UNIT-1

1. PATRIOTISM BEYOND POLITICS AND RELIGION

-DR. A.P.J. ABDUL KALAM

INTRODUCTION:

Dr. A. P.J. Abdul Kalam was our former president of India. He was born in Rameswaram. After completing his degree he joined in ISRO. He successfully launched SLV3, Agni and Prithvi. He was awarded with nation’s highest award “Bharat Ratna” in 1997. He inspired millions of children and young men to develop our country.

KALAM’S RESPONS TO A QUESTION:

The prose begins with a response of Kalam to a student’s question. The student asked that Dr. Amartya Sen who thinks the nuclear test conducted in 1998 in India is ill-conceived, why he thinks that? For this question Kalam replies that Dr Amartya Sen thinks like western people. He thinks friendly relations with other country develop our economy. But we never live safe and happy when our neighbors have the nuclear power.

THE PAST AND THE PRESENT:

In our past India is invaded by the British, Dutch, French and Portuguese. But we never invade any other country. Others may think that Indian’s are weak but we are not weak we respect the others feeling. So Kalam said that from the past to the present we Indians did not want to wage war against others.

STRENGTH OF NATION:

STRENGTH RESPECTS STRENGTH NOT WEAKNESS

When Kalam’s friend Admiral L. Ramdas, said he want to talk against the nuclear test in the parliament. Kalam replied that first he want to speak it in front of White house and Kremlin, because in America and Russia there were more than 10,000 nuclear missiles. So we have to safe guard our nation.
CONCLUSION:

Kalam said that three factors are invariably found in strong nation. They are

- **Collective pride in its achievement**
- **Unity**
- **Ability of combined action**

Japan is the example of collective pride with one nation and one people. Germany proves the combined action in their economic development. Why can’t we? We can create a strength and secular country by unity and by our hard work. He concludes that the future of our nation is in the hands of the people by choosing the right person as their leader.
2. THE WICKED PRINCE

- HANS CHRISTIAN ANDERSON

INTRODUCTION:

H. C. Anderson was a famous Danish writer. He wrote many fairy tales, plays and essays. His fairy tales were translated into more than 125 languages. Some of his famous fairy tales are

- The Little Mermaid,
- The Ugly Duckling,
- The Nightingale and
- The Emperor’s New Clothes.

The wicked prince is also written by H.C. Anderson.

THE WICKED PRINCE:

Once there lived a wicked prince. He wanted to conquer the entire world. He destroyed all the neighboring country. He stole each and every treasure of the other nation. He also burnt and destroyed the crops and trees. He left the other nation with full of misery.

THE MIGHTY PRINCE:

When he brought the treasures to his nation his people thinks “What a Mighty Prince?” But they never know how he destroyed the other nations. He built palaces, buildings, churches in his country. He thinks there is no one on the earth is equal to him.

STEP TO CONQUER GOD:

The wicked prince wanted to place his golden statue in church in the place of god. The priests were against his idea. They said that “prince you are a mighty person but not greater than god”. Then he said that “Then I will conquer god too”.

THE BIG SHIP

To conquer god he build a huge ship with lot of colors. The ship looks like a peacock feathers. The feathers have lot of eyes in it but each eye is a gun. The prince sat in the center of the ship. He presses a single button to make the thousands of bullet to fly.
GOD’S ANGLE:

He attached his ship to thousands of eagles. His ship takes him away. The god sends his single angle. The prince shot his bullets but it does not hurt the angle. A single drop of blood came out from the white feathers of the angle. It dropped on the ship and then the ship stated to burn and fell down even then at his death position the wicked prince said

“I WILL CONQUER GOD”

CONCLUSION:

After recover from injury, the wicked prince built a huge ship. He joined new soldiers from different country. Once again he wages war against the god. This time god sends his swarms of gnat. in that one small gnat went inside the ears of the prince and stings. The prince danced here and there with pain and he died at last by the small gnat. **His pride makes him to fall.**
3. THE LAST LEAF

- O’HENRY

Author Introduction:

O. Henry is the pen name of William Sydney Porter. He was an American short story writer, famous for his use of surprise endings. He worked in a number of professions in his lifetime: a pharmacist, a draftsman, and a bank teller, among others. Throughout these phases, he contributed stories and articles to many newspapers and magazines. He founded The Rolling Stone—a humorous weekly. He wrote over 300 short stories and enjoyed great popularity among readers. Porter spent a lot of time talking to people and observing them. His stories are about the lives of ordinary people and are marked by his unique narrative style. Most of his stories are based in New York City and speak of his fascination with the place.

