



GAYATRI VIDYA PARISHAD COLLEGE OF ENGINEERING (Autonomous)

Approved by AICTE, New Delhi and Affiliated to JNTU-Kakinada

Accredited by NBA & NAAC with "A" Grade with a CGPA of 3.47/4.00

DEPARTMENT OF ENGLISH
B. Tech. Semester II
Reading and Writing Skills
Lecture Schedule

Course Details:

Course Title	English Reading and Writing Skills		
Course Code	: 15HE1101	L T P	4 0 0 3
		C	
Program:	: B. Tech.		
Specialization:	: Common to all branches		
Semester	: I/II		
Prerequisites	: Basics of English up to +2 level		
Courses to which it is a prerequisite	: N/A		

Assessment Methods:	Assignment / Quiz / Seminar / Case Study / Mid-Test / End Exam
----------------------------	--

Sl. No.	Week	No. of Lectures/Hours	Topic(s)
1	1	1	The Story of Insects : Reading, Discussion
		2	The Story of Insects
		3	The Story of Insects
		4	The Story of Insects
2	2	5	Bringing up Boys & Girls: Discussion on Reading, writing
		6	Bringing up Boys & Girls
		7	Bringing up Boys & Girls
		8	Reading Comprehension: Multiple choice questions
3	3	9	Polonius Advice – Explanation & exercises
		10	Polonius Advice – Explanation & exercises
		11	Vocabulary Building: Exercises on prefixes, suffixes
		12	Vocabulary Building: One-word substitutes
4	4	13	Unity of Minds: Lecture,
		14	Unity of Minds: Lecture,
		15	On his Blindness - Explanation
		16	On his Blindness – Exercises and presentations
5	5	17	Cultural Variation & Change - Lecture
		18	Cultural Variation & Change - Lecture
		19	Cultural Variation & Change – Textual exercises
		20	Lesson Summarization - written/ oral activity

6	6	21	Grammar: Tenses
		22	Grammar: Tenses
		23	Grammar: Tenses
		24	Grammar: Concord
7	7	25	Three years she grew in sun and shower - Explanation
		26	Three years she grew in sun and shower - Explanation
		27	Three years she grew in sun and shower – Critical appreciation
		28	Three years she grew in sun and shower – Discussion on Vocabulary
8	8	29	Advertising in the Media – Lecture
		30	Advertising in the Media – Lecture
		31	Writing catchy captions/slogans and presentations
		32	Writing catchy captions/slogans and presentations
9	9		Cycle Test – 1
10	10	33	Grammar: Articles – explanation and exercises
		34	Grammar: Prepositions: explanation and exercises
		35	Paragraph Writing strategies and practice
		36	Technical Description-Process, Object
11	11	37	A Special Kind of Blessing - lecture
		38	A Special Kind of Blessing - lecture
		39	Essay writing – strategies – lecture and practice
		40	Essay writing - practice
12	12	41	Techniques of Solving Crimes – lecture
		42	Techniques of Solving Crimes – lecture
		43	Techniques of Solving Crimes – textual exercises
		44	Story telling/ narration of incidents.
13	13	45	La belle Dame sans merci - Lecture
		46	La belle Dame sans merci - exercices
		47	La belle Dame sans merci – critical analysis
		48	Listening Comprehension test
14	14	49	Précis writing – explanation & practice
		50	Précis writing - practice
		51	Letter writing – Explanation & practice
		52	Letter writing - practice
15	15	53	I Have a Dream – Explanation/ lecture
		54	I Have A Dream - lecture
		55	An Introduction - Explanation
		56	An Introduction – Critical Interpretation

16	16	57	Note-Making and Taking practice
		58	Grammar: Simple, Compound & complex sentences
		59	Grammar: Simple, Compound & complex sentences
		60	Grammar: Simple, Compound & complex sentences
			Cycle Test – 2
			<i>End Exam</i>

Unit-I

10 Lectures

1. Story of insects(3lectures)
2. Bringing up of boys & girls(2lectures)
3. Polonius advice to his son (3lectures)
4. Vocabulary- prefix- suffix, one-word substitute(2lectures)

1. Story of insects

Expected questions:

1. Insects are beneficial to mankind both as predators and parasites. Justify.
 2. What can we learn from insects?
 3. What are the points of comparison between insects and human beings?
 4. Insects are the only rivals of humans. Do you agree?
 5. What are the exceptional qualities of insects?
 6. What are the different methods to control insects?
-

Can you guess!!!!

1. Who are the first inhabitants of earth?
 2. Which animal carries fifty times of its weight?
 3. After nuclear winter, which animal can survive?
 4. Which is the most beautiful and ugly insect according to you?
 5. Name insects which make human life possible
 6. Do you know if honeybees are wiped out within four years human race will vanish from the face of the earth...
-

Summary:

This is a beautiful chapter which throws light on the most silent and most neglected species of the world. 7000-10000 kind of insects are discovered every year.

Love-hate relation_– We love insects because they pollinate on flowers, give honey, same as food for many forms of life. We hate them-as they annoy us bite, infect us with deadly diseases, damage our crops, etc.

Miracles on earth – They are most intricate and unique creation on earth. They raise crops, keep cattle, they are carpenters, they are slaves, masters, they wage war too!!!

Varieties – They are countless in variety. They are of all colours, shapes, and sizes. 0.25mm is the smallest one while 25cm is the largest one the goliath beetle.

Successful – They need little food, little space and they can adapt themselves to the harshest weather conditions. Their needs are less and few.

Skeleton – Their exoskeleton keeps them safe.

Wings – Their wings help their movements.

Progress – They multiply fast producing several generations during a season.

Methods of control –

1. Quarantine- preventing insects from entering a country
 2. Cultural- By using better farming methods.
 3. Biological-using predators and parasites or diseases to check pests.
 4. Chemical- By using pesticides
-

ENGLISH IS FUN

1. Writing and speaking activity- Given a chance, which insect would you like to be?
2. Video on insects- National Geography

2.BRINGING UP OF BOYS & GIRLS

Expected questions:

1. Discuss gender-neutral socialization. How can you avoid gender discrimination?
 2. What is gender specific socialization.
 3. What methods can be adapted to create a gender neutral world?
-

Can you guess?????

- What were your toys in your childhood?
 - What was the usual colour of your dress?
 - How does your father/mother treat you?
 - What do your parents expect from you?
-

Summary:

- Do you find any difference between the language of your father and language of your mother?
- Women is not born she is made -Simone de Beauvoir
- Female-feminine –feministic. Difference between these terms.

- Mamma boys-Macho image Who are mammas boys? What is Macho image?

Mammas: boys are not allowed to cry; thus they become prone to cardiac problems at a later stage bottling up their hurt feelings.

Macho – Internet and media projects a very distorted version of a male. Thus burdening men with the need of building a wrong image of themselves in society. Six pack and animal strength is shown as extolled whereas politeness and decency are relegated to insignificance.

Girl – Girls are expected to be polite and give more importance to looks than brains. Their self worth is more about external appearance than inner richness of character.

