



Luminous-I

I Semester B.A./ B.S.W./ B.A.(Music)

GENERIC ENGLISH

Under the National Education Policy (NEP-2020)

Editor

Dr. T.N. Thandava Gowda

**PRASARANGA
BENGALURU CITY UNIVERSITY
Bengaluru**

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LUMINOUS-I: Generic English Textbook for I Semester B.A/B.S.W/B.A (Music) and other courses coming under Faculty of Arts, is prepared by the Members of the Textbook Committee, Bengaluru City University (BCU).

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FOREWORD

Luminous-I, the Generic English Textbook for the First Semester B.A/ B.S.W/ B.A (Music) and other courses coming under faculty of Arts, Bengaluru City University (BCU), is designed to improve language skills and hone literary sensibilities among the students.

This is the first Generic English textbook for the students of Arts (BCU) under the Ability Enhancement Compulsory Course Language (AECC) of the New Education Policy (NEP). It is based on the aims of the Learning Outcome Curriculum Framework (LOCF) and prepared by the members of the textbook committee.

I congratulate the Chairperson and all the members of the textbook committee for their efforts in the preparation and selection of materials to improve communication and linguistic skills. I thank the Director of BCU Press and their personnel for bringing out the textbook on time.

I hope the teachers and the stakeholders will make the best use of this textbook to improve LSRW skills and appreciate literature.

Prof. Lingaraja Gandhi
Vice-Chancellor
Bengaluru City University
Bengaluru- 560001.

PREFACE

Luminous-I, the Generic English Textbook for the First Semester B.A and other courses under the faculty of Arts (BCU), is designed to improve the linguistics and communication skills, to sensitize the students to thought provoking ideas, concepts and issues by engaging them with interesting literary texts. This is the first Generic English textbook for the First Semester B.A/ B.S.W/ B.A (Music) in the New Education Policy (NEP).

The Workbook consists of the language component. The linguistic section is intended to hone the LSRW skills. It is hoped that the teachers and students will make the best use of the course book and the workbook components to appreciate literature and to enhance the learners' communicative skills.

I thank the Chairperson and the team members of the textbook committee for their efforts in the preparation of this text in consonance with the objectives of the Learning Outcome Framework (LOCF) of the New Education Policy syllabus. I also thank the members of the BoS for their constant support.

I would like to thank the Vice Chancellor and the Registrar of BCU for their consistent support. I also thank the publishers and the printers who helped to bring out the textbook neatly and on time.

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NOTE TO THE TEACHER

Luminous-I, the Generic English (L2) textbook coming under the Ability Enhancement Compulsory Course Language (AECC) in the new NEP syllabus for I Semester B.A/ B.S.W/ B.A (Music) and other courses under the Faculty of Arts is aimed at developing skills in a graded manner which will eventually improve the prospects of employability.

The present syllabus comprises of the Workbook, Luminous-I. The students should study the previous textbook Resonance-1 which is modified with a few omissions to meet the requirements of LOCF mentioned in page 13.

The newly framed Workbook aligns with the aims of the Learning Outcome Curriculum Framework (LOCF) of the NEP syllabus which focusses on employability skills and these skills are broadly dependent on communication skills. Hence the I Semester textbook intends at developing skills which has been categorized into two units: Receptive skills and Productive skills. Both sets of skills help in improving the overall communication skills and help acquire the LSRW in an integrated manner.

The broad objectives of the textbook are:

- To integrate the use of LSRW skills
- To develop attentive listening skills enabling the learner to process relevant information, interpret, evaluate and to respond appropriately.
- To enhance observation and thinking skills and aid in vocabulary and language development.
- To learn to write by drawing upon available resources and acknowledging and citing the same in their written work.
- To enable the learner to communicate effectively and appropriately in real life situations.
- To use English effectively for studying their core subjects.
- To acquaint the students to various genres and develop an appreciation of literature.

Furthermore, some changes have been made regarding credit score and weightage of marks allotment in the new text. The course carries 3 credits and is assessed at the end semester exam for only 60 marks, whereas the formative assessment

(Internal assessment) has been raised to 40 marks. It is believed that this gives ample opportunity for the teacher to carry out various activities in the classroom and use them for formative assessment.

Some of the activities may include playing of audios of interesting speeches, for instance from Ted series, India Inclusive series or other motivating speeches and lectures. The teacher may then frame questions to assess the students' understanding and analytical skills. The students may also be provided with online links to encourage self-learning. Role playing also can be used to hone spoken and team building skills. These activities can also be used for testing and for formative assessment.

The committee hopes that the textbook helps the students in developing skills that will increase their career prospects and boost their confidence in the use of language and communication skills.

Poornima.P.S.

Chairperson,

Text Book Committee,

BCU, Bengaluru.

