

ENGAEC-201

Alternative English II

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Unit I: Grammar I

1. Modal Auxiliaries
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1. What is a modal auxiliary verb?

Ans: The modal auxiliary definition encompasses auxiliary verbs used to show possibility, necessity, willingness, or capability. A modal auxiliary verb does not change form (to indicate singular or plural) or change tense (to indicate time). Modal auxiliary verbs are used in the following sentences:

I could call between ten and twelve. (possibility)

The neighbour must cut the grass today. (necessity)

Kelly can drive Justin to practice. (willingness)

The dog could jump over that fence. (capability)

The following table displays common modal auxiliary verbs and quasi-modal auxiliary verbs.

can	could	may
might	must	shall
should	will	would
ought (to)	need (to)	have (to)

Fill in the blanks with the correct modals:

I **can** arrange the flowers for the bouquet. (may/can)

may I borrow this pen from you? (may/might)

The teacher **might** ask you to bring the homework. (might/can)

According to the weather forecast, it **may** snow heavily tomorrow. (may/shall)

Raj hasn't studied well. He **might** fail his exam. (might/shall)

You **must** follow the traffic rules. (may/must)

It **must** be difficult to live amidst war. (should/must)

My mother **will** scold me if I don't go back on time. (will/may)

We **ought to** take care of our parents. (ought to/ could)

I **shall** visit the local grocery store soon. (shall/can)

You **should** be punctual. (should/ought)

One **ought to** repay all their debts. (must/ought to)

could you show me the road to the market? (could/might)

The child **must** be taken to hospital immediately. (must/might)

will you have hot chocolate? (shall/will)

2.What is an adjective?

An adjective is a word that describes or modifies a noun or pronoun. Adjectives can answer questions like "which one," "what kind," or "how many"

How to use adjectives:

Adjectives are usually placed before the word they modify. They can add description to a paper and enhance sentence clarity and vividness.

Examples of adjectives

Some examples of adjectives include "heavy," "great," "glorious," "first," and "violent".

Example

They live in a beautiful house.

Lisa is wearing a sleeveless shirt today. This soup is not edible.

She wore a beautiful dress.

He writes meaningless letters.

This shop is much nicer.

She wore a beautiful dress.

Ben is an adorable baby.

Linda's hair is gorgeous.

This glass is breakable.

I met a homeless person in NY.

3. What is an adverb?

An adverb is a word that modifies (describes) a verb ("he sings loudly"), an adjective ("very tall"), another adverb ("ended too quickly"), or even a whole sentence ("Fortunately, I had brought an umbrella."). Adverbs often end in -ly, but some (such as fast) look exactly the same as their adjective counterparts.

Example

Tom Longboat did not run badly.

Tom is very tall.

The race finished too quickly.

Fortunately, Lucy recorded Tom's win.

Unit II: Grammar II

1. Negative Sentences
 2. Interrogative Sentences
 3. Corrections of Sentences
 4. Difference between words
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1. Negative sentence:

Ans: A negative sentence is a sentence that states something is false. To create a negative sentence in English, you can add the word "not" after the auxiliary verb. For example, "She does not like reading books" is a negative sentence.

Here are some tips for creating negative sentences:

Use the word "not" after the auxiliary verb.

An auxiliary verb is a helping verb, such as "be".

"Be" can take different forms, including "am," "is," "are," "was," and "were".

Change the following sentences into negative.

1. I am going to the market.
2. They are coming with us.
3. He is waiting for you.
4. He was quite sure about it.
5. They were playing football.
6. The boy can speak English very well.
7. She must come with us.
8. You should come here again.
9. The children have gone to bed.
10. He works hard.
11. They will come tomorrow.
12. All of them were present.
13. She knows how to make cakes.
14. She has a car.
15. My mother reads a lot of books.
16. She leaves for work at 8.30 am.
17. The workers finished the work.
18. She gave me her books.
19. Put the books on the table.
20. He has done his homework.

Answers:

1. I am not going to the market.
2. They are not coming with us.
3. He is not waiting for you.
4. He was not quite sure about it.
5. They were not playing football.