Toys – Boys are given cars and guns while Barbie dolls are given to girls. This kind of social conditioning creates a very cruel society which paves way for honour killings, dowry deaths, rapes thereby making life hell for both genders.

Gender neutral society- should be created by breaking stereo types and offering ample scope for new things. Instead of teaching martial arts to girls we can teach our boys how to behave properly.

ENGLISH IS FUN

1. Role play- A typical scene in a house hold- arguments regarding --choice of career, outings, dress, marriage

3. POLONIUS ADVICE TO HIS SON: -

Expected questions:

1. Do you think the words of wisdom by Polonius are useful to Laertes?
 2. What is the significance of Polonius advice to Laertes?
 3. What LIFE-SKILLS does Polonius impart to his son Laertes?
-

Can you guess?????:

- Is there anything you learnt from your mom and dad? Give two examples.
 - Should we always follow our parents' advice?
 - Can there be any absolute principles to guide our lives?
 - Who was author of 'Hamlet' which is now filmed as 'Haider' in Hindi? Could you learn anything from the movie?
-

Summary:

- This is a beautiful extract from Hamlet which offers lessons which all of us can emulate.

- Shakespeare, the greatest Elizabethan dramatist of England, the author of Hamlet, Macbeth, King Lear, Othello, as you like it, Julius Caesar penned dramas which are of timeless beauty and matchless wisdom. His comedies are peerless in style, his tragedies probe the deeper questions of life, historical plays reflect perennial wisdom. They transcend the time of space. That's why we read and enjoy his plays even now.
- This poem is an extract from the play Hamlet Act|SC-3. These lines are uttered by Polonius. He gives a piece of fatherly advice to his young son who is leaving for higher studies in France.
- Speech: He advises his son to think, ponder brood and filter his thoughts before he expressing them.
- Friends: Choosing friends- He can be friendly but not indecent or coarse with friends. Choosing them should be a slow process. But after selecting the right person. We should not let them go. They should be "grappled with hoops of steel".
- Quarrel: One should not invite quarrels or conflicts but if one is dragged into a conflict, one should emerge a winner.
- Listening and speaking: One should listen more and speak less which eventually leaves us wiser and peaceful. We should be open to take every opinion. But it is good not to express one's opinion in haste.
- Habits: Our habits should match our resources. One should tailor one's habits according to his means or income. Financial discipline is mandatory for a balanced life.
- Apparel/Attire/Dress one should not be gaudy or fanciful. Decent and comfort should be the criteria while selecting dress or clothing. Shakespeare gives the reference of France where people give lot of attention and importance to dress.
- Lend or Borrow: If we want to maintain good relation with everyone, we should not lend or borrow money, as money devastates human relations. When we lend money we lose money as well as friend. Relations become bitter. Money distances friends. It creates wide gaps between people who were friendly erstwhile.
- Truth: Truth must be given primary and ultimate importance. One should be truthful, honest to oneself, then he can be truthful to the world- self- knowledge gives the knowledge of the world around us. Only truth can give an integrity to our character.

English is fun

1.Role play b/w Father and son ...dialogue in the modern times

2.video- A movie clip of Hamlet [analysis of Elizabethan and modern English]

English: UNIT-II (10 Lectures)

1. Unity of minds (2 lectures)
2. On His Blindness – John Milton (1 lectures)
3. Cultural Variation and Change (2 lectures)
4. Grammar: Tenses & Concord (5 lectures)

Unity of minds ---- Abdul Kalam

Things to ponder:

- Why do we need unity in social life?
- Can you tell a story from your childhood about unity?
- What is meant by “Unity in Diversity”
- Can you name a Muslim statesman and scientist who truly represents Indian spirit?

Summary:

- This chapter is a speech delivered by A P J Kalam on 15th August, 2002.
- This is one of the two speeches prescribed, the second being ML King’s “I have a dream”.
- First Vision: Kalam refers to our freedom movement as the first vision. Political freedom was possible because every Indian was united by the same vision and mission.
- Second Vision: his second vision is to gain economic freedom i.e. eradicating poverty, illiteracy, and unemployment. India can claim to be truly free only after economic freedom.
- Solving Kashmir problem, water management, emulating Sarabhai, Patel and Gandhi, MP’s becoming role models for masses --- these are these steps to be taken to make the second vision come true.
- Kashmir , a political wound must be addressed; desalinating, rain harvesting, networking of rivers, and water recycling; tolerance of Gandhi, strength of Patel, scientific acumen of Sarabhai--- all these can spur India to become a developed country.

Discussion Questions:

1. Why do we need a second vision? How is it related to the unity of minds?
2. Discuss how the second vision follows the first vision?
3. Describe Kalam’s vision of a developed India.
4. What is the role of the members of Parliament in realizing the second vision?
5. Identify the outline of Kalam’s speech.

On His Blindness – John Milton

Things to ponder:

- Who is your favourite poet and which is your favourite poem?
- What is the best way to serve God?
- Who is Milton and what is his magnum opus?

Summary:

The poem 'On His Blindness' is a sonnet written by John Milton on his becoming blind. Milton deviated from the tradition of Shakespearean sonnet and revived petrarchan form of one octave (of eight lines) followed by a sextet of six lines.

The poet expresses his feelings when he became blind. The whole world appeared dark and he could not venture to write poetry any more. He feels that the poetic talent which he was bestowed with, is a gift of God. But this gift is said to have disappeared due to his blindness.

Firstly, the poet says that the god has taken away his gift making it useless, but soon he realizes that God does not expect the services any individual. He feels that there are thousands of angels ready to do any service to God crossing lands and oceans without rest. Milton feels that though he could not proceed with his poetic talent writing hymns praising the lord, he can do the service to God by his strong faith in Him. He clearly expresses it saying that those who stand and wait also serve him best.

Discussion Questions:

1. What is a sonnet and how does Milton deal with tradition of a sonnet in his poem 'on his blindness'?
2. How does this poem inspire you to face life's challenges?
3. What according to Milton is the best way to serve God?

Cultural Variation and Change

Things to ponder:

- Name two festivals which we have adopted from north India and the West?
- Give examples of food, dress, and habits of your friends which are different from yours.

Summary:

- Culture is a collage of material and non-material aspects.
- Material culture refers to the goods, objects, tools, cloths, buildings, and weapons.
- Non-material culture --- customs, values, traditions, attitudes, knowledge, arts are few examples of non-material aspects of culture.
- Cultural variation ---- time, education, technology, social status, class, gender are responsible for variations of culture.
- Cultural change --- generation gap, changing needs, impact of west, craving for comfort – all these are responsible for cultural change. Sometimes social debates also trigger change for example, LGBT rights and live-in relationships, ban on smoking in public.

Discussion Questions:

1. Cultures change over time. --- justify the statement with considerable changes that you noticed in any culture of your knowledge.
2. How is technology responsible for change in culture?
3. What are the factors that contribute to cultural variation?

