	நான் எழுதிக் கொண்டு இருந்து இருப்பேன்

Present Simple:
take / takes; read / reads

The simple present tense is used in the following contexts.

To express a general truth:

- Birds fly.
- Animals run.
- Trains go very slowly uphill.

To express some habitual actions

- My father goes for a walk in the evening.
- I get up at six o'clock every day.

To denote a universal truth

- Honesty tastes sweet.
- The sun rises in the east.

Note: When the subject is third person singular we add 's' or 'es' to the main verb for simple present tense.

- I (we/you/they) walk quickly.
- He (she/it) walks quickly.

Keywords: generally, usually, often, hardly, rarely, every day.

Past Simple:

We use the past simple to refer to actions, thoughts or feelings finished before the time of speaking.

- I saw a thrilling football match yesterday.
- My uncle came here last Monday.

Future Simple:

will take / shall take / will see / shall see

It is used to express a simple future action.

- I shall see you tonight.
- The flight will take two hours.

Keywords : tomorrow, next week, next month.

Present Continuous:

is / am / are verb+ing

I am eating. She (he/it) is eating. You (we/they) are eating.

1. The present continuous tense is used to denote an action which is going on at the time of speaking.

- She is writing a letter now.
- Please don't shout. The baby is sleeping.

2. It is also used to denote a future action.

- The Governor is leaving for the States on Sunday.
- Are you playing for the Free Birds this year?

Keywords : now, at present.

Past Continuous:

was / were verb+ing

- I (she / he / it) was running fast.
- They (you / we) were running fast.

The past continuous is used to indicate an action going on at some past time.

- They **were working** in the field when the lightning struck.
- Rosy fell down while she **was climbing** the stairs.

Future Continuous:

will be verb+ing / shall be verb+ing

The future continuous is used to denote an action which will be going on at some future period.

- She **will be lecturing** at the college auditorium tomorrow.
- By this time tomorrow we **shall be writing** the English test.

Present Perfect:

have + past participle / has + past participle

- I (we / you / they) **have finished** the work.
- He (she / it) **has finished** the work.

The present perfect tense is used to indicate an action just completed and the consequence of which are still present.

- I **have already seen** this film. I have been to Ceylon.

Keywords : just, yet, already, so far.

Past Perfect:

had + past participle

1. It is used to describe a time before the past time being discussed.

I **had spoken** to the Secretary before the meeting began.

2. When two past actions happened, the action that took place first is denoted by past perfect.

- The thief **had escaped** before the police **came**.
- When we **reached** the airport the plane **had** already **left**.

Future Perfect:

will have + past participle / shall have + past participle

The future perfect denotes that a certain action will have been completed at some future period.

- They **will have finished** the work before sunset.
- I **shall have completed** all the assignments by the end of this month.

Present Perfect Continuous:

have been verb +ing / has been verb+ing

The present perfect continuous tense expresses an action that began sometime ago and is still going on without break and is not yet completed.

- She **has been writing** means. 'She was writing before and she is writing still'.
- I **have been working** here since 1988.

Keywords : since, for.

Past Perfect Continuous:

The past perfect continuous tense is used to express an action that had been going on for sometime previous to the point of time mentioned.

Examples :1

A subordinating conjunction joins a clause to another on which it depends for its full meaning.

Examples:

When he was crossing the road, he met with an accident.

இதில் when he was crossing the road என்பது ஒரு Subordinate clause ஆகும். இதில் வாக்கியம் முடியவில்லை. இவ்வாக்கியம் பின் வாக்கியத்தைச் சார்ந்துள்ளது. இதில் முதலில் வரும் when என்ற சொல் subordinating conjunction ஆகும்.

After, because, if, that, though, although, till, before, unless, as, when, where, while போன்றவை முக்கிய subordinate conjunctions ஆகும்.

Use a Suitable link word :

Time (நேரத்தை)குறிப்பின் When.

Eg :

When the cat is away, the mice are at play.

Reason (காரணம்)குறிப்பின் As.

Eg :

As it rains they will not continue the match.

Contrast (மாறுபாடு)குறிப்பின் Though/but

Eg :

Though we started early, we reached late.

Man proposes but God disposes.

She is rich yet/but she is humble.

Examples :

Choose the most appropriate linker from the given four alternatives.