6. The boy cannot speak English very well.
7. She must not come with us.
8. You should not come here again.
9. The children have not gone to bed.
10. He does not work hard.
11. They will not come tomorrow.
12. None of them were present.
13. She does not know how to make cakes.
14. She does not have a car.
15. My mother does not read many books.
16. She does not leave for work at 8.30 am.
17. The workers did not finish the work.
18. She did not give me her books.
19. Do not put the books on the table.
20. He has not done his homework.

2. Interrogative sentence:

An interrogative sentence is a sentence that asks a question and ends with a question mark.

Here are some characteristics of interrogative sentences:

Question words

Interrogative sentences often start with a question word like who, what, where, when, why, or how.

Helping verbs

Interrogative sentences can also start with a helping verb for yes/no questions.

Subject and predicate

In an interrogative sentence, the verb comes before the subject.

1. His parents have arrived.

2. Our team won the championship.
3. James left school at fourteen.
4. The boys applauded the players.
5. He accused her of poisoning his dog.
6. She saved money by giving up cigarettes.
7. He always feeds the cat before going out.
8. Those glasses belong on the top shelf.
9. She rang him up.
10. We agree about most things.
11. They left in the morning.
12. Birds of a feather flock together.
13. Sania works at a factory.
14. The girl borrowed a book from the library.
15. The dog waited for his master at the gate.

Answers:

1. Have his parents arrived?
2. Did our team win the championship?
3. Did James leave school at fourteen?
4. Did the boys applaud the players?
5. Did he accuse her of poisoning his dog?
6. Did she save money by giving up cigarettes?
7. Does he always feed the cat before going out?
8. Do those glasses belong on the top shelf?
9. Did she ring him up?
10. Do we agree about most things?
11. Did they leave in the morning?
12. Do birds of a feather flock together?
13. Does Sania work at a factory?
14. Did the girl borrow a book from the library?

15. Did the dog wait for his master at the gate?

3.correction of sentences:

Sentence correction, also known as sentence improvement.

Here are some tips for correcting sentences:

Capitalization

Ensure that the first letter of the sentence is capitalized, as well as proper nouns, names of people, places, or objects, and the personal pronoun "I".

Subject and verb agreement

The subject and verb of a sentence should agree in number and tense.

Punctuation

Ensure that punctuation marks are used correctly and that sentences end with a full stop, exclamation mark, or question mark.

Prepositions

Avoid using prepositions at the end of sentences, unless in exceptional cases.

Correct the following sentences.

1. Meena cooks the food yesterday.
2. He comes to my house tomorrow.
3. He will visit me yesterday.
4. One of my friends were absent today.
5. None of them are here at the moment.
6. Manu and Maya is playing with their dog.
7. What has you been able to find out?
8. Does he know what he is doing?
9. I has no interest in politics.
10. She do not want to go.

11. Mathematics are my favourite subject.
12. Manju eat a chocolate yesterday.
13. Seeds needs moisture to germinate.
14. She could not come tomorrow.

Answers

1. Meena cooked the food yesterday. / Meena cooks the food every day.
2. He comes to my house every day. / He will come to my house tomorrow.
3. He will visit me tomorrow. / He visited me yesterday.
4. One of my friends was absent yesterday.
5. None of them is here at the moment.
6. Manu and Maya are playing with their dog.
7. What have you been able to find out?
8. Does he know what he is doing?
9. I have no interest in politics.
10. She does not want to go.
11. Mathematics is my favourite subject.
12. Manju ate a chocolate yesterday.
13. Seeds need moisture to germinate.
14. She could not come yesterday. / She cannot come tomorrow.

4. Difference between words:

1. Which one is different?

restaurant

bar

bank ✓

cafe

2. Which one is different?

small✓

big

fat

large

3. Which one is different?

potato

apple✓

cabbage

carrot

4. Which one is different?

snow

fog

rain

sunshine✓

5. Which one is different?

quick

fast

rapid

slow✓

6. Which one is different?

get up✓

dream

go to bed

sleep

7. Which one is different?

angry

happy✓

embarrassed

upset

8. Which one is different?

awful

terrible

wonderful✓

disgusting

Unit III: Poetry

1. Thomas Hardy: "The Darkling Thrush"

2. Walt Whitman: "O Captain! My Captain"

3. Alfred Tennyson: "The Charge of the Light Brigade"

The Darkling Thrush

Q.How does the poet describe the winter?

Ans: The poet describes the winter as bleak and desolate, with frost and cold dominating the landscape. The environment is depicted as lifeless and barren.