Tenses:

I. Present Tense:

		Uses	Examples
1	Simple present	Universal truths And Habits	1. The rises in the east 2. I wake up daily at 6 am in the morning
2	Present Continuous	Actions in progress	We are playing chess now.
3	Present Perfect	Actions just completed	They have just arrived.
4	Present Perfect Continuous	Actions started in the past and continuing at present with the mention of time	I have been living in this house for the last six years.

II. Past Tense:

		Uses	Examples
1	Simple past	Actions completed in the past with the mention of the time.	He completed his work yesterday
2	Past Continuous	Actions in progress at given time in the past	We were playing chess yesterday evening.
3	Past Perfect	Action completed before the completion of another past action.	When I reached the railway station, the train had left the platform.
4	Past Perfect Continuous	Actions in progress at the given time in the past with the mention of the duration of the time.	I had been reading in the library for two hours yesterday evening when my friend called me.

III. Future Tense:

		Uses	Examples
1	Simple future	Actions expected to be held in the future	I shall meet you tomorrow
2	Future Continuous	Actions in progress at a specific time in future	Tomorrow, we will be writing the exam in the afternoon
3	Future Perfect	Actions expected to be completed by a specific time in future	Tomorrow, by the time you meet , I will have completed all my work.
4	Future Perfect Continuous	Not in vogue	—

Concord:

Subjects and verbs must agree in number. This is the cornerstone rule that forms the background of the concept.

Example:

1. The *dog growls* when he is angry.
2. The *dogs growl* when they are angry.

Some Rules:

1. If two subjects are joined by *and*, they typically require a plural verb form.
 - The cow and the pig *are jumping* over the moon
2. If one of the words *each, every, or no* comes before the subject, the verb is singular.
 - *No smoking or drinking is* allowed.
 - Every *man and woman is* required to check in.
3. If the subjects are both singular and are connected by the words *or, nor, neither/nor, either/or*, and *not only/but also* the verb is singular.
 - *Jessica or Christian is* to blame for the accident.
4. The singular verb form is usually used for units of measurement or time.
 - Four *quarts of oil was* required to get the car running.
5. Indefinite pronouns typically take singular verbs. *
- *Everybody wants* to be loved.
6. If two infinitives are separated by *and* they take the plural form of the verb.
 - *To walk and to chew gum require* great skill.
7. Collective nouns like herd, senate, class, crowd, etc. usually take a singular verb form.
 - The *herd is* stampeding.

UNIT-3 (10 Lectures)

1. Three Years She Grew in Sun and Shower (3 Lectures)
2. Advertising on the media (2 lectures)
3. Articles and prepositions (2 lectures)
4. Paragraph Writing, Technical Description-Process & Object (3 Lectures)

Three Years She Grew in Sun and Shower

- William Wordsworth

Things to ponder

1. Romantic poets.
2. An introduction to Wordsworth, John Keats and Shelley.
3. Pantheism in Wordsworth's poetry.
4. Autobiographical element in the poem.

Summary

William Wordsworth's poem "Three years she grew in sun and shower," sometimes titled "The Education of Nature," is usually considered one of the so-called Lucy poems—that is, poems written about an ideal female (whether partly real or wholly imagined) for whom the speaker feels great affection.

As Michael Mason notes in his annotated edition of the Lyrical Ballads (a collection of poems by Wordsworth and his friend Samuel Taylor Coleridge, in which this text first appeared), the poem is difficult at first to interpret, mainly because of the word *take* in line 4. At first, the word may seem to suggest that Nature "take[s]" a three-year-old girl in the sense of causing the girl to die. As Mason points out, however, this potential interpretation is undermined by subsequent details. The phrase "I to myself will take" (4), then, seems to mean something like "I myself will show special favour to" or "I myself will adopt." Once the phrase is read this way, the poem makes much better sense.

Wordsworth testified his true attitude of nature. According to him, nature is heavenly spirit who has the combined qualities of a mother and a teacher. The poem observes how mother-nature raised Lucy, moulded and shaped her life till she becomes a fine young lady.

From the day she was born till the day she was three years old. Lucy grew under the light and the heat of the sun and the showers of the soft summer rain. The nature said that there was no flower lovelier than Lucy that has ever been born on earth; here Lucy was compared with flower, because of her beauty and the natural way in which she was bringing up. Mother's Nature decided to take full charge of nature's own ideal.

Nature would be to Lucy a source of inspiration for both law and impulse, inspiring emotions and Lucy was learning about the secrets of mountains and plains, and wisdom of the earth and heaven, in glade; a clear open space and bower, shady space under the tree. She would learn to feel an over seeing power to rouse and control.

Lucy would be playful and merciful like a young deer with that wild and timeless joy, full of energy to go high up as the water spring on top of the mountain; a source of a river. She would also learn to be silent and calm with the silent inanimate objects of nature. The silent floating clouds that pass by would lend their dignity and grandeur to her. She would learn modesty from the curved branches of the willow tree. The strong movement of the storm symbolises power and gracefulness. Lucy would learn to be powerful and graceful like the storm at the same time. Yet in silence, she would ultimately be moulded into a fine young lady.

In this process, she would someday display all her beauty like stars in the sky on a midnight she would be loved and close to them and would listen carefully in many secrets of nature. The secret places where the rivulets dance their wayward round with their streams of clear rushing water. Their beauty was born with a soft murmuring sound that would beautify her and make her face beautiful. The vital nourishment in her to a grandeur height. As long as Lucy dwells with Mother's Nature in this joyful valley, she would shape Lucy's thoughts to the height of maturity.

At last Mother Nature spoke and said that the work of educating Lucy was finally done. How soon was Lucy's race in her life's journey run? Lucy's duration of life was compared to a race which has a beginning and an end. When she died all that she left to the narrator was the heath; barren land, the calm and quiet scene. The memory of what would always be perhaps suggestive to the fact that this work of nature would never be repeated in future.

Discussion Questions:

1. Write a note on Wordsworth as a poet of nature.
2. How can nature be the best educator? What can be learnt from nature?
3. How does nature nurture Lucy?

ADVERTISING IN THE MEDIA

Things to ponder

1. Discussion Favourite advertisement.
2. Discussion on different types of advertisements.
3. Advertising as a necessary evil.

Advertisement is a common feature of media. Advertisement makes up the majority of the content, where the media can earn a huge amount of money. To attract the attention of the audience, the advertisers use different strategies. The main aim of an advertisement is to provide information about a product or service in order to influence the audience to buy that product or service. The advertisers provide a very little information about the product or service

because of the competition among the product advertisers. Most of the advertisers design the advertisements to create an image, which appeals to the audience desires and tastes rather than providing information.

Some of the features which attract audience to buy the product or service are: one is eye-contact. Models used in the advertisements look directly into the camera and make the viewer to feel more involved. The other strategy/feature is close photographs which attracts and influence the audience.

Usage of colours in advertising a product is also an important feature in designing an advertisement for a product. Bright, bold colours create different impressions on the viewers. Another strategy in advertisements is to feature famous or glamorous people wearing or using the product. The language as well as pictures also plays a vital role in designing advertisement of a product.

