



Communicative English

(For Students of Arts & Science Colleges)



Semester 1

TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION
(TANSCHE)

PREFACE

This text book on Communicative English envisioned under the leadership of the Hon. Chief Minister of Tamilnadu, Thiru. Edappadi K. Palaniswami by the Honorable Minister for Higher Education Thiru. K.P. Anbalagan, and Principal Secretary to Government, Department of Higher Education, Selvi. Apoorva, I.A.S., is a pioneering venture and strategic intervention in higher education in Tamil Nadu. It has been prepared with the unstinted support of Thiru. Vivekanandan, I.A.S. Member Secretary, TANSCH (Tamil Nadu State Council for Higher Education)

Tamil Nadu has the distinction of having the highest GER (Gross Enrolment Ratio) of 50 %, in higher education in the country: this figure attests to the efforts of the government to empower the youth of the state by enhancing access to higher education.

The Communicative English textbook has been prepared with a view to enrich and equip the student entering college: having the wherewithal to cope with the demands of education in an institution of higher learning and making the most of the opportunity of tertiary education, with the learning tools provided in the textbook should prove to be a life-transforming experience for the students entering college and set them on the path to realizing their full potential.

The confluence of the stakeholders' (students') motivation and the facilitators' (teachers') dedication is bound to produce amazing results.

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Unit I**(20 hours)****1. Listening and Speaking**

- a. Introducing self and others
- b. Listening for specific information
- c. Pronunciation (without phonetic symbols)
 - i. Essentials of pronunciation
 - ii. American and British pronunciation

2. Reading and Writing

- d. Reading short articles – newspaper reports / fact based articles
 - i. Skimming and scanning
 - ii. Diction and tone
 - iii. Identifying topic sentences
 - iv. Reading aloud: Reading an article/report
 - v. Journal (Diary) Writing

3. Study Skills - 1

- e. Using dictionaries, encyclopedias and thesaurus

4. Grammar in Context:**Naming and Describing**

- Nouns & Pronouns
- Adjectives

1. LISTENING AND SPEAKING

1. INTRODUCING YOURSELF AND OTHERS

INTRODUCING SELF

How do you introduce yourself in college?

The first impression is the best one! You have heard this popular adage, haven't you?

You would want to make a good impression whenever you meet people the first time, wouldn't you? The first thing you would do is introduce yourself. Let's see what we need to say and how we can say it in several different ways depending on where and whom we are meeting. Imagine you are meeting a group of fellow students in college for the first time and the instructor/teacher asks you to introduce yourself.

What to include in your introduction:

Your name	My name is MurgeshVadivel. My name's RaginiPillai. I'm Suresh Gopinathan I'm Ismail. I'm PriyankaSundar.... I'm Rajalakshmi, people call me Raji. Never say, "Myself Rajiv" . This is wrong.
The school you studied in	I studied at GRT school. I have completed my schooling at MMT, Vellore. I studied in the prestigious Vivekananda Vidyalaya in Coimbatore. I studied in a famous school in Mysore, the Sri Vidyalaya. I am a proud product of the Chennai School. I studied in the same school in which our former President, APJ Abdul Kalam studied.

The place you live/come from	I'm from Vellore. I live in T Nagar I live in Gopal Nagar while my home town is in Trichy. I come from Madurai. I'm put up in the hostel on campus I come from Delhi. I am staying at my aunt's I come from Meenakshi's abode, Madurai. I come from the mango district, Salem. (Remember not to use My native place is)
A little about your hobbies	I'm deeply interested in football, I was part of my school team I love playing the sitar I take a special interest in philately and I have 2000 stamps of 175 countries. Folk music has always fascinated me. I have been learning Karagattam for the past five years. I like watching tennis and cricket: they are my favourite sports.
A few details of your family	We are six at home, including me I have two siblings. I have a sister, who is older to me I have a brother younger than I. I have a brother and two sisters. All my siblings are older than me. I have four siblings, I am the youngest. I am the only child. I live with my grandparents.

How to Introduce Yourself:

Remember to wish people first. Formal ways of greeting are:

- Good day!
- Good Morning!
- Hello!

Informal Greeting: Hi!



Activity

Speak about yourself for about a minute or two. You may want to write it down, just to get the sequence right and it will give you a lot of confidence before you start speaking. Relax and smile when you present yourself!

A few hints about formal and informal situations:

You cannot speak the same things and in the same manner with everybody. Depending on the people and purpose of the meeting, you can broadly classify the instances as formal, casual and informal. When you are with your family and friends an informal approach is acceptable. However, in the communication between a teacher and a student, a service provider and customer, an employer and an employee, the engagement is a formal one. A casual tone is used among peers and also among people who are familiar with each other. So depending on whom you are meeting and why you are meeting them, you need to be selective about what you say about yourself.

Remember a rule of thumb, the more formal the situation, the less personal details you should share as an introduction.

- Do not talk about your family when you are speaking about yourself at a conference, meeting or a job interview.
- Do not talk about your hobbies/ special interest in an interview, unless asked to do so.
- Do not talk about your ambitions when you meet people at a party, meeting or official get-togethers.

There will be several occasions in college when you will have to introduce yourself. The following are a few instances on the campus when you will have to introduce yourself when you meet people for some work. In all likelihood, the Principal or your HOD may not recognise you. It is always better to make a brief introduction before you request them to do something for you.

Example:

1. With the HOD:

Good afternoon Sir/Madam

I'm Priya from II year BSc Physics, I wish to enrol in the Science Quiz being conducted by our department.

2. With the Principal:

Good evening Sir, I'm Rajesh from the department of Chemistry. I am in the first year. I am applying for a scholarship. Sir, could you please attest my application form?

Task 1

Choose any two instances from the list below and make notes (based on the examples given above) of what you would be saying and then present it to the class:

1. With the language teacher in the staffroom
2. With a fellow student in the canteen
3. With students/ volunteers of your club, team, group etc.
4. With the chief librarian
5. At a competition registration desk
6. With a guest at college

Task 2

There are several other instances when you might have to speak about yourself. So gear up, and choose any two of the following as an exercise in introducing yourself. Remember to greet the person you approach and give appropriate details:

1. At the Bank Manager's
2. At the hotel reception
3. At a ticket booking counter
4. With a new neighbour
5. At a conference, where you are presenting a paper

Many a time you may have to send an email or a text message from your mobile phone to a person whom you are meeting/contacting for the first time. Here again, you have to introduce yourself.

Task 3

1. Draft a text message that you will be sending through WhatsApp to a guest whom you wish to invite for an event organised by your club. This is the first message you are going to send him/her.

2. Compose a message to your English teacher seeking clarification of a doubt with regard to the lesson taught in class.

Tips on Composing Your Bio-note

There might be occasions when you have to speak about yourself/ provide a small write-up (bio-note) to help a programme compere introduce you to an audience. For this purpose you need to acquaint yourself with writing a bio note.

Example:

Arun is a well-known wildlife photographer and also has a trekking club. To join his trekking programmes you need to book well in advance. Here is Arun's bio-note on his web page:

Arun Vaidyanathan, had the opportunity of living and travelling in different parts of India due to his father's job in the Indian army. From the freezing peaks of the Himalayas to the frothing waters of the Bay of Bengal, Arun has traversed the Indian landscape. He took to photography even as a teenager and won a prize for "the best young wildlife photographer" in a competition organized by National Geographic. Arun loves the solitude of the hills, valleys and quiet coastal regions. He is also an outgoing and people-centric person, which accounts for the interesting trips he plans to share with people knowledge of the various terrains where he has trekked.

To know what's next on Arun's Adventures, you can check his itinerary given below.



Task 4

1. Write a bio-note about yourself to publish on your blog in about 120 words.
2. Write a short note about yourself to add to your profile on social media like Facebook and Twitter in about 160 characters.
3. Write a bio note that you would send along with an article/poem/short story that you would like to publish.

How to use an "attention grabber" in introducing yourself:

You can be a little innovative by starting with an attention-grabber. People who use this method do not start with their name. Instead, they begin with

- A story/anecdote
- A joke
- A fact about a place/period in history

Here is an example of providing information about a place and using that to introduce yourself:

This is a familiar story: There was a time when two eagles soared above a Shiva temple which was atop a hill. They would come every day at lunch time, and the priest at the temple would give them food. It became a ritual. According to legend, these eagles were not ordinary eagles, but two rishis whom a curse had transformed into birds.

You must have guessed which place I am referring to. Yes, it is Thirukalukundram. Kazhugu as you know is the Tamil word for 'eagle'. I come from this place, Thirukalukundram. My name is Loganathan.

Task 5

Use an attention grabber – a story/anecdote/joke to introduce yourself.

B.SPEAKING ABOUT OTHERS: INTRODUCING OTHERS

While introducing a friend or a classmate include the person's name in full, avoid nicknames or short names that you address them with. State some nice things about the person but never speak about their personal likes and dislikes. Again, depending on the context, include relevant information.

For Example,

While introducing a classmate or friend :-

Good morning, meet my friend/classmate, Krishna.

He is an ace football player and he is a part of the college team.

When you need to introduce a guest at a formal gathering :-

Good Morning. It gives me immense pleasure to introduce MsValliDamodaran, the CEO of Star Alliance, a prestigious business amalgamation. She has been with Star Alliance for the past 15 years and has held several responsibilities...

When you need to introduce a resource person

Good Afternoon, I am pleased to introduce Prof. Ganesh, Head, Department of Indian Theatre, University of Texas....

Pre Task

- a. Introduce a friend/classmate to others in the class.
- b. Imagine a guest/resource person is visiting your class and introduce him/her.

Task 1

- a. Write down a formal introductory note on a famous personality, who is visiting your college for an event. This introduction will go on the brochure/ notice board with the schedule of events
- b. You are on the editing board of a college e-mag, write a bio note on the contributors of articles, poems and short stories.

LISTENING FOR SPECIFIC INFORMATION

Listening is a significant component of the skill set which comprises the four skills: listening, speaking, reading and writing. It is akin to one of the important tools in a toolkit. Listening involves paying close attention to what is being said. While hearing is an involuntary and casual activity, listening is a voluntary and serious activity and therefore has to be planned deliberately. What observation is to "seeing", "listening" is to hearing. You must have heard the expression, "Observe. Keep your eyes wide open". So also you need to "keep your ears wide open" or have "sharp ears" to pick up what is being said.

Before listening

- Think about the topic of the text you are going to listen to. What do you already know about it? What could possibly be the content of the text? Which words come to mind that you already know? Which words would you want to look up?
- If you have to do a task on the listening text, check whether you have understood the task correctly.
- Think about what type of text you are going to listen to. What do you know about this type of text?

While listening

- It is not necessary to understand every single word. Try to ignore those words that you think are less important.
- If there are words or issues that you don't understand, use your 'general knowledge' as well as the context to find out the meaning.
- If you still don't understand something, use a dictionary to look up the words or ask someone else for help.
- Focus on key words and facts.
- Take notes to support your memory.
- Paying attention to "intonation" (rising and falling tone) and "stress" (words which the speaker lays stress on) can help you understand what you hear.
- Try to think ahead. What might happen next? What might the speakers say? Which words might they use?

After listening

- Think about the text again. Have you understood the main points?
- Remember the speculations you made before you listened. Did you predict right?
- Review your notes.
- Listen again to difficult passages.

Listening challenges

There are many difficulties an individual may face in understanding a talk/lecture or conversing in a second language. The speaker, the situation and the listener can all be the cause of these difficulties. Contributing factors include the speaker talking quickly, background noise, a lack of visual clues, the listener's limited vocabulary, lack of knowledge of the topic, and an inability to distinguish individual sounds. Students should listen and be able to understand the main idea of what is said, as well as specific details. Here are some of the main skills involved in listening, together with a brief description of what each skill involves.

1. Predicting content

Our knowledge of the world helps us anticipate the kind of information we are likely to hear. When we predict the topic of a talk or a conversation, all the related vocabulary stored in our brains is activated to help us understand what we are listening to. Depending on the context – a news report, a university lecture, an exchange in a supermarket, one can often predict the kind of words and style of language the speaker will use. If you are taking a listening test, skim through the questions first and try to predict what kind of information you need to listen out for. A question beginning 'How many..?' will require you to listen for a specific number or quantity of something.

For example, imagine you have just turned on your TV. You see a man in a suit standing in front of a large map with the symbols of the sun, clouds and thunder. What is he about to say? Most likely, this is going to be a weather forecast. You could expect to hear words like 'sunny', 'windy' and 'overcast'.

TASK 1

Watch or listen to a recorded TV program or clip from YouTube. Pause after every few sentences. Try to predict what is going to happen or what the speaker might say next.

2. Listening for the gist

Information comes in a sequence and in that sequence of information, there are content words such as nouns, adjectives and verbs that can help you form a picture and we often call this listening for the gist. For example, words like 'food', 'friends', 'fun', 'park' and 'sunny day' have their own meanings, but when you hear the words in sequence, they help form the context of a picnic. Mind maps are one of the best ways to jot down information while listening to get the gist of it.

Pre Task

Find a short video with subtitles on a topic that interests you. Use the title to help you predict the content and then listen for content words. Go back, and

listen again with the subtitles. How much did you understand the first time? Return to the video a week later and try again.

3. Listening for details

When listening for details, you are interested in a specific kind of information, perhaps a number, name or object. Anything that does not sound relevant can be ignored. This helps to narrow down your search and get specific details. In a listening test, if you are asked to write down the age of a person, listen for the words related to age like old, young, years, date of birth, etc. or a number that could represent that person's age. If it is a conversation, wait to hear someone begin a question with 'How old...?'

Pre Task

Listen to a weather report to get details about the weather, or you could follow the sports news to find out the latest scores.

4. Inferring meaning

Imagine you are a tourist in a country unaware of the foreign language. In a restaurant, you hand over a credit card to pay the bill, but the server seems to say something apologetic in response. Even though you don't understand his words, you can probably conclude that the restaurant doesn't take credit cards, and you need to pay with cash instead. This is the technique of inferring meaning: using clues and prior knowledge about a situation to work out the meaning of what we hear.

Similarly, we can infer the relationship between people from the words they use, without having to find out directly. For example, read the following conversation:

A: Shyam, did you do your homework?

B: I did, sir, but left my notebook at home.

A: That's a terrible excuse. You'll never pass your exams if you are careless.

We can infer from the use of the words 'homework' and 'exams' that this is a conversation between a student and his teacher. By using contextual clues and our knowledge of the world, we can guess what is being said, who is speaking and what is taking place.

Tasks

1. Choose a short audio track that presents information that may be easily summarized, like a news report. Summarize the main points in one or two sentences. It is not important to deliver details, like numbers, names or statistics but rather express the main point in a concise manner.
2. Listen to a biographical documentary. A number of them are available on YouTube and prepare a short list of questions like *what, when, where, how* type. Listen for these details and report the answers after listening. (On YouTube you will find interesting and brief biographies of eminent people, in a series titled Mini Bio. For example, <https://www.youtube.com/watch?v=Y94s85-Crew> is about the explorer Ferdinand Magellan.)

NB: <https://www.esolcourses.com/content/topicsmenu/listening.html> is a valuable link where you can access free online listening tests used for IELTS training purposes

PRONUNCIATION (WITHOUT PHONETIC SYMBOLS)

i. Essentials of Pronunciation

Pronunciation in the English language could be a challenge to non-native speakers as it is different from our Indian languages where there is a direct correspondence between the letter and the sound. For example, we don't understand why "tough" has this spelling, when it could be easier for us to pronounce if it were spelt as "tuf".

There are three aspects to the sounds of the English language, they are consonant sounds, vowel sounds and diphthongs (vowel glides).

Why is it important to work on one's pronunciation?

First of all, correct pronunciation makes you sound good. Also, it makes communication more effective.

Minimal Pairs and Diphthongs

As you are aware of consonant and vowel sounds, a brief note on diphthongs and minimal pairs will be helpful with regard to "sounding good"

The following pairs of words are examples of minimal pairs:

Pin, Bin

Mine, Nine

Uncle, Ankle

It is important to be trained in proper articulation of sounds through an exercise in minimal pairs as this will guard us from wrong pronunciation.

There are times when people pronounce typhoid (pronounced as typhoid) as 'typoid'. Sometimes 'pant' is pronounced as 'fant'. These errors in pronunciation can be avoided. Some of the common pitfalls in pronunciation tend to be the interchanging of the 'p' and 'b' sound. How would the words 'Post' and 'Pin' sound if the 'p' sound is interchanged with 'b'. It would sound like 'boast' and 'bin'.

Diphthongs

Diphthongs are also called 'vowel glides' because during their articulation there is a movement from one vowel to another. Notice the vowel glide in the following words:

Here	wait	tourist	boy	rear
Show	my	few	align	
Cow	hair	fate	fake	few

Listen (on the internet) to the way these words are pronounced. You will find that there is a music to it. Native speakers of English articulate the diphthongs unconsciously and they sound good! On the other hand Indian speakers tend to cut short the vowel glide. Practice vowel glides if you want to sound really good! (Please note that practising vowel glides is not a slavish imitation of native speakers, but a genuine appreciation of the music of the language).

Short Vowels and Long Vowels

Regard and appreciation for the music of the English language can be seen in one's interest in understanding the difference between short vowels and long vowels.

Vowels			
ɪ	p <u>it</u>	ɔ:	b <u>or</u> n
e	p <u>e</u> t	u:	b <u>oo</u> n
æ	p <u>a</u> t	aɪ	b <u>i</u> te
ʊ	p <u>o</u> t	eɪ	b <u>a</u> it
ʌ	b <u>u</u> t	ɔɪ	b <u>oy</u>
ʊ	b <u>oo</u> k	əʊ	t <u>oe</u>
ə	m <u>o</u> ther	aʊ	h <u>ou</u> se
i:	b <u>ea</u> n	ʊə	p <u>oo</u> r
ɜ:	b <u>ur</u> n	ɪə	<u>e</u> ar
ɑ:	b <u>a</u> rn	eə	<u>a</u> ir

(The above chart with symbols is for the teachers' reference only)

Long vowel sounds are denoted by a marker which looks like a colon (:).

The difference in the way the vowels are pronounced in the following pairs of words is the difference between short and long vowels:

Kiss	keys
Ship	sheep
Good `	food
Bull	boon

Imagine replacing the short vowel in 'good' with a long vowel sound: it sounds awful.

If you replace the long vowel sound of 'sheep' with a short vowel sound, it will sound like 'ship'

Commonly mispronounced words

- 'Tier' sounds the same as 'tear' (shedding tears when you cry). It is wrongly pronounced as 'tyre' (i.e. the tyre of a car/bike)
- Pronunciation (It is pr-nun-ciation. People often say pr-noun-ciation, which is not correct)
- Buffet (it is boo-fey. 'Boo' as in 'loose' and 'fey' as in 'fake')

What if you mispronounce?

Here are a few illustrations to show you that you could convey the wrong meaning if you don't pronounce correctly.

1. Dessert and Desert: When you order a sweet dish after a meal, you are ordering dessert(dizz-urt). On the other hand, if you travel to a country in the Middle East, you are going to a desert (dez-urt). Notice the difference in spelling as well.

2. Scrap and Scrape: Be careful about how you pronounce these two words. In 'scrap' the 'rap' rhymes with 'tap' and in 'scrape' the 'rape' rhymes with 'tape'. Often people complain that a course which is not good should be "scraped", when they actually mean that it should be "scrapped". "Scrap" and "scrape" are two different words which differ in pronunciation. "Scrape" means 'to drag' or 'pull' a hard or sharp implement across. Example: Remove the green tops from the carrots and scrape them.

3. Suite: A suite is a set of rooms designated for one person's or a family's use or for a particular purpose. For example, "Book a suite at the Taj." This word sounds exactly like "sweet", but those who are not aware of the correct pronunciation, pronounce it as "suit" (as in "suitcase").

i.American and British Pronunciation

Differences in American and British pronunciation could be listed as follows:

DIFFERENCES IN STRESS IN BRITISH AND AMERICAN ENGLISH

- adult
- ballet
- brochure
- garage
- vaccine
- advertisement
- hospitable

SOME WORDS ENDING IN -ILE ARE DIFFERENT IN BRITISH AND AMERICAN ENGLISH

- agile
- fertile
- hostile
- mobile
- versatile

IN SOME WORDS, THE LETTER "A" IS PRONOUNCED DIFFERENTLY IN BRITISH AND AMERICAN ENGLISH

- bath
- laugh
- class
- chance
- ask
- after
- can't
- example

THE SOUND OF "R" IS STRONGER IN AMERICAN ENGLISH

- hard
- were
- ear
- pure
- more
- chair
- bar

THE -IZATION ENDING IS DIFFERENT IN BRITISH AND AMERICAN ENGLISH

- civilization
- organization
- authorization
- globalization

THE LETTER "T" IN THE MIDDLE OF A WORD CAN BE PRONOUNCED LIKE A FAST "D" IN AMERICAN ENGLISH

- better
- water
- hated
- writing
- bottom
- native
- artificial
- notice

**The whole idea of working
on your pronunciation is
to
SOUND GOOD**



READING AND WRITING

READING AND WRITING:

READING SHORT ARTICLES – NEWSPAPER REPORTS/FACT BASED ARTICLES

The focus of this lesson on reading comprehension is to give you a few tips to ensure that you don't miss the point/s being made in any article that you are reading. With regard to reading a newspaper report/fact based article, you need to hone your skills in relation to

- i) Skimming and scanning
- ii) Diction and tone
- iii) Identifying topic sentences

Read the newspaper article given below. While you read, practice the skills of skimming and scanning. **Skimming** refers to the process of reading only the main ideas within a passage to get an overall impression of the content of a reading selection. With reference to this article you can skim with the following guidelines:

Note the title of the article

Read the introduction or the first paragraph

Read the first sentence of every other paragraph

Read the summary or the last paragraph

Scanning

Is there specific information you are looking for?

Anticipate how the answer will appear and look for clues that might help you locate the answer. For example, if you are looking for a date, you can scan the paragraph for numbers.

The article given has a couple of dates.

Wednesday, October 14, 1964

Prehistoric Tools

By **MARY STAMP**
Emerald Staff Writer

Prehistoric eskimo tools and semi-subterranean houses have been uncovered in Katmai National Monument in southwest Alaska by Don Dumond, assistant professor of anthropology, and crews of graduate. The excavation took four summers.

Most of the work has been done on the Brooks River which runs a mile and a half between Brooks and Naknek Lakes, and at Kukak Bay on the Pacific Coast on the other side of a mountain range. The diggings have been made under research grants from the National Science Foundation and under research contracts with the National Park Service.

Prehistoric Occupation

In 1960 plans for the diggings were begun by Luther S. Cressman of the anthropology department, now professor emeritus, according to Dumond.

That year Dumond and another anthropologist went to Alaska expecting to spend a year at Brooks River to study the salmon run as compared with past years. Records dated back to 1880.

"To our surprise we found a good deal of evidence of prehistoric occupation," Dumond related. "The stuff (tools) looked like it was 4,000 or 5,000 years old and was similar to the stone implements from further north by the Bering Strait. "It looked like we had a chance of making a sequence of southwest Alaska."

The following year, Dumond took five others to Alaska with him—three were on the Brooks River and three on the Naknek River 30 miles away.

1,000 Year Gap

"That year we got the rudiments of a sequence of tools to represent most of the periods from 2,000 B.C. to 1,800 A.D. when the Russians arrived," Dumond said. "Except there was a gap between 1000 B.C. and the year zero."

After skipping a summer, Dumond took a crew of six with him again in 1963—two surveyed the interior part of the monument and five worked at Brooks River to try to fill up the 1000-year hole. The latter group found 26 more dates with radio carbon.

"We were surprised that we got things from southwest Alaska

Having engaged successfully with this article with the tips you have been taught on skimming and scanning, could you answer the following questions?

1. Where did the anthropologists find the prehistoric Eskimo tools?
2. In the vicinity of which river were these tools located?
3. What is the timeline of this excavation project?

A Note on Diction and tone:

Diction in writing is the word choice used in a piece of writing. It can give a particular **tone** to the writing, depending on the specific words chosen. Aside from individual word choice, the overall tone, or attitude, of a piece of writing should be appropriate to the audience and purpose. The tone may be objective or subjective, logical or emotional, intimate or distant, serious or humorous. The newspaper article given is related to a research project. The tone is formal and objective.

Identifying Topic Sentences:

Every paragraph should include a topic sentence that identifies the main idea of the paragraph. A topic sentence also states the point the writer wishes to make about that subject. Generally, the topic sentence appears at the beginning of the paragraph. It is often the paragraph's very first sentence.

Could you identify the topic sentences of the newspaper article on Pre Historic Tools?

With your newly acquired skills in reading (skimming and scanning), read the article given below:

Syria Deeply

Dona

December 21, 2012



In January 2009, Al Jazeera launched a pioneering initiative: At the time, restrictions imposed by the Israeli military in Gaza prevented international news outlets from reaching the Strip and reporting from within. Al Jazeera, which had the advantage of being the only news outlet with a correspondent on the ground, came up with a creative solution by making its exclusive footage available to be used, remixed, translated and re-broadcasted by everybody, including competitors.

Three years later, a similar situation is happening with Syria. Shortage of news is dramatic and reports from within the country are rare and often require that journalists' lives are put at risk in order to gather information. This is why it is key to have initiatives such as Syria Deeply, a news aggregator launched two weeks ago by a team of journalists and technologists headed by seasoned reporter Lara Setrakian.

Syria Deeply is a news platform that aims to redesign the user experience of the Syria story, for greater understanding and engagement around a complex global issue.

This is a major step in crisis reporting and will allow a wider audience to become more aware of the dramatic situation in Syria, fostering a better understanding of a complex issue by adding context and historical information to the headlines.

"I believe technology is the key to getting more and better news to a broader audience," says Setrakian. Open licensing can support this process and spread more and better understanding on Syria-related issues.

(<https://creativecommons.org/2012/12/21/syria-deeply-cc-licensed-news-aggregator/>)

Now, answer the following questions:

1. What is noble about the initiative of Al-Jazeera in a world where "competition" is the name of the news industry?
2. Explain the term "news aggregator".
3. Why is technology "the key to getting more and better news to a broader audience"?

READING ALOUD: READING A PIECE OF WRITING/AN ARTICLE/REPORT

Reading Aloud: Where it begins

Children love a bedtime story. Most parents narrate stories to their children. It is a wonderful practice. However, from the point of view of developing language/communication skills, reading aloud to children has great benefits. As Carl Sagan says, *"One of the greatest gifts adults can give – to their offspring and to their society – is to read to children."*



A brief note on reading aloud to children/students:

1. Develops stronger vocabulary

Language is acquired primarily through listening. When you read aloud, the listener has the opportunity to hear new words in new contexts and this helps in building vocabulary and a stronger awareness of how to use the language for self-expression.

2. Builds connections between the spoken and written word

When you read aloud the learner begins to see how printed words are closely connected to spoken words. It is not always the case that the printed word reflects the spoken word. But there are occasions where sound and sense are connected. The listener is also able to come up with a string of words which rhyme with the spoken word: though these rhyming words are not connected to each other in terms of meaning, listing them is also a great way to build vocabulary.

3. Provides enjoyment

Both children and adults enjoy being read to. The auditory impact of words is relished when someone reads aloud and this practice lights the spark of a lifelong love of reading.

4. Increases attention span

It might be beneficial to note that unlike watching television, reading or being read to, promotes a slower unfolding of events and ideas. This enhances the listening skill, i.e. the ability to pay attention and concentrate: repeated exposure to "listening" has an influence on increasing one's overall attention span.

5. Influences ways of thinking

A well written book exposes you to sophisticated language: When you are regularly exposed to sophisticated language or a well-crafted piece of writing, your way of thinking also undergoes a change because words are basically concepts.

IMPROVING FLUENCY BY READING ALOUD

The practice of reading aloud has a bearing on your fluency. You might wonder how this happens.

Silent reading doesn't exercise your vocal organs (lips, tongue, and throat). Reading aloud does that. The practice of reading aloud, is not only for school children. Even adults can benefit from the exercise of reading aloud. Coming to the question of the correspondence between reading aloud and improving your fluency, here are some points:

1. It brings clarity to your voice
2. It improves pronunciation
3. It boosts confidence and reduces hesitation
4. It is the training ground for public speaking.
5. It is a practice ground for the most important aspects of effective speech, i.e. intonation, pause, emphasis and pace.

How often should you read aloud?

You can devote five or ten minutes a day to reading aloud.

How do I go about this daily exercise?

- The first question is, "What should you read?" You can choose a passage from the newspaper or a short story. You could search the internet for "anecdotes" or "motivational quotes" (you can prepare a list of motivational quotes on a given topic, and read them aloud).
You can read aloud a list of quotes in the manner suggested below:

I have listed a few quotes on bravery:

Mahatma Gandhi said, "Bravery is not a quality of the body: it is of the soul."

According to Robert Anthony, "The opposite of bravery is not cowardice, but conformity."

Thomas Fuller wrote, "Fear can keep a man out of danger, but only courage can support him in it."

You may add more quotes to the list given.

- Check online for the correct pronunciation of words if you have doubts regarding pronunciation
- Use the voice recorder on your mobile phone to record your voice.
- List the areas where you need to improve with regard to the following:
 - Pronunciation
 - Intonation
 - Pause
 - Emphasis
 - Pace (not too fast and not too slow)

How often should I read out loud?

- You can start with a session of five minutes per day.
- Increase it to two sessions of five minutes per day.

- Settle into a 10 minute per day session on a regular basis.

Exercise:

In the classroom a group of students can volunteer to read aloud this motivational poem:

Don't Quit

by

John Greenleaf Whittier

Voice 1: When things go wrong as they sometimes will,

Voice 2: When the road you're trudging seems all up hill,

Voice 3: When the funds are low and the debts are high

Voice 4: And you want to smile, but you have to sigh,

Voice 5: When care is pressing you down a bit,

ALL: Rest if you must, but don't you quit.

Voice 1: Life is strange with its twists and turns

Voice 2: As every one of us sometimes learns

And many a failure comes about

Voice 3: When he might have won had he stuck it out;

Voice 4: Don't give up though the pace seems slow—

Voice 5: You may succeed with another blow.

ALL: Success is failure turned inside out—

Voice 1: The silver tint of the clouds of doubt,

Voice 2: And you never can tell just how close you are,

Voice 3: It may be near when it seems so far;

Voice 4: So stick to the fight when you're hardest hit—

ALL: It's when things seem worst that you must not quit

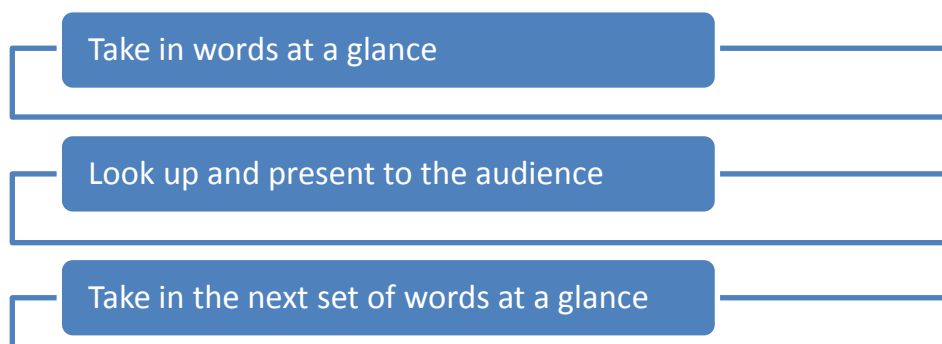
Reading Short Articles, Newspaper Reports and Fact Based Articles.

The best role models you can have when it comes to reading aloud are from newsreaders. Their job requires presence of mind, good pronunciation and command of the language.



Some practical tips for reading from the newsroom:

- Read your script and get familiar with it before you read aloud.
- Do not stare into the page while you read. Take in a couple of words at a glance and look at the audience to which you are presenting the text. Repeat this activity, with every group of words you “take in at a glance.” In other words, this is the three-step process which you have to repeat:



Voice Modulation and Intonation are of utmost importance. Without mastery of these two aspects, your listeners will find you boring.

Voice Modulation is when you control or adjust the volume of your voice to softer and louder tones in order to make an impact and the attention of your listeners to what you are trying to convey. **Intonation** is the rise and fall of your voice, arising from the words/syllables that are stressed and not stressed in your utterance.

Exercise:

1. Select a brief newspaper report and read it aloud
2. Select a small passage on an achiever in the field of sports/medicine/any other and read it aloud.
3. Prepare a list of quotes on any topic of your choice and read them aloud.

A Little Theatre

Taking part in dramas and plays is a great way of building your ability to read aloud or speak in a public forum. Theatre activities help you to hone your voice modulation, intonation and pronunciation. Read this excerpt (a modern version of a famous passage) from Shakespeare's *As You Like It*. It is a conversation between Orlando and Rosalind (who are lovers) about Time:

ORLANDO : Why didn't you say "the swift steps" of time instead of the "lazy foot"? Wouldn't that have been just as appropriate?

ROSALIND : No. Not at all, sir. Time travels at different speeds for different people. I can tell you who time strolls for, who it trots for, who it gallops for, and who it stops cold for.

ORLANDO : Okay, who does it trot for?

ROSALIND : Well, it trots for a young woman between the time she gets engaged and the time she marries: the time that's passed may only be a week, but it always feels like seven years.

ORLANDO : Who does time amble for?

ROSALIND :For a priest who doesn't know his Latin or a rich man who is free from the gout. The one sleeps easily because he isn't up late studying and the other lives merrily because he's free from pain. The first lacks the burden of intense, exhausting study, and the second is spared the burden of heavy, exhausting poverty. Time ambles for both men.

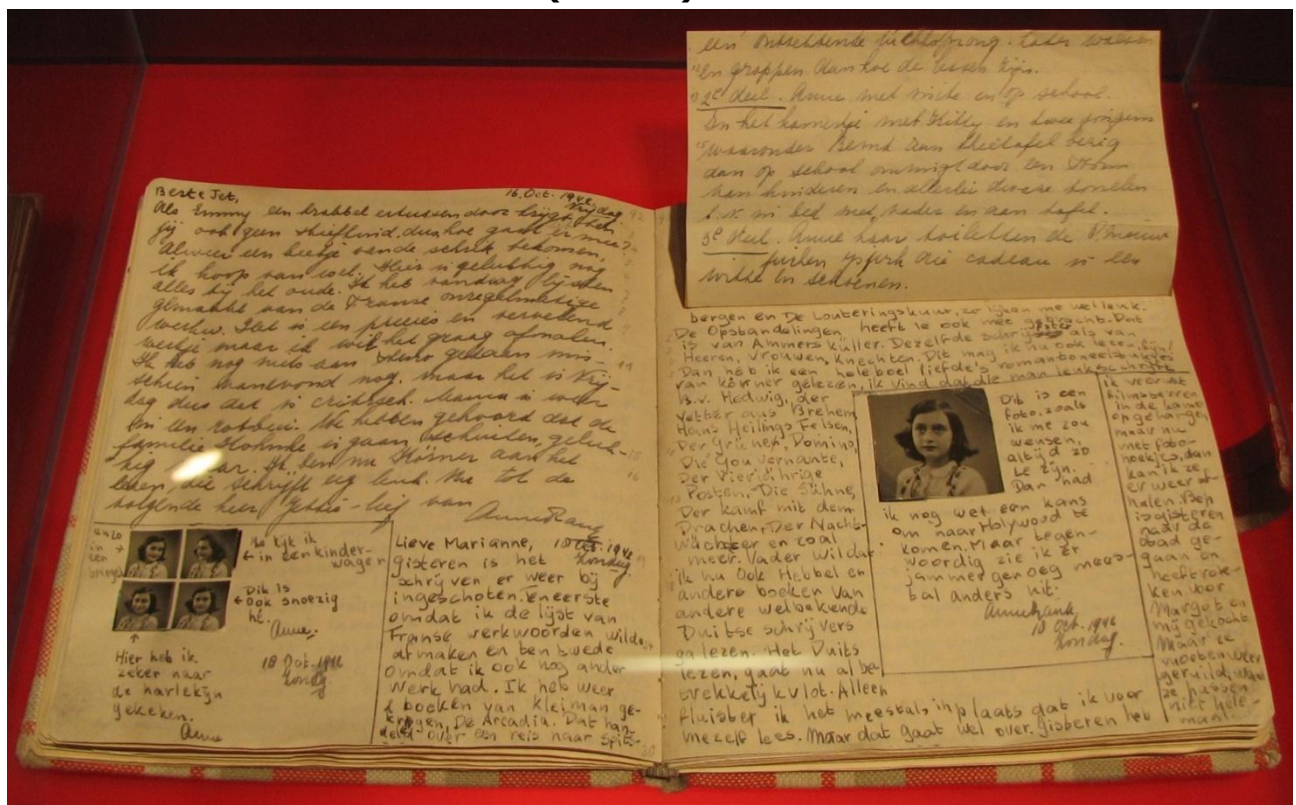
ORLANDO :Who does it gallop for?

ROSALIND :For a thief on his way to the gallows. Such a man walks as slowly as possible and, even so, gets there too soon.

ORLANDO :Who does it stand still for?

ROSALIND :For lawyers on vacation, because they sleep their holidays away, with no sense of how time moves.

JOURNAL (DIARY) WRITING



Picture: Diary entry by Anne Frank

(https://commons.wikimedia.org/wiki/File:Anne_Frank_Diary_at_Anne_Frank_Museum_in_Berlin-pages-92-93.jpg)

Journal/diary writing is of great significance in human life. *The Diary of a Young Girl* also known as *The Diary of Anne Frank* proved to be an invaluable document and moving story of the Holocaust, occasioned by Hitler's agenda to exterminate the Jews. Anne Frank was a Jewish teenager, who with her family was in hiding for two years during the Nazi (Hitler's forces) occupation of the Netherlands. They were soon caught by the Nazi's in 1944. Anne died of typhus in a Nazi concentration camp. The only survivor in this family was her father Otto Frank. A person named Miep Giles found Anne's diary and gave it to her father after World War II was over. The diary has been published in more than 60 languages.

With regard to developing our own writing skills, diary writing could play crucial role. Diary entries should not only be about routine activities like:

- I woke up at 5 am today
- I had a bath
- I prayed to God
- I had my breakfast
- I went to college.....

and so on. Apart from these entries, the journal should reflect your thought-life or what you feel about the happenings in your world. Here is an excerpt from the diary of Anne Frank. This was written from her place in hiding:

November 19th 1942: Mr. Dussel has told us much about the outside world we've missed for so long. He had sad news. Countless friends and acquaintances have been taken off to a dreadful fate. Night after night, green and grey military vehicles cruise the streets. They knock on every door, asking whether any Jews live there. If so, the whole family is immediately taken away. If not, they proceed to the next house. It's impossible to escape their clutches unless you go into hiding. They often go around with lists, knocking only on those doors where they know there's a big haul to be made. They frequently offer a bounty, so much per head. It's like the slave hunts of the olden days.....I feel wicked sleeping in a warm bed, while somewhere out there my dearest friends are dropping from exhaustion or being knocked to the ground. I get frightened myself when I think of close friends who are now at the mercy of the cruelest monsters ever to stalk the earth. And all because they're Jews.

(<https://alphahistory.com/holocaust/anne-frank-diary-1942-44/>)

There is a difference between reading about the Holocaust through a history textbook and “feeling” the reality through the diary entries of Anne Frank.

Please get yourself a copy of this wonderful life-changing book.

How can you begin writing your diary?

As mentioned earlier, merely entering routine activities like the time you woke up/prayed/ate/what you ate doesn't help with regard to developing your power of expression. Your teacher can guide you in the early stages of your venture in writing your diary. Teachers who encourage students to hone their writing skills through the practice of diary writing encourage the students to document/write their experiences by giving them some thought-provoking questions like:

- Did you have any experience that upset you? Did you feel like writing about it?
- Did you witness something on the road/in your neighbourhood that made you think about human life/ society?
- Did something in the natural world (birds, squirrels, trees, sky....) catch your attention? Did you reflect on the beautiful/soul-stirring sight?
- What were the thoughts that crossed your mind when you watched the news on TV? Write your response to any piece of news that made you think deeply.

Alluding once again to the Diary of Anne Frank, we see that she expressed her feelings of sadness about what was happening to the Jewish people in Hitler's regime.

What is a diary in your life's journey?

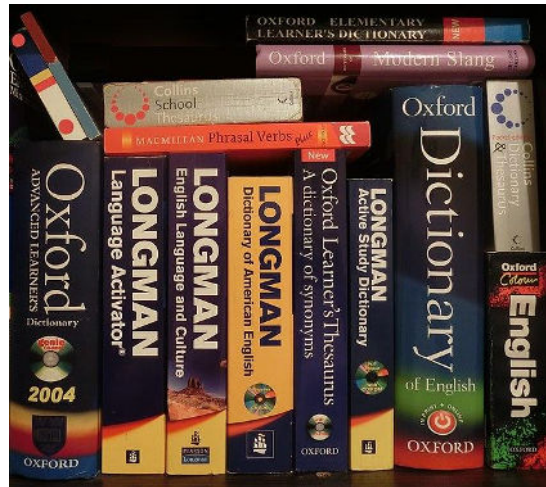
Your diary is an important document, if not for society, for you in your individual journey. You can look back on your entries and see how far you have come. You can revisit happy and sad moments in your life. You can be strengthened by the lessons you learnt from your experiences.

Here are some quotes about the practice of keeping a diary:

- Keep a diary and someday it will keep you – Mac West

- What is a diary as a rule? A document useful to the person who keeps it. Dull to the contemporary who reads it and invaluable to the student, centuries afterwards, who treasures it. - Walter Scott
- I have often been downcast but never in despair; I regard our hiding as a dangerous adventure, romantic and interesting at the same time. In my diary, I treat all the privations as amusing - Anne Frank
- One advantage in keeping a diary is that you become aware with reassuring clarity of the changes which you constantly suffer. -Franz Kafka

STUDY SKILLS – I : USING DICTIONARIES, ENCYCLOPAEDIAS & THESAURUS



Dictionaries

A dictionary is of immense value in building your vocabulary. A learner's dictionary such as the *Oxford Learner's Dictionary* or the *Oxford Advanced Learner's Dictionary* (OALD) is recommended. The OALD provides

- Synonyms
- Collocations (words which go together)
- Phrasal verbs and idioms
- Topic dictionaries
- Wordlists
- Guided activities to improve your writing

1. *The Oxford Learner's Dictionary of Academic English* (OLDAE) is useful for students as the meanings of words vary when used in the technical sense. For example, the OLDAE defines the word 'significance' in the context of statistics as 'the extent to which a result is different from what would be expected from random variation or errors'. This is a technical definition. When required, you can use subject labels pertaining to your discipline to help you skip quickly to the meaning that fits your context. For example, the meaning of 'reaction' under the subject label 'chemistry' is more technical than the general meaning.

If you are looking for a bilingual dictionary, ensure that you go in for a standard one. The Oxford English-English-Tamil Dictionary is used not only by learners but translators as well.

Use the Thesaurus

A thesaurus is a type of dictionary in which words with similar meanings are arranged in groups.

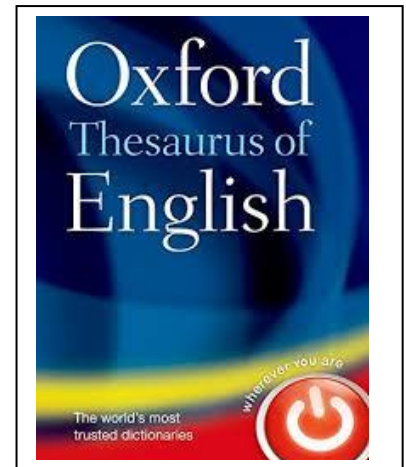
A thesaurus provides a list of synonyms.

A synonym is a word or phrase that means exactly or nearly the same as another word or phrase.

For example, *shut* is a synonym of *close*.

A thesaurus is also handy in finding antonyms

(the opposite). When you write reports or articles, a thesaurus will come to your aid and help you to avoid repeated use of a word. You will also realize as you get familiar with using the thesaurus that you will get into the habit of using the most appropriate word for what you wish to express.



Encyclopaedia: The best way to begin research

You must have heard that “smart work” is as important as “hard work”. Using an encyclopaedia is “smart work”. You must have guessed by now why an encyclopaedia is the place to begin your research. In short, it is a time-saver and helps you to a wider range of resources. If you have to map what an encyclopaedia can do for you, your map will look like the central nervous system. The encyclopaedia can connect you so extensively and so intrinsically. These are the reasons why the use of an encyclopaedia is highly recommended when you embark on an assignment or project.

- Encyclopaedias are catalogues of topics.
- Most encyclopaedia articles are short (saving you time!).
- Subject experts have condensed it down, usually to one or two pages. (on the other hand the same topic might be covered in 900 pages in a book).
- The information is authentic vis-à-vis, information on many open sources on the internet such as Wikipedia.

- Encyclopaedia articles mention and define search terms you can use in database searches (concepts, names, processes).
- Online encyclopaedias have hyperlinks to related subjects and that is why it is like the central nervous system! The connections are intricate and extensive, encompassing all knowledge.
- Encyclopaedias give you a list of references /further reading.

GRAMMAR IN CONTEXT: NAMING AND DESCRIBING

NOUNS& PRONOUNS

Lesson 1

Nouns, as you know are “naming words”. Before we explore how we can enrich our knowledge of nouns and their use, lets engage with a motivational story:

Motivational Text:

The Potatoes, The Eggs and The Coffee Beans

“Once upon a time a daughter complained to her father that her life was miserable and that she didn’t know how she was going to make it. She was tired of fighting and struggling all the time. It seemed just as one problem was solved, another one soon followed.

Her father, a chef, took her to the kitchen. He filled three pots with water and placed each on a high fire. Once the three pots began to boil, he placed potatoes in one pot, eggs in the second pot, and ground coffee beans in the third pot.

He then let them sit and boil, without saying a word to his daughter. The daughter, moaned and impatiently waited, wondering what he was doing.

After twenty minutes he turned off the burners. He took the potatoes out of the pot and placed them in a bowl. He pulled the boiled eggs out and placed them in a bowl.

He then ladled the coffee out and placed it in a cup. Turning to her he asked. ‘Daughter, what do you see?’

‘Potatoes, eggs, and coffee,’ she hastily replied.

‘Look closer,’ he said, ‘and touch the potatoes.’ She did and noted that they were soft. He then asked her to take an egg and break it. After pulling off the shell, she observed the hard-boiled egg. Finally, he asked her to sip the coffee. Its rich aroma brought a smile to her face.

‘Father, what does this mean?’ she asked.

He then explained that the potatoes, the eggs and coffee beans had each faced the same adversity– the boiling water.

However, each one reacted differently.

The potato went in strong, hard, and unrelenting, but in boiling water, it became soft and weak.

The egg was fragile, with the thin outer shell protecting its liquid interior until it was put in the boiling water. Then the inside of the egg became hard.

However, the ground coffee beans were unique. After they were exposed to the boiling water, they changed the water and created something new.

‘Which are you,’ he asked his daughter. ‘When adversity knocks on your door, how do you respond? Are you a potato, an egg, or a coffee bean?’

(Source: <https://www.moralstories.org/struggles-of-our-life/>)

Exercise 1

As the focus of this lesson is ‘naming’ (i.e. use of nouns) and describing (use of adjectives), can you list the nouns and adjectives in the story you have read?

Exercise 2

Using the nouns you are familiar with from the passage given, complete the following sentences

1. A person for whom cooking is a profession is known as a _____
2. There is a proverbial expression which says, "Don't add fuel to the _____"
3. This endless argument is like asking, "Which came first, the chicken or the _____?"
4. The empowered woman doesn't spend her life in the _____: just cooking and cleaning _____ and pans.
5. You should be emotionally strong in times of _____

Exercise 3

Using the adjectives you are familiar with from the passage given, complete the following sentences

1. Having lost her wallet, she felt _____
2. Handle with care: _____ glassware inside.
3. _____ garam masala is sprinkled before serving.
4. There are two types of water, _____ water and _____ water.
5. He complained of _____ fever.

NOUNS

Nouns are naming words. They could be names of people, animals, places, things, ideas, feelings and concepts.

TYPES OF NOUNS

Proper Noun and Common Noun

<u>Karthik</u> is an intelligent boy	(proper noun)
Karthik is an intelligent <u>boy</u>	(common noun)
<u>Chennai</u> is a city	(proper noun)
Chennai is a <u>city</u>	(common noun)

Concrete Noun and Abstract Noun

The artist has his <u>brush</u> and <u>paint</u>	(concrete noun)
There is <u>fish</u> in the <u>tank</u>	(concrete noun)
When <u>adversity</u> knocks on your door, how do you respond?	(abstract noun)
The egg had lost its <u>fragility</u>	(abstract noun)

Collective Noun

The police controlled the mob
 I live with my family
 The crowd gathered

Countable Noun and Uncountable Noun

I have many books (countable noun: plural allowed)

You have a lot of knowledge (uncountable noun: no plural)
 Apples are good for health (countable noun: plural allowed)
 Milk is also good for health (uncountable noun: no plural)

Exercise 4

List some of the nouns that you already know

Proper Nouns	Common Nouns	Concrete Nouns	Abstract Nouns	Collective Nouns	Countable Nouns	Uncountable Nouns

Enrich Your Vocabulary:

In the motivational story, The Potatoes, The Eggs and The Coffee and The Beans, there are two key words (nouns) – ‘chef’ (a professional) and ‘adversity’ (a circumstance), which is also an abstract noun.

Here are some words from the world of a chef

- Related to food preparation and varieties: cuisine, menu, gourmet, ingredients, dishes (food items)
- Action words – heat, bake, grill, sauté, roast, knead (dough), stir, fry, chop, mince, boil, grind, powder, garnish
- Words related to taste: spicy, bland, tangy, sour, tasty, insipid, crunchy, soft, palatable

‘Adversity’ is a circumstance. Find the synonyms for ‘adversity’ and ‘prosperity’
 Make a list of ten abstract nouns (For example: love, childhood, bravery)

Express Yourself

1. Describe some of the cuisines (in India or other parts of the world)
 (Suggestion: The teacher can divide the class into zones and each can choose a cuisine of a region. For example, North Indian cuisine, South Indian cuisine, Greek cuisine, Thai cuisine, Italian cuisine etc. The students can explore different types of cuisine and make a group presentation before the class)

Work in pairs

1. Describe to your partner, your favourite dish, how it is prepared and how it tastes.
2. Talk to your partner about any one of the abstract nouns you have listed.

LESSON 2

Motivational text:

"To become really good at anything, you have to practice and repeat, practice and repeat, until the technique becomes intuitive." Paolo Coelho

ASPECTS OF NOUNS

In this section we will be considering the following aspects of nouns namely, 'number', 'gender' and 'case'.

Number

S.No	How to form the Plural	Singular	Plural
1.	By adding 's' after the noun	Book, pen, lamp	Books,pens, lamps
2.	By adding 'es' after sibilant sounds of 'ch','s','sh' and 'x'	church, bus, brush, box,	Churches, buses, brushes, boxes,
3.	By substituting 'y' when it is 'preceded by consonant with 'ies'	City, county, country	Cities,counties, countries
4.	By adding 's' to a word which ends with 'y' and is preceded by a vowel sound	Boy, toy, joy	Boys, toys, joys
5.	By substituting 'fe/fe' with 'ves' when the 'f/fe'ending is preceded by a vowel	Wife, thief	Wives, thieves
6.	By adding's' for a word ending with 'f' and where 'f' is preceded by a vowel	Roof	Roofs
7.	By adding 's' or 'es' to a word ending with'o'	Disco, tomato	Discos, tomatoes
8.	Irregular plural forms	Man, child, mouse, tooth, goose, foot, ox	Men,children,mice, teeth, feet, oxen
9.	Precede these words (scissors, trousers, shorts) which always	A pair of scissors A pair of trousers A pair of shorts	

	have a plural form with "a pair of"	
10.	Certain collective nouns are always used as plurals	People, cattle
11.	Some nouns have the same form in both singular and plural	Sheep
12.	The case of compound nouns like daughter-in-law, son-in-law	Daughter-in-law Son-in-law Daughters-in-law Sons-in-law

No Singular Form & No Plural Form

No Singular Form	No Plural Form
Cattle	News
Trousers	Information
Scissors	Measles
Pliers	Furniture
Police	Baggage
Glasses/Spectacles	Advice
Pants	Knowledge
Shorts	Rubbish

Task 1

Fill in the blanks from the list of words given above (No Singular Form & and No Plural From)

1. My mother is a good seamstress. She needs a new pair of _____
2. You can cut the wire. I have a pair of _____ in my tool kit
3. I'll be going to the beach in a pair of _____
4. I am not able to read without my _____
5. The television is awash with _____ about the President's visit
6. Of the new _____ we got for our home, I like the sofa.
7. Some people do not listen to the _____ given by their well-wishers.
8. The _____ is on the notice board.
9. The flight arrived on time. But our _____ came late.
10. The _____ are the law enforcing agency.

Task 2

Fill in the blanks with the Singular/Plural

Singular	Plural
	Feet
Knife	
Baby	

Watch	
	Teeth
	Media
Shelf	
Dictionary	
	Taxes
Industry	

Gender

In human beings

Masculine form of noun	Feminine form of noun
Father	Mother
Husband	Wife
Son	Daughter
Nephew	Niece
Uncle	Aunt

Among animals

S.No.	Animal	Male	Female	Young
1.	Ass	Jackass	Jenny Ass	Foal of an ass
2.	Chicken	Rooster/Cock	Hen	Chick
3.	Deer	Buck	Doe	Fawn
4.	Dog	Dog	Bitch	Pup
5.	Sheep	Ram	Ewe	Lamb
6.	Goose			
7.	Whale			
8.	Swan			
9.	Horse			
10.	Rabbit			

Complete the list given above (Fill in the blanks from S.No.6 to10)

Case

Subjective Case/Nominative Case	Objective Case/Accusative Case	Possessive Case (By adding apostrophe)
Senthil likes Vijayan (Who likes Vijayan?)	Senthil likes Vijayan (Whom does Senthil like?)	This is Senthil's pen (Whose pen?)
The lion attacked the deer (What attacked the	The lion attacked the deer (What did the lion attack?)	This is the lion's den (Whose den?)

deer?)		
--------	--	--

- When a noun is used as 'subject', it is in the 'subjective/nominative case' and answers to the questions 'who' and 'what'
- When a noun is used as 'object', it is in the 'objective/accusative case' and answers to the questions 'whom' and 'what'
- Guidelines for forming the possessive case are as follows:
 - By adding apostrophe + s to singular nouns, e.g. Senthil's pen, lion's paws, boss's room
 - By adding apostrophe + s to plural nouns, e.g. men's college, women's college
 - By adding only apostrophe after the 's' in plural nouns, e.g. boys' school

Enrich Your Vocabulary:

The motivational text at the beginning of Lesson 2 states, "To become really good at anything, you have to practice and repeat, practice and repeat, until the technique becomes intuitive." (Paolo Coelho).

1. What is meant by "intuition"?
2. Explore how you can use these words: vision, foresight, astute, perceptive, acumen

Express Yourself:

1. Gender is one of the aspects of nouns. Even the animal world (in most cases) has different names for male and female of the same species (E.g. lion, lioness). The human world is also divided into 'man' and 'woman'. Does the human world have a gender divide which cannot be bridged? Share your views.

LESSON 3

Motivational text:

"A boss says, "Do that". A leader says, "Let's do this." - Jeremy Kingsley

PRONOUNS

Pronouns are used instead of nouns. For example, "Mohan is a cricketer. He plays for the state.". Here "he" is a pronoun because it refers to Mohan.

I. Personal Pronoun

The pronouns, I, We, You, He, She, It, are called personal pronouns because they refer to the particular person(s) discussed in that sentence. Different forms (Cases) of the personal pronoun are used according to the position of its usage, like that is j

Subject form	Object Form	Possessive Adjective form (Possessive Case)	Possessive Pronoun form (Genitive Case)
First person			
I am a student	The teachers like me	This is my class This is our class	Mine is interesting Ours is interesting
We are students	The teachers like us		
Second Person			
You are a student	The teachers like you	This is your class	Yours is interesting
Third Person			
He is a student	The teachers like him	It is his class	His is large
She is a student	The teachers like her	It is her class	Hers is large
It is a cat	Children like it	This is its tail	Its is white
They are students	The teachers like them	It is their class	Theirs is large
Nouns are always Third person			
Balu is a student	The teachers like Balu	It is Balu's bag	Balu's is red
Question Words (Interrogative Pronouns)			
Who What	Whom Where	Whose Which	--- ---

From the above chart you can infer that pronouns take different forms in different positions. Consider the sentence, "He is a good student, and the teachers like him." Both 'he' and 'him' refer to the same person, but different forms and cases are used because 'He' is a subject and 'him' is an object. Not only personal pronouns, but other types of pronouns (given below), have cases depending on the structural position of their usage in a sentence.

II. Reflexive Pronouns: They are the pronouns used as objects in sentences wherein the action of the subject reflects upon the subject itself as illustrated below:

I hurt **myself**

You hurt **yourself**

He hurt **himself**

We hurt **ourselves**

You hurt **yourselves**

They hurt **themselves**

She hurt **herself**
It hurt **itself**

III. Emphatic Pronoun/Intensive Pronoun: They are the pronouns used to refer to the **subject** itself for emphasis as illustrated below:

I myself prepared the food.	I prepared the food myself .
We ourselves prepared the food.	We prepared the food ourselves .
You yourself prepared the food.	You prepared the food yourself
You yourselves prepared the food.	You prepared the food yourselves .
He himself prepared the food.	He prepared the food himself .
She herself prepared the food.	She prepared the food herself .
They themselves prepared the food.	They prepared the food themselves .

IV. Reciprocal Pronouns

When there is an exchange of some kind between two people, the reciprocal pronouns 'each other' and 'one another' are used. There is very little difference between 'each other' and 'one another' and we can normally use them in the same places.

Love one another/ Love each other

We phone each other/one another regularly

We've known each other/one another for twelve years.

V. Demonstrative Pronouns: Demonstrative pronouns are 'pointers': they point out/point to something as seen in the examples given below:

This is interesting

These are interesting

That is wonderful

Those are wonderful

VI. Indefinite Pronouns: Indefinite pronouns can refer to everybody/everything of a group of nouns in a general way as illustrated below:

Everybody likes a good meal You cannot trust **anybody**
(Everybody is used in a positive sentence and 'anybody' here is used to convey a negative message)

Somebody will be interested in it.

Nobody can do this

Everything will be done

He cannot do **anything**

(Everything conveys a positive meaning here and anything in this sentence conveys a negative meaning)

Something is going to happen

Nothing can stop him

One should have hope

None can be so good

All are singing

Some are good

You can meet any of them
please

Each may donate as they

Few will object to this

Many will appreciate this.

Other indefinite pronouns include the following:

enough, fewer, less, little, much, several, more, most, both, either and neither

Some of these pronouns like 'few and many' are used for countable nouns and other others like 'little and much' for uncountable nouns.

VII. Distributive Pronouns

Distributive pronouns refer to all persons/things in a group of nouns but one at a time as illustrated below:

I will give you a chocolate, **each**
chocolate

Each of them will get a

We can buy apples at Rs.20/- **each**
for Rs.20/-

We can buy **each** apple

Either of them can participate.