1. Call me you need money.
a) so that b) in order that c) in case d) though
2. I forgot I had to meet the Principal.
a) whether b) that c) if d) until
3. It is raining. Take an umbrellayou will get drenched.
a) or else b) and c) but d) unless
4. They faced many hardships they are always cheerful.
a) although b) and c) nevertheless d) otherwise
5. Both the ministerthe officers visited the affected areas.
a) but b) and c) so d) as soon as
6. Jaya teaches not only English Science.
a) if b) though c) as d) but also
7. Either Raghu Bala will have to buy vegetables

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23. (Fowl / Foul) bird does not fly in the air. **Ans: Fowl**
24. She narrated series of(descrete / descree) events. **Ans: descrete**
25. She got from the bank. (loan / lone) **Ans: loan**
26. I am standing in the river (bank / bung) **Ans: bank**
27. He his pain. (bear / bare) **Ans: bear**
28. He speaks (aloud / allowed) **Ans: aloud**
29. She has a (son / sun) **Ans: son**
30. The boy is in health. (weak / week) **Ans: weak**

Examples:-2

1. We different types of phones in our shop.(sell/cell)
2. I had no he gave me a of advice(piece/peace)
3. The story told by the old man is not (credible/credulous)
4. They had dates for in the (dessert/desert)
5. He tried to information from the bootlegger who sells liquor.(illicit/elicit).
6. An.....scientist warned about the.....danger of nuclear war.(imminent/eminent)
7. The book for +2 is for containing unlawful ideas.(proscribed/prescribed)
8. He stood..... in a shop.(stationary / stationery)
9. Dravid is a cricketer in the country of India. (populous / popular)
10. The smuggler led a life in the forest.(luxuriant / luxurious)

1.sell,cell	2.peace, piece	3.credulous,credible	4. dessert, desert	5. elicit, illicit
6.eminent,imminent	7. proscribed,proscribed	8. stationery,stationary	9.popular, populous	10.luxurious, luxuriant

CORRECT SPELLING

கொடுக்கப்பட்டுள்ள வார்த்தைகளில் சரியான உச்சரிப்புகளை தேர்வு செய்து எழுத வேண்டும்.

Examples:-3

Choose the word that has been spelt correctly.

1. a) Efflorascence b) Efflorescence c) Efllorescence d) Eflorescence
2. a) Aliennate b) Allienate c) Alienate d) Alienatte
3. a) Forefiet b) Forefeit c) Forfeit d) Forfiet
4. a) Comemorate b) Commemorate c) Momemmorate d) Commemorate
5. a) Exampli b) Exampel c) Example d) Exampal
6. a) Psychology b) Sycology c) Psykology d) Sychology
7. a) Accessible b) Accesibel c) Accessible d) Acessible
8. a) Tresspass b) Trespass c) Tresspas d) Trespas
9. a) Argumant b) Arguemant c) Argument d) Argument
10. a) Aproched b) Aproached c) Appraoched d) Approached
11. a) Comentry b) Commentry c) Commentery d) Commentary
12. a) Coimmission b) Comision c) Comission d) Commision
13. a) Guerila b) Gurilla c) Gorila d) Gorilla
14. a) Pasanger b) Pessenger c) Pesanger d) Passenger
15. a) Tariff b) Tarriff c) Tarif d) Tarrif
16. a) Jewelery b) Jewellry c) Jwellry d) Jewellery

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11. 'one of the அல்லது one of these அல்லது each of the வந்தால் அதற்குப் பின் உள்ள வார்த்தையுடன் s சேர்த்து plural-ஆக எழுதுக.
12. One of the அல்லது one of these அல்லது each of the வந்து அதற்குப் பின்னால் உள்ள வார்த்தையுடன் s சேர்த்து வந்து அதற்குப் பிறகு are வந்தால் is எனவும் were-வந்தால் was-எனவும் மாற்றி எழுதுக.

Spot the errors and correct them.

1. (a). Chennai is one of the hottest city in Tamil Nadu.
- (b) A lot of questions has been omitted.
- (c) I am absent yesterday.
- (d) As the child fell down so it started crying.
- (e) Neither Ram nor his friends knows the answer.

Answers:

- a) Chennai is one of the hottest cities in Tamil Nadu.
- b) A lot of questions have been omitted.
- c) I was absent yesterday.
- d) As the child fell down, it started crying.
- e) Neither Ram nor his friends know the answer.

2. a) He has grey hairs.
- b) I prefer mangoes than grapes.
- c) Chennai is one of the hottest city in Tamil Nadu.
- d) The deer runs fastly.
- e) We discussed about the water problem at the meeting

Answers:

- a) He has grey hair.
- b) I prefer mangoes to grapes.
- c) Chennai is one of the hottest cities in Tamil Nadu.
- d) The deer run fast.
- e) We discussed the water problem at the meeting.