Discussion Questions:

1. What are the different strategies used in the advertisements?
2. What is a “blink ad”, “snack-proof” and “zap-proof” advertisement?
3. Who are the target audience for advertisements? Why?

ARTICLES

1. What is an article?

There are two types of articles, definite and indefinite. However, in your choice about whether to use an article, or which one to use, you have four possible choices: the, a, an, or no article.

‘the’ is known as the DEFINITE ARTICLE

‘a’ and ‘an’ are INDEFINITE ARTICLES

no article is sometimes referred to as ZERO ARTICLE

2. Some basic rules for using articles

The first thing you need to decide is whether the noun is countable or uncountable

Countable nouns in English are usually those that can take a plural form (e.g. lecture, lectures, essay, essays, student, students).

Uncountable nouns in English usually do not have a plural form. They include names for languages, subjects (biology, economics, history), solids (iron, coal), liquids (water, oil), gases (oxygen, hydrogen), powders (sugar, flour). However, some nouns can be both countable and

uncountable, depending on the context or meaning. This group includes words like paper, discipline, space. If you are unsure, most learner dictionaries (e.g. Oxford Advanced Learner's Dictionary of Current English) will indicate whether a noun is countable or uncountable.

Rules for using the indefinite article (a/an)

1. The indefinite article (a, an) cannot be used with uncountable nouns or with plural nouns.
2. Use 'an' if the word immediately after the article begins with a, e, i, o or u, except where the 'u' is pronounced like a 'y' (e.g. an apple, an egg, an interesting result, an odd couple, an umbrella, BUT a university).
3. Use a, an when you first mention a singular countable noun.
4. Use zero article when you first mention a plural noun or an uncountable noun.

The definite article (the) can be used for specific references to countable nouns

Rules for using the definite article (the)

1. Use 'the' for the second and subsequent references to an item. The item could be explicitly referred to, or implied (e.g. The committee has approved a new policy. The policy...) (A survey was administered to... The results showed that...)
2. Use 'the' when you use 'most' as the superlative form (e.g. The most critical step is...)
3. Use 'the' when using ordinal forms to show order or number (e.g. The first students to graduate were...; The last students to leave...)
4. Use 'the' when using words that specify a particular item (e.g. The same student, the only essay, the principal reason)
5. Use 'the' for reference to an item that is understood by all speakers (the sun, the planets, the moon, the stars)
6. Use 'the' before adjectives expressed in superlative degree (e.g. The most interesting novel...)

The examples above refer to specific, real items. You may also need to refer more generally to an entire class of things, or to a representative of that class.

Rules for using articles (a/an, the, zero article) for classes of things

1. Use the definite article (the) to refer to an entire class of things (e.g. The mobile phone has revolutionised communications.)
2. Use the indefinite article (a/an) with a singular countable noun to refer to a representative of the class of things (e.g. A mobile phone is a prime example of how technology has shaped our lives.)
3. Use zero article with plural countable nouns and with uncountable nouns to refer to a representative of the class of things (e.g. Mobile phones have revolutionised . . . ; Technology is revolutionising the way people communicate.)

Prepositions

Prepositions are the words which are used to connect the different nouns, pronouns and phrases in a sentence. It functions to introduce or precede the word or phrase to be connected, called the object of the preposition.

The preposition usually indicates the relation between the words it is connecting. It tells whether the words are connected in actual space or a place, or related through time or are they part of a thought or process.

Prepositional phrases are the preposition and its object and any adjectives or adverbs that were applied to the object. The prepositional phrase as a whole can also be used as a noun, adverb or adjective.

-He found the book **on** the table.

- Here the preposition is '**on**' as it shows the relation in place between the book and the table.
- The prepositional phrase is '**on the table**' which is acting as an Adverb telling where the book was found.

- She went **to** sleep early.

- In this sentence the preposition is '**to**' which is introducing where or in what state had the noun gone into.

- Her house was **beside** a steep hill.

- The preposition here is **beside** which is telling the place where the house was.
- The prepositional phrase is 'beside a steep hill' which is acting as an adverb.

Kinds of Prepositions -

Simple Prepositions

These prepositions are constructed by only one word like -

On, at, about, with, after, for, etc.

- He found the book **about** dogs **on** the table, **in** the bedroom.

Double Prepositions

These prepositions are formed by combining two words or two Simple Prepositions-

Into, within, upon, onto, etc.

- The dog jumped **onto** the bed and left marks **upon** the sheets.

Compound Prepositions

These prepositions are two word prepositions.

According to, because of, next to, due toetc.

- He was upset **because of** his son's behaviour.

Participle Prepositions-

Participles are actually verbs that end with '-en' or '-ing'. As these verbs were commonly and very popularly used as prepositions by the people, these verbs have been given a special status as prepositions.

Considering, during, given, including etc.

-**Considering** what he had **to** work with, he did a pretty good job.

Phrase Prepositions

These prepositions are a combination of **the preposition + a modifier (optional) + the object**. They are used to modify the nouns, verbs or sentences and also complete clauses.

At home, in time, with me, from my father, under the blanket, etc.

- The clothes left **on the bed** have been ironed and kept back.

These classifications are based on the construction of the prepositions themselves. Apart from this, prepositions are also categorized based on their use in a sentence as -

- **Prepositions of Place**
- **Prepositions of Time**
- **Prepositions of Movement**

List of Prepositions

Prepositions can only be learnt by memory; unfortunately, there is no method or particular way to recognize and learn them. To help you with memorizing the different prepositions, here is a list of common prepositions.

Simple Prepositions

For, By, At, On, Of, Off, To

Double Prepositions

Into, Onto, Upto, From Behind, From Beneath, Out, Of, Upon

Compound Prepositions

Across, Along, Beside, Behind, Before, Without, Inside

Participle Prepositions

Concerning, Notwithstanding, Pending, During, Given, Failing, Excluding

Phrase Prepositions

At high speed, By all means, For a change, In accordance with, On a journey, Out of curiosity, To the best of

Paragraph Writing

A paragraph is a collection of sentences which all relate to one main idea or topic. Effective paragraphs have four main characteristics: a topic sentence, unity, coherence, and adequate development. Each of these characteristics is discussed below.

- Unity
- Coherence
- Adequate Development
- Topic Sentences

Unity

Unity refers to the extent to which all of the ideas contained within a given paragraph "hang together" in a way that is easy for the reader to understand. When the writer changes to a new idea -- one which is not consistent with the topic sentence of the paragraph -- the writer should begin a new paragraph. Unity is important because it aids the reader in following along with the writer's ideas. The reader can expect that a given paragraph will deal only with one main topic; when a new paragraph begins, this signals that the writer is moving on to a new topic.

Consider the following example. Note that there are two main ideas presented in this paragraph. The topic sentence indicates that the paragraph will deal with the subject of "employees' attitudes," but the paragraph shifts unexpectedly to the topic of "management's attitudes." To achieve unity in this paragraph, the writer should begin a new paragraph when the switch is made from employees to managers.