WORKBOOK

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(Retained from Resonance-1)

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2. Nine Gold Medals - *David Roth*
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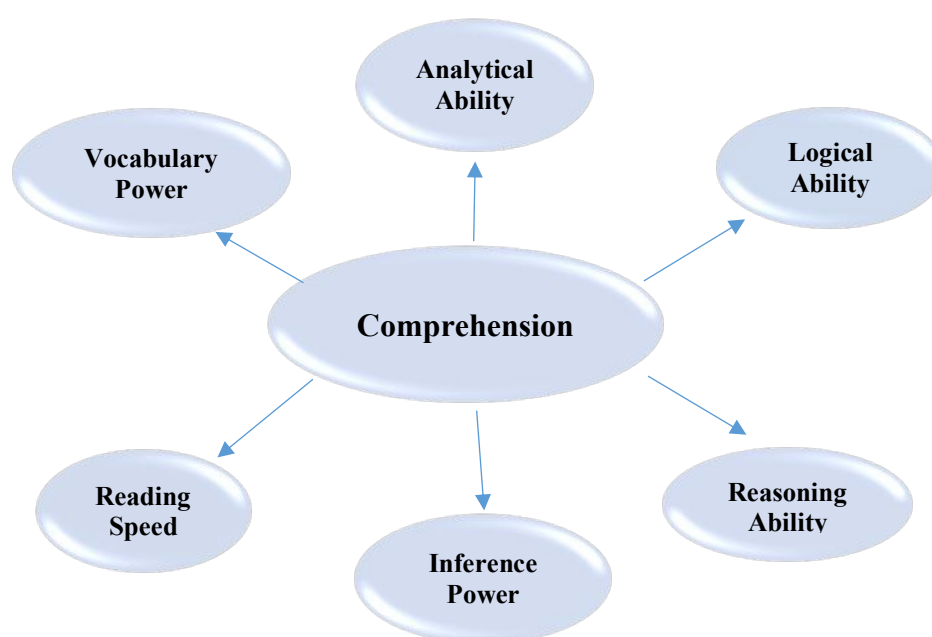
CHAPTER 1

COMPREHENSION PASSAGE

The word ‘comprehension’ is derived from the Latin word *comprehendere*, which means ‘to grasp’, ‘to comprehend’. It is the ability to read a text, process it and understand its meaning. Reading comprehension is an intentional, active process that occurs when a person reads and simultaneously processes a particular piece of writing.

Requisite Skills:

To develop a better level of comprehension, a reader requires certain skills:



Strategy to solve comprehension passages:

- Skim the given passage to determine the main idea.
- Underline important lines or parts of the passage to answer the questions. This helps understand the main idea of the passage or the tone/intention of the author.
- Try to translate a complex line to an easy one in your own words. This helps in analysing the main idea of the paragraph and in identifying linkages of cause and effect of the passage.
- Underline or mark the keywords. This helps discover the logical connections in the passage and also facilitates in understanding the passage better.

- Try to understand unfamiliar words by reading the lines thoroughly.
- Determine the main idea, tone or the intention, inferential reasoning, and other details from the paragraph.
- Ensure no assumption is based on your personal belief.
- Re-read the passage when in doubt.
- Read the questions and all the alternatives provided and choose the most appropriate one.

The following passages aim at giving an insight into the process and structure of writing and provides examples of different texts with explanations of the writer's methods. The exposure to different types of texts will help the reader see the principles on which the organisation of these texts is based.

Passage 1: Living with floods

Floods are not new to India and its sub-continent, but in recent years the problem has received much greater attention perhaps largely because it has led to much greater damage than in the past. Even though information on the impending occurrence of floods is now more accurate and certainly more timely, often there is very little time or support infrastructure in place by which damage can be minimized. This is particularly true in the case of flash floods resulting from sudden and excessively heavy rain.

In the case of flooding in India, it is very much a function of the seasonal nature of our rainfall. The monsoons are spread over a short period during the year and often bring a concentrated volume of rain, which cannot be absorbed by the earth and finds outlet only in the form of streams that join up with our major river systems. But flooding is not confined only to the main rivers of the country, often smaller tributaries and streams can cause heavy damage as well. Once these streams spill over their banks they could cause excessive harm, mainly because those living near the banks of these streams particularly in mountain areas as they do not have easy recourse to moving away quickly.

One major factor that could lead to a higher severity of flooding in the future is the danger of climate change. While the evidence of the nature of impacts resulting from climate change on precipitation and flooding at the regional level is not entirely clear, it could happen that the Indian subcontinent witnesses and suffers the effects of a significantly changed pattern of monsoons. One set of scientists have estimated that the monsoons could be shorter in duration, but far more intensive. In other words, much greater precipitation would take place in a much shorter period, thereby increasing the danger of floods. Climate change is the result of human actions through the increased concentration of greenhouse gases in the atmosphere, of which carbon dioxide is the most prominent.

At the local level also human actions have heightened the danger of flood through the cutting of trees in the mountains as well as in the plains. In the case of India, the ecological damage through deforestation of the Himalayas has led to large-scale erosion of the mountain slopes and high levels of siltation. This leads to deposition of silt on the riverbeds in the plains and hence spill over of water whenever the volume in the river reaches a certain level. With siltation on the riverbeds, flooding occurs even at very shallow water levels. The

vulnerability of the population has increased substantially because of population pressures, symbolized, for instance, by the stubborn and perhaps helpless settling of slum dwellers on the banks of the river Yamuna in Delhi, which is merely a trickle most of the year, but bursting its banks during the monsoons as has been the case this year.

Flood forecasting is critical to minimizing the damage from floods. It is for this reason that the Central Water Commission has set up a network of forecasting stations, which cover the most important flood prone interstate rivers in the country. These stations produce forecasts that are used to alert the public and to mobilize various official agencies so that they take both preventive as well as relief measures whenever required. However, even in cases where forecasts have been timely and generally accurate, people have often been reluctant to move away, because in most cases they lack the means and physical options for moving away from a danger zone to one that is relatively safe. In the case of flash floods, forecasts are difficult to make, and often the time available for relief is very short.