SUMMARY

In the story the last leaf, two artists, Johnsy and Sue share an apartment in an artists' community which is soon invaded by a malicious disease which spreads its deadly influence, mowing down many members in this struggling but auspicious society. Johnsy is infected and soon gives up hope for survival. She pins her destiny to the survival of one last leaf on a vine which she perceives through her window whilst lying in bed.

The attending physician informs Sue that Johnsy's chance for survival is limited unless she has something to hope for. Sue informs Mr Behrman, an old fellow artist, who is their downstairs-neighbour, about this and he is annoyed that Johnsy has such little hope. He is aware of her wish to die when the last leaf falls.

The next morning, after a vicious storm, Johnsy sees the last remaining leaf still clinging to life. She decides that she wants to continue living: there must be a reason that the leaf has refused to die, and it is a sin to want to die. Johnsy recovers from her illness.
Sue informs her some time later that Mr Behrman had died of pneumonia and the medics had found a burning lamp, a ladder and a palette containing a mixture of colours similar to that of a leaf, next to his completely wet, collapsed body. He had contracted pneumonia and expired due to his frail condition.

It becomes pertinently clear that Mr Behrman had finally painted his long-promised masterpiece - the leaf which saved Johnsy's life, sacrificing his in the process.
4. WHAT HAPPENS WHEN WE ALL HAVE DOG’S HEARING?

- Thomas Loren Friedman

Author Introduction:

**Thomas Loren Friedman** is an American political commentator and author. He is a three-time Pulitzer Prize winner who is a weekly columnist for *The New York Times*. He has written extensively on foreign affairs, global trade, the Middle East, globalization, and environmental issues.

SUMMARY:

Firstly Friedman mentions a taxi driver who was sent to pick him up at the airport in Paris. The driver was busied with talking to someone on the phone, watching a film and, of course, driving, while Friedman listened to music and wrote a journal. They multitasked but didn’t talk to each other at all.

Friedman comments that with a very interesting sentence: Technology can make the far feel near but it can also make the near feel very far. And in this point he’s completely right.

In using technical objects, we remove ourselves from our direct environment.

In addition to that, Friedman sees the main problem in having the possibility to read everything that is written down about us in the World Wide Web.

Later Friedman explicates that the interconnectedness leads to the era of interrupting. To illustrate, the author mentions a friend in Jerusalem who is really happy that his mobile phone was stolen. He also states the emergent popularity of blogging, pod-casting, YouTube and MySpace enable the modern world citizen to broadcast their views to a potential audience of billions, and the proliferation of Internet access to even the poorest communities gives everyone who wants to the tools to address issues of social injustice and inequality. On the other hand the technology that seems to improve communication on a global scale causes it to deteriorate on a local scale.
A RED, RED ROSE
- ROBERT BURNS

INTRODUCTION:
Robert Burns is the national poet of Scotland. He wrote many satires and poems. His poem A Red, Red Rose is simplest poem. It is a love poem written with beautiful figures of speech. He completed this poem in 1794 in English dialects.

LOVE IS LIKE A ROSE;

O MY LUVE ISS LIKE A RED, RED ROSE
THAT’S NEWLY SPRUNG IN JUNE
The poet says that his love is like a beautiful red rose. The rose which is freshly blooms in the month of June. He compares his love with the melody music. The music is played in tune and it is sweet to hear.

LOVE TILL SEA DRY:
The poet says that he loves his beautiful lady all his life. He loves her till all the seas dry. He says that he loves her with his heart until the rocks melts by the sun light. He deeply express in each and every line that he loves his beloved until the worlds end.

LOVE ALL THE TIME:
The poet point out that the time is running. Like the sand in the sand clock. He loves his lover all the time. The speaker says that even in his separation he loves his beloved. Even he travel ten thousand miles but he come once again and love his lover.

CONCLUSION:
The poet expresses his deep love and his feeling in a very simple and emotional way. He compares his love to a fresh red rose and to lovely music. In each line of the poem he expresses his true love and he concludes by saying that he loves his lover until the world’s end.
A PSALM OF LIFE

INTRODUCTION:
A psalm of life is an inspiring poem written by American poet H.W.Longfellow. The poem was first published in October 1838. It is a song of life. Its subtitle is ‘What the heart of the young man said to the psalmist’.