Q.How is the song of the thrush described?

Ans: The song of the thrush is described as joyful and hopeful, contrasting sharply with the bleakness of the winter setting. It is a 'full-hearted evensong of joy illimited'.

Q.Which old-fashioned words are used in the poem?

Ans: Old-fashioned words used in the poem include 'spectre-grey', 'dregs', 'desolate', and 'evensong'.

Q.Do you find the poem gloomy? Is there a note of hope in it? Discuss

Ans: The poem initially appears gloomy due to the desolate winter setting and the poet's reflection on the end of the century. However, the song of the thrush introduces a note of hope, suggesting that there is still joy and optimism in the world.

Q.Find out the symbolic significance of the bird in Thomas Hardy's The Darkling Thrush."

Ans: The bird in 'The Darkling Thrush' symbolizes hope and resilience. Despite the harsh winter and the poet's despondent mood, the thrush sings joyfully, representing the persistence of hope in the face of adversity.

Q.What are examples of imagery used in "The Darkling Thrush"?

Ans: The bird in 'The Darkling Thrush' symbolizes hope and resilience. Despite the harsh winter and the poet's despondent mood, the thrush sings joyfully, representing the persistence of hope in the face of adversity.

Q.How does the speaker feel about the season in "The Darkling Thrush"?

Ans: The speaker feels despondent and reflective about the season, viewing it as a metaphor for the end of an era and the bleakness of the future.

Q.How does the thrush change the mood of the poem?

Ans: The thrush changes the mood of the poem by introducing an unexpected note of hope and joy. Its song contrasts with the bleakness of the setting and the speaker's mood, suggesting that there is still beauty and optimism in the world.

Q.Discuss the tone of the poem.

Ans: The tone of the poem is initially bleak and despondent, reflecting the harsh winter landscape and the poet's reflections on the end of the century. However, the tone shifts to one of cautious optimism with the introduction of the thrush's joyful song.

Q.Which words does the poet use to depict the bird's strength in third stanza?

Ans: In the third stanza, the poet uses words like 'full-hearted', 'evensong', and 'joy illimited' to depict the bird's strength and the boundless joy it represents.

Q.What are the poet's feelings at the end of the poem The Darkling Thrush?

Ans: The poem ends on a confusing note. The speaker says that he was unaware. The confusion lay in whether he was touched by the bird's song yet unaware of the reasons to be happy and motivated or he was completely unaware of the positivity in the bird.

Q. Which century is going to end in the poem The Darkling Thrush?

Ans: nineteenth century.

Q. What is the meaning of the word darkling thrush?

Ans: 'Darkling' means in darkness, or becoming dark, for Hardy can still see the landscape, and the sun is 'weakening' but not completely set. The title must be shorthand for 'the thrush that sang as night was approaching.' The word 'darkling' has a tremendous history in poetry.

Q. Briefly explain the title of the poem The Darkling Thrush.

Or

Write the summary of this poem

Or

Describe the main idea of this poem

Or

Write the central theme of this poem

Ans: The poem begins by introducing its speaker, who tells the story of a moment he experienced while leaning against a gate in the countryside. It was dreary day towards the end of winter, and the setting sun was pale in the grey sky. The speaker looked up through a mesh of tangled plant stems, which he imagined as the broken strings of harps, and reflected that all the people who could be out in the desolate countryside had gone home to sit by the fire.

In the second stanza, the speaker begins to think more metaphorically. He sees the harsh features of the land as visual representations of the "Century's corpse," or the nineteenth century which was coming to an end as Hardy wrote this poem. Within this metaphor, the grey skies become the century's tomb, and the wind its mourning song. The speaker continues in this bleak tone as he observes that the fertility of the land has given way to barrenness, and that every living thing seems to share his hopeless outlook.