I like **neither** of them.

VIII. Interrogative Pronouns: When the possible question of words of pronouns, namely 'who, whom, whose, what and which,' are used in questions, they are called interrogative pronouns.

IX. Relative Pronoun: Relative pronouns are similar to interrogative pronouns, but used in clauses.

Exercise 1

Imagine that Ravi is your friend and that you are relating something about him to an acquaintance. Choose the correct personal pronoun from the one given in brackets to complete what you have to say about Ravi:

Ravi and I have been buddies for ages. Now ____ (I/my/me) am a Professor at Chemistry at Guru Nanak College and ____ (he/his/him) is a Professor of Chemistry at Vivekananda College. ____ (We/ us) met two decades ago. Our families also became friends. ____ (he/his/him) father and my father were colleagues at the Southern Railway office. ____ (We/us) lived in the Railway Quarters and so did ____ (they/their/them). When ____ (they/their/them) bought ____ (they/their/them) own house, they moved out of the quarters. A few years later ____ (we/us) bought our own house and went to live there. ____ (Our/we/us) friendship didn't fade. Both of ____ (we/us) joined the same college and the same course as well! I used to share my class notes with ____ (him/he) when he couldn't make it to college. He also shared ____ (he/his/him) with me, whenever required. We studied together, but did ____ (our/we/us) projects independently. He got the first prize for ____ (he/his/him) and I got the second prize for ____ (me/mine). When Ravi congratulated me, he said, "I like ____ (you/your) project. ____ (it/its) awesome." I replied, "I think ____ (you/yours) is the best. You deserve the first prize."

Exercise 2

Fill in the blanks with a suitable reflexive pronoun or emphatic pronoun:

1. I _____ learned painting
2. I taught _____ painting.
3. They put _____ into unnecessary trouble by fighting with their neighbours
4. She blamed _____ for her poor performance
5. The dog hurt _____

Exercise 3

Fill in the blanks with suitable reciprocal pronouns:

1. At the end of the tennis match the players congratulated _____
2. Friends should support _____
3. Love _____
4. Siblings should care for _____
5. In a crisis we should be there for _____

Exercise 4

Fill in the blanks with suitable demonstrative pronouns, indefinite pronouns or distributive pronouns. Choose the appropriate form from the list given below.

all, anybody, each, either, everybody, everything, few, many, neither, nobody, none, nothing, one, somebody, such, that, this, these, those.

1. You should not give it to _____
2. _____ is welcome.
3. _____ are welcome.
4. _____ father nor mother responded to the call from the Principal.
5. _____ parent can sign to acknowledge receipt of the report card.
6. Donate your books to the Book Bank or Library. They might be useful to _____.
7. Give _____ child a notebook and a pencil.
8. Buddha gave up _____ for his spiritual quest.
9. _____ is my wife and _____ are my children.
10. _____ The mangoes on _____ tree are not as good as _____ from the other tree.

Enrich Your Vocabulary

1. The motivational text, "The boss says, "Do that". A leader says, "Let's do this." is an insight into what makes a person a good leader.

You can add to this word list of the qualities of a good leader:

- i. Respectful
- ii. Responsible
- iii. Systematic
- iv. Organized
- v. Transparent

2. Refer to Martin Luther King Jr's "I Have a Dream" speech (<https://www.americanrhetoric.com/speeches/mlkhaveadream.htm>) and observe his use of 'I' and 'We'. Make two lists of sentences - one list of sentences where he uses 'I' and the other list showing his use of 'We'

Express Yourself

1. Read this story and comment on the moral of the story:

It's Not My Job

This is a story about four people named Everybody, Somebody, Anybody and Nobody. There was an important job to be done and Everybody was sure that Somebody would do it. Anybody could have done it, but nobody did it. Somebody got angry about that, because it was Everybody's job. Everybody thought that Anybody could do it, but nobody realized that Everybody wouldn't do it. In the end Everybody blamed Somebody when Nobody did what Anybody could have done!

(<https://www.englishclub.com/grammar/pronouns-notmyjob.htm>)

2. An egotist often uses the pronoun 'I'. Often an egotist is jokingly referred to as an "'I' specialist." S/He boasts about himself/herself and 'I' occurs frequently in their speech. Write five sentences which form the speech of an egotist.

ADJECTIVES

Adjectives, as you might already know, are words that are used to describe or modify nouns or pronouns. Adjectives give more information about a noun or pronoun.

Listen to this song from the famous film *The Sound of Music*. Sing along and enjoy it.

<https://www.youtube.com/watch?v=urCTUyKzTzc>

Raindrops on roses
 And whiskers on kittens
 Bright copper kettles and warm woolen mittens
 Brown paper packages tied up with strings
 These are a few of my favorite things
 Cream-colored ponies and crisp apple strudels
 Doorbells and sleigh bells
 And schnitzel with noodles
 Wild geese that fly with the moon on their wings
 These are a few of my favorite things
 Girls in white dresses with blue satin sashes
 Snowflakes that stay on my nose and eyelashes
 Silver-white winters that melt into springs
 These are a few of my favorite things
 When the dog bites
 When the bee stings
 When I'm feeling sad
 I simply remember my favorite things
 And then I don't feel so bad
 Raindrops on roses and whiskers on kittens
 Bright copper kettles and warm woolen mittens
 Brown paper packages tied up with strings
 These are a few of my favorite things
 Cream-colored ponies and crisp apple strudels
 Doorbells and sleigh bells and schnitzel with noodles
 Wild geese that fly with the moon on their wings
 These are a few of my favorite things
 Girls in white dresses with blue satin sashes
 Snowflakes that stay on my nose and eyelashes
 Silver-white winters that melt into springs
 These are a few of my favorite things
 When the dog bites
 When the bee stings

When I'm feeling sad
 I simply remember my favorite things
 And then I don't feel so bad

(Songwriters: Oscar Hammerstein / Richard Rodgers)



Can you recognize the "favourite things" depicted in the picture? (Hint: The images are in the same order as they are in the song)

Exercise 1

List the 'describing words' in the song Favourite Things

1. List the phrases where there is only one adjective before the noun. (Examples: favourite things, white dresses.....)

2. In some phrases, two adjectives precede a noun as in "bright copper kettles". You should be able to spot four such phrases.
3. There are two hyphenated adjectives. One is "cream-coloured". Spot the other one.
4. Raindrops is a noun and a compound word. Can you spot the other two compound nouns in the song?
5. In these expressions "feeling sad" and "feel bad" the words "sad" and "bad" are adverbs/adjectives (Tick the right answer)

Exercise 2

1. "These are a few of my favourite things" is a refrain in the song. What is the difference between "These **few** are my favourite things" and "These are **a few** of my favourite things"?
2. The song says, "When I'm feeling sad, I simply remember my favourite things and then I don't feel so bad."

Substitute the word sad with other adjectives from the list given below and form more sentences of your own in the following structure:

When I'm feeling _____, I _____.

(for example: When I'm feeling lonely, I listen to music.)

lonely happy unhappy angry excited anxious bored

3. Fill in the blanks with words which describe the "favourite things" or "favourite" people young children, teenagers and adults turn to when they feel sad. The first one is done as an example.

Young Children	Teenagers	Adults
<u>Cuddly</u> toys	_____ food	_____ books
_____ games	_____ music	_____ TV programmes
_____ dress (girl child)	_____ friends	_____ food
_____ friend	_____ mother/father	_____ friends
_____ sweets	_____ brother/sister	_____ dress
_____ parent	_____ games	_____ companion

If you would like to strengthen your knowledge of adjectives and the place of an adjective/s in a sentence, you have to explore the following:

1. Where adjectives go in a sentence
2. Adjectives with '-ing' and '-ed'
3. Adjective order
4. Adjectives of quantity (many, much, few, little)

5. Comparative and superlative adjectives
6. Intensifiers

1. Where adjectives go in a sentence

Most adjectives can be used **in front of a noun**:

Deepak and his wife have a **beautiful house**.

They saw a very **exciting film** last night.

Or **after a link verb** like be, look or feel:

Their house **is beautiful**.

That film **looks interesting**.

Exercise 3

In some of the sentences given below the adjective is in the wrong place.

Correct those sentences

- I saw a really good movie last night.
- My brother has got two young children.
- I didn't know your mother Chinese was.
- Are you OK? You look terrible!
- I've just bought a new printer.
- This food doesn't very good smell. How old is it?
- They're building a factory big next to our home.
- Russia can be a country very cold in the winter.
- Sorry, can you stop the car? I feel sick.
- I'd like to see that new Hindi film. It interesting sounds.

Adjectives with '-ing' and '-ed'

A lot of adjectives are made from verbs by adding *-ing* or *-ed*:

-ing adjectives

The commonest *-ing* adjectives are:

amusing, annoying, boring, exciting, disappointing, interesting
shocking, surprising, frightening, tiring, worrying,

Examples:

I saw a very **interesting** programme on TV today.

That film was absolutely **boring**.

-ed adjectives

The commonest *-ed* adjectives are:

annoyed, excited, bored, frightened, closed, tired, delighted, worried,
disappointed

Examples:

We had nothing to do. We were really **bored**.

I didn't really enjoy the film. Most of the time I was **bored**.

Exercise 4

Choose from the '-ing' and '-ed' adjectives' given in the box

delighted, annoying, boring, frightening, amusing, exciting, frightened, excited, bored, annoyed,

When we travelled this summer, in the same compartment, there was a family travelling with their little girl. We enjoyed her company. She was _____ing. We were _____ted to listen to her. On the other hand, there were a few people who spoilt our journey. They were _____ing because they talked loudly after 9 pm (which is bedtime). We were _____ed with them and so were the others who travelled in that compartment. The train passed through the Western Ghats. It was _____ning when we travelled through tunnels. It was also _____ing. That is what adventure is. We are _____ned when it is scary and _____ted when it is over. There's one thing, we can say for sure. The journey was not _____ing. We were not _____red even for a moment.

Adjective order:

i). Two adjectives:

We often have two **adjectives** in front of a **noun**:

a beautiful young woman

a fierce black panther

*that **intelligent young** man*

Exercise 5

Match the adjectives and the noun:

Adjectives	Noun
lazy little	Bread
poor old	mango
crazy young	strawberry
big old	soup
creamy white	mansion
tasty red	artist
sweet juicy	beggar
old stale	boy

ii) Two adjectives which are hyphenated:

part-time, long-term, second-hand, half-hearted, far-fetched, time-consuming, well-known, hand-made, good-looking, world-famous, hard-working, broad-minded, bad-tempered, broken-hearted, self-confident, low-paid.

Exercise 6

Find as many associations as you can for each of the hyphenated words given: (the first one has been done for you)

Adjective	Associated Noun
broken-hearted	lover, friend, mother, brother, father, sister, wife,
self-confident	
hard-working	
bad-tempered	
low-paid	
world-famous	
time-consuming	
well-known	
broad-minded	
long-term	

Some adjectives give a general opinion.

To describe almost any noun, we can use the following adjectives:

good, nice, awful, bad, beautiful, important, lovely, brilliant, wonderful, strange, excellent, nasty

*He's a **good/wonderful/brilliant/bad/dreadful** person*

*That's a **good/wonderful/brilliant/bad/dreadful** book.*

Some adjectives give a specific opinion.

We only use these adjectives to describe particular kinds of noun, for example:

Food	Furniture	Buildings	People	Animals
delicious tasty tasteless sumptuous bland, spicy cold, warm	comfortable uncomfortable regal expensive cheap old, new impressive	tall lofty spacious impressive imposing stately old new	clever, intelligent, friendly, hostile benevolent, cantankerous venomous vindictive, helpful, unhelpful, kind, unkind, dependable responsible, generous, aggressive, assertive arrogant, audacious annoying, irritating smart	fierce clever intelligent friendly hostile ferocious huge, large, small, big,

We usually put a general opinion in front of a specific opinion:

a nice tasty *soup*

a nasty uncomfortable *armchair*

a lovely intelligent *animal*

We usually put an opinion adjective in front of a descriptive adjective:

A nice red *dress*

a silly old *man*

those horrible yellow *curtains*

Adjectives after link verbs

We use some adjectives **only after a link verb**:

For example: The bus **was late**

The following adjectives are used after a link verb:

afraid, ill, alive, alone, asleep, content, glad, ready, sorry, sure, unable, well

For instance,

1. The child **was afraid**

2. He **is content** with what he earns.

Some of the commonest *-ed* adjectives are normally used only **after a link verb**:

annoyed, bored, finished, pleased, thrilled :

*Our teacher **was ill**.*

*My uncle **was** very **glad** when he heard the news.*

*The policeman seemed **to be** very **annoyed**.*

Sometimes we have **three** adjectives in front of a noun, but this is **unusual**:

a nice handsome young *man*

a big black American *car*

that horrible big fierce *dog*

It is **very unusual** to have **more than three** adjectives.

Adjectives usually come in this order:

1	2	3	4	5	6	7	8	The rest of the sentence
General opinion	Specific opinion	Size	Shape	Age	Colour	Nationality	Material	
That nice	Handsome			young man				joined the army
The		Tall			black	Arabian horse		turned out to be the winner

Comparative adjectives

We use **comparative adjectives** to show change or make comparisons:

*This bike is certainly **better**, but it's far **more expensive**.*

*I'm feeling **healthier** now.*

*We need a **bigger** house.*

We use *than* when we want to **compare one thing with another**:

*Sneha is two years older **than I***

("Sneha is two years older than me" is also correct)

*Delhi is much bigger **than** Bangalore.*

*He is a better player **than** Ganguly.*

*Australia is a bigger country **than** New Zealand.*

When we want to **describe how something or someone changes** we can use two comparatives with *and*:

*The balloon got **bigger and bigger**.*

*Everything is getting **more and more expensive**.*

*Grandfather is looking **older and older**.*

We often use *the* with comparative adjectives to **show that one thing depends on another**:

***The sooner** you do your work, **the better** for us.*

(= When you do your work soon, it is better.)

***The higher** they climbed, **the colder** it got.*

(= When they climbed higher, it got colder.)

Superlative adjectives

We use *the* with **superlative adjectives**:

*It was **the sunniest day** in December.*

*Everest is **the highest mountain peak** in the world.*

*That's **the best film** I have seen this year.*

*I have three sisters: Rekha is **the oldest** and Anjali is **the youngest**.*

How to form comparative and superlative adjectives

We usually add *-er* and *-est* to **one-syllable words** to make comparatives and superlatives:

Cold	Colder	Coldest
------	--------	---------

Old	Older	Oldest
-----	-------	--------

If an adjective **ends in -e**, we add *-er* *-st*:

<i>nice</i>	<i>Nicer</i>	<i>Nicest</i>
<i>large</i>	<i>Larger</i>	<i>Largest</i>

If an adjective **ends in a vowel and a consonant**, we double the consonant:

<i>big</i>	<i>bigger</i>	<i>Biggest</i>
<i>fat</i>	<i>fatter</i>	<i>Fattest</i>

If an adjective **ends in a consonant and -y**, we change *-y* to *-i* and add *-er* *-est*:

<i>happy</i>	<i>happier</i>	<i>Happiest</i>
<i>silly</i>	<i>sillier</i>	<i>Silliest</i>

We use *more* and *most* to make comparatives and superlatives for most two syllable adjectives and for all adjectives with three or more syllables:

<i>Careful</i>	<i>more careful</i>	<i>most careful</i>
<i>Interesting</i>	<i>more interesting</i>	<i>most interesting</i>

However, with **these common two-syllable adjectives**, you can **either** add *-er*/*-r* and *-est*/*-st* or use *more* and *most*:

<i>common</i>	<i>narrow</i>
<i>cruel</i>	<i>pleasant</i>
<i>gentle</i>	<i>polite</i>
<i>handsome</i>	<i>simple</i>
<i>likely</i>	<i>stupid</i>

He is certainly **handsomer** than his brother.

His brother is handsome, but he is **more handsome**.

She is one of **the politest** people I have ever met.

She is **the most polite** person I have ever met.

The adjectives **good**, **bad** and **far** have irregular comparatives and superlatives:

<i>good</i>	<i>Better</i>	<i>Best</i>
<i>bad</i>	<i>Worse</i>	<i>Worst</i>
<i>far</i>	<i>farther/further</i>	<i>farthest/furthest</i>

• Intensifiers

We use words like *very*, *really* and *extremely* to make **adjectives** stronger:

It's a **very** interesting story.

Everyone was **very** excited.

It's a **really** interesting story.

Everyone was **extremely** excited.

We call these words **intensifiers**. Other intensifiers are:

amazingly	particularly
exceptionally	remarkably
incredibly	unusually

We also use **enough** to say more about an adjective, but **enough** comes **after** its **adjective**:

If you are seventeen, you are **old enough** to drive a car.

I can't wear those shoes. They're not **big enough**.

Intensifiers with strong adjectives

Strong adjectives are words like:

We do not normally use **very** with these adjectives. We do not say something is ~~very enormous~~ or someone is ~~very brilliant~~.

very big	<i>Enormous, huge</i>
very small	<i>Tiny</i>
very clever	<i>Brilliant</i>
very bad	<i>Awful, terrible, disgusting, dreadful</i>
very sure	<i>Certain</i>
very good	<i>Excellent, perfect, ideal, wonderful, splendid</i>
very tasty	<i>Delicious</i>

With strong adjectives, we normally use intensifiers like:

<i>absolutely</i>	<i>really</i>
<i>completely</i>	<i>quite</i>
<i>exceptionally</i>	<i>totally</i>
<i>particularly</i>	<i>utterly</i>

The film was **absolutely awful**.

He was an **exceptionally brilliant** child.

The food smelled **really disgusting**.

Intensifiers with comparatives and superlatives

We use these words and phrases as intensifiers with **comparative adjectives**:

<i>much</i>	<i>a great deal</i>
<i>far</i>	<i>a good deal</i>
<i>a lot</i>	<i>a good bit</i>
<i>quite a lot</i>	<i>a fair bit</i>

*He is **much older** than me.* ("He is **much older** than I" is also correct)

*New York is **a lot bigger** than Boston.*

We use *much* and *far* as intensifiers with **comparative adjectives in front of a noun**:

*France is **a much bigger country** than Britain.*

*He is **a far better player** than Ronaldo.*

We use these words as intensifiers with **superlative adjectives**: *easily, by far, much*:

*The blue whale is **easily the biggest** animal in the world.*

*This car was **by far the most expensive**.*

Unit II

1. Listening and Speaking

- a. Listening with a purpose
- b. Effective Listening
- c. Tonal Variation
- d. Listening for information
- e. Asking for Information
- f. Giving Information

2. Reading and Writing

- 1. a. Strategies of Reading:
 Skimming and Scanning
- b. Types of Reading:
 Extensive and Intensive Reading
- c. Reading a prose passage
- d. Reading a poem
- e. Reading a short story
- 2. Paragraphs: Structure and types
 - a. What is a Paragraph?
 - b. Paragraph structure
 - c. Topic Sentence
 - d. Unity
 - e. Coherence
 - f. Connection between Ideas: Using Transitional words and expressions
 - g. Types of Paragraphs

3. Study Skills II:

Using the Internet as a Resource

- a. Online search:
- b. Know the keyword:
- c. Refine your search:
- d. Guidelines for using the Resources:
- e. e-learning resources of Government of India
- f. Terms to know

4. Grammar in Context

Involving Action-I

- a. Verbs
- b. Concord

1. Listening and Speaking

Warm up:

- What is your response when your friend cracks a joke?
- When your lecturer is teaching a lesson, how do you listen?
- As a listener did you listen in the same way to the joke and the lecture? Obviously not.
- Is there something about the way we tune in as listeners in different contexts?

a. Listening with a purpose:

Your way of listening varies according to the purpose for which you listen. Look at the purpose for listening and the ways of listening:

Purpose of Listening	Way of Listening
Listening for enjoyment	You maintain eye contact, show you understand and react to what is being said
Listening to learn something new	Focus on ideas that are new and think about what you already know
To understand the speaker's point of view, and share your ideas	Listen carefully, observant to find an opportunity to share your ideas
To solve a problem	Listen closely and identify goals and problems; build on those ideas
To follow directions	Listen for words such as first, second, finally; take notes

b. Effective Listening: Make a conscious effort to tune in to the speaker

- focus on the content
- look for familiar words
- Identify the "chunks" of words that give the core meaning of the utterance.

There are four strands of Oracy: Physical (voice and body language), Linguistic (vocabulary, right language use), Cognitive (content, reasoning and structure) and Social and Emotional (audience awareness, confidence in speaking, listening and responding, working with others).

Take a look at the voice element of the Physical. It refers to

- Tonal variation
- Fluency & pace of speaking
- Clarity of pronunciation
- Voice projection

The speaker's intonation and pausing assist you while you listen. Pay attention to the tonal variations.

c. Tonal Variation:

Speech without tonal variation is incomplete and monotonous. So improve your ability to recognise tonal variation.

It is associated with the pitch variation of the voice. A 'tone' is a certain pattern in the pitch of a person's voice which is meaningful in any discourse. It reflects the moods and attitudes of the speaker -- confident, hesitating, agreeing, disagreeing, referring, proclaiming etc., and this helps the listener in deducing the speaker's intended meaning.

Falling tone:

Convey information in a matter-of-fact way:

I live in Tamil Nadu

He is twenty years old.

Wh-questions asked in a casual or neutral way:

Where do you live?

When did you come?

Commands:

Close your books and listen.

Take it away.

Exclamatory:

How nice of you!

What a pity!

Tag questions - When the speaker expects the listener to agree with him:

It's good, isn't it?

They are pretty, aren't they?

Rising tone:

In general questions:

Have you read the novel?

Would you please pass the salt?

Wh-questions when asked with involvement and interest:

When did you arrive?

What did you say?

Yes/No and questions seeking information with polite deference:

Did you like the gift?

Why didn't you join us at lunch?

Falling-Rising Tone:

Doubt or uncertainty (i.e. when you are uncertain what the answer might be)

Have we nearly finished?

Did he know she was there?

Implied meaning in a statement

Well I remember her face (but not her name)

Activity 1:

Listen to the following utterances and identify the tone associated with each of these.

1. What a wonderful surprise!
2. Do you have white sheets?
3. They are heavy, aren't they?
4. Shut the door.
5. Where do you work?
6. Did they ever tell him the truth? (uncertain)
7. Turn left at the junction.
8. Keep quiet.
9. Leave this column blank.

10. What did the manager say? (with polite deference)

Activity 2

Practice the above utterances and check if you are using the right tone.

d. Listening for information

Listen to the following conversation:

- Sneha: Hi, I just came to give you the cake I made...
- Rajan: Wow, looks yummy...thank you...
- Sneha: What's the hurry? Are you going somewhere?
- Rajan: Yeah, I'm planning to go to the College Readers' Club.
- Sneha: Oh, I didn't know about it.... Where is it?
- Rajan: It's on the Trunk Road, near the Hill Station Mall... There's so much reading and fun there.
- Sneha: Is the club open on all days?
- Rajan: No, only on weekends, from 3 p.m. to 7 p.m.
- Sneha: What sort of reading taste does it cater to?
- Rajan: A wide range - fiction, non-fiction, travelogues, fantasy.... you can even find newly published books.
- Sneha: Can we borrow books?
- Rajan: No lending: You are permitted to read in the library.....There's more to it than the library: they have film screening, group discussions and Quiz programmes which provide us an enjoyable learning experience... Even if you miss going there for a week, no worries, you will find the events updated on the Club webpage.
- Sneha: I wish I were a member there...
- Rajan: Anyway, it's not too late. All that you need is your college ID card for getting a membership.
- Sneha: Is there any membership fee?
- Rajan: No, only the College ID card ... It's mandatory.

Sneha: Fine then. Let me quickly go home and get my ID... I'll be back in fiveminutes....Wait for me... I'll join you.

Rajan: Sure.

Exercises:

A). Complete the following sentences:

1. Rajan was getting ready to go to _____.
2. Sneha hasn't joined the Club yet, because she _____.
3. _____ is mandatory to get membership in the Club.
4. The Club gives an _____ learning experience.
5. The Club functions on weekends from _____.

B). State whether true/false:

Sneha brought a cake for Rajan.

Sneha's house is very far from that of Rajan's.

When Sneha came, Rajan was taking a nap.

Sneha decides to join the Club immediately.

The Club asks for a membership fee of Rs. 200.

C). Answer the following questions:

1. Where is the College Readers' Club located?
2. Does the library lend books?
3. What are the events that are held in the Club?
4. What sort of books can one find in the library?
5. If a member has not visited the Club for a month, how will he/she know about the events?

e. Asking for Information

Phrases used:

In ordinary conversation

1. Do you know..... ?
2. Do you happen to know.....?
3. Can/Could you tell me?

4. I'd like to know....
5. Do you have any idea.....?

Formal Occasions

1. I wonder if you could tell me
2. I should be interested to know....
3. I hope you don't mind my asking, but.....

Very Informal (among close friends):

1. Any clue....?
2. Any idea.....?

Activity 1:

Frame five questions using the above phrases.

f. Giving Information:

You can start with one of the following phrases

- Formal:
I'd be happy to answer that.
It'd be a pleasure to help you.
- Informal:
Sure.
No Problem
Let me see.

If you have no information to help with, you can indicate your inability by using one of the phrases given below:

- Formal:
I'm afraid I don't have the answer to that.
I'd like to help you. Unfortunately, I don't know about it".
- Informal
Sorry, I can't help you out.
Sorry, but I don't know that.

Activity 2

There is an Exhibition of homemade products being held in the city.

Vandhana**asks** the salesman who comes to distribute sample products **for information** about the products.

Fill in the gaps and complete the conversation:

Vandhana: _____ Sir, how long will the exhibition go on?

Salesman: It's open till October 30th. _____ Sundays too Ma'am.

Vandhana: Oh Good. What _____?

Salesman: We've got a range of homemade items, utility products,
homemade masalas, indigenous health drinks and other such
items.

Vandhana: _____

Salesman: We sell organic products too.

Vandhana: Nice to know. _____herbal plants?

Salesman: Yes, a few plant varieties, we do have. But the point is, they get
sold out very fast... so if you need to buy herbal plants, please
don't delay.

Vandhana: Sure sir. _____to know if Kokum is available?

Salesman: Yes, _____ and we have ordered for more, as the stock
is getting over.

Vandhana: _____Kokum rinds per Kg?

Salesman: Just a minute, please. (He looks at the catalogue) It's Rs.300/-
per Kg.

Vandhana: Thank you. _____some tangy Jamun, Hmm....
blackberry squash.Is it available?

Salesman: Yes, it's the _____. (He hands over a packet to

Vandhana)... Kindly accept this sample of homemade snacks.
All that we have is of great quality. Do not miss the opportunity
Ma'am. We appreciate your patronage.

Vandhana: Thank you I'll definitely make it this Sunday.

Activity 3:

Role play: Ask for information about

1. The procedure to apply for a College ID card.
2. A programme in which you wish to participate.
3. A new product that you wish to buy.

Take turns and continue the activity with you being the respondent.

2.READING AND WRITING

Skill: Reading

Warm-up:

- What kind of books do you enjoy reading?
- Are there any books that you found boring?
- How do you go about reading your textbooks? Do you find them easy to read and comprehend?

1. a. STRATEGIES OF READING: SKIMMING AND SCANNING

Skimming and Scanning are useful skills of reading that will help the reader in reading effectively and comprehending the needed information precisely.

In an academic setting, when a book is prescribed, readers tend to skim through description as well as unimportant information, and focus on the passage which is most relevant to the assignment or a term paper on hand. The required information will then be read intensively.

Hence the function of skimming is to get an overall grasp of the text and to gather the required information

Skimming Methods

When you are reading using skimming skills, you will predominantly use the following

- ☐ Titles, subtitles or the headlines
- ☐ Contents
- ☐ Introduction
- ☐ Synopsis
- ☐ Chapter beginnings
- ☐ Paragraph
- ☐ Bold/Italicised words

☐ Review questions

☐ Conclusion

This strategy of skimming will be useful when you have to write a term paper for which you have to consult a large number of books. Using the above said methods of skimming you will be able to select the books that you might use. Also skim for titles and subtitles to narrow down to your academic requirement. When you are skimming through various books and websites for your assignment, remember to make a note of the sources either in a notebook or in a document on your computer.

Activity 1

Group activity: The teacher pairs the students in the class. In each pair, one is A and the other B. A reads through the text for 7-10 minutes silently and writes a title for each paragraph. **The maximum time given to A is 15 minutes.** The passage worked upon by A (with titles for paragraphs), should be read by B. **Time allotted to B is only 3-5 minutes.** The following passage can be used for this activity.

Questions and instructions to the students in 'A' category:

1. What is the main topic of the passage?
2. Give a suitable title to the passage given.
3. Give a subheading for each paragraph?
4. What difficulties did you face while reading?

SAY NO TO DRUGS



(<https://pixabay.com/vectors/no-drugs-sign-healthy-forbidden-156771/>)

Drug usage often escalates into abuse. How this happens is not surprising. At a very basic level this happens when the person concerned feels a desperate need to deal with stress or to get a momentary high or to just 'fit in' with his/her peers (which is often the case of youngsters). It soon reaches a stage where it becomes a crutch on which the person is dependent: it reaches a stage where the person begins to believe that his/her survival depends on drugs.

Popular media is one of the major influences on youngsters who have resorted to doing drugs: it is glorified in some television serials and films. Quite often great artists and intellectuals are depicted as people who were misfits in the world system and indulged in drugs to rise above their frustrations with conservative society. For youngsters it becomes a thrilling and seductive affair: they are easily misguided easily because of their relative lack of experience in life. At times, the knowledge of risk factors related to drug abuse can also lure people into using these harmful substances. In certain instances people gain this knowledge from their own families or immediate surroundings and are obviously driven – due to some reason or the other – to give it a try and before they know it, it becomes an addiction.

Brain damage is one of the fallouts of drug abuse and this consequentially affects every other aspect of life of the person who is addicted. The communication system of the human brain is primarily affected: the ways in which nerve cells send, process and receive information is disturbed. One of the ways in which drugs achieve this is by copying the natural chemical messengers of the human brain and over stimulating the brain's reward circuit. Drugs such as heroin and marijuana are structured in the same way as chemical messengers known as neurotransmitters. These neurotransmitters are produced naturally by the human brain. As a result of this similarity, the drugs can fool the receptors of the human brain and activate the nerve cells in such a way that they send some abnormal messages.

Drug abuse is associated with euphoric behaviour, which is why users keep on repeating the same action of drug abuse. When this pattern continues the brain tries to adapt to the usage by reducing its own dopamine production as well as dopamine receptors. The user tries to adapt to this

through drug abuse so that his/her dopamine production level can be brought back to a level that seems normal to him/her.

The old adage “Prevention is better than cure” applies to drug abuse as well. Medical practitioners are quite positive about the effectiveness of prevention programmes. According to medical experts and practitioners, it is one affliction which can be easily prevented. Prevention programmes involving families, schools and the immediate communities are important in this regard. Media also has to behave like a responsible power – the media ought to understand its’ role in this context and play a positive role by resisting the urge to earn millions by romanticising and glorifying drug abuse. It needs to highlight the alarming and abysmal consequences of drug abuse. It is important that the youth are made to feel that drug usage itself is harmful in every conceivable way and only then will they stop using them and prevent others in their peer group from doing the same.

While “prevention” work is necessary, it is also necessary to reach out to people who have already gone down the road of drug abuse and are highly into it. The treatment for a drug abuser normally depends on the kind of drug that the person has been using. It is said that the best treatments normally emphasise on phenomena related to the individual’s life. This includes areas such as medical, psychological and work-related needs as well as issues in relationships with other people in the person’s life.

Questions to individual students in ‘B’ category:

1. Did the title and sub headings help you read faster?
2. Did they help you in understanding the content better?
3. What are the main issues in the above passage?
4. Were you able to grasp the meaning of the passage in five minutes?

NB: The passage given is only a sample. For effective use of the exercise, the teacher may select and distribute copies of a passage that the students have not seen.

SCANNING

This is a reading skill used for finding out a specific piece of information in a text which has a lot of information. It is a reading strategy where a reader discards a lot of unwanted information, but searches for very specific

information. In skimming an entire text is read fast to get the general information of the text: in scanning the text is used to extract specific information.

Steps to effective Scanning

The reader has to first ascertain how information in a particular text has been classified. This is an effective step in scanning for information from a source.

In some texts information is presented chronologically, as in history books: some texts arrange the information topically, that is the 'Contents' are based on the topics: reference books and edited books are classified topically.

TYPES OF READING: EXTENSIVE AND INTENSIVE READING

Extensive Reading

By definition, extensive reading is "reading for pleasure". Those who love to spend hours with a book are said to engage in extensive reading. In this practice of reading, the reader does not stop to look at the meaning of every unknown word as it hinders the flow of reading. However, the practise of extensive reading is known to improve fluency.

While extensive reading can help in learning English as a second language, learners tend not to go in for extensive reading primarily due to the length of books. For a beginner who sets out to read, it is best to start with short stories that are easily understandable. For example O. Henry's short stories have a very interesting twist in the end. Rabindranath Tagore is also one of the finest short story writers. His stories are filled with humanism and pathos. Choose a good short story to start with and this will slowly help you read novels.

Intensive Reading

Intensive reading happens when a reader reads a text, carefully and intently with absorbed concentration with a view to extract specific information. Intensive reading helps different readers in various contexts. For a person who is learning English as Second Language this becomes an effective tool to learn grammar from a short text or a poem. For those who aspire to clear competitive exams, the practice of intensive reading goes a

long way: these exams test ones' ability to grasp ideas and as well as the ability for logical thinking and reasoning.

A researcher does intensive reading when he/she has to do a review of literature for their research work. A humanities researcher reads through research articles and tries to find a research gap and also find a theoretical framework for her research. A science researcher looks at the findings of earlier researches, studies the scientific methods and then decides on his/her field of research inquiry.

Exercise 1:

Read the following passage and answer the questions.

One of the most popular literary figures in American literature is a woman who spent almost half of her long life in China, a country on a continent thousands of miles from the United States. In her lifetime she earned this country's most highly acclaimed literary award, the Pulitzer Prize, and also the most prestigious form of literary recognition in the world, the Nobel Prize for Literature. Pearl S. Buck was almost a household name throughout much of her lifetime because of her prolific literary output, which consisted of some eighty - five published works, including several dozen novels, six collections of short stories, fourteen books for children, and more than a dozen works of nonfiction. When she was eighty years old, some twenty - five volumes were awaiting publication. Many of those books were set in China, the land in which she spent a great part of her life. Her books and her life served as a bridge between the cultures of the East and the West. As the product of those two cultures she became (as she described herself), "mentally bifocal." Her unique background made her an unusually interesting and versatile human being. As we examine the life of Pearl Buck, we cannot help but be aware that we are in fact meeting three separate people: a wife and mother, an internationally famous writer and a humanitarian and philanthropist. One cannot really get to know Pearl Buck without learning about each of the three. Though honoured in her lifetime with the William Dean Howell Medal of the American Academy of Arts and Letters, in addition to the Nobel and Pulitzer prizes, Pearl Buck as a total human being (not only a famous author) is a captivating subject of study.

- 1.** What is the author's main purpose in the passage?
(A) To offer a criticism of the works of Pearl Buck.
(B) To illustrate Pearl Buck's views on Chinese literature

- (C) To indicate the background and diverse interests of Pearl Buck
- (D) To discuss Pearl Buck's influence on the cultures of the East and the West

2. According to the passage, Pearl Buck is known as a writer of all of the following EXCEPT

- (A) novels (B) children's books (C) poetry (D) short stories

3. Which of the following is NOT mentioned by the author as an award received by Pearl Buck?

- (A) The Nobel Prize (B) The Newberry Medal
- (C) The William Dean Howell Medal (D) The Pulitzer Prize

4. According to the passage, Pearl Buck was an unusual figure in American literature in that she

- (A) wrote extensively about a very different culture
- (B) published half of her books abroad
- (C) won more awards than any other woman of her time
- (D) achieved her first success very late in life

5. According to the passage, Pearl Buck described herself as "mentally bifocal" to suggest that she was

- (A) capable of resolving the differences between two distinct linguistic systems
- (B) keenly aware of how the past could influence the future
- (C) capable of producing literary works of interest to both adults and children
- (D) equally familiar with two different cultural environments

6. The author's attitude toward Pearl Buck could best be described as

- (A) indifferent (B) admiring (C) sympathetic (D) tolerant
- (Passage taken from TOEFL Practice Test 47- January 1993)

Exercise 2:

Let us now try and do an intensive reading of Emily Dickinson's poem which is both simple and complex at the same time. Answer the questions given below.

"HOPE" IS THE THING WITH FEATHERS

"Hope" is the thing with feathers -

That perches in the soul -

And sings the tune without the words -

And never stops - at all -

And sweetest - in the Gale - is heard -

And sore must be the storm -

That could abash the little Bird

That kept so many warm -

I've heard it in the chilliest land -

And on the strangest Sea -

Yet - never - in Extremity,

It asked a crumb - of me.

(<https://www.poetryfoundation.org/poems/42889/hope-is-the-thing-with-feathers-314>, accessed 30.05.20)

Grammar

1. In what tense is the poem written?
2. Pick out the helping verbs?
3. List out the main verbs.
4. Pick out the adjectives.
5. What is the conjunction used very often?

Vocabulary

Find out the meaning of the following words and write what part of speech they belong to.

1. perches
2. gale
3. sore
4. storm
5. abash

Comprehension Questions

- a) Look up the meaning of the word, "metaphor" and explain how metaphor is used in the poem?
- b) What does the poem say about the way the bird sings?
- c) Identify a pair of synonyms in the poem.
- d) How are the words, "chillest", "strangest" and "Extremity" connected in the poem?
- e) Does hope ask for anything in return?

READING A SHORT STORY

THANK YOU, MA'M **by** **LANGSTON HUGHES**

Pre-reading Activity:

- Think of the last kind act that you did – a random act of kindness. It may be a simple thing, like that of opening the door for someone who

had luggage in both hands

- How did you feel and what was the reaction of the other person?
- Think of any act of kindness which you've seen
- Volunteer to share these incidents with the class

Know the author:

Langston Hughes is an African American writer, whose poems, plays and novels made him popular in the 1920's. He is often called the "Poet Laureate of Harlem". Harlem is a section of New York City in northern Manhattan. Hughes wrote on the experiences of African Americans.



"When people care for you and cry for you, they can straighten out your soul" Langston Hughes

THANK YOU, M'AM

by

Langston Hughes

She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance so, instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up. The large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she

reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.

After that the woman said, "Pick up my pocketbook, boy, and give it here." She still held him. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Firmly gripped by his shirt front, the boy said, "Yes'm."

The woman said, "What did you want to do it for?"

The boy said, "I didn't aim to."

She said, "You a lie!"

By that time two or three people passed, stopped, turned to look, and some stood watching.

"If I turn you loose, will you run?" asked the woman.

"Yes'm," said the boy.

"Then I won't turn you loose," said the woman. She did not release him.

"I'm very sorry, lady, I'm sorry," whispered the boy.

"Um-hum! And your face is dirty. I got a great mind to wash your face for you. Ain't you got nobodyhome to tell you to wash your face?"

"No'm," said the boy.

"Then it will get washed this evening," said the large woman starting up the street, dragging the frightened boy behind her.

He looked as if he were fourteen or fifteen, frail and willow-wild, in tennis shoes and blue jeans.

The woman said, "You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?"

"No'm," said the being dragged boy. "I just want you to turn me loose."

"Was I bothering *you* when I turned that corner?" asked the woman.

"No'm."

"But you put yourself in contact with *me*," said the woman. "If you think that that contact is not going to last awhile, you got another thought coming. When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones."

Sweat popped out on the boy's face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half-nelson about his neck, and continued to drag him up the street. When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette-furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, "What is your name?"

"Roger," answered the boy.

"Then, Roger, you go to that sink and wash your face," said the woman, whereupon she turned him loose—at last. Roger looked at the door—looked at the woman—looked at the door—and *went to the sink*.

Let the water run until it gets warm," she said. "Here's a clean towel."

"You gonna take me to jail?" asked the boy, bending over the sink.

"Not with that face, I would not take you nowhere," said the woman. "Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook! Maybe, you ain't been to your supper either, late as it be. Have you?"

"There's nobody home at my house," said the boy.

"Then we'll eat," said the woman, "I believe you're hungry—or been hungry—to try to snatch my pocketbook."

"I wanted a pair of blue suede shoes," said the boy.

"Well, you didn't have to snatch *my* pocketbook to get some suede shoes," said Mrs. Luella Bates Washington Jones. "You could of asked me."

"M'am?"

The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do dried it again, the boy turned around, wondering what next. The door was open. He could make a dash for it down the hall. He could run, run, run, run, *run!*

The woman was sitting on the day-bed. After a while she said, "I were young once and I wanted things I could not get."

There was another long pause. The boy's mouth opened. Then he frowned, but not knowing he frowned.

The woman said, "Um-hum! You thought I was going to say *but*, didn't you? You thought I was going to say, *but I didn't snatch people's pocketbooks*. Well, I wasn't going to say that." Pause. Silence. "I have done things, too, which I would not tell you, son—neither tell God, if he didn't already know. So you set down while I fix us something to eat. You might run that comb through your hair so you will lookpresentable."

In another corner of the room behind a screen was a gas plate and an icebox. Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse which she left behind her on the day-bed. But the boy took care to sit on the far side of the room where he thought she could easily see him out of the corner of her eye, if she wanted to. He did not trust the woman *not* to trust him. And he did not want to be mistrusted now.

"Do you need somebody to go to the store," asked the boy, "maybe to get some milk or something?"

"Don't believe I do," said the woman, "unless you just want sweet milk yourself. I was going to make cocoa out of this canned milk I got here."

"That will be fine," said the boy.

She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table. The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him. Instead, as they ate, she told him about her job in a hotel beauty-shop that stayed open late, what the work was like, and how all kinds of women came in and out, blondes, red-heads, and Spanish. Then she cut him a half of her ten-cent cake.

"Eat some more, son," she said.

When they were finished eating she got up and said, "Now, here, take this ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto *my* pocketbook *nor nobody else's*—because shoes come by devilish like that will burn your feet. I got to get my rest now. But I wish you would behave yourself, son, from here on in."

She led him down the hall to the front door and opened it. "Good-night! Behave yourself, boy!" she said, looking out into the street.

The boy wanted to say something else other than "Thank you, m'am" to Mrs. Luella Bates Washington Jones, but he couldn't do so as he turned at the barren stoop and looked back at the large woman in the door. He barely managed to say "Thank you" before she shut the door. And he never saw her again.

(https://archive.org/stream/ThankYouMam/ThankYouMam_djvu.txt accessed on 01.07.20)

GLOSSARY:

Pocketbook: purse or handbag

Slung: Hung or thrown loosely

Frail: lacking in strength; weak

Ain't: a short form of am not, is not, are not, has not, or have not.

The characters speak in a dialect, a different form of English

Willow-wild: slender, graceful, and flexible like a willow tree

Half nelson: a wrestling hold using one arm

Kitchenette: furnished room -- a room with a small kitchen

Blue suede shoes: men's shoes made of soft leather; stylish shoes

Presentable: fit to be acceptable; suitable to be seen by others

Mistrusted: doubted

Barren: empty; bare; having no life; dull or uninteresting.

RESPONDING TO THE TEXT:

Exercise 1

Here is a list of words that refer to the actions/reactions of Mrs. Jones and Roger. Tabulate these in the corresponding columns. The first one is done for you.

Dragged	shook	bending over the sink
snatched	struggled	jerked
whispered	frightened	went behind the screen
sweat popped out	left the door open	looked at the door

Mrs. Jones	Roger
Dragged	

Exercise 2

Choose the correct answer:

1. Roger tries to snatch Mrs. Jones's pocketbook because
 - a. he is hungry
 - b. he wants to buy blue suede shoes
 - c. he wants to buy a shirt

2. Mrs. Jones works
 - a. in a hotel beauty shop
 - b. at a restaurant
 - c. in a library
3. Why doesn't Mrs. Jones call the police?
 - a. Roger returned the pocketbook
 - b. she wants to help Roger change his ways
 - c. Roger is afraid of the police

4. Roger offers to go to the store for Mrs. Jones because
 - a. Mrs. Jones wants cake
 - b. he wants to get her dinner
 - c. he wants to show her that he can be a good person and be trusted

5. Mrs. Jones doesn't ask Roger about himself because
 - a. she doesn't care for him
 - b. she is tired after work and wants to rest
 - c. she doesn't want to embarrass him.

Exercise 3:**RECALL:**

1. What was Mrs. Jones's initial reaction when the boy tried to snatch her pocketbook?
2. What does she say she would teach Roger?
3. What do Mrs. Jones and Roger talk about during their meal?

MAKING INFERENCES:

1. When Mrs. Jones makes dinner, Roger sits far away from her purse. Why?
2. What does Roger say when he leaves the apartment? Why can't he say more?
3. Identify the details to support Roger's poverty and his rough home life.

INTERPRETING:

1. Why does Mrs. Jones say that she has "done things too"?
2. What is meant by the expression "Shoes got by devilish ways will burn your feet"?
3. What more does Roger want to say, other than just "Thank you"?

EVALUATIVE:

1. How does Mrs. Jones's kindness to Roger change him? Provide evidence from the text.

CRITICAL THINKING:

Point of view refers to the perspective or vantage point from which a story is told. When a story is told in the first person, the narrator is a character in the story. In a third-person narration, the narrator stands outside the story. The story 'Thank You, M'am' uses third person point of view.

1. How do you think Roger would tell the story of his meeting with Mrs. Jones?

APPLYING:

1. Read through the quote given near the author's picture. How do you relate the quotation and the story?

PARAGRAPHS: STRUCTURE AND TYPES

Every form of writing, except poetry and drama, is presented in paragraphs.

What is a Paragraph?

A paragraph has a group of sentences and all these sentences are usually related to a common idea. As a sentence is insufficient to explain an idea, there is a necessity to compose a paragraph. Usually, a paragraph is composed keeping in mind **one main idea**. To compose paragraphs easily, students can adopt the "**One para, One idea**" formula.

Structure:

A paragraph can be structured in many ways depending on various purposes. But, normally, any paragraph should have **three important components**. Firstly, at the beginning of any paragraph, the main idea of the paragraph should be stated or introduced. Secondly, the main idea should be explained. Thirdly, supporting details should be included to strengthen the explanation or the main idea.

Read the following paragraph to see whether all three components are present:

Busyness is a great enemy of relationships. We become preoccupied with making a living, doing our work, paying bills and accomplishing goals as if these tasks are the point of life. They are not. The point of life is learning to love—God and people. Life minus love equals zero.

Look at the beginning of the paragraph, that is, the first sentence of the paragraph.

"Busyness is a great enemy of relationships."

This sentence is the most important one in the paragraph because it introduces or states the main idea or theme or the subject of the paragraph. All the other sentences revolve around the main idea: busyness is a great spoiler in relationships.

Here, the first sentence of the paragraph is said to be the **topic sentence** as this sentence states or introduces the topic or subject or main idea of the paragraph. Usually, the topic sentence comes at the beginning of a paragraph. That is, the first sentence of the paragraph happens to be the topic sentence most of the time. A good topic sentence should be concise and emphatic.

Secondly, many activities that keep us busy all the time lead to the sacrifice of relationships and these are explained in the paragraph.

Thirdly, as a result of busyness, how loving others and God is affected is stated and it serves as the supporting point of the main idea.

Unity

A paragraph should have **unity**. The sentences in a paragraph are connected, both in meaning and structure. In a good paragraph all the supporting sentences work together to develop the main idea. Unity of a paragraph can be achieved by meaningful **sequencing of sentences**. Each sentence should lead logically to the next and they should be in the best order.

Coherence:

Coherence means the correct fitting of ideas in a paragraph. That is, coherence belongs to the relationship of its ideas. To have genuine coherence of ideas, these three factors are very important: relevance, right

order and inclusiveness. Relevance means every idea or point must be related to the topic. No irrelevant idea is included.

The presentation of points in the correct order is the second important factor. The ideas or points may be relevant in a paragraph. But, if they are not arranged in the right order, then the paragraph cannot be coherent. The relevant sentences in a paragraph should be well organised and arranged in such a way that the ideas should be placed in the paragraph in the order of relative importance. That is, place the idea in the best possible place in the paragraph.

Inclusiveness means all the vital points or ideas must be included, and on any account, they should not be omitted.

Flow is a matter of style and it can be seen on the surface. That is, it is visible in the explicit words and phrases and the grammatical patterns that link one sentence to another.

The following paragraph is a good example of good flow:

There are three kinds of book owners. The first has all the standard sets and best-sellers-unread, untouched. (This deluded individual owns wood pulp and ink, not books.) Thesecond has a great many books—a few of them read through, most of them dipped into, but all of them as clean and shiny as the day they were bought. (This person would probably like tomake books his/her own but is restrained by a false respect for their physical appearance. The third has a few books or many—every one of them dog eared and dilapidated, shaken and loosened by continual use, marked and scribbled in from front to back. (This man owns books.)

Connections between ideas: Using transitional words and phrases

Transitional words and phrases function as connectors between ideas and serve as a means to achieve coherence. They are the words and phrases that make a transition from one idea to another. The following table includes some frequently used transitional words and phrases.

Place	Time	Importance	Cause	Contrasting ideas	Comparing ideas.
above	before	First	as a result	although	Also
down	after				
inside	at last	Last	because	in spite of	Another
next	at				Similarity
across	once	Mainly	consequently	on the other hand	Too
here	first				
over	thereafter	More	so that	but	
to	eventually				
around	finally	important	since	instead	
before	next			still	
under	meanwhile	Then		however	
around	then	To begin	therefore		
in		with		yet	
					

Types of Paragraphs:

Paragraphs are composed in different ways, depending on the purposes for which they are composed. The following are some of the important types of paragraphs. In each model, the central idea is the Olympics, but it is treated in different ways, depending on the purpose – description, sequence, comparison and contrast, cause and effect, persuasion, argumentation. We will set out to acquaint ourselves to address each of these purposes.

Description:

Description forms a very important part of writing. We may have to describe a sunset, an instrument or a machine, an accident, a character, and so on. The following paragraph describes the Olympic symbol:

The Olympic symbol consists of five interlocking rings. The rings represent the five continents – Africa, Asia, Europe, North America and South America – from which athletes come to compete in the games. The rings are coloured black, blue, green, red, and yellow. At least one of these colours is found in the flag of every country sending athletes to compete in the Olympic games.

This paragraph begins with a topic sentence. As the paragraph is about the Olympic symbol, the first sentence introduces the Olympic symbol and then states that the symbol consists of five interlocking rings. And then the next sentence goes on to say that these five rings represent five continents from which athletes come to compete. The next sentence says about the colours of the rings. Finally, the connection between the colour of the ring and the flag of the country is pointed out in the paragraph. This is a well-knit paragraph. It is written in a lucid style.

Sequence:

Sometimes, we will have to present certain things sequentially, that is, in a logical order or sequence. For instance, writing a biography, describing an accident and writing about manufacturing a product which involves a process. All these writings follow a logical or chronological order or a sequence of presentations. Read the following paragraph:

The Olympic Games began as athletic festivals to honour the Greek gods. The most important festival was held in the valley of Olympia to honour Zeus, the king of the gods. It was this festival that became the Olympic Games in 776 B.C. These games were ended in A.D. 394 by the Roman Emperor who ruled Greece. No Olympic games were held for more than 1,500 years. Then the modern Olympics began in 1896. Almost 300 male athletes competed in the first modern Olympics. In the games held in 1900, female athletes were allowed to compete. The games have continued every four years since 1896 except during World War II.

You can find from your reading that all the events starting from the origin of the Olympic Games to the present development have been presented sequentially. The order of events has been maintained strictly. The appearance of the years in ascending order - 776 B.C., A.D. 394, 1896, 1900- indicates that the paragraph sticks to the chronological order.

Comparison and Contrast:

Comparison plays a vital role in one's life. Drawing a comparison between two things that are alike is unavoidable. In any comparison, we talk about things that are similar whereas in contrast, we speak of the dissimilarities between the things or objects of comparison. For example, we can compare and contrast the ocean and a lake.

Here is a paragraph in which a comparison is made between the ancient and the modern Olympic games:

The modern Olympics is very unlike the ancient Olympic games. Individual events are different. While there were no swimming races in the ancient games, there were chariot races. There were no female contestants and all athletes competed in the nude. However, the ancient and modern Olympics are also alike in many ways. Some events, such as the javelin and discus throws, are the same. Some people say that cheating, professionalism, and nationalism in modern games are a disgrace to the Olympic tradition. But according to the ancient Greek writers, there were many cases of cheating, nationalism, and professionalism in their Olympics too.

After going through the paragraph, you may have noticed the writer's analysis of the similarities and differences between the ancient and modern Olympic games. A careful reading of the paragraph points to the fact that the writer devotes the first half of the paragraph to discuss the dissimilarities between the modern and ancient Olympic games and the second half focuses on the similarities between them.

This very paragraph can be composed differently. That is, devoting the first half to speak of the similarities between the ancient and modern Olympic games and the second half to the dissimilarities between them.

Cause and Effect:

"What we sow, we reap." is a familiar proverb. According to the proverb, sowing is the cause and reaping is the effect or result. Cause and effect are inseparable. If a student spends many hours daily to study his/her lessons, he/she will score good marks. Hard work is the cause and scoring good marks is the result.

The paragraph given below is a good example to illustrate cause and effect:

There are several reasons why so many people attend the Olympic Games or watch them on television. One reason is tradition. The name Olympics and the torch remind people of the ancient games. People can escape the ordinariness of daily life by attending or watching the Olympics. They like to identify with someone else's sacrifice and accomplishment. National pride is another reason, and an athlete's or a team's hard-earned victory becomes a nation's victory. There are national medal counts and people keep track of how many medals their country's athletes have won.

This paragraph lists various reasons or causes for people attending or watching Olympic games on television and the benefits that they get.

Persuasion:

There are many occasions where we have to persuade others for a good cause or their good. Read the following paragraph and analyse how the writer has composed the paragraph effectively:

Our school has arranged a big Food Festival on Monday. Every year the proceeds of the festival are given to charities such as home for the aged, orphanages, home for the physically and/or mentally challenged and cancer hospitals. A student of the 7th standard approaches his/her neighbour to get some food tokens so that their financial assistance will be of great help to the needy and underprivileged. He/she succeeds in his/her attempt to sell some food tokens.

The persuasive power of the writer can be seen in this paragraph.

Argumentation:

In any argumentative paragraph, the writer presents his/her viewpoints providing evidence in support of his/her stand. Various reasons, facts, statistical data, research results and personal experience may be brought in as evidence.

A powerful paragraph of argumentation is presented below:

There is a notion that people who have money, beauty, coveted position and popularity are the happiest and the most fortunate. But the following declarations disprove the commonly-held notion. A Texas millionaire confided: "I thought money could buy happiness—I have been miserably disillusioned." A famous film star broke down: "I have money, beauty, glamour and popularity. I should be the happiest woman in the world, but I am miserable. Why?" A top British social leader said, "I have lost all desire to live, yet I have everything to live for. What is the matter?" The reason is there are better and nobler things than these that give us purpose in life and lasting happiness.

Exercise 1

Answer the following questions:

1. What is a topic sentence?
2. Write a note on the structure of a paragraph.
3. Mention at least two types of paragraphs.
4. Give at least one example to explain cause and effect.
5. What are the transitional words/phrases that indicate comparison of ideas?

Exercise 2

Write a paragraph on the following topics:

1. My dream home
2. Ban of plastics
3. A stitch in time saves nine.

Study Skills II: Using the Internet as a Resource

Warm up:

Time Flies! It really does! You are a college student now! Till just a month ago, you were in a School for Boys/Girls. Today you are in a college for Men/Women. You've taken a leap from one world to another. In your new world, college, you will listen to lectures, present assignments and seminars. Your teachers in college will have higher expectations of you. Especially with regard to your assignments and seminars you will be expected to do independent work. Moreover, you ought not to keep your mind like a blank slate before a lecture. A good student always prepares ahead for the lecture.



Pxfuel.com

The Internet is a definite resource you can turn to. The Internet is a global computer network which not only offers excellent communication facilities but also serves as a source of a vast range of information. When online one can interact and share information. There are a plenty of websites which one can view and access. Search Engines make it easier for the user to find the relevant websites. The popular Search Engines are Google, Bing, Yahoo, DuckDuckGo, Baidu and Internet Explorer.

Let us learn how to access the information from the websites.

Online search:

- Choose the word or words that best describe the topic you're looking for.
- Go online and type the chosen keyword or keywords into the search field and press the Enter key.
- Search results will appear. A list of possible leads from websites with web addresses appears.
- Click on the required entries and the link will take you automatically to those web pages.

Know the keyword:

- Be clear about what you are looking for and decide on the key search word
- If you choose a general keyword, the search result will be a huge list
- Choose specific word/words

Activity 1:

Search for the keyword(s) given below:

- a. Mask
- b. Computer
- c. Tamil Nadu

Refine your search:

Narrow your search by including more keywords. This will fetch you more relevant results.

For example, if you enter the word 'cooker' you will find many number of sites with information on 'cooker'. With more keywords in the search string such as 'solar cooker' , 'box type solar cooker' and 'box type solar cooker Tamil Nadu', you find that fewer pages are listed and relevant results are displayed.

Check if the keyword you've chosen occurs in any field other than the one that you are working on. If that is the case, use at least one keyword that applies specifically to your topic.

For example, if you are looking for the word 'crane' – the machine, how will you go about it? The word 'crane'-- belonging to two different fields --- that of Zoology and Construction, refers to a particular bird and a particular machine. Your search string should include at least one keyword from the field of construction. It can be 'Truck crane'. This will show the information only with regard to crane used in building construction.

Activity 2:

a. Search for the keyword(s) given below and note down the number of entries displayed

cooker

solar cooker

box type solar cooker

box type solar cooker Tamil Nadu

b. Search for the keyword(s) given below and check if you get the relevant information

crane

Truck crane

c. If you are looking for 'crane' from the field of Zoology, how will you refine your search?

Extend your search.

By using the word 'OR ' inserted between the two keyterms you can extend your search.

Example, if your search is 'Computer OR TV', the search result will

show you pages that include only the keyword Computer, pages that include the word TV and also the pages that include both of your keywords Computer and TV.

Limit your search

By typing the word 'AND' between two keywords you can limit your search and get relevant pages. For example, with the same keywords used above, search for Computer AND TV. You will get the pages that include both Computer and TV and not the pages that contain only one of these keywords.

Be precise in your search

use double inverted commas " " to be more specific. For example, "types of solar cooker" will only list pages where these words appeared together.