LIVE IN PRESENT:
In "A Psalm of Life," the speaker addresses the psalmist who claims that life is an empty dream. He implores readers to live in the present, let go of the past, and enjoy life in the awareness that it is in some ways a slow march to the grave.

SOUL LIVES FOR EVER:
A young man disagrees with a psalmist who alludes to Genesis 3:19: "For dust thou art, and unto dust shalt thou return." The young man states that this line was spoken only of the human body and never referred to the soul.

LIVE A HAPPY LIFE:
The speaker says to the reader to make life sublime in spite of the knowledge that death will come for them one day. He tells them to act like heroes in the struggles of day to day life.

CONCLUSION:
At the end of the poem, the speaker hopes that the reader will take heart in his assertions that life isn't just an empty dream. He calls upon the reader to strive and achieve in spite of the promise of death.
INTRODUCTION:

John Keats was a famous English romantic poet. Some of his famous poems are Endymion, Hyperion, Isabella, Lamia etc. The prescribe poem La Bella Dame Sans Merci means the beautiful lady without pity.

THE BEAUTIFUL MAIDEN:

A knight meets a beautiful maiden while out riding one day. She looks like fairy’s child. He immediately becomes infatuated with this woman, allowing her to feed him roots and berries. Later, he realizes that he has come under the woman's control and that she controls him mercilessly.

THE KNIGHT’S DREAM:

She sang him songs, fed him roots, and slowly drew him under her spell. He takes the knight to his place. He controls him. There she made him to sleep. There he dreamed a dream. In the dream, he meets pale kings and princes who tell him that he's being controlled by the woman and that she'll show him no mercy.

CONCLUSION:

He's abandoned in the field. At last he wanders in the place where no birds sing and the lake sedges. Keats gives perfection to this ballad with his sensuous lines.
"The Unknown Citizen"

W.H. Auden

"The Unknown Citizen" was written by the British poet W.H. Auden, not long after he moved to America in 1939. The poem is a kind of satirical elegy written in praise of a man who has recently died and who lived what the government has deemed an exemplary life. This life, really, seems to have been perfectly ho-hum—exemplary only insofar as this man never did anything to question or deviate from society's expectations.

On the one hand, the poem implicitly critiques the standardization of modern life, suggesting that people risks losing sight of what it means to be an individual when they focus exclusively on the same status symbols and markers of achievement (like having the right job, the right number of kids, the right car, and so forth). The poem also builds a frightening picture of a world ruled by total conformity and state oppression, in which a bureaucratic government dictates and spies on its citizens' daily lives.

According to the Bureau of Statistics, nobody ever made a formal complaint about him. The other reports about his behavior all say that he was basically the perfect citizen, because he did everything he was supposed to do in order to serve his society. He worked the same job his entire life until he retired, apart from a break when he served in the War.

His employer, Fudge Motors Inc., was fine with him. He had a totally normal outlook on life and politics, and he contributed to his Union (which, we've checked, was not a threat). Our Psychology institution also established that his friends liked hanging out with him. According to the Official Media, he bought a paper regularly and responded to adverts as was to be expected. He had the proper insurance, and our official health records show he only needed to stay in the hospital one time. The departments in charge of organizing society agree that he approved of the State's vision and that he had all the possessions that a modern individual needs—like a record player, radio, car, and fridge.

Our Public Opinion department asserts that he always held the right view on the big issues: if it was a peaceful time, he approved, but he also went to war when we needed him to. He had a wife and five children, contributing the correct number of new human beings to society according to our governmental official who aims to optimize the gene pool. He let the children's teachers do their work without questioning their teachings. It's ridiculous to ask if he was free or happy, because we would have known if there was anything wrong with him.
INTRODUCTION:

William Stanley Houghton was a famous English dramatist. He was one of the best, of a group of realistic playwrights often called The Manchester School. In his every play he sought to present an idea. The dear departed is one of the famous plays written by him.

FATHER IS DEAD:

At the beginning of the play, Mrs. Slater goes to offer something to her father Abel and finds him quite cold, not responding at all. He is motionless. So, she declares that her father is no more. She informs her sister about the death of their father. Mrs. Slater and her husband are busy making arrangements for the mourning.