A. Answer the following questions by choosing the appropriate option:

1. **The problem of floods has been considered important recently because.....**
 - (a) there are flash floods
 - (b) floods are unpredictable
 - (c) the rivers change their courses
 - (d) these cause much greater damage
2. **The danger of floods is not minimised as.....**
 - (a) flood forecasting is inaccurate
 - (b) there is little time available for safety measures
 - (c) people are scared and act in panic
 - (d) support infrastructure is poor
3. **India suffers from floods during monsoons because.....**
 - (a) it rains very heavily and continually
 - (b) the embankments of the rivers are weak
 - (c) the streams and rivers spill over
 - (d) the streams are full of silt
4. **Climate change is the direct result of.....**
 - (a) increased concentration of greenhouse gases
 - (b) explosion of nuclear devices
 - (c) fire in oil wells in the gulf region

- (d) significantly changed pattern of monsoons
5. **The worst hit people are slum dwellers because.....**
- (a) they are stubborn and helpless
- (b) they do not have means to move away quickly
- (c) they have concentrated in large numbers
- (d) they have settled on the banks of the rivers
6. **The word 'precipitation' means.....**
- (a) forming a precipitate
- (b) separation of solid material from liquid
- (c) falling of rain in an area
- (d) the quality of being exact or accurate

B. Answer the following questions in a sentence or two each:

- Why does India suffer from floods during monsoons?
- What is the result of greenhouse gases?
- Who are the worst hit people?
- Which human action have heightened the danger of flood?
- Write the words from passage which are similar in meaning.
 - Fall of rain in an area
 - Harshness

Answers for Section A:

- (d) these cause much greater damage
- (b) there is little time available for safety measures
- (c) the streams and rivers spill over
- (a) increased concentration of greenhouse gases
- (d) they have settled on the banks of the rivers
- (c) falling of rain in an area

Answers for Section B:

- During monsoon the streams and rivers spill over and it results in flood.

2. Climate change is the direct result of increased concentration of greenhouse gases.
3. Slum dwellers are the worst hit people as they have settled on the banks of the rivers.
4. Cutting of trees in the mountains as well as in the plains have heightened the danger of flood.

(a) Precipitation

(b) Severity

Passage 2: Dreams to Reality

It was evening in the picturesque seaside town of Rameshwaram, on the southern edge of Tamil Nadu. A cool breeze was gently blowing in from the sea. Along with the sound of waves lapping against the shore could be heard the sweet sound of birds circling overhead.

Among the children playing on the beach was a boy with wavy hair and dreamy eyes. This youngster was Avul Pakir Jainulabdeen Abdul Kalam who later became the eleventh President of India.

While spending time with his friends, Abdul was attracted by the sound of the birds flying above. He carefully observed that a fledgling perched on a boat was trying to take off. It spread its wings, fluttered briefly and sprang up. The air seemed to give the needed thrust for its take off! The bird soared up into the sky. It steered its pace and course with great ease. How Abdul wished he could fly like those beauties in the air!

This passion for flying, aroused by the beautiful birds, later inspired Abdul Kalam to design India's first rocket which successfully sent a satellite Rohini, into orbit on 18th July 1980. It was called the SLV-3 (Satellite Launch Vehicle). At the time when Abdul was growing up, no one had even dreamt of such a happening.

Rameshwaram, where Abdul was born on 15th October 1931, was a small town with narrow streets lined with old houses made of limestone and brick. The town was famous for its Shiva Temple. Abdul stayed in the house with his father, mother, brothers and sister and led a secure and happy childhood.

Abdul's father, Jainulabdeen was a pious man. He led an austere life without depriving his family of the basic comforts.

In this closely knit family, dinner was always a special meal. During dinner they exchanged views on a variety of topics ranging from family matters to spiritual subjects.

The main income for Abdul's family came from ferrying pilgrims across the sea between Rameshwaram and Dhanushkodi. Pilgrims visiting Rameshwaram made it a point to visit Dhanushkodi, twenty kilometres away in the sea. Dhanushkodi has religious significance. Ferrying pilgrims fetched good money and the family lived comfortably. However, a devastating cyclone lashed the shores of Rameshwaram and their boat was destroyed. The family lost their only source of livelihood in one swift, tragic stroke.

The enterprising young Abdul wanted to help the family through the crisis. He realized that there was demand for tamarind seeds. He decided he would collect them and sell them to a shop near his house. His family wanted him to concentrate on his studies. He said he would study as well as help his family. Reluctantly, everyone agreed. Even while studying or enjoying the evenings with his friends on the beach, he set aside some time to collect tamarind seeds and sell them to a nearby shop. For this he was paid a princely sum of one anna! Besides selling tamarind seeds, he helped his cousin Samsuddin to sell the popular Tamil newspaper Dinamani to earn a little more money. At dawn, several bundles of the newspaper, printed in Madras (now Chennai), were thrown on to the platform of Rameshwaram railway station from passing trains. Trains did not stop at Rameshwaram station during those days of the Second World War as almost all of them were commandeered to transport troops.

Abdul, after picking up the bundles marked for his area, rushed and handed them over to Samsuddin, who gave Abdul a small amount for the service he had rendered. There was a great demand for Dinamani because people wanted to know about India's freedom struggle and the latest developments in the war. This is how Abdul earned his first wages. However, it was the joy of being able to care for his family that Abdul cherished most. Even decades later, he recalls earning his own money for the first time, with immense pleasure and a sense of pride.