Suddenly, within the overhanging tangle of dead plants, he hears a voice sing out joyfully, without a tinge of awareness of the bleakness the speaker perceives in the world. He looks up to see an old thrush, a type of songbird. The thrush looks small and weak, and its feathers are ruffled by the cruel winter winds. Night is coming on, yet the frail thrush chooses to sing out with a full voice into the "growing gloom"

The speaker looks around, both near himself and far out, and can see no justification anywhere for such joyful singing. Because he can see “so little cause” for singing, and yet the thrush sings, the speaker concludes that it must know something he doesn’t. Although he sees room only for pessimism on earth, the little bird up in the night air must sense “Some blessed Hope”

O Captain! My Captain

Q. Briefly explain the title of the poem O Captain! my Captain!

Or

Write the summary of this poem

Or

Describe the main idea of this poem

Or

write the central theme of this poem

The narrator in the poem addresses the captain and says that the ship that they are sailing has won and that the victory is theirs. They are now near the port and the bells are heard as a symbol of joy; it was ringed by the people in the land waiting for the captain. But the Captain is lying dead on the deck; his body is cold and dead.

It is not that the narrator does not know the captain is dead, he does, yet he tries to wake him up, he just wishes that it is a dream. He asks the captain to raise and hear the joyful sound of the bells that celebrate their victory. He says that all the events, all the arrangements are for him, the captain and so he insists to wake up as soon as possible. But he remains cold and dead on the deck of the ship.

In the final stanza, the narrator accepts the fact that his Captain is dead and so he mourns out loud saying, " My Captain does not answer, his lips are pale and still, my father does not feel my arm, he has no pulse nor will". Now that the ship is safe in the homeland, he walks with great grief inside him, he walks away from the deck through the people who were celebrating by ringing the bells louder, adding glory to the shores.

The Charge of the Light Brigade

Q. What is the poem about?

The poem is about a group of 600 British soldiers who were ordered to charge into the "Valley of Death" against a much larger Russian army during the Crimean War.

Q.What are the main themes of the poem?

The poem's main themes include conflict, courage, death, and duty.

Q.What is the poet's message?

The poet's message is to honour the Light Brigade and the charge they made, which conveys the idea that all soldiers are affected by war.

Q.What is the famous line from the poem?

The famous line from the poem is "Into the valley of Death / Rode the six hundred".

Q.When was the poem written and published?

The original version of the poem was written on December 2, 1854 and published in The Examiner on December 9, 1854. It was later revised and expanded for inclusion in Maud and Other Poems.

Q.How many soldiers were fighting and against whom?

Ans. 600 soldiers of the British Light Brigade were fighting against the Russian army.

Q.What was the blunder?

Ans. Due to a misunderstanding in an order sent by the commander-in-chief, the British soldiers were ordered to attack the Russians. The British soldiers with only swords and lances went into a valley to attack the Russian army. The Russian army had cannons and guns and were guarding the valley from three sides.

Q.What was the price paid for the blunder?

Ans. Although the soldiers knew that the attack was a mistake, they bravely charged ahead, unquestioningly, following the given orders. The Light Brigade lost many soldiers and horses.

Q.Who are being referred to as the one with sabres and the ones with guns?

Ans. The British soldiers are referred to as the ones with the sabres and the Russian and Cossack soldiers stationed in the valley are referred to as the ones with the guns.

Q. What does this charge tell you about the British soldiers?

Ans. The British soldiers were ill-equipped but disciplined and very brave. They showed unquestioned loyalty to their commander. Some of them managed to reach the enemy frontline and engaged them in a fight before riding back out of the valley.

Q. How did the speaker remember the soldier of the Light Brigade?

Ans: The speaker remembers the soldiers of the Light Brigade as brave and heroic individuals who charged into battle despite the odds being against them. They are remembered for their courage, loyalty, and sacrifice.

Q. Why is the Valley described as mouth of hell.

the valley is described as the "mouth of hell" to convey the soldiers' sense of being trapped and the inevitability of death.

Q. Briefly explain the title of the poem The Charge of the Light Brigade

Or

Write the summary of this poem

Or

Describe the main idea of this poem

Or

write the central theme of this poem

Ans: The poem tells the story of a brigade consisting of 600 soldiers who rode on horseback into the "valley of death" for half a league (about one and a half miles). They were obeying a command to charge the enemy forces that had been seizing their guns.

Not a single soldier was discouraged or distressed by the command to charge forward, even though all the soldiers realized that their commander had made a terrible mistake: "Someone had blundered." The role of the soldier is to obey and "not to make reply...not to reason why," so they followed orders and rode into the "valley of death."

The 600 soldiers were assaulted by the shots of shells of canons in front and on both sides of them. Still, they rode courageously forward toward their own deaths: "Into the jaws of Death / Into the mouth of hell / Rode the six hundred."