Example

"Employees' attitudes at Jonstone Electric Company should be improved. The workers do not feel that they are a working team instead of just individuals. If people felt they were a part of a team, they would not misuse the tools, or deliberately undermine the work of others. Management's attitude toward its employees should also be improved. Managers at Jonstone Electric act as though their employees are incapable of making decisions or doing their own work. Managers treat workers like objects, not human beings."

Coherence

Coherence refers to the extent to which the flow of ideas in a paragraph is easily understood by the reader. For this reason, coherence is closely related to unity. When a writer changes main ideas or topics within a paragraph, confusion often results. To achieve coherence, then, a writer should show how all of the ideas contained in a paragraph are relevant to the main topic.

Consider the example below. In this paragraph, the writer begins with the topic of job-skills courses, but veers off onto the topic of algebra and history before returning to the subject of courses on employment. As a result, the paragraph is disjointed and difficult to understand.

Example

"Schools should offer courses to help students with the problems of unemployment. Such a course might begin with a discussion of where to find employment, then cover resume writing and interviewing. Algebra and history don't help students with real-world needs. They are required courses that students aren't interested in, and this is frustrating for students who would rather learn about other subjects. If schools offered job-skills courses, students would be well prepared for the difficult task of finding a job once they finish school."

Adequate Development

A paragraph is adequately developed when it describes, explains and supports the topic sentence. If the "promise" of the topic sentence is not fulfilled, or if the reader is left with questions after reading the paragraph, the paragraph has not been adequately developed. Generally speaking, a paragraph which consists of only two or three sentences is under-

developed. A good rule of thumb to follow is to make sure that a paragraph contains at least four sentences which explain and elaborate on the topic sentence.

Consider the paragraph below. The topic sentence promises to discuss "several" points of comparison and contrast between leadership and management, but the remainder of the paragraph falls short of fulfilling this promise. Only one point of comparison is raised, and this point is left unexplained. Several questions remain unanswered. How are leaders different from managers? In what specific ways are the two alike? Why must a manager be a good leader to be effective? Why must good leaders know how to manage people effectively? To achieve adequate development in this paragraph, these questions should be addressed.

Example

"The topics of leadership and management are both similar to and different from one another in several important ways. To be effective, a manager should be a good leader. And good leaders know how to manage people effectively."

Generally speaking, a paragraph should contain between three and five sentences, all of which help clarify and support the main idea of the paragraph. When a writer begins a new paragraph, it signals to the reader that the writer is changing thoughts or ideas, or is moving on to discuss a different aspect of a main idea.

Topic Sentences

Beginning a paragraph with a topic sentence is one of the best ways to achieve clarity and unity in one's writing. The function of a topic sentence is to describe what the paragraph will be about, such that the reader has clear expectations about what will follow. An effective topic sentence typically contains only one main idea. The remainder of the paragraph then develops that idea more fully, offering supporting points and examples. After reading a topic sentence, one should be able to anticipate the type of information contained in the rest of the paragraph. If the remainder of the paragraph does not fulfill the "promise" of the topic sentence, the paragraph will lack unity, coherence and adequate development.

Examples

"The cockroaches that inhabit many city apartments and homes are parasites that are almost impossible to exterminate completely."

Notice that this sentence clearly identifies that the key topic of the paragraph is cockroaches. It also indicates what the remainder of the paragraph will discuss: the difficulty of exterminating cockroaches. The reader can then expect the rest of the paragraph to explain how and why cockroaches are difficult to eliminate.

"Many television cartoons contain an unhealthy amount of violence."

Notice that this sentence clearly identifies that the key topic of the paragraph is violence in television cartoons. It also indicates that the remainder of the paragraph will discuss how much violence cartoons typically contain, and how/why this violence is unhealthy for viewers.

"An increasing number of people in America are enjoying the benefits of organically grown fruits and vegetables."

This topic sentence indicates that the remainder of the paragraph will cover the trend in the United States toward eating organic foods. The reader can also anticipate learning more in this paragraph about the specific benefits of organic foods.

TECHNICAL DESCRIPTION-Process, Object

Technical writing is more of a scientific process than an artistic one. One can learn how to do it with a little practice, and there are methods one can follow. The method is one that is common to good software projects, whether FOSS or not. It is a *waterfall method* and applies from large to small efforts.

1. Planning -- who is the audience? What are the goals?
2. Content -- what it is about? Where will you get the information?
3. Writing -- first draft, review, second draft.
4. Review -- what worked? What didn't?

It's called a waterfall model because if you start at the top, the results of the first step are used to move into the second step, just like water flowing down a series of steps into a pool.

You are at a point in your projects where you need to be producing some documentation. For a budding engineer this process can be a little daunting. What is the best way to tackle it? The answer is fairly simple -- start at the top of the waterfall, and let the current take you. By answering a few questions in the information plan, you can start creating a content specification. Using the chapter headings and source information you developed in the content spec, you can write the document.

Unit – IV (10 Lectures)

A Special Kind of Blessing (3 Lectures)

Techniques for Solving Crimes (2 Lectures)

La Belle Dame Sans Merci (2 Lectures)

Precis Writing & Letter Writing (3 Lectures)

A Special Kind of Blessing by Christine Allison

Problems of Chrissie: Down's syndrome & Fallot's tetralogy (heart defect) – Chrissie was undergone a surgery when she was 16 months old.

Symptoms: Almond-shaped eyes, tiny nose and low muscle tone, some physical and mental retardation

Chrissie plays the role of the family's peacemaker:

- Firstly she tried to stop the argument between her sisters, Gillea and Maisie by lifting her arms towards them, and swaying her hands rapidly, babbling louder and louder. Then she began crying. Immediately they stopped quarrelling with each other and ran to calm their baby sister.
- She was filling the room with the music of her clapping hands, when she saw her father hugging her mother.

Family's support towards Chrissie:

- Family provided her speech and physical therapy with the assistance of educational and medical advancements.
- Chrissie's father, Wick made her crawl and receive biscuit. He took two months to accomplish this task.
- Her sisters Gillea and Maisie provided her (Chrissie) play therapy. Gillea made her say 'no'.
- Her mother made her utter 'Apuu' for apple.

Chrissie described as a special child:

- The word 'special' rises from banality and comes grippingly alive.
- Though physical and mental powers of Chrissie were limited, she had a keener sense of heart.
- She tried to make peace and strengthen the bonds among the members of her family.
- She put a lot of effort to break through the walls of her own retardation to grasp the world.
- She was trying to imitate her sisters (who were scanning a bestseller and flipping a hymns book) by holding a book named "If We Were All the Same" upside down and pretending to read aloud.

Techniques for Solving Crimes

Science and technology can help us to detect and identify criminals.

- Display photographs of suspects and wanted criminals on internet.
- Lie detector can help us to catch criminals by measuring their breath, pulse and skin moments.
- Large collection of finger prints of criminals is stored in computers which help us to catch criminals.
- Saliva, blood, hair, etc. can help the technicians to detect the DNA of the culprit.