A. Answer the following questions:

1. What is the passage about?
2. What inspired Abdul to design a rocket?
3. What is SLV-3?
4. Where did Abdul spend his childhood?
5. Why was dinner a special meal in Kalam's family?
6. What did Abdul cherish most about the memory of his first earning?

Answers:

1. This passage is about Abdul Kalam Azad who later became the eleventh President of India.
2. The flight of a fledgling inspired Abdul to design a rocket.
3. SLV-3 or satellite launch vehicle was India's first rocket which successfully sent a satellite Rohini into orbit on 18th July 1980.
4. Abdul spent his childhood in a small town with narrow streets lined with old houses made of limestone and brick.
5. Dinner was a special meal in Kalam's family because they all sat together and exchanged views on a variety of topics ranging from family matters to spiritual subjects.

6. It was the joy of being able to take care of his family that Abdul Kalam cherished the most.

Passage 3:

Long, long ago, in a big forest, there were many trees. Among the cluster of trees, there was a very tall pine tree. He was so tall that he could talk to the stars in the sky. He could easily look over the heads of the other trees.

One day late in the evening, the pine tree saw a ragged, skinny girl approaching him. He could see her only because of his height. The little girl was in tears. The pine tree bent as much as he could and asked her: "what is the matter? Why are you Crying?" "The little girl, still sobbing, replied, "I was gathering flowers for a garland for goddess Durga, who I believe, would help my parents to overcome their poverty and I have lost my way". The pine tree said to the little girl, "It is late in the evening. It will not be possible for you to return to your house, which is at the other end of the forest. Sleep for the night at this place." The pine tree pointed out to an open cave-like place under him. The little girl was frightened of wild animals. The girl quickly crept into the cave-like place. The pine tree was happy and pleased with himself. He stood like a soldier guarding the place.

The little girl woke up in the morning and was amazed to see the pine tree standing guard outside the cave. Then her gaze travelled to the heap of flowers that she had gathered the previous night. The flowers lay withering on the ground. The pine tree understood what was going on in the girl's mind. He wrapped his branches around the nearby flower trees and shook them gently. The little girl's eyes brightened. But a great surprise awaited her. The pine tree brought out a bag full of gold coins which had been lying for years in the hole in its trunk and gave it to the girl. With teary eyes she thanked her benefactor and went away.

A. Answer the following questions by choosing the appropriate option:

1. Among the cluster of trees, there was a very tall
 - (a) Coconut tree
 - (b) Pine tree
 - (c) Banyan tree
 - (d) Fig tree
2. One day late in the evening, the pine tree saw a
 - (a) little boy
 - (b) skinny girl
 - (c) Woman
 - (d) farmer

3. **The little girl was**
- (a) happy
 - (b) scared
 - (c) sobbing
 - (d) confused
4. **The pine tree stood like a..... guarding the place.**
- (a) friend
 - (b) soldier
 - (c) brother
 - (d) none of above
5. **A bag full of..... had been lying for years.**
- (a) Gold coins
 - (b) Silver coins
 - (c) Bronze coins
 - (d) All the above

B. Answer the following questions :

1. Why was the girl crying ?

2. Where did the pine tree want the little girl to sleep for the night ?

3. Why was the little girl disappointed when she looked at the flowers ?

4. What did the tree do to make her happy ?

5. What lesson does this short story teach us ?

Passage 4: Great Indian digital divide

The revolution in information technology (IT), far from helping India to leapfrog to a post-industrial society, threatens to rupture the social fabric by enriching a few at the cost of many.

In a very short time and quite unexpectedly, India has risen to considerable eminence in the world of information technology. This year, software products are expected to account for \$ 5.7 billion in exports and will account for a quarter of the growth in the economy, which is expected to grow nearly seven per cent. Within eight years, predicts a recent study by McKinsey & Co. and the National Association of Software & Service Companies (Nasscom), India's annual IT exports could hit \$ 50 billion about 33 per cent of global software exports. Such a surge is expected to generate 2.2 million jobs—and push our growth rate near the double digits that many East Asian Tigers enjoyed before the 1997 crash.

For the rapidly growing middle class, which was desperate to make its presence felt but remained mired in the great Indian outback of the global economy and regretfully watched the industrial revolution pass it by, this is the moment they have been waiting for. When countries like Japan and Germany, the objects of Indian admiration, should come knocking

on our doors to solicit our talent to invigorate their industry, it is indeed redemption of sorts. And IT is the cause of it all.

The big question is, will IT do an encore for India as a nation, and not just for a wafer-thin percentage of IT-literate Indians, mostly the poster boys of the IITs?

IT has failed to touch the lives of the average citizen and India is nowhere close to being a knowledge economy or society. As per the International Data Corporation (IDC), in a survey of 55 countries, India ranks 54th on its Information Society Index.

The fact is, it is a straightforward reflection of the deep inequality of our education system which breeds a few 'geniuses' at the cost of the entire nation. A study by former director of the National Centre for Software Technology, R. Narasimhan, points out that nowhere is the digital divide more glaring than in IT education. The report warns that India's 'obsession' with the software industry and its exports orientation is leading to the churning out of unemployable students on one hand and bright whiz-kids on the other. While the latter are lured away by overseas employers, the former remain unemployable.