Activity 3:

- a. Search for the keywords given for the tasks above
- b. Search using the following keywords

Mango OR pickle

Mango AND pickle

"Mango pickle"

Guidelines for using the Resources:

You have learnt how to access information from the internet, but that is not the end of it. You should also know how to use the information. Reference and reading will help you to understand your topic better. Surf the net for information but acknowledge your source. If you use someone else's material without crediting the source, it amounts to plagiarism. Plagiarism is totally unacceptable. By definition, "Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material,

whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

(<https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=>)

Now that you are sensitised to the issue of plagiarism, here is a checklist of what you should do when you use information:

- Acknowledge every source of information either as a quote or in reported speech citing the source of information.
- When you take information from the internet, it should be a reliable source (a published article). For. e.g. Wikipedia is not a source which can be quoted.
- Provide the Bibliography.
- Expressing your thoughts and point of view is important. Originality is the key to a successful presentation.
- Reference work is essential. When you refer to books on the subject, you will see that some of your thoughts have already been expressed.
- Every piece of writing should have three parts – Introduction, Body and Conclusion
- Focus on the information you are looking for. You don't have to read a reference book from cover to cover. If the 'Contents' page does not have what you are looking for, check the Index and you will find the page number of the subject/topic of interest to you.

e-learning resources of Government of India

Audio-Video e-content

1. SWAYAM offers courses from Class 9 to Post Graduation with rich e-learning content in the form of e-Tutorial, Audio, Video and Virtual labs.

<https://swayam.gov.in/>

2. NPTEL (National Programme on Technology Enhanced Learning)

Largest online repository for web and video courses in engineering, basic sciences and selected humanities and social sciences subjects

<http://nptel.ac.in/>

3. CURRICULUM CLASSES offers digital content in 87 UG subjects as per model syllabi of UGC ; Visual, web and text based learning material ; Self-paced learning opportunity

http://cec.nic.in/cec/curriculum_class (You tube Channel
<https://www.youtube.com/user/cecedusat>)

4. DIKSHA (Digital Infrastructure for Knowledge sharing) provides video courses and practise tests for students and teachers of Class I to Class XII. School curriculum based courses prepared by NCERT, CBSE, State boards etc.

<https://diksha.gov.in/>

5. **e-skill india** provides online courses across all sectors ranging from Beauty, Agriculture to IT-ITES and BFSI.

<https://www.eskillindia.org/>

Digital content: access journals and e-books

6. **National Digital Library of India** offers learning content for users from Primary to Post Graduate Levels across all disciplines Content available in multiple formats (Audio, Video, Web, Dataset, Report, Book, Thesis, Album etc.

<https://ndl.iitkgp.ac.in/>

7. **e-Pathshala** offers e-textbooks and supplementary books of NCERT for all subjects for Classes I to XII in English, Hindi & Urdu Offers e-Resources like audios, videos, interactive images, maps, question banks etc. in English and Hindi

<http://epathshala.nic.in>

8. **e-PG Pathshala** is a gateway to all Post graduate courses. Offers curriculum based, and interactive e-content in 70 subjects across all disciplines of social sciences, arts, fine arts, and humanities, natural & mathematical sciences

<https://epgp.inflibnet.ac.in/#>

9. **Sakshat** is a one stop education Portal that offers: Learning content across disciplines in the form of audiovisual tools, web, e-books, ejournals etc. Educational material to learners from Kindergarten to PhD.

<http://media.sakshat.ac.in/nmeict/econtent.html#>

10 **e-kalpa** offers distance e-learning programs on Design. It also offers Digital Design Resource Database including the craft sector.

(Information accessed from www.dsource.in & www.ncs.gov.in - National Career Service Portal on 15.07.20)

TERMS TO KNOW

Blog: A web-based log or a website that is maintained by an individual or a small group who update the site with their own observations and opinions. Blogs contain posts that are informal in nature.

Copyright: It refers to the exclusive and assignable legal right given to the originator over the created work, for a fixed number of years.

Podcast: Audio files or audio visual files which are published on the Internet in a file format. It can be downloaded and listened offline.

URL: (Uniform Resource Locator) It refers to the unique location/address associated with every web page or a website that is displayed on the Internet. Example: <https://www.ielts.org/about-the-test>.

QR code: Quick Response code, represented as a pattern of small black and white squares, contains information encoded in it. When one scans it with one's cell phone, the information it contains can be deciphered. If

Static URL Code is encoded, one will be taken to the web site immediately.

Website – It refers to a collection of related web pages identified under a single domain name.

WWW – The World Wide Web – usually called the Web – refers to a collection of websites that one can access through the Internet.

Activity 4:

Read the following and fill the check list box with a **✓ if yes**, and with a **✗ if No**.

- ☐ Plagiarism is a disciplinary offence.
- ☐ Acknowledging the source used is not necessary.
- ☐ Checking the Index of a book will not help in selecting a book of reference.
- ☐ Copyright protections apply even to the images posted online.
- ☐ Swayam is one of the e-learning resources of Government of India
- ☐ e-Pathshala offers e-resources like audios and videos.
- ☐ Podcast means recommended books
- ☐ QR code is star-shaped
- ☐ Blogs are formal in nature
- ☐ Bibliography means booklovers.

GRAMMAR IN CONTEXT

Involving Action - 1

Verbs

Verbs, as you know are action words. But before we get to talk about it, let us go to places where the action is. First of all, are you hungry? Then let us head for the bakery and see how they make yummy pastry.



Making Puff Pastry:

Puff pastry is **made** from hundreds of paper-thin layers of butter **trapped** between hundreds of paper-thin layers of dough. In the oven, the liquid in both the butter and the dough rapidly **evaporates**, **puffing** the individual layers skyward. The butter **melts** into the dough, **turning** it golden and crispy.

Getting to this end result takes a little work. First, you **make** a “lean” dough

of just flour and water — it's considered lean because it contains no fat. Then you **wrap** this dough around a block of cold butter. **Roll** it out, **fold** it up like a letter, roll it out, fold it up, and **repeat**. At the end of this whole process, you will have **created** all the paper-thin layers that make puff pastry puff.

Task :-

Fill in the blanks with suitable verbs underlined in the above passage:-

1. Chapati is _____ of wheat flour.
2. A cat survived after being _____ underwater in an air pocket for nearly four hours.
3. Water _____ as gas on heating.
4. The chimney was _____ out clouds of smoke.
5. Great heat _____ iron.
6. Vasanth's hair is _____ gray.
7. You can't _____ an omelette without breaking eggs.
8. _____ all your glasses in newspaper.
9. She was chomping on a bread _____.
10. _____ the paper along the dotted line.
11. I'm sorry-could you _____ that?
12. The boom has created job opportunities.

Do you love riding your bike? Hope you enjoy reading this excerpt from a biker's diary.



I hardly need to state that biking is a passion: The first tiny touch of counter steer to **initiate** the turn, **feeling** rather than **seeing** the road as it curves in from the left and then **dipping** a shoulder into my own turn as it starts, **shadowing** the road's moves, **squeezing** in power, feeling it tighten, feeling the grip from the tyre as surely as running the palm of a gloved hand along the tarmac.

I think all biker's will agree. This is not about going from point A to B. I'm not going anywhere, in the sense that the point of this journey is the journey. It's Sunday morning and the weather is pleasant. This is going out for a ride just for the sake of the ride.

Task :-

You can select from the verbs given in the box to narrate the experience of riding/driving (either your experience or someone else's), a bike, car, or cycle.

viewing, slowing down, manoeuvring, shifting gear, seeing, racing, speeding, accelerating, applying the brake, cruising, stopping, pedalling, watching, crossing, turning

Action Words or Verbs

A verb is a word that describes action or a state of being. The second part of this definition is important, as many believe that verbs are always action words that can be visualized. This is true of action verbs: run, walk, play, jump, sing, scream, etc.

However, there are also linking verbs, and these types of verbs do not express action; instead, they express identity, classification, or existence.

(The following are the most common linking verbs: is, am, was, were, are, and verb phrases ending in be, been, being.)

Verbs often change their form as different endings are added to them. These endings are changed to show a verb's relationship to time. This is referred to as verb tense.

Revising writing to include verbs that are lively and express action is a fantastic way for students to improve their prose. Consider what the actions are in a sentence and choose the most expressive, powerful verbs to convey those actions. For example:

The band appeared on the scene.

The band erupted onto the scene.

Regular and Irregular Verbs

A regular verb is one that follows the pattern of taking -ed for the simple past and past participle (or -d if the verb ends in -e; smoke smoked).

Irregular Verbs

A verb in which the past tense is not formed by adding the usual -ed ending. Examples of irregular verbs are *feel* (*felt*); and *go*(*went*).

Infinitive	Present	Past	Perfect
Be	Is	Was	Been
Become	Becomes	Became	Become

Begin	Begins	Began	Begun
Break	Breaks	Broke	Broken
Bring	Brings	Brought	Brought
Buy	Buys	Bought	Bought
Catch	Catches	Caught	Caught
Choose	Chooses	Chose	Chosen
Come	Comes	Came	Came
Cost	Costs	Cost	Cost
Cut	Cuts	Cut	Cut
Dig	Digs	Dug	Dug
Do	Does	Did	Done
Draw	Draws	Drew	Drawn
Drink	Drinks	Drank	Drunk
Drive	Drives	Drove	Driven
Eat	Eats	Ate	Eaten
Fall	Falls	Fell	Fallen
Find	Finds	Found	Found
Fly	Flies	Flew	Flown
Forget	Forgets	Forgot	Forgotten
Get	Gets	Got	Got
Give	Gives	Gave	Given
Go	Goes	Went	Gone
Have	Has	Had	Had
Know	Knows	Knew	Known
Let	Lets	Let	Let

Lie	Lies	Lay	Lain
Make	Makes	Made	Made
Pay	Pays	Paid	Paid
Put	Puts	Put	Put
Read	Reads	Read	Read
Run	Runs	Ran	Run
Say	Says	Said	Said
Sell	Sells	Sold	Sold
Sit	Sits	Sat	Sat
Speak	Speaks	Spoke	Spoken
Spend	Spends	Spent	Spent
Stand	Stands	Stood	Stood
Teach	Teaches	Taught	Taught
Tell	Tells	Told	Told
Take	Takes	Took	Taken
Write	Writes	Wrote	Written

Task 1

Fill in the blanks with the correct past tense form of the verb

(irregular verbs)

1. I _____ (lose) my wallet in the train compartment.
2. David _____ (not injure) his ankle.
3. While playing cricket, Raghu hit a 'sixer' and it _____ (break) a window.
4. Sheila's new handbag _____ (not cost) a lot of money.

5. He _____ (get) this book from the district library.
6. The complex had a basement parking where we _____ (park) our car.
7. Ann _____ (cut) her wrist.
8. The vase _____ (fall) off the table.
9. The porcelain cup _____ (not break).
10. We _____ (sell) our brand new car.
11. We _____ (buy) a second-hand car.
12. The telephone _____ (not ring).
13. The children _____ (go) to school.
14. The fielder _____ (catch) the ball.
15. The woman _____ (not kneel) down.
16. Our dog _____ (run) onto the road.
17. Jyoti _____ (not write) a letter.
18. I _____ (buy) a new mobile phone last week.
19. We _____ (drive) to a theme park yesterday.
20. Yesterday Dad _____ (not take) me to the mall.
21. Erum _____ (give) Aarthi a chocolate.
22. Jagan and Jaya _____ (not go) to the temple.
23. Her ring _____ (cost) ten thousand rupees.
24. The diabetic man _____ (not add) sugar to his coffee.
25. She _____ (not throw) the ball over the net.

Task 4

Verbs in Proverbs

Read the following proverb. Write down all the verbs in it. Then explain in your own words what the proverb means. For example, "You cannot prevent the birds of sorrow from flying over your head, but you can prevent them from building nests in your hair."

Verbs

1. Cannot prevent
2. Flying
3. Can prevent
4. Building

Explanation of proverb

People cannot stop bad/sad things from happening to them, but they have control over how long they allow the bad/sad things to make them feel sad.

1. "People who live in glass houses should not throw stones."
2. "Hope for the best, but prepare for the worst."
3. "Don't bite the hand that feeds you."
4. "A penny saved is a penny earned."
5. "You can lead a horse to water, but you can't make him drink."

Verbs and their synonyms

In Unit 1 you were encouraged to use the dictionary and the thesaurus. A thesaurus helps you with synonyms. As most of us are connected to the internet, it is easy to find synonyms with the help of an online thesaurus. You must note that synonyms are don't mean exactly the same thing. Some words are suited to some contexts. For instance, "look" and "peer" are synonyms. But both don't mean exactly the same. So, if you are looking for a word which syncs exactly with what you have in mind, you should consult a thesaurus.



1. Blink: to look at with disbelief, dismay, or surprise or in a cursory manner
2. Browse: to look at casually
3. Consider: to look at reflectively or steadily
4. Contemplate: to look at extensively and/or intensely
5. Dip (into): to examine or read superficially
6. Eye: to look at closely or steadily
7. Fixate (on): to look at intensely
8. Gape: to look at with surprise or wonder, or mindlessly, and with one's mouth open
9. Gawk: see gape
10. Gawp: see gape (generally limited to British English)
11. Gaze: to look steadily, as with admiration, eagerness, or wonder
12. Glare: to look angrily
13. Glimpse: to look briefly
14. Gloat: to look at with triumphant and/or malicious satisfaction
15. Glower: to look at with annoyance or anger
16. Goggle: to look at with wide eyes, as if in surprise or wonder

17. Leer: to look furtively to one side, or to look at lecherously or maliciously
18. Observe: to look carefully to obtain information or come to a conclusion, or to notice or to inspect
19. Ogle: to look at with desire or greed
20. Outface: to look steadily at another to defy or dominate, or to do so figuratively
21. Outstare: see outface
22. Peek: to look briefly or furtively, or through a small or narrow opening
23. Peep: to look cautiously or secretively; see also peek (also, slang for "see" or "watch")
24. Peer: to look at with curiosity or intensity, or to look at something difficult to see
25. Peruse: to look at cursorily, or to do so carefully
26. Pore (over): to look at intently
27. Regard: to look at attentively or to evaluate
28. Rubberneck: to look at in curiosity
29. Scan: to look at quickly, or to look through text or a set of images or objects to find a specific one
30. Skim: see scan
31. Stare: to look at intently
32. Stare (down): to look at someone else to try to dominate
33. Study: to look at attentively or with attention to detail
34. Watch: to look carefully or in expectation
35. Wink: to look at while blinking one eye to signal or tease another person

Source: <https://sites.google.com/site/dailystoryspider/some-informative-articles/writing-help/35-synonyms-for-look>

Task 5

List 3 to 5 synonyms of your choice for the following verbs:

1. Buy
2. Prepare
3. Smile
4. Create
5. Grow

CONCORD

The synonyms for concord include

accord	amity	calmness
	chime	
comity	concert	consensus
	friendship	
goodwill	peace	placidity
serenity	tranquility	tune
		rapport
		unanimity

Explore the use of these words.

You will find that they are associated with

- Music (harmonious, pleasant music) as in "chime"
- Peaceful relationships as in "friendship", "goodwill",
- Good vibes in teamwork as in "rapport", "unanimity", "consensus", "amity"
- The feeling of peace as in "tranquillity", "serenity", "placidity", "calmness"

- Working together is invoked in “concert” (as in “concerted effort” to make something successful)
- Speaking with one voice as in “unison” (“singing in unison”, “cheering in unison”, “shouting in unison”)



This picture denotes peace and harmony

The antonyms of concord are

agitation	disagreement	discord
	disharmony	
disturbance	hatred	hostility
	disunity	

The Cambridge English dictionary defines ‘concord’ as “agreement and peace between countries and people”. It also states that in

language it is "the situation in which the words in a sentence match each other according to the rules of grammar, for example, when the verb is plural because the subject of the sentence is plural." Concord in Grammar means the agreement between the subject and the verb or the agreement between a verb/predicate and other elements of clause structure.

When there is 'disharmony' in sentence construction, it is jarring and most unmusical. Spoken or written English should be characterised by 'Concord'.

Examples of lack of 'Concord' (presence of discord)

- The boys **comes** to the market everyday
- I **knows** her very well
- The government **have** implemented.



There are three types of concord:

1. Grammatical concord
2. Proximity concord
3. Notional concord

Grammatical concord refers to the agreement in number between a verb and its subject. A singular subject takes a singular verb and a plural subject also takes a plural verb e.g.

- a. Rekha loves Rumi
- b. They love her

Proximity concord as the term suggests, means "nearness or closeness". Hence, proximity concord is a situation where two nouns (one singular and the other plural) are likened by "OR" or "NOR". In this case the verb agrees with the noun that is nearer to it. E.g.

- a. The individual player or the 'members' of the team 'are' to be blamed.
- b. The members of the team or the individual 'is' to be blamed.

Notional concord, as the name implies, is about the notion of the user based on his previous knowledge about the meaning or conventional use of the word or expression. It usually applies when the speaker uses a plural verb

with a collective noun or singular verb with a subject that has plural features. **Notional concord is based on meaning rather than form.**E.g.

- a. Australia are playing with India next week.
- b. My family are not supportive of this venture.
- c. Pearl's admiration and love for her lover is boundless.

The examples above are based on the notion of the speaker i.e. what he means and not how the sentence is formed. For instance, in example 'b' above, the speaker may mean that the collection of his family members are present which the speaker considers each of them separately to form a plural subject.

Let us study these three types of Concord in depth:

Grammatical Concord

The basic rule of subject-verb concord is that a singular subject takes a singular verb and a plural subject takes a plural verb. And it is needful to establish this fact that singular verbs are inflected with suffix '-s' while plural verbs maintain the base form. Simply put, a singular verb ends with an 's' and a plural verb has no 's'.

Verb

Singular	Plural
Reads	Read
Looks	Look
Climbs	Climb

Rules of grammatical concord:

1. Singular subjects take singular verbs.

- A critical **situation calls** for a brave approach.
- The **period** between baggage checking and boarding **is** sometimes stressful.
- **Anxiety breeds** disaster.

2. Plural subjects take plural verbs.

- The **students wake** up late on holidays.
- Serious **issues call** for serious approaches.
- The budding **cricketers** on the pitch **play**
- **What you see and how you react determine** the result.

- **My father and his friend believe** in smart investment.

Note: The focus is on the subject of the verb, not what comes in between the subject and the verb.

3. When a subject is joined to another noun by subordinator, focus on the first noun and disregard the subjoined noun or noun phrase.

- **The Director** alongside other members **visits** the Centre for Children regularly.
- **The College Union President**, as well as, other students never **follows** the rules.
- From the examples above, we have two nouns in each subject slot as highlighted below:
- The **Director** alongside other **members** ...
- The **College Union President**, as well as, other **students**...

The subjoined nouns are *members*, and *students*. Going by the rules, the focus of the expression is on *Director*, and *College Union President*. Hence, they determine the nature of the verbs. Moreover, the sentence can be restructured thus for further clarity:

- Alongside other members, the Director visits the Centre for Children regularly.
- Along with other students, the College Union President, never follows the rules.

So, the main subject determines the status of the verb.

Other examples:

- The **man** with his children **attends** to customers.
 - The **soldiers** as well as the vigilante team **watch** over the small community.
4. When more than one is used as a subject of a verb in simple present tense, the verb should be singular because the headword is one.
- More than one woman was in the queue.
 - More than one fruit was shared among the children.
5. When two nouns refer to one person at the subject position, the verb should be singular, of course, because it is one person.

See these:

- **My husband and partner** never **goes** late for meetings.

Here the speaker's husband is also her partner. So, one pre-modifier **us** is there for both nouns as it is one person. Compare, "My husband and my partner never go late to meeting". Here, the speaker is referring to two different people.

- **The President and Commander-in-chief of the armed forces** **defends** the country.
- **The class captain and best student** of our set **is** just too proud.

Note: Always check for the pre-modifier when you have two nouns in the subject slot. When the nouns refer to one person, we use one pre-modifier.

6. When an indefinite pronoun pre-modifies a subject or acts as the main subject, the verb should be singular.

- **Everyone loves** to be acknowledged.
- **Every** boy and girl **loves** his or her parent.
- **Nobody cares** for everybody's job.
-

7. Some nouns end with 's' but they are singular. You need to be careful because they are meant to go with singular verbs.

- **Measles is** dreadful.
- **Mathematics was** a problem in my school days.
- **Statistics was** the only course available.

8. When a relative/adjectival clause qualifies a noun, the verb in the relative/adjectival clause works with the noun it qualifies.

For instance, 'One of the **boys** *that sit in the front row* has been suspended'. 'sit' in the relative clause agrees with 'boys' as the relative clause, 'that sit in the front row' qualifies the noun, 'boys'. Then, the main verb in the sentence 'has' agrees with 'one'.

The meaning here is: Of the many boys who sit in the front row, only one has been suspended.

Other examples:

- Algebra is one of the **topics** that **confuse**
- Dr.Arun is one of the **lecturers** who **teach** well

9. When a generic reference is used with the definite article 'the' as a subject of the verb, the verb should be plural.

Generic reference is used when you make a reference to all the members of a class of people or things.

Examples:

- The **rich** also **cry**.
- The **less privileged** **look** after one another.
- **The young** **dream**
- **The wise** don't talk too much.

10. When a result of a survey is issued or reported, caution should be exercised to avoid error of overgeneralization.

For instance,

- One in ten **prefer** coffee to tea'; Not, 'One in ten prefers coffee to tea'.
- One in every five boys **go** to the local cinema.

11. When an uncountable noun is introduced with a quantifier or percentage, it attracts a singular verb. In the same vein, when a countable noun is introduced in percentage, it goes with a plural verb.

- A quarter of the land **is** occupied by squatters.
- Two cups of wheat flour **is** enough for the chapathi.
- Only ten percent of people in the world actually **believe** in superstitions.
- A two-third of the IPKF forces were involved.

12. When a modal auxiliary verb precedes a main verb, the verb maintains the base form.

- The child might **come**
- She came in so that we could **discuss** the issue.
- The matter should **go** to court.

13.Mandative Subjunctive: Mandative Subjunctive is used to express a demand, requirement, request, recommendation or suggestion. When it is

used with either the singular or the plural subject, the verb takes the base form:

- I recommend he attend the seminar alone.
- I pray she come early tomorrow.
- The board suggests the chairman resign immediately.

Proximity Concord

Proximity concords are a type of subject-verb agreement in which we have two or more subjects in a sentence joined together by '**either.....or, neither.....nor, not only.....but also**'. The rule of proximity concord states that the verb in the sentence should always agree with the subject closer to the verb hence the name proximity concord. Remember what I told you about proximity? It means nearness in distance.

Let us look at the examples of proximity concord below:

- Either Jyoti or her children are in the house.

From the sentence above you can see that we have two subjects '**Jyoti**' and '**children**'. The first subject '**John**' is singular whereas the second '**children**' is plural. We have a plural verb '**are**'. The reason we used a plural verb '**are**' is because of the fact that we are dealing with a proximity concord here, and the rule of proximity concord states that verb in the sentence should always agree with the subject closest to it. Of the two subjects we have in the sentence '**John**' and '**children**' you can clearly see that '**children**' is closer to the verb '**are**' than '**John**' is. So we make sure that the plural subject '**children**' agrees with the plural verb '**are**'.

Some other examples of proximity concord:

- Either the **boys** or the **girl** goes to school.
- Neither **Jagan** nor the **laborers** are at work.
- Not only the **students** but also the **teacher** is unhappy about the results.

- Neither the **principal**, nor the **teacher**, nor **anyone else** *likes* the result.

From the examples above, the subjects of the various sentences have been made bold. The verbs have also been indicated in italics. Each verb agrees with the subject that is closer to it. If the subject is plural then the verb automatically is plural; if the subject is singular then the verb is also singular.

Notional concord

Here under notional concord we consider the relationship between collective nouns (e.g. committee, team etc.) and their verbs. With collective nouns, the context determines whether the verb is singular or plural. If the noun is taken as a unit, then the singular verb will be used but if the members in the group are seen as separate. Then, the plural will be used.

Examples:

- The committee meets once in a year.
- The committee contribute to relief work.
- The jury vote according to their consciences.
- The jury was dissolved after the case.

Exercises

A) In each of the following sentences supply a verb in agreement with its subject:

1. The cost of vegetables_____risen.
2. That night every one of the drama troupe _____overjoyed.
3. One of those people _____stolen the jewellery.
4. No news _____good news.
5. An entrepreneur and a humanitarian_____passed away.
6. Three-fourths of the city _____flooded.
7. Three Men in a Boat _____written by Jerome K. Jerome.

8. The Financial Advisor and accountant _____been summoned for enquiry.
9. The ebb and flow of tides_____influenced by the moon.
10. Each of the talented dancers _____awarded a cash prize.

B) Fill in the blanks with the correct form of the verb given in brackets:

Vivek has gone to the bank. He _____(want) to take out some money. First he _____(have) to fill in a form for a new cheque book as all the cheques leaves in the old book _____(has) been used. He needs to _____(make) out a cheque for the amount he _____(have) to pay as rent. The manager as well as the counter clerks _____(try) to persuade him to use an ATM card.

C) Choose the correct form of the verb that agrees with the subject.

1. Jyotsna and her brothers (is, are) at school.
2. Either my brother or my father (is, are) coming to the meeting.
3. The rats and the cats (is, are) ancient enemies.
4. Either my shoes or your gloves (is, are) always on the floor.
5. Ganesh and Thanesh (doesn't, don't) want to see that movie.
6. Bertilla (doesn't, don't) know the answer.
7. One of my sisters (is, are) going on a trip to Benares.
8. The man with five dogs (live, lives) on my street.
9. The movie, (take, takes) about three hours to watch.
10. The players, as well as the coach, (want, wants) a break.
11. Either answer (is, are) acceptable.
12. Every one of those books (is, are) expensive.

13. Nobody (know, knows) the trouble I've been through to get here.
14. (Is, Are) the news on at nine or ten?
15. Statistics (is, are) John's favorite subject, while Mathematics (is, are) Aruna's favorite subject.
16. Hundred rupees (is, are) the price of a movie ticket these days.
17. (Is, Are) the stationery in this cupboard?
18. Your pants (is, are) at the laundry.
19. There (was, were) fifteen lemons in that basket. Now there (is, are) only one left!
20. The committee (decides, decide) these matters.

Unit III**(16 hours)****1. Listening and Speaking**

- a. Giving and following instructions
- b. Asking for and giving directions
- c. Continuing discussions with connecting ideas

2. Reading and writing

- a. Reading feature articles (from newspapers and magazines)
- b. Reading to identify point of view and perspective (opinion pieces, editorials)
- c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.

3. Grammar in Context:**Involving Action – II**

- Verbals - Gerund, Participle, Infinitive
- Modals

1.LISTENING AND SPEAKING

a.Giving and following instructions

Giving instructions:

When you instruct someone to do something step by step, you would use the following structures:

First, you...

Then, you...

Next, you...

Lastly, you...

Starting out:

When your emphasis is on how to begin a process/procedure, you can use the following structures:

The first thing you do is...

Before you begin, (you should...)

The best place to begin is...

I would start by...

Continuing:

After that,

The next step is to...

The next thing you do is...

Once you've done that, then...

When you finish that, then...

Finishing:

The last step is...

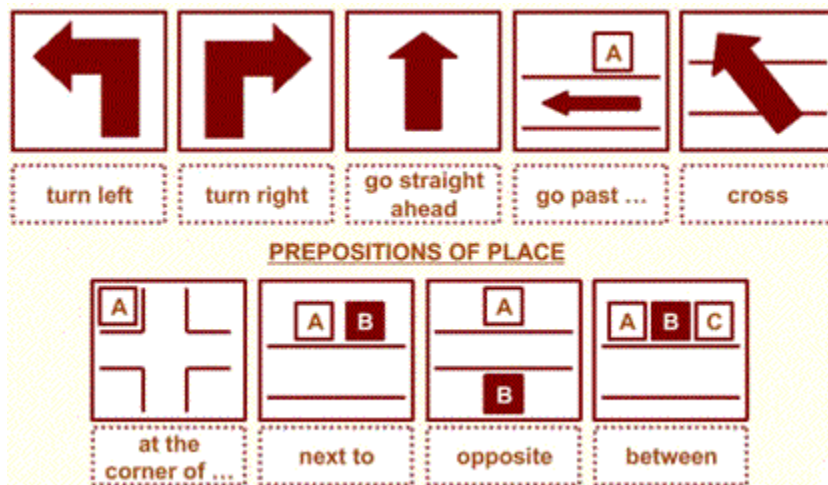
The last thing you do is...

In the end,...

When you've finished,...

When you've completed all the steps,...

b. Asking for and giving directions



(<https://www.tes.com/lessons/KkiShW1MYrJddw/asking-and-giving-directions-places>)

Using Imperatives in giving directions:

Some of the imperatives used in a sentence while giving directions are:

Go to	Turn right	Go straight on
	Walk along	Go down
Go up	Walk up	Go along
Go through	Go round	Go over

Here is a sample of English sentences used when giving directions to a place:

Salma: Please tell me how to get to your house?

Radhika: Are you coming by bus or by train?

Salma: I am coming by train. Could you tell me the easiest way of getting to your house?

Radhika: Board the Thiruvallur (Fast) at Central Station. It will reach Perambur Station in 10 minutes. Get off at Perambur Station. Outside the station you will find a 'Share-Auto' stand. These autos ply in two directions:

one towards Vyasarpadi and the other towards Madhavaram. Board the one going to Madhavaram and ask for Lakshmi Talkies. The auto driver will charge you twenty rupees for this stretch (Perambur Station to Lakshmi Talkies)

Salma: From Lakshmi Talkies, how do I get to your place?

Radhika: When you alight from the 'share-auto', you will see "Lakshmi Talkies", an old movie theatre.

Salma :Okay

Radhika: Adjoining Lakshmi Talkies is ThirumuruganKoil Street. Enter this street and turn into the fifth street on your right. It is called Nathan Street.

Salma: Is that where your house is?

Radhika: Not exactly.

Salma: Could you send me the location on Google maps, please?I don't know the area.

Radhika: Sure. But don't panic. It is easy to locate. After you enter Nathan street, you will find Cheerios Bakery on the right. My house is right above Cheerios Bakery.

Salma: Sounds delicious. Thank you. By the way, the landmarks are interesting (Lakshmi Talkies and Cheerios Bakery). I'm sure I can find the place!

Exercise 1

Fill in the blanks given in the sentences below choosing a suitable imperative from the selection given below:

Go to	Turn right	Go straight on	Walk along	Go
down	Go up	Walk up	Go along	Go through
Go over	Go across	Stop at	Go round	

1. Can you tell me how to reach the nearest hospital?

-----the street corner and on your left is the hospital

2. I need to buy a pen. Where is the stationery shop in this area?

There is a stationery shop if you ----- Gandhi road, next to the fruits shop.

3. Is there a temple nearby?

No. But there is one when you ----- the hill 15kms from here.

4. Does this train go to Yercaud?

No. All trains ----- Salem.

5. Have you travelled by train from Mumbai to Pune?

Yes. All trains ----- the tunnel on that route.

6. Is there a library in this block?

Yes, if you ----- to the first floor, it's on your right.

7. My friend has hurt herself. Is there a nurse's room in this school?

_____ to the Reception. The attender will take you.

8. Aruna's parents want to meet the warden. Can you tell me where to find her?

----- the corridor till you reach the Hostel Mess. She is there.

9. Excuse me, Can you tell me the way to the nearest bank?

----- the street, the bank is between the Photo studio and the Opticals.

10. How far is the train station from here?

----- to the Cake shop, its two blocks from there.

Exercise 2

Fill in the blanks choosing an appropriate word from the list given:

can't miss	straight	turn
take	on	

1. If you go up to the fifth floor, you'll find his office _____ your right as you come out of the elevator.
2. Go to the end of the road and _____ left by the traffic lights.
3. _____ a right just after the supermarket.
4. You _____ his house, it's painted bright pink!
5. Go _____ up to the end of the road.

Exercise 3

Match the words and phrases given in the columns below, form meaningful sentences. The first one is done for you:

The boys are dancing to the music.

The boys	are dancing	out of	the space
They	is flying	along	the street
The players	is walking	across	the fence
The girls	is passing	over	the stadium
The bird	are coming	round	the bridge
The boat	are going	past	the volcano
He	is coming	under	the bus stop
They	is jumping	through	the music
The dog	are riding	from	the forest
Lava	are running	to	the sky

c. Continuing discussions with connecting ideas

Connectives are used in and between sentences. They allow us to be more precise about the relationships between statements in a sentence or between sentences. Particular phrases and words serve different functions in connecting ideas and arguments. Different clauses or words can signal or

'signpost' additional or similar information, opposition or contrast, concession, cause or effect, emphasis, clarification, or a relationship in time or sequence. Some useful examples of each are categorised by function in the following section. Note that most of these terms can also be used to start new paragraphs. However, some of them need to be incorporated into fuller sentences to be effective as paragraph openers.

For example, if you use "notwithstanding" as a paragraph opener you may have to add other words to provide more information as in "Notwithstanding a lack of natural resources, the region has ..." Addition – to add an idea additionally, and, also, apart from this, as well (as), in addition, moreover, further, furthermore, too Condition – to provide a condition if, in that case, provided that, unless

For comparison – to show how things are similar: correspondingly, equally, for the same reason, in a similar manner, in comparison, in the same way, on the one hand, similarly, too...

For contrast – to show how things are different alternatively: although, but, conversely, despite, even so, even though, however, in contrast, in spite of, instead, on the contrary, contrary to, nevertheless, nonetheless, notwithstanding, on the other hand, rather, still, though, yet, whereas, while...

For emphasis – to put forward an idea more forcefully again: in fact, interestingly, indeed, it should be noted (that), more important(ly), most importantly, to repeat, (un)fortunately, unquestionably...

For illustration – to provide examples: a further instance of this is..., an example of this is..., for example, for instance, such as, thus, as follows...

Connecting sentences

A common way to link sentences is with the basic words - and, but, so and because.

Academic language offers alternative words and phrases to ensure your sentences flow well.

And – in addition, additionally, moreover, apart from this, as well (as), further, furthermore

But – alternatively, conversely, despite, although, even though, however, on the other hand, in contrast, on the contrary, nevertheless, nonetheless

So – accordingly, as a result/consequence, consequently, for this reason, hence, therefore, thus

Because – due to, a/the consequence of, the result of, for, since, the effect of

Most of these words join two independent clauses, and they follow similar punctuation and grammar rules.

Connecting ideas

A strong essay links ideas in a way that a reader can follow the progression of an argument without losing focus or becoming confused. Sometimes information needs to be repeated to highlight the angle being developed. At other times, concepts must be explained or clarified by providing examples.

To repeat/simplify – in other words, simply put, to put it differently / another way

To show similarities – similarly, in a similar manner, correspondingly, in the same way, equally, for the same reason

To give examples – for example, for instance, a further instance of this is..., an example of this is..., such as

To contrast – although, even though, however

To show emphasis – interestingly, indeed, it should be noted (that), (un)fortunately, more important(ly), most importantly, unquestionably

Cause and Effect: Hence, therefore, thus, so, because, due to, consequently and as a result.

- Lalita never studied for her exams **therefore** she couldn't pass.
- Everyone loves spring **because** colourful flowers bloom.
- Ram usually eats at home, **because** he likes home cooked meals.

Addition: Along with, moreover, also, too, as well as that, besides.

- It is too early now. Besides, it is raining heavily.
- Ramya is intelligent; **moreover**, she is very hardworking.

Contrast: Unlike, nevertheless, nonetheless, in contrast (to), whereas, alternatively, even so.

- My sister is completely **unlike** me.
- **Whereas** the animals suffered due to the flood, the humans were rescued.

Summary: To summarize, in short, briefly, in conclusion, to sum up, altogether, in summary and to conclude.

- **In conclusion** the meeting was a failure.
- The officer addressed the safety issue **briefly** in the meeting.

Comparison: Similarly, just like, equally, likewise, just as, same as, compare to, in the same way.

- Football is a physical activity in the same way as chess being a mental activity.
- Compared to the health benefits of Yoga, walking as an exercise has limited benefits.

He is very clever, **further**, his father is very rich.

I think apples are good. **Likewise**, i think oranges are good.

Lots of animals, like **for example** lions eat meat.

You can be **both** mother **and** business woman.

What do you like **besides** the apple?

I think you should **eventually** change your style.

Exercise 1

Using the examples given above, frame sentences with list provided to form sentences using the connective words

Fill in the blanks using the wordlist given below:

therefore	instead	in spite of	despite	likewise
	otherwise though		furthermore	
nonetheless		whereas		unless

- Please call your grandmother on her birthday, _____ she'll get upset.
- Her son looks a lot like his father, _____ her daughter looks like her.
- We enjoyed ourselves, _____ the bad weather.
- I'm no athlete: _____ I'm terrible at sports
- _____ streaking and tinting one's hair seem trendy nowadays, they have actually been around since ancient times, and are practiced in many cultures.
- I'll phone you if I receive any more information and you can do _____.

READING AND WRITING

READING AND WRITING

a. READING FEATURE ARTICLES (FROM NEWSPAPERS AND MAGAZINES)

Here is a feature article. Observe how it is written.

Harmony in Diversity: A Tribute to Gadag



(Picture: <https://indiarailinfo.com/arrivals/gadag-junction-gdg/507>)

Gadag, a small town in the Gadag district of Karnataka shines a beacon of light in today's world where divisiveness makes headlines. The people of Gadag are an epitome of religious harmony. The Veeranarayana Jumma Masjid Trust of Gadag, (the name says it all) is a shining example of communal harmony which has lasted for 70 years.

The trust handles celebrations for all the Hindu and Muslim festivals, and also other activities run by both communities in the city. It manages the Veeranarayana temple as well as the Jumma Masjid. Members of the trust management belong to both the communities, with Hindus and Muslims taking turns to manage it each year. The members take decisions about how to jointly celebrate the festivals of both the religions in a grand manner, with everyone joining in the festivities for Eid, Deepavali, Ganesh Chaturthi, Dasara and other occasions.

The influence of the VeernarayanaJumma Masjid Trust is salutary, spreading to neighbouring places: people from surrounding towns and districts come here to see the Ganesha festival, wherein many Muslims carry the deity's idol, chanting, "Ganeshabappamoraya". Every year on ShivajiJayanti, Muslim youths serve lemon juice to hundreds of Hindus who take out a procession on the main streets of Gadag. Dasara is also celebrated in a unique way here. It begins with the trust president worshipping the Banni tree, after which hundreds of people belonging to both the religions exchange 'banni' and take out a rally. The functions also involve distribution of food to everyone. Donations pour in for these interfaith celebrations.

One of the trustees stated, "It's a unique organisation, and I am happy to be a part of it. Over the past seven decades, there have been no issues or quarrels among us, as our ancestors have showed the perfect path to follow". The Jumma Masjid is built between Veernarayana temple and Trikuteshwara temple. The latter is located 1 km away from the Veernarayana temple, and the mosque is situated very close to the Trikuteshwara temple.

"While the Veernarayana temple follows the Vaishnava tradition, the Trikuteshwara temple follows the Shaiva tradition, and the Jumma Masjid is sacred for Muslims. They have a common trust for administration and organisational purposes, which is a rare thing to find in the whole world," Though the trust was registered in 1949, people here have been working for preserving the heritage and communal harmony for centuries.

"We are proud to say that we are united in Gadag. We have a mosque situated between two historic temples. We all get together during Hindu and Muslim festivals. During Ramzan and Eid, we call our Hindu brothers, and give them Sheer Khurma, which is called Surkumbha here. It

resembles 'shavigepayasam' but we add more dried fruits," he explains, talking about how they learnt the mutual way of celebration from their ancestors. "It is a normal thing for us. But people residing in other towns are surprised to know about this," says Abdul, a social worker in this town.

Another social worker, Bharath, agrees, saying, "People from neighbouring districts have a shocked look after seeing the communal harmony here. During Shivaji Jayanthi, 20-30 Muslim youths distribute panaka (sweet lemon juice) to their Hindu brothers. During Ramzan, many Hindus observe a fast, and they eat together during Iftar. The younger generation is also following this tradition. Hindus of the area also organize Ayyappapooja with the help of their Muslim brethren, who sponsor 25 Ayyappas for their tour to Sabarimala,"

Winning accolades three years ago, a tableau depicting the message of communal harmony of Gadag was selected among 40 participants to bag the first prize in the Mysuru Dasara festival competition. The tableau depicted the models of the Veeranarayana temple, Trikuteshwar temple and the Jumma Masjid, along with figures of a Hindu and Muslim hugging each other. At the front was displayed the message, 'Stop hating and start loving'. Artist Ravi Shishuvinahalli, who led the tableau-making team in 2017, says, "We decided on the theme of communal harmony as Gadag has a history about it."

Answer the following questions:

1. How is the Veeranarayana Jumma Masjid Trust different from other religious trusts?
2. What is the writer's perspective on religious harmony?

Some tips on writing feature articles:

Here are some basic tips for people who are new to feature writing:

- Cover the essential elements of who, what, when, where, how and why
- Put the most important things at the beginning, preferably in the first paragraph
- Plan out what you are going to say beforehand
- Look at your chosen theme carefully. Consider the questions suggested and attempt to answer some of them
- But remember: you need an "angle" - a way to focus your feature. You can't answer all of those questions. This is journalism, and journalism needs to be new and original. That's why an "angle" is important: even if your topic has been covered in the past, there will always be something new to say.
- You need quotes. But if these quotes have been gathered by someone other than you, and in particular if they have already been published, you MUST say where they came from. If you don't, this is plagiarism and you will be disqualified.

(Source: <https://www.theguardian.com/global-development-professionals-network/2013/mar/27/tips-for-writing-a-features-article>)

NB: The Guardian is a good online resource to improve your knowledge on various subjects.

Task:

Write a feature on “unorganised labour” (sellers in markets, vendors, small entrepreneurs) in the Indian context

OR

Write a feature on the culture of physical fitness which is gaining ground (gyms, yoga centres, early morning/evening scene on the road with joggers, parks and beaches that are venues for fitness activities).

b. READING TO IDENTIFY POINT OF VIEW AND PERSPECTIVE (OPINION PIECES, EDITORIALS ETC.)

Here is a piece of editorial writing. Make a note of the topic and the style in which it is presented.

Refugees, Legality and Humanity

The circumstances surrounding the death of a Sudanese man, whose body was found on a beach near Calais, is a reminder of what is at stake for migrants trying to cross the Channel and enter Britain. The refugee, AbdufatahHamdallah, was trying to reach England in a dinghy, using shovels for oars. His makeshift boat capsized and he was found dead on the beach at Calais. French authorities announced his death with "great sadness". As fate would have it, his request for asylum was rejected by France and was the reason for the risky journey he undertook across theChannel.

Sadly, immigration policies seem to lump traffickers, smugglers and asylum seekers together.

Another instance of asylum seekers perishing is that of at least 45 people who died in a shipwreck off the coast of Libya. Among them were five children. The same plight was faced by another boat of refugees near the Canary Islands. These stories are a grim reminder of the hazards faced by those who flee their homes and countries in search of a better life for themselves and their children.

The plight of the Rohingya refugees is closer home. While religious intolerance and internecine warfare make "home" a place of terror, people who have the pluck and daring to flee and make their journey across hazardous terrain in search of another homeland, often pave their path with tears and blood.

It is obvious that the claim to humanitarian help is shelved by conjuring ghosts of traffickers and smugglers. Heaven knows that the immigration

authorities and the government can distinguish between these categories. But, isn't it easy to take cover under legality? Whither humanity!

Answer the following questions:

1. Why do people seek "asylum" in foreign lands?
2. Do immigration authorities make an **error of judgement** in relation to asylum seekers or do they "take cover under legality"?

Understanding what an editorial is all about:

Having engaged with that heart-wrenching editorial on the plight of refugees, let us turn our thoughts towards the essentials of writing an editorial.

What is an editorial?

An editorial expresses your opinion about any current topic or issue, aiming to persuade readers to see the world from your perspective. The nice thing about editorials is that—unlike other types of formal writing—you are entitled to presenting your point of view. That doesn't mean that you don't need evidence. To form a compelling argument, you have to include proof to back up your bold claims

How do you put together an editorial?

Here is a step-by-step guideline on how to put together an editorial.

The essential Parts of an Editorial

Editorial topic

Title

Intended audience

Purpose of your editorial

Topic sentence

Supporting details (facts, opinions, analogies/examples, statistic data, etc.)

Opposing viewpoints

Weaknesses of opposing viewpoint

Conclusion

As a reader, how do you approach an editorial?

To form opinion on an editorial, the following aspects need to be considered

Topic

Introduction

Stance
 Proof
 Opposing argument
 Solution

Task:

Write a brief editorial on how COVID 19 has impacted the employment scenario

OR

Write a brief editorial on merits and demerits of the online classroom.

d. Descriptive writing – writing a short descriptive essay of two to three paragraphs.

Look at the following snippets of “descriptive writing”

- My dog's fur felt like silk against my skin and her black colouring shone, absorbing the sunlight and reflecting it back like a pure, dark mirror.
- The sunset filled the sky with a deep red flame, setting the clouds ablaze.
- The waves rolled along the shore in a graceful, gentle rhythm, as if dancing with the land.

Did you notice that these descriptions are “evocative”? They evoke images/scenes/create pictures in your mind. You are able to feel the dog’s fur and visualize the sunset and the waves.

Descriptive writing is a literary device in which the author uses details to paint a picture with words. This process provides readers with descriptions of people, places, objects, and events through the use of suitable details. The author also uses descriptive writing to create sensory details as a means of enhancing the reading experience. If done effectively, the reader

will be able draw a connection through the use of sensory details that include seeing, hearing, smelling, touching, and tasting. These techniques will assist you in becoming not only a better writer, but will also make your writing more engaging for readers.

Descriptive Writing Techniques

The primary objective of descriptive writing is to provide a clear picture of the place, people or thing in the reader's mind. The writer provides enough details to evoke the senses. A reader can feel the environment of the text through senses like seeing, hearing, smell, taste, and touch. Descriptive writing may be found in travel writing, biographies, poetry, diary writing, nature writing, memoirs and novels.

Some types of descriptive writing present information in chronological order. If you are describing a person, start with his appearance, nature, and background. If you are describing a place, tell your readers about the atmosphere, environment, which part of day or night and such small but interesting pieces of information: these small things are very useful to make a text excellent and keep readers engaged.

When we talk about ideal descriptive writing, it should have nouns, adjectives and strong action verbs. These three things bring life to the text and only then a writer can create images in the mind of readers. Most of the forms of descriptive writing are colourful and hold a vivid description of sensory details. These details play a key role in forming the image in the reader's mind. For the reader it could prove to be an escape from the drudgery of daily life: this escape is through art – a piece of descriptive writing.

Use of figures of speech:

Last but not least is the use of simile, metaphor, and analogy. These

things are like the final touch-up to the writing. Without them, a piece of descriptive writing will remain incomplete.

Using the most appropriate words:

Finding a word which matches what you actually have in mind is not easy. That is why you need to use a thesaurus (explained in Unit 1 of this book) The first words that occur are not always the best. For example the use of "nice" and "really" in these sentences:

"We had a really nice dinner,"

Sounds better when you say,

"We enjoyed a tasty meal"

"The children had a great time at the circus"

Sounds better when you say,

"The children shared a thrilling night at the circus".

Variety makes writing interesting: adjectives are only one way of improving descriptions. Careful choice of verbs can help too.

What do you want to describe?

As you get started on your descriptive essay, it's important for you to identify exactly what you want to describe. Often, a descriptive essay will focus on portraying one of the following:

- a person
- a place
- a memory
- an experience
- an object

Ultimately, whatever you can *perceive* or *experience* can be the focus of your descriptive writing.

Why are you writing your descriptive essay?

Example: Imagine that you want to write a descriptive essay about your

grandfather. You've chosen to write about your grandfather's physical appearance and the way that he interacts with people. However, rather than providing a general description of these aspects, you want to convey your admiration of his strength and kindness. This is your reason for writing the descriptive essay. To achieve this, you might focus one of your paragraphs on describing the roughness of his hands, roughness resulting from the labor of his work throughout his life, but you might also describe how he would hold your hands so gently with his rough hands when having a conversation with you or when taking a walk.

Planning your descriptive essay:

- What or who do you want to describe?
- What is your reason for writing your description?
- What are the particular qualities that you want to focus on?

Drafting your descriptive essay:

- What sights, sounds, smells, tastes, and textures are important for developing your description?
- Which details can you include to ensure that your readers gain a vivid picture given from your perspective?

Revising your descriptive essay:

- Have you provided enough details and descriptions to enable your readers to gain a complete and vivid perception?
- Have you left out any minor but important details?
- Have you used words that convey your emotion or perspective?
- Are there any unnecessary details in your description?
- Does each paragraph of your essay focus on one aspect of your description?
- Are your paragraphs ordered in the most effective way?

Consider these two descriptions of a room:

- "The room was square with a window along one side. It had four chairs and a TV and video. There was a drinks cabinet and computer in the corner. The carpet was red and the ceiling cream."
- "The room was brightly lit by a large window and housed several modern pieces of electrical equipment but the effect was softened by a drinks cabinet and a warm red carpet."

A Sample of Descriptive Writing

There is a forest at the outskirts of the village. We have received two hundred acres of land in the forest as a grant from the government of Orissa to run the Post-Basic School, out of which thirty acres have been levelled with the help of bulldozers. Now, the brick-laying activity is going on. The students are assisting the labourers in these activities. The school for the time being, is being run in a three-roomed house and a tent. During the morning hours, we lay bricks and collect firewood from the forest for the oven. In the afternoon, we study our lessons under the shade of a Mahula tree beside the house.

It is very cold here, even more than at Angul. The students do not have enough warm clothes. While returning from the forest we collect roots and stumps of dead trees. We light a bonfire in the courtyard with those stumps. Towards the last part of the night, when it is too cold to have any more sleep, the children warm themselves around this bonfire.

The natural beauty of the place fills our tough living conditions with the requisite sweetness. The hills surround us like a blue wall. We get a lot of food for thought while roaming under the open sky and clean air. At present, the forest wears a dishevelled look with lopped up trees, bushes and weeds. Someday a school building will be built here, housing a library and the laboratories for science and agricultural sciences.

(Excerpt from *Letters From a Forest School*, by Hittarranjan Das,

pages 1-2)

Observations about the descriptive passage:

- The sequence of events is described: land granted by the government and brick-laying activity which has commenced
- The make-shift school is described
- The daily routine of the people involved in this project is described
- The climatic conditions are described
- The raw and untamed natural beauty of the place is described
- A picture of how this place will change with the coming of buildings is described.

Task

Write a descriptive piece on a favourite dish (food item)

OR

Write a descriptive piece on the produce (fruits, vegetables, eggs, etc) sold at your local market

Involving Action – II

VERBALS – GERUNDS, PARTICIPLES, INFINITIVES

Before we get into the subject of Verbals, let us meet the Happies/the Happy Family



Eating is a favourite pastime of the Happies. They love to camp outdoors and have a barbeque. Planning an excursion comes easily to Mr. and Mrs. Happy. Mr. Happy is the family chef. Working on the menu for their outdoor family time is his job. He loves to cook for his family. While Mr. Happy is a foodie, Mrs. Happy is a fitness freak. Trekking is her passion. She selects the place for their excursion. Packing up the gear for trekking is her part of the planning and getting the food supplies ready is Mr. Happy's job. Mrs. Happy is a good singer. While rocking baby Bonny to sleep, she sings for him. She is also a great storyteller. While sitting around the campfire, she tells everyone beautiful stories about great adventures. The children, Joy, Twinkle, Rocky, Luna, Bobby and baby Bonny have a rollicking time with the outings planned by their parents.



Observe the following expressions

Eating.....is a pastime

Planning an excursion

Working on the menu

These are gerund phrases

Notice these expressions

While rocking

While sitting

These expression are called participles

And finally, look at the structure of these expressions:

To camp

To cook

These expressions are called "infinitives"

You will now learn what goes into the making of a gerund, a participle and an infinitive.

Verbals:-

There are certain applications of nouns which may sound like verbs, but actually function as nouns. These are called "verbals" or verbal nouns. They are gerunds, infinitives, and participles. Let's discuss them here.

Gerunds

A gerund is a verbal that ends with "-ing" and functions as a noun. The "-

ing” is attached is a verb, but the application is such that the total word becomes a noun.

Compare the following sentences

1. Rajini is gardening
2. Rajini’s hobby is gardening.

In the first sentence, the word “gardening” is clearly the main verb in the sentence and is talking about the action of gardening. But in the second sentence, the word “gardening” is treated as the name of Rajini’s hobby.

So if we were to construct questions in such a manner that the sentences mentioned above become answers to them, the questions will be –

1. What is Rajini doing?
2. What is Rajini’s hobby?

As you can see, the first question asks for the action (What is Rajini *doing*?), but the second question asks for the name of Raj’s hobby (What is *Rajini’s hobby*?). In the second sentence, the action becomes the noun.

- Reading is a good pastime. (Gerund — traveling)
- They complimented me on my cooking. (Gerund — cooking)
- His favourite hobby is painting. (Gerund — painting)
- He has been booked for drunk driving. (Gerund — drunk driving)

A gerund phrase is a group of words that function as a gerund. In the following sentences, the underlined phrases are gerund phrases–

- Climbing Mount Everest is easier than what we are climbing right now.
- Talking to my dog is more soothing to me than having a bowl of ice-cream.

Important

A gerund cannot be used in a sentence that doesn’t have a main verb and

the gerunds never use punctuations.

Infinitives

An infinitive is a verbal noun that functions either as a noun, adjective, or adverb and is formed by adding "to" + a verb in its simple form.

Compare the following sentences

- Binoy hates to wait.
- Binoy likes to paint.

In these two sentences, you can see that the main verbs are "hates, likes" but the parts "to wait, to paint" are infinitives.

The gerund form of both the sentences –

- Binoy hates waiting.
- Binoy likes painting.

Important

- In other words, taking away the "-ing" part of a gerund and adding a "to" before it makes it an infinitive.
- If the infinitive or infinitive phrase is used in the beginning of a sentence, it uses a comma.

For Example

- To arrive on time, Shyam took the metro.
- To master your aim, you must practice daily.

Participles

A participle is a verbal that is used as an adjective and uses either "-ing", "-ed", "-en", "-d", "-t", "-n", or "-ne" as per the root word.

A participial phrase is a group of words consisting of a participle and nouns or pronouns that together function as participles –

- Removing her shoes, Annie jumped into the river.
- Ayesha noticed her dog running along the road.

Important

If a sentence begins with a participial phrase, a comma should be placed after the phrase. Also, a participial phrase must be placed as close to the noun it describes, to prevent confusion.

- While talking to Sanjay, I smiled at Radha.
- I smiled at Radha, while talking to Sanjay.

In these sentences, it's not clear who is talking to Sanjay if we miss the commas, hence when it comes to participial phrases, we need to use it as close to the noun that is doing the action.

Exercise 1:-

Use the appropriate Gerund or Infinitive:

1. Would you mind _____ me the sauce. (pass)
2. The doctor promised _____ the report as soon as possible. (read)
3. I had a hard time _____ the situation to my boss. (explain)
4. Jansi had some problems _____ without glasses. (read)
5. My schoolmates were happy _____ me at the reunion. (see)
6. My grandchildren are likely _____ up at any time. (show)
7. The woman denied _____ the crime. (commit)
8. Their memories of _____ in the hills will stay with them forever. (travel)
9. Gladys has always been afraid of _____. (fly)
10. _____ is good for your health. (swim)

Exercise 2:-

Complete the sentences with the correct form of GERUNDS and INFINITIVES.

1. She suggested _____ (go) to the museum.
2. They plan _____ (start) college in the December.
3. I don't want _____ (leave) yet.
4. Jay decided _____ (study) medicine.
5. Some girls dislike _____ (sew).
6. I promise _____ (meet) you tomorrow.
7. We discussed _____ (go) to the beach, but in the end we stayed at home.
8. She agreed _____ (bake) the cake.
9. I don't recommend _____ (take) a flight: it's too expensive!
10. We hope _____ (visit) our children next month.

Exercise 3:-

Combine the following pairs of sentences by using participles.

1. His handwriting was illegible. His children couldn't figure out what he had written.
2. We make some friendships in our travels. They are over with the journey.
3. The sun had risen high. The birds stopped their morning chorus.
4. I walked along the road. I saw a mongoose.
5. Shekarlost all his money in gambling. He became a pauper.
6. I took the cue from the prompter. I was able to carry on with my part in the play.
7. The thieves stole the jewellery. They escaped.
8. We met a girl. She was travelling in our compartment.

9. The wedding hall was decorated with flowers. It looked beautiful.
10. The motorist was over-speeding. The cops caught him.
11. The cat found the door open. It crept inside.
12. The police saw the fugitive. He was standing on the banks of the river.
13. He cried at the top of his voice. He rushed down the stairs.
14. We had worked for several hours. We came out of the office.
15. The troops routed the enemy. They marched home triumphantly.

MODALS

Modals (also called **modal verbs**, **modal auxiliary verbs**, **modal auxiliaries**) are special verbs which behave irregularly: they are different from normal verbs like "work, play, visit..." They give additional information about the **function** of the main verb that follows it. They have a great variety of **communicative functions**.

Here are some characteristics of modal verbs:

- They never change their form. You can't add "s", "ed", "ing"...
- They are always followed by an infinitive without "to" (that is, the bare infinitive.)
- They are used to indicate modality - allow speakers to express certainty, possibility, willingness, obligation, necessity, ability

Here is a list of modal verbs:

can, could, may, might, will, would, shall, should, must

The verbs or expressions ***dare, ought to, had better***, and ***need not*** behave like modal auxiliaries to a large extent and may be added to the above list

Use of modal verbs:

Modal verbs are used to express functions such as:

- a. Permission
- b. Ability
- c. Obligation
- d. Prohibition
- e. Lack of necessity
- f. Advice
- g. possibility
- h. probability

(Except for "Prohibition", modals play a significant role in refining conversation and making our expressions polite)

We use **can** to ask for permission to do something:

Can I ask a question, please?

Can we go *home* now?

could is more formal and polite than *can*:

Could I ask a question please?

Could we go home now?

may is another more formal and polite way of asking for permission:

May I ask a question please?

May we go home now?

We use **can** to give permission:

You can go home now if you like.

You can borrow my pen if you like.

may is a more formal and polite way of giving permission:

You may go home now, if you like.

We use **can** to say that someone has permission to do something:

We can go out whenever we want.

Students can travel free.

may is a more formal and polite way of saying that someone has permission:

Students may travel free.

POLITE WAYS OF SPEAKING

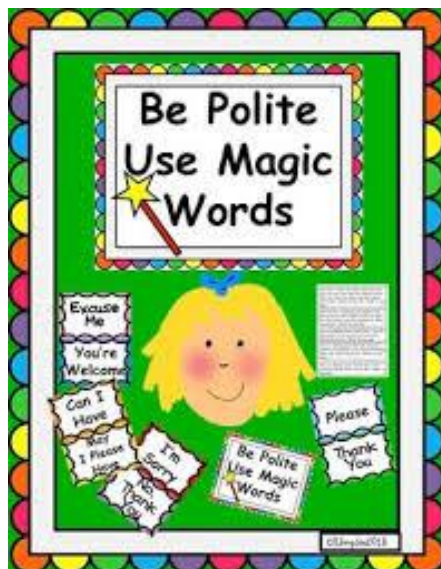
Compare

Polite	More direct
It's kind of cold in here, isn't it?	It's cold in here.
Could we close the window?	Let's close the window.
Could you just turn the radio down a little, please?	Turn down the radio.
Your playing could possibly be improved.	You must improve your playing.
You may need to spend more time working a little bit on the rhythm.	You need to spend more time working on the rhythm

Task 1

Make the following sentences more polite by using- *Please/ can you/ could you/ would you/ would you mind/*

- Fill in this form.
- Bring us some water.
- Send them an email.
- Shut the window.
- Switch off your cell phones.