La Belle Dame Sans Merci

La Belle Dame sans Merci, a ballad was written by English classic Romantic Poet John Keats in 1819. He employed the traditional ballad stanza forms

His life and conflicts, his love for his neighbour Fanny Brawne, and his awareness of awaiting death are written like code into the predicament of a dying medieval knight, the poem's chief character.

To carry the story forward, Keats invents a swiftly moving variation on the traditional balladic stanza, which used the quatrain as the principal stanza form, alternating tetrameters and trimeters. These metrics evolved out of the folk idiom and early minstrel forms to create a rolling, almost singsong pace, but Keats compresses the lines by using three tetrameters followed by a final, truncated line of only four or five syllables. This pattern, which at first we hear and then internalize, hastens the poem's rhythm: the shorter last lines of each quatrain act like a spring hurtling us forward.

O what can ail thee, knight-at-arms,
Alone and palely loitering?
The sedge has withered from the lake,
And no birds sing.

It is not only the form that sustains the wonderful economy of the poem, but the way Keats pushes negative capability beyond just a tolerance for working through uncertainties toward a truly dramaturgic investment in character development. This is linked to his conception of poetic identity. The more we consider the knight's story, the more we uncover parallels with Keats's life. The knight's predicament in the poem is Keats's drama transformed and played out in allegorical fashion. Keats's knight is lost, abandoned, and already living a posthumous existence, which is how the poet himself would eventually refer to the last months of his life just two years later. Keats articulates his view of poetic character in a letter to his friend Richard Woodhouse, by using Wordsworth's attempts at character development as a juxtaposition:

As to the poetical Character itself (I mean that sort, of which, if I am anything, I am a member; that sort distinguished from the Wordsworthian, or egotistical Sublime....) it is not itself—it has no self—It is everything and nothing—It has no character.... What shocks the virtuous philosopher delights the chameleon poet. . . . A poet is the most unpoetical of anything in existence, because he has no Identity. . . . (Letter LXXVI—October 27, 1818)

In contrast with what he calls the “egotistical Sublime” in Wordsworth's narrators, who are nearly always a *dramatis personae*, Keats seemingly loses his own self to fully inhabit the inner mood of his malingering knight. Except for the first three stanzas, Keats stays out of the poem itself; he is neither a self-conscious narrator nor a character.

To structure the poem's narrative, Keats borrows a question-and-response form from earlier folk ballads and pastoral eclogues. In the first three stanzas the poet does indeed appear as a third-person narrator, but only as a kind of rhetorical presence, addressing the knight in a series of questions that allow the poet to “transfer,” in Coleridge's words, “from our inward nature a human interest and a semblance of truth” onto the character of the knight. Likewise, the knight's predicament is laid out in this mini-interrogation—he is given a vocabulary—and the rest of the poem will be taken up by his response, his story, as it were.

O what can ail thee, knight-at-arms,
Alone and palely loitering?

The sedge has withered from the lake,
And no birds sing.

O what can ail thee, knight-at-arms,
So haggard, and so woe-begone?
The squirrel's granary is full,
And the harvest's done.

With the *belle dame* playing a figure of love and fantasy and the agent of death and decay to the knight, it is as though Keats has stumbled upon his mirror image as he gazes upon the knight:

I see a lily on thy brow,
With anguish moist and fever-dew,
And on thy cheeks a fading rose
Fast withereth too.

For a fantasy poem whose setting seems so distant from real time, the poem might very well express figuratively what Keats was experiencing in his love life and his health. The mix of literary and emotional forces influencing Keats at the time he wrote "La Belle Dame sans Merci" was nothing less than extreme. His mother had died of tuberculosis when he was 14; his brother, whom Keats nursed through his final months, died of the same disease in 1818. Even before his brother's death, Keats too would begin to show signs of the disease, returning from his rigorous tour of Scotland and Ireland with a harsh cough and an ulcerated throat. That year he would also fall in love with Fanny Brawne and by the spring of 1819 would embark on what was to become one of the most important sequences of odes in our literature, all written in a single year. "La Belle Dame sans Merci" was written in the heat of his passion for Fanny, the fever of death hanging over him. He was on fire poetically, in love, growing ill, and suffering from depression. By the end of May 1819 Keats finished the poem:

I met a lady in the meads,
Full beautiful—a faery's child,
Her hair was long, her foot was light,
And her eyes were wild.

I made a garland for her head,
And bracelets too, and fragrant zone;
She looked at me as she did love,
And made sweet moan.

I set her on my pacing steed,
And nothing else saw all day long,
For sidelong would she bend, and sing
A faery's song.

She found me roots of relish sweet,
And honey wild, and manna-dew,
And sure in language strange she said—
"I love thee true."

She took me to her elfin grot,
And there she wept and sighed full sore,
And there I shut her wild wild eyes
With kisses four.

And there she lullèd me asleep,
And there I dreamed—Ah! woe betide!—
The latest dream I ever dreamt
On the cold hill side.

The knight's story is of coming upon "a lady in the meads," "a faery's child" with wild eyes. The story is full of double enterers: "fragrant zone" (a girdle of flowers or his lover's nether regions?), "I set her on my pacing steed" (his horse, or his erection?). She weeps and sighs "full sore" (until she is sore?). There are often two ways of seeing this scene, as the knight quickly learns. The landscape is lush with meadows and spring, wild honey and manna dew, but the story quickly moves from idyllic to horrific, as the fairytale romp turns to imprisonment on a cold hillside.

After his rough-and-tumble, the knight finds himself in a kind of hell through the common gothic transport of a dream. He is surrounded by all of the lady's previous victims, who include kings and princes and warriors; her taste in men is evidently consistent.

I saw pale kings and princes too,
Pale warriors, death-pale were they all;
They cried—"La Belle Dame sans Merci
Thee hath in thrall!"

I saw their starved lips in the gloam,
With horrid warning gapèd wide,
And I awoke and found me here,
On the cold hill's side.

And this is why I sojourn here,
Alone and palely loitering,
Though the sedge is withered from the lake,
And no birds sing.

The repetition of "pale" reinforces the subtext of tubercular illness. In the next stanza we see the victims' "starved lips" (starved for air?) and hear their only words, "La Belle Dame sans Merci / Thee hath in thrall!" The thrall of love is clearly equated with the thrall of illness.

The partnering themes in gothic literature—love and death; temptation and duty; dream and waking, and the murky suffering of the consequences of ungoverned emotion; ecstasy and its aftermath of despair; the otherworldly seductress, Homer's Circe or Sirens, or the poetic muse herself—these are all figures without pity (*sans merci*) whose function is to entrap. All of this informs the consumptive grayness of the knight's predicament, a cache of themes that are echoed in the poet's own feverish condition. Even nature cooperates, with its withering sedge and finished harvest.

