DIPLOMA IN ENGINEERING/MANAGEMENT

A TEXTBOOK OF ENGLISH FOR POLYTECHNIC COLLEGES

(Semester I)

CURRICULUM DEVELOPMENT CENTRE
DIRECTORATE OF TECHNICAL EDUCATION, KERALA

Edited by:-

1. Lakshmi S,
Lecturer in English, Maharaja's College,
Ernakulam.

2. Anupama Sivarajan,
Lecturer in English, Govt. Women's Polytechnic,
Kalamassery.

PREFACE

Language teaching, at all levels, should aim at encouraging independent thinking, effective communication and creative expression of ideas. The present text book is designed to meet the linguistic needs of learners in both the vocational and the academic stream. It lays a special emphasis on both written and spoken modes of communication. The text also intends to open a window into the wonderful world of English literature and instil a renewed interest in the language. As the learners journey through the various genres of literature and read the different themes written by some the greatest men of letters, it is hoped that their skills of logical thinking and imaginative expression will be enhanced furthermore.

To the Teacher:-

The book is aimed at bringing back life, freshness and verve into the English classrooms in Polytechnic Colleges. The primary goal is to rekindle an interest for the English language, which has assumed the mighty stature of a global language of opportunities. The text provides ample scope for spoken and written practice in the language. It also calls for many interactive tasks like role play and group discussions. As the focus is chiefly on the literary and communicative aspects more than the structural aspects and grammar, it is advisable to use the reference texts mentioned in the syllabus to supplement the information given here. Phonetics, too, has been dealt with quite perfunctorily. It must be ensured that sufficient exposure to correct that sufficient exposure to correct English and adequate practice in phonetic transcription is provided to the learners on a regular basis. Let's hope that the joy of reading this text would be transmitted from the teacher to the learner with all its beneficial intent.

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UNIT 1

THE APPOINTED DAY

Entry Activity

Aren't you proud of being an Indian? How do you feel to be a citizen of an independent, democratic nation? As we know our motherland became free after long years of struggle. Given below is the picture of the freedom tree. Watch it carefully. You can see the faces of some of the personalities who were involved in the freedom struggle of India.

1. Identify the faces from the picture.
2. Write a few sentences about their roles in the freedom struggle.

Your teacher will show you a video clipping on 'Incredible India'.

Now read the speech 'The Appointed Day' by Jawaharlal Nehru. It is an inspiring message given to the press on August 15, 1947. Through this message, he expresses his hopes, anxieties and dreams about Free India.

THE APPOINTED DAY

The appointed day has come - the day appointed by *destiny for India to rise up from long sleep and struggle. India wakes up as a *vital and free nation. We have to do so much before we *redeem the pledges we have taken. Yet the turning point is past, and history begins anew for us. We shall live and act and others will write about this history.

Importance of Indian Freedom

It is a *fateful moment not only for Indians but also for the whole world. India rises up as the new star of freedom in the East, a new hope comes into being and a vision long cherished materializes. May the star never set and the hope never be betrayed.

Though there are clouds of fears and problems around us, we rejoice in our freedom. Many of our people are sorrow-stricken. But freedom brings with it responsibilities and *burdens. We have to face them in the right spirit i.e. like a free and disciplined people.

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destiny: fate
vital: important
redeem the pledges: fulfill the promises made to serve India and her people, to avoid poverty, ignorance and disease.
fateful: (here) important and decisive
materializes: becomes a fact
betray: be disloyal to
burden: load, especially a heavy one

Gandhiji, The Architect of Freedom

On this day, our first thoughts go to Gandhiji –the architect of this freedom and the father of our nation, one who held high the torch of freedom. Thus he lighted up the darkness that surrounded us. We have often been *unworthy followers of his; because we moved away from his message. But not only we but the *succeeding generations will remember his message and preserve it in their hearts. Gandhiji was a great son of India *magnificent in his faith, strength and courage and *humility. We shall never allow that torch of freedom to be blown out, however high the winds blow.