3. a) He is one of the cleverest student in the class.
- b) An university student has been injured in the accident.
- c) I have two sister-in-laws.
- d) The sceneries was enchanting
- e) Neither his parents nor Suresh know the truth.

Answers:

- a) He is one of the cleverest students in the class.
- b) A university student has been injured in the accident.
- c) I have two sisters-in-law.
- d) The scenery was enchanting.
- e) Neither his parents nor Suresh knows the truth.

4. a) The cat drink milk.
- b) Despite of his riches, he is unhappy.
- c) I told him I can come.
- d) Arun is senior than Varun.
- e) We met an European yesterday

Answers:

- a) The cat drinks milk.
- b) In spite of his riches, he is unhappy.

We	-	thus வரும்
have	-	had வரும்
she	-	my purse - her purse
he	-	my purse - his purse

II. INDIRECT SPEECH TO DIRECT SPEECH:

(அயற்கூற்றை நேர்கூற்றாக்குதல்)

Indirect Speech to Direct Speech is just the 'reverse' of Direct to Indirect.

Changes:

Statement – செய்தி வாக்கியம்	Interrogative sentence- கேள்வி வாக்கியம்
told - - said to said - - said that - - removed comma, quotation – added	asked - - said to if / whether - - removed S + V + Order - V S ? Order
Imperative sentence- கட்டளை வாக்கியம்	Exclamatory sentence - வியப்பு வாக்கியம்
requested - - said to please - - added not to - - Don't	exclaimed exclaimed with joy exclaimed with sorrow Alas!, Hurrah! - added

Tense change - கால மாற்றம்

Simple Past	- Simple Present
Past Continuous	- Present Continuous
Past Perfect	- Present Perfect
Past present. Continuous	- Present Perfect Continuous.
Past (Modal forms)	- Present (modal forms)

Changes: காலமாற்றம்**Tense Change**

Simple Present	Simple Past	Simple Past	Past perfect
Is, am & it	was	was, were	had been
Are	were	wrote	had written
Do, does	did	sang	had sung
Have , has	had	thought	had thought
Write	wrote	broke	had broken

Keys

- a) b b) c c) d d) a

2. Most people have some common sense. When we see something suspicious on TV, in the newspaper, or on the Internet, we roll our eyes and wonder how anyone could believe something so stupid. Nevertheless, there are stories that even educated people still believe. These tales may or may not be true, but they leave us wondering whether they are real or not. On National Geographic Channel, these stories are dissected in full detail in the series *Is It Real*. Thousands of years ago, aliens landed on Earth. They tampered with the evolution of humans and the results of this can be seen practically everywhere. Sound ridiculous? Not to some people. Believe it or not, there are those who believe that alien astronauts had a hand in making the human race what it is today. Travel back in time with *Ancient Astronauts* and visit our "alien ancestors."

In the autumn of 1888, Jack the Ripper roamed the streets of London's East End. After his reign of terror was over, five women had been butchered. To this day, the mystery of who slaughtered these ladies remains unsolved. No one knows for sure, but the truth may be revealed on Jack the Ripper. Vampires. Just the thought of these fictional beasts is enough to make your blood run cold. While we may think that they only come to life in books and movies, vampires are actually based on real people. Historians, folk artists, scientists, and doctors all work together to investigate the plausibility of Vampires. Take a bite into this juicy mystery on Vampires.

No other channel can offer this type of programming other than National Geographic Channel. In this unique series, they've stripped away 12 myths that have stood the test of time to expose the truth and find out the answer to the question, *Is It Real?*

Questions:

- a. What type of person would believe these stories?
 - a) Anyone with a fear of ghosts b) A person without any common sense
 - c) Anyone with a bit of imagination d) Only educated people
- b. Who was Jack the Ripper?
 - a) A notorious actor in London's East End theater district
 - b) A name assigned to a famous butcher
 - c) The moniker given to an unknown murderer
 - d) The serial killer of hundreds of women in the 1800s
- c. The truth about vampires may be known because _____.
 - a) a novelist is looking into it
 - b) different people in different fields are weighing in on it
 - c) there's new evidence that can prove their existence
 - d) National Geographic Channel knows the truth
- d. What is the purpose of this series?
 - a) To uncover the details about a series of murders
 - b) To solve well-known crimes
 - c) To hide the truth about fairy tales
 - d) To take apart stories that people believe