Keats's notions that the poet is "without identity" and "the most unpoetically of anything in existence" extend Coleridge's "suspension of disbelief," but mostly in practical ways: Keats's knight seems a purer creation of dramatic character than Coleridge's Ancient Mariner or Christabel, and more like a Hamlet or a King Lear, albeit in miniature. Of course, a total subjugation of "poetic character," as Keats calls it in his letter, would be impossible, though many modern and postmodern poets have attempted just that. In this way, Keats was certainly anticipating post-Romantic strategies of expression. Through allegorical displacement Keats is able to diffuse over obvious "self-expression" and transform what in a lesser poet would remain self-pity into a self-erasing empathy for his created characters. By using the figure of the knight as a dramatically convincing surrogate for the pathos he himself feels, Keats makes powerful use of some of the most important Romantic themes: the stress of self-examination, the fraught duality of Eros and death, and individual mortality and its mirroring in the cycles of nature.

Precis Writing

- Intelligent Summary of a long passage
- 1/3 of the given passage
- Remove unnecessary sentences
- Avoid observations or repetitions
- Should be in reported speech
- To have clear picture and make successful precis: reading – writing – revision

E.g.

I thank you for inviting me to inaugurate the seminar on social justice, a subject that is very close to my heart.

We should remember today Mahatma Gandhi who awoke our nation to the imperative need for social equality and rescue underprivileged sections of our society from the indignity of neglect and injustice. My heart bleeds when I visualize the appalling conditions of the so-called untouchables who live in our villages and towns. Mahatma Gandhi always reminded us that India would never savour true independence till we discard amidst ourselves all barriers of caste, creed and colour. In the eyes of the God, all his creators are the same.

Answer:

Social Justice

This is inaugural speech on the social justice. The speaker invokes Mahatma Gandhi's ideas for social justice. The underprivileged members of our society have reminded neglected. No national progress will be possible unless all differences in our society are removed.

Letter Writing

Pre Task:

Discussion on essential elements of letter writing like

- Address — business or private?
- Greeting — formal or informal?
- Style of letter — friendly or business?
- What is the message?
- How does the letter end?

While Task:

ND: Layout – writing conventions – content – Application of techniques

- Letters are written in block, modified block, or semi-block format.
- Full block is the easiest and commonest format to use and it produces a clean-looking page.
- Use 1/1.5 inch margins at the top, bottom, left and right of the page. All elements align with the left margin. DO NOT indent paragraphs.

LAYOUT:

- **From Address:**
 - your full mailing address and optionally your phone number and email address
 - Do not use punctuation at the end of each line.
- **Date:**
 - Write/type the month (spelled out in full) followed by the day (in numerals) followed by a comma, followed by the year (in four digits). E.g. June 30, 2016/ 30 June 2016
- **To Address:**
 - Write/type the reader's full name including the gratuitous title (Miss, Mrs., Ms., Mr., Dr., etc.), the first name and the last name. On the next line, the reader's job title, then his company's name, after that his street address and the next line his city, province and the postal code.
 - Do not use punctuation at the ends of the lines.
- **Salutation:**
 - Write/type "Dear" followed by the reader's gratuitous title and last name. There are other options such as "To Whom It May Concern," but they are not appropriate in all situations.
- **Subject Line:**
 - Write/type the word *Subject*, or the abbreviation *Re*, followed by a colon.
 - Then, type a short description of the topic of your letter. The subject line will influence how much attention your reader pays to your letter, so clearly describe what you're writing about.
- **Body:**
 - A standard letter has three or more paragraphs, but this is just a guideline. A letter may have fewer than three paragraphs.
 - Typically, the first paragraph introduces the topic and the main point and may mention the authority under which the letter was written or provide necessary background information.

- The middle paragraph(s) provides the details needed to support your main point.
- The last paragraph presents a conclusion, a call to action, and a nicety (that is, a politeness).
- **Complimentary Close:**
 - What you type here depends on the tone and degree of formality. For example,
 - Respectfully yours (very formal)
 - Sincerely (typical, less formal)
 - Very truly yours (polite, neutral)
 - Cordially yours (friendly, informal)
 - Use a comma after the complimentary close.
- **Signature Block:**
 - Leave three to four blank lines after the complimentary close to sign your name.
 - Type your full name and your job title.
 - Don't forget to sign the letter!
- **Enclosure Notation:**
 - If you have one enclosure, type/write *Encl.* and two or more enclosures, type/write *Encls.*
 - Alternately, you can list the enclosures

ND: Leave one blank line between each section in the layout.

Post Task: Model is given to students to observe and comment and then they are asked to write a letter or two on the given topic(s).

Prepared by Mr. Raja Sekhar & Ms. Swarna Sri. Y

English: UNIT-V (10 Lectures)

1. I Have a Dream (3 Lectures)
2. An Introduction by Kamala Das (2 Lectures)
3. Writing: Note Taking, Note Making, Essay Writing (1+1+1 Lectures)
4. Grammar: Simple, Compound and Complex Sentences (2 Lectures)

I Have a Dream

"I Have a Dream" is a public speech delivered by American civil rights activist Martin Luther King Jr. during the March on Washington for Jobs and Freedom on August 28, 1963, in which he calls for civil and economic rights. He emphasized that then the American President Abraham Lincoln signed the emancipation proclamation in 1863 in view of erasing the slavery in America. To the African Americans, it's like a ray of hope. But after one hundred years, still, they are encountering the tragic facts such as no freedom, segregation, discrimination, poverty and alienation. He is calling them to cash the check, which has the promises like inalienable rights of life, liberty and pursuit of happiness. He is reminding the people that America is a nation of comprising rich vaults of opportunity, freedom and the security of justice and so he is urging them to fight for attaining democracy, justice, opportunities and

brotherhood. He is also telling that it is the right moment to take up the mission. In America, rest is restored if the Negroes are given citizenship rights. King is also seeking only for creative protests but not physical violence. The duty of the Negroes is to make the whites realize their destiny is tied up with their destiny and their freedom is inseparable to their freedom. He is dreaming for equality, beautiful symphony of brotherhood, equal opportunities and freedom.

Other Elements to be discussed:

- Martin Luther King Jr. uses Anaphora to persuade and motivate his listeners. Anaphora is constant repetition of words and phrases to convince the audience as well as creates a poetic and aesthetic effect. Examples- Now, One hundred years, We can never be satisfied, With this faith, I have a dream, Let freedom ring
- We also find biblical reference (Isaiah) - 'But let justice roll down like water.
- His scholarly expressions remind us of Shakespeare's Richard III- "Now is the winter of our discontent... made glorious summer." "This sweltering summer of the Negroes, legitimate discontent will not pass until there is an invigorating autumn."

An Introduction

Kamala Das was a popular Indian English poet and literary person of the twenty first century. She drew the attention of the whole literary world with her open and honest treatment of female sexuality. Having a note of confession and feminist touch in her autobiography *My Story* and collections of poetry *Summer in Calcutta*, *The Descendants*, *The Old Play House*, and so on, Das was recognized as a feminist and confessional writer. An *Introduction* carries the themes of love, sex, loneliness, courage, self-exposure and search for identity.