Examples of modal verbs

Here is a list of modals with examples:

Modal Verb	Expressing	Example
Must	Strong obligation	You must stop when the traffic lights turn red.
	Logical conclusion / certainty	He must be very tired. He's been working all day long.
must not	Prohibition	You must not smoke in the hospital.
Can	Ability	I can swim.
	Permission	Can I use your phone please?
	Possibility	Smoking can cause cancer.
Could	Ability in the past	When I was younger I could run fast.
	Polite permission	Excuse me, could I just say something?
	Possibility	It could rain tomorrow!

May	Permission	May I use your phone please?
	Possibility, probability	It may rain tomorrow!
Might	Polite permission	Might I suggest an idea?
	Possibility, probability	I might go on a holiday to Australia next year.
need not	Lack of necessity/absence of obligation	I need not buy tomatoes. There are plenty of tomatoes in the fridge.
	Advice	You should / ought to revise your lessons
	logical conclusion	He should / ought to be very tired. He's been working all day long.
had better	Advice	You 'd better revise your lessons

Exercise 1:

Fill in the correct modal verb:

- Jaguars _____run really fast. (can/might/may)
- I _____go for the wedding reception, but I'm not sure. (might/can/must)
- I think you _____go out and meet new people. (should/mustn't/must)
- You _____come with us if you don't want to. (mustn't/don't have to/mightn't)
- This is a secret between you and me, so we _____tell anyone. (mightn't/don't have to/ mustn't)
- It's dangerous to go into deep water if you _____swim. (cannot/may not/ shouldn't)
- I feel miserable, so I _____stay at home (can/may/have to)
- I _____go out later with my parents but I don't really know. (might/should/can't)
- All passengers _____(needn't/ can/ mustn't) remain in their seats and _____(mustn't/ might not/ don't have to) use their mobile phones.
- To get a driving license you _____ be over 18. (may/can/have to)

Exercise 2:

Choose the most appropriate answer for expressing the idea specified in parentheses.

1. I speak to Mr. Shyam, please? (Formal polite request)
☐ Can ☐ May ☐ Would ☐ Would you mind if
2. you open the window, please? It's hot in here. (Polite request)
☐ Could ☐ Couldn't ☐ Won't ☐ Wouldn't
3. Would you mind if I your dictionary for an hour or so? (Polite request)
☐ borrowed ☐ will borrow ☐ would borrow
4. Would you mind if I come to your party? (Asking for permission)
☐ didn't ☐ won't ☐ wouldn't
5. Could I use your cell phone, please? – Sorry, you . (Permission not given)
☐ can't ☐ couldn't ☐ mustn't ☐ won't

Exercise 2

Fill in the appropriate modal

1. If you are the owner of this purse, you _____ be able to tell us how much money is there in it. (**should/ shall/ need**)
2. I _____ do something to help my family. (**ought / must / need**)
3. _____ you come with me? (**shall / may/ will**)
4. The traveller felt that he _____ be going on, but pity held him back. (**need/ / will/ought to**)
5. _____ I open the window? (**Should/ will/ ought to**)
6. If they started last evening, they _____ be here soon. (**should/ can/ must**)
7. In the not-so-distant future, sparrows _____ become extinct. (**should/ could/ need**)
8. You _____ work overtime to make up for it. (**must/ ought/ would**)

SUMMING UP

MODAL VERBS

Type	Modal Verbs	Examples
ABILITY	Can, Could	• David can speak three languages. • He could speak fluent French when he was 5.
PERMISSION	Can, Could, May	• Can I sit in that chair please? • Could I open the window? • May I borrow your dictionary?
ADVICE	Should	• You should visit your dentist at least twice a year. • You should try to lose weight.
OBLIGATION	Must, Have to	• I must memorize all of these rules about tenses. • You have to take off your shoes before you get into the mosque.
POSSIBILITY	Might, May, Could, Can	• It looks nice, but it might be very expensive. • Richard may be coming to see us tomorrow.

Unit IV**(16 hours)**

1. Listening and Speaking
 - a. Giving and responding to opinions
2. Reading and writing
 - a. Note taking
 - b. Narrative writing – writing narrative essays of two to three paragraphs
3. Grammar in Context:

Tense

- Present
- Past
- Future

1. LISTENING AND SPEAKING

j. GIVING AND RESPONDING TO OPINIONS

Pre Task

Read the following exchange aloud, playing the roles of the characters.

I. An exchange between friends:

THOMAS: I think AdyarAnandaBhavan has the best masala dosa in all the city. Wouldn't you say so?

AYESHA: I disagree. I think SaravanaBhavan serves the best masala dosas. The idlis in AdyarAnandaBhavan are heavenly though.

RITHIKA: I feel both of you are wrong. There is a small restaurant called Dosa Corner at the corner of my street. I really believe the dosas there are really tasty. And their masala dosas are yum.

THOMAS: Ah yes, Rithika, I agree with you. I have eaten at Dosa Corner once and I really liked their dosas. Ayesha, I think you once told me you have eaten there. Don't you remember?

AYESHA: Yes, of course. I completely agree with both of you. The dosas were very tasty. I have also eaten idlis in Babu Mess that's right next to it; the idlis were extremely soft and tasty.

II. An exchange in the marketing department of a company

SARIKA: The reports on this ad campaign have been very positive. I believe it would be a good idea to continue with it for some more time. What do you all feel?

DAVID: I agree with Sarika. Since the reports have been positive, I don't think we should remove the campaign and spend more money in making a new one.

KAMINI: In my opinion, I feel we should remove the campaign soon. While the reports have been positive, there is also a feeling that the ideas in it are old-fashioned.

DAVID: From my perspective, the positive aspects are greater than the negative ones. Our company cannot afford to spend money on a new campaign. What are your thoughts on that, Sarika?

SARIKA: I couldn't agree more with you, David. The company just cannot afford to spend money on a new campaign. Perhaps once our revenue has picked up, we can think of a new campaign.

Use the dictionary to find the meanings of the following words. Some of the words/ phrases may have more than one meaning.

- (1) Ad campaign (2) afford (3) perspective (4) revenue

Identify phrases from the above dialogue that are used

- (a) **while asking for an opinion** (wouldn't you say so?/ What do you all feel?/ What are your thoughts on that?)
 (b) **before / while giving an opinion** (I think/ I feel/ I really believe/ In my opinion/ From my perspective)
 (c) **while agreeing or disagreeing with another's opinion** (agreeing: I agree with you/ I completely agree with you/ I couldn't agree with you more) (disagreeing: I disagree/ I feel both of you
 (d) are wrong)

TASK 1

Read the exchanges once again. Do you notice that the kinds of phrases used in the two conversations are different from each other? The first conversation is between friends and is informal in nature. The second conversation takes place in an official set up and is formal in nature. Because of this difference, the kinds of phrases used are also different. Below you will find common formal and informal phrases used for the three aspects related to asking, giving and responding to opinions. In the blanks provided, add some more phrases you can think of.

(a) Phrases used while asking for opinion

Formal	Informal
What are your thoughts on....	What do you say?
Would you say that.....	What do you feel?
Would you agree,.....	Sarika? (using the name of the person from whom you are asking for the opinion)
Do you think it's a good idea to...	Do you think it's a good idea to...
Where do you stand on the	Do you agree?

issue of	
Can you share your opinion on...	

(b) Phrases used while giving an opinion

Formal	Informal
In my opinion...	I feel that..
I firmly believe that...	I really think that...
It is my (humble) opinion that...	I believe...
From my perspective/ point of view...	I would say that...
In my view...	
It seems to me that...	

(c) Phrases used while agreeing / disagreeing

Formal	Informal
Agreeing	
Yes, I agree with you...	I agree with you...
I think you're right	You're right
I couldn't agree more	I couldn't agree more
	Me too
	Definitely
	Of course
Disagreeing	
I'm afraid I don't agree with you	Oh, no. I feel
I have to disagree with you	No, you're wrong. I think
I'm sure you're right, but I feel...	Yeah, but...
I beg to differ	
Don't you think it might be better	

You would have already noticed that some phrases can be used in both formal and informal contexts. For example: "Do you agree?" or "I think ..."

TASK 2

Complete the following using phrases for asking for, giving opinions and agreeing and/ or disagreeing with opinions.

1.

Arpita: You have been away from your family for a long time.
_____ you should move back home with your family.

Bhaskar: _____. I really miss my wife and daughter.

2. Press reporter: _____ about the government's
decision to hike fuel prices?

Opposition Leader: _____ that the move is wrong.
_____ that the fuel prices should
be cut.

3. Sahana: _____ Switzerland is the best place to
visit for our summer vacation. _____?

Tarun: _____. Why should we go all the
way to Switzerland? We have lovely hill stations in India.

Dinesh: _____. We can go to
Missouri or Dehradun instead.

4. Activist 1: _____ it is important to treat all
creation with respect and _____ believe it is wrong
to test cosmetics on animals.

Entrepreneur: _____. Animals are
different from us. And how else can we find out if the cosmetics are
safe for us?

Activist 2: _____ with that point
of view. Science has grown so much. _____

believewe can find a more humane way of finding out how safe cosmetics are.

Use the dictionary to find the meanings of the following words. Again, some words may have more than one meaning. Identify which meaning is used in the dialogue above.

(1) hike (2) move (3) entrepreneur (4) humane

Asking for, giving opinions and agreeing and/ or disagreeing with opinions- II

You would have noticed that when you are giving your opinion or agreeing with or disagreeing with others' opinions, you can do so with varying degrees of firmness. For example, we can either say "I agree with you" or "I *really* agree with you" or "I *fully* agree with you". You can see that the last two expressions are stronger than the first in expressing agreement. Other ways of adding strengths to views are:

- I **strongly** believe...
- I **truly** feel... or
- In my **honest** opinion...
- I firmly **believe**...
- I **simply cannot** agree with you.
- Do you **really** think...

Can you think of more ways of adding strength to your views?

Activity

Work in groups of four and have a debate on the following topics. Make sure that you use the phrases we have studied for asking for, giving, agreeing and disagreeing with opinions. Also make sure that there are at least two people agreeing to the topic and two people disagreeing. Remember that you don't need to come to a conclusion. Finish the discussion in about ten minutes.

1. Is animal testing on cosmetics necessary?
2. Are Indian systems of medicine better than allopathy?
3. Should children be taught only in the mother tongue?
4. Should village cuisine be promoted in cities?
5. Should food delivery services be encouraged?

READING AND WRITING

a. NOTE TAKING - I

Most of us take notes when we read our text books or any reference book. If the book is our own, we may make notes on the margins; if the book is borrowed from the library, we will make notes in our notebooks.

Think about how you take notes—what do you include when you make notes? How do you write? What do you do with the notes you have made?

Pre Task

From the following list, place a tick against sentences that are true about note taking.

1. We use full sentences.
2. We use abbreviations.
3. We put down in short sentences everything that is there in the passage.
4. We put down only the important points.
5. We make use of our notes to plan an essay.
6. We throw away our notes as soon as we make them.

As you would have noticed, sentences 2, 4 and 5 are true about note-taking.

TASK 1

Read the following passage:

William Shakespeare, the famous British dramatist and poet lived from 1564 to 1616. He was born in a village called Stratford-upon-Avon and moved to London where he wrote plays for a theatre group called Lord Chamberlaine's Men. His plays were performed in a theatre called The Globe and were very successful. Later in his life, Shakespeare returned to Stratford-upon-Avon where he died quite a rich man.

Shakespeare wrote 39 plays, five narrative poems and 154 sonnets. He wrote three kinds of plays—comedies, tragedies and histories. Among his famous comedies are *The Comedy of Errors*, *As You Like It*, *Twelfth Night* and *A Midsummer Night's Dream*. *Hamlet*, *Othello*, *Romeo and Juliet* and *King Lear* are some of his tragedies while *Richard II*, *Henry IV*, *Henry V* and *Richard III* are history plays. Apart from these, he also wrote plays based on Roman history like *Anthony and Cleopatra* and *Julius Caesar*. His plays have been translated into many languages and are still performed the world over.

After reading the passage,

1. Underline the words/ phrases you think are important.
2. What kind of a passage do you think it is?
 - a. It describes a process
 - b. It gives facts
 - c. It gives opinions

Once you know what the important points in the passage are, it is time to arrange them in a way that will make it easy to read and reuse. Since the passage given above has a lot of facts, there are at least two formats on which you can put down the notes you have taken on the passage.

The outlining method

In this method, points are grouped according to relationship and importance. To do this,

- First list the main points
 - Then indent the related points under it
(to indent means to add extra space between the margin and the place where the line starts. The bullet point above is indented)

Below you will find notes based on the passage. Some parts have been done for you. Fill in the blanks using the model.

William Shakespeare

- Life
 - 1564-1616
 - Born and died: Stratford-upon-Avon
- Career—plays
 - Perf. in London
 - At _____
 - written for _____ Men
- Works
 - 39 plays
 - Comedies
 - Example: *As You Like It*, *A Midsummer Night's Dream*
 - Tragedies
 - Example: *Hamlet*, *King Lear*
 - Histories
 - Example: _____
 - Roman plays
 - Example: _____
 - Five narrative poems
 - _____

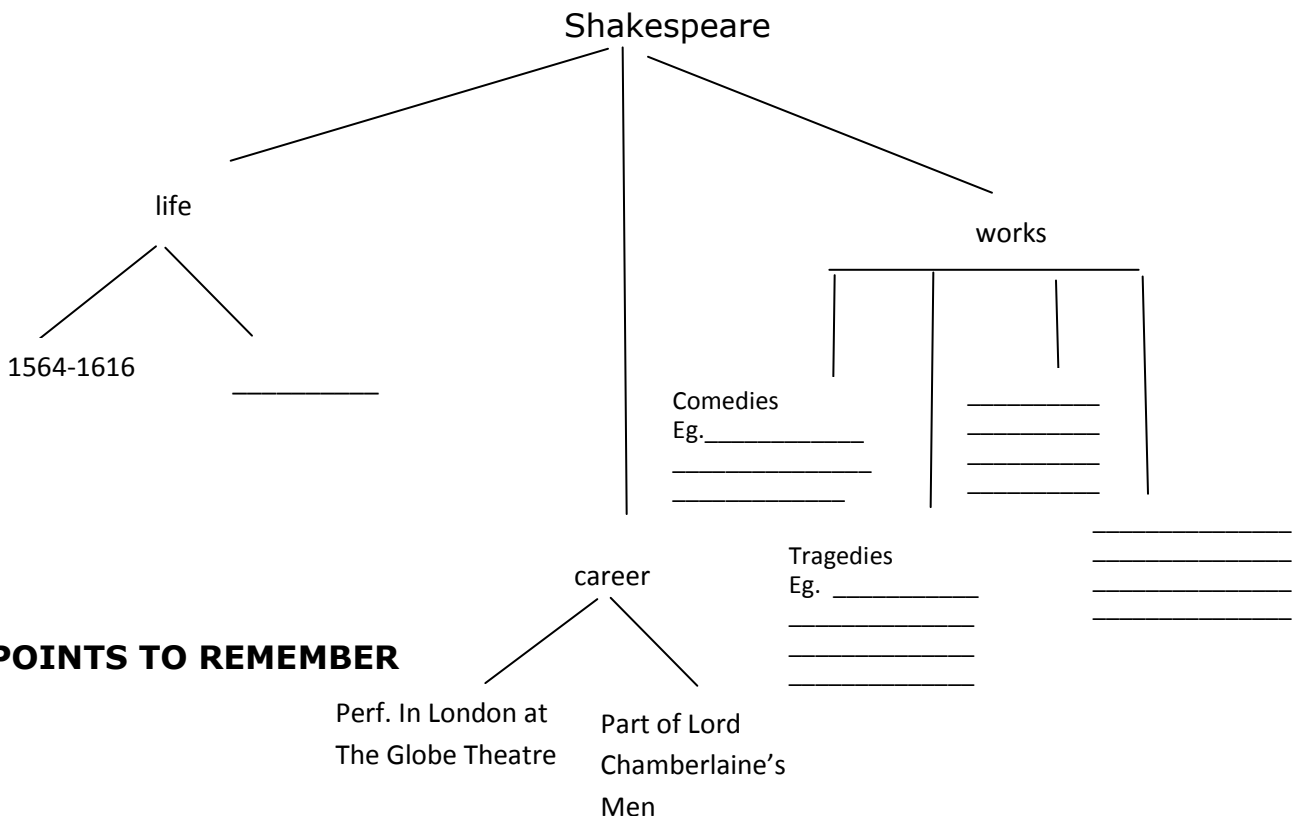
It is important to make it clear what the main point is and what the points being grouped under it are. For this, use specific kinds of symbols—you can use I, II, III etc. for the main points and for further groupings, you can use 1, 2, 3.../ i, ii, iii.... / a, b, c etc. This means the third heading of the note above will look like this:

III. Works

1. 39 plays
 - a. Comedies
 - i. Eg: *As You Like It, A Midsummer Night's Dream*
 - b. Tragedies
 - i. Eg: *Hamlet, King Lear*
 - c. Histories
 - i. Eg: _____
 - d. Roman plays
 - i. Eg: _____
2. Five narrative poems
3. 154 sonnets

I. Mapping Method

In this method, arrows are used to connect ideas to a central point. Using this method, notes to passage on Shakespeare would look something like what is given below. Fill in the blanks provided to complete the notes.



- Notice that the passage is not divided into sections such as 'life', 'career' and 'works'. This is something we can do to better organise our notes.
- Also notice that no full sentences are used in the notes.
- Not all examples given in the passage are reproduced in the notes.
- Notice also that 'eg.' is used instead of example and perf. is used instead of performed. These are abbreviations or short forms. We can use a number of short forms while making notes, but it is always a good idea to use universally used abbreviations. Below is a list of such abbreviations that you can use. Add any more that you can think of. Remember that when you are using an abbreviation, you need to put a fullstop at the end of the abbreviation—eg.,perf., etc.

- a. & for and
- b. >, < for greater than or less than
- c. = for equal to
- d. etc. for etcetera
- e. Govt. for government
- f. Lib. For library
- g. Lab for laboratory
- h. Ad for advertisement
- i. _____
- j. _____
- k. _____
- l. _____
- m. _____

IMPORTANT TIPS

- Read the passage fully first before beginning to make notes on it.
- While reading the passage, it helps to underline important points.
- It may also help if you divide the passage into categories—like we did in the passage on Shakespeare
- Do not copy sentences from the passage. Always rewrite them in your own words.
- Make sure your notes are focused and organised—you will be using your notes to write essays or study for exams.

TASK 2

Now read the following passages and make notes from it. You can use either of the formats discussed above.

The World Health Organization began a DDT spraying program which virtually eliminated malaria. But other things began to happen. Besides

killing mosquitoes, the DDT killed other insects that lived in the houses, such as flies and cockroaches. These insects were the favourite food of geckos (small lizards). And so when the geckos ate the dead insects, they died from DDT poisoning. Similarly, the house cats ate the dead geckos and cockroaches, and they too died from the DDT poisoning. As a result, the rat population rose sharply, and the human population of Borneo began to die from a type of plague carried by fleas on the rats. In order to deal with the emergency, thousands of cats were parachuted into the island, in what was called 'Operation Cat Drop'.

(adapted

from: <https://www.who.int/mediacentre/news/releases/2006/pr50/en/>)

Note Taking - II

The passage from which you made notes in the previous task was fact based. We will now look at how we can make notes from other kinds of passages.

TASK 1

Read the following passage describing how chocolate is made:

How is chocolate made?

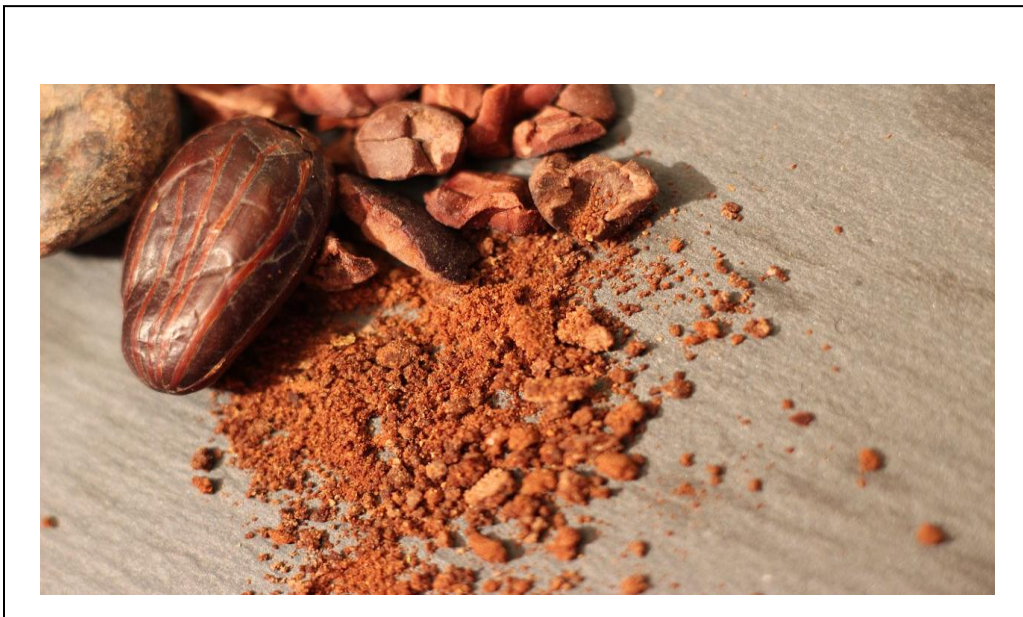
Have you ever wondered where chocolate comes from? Well, chocolate is made from beans which grow in pods on the Theobroma cacao tree. These trees grow in several different countries and the flavour of the beans varies depending on where they come from. The beans also vary in flavour, depending on the age of the tree.



(Picture: https://commons.wikimedia.org/wiki/File:%C3%81rbol_Cacao.JPG)

After the beans have been collected and dried, they are transported to chocolate factories. There, the beans are weighed and separated by type so

that the manufacturer knows exactly what kind of cacao is going into the chocolate. This ensures the flavour of the chocolate is consistent over time. Some manufacturers use up to twelve types of cacao, depending on the flavour of chocolate they want to create.



(Picture: <https://www.needpix.com/photo/1211899/cocoa-cacao-chocolate-food-sweet-brown-ingredient-plant-tropical>)

Once weighed, the cacao beans are roasted in large ovens for up to two hours. The heat not only dries and darkens the beans, but also brings out their flavour. Next, the cacao beans are cracked, and then winnowed – that is, the broken shells are blown away, which leaves the crushed pieces of cacao beans, called ‘nibs’. These are edible but do not taste very pleasant. The cacao nibs are then crushed and ground into a thick paste called chocolate liquor. This is bitter and not very smooth or creamy. To improve the flavour, the manufacturer mixes in things like sugar, vanilla and milk.

You could eat this mixture, and it would taste pretty good, but it wouldn’t quite have the right texture. So the manufacturer runs the mixture through steel rollers and then it is ‘conched’. This is a process which involves putting the mixture in a machine that mixes and mashes the chocolate. Conching can last a few hours for cheaper chocolate, and up to six days for more expensive types.

Finally, we have chocolate!

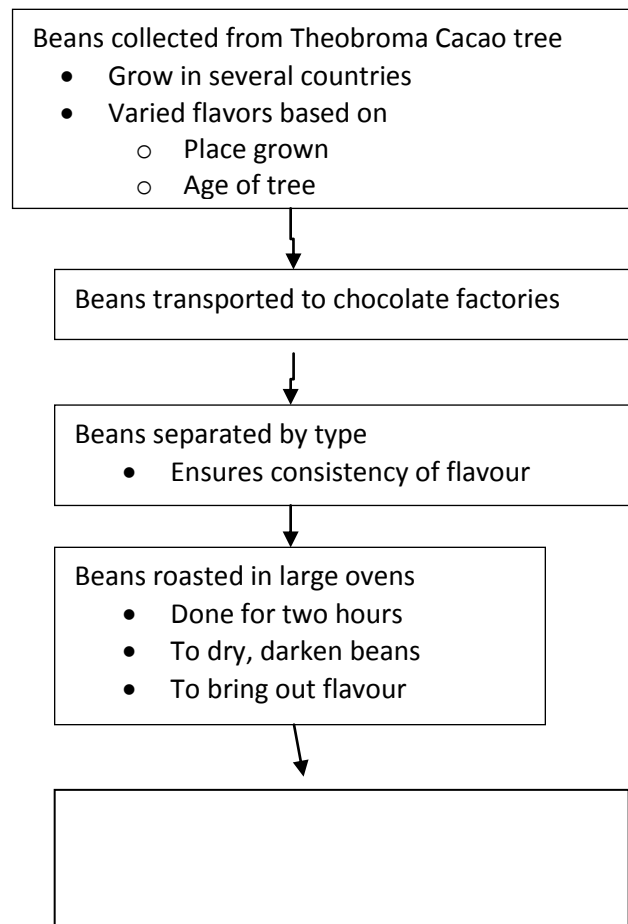
(passage sourced from Cambridge International Examination Question Paper 2015. © UCLES 2015)

Use the dictionary to find out the meanings of the following words. Some of the words have more than one meaning. Identify the meaning that is relevant in the passage. Once you have found out the meanings of the words, make sentences of your own with these words.

(a) Ensure (b) flavour (c) edible (d) quite (e) pretty

When you need to make notes from a passage such as this, a flowchart model is helpful. This is because a flowchart allows you to place the various components of a process in the correct place. Within each of the boxes in the flowchart, you can also add bullets or numbered points to add related information. Part of the notes made on this passage using the flowchart model could be like what is given below. Complete the flowchart.

HOW CHOCOLATES ARE MADE



TASK 2

Read the following passage on tea:



(Picture: <https://pixabay.com/photos/search/green%20tea%20plantation/>)

Tea is the common name for a family of mostly woody flowering plants, and for one of its important genera. The tea plant itself is a native of Southeast Asia. The tea brewed from the dried leaves of this plant has been drunk in China since perhaps the 28th century BC and certainly since the 10th century BC, from which time written records of its use survive. It was first brought to Europe by the Dutch in the early 17th century AD. After the introduction of tea there in 1657, England became the only European country of tea drinkers rather than coffee drinkers. Tea was introduced into North America by early settlers but was heavily taxed by the British, eventually resulting in the well-known Boston Tea Party of 1773, and it has never competed successfully with coffee as the staple beverage. Tea is drunk by about half of the world's population; China, India, Indonesia, Sri Lanka, and Japan are the main producers.

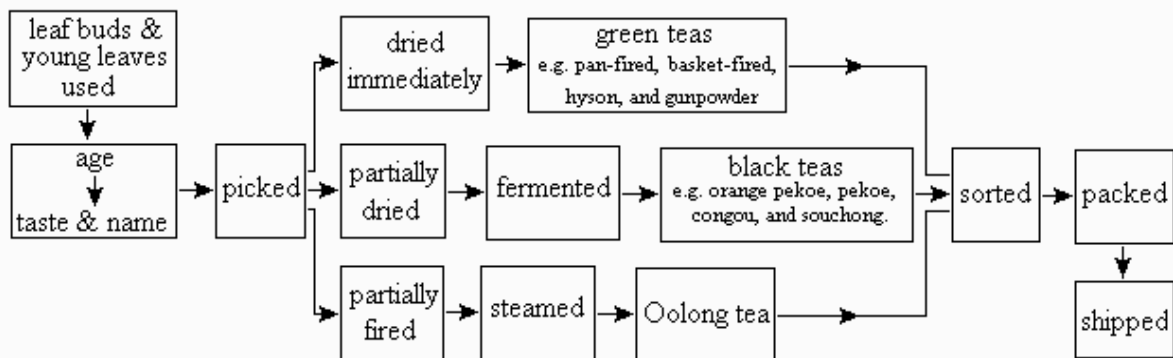
Leaf buds and young leaves are used in making tea, the age of the leaves determining the taste and name of the particular commercial variety. Thus, orange pekoe is made from the youngest leaves, and souchong from the fourth leaves. After picking, the leaves either are dried immediately and completely to produce green teas - such as pan-fired, basket-fired, hyson, and gunpowder - or are partially dried and then allowed to ferment to produce various kinds of black teas, such as orange pekoe, pekoe, congou, and souchong. Oolong tea is partially fired and then steamed, thus being intermediate between green and black teas. After being sorted, all grades of tea are packed in foil-lined chests to prevent the absorption of unpleasant odors or the loss of aroma during shipment. In China, tea is sometimes allowed to absorb the scent from various flowers; jasmine is a particular favourite.

(Source: <http://www.uefap.net/reading/reading-note-taking/639-reading-note-taking-taking-notes-example3>)

As you can see, this passage includes a process as well as a lot of facts. When making notes from such a passage, it helps if we can combine the outlining/ mapping method with the flowchart. Notes made from the above passage may look like this:

TEA

- native to SE Asia
- drunk in China since C10th BC, C28 BC ?,
- brought to Europe by Dutch C17
- intro to USA - Boston Tea party 1773
- main producers China, India, Indonesia, Sri Lanka, Japan
- Making tea:



(Source: <http://www.uefap.net/reading/reading-note-taking/639-reading-note-taking-taking-notes-example3>)

TASK 3

Read the following passage and make notes from it. You can use any of the formats we have discussed so far. You can also use a combination of the formats.

OILS

There are three main groups of oils: animal, vegetable and mineral. Great quantities of animal oil come from whales, those enormous creatures of the sea which are the largest remaining animals in the world. To protect the whale from the cold of the Arctic seas, nature has provided it with a thick covering of fat called blubber. When the whale is killed, the blubber is stripped off and boiled down, either on board ship or on shore. It produces a great quantity of oil which can be made into food for human consumption. A few other creatures yield oil, but none so much as the whale. The livers of the cod and the halibut, two kinds of fish, yield nourishing oil. Both cod liver oil and halibut liver oil are given to sick children and other invalids who need certain vitamins. These oils may be bought at any chemist's.

Vegetable oil has been known from antiquity. No household can get on without it, for it is used in cooking. Perfumes may be made from the oils of certain flowers. Soaps are made from vegetable and animal oils.

To the ordinary man, one kind of oil may be as important as another. But when the politician or the engineer refers to oil, he almost always means mineral oil, the oil that drives tanks, aeroplanes and warships, motor-cars and diesel locomotives; the oil that is used to lubricate all kinds of machinery. This is the oil that has changed the life of the common man. When it is refined into petrol it is used to drive the internal combustion engine. To it we owe the existence of the motorcar, which has replaced the private carriage drawn by the horse. To it we owe the possibility of flying. It has changed the methods of warfare on land and sea. This kind of oil comes out of the earth. Because it burns well, it is used as fuel and in some ways it is superior to coal in this respect. Many big ships now burn oil instead of coal. Because it burns brightly, it is used for illumination; countless homes are still illuminated with oil-burning lamps. Because it is very slippery, it is used for lubrication. Two metal surfaces rubbing together cause friction and heat; but if they are separated by a thin film of oil, the friction and heat are reduced. No machine would work for long if it were not properly lubricated. The oil used for this purpose must be of the correct thickness; if it is too thin it will not give sufficient lubrication, and if it is too thick it will not reach all parts that must be lubricated.

(<http://www.uefap.net/reading/reading-note-taking/636-reading-note-taking-taking-notes-example1>)

Note Taking - III

A third kind of passage you are likely to come across are passages that compare two or more items. It is useful to use tables when making notes from such passages.

TASK 1

Read the following essay and use the table provided to fill in notes from it:

PAPER BOOKS AND E-BOOKS

There is a growing concern that mass media and digital technologies have decreased the time spent on reading. Still, people all over the world still like books. Reading is a great pleasure because you have a chance to immerse into the exciting world and learn something new. Thousands of new books are published every year, and given the number of already existing books, every person has unlimited opportunities in selecting some interesting pieces of literary work. During the past several years, e-books have gained immense popularity around the world. Due to their accessibility and convenience, they easily won over the market and now successfully compete with traditional paper books. This essay will explore differences and similarities between e-books and paper books.

Despite all their visible differences, digital versions and paper books are similar in many ways. First, they both have the same text structure including the cover, title page, copyright page, table of content, chapters, etc. Second, they have the same function – provide readers with new information. Irrespective of the form, all readers use paper books and e-readers for the same purposes, that is, to study, relax, work, and learn.

At the same time, there are many differences between them too. E-books are sleek and thin, which makes them easier to carry. They have a huge capacity, meaning that users can download thousands of books in one gadget and spare themselves of the necessity of carrying large volumes. Some opponents of e-books claim that contrary to regular books, electronic devices are not so pleasant to smell and touch. They are made of plastic and metal that have no smell, whereas traditional books smell of paper, ink, dust, someone's perfumes, and many other things related to their history. Some people love old library books for this unique, authentic smell that cannot be compared to the coldness and impersonality of digital devices.

Another important difference relates to books' durability. Traditional paper books can stand the test of time. They easily withstand heat, falls, moisture, tearing, and so on, which allows to keep them for hundreds and even thousands of years. E-readers do not have this amazing quality. They are easier to carry and hold, yet they may break at any time; files kept in gadgets can be damaged by computer viruses. Besides, as technologies

develop, some e-book models come out of use, which means that a person will have to buy new models to be able to download and use digital books.

The cost is another point of comparison. While e-books themselves can be expensive, users can save much money by buying electronic versions of printed books. They often cost half the price of traditional books and can be downloaded immediately. Paper books, especially rare ones, can be very expensive and hard to find. Moreover, buying many paper books to use for a limited period of time (e.g., for studying) is impractical. At the same time, the value of some paper books may increase with time, which allows collecting and reselling them later for much profit.

To conclude, the selection of a form depends on the purpose, readers' taste, financial resources, etc. E-books and traditional books have their similarities and differences, and it seems there is no better choice. Ultimately, it is information that matters, so everything works as long as you can get it.

(adapted from <https://scoobydomyessay.com/blog/paper-books-and-e-books-compare-and-contrast/>)

Use the dictionary to find out the meanings of the following words:

- (a) Concern (b) accessibility (c) irrespective of (d) durability (e) impractical

PAPER BOOKS AND E-BOOKS

I. Similarities:

- a. _____
- b. _____
- c. _____
- d. _____

II. Differences:

Paper Books	E books
Looks	
Durability	
Cost	

Note Taking – IV (Longer passages)

TASK 1

Now that you have learnt different methods of making notes, it is now time to move on to making notes from longer passages. Read the following passages and make notes from them using any or a combination of the formats discussed.

I.

THE ACACIA TREE



(Picture: <https://www.google.com/search?q=the+acacia+tree&tbn>)

Few exotic trees are as widely cultivated and versatile as the Acacia tree. While its unique shape and blossoms are eye-catching, the Acacia's appearance reveals just a hint of its functions. The Acacia's distinctive leaves make the tree highly distinguishable. While there are more than 800 species of the Acacia trees around the world, most feature small, finely divided green leaflets that give the stalk a fernlike appearance. Meanwhile, in other species, which grow in the desert and see very little rain, leaves are absent altogether. Instead, the stalks perform the functions of leaves and can appear as sharp spines or large thorns. Most Acacia trees have short lifespans of 15 to 30 years. Consequently, they tend to grow quickly and can reach heights in excess of 40 feet. In addition to the stunning yellow and white blooms, the Acacia produces a dry seedpod as its fruit. Each pod is about three inches long and contains five to six brownish black seeds. The

combination of its feathery leaves, globular flowers and dry seedpods creates a dramatic appearance during the tree's peak growing years.

The Acacia is one of the largest species of trees in the world with more than 800 different types growing in warm, tropical and desert-like regions of both hemispheres. The flat-topped Acacia is typically found on the savannahs of South Africa. The top of these trees resemble a ledge. The Swollen-thorn Acacias thrive in Central America; its seed pods form a notable symbiotic association with ants. Native to Hawaii, the Koa Acacia tree is known for its dark hardwood and is prized for its variety of grains which ranges from plain, to curly, to deep fiddleback. There are two types of flowering Acacias. The baileyana species of Acacias are known for their yellow flower clusters. The farnesiana species is known its spiny shrub-like appearance which contains many fragrant blossoms that attract numerous insect pollinators.

In the Indian subcontinent one of the species of acacia called Acacia Catechu is known as `Khair`. It is a medium sized deciduous tree with crooked and forked trunk. Its growth can be traced in both natural and plantation forms in most parts of the nation up to an elevation of 1300 meters above sea level. In India the Acacia Catechu is categorized mainly into three divisions: Catechu, Catechuoides and Sundra. In India the Acacia Catechu is widely found in Uttar Pradesh, Jammu, Punjab, Himachal Pradesh, Madhya Pradesh, Bihar, Orissa and Andhra Pradesh. The other species known as Acacia Catechuoides is found in the terrain region of Sikkim, West Bengal and Assam whereas the third variety also known as the `red catechu` or `lalkhair` is prevalent in Gujarat, the Deccan, Rajasthan and southern parts of Maharashtra.

The Acacia tree has an storied past, from its introduction in Europe by a herbalist to Henri IV in 1601 to its addition to various botanical gardens throughout North America in the late 1960s. The tree's eye-popping white and yellow blossoms were made popular by the early American Indians, who used them as gifts to woo unsuspecting females. The Acacia tree thorns house stinging ants who live off the tree's nectar. While giraffes and cattle love to chew on its leaves, butterflies are attracted to Acacia trees. The thorns of the Central American Bullhorn Acacias are commonly strung into necklaces and belts.

(Source: <http://www.portghalib.com/news/2017/3/acacia-tree/18/>)

Task 2

The climate of a coniferous forest depends upon where it is located. In general, the farther north the latitude, the cooler the climate. The presence of mountain ranges and oceans also affects the climate of an area. In Japan, for example, Siberian air masses bring severe winters to some forests, while other forests are influenced by warm ocean currents, and have a more tropical climate.

The most severe climate is found in the boreal forest, or taiga, where temperatures are below freezing for more than half of the year. Winter temperatures range from -65° to 30°F (-54° to -1°C), and summer temperatures from 20° to 70°F (-7° to 21°C). However, because the taiga is a land of extremes, temperatures can drop as low as -76°F (-60°C) in winter or climb as high as 104°F (40°C) in summer.

Most of the precipitation (rain, snow, or sleet) in the boreal forest comes from summer rain, which averages 12 to 33 inches (30 to 85 centimeters) per year.

Mountain forests face cold, dry climates and high winds. The higher the elevation, the harsher the conditions. Scientists estimate that for every 300 feet (91 meters) in elevation, the temperature drops more than 1°F . On Alaskan mountains, temperatures in January average about 8°F (-13°C) and in July only 47°F (8°C).

In general, northern hemisphere forests found on the northern side of mountains are shaded from the sun and the air is cooler. The forests receive more rainfall and have denser stands (groups) of trees and other plants. Forests on the southern side of mountains are drier, warmer and have less vegetation.

The redwood and Pacific Northwestern forests have a climate that is moderated by the Pacific Ocean and the coastal mountain ranges. In the Olympic Rain Forest in Washington, for example, the temperature is always above freezing in winter and is seldom higher than 85°F (29°C) in summer. Up to 145 inches (368 centimeters) of rain fall annually.

In the Mediterranean and parts of California, winters are warm and wet, while summers are hot and dry. Droughts (extremely dry periods) may be common. In the Mediterranean region, for example, winter temperatures usually do not fall below freezing.

The climate in the Southern Hemisphere forests varies, depending upon where the forests are located. In the tropics (the regions around the equator), where the forests are at higher elevations, clouds of mist may blanket them creating cool and damp conditions. In more temperate regions, such as in the mountains of Chile, conditions are drier and colder.

(adapted from *UXL Encyclopaedia of Biomes: Volume I*, by Marlene Weigel)

Task 3

THE NEW MUSIC

The new music was built out of materials already in existence: blues, rock'n'roll, folk music. But although the forms remained, something wholly new and original was made out of these older elements - more original, perhaps, than even the new musicians themselves yet realize. The transformation took place in 1966-7. Up to that time, the blues had been an essentially black medium. Rock'n'roll, a blues derivative, was rhythmic, raunchy, teen-age dance music. Folk music, old and modern, was popular among college students. The three forms remained musically and culturally distinct, and even as late as 1965, none of them were expressing any radically new states of consciousness. Blues expressed black soul; rock, as made famous by Elvis Presley, was the beat of youthful sensuality; and folk music, with such singers as Joan Baez, expressed anti-war sentiments as well as the universal themes of love and disillusionment.

In 1966-7 there was a spontaneous transformation. In the United States, it originated with youthful rock groups playing in San Francisco. In England, it was led by the Beatles, who were already established as an extremely fine and highly individual rock group. What happened, as well as it can be put into words, was this. First, the separate musical traditions were brought together. Bob Dylan and the Jefferson Airplane played folk rock, folk ideas with a rock beat. White rock groups began experimenting with the blues. Of course, white musicians had always played the blues, but essentially as imitators of the Negro style; now it began to be the white bands' own music. And all of the groups moved towards a broader eclecticism and synthesis. They freely took over elements from Indian ragas, from jazz, from American country music, and as time went on from even more diverse sources (one group seems recently to have been trying out Gregorian chants). What developed was a protean music, capable of almost limitless range of expression.

The second thing that happened was that all the musical groups began using the full range of electric instruments and the technology of electronic amplifiers. The twangy electric guitar was an old country-western standby, but the new electronic effects were altogether different - so different that a new listener in 1967 might well feel that there had never been any sounds like that in the world before. The high, piercing, unearthly sounds of the guitar seemed to come from other realms. Electronics did, in fact, make possible sounds that no instrument up to that time could produce. And in studio recordings, multiple tracking, feedback and other devices made possible effects that not even an electronic band could produce live. Electronic amplification also made possible a fantastic increase in volume, the music becoming as loud and penetrating as the human ear could stand, and thereby achieving a 'total' effect, so that instead of a passive

listeners, there were now audiences of total participants, feeling the music in all of their senses and all of their bones.

Third, the music becomes a multi-media experience; a part of a total environment. In the Bay Area ballrooms, the Fillmore, the Avalon, or Pauley Ballroom at the University of California, the walls were covered with fantastic changing patterns of light, the beginning of the new art of the light show. And the audience did not sit, it danced. With records at home, listeners imitated these lighting effects as best they could, and heightened the whole experience by using drugs. Often music was played out of doors, where nature - the sea or tall redwoods - provided the environment.

(source: <http://www.uefap.net/exercises/writing/report/music.htm>)

b. Narrative writing – writing narrative essays of two to three paragraphs

WRITING NARRATIVE ESSAYS – I

NUMBER OF SESSIONS: 3

Session 1

Do you remember the last time someone told you a story? Or when you told someone a story? Did you enjoy the experience? What kinds of stories did you hear? What kinds of stories did you tell others?

Telling stories about ourselves and others, whether they are real stories or imagined ones, is something almost all of us like. There is something in people of all ages that enjoys a good narration.

'Narrative Essays' refers to essays that tell a story. By 'story' we do not always mean an imaginary one. We can narrate something that happened to us as a story. For example, if I had an interesting experience on my way to college today, I will narrate it to my friends or I can write it down as an interesting narrative essay.

Read the following narrative essay and consider the questions that follow.

My knees were shaking, my heart was beating fast, and I had butterflies in my stomach. I had never given a presentation in front of a whole class. Why had the teacher made it the final term project? How well I remember that day three weeks ago when she had told us about it!

"For your final term project, you will all do some research on some aspect related to plants and make a presentation on it. The presentations should be unique and original. "

We had all groaned and tried to talk our teacher out of this. But she had just stood there smiling. "If you don't try it," she had insisted, "you will never know if you can do it or not."

I had tried my best since that day to overcome my fear. I have always been afraid of speaking in front of people. If there were too many guests at home, I would make some excuse or the other to avoid speaking to them. How on earth was I going to make a presentation in front of the whole class?

I had tried to make myself feel better by finding a topic as interesting as possible about plants. I finally chose plant communication. The topic was new to me—I had never thought plants could communicate in any way. So I thought it would be interesting enough to hold the class's attention even if I got cold feet and couldn't talk well.

But now that I had to talk in front of the class, I began to sweat. I was sure I would forget what I had to say. I was even ready to tell my teacher that I had fever and avoid giving the presentation. Listening to the others make their presentations before me only made me feel worse. Their topics seemed so much better.

At that moment I glanced at the water plant I had brought with me in a bottle to show during my presentation. The leaves were bright green and the flowers a beautiful shade of purple. Something about the plant suddenly gave me courage.

So when the teacher called out my name, I went up feeling much more confident than I had in the past three weeks. "This plant," I began, "just told me not to be scared. It did not use English to speak to me, but it used a language I understand." Every head in the class looked up, interested. I had got their attention.

That first presentation I made in front of my class not only helped me overcome my stage fright and gave me more confidence; it also made me realise that we can find inspiration in places we might never have thought of.

1. Why do you think the essay was written?
2. Who is the narrator?
3. What do you think is the function of the first paragraph of the essay?

4. Who are the characters you meet in the essay? What do you know about them?
5. Where does the incident take place?
6. What do you think is the function of the last paragraph of the essay?

As you would have noticed, the essay has a purpose. It was written not only to narrate an event but also because the incident was important in some way. The last paragraph of the essay tells us that the narrator learnt an important lesson from the incident.

It is not always necessary that we should learn some lesson from an incident we write about; we can write about an incident that has affected us deeply, perhaps because it was very funny or scary or surprising. In any case, the central incident in a narrative essay has to have some significance for the narrator.

TASK 1

Think of an incident that happened to you that

- (a) surprised you the most
- (b) scared you the most
- (c) left you very happy
- (d) left you very confused
- (e) taught you a valuable lesson

The essay given above is narrated by the person to whom the incident happened. This is called first person narration.

Narrative essays are almost always written from the first person point of view. If you use the third person point of view—he/ she/ they etc.—the essay reads like a short story and therefore becomes more a piece of creative writing than a narrative essay. Narrative essays are essays in which you narrate an incident that happened to you and that is important for you.

You would also have noticed that the first paragraph of the essay creates the atmosphere. Look at the phrases used—shaking knees, heart beating fast and the idiom 'butterflies in my stomach' (this idiom means being scared; you will learn about idioms in another lesson).

TASK 2

Write down words to describe the following atmospheres. The first one is done for you.

1. **Scary**

spooky

dark

gloomy

eerie

2. **Happy**

3. **Confused**

4. **Surprise**

This is just one way of starting an essay. There are other ways in which you can start essays.

- (a) You can begin by telling the readers the lesson you learnt from the incident. In the essay you just read, this comes in the last paragraph, but you can also begin with it. The essay could also have begun like this:

It was when I gave my very first class presentation that I learnt that inspiration can come from any place. The presentation also gave me the self-confidence I needed so badly.

- (b) You could also begin an essay by asking a question:
Would you ever have thought that a plant could instil self-confidence in anyone?

Even though the incident given above is narrated in the first person, there is at least one other person involved: the teacher. What do we know about the teacher?

We know that the teacher is a woman and that she can be very persuasive. However, she does not appear to be unkind--she does not scold the children for asking her to change her mind. She only encourages them smilingly. We hear her speak, but we are not told anything about how she looks or how her voice sounded. Adding these details can bring the teacher to life and make the essay more interesting. For example, instead of

‘We had all groaned and tried to talk our teacher out of this. But she had just stood there smiling. “If you don’t try it,” she had insisted, “you will never know if you can do it or not.”

we can write:

‘We had all groaned and tried to talk our teacher out of this. But she had just stood there smilinggently, her short hair falling over her forehead. “If you don’t try it,” she insisted in a sweet voice, “you will never know if you can do it or not.”

Both dialogue and description are important in a narrative essay. They add details and make it easier for the reader to imagine the events being described.

TASK 3

In the essay given above, you can add a bit of description to the plant. Go ahead and try it. What plant was it? What kind of container was it kept in?

It is obvious that the incident narrated is taking place in a classroom. But the essay itself does not give us any idea of how the classroom looks or feels. The classroom is the setting for the narrative essay. Adding details to the setting, like adding details to the characters, makes the essay more interesting.

TASK 4

Include some details about the classroom in the essay above.

Session 2

Writing Narrative Essays – II

Since a narrative essay revolves around an incident, it is very important to use the correct verbs and adverbs in them. As you already know, verbs are action words and adverbs qualify verbs. Adding adverbs to verbs is like adding adjectives to nouns—they give more information and bring the incident to life. For example, in the essay given in Session 1 instead of saying: “So when the teacher called out my name, I went up feeling much more confident than I had in the past three weeks”, we can say: “When I heard my name being called, I walked to the front of the class with firm steps”; ‘with firm steps’ indicates confidence.

TASK 1

Add relevant adjectives to the following verbs. The first one is done for you.

1. **Walk**

slowly

fast (remember: not fastly)

jauntily

hesitatingly

with a spring to my step (an idiom meaning happily)

happily

2. **Sit**

3. **Think**

4. **Sleep**

5. **Wait**

A very important aspect we need to remember when writing a narrative essay is the tense we are using. Most often, narrative essays are written in the past tense. This is natural, because we usually write about an incident only after it has happened. But we can use different forms of past tense. You have already studied the simple, continuous and perfect forms of all tenses.

Writing Narrative Essays - III

TASK 1

Go back to the sample essay given in Session 1 and identify what forms of the past tenses are used and when they are used. For example, the first sentence is written in simple past tense. But when the narrator remembers the time when the teacher had given the task, past perfect tense is used. When you write your narrative essay, you can use this as a guide to choose what form of past tense to use.

TASK 2

Go back to Task 1 in Session 1 and pick any two of the incidents you had identified. You will now write a narrative essay based on these.

Write down a list of people involved in each of these incidents. Remember you need to write a short essay. So make sure you don't have more than three or four people, including yourself, in your essay. Once you have identified the people, write down brief descriptions for each one of them.

INCIDENT 1

Person 1	Description
Person 2	
Person 3	
Person 4	

INCIDENT 2

Person 1	Description
Person 2	

Person 3	
Person 4	

TASK 3

Write the opening paragraph of two narrative essays based on the two incidents you have picked. Each opening paragraph needs to be of a different kind (we have discussed the kinds of opening paragraphs in Session 1) and must have only two to three sentences.

Session 3

Go back to the sample narrative essay given in Session 1 and notice how the writer has developed the essay. You will observe that the essay begins in the classroom, with a description of the narrator's emotions in the first paragraph. After this, the writer gives some background about the incident as well as her/ his sense of fear; so the essay goes backward in time. Once that is done, the essay returns to the classroom where it began.

There are at least two ways in which you can develop a narrative essay. You can

- (a) Narrate the events in the order in which they happened:
In this case, the essay given in session 1 will begin with the teacher announcing the project
- (b) Narrate an event as a flashback.
The essay could have been written when the narrator became a teacher and remembered the first time s/he gave a class presentation

It is important that for any kind of organisation, you use the correct form of the verbs.

TASK 1

Develop the two first paragraphs you wrote in Session 2 into narrative essays. Each essay should not exceed 500 words.

3. GRAMMAR IN CONTEXT:

Tense

- **Present**
- **Past**
- **Future**

SIMPLE TENSES

Most often when your assignment/test paper is corrected, you will notice that your teacher circles/underlines mistakes in relation to tense. Mastery of tense will help you to express, explain or narrate without making mistakes.

Study this passage to understand **the use of the simple present in describing facts:**

Of all the birds, the eagle is the only one which loves the storm. The eagles get excited when clouds gather. The eagle uses the wings of the storm to rise and is pushed up higher. How does it do this? The eagle instinctively finds the wing of the storm: once that happens, the eagle stops flapping and uses the pressure of the raging storm to soar and glide. It can actually rest its wings now. During such storms, all other birds hide in the leaves and branches of the trees. We can use the storms of our lives (obstacles, trouble, etc) to rise to greater heights. Achievers relish challenges and use them profitably.

Note the relationship between the subject and the verb

Example: The Eagle.....loves, clouds.....gather, the eagle finds)

(You can complete the above list)

Exercise 1

The Simple Present is used to state facts such as

- The sun rises in the east
- The earth revolves around the sun

Make a few sentences stating well known facts

Exercise 2

Describe the process by which a caterpillar becomes a butterfly (Use Simple Present Tense)

OR

Describe the process by which a tadpole becomes a frog (Use Simple Present Tense)

The Simple Present is also used to describe habitual actions/ fixed procedures

Exercise 3

Can you describe your daily routine?

Exercise 4

Give a recipe/ describe the preparation of a dish.

For example:

It is easy to prepare a cup of tea. To prepare one cup of tea, take one cup of water and bring it to a boil. Add ½ a teaspoon of tea leaf. Let it boil for a few seconds and turn off the flame. Strain the tea. Add hot milk and sugar according to your requirement.

In a similar fashion you can explain how to conduct an experiment.

SIMPLE PAST

Here is yet another inspiring story! You will notice that the **simple past** and **the past continuous tense** are used in this passage.

Hang in There

Niccolo **Paganini was** a well-known and gifted nineteenth century violinist. He was also well known as a great showman with a quick sense of humour. **His most memorable concert was** in Italy with a full orchestra. He was performing before a packed house and his technique was incredible, his tone was fantastic, and his audience dearly loved him. Toward the end of his concert, Paganini was astounding his audience with an unbelievable composition when suddenly **one string on his violin snapped and hung** limply from his instrument. **Paganini frowned** briefly, shook his head, and **continued to play**, improvising beautifully.

Then to everyone's surprise, a second string broke and shortly thereafter, a third. Almost like a slapstick comedy, **Paganini stood there** with three strings dangling from his Stradivarius. But instead of leaving the stage, **Paganini stood his ground and calmly completed** the difficult number on the one remaining string. Paganini's performance is an illustration of not giving up and "hanging in there".

(Source of Paganini story: <https://www.pantagraph.com/lifestyles/faith-and-values/>)

The Simple Past is used to express any action completed in a specific time in the past.

Exercise 1

Do you have an unforgettable experience like Paganini's? Narrate your experience.

FUTURE TENSE

Read this excerpt from the famous speech of Dr. Martin Luther King Jr.

I have a dream that **one day this nation will rise up** and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and **the sons of former slave owners will be able to sit down together** at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, **will be transformed into an oasis of freedom and justice.**

I have a dream that my four little children will one day live in a nation **where they will not be judged by the color of their skin** but by the content of their character.

I have a *dream* today!

The Future Tense is used for actions that will take place in the future. Make a note of what Dr. Martin Luther King Jr says about the future. He uses "will" in talking about the future

The use of "will" and "shall"

"Shall" is used to express certainty/determination

E.g. 1. If you do not save me, I shall drown

2. I shall be twenty next year ("I will be twenty next year" is also correct)

In relation to the Future Tense "shall" is used only with the first person, i.e. I/We shall.

Activity 1

Sing this familiar song

We shall overcome (2)

We shall overcome some day

Oh deep in my heart I do believe

We shall overcome some day.

Activity 2

Do you have a dream? Speak about your dream.

PRESENT PERFECT TENSE

A) Make suitable sentences using the PRESENT PERFECT TENSE, the first one has been done for you.

1. Bhavya's hair was dirty. Now it's clean. (wash)

Answer: Bhavya has washed her hair.

2. Murugan was 80 kg. Now he's 70. (lose weight)

Answer:

3. Chetan was injured yesterday. Now he can't walk; his leg is in plaster. (break)

Answer:

4. Mary Anne is looking for her little puppy. (lose)

Answer:

5. Megala is on holiday in Goa. (go)

Answer:

6. Mr. Hirachand was in Shimla last week. He's back in Chennai now. (be)

Answer:

7. Look! Our appa's bag is carrying a bag full of mangoes. (buy)

Answer:

8. I can't eat anything now. (eat too much)

Answer:

9. Amma is very tired. (clean / house)

Answer:

10. Sheldon and Shreya need a holiday. (work / hard / this year)

Answer:

B) Use the Present Perfect tense:

In the example given below a new sentence (in the present perfect tense) is created with the inclusion of "because". Follow this pattern to complete the given exercise.

Example:

She can't go to the party. (catch a cold)

She can't go to the party because she has caught a cold.

1. He can't move around. (hurt / leg)

.....

2. My son can't get into the house. (lose / key)

.....

3. I know this story very well. (read the book)

.....

4. I can't post the letter. (not put / stamp / on it)

.....

5. He can't drive immediately. (eat too much)

.....

6. They can't go to their village. (not save / money)

.....

7. I know her. (meet him before)

.....

8. We don't know how she is. (not hear from him)

.....

9. He won't accept a cigarette. (give up smoking)

.....

10. She can't attend the interview. (lost original documents)

.....

A) Use the Present Perfect Tense:

In the example given below a new sentence (in the present perfect tense) is created as a response to an imperative (Bring the newspaper

in, please) by using the phrase "have already." Complete the exercise by providing responses to the injunctions/requests.

Example: Bring the newspaper in, please

Response: I have already brought it in.

1. You must find the files soon
Response:
2. Turn the TV down, please.
Response:
3. Get the guest room ready.
Response:
4. Could you pick up some groceries on the way back?
Response:
5. Why don't you see an ophthalmologist?
Response:
6. You are suffering with a back ache. I think you should stop driving.
Response:
7. Why don't you clean the backyard?
Response:
8. Clean your shoes, will you?
Response:
9. We have guests today. Shall we make biriyani?
Response:
10. We should invite Ancy to the party.
Response:

D) Follow the example and do the same using YET:

Example: She has been in the shop. (buy anything) - She has been in the shop but she hasn't bought anything YET.

1. I've written to them three times. (not reply)
.....
2. I've asked you again and again. (not do it)
.....
3. I lent him one thousand rupees
last month. (not give it back)
.....

4. He lost his wallet three days ago. (not find it)
.....
5. He borrowed my book last month. (not give it back)
.....
6. She went to Los Angeles six months ago. (not return it)
.....
7. She gave me twenty rupees a week ago. (not return it)
.....
8. I finished reading my library books a long time ago. (not change them)
9. She went to the bus-stop half an hour ago. (the bus / not come)
.....
10. He's still studying that lesson. (not learn it)
.....

E) Fill in the blanks with ALREADY or YET:

1. He hasn't called us
2. They have sent the letter.
3. Samson has bought the tickets for the cricket match.
4. We have been to Trichy three times.
5. You haven't visited Tokyo
6. Has Rahim bought a new car ?
7. The train has left.
8. Has she done it ? No, not
9. A: Haven't they arrived ? B: Oh, yes. They have arrived.
10. Hurry up! The programme has started.
11. Be careful! They have painted the door.
12. Haven't you seen the movie ?

F) Follow the example and do the same using JUST:

Example: he / go out - What has he JUST done? - He has JUST gone out.

1. She / returned from the USA
.....

2. they / watch the news

.....

3. I / finish preparing dinner

.....

4. he / put on the coat

.....

5. he / catch a fish

.....

6. he / call a cab

.....

7. you / write a letter

.....