Keys

❖ The S- O-S Method

Current trends in English Language Teaching

- i) Communicative Language Teaching (CLT)
- ii) Activity Based Learning (ABL)
- iii) Active Learning Method (ALM)

Methods in English Language Teaching

a) Grammar Translation Method

- (i) It approaches the language first through detailed analysis of its grammar rules.
- (ii) Grammar is taught inductively

b) The direct method

- (i) The theory underlying this approach is behaviourist habit – formation.
- (ii) "Speech habits are cultivated by imitative drill"
- (iii) "It teaches grammar inductively".

c) The Bilingual Method.

- ❖ This method was developed by Dr. CJ Dadson.
- ❖ The method makes use of two languages – the mother tongue and the target language.
- ❖ This can be considered a combination of the Direct Method and the Grammar - Translation Method.

d) The S-O-S Approach / Method

(The structural - oral – situational approach)

An eclectic approach evolved through the combination of certain aspects of the Direct Method, the Oral approach and Audio lingualism came to be known SOS (Structural - Oral – Situational Approach) in India.

current trends in english language teaching

1. Communicative Language Teaching (CLT).

The focus was on

- ❖ what the learner needed to understand and express through the target language
- ❖ and not on the accumulation of grammatical items and structures.

2. Activity Based Learning (ABL)

- ❖ Learning through activity
- ❖ Separate logos are assigned for each learning activity
- ❖ Names of vehicles are selected as Logos for English.
- ❖ Same logos are given for the same kind of activities.
- ❖ These logos are distributed in the milestones.
- ❖ The initial milestone in each standard is termed as zero milestone.
- ❖ These zero milestones are for making the children ready for learning- A minimum of 10 days can be spent to complete each milestone in each standard.
- ❖ The zero mile stone in the II Std is to revise what they have learned in their I standard.

2. Active Learning Method (ALM)

- ❖ Strategies promoting activities that involve students in doing things and thinking about what they are doing may be called active learning.
- ❖ This means that instead of simply receiving information verbally and visually, students are receiving and participating and doing.
- ❖ Students are guided to draw Mind maps about what they learn.

Types of Reading in Alm Method

- ❖ Self Study

- ❖ Poetry is highly rhythmic in character.
- ❖ Every poem is surely and invariably a piece of literature.
- ❖ The process of teaching the poem can be in three main stages.

- (i) Preparation
- (ii) Presentation
- (iii) Discussion

A poem should contain:

- ❖ Theme every poem focusses on one idea or message (the theme in the above poem is that of gratefulness to God in times of adversity).
- ❖ Structure -a poem can be built around an object, incident, person, scene or an experience (here it is an experience).
- ❖ Imagery and Symbols - inanimate and animate objects stand for or represent something (here 'eyes ' refer to the sense of sight, 'ears' to the auditory sense, *tongue' to the power of speech).

- ❖ Rhyme and Rhythm – this is what lends music to the ears (here the last words in the couplets have rhyming words).

4. TEACHING GRAMMAR & COMPOSITION

Types of Grammar

1. The formal Grammar
2. The functional Grammar

1. Formal Grammar:

- ❖ Here the grammarians forgot that language is ever changing and ever growing.
- ❖ It is also called Prescriptive Grammar.'
- ❖ Spoken English is largely ignored. Main focus is on corrections.
- ❖ The rules that were applied to English were directly taken from Latin and Greek and imposed on the language.
- ❖ This grammar classifies words into parts of speech and sentences Here reading and writing are the basic skills considered essential.
- ❖ This grammar consists of elaborate rules, definitions and the structure of the language and not their total meaning as a piece of communication.

2.Functional Grammar:

- ❖ It is also called the "Incidental Grammar".
- ❖ It deals with the ability to use the language grammatically ie acceptable form of words, pattern of phrases, sentences, sounds, stress, rhythm, intonation, etc.
- ❖ is the grammar in operation.
- ❖ Here the rules of language are set but change in those rules is allowed.
- ❖ Here the focus is on appropriate utterances rather than on grammatical sentences.
- ❖ Here language learning is the first concern of the learners and knowing the rules and regulations comes next.



1.Oral Composition
 (i)Free Composition
 (ii)Controlled
 (or)
 Guided Composition

2. Written Composition
 (i) Free composition
 (ii)Controlled
 (or)
 Guided Composition

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