ARRIVAL OF JORDANS:

Victoria is asked to keep a watch on the main door to inform her mother about the arrival of the Jordans. They start a discussion over the distribution of their father's belongings among them. They speak about insurance, payment of their father and divide the other belongings among themselves.

FATHER IS ALIVE:

Victoria, who has been sent to the grandfather's room, returns very scared. She tells everyone that grandfather is alive. To everybody's surprise, grandfather is seen coming downstairs. He is surprised to find the Jordans over there too. No one dares to tell him that he had been declared 'dead'. The father came to know about the plan of his daughters.

CONCLUSION:

The grandfather decides not to live with any of his daughters. He even expresses his final intention to change his will. He declares that he is going to give everything to Mrs. Shorrocks whom he will marry.
Mind Map

Mind map is an activity of making a person use his imaginative skills to think and plan to execute the work of different topics in oral or written form. This task may be carried out by an individual or by pairs or groups.

Direction: A word or expression should be proposed by a team first. The other team is required to list concepts that are associated with it in some way. For example, we would associate the word ‘paper’ with writing, ink, pen, book, etc. The list can go on. If a pair or group lists items for which you fail to find any connection, you may ask that pair or group to justify and explain the words or expressions. For example, if they list ‘kite’, they may explain, ‘you can use paper to make kites for children’. The winner is the team that gets the most associations in the shortest possible time.

In this activity, you will be supplied an object or word or a topic. you should first list as many imaginative uses for it as you can think of it. For example, if a word, ‘umbrella’ is given to you, you may use the following uses:

i. To provide shelter from the sun;

ii. To provide shelter from rain;

iii. To hide one’s face form others;

iv. To hit your enemy;

v. To play hockey / billiards.

Similarly you can think of objects like tooth-brush, newspaper, pencil, hockey-stick, bags, and you may even be assigned some topics like ‘Indian Women of today’ or ‘Indian Politics today’ or ‘The Effects of Protests against the governments’ etc., for which you need to think, plan and later present your arguments and discussion in coherent and logical order, using simple, short and sharp sentences in oral form or written form, i.e. as required.
Notice

Every organization usually devises rules of procedure for the conduct of meetings. These rules indicate that the frequency of meetings of different units and prescribe the notice period for calling a meeting besides indicating the person who has a right to call it and the persons who have a right to attend it. When we are required to call a meeting, we have to send written notice within the specified time to every member of the group. The notice should mention the name and address of the organization, and the date on which it is issued besides indicating the day, date, time and venue of the meeting. The business to be transacted should be mentioned in the notice if the number of items is small; otherwise it should be indicated in a separate sheet and enclosed with the notice as annexure.

Notices serve a number of purposes in any office. Some of them are:

i. Report on matters of importance to staff.
ii. Advertise posts for internal appointment.
iii. Inform staff on new procedures and rules.
iv. Convey growth and development of the company.
v. Announce social programmes.

Model:

Prithic Industries Limited
DS House
Palladam Road
Coimbatore

07 March 2018

Staff Welfare Association Executive Committee Meeting
NOTICE

The first meeting of the Executive Committee will be held at 5 p.m., on Wednesday, 20 March 2018 in Room No. 17, DS House.

Please make it convenient to attend.

cc. All members

S.Sivasankari
Secretary
Expansion of Proverbs

Expansion means elaboration. It is an act of elaborating the given passage or a proverb or a maxim. It is usually a kind of paragraph writing. It is a miniature essay. In expanding proverbs, the following hints may be kept in mind:

i. Clear thinking is necessary to understand the main idea or title about which we are expected to write. i.e. we are expected to study the given proverb or maxim carefully.

ii. We should think out the points we want to deal within the paragraph and jot them down in coherent order.

iii. We should start, if possible, with a striking sentence which may express the main idea and awaken readers' interest. The opening sentence may thus be key-sentence. It should clearly express what we are going to write about.

iv. We should vary the length and structure of our sentences and avoid repetition and monotony and write complete sentences. Every sentence should state a clear fact or idea. Sentences should be simple, short and concise.

v. There should be a logical progression of thought.

vi. We should clearly explain the implication and significance of the topic.

vii. We should explain the topic with illustrations wherever possible.

viii. We should end up with a sentence that summarizes what we have said earlier.