Narasimhan cautions against the 'hype' associated with the phenomenal growth of India's software industry defying rational explanations and built up into a 'mystique of sort' which breeds false hopes.

India's software industry is a poor employment generator. In the mid-Nineties, some 20,000 people were actively employed in software export services. In contrast, there were three million registered unemployed graduates in the Nineties. While the 'Narasimhan study' doesn't mention number of jobs lost due to computerisation, one could add comfortably a million to the number.

A. Answer the following questions by choosing the appropriate option:

1. The revolution in IT threatens to break apart the social fabric because.....
 - (a) the stocks of software companies have risen at BSE
 - (b) it has helped India to rise beyond the industrial society
 - (c) it is enriching a few at the cost of many
 - (d) it has created a gulf between the rural and urban sector
2. Growth in export of Indian software products and national economy have been achieved because of.....
 - (a) global recession
 - (b) liberalised economy
 - (c) public private cooperation
 - (d) eminence of Information Technology

3. It is a time of pride for the middle classes in India because.....
 - (a) developed industrial nations will require Indian software professionals to invigorate their industry
 - (b) they are desperate to make their presence felt
 - (c) they have remained stuck in the mud of global economy
 - (d) they have regretfully watched the industrial revolution pass by them
4. The digital divide is clearly visible in IT revolution because.....
 - (a) it has improved a lot of average Indian citizen
 - (b) it has benefitted only the products of IITs or some IT-literates
 - (c) it has made India a knowledge economy or society
 - (d) non-IT trained students run the IT institutes
5. Narasimhan's report cautions against 'hype' around IT software industry because.....
 - (a) it is rational
 - (b) it breeds false hopes
 - (c) all look for foreign assignments
 - (d) it attracts even the dullards
6. The word 'redemption' in para 3 means.....
 - (a) recoupment
 - (b) recumbent
 - (c) recovery
 - (d) redeeming

B. Answer the following questions in a sentence or two each:

1. Why is the digital divide clearly visible in IT revolution?

2. Why is IT not beneficial for average Indians?

3. What does Narasimhan's report highlight?

4. How is it lucrative for the middle classes in India?

5. Find the words from the passage which are similar in meaning.

- (a) Recovery
(b) Very easily seen

Source:

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CHAPTER 2

PICTURE READING, CAPTION WRITING, REFERENCING SKILLS

Picture reading:

A picture is worth a thousand words - pictures give a lot of information that a reader might sometimes overlook. Picture reading proves to be helpful as an introduction to reading comprehension. It is an important educational tool, which helps in improving observation skills, vocabulary and language development.

A picture comprehension is an activity where students look at the pictures, find interesting details and then answer simple questions regarding the picture. These questions are usually based around who, what, where, when and why.

Why are picture comprehensions useful?

Pictures are extremely engaging and often less daunting for students than texts. Images are often used to induce language development and thinking skills within a thematic unit. Using a picture comprehension helps the students prepare for reading comprehensions.

Visual comprehensions are always stronger than listening or reading. By seeing a clear image, one can easily decipher meaning from a picture which they might not be able to with the text. One can use simple sentences to describe what is present or happening in the photo and start to understand how to take their reading further.



What do you see in the above photo?

1. Hints to express the photo

- The picture shows....
- How many people are there ...
- Who are they...
- What are they doing...

2. Use present continuous tense while describing the photo.
3. Use linking verbs to describe, contrast, connect or to develop ideas about the photo.
4. Give your opinion about the photo.
5. Give a suitable title to the photo.

The above picture can be titled as Swachh Bharath Abhiyan.

The photo depicts the Swachh Bharat Abhiyan, a significant cleanliness campaign by the Government of India. Around six NCC cadets are seen in the photo, enthusiastically cleaning the pavement and clearing the debris.

“Keeping the surroundings and environment clean and hygienic is the responsibility of every citizen, both individually and collectively.” This is the message that the cadets intend to convey by means of this cleanliness drive.

This picture also emphasizes the belief that adopting hygienic habits will lead to the making of a healthy country.

Exercise:

Describe the pictures given below:

1.



2.



3.



4.



5.



Caption Writing:

A caption is a brief description accompanying an illustration. It is a short piece of text under a picture in a book, magazine, or newspaper that describes the picture or explains what the people in it are doing or stating. The Latin root of *caption* is *capito*, which means “seizing” or “holding”. Though “A picture is worth a thousand words”, it still needs a caption to draw readers, provide context and tell the story.

Photo captions, also known as cutlines, are a few lines of text used to explain or elaborate on published photographs. In some cases, captions and cutlines are distinguished; the caption is a short title for the photo, the cutline is a longer prose block under the caption. The cutline generally describes the photograph, giving context, or relates it to the article. Captions more than a few sentences long are often referred as a ‘copy block’, such as newspaper articles and magazines.

Why do we need a caption for a picture or a photo?

A photo with a caption provides the reader basic information needed to understand a photograph and its relevance. Photos and Captions can help in many ways to find the main idea. Photos intensify the ideas in a text, give clues and ideas about what is going on and provide a better understanding of the main idea.

Captions give clues and hints in the story which can lead to the main idea. It should be written in a consistent, concise format. Captions are useful while providing more detailed understanding of the picture. A caption explains what is shown in a picture or illustration and helps the reader understand information that may or may not be in the text.