1. Why is Gandhiji referred to as the great son of India?

_____

_____

_____

_____

Unknown volunteers and soldiers

Our next thoughts must be of the unknown volunteers and soldiers of freedom. Without expecting any praise or reward, they served India till their death.

Citizens of Pakistan

We think also of our brothers and sisters who have been cut off from us by political boundaries. Unfortunately they cannot share at present the joy of freedom that has come. However they are part of us and will remain so. We will share their good and ill fortune alike.

2. How did the unknown volunteers and soldiers of freedom contribute to the freedom struggle?

_____

_____

unworthy: not deserving
magnificent: splendid, great
humility: humbleness

Future Endeavours

The future *beckons to us. Where do we go and what shall be our *endeavour? We should bring freedom and opportunity to the common man. We should fight and end poverty *ignorance and disease. We must build up a prosperous, democratic and a *progressive nation. We should also create social, economic and political institutions which will ensure justice to every man and woman. We have hard work ahead. There is no resting for anyone of us till we redeem our pledges in full. We are citizens of a great country and we have to live up to that high standard. We may belong to different religions, but all of us are equally the children of India. We have equal rights, *privileges and *obligations. We cannot encourage communalism or narrow-mindedness. No nation can be great whose people are narrow in thought and action. We send greetings to the nations and peoples of the world. We pledge ourselves to co-operate with them in *furthering peace, freedom and democracy.

We pay our homage to India, our much loved motherland, the ancient, the *eternal and the ever new, and we bind ourselves afresh to her service.

JAI HIND

3. What kind of a nation should we build up?

4. 'We cannot encourage communalism'. Why?

endeavour: attempt, effort
beckon: call
ignorance: lack of knowledge, illiteracy
progressive: making continuous forward movement
verge: edge
privilege: peculiar right or advantage
obligation: a moral or legal bond
furthering: to help forward
eternal: everlasting

About the author

Jawaharlal Nehru (1889-1964) is the first Prime Minister of India. He was a great leader of the freedom struggle. He has written many books viz. 'The Discovery of India', 'Glimpses of World History', 'An Autobiography', 'Towards Freedom'. His spouse was Kamala Kaul. His daughter was Indira Priyadarshini.

Understanding the text

I. Choose the right answers from the given options.

1) Which is the new star of freedom in the East?

a) Asia b) India c) Pakistan

2) Who held the torch of freedom high in the freedom struggle?

a) Subash Chandra Bose b) Jawaharlal Nehru c) Gandhiji

3) Who does Nehru refer to as 'our brothers and sisters cut off by political boundaries'?

a) Citizens of Pakistan b) Unknown volunteers c) Citizens of Britain

4) Which is the appointed day mentioned in the title?

a) 26 January 1950 b) 15 August 1947 c) 22 November 1949

II. Read the following table. Frame four meaningful sentences about the future endeavours of Indian citizens.

We should	bring	poverty, ignorance and disease	to common man.
	end	prosperous , democratic and progressive	institutions.
	build up	economic and political	from India.
	create	freedom and opportunity	nation.

III. Paragraph writing

a. Nehru described Gandhiji as the architect of freedom. What else does he say of Gandhiji? Write a paragraph on Nehru's opinion of Gandhiji using the following hints:

(Hints: architect of freedom, father of nation, lighted up the darkness, everlasting message, great strength, courage, humility)

IV. Word building

We are familiar with the word 'nation.' Now, complete the word web using words related to 'nation'. The following pictures might help you.

Now, complete another word web finding out related words of the word 'development'.

Let's Do

1. You have read about Gandhiji's role in the freedom struggle. Now, try to prepare a **Powerpoint presentation.** Prepare at least three slides.

Non- Co-operation movement

Civil Disobedience Movement

Salt Satyagraha

2. Our country has developed a lot since Independence. Achievements in the field of sports, science and technology are some of the examples. Attempt a **Powerpoint presentation** highlighting the achievements of Free India in at least 5 slides.

Parts of Speech

A sentence is a group of words arranged in a meaningful manner. According to the nature and function of the words in the sentence, they are divided into the following eight classes called **parts of speech**.

1. Noun

Look at the following sentences:

Gandhiji is the Father of the ***Nation***.