Models:

1. No pains, no gains

Outline: Examples of gains that come by chance do not make the proverb untrue.

a. No royal road to learning.

b. Even geniuses must work.

c. No success in business without work.

d. Character-building means effort.

This proverb means that we cannot achieve success in anything without effort and sacrifice. At first sight this may seem to be not quite true; for we can think of examples of people who have gained much without any trouble to themselves. A man who happens to have been born the son of a millionaire, will get wealth on the death of his father, without any effort on his part; and people sometimes win a large sum of money in a lottery without the slightest effort. But such cases of luck are exceptional, and cannot be counted on. For most people it remains true that success can be won only at the cost of hard work.
It is certainly true in education and scholarship. It should be understood what a philosopher once said: “There is no royal road to learning”. A student can never become a scholar unless he works hard, denies himself ease and pleasure, and devotes himself to books. No idler ever achieved fame as a scholar.

Some men are born with great artistic gifts. They have a natural genius for music, painting, poetry, literature, or acting. One would think that there would be no need for such geniuses to work. But experience teaches that no natural genius has ever become the master of his art and achieved complete success, who has not cultivated and perfected his gift by untiring industry and constant practice.

In business life success certainly depends very largely on hard work – on taking pains. The man who goes to his office late and goes home early, who leaves the work to his subordinates and spends his time in amusements, will never be a successful businessman. The men who have made fortunes have all been hard workers. “No pains, no gains” is certainly true of business.

It is true, too, in a more important matter – in character building. Few men are naturally good; and a fine, noble character is as a rule the result of effort and struggle. It requires ceaseless moral effort to form good habits, to break bad habits, to resist temptation, to develop virtues. No one becomes good in his sleep.

2. Rome was not built in a day

Outline:

a. The proverb is for the impatient and discouraged.

b. Illustrations from sport and learning.

c. It must not be used as an excuse for laziness.

Anyone, who attempts a task of any magnitude, may be beset by two temptations, namely, impatience and discouragement. He starts with hope and enthusiasm; but finding that the task he has set himself will take much longer than he thought, becomes impatient and scamps the work to get it finished. Or, when he realizes the difficulties to be overcome, he becomes discouraged, relaxes his efforts, or abandons the work as hopeless. As a check to impatience, and a word of cheer to discouragement, come this old proverb – “Rome was not built in a day”. To build a great city like Rome, many days, nay years and even centuries, were necessary. And no task that is really worth doing can be done either quickly or easily. Slow progress must not make us impatient, and difficulties must not discourage us.

A youth has an ambition to become a fine athlete. He thinks that a little practice will soon make him a first class bat or centre-forward. But when he finds it will take many months of practice and hard-training, he becomes impatient and discouraged. To him the proverb says, “Be patient: for Rome was not built in a day”.
Another youth makes up his mind to become a scholar, and devotes himself in real earnest to his studies. But the more he learns, the more he realizes there is to be learnt. The subject enlarges as he progresses, the difficulties become more formidable, and at last he realizes that it will take him years of hard mental toil before he can reach his goal. And he becomes disheartened. To him comes this word of cheer: "Be not discouraged; for Rome was not built in a day.”

But this proverb meant to encourage, must not be used, as it sometimes is, as an excuse for laziness and procrastination. The idler when remonstrated with on his lack of progress, may gaily reply, “Ah well! What can you expect? Rome was not built in a day”.

3. Slow and steady wins the race

Outline:

a. The fable of the hare and the tortoise.

b. Genius without work achieves little.

c. An ordinary man can achieve much by perseverance.

The best illustration of this proverb is the old fable of Aesop about the hare and the tortoise. A tortoise, which moves very slowly, challenged a hare, one of the swiftest of the animals, to a race. The hare took it as a joke; and after running a certain distance, lay down under a bush and went to sleep, thinking he had plenty of time to beat his slow competitor. The tortoise, however, plodded on steadily, without pausing. He passed the sleeping hare, and had nearly reached the goal before the hare woke up. The hare, seeing his rival so far ahead, set off at full speed; but he had delayed too long and before he could reach it, the tortoise had passed the winning post and won the race.

The proverb and the fable are a warning to erratic and lazy geniuses, and an encouragement to the ordinary man of average ability. Even a man of brilliant gifts cannot achieve much without steady work and perseverance; and there have been many men of talent, and even genius, who have failed, or at any rate not achieved the success they might have achieved owing to laziness, or over-confidence in their natural ability.