G) Put the verbs in the correct tense. Use the SIMPLE PAST or the PRESENT PERFECT:

1. Ria..... (finish) her work yet?

2. They (just / go) out.

3. you (send) the letters yet?

4. They (not / see) the film yet.

5. The plane (just / arrive).

6. you (ever / be) in a recording studio?

7. I (lose) my purse. I can't find it anywhere.

8. My handbag isn't here. Somebody (take) it.

H) Rewrite the following sentences twice, using SINCE and FOR:

Example: I haven't seen you. (Christmas / 3 days)

a) I haven't seen you SINCE Deepavalli.

b) I haven't seen you FOR 3 days.

1. We've been here. (an hour / 4 o'clock)

a)

b)

2. She hasn't spoken to me. (2 weeks / last / last week)

- a)
b)
3. They've lived in this street. (1970 / a long time)
a)
b)
4. I haven't had time to do it. (last Monday / a few days)
a)
b)
5. We haven't bought a new one. (ages / many years)
a)
b)

Unit V

(18 hours)

1. Listening and Speaking

- a. Group discussion

2. Reading and writing

- b. Reading diagrammatic information – interpretations

maps, graphs and pie charts

- c. Writing short essays using the language of comparison and contrast

3. Grammar in Context: Voice (Show the relationship between Tense and Voice)

GROUP DISCUSSION

Where it begins:

Group Discussion need not be daunting. Just go back to the times when you sat around the table in a restaurant and discussed matters of interest with your friends. Even at home, sitting with family and sharing a meal could also be a time for interesting discussions.



(Picture: <https://www.needpix.com/photo/598828/classroom-cooperative-learning-discussion-group-work-school-students-teaching>)

Formal Discussions:

As you get ready for professional life, you should be able to participate in a discussion. Discussion is the lifeline of creative and progressive organisations. Being creative and innovative is important. But equally important is your ability to communicate your ideas in a group without feeling inhibited or without being too aggressive and offending others in the group. Participation in group discussion is indeed a skill. While arguments due to disagreements might be accepted and forgiven by friends and family, it is totally unacceptable in formal discussion.



What is Group Discussion?

Group Discussion (GD) is a methodology or in a simple language it may be called an interview process or a group activity. It is used as one of the best tools to select prospective candidates for a job or seat in an institute of higher learning.

How is a GD conducted?

In this methodology, a group of candidates is given a topic or a situation, given a few minutes to think about the same, and then asked to discuss the topic among themselves for 15-20 minutes. It is a very useful tool to screen a candidate's potential and skills.

How does GD work in terms of assessment?

Group discussion is handy because the evaluation is on a comparative basis. In a one-to-one interview or pen-to-paper test, this kind of comparative evaluation is not so easy. GD as a methodology is effective in gauging whether the candidate has the required personality traits and skills. GD evaluation is done by the subject experts based on the discussions. At the end of the discussion, a report is prepared based on the observations of the experts.

Some of the personality traits the GD is trying to gauge may include:

- *Communication skills
- *Interpersonal Skills

- *Leadership Skills
- *Motivation
- *Team-BuildingSkills
- *Analytical/LogicalSkills
- *Reasoningability
- *Thinking out of the box
- *Initiative
- *Assertiveness
- *Flexibility
- *Creativity
- *Ability to think on one'sfeet

Why do organizations prefer GD as a method of testing and evaluation?

After putting a candidate through a session where the candidate's technical knowledge and conceptual skill is tested, institutesput the candidate through the next level of testing, which is the GD.The objective is to get to know the candidate as a person and gauge how well s/he will fit in their institute, because, whatever a person's technical skill might be, s/he has to be a team player: GD evaluates how you can function as a part of a team. As a manager or as a member of an organization you will always be working in teams. Therefore how you interact in a team becomes an important criterion for your selection. Managers have to work in a team and get best results out of teamwork. That is the reason why management institutes include GD as a component of the selection procedure.

To summarise, companies conduct group discussion after the written test to assess your

- *Interactive Skills (how good you are at communication with other people)

*Behaviour (how open-minded are you in accepting views contrary to your own)

*Participation (i.e. if you are an active speaker and fully involved in the discussion)

*Contribution (i.e. whether you put the group objective above your own)

*VerbalCommunication (fluency and command of the language)

*Non-verbalbehaviour (your body language)

*Confirmationtonorms (whether you will abide by the rules of the organisation)

*Decision-makingability

* Cooperation

Activity:

The class teacher may divide the students into groups and choose some of the following topics for discussion:

1. Safety of industrial and construction workers
2. Making healthcare available to all
3. Using renewable energy to reduce pollution
4. Promoting the fitness culture
5. Consumer awareness
6. Wasteful expenditure at weddings
7. Nature cures versus allopathy
8. Child labour

a.READING DIAGRAMMATIC INFORMATION: INTERPRETING CHARTS, GRAPHS AND MAPS

AIM: By the end of the lesson, the learners will be able to interpret charts, graphs and maps. They will also be able to use appropriate vocabulary to describe them.

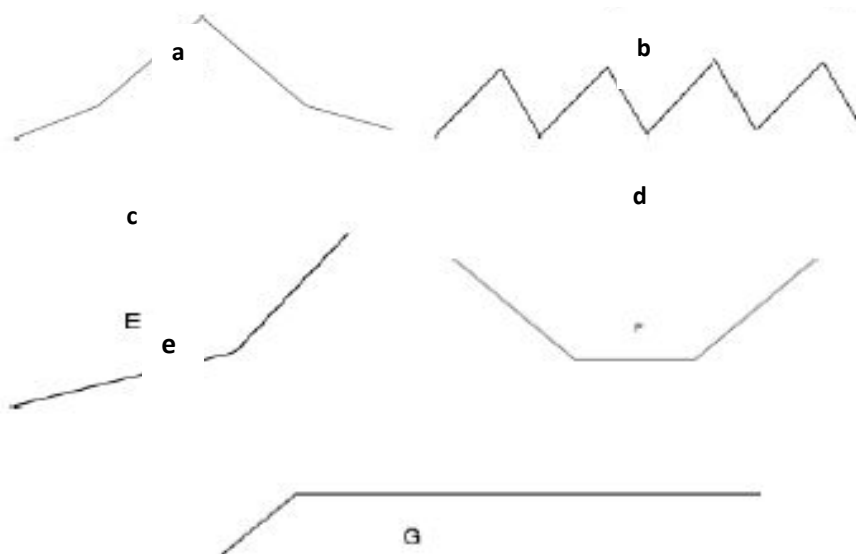
Pre Task

Let us now discuss in the class about, the kinds of data that can be represented by graphs and charts and further, the different kinds of charts and graphs (bar graphs, pie-charts etc.) Let us brainstorm to arrive at the words commonly used while talking about such data. It is possible that these words in the textbox are on your classroom board as well.

cricket scores	trends in sales	existing green cover
decreasing	change in green cover	Increasing
marginal rise	steep drop remain steady	
Changes in trend	go up a little	fluctuate

Task 1

Given below are five graphs depicting the run rate of the Indian cricket team in each match in a tournament. Match the graphs with the sentences that best describe them.

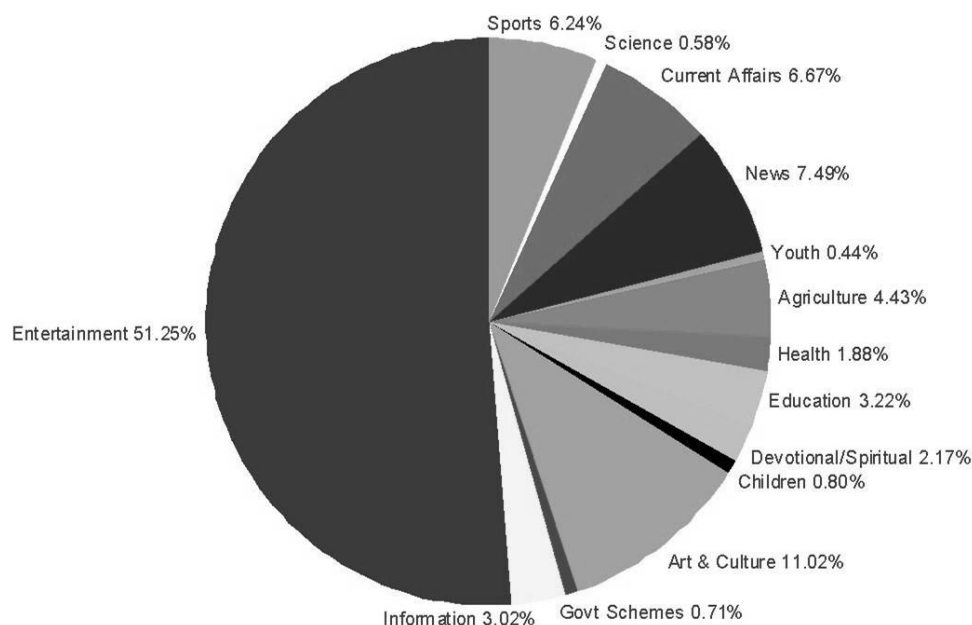


1. The runrate fluctuated through the match.
2. The run rate was very low in the beginning but it rose sharply and then remained steady.
3. They began very badly, then improved marginally and suddenly showed tremendous improvement.
4. The run rate was a bit poor in the first few overs, then it showed a sharp rise before falling.
5. They began with a high run rate but soon the run rate showed a sharp fall and remained bad for a few overs. After this, it rose sharply.

Once you have worked out the depiction of the 'run-rate', please turn your attention to Task 2

Task 2

Given below is a pie-chart depicting the percentage of people watching the various categories of TV channels in Chennai. Read the pie-chart and answer the questions.

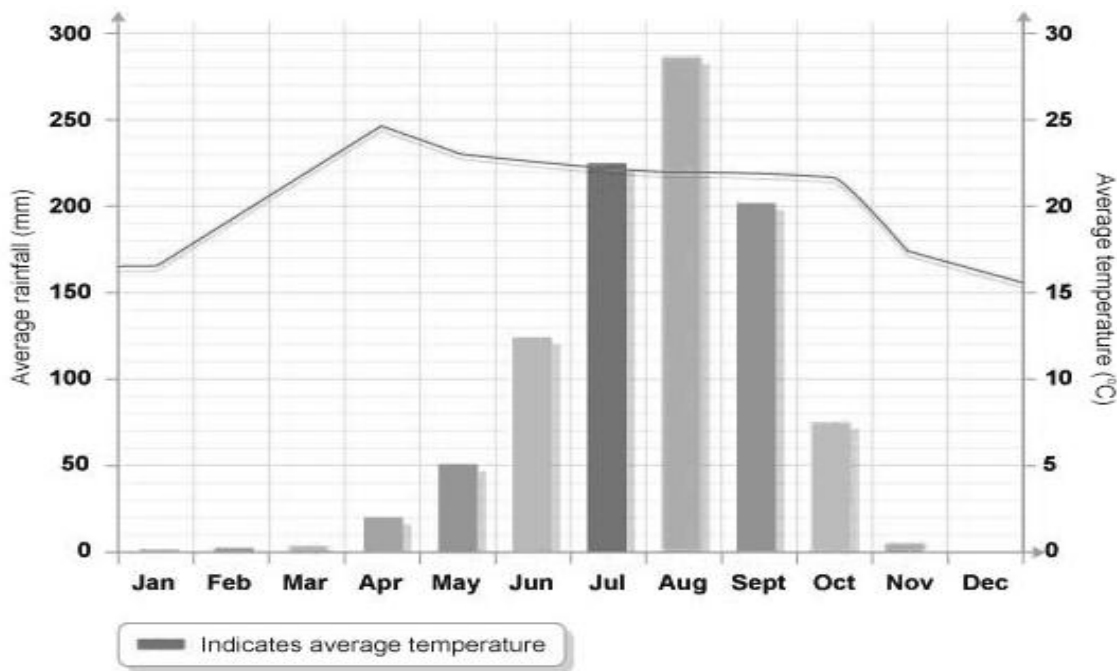


1. Which category of channels has the least viewership?
2. Discovery Culture is a new channel that deals with the art, culture and heritage of different places in the world. What percentage of viewership does the category it belongs to have?

3. Sirippoli, the Tamil comedy channel, belongs to a category that has _____ percentage of viewership.
4. Ramya's grandmother finds it difficult these days to make a trip to Velankanni. So she prefers to watch the Mass being telecast live on TV. Which category of channels will she watch? What is the viewership percentage of that category?

Task 3

Read the graph depicting average rainfall and temperature of a city through a year and answer the questions that follow.



1. Which month has recorded the highest temperature?
2. Which month has the highest amount of rainfall?
3. The peak monsoon season for this city is from _____ to _____.
4. The driest months of the year are:
5. What is the range of the average temperature?

6. Is the temperature the same all year round? If it is different, how many seasons does the location experience?
7. Which months are the warmest and which are the coldest?
8. Which months do you think the city will be most uncomfortable to live in and why?
9. With the rainfall and temperature information, briefly describe the climate of the city between May and August.

Pre Task

Let us discuss the different uses to which maps can be put. Now write these down on the blackboard/ notebook. Some of the phrases we use in relation to making a journey are: 'finding our way,' 'gauging distances' and 'identifying directions' 'finding alternate routes', 'finding specific places' (such as hotels, petrol bunks etc.). You can also list the words and phrases you have heard while using Google maps. These words should be listed out, either on the blackboard or your notebook (or both)

When you use Google maps you will come across Words / phrases such as:

Go straight for 2 km, turn right on Cathedral Road, turn left at Saidapet Signal etc.

Task: 2

Jot down all that you think "Google maps" would tell you if you sought its help to journey to another city (Bangalore/Kanchipuram)

Pre Task

- Let us discuss the various components of a map and put these down on the blackboard. Legend, scale and directions are a few components. We can also engage our minds to seek out vocabulary related to positions – words such as adjacent to, parallel to, opposite to should emerge from this. It is important to use these phrases correctly. Let us now steer the discussion to the four directions (East, West, North and South) and the four intermediate directions (North East, South West, South East and North West).*
- You can also take out your college handbooks and open the page which has the College map. You can work in pairs, and complete the following activities.*

Task 1

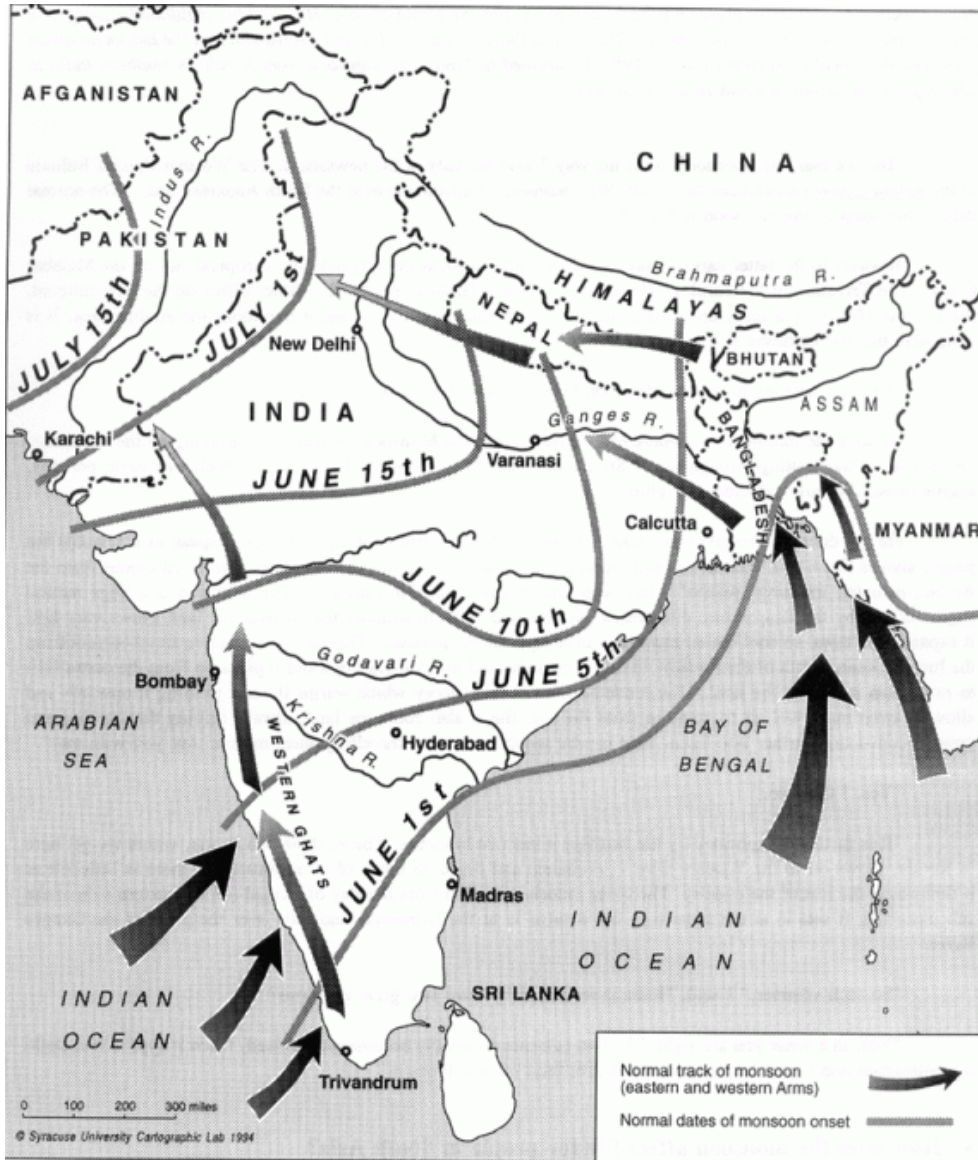
Answer the following questions.

I.

- Are there roads adjacent to the College? If so, name them.
- What is the name of the building to the East of the Main Block?
- Which is the building in the College farthest from the gate?
- Which part of the College is closest to the main road?
- How would you describe the location of the college hostel?

Task 2

Read the following map of India showing the movements of different winds over the country and answer the questions.



1. When does the monsoon usually start in Pakistan?
2. Hyderabad can expect rains to start from _____.
3. The city at the southernmost point, as seen in the map, is _____.
4. Arrange the following places in the chronological order of the onset of monsoon
Varanasi Karachi Hyderabad Trivandrum
5. Name the river that flows between Madras and Hyderabad.

6. The monsoon that brings rains to Calcutta moves in which of the following directions?
- a. Northern b. Eastern c. Western d. Southern

b. WRITING SHORT ESSAYS USING THE LANGUAGE OF COMPARISON AND CONTRAST

Have you heard the expression, there are two sides to every coin?

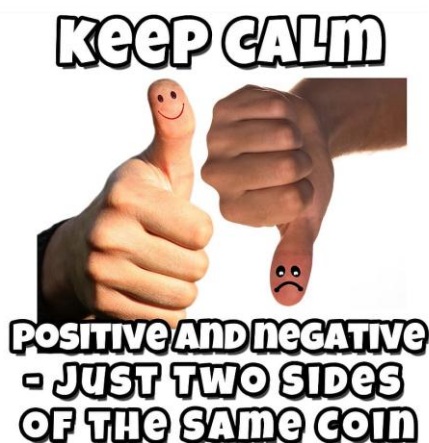
The expression is metaphorical and conveys that with regard to any issue/product there are merits and demerits, positive and negative aspects.



One of the benefits of college education is analytical and critical thinking. College education is not only about making you employable, but also about the making of an intellectual. Thinking patterns are nurtured and honed in the college environment through thought-provoking assignments, debates, oratorical competitions and essay writing contests.

The art of “using the language of comparison and contrast” comes in handy for effective presentation of intellectually stimulating ideas. It is an excellent academic/intellectual exercise. Moreover, it is a cogent way of expressing.

To compare is to examine how things are similar, while to contrast is to see how they differ. A compare and contrast essay takes into



consideration the similarities between two or more objects and the differences as well. In the academic context, with regard to college assignments and exam questions, you are often called upon to “compare and contrast”. This type of essay writing assignment is the

teachers' way of testing your understanding of theories, methods, historical periods, characters in a novel etc.

Structure

There are two main ways to structure a compare and contrast essay, namely using a *block* or a *point-by-point* structure. For the *block* structure, all the information about one of the objects being compared/contrasted is given first, and all the information about the other object is listed afterwards. This type of structure is similar to the block structure used for cause and effect and problem-solution essays.

For the *point-by-point* structure, each similarity (or difference) for one object is followed immediately by the similarity (or difference) in the other. Both types of structure have their merits. The former is easier to write, while the latter is generally clearer as it ensures that the similarities/differences are more explicit. The two types of structure, *block* and *point-by-point*, are shown in the diagram below.

Block

Introduction
Object 1 - Point 1
Object 1 - Point 2
Object 1 - Point 3
Transition sentence/paragraph
Object 2 - Point 1
Object 2 - Point 2
Object 2 - Point 3
Conclusion

Point-by-point

Introduction	
Point	1
Object 1 – Object 2	
Point	2
Object 1 – 2	
Point	3
Object 1 – Object 2	
Conclusion	

Compare and Contrast Structure Words

Compare and contrast structure words are transition signals which show the similarities or differences. Below are some common examples.

Compare

- Similarly
- Likewise
- also
- both... and...
- not only... but also...
- neither... nor...
- just like (+ noun)
- similar to (+ noun)
- to be similar (to)
- to be the same as
- to be alike
- to compare (to/with)

Examples

- Computers can be used to communicate easily, for example via email. **Similarly/Likewise**, the mobile phone is a convenient tool for communication.
- **Both** computers **and** mobile phones can be used to communicate easily with other people.
- **Just like** the computer, the mobile phone can be used to communicate easily with other people.
- The computer **is similar to** the mobile phone in the way it can be used for easy communication.

Contrast

- However
- In contrast
- In comparison
- By comparison
- On the other hand
- while
- whereas
- but
- to differ from
- to be different (from)
- to be dissimilar to
- to be unlike

Examples

- Computers, although increasingly small, are not always easy to carry from one place to another. **However**, the mobile phone can be carried with ease.

- Computers are generally not very portable, **whereas** the mobile phone is.
- Computers **differ from** mobile phones in their lack of portability.
- Computers **are unlike** mobile phones in their lack of portability.

Criteria for comparison/contrast

When making comparisons or contrasts, it is important to be clear what *criteria* you are using.

Study the following example, which contrasts two people.

Arun and Varun **differ** in four ways. The first difference is height. Arun is tall, **while** Varun is short. A second difference is strength. Arun is strong. **In contrast**, Varun is weak. A third difference is appearance. Arun, who is average looking, **differs from** Varun, who is handsome. The final difference is intelligence. Arun is of average intelligence: Varun, **on the other hand**, is very intelligent.

Can you see that the writer has established 4 criteria to show how Arun and Varun differ from each other?

Example essay

Below is a compare and contrast essay. This essay uses the point-by-point structure.

Question:

Compare and contrast methods of communication used today with those of yesteryears.

Answer:

A few decades ago letters and telephone were the means by which people communicated over long distances. Nowadays we have a whole range of

communication tools, ranging from email to instant messaging and video calls. While similarities exist between the present and previous means of communication, they differ with regard to their speed and the range of tools available. One similarity between current and previous methods of communication relates to the form of communication. In the past, written forms such as letters were frequently used, in addition to oral forms such as telephone calls. Similarly, people nowadays use both these forms. Quite similar to the communication in the past, written forms of communication are prevalent even today, i.e. the email and text messages are 'electronic'. In addition, oral forms are still used: these



include speaking over telephone, mobile phone and voice messages which are instant messaging services.

However, there are clearly many differences in the way we communicate over long distances, the most notable of which is speed. This is most evident in relation to written forms of communication. In the past, letters would take

days to arrive at their destination. In contrast, an email arrives almost instantaneously and can be read seconds after it was sent. While letters and telephone (booking trunk calls and later STD) were the only tools available fifty years ago, there are today vast arrays of communication methods available. These include not only the telephone, letter, email and text messages already mentioned, but also video conferences via software such as Skype or mobile phone apps such as WeChat, and social media such

as Facebook and Twitter. In conclusion, methods of communication have greatly advanced over the past fifty years. While there are some similarities, such as the forms of communication, there are significant differences, chiefly in relation to the speed of communication and the range of communication tools available. There is no doubt that technology will continue to progress in future, and the advanced tools which we use today may one day also become outdated.



Exercises:

1. Compare and contrast the economies of India and China
2. Evaluate education of women before and after Indian Independence
3. Compare and contrast online teaching and real-time classroom teaching.

GRAMMAR IN CONTEXT

THE RELATIONSHIP BETWEEN TENSE AND VOICE

Since you have already learnt (in your lesson on Verbs), about how the verb undergoes a change with tense, we can now observe another dimension, namely the relationship between 'voice' and 'tense'. Let us revise what we have learned about the relationship between 'verb' and 'tense' from the example given below:

Present Tense

Verb	Person	Simple Present	Present Continuous	Present Perfect	Present Perfect Continuous
Read	I/We	I read	I am reading	I have read	I have been reading
		We read	We are reading	We have read	We have been reading
	You	You read	You are reading	You have read	You have been reading
	He/She/It	He/She/It reads	He/She/It is reading	He/She/It has read	He/She/It has been reading
	They	They read	They are reading	They have read	They have been reading

Past Tense

Verb	Person	Simple Present	Present Continuous	Present Perfect	Present Perfect Continuous
Read	I/We	I read	I was reading	I had read	I had been reading
		We read	We were reading	We had read	We had been reading
	You	You read	You are reading	You have read	You have been reading
	He/She/It	He/She/It read	He/She/It was reading	He/She/It had read	He/She/It had been reading
	They	They read	They were reading	They had read	They had been reading

The above examples are in the ACTIVE VOICE. The object in these expressions is implied. The whole sentence could be:

I read a book

OR

I read a magazine

OR

I read the newspaper

(Interestingly 'read' appears to be the same in print, whether in present or past tense. The pronunciation of 'read' is, as you might already know, different in the present and past tense.)

TENSE AND VOICE: SOME OBSERVATIONS

1. The position of the subject and object is interchanged when a sentence is changed from active voice to passive voice

I read a book (Active voice)

A book **is read by** me (Passive voice)

He ate mangoes (Active voice and past tense)

Mangoes **were eaten by** him (Passive voice and past tense)

I cook a meal (Active voice and Present tense)

A meal **is cooked by** me (Passive voice and Present tense)

I cooked a meal (Active voice and Past tense)

A meal **was cooked by** me (Passive voice and Past tense)

Did you notice how the 'verb' undergoes a change with change in voice?

2. The 'verb' phrase undergoes a change when the sentence is changed from active voice to passive voice

E.g. I cook a meal (Active & present tense) &

A meal is cooked by meal (Passive& present tense)

EXERCISE I

Complete the following text using ACTIVE or PASSIVE forms of the verbs in the parentheses. Be careful about using the correct tense.

This is a journal entry of a Bulgarian girl. She is explaining her concerns about chicken flu. A couple of weeks ago, in Romania, chicken flu _____ (discover). I _____ (think) that it _____ (come) from Turkey, which _____ (locate) only a couple of hundred miles south of Romania. Now, people _____ (give) injections, and a lot of chickens _____ (kill) for the purpose of keeping the virus from spreading. No reports of human victims _____ (report) until now. A case like that definitely presents a big problem for everybody. In a society such an event may even cause mass panic. The reason I'm concerned is because my homeland of Bulgaria is a country that _____ (separate) Romania and Turkey. It is really easy for the disease to find its way out of those two countries. Then the danger may become real because viruses like that can spread like wild fire and therefore get out of control long before anybody even takes notice. We all _____ (know) the movie "Outbreak". The situation with the chicken flu virus cannot get that bad obviously, but it can definitely cause some damage. Therefore, precautionary matters _____ (should / take) immediately in all the neighbouring countries of Romania and Turkey, plus the nations that _____ (import) chickens from Turkey.

The following charts will help you understand all the nuances of changing from 'active' to 'passive' voice:

Verb	Person	Voice	Simple Present	Present Continuous	Present Perfect	Perfect Continuous
Play	First person: I/We	Active Voice	I play the keyboard	I am playing the keyboard	I have played the keyboard	I have been playing the keyboard
		Passive Voice	The keyboard is played by me	The keyboard is being played by me	The keyboard has been played by me	
		Active Voice	We play the keyboard	We are playing the keyboard	We have played the keyboard	We have been playing the keyboard
		Passive Voice	The keyboard is played by us	The keyboard is being played by us	The keyboard has been played by us	
	You	Active Voice	You play the keyboard	You are playing the keyboard	You have played the keyboard	You have been playing the keyboard
		Passive Voice	The keyboard is played by you	The keyboard is being played by you	The keyboard has been played by you	

	He/She/ It	Active Voice	He plays the keyboard	He/She/It is playing the keyboard	He/She/It has played the keyboard	He/She/It has been playing the keyboard
		Passive Voice	The keyboard is played by him/her/it	The keyboard is being played by him/her/it	The keyboard has been played by him/her/it .	

PRESENT TENSE

EXERCISE I

Read this dramatic poem and notice the many sentences/phrases which are in active voice. They have been underlined for you. Try to change the underlined expressions from active to passive voice.

(Read "ye" as "you": "Ye" means "you" in old English)



He Fell Among Thieves

(By Sir Henry Newbolt)

'Ye have robb'd,' said he, 'ye have slaughter'd and made an end,

Take your ill-got plunder, and bury the dead:

What will ye more of your guest and sometime friend?'

'Blood for our blood,' they said.

He laugh'd: 'If one may settle the score for five,

I am ready; but let the reckoning stand til day:

I have loved the sunlight as dearly as any alive.'

'You shall die at dawn,' said they.

He flung his empty revolver down the slope,

He climb'd alone to the Eastward edge of the trees;

All night long in a dream untroubled of hope

He brooded, clasping his knees.

He did not hear the monotonous roar that fills

The ravine where the Yassinriver sullenly flows;

He did not see the starlight on the Laspur hills,

Or the far Afghan snows.

He saw the April noon on his books aglow,

The wistaria trailing in at the window wide;

He heard his father's voice from the terrace below

Calling him down to ride.

He saw the gray little church across the park,

The mounds that hid the loved and honour'd dead;

The Norman arch, the chancel softly dark,

The brasses black and red.

He saw the School Close, sunny and green,

The runner beside him, the stand by the parapet wall,

The distant tape, and the crowd roaring between,

His own name over all.

He saw the dark wainscot and timber'd roof,

The long tables, and the faces merry and keen;

The College Eight and their trainer dining aloof,

The Dons on the daïs serene.

He watch'd the liner's stem ploughing the foam,

He felt her trembling speed and the thrash of her screw;

He heard the passengers' voices talking of home,

He saw the flag she flew.

And now it was dawn. He rose strong on his feet,

And strode to his ruin'd camp below the wood;

He drank the breath of the morning cool and sweet:

His murderers round him stood.

Light on the Laspur hills was broadening fast,

The blood-red snow-peaks chill'd to dazzling white;

He turn'd, and **saw the golden circle at last,**

Cut by the Eastern height.

'O glorious Life, Who dwellest in earth and sun,

I have lived, I praise and adore Thee.' A sword swept.

Over the pass the voices one by one

Faded, and the hill slept.

EXERCISE II

Rewrite the following sentences active voice:



1. The bill has been paid by Rohit.
2. A special dosa has been eaten by me.
3. Five miles have been cycled by us.
4. The present has been opened by me.
5. The book has not been read by them.
6. The parcel has not been sent by you.
7. This issue has not been agreed to by us.
8. The thieves have not been caught by them.
9. Have we been noticed by them?
10. The job has not been appreciated by the boss.

PAST TENSE

Verb	Person	Voice	Simple past	Past continuous	Past perfect	Perfect continuous
Repair	First person I	Active	I repaired the car	I was repairing the car	I had repaired the car	I had been repairing the car
		Passive	The car was repaired by me	The car was being repaired by me	The car had been repaired by me	
	WE	Active	We repaired the car	We were repairing the car	We had repaired the car	We had been repairing the car
		Passive	The car was repaired by us	The car was being repaired by us	The car had been repaired by us	

	Second person You	Active	You repaired the car	You were repairing the car	You had repaired the car	You had been repairing the car
		Passive	The car was repaired by you	The car was being repaired by you	The car had been repaired by you	
	Third person He/she/it	Active	He/she/it repaired the car	He/she/it was repairing the car	He/she/it had repaired the car	He/she/it had been repairing the car
		Passive	The car was repaired by him/her/it	The car was being repaired by him/her	The car had been repaired by him/her	

EXERCISE I

Fill in each blank with either the passive voice or the active form of the simple past tense of the verb in the brackets.

- The radio _____ by Guglielmo Marconi in 1896. (invented / was invented)
- In the 19th century, bicycles along with horses _____ (were ridden/ rode)
- I _____ my room after the birthday. (didn't tidy/ wasn't tidied)
- A famous painting of Ravi Varma _____ in the auction yesterday. (sold/was sold)
- The electricians _____ the new smoke alarm system last week. (were tested/ tested)

6. All the students in our class _____ the Tamil exam. (passed/ were passed)
7. Google _____ by Sundar Pitchai. (is headed/ are headed)
8. I _____ my bag all by myself. (packed/ was packed)
9. Donald Trump _____ as President of the United States in the November 8, 2016 election. (elected/ was elected)
10. Joyce _____ a second chance by the school administration. (gave/ was given).

EXERCISE II

Change the following sentences into the passive voice and underline the modified verb

1. Megha was writing a poem.
2. She made a third attempt.
3. The boy asked a difficult question.
4. She wrote an award-winning novel.
5. The terrorists blew up the bridge.
6. The police caught the thief.
7. The woman was washing clothes.
8. The masons were building the house.
9. Mother was making a cake.
10. The girl was painting a picture.

FUTURE TENSE

Verb	Person	Voice	Simple future	Future continuous	Future perfect	Perfect continuous
Write	First person I	Active	I will/shall write a poem	I will/shall be writing a poem	I will/shall have written a poem	I will/shall have been writing a poem
		Passive	A poem will/shall be written by me		A poem will/shall have been written by me	I would/should have been writing a poem
	We	Active	We will/shall write a poem	We will/shall be writing a poem	We will/shall have written a poem	We will/shall have been writing a poem
		Passive	A poem will/shall be written by us		A poem will/shall have been written by us	a poem would/should have been written by us
	Second person You	Active	You will/shall write a poem	You will/shall be writing a poem	You will/shall have written a poem	You will/shall have been writing a poem
		Passive	A poem will be written by you		A poem will/shall have been written by you	A poem would/should have been written by you
	Third person He/she/it	Active	He/she/ - will/shall write a poem	He/she will be writing a poem	He/she will have written a poem	He/she would /should have written a poem

		Passive	A poem will/shall be written by him/her		A poem will/shall have written by him/her	A poem would/should have been written by him/her

EXERCISE I

Change the passive tenses into active

1. He **will be helped** by me.
2. The invitation **will be accepted** by them.
3. Mark **will be invited** by Jane to the party.
4. The puzzle **will be solved** by her.
5. The fee **will be paid** by him.
6. Two tickets **will be booked** by me.
7. Her piano **will be brought** by her.
8. A new car **will be bought** by me.
9. They **will be visited** by her.
10. He **will be killed** by them.

EXERCISE II

Read the short story and answer the following questions using the future perfect tense

Shawn is in the army. Tomorrow, he will leave home to join his troops overseas for 18 months. He will have trained for 8 months by the time he

leaves. He will have worked very hard by the time he comes. By the time he returns, he is going to have been gone for eighteen months. His wife will have worried about him all that time. They will have written many letters by the time he comes home. She will be happy when he safely returns.



1. For how many months will Shawn have trained by the time he leaves to go overseas?
2. By the time he returns, for how long would he have been gone?
3. What would they have written by the time Shawn comes home?
4. Shawn comes home?



Communicative English II

(For Students of Arts & Science Colleges)



Semester 1

TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION
(TANSCHÉ)

Communicative English - Semester-II [part-II -English]

Weightage: 3 Credits

Duration: 90 hrs

Unit I

(18 hours)

1. Listening and Speaking
 - a. Listening and responding to complaints (formal situation)
 - b. Listening to problems and offering solutions (informal)
2. Reading and writing
 - a. Reading aloud (brief motivational anecdotes)
 - b. Writing a paragraph on a proverbial expression/motivational idea.
3. Word Power/Vocabulary
 - a. Synonyms & Antonyms
4. Grammar in Context
 - a. Adverbs
 - b. Prepositions

Unit II

(20 hours)

1. Listening and Speaking
 - a. Listening to famous speeches and poems
 - b. Making short speeches- Formal: welcome speech and vote of thanks.
Informal occasions- Farewell party, graduation speech
2. Reading and Writing
 - a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic)
 - b. Reading poetry
 - b.i. Reading aloud: (Intonation and Voice Modulation)
 - b.ii. Identifying and using figures of speech - simile, metaphor, personification etc.
3. Word Power
 - a. Idioms & Phrases
4. Grammar in Context
 - a. Conjunctions and Interjections

Unit III

(18 hours)

1. Listening and Speaking

- a. Listening to Ted talks
 - b. Making short presentations – Formal presentation with PPT, analytical presentation of graphs and reports of multiple kinds
 - c. Interactions during and after the presentations
2. Reading and writing
- a. Writing emails of complaint
 - b. Reading aloud famous speeches
3. Word Power
- a. One Word Substitution
4. Grammar in Context
- a. Sentence Patterns

Unit IV

(16 hours)

- 1. Listening and Speaking
 - a. Participating in a meeting: face to face and online
 - b. Listening with courtesy and adding ideas and giving opinions during the meeting and making concluding remarks.
- 2. Reading and Writing
 - a. Reading visual texts – advertisements
 - b. Preparing first drafts of short assignments
- 3. Word Power
 - a. Denotation and Connotation
- 4. Grammar in Context:
 - a. Sentence Types

Unit V

(18 hours)

- 1. Listening and Speaking
 - a. Informal interview for feature writing
 - b. Listening and responding to questions at a formal interview
- 2. Reading and Writing
 - a. Writing letters of application
 - b. Readers' Theatre (Script Reading)
 - c. Dramatizing everyday situations/social issues through skits. (writing scripts and performing)
- 3. Word Power
 - a. Collocation
- 4. Grammar in Context
 - a. Working With Clauses



**COMMUNICATIVE
ENGLISH
SEMESTER - II**



**Tamil Nadu State Council For Higher Education
(TANSCH)**

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PREFACE

This textbook on Communicative English envisioned under the leadership of the Hon. Chief Minister of Tamilnadu, Thiru. Edappadi K.Palaniswami by the Honorable Minister for Higher Education Thiru. K.P. Anbalagan, and Principal Secretary to Government, Department of Higher Education, Selvi. Apoorva, I.A.S., is a pioneering venture and strategic intervention in higher education in Tamil Nadu. It has been prepared with the unstinted support of Thiru. Vivekanandan, I.A.S. Member Secretary, TANSCH (Tamil Nadu State Council for Higher Education)

Tamil Nadu has the distinction of having the highest GER (Gross Enrolment Ratio) of 50 %, in higher education in the country: this figure attests to the efforts of the government to empower the youth of the state by enhancing access to higher education.

The Communicative English for Semester II has built on the competencies developed in Semester 1 and carries forward the objective to enrich and equip the student in the first year of the course: having the wherewithal to cope with the demands of education in an institution of higher learning and making the most of the opportunity of tertiary education, with the learning tools provided in the textbook should prove to be a life transforming experience for the students entering college and set them on the path to realizing their full potential.

The confluence of the stakeholders' (students') motivation and the facilitators' (teachers') dedication is bound to produce amazing results.

Unit I

(18 hours)

1. Listening and Speaking

- a. Listening and responding (to complaints – formal situation)
- b. Listening to problems and offering solutions (informal)

2. Reading and writing

- a. Reading aloud (brief motivational anecdotes)
- b. Writing a paragraph on a proverbial expression/motivational idea.

3. Word Power/Vocabulary

- a. Synonyms & Antonyms

4. Grammar in Context

- Adverbs
- Prepositions

LISTENING AND SPEAKING

In the Listening and Speaking section of this unit the focus is on listening to “complaints” (in a formal context) and listening to “problems and offering solutions” (informal). “Complaints” call for “action” to be taken after the facts have been ascertained. With regard to listening to “problems”, the listener has to practice *active listening* and “offer solutions” or “suggest ways” by which the problem can be solved. The onus to solve the problem is not on the listener. Decision-making rests with the one who shares the problem and seeks solutions.

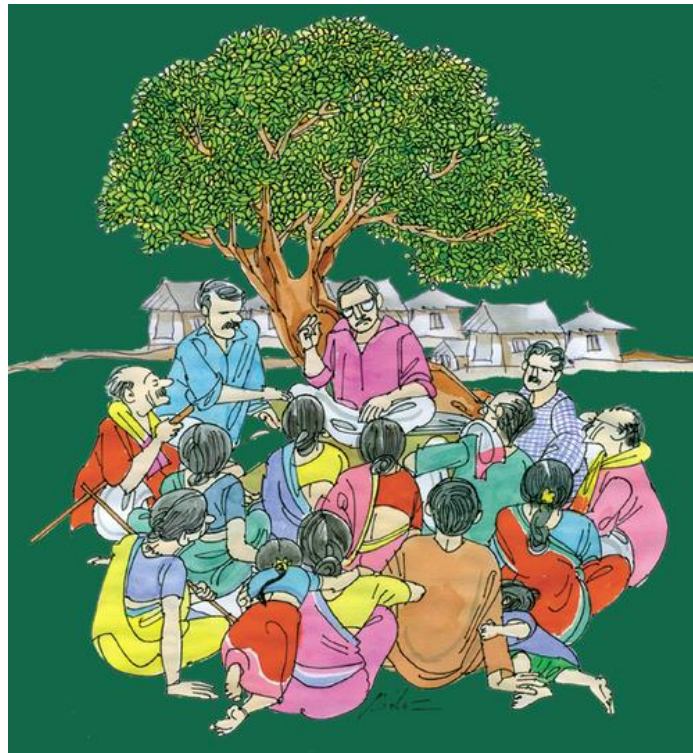
Listening and responding to complaints (formal situation)

Complaints could be made in a forum or individually

Making Complaints in a Forum

The healthy practice of listening and responding to complaints is deeply ingrained in the administrative system of our country. The village

panchayat is a forum where complaints are received and issues resolved.



Such meetings take place even in a modern office environment. Here again the aim of the meeting is to discuss issues raised and sort out problems.



Complaints could also be made by individuals over the phone. The complaints made over the phone usually pertain to products and services.

In case you have a problem with an item you have purchased online, you could call the customer care centre of that company and make your complaint. With services provided by the government such as electricity

and water, there is a number designated for receiving complaints from the public. There are two samples of conversations pertaining to lodging complaints.

1. In A Forum

The Councillor of Washermanpet visits his ward. The meeting has been arranged by the residents of Alwarnagar of Washermanpet. Examine the conversation given below to learn phrases and expressions used in making complaints.

Alwarnagar Secretary: Vanakkam, residents of Alwarnagar. It is our privilege to have with us the Councillor of our ward. He has responded to our letter in which we have expressed all the needs of our nagar. He has visited our nagar today to listen to us and address all the outstanding issues.

Councillor: Thank you Thiru. Srinath, Secretary of the Alwarnagar Welfare Association. I have made time to get a first hand account of the issues you are facing and will do my best to solve them.

Arunkumar (Resident): Vanakkam sir. I am Arunkumar, residing at 12th Cross Street. I would like to bring to your attention the drains that are blocked: that is why rainwater stagnates in the street. If

you had done some work on preparedness for the monsoon, by clearing these drains, we wouldn't have faced this problem.

Councillor: Sir. *You have rightly pointed* out one of the causes for flooding of the streets. *I would also like to inform* you that prior to the arrival of the monsoon, clearance of storm drains was undertaken. You, who have lived in this area for more than twenty years know that many of the old independent houses are replaced by residential apartments. This a major reason for the flooding of this locality. We should work towards increasing the capacity of these drains.

Ramesh (Resident): Sir, first of all let me congratulate you on becoming the Councillor. Sir. I have a complaint to make regarding our ration shop. The queue at the ration shop is endless. It is very pathetic to see people standing in long queues. Could you use your good offices to get one more ration shop for our nagar and more staff in each ration shop so that the disbursement is quick?

Councillor: Mr. Ramesh, I agree with you. I shall make arrangements for an additional ration shop in this locality and post

additional staff. Quick disbursement will solve the problem of long queues

Sudha (Resident): Sir, I would like to bring to your notice that our nagar has not received the flood relief package. Other localities have received the money as well as the materials for flood relief.

Councillor: Madam, this relief is given only to areas designated as BPL (Below the Poverty Line). I'm afraid, this locality doesn't fit into that category.

President: Madam, I also made enquiries and I fully agree with the statement made by our Councillor. I also wish to add that we received the relief given in Phase 1. I understand that in Phase 2 the government has restricted the supply of money and materials only to BPL areas.

Friends, our Councillor has made time to be with us this morning. As he has another meeting in 15 minutes from now, he will take leave of us. Please feel free to bring the civic needs of our Alwarnagar to me and my fellow office-bearers. Thank you.

(Councillor waves goodbye and leaves)

Making a Complaint over the phone:

Cool Net Service: Hello, this Cool Net Customer Service. How can I help you?

Customer: I want to register a complaint regarding my internet service.

Cool Net Service: What has been the problem sir(madam)?

Customer: My connection snapped suddenly. It happened about 30 minutes ago.

Cool Net Service: Could you give me your customer number?

Customer: D: Yes, my customer number is 7654-321.

Cool Net Service: Let me check to see if we have already received a report. Well.....It hasn't been reported sir (madam). Give me a moment. Could you be on the line? I will check it out. The windy weather could have caused some disruption.

Customer: Yes, I will wait

Cool Net Service: I got in touch with the operator in your area. He says that a lot of trees have fallen due to the storm. The technical team will be at the site in a few minutes. They'll fix things up soon. You should be able to get your connection in an hour's time.

Customer: Thank you.

Here is a list of expressions used in making a complaint:

I'm sorry to say this but...

I have a complaint to make...

There seems to be a problem with...

I'm afraid there is a slight problem with...

Sorry to bother you but...

I'm not satisfied with...

Wouldn't be a good idea to...

There appears to be something wrong with...

I was expecting... but...

Sorry to bother you but...

I want to complain about...

I'm afraid I've got a complaint about...

I have to make a complaint about...

I don't understand why...

Excuse me but there is a problem...

Would you mind...?

Some expressions used in accepting a complaint:

I'm so sorry, but this will never happen again.

I'm sorry, we promise never to make the same mistake again.

I can't tell you how sorry I am.

I wish it had never happened.

Rejecting a complaint:

Sorry, there is nothing we can do about it.

Sorry but it's not our fault.

I'm afraid there isn't much we can do about it.

Activities:

1. Work in pairs for the following conversations:
 - a) Between a resident of an area and the EB office regarding power failure
 - b) Between a customer and an online service provider regarding a product (clock/mobile phone/any other), which has not arrived
 - c) Between a diner at a restaurant and the hotel manager about the food that is not of a good quality.
 - d) Between a customer and a furniture shop owner about a defect in a new piece of furniture discovered by the customer when the piece arrived.
 - e) Between a parent and a teacher. The parent complains that the teacher is too harsh with the child for not learning mathematics.

The teacher complains that the child is not cooperating with the teacher.

NB: The above exercises may also be taken as exercises in dialogue writing.

Listening to Problems and Offering Solutions (Informal)

Being a good listener can take you far in your career and relationships.

In the context of college life, you might be required to listen to the problems of a classmate or friend. Later, when you move into professional life, you might have to listen to clients. If you choose social work or counselling as a profession, your ability to “listen to problems and offer solutions” will determine your success with people who seek your help.

Understanding what a person is trying to convey requires the skill of active listening. Active listening is the process of listening attentively while someone else speaks, paraphrasing and reflecting back what is said. Active listening involves more than just hearing someone speak. When you practice active listening, you are fully concentrating on what is being said. You listen with all of your senses and give your full attention to the person speaking. Some of the features of active listening are:

- Being neutral and non-judgmental
- Listening with patience

- Giving verbal and nonverbal feedback, i.e. signs of listening (e.g., smiling, eye contact)
- Asking questions (but not too often and only at the right moment)
- Reflecting back what is said
- Asking for clarification
- Summarizing

In this way, active listening is the opposite of passive hearing.

With regard to language proficiency, our focus is on the diction used in offering solutions. The responses of the person listening to another's problems could be categorised as

- A) Expressions showing understanding and sympathy
- B) Expressions used when one gently disagrees
- C) Expressions to show that you have grasped the problem being shared
- D) Expressions used in offering solutions
- E) Expressions used as positive reinforcement.

Expressions showing understanding and sympathy could include:

- I understand what you are going through
- I sympathise with you
- This is what anyone in your place would feel
- This is indeed a difficult situation.

Expressions used when one gently disagrees

- You have a point. But could you look at it from a different angle?
- I'm afraid that might not be a helpful approach
- I'm afraid that you won't get far with that approach
- Do you think that would solve your problem?

Expressions to show that you have grasped the problem being shared

- I get what you are saying
- Allow me to sum up what you have said

Expressions used in offering solutions

- I would suggest that you.....
- Why don't you.....
- Since you have worked out the options, you must now choose one of them
- You need to take a decision/step
- You must refrain from taking this step/doing this
- That decision would be most ill-advised. I hope you will reconsider.
- Considering the merits and demerits, the options before us are.....

Comprehension:

1. What is "active listening"?

Exercise:

A person who is deep in debt shares his problem with a friend. The following paragraph is an excerpt from the advice given by his friend.

Refer to the expressions listed in the lesson and fill in the blanks with suitable expressions:

You have incurred this heavy debt. I understandthrough. You say that you have taken the loan for your brother's wedding and that all your family members should share this burden. You have a But could you look at it from a different.....? You have just said that none of your family members are concerned about the loan which you have taken in your name. To take another loan on higher interest to settle your debts would be most You musttaking this step. However,

you need to take ato settle your loans. You said that you have some jewellery and some land as well. Since you have worked out the....., you must now choose one of them.

READING AND WRITING

Reading

You must have known the basic techniques of effective reading based on the exercises and tasks given last term. So, let us do a bit of loud reading in order to enunciate language effectively and to comprehend the meaning.

Read the passage below as a group activity. Five people can read this as there are five characters and each can read a part. The entire class can read the passage five groups, each group taking one part.

The Seasons of Life

There was a man who had four sons. He wanted his sons to learn not to judge things too quickly. So he sent them each on a quest, in turn, to go and look at a pear tree that was a great distance away.

The first son went in the winter, the second in the spring, the third in the summer, and the youngest son in the fall.

When they had all gone and come back, he called them together to describe what they had seen.

The first son said that the tree was ugly, bent, and twisted.

The second son said no – it was covered with green buds and full of promise.

The third son disagreed, he said it was laden with blossoms that smelled so sweet and looked so beautiful, it was the most graceful thing he had ever seen.

The last son disagreed with all of them; he said it was ripe and drooping with fruit, full of life and fulfilment.

The man then explained to his sons that they were all right, because they had each seen but one season in the tree's life.

He told them that you cannot judge a tree, or a person, by only one season, and that the essence of who they are – and the pleasure, joy, and love that come from that life – can only be measured at the end, when all the seasons are up.

If you give up when it's winter, you will miss the promise of your spring, the beauty of your summer, and the fulfilment of your fall.

Don't judge a life by one difficult season. Don't let the pain of one season destroy the joy of all the rest.

(<https://livelifehappy.com/live-life-happy-stories/>, accessed on 13.12.20)

Tasks from the passage read.

1. Highlight the words for which you do not know the meaning.
2. Before referring to the dictionary, read the passage again and see whether you can guess the meaning of the unknown word and then check with the dictionary.
3. Read the passage more than once.

Exercises:

1. Find out the pronunciation of "pear." (Use an online aid)
2. Find out the difference between dropping and drooping.
3. Write a condensed version of the story and read it aloud.
4. Which season of life would you prefer and why?

WRITING

Writing a Paragraph on Proverbial Expressions

PARAGRAPH WRITING

Parts of a Paragraph

- Topic Sentence
- Supporting Sentences
- Concluding Sentence

The topic Sentence is the first sentence of the paragraph. It states the main idea reflecting the topic of the paragraph. The topic sentence should also convey what the rest of the paragraph will be about.

The Supporting Sentences that follow the topic sentence provide details, explanations or examples to support the topic sentence. These sentences expand on the main idea and are connected in a logical manner. Transition words and phrases are used to emphasise on the inter related progress of ideas.

The Concluding Sentence sums up the main idea and the supporting ideas presented. It is almost similar to the topic sentence but expressed in different words stating the conclusion.

Writing paragraphs on proverbial expressions:

Proverbs

What ornaments are to attire, proverbial expressions are to speech. They are great accessories. They lend style and charm to one's way of speaking.

What are Proverbs?

Proverbs are the traditional sayings of a country; short sentences that offer wisdom and are considered as advice to lead a good life. Sometimes proverbs are used in everyday communication to convey a

meaning or a message to the listeners. Proverbs are like moral teachings in short sentences to convey the importance of values essential for achieving success and happiness in life. There are proverbs that are specific to a place which reflect the lifestyle or customs of that place. Thus, proverbs based on different cultures and regions inform about diversity in humanity as well as uphold universal values of truth, self-discipline, honesty, personal integrity, kindness, the importance of hard work etc.

Proverbs are also used for effective communication as sayings in a single sentence instead of using long speeches for moralising purpose. The advantage of using a proverb also lies in giving a message in a nutshell.

Example:

Write a paragraph on the proverb given, in about eight to 10 lines:

The proverb, "As you sow, so will you reap" can be explained thus:

The metaphor of sowing the seed in agriculture is used here, to indicate the personal involvement and hard work of farming as labour as essential to get a good harvest to reap. This proverb has two interpretations. Firstly, it conveys the message that if you work hard, you will get good results. Whether it is wealth or intellectual enrichment, it is important to put in enough efforts to ensure good result. The benefit of a good harvest for monetary benefits is emphasised here. Similarly, in any life situation that requires personal dedication and hard work, the reward is assured depending on the intensity of one's efforts. The other meaning is that, whatever we do to others will come back to us as well. If we wish good for others and have good will for others, we will also get good will from others. If a person helps another person who requires help, according to the proverb, he or she will also be helped at the right moment when the help is required. The virtue of being kind and compassionate towards other human beings is emphasised through this proverb. When a person commits evil against another person, someday that evil will be returned to him or her.

A list of the common proverbs used in everyday communication is given below.

Proverbial Expression	Meaning
The early bird catches the worm	Do things promptly. If you are late, you will be a loser.
Make hay while the sun shines	Make best use of the opportunity
Rome wasn't built in a day	Work consistently (regularly)
All that glitters is not gold	Don't be fooled by appearances
A stitch in time saves nine	Attend to problems immediately (If the tear is not mended immediately it will expand and become bigger)
A rolling stone gathers no moss.	Positive meaning: Keep moving. Don't stop Negative meaning: If you keep moving, you will gather nothing.
Empty vessels make more noise	Those who are not capable make the most noise.
Look before you leap	Check before you take a step
Time and tide wait for no man	Time keeps moving. It doesn't stop for anyone.
Two wrongs don't make right	Justifying the wrong deed by doing something to approve of it, doesn't make it right.
A friend in need is a friend in deed	A friend who helps you in your hour of need is a true friend
Haste makes waste	If you do things in a hurry, you could create more loss.
Look before you leap	Make a clear assessment before you

	get involved or take steps.
You can lead the horse to the water, but you cannot make it drink (This expression is often used by parents and teachers!)	You can advise a person about what is good for him/her, but you cannot make the person do it.
The pen is mightier than the sword	The written word is very powerful.
When in Rome, be a Roman	When you live in a certain place, adopt the culture of that place.
Tough times don't last: tough people do	Bad times are not forever. But strong people survive bad times
No man is an island.	We cannot isolate ourselves. Life is such that we should be connected with others (family, neighbours, colleagues and so on)

The following is a brief write-up on the proverbial expression, "Better safe than sorry"

Better Safe Than Sorry



We live in times when we often hear the expression, “better safe than sorry”. The expression is also used in relation to safety measures like installing a fire extinguisher in buildings. In the event of a mishap, like an accident or contracting a disease because one was not careful, we end up regretting the consequences of not taking precautions. The same principle applies to wearing a helmet while driving. In relation to Corona virus, we are cautioned time and again to wear masks, use sanitizers and practice physical distancing. (The phrase “social distancing” is not quite accurate as we are socially connected through the online mode and the distance between us is “physical” and not “social”).

Task 1

Complete the following paragraphs written on the proverbs selected, in your own words, adding about five lines:

1. Make hay while the sun shines.

The given proverb means that one should make use of the opportunity available in order to make one’s life better. The importance of using the sunshine to finish the process of making the hay is emphasised to indicate how one should never miss appropriate chance given to one to accomplish one’s dream. Therefore...

2. Where there is a will, there’s a way.

The given proverb talks about the importance of perseverance. As an important virtue, individuals are always encouraged to believe in their willpower. In other words, self-confidence and determination always make an individual overcome the difficulties and struggles in life. Therefore...

Task 2

Write a paragraph on any two of the proverbs given in the list above in not more than eight lines.

Use the plan suggested below:

1. Explain or express your understanding of the given proverb
2. Comment on how the proverb conveys a moral value or a basic philosophy to follow in one’s life.

3. Summarise your ideas and insights in realising the positive effects of the proverb for the good of the society.
4. Conclude by making a personal statement about your belief in the effectiveness of the proverb.

WORD POWER: SYNONYMS AND ANTONYMS

Read the following exchanges out loud. Pay special attention to the words italicised. What do you think connects them?

1. RAVI: I think the rava dosas in Saravana Bhavan are very *tasty*. What do you feel, Ahmed?

AHMED: I agree. Those rava dosas are *yummy*. In fact, 5
all their dosa varieties are *delicious*.

PETER: Mmmmm... yes, but have you tried the new Dosa Joint at the corner of the street? Those dosas are simply *mouth-watering*.

2. RAMYA: How did you find the question paper today? I thought it was very *difficult*.

SARA: Yes, I too found it *tough*.

TARA: You're both right. I found it *challenging* as well.

The words *yummy*, *tasty*, *delicious* and *mouth-watering* are synonyms. The same observation applies to the words *difficult*, *tough* and *challenging*.

The word "synonym" is borrowed from the Latin word (*synōnymum*) which in turn was borrowed from the Greek word *synōnymon*: "syn" meaning, "together/similar/alike" and *-ōnym* meaning, "name"

We use synonyms for a number of reasons. Very often, we use synonyms when we want to stress a point. In both the exchanges above, every new word re-emphasises the first point. In the first exchange, "yummy" and "mouth-watering" add to what Ravi is saying about the dosas in Saravana Bhavan; in the second, "tough" and "challenging" do the same to what Ramya says about the question paper.

Another reason for using synonyms is to avoid repeating the same words. Especially, when we write, it is a good practice not to use the same word or phrase too often. Using synonyms will make sure that our writing is elegant. For example, consider the following paragraph:

The audience found the film very interesting. Many of them said that the story was very interesting and that the suspense also made the movie interesting.