India is the biggest ***democracy*** in the world.

Money is the root of all ***evil***.

The words in italics are names of persons, places or things. They are called **nouns**.
A **noun** may be defined as the name of a person, place or thing. By **thing**, we mean something that can be seen and touched (concrete) or something that can only be thought of and not touched (abstract). E.g. hunger, thirst.

2. Pronoun

Hari said that ***he*** was a good swimmer.

When **Gopal** hit the **dog**, ***it*** bit ***him*** with ***its*** sharp teeth.

The italicised words stand for certain nouns mentioned earlier in the sentence; e.g., 'he' for 'Hari', 'it' for 'dog'. They are called **pronouns**. A **pronoun** may be defined as a word used instead of a noun. It enables us to avoid repeating the noun again and again.

	Singular	**Plural**
First Person	I	We
Second Person	You	You
Third Person	He/She/It	They

3. Adjective

He is a ***fat*** man.

There are ***many*** children in the circle.

The words in italics are **adjectives**. **Adjectives** qualify certain nouns which follow or precede them. They tell us something about the quality, number, etc. of the people or things mentioned. An adjective can, therefore, be defined as a word which qualifies a noun and adds something to its meaning.
Examples:

4. Verb

The man ***jumped*** over the wall.

The sun ***sets*** in the west.

The italicised words are **verbs**. **Verbs** are words which describe the action or condition of the subject, i.e., what the subject does, or what happens to it, or what it is.

5. Adverb

They performed the operation ***carefully***.

These shoes are ***very*** expensive.

He joined our group ***quite*** happily.

The words in italics are **adverbs**. **Adverbs** modify or add something to the meaning of a verb (performed), an adjective (expensive) or an adverb (happily). **An Adverb** may, therefore, be defined as a word that modifies a verb, an adjective or another adverb.

6. Preposition

She put it ***in*** the box.

The monkey climbed ***up*** the tree.

The horse galloped ***around*** the field.

The italicised words are **prepositions**. **A preposition** is a word which is usually placed before a noun or a pronoun. It shows the relation of the noun or pronoun to other words in the sentence. The prepositions 'in, up and around' show how the nouns 'box, tree and field' are related to other words in the sentence.

7. Conjunctions

Bread ***and*** knife are seen in the picture.

Raju **and** Rani are at the party.

You must eat an orange **or** an apple.

Though I like him, I cannot excuse his offence.
God made the country ***and*** man made the town.

The italicised words are **conjunctions**. **Conjunctions** are link words. A conjunction may be defined as a word used to join together words, phrases, clauses and sentences. In Sentence I the conjunction 'and' links two phrases. In Sentence II and III two clauses are linked.

8. Interjections

Alas! He is dead.

Oh! I was frightened.

Hurrah! We have won the game.

Words like 'Alas! Oh! Hurrah! and Ah!' are **interjections**. **An interjection** is a word which expresses some sudden feeling or emotion such as joy, grief, surprise or approval.

Exercise 1

Name the part of speech of each underlined word in the following sentences.

1. Apples are **red**.
2. **Yesudas** is a talented singer.
3. There are some **books** on the table.
4. Ramu **and** Raju are **my** friends.
5. **Oh!** What a tragedy!
6. The boy **played** with his dog.

GITANJALI

Have you come across the word 'Gitam'? What does 'Gitam' mean? ' Gitam' means a song. Our ancient literature has a collection of many 'gitams'. 'Gitagovindam' by poet Jayadeva is an example of collection of gitams.

Gitanjali by Rabindranath Tagore is a masterpiece. Gitanjali means offerings of songs. There are 103 songs in this collection. Given below are Song No. 35 and 36 from Gitanjali. Read them.

Song No. 35

Where the mind is without fear and the head is held high
Where knowledge is free
Where the world has not been broken up into fragments
By narrow domestic walls.

Where words come out from the depth of truth
Where tireless striving stretches its arms towards perfection
Where the clear stream of reason has not lost its way
Into the dreary desert sand of dead habit.