Guidelines for writing caption:

- Check the facts. Be accurate with the use of words, details and anything else that might catch a reader’s eye.
- Ensure the captions provide new information: avoid stating the obvious elements captured in the image.
- Focus on the key people/objects in the photograph.
- A photograph captures a moment in time hence use present tense. This creates a sense of immediacy and impact.
- The tone of the caption should reflect the significance of the image.
- Be precise and let the caption be fresh and catchy.

Points to consider before writing a caption:

- Avoid Trite writing.
- Do not make assumptions or wrong interpretations.
- Avoid the unknown.
- Make sure that the photo is not edited or cropped.
- Check for spelling mistakes.
- Do not write very lengthy captions.

Examples:

1.



2.

**Exercise:**

1. What is a caption?

2. Why do we need a caption to a photo or a picture?

-
-
3. What are the points to be remembered while writing a caption?

-
-
4. Enlist the points to follow before writing a caption.

-
-
5. Write suitable creative captions to the pictures given below.

a.



b.



c.



d.



e.



Captions are used as catchy and captivating phrases to create a positive impact and to bring a positive change in the society . Captions are also the ideal choice for spreading awareness through events, concepts or campaigns with a social or political cause.

Examples:

1. The event of ‘World Hypertension Day’ since the year 2005 has become a yearly event. In today’s society, people consider the disease of Hypertension as a modern pandemic. To inculcate public awareness about this disease, create catchy captions.

Ans:

- A healthy diet and a healthy heartbeat go hand in hand.
- Keep yourself at a distance from tension in order to avoid Hypertension.
- Hypertension is a silent killer.

2. We celebrate ‘World Earth Day’ every year on 22nd April worldwide to spread awareness about the importance of environmental protection. With the degrading nature of the environment, it has become all the more important to focus on saving the environment, and its resources. Create captions for the programme.

Ans:

- The best revolution is a green revolution.
- Protect the Earth now, it will protect you later.
- Save the resources before it’s too late.
- Make the Earth smile, it will make the future generations smile.

3. ‘No Plastic’ campaign has to spread far and near. Let us join hands to help the world reduce its plastic footprint. Write captions for this campaign

Ans:

- If you cannot RECYCLE or REUSE, then quickly REFUSE.
- Help the Earth rejuvenate; Say No to Plastics.
- Laminate your documents, not the Earth.

Exercise:

1. The Youth Red Cross invites students to create awareness in the society about Global Warming. Create two captions for it.

-
2. The Government of Karnataka has organised an event to create awareness about Polio vaccination. Write two captions for this programme.

3. Amongst the list of conservation projects that various organizations had taken up, water conservation is one of them. Write three captions for water conservation.

4. Write two captions to create an awareness on planting trees.

Caption for a passage:

A passage or a story with a caption provides the reader basic information needed to understand it and its relevance. Caption writing for a passage requires perfect understanding of the given passage or the paragraph, aptitude to choose a suitable keyword or key-phrase and suggest a convincing caption using the keyword or key-phrase.

Steps to follow:

- Read the given passage/paragraph/story carefully and understand its meaning, content and significance.

- Find out the keyword or key-phrase from the passage. Generally, this keyword or key-phrase is found either in the first, second or in the last paragraph of the passage.
- Finally suggest a suitable caption or title to the given passage or paragraph using the keyword or key-phrase in relation to the central idea or theme of the passage/paragraph.

Points to remember:

- The captions must be brief.
- The caption must reflect the theme of the passage/paragraph.
- The title or caption must be clear, concrete, convincing and impressive.

Example:

Over-population has disturbed the ecological balance of the nature. Green forests have disappeared for cultivating more and more land to provide food to the ever-increasing population of the world. Natural resources like fossil fuel, metal ores, flora and fauna have been getting scarce day-by-day. Increasing population is a threat to the lives of the wild animals and biodiversity. It also causes scarcity of drinking water. Rising pollution becomes a concern in the big cities due to heavy transport and concrete forest. We must think seriously how to check this man-made menace.

Ans:

- THE DANGERS OF OVER-POPULATION.
- OVER-POPULATION: MAN-MADE MENACE.
- THE PROBLEMS OF OVER-POPULATION.

Exercise:

I. Write a caption for the paragraphs below, in not more than 8 words:

1. Trees are our best friends. They provide us with shade, food and with wood for lighting fires and building houses. They also help in causing rain and prevent the topsoil from being eroded by the wind. Through them we produce papers on which we write, chairs and tables which make our furniture and even coffins. Above all they are the reason we continue to breathe oxygen and enjoy the beauty of the environment. Thus, from birth to death trees stand by us, thereby proving to be our best friends.

2. Air pollution affects our health in many ways. Large quantities of smoke and other particles in the air cause lung-diseases including Cancer. Sulphur dioxide causes serious damage to the respiratory system. Besides, other pollutants present in the air can cause skin infections as well as infections of the eyes.

3. An estimated 12 million Americans practice Yoga. There are about 450 Yoga centers in America, 50 or more in Canada and 145 across Europe, Australia and Southeast Asia and these figures do not include the fitness centers that teach Yogic exercises in one form or the other. Hollywood stars like Julia Roberts and Madonna are known to be regular practitioners of Yoga. Indian gurus are earning millions of dollars all over the world although little of this money finds its way to the home country.

Note: Teachers can give small simple stories and ask the students to write the caption for the story.