This can be rewritten in the following way:

The audience found the film very interesting. Many of them said that the story was very absorbing and that the suspense kept them glued to their seats.

As you can see, synonyms can either be a single word (one synonym of interesting is absorbing) or a phrase (another synonym of interesting is keeping people glued to their seats).

If we are looking for synonyms for a word, the best available source for reference is a thesaurus – a physical one or an online one. A thesaurus is a book that gives the synonyms of word along with some other information. Almost all major dictionary publishers also publish thesauruses – Oxford, Merriam Webster, Roget etc. all have very good thesauruses we can use. Nowadays, many of these have their own websites we can use. For example, <https://www.merriam-webster.com/thesaurus> is the link for the Merriam Webster thesaurus. The Advanced Oxford Dictionary is also available as an app that you can download on your devices. Keeping a thesaurus ready for use is always helpful when we write.

Most thesauruses have a number of synonyms for a single word. Which of these synonyms should we use? That will depend entirely upon the context in which you are using the word. For example, in the second exchange between Ramya, Sara and Tara, different synonyms of the word “tough” are used. As the context of this word is a question paper of an examination, relevant words such as “difficult” and “challenging” can be used. However, “strenuous” and “arduous” are also synonyms of “difficult” or “tough”. But it will not make sense that the question paper was arduous or strenuous; these are words that can be used in the context of a work that is undertaken. We can say that a journey was arduous or that carrying the heavy box upstairs was strenuous. So, before choosing the appropriate synonym, make sure that you use it in the right context.

Activity 1

For each of the following phrases, choose the word from the list that comes closest in meaning to the word in *italics*. The first one is done as an example for you. Use a thesaurus wherever needed.

1. *Arduous* journey
(a) *difficult* (b) easy (c) interesting (d) using a vehicle
2. *Ability* to perform
(a) ease (b) capability (c) difficulty
(d) machine
3. An *articulate* person
(a) beautiful (b) artistic (c) eloquent
(d) irritating
4. *Doggedly*
(a) dog-like (b) animalistic (c) with a bark
(d) determinedly
5. *Vibrant* session
(a) full of energy (b) enjoyable (c) interesting
(d) boring
6. *Precious* metal
(a) necessary (b) regular (c) valuable (d) dangerous
7. To *assist* someone
(a) help (b) threaten (c) meet (d) stand with
8. To share a *unique* bond
(a) typical (b) simple (c) hard (d) special
9. A *vicious* animal
(a) large (b) deliberately harmful (c) friendly (d) small in size
10. To *startle*
(a) starry (b) surprise (c) terrify (d) upset

Activity 2

In each of the following sentences, a word or phrase is *italicised*. From the list of words/phrases given in brackets, choose the correct one that can replace the *italicised* word/phrase. The first one is done as an example. Again, use a thesaurus if needed.

1. The *firmament* was beautiful; looking up, we were amazed at the beauty all around us.
(a) sky (b) ceiling (c) roof (d) tall tree

2. The new game looks interesting. I'm going *to give it a try*.
(a) ignore it (b) attempt it (c) talk about it (d) play
3. Their mansion is *enormous*.
(a) very large (b) very small (c) well-built
(d) ugly
4. The GDP of the country *shrunk* after the lockdown.
(a) increased (b) decreased (c) became famous
(d) produce
5. The scientist *established* that his idea had been correct all along.
(a) decided (b) worried (c) proved (d) wrote
6. I met her when I was taking a *stroll* in the park.
(a) move (b) jog (c) walk (d) run
7. The man in the orange robe warned me that the journey to the top of the mountain could be *perilous*.
(a) easy (b) difficult (c) interesting (d) dangerous
8. I was *contemplating* calling my friend when she arrived.
(a) thinking about (b) trying to (c) beginning to
(d) ignoring
9. My sister was being very *candid* about herself when she admitted that she used to be addicted to gaming.
(a) angry (b) sad (c) truthful (d) slow to speak
10. The minister *declined* the industrialist's invitation to attend the ceremony.
(a) agreed to (b) got angry with (c) refused (d) disagreed with

Activity 3

Some words in the following passage are italicised. Replace each of the italicised words with a suitable synonym from the list given at the end. The passage is an excerpt from "The Case for Samosa as a National Snack" by Nasir Salam

There was a *debate* recently on what should be India's national dish or item of food. Someone came up with the *tasteless* (pun intended) idea of khichdi. Really? This *flavourless*, colourless *mishmash* of rice and lentils as our national food? All it does is to remind you of those days when you were sick in bed and *advised* by doctors and members of your family to consume it because it is "light" and "easily digested".

On the one hand you are bed-ridden with no contact with the outside world and not much *to look forward to* for the day, and then comes khichdi. A watery mixture of overcooked cereals, that still tastes bland even after

adding huge amounts of desi ghee and heaps of mango achaar. I refuse to vote for khichdi!

....

... as a north Indian I am deeply *biased* and my vote is for the samosa, a triangular piece of pure happiness! This deep-fried packet of potatoes and peas wrapped in kneaded dough is an *absolute* delight. As soon as you take a bite it melts in your mouth, with a combination of *crispy* dough and mushy mixture of potatoes and peas *exploding* in your mouth like fireworks.

Samosa is the comfort food one can rely on anytime. Whether it is a summer afternoon, rainy August or wintry December, samosa never disappoints. You can be an *overworked* employee, a tired mother, a stressed-out student—samosa always provides comfort. One bite and all your worries melt away. *Consume* it with tea or coffee, with chutney or ketchup, with friends or colleagues, and it always works. The love for this deep-fried delight has been *exported* to other countries as well by the Indian diaspora.

(Source: <https://www.thehindu.com/opinion/open-page/the-case-for-the-samosa-as-national-snack/article22384690.ece> Published in *The Hindu Open Page* on 7 January 2018 and accessed on 30 Nov 2020)

Argument	Transported	
Hotchpotch		
Crunchy	Anticipate	Flat
Bursting	Chips	Taxed
Prejudiced	Utter	Bland
Asked	Instructed	

Antonyms

While you were looking up the thesaurus to find synonyms for words, you would have noticed another set of words below the synonyms marked

'ant.' or 'antonyms'. If you had looked that the words you would have guessed that an antonym is a word that is opposite in meaning to any given word.

Just like synonyms, we need to choose antonyms also carefully, keeping in mind the context of the sentence. Let us re-read the same two exchanges as we did for our last session; this time, instead of agreeing with each other, the speakers will have different and opposite opinions.

1. RAVI: I think the rava dosas in Saravana Bhavan are very tasty. What do you feel, Ahmed?

AHMED: Oh no. Those rava dosas are tasteless. In fact all their dosa varieties are vapid.

PETER: You're being very harsh, Ahmed. but have you tried the new Dosa Joint at the corner of the street? Those dosas are simply mouth-watering.

2. RAMYA: How did you find the question paper today? I thought it was very difficult.

SARA: Really? I'm surprised. I thought it was quite easy.

TARA: I wouldn't say it was exactly easy, Tara. I found it a bit tough too.

In these exchanges, you will notice that when one person disagrees, s/he uses the antonym of the word used by the previous speaker. For example, tasteless and vapid are antonyms of tasty and mouth-watering. Similarly, easy is an antonym of difficult and tough.

The word antonym comes from two Greek words – 'anti' meaning "against" and "onuma" meaning, "name"

Activity 1

Use the thesaurus to find the antonyms of the following words.

1. Lengthen
2. Depart
3. Become visible
4. Enormous
5. Persuade
6. Make clear
7. Darken
8. Angelic

9. Cruel

10. Hardworking

Activity 2

In each of the following sentences, a word or phrase has been underlined. From the choices given, select the closest antonym for it.

1. The detectives found the evidence very illuminating.
(a) delightful (b) unclear (c) too many (d) sad
2. My physics teacher used an interesting experiment to teach us that magnetic like poles repel.
(a) rebel (b) go away (c) attract (d) mix
3. The plane could not take off at the scheduled time.
(a) taken in (b) give off (c) give on (d) land
4. The edges of the furniture were smooth.
(a) rough (b) silky (c) spiky (d) sharp
5. The explorer undertook a very arduous journey.
(a) difficult (b) dangerous (c) easy (d) long
6. The doctor was very concerned about that patient.
(a) worried (b) careful (c) indifferent (d) careless
7. The high pressure in the bogs preserved the specimen.
(a) destroyed (b) saved (c) coloured (d) whitened
8. The class made sure that they included the special student in all their activities.
(a) added (b) liked (c) excluded (d) played with
9. My uncle used to own a very vicious dog.
(a) gentle (b) cruel (c) friendly (d) good
10. The young girl obeyed everything her grandmother told her.
(a) agreed with (b) ignored (c) liked (d) enjoyed

Activity 3

In the following passage, some words are *italicised* and some are underlined. From the list given at the end, replace the italicised words with suitable synonyms and the underlined words with suitable antonyms.

The fact that everybody enjoys a good mystery *explains* why magicians are such popular entertainers. We all know that a magician does not really *depend on* 'magic' to perform his tricks, but on his *ability* to act at great speed. However, this does not prevent us from enjoying

watching a magician produce rabbits from a hat or swallow countless eggs.

Probably, the greatest magician of all time was Harry Houdini who died in 1926. His real name was Ehrich Weiss, but he *adopted* the name Houdini after reading a book which greatly *influenced* him. This had been written by a famous magician called Robert-Houdin. Houdini *mastered* the art of escaping. He could free himself from the most difficult locks in seconds. No one knows how he did this. But there is no doubt that he had made a close *study* of every type of lock invented. He would carry a small needle-like tool tied to his leg. He used this tool as a *substitute* for a key.

Houdini once asked the Chicago police to lock him in prison. They tied him in chains and locked him up, but he freed himself in a short time. The police *accused* him of having used a tool and locked him up again. This time, there were chains around his neck, waist, wrist, and legs—but again, he escaped in a few minutes. Houdini had probably hidden his ‘needle’ in a wax-like substance and *dropped* it on the floor in the passage. As he went past, he stepped on it so that it *stuck* to the sole of his foot. His most famous escape, however, was altogether surprising. He was tied and enclosed in a wooden box. The lid of the box was nailed. The box was dropped into the sea in the New York harbour. In one minute, Houdini had untied himself and was able to come up to the *surface* of the sea. When the box was brought up and opened, the chains were found inside.

depth	absolve placed inside	simple
totally an effect	examination replacement	had
charged	became proficient in picked up	clarifies
slowly relv	competence certainlv	

GRAMMAR IN CONTEXT

Adverbs and Prepositions

Adverbs

Read the passage given below and make a note of the words highlighted:

Sports Day at GAC

Our college is often referred to as GAC. There is no need for expansion of this abbreviation. Everyone in the city and around know that it is Government Arts College. Sports Day in our college is a spectacular event. After every Sports Day, the local newspapers are awash with colourful photographs of the event and a report highlighting the sports talent in our college.. Usually, a distinguished personality, most often a high-ranking IPS officer is the Guest of Honour.

Though it is Sports Day, there is also a cultural extravaganza showcasing traditional folk arts like karagam, poikal kuthurai. They also have demonstration of yoga. Silambam, a traditional sports is also presented. Apart from these, the students make exciting presentations and formations through aerobics. The karagam performers move rhythmically to the music.

While watching the aerobics performance, my heart skipped a beat, when the students daringly performed the act of jumping through the ring of fire. They bravely performed the act of fire-breathing.



In Silambam, the sticks are wielded dextrously. The ability to move swiftly is most basic to all sports performances. The aerobics demonstration was performed energetically: the transitions from one exercise to another were done quickly.



One of the sportsmen in our college is a national champion in rifle-shooting. He gave a scintillating performance by rapidly firing at 100 air balloons and he was right on target for all 100. Our college also has a champion in tight-rope walking.

Without faltering the tight-rope walker **slowly** and **steadily** performed the act. The gymnasts also held the audience spell-bound as they **gracefully** displayed their skills.



Did you notice that the words highlighted are related to actions? These words are adverbs.

An adverb by definition is a word that describes or gives more information about a verb, adjective, adverb, or phrase.

Let's enrich our knowledge of adverbs by learning

- Adverbs of Manner
- Comparative and superlative adverbs

Adverbs of manner are usually formed from **adjectives** by adding *-ly*:

In the passage Sports Day at GAC, the adverbs highlighted are adverbs of manner.

Here are some more examples of adverbs of manner:

1. They are badly affected by the virus

2. We can easily move the cupboard to the other end of the room
3. The doctor gently told them that their father's condition was worsening.
4. Carefully go through the accounts.
5. He spoke angrily

A few adverbs of manner have the same form as the adjective:

Example:

They	all	worked hard.
She	usually	arrives late/early.
I hate driving fast.		

Exercises:

Choose the appropriate adverb from the options given:

1. The aeroplane landed _____ on the runway (shyly/safely/delightfully)
2. The judge told him to answer the questions _____ (truthfully/sleepily/casually)
3. The cab driver drove _____. I was scared. (gently/recklessly/funnily)
4. If you want to be fit, eat _____ (greedily/healthily/frugally)
5. Misers save money by living _____ (frugally/lavishly/cheerfully)
6. Spendthrifts live _____ (frugally/slowly/lavishly)
7. Models and film actors dress _____ (simply/stylishly/shabbily)
8. The beggar was _____ dressed (stylishly/interestingly/shabbily)
9. It was a grand wedding. The venue was decorated _____. (exquisitely/cheaply/badly)
10. The doctor who is an expert, examined the patient _____ (thoroughly/painfully/badly)

Comparative and superlative adverbs:

Before you engage with comparative and superlative adverbs you can get acquainted with (or refresh your knowledge of) "Degrees of Comparison" which are shown in the table below:

Positive	Comparative	Superlative
He is a good athlete	He is a better athlete	He is the best athlete
It is a cold day	It is a colder day	It is the coldest day

An expression like “more slowly” (formed from the adverb, “slowly”) is a comparative adverb. Comparative adverbs are used to show change or make comparisons

Examples:

- I drink water more often in summer.
- I am working harder after my failure in the last exam.
- She spoke more quickly as her temper was going up.

Superlative Adverbs:

An expression like “most carefully” (formed from the adverb “carefully”) is a superlative adverb. It is used to show who (or what) has performed an action in a specific manner to the greatest or least degree.

Examples:

He spoke most convincingly

He was least interested.

Exercises:

1. They arrived _____
 - more early than we
 - earlier than us
 - earlier than we
2. Could you please drive _____
 - more slowly
 - slower
 - most slowly
3. I forget things _____ nowadays
 - More often
 - Oftenly
 - Often more
4. The students are working _____ as the exam is approaching
 - Hardly

- Harder
 - Lazily
5. We sanitize our hands _____ in these days of the pandemic
- much less
 - much more often
 - much
6. Since you are my best friend, I will do this _____ for you,
- more happily
 - most happily
 - quite happily
7. The prisoner went into his cell _____
- more willingly
 - most unwillingly
 - more joyfully
8. I will bring the cakes for the party as I live _____ to the bakery
- Closest
 - Closer
 - Close
9. One who _____ wins the race
- works
 - works hardest
 - works enough
10. The eagle _____ during a storm
- soars highest
 - soars nearer
 - flies lower

The use of than with comparative adverbs:

We often use than when it comes to comparative adverbs

Elderly people remember their youth more than the recent past.

Make a note of the intensifiers and mitigators that are used with comparatives. The expressions listed below are intensifiers.

Some intensifiers are:

Much, far, a lot, a great deal, quite a lot.

Example:

I forget things much more often nowadays.

The following expressions are mitigators (to “mitigate” means to make something less severe or difficult. In other words, to lower or reduce)

a bit, slightly, rather, a little, a little bit, just a little bit.

Example:

She began to walk a bit more quickly.

Words and phrases as intensifiers with superlatives:

The following words serve to intensify a superlative adverb. Note that we often put “the” in front of the adverb.

Example:

In our class, Hema works by far the hardest.
Of the three brothers, Balu easily runs the fastest.

Exercises:

Fill in the blanks with the appropriate word:

1. She is _____ the sweetest of the four girls (by chance/by far/by and by)
2. Of the three businessmen, Suraj is _____ the wealthiest (easier, easiest, easily)
3. After her parents arranged individual tuition she learnt _____ quickly (a bit more, little, nicely)
4. You can cook _____ quickly if you have a three-burner stove. (far, far more, far and more)
5. You can make it _____ more interesting with visuals. (a great deal/ deal/ great)

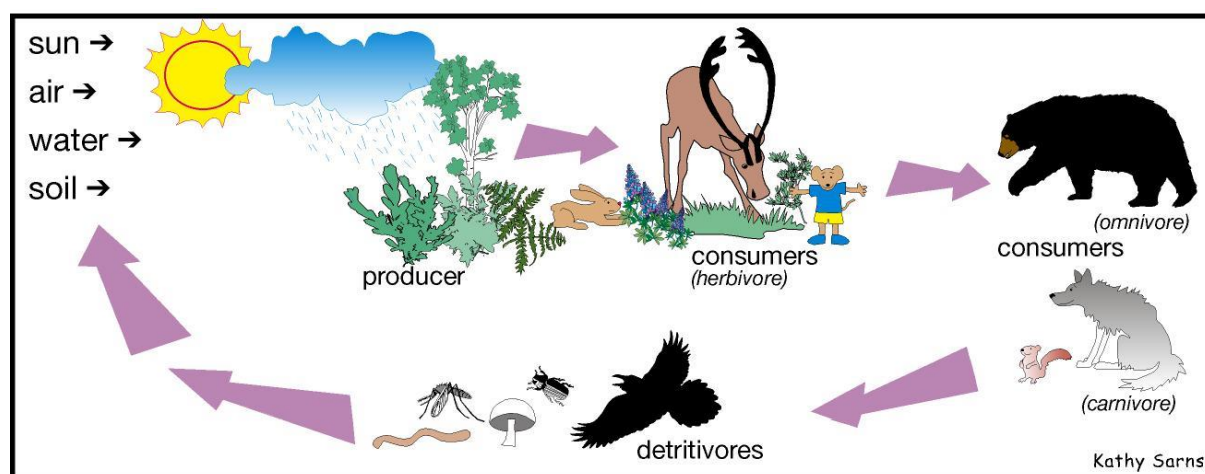
PREPOSITIONS

Everything about Life is Relational

From the moment of birth **to** final breath, relationships comprise our lives. A child is born **into** the world. He/she is born **to** parents. If the child has siblings he/she grows **along** with them. When a person leaves the world he goes **to** the grave.

Apart from relationships, we also know that everything in the world exists in relation to something else: For instance the fruit is **on** the tree. The tree is rooted **in** the ground. The branches of a tree are **above** the ground and they seem to branch **into** the sky.

You might have learnt about the food chain in your biology class

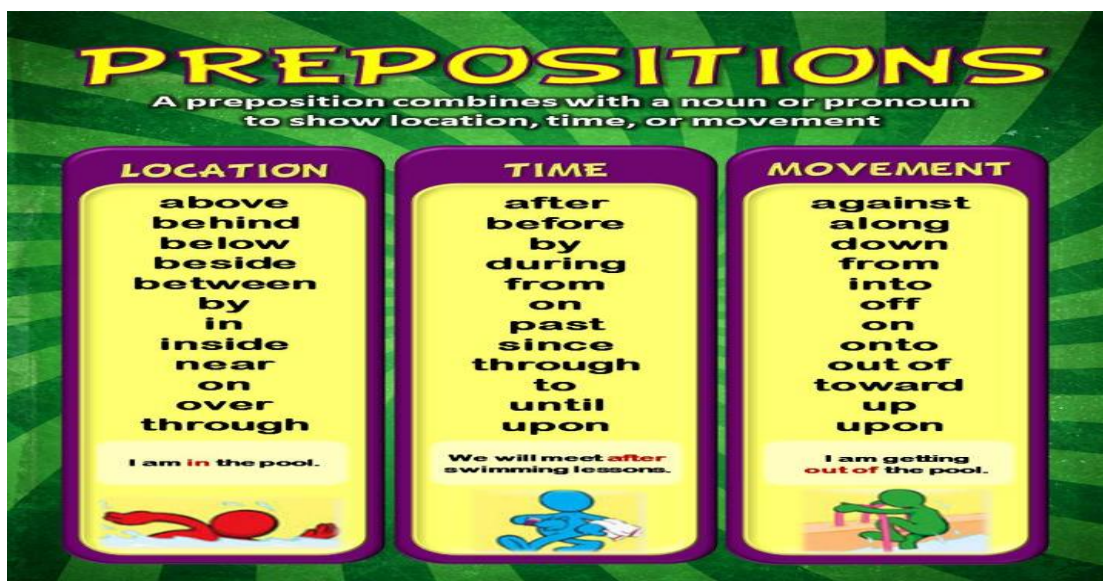


The sun shines **on** the earth. The moisture rises **up** from the earth **into** the atmosphere, where clouds are formed and the rain which falls **on** the earth, nourishing the grass and herbs. Herbivores feed **on** grass and plants, while carnivores **in** the forest feed **on** these herbivores and other creatures.

The words highlighted in this passage are prepositions.

A preposition is a word that indicates the relationship between a **noun** and the other words of a sentence. They explain relationships of sequence, space, and logic between the object of the sentence and the rest of the sentence. They help us understand order, time connections, and positions.

Let's look at the use of prepositions today!



Let's begin with the Preposition of time

When did it happen?

Think about an important event in your life and begin writing about it. You can begin your paragraph by supplying the details in the template below and continue to complete it and share it with your class.

I was at/on/in _____ (place) when it happened. It was at _____ (time) on _____ (day). It was in _____ (month), in _____ (year). I remember that I felt _____ (how _____ did _____ you _____ feel?).

Preposition of time	Explanations	Example

On	Days	Many shops don't open on Sundays.
In	months / seasons / year morning / evening / afternoon period of time	I visited Italy in July, in spring, in 1994 In the evenings, I like to relax. This is the first cigarette I've had in three years.
At	Night weekend (British English) used to show an exact or a particular time:	It gets cold at night. What did you do at the weekend? There's a meeting at 2.30 this afternoon / at lunch time.
Since	from a particular time in the past until a later time, or until now	England have not won the World Cup in football since 1966
For	used to show an amount of time.	I'm just going to bed for an hour or so.
Ago	back in the past; back in time from the present:	The dinosaurs died out 65 million years ago.
Before	at or during a time earlier than	She's always up before dawn.
To	used when saying the time, to mean before the stated hour	It's twenty to six.
Past	telling the time	Five past ten
To	until a particular time, marking end of a period of time	It's only two weeks to Christmas.

From	used to show the time when something starts	The museum is open from 9.30 to 6.00 Tuesday to Sunday.
till / until	up to (the time that)	We waited till / until half past six for you.
By	not later than; at or before	She had promised to be back by five o'clock.

Fill this College Times questionnaire:

Answer the questions. Write a time, day, month or year. The first one is done for you.

- When do you leave for college? I leave for college at 8.00 am
- When do you get back home? _____
- What time do you eat lunch? _____
- What days don't you go to college? _____
- When do you have your holidays? _____
- When did you last take a day off? _____
- When do you have to take your exams? _____
- When did you first come to this college? _____
- When is the busiest time of the year for you? _____
- When is the slowest time of year for you? _____

Here are some commonly used prepositions and their uses.

In

- a. We often use *in* with *the morning, the afternoon and the evening*.

I usually wake up early in the morning.

There is no flight to Mumbai in the afternoon.

Jyothi goes to work in the evening.

- b. We use *in* with the names of months, seasons, years and centuries.

Shivani is leaving for France in January.

She knows that France will be cold in winter.

She first went to France in winter in January.

She is studying Indo-French relations in the twentieth century.

- c. We also use *in* when we refer to a specific week.

We may not be in London in the last week of November.

- d. We usually use *in* with spaces that have three dimensions – length, breadth and depth.

A: Have you seen my phone?

B: I think you have left it in the car.

A: Where is Arin?

B: He is in the school.

On

- a. We use *on* with the names of days and specific dates and before phrases such as Wednesday morning, Saturday evening and ... the morning of.

I think they are leaving on Monday morning.

We are meeting them on the fourth of September.

People woke up on the morning of January to see all around.

At

- a. The preposition *at* has many uses. One of its common uses is to indicate time.

Let's leave at ten.

The train is expected at 10.00 pm.

We will speak at lunchtime.

- b. We use *at* when we use "the end".

The story has a sudden twist at the end.

- c. We use *at* to say where something or somebody is or where something happens.

Mom is not at home.

She is already at work.

We had to change at Pune.

- d. We also use *at* to say where a person works or studies.

Imaya has been at Wipro for 3 years.

He is at Johns Hopkins University, the USA.

e. We use *at* with words that describe specific events or places where the events happen.

Everyone was quiet at breakfast.

We had lunch at the new restaurant.

f. We use *at* with the beginning, the end, the top, the bottom and the side.

At the beginning of the ceremony, all of us stood up for prayer.

My name was at the top of the list.

g. We use *at* to state the age at which somebody does something.

I left my village at the age of 16.

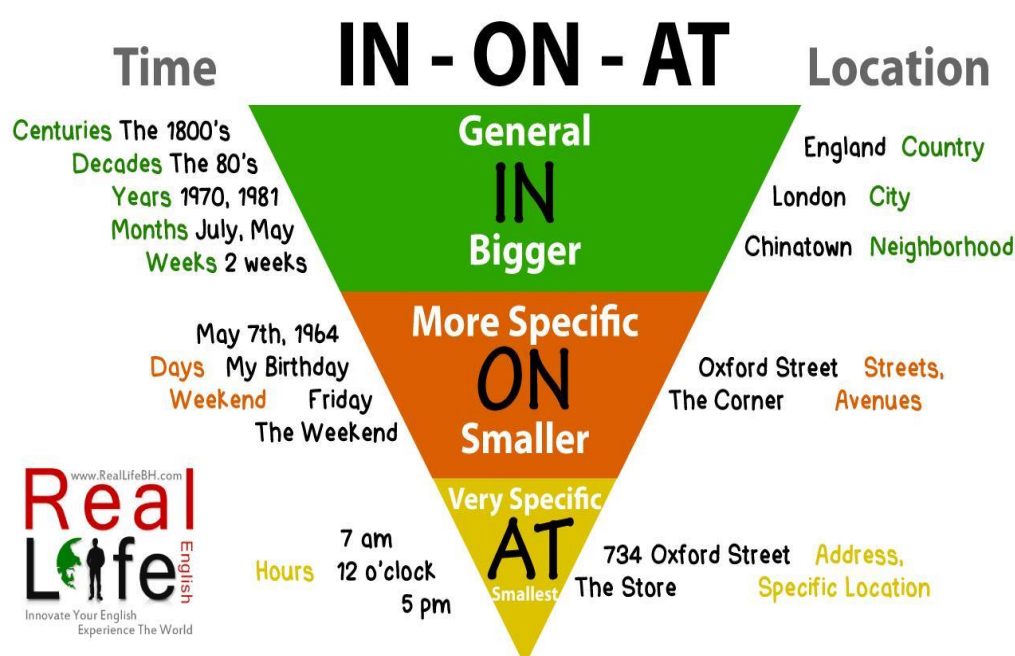
She learnt swimming at 10.

h. We also use *at* to specify the rate of speed.

The car was going at 100 kms per hour.

The wind blew at a speed of 200 kms per hour.

Use this to mind map to remember a few preposition of time and place





Task 1

Fill in the blanks with "in/on/at".

1. When you are _____ the road, obey traffic rules.
2. Stop _____ traffic junctions, when the signal turns red.
3. Do not touch any un-attended baggage _____ the rail or bus stations.
4. He is _____ Kerala at the moment.
5. Why don't you sit _____ the floor?
6. We met her _____ the IIT in New Delhi.

From/till/until

- a. We use *from* to indicate the beginning and *to /till/until* to indicate the end of an action.

Children started playing cricket from 3 p.m.

Children played cricket from 3 p.m to 6 p.m.

We started swimming in the pool from 2 p.m.

The crowd cheered until the end of the game.

Goodbye till we meet again.

We swam in the pool from 2 pm till the sunset.

By

- a. We use *by* to mean not later than the time mentioned.

Can you return the book by Monday?

By 11 a.m, we had crossed Chennai.

- b. We use *by* to mean near, at the side of or beside somebody or something.

She sat by the phone and waited for the call.

He stood by the door.

The little boy slept by his mother. (=beside)

An old woman sat by me. (=beside)

c. We use *by* to show who or what does, causes or creates something. This is usually done in passive constructions.

The fire was caused by a short circuit.

The play is an adaptation of Macbeth by Shakespeare.

d. We use *by* to show how or in what way something is done.

This part of the building is powered by solar energy.

Can I pay by card?

She goes to work by the metro.



Task 2

Complete the sentences using *until* or *by*.

1)Can you mail the report to me _____ Monday morning?

2) Let us wait _____ Dad comes back home.

3) Would you like to wait in this cabin _____ the manager is in?

4) I don't think I can reach you _____ 8 p.m.



Task 3

Write a sentence about each ruler using *from..to / till/ until*.

1)1526-1530 Babur. Babur ruled from 1526- 1530.

2)1530-1540 Humayun. _____.

3)1556-1605 Akbar. _____.

4)1605-1627 Jehangir. _____.

Since

a. One of the common uses of *since* is to mean from a point of time in the past until a later point of time in the past or until now.

How long have you been in Pune?

I have been here since 2009.

What a terrible weather!

It has been like this since Monday.

b. We use *since* after the present perfect tense or the present perfect continuous tense. After *since* we always use a specific point of time such as *10 p.m* , *Sunday, July 2010* and *15th century*.

Our M.D. has been in town since Tuesday.

It has been raining since ten this morning.

Schools have been closed since last Friday.

For

a. One of the common uses of *for* is to indicate a period of time during which something happened. It tells us how long an action lasted.

I will be away for just 2 days.

Deepthi has been living in Kerala for six years.

She is going to Delhi for five days.

Note: *For* is used after any tense.

Task 4



Correct the mistakes.

- 1) It has not rained since a week.
- 2) The repair work will last since a month.
- 3) I haven't slept well since two days.

Task 5



Write sentences using *since*.

- 1) He met with an accident. His fever started then.
He has had fever since he met with an accident.
- 2) I moved into this house in 2009. I have lived in this house then onwards.

- 3) He left for the US in January. We have not heard from him after that.

Before, after and during

- a. We use *before* to mean "earlier than somebody or something".

Always wait for people to exit an area before you enter.

In case of fire, exit the building before you SMS your friends about it.

- b. We use *after* to mean "later than something".

They left soon after dinner.

We met again after nine years.

- c. We use *during* to mean "all through" or "at some point in a period of time".

Please do not use your mobile phones during the lecture.

I met him during my summer internship.

Note: *Before*, *After* and *during* are always followed by a noun phrase: *before* Diwali, *after* the flood, *during* the journey.

While

- a. We use *while* to connect two sentences. So, it is also a conjunction. We use *while* to mean during the time that something is happening.

I was watching T.V. The power went off.

The power went off while I was watching T.V.

The prepositions *before* and *after* and the conjunction *while* can be followed by an -ing form of a verb.

Before leaving the aircraft, please check your belongings.

After speaking to the doctor, she went out and bought the medicines.

Task 6



Complete each sentence using *before*, *after* or *while* and a verb from the box.

Before, after, while	leaving home	doing the dishes
	parking the car	taking the picture
sleeping		turning at the sharp curves

- a) The road is slippery. Be careful while turning at the sharp curves.
- b) _____, we went into the mall.'
- c) _____, I checked all the doors and windows.
- d) He snores loudly _____
- e) She went to have a shower _____
- f) _____, I checked my wallet.
- g) _____, the photographer checked the intensity of light.

below, above, under, over, in front of, behind, opposite, between, among

a. We use these prepositions to talk about the position of a person or a thing in relation to another person or thing.

b. We use *below* and *above* to mean to a lower or higher level or position than somebody or something.

The water is below the knee level.

The water is above the knee level.

c. We use *opposite* to mean on the other side of somebody or something, usually facing them. We use *in front of* to mean outside but not opposite.

The two cars are opposite each other.

The small car is in front of the big car.

The cars are in front of the house.

d. We use *under* to mean "a position below something". We use *over* to mean "a position higher than but not touching something or somebody".

The mechanic is under the car.

The chandelier is over the dining table.

e. We use *behind* to mean “at the back of somebody or something”. We use *between* to mean in the space separating two or more points, objects, people, etc.

The old man is behind the wall.

The man is standing between the two pillars.

f. We use *among* to mean with many things or people.

She was sitting among the children

Task 7



Complete the sentences using *above*, *below*, *opposite*, *under*, *over* or *between*.

- 1) The baby elephant is _____ the two big elephants.
- 2) There is a painting _____ the T.V.
- 3) The aircraft is flying _____ the clouds.
- 4) The man is standing _____ the aircraft.
- 5) We made the shelves in the space _____ the window.
- 6) The two men are pulling in the _____ direction.

across, along, down, into, off, over, out of, past, round, though, under, up

a. All these prepositions indicate the direction of movement.

The children are walking across the road. The girl is jogging along the road.

He is bending down.

The kids are jumping into the water.

The fish is coming out of the water.

The naughty boy is looking

through a keyhole.

The bus is going off the road.

The car is going past a red light.

The woman is walking under a ladder.
fence.

The dogs are jumping over the

Task 8



1) Fill in the blanks with the correct prepositions.

a) A monkey walked ____ my living room when I was reading the newspaper. Suddenly the steam _____ the pressure cooker went _____. The monkey gets scared and ran _____ of the room _____ the rear door.

b) Last summer we made a trip _____ Darjeeling. The journey _____ the hills _____ the toy train was exciting. A few children got scared when the train went _____ tunnels. The train became slow as it started climbing _____. I could see a few people jumping _____ the train and getting _____ it again at the next curve. It was indeed a sight to see the train going _____ sharp curves.

about, with, of

a. We use *about* to mean "on the subject of somebody or something". This preposition is usually used with verbs such as *hear, know, speak, talk* and *think*.

Did you hear about the accident?

I knew nothing about it until I reached Bangalore.

I want to speak to you about something important.

They love to talk about partying all the time.

I think we should think about moving to a better house.

b. We use *with* to mean "in the company or presence of somebody or something".

She went on a trip with her friends.

c. We use *with* to mean using something.

I lost my key. I managed to open the lock with a wire.

d. We use *with* to mean having or carrying something.

I want to buy a jacket with a hood.

He looked at me with a sense of guilt.

e. We use *of* to mean belonging to , relating to , or connected with.

The highlight of the show is at the end.

I always dreamed of being rich and famous.

f. Of is used to indicate reference.

This is a picture of my family.

g. Of is used to indicate an amount or number

I drank three cups of milk.

Task 9



Fill in the blanks with the correct prepositions.

- 1) I was _____ a few of my colleagues.
- 2) Do you have any news _____ the match?
- 3) I'm calling _____ my order Number.120.
- 4) Can we talk _____ next week's reception?
- 5) She bought two packets _____ sweets.



Task 10

Choose the correct prepositions.

- 1) We are late. So you think we should go in /by a taxi?
- 2) She is living by/with an old classmate of hers.
- 3) Are you looking for a jar by/with a handle?
- 4) The dog sat at/by the fireplace.

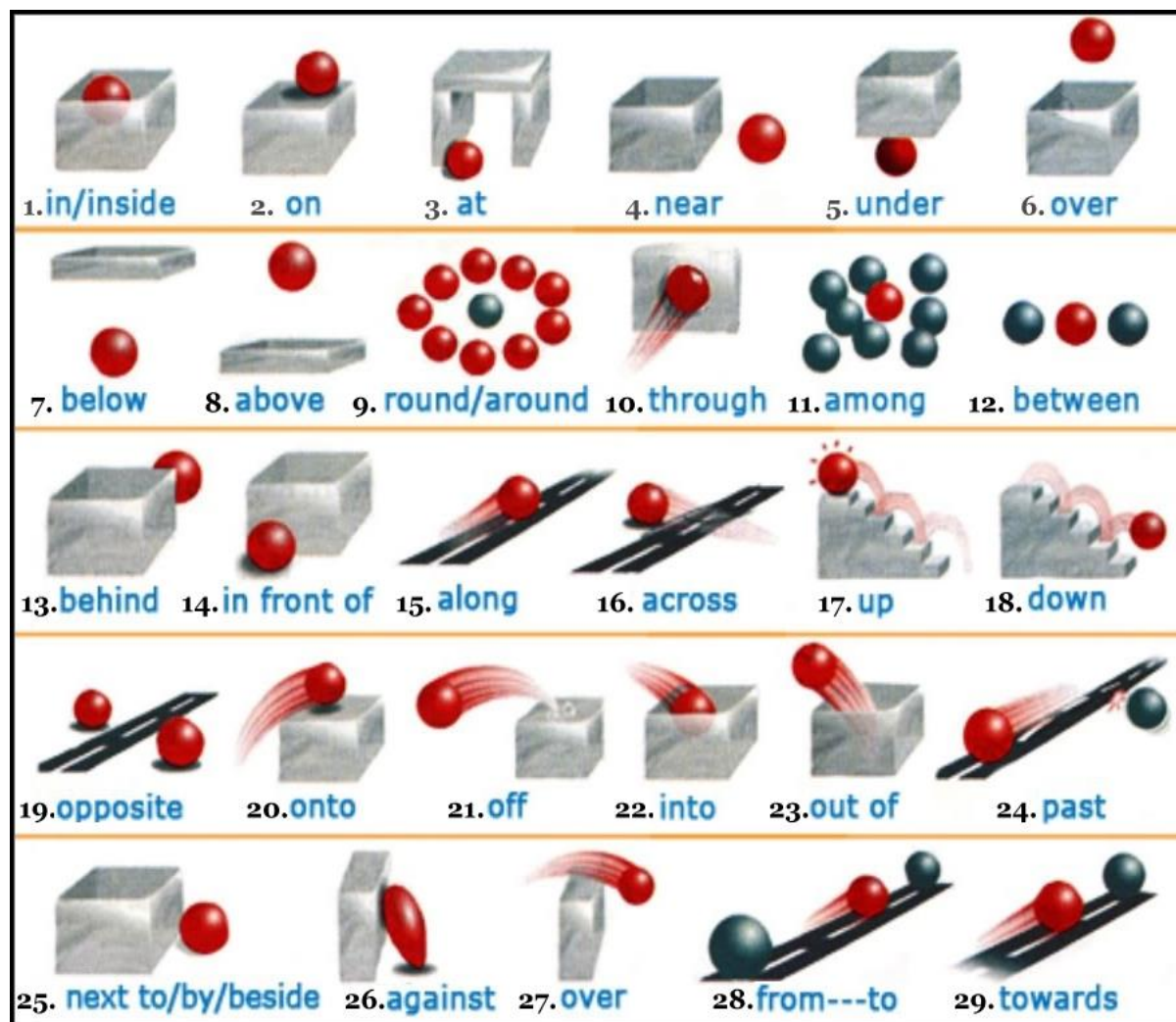
5) The water level in the dam rose at/by 2 cms every hour.

6) Do you know anything of/about their plan?

Task 11



Practise the prepositions in the diagram with your teacher using the objects in your classroom.



Unit II

(20 hours)

Listening and Speaking

- a. Listening to famous speeches and poems
- b. Making short speeches- Formal: welcome speech and vote of thanks. Informal occasions- Farewell party, graduation speech

1. Reading and Writing

- a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic)
- b. Reading poetry
 - b.i. Reading aloud: (Intonation and Voice Modulation)
 - b.ii. Identifying and using figures of speech - simile, metaphor, personification etc.

2. Word Power

- a. Idioms & Phrases

3. Grammar in Context

Conjunctions and Interjections

LISTENING AND SPEAKING

1. Listening and Speaking

a. Listening to famous speeches and poems

Lesson One

A speech is usually a formal address delivered to an audience. Great speeches are excellent examples of ideas well expressed. Listening to speeches by people from various walks of life on a variety of subjects will not only increase your vocabulary but will also make you familiar with the different ways in which one uses one's tone and body language to communicate your ideas effectively.

Kinds of Speeches:

A speech could be made, at both formal and informal occasions, to inform, persuade, or entertain. Speeches by historians and scientists are largely informative. A speech which is meant to persuade an audience could be made by managers during a sales pitch or by politicians to encourage people to vote in favour of something or take some actions. Entertaining speeches are given at informal gatherings like dinner parties, team parties and weddings to raise a toast. These are not meant to teach anything to the audience. These speeches rely heavily on anecdotes and humour while in the other kinds of speeches they may be used sparingly.

There is no hard and fast rule that one needs to adhere to while preparing a speech. However, to fulfil one's purpose and to communicate effectively one should equip oneself to both prepare and deliver speeches. You would come across several occasions both now, while in college and later in your career, when you may have to deliver a speech. For instance, you may have to prepare a speech for an event in college – a welcome speech or deliver the vote of thanks, or a speech to share the concept note of an event, or you might make a speech at an oratorical competition. Most of you would make a seminar presentation in the classroom or summarise your project at a viva-voce. In all these instances you would have to prepare a speech.

Types of Speeches

Based on the type of delivery speeches could be classified as:

1. Speech from memory
2. Delivery based on a manuscript
3. Extempore
4. Impromptu

Although speeches could be composed and delivered in different ways, they generally follow a common format. The introduction contains a hook to draw the audience's attention. It highlights what would be spoken about in the speech, the purpose and prepares the audience to pay attention to what is to follow. The hook may be an anecdote, a joke, or interesting facts or statistics that is gripping. The body has the main points supported by details, real time examples, or statistics. In a persuasive speech the speaker presents arguments and counterarguments to convince the audience in believing their point of view. The conclusion summarises the key points made and ends with a powerful thought. The speaker makes an appeal for a specific action or motivates the audience to decide in the concluding remarks of a persuasive speech.

The easiest way to learn to make a good speech is to learn from examples. History is filled with landmark speeches made by world's top leaders and performers.

Activity 1

Research on the internet to make a list of a few famous orators and the occasions at which they made their most popular speech.

Example:

Jawaharlal Nehru – A tryst with Destiny - Delivered on the eve of India's Independence

Activity 2

Pre-Listening Activity:

1. *Search on the internet and find out who is Malala?*
2. *In which year was she awarded the Nobel Prize?*
3. *Discuss some qualities of Malala, the young achiever, that you would like to emulate.*

Listening Practice: Listen to the Nobel Peace Prize acceptance Speech by Malala Yousafzai. The transcript of the speech is given below.

<https://www.youtube.com/watch?v=c2DHZlkUI6s>

Activity 3: Familiarize yourself with the key components of a good speech by analysing one.

Discuss these questions which would help you analyse the speech and familiarise you to some important elements of a well-structured and confidently delivered speech.

1. *What type of speech is it?*
2. *Do you think Malala has prepared the entire speech in advance?*
3. *Based on your listening to the speech, do you think Malala had an idea about her audience, explain your stance.*
4. *Is she reading out every line from a manuscript?*
5. *Has she memorised every line that she was speaking?*
6. *Does Malala use any anecdote in her speech?*
7. *Identify if there is a clear structure to the speech?*
8. *What does she say in the introduction?*
9. *Identify words and phrases that suggest it is an introduction.*
10. *What supporting points does she use in the body of her speech?*
11. *Are there phrases that suggest that she is referring to another speaker who has probably preceded her presentation?*
12. *List out words and phrases Malala repeats. Why do you think she uses repetition?*
13. *Pick out phrases and sentences in the speech that point out that Malala has used humour in her speech.*
14. *Identify the rhetorical questions that Malala uses in her speech and explain why she uses these devices.*
15. *How does she conclude her speech?*

Transcript of Malala's Speech

Bismillah hir rahman ir rahim.

In the name of God, the most merciful, the most beneficent.

Your Majesties, Your royal highnesses, distinguished members of the Norwegian Nobel Committee. Dear sisters and brothers, today is a day of great happiness for me. I am humbled that the Nobel Committee has selected me for this precious award.

Thank you everyone for your continued support and love. Thank you for the letters and cards that I still receive from all around the world. Your kind and encouraging words strengthen and inspire me. I would like to thank my parents for their unconditional love. Thank you to my father for not clipping my wings and for letting me fly. Thank you to my mother for inspiring me to be patient and to always speak the truth – which we strongly believe is the true message of Islam. And also thank you to all my wonderful teachers, who inspired me to believe in myself and be brave.

I am proud, well in fact, I am very proud to be the first Pashtun, the first Pakistani, and the youngest person to receive this award. Along with that, along with that, I am pretty certain that I am also the first recipient of the Nobel Peace Prize who still fights with her younger brothers. I want there to be peace everywhere, but my brothers and I are still working on that.

I am also honoured to receive this award together with Kailash Satyarthi, who has been a champion for children's rights for a long time. Twice as long, in fact, than I have been alive. I am proud that we can work together, we can work together and show the world that an Indian and a Pakistani, they can work together and achieve their goals of children's rights.

Dear brothers and sisters, I was named after the inspirational Malalai of Maiwand who is the Pashtun Joan of Arc. The word Malala means "grief stricken", "sad", but in order to lend some happiness to it, my grandfather would always call me Malala – "The happiest girl in the world" and today I am very happy that we are together fighting for an important cause.

This award is not just for me. It is for those forgotten children who want education. It is for those frightened children who want peace. It is for those voiceless children who want change.

I am here to stand up for their rights, to raise their voice... it is not time to pity them. It is not time to pity them. It is time to take action so it

becomes the last time, the last time, so it becomes the last time that we see a child deprived of education.

I have found that people describe me in many different ways.

Some people call me the girl who was shot by the Taliban.

And some, the girl who fought for her rights.

Some people, call me a "Nobel Laureate" now. However, my brothers still call me that annoying bossy sister. As far as I know, I am just a committed and even stubborn person who wants to see every child getting quality education, who wants to see women having equal rights and who wants peace in every corner of the world.

Education is one of the blessings of life—and one of its necessities. That has been my experience during the 17 years of my life. In my paradise home, Swat, I always loved learning and discovering new things. I remember when my friends and I would decorate our hands with henna on special occasions. And instead of drawing flowers and patterns we would paint our hands with mathematical formulas and equations.

We had a thirst for education, we had a thirst for education because our future was right there in that classroom. We would sit and learn and read together. We loved to wear neat and tidy school uniforms and we would sit there with big dreams in our eyes. We wanted to make our parents proud and prove that we could also excel in our studies and achieve those goals, which some people think only boys can.

But things did not remain the same. When I was in Swat, which was a place of tourism and beauty [and which] suddenly changed into a place of terrorism, I was just ten then. More than 400 schools were destroyed. Women were flogged. People were killed. And our beautiful dreams turned into nightmares.

Education went from being a right to being a crime.

Girls were stopped from going to school.

When my world suddenly changed, my priorities changed too.

I had two options. One was to remain silent and wait to be killed. And the second was to speak up and then be killed. I chose the second one. I decided to speak up.

We could not just stand by and see those injustices of the terrorists denying our rights, ruthlessly killing people and misusing the name of Islam. We decided to raise our voice and tell them: Have you not learnt, have you not learnt that in the Holy Quran Allah says: if you kill one person it is as if you kill the whole humanity? Do you not know that Mohammad, peace be upon him, the prophet of mercy, he says, do not harm yourself or others”.

And do you not know that the very first word of the Holy Quran is the word Iqra”, which means read”?

The terrorists tried to stop us and attacked me and my friends who are here today, on our school bus in 2012, but neither their ideas nor their bullets could win. We survived. And since that day, our voices have grown louder and louder. I tell my story, not because it is unique, but because it is not. It is the story of many girls.

Today, I tell their stories too. I have brought with me some of my sisters from Pakistan, from Nigeria and from Syria, who share this story: My brave sisters Shazia and Kainat who were also shot that day on our school bus. But they have not stopped learning. And my brave sister Kainat Soomro who went through severe abuse and extreme violence, even her brother was killed, but she did not succumb.

Also my sisters here, whom I have met during my Malala Fund campaign: my 16-year-old courageous sister, Mezon from Syria, who now lives in Jordan as refugee and goes from tent to tent encouraging girls and boys to learn. And my sister Amina, from the North of Nigeria, where Boko Haram threatens, and stops girls and even kidnaps girls, just for wanting to go to school.

Though I appear as one girl, one person, who is 5 foot 2 inches tall, if you include my high heels. (It means I am 5 foot only) I am not a lone voice, I am not a lone voice, I am many.

I am Malala. But I am also Shazia.

I am Kainat.

I am Kainat Soomro.

I am Mezon.

I am Amina. I am those 66 million girls who are deprived of education. And today I am not raising my voice, it is the voice of those 66 million girls.

Sometimes people like to ask me why should girls go to school, why is it important for them. But I think the more important question is why shouldn't they, why shouldn't they have this right to go to school.

Dear sisters and brothers, today, in half of the world, we see rapid progress and development. However, there are many countries where millions still suffer from the very old problems of war, poverty, and injustice.

We still see conflicts in which innocent people lose their lives and children become orphans. We see many people becoming refugees in Syria, Gaza and Iraq. In Afghanistan, we see families being killed in suicide attacks and bomb blasts.

Many children in Africa do not have access to education because of poverty. And as I said, we still see, we still see girls who have no freedom to go to school in the north of Nigeria.

Many children in countries like Pakistan and India, as Kailash Satyarthi mentioned, many children, especially in India and Pakistan are deprived of their right to education because of social taboos, or they have been forced into child marriage or into child labour.

One of my very good school friends, the same age as me, who had always been a bold and confident girl, dreamed of becoming a doctor. But her dream remained a dream. At the age of 12, she was forced to get married. And then soon she had a son, she had a child when she herself was still a child – only 14. I know that she could have been a very good doctor.

But she couldn't ... because she was a girl.

Her story is why I dedicate the Nobel Peace Prize money to the Malala Fund, to help give girls quality education, everywhere, anywhere in the world and to raise their voices. The first place this funding will go to is where my heart is, to build schools in Pakistan—especially in my home of Swat and Shangla.

In my own village, there is still no secondary school for girls. And it is my wish and my commitment, and now my challenge to build one so that my

friends and my sisters can go there to school and get quality education and to get this opportunity to fulfil their dreams.

This is where I will begin, but it is not where I will stop. I will continue this fight until I see every child, every child in school.

Dear brothers and sisters, great people, who brought change, like Martin Luther King and Nelson Mandela, Mother Teresa and Aung San Suu Kyi, once stood here on this stage. I hope the steps that Kailash Satyarthi and I have taken so far and will take on this journey will also bring change – lasting change.

My great hope is that this will be the last time, this will be the last time we must fight for education. Let's solve this once and for all.

We have already taken many steps. Now it is time to take a leap.

It is not time to tell the world leaders to realise how important education is – they already know it – their own children are in good schools. Now it is time to call them to take action for the rest of the world's children.

We ask the world leaders to unite and make education their top priority.

Fifteen years ago, the world leaders decided on a set of global goals, the Millennium Development Goals. In the years that have followed, we have seen some progress. The number of children out of school has been halved, as Kailash Satyarthi said. However, the world focused only on primary education, and progress did not reach everyone.

In year 2015, representatives from all around the world will meet in the United Nations to set the next set of goals, the Sustainable Development Goals. This will set the world's ambition for the next generations.

The world can no longer accept, the world can no longer accept that basic education is enough. Why do leaders accept that for children in developing countries, only basic literacy is sufficient, when their own children do homework in Algebra, Mathematics, Science and Physics?

Leaders must seize this opportunity to guarantee a free, quality, primary and secondary education for every child.

Some will say this is impractical, or too expensive, or too hard. Or maybe even impossible. But it is time the world thinks bigger.

Dear sisters and brothers, the so-called world of adults may understand it, but we children don't. Why is it that countries which we call "strong"

are so powerful in creating wars but are so weak in bringing peace? Why is it that giving guns is so easy but giving books is so hard? Why is it, why is it that making tanks is so easy, but building schools is so hard?

We are living in the modern age and we believe that nothing is impossible. We have reached the moon 45 years ago and maybe will soon land on Mars. Then, in this 21st century, we must be able to give every child quality education.

Dear sisters and brothers, dear fellow children, we must work... not wait. Not just the politicians and the world leaders, we all need to contribute. Me. You. We. It is our duty.

Let us become the first generation to decide to be the last, let us become the first generation that decides to be the last that sees empty classrooms, lost childhoods, and wasted potentials.

Let this be the last time that a girl or a boy spends their childhood in a factory.

Let this be the last time that a girl is forced into early child marriage.

Let this be the last time that a child loses life in war.

Let this be the last time that we see a child out of school.

Let this end with us.

Let's begin this ending ... together ... today ... right here, right now. Let's begin this ending now.

Thank you so much.

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Activity 4

Listen to the following speeches and analyse them. While listening to them pick out phrases, words and sentences that you may wish to use while preparing a speech of your own.

1. Sundar Pichai Inspirational Video

https://www.youtube.com/watch?v=m050iy5_2ng

2. BTS speech at the United Nations

<https://www.youtube.com/watch?v=oTe4f-bBEKg>

Lesson Two

Listening to Poems

Listening to a poem read aloud is both a source of entertainment and learning. Most poems are meant to be read aloud to reveal its rhythmic, melodic, and alliterative qualities.

Listening to authors read their own work brings us very close to the work's tone. Listen to recordings of poems to read along with them. It will help you to tune in with the appropriate rhythm to reveal the meaning of the poem.

Activity 1

1. Listen to the "The Road Not Taken" BY ROBERT FROST read by Dana Gioia and discuss it.

<https://www.poetryoutloud.org/competing/listen-to-poems/>

Activity 2

Listen to any poem of your choice and practice reading it and present it aloud in your class.

You will find the audio of a variety of poems at Poetry Foundation.org

https://www.poetryfoundation.org/poems/browse#page=1&sort_by=recently_added&filter_poetry_audio=1

Making Short Speeches

Welcome Speech

A Welcome speech signals the commencement of any event or occasion that requires a formal opening. A meeting, a conference, a workshop, or a celebration could be officially opened with a welcome speech. Being the first item in a programme, the welcome speech has to be planned with extra care as it sets the tone of the day's proceedings.

How will you structure a welcome speech? Here is the sequence that you should adopt:

1. Greet everybody
2. Acknowledge and welcome important guests
3. Welcome all the guests, mention the name of the event/occasion and its host and thank them for being there
4. Present a brief introduction of the host - the institution, the organization, the founder
5. Introduce the occasion
6. Introduce the Chief guest
7. Conclude with a remark that makes everybody feel comfortable and look forward to what is in store.

A few tips that you could follow while preparing a welcome speech:

1. Brevity: Keep it short! A welcome speech should not be long. It is recommended that one does not speak for more than three minutes.
2. Prepare a list of names and designations of people who have to be welcomed. Make a list of groups of people who have to be thanked and welcomed.
3. Practise pronouncing the names of guests, organisations and places that you not familiar with.
4. Introduce the event and highlight its significance both for the organisers and those who are participating.
5. Introduce the chief guest and special invitees.
6. Thank the organisers, sponsors and others and welcome all.
7. Avoid redundancy like , "one and all present here", "on my own behalf",

8. Do not use too many adjectives, for example, " it is a great privilege to have amidst us the super star of the ceremony, the shining and dazzling and ever bright Mr Manimaran".

Expressions for Welcoming:

- a warm welcome...
- hearty welcome...
- cordial welcome...
- delighted to welcome...

We are honored to have... *We are honoured with the presence of
A long pending desire has been fulfilled today with the presence of Mr.
..... in our midst, I welcome you, sir*

Vote of Thanks

A "vote of thanks" speech is a concluding speech at an event. It is proposed by the host to thank all the people who helped to organise the event, the guests and people who have participated. Generally, it is a speech made to express gratitude. However, one could express very briefly a few concluding remarks about the event's proceedings. Remember this is probably the last item of the event so keep it short and sweet.

Structure of a Vote of Thanks

1. Greet everybody
2. Briefly talk about the successful completion of the event
3. Thank the important guests and speakers
4. Thank the hosts of the event/occasion
5. Thank all the members who helped organize the event – the team behind the scenes
6. Thank the sponsors
7. Thank all the participants
8. Include any concluding remark

Some useful Expressions for Vote of Thanks

On behalf of the college, I thank...

I extend my heartfelt thanks to...

Our gratitude is due to...

I cannot thank everyone enough...

I specifically thank....

We are grateful to...

Making Short Speeches: Informal Occasions

Speeches grace occasions, whether they are formal or informal. Informal occasions are like birthday parties, wedding anniversaries, farewell parties (at the college or workplace), to name a few.

Sample Speeches

1. Birthday Felicitations

On this happy occasion of the celebration of the 40th birthday of our dear friend Sudhir, I have been asked to say a few words. First of all, let me congratulate Sudhir on maintaining his youthful appearance after completing four decades. Birthdays are also occasions for thanksgiving. We thank God for Sudhir who is a gift to his parents, his wife and friends.

As, Sudhir's friend, I would like to share a few words about his unique personality. I have the privilege of knowing him for 35 years. Our association goes back to 1st standard at the Government school at Dindivanum. We lived in the same village and went to the same school. Sudhir's parents. Thiru and Tmt. Soundirarajan have earned the respect of the entire village because they brought up their son very well.

Rarely can you find people who have studied together from class 1 to graduation. But Sudhir and I have that rare privilege. It is a big challenge to encapsulate 35 years of friendship in three minutes. Nor do I wish to dampen the celebratory spirit of this occasion with a long speech. But, as I said earlier, I would like to say a few words as thanksgiving, both to God and the wonderful people in Sudhir's life.

Sudhir and I come from a humble background. But today, we are holding good positions, thanks to the gift of education which both of us valued. We were study partners, always doing each day's homework together, when we were children. We prepared together for the engineering entrance exams and both of us got through. Sudhir opted for architecture (B.Arch), and I for Mechanical engineering. Sudhir's artistic talent led him in this direction. He is gifted with spatial perception – both outdoors and indoors - which

has made him the celebrated landscape artist, architect and interior designer that he is.

He has been blessed with a wife who shares his interest in design, only with this difference, that she is a fashion designer. The common denominator for Sudhir and his wife Anu is creativity. They are an ideal couple.

I am so grateful that Sudhir's parents, Thiru.and Tmt. Soundirarajan understood his talents and guided him in the right path. They made many sacrifices to help their son realise his dreams. Today, at 40, he is a fulfilled man.

I wish Sudhir Many Happy Returns of the Day!

Let's give Sudhir a big hand !

(Applause)

What are the points to be kept in mind while making an informal speech?

- Mention the occasion
- Mention your association/connection with those who have asked you to speak
- If it is a felicitation of an individual, mention the good qualities of the person.
- Conclude with greetings and wishes pertinent to the occasion (birthday, farewell on promotion or retirement and so on)

Activity 1: Speaking

Prepare a two-minute welcome address for the following formal events and present it.

1. Sports Day
2. Independence day Celebrations
3. A workshop organised by your department
4. Teacher's day celebrations
5. An intercollegiate competition
6. A guest lecture in your department
7. An award giving ceremony in an international event

Activity 2: Speaking

Prepare a two-minute speech to be given on the following informal occasions

1. The 25th Wedding Anniversary of a relation
2. To your juniors at a Farewell organised by them.

3. At the retirement function of a friend.

NB: The above “speaking” activities could also be given as written work.