Where the mind is led forward by thee
Into ever-widening thought and action
Into that heaven of freedom, my Father, let my country awake.

Rabindranath Tagore (1861-1941) is one of the greatest writers of modern India. In 1913 he became the first Asian to win the Nobel Prize for literature for his collection of poems 'Gitanjali'. It was later translated to English by the poet himself.

1. What are the 'narrow domestic walls' the poet refers to?

2. What does 'dreary desert sand of dead habit' mean?

fragments: broken pieces
domestic: relating to home
striving: making great effort

dreary: dull
desert: waterless area of sandy land with very few plants

Song No. 36

This is my prayer to thee, my lord-
strike, strike at the root of penury in my heart.
Give me the strength lightly to bear my joys and sorrows.
Give me the strength to make my love fruitful in service.

Give me the strength never to disown the
poor or bend my knees before insolent might.
Give me the strength to raise my mind
high above daily trifles.
And give me the strength to surrender my
Strength to thy will with love.

Theme of Song No. 35

Tagore in this song dreams of an ideal world where people are free from fear and their head is held high. He wishes for a world where knowledge is open to all without any external control. His dream is for a united world where people are not divided on the basis of their caste, creed or region. The people are honest to themselves and to others and they work hard to achieve perfection, without being slaves to customes and traditions. (dreary ..... habits) Tagore wishes for a blessed country whose citizens are broad-minded, free and unselfish.

Theme of Song No.36

Tagore prays for a country where the people are brave enough to fight their spiritual poverty (lack of love, charity, humility, unselfishness and compassion). He wants the God Almighty to make him strong enough to face joys and sorrows on equal terms. His love for the country should be made meaningful and fruitful by his readiness to serve the poor and the needy. He should be brave enough not to yeild to the cruel masters and to ignore the daily trifles of life. Above all, he will surrender himself completely to the will of God, with abundant love for Him.

3. What is the 'penury' Tagore talks about?

4. What does the poet say about 'joys and sorrows'?

5. For what strength does the poet pray for?

penury: spiritual power
insolent: rude
trifles: matters / things of slight value or importance

Understanding the poem.

I. Choose the correct answer from the choices given.

1. Rabindranath Tagore says that the world is broken up by ……

(a) narrow domestic walls (b) big fences (c) tall columns

2. According to Tagore knowledge should be ……

(a) limited to the upper classes (b) free (c) deep

3. We should not be slaves to……..

(a) habit (b) knowledge (c) reason

4. The word 'penury' in the poem means …….

(a) spiritual poverty (b) richness (c) love for doing things.

5. Tagore believes in …….

(a) making India a superpower (b) universal brotherhood (c) maintaining distance from other countries.

II. Answer in a paragraph

1. What is Tagore's dream about his nation?

(Hints- Refer to the theme of the songs.)

III. Appreciating the poem

Look at the following lines from the poem.

Where the clear stream of reason has not

lost its way into the **d**reary **d**esert sand of **d**ead habit;

The sound /d/ is repeated in three words in the same sentence. The repetition of the same sound is called **alliteration**.

Other examples of alliteration

When to the **s**essions of **s**weet **s**ilent thought …… (Shakespeare)

Sound /s/ is repeated.

Identify the repeated sounds.

1. ……lake water lapping low. (W.B.Yeats)

2. beaded bubbles

IV. Word Building

The poet uses beautiful words and expressions. English is rich in vocabulary and has a wealth of words with similar meaning. Such words are called **synonyms**.

Examples from the poem

The word 'dreary' means 'dull'.

Other words which mean the same - gloomy, bleak, monotonous, boring, dismal etc.

'Insolent' means 'rude'. Other words which mean the same are disrespectful, impudent, arrogant etc.

Synonyms can be found in Thesaurus dictionaries.

Find out synonyms of the following words used in the poem with the help of a Thesaurus.

fear - _____

broken - _____

domestic - _____

perfection - _____

joy - _____

V. Explain the meaning of the following word pictures (images) used in the poem.

1. narrow domestic walls - _____

2. clear stream of reason - _____

3. dreary desert sand - _____

4. root of penury - _____