The soldiers struck the enemy gunners with their unsheathed swords ("sabres bare") and charged at the enemy army while the rest of the world looked on in wonder. They rode into the artillery smoke and broke through the enemy line, destroying their Cossack and Russian

opponents. Then they rode back from the offensive, but they had lost many men so they were “not the six hundred” any more.

Canons behind and on both sides of the soldiers now assaulted them with shots and shells. As the brigade rode “back from the mouth of hell,” soldiers and horses collapsed; few remained to make the journey back.

The world marvelled at the courage of the soldiers; indeed, their glory is undying: the poem states these noble 600 men remain worthy of honour and tribute today.

Unit IV: Short Stories

1. Guy de Maupassant: “The Piece of String”

2. O Henry: “The Last Leaf”

The Piece of String

Q. Why did Manana accuse Hubert of picking the lost pocket-book?

Ans. Manana had seen Hubert picking something up from the ground. It was, in fact, a piece of string but Manana mistook it for the lost pocket-book. He, therefore, accused Hubert of theft.

Q. What did people think of Hubert when they heard of the return of the pocket-book by some other person?

Ans. When people heard of the return of the pocket-book by some other person, they thought that Hubert had invented the story of a piece of string just to prove himself innocent. They called them lying excuses whatever reasons Hubert gave to them.

Q. Why did George give the pocket-book to the employer?

Ans. He gave the pocket-book to his employer because he did not know how to read.

Q. What made Hubert ashamed?

Ans. Hubert believed that nothing was so shameful as to be called a liar. People's not believing his story of a piece of string made Hubert ashamed.

Q. Why did people make fun of his innocence?

Ans. People made fun of Hubert's innocence by telling the story of the string to amuse themselves. They said that the story of the string was a lying excuse invented by Hubert just to hid his crime.

Q. Why did Hubert keep claiming his innocence before his death?

Ans. He kept claiming his innocence before his death because he wanted people to believe that he was not a liar. He thought that nothing was more shameful for him than to be called a liar.

Q. Why did the mayor not believe the innocence of Mr. Hubert?

Ans. The mayor considered Mr. Manana, an honourable man. He thought that Mr. Manana could not take a string for a pocket-book. That's why he did not believe Hubert's innocence.

Q. Write some qualities of Hubert's character.

Ans. He was a simple villager. He was a straightforward, innocent and sensitive man. He had a habit of picking anything that was of some use.

Q. Was it necessary for Hubert to continue pleading his innocence?

Ans. It was not necessary for him to continue pleading his case. Repeated assurances made him guilty in the eyes of the people. He lost his respect instead of regaining it.

Q. What was the mentality of the people who did not believe Hubert?

Ans. They were unfeeling and inconsiderate. They blindly began to call Hubert a Liar. They were mean natured and injured the feelings of an honest and sensitive person.

Q. What suggestions can you give to Hubert to save him from such a humiliating situation?

Ans. As a truthful person, he should have been courageous and bold enough to fight against the false allegations, instead of dying of shame and humiliation.

Q. What was the public announcement made by the drumbeater?

Ans. The announcement was about the loss of a black pocketbook, containing money and business papers, which was lost on the road to the village market.

Q. What was engraved on Hubert's tombstone?

Ans. The words engraved on his tomb-stone were. "Here lies the man who told nothing but the truth. Here lies the man who would not prove his innocence but the flood proved it."

Q. What did people say behind Hubert's back?

Ans. Behind his back, people said that the story of the string was a lying excuse invented by Hubert to hide his crime.

Q. What is the moral lesson of the story?

Ans. A truthful person should be bold enough to face the circumstances instead of dying from shame and humiliation. We also learn that we should not play with the feelings and honour of others.

Q. What did the diners discuss?

Ans. The diners discussed the crops and the weather which was favourable for green things but not for wheat.

Q. Why had the people gathered at a great hall?

Ans. The people had gathered at a great hall for a great meal at the end of market day.

Q. What were the eatables there at the big hall?

Ans. There were chickens, pigeons and legs of mutton in the roast and an appetizing odour of roast beef.

Q. What increased the appetite of the people?

Ans. The sight of the leaf and gravy dripping over the browned skin increased the appetite of the people and made everybody's mouth water.