REERENCING SKILLS

BIBLIOGRAPHY

A bibliography is a list of all the sources which are used in the process of researching work, writing a report, scholarly article or an assignment. The sources can be primary and secondary.

A primary **source** is a first-hand account of an event that happened, data from a study, or an original work.

Primary sources include:

- Photographs of historical events
- News articles

- Novels and short stories
- Autobiographies by historical or famous people
- Letters and journals

Secondary **sources** are works that analyze, assess, or interpret a historical event, era, or phenomenon, generally utilizing primary sources to do so. Essentially, they're sources about primary sources.

Secondary sources include:

- Essays analyzing novels, works of art, and other original creations
- Textbook passages discussing specific concepts, events, and experiments
- Biographies of historical and famous people

In general, a bibliography should include: the author's name, the titles of the works, the names and locations of the companies that published the copies of the sources. The main purpose of a bibliography entry is to give credit to authors whose work has been consulted for the research work. It also makes it easy for a reader to find out more about the topic by delving into the research that is used to write the paper.

How to write a bibliography?

There are two types of formats in writing the bibliography:

1. **MLA** (Modern Language Association) format is used for humanities and literature works.
2. **APA** (American Psychological Association) is used for technical and scientific works.

Each writing style is formatted to make citations for that specific field easier.

Bibliography for Books:

1. Arrange the names of the authors in alphabetical order by their last names.
2. Mention the publication details like, the year of publication, the name of the Publisher, the city of publication, Co-authors, and sub-titles etc.
3. Notice the use of punctuation. Publication titles may be either italicized or underlined, but not both.

APA Format: Author's last name, Initials. (Year). Book title: Subtitle (Edition). Publisher. DOI or URL

(DOI or URL is for online publication)

Example: Donaldson, B. (2017). Dutch: A comprehensive grammar (3rd ed.). Routledge.

MLA Format: Author's last name, First name. Book Title: Subtitle. Edition, Publisher, Year.

Example: Donaldson, Bruce. *Dutch: A Comprehensive Grammar*. 3rd ed., Routledge, 2017.

Bibliography for Periodicals:

1. Periodicals remove the publisher city and name.
2. Add the title of the article and the volume or issue number of the periodical.
3. Notice article titles are put in quotation marks.

APA Format: Author's last name, Initials. (Year). Title of the Article. Title of the Journal/periodical, Vol number, Page number.

Example: Learned, T. (1995). The Web-Toed Bibliosaurus: Cranial measurements indicate a smarter than average lizard. *Journal of the Paleocranial Society*, 85, 566-592.

MLA Format: Author's last name, First name. Title of the Article. Title of the Journal/periodical, Vol number, Year, Page number.

Example: Learned, Truly. "The Web-Toed Bibliosaurus: Cranial Measurements Indicate a Smarter than Average Lizard." *Journal of the Paleocranial Society*, vol. 85, 1995, pp. 566-592.

Bibliography for Web versions of printed material:

Web content can change day by day, it is important to include the day of retrieval and the URL of the quoted material.

1. The Internet address of the link should not be broken.
2. Very long URLs, such as those that occur when using an online database, can be shortened by removing the retrieval code. (The retrieval code usually consists of a long string of unintelligible letters and numbers following the end point "htm" or "html." Remove everything that occurs after that point to shorten.)

APA Format: Author's Last Name, Initial(s). (Year, Month Day of publication). Title of work. Website. <https://URL>

Example: Slat, B. (2019, April 10). Whales likely impacted by Great Pacific garbage patch. The Ocean Cleanup. <https://www.theoceancleanup.com/updates/whales-likely-impacted-by-great-pacific-garbage-patch/>.

MLA Format: Author's Last Name, First Name. "Title of Work." Website, Day Month Year of publication, URL.

Example: Slat, Boyan. "Whales Likely Impacted by Great Pacific Garbage Patch." The Ocean Cleanup, 10 Apr. 2019, www.theoceancleanup.com/updates/whales-likely-impacted-by-great-pacific-garbage-patch.

Bibliography for Radio and TV programmes:

APA Format: Name of the Producer. (Producer). (Year, Month Day). Title of broadcast [Television broadcast]. Studio or Distributor.

Example: Murray, D. (Producer), & Miller, J.J. (Director). (2019, June 20). I am Richard Pryor [Television broadcast]. Paramount Network.

MLA Format: “Title of Episode.” Title of Show, contributor role by First Last Name, season, episode, Studio, Year.

Example: “Rock, Paper, Scissors, Gun.” Black-ish, narrated by Anthony Anderson, performance by Tracee Ellis Ross, season 2, episode 2, ABC, 30 Sept. 2015.

Bibliography for personal interviews:

APA Format: APA does not require you to list a personal interview in the References list. All you need to do is include a parenthetical citation in the body of the paper, using this format:

(First Initial. Last name, personal communication, date of interview).

Example: (B. Mars, personal communication, May 10, 2020).

MLA Format: Last name of person interviewed, First name. Interview. By Interviewer Name. Date of interview.

Example: Mars, Bruno. Interview. By Julie Chapman. 10 May 2020.

ACKNOWLEDGEMENTS

Acknowledgment is an act of accepting or admitting something done/some help gratefully. When you write a report/assignment, it is necessary to refer to various sources of information (books, journals, magazines etc.) At the same time, it is necessary to acknowledge the sources of information. From an entertaining feature article to a research paper, writers state their sources of direct quotations, paraphrases, facts and ideas other than their own. The kind of acknowledgment required and its format vary according to the nature of the form (academic and business). For academic reports acknowledgments take the form of detailed Bibliographies. For non-academic reports attribution is done in a variety of ways, including informal mentions in the texts or lists of sources at the end of the article or report.