An average man of very mediocre gifts, is tempted to think that it is no use his trying to accomplish anything great. So he attempts nothing. And yet many quite ordinary people have achieved solid success in life by perseverance, steady application and hard work. Compared with a brilliant genius, they are like the tortoise to the hare; and yet, as the tortoise won the race by plodding on bravely with not relaxing perseverance, so many steady worker wins through in the end. In a school, it is not always the cleverest boy that takes the prizes; they are often won by a steady plodder of average intelligence.
UNIT V
COMMUNICATION

1. Different Types of Asking

There are three different types of questions that we use in normal conversation. They are namely, W/H, Yes/No and Tag questions.

W/H type questions are also called ‘closed’ or ‘polar’ questions. They begin with W/H words like what, when, why, who, whose, whom, where, how, how many, how long, how far, etc., in capital forms and end with question marks.

Examples:  
What is your name?  
Where do you study?  
Who is your best friend?  
When will you get married?  
How old are you?  
How many children do you have?  
How long have you been playing cricket?

Yes/No questions usually begin with auxiliary verbs. They are also called ‘bipolar’ or ‘open-ended’ questions. They also end with question marks.

‘be’ forms that are used in the initial position are: am, is, are, was, and were  
‘do’ forms that are used in the initial position are: do, does and did  
‘have’ forms that are used in the initial position are: have, has and had  
‘modal’ forms that are used in the initial position are: will, shall, may, can, would, should, could

Examples:  
Is he Prithic Vaisnav?  
Are you Sivasankari?  
Was he playing cricket?  
Do they attend classes daily?  
Does he study well?  
Did you do your home work?  
Have you brought your assignment?  
Has he bought a car?  
Will you attend the class tomorrow?
Tag questions also usually begin with the above said auxiliary forms of the verbs. They also end with question marks. The form that is to be kept in mind while framing a tag question is:

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Auxiliary verb + n’t + Pronoun of the Subject of the sentence + Question mark
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Note: If ‘not’ is used in given sentences, when framing tag form for it, ‘not’ should not be used.

Examples:

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Tag forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hari is a doctor.</td>
<td>Isn’t he?</td>
</tr>
<tr>
<td>Raju goes to cinema.</td>
<td>Doesn’t he?</td>
</tr>
<tr>
<td>You are Radha?</td>
<td>Aren’t you?</td>
</tr>
<tr>
<td>Hari is writing a letter.</td>
<td>Isn’t he?</td>
</tr>
<tr>
<td>They do their works.</td>
<td>Don’t they?</td>
</tr>
<tr>
<td>They did their works.</td>
<td>Didn’t they?</td>
</tr>
<tr>
<td>Kamala was watching a movie.</td>
<td>Wasn’t she?</td>
</tr>
<tr>
<td>Rahim and Raja are doctors.</td>
<td>Aren’t they?</td>
</tr>
<tr>
<td>The boys were playing cricket.</td>
<td>Weren’t they?</td>
</tr>
<tr>
<td>The students did their home works.</td>
<td>Didn’t they?</td>
</tr>
<tr>
<td>The boys will play well.</td>
<td>Won’t they?</td>
</tr>
<tr>
<td>Raja has got a car.</td>
<td>Hasn’t he?</td>
</tr>
<tr>
<td>Raja has a car.</td>
<td>Doesn’t he?</td>
</tr>
<tr>
<td>The boys have got pens.</td>
<td>Haven’t they?</td>
</tr>
<tr>
<td>The boys have pens.</td>
<td>Don’t they?</td>
</tr>
<tr>
<td>The girls had bought many books.</td>
<td>Hadn’t they?</td>
</tr>
<tr>
<td>The girls had many books.</td>
<td>Didn’t they?</td>
</tr>
<tr>
<td>I am a doctor.</td>
<td>Aren’t I?</td>
</tr>
<tr>
<td>He can construct a wall.</td>
<td>Can’t he?</td>
</tr>
</tbody>
</table>
| He could construct a wall.       | Couldn’t he?
<table>
<thead>
<tr>
<th>Verb</th>
<th>Manner of splitting</th>
<th>Model Sentences</th>
<th>Manner of splitting the given verb</th>
<th>Question forms of the given sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base verb / simple present</td>
<td>do - verb</td>
<td>I write a letter.</td>
<td>do - write</td>
<td>What do you write?</td>
</tr>
<tr>
<td>base verb + s/es/ies</td>
<td>does - verb</td>
<td>He writes a letter.</td>
<td>does - write</td>
<td>What does he write?</td>
</tr>
<tr>
<td>simple past</td>
<td>did - verb</td>
<td>He wrote a letter.</td>
<td>did - write</td>
<td>What did he write?</td>
</tr>
<tr>
<td>Present</td>
<td>Am/is/are + verb</td>
<td>He is writing a letter.</td>
<td>am/is/are + write + ing</td>
<td>What is he writing</td>
</tr>
<tr>
<td>continuous</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present Perfect</td>
<td>have/has - past participle</td>
<td>He has written a letter.</td>
<td>have/has - written</td>
<td>What has he written?</td>
</tr>
</tbody>
</table>