Q. What request was made to the finder of the pocketbook?

Ans. The finder of the lost pocketbook was requested to return it to the mayor's office or to Mr. James, the caretaker of the public hall.

Q. Who was the owner of the pocketbook?

Ans. Mr. James, the caretaker of the public hall, was the owner of the lost pocketbook.

Q.What reward was announced for the return of the lost pocketbook?

Ans. A reward of 20 shillings was announced for the finder of the lost pocketbook.

Q.Who saw Mr. Hubert pick up the lost pocket-book?

Ans. Mr. Manana, the harness man, saw him pick up the pocketbook.

Q.Who did Mr. Hubert try to prove his innocence?

Ans. He lifted his hand and spat at one side to attest his honour, saying that what he said was the truth of good God, the sacred truth.

Q. What did the Mayor finally do?

Ans. The mayor finally discharged Hubert with a warning that he would consult the public prosecutor for further orders.

Q. Why did Mr. Hubert fall ill?

Ans. He deeply felt the shame and disgrace to his self-esteem and character. He began to waste away day by day and took to bed in a few days.

Q.Who returned the pocketbook to Mr. James?

Ans. A man named George returned the pocketbook and its contents to Mr. James, the caretaker of the public hall.

Q.Who was the innocence of Mr. Hubert proved?

Ans. It is said that a great flood carried away the people and their belongings. Only Mr. Hubert's grave withstood its wrath.

Q. Briefly explain the title of the story The Piece of String

Or

Write the summary of this story

Or

Describe the main idea of this story

Or

write the central theme of this story

Ans: the writer has criticised the capitalistic nature of society, where the rich get support when needed while the poor suffer. Sometimes, we face bitter criticism for unknown misdeeds. Our common innocent habits can lead us to disastrous results. All this happens because of insensitive people all around us.

Hubert is an ordinary simple peasant. He has a seemingly harmless habit of picking up objects (things) from the ground. Once, in a feat, he is called for by the police chief and accused of picking up a purse. Being an innocent person, he takes this accusation to his heart. The purse is returned by someone else, but people keep on making fun of him. He takes it to his heart and dies. A heavy flood proves the innocence of Hubert by destroying the cruel people of the village and their belongings.

Q. Write Mr. hubert character sketch.

Ans: Hubert is an honest man and feels deep shame at being called a liar. He continues proclaiming his innocence until his death to protect his honour. The townspeople are portrayed as cruel, selfish, and unwilling to believe an innocent man.

The Last Leaf

Q. Who were Sue and Johnsy?

Answer: Sue and Johnsy were two artists.

Q. What happened to Johnsy?

Answer: Johnsy fell very seriously ill in November.

Q. What fear did Johnsy have in her mind?

Answer: She feared that she would die on the day when the last leaf on the creeper fell.

Q. Why was the doctor confused about Johnsy's illness?

Answer: The doctor was confused because no medicine was proving effective on Johnsy.

Q. What was happening to the leaves on the creeper outside Johnsy's window?

Answer: The leaves were falling because of the extreme cold and strong wind.

Q. Who was Behrman?

Ans. Behrman was an old painter.

Q. What did Behrman do?

Answer: He painted a picture of creeper with a leaf on the wall.

Q. What happened to Behrman?

Answer: Behrman died of pneumonia.

Q. What was Behrman's dream?

Answer: Behrman's dream was to paint a masterpiece.

Q. What was Behrman's masterpiece?

Answer: The painting of a creeper with a leaf on it was Behrman's masterpiece.

Q. Was Johnsy's life saved?

Answer: Yes, Johnsy's life was saved.

Q. Who saved Johnsy's life?

Answer: The old painter Behrman saved Johnsy's life.

Q. Who were Sue and Johnsy? Where did they live?

Answer: Sue and Johnsy were young artist friends who were struggling to establish themselves in the world of art. Both lived in a small flat which was on the third floor of an old house. They shared this place.

Q. Why did Sue become worried when Johnsy fell ill?

Answer: Sue became worried because Johnsy would lie in her bed without moving, just gazing out of the window. Johnsy had pneumonia and it seemed curable but her condition indicated otherwise.

Q. Why was Johnsy's condition worrisome according to the doctor?

Answer: According to the doctor, Johnsy's condition was worrisome because she did not show any signs of improvement despite good treatment. He thought that perhaps she had lost her will to live and no medicine could help her in this negative state of mind.