READING AND WRITING

Writing Opinion Pieces

The ability to articulate your opinion is one of the skills required of social and professional life. One cannot make rash or baseless statements. The ability to articulate one’s opinion with clarity of thought and good diction is one of the marks of an educated mind: writing which is based on one’s power of observation and analytical thinking is very powerful. This unit on writing opinion pieces will teach you to express yourself on any subject of your choice like travel, food, films and books.

What do you mean by opinion? An opinion is considered

- A thought or a feeling about someone or something.
- A judgement made about something or someone.
- A view or a point of view...
- A belief or a value

You might recall that in Semester 1, you had a lesson on Diary Writing. The points emphasised in that lesson were that you could maintain a journal (diary) and express your thoughts and feelings about events that occurred in your day. Diary writing gives you an opportunity to describe events of the day or write your reflections on them.

Writing opinion pieces builds on the practice you have with diary writing. However, writing an opinion piece, while having a strong personal orientation, is writing that comes from a reflective and well-informed mind.

You might have come across the Op-Ed section of a newspaper. Do you know what Op-Ed stands for? Op-Ed is the short form of “opposite the editorial.” The Cambridge English dictionary defines Op-Ed as “a piece of

writing that expresses a personal opinion and is usually printed in a newspaper opposite the page on which the editorial is printed”

Today the term is used more widely to allude to a column that represents the opinion of a writer on an issue of relevance, which could range from lifestyle (like interest in travel, cuisine, fitness) to more serious writings expressing opinions on social trends and politics.

What are some of the distinguishing characteristics of an opinion piece?

- It is short – not more than 750 words (this is short when compared to the lengthy editorials in newspapers)
- It has a clearly defined point of view and is characterised by “clarity” in thinking.
- The topic is usually stated in the first paragraph
- It is well/adequately researched. Even though it expresses a personal standpoint, the writer does adequate background study to substantiate his/her point of view. The research might involve fieldwork – going to the scene, interviewing people and such work or, using library and reliable internet resources. Though it is an opinion piece, the writer has the obligation to write responsibly.
- An opinion piece carries the “voice” of the writer. “Voice” here refers to the writer’s beliefs and convictions. It also refers to the style of writing, which could be descriptive, humorous, or informative, among other possibilities.

Sample Opinion Piece

Child Health: A Nation’s Priority

Our country is home to the largest child population in the world. A substantial 41 per cent, around 450 million, are children. However, only 4 percent of the GDP is spent on their education, health and protection. Children should be recognised as a priority and the necessary budgetary allocations should be made.

It was observed that of the patients visiting government hospitals, 70 per cent were child labourers. These children are constantly exposed to

smoke, dust, noxious gases, chemicals and high temperatures. As a result the lungs, eyes, and other vital organs of children are affected. The moral responsibility for the plight of these children rests with manufacturers who exploit them as inexpensive labour. If exploitation of this kind continues, we will be left with a great national liability. The working children of today are virtually the liabilities of tomorrow. A large portion of the government's budgetary allocation will have to be accorded for health care and reparations in the foreseeable future. This will have a crippling effect on the development agenda. Such oversight should be condemned strongly by all opinion holders.

The statistics in relation to children is alarming. The health indicators of children in India are among the worst in the world with only 65.3 per cent of the under-five children fully immunised. Eighty per cent of the children under three years of age are anaemic and every 3 out of 5 children are malnourished. Over nine lakh children in India die before their first birthday.

Data also suggest that India accounts for nearly 50 per cent of child brides in the world who are married before the age of 15 — threatening their personal well-being, development and, most often, their fundamental rights to health, education and freedom. What's more, the air quality in northern India has reached an alarming stage. There is a strong link between pollution and children's cognitive function. Early exposure to toxic air has lifelong consequences for them.

The Ministry of Health needs to work in collaboration with the Ministry of Women and Child Development, Labour, Education, and other agents involved with children if they have to be effective in achieving child health.

(Adapted from Op-Ed article Healthy Children Build Healthy Nations (Kailash Satyarthi <https://www.thehindu.com/sci-tech/health/Healthy-children-build-healthy-nations/article16668437.ece>)

Read the following Op-Ed articles

1. The Book in My Hand (by Ramachandra Guha).
<https://www.thehindu.com/books/The-book-in-my-hand/article16443755.ece>
2. Coordinates of Safety. (<https://www.thehindu.com/opinion/op-ed/Coordinates-of-safety/article16643102.ece>)

Write opinion pieces on the topics given below

1. Organic farming
2. Fitness Culture
3. "Reading Maketh a Full Man": The Benefits of Cultivating the habit of Reading
4. Extravagant Indian Weddings: A Waste of Money
5. Peer Pressure: A Major Distraction for Youth.

Reading Poetry

Reading poetry is certainly a different experience from reading a simple story. What makes poetry? Poetry normally employs linguistic devices like rhetorical questioning, figures of speech like simile, metaphor, and personification. Sometimes poetry can be understood at the first reading but in many cases the reader has to read deeper and also know the meanings of words which are not obvious. A seemingly simple poem may not be that simple.

Harlem

By [Langston Hughes](#)

What happens to a dream deferred?

Does it dry up

like a raisin in the sun?

Or fester like a sore—

And then run?

Does it stink like rotten meat?

Or crust and sugar over—

like a syrupy sweet?

Maybe it just sags

like a heavy load.

Or does it explode?

(<https://www.poetryfoundation.org/poems/46548/harlem>, accessed on 13.12.20)

This poem looks very simple yet it is not. Let the readers read the poem aloud.

The key word is "deferred," and let the students look up the dictionary and try to make sense of the poem.

Task 1

Making the student find meaning of key words and help them explore the meaning themselves.

Task 2

Reading poetry.

The first line is a question and all the other lines also are questions except for the last line.

The questions are always read with a rising intonation. So this poem with its many questions gives ample scope to practise how to read.

Task 3

Learning the figures of speech.

Simile is an explicit comparison with words "like," "as," and so on.

Metaphor

A comparison that is made literally, either by a verb (for example, [John Keats](#)' "Beauty is truth, truth beauty" from his "[Ode on a Grecian Urn](#)") or, less obviously, by a combination of adjective and noun, noun and verb, etc. (for example, [Shakespeare](#)'s sonnet on the "[the marriage of true minds](#)"), but in any case without pointing out a similarity by using words such as "as," "like," or "than." (https://rpo.library.utoronto.ca/glossary#letter_m accessed on 14.12.20)

Points of Discussion

Here the key term is “dream deferred,”

1. What are the similes present to portray the dream deferred?

Example : What dries up like the raisin in the sun?

The phrase “like a raisin in the sun” is a simile.

2. Is there a rhyme scheme in the poem?

3. How many similes are there?

4. Why is the phrase, “*or does it explode,*” italicized by the poet?

Task 4

The students can see the meaning of the title of the poem, “Harlem.” It is a proper noun, name of a place. If students stop with this they will not learn about the historical background.

The implication of the place Harlem has to be probed. Harlem was the cultural centre and refuge for African Americans who were discriminated against. Langston Hughes was an African American poet who lived during dark times for African Americans, whose dreams were not allowed to see the light of day. The final comparison he uses in the poem is like that of a big sand bag that sags him down. So when you are reading poetry explore the deeper meanings that are evident in the presented text.

WORD POWER: IDIOMS AND PHRASES

In the sentences given below, some phrases are underlined. What do you think these phrases mean? Try to guess the meaning from the context.

1. Susanna was on cloud nine when she found that she had won the scholarship.
2. When his father asked Dennis who ate the cookies, Dennis spilled the beans and said that his brother had done it.
3. It is raining cats and dogs outside; the roads are completely waterlogged.
4. My sister is so busy that I get to see her only once in a blue moon.
5. Shanta was the apple of her grandmother’s eye; the elderly woman would do anything the little girl wanted.

In each case, the literal meanings of the phrases is not the correct one. Susanna obviously did not climb up to cloud number nine and Dennis did not take a packet of beans and spill them. The underlined phrases are idioms.

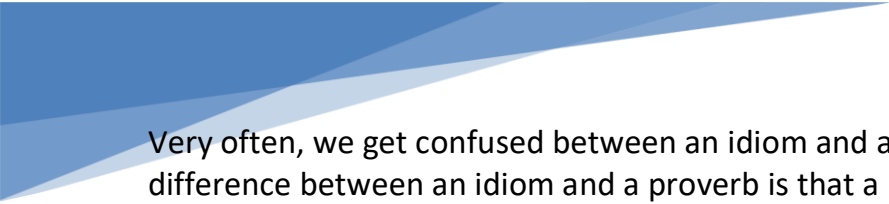
An idiom is a phrase or a group of words that has only a metaphorical or figurative meaning. The meanings of these groups of words have become an accepted part of language. For example, 'on cloud nine' means to be very happy, 'to spill the beans' is to reveal something before it is supposed to be revealed, to 'rain cats and dogs' means to rain very heavily etc. Almost every language has idioms.

Why do we use idioms? For a number of reasons.

Using idioms makes our writing interesting and vibrant. 'I see my sister once in a blue moon' reads better than 'I see my sister very rarely'; using the idiom makes it clear just how rarely I see my sister.

Also, using idioms makes our writing nearly always less formal and more sophisticated. Saying that Shanta was the apple of her grandmother's eye is a more sophisticated and personal way of saying that Shanta's grandmother adored her.

Where can we find idioms? There are a number of dictionaries of idioms such as the Oxford Dictionary of English Idioms. www.theidioms.com and www.idioms.online have a large collection of idioms. We can use any of these, or any other online or physical resource that we have access to in order to find the meanings of idioms.



Very often, we get confused between an idiom and a proverb. The major difference between an idiom and a proverb is that a proverb gives advice, while an idiom does not. Grammatically, proverbs are often complete sentences, whereas idioms are most often phrases that need to be included within a sentence (of course, there are idioms that can function as complete sentences too – like "curiosity killed the cat". But, "Honesty is the best policy" is a proverb: it is a complete sentence and gives useful advice. "Once in a blue moon" is an idiom – it is a phrase and does not give any kind of advice.

Activity 1

Guess the meaning of the underlined idioms from the context. After that, check an online or physical resource to see if your guess was correct.

1. Winning the competition was a piece of cake for Rahul – he made it seem so effortless.
2. Tanya's parents never had a problem with cleanliness; her room was always in apple-pie order.
3. Our quiz team was on a roll that day; we hardly got a question wrong.
4. In order to finish studying all the portions for the exam, we had to burn the midnight oil.
5. Sanaaya is as good a singer as her mother – she is a chip off the old block.

Activity 2

Each of the following pictures represents an idiom. Identify the idiom and then find out its meaning. The, use the idiom in a sentence. The first one is done for you. Unless otherwise attributed, the pictures have been sourced from creative commons licenses.

1.



Not my cup of tea.

The idiom refers to something the speaker does not like.

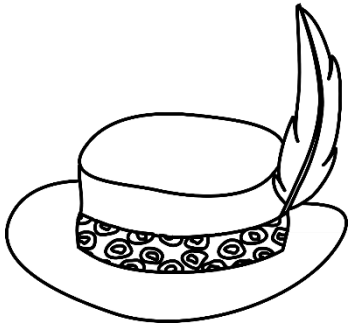
Sitcoms are not my cup of tea; I'd rather watch detective shows.

2.





3.



4.



5.



6.



7.

(Picture source:

<https://tidusminolists.wordpress.com/2018/12/17/etymology-bury-the-hatchet-the-meaning-and-origin-of-phrase/>)

8.



9.



10.

Activity 3

In each of the following sentences, replace the underlined phrases with a suitable idiom. Choose the idiom from the list given at the end.

1. She has been having a difficult time with her health; be a little lenient with her.
2. The family did not know what to do when the ship carrying their cargo went missing; it was completely unexpected and they were not at all prepared for it.
3. Sarayu's fever has subsided and her body pain has also vanished. She is perfectly fine now.
4. We can't always blame only the person who takes bribes; the one who gives is also responsible. The blame lies on both sides.
5. My mother who is a workaholic keeps telling me to take breaks; she is criticizing me when she is just as bad as me.
6. I have to speak at a Conference on New Methods of Teaching English. I want to prepare well for it. I don't want to tell them what they already know.
7. Let us not worry about problems before they have happened; we will deal with them when we face them.
8. There are so many Swaminathans in our College. Finding out the address of one student named Swaminathan from among all others is going to be a very difficult task.
9. That session influenced him so much that he has completely reformed.
10. When the teacher asked Sharad if he had copied, he did not give her a straight answer; he kept avoiding the question.

cross the bridge when we come to it

turned over a new leaf

it takes two to tango

chip off the old block

carry coal to Newcastle

fit as a fiddle

cut her some slack

bolt from the blue

beat around the bush

looking for a needle in a haystack

not calling the kettle black

GRAMMAR IN CONTEXT

CONJUNCTIONS

Listen to the following conversation between a mother and her children:

Mom: Its getting late. Vicky, will you have Dosai for breakfast?

Vicky: Yes ma.

Mom: What about you Raji?

Raji: Even I will have Dosai ma.

Mom: Rinku, where are you.... is dosai okay for you?

Rinku: Hmm...

Mom: Quick, tell me, dosai or bread and butter?

Rinku: Bread and butter ma.

Mom: So Vicky and Raji will have dosai. I'll make it ready after
I prepare bread and butter for Rinku.

In the above conversation we find that

1. Rinku wants to have 'bread and butter'.
2. Vicky and Raji want to have dosai.
3. The mother asks Rinku if she wants dosai or bread and butter.

Look at the first sentence.

Rinku wants to have 'bread and butter'.

The word 'and' is used to join the words 'bread' and 'butter'.

Take a look at the second sentence.

Vicky and Raji want to have dosai.

Again in this sentence the word 'and' is used.

What idea does the sentence express? The sentence expresses two ideas:

Vicky wants to have dosai.

Raji wants to have dosai.

The ideas of the above two sentences are related. The sentences seem repetitive. Hence the word 'and' is used to join these two sentences. and the same idea is expressed in a single sentence.

This makes the sentence compact.

Look at the third sentence.

The mother asks Rinku if she wants dosai or bread and butter.

Here the word 'or' is used to express and join the two choices.

The words 'and' and 'or' are joining words or conjunctions. They make sentences more direct while retaining the meaning.

Conjunctions are words that join words, groups of words, or sentences.

Some commonly used conjunctions are

and	yet	
or	when	
but	though	although
because	unless	while
after	since	
before		

CLASSES OF CONJUNCTIONS

Conjunctions are divided into two classes: Co-ordinating and Subordinating

A Co-ordinating Conjunction joins together clauses of equal rank or importance.

What is a clause?

A clause has a subject and a verb. Look at the group of words in italics in the following sentences:

1. He can't succeed *without hard work*.
2. He can't succeed *unless he works hard*.

In the first sentence look at the group of words, 'without hard work'. It does not make complete sense. It does not contain a finite verb. It has no subject and predicate of its own. Hence it is a phrase.

Hence a Phrase is a group of words that is used as a single part of speech and does not contain a Subject and Predicate of its own.

In the second sentence the group of words, 'unless he works hard', contains a subject (he) and a predicate (works hard). A group of words which forms part of a sentence, and contains a Subject and a Predicate of its own, is called a Clause.

The chief Co-ordinating Conjunctions are

And, but, or, for, nor, either.... or, neither.....nor

The conjunction 'and' is used to join words and sentences that have related or similar ideas.

It means the same, similar or equal; without contrast

For example

1. It's cold and windy today.
2. He put on his cap and went out. .
3. Raji and Mahesh are neighbours.

The conjunctions 'but' is used to join words and sentences that have opposite ideas.

1. He wants to watch the film but he has to complete his project.
2. She read the mail but she did not reply.

The conjunction 'but' is also used to express something that is unexpected and to express the idea of difference.

1. They played well but they lost the match.
2. Sindhu is right-handed but her brother is left-handed.

In the first sentence the idea that they would lose the match is unexpected because they played well. The conjunction 'but' makes this clear.

In the second sentence the conjunction 'but' expresses the idea of difference.

Conjunction 'or' is used to join words and sentences in order to show choice. It is used before an alternative.

1. Would you have coffe or tea?
2. Shall we go out or shall we stay at home?

When conjunction joins a group of three or more items (words, phrases or clauses), it is usually placed before the last member of the group.

1. He boarded the bus, got the ticket and took a seat.
2. What would you like to have? Coffee, tea or fruit juice?

Some Conjunctions are used in pairs.

Either ---- or Neither ----- nor Both ----- and Not only ----- but also whether ----- or
--

Conjunctions which are thus used in pairs are called Coorelative Conjunctions or Correlatives.

When conjunctions are used as correlatives, each of the correlated words should be placed immediately nefore the words to be connected.

He visited not only Delhi, but also Mumbai. --- Correct

He not only visistd Delhi, but also Mumbai ----- Incorrect

either or Either-- Raju or Peter will take you home.

neither nor --- He was neither smart nor hard-working.

SUBORDINATING CONJUNCTIONS

Subordinating conjunctions are used to combine a main clause and a subordinate clause. A Subordinating conjunction joins a clause to another on which it depends for its full meaning. It begins a subordinate clause and connects it to an independent clause.

The crop failed because there was no rain.

Main clause

Subordinating clause

The word 'because' is used as the subordinating conjunction. It combines the main clause with the subordinating clause.

The sentence contains two clauses one of which, 'because there was no rain', is *dependent* on the other. Hence the Conjunction introducing the *dependent* or *subordinate* clause is called a Subordinating Conjunction.

Notice how the subordinating conjunctions are different from co-ordinating conjunctions.

The subordinate conjunctions are part of the subordinate clauses they introduce. But the co-ordinate conjunctions are not part of either of the clauses they join together.

For example,

1. She was angry /but/ she listened quietly.

main clause 1

main clause 2

.2. Although she was angry, /she listened quietly.

subordinate clause

main clause

The chief Subordinating Conjunctions are :

After	before	because	if
though	although	till	that
unless	as	when	where
while			

Subordinating Conjunctions may be classified according to their meaning, as follows:-

Time, Cause or Reason, Purpose, Result or Consequence, Condition, Concession and Comparison

Time

before --- Come home before it gets dark.

till ---- We shall wait till she gets the key.

after -- She entered the class after the attendance was taken.

when -- *You may join us when you are ready.*

Cause or Reason

Since -- Since there was power shutdown, we didn't complete the work.

As --- As he was in a hurry, he took an auto.

because -- She did not go to college, because she was not feeling well.

Purpose

that, so that, in order that

that --- We work hard that we may succeed in life.

so that --- I will send the documents by speed post so that you will get it tomorrow.

that

in order that -- The pamphlet was given in order that all might know the usage rules.

Result or Consequence

so that --- He is so weak that he cannot move about.

such that -- It is such a good movie that you can watch more than once.

Condition

if -- If you will fill in these columns, I can sign the form.

unless-- Do not answer unless you are sure.

Concession

though --- She listened to me patiently though he was angry.

although--- Although they played the match well, they did not win.

Comparison

than ---- He works harder than his brother does.

EXERCISE 1: Fill in the blanks with suitable conjunctions -- and, or, but, although, till, because, though

1. Prem called out to her to stop, _____ she continued walking.
but

2. How does the fruit taste? sweet _____ sour? or

3. Is Rani playing _____ studying? or

4. John _____ David went to the library yesterday. and

5. I lost the prize _____ I tried my best

6. Can you buy for me pens, pencils _____ notebooks?and

7. They reached late _____ their train was delayed.

8. He played well _____ scored two goals.

9. _____ he was poor he came forward to help the poor.

10. Will you wait _____ I return?

EXERCISE 1:

Combine the sentences using conjunctions given in brackets:

1. You will pass. Work hard. (if)

2. I will call you. I finish my work. (when)

3 He will buy a bike. He will buy a car. (either...or)

4 He will cook. He will wash clothes. (neither nor).

5 Sheela is a good singer. she is also a good dancer. (not onlybut also)

6 He waited. The train arrived. (till)

7 You will be late. You hurry. (unless)

8 It was dark. I couldn't find my bag. (so....that)

9. He sold the car. He was in need of money. (because)

9. He ran fast. He missed the train. (though)

10 Go to the port. You can visit the light house. (if)

THE INTERJECTION

Listen to the conversation between two friends Dinesh and Sam. Dinesh has come from abroad and is meeting Sam after many years. First read through the conversation 'A' and then the conversation 'B'.

A	B
Dinesh: Sam, how are you?	Dinesh: <i>Hi</i> ! How are you
Sam: Is this Dinesh?	Sam?
Dinesh: Yes.	Sam: <i>Hey</i> , Isn't this
Sam: When did you come back	Dinesh?
from abroad?	Dinesh: Yeah, its me ...
Dinesh: Last week	Sam: How nice, when
[Dinesh looks at a painting]	did you
Dinesh: This is a nice painting.	come back from
	abroad.
	Dinesh: Just last week
	[Dinesh looks at a painting]
	Dinesh: <i>Wow</i> ! what a beautiful
	paining.

Which conversation does express the feeling of surprise?

It is conversation B

Look at the words that are in italics. Such words s *Hi*! *Hey*, *Wow*! etc., are called Interjections.

Interjections is a part of speech used to express sudden emotions like happiness, surprise, grief and sympathy.

An Interjection is not grammatically related to the other words in a sentence. An interjection is set off from the rest of the sentence by an exclamation mark or a comma. An exclamation mark indicates strong emotion. A comma indicates mild emotion.

An Interjection is a word which expresses some sudden feeling or emotion.

Here is a list of a few Interjections in use:

Hi	Hurrah	Alas	Hush
Ah	Hey	Well	Wow

Oh Ouch Gosh

Examples:

Hello ! What are you doing there?

Ah ! Have they gone?

Oh ! I got a fright.

Ouch! That hurts!

Well, I think that is my argument.

Here is a list of Interjections and what they express----

Hurrah ! huzza ! -- Joy

Aah ! --- Call for help / when scared

Ahh! ---- Realization / acceptance

Uh --- Indicates a pause / need for more time

bravo ! --- Approval

Er --- Not knowing what to say

Hmm --- Thinking / hesitating about something

Hmph ---- Indicate displeasure

ha ! what ! --- Surprise

Eww --- Dislike or disgust

Oops --- When do something by mistake

alas ! --- Grief

Shh ---- An indication for silence

Whew --- Amazement and/or relief

Wow --- Surprise or admiration

Yeah --- strong affirmation or approval

Certain groups of words are also used to express some sudden feeling or emotion:

Ah me! ----- Ah me, wheres shall I go?

For shame! --- For shame, leave that poor ma alone.

Well done! ---- Well done! You have done a good job.

Activity 1:

Fill in the blanks with suitable interjections:

1. _____ We have won!

2. _____, Mithun! How are you?

3. _____ He is dead.

4. _____ Now I understand!

5. _____ That's really a great news!

6. _____ That's the winning goal!

7. _____ The baby is sleeping.

8. _____ We've lost the battle.
9. _____ my young friends, play the game.
10. _____ that feels wonderful.

Activity 2:

Write two sentences each using interjections to express

1. Surprise
2. Joy
3. Attention
4. Grief
5. Silence
6. Dislike
7. Think about something
8. Do something by mistake
9. Admiration
10. Strong affirmation

Unit III

(18 hours)

1. Listening and Speaking
 - a. Listening to TED talks
 - b. Making short Formal presentation with PPT
 - c. Interactions during and after the presentations
 2. Reading and writing
 - a. Writing emails of complaint
 - b. Reading aloud famous speeches
 - c. Reading longer fictional / non-fictional pieces in which all the reading skills can be brought into play
 - d. Preparing outlines for short assignments
 3. Word Power
 - a. One Word Substitution
 4. Grammar in Context
- Sentence Patterns

LISTENING AND SPEAKING

a. Listening to TED Talks:

TED talks can be found on YouTube. They are on a wide range of subjects ranging from science to art and sport. TED Conferences LLC is an American media organization which was only a conference. However it broadened its perspective to include talks on many scientific, cultural, political, humanitarian and academic topics. TED Talks carries the slogan, "Ideas Worth Spreading". The most unique thing about TED talks is that they are not only informative, they are also highly motivational. Listening to a TED talk infuses you with positive energy and positive thinking. In short, you are 'inspired'!

Activity:

Watch the following ideas and listening carefully to understand how the information is properly arranged and shared:

1. The Rise of Cricket, The Rise of India by Harsha Bhogle
<https://www.youtube.com/watch?v=LbIXYEW9CSQ>
2. A Well-Educated Mind Versus a Well-Formed Mind by Sashi Tharoor.
<https://www.youtube.com/watch?v=kcW4ABcY3zI>
3. Your Body Language May Shape Who You Are by Amy Cuddly

Exercise:

1. Note how the speakers begin and end the TED talks
2. Go through the following beginning and ending phrases of TED talks and prepare a ted-talk on the topic of your interest using the following beginning and ending phrases:

A few opening phrases/sentences used in Ted Talks

- I want to interact with you about why we need to work harder to achieve today....
- Few weeks back I saw something that I thought I would never tell anyone but I feel obliged to discuss it here...
- You will have a chance to add a few months of life span as you watch this talk...
- When I was in the boy scouts, I got a chance to meet a rare and exquisite creature...
- Albert Einstein said that
- Do you think it is possible to overcome procrastination just by blindly working...
- Imagine yourself ten years from now...

Closing phrases/sentences

- ...this is how I made it possible and I call upon your action as a part of the successful contribution.
- ...now this is the big picture the world and I have been discussing all along
- ... I call for your questions

- ... let me up sum up
- ...Recognize and understand these things as early as possible to avoid them and to live a peaceful life. Thank you.
- ... all you need is to recall these few minutes everyday and say them to yourself

b. Making Short Formal Presentations with PPT:

What is a Presentation?

Presentation is a formal communication that uses both verbal and non-verbal language. There are various forms of oral presentation and they have different functions to perform. Usually short presentations are given within 15-20 minutes duration in academic and professional environment where a subject expert generally delivers the presentation to give information about the chosen topic.

Tips to make a good presentation:

- Have a definite purpose of the presentation
- Prepare the content of the presentation well in advance
- Know your audience well
- Change the content and style of the presentation
- Collect adequate information and assimilate

A successful presentation lies in the efficient use of textual content, verbal content and visual content. The preparation of the textual content is the first step in the preparation of presentation. The textual content refers to the verbal content. To prepare the verbal content 5Ws and 1H formula is the best method. The 5Ws are

- What – the main idea that you are likely to present
- Why – the purpose of the presentation
- Whom – age and socio-cultural environment of the audience
- When - the time of your presentation
- Where – the venue of the presentation

- How - involvement of verbal and visual contents

Exercise:

Prepare the verbal and visual content for short presentations on the following topic:

- a. Pro and Cons of modern media culture
- b. How to learn second language in an easy way?
- c. What is feminism in the modern era?
- d. How does 80s parenting differ from current parenting
- e. Green Campus is the need of the Hour
- f. Evolution of lifestyle in the Internet era
- g. How to clean a house : Smart way

Common Barriers for Effective Presentation:

- Inadequate presentation
- Poor organization of the content
- Improper time management
- Length of the presentation
- Lack of practice
- Inadequate and inefficient use of visual aids

are the common barriers for the effective presentation. Overcome these barriers to make an effective presentation.

Activity:

1. Make small presentation on the following topic to identify the problems that they encounter during the presentation like stage fright, inability to coordinate the verbal and visual content.

How to start a presentation?

A beginning of the presentation is as important as the content preparation of the presentation.

- Soon after the greetings, make sure to establish the relevance and importance of the topic in contemporary context.
 - a. In the current scenario...,
 - b. It's high time to think the importance of ...
- You may begin the presentation with the anecdote.

All the world's a stage, said Shakespeare in his *As you like it*.
Today I am going to talk about the role of integrity and consistency in making a human being in this digital era.....
- You may begin with telling a story relevant to the topic
 - a. During 1960s in India...
 - b. In the mid of 18th Century India had
- You may also quote an article that you read yesterday/couple of weeks age/ a month earlier etc
 - a. In an article that I read in *The Hindu* yesterday...
 - b. In a conference that I attended last year on
 - c. When the India was struck by Tsunami in December 2004.....
- Make use of quotations for beginning a speech:
 - a. If Winter comes, can Spring be far behind? Said Shelley once. Now we are here to talk about the importance of positive thinking

Tips to prepare an effective Power Point Presentation (PPT):

Do's:

- Use proper font that is easier to read on the screen
- Check the spelling
- Include info-graphics that is easy to understand

- Include key point alone to highlight
- Let the slip be simple and elegant

Have a look at the following slide for preparing effective PPT

Leaders tempted to delegate social media

Why?

- Too busy with other projects
- Limited familiarity with social media
- Seen as independent, add-on projects
- Underestimation of strategic complexity
- Abundance of 'well-marketed' service providers

<https://lacstraining.wordpress.com/2012/04/26/presentations-tips-for-effective-powerpoint-design/>

Don'ts:

- Don't underline and add hypertexts for short presentations
- Don't use smaller size smaller than 24
- Avoid graphic background
- Don't use animation

For instance, have a look at the following slides:

THIS IS AN EXAMPLE OF A BAD SLIDE.
 A really bad slide. Please don't make your slides look like this. Your audience will get distracted/annoyed and you will lose their attention. **INSTEAD**, follow the advice on the other slides of this presentation. Ok?

- ❑ *Distracting background*
- ❑ *NEVR WRITE A PARAGRAF*
 ❑ *MAKE SURE YOU CHECK FOR SPELLING ERRORS!*
- ❖ *AVOID CLIPART/BAD IMAGES*
- ❖ *Avoid too many colors and Fonts*
- ❖ *YOUR FONT AND GRAPHICS SHOULD NEVER GO OFF THE PAGE*



<https://interactive.america.gov/webchat-tips/>

How Rivers Are Formed

- Rivers start as very small streams and gradually get bigger as more and more water is added. Heavy rains and spring meltwater add so much water to some rivers that they overflow their banks and flood the surrounding landscape.
- The water in rivers comes from many different sources. Rivers can begin in lakes or as springs that bubble up from underground. Other rivers start as rain or melting snow and ice high up in the mountains.
- Most rivers flow quickly in the steeply sloping sections near their source. Fast moving water washes away gravel, sand and mud leaving a rocky bottom.
- Rivers flowing over gently sloping ground begin to curve back and forth across the landscape. These are called meandering rivers.
- Some rivers have lots of small channels that continually split and join. These are called braided rivers. Braided rivers are usually wide but shallow. They form on fairly steep slopes and where the river bank is easily eroded.
- Many rivers have an estuary where they enter the ocean. An estuary is a section of river where fresh water and sea-water mix together. Tides cause water levels in estuaries to rise and fall.

<https://www.emaze.com/2020/08/22/6-worst-presentation-slides-ever/>

There is a common enemy for presentation. That is "Stage Fright".

There are few signs that will confirm the presence of stage fright in an individual. They are:

- Shaking legs
- lack of focus
- negative thoughts about a performance
- "butterflies" in the stomach
- shaky voice
- dry mouth
- sweaty hands
- racing heart
- hyperventilation
- muscle tension
- fidgeting

How to overcome the stage fright?

- The first step to overcome the problem is to accept that you have stage fright.
- Practice more: Adequate amount of practice will increase self-confidence. Practice in front of your friends, family members and mirror.
- Reach the venue well in advance and make yourself familiar with the stage and audience.
- Take a deep breath if you feel anxiety
- Above all the best way is to IGNORE the symptoms and focus more on the content of the presentation.

Activity:

Watch the following videos:

Academic skills – presenting effectively

<https://www.youtube.com/watch?v=qFLL-XB56UU>

Problem – Solution Presentation

https://www.youtube.com/watch?v=rtljk2C_laQ

Designing effective scientific presentations

<https://www.youtube.com/watch?v=Hp7Id3Yb9XQ>

Techniques of Delivering the Speech:

Techniques of delivering a presentation is similar to methods of making the effective speaking. A brief revisiting of the same is presented here:

- Maintain a relaxed upright posture
- Don't rush through the presentation. Pace your presentation with pauses in reasonably regular intervals.
- Make sure of your pronunciation and enunciation
- Avoid high pitched voice
- Ensure the pronouncing of the last syllable of every word.
- Avoid monotony of the voice
- Follow interactive method
- Read the mind of the audience through their body language
- Strictly avoid reading from the slide but explain the main points covered in the slide
- Finally presence of mind and natural humour will add spice to your presentation.

C. Interactions during and after Presentation:

As effective presentations require sufficient skill, even interacting during and after presentation require adequate skill and awareness. Both the presenters and the listeners are expected to interact during and after presentation.

As a presenter, you may interact with the audience during the beginning of the presentation to build a rapport with them. For example you may use the following questions to the audience without intimidating them:

- Put your hands up if you are familiar with the incident I just said.
- How would you feel if you stood on the stage?
- What kind of experience did you gain after hearing the presentation?
- Can you recall a memory of yourself ...
- What is the reason for you participate in the presentation?

To make your presentation more lively allow the audience gently to ask questions and answer them firmly with politeness. It is also one of the ways to ensure them that they are valued. While such interactions you may use the following examples:

1. Well, it's great question...
2. Yes, I agree with you. I think I have highlighted the same in slide no: 9...
3. Sure, I will explain...
4. No, though the idea sound noble, it cannot be taken into consideration, because....
5. Great, I think it's time for 5 minutes break...

As listeners, when there a need for clarification on the topic, make sure to inform the presenter that you are in need of clarification by raising you hand. You can also make use of the following phrases:

1. Excuse me, Could you please explain the idea that.....
2. It is an amazing presentation. But I have certain doubts on
3. Congratulations for your fantabulous presentation! I have few ideas to complement to discussion...
4. What do you mean by ...
5. It is wonderful venture, but could you please highlight how well your words be relevant after five years of the current presentation?

READING AND WRITING

WRITING EMAILS OF COMPLAINT

How to write an email of complaint:

Following points to be noted:

2. Be precise and concise
3. Use simple and polite language
4. Avoid sarcasm or threatening language
5. Add all references, documents, receipts etc.
6. Be clear about the exact intention of the complaint

Sample Email of Complaint

From: name@service provider

Subject: Complaint

Reference: Details of receipts with date, etc.

To: name@serviceprovider

Body of the email:

Dear Sir/Madam,

I wish to complain about the -----(name of the product or service, with serial number or account number) that I purchased on ----- (date and location of transaction).

The product ----- name, -----(mention the nature of fault/misfunction)

Kindly respond regarding your plan of action, if a replacement of the ----- (product or service) will be possible. If not, kindly make arrangements for a refund of the payment made towards the purchase.

Copies of the receipt and warranty details are attached for your reference. Please do the needful at the earliest.

Yours sincerely,

Tasks

Write an email of complaint about any two of the following issues:

1. To an electronic accessory company about a faulty printer delivered
2. To a Fibernet service provider regarding an intermittent internet connection
3. To an online clothing company regarding an error in the size of a dress ordered and paid for
4. To a mobile phone company regarding excessive post-paid billing received
5. To a courier service complaining the delay in the delivery of a product couriered

READING ALOUD FAMOUS SPEECHES

One effective way of developing language skills is reading aloud. Even if you are not sure about the pronunciation, just read. After you have a practice of reading, there are many ways of learning pronunciation. Firstly the pronunciation of most of the words can be accessed as sound files in the internet. So you can search and learn the pronunciation. Secondly listen to speeches or news reading in English. This will help you learn how to pause and read, proper pronunciation, right intonation etc.

Read the passage loudly.

If you want to change the world, start off by making your bed by Admiral H. Mcraven

If you make your bed every morning you will have accomplished the first task of the day. It will give you a small sense of pride, and it will encourage you to do another task and another and another. By the end of the day, that one task completed will have turned into many tasks completed. Making your bed will also reinforce the fact that little things in life matter. If you can't do the little things right, you will never do the big things right.

And, if by chance you have a miserable day, you will come home to a bed that is made — that you made — and a made bed gives you encouragement that tomorrow will be better.

If you want to change the world, start off by making your bed.

.....

It is on Wednesday of Hell Week that you paddle down to the mud flats and spend the next 15 hours trying to survive the freezing cold mud, the howling wind and the incessant pressure to quit from the instructors. As the sun began to set that Wednesday evening, my training class, having committed some "egregious infraction of the rules" was ordered into the mud.

The mud consumed each man till there was nothing visible but our heads. The instructors told us we could leave the mud if only five men would quit — just five men — and we could get out of the oppressive cold. Looking around the mud flat it was apparent that some students were about to give up. It was still over eight hours till the sun came up — eight more hours of bone-chilling cold.

The chattering teeth and shivering moans of the trainees were so loud it was hard to hear anything. And then, one voice began to echo through

the night, one voice raised in song. The song was terribly out of tune, but sung with great enthusiasm. One voice became two and two became three and before long everyone in the class was singing. We knew that if one man could rise above the misery then others could as well.

The instructors threatened us with more time in the mud if we kept up the singing but the singing persisted. And somehow the mud seemed a little warmer, the wind a little tamer and the dawn not so far away.

If I have learned anything in my time traveling the world, it is the power of hope. The power of one person — Washington, Lincoln, King, Mandela and even a young girl from Pakistan, Malala — one person can change the world by giving people hope.

So, if you want to change the world, start singing when you're up to your neck in mud.

(<https://jamesclear.com/great-speeches/make-your-bed-by-admiral-william-h-mcraeven> accessed on 14.12.20)

Listen to the above speech in this link :

<https://www.youtube.com/watch?v=3sK3wJAxGfs>

After listening to the speech, read the passage aloud again.

More Reading Passages:

The passage above is a motivational speech; there are no dramatic ups and downs. It is more persuasive. But the passage spoken by Mark Antony in Julius Caesar is an example of dramatic speech where every word of his aimed at provoking the hearers. He uses repetition, powerful imagery, rhetorical questioning, and so on. As this speech is poetic, practice a little longer to read. You can hear the speech as spoken by Charlton Heston from the movie *Julius Caesar*

<https://www.youtube.com/watch?v=0bi1PvXCbr8>

Speech: "Friends, Romans, countrymen, lend me your ears" – *Julius Caesar*
By [William Shakespeare](#)

(from *Julius Caesar*, spoken by Marc Antony)

Friends, Romans, countrymen, lend me your ears;

I come to bury Caesar, not to praise him.

The evil that men do lives after them;

The good is oft interred with their bones;

So let it be with Caesar. The noble Brutus

Hath told you Caesar was ambitious:

If it were so, it was a grievous fault,

And grievously hath Caesar answer'd it.
Here, under leave of Brutus and the rest—
For Brutus is an honourable man;
So are they all, all honourable men—

Come I to speak in Caesar's funeral.
He was my friend, faithful and just to me:
But Brutus says he was ambitious;
And Brutus is an honourable man.
He hath brought many captives home to Rome
Whose ransoms did the general coffers fill:
Did this in Caesar seem ambitious?
When that the poor have cried, Caesar hath wept:
Ambition should be made of sterner stuff:
Yet Brutus says he was ambitious;
And Brutus is an honourable man.
You all did see that on the Lupercal
I thrice presented him a kingly crown,
Which he did thrice refuse: was this ambition?
Yet Brutus says he was ambitious;
And, sure, he is an honourable man.
I speak not to disprove what Brutus spoke,
But here I am to speak what I do know.
You all did love him once, not without cause:
What cause withholds you then, to mourn for him?
O judgment! thou art fled to brutish beasts,
And men have lost their reason. Bear with me;
My heart is in the coffin there with Caesar,
And I must pause till it come back to me.

PREPARING SHORT ASSIGNMENTS

Write a short assignment on the topic, "Climate Change Crisis". The topic requires an understanding of the topic, Climate change as posing a problem to the livelihood of all living beings in the world. The Introduction should explain the meaning of the topic stating what is meant by 'climate change'.

Climate change indicates that there has been change in the pattern of weather conditions in recent times compared to how it was years ago.

Climate change indicates that there has been change in the pattern of weather conditions in recent times compared to how it was years ago.

The explanation as examples for 'climate change' as affecting the seasonal occurrence of monsoon as having a drastic effect on the agricultural practice of most of the farmers. It also indicates that if there is monsoon rain, it leads to heavy rainfall that only creates disaster through floods, affecting the crops as well as habitats of people. On the one hand the heat level increases, on the other hand severe frost leads to crops and animals suffering from these extreme weather conditions. Unpredictable natural disasters like Tsunami, cyclones, typhoons, floods, etc lead to difficulties for human survival.

There should be an awareness among people in following necessary steps to check further damage to our environment. Hence it is important for people to understand the need to adopt the eco-friendly lifestyle to curb climate change crisis.

To write in a sustained manner, it is important to organise points relevant to the topic. By identifying the three parts to any assignment as 1) introduction 2) discussion and 3) conclusion, a clarity will be established.

Conclusion, in an assignment, will sum up all the major points of discussion as well as the supporting details.

Topic Sentence
Main Idea
Supporting Idea
Supporting Idea
Concluding Sentence

The different steps to be followed while preparing/writing a short assignment are:

Pre-write Process

Brainstorming

Organising Ideas

Rough Draft

Edit & Revise

Final Draft

Write a short assignment on the given topics, following a structure of 1) Introduction 2) Discussion and 3) Conclusion.

1. Youngsters spending unreasonable time on social media
2. The need for better healthcare in India
3. Reasons for your preference of a tourist place
4. A book or a movie you liked a lot
5. Your opinion on farmer's condition in India

ONE WORD SUBSTITUTION

Suggested number of sessions: 1

Read the following passage paying special attention to the phrases that are underlined and given in bold.

1. The class had a very interesting discussion on skills the other day and they found out that many of them had skills that the others did not know about. For example, Sara could use either hand with equal ease, Sandeep was a very critical judge of food while Taufiq was equally a good and critical judge of paintings. The class also found out that they had a number of hobbies between them – Catherine was a coin collector, while Shagufta acted in theatre groups, though not in a professional capacity.

You will notice that each of the phrases underlined and given in bold in the passage can be replaced by a single word. Given below are the one word equivalents for the underlined phrases:

Found out: discovered

Use either hand with equal ease: ambidextrous

A very critical judge of food: gourmet

A good and critical judge of paintings: connoisseur

Coin collector: numismatic

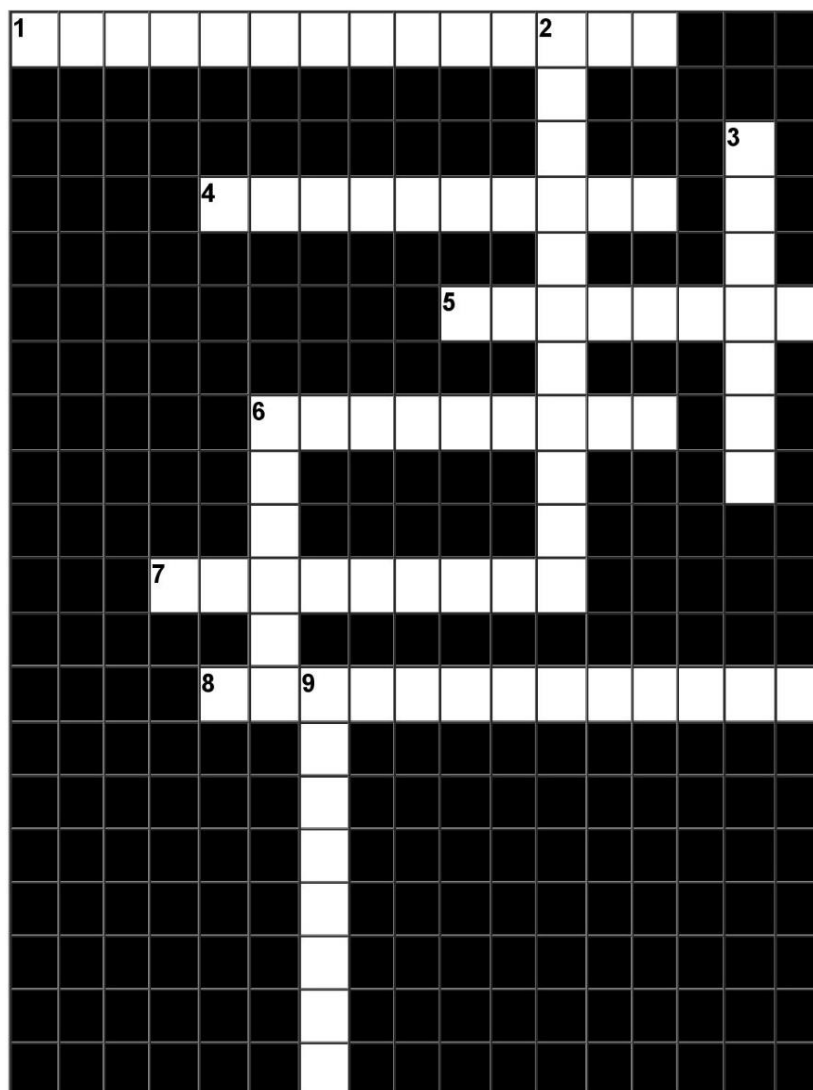
Doing something not in a professional capacity: amateur

Why do we need to know the one word substitutes?

Using one word in the place of many makes our writing more precise. This means that our meaning will be clearer if we use one word than it would be if we used many words. A shorter and crisper passage is much easier to read and understand than a passage with more words and phrases.

Activity 1

Fill in the crossword grid using the clues given.

**Across:**

- 1** People living during the same period
4 a person in love with herself/himself
5 a person who has left one country and moved to another
6 a person trained in spacecraft
7 a person employed to drive a car
8 a person who suffers from imaginary illnesses

Down:

- 2** a person who supervises in the examination hall
3 a palce where grain is stored
6 a large enclosure or building for keeping birds
9 a person who can speak many languages

Activity 2

Match the phrases underlined and given in bold in the sentences in Column A to the word in Column B that best matches them.

a. Dr. Salim Ali was one of the best-known <u>experts in the study of birds</u> in India.	i. autobiography
b. When Sharan broke his hand, his parents rushed him to a <u>doctor who specialised in treating illnesses of the bones</u> .	ii. soliloquy
c. Most religions believe in a God who is <u>all powerful</u> .	iii. communicate
d. Manish's <u>hobby is collecting books</u> .	iv. chronic
e. That witness <u>left out</u> a lot of important details.	v. see
f. This paper has too many mistakes; the writer has <u>not been able to get the message across</u> .	vi. pharmacist
g. My grandmother often <u>fondly remembers the past days</u> when she was a young girl.	vii. arrange
h. The character in that play <u>gave a lot of speeches no one else was nearby</u> .	viii. yield
i. Many famous people write the <u>stories of their own lives</u> .	ix. souvenir
j. The meeting will <u>carry on</u> in your absence.	x. verbatim
k. That small island is <u>ruled by a person from the royal family</u> .	xi. ornithologist
l. Her wheezing has been <u>occurring repeatedly for a long time</u> .	xii. bibliophile
m. In order to study the history of the period, she visited a number of <u>places where objects from the past were stored and exhibited</u> .	xiii. continue
n. In the darkness, I could not <u>make out</u> if it was a dog or cat in the street.	xiv. Orthopaedician
o. The Inspector said that he would <u>see to</u> the security of the place.	xv. Nostalgically
p. Tara's mother <u>owns a shop that sells medicines</u> .	xvi. omitted
q. The government refused to <u>give in</u> to the demands of the terrorists.	xvii. indelible
r. The scar that will be left on her arm because of the accident <u>cannot be removed</u> .	xviii. museums
s. I keep that shawl as <u>a fond reminder</u> of my trip to Iceland.	xix. monarchy

t. The editor told the reporter that the words spoken by the politician had to be quoted <u>using exactly the same words as the original speech</u> .	xx. omnipotent
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Activity 3

For each the words given in bold and underlined in the following sentences identify their equivalent phrases from the list given at the end.

1. One of the first things a scholar is taught that is that it is wrong to plagiarise.
2. One of the guiding principles of any kind of writing is to write about the events chronologically.
3. We must realise that however clever or intelligent we may be we are never infallible.
4. That school has a very well equipped gymnasium.
5. We were very lucky to get a chef who was familiar with different kinds of cuisine.
6. Female foeticide has been one of the major issues in our country.
7. King Edward VIII's decision to abdicate the throne has become legendary.
8. In the stories by Richmal Crompton, William Brown's father often told him that he was incorrigible.
9. The box contained an assortment of chocolates.
10. Many spiritual leaders tell us that it is important to introspect.

Incapable of making mistakes or being wrong

Professional cook

To renounce the throne

Beyond reform

To pass off another's work as one's own

Remarkable and therefore very famous

Look inwards to examine one's motives

A collection of different types of the same thing

Killing of an unborn child (in the womb)

A room equipped for gymnastics, games and physical exercise.

GRAMMAR IN CONTEXT: SENTENCE PATTERNS

Basic Sentence Pattern

In English, our sentences usually operate using a similar pattern: subject, verb, then object. The nice part about this type of structure is that it lets your reader easily know who is doing the action and what the outcome of the action is.

A subject performs the action in a sentence.

- For instance, in the sentence, "Madhan eats dosa," *Madhan* is the subject because he is the one eating the dosa.

A verb is a word that usually indicates some type of action. There are two basic types of verbs in English: action verbs and linking verbs. An action verb represents something the subject of a sentence does, whereas a linking verb connects the subject to a specific state of being. In other words, a linking verb describes a subject instead of expressing an action. Linking verbs are also known as state of being verbs, and the most common one in English is the verb *to be*.

- If we consider the above sentence, "Madhan eats dosa," the verb is *eats*, which is an action verb because it tells us what Matt does – he eats.
- In this sentence, "Madhan is hungry," our verb is *is*, which is a form of *to be*, a linking verb. Notice how Matt does not do anything in this sentence. Instead, the verb *is* describes how Matt feels – hungry. *Is* links Matt with hunger.

An object usually appears after the verb. There are two (2) types of objects in the English language: direct and indirect.

- A direct object takes or receives the action of the verb. In other words, the subject of the sentence acts on the direct object.
 - The direct object in our sample sentence "Madhan eats dosa" is *pizza*. Madhan eats what? dosa.

An indirect object tells us to whom or for whom an action is done. To understand this concept, we need to come up with a longer sentence.

- Our new sample sentence will be, "Madhan shares the dosa with Nathan." In this sentence, our subject is Madhan, our verb is *shares*, the direct object is *the dosa*, and our indirect object is *Nathan*. With whom does he share the dosa? He shares it with Nathan.

So, remember, this is the basic pattern of an English sentence: SUBJECT + VERB + OBJECT.

Six Basic Patterns

There are six basic or simple sentence patterns:

1. Subject/Predicate, Action Verb
2. Subject/Predicate, Action Verb/Direct Object
3. Subject/Predicate, Action Verb/Adverb
4. Subject/Predicate, Linking Verb/Predicate Nominative
5. Subject/Predicate, Linking Verb/Predicate Adjective
6. Subject/Predicate, Action Verb/Indirect Object/Direct Object

Examples of the six basis sentence types:

1. Subject/Predicate, Action Verb

- The class studied.
- The students and the teacher read.
- The students sat and read.
- The students and the teacher sat and read.

2. Subject/Predicate, Action Verb/Direct Object

- The class took a test.
- The class took a test and a quiz.

3. Subject/Predicate, Action Verb/Adverb

- The class worked carefully.
- The students sit here.
- The class worked like a team.
- Before school, in the gym, the class worked like a team.
- In the gym, the class worked like a team before school.
- Like a team, the class worked before school in the gym.

4. Subject/Predicate, Linking Verb/Predicate Nominative

- The teacher is Mr. Satish.
- The teachers are Mr. Satish and Ms. Leena

5. Subject/Predicate, Linking Verb/Predicate Adjective

- The teacher is kind.
- Ms. Kalki is kind and helpful.

6. Subject/Predicate, Action Verb/Indirect Object/Direct Object

- The teacher gave the class a test.
- Mr. Satish gave Kannan and John a test.

Exercises

Identify the pattern of the following sentence:

1. He was going to the market
 - a) SVO
 - b) SVA
 - c) SVCA
2. I met my friend at the airport
 - a) SVIODO
 - b) SVOC
 - c) SVOA
3. Anitha grew tired after the dance
 - a) SVCA
 - b) SVIODP
 - c) SVOC
4. Exercise made him a healthy man
 - a) SVOC
 - b) SVIODO
 - c) SVOA
5. They named the child Kanmani
 - a) SVAC
 - b) SVOC
 - c) SVCA
6. Sheela's father is a doctor
 - a) SVC
 - b) SVA
 - c) SVIODO
7. Revathy sang me a song melodiously
 - a) SVOC
 - b) SVOA
 - c) SVIODOA
8. This bag is large
 - a) SVO
 - b) SVC
 - c) SVA
9. His mother gave him his lunch bag
 - a) SVC
 - b) SVOC
 - c) SVIODO
10. The headmaster entered the room
 - a) SVO
 - b) SVA

- c) SVC
11. Pickpockets should be punished severely
- a) SVA
- b) SVC
- c) SVO
12. We wear cotton clothes in summer
- a) SVOC
- b) SVIODO
- c) SVOA
13. I shall meet you tomorrow
- a) SVO
- b) SVIODO
- c) SVOA
14. He answered my question angrily
- a) SVOA
- b) SVCA
- c) SVIODO
15. We completed the work on time
- a) SVOC
- b) SVAC
- c) SVOA

Unit IV

(16 hours)

1. Listening and Speaking
 - a. Participating in a meeting: face to face and online
 - b. Listening with courtesy and adding ideas and giving opinions during the meeting and contributing concluding remarks.
2. Reading and Writing
 - a. Reading visual texts – advertisements
 - b. Preparing first drafts of short assignments
3. Word Power
 - a. Denotation and Connotation
4. Grammar in Context:
 - a. Sentence Types

LISTENING AND SPEAKING PARTICIPATING IN A MEETING: FACE TO FACE AND ONLINE

How to Prepare to be a participant of a meeting?

Meetings are a common feature in professional life. You have to equip yourself to be an active participant in meetings. Meetings are an essential component as a means of constant communication with management, employees, and other stakeholders in an organization. They are an appropriate channel through which information is shared, problems are solved, and progress of projects is reviewed. Meetings could either be informal or formal. The size of meeting could range from two people to several hundred depending on the purpose and size of the organisation. In order to be an active participant you need to some preliminary work.

What to Do Before the Meeting

Be informed about the following:

- Purpose of the meeting-
- What items will be discussed
- Who are the people who will be attending the meeting
- Location for Face to face meeting.
- Platform and login details for Online meetings
- Start and end times

Most importantly, make sure that you know what's expected of you during the meeting, and whether you need to do any reading or other research beforehand.

What to Do During the Meeting

If the agenda is discussed at the beginning of the meeting, as any good organizer is sure to arrange, you can raise the point about something you'd like to be covered.

As items are being covered, keep an eye on the notes you jotted down beforehand about the topics of interest to you.

Avoid talking too much, as that could dilute your impact on the more important subjects.

If somebody else has already said what you wanted to say, there's no need to make the same point a second time.

If you want to show support for what was already said, you can provide an abbreviated version of the arguments, or you can simply nod or provide short verbal cues, such as, "yes," or "I agree."

When the time is right to make a point, make sure that you have the organizer's permission to speak, and then clearly state what you have to say.

Respect the rights of other people to disagree. Remember, it's not your meeting, and other people want to move on to different subjects.

If you don't agree with something, let people know how you feel, but do not monopolizes the discussion.

What to Do After the Meeting

When the minutes are published, read them carefully and compare them with your own memory of what was discussed. Let the organizer know right away about any significant differences.

Make sure that you know what actions were assigned to you, and follow up on them as quickly as you can.

If you have a good feeling about the meeting, let the organizer know. After all, everybody likes to hear positive feedback.

An extra Byte for online meeting and etiquettes

LISTENING WITH COURTESY

Useful Courtesy Markers to follow during a meeting:

Be a little more judicious about communicating negative views about how the meeting was run and the value of the topics covered.

Phrases to help you participate in a meeting both online and offline

To Interrupt:

- *I'm sorry to interrupt but...*

- *I hate to interrupt but...*
- *I'm sorry to cut this short but...*
- *Sorry to interrupt but may I ask a question?*
- *I'm sorry for the interruption but I have a quick question.*

To seek clarification

- *I'm sorry for interrupting but I don't quite understand...*
- *Sorry for the interruption but could you repeat...*
- *This will only take a minute. Would you mind telling me...*
- *I apologize for the interruption but I have an important question about...*
- *Excuse me, could you please clarify*
- *I'm not sure I understand what you mean by*
- *I'm sorry, I don't quite follow*

To add a point

- *May (or) Can I add something here?*
- *I couldn't help overhearing...*
- *Do you mind if I say something?*

To express an opinion

- *I firmly believe that...*
- *I'm absolutely convinced that...*
- *I'm certain that...*
- *I have no doubt that...*
- *As far as I am concerned...*
- *In my opinion,*
- *From my point of view,*
- *To my mind,*
- *In my eyes,*
- *I hold the view that,*
- *guess that,*
- *It seems to me that,*
- *I am under the impression that,*
- *It is my impression that,*
- *As far as I can say,*
- *I gather that,*

To express agreement:

- *I completely agree.*
- *I couldn't agree more.*
- *You're absolutely right.*
- *Exactly!*
- *That's just how I see it.*
- *I'm with Priya on this.*
- *Well, it depends.*
- *I agree with you up to a point, but...*
- *I agree with you in principle, but...*

To ask for inputs

- What's your opinion of...?
- What's your position/view on...?
- What do you think of...?
- Rekha, can I get your input on...?
- Murali, could you share your impression?
- *What does everyone think about...?*
- *I'd like to get your feedback on...*
- *What are your thoughts about... ?*
- *What are your views on... ?*

Concluding Remarks

- *In summary, we're going to*
- *This is what we've agreed on:*
- *So we've decided to*
- *I guess that will be all for today. Thanks for coming.*

Activity

Role Play In groups organise a meeting to discuss the following, ensure to use appropriate phrases from the list above.

1. An educational trip or an Industrial visit
2. An international student's conclave
3. A product launch
4. Change of college/office timings

READING AND WRITING

Reading Advertisements

There is a saying, "A picture says a thousand words." That is the power of the visual. Advertisements in print media and videos have a powerful impact.