While framing questions, we should know how to split the given verbs and insert the subject in the middle. The following patterns with examples will help you know better in framing W/H and Yes/No type questions.
<table>
<thead>
<tr>
<th>Tense</th>
<th>Form</th>
<th>Subject</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Perfect Continuous</td>
<td>Have/has - been + verb + ing</td>
<td>He has been writing a letter.</td>
<td>Has he been writing a letter?</td>
</tr>
<tr>
<td>Past Continuous</td>
<td>was/were - verb + ing</td>
<td>He was writing a letter.</td>
<td>What was he writing?</td>
</tr>
<tr>
<td>Simple Future</td>
<td>will/shall - verb</td>
<td>He will write a letter.</td>
<td>What will he write?</td>
</tr>
<tr>
<td>Do (as main verb)</td>
<td>do - do</td>
<td>They do their works.</td>
<td>What do they do?</td>
</tr>
<tr>
<td>Does (as main verb)</td>
<td>does - do</td>
<td>He does his work.</td>
<td>What does he do?</td>
</tr>
<tr>
<td>Did (as main verb)</td>
<td>did - do</td>
<td>He did his work.</td>
<td>What did he do?</td>
</tr>
<tr>
<td>Have (as main verb)</td>
<td>do - have</td>
<td>They have cars.</td>
<td>Do they have cars?</td>
</tr>
<tr>
<td>Has (as main verb)</td>
<td>does - have</td>
<td>He has a car.</td>
<td>What does he have?</td>
</tr>
<tr>
<td>Had (as main verb)</td>
<td>did - have</td>
<td>He had cars.</td>
<td>Did he have cars?</td>
</tr>
</tbody>
</table>
2. Group Discussion

The term ‘Group Discussion’ is used to refer to a situation in which a small number of persons meet face-to-face and, through free oral interaction among themselves exchange information or attempt to reach a decision on shared problems. It is difficult to specify the number of participants that would make the group discussion useful. The discussion may be useful and it will serve its purpose meaningfully when it has the members between five and nine. When it is below five, the discussion may suffer from a lack of diversity of opinion, knowledge and skill and when it is above ten or more, some tend to avoid participation and remain just passive listeners.

Effective communication in a small group requires sensitivity to the dynamics of the group process. Each participant should give a fair chance to others to speak and express their opinion. This would ensure crystallization of thought and bring to light different aspects of the topic under discussion. Emotional outburst and display of excitement have to be avoided in group discussions.

There is a greater responsibility to the participants to make the discussion useful, purposeful and meaningful. If a member tries to dominate the discussion or to go on speaking continuously for a long time, it is the duty of the other to curb him by interrupting him politely so that others are also able to contribute to the process. When the discussion takes place, some persons may be invited as observers. This may be done for two purposes: to let the observers learn the process of group discussion and to evaluate the contributions made by members.

Here are some useful points for the success of a group discussion:

i. Be a good listener. This will help you react to the views of others positively.
ii. Don’t be emotional and angry. This will prevent your line of thinking and you will lose your track.
iii. Never take a hurried stand, especially at the beginning.
iv. Display a positive attitude and don’t disagree strongly. If you need to disagree, do it with a smile.
v. Appreciate the views of others even if they demolish your point of view.
vi. Try to take others’ support while asserting and try to build consensus.
vii. Don’t intervene unnecessarily when others speak.
viii. Don’t hesitate to own your mistakes.
ix. Accept your defeat sportingly. Be graceful and actually thank others for helping you clarify your views.