Q. How did Johnsy associate herself with the falling leaves?

Answer: It was autumn and the ivy creeper leaves were falling gradually. This depressed an already ill Johnsy and strangely enough she associated her falling health with the leaves. She believed that she would die when the last leaf fell.

Q. How did Sue try to revive Johnsy's interest in things around her?

Answer: Sue talked about clothes and fashions to draw Johnsy's interest in things around her. She also moved her drawing-board to Johnsy's room and whistled as she painted, to keep Johnsy's mind off her illness.

Q. How did Sue help Johnsy during her illness?

Answer: Sue helped Johnsy by looking after all her needs. She would give her hot soup from time to time and sit by her side and talk to her. She called the doctor and even sought help from their neighbour Behrman.

Q. Why was Johnsy counting backwards while looking out of the window?

Answer: Johnsy kept looking out of the window and counted backwards to note the number of leaves left on the ivy-creeper. She believed that she would die when the last leaf fell whereas the leaves were falling in a normal process of nature during the autumn season.

Q. What did Sue see when she heard Johnsy counting backwards?

Answer: When Sue heard Johnsy counting backwards, she looked out of the window and saw an old ivy creeper climbing half way up the brick wall opposite their window. The creeper was shedding leaves due to the strong autumn wind.

Q. How did Sue try to convince Johnsy that her belief about dying with the last leaf was nonsense?

Answer: Sue immediately rubbished Johnsy's belief as nonsense. She tried to convince her by saying that old ivy leaves had nothing to do with her illness. The doctor too was confident that she would get better.

Q. Who was Behrman? Why did Sue share her worry with him?

Answer: Behrman was a sixty-year-old painter who lived on the ground floor of the same building as Sue and Johnsy. Sue shared her worry with him because Behrman was an elderly person and his vast experience of life could be of great help.

Q. What was Behrman's dream? How did it come true?

Answer: Behrman dreamt of painting a masterpiece someday. His dream did come true when he painted a leaf that was a near replica of a real leaf. This masterpiece saved a young life and fulfilled Behrman's ambition too. Unfortunately, it cost him his life.

Q. Why was Sue nervous and reluctant while drawing the curtains on the morning after the storm?

Answer: Sue was nervous because she was certain that the last leaf had fallen at night. This could make Johnsy quit all hope of survival as she had associated her death with the falling leaves of the ivy creeper.

Q. What made Sue exclaim on looking out of the window on the morning after the storm?

Or

What did Sue point out to Johnsy when she looked out of the window in the morning after the storm?

Answer: Sue exclaimed in amazement and delight because the last leaf was still there on the ivy creeper. She pointed out to Johnsy that the leaf looked quite green and healthy. It had not fallen in spite of the fierce winds and rain. This meant that Johnsy too could recover.

Q. How did Sue try to encourage Johnsy?

Answer: Sue tried to encourage Johnsy by telling her that she won't die and that she had to live for the sake of her friends. She further pleaded with Johnsy to spare a thought for her as she could not live without Johnsy.

Q. What did Johnsy admit to Sue when the last leaf did not fall?

or

When did Johnsy realise her mistake?

Answer: When Johnsy saw the last leaf intact, she admitted that Sue had looked after her so lovingly and she, in turn, had been a bad, wicked, gloomy, and non-cooperative girl. She had now realised that it was a sin to want to die.

Q. When and why was the doctor's report encouraging about Johnsy's condition?

Answer: The doctor gave an encouraging report about Johnsy's condition after examining her in the afternoon a day after the storm. He believed that the report was encouraging because now Johnsy had regained her will to live.

Q. What news about Behrman did the doctor convey to Sue when he came to examine Johnsy?

Answer: When the doctor came to examine Johnsy, he told Sue that Behrman too was suffering from pneumonia. He said that he was confident of Johnsy's recovery but feared that there was no hope for Behrman.

Q. What led to Behrman's unfortunate death?

Or

Why did Behrman spend a night out in the storm and rain?

Answer: Behrman died because he had spent the entire stormy night painting a replica of the last leaf on the ivy creeper and had caught pneumonia as a result. He did this to save Johnsy's life. He did not want her to see the creeper without its last leaf and lose the will to live.