The ability to read visual texts is natural and based on an ability called "visual literacy". Visual literacy can be cultivated further and you can be adept at "visual language"

Visual literacy is defined as, "The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words." (Dr. Diana Dumetz Carry, <https://www.literacytoday.ca/primary/reading/reading-strategies/reading-visual-texts/>)

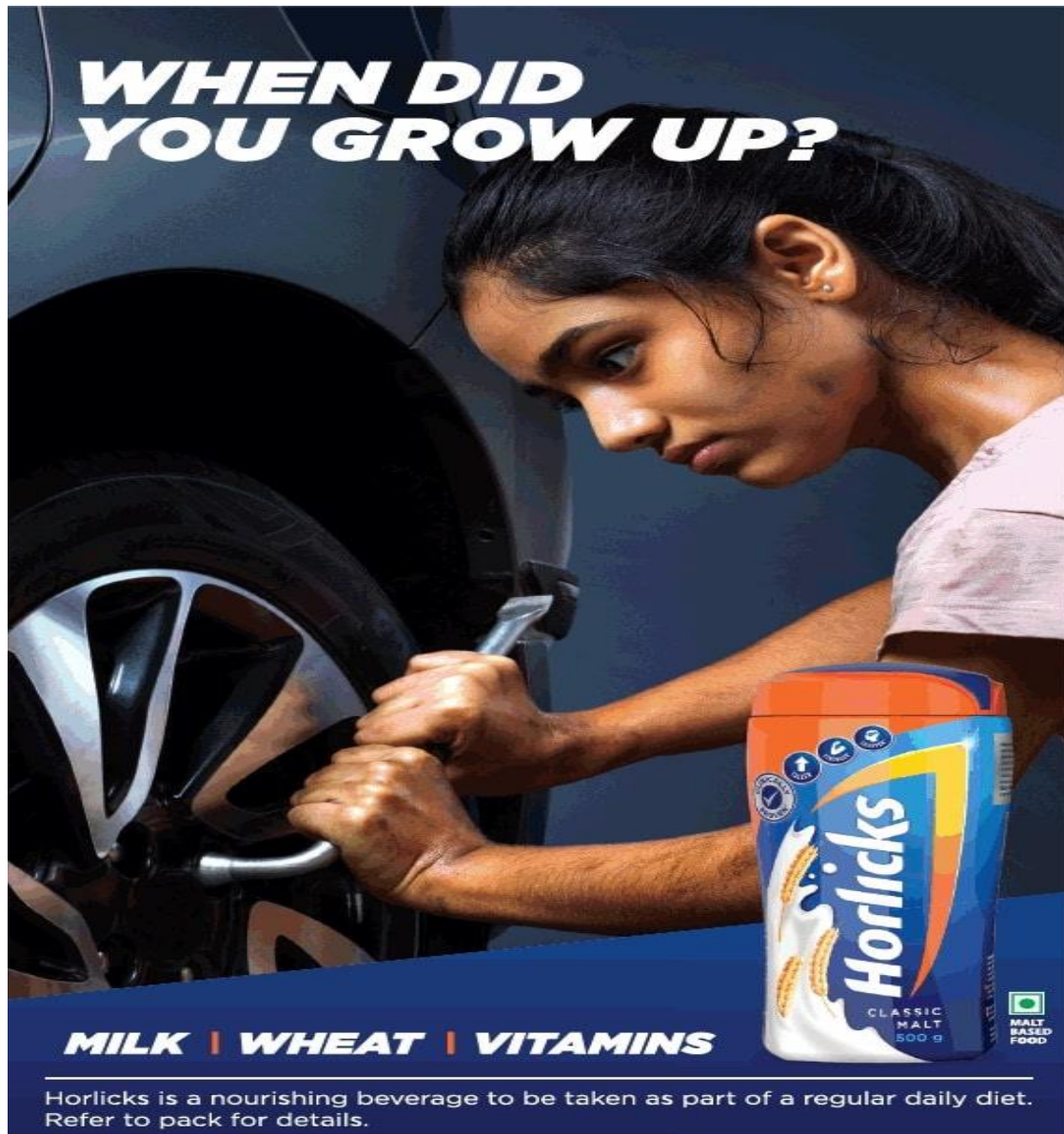
The ability to understand the way visual language works to convey meaning is required to read visual texts. Exercising our minds in reading visual texts (photographs, advertisements, paintings, cartoon), helps us to think critically about images that constitute our world. Visual language works in very much the same way as words printed on the page because words create "word-pictures" through images, symbols, metaphors and other devices of figurative language. A visual text has to be decoded in almost the same way as a text written with words.

Reading between the Lines

Advertising is a powerful medium of communication. Advertisements not only convey a message but also persuade and coerce people in making them believe that they have to own something that they need not necessarily require. Advertisements also play a very important role in gender stereotyping. For example, a woman's traditional role in society as the homemaker is more often reinforced by advertisements. For example, most of the cleaning, cooking, washing products are essentially portrayed by a woman. At the same time, a few advertisements challenge the stereotype, like when a husband makes coffee for his wife. But advertisements for cars, bikes, house constructions invariably are represented as man's world. Today, for our discussion, let us take one such recent advertisement that challenges the deeply embedded

stereotype that women cannot handle manual work or repair pertaining to a vehicle.

Go through this advertisement and make a discussion of the questions that follow.



<https://www.advertgallery.com/newspaper/horlicks-when-did-you-grow-up-ad/> accessed on 16.12.20

1. From the discussion above, explain what is meant by gender stereotyping?

2. What are the usual roles attributed to women?
3. How is this advertisement challenging the accepted stereotypes?
4. What is your opinion about this advertisement? Discuss in pairs.
5. Pick any advertisement of your choice and discuss the gender stereotyping either reinforced or challenged in it.

On a daily basis we are bombarded on all sides with various information, pictures, sounds, videos, short messages and in all, this melee, advertisements too vie a spot for attention in your mind. So, advertisers resort to a lot of techniques to grab and hold your attention as there is a lot of competition around. You might have noticed in some places there will be a huge billboard with just a phone number and a word, "Call." The advertiser is exploiting the curious nature of the reader to advance his or her idea.

In our daily life we come across many advertisement flyers. The task today is how do we read advertisements and process the information given.

Check out this flyer:

BURGERS

CHICKEN ZINGER ₹150

VEG ZINGER ₹130

KRUNCHY BURGER ₹160

ADD ₹89 FOR MEAL

RICE

RICE BOWLZ WITH PEPSI

VEG. STRIPS* ₹165

POPCORN CHICKEN ₹165

SMOKY GRILLED ₹200

CHICKEN

HOT & CRISPY / SMOKY GRILLED

2 pc | ₹189 6 pc | ₹525

4 pc | ₹360 8 pc | ₹630

BONELESS STRIPS

SMOKY GRILLED

MINGLES BUCKET ₹249

3 pc Boneless Strips
6 pc Hot Wings

DUO BUCKET MEAL ₹469

4 pc Hot & Crispy
4 pc Boneless Strips
2 Pepsi Can

DIPS BUCKET ₹479

12 pc Boneless Strips
+ 4 Dips

SAVE 38%

TRIPLE TREAT

BIG 8 ₹449

4 pc Smoky Grilled
4 pc Hot & Crispy

CHICK & SHARE ₹365

Xtra Large Popcorn
or 5 pc Hot & Crispy
or 10 pc Strips

FRIENDSHIP BUCKET ₹615

3 pc Hot & Crispy
3 pc Hot Wings
3 pc Boneless Strips
Large Popcorn

MEAL ₹599

+ 4 pc Hot Wings &
2 Pepsi Can

MEAL ₹469

+ 3 Pepsi Can

MEAL ₹660

+ 2 Pepsi Can

TRIPLE TREAT ₹649

4 pc Hot & Crispy
4 pc Smoky Grilled
6 pc Boneless Strips

*Prices now inclusive of all taxes

<https://www.zomato.com/hi/mumbai/kfc-dombivali-east-thane/menu>
accessed on 14.12.20

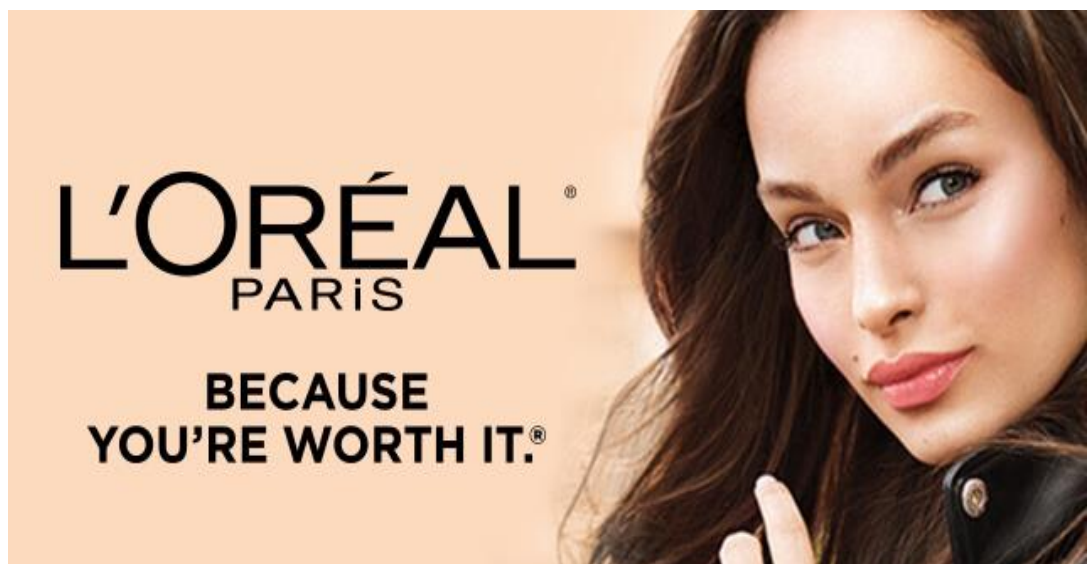
1. How do you process the information given above?
2. With which restaurant will you compare prices?
3. How is the visual appeal?
4. Does the colour red catch your attention?
5. Will you order because you are hungry or because you are smitten by the appeal of the advertisement?

Exercises

1. Read this visual text, the advertisement for Mahindra's Thar and offer your comments:



2. Comment on the layout and tagline of this advertisement for "Oreal Paris.



WRITING

Writing a Brochure

This focus of this lesson is on “writing” a brochure. There are many sites where you can learn the about the printing and design aspects of brochure making. Brochures are great ways of disseminating information about a programme or a product.

Here are some tips that will be of help when you need to prepare a brochure for academic programmes or marketing purposes at your workplace.





Points to remember in preparing a brochure

1. Be focussed on the purpose of your brochure. This involves writing for an audience. If its for an academic conference, you will be sending the brochure to professors and research scholars. If it is about a product or services that are provided (servicing of cars and bikes, doorstep delivery of food, groceries), keep your customers in mind.
2. The language should be in keeping with your purpose – to give information/persuade the reader to purchase/participate.
3. In writing the text for your brochure, be concise and accurate. Write short sentences with positive language and in active voice (if you are promoting a product). You could use the passive voice when you are narrating the history of an institution or organisation. For example, "Great Lakes college was started in 1984...."
4. With regard to graphics, don't use too many colours and image. Don't make it too flashy or cluttered
5. Give contact details clearly.

Activities

Draft the written text for the brochure of

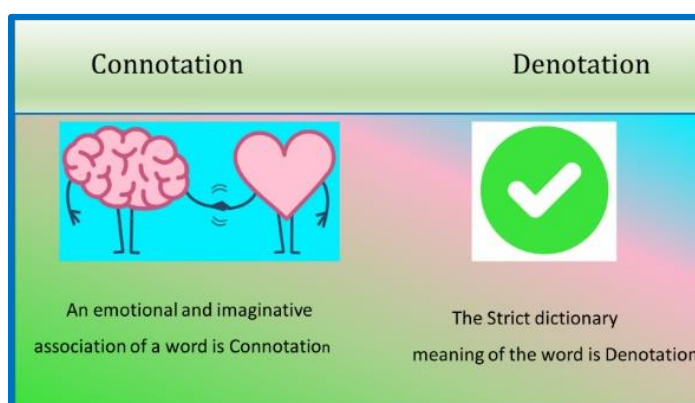
1. A cultural event of your choice.
2. An academic event of your choice
3. A product (like beauty product/ vehicle) of your choice
4. A service (like an online grocery store) of your choice.

WORD POWER: CONNOTATION AND DENOTATION

Connotations and Denotations

The *denotation* of a word or phrase is its direct meaning. Another way to think of it is as the associations that a word usually elicits for most speakers of a language, as distinguished from those elicited for any individual speaker because of personal experience.

A Connotation is a commonly understood cultural or emotional association that the same word means literally. The direct meaning is its denotation.



The *connotation* of a word or phrase is the associated or secondary meaning. It is the idea which a word invokes for a person in addition to its literal meaning. In other words, connotation of a word is an idea or feeling suggested by a particular word though it is not the direct meaning. it can be something suggested or implied by a word or thing, rather than being explicitly named or described.

A connotation is often described as either positive or negative, with regards to its pleasing or displeasing emotional connection.

For example, the words *home* and *house* have similar *denotations* or primary meanings: a *home* is "a shelter that is the usual residence of a person, family, or household," and a *house* is "a

building in which people live.” However, for many, these terms carry different associations or secondary meanings, also known as *connotations*. Many people would agree that *home* connotes a sense of belonging and comfort, whereas *house* conveys little more than a structure.

The *connotation* of a word depends on cultural context and personal associations, but the *denotation* of a word is its standardized meaning within the English language. One way to remember the difference between the terms is to take a hint from the prefixes: *con-* comes from Latin and means “together; with,” reminding us that the *connotation* of a word works *with* or alongside its more explicit meaning or *denotation*.

In semantics, connotation is synonymous with intention, whereas denotation is a synonymous with extension.

Three types of connotations.

Connotations create emotional associations that can be either positive, negative, or neutral.



1. Positive connotation. Words that invoke a favorable emotional response are positive connotations. For example, describing someone ambitious as a “high-flier” or someone who is lively and curious as “youthful.”
2. Negative connotation. A negative connotation presents the person or thing in a negative perspective. For example, describing someone ambitious as a “overachiever” or someone who is lively and curious as “childish.”
3. Neutral connotation. Neutral connotations present the neutral point of view and it does not present any attached positive or negative connotation. The statement, “He is ambitious” suggests a person works hard and strives to achieve, without judgment on whether the ambition is a good or a bad thing.

Positive Connotation	Neutral Connotation	Negative Connotation
thrifty	economical	miserly
economical	inexpensive	cheap
exceptional	unusual	strange
youthful	young	childish
illustrious	famous	notorious
slender	thin	skinny
prudent	timid	cowardly
laid-back	inactive	lethargic
persevering	persistent	stubborn
overwrought	nervous	high-strung
up-to-date	new	newfangled
visionary	inventor	dreamer
save	store	hoard
hilarious	laughable	ludicrous
assertive	aggressive	pushy
employment	work	drudgery
strategy	plan	scheme
fragrance	smell	stench

Connotation is an essential part of word choice in a language. Words carry weight and can create a certain tone for a sentence, passage, scene, or entire story. Connotation is also used to draw emotion out of a language.

Connotative Words

A few examples of denotations that have positive, neutral or negative connotations are given below.

Word	Denotations	Positive connotations	Negative connotations
Youthful	Young	Childlike	Childish
Poised	Confident	Courageous	Conceited
Utilize	Use	Employ	Exploit
Merry	Happy	Elated	Maniac
Juvenile	Adolescent	Innocent	Immature
Probe	Questioning	Interested	Nosy
Choosy	Selective	Meticulous	Picky
Lean	Thin	Slim	Skinny

Forceful	Tenacious	Steadfast	Stubborn
Economical	Saving	Thrifty	Stingy
Contrast	Different	Unique	Peculiar
Elderly	Old	Vintage	Decrepit

Activity 1

Fill in the blanks with the sample responses that follow below.

- I recognized the familiar _____ of my Mom's cooking.
 Negative connotation: stench
 Positive connotation: aroma
 Neutral connotation: smell
- Idly is _____ meal.
 Negative connotation: a cheap
 Positive connotation: a thrifty
 Neutral connotation: an inexpensive
- Rahim's interest in planting trees has turned into a _____.
 Negative connotation: obsession
 Positive connotation: avocation
 Neutral connotation: hobby
- Robinhood lived in the Sherwood in a _____ deep in the woods.
 Negative connotation: shack
 Positive connotation: cabin
 Neutral connotation: hut
- Marco Polo was an _____ traveller.
 Negative connotation: foolhardy
 Positive connotation: courageous
 Neutral connotation: adventurous
- We stopped for lunch at a _____ in Chennai.
 Negative connotation: small hotel
 Positive connotation: café.

Neutral connotation: restaurant.

7. My friends are committed _____.

Negative connotation: tree huggers

Positive connotation: environmentalists

Neutral connotation: conservationists

8. My _____ camera has finally broken.

Negative connotation: dilapidated

Positive connotation: venerable

Neutral connotation: old

9. In a quiet and _____ way, Messi scored a goal against the opponent team.

Negative connotation: sneaky

Positive connotation: cunning

Neutral connotation: stealthy

10. The teacher was mildly intimidated by Raju's _____ behaviour.

Negative connotation: bossy

Positive connotation: confident

Neutral connotation: assertive

GRAMMAR IN CONTEXT

SENTENCE TYPES

Let's begin with a funny song!

You can sing the song in two groups, one representing HENRY and the other LIZA. Henry's speech is in regular font and Liza's in italics.



There's a Hole in the Bucket

There's a hole in the bucket, dear Liza, dear Liza,
There's a hole in the bucket, dear Liza, a hole.

*Then mend it, dear Henry, dear Henry, dear Henry,
Then mend it, dear Henry, dear Henry, mend it.*

With what shall I mend it, dear Liza, dear Liza?
With what shall I mend it, dear Liza, with what?

*With a straw, dear Henry, dear Henry, dear Henry,
With a straw, dear Henry, dear Henry, with a straw.*

The straw is too long, dear Liza, dear Liza,
The straw is too long, dear Liza, too long,

*Then cut it, dear Henry, dear Henry, dear Henry,
Then cut it, dear Henry, dear Henry, cut it.*

With what shall I cut it, dear Liza, dear Liza?
With what shall I cut it, dear Liza, with what?

*With a knife, dear Henry, dear Henry, dear Henry,
With a knife, dear Henry, dear Henry, with an knife.*

The knife is too dull, dear Liza, dear Liza,
The knife is too dull, dear Liza, too dull.

*Then sharpen it, dear Henry, dear Henry, dear Henry
Then sharpen it, dear Henry, dear Henry, sharpen it.*

On what shall I sharpen it, dear Liza, dear Liza?
On what shall I sharpen it, dear Liza, on what?

*On a stone, dear Henry, dear Henry, dear Henry,
On a stone, dear Henry, dear Henry, a stone.*

The stone is too dry, dear Liza, dear Liza,
The stone is too dry, dear Liza, too dry.

*Well wet it, dear Henry, dear Henry, dear Henry,
Well wet it, dear Henry, dear Henry, wet it.*

With what shall I wet it, dear Liza, dear Liza?
With what shall I wet it, dear Liza, with what?

*Try water, dear Henry, dear Henry, dear Henry,
Try water, dear Henry, dear Henry, water.*

In what shall I fetch it, dear Liza, dear Liza?
In what shall I fetch it, dear Liza, in what?

*In a bucket, dear Henry, dear Henry, dear Henry,
In a bucket, dear Henry, dear Henry, a bucket.*

There's a hole in my bucket, dear Liza, dear Liza,
There's a hole in my bucket, dear Liza, a hole.

*Use your head, then! dear Henry, dear Henry, dear Henry,
Use your head, then! dear Henry, dear Henry, use your head!*

(<http://www.scoutsongs.com/lyrics/theres-a-hole-in-the-bucket.html>)

Now that you have enjoyed the song, you can work on observing the types of sentences in this song.

A **sentence** is a group of words that makes complete sense.
We classify sentences into four kinds based on the meaning they convey-

Assertive /Declarative, Interrogative, Imperative and Exclamatory.

Assertive (declarative) sentences make statements.

Look at the sentence from the above song:

There's a hole in the bucket.

This is an Assertive sentence.

Examples are:

Her name is not in the team.

Her sister is in college.

Identify the other assertive sentences in the song.

Assertive sentences may be categorized into-- Affirmative and Negative

Affirmative sentences have an affirmative meaning.

Examples are:

They go to school.

I am feeling hungry.

Negative sentences have a negative meaning. They use negative words.

Examples are:

No one can predict the final outcome

He was never interested in sports.

There is no good playground.

An **Interrogative** sentence asks a question.

The following sentence from the song is an interrogative sentence--

With what shall I mend it dear Liza?

Examples are:

Do you play tennis?

Where is the Manager?

Have you ever seen this man?

Identify the other interrogatives in the song.

Imperative sentences give instructions of many kinds like orders,

commands, request, entreaty etc. 'You' is the subject of the sentences.

"Mend it" -- This sentence from the song is an imperative sentence.

Examples are:

Stop it at once.

Call the witness.

Please pass the circular.

Have some pity.

Identify the other imperatives in the song.

Exclamatory sentences express strong feelings of joy, grief, warning, concern, and fear.

"Use your head!" --- This sentence from the song is an Exclamatory sentence.

Examples are:

Hurrah! We have done it!

Alas! The President is no more!

Beware! There is a pothole in front!

Oh dear! You have fever!

Help! There is a thief in room!

Exercise 1

Read the sentences and below and say whether they are assertive, interrogative, imperative or exclamatory. Note the use of punctuation.

There are only three punctuation marks which end a sentence: full stop, exclamation point and question mark. Students should note how the use of punctuation changes the tone of a sentence.

They have invited us.

What a shame!

Stop it.

She does not like knitting.

Please pass it on.

If only I could finish it in time!

This is not enough.

Nobody was happy with him.

He has only done two projects.

Is this large enough?

Oh that I were Miss Universe!

She was waiting for the bus.

Please note it down.
The parrot is a beautiful bird.
Is she waiting for us?

Exercise 2 Whole group activity

The teacher prints the four sentence types and posts them at the four corners of the classroom.

Then a sentence is read out or written on the board. Students are to move to the corner with the appropriate sentence type. Students who are in the wrong corner are OUT and leave the game.

The students who remain at the end of ten minutes are the champions!

Exercise 3 Pair Work

Students are encouraged to converse with their partners for one minute using only one type of sentence.

Exercise 4

Students can select any passage or use the one given below. They are asked to underline the sentences according to the following colour code system:

Assertive: pink

Imperative: green

Interrogative: yellow

Exclamatory: blue

Last week Ajay and I found a puppy. I named the puppy Tommy. We found him by the playground. I asked my mom, "Can I keep it?" She said, "No!" Then, she said, "Go and clean your room." While I was cleaning my room, I thought about how I could convince my mother to let me keep Tommy.

Exercise 5: Imperatives.

Use of the imperative to give instructions:

Tell the class to write detailed instructions for a simple recipe. Supply vocabulary as required.

Example:

Use the imperative to express how to

Make a cup of tea

Boil an egg

Make a cup of coffee

Make a salad/ fruit salad

Or give detailed instructions on:

How to open a door
Put on a shirt
Cross the road
Wash your face...

Students can exchange instructions and the partner could correct any mistakes or omissions.

Exercise 6: Interrogatives.

Students are asked to practice short dialogues with each other.

Example:

A: What are you doing?

B: Going outside.

A: Why? Why are you going outside?

B: None of your business.

In order to avoid boredom they could be asked to use a squeaky voice, a gruff voice, a low/ high voice.

Unit V

(18 hours)

1. Listening and Speaking
 - a. Informal interview for feature writing
 - b. Listening and responding to questions at a formal interview
2. Reading and Writing
 - a. Writing letters of application
 - b. Readers' Theatre:
 - c. Dramatizing everyday situations/social issues through skits.
(writing scripts and performing)
3. Word Power
 - a. Collocation
4. Grammar in Context: Working with Clauses

LISTENING AND SPEAKING

a. Informal Interviews for feature writing:

Interview is an oral form of presentation in which the interviewer asks questions to the interviewee to test the ability of the person. The interviewer refers to the person who asks question and interviewee is the one who answers the questions. Job interview is a common form interview that happens in the professional environment. Few interviews are informal interviews that an individual may take up with people whom they know or come across regularly or worthy of knowing. In such interviews you listen more than speaking. In order to make then speak you are expected to frame your question in such that it leads the interviewee to share more about him/her. Though it is a fun task, it can be productive also. Based on the facts that you collected from the interview you can write feature articles for your college magazine or blogs. For such interviews use open ended questions. These types of questions will enable the interview to speak more through which you gather adequate information required for your purpose as the answers will be mostly in a descriptive form and never would be one word or a sentence. Here are few examples of open- ended questions that you may use during the informal interviews:

1. Tell me about yourself
2. What does make you to choose this profession?
3. What it is likes to be in college for the first day?
4. When did you decide to choose this profession?
5. Could you please share an anecdote from your college days?
6. What is your formula of success?

Exercise:

7. Imagine that you are interviewing your college principal to write a feature for your college magazine and prepare the questions.
8. Prepare few questions to interview the road-side venders to know the impact Covid pandemic situation on their profession.

9. Prepare few sets of questions to interview Police personnel to write a feature on the stress management during work hours.

B. Listening and responding to a formal interview:

There are two stages of interview preparation that is being done before and during the interview. In an interview, the person's attitude towards life, his/her clarity of thought and logical ability, professional skills and communicative abilities are tested.

Preparing for the interview:

Before appearing for the interview, the candidates are expected to fulfil the following steps for ensuring the preparedness:

- A careful scrutiny of the advertisement to analyze the requirements of the job.
- Keep a copy of the application and make yourself familiar with the details and information included in the application.
- Revise the subject meticulously
- Choose the dress to wear on the day of interview and make sure that it properly washed and ironed.
- Arrange the necessary certificates in order and take it along with you to the interview hall.

- Listen to the questions carefully.



<https://www.thebalancecareers.com/communication-interview-questions-and-best-answers-2061251>

The interviews will mostly ask for some personal information.

May I know your name?

Tell us about your qualification

Do you have any experience in this field?

Why do you choose this job?

For such expected question you may prepare the answers well in advance with the following phrases:

Beginning phrases for open ended questions

Open ended questions	Beginning phrases
Introducing yourself.	I am a hard working employee.....

What motivated you to work here?	one of my biggest motivator is
What is your opinion about our company?	Over the years of my experience in this field....
Tell me about your experience in the previous company you worked.	The years I worked there was....
How would you define failure?	In my opinion, Failure is
Give me an example of what you consider a successful attempt in your career?	A few years before,

READING AND WRITING

Writing letters of application

Letter of Application-Sample/Template:

Points to Remember:

1. Length of the letter should not exceed a page.
2. Single-spaced with a space between each paragraph. Use about 1" margins and align the text to the left.
3. Use always Times New Roman or Arial or Calibri.

A rightly formatted letter has three parts namely Salutation, Body of the letter and a Complimentary close.

Salutation- A formal way of addressing the person, to whom the letter is written

Dear Sir/Madam...

Body of the letter is divided into three short paragraphs.

First paragraph - you mention the job position or title of the job, you are applying for and the reference to the source of your information regarding the notification or advertisement for the job was placed.

Second paragraph – Mention your qualification with reference to your academic achievements and other additional skills acquired by you with or without certification mentioned appropriately. You can also give your various other extra accomplishments that you find relevant for this job position. Any relevant work experience/internships need to be added to showcase how you are apt for this job.

Third paragraph – Thank for the opportunity to apply and assure your best in the event of being selected for the job.

Complimentary close – Sign off with a closing wish such as: Regards, yours sincerely, Best wishes, etc. followed by your name.

Task

Write a letter of application

1. To a retailer of domestic appliances for the post of a store manager.
2. To the Principal of an arts and science college, applying for the post of an Assistant Professor.
3. To an editor of a newspaper for the post of a sports reporter

RESUME

How to Write a Resume:

There are three types of Resume: Chronological Resume, Functional Resume and

Combination Resume.

<https://resumegenius.com/resume-samples/human-resources-hr-resume-example>

Chronological Resume requires the details of educational qualification mentioned from

Under graduate to post graduation and other further qualifications in the chronological

Order. The details of certifications or diplomas obtained as well as internship details

are to be included in chronological order.

Functional Resume focuses more on highlighting the strong features of the resume in

terms of educational qualification/technical as well as soft skills acquired and mastered,

and various other additional achievements/accomplishments. This type is presently more

popular as it showcases the applicant's positive, job-specific qualification.

Combination Resume draws from the best of both types. It gives information about the

applicant's history of education in a chronological manner while also highlighting the

strong features of the applicant's many skills and internship experiences that reinforce

the aptness of the applicant as a suitable candidate for the job.

Template for an Effective Resume:

Applicant's Name:

Contact Information...

Qualification Summary:

Educational Qualification:

Skill Based Training(if any):

Relevant Skills (Career specific):
(Technical Skills)

Soft Skills:

Experience Summary:

Internship History:

Short-term Job (if any):

Recent/Current Job Position:

Additional accomplishments/Achievements:

Any other Talents

Languages known: To speak, read & write

Declaration

(To declare that all the information given above are true)

Signature

References: Letters of Reference from teachers/mentors/previous employer
(Optional)

READERS' THEATRE/ DRAMATIZED READING

Just as there are different discourses in writing, there are different ways of reading too. We have so far acquainted with reading a short story, poem and how to speak to an audience.

In this section, let us see how to act in dramas. Plays and dramas require a highly stylized version of reading. When one acts in a drama their roles are spoken with a lot of intensity, intonation changes and in a loud voice. To play a part in a drama, one has to have a good grasp of the language, should know how to read the commas and periods, should speak in an understandable accent and with proper punctuation and pronunciation.

Activity

The class can be divided into groups of six and made to play each part by reading aloud. The teacher can help in the intonation and presentation of the text.

Given below is an excerpt from Luigi Pirandello's play *Six Characters in Search of an Author*. This is quite an interesting play as a playwright who wrote a play did not complete it by staging the play. So the characters of the play whom Pirandello portrays as real people go in search of a theatre director and ask him to stage them. The manager is bewildered, but the characters start playing their part right there. The actors and the original actors are bemused, but the drama goes on. Pirandello mixes both the real and imagined and presents that life is more imagined than real or vice versa.

Door-keeper [*cap in hand*]. Excuse me, sir . . .

The Manager [*rudely*]. Eh? What is it?

Door-keeper [*timidly*]. These people are asking for you, sir.

The Manager [*furiously*]. I am rehearsing, and you know perfectly well no one's allowed to come in during rehearsals! [*Turning to the* CHARACTERS.] Who are you, please? What do you want?

The Father [*coming forward a little, followed by the others who seem embarrassed*]. As a matter of fact . . . we have come here in search of an author . . .

The Manager [*half angry, half amazed*]. An author? What author?

The Father. Any author, sir.

The Manager. But there's no author here. We are not rehearsing a new piece.

The Step-Daughter [*vivaciously*]. So much the better, so much the better! We can be your new piece.

An Actor [*coming forward from the others*]. Oh, do you hear that?

The Father [*to STEP-DAUGHTER*]. Yes, but if the author isn't here . . . [*To MANAGER.*] unless you would be willing . . .

The Manager. You are trying to be funny.

The Father. No, for Heaven's sake, what are you saying? We bring you a drama, sir.

The Step-Daughter. We may be your fortune.

The Manager. Will you oblige me by going away? We haven't time to waste with mad people.

The Father [*mellifluously*]. Oh sir, you know well that life is full of infinite absurdities, which, strangely enough, do not even need to appear plausible, since they are true.

The Manager. What the devil is he talking about?

The Father. I say that to reverse the ordinary process may well be considered a madness: that is, to create credible situations, in order that they may appear true. But permit me to observe that if this be madness, it is the sole *raison d'être* of your profession, gentlemen. [*The ACTORS look hurt and perplexed.*]

The Manager [*getting up and looking at him*]. So our profession seems to you one worthy of madmen then?

The Father. Well, to make seem true that which isn't true . . . without any need . . . for a joke as it were . . . Isn't that your mission, gentlemen: to give life to fantastic characters on the stage?

The Manager [*interpreting the rising anger of the COMPANY*]. But I would beg you to believe, my dear sir, that the profession of the comedian is a noble one. If today, as things go, the playwrights give us stupid comedies to play and puppets to represent instead of men, remember we are proud to have given life to immortal works here on these very boards! [*The ACTORS, satisfied, applaud their MANAGER.*]

The Father [*interrupting furiously*]. Exactly, perfectly, to living beings more alive than those who breathe and wear clothes: beings less real perhaps, but truer! I agree with you entirely. [*The ACTORS look at one another in amazement.*]

The Manager. But what do you mean? Before, you said . . .

The Father. No, excuse me, I meant it for you, sir, who were crying out that you had no time to lose with madmen, while no one better than yourself knows that nature uses the instrument of human fantasy in order to pursue her high creative purpose.

The Manager. Very well, -- but where does all this take us?

The Father. Nowhere! It is merely to show you that one is born to life in many forms, in many shapes, as tree, or as stone, as water, as butterfly, or as woman. So one may also be born a character in a play.

The Manager [*with feigned comic dismay*]. So you and these other friends of yours have been born characters?

The Father. Exactly, and alive as you see! [MANAGER and ACTORS burst out laughing.]

The Father [*hurt*]. I am sorry you laugh, because we carry in us a drama, as you can guess from this woman here veiled in black.

The Manager [*losing patience at last and almost indignant*]. Oh, chuck it! Get away please! Clear out of here! [To PROPERTY MAN.] For Heaven's sake, turn them out!

<https://www.ibiblio.org/eldritch/lp/six.htm> accessed on 14.12.20

Questions for Discussion:

1. The character *Father* says, "we carry in us a drama..." Do you think this is true of all people born in this world?
2. Discuss Shakespeare's famous lines, "All the world is a stage..."

Task 2

Take the story of Seasons of Life that is presented in the first unit, and give it as a group assignment to the class. Let each group be of five people, as there are five characters in the story. Let each one choose a part and memorise it and stage it as a play. Encourage the students to be creative and do backdrop of trees in different seasons. They can also manage the setting. The teacher can mark this activity as a group assignment.

WRITING SCRIPTS

DRAMATIZING EVERYDAY SITUATIONS THROUGH SKITS

Prakrithi's Journey: A Skit on Nature Conservation

Characters:

Prakrithi

Carpenter

Tree

Fish

Carpenter: Prakrithi, where are you? Would you like to accompany me to the forest?

Prakrithi: Yes appa. I'll come with you

Carpenter: You can play in the river or wander around while I chop a few trees. I have got an order to make a king size bed.

(Prakrithi and the Carpenter walk together)

Carpenter: Here we are, Prakrithi! I'll do my work of chopping and you run around and enjoy this beautiful place.

Prakrithi: Carry on appa. I'll keep myself

Tree: Prakrithi !

Prakrithi: Who's calling me? Doesn't sound like appa.

Tree: It's me, the tree, Prakrithi. I can't believe that I will soon be made into pieces and part of a table or cupboard or some such piece of furniture.

Prakrithi: I feel terrible about this. Let me talk to my father and prevent him from doing this to you.

Tree: What will you tell him?

Prakrithi: I will tell him not to be cruel to you.

Tree: Yes, not just to me, but to the entire tree world;

(Prakrithi suddenly feels something heavy on her shoulder)

Prakrithi: Hey! What is this? A fish on my shoulder?

Fish: Hello, I'm Fish. Unfortunately I am now a fish out of water.

Prakrithi: But why did you jump out of your home? The water in the river is fresh.

Fish: I jumped out to get your attention.

Prakrithi: Oh no! It seems as if we are in the midst of a crisis. I just heard a tree talking to me. Now, a fish is talking.

Fish: Prakruthi, just look at me! I have lost my sheen and I also have problems with digestion.

Prakrithi: That must be so difficult for you. How did that happen?

Fish: From your house and the entire apartment complex, the waste water from kitchens and toilets. Just come to the banks of the river where you used to play. Can you see a steady stream of black water enter?

Prakruthi: Yes, I can see and I hang my head in shame.

Carpenter: Prakrithi. I have been calling out your name for sometime now

Prakrithi: I'm sorry. But appa,..... I was talking to the same tree which you have chosen to chop down and while we were talking a fish came along. From now on the three of us, Tree, Fish and I will be good friends.

Carpenter: What about our plan to cut the tree?

Prakrithi: I'm afraid that won't work out. Tree explained to me that it he was not speaking only about himself. He showed me how many creatures have their home in his tree. There are birds which live in the burrows of a tree. They keep their young ones in these burrows. Insects and butterflies are a part of this ecosystem, the Tree. Appa. We are not only responsible for the cutting of trees: we also need to protect our water bodies from contamination."

Carpenter: So, the new way of thinking seems to suggest that I will not be able to make any furniture and my entire livelihood is lost.

Prakrithi: Appa. I also used to think that we as humans, right over creation and creatures. But this conversation has moved me and I realise that I was wrong: I have to do my part in making our planet sustainable. Thank you !

Activity:

The class can be divided into groups and each group can write a short skit on a social issue of their choice and enact it before the class.

WORD POWER

COLLOCATIONS

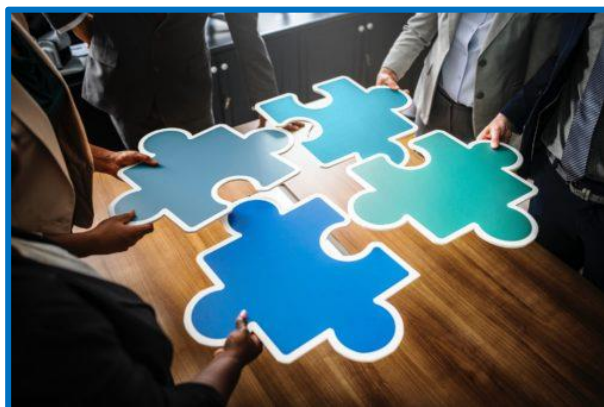
What is a collocation?

A collocation is a combination of two or more words that often go together. The word Collocation refers to how words are combined together to form fixed relationships. Collocation made from combinations of verb, noun, adjective etc. Collocations can be adjective + adverb, noun + noun, noun + verb, verb + noun, verb + expression with preposition and verb + adverb are the seven main types of collocation.

1. adverb + adjective

- The twins have completely different personalities.

Just as there are different discourses in writing, there are different ways of reading too. We have so far acquainted with reading a short story, poem and how to speak to an audience.



In this section, let us see how to act in dramas. Plays and dramas require a highly stylized version of reading. When one acts in a drama their roles are spoken with a lot of intensity, intonation changes and in a loud voice. To play a part in a drama, one has to have a good grasp of the language, should know how to read the commas and periods, should speak in an understandable accent and with proper punctuation and pronunciation.

2. adjective + noun

- *She reads a lot of books and has a rich vocabulary.*
- We were walking in a heavy rain.

3. noun + noun

- Peter likes to buy a sports Bike.
- The ceasefire agreement came into effect from today.

4. noun + verb

- The lion started to roar when it heard the dog barking.
- There was heavy snowfall when our plane took off.

5. verb + noun

- The prisoner was hanged for committing murder.
- I always try to do my homework in the morning, after making my bed.

6. verb + expression with preposition

- We had to return home because we ran out of money.
- When Kamali returned home after a long time, she burst into tears.

7. verb + adverb

- Salma placed her keys gently on the table and sat down.

COLLOCATIONS			
OF	FOR	WITH	TO
• A cause of	• A check for	• Arguments with	• Access to
• A photograph of	• Reason for	• Concern with	• Addiction to
• Address of	• Admiration for	• Connection with	• Allusion to
• Advantage of	• Advertisement for	• Contact with	• An attitude to
• Awareness of	• Approval for	• Date with	• An invitation to
• Disadvantage of	• Arguments for	• Dealings with	• Approach to
• Exhibition of	• Bid for	• Difficulty with	• Change to
• Experience of	• Case for	• Involvement with	• Concern to
• Fear of	• Credit for	• Link with	• Contribution to
• Grasp of	• Cure for	• Meeting with	• Damage to
• Habit of	• Demand for	• Quarrel with	• Dedication to
• Knowledge of	• Desire for	• Relationship with	• Desire to
• Love of	• Fondness for	• Sympathy with	• Devotion to
• Member of	• Hatred for		• Invitation to
• Memory of	• Love for		• Newcomer to
• Method of	• Need for		• Reaction to

- I vaguely remember that we were playing football when it started raining.

COMMON COLLOCATIONS			
Have	Break	Pay	Make
Have a bath	Break a leg	Pay a fine	Make a difference
Have a drink	Break a habit	Pay attention	Make a mess
Have a good time	Break a record	Pay by credit card	Make a mistake
Have a haircut	Break a promise	Pay cash	Make a noise
Have a holiday	Break a window	Pay interest	Make an effort
Have a problem	Break someone's heart	Pay someone a compliment	Make furniture
Have a relationship	Break the ice	Pay someone a visit	Make money
Have a rest	Break the law	Pay the bill	Make progress
Have lunch	Break the news to someone	Pay the price	Make room
Have sympathy	Break the rules	Pay your respects	Make trouble
Save	Do	Take	Catch
Save electricity	Do business	Take a break	Catch a ball
Save energy	Do nothing	Take a chance	Catch a bus
Save money	Do someone a favor	Take a look	Catch a chill
Save one's strength	Do the cooking	Take a rest	Catch a cold
Save someone a seat	Do the washing up	Take a seat	Catch a thief
Save someone's life	Do your best	Take a taxi	Catch fire
Save something	Do your hair	Take an exam	Catch sight of
Save space	Do your homework	Take notes	Catch someone's attention
Save time		Take someone's place	Catch someone's eye
Save yourself the trouble			Catch the flu
Come	Go	Get	Keep
Come close	Go astray	Get a job	Keep a diary
Come complete with	Go bad	Get angry	Keep a promise
Come first	Go bald	Get a shock	Keep a secret
Come into view	Go bankrupt	Get married/divorced	Keep an appointment
Come last	Go blind	Get drunk	Keep calm
Come prepared	Go crazy	Get frightened	Keep control
Come right back	Go dark	Get lost	Keep in touch
Come second	Go deaf	Get permission	Keep quite
Come to a compromise	Go mad	Get pregnant	Keep someone's place
Come to a decision	Go missing	Get started	Keep the change
Come to an agreement	Go online	Get the impression	
Come to an end	Go out of business	Get the message	
Come to a standstill	Go overseas	Get the sack	
Come to terms with	Go quiet	Get upset	

Strong Collocations

Some collocations always go together. They are called Strong Collocations. Strong collocations are perfect combinations of words that sounds correct. Correct use of strong collocations shows an excellent command of the English language. Strong collocations are with words that do not match to many other words. The connection is quite strong because there are very few other acceptable options. For example, the expression "turn on the light" is a strong collocation, whereas "start a light" or "activate a light" are weak collocations.

Weak collocations are completely the reverse of this. The expression “very interesting” is commonly used, but the collocation is weak: “extremely interesting”, and “really interesting” are all acceptable substitutes.

The correct usage of some commonly used collocations are given below.

	
High earnings	Big earnings
Long-range planning	Long-time planning
Strong coffee	Heavy coffee
Heavy traffic	Large traffic
Express mail	Quick mail
Partly cloudy	Slightly cloudy
Happily married	Gladly married
Bars of soap	Bricks of soap
Round of applause	Noise of applause
Prices fall	Prices descend
Lion roars	Lion shouts
Put on clothes	Wear on clothes
Make a bed	Do a bed
Make a coffee	Do a coffee
Do the dishes	Make the dishes
Respond quickly	Respond swiftly
Comments on the work	Comments about the work
Explain to someone	Explain at someone
Drive safe	Drive secure
Choose wisely	Choose smartly

There are dictionaries such as the Oxford Dictionary of Collocations that can help you learn these common collocations.

A list of 100 commonly used collocations is given below.

1. above average - more than average, esp. in amount, age, height, weight etc.
2. absolutely necessary - totally or completely necessary
3. achieve a goal - to do what you'd planned or hoped to do
4. act suspiciously - to behave in a way that makes people suspicious
5. against the law - illegal
6. answer the door - open the door after someone knocks the door
7. arrive on time - to arrive exactly when expected or scheduled to

8. ask a favour - to ask someone for help
9. ask for directions - to ask someone to tell you the way to a place
10. bad temper - a tendency to become angry quickly and easily
11. bare essentials - things that are needed the most
12. bear a resemblance - to look like, or be similar to, somebody or something
13. big deal - something that's very important or very special
14. bitterly cold - extremely cold, of weather, wind, rain, etc.
15. blind faith - unquestioning belief in something
16. blow your nose - to clear your nose of mucus by forcing air through it
17. boost morale - to increase morale or enthusiasm within a group of people
18. break news - to tell someone bad news
19. breaking news - current news that media gives special or live coverage to
20. bring to justice - to make somebody face trial or punishment for their crime
21. call attention to - to make someone notice or consider someone or something
22. can't afford - unable to buy or do something
23. cast a spell - to use magic to make something happen
24. catch a cold - to become sick after being infected with a cold virus
25. catch a glimpse - to see something or someone for a moment only
26. change course - to go in a different direction
27. come to a conclusion - to conclude on something after thinking about it
28. come to rescue - to save someone or something from danger or failure
29. cut costs - to reduce costs
30. deafening silence - a silence that everyone notices
31. deeply rooted (in) - strongly connected to the past, esp. of beliefs or culture
32. drive crazy - to make somebody feel very annoyed or upset
33. drop the subject - to stop talking about something
34. endangered species - animals or plants in the verge of extinction
35. ethical standards - ethically acceptable levels of behaviour
36. fail miserably - to fail very badly
37. fair deal - a reasonable deal in business or a morally correct arrangement
38. familiar face - someone you know personally
39. fight a fire - to try to put out a fire
40. flat battery - a battery that no longer works, or needs recharging
41. flat tyre - a tyre that doesn't have enough air in it
42. get changed - to put on different clothes
43. get dressed - to put on clothes
44. get going - start moving / depart

45. get into trouble - to become involved in a bad or difficult situation
46. get rid of - to stop, or remove, something or someone that's annoying
47. give a hand - to give help, support or assistance
48. give way - to collapse due to weight or pressure
49. hardly any - almost none
50. hardly ever - almost never
51. have a word - to talk about something with somebody
52. keep a promise - to do what you promised to do
53. keep in touch - to have regular contact with somebody
54. keep still - to not move
55. lay the groundwork - to do preliminary work in preparation for future work
56. lose your temper - to suddenly become angry
57. make a bed - to neatly arrange the sheets, blankets and pillows on a bed
58. make a fortune - to make a huge amount of money
59. make a fuss - to create unnecessary excitement or concern about something
60. make a note (of) - to write down something so that you don't forget it
61. make sense - Idea or action that is sensible and rational and not likely to fail.
62. neat and tidy - not messy
63. nervous wreck - a person who's very stressed or nervous
64. null and void - having no legal effect or force
65. offer an explanation - to explain why something was done
66. owe an apology - If you think you owe somebody an apology
67. owe an explanation - If you think someone owes you an explanation
68. pack a suitcase - to put clothes and other possessions into a suitcase
69. pay a visit - to visit someone or something
70. pay attention - to watch closely or listen carefully to someone or something
71. point of view - a particular perspective or way of seeing things
72. pose a threat - create the threat of danger or harm
73. put on weight - to become heavier or fatter, of a person or an animal
74. put out a fire - to stop a fire from burning
75. rapid growth - fast growth, or growth in a short period of time
76. restore order - to bring back order after a period of revolt or disorder
77. room for improvement - the possibility or need for something to improve
78. root cause - the main or fundamental cause of something
79. run the risk of - to do something risky, or that could have a bad result

4. The woman I saw was completely _____ green.
 a) dressed with b) dressed in c) wearing in
 d) clad with
5. The firemen courageously jumped into the office to
 _____ the fire.
 a) Put out b) put off c) clear out d) stop
6. As the lawyer could not produce suitable documents, the case went
 _____.
 a) lost out b) empty c) null and void d)
 cancelled
7. Many _____ species can be found in African and
 Amazonian forests.
 a) Imperiled b) risky c) unlucky d)
 endangered
8. I haven't _____ my mind where to go for higher studies.
 Can you help me decide?
 a) changed over b) given into c) crossed d)
 made up
9. The government took a _____ in the policy on exports
 and imports.
 a) new idea b) U-turn c) big turn d) new
 thought
10. Kapil Dev and Dhoni played a _____ in winning the
 Cricket World Cups for India.
 a) vital role b) important role c) equal role d) good
 role

Activity 2

Choose the most suitable collocations.

- 1) The mobile phone is faulty / wrong

- 2) My motorcycle is quite old. So, getting spare / exchange parts is difficult.
- 3) When you are parking in the parking lot, you should not leave the engine working / running.
- 4) The fireman had to wear the breathing masks / apparatus while putting out the forest fire.
- 5) I had to walk six flights of stairs because the lift was out of order / service.
- 6) Can I ring you again / call you back?
- 7) Could you please put it into the contract, please? I would like to have it in ink / black and white.
- 8) The flora and fauna / flowers and animals of this island are unique.
- 9) The important role of detective / investigative journalism is uncovering corruption.
- 10) Please do not sing out of tune / off the tune.

Activity 3

Fix the following nouns in the correct column

a difference

a break

a noise

a bath

a mess

a mistake

trouble

a drink

breakfast

the shopping

a haircut

lunch

dinner

progress

trouble

a favour
temperature

a look

someone's

a phone call

nothing

money

a taxi

an effort

your best

furniture

the washing up

the dishes

your hair

your time

homework

sense

a word

business

a fortune

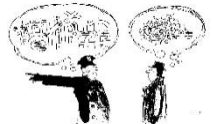
a risk

a word

[illegible]

Activity 4

Match the following sets

	Travel	Clear	Travel Light
	X-Ray	Light	
	Flat	Tidy	
	Ask for	Diet	
	Crystal	Vision	
	Neat and	Deal	
	Utterly	Ingredient	
	Active	Tyre	
	Balanced	Directions	

	Close a	Ridiculous	
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GRAMMAR IN CONTEXT

Working With Clauses

“When” is a word which when articulated gives you the pleasant feeling of blowing a candle. If you want to understand the power wielded by the word, “when”, read this beautiful poem.

WHEN I HEARD THE LEARN'D ASTRONOMER

(By Walt Whitman)

When I heard the learn'd astronomer,
 When the proofs, the figures, were ranged in columns before me,
 When I was shown the charts and diagrams, to add, divide, and measure
 them,
 When I sitting heard the astronomer where he lectured with much applause
 in the lecture-room,
 How soon unaccountable I became tired and sick,
 Till rising and gliding out I wander'd off by myself,
 In the mystical moist night-air, and from time to time,
 Look'd up in perfect silence at the stars.



The experience narrated in this poem could be paraphrased in this way:

I sat in the astronomy class. I couldn't understand any of the charts or diagrams. So, I just went out and looked at the stars.

However, the poet uses the word "When" to emphasise his experience. He narrates, every part of that difficult experience, with the word, "When". He wants to emphasise what it felt like "when" he couldn't understand the charts and figures.

Note that the poem's opening line is NOT,

"I heard the learn'd astronomer..." but

"When I heard the learn'd astronomer"

I heard the astronomer (is an Independent clause)

"When I heard the learn'd astronomer" (Dependent clause)

When the class on the stars sounded boring, the narrator chose to walk out of the class and appreciate the beauty of the stars!



The poem “When I Heard the Learn’d Astronomer” was a prelude to a more intensive discussion on the subject of clauses.

A clause is a group of words containing a subject and predicate and functioning as a member of a complex or compound sentence.

Independent and Subordinate Clauses

An independent (or main clause) expresses a complete thought and can stand by itself as a sentence. A subordinate (or dependent) clause does not express a complete thought and cannot stand alone as a sentence.

For example

Jeevan studied in the college cafeteria for his exam. (Independent clause)

When Jeevan studied in the college cafeteria for his exams, he couldn’t concentrate.

Adding the dependent marker “When” before Jeevan makes the independent clause a dependent one.

Some common dependent markers are: after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while.

Examples:

- *After I met him, I was a different person.*
- *Although the tree hasn’t grown to its full height, it is healthy.*
- *As I need a cup of coffee, I am heading to the restaurant.*
- *I am a successful person because a friend showed me the way.*

- *Before you leave* the hall, please throw your paper cups in the dustbin.
- *Even if you rush* at 90 kmph, you will not reach on time.
- *If you plan* in advance, you will complete it well in time.
- *In order to survive* in the fashion industry you have to be fit.
- *Since he is a close relation*, we have to include him in the programme.
- *Though her friend betrayed her*, she was never angry or bitter.
- *Unless you save on a regular basis* you will not have money in your hour of need
- *Until he got a job*, he managed to live carefully on his scholarship.
- *Whatever you do*, do it quickly
- *When the teacher enters the class*, the students become silent.
- *Whenever we go to Kerala*, we buy banana chips.
- *Whether it will be available* in the market, is not certain.
- *While you are looking for the book*, let me make you a cup of tea.

TYPES OF CLAUSES

The types of clauses are Noun clause, Adjective Clauses and Adverb Clauses

NOUN CLAUSES

A Noun Clause is a group of words which has a subject and a predicate of its own, and does the work of a Noun.

Example

I wish to get a guitar

I wish that I could get a guitar

The first group of words "to get a guitar", does not have a subject and a predicate of its own. It therefore is a phrase. This phrase is the object of the verb "wish" and hence does the work of a noun. It is a noun phrase.

The second group of words, "that I could get a guitar" has a subject and a predicate of its own. It is a clause and is the object of the verb "wish" and hence does the work of a noun. Therefore it is a noun clause.

Since the noun clause does the work of a noun, it can be"

- The subject of a verb

- The object of a transitive verb
- The object of a preposition.
- The complement of a verb.

1. The Subject of a Verb

Whether it will rain today, is not certain.
What they told you against her is not true.
Where he lives I do not know
When we will get there, is hard to predict.

2. The Object of a Transitive Verb

Let me know *if the doctor is in*
 Tell me *where I can buy a microwave oven.*
 No one knows *who built that temple.*
 Tell me *why you didn't inform me.*

3. The object of a Preposition.

He laughed at *what the boys were saying.*
 They are impressed by *what he told them.*

4. The Complement to a Verb

Life is *what we make of it.*
 This was *how they became millionaires.*

Exercise 1

Replace the word in italics with suitable noun clauses:

Example:

He predicts a change in the weather

Answer: He predicts that the weather will change.

1. I know about his honesty

Answer: I know that.....

2. I heard of your success

Answer: I heard that

3. He confessed the truth

Answer: He confessed that.....

4. The College President acquainted the freshers with mode of opening a bank account for scholarships.
 Answer: The college president told the "freshers" how to
5. *His departure* was expected.

ADJECTIVE CLAUSES

A group of words which has a subject and a predicate of its own, and does the work of an adjective is an adjective clause.

1. The mug *with the stains* is his
2. The mug *which has stains* is his

The first group of words, "with the stains" describes the coffee mug: it qualifies the noun "cup" and does the work of an adjective. It is an adjective phrase

The second group of words, "which has stains" also describes the mug and does the work of an Adjective; but because it has a subject and predicate of its own, it is called an adjective clause.

1. An adjective clause is introduced by a relative pronoun or by a relative adverb as in:
 The book *that I borrowed* is lost.
 The reason *why he resigned* is not known.
 We visited the home *in which the great painter lived*
 The house *where the accident took place* is near the traffic signal.
2. The Relative Pronoun or the Relative Adverb is sometimes not expressed in an adjective clause; as
 This is the lady, I met yesterday
 (Here the relative pronoun *whom/that* is understood)
 The plan you suggest suits us.
 (ere the relative pronoun *that* is understood)

Exercise 2:

Pick out the Adjective Clauses:

1. The dog that barks seldom bites.
2. The saree that you chose pleased me.
3. Akshay has a car that glides smoothly.
4. God helps those who help themselves.

5. People who live in glass houses should not throw stones.

Exercise 3

Replace the Adjective Clauses by Adjectives or Adjective Phrases:

1. Uneasy lies the head that wears the crown.
2. Which is the path that leads to the market?
3. The day when we will receive our degrees is drawing near.
4. The reason why Smitha failed is obvious.
5. The girl who sits near me is my best friend.

ADVERB CLAUSES

An adverb clause is a group of words which has a subject and a predicate of its own, and does the work of an adverb.

They left *at daybreak*

They left *when it was daybreak*

(Both sentences speak of "when" they left)

The words in italics in the first sentence are an adverb phrase and those in the second are an adverb clause. Both the groups of words do the work of an adverb by modifying the verb "left".

And adverb clause is used as an adverb to tell us how, when, where, why, how much or under what conditions something happens or takes place.

KINDS OF ADVERB CLAUSES

An adverb clause does the work of an adverb. It can be of the following kinds:

Time

Place

Manner

Cause or Reason

Purpose

Result or Consequence

Comparison

Condition

Supposition or Concession

1. Adverb Clauses of Time

Adverb Clauses of Time are introduced by subordinating conjunctions like *when, whenever, since, before, after, till* and *as*.

- As I entered the room, people turned and looked at me.
- They *arrived after the British*.
- *Before you leave*, kindly meet me.
- Please wait *till your turn comes*.
- As soon as I heard the news I rushed to the spot.

2. Adverb Clauses of Place

Adverb clauses of place are introduced by subordinating conjunctions like *where, wherever, whence*.

The puppy followed the boy *wherever he went*.

Where the eagles soar, no bird can reach.

3. Adverb Clauses of Manner

Adverb clauses of manner are introduced by subordinating conjunctions like *as, if, and though*

- Do to others *as they have done* to you
- *As you sow*, so shall you reap.
- The cat sprang off the wall *as if it had seen a ghost*.
- He talked *as if he knew us for many years*.

4. Adverb Clauses of Cause or Reason

Adverb clauses of cause or reason are introduced by subordinating conjunctions like *because, since, that, and as*

- The child was frightened *because it was lonely*.
- *As he was absent*, we couldn't meet him.
- He was glad *that he met his roommate* from his college days.
- Since she procured it for me, I must pay her.

5. Adverb Clauses of Purpose

Adverb clauses of purpose are introduced by subordinating conjunctions like *that, in order that, so that* and *lest*.

- Work hard *that you may succeed* in your game.
- Take care *so that you don't lose* the data.
- She lives frugally *in order that* she may pay her sister's tuition fees.

- Memorials are erected *lest we forget*

6. Adverb clauses of result or consequence

Adverb clauses of result or consequence are introduced by subordinating conjunctions like *that* (normally preceded by *so* or *such* in the main clause) Sometimes, the conjunction is understood:

- He ran *so fast that he was terribly out of breath*.
- The foreigner spoke with *such a thick accent* that nobody understood him
- The place was so far off, that we set out early i

7. Adverb clauses of comparison

Adverb clauses of comparison of degree are introduced by one of the subordinating conjunctions, or relative adverbs like *as* and *then*

- She is as beautiful as she is beautiful.
- He is not as foolish as you take him to be.

8. Adverb clauses of condition

Adverb clauses of condition are generally introduced by subordinating conjunctions

- If it rains, the pitch will be spoit
- I must do my best whether I like it or not
- If I were you, I would take the trouble

9. Adverb clauses of supposition or connection

Adverb clauses of supposition or concession are introduced by subordinating conjunctions like *although*, *though*,

- He is successful though he doesn't work hard
- Although it was a holiday, he went to his office.

Exercise 4:

Underline the adverb clauses in the following sentences:

1. We must get some vinegar so that we can prepare pickle
2. Place your bag where you can locate it
3. As soon as this work is finished, I will go to sleep.
4. When we were young, we used to cycle all over town
5. She talks as though everything can change overnight.

Exercise 5:

Replace the adverb phrase with an adverb clause:

1. The soldiers fought bravely
2. The price is too high for an a second-hand vehicle.
3. Snow is lighter than ice.
4. A rose by any other name would smell as sweet.
5. They lifted the heavy box with all their might.

Exercise 6

Replace the Adverb Clause with an Adverb or Adverb Phrase:

1. The heat was so scorching that people walking barefoot suffered.
2. When the just rule, the people are happy.
3. This story is too complicated for me to remember the details
4. When she sees a lizard, she shrieks.
5. He was kind to me because I was kind to his mother.