Self-assertion is seen in the beginning of Das's poem. She claims that she is not interested in politics, but knows the names of all in power beginning from Nehru. This is involuntarily rooted in her just as the days of the week, or the names of months. Next, she discusses her roots. She states that she is an Indian. Though she says that she is 'born in' Malabar; she does not conform that she belongs to Malabar. In that way she is away from regional prejudices. She first defines herself in terms of her nationality, and second by her colour: "I am Indian, very brown, born in Malabar." She goes on speaking that she speaks in three languages, writes in two and dreams in one; as though dreams require a medium. Das emphasizes that the medium is not as important as the comfort level that one requires. The essence of one's thinking is the prerequisite to writing. Hence she begs all (critics, friends, and visiting cousins) to leave her alone. The language that she speaks is essentially hers; the primary ideas are not a reflection but an individual impression. It is the distortions and queerness that makes it individual. It is the language of her expression and emotion as it voices her joys, sorrows and hopes. It comes to her as cawing comes to the crows and roaring to the lions, and is therefore impulsive (spontaneous) and instinctive (natural). It is not the deaf, blind speech: though it has its own defects, it cannot be seen as her disabled. It is not like the trees on storm or the clouds of rain, which are unpredictable. Neither does it echo the "incoherent mutterings of the blazing fire." It possesses a coherence of its own: an emotional coherence.

She was child-like or innocent; and she knew she grew up only because according to others her size had grown. The emotional frame of mind was essentially the same. Married at the early age of sixteen, her husband confined her to a single room. She was ashamed of her femininity (a set of attributes, behaviours and roles associated with females/girls/women) that came before time, and brought her to this difficulty (mess/predicament). This explains her claim that she was crushed by the weight of her breast and womb. She tries to overcome it by seeming tomboyish. So she cuts her hair short and adorns boyish clothes. People criticize her and tell her to ‘conform’ to the various womanly roles. They accuse her of being schizophrenic; and ‘a nympho’. They confuse her want of love and attention for insatiable sexual craving.

She explains her encounter with a man. She attributes to him with a common noun-“every man” to reflect his universality. He defined himself by the “I”, the supreme male ego. He is rigidly classified as “the sword in its sheath’. It portrays the power politics of the patriarchal society that man holds control. He is free from restrictions, is free to laugh at his own will, takes a woman to his control only out of his lust and later he feels ashamed of his own weakness that lets himself to lose to a woman. Towards the end of the poem, a role-reversal occurs as this “I” gradually transitions to the poetess herself. She pronounces how this “I” is also sinner and saint”, beloved and betrayed. As the role-reversal occurs, the woman too becomes the “I” reaching the highpoint of self-assertion.

In Brief:

Kamala Das asserts herself by articulating different kind of unpleasant social Indian realities:

- She introduces herself as an Indian and the challenges faced by her as a woman.
- She also talks about her role as a girl, who is hastily married off to an elderly man and thus disillusioned by marriage.
- The intricacies, vacuum, ugliness and loneliness in man-woman relations is another focal point.
- She sums up philosophically saying the female and male realities are the two sides of the same coin inextricably linked.

Note Taking & Note Making

Similarities: Study Skills

Differences: Passive Process (Note Taking) & Active Process (Note Making)

Active listening:

1. Listen for repetition.
2. Watch the board or overhead projector.
3. Listen for introductory, concluding & transition words & phrases:

"The following three factors..."
"The most important consideration..."
"In conclusion..."
"In addition to..."

4. Highlight obvious clues.
5. Notice the lecturer's interest level.

4. Using pictures and diagrams

This makes the notes more visual and assists in recall. What you need to do is try to find a note-taking format and system that works for you.

Note Taking Tips:

- Give yourself plenty of space.
- Label, number and date all your notes.
- Develop your own system of shorthand and abbreviations
- Use colour, pictures or diagrams to make notes more visual.
- Keep your own thoughts separate - this ensures that you don't mistake your own idea for that of the lecturers.
- Use a lost signal - when you find yourself lost in a lecture, make a note of it using a specific symbol and leave space to fill in this later.
- Write legibly: Many people feel that they have no control over their handwriting and resign themselves to writing illegibly for the rest of their lives.

However, if you put your mind to it and make it a point to write more legibly, your handwriting will improve. This has implications not only for note-taking but for writing exams as well.

If the lecturer talks fast

1. Try to be extra prepared for the lecture before class: Familiarity with the subject makes it easier to pick out key points.
2. Exchange notes with classmates
3. Leave large empty spaces in your notes - for filling in information you missed.
4. See the lecturer after the lecture and show the lecturer what you missed.
5. Consider using a tape recorder.
6. Go to the lecture again - if it is offered at a different time.
7. Use your shorthand.
8. Ask questions.
9. Ask the lecturer to slow down.

The note-making process

Once you have taken down notes in lectures, the learning process is not complete. The next step is the note-making process.

Reviewing lecture notes

Your lecture notes form the basis of your final consolidated notes and your entire examination preparation is based on these. The following should be done on a daily basis:

1. Read through your lecture notes.
2. Underline headings and subheadings.
3. Correct spelling mistakes and rewrite illegible portions.
4. Fill in any gaps.
5. Underline or highlight important sentences or paragraphs.
6. Make sure you understand the concepts.
7. If you use the Cornell system, fill in the key words in the left-hand column.

Integrating lecture notes and readings

1. The main aim is to integrate your lecture notes with reading from articles, prescribed and recommended books or tutorials.
2. It is best to use your lecture notes as the basis of your integration and not rewrite these unless your handwriting is extremely poor.
3. Mind-map summaries can be made to give you an overall picture of the top

ND: Model(s) + Assignment/ Essay Writing Test

Essay Writing

Essay-a complete composition with a beginning, a middle and an end.

It demands greater creativity and permits more flexibility in the style of writing.

Francis Bacon, Joseph Addison, Charles Lamb, etc. are some of the notable essayists whose writings are notable for their approach to the subject and their style of writing.

Steps to Essay Writing

- Think intensely in a particular direction on a given topic and jot down the points as they occur to you. (Gather information from proper sources - Analyse the information - Discriminate between relevant and irrelevant information - Organize your thoughts in a logical order - Express your thoughts clearly)
- Divide them into introduction – body –conclusion.

Types of Essay

On the basis of their predominant elements, the essays are classified into a few types:

- Descriptive – It tells what somebody or something is like – e.g. A car
- Narrative – describing events or a series of events – a festival/ an accident/a journey by train
- Expository – explaining a happening a subject or a topic – the change of seasons/parliament/the working of a solar heater
- Reflective – Writer's reflection on a topic which is generally abstract in nature – The Menace of terrorism/Habits die hard/The Dowry System
- Persuasive – Persuade the reader to accept the writer's way of thinking on a given topic

- Imaginative – Placing yourself imaginatively in a situation or position of which you have no knowledge or experience and then express yourself – If I were the PM of India

Characteristics of Essay

- Order – direction of thought
- Unity – each paragraph should be closely interlinked and should throw some light on the topic.
- Brevity – ensure that your essay should be neither too short nor too long
- Effective Style – plain, direct and forceful – clarity of expression, variety in expression, a literary flavour
- Personal Touch – Essay should bear the mark of author's personality

ND: Model(s) + Assignment/ Essay Writing Test