Q. Which items were found near Behrman when he died? What did this signify?

Answer: A ladder and a lighted lantern were found near Behrman's bed when he died. There were also some brushes and green and yellow AT paints on the floor near the ladder. This signified that the last green and fresh leaf had been painted by Behrman all through the stormy night.

Q. What is Behrman's masterpiece? What makes Sue say so?

Answer: Behrman's masterpiece was the leaf that he painted on the wall opposite Johnsy's window. He had braved icy winds and rains at night while painting the leaf. Sue called it a masterpiece as it was green and healthy like a real leaf. Besides, it had saved Johnsy's life by

reviving her will to live. Thus, Behrman's painting was a masterpiece in the sense that it had saved a precious life and was able to fox an artist.

Q. Briefly explain the title of the story The Last Leaf

Or

Write the summary of this story

Or

Describe the main idea of this story

Or

write the central theme of this story

Ans: In Greenwich Village, two girls, Johnsy and Sue, are emerging artists. They share a studio apartment that is on top of a 3-storey building. With the arrival of winter, bouts of pneumonia start striking the city. Johnsy gets caught with a bout of pneumonia and the doctor lets the girls know that she doesn't have much time unless she is willing to live. According to the doctor, the will to live is actually half the cure. Sue enters the room in order to complete the painting that she had started for the magazine. But she sees Johnsy looking outside the window into their neighbour's yard. She sees Johnsy counting something. Upon asking Johnsy reveals that she is counting the falling leaves of the Ivy Vine in the backyard of her neighbour's house. Johnsy claims that when the last leaf falls, her death will arrive. Sue asks her friend to stop being so negative and proceeds to call Behrman to come to pose for her painting since she isn't able to afford a proper model. Behrman is an old artist who wants to paint a masterpiece but has been failing to do so for a long time. The last leaf summary PDF tells the students about the story in detail. Behrman comes to their house and sees Johnsy sleeping. He learns how Johnsy has lost the will to live. Both Sue and Behrman are worried about Johnsy. The next day, Johnsy asks Sue to open the window so that she can see the last leaf fall. However, to both of their surprise, the leaf is still there. This gives some hope to Johnsy who asks her friend to bring her some soup. She again starts dreaming about painting the Bay of Naples. After the doctor arrives, he informs them both that Behrman has caught pneumonia and has been admitted to a hospital. The very next morning, Sue tells Johnsy that Behrman has died. He had actually spent the night painting his masterpiece. It is then revealed that the leaf that didn't fall was painted by Behrman.

Unit V: Essays

1. R. K. Narayan: "Fifteen Years"

2. Booker T Washington: "The Struggle for an Education"

Fifteen years

Q. Briefly explain the title of the Essay Fifteen Years

Or

Write the summary of this Essay

Or

Describe the main idea of this Essay

Or

write the central theme of this Essay

Ans: R.K.Narayan in his essay titled "Fifteen Years" speaks about the status of English in India before and after Independence. Before Independence, people in India used to say as a matter of prestige that she speaks perfect English and she would get a better job. Everyone was proud of English language and tried to learn it. Knowing English language was a matter of prestige and status symbol in society. To write a letter in English was considered as the best qualification for a bride at that time. But after independence, regional languages began to be developed and narrow-minded regionalism and patriotism forced people to reject English language. Now it has become a prestige to cry for the abolition of English in the name of patriotism.

R.K. Narayan says that in spite of all the narrow-minded oppositions from a section of people, English language has become an integral part of India. English is the medium of instruction in schools and colleges. English is the official language and used in all law courts and administrative offices. The language has a "siren-like charm and a lot of persistence". The author uses personifications in the essay. English is personified as a prisoner in a law court English is also personified as a woman. and those who oppose English are personified as a judge. The prisoner asks the judge what she has done that the judge hates her so much. The judge does not answer because he has nothing to say against the language. Somehow, he says that English is the language of British rulers who are the oppressors of India. India was enslaved by the British. But the judge spoke in English. Thus, the author proves that even today Indians in every state communicate each other with the help of English, because there are many regional languages and a Malayali speaks to Tamilian in English. Bengali speaks to a man from Karnataka only in English because they don't know regional languages. Thus, even today, many years after independence, English is essential for communication between

inter-states. No language including Hindi cannot take the place of English in communication between the states in India. More over English has become a global language.