Why should sources be acknowledged?

If you borrow another person’s ideas or words without acknowledging them, it amounts to Plagiarism. It gives the impression that you have stolen someone else’s ideas or words without giving credit to them. Even paraphrasing another’s words, making slight variations in the sentence or words may not spare a writer from the charge of Plagiarism. Plagiarism is a form of intellectual dishonesty or theft. When a person plagiarizes, she/he steals someone else's words or ideas by passing them off as their own.

What must you acknowledge?

You must acknowledge every direct quotation you use from someone else’s words that you have seen written down (in a book, journal, article, newspaper, on the web, etc.) You probably know that already. But what is harder, is figuring out when to acknowledge the influence of the people’s words on you when you are not directly quoting them.

Points to be taken care of while writing an acknowledgement:

1. Use the right tone.
2. You may also begin with the people who have contributed the most.
3. Don't forget the other people who helped you.
4. Cite any financial aid that you received.
5. Place the more personal thank you messages and the emotional supporters in the last part.
6. Be sincere in your thanks.
7. Be specific for the important people.
8. Don't worry about length.

Example for acknowledgement, from Shashi Deshpande's *The Binding vine*:

ACKNOWLEDGEMENT

I have to acknowledge my debt to my late friend Anupama Niranjana, for reading and discussing this novel while I was writing it, and for her constant encouragement, even in the last stages of her terminal illness.

My thanks to Githa Hariharan for giving the novel a brilliantly perceptive once-over; to Professor P. Lal, for so kindly allowing me to use his words from his transcreation of the Mahabharata on p. 202; to my husband for, as always, being my first reader; and, above all, to Pratibha Nandakumar for her generous and enthusiastic help in creating Mira's poems, which, until then, had seemed impossible.

QUOTATIONS

Quoting means copying a passage of someone else's words and crediting the source. Quotations are mainly used in writing to provide support for the writer's argument. In quoting another person's words, you are effectively allowing them to speak in the middle of your own words.

To quote a source, one must ensure: The quoted text is enclosed in quotation marks. The primary function of quotation marks is to set off and represent exact language (either spoken or written) that has come from somebody else. The quotation mark is also used to designate speech acts in fiction and sometimes poetry. Generally, if more than four words are in the same order as the original source, it is considered a quote. When you use your own words to convey information from an original source, you are paraphrasing. While paraphrases do not require quotation marks, they do require citations.

A Direct Quotation: A direct quotation is an exact copy of the original. A direct quotation is shown by placing it between quotation marks.

An Indirect Quotation: An indirect quotation is close copy of the original, but it is paraphrased to fit its surroundings. An indirect quotation does not have quotation marks.

Rules to write the quotation:

1. If you use a complete sentence to introduce a quotation, use a colon (:) just before the quotation. (Complete sentence: “quotation.”)
2. If the word just before the quotation is a verb indicating someone uttering the quoted words, use a comma. (Someone says, “quotation.”)

Example:

Direct quotation – “I find that the harder I work, the more luck I seem to have.” (President Thomas Jefferson)

Indirect quotation - Thomas Jefferson once said that the harder he worked, the more luck he seemed to have.

There are numerous internationally recognized systems for identifying sources, such as in the Modern Language Association (MLA) Research Handbook. The basic MLA format for an entry

For Books:

Author(s) Name in full. Title of the book. City of publication. Publisher’s Name, Year of publication.

Ex: Iyengar, M. Srinivasa. Tamil studies; Essays on the history of the Tamil people, Language, Religion and literature. Madras. Guardia press. 1914.

For Journals / Periodicals:

Author(s) Name in full. (family name and personal name)

The title of the article.

Title of the periodical, volume- year. Page no.

Ex: Ambler, Charles. “Alcohol, Racial segregation and popular politics in Northern Rhodesia”. Journal of African History. 312(1990) 295 -315.

Another popular international system for identifying sources is the American Psychological Associations (APA) system. The basic format of APA is:

Author’s family name and initials. (Year of publication) Title of the book. Capital letter for the subtitle also. City of publication. Publisher.

For Books:

Arnold, F (1981) College English: A silent-way approach. Japan. Don press.

For Journals:

Cohen D.N. (1984) Historical TEFL; a case study. RECL journal, s1(1) 30-52.

Exercise:

1. What is Bibliography?

2. What is the difference between primary and secondary sources?

3. Give examples for primary and secondary sources.

4. How to write bibliography for web sources, interviews and Radio/TV programmes?

5. Elaborate the rules for writing bibliography for books and periodicals?

6. What are the two formats of writing a bibliography? Mention the difference between them.

7. What is acknowledgement?

8. Why should we acknowledge the sources?

9. List out the points to be remembered while writing an acknowledgement.

10. Write a brief acknowledgement, imagining that you have written a book.

11. What are quotations? Why are they used in a book or an article?

CHAPTER 3

Listening and Hearing

Hearing revolves around the physiological act of hearing sounds. Merriam-Webster defines hearing as the ‘process, function, or power of perceiving sound by the special auditory sense(ears) where noises and tones are received as stimuli.’

Hearing is a passive, physical act that requires one sense and has to do with the perception of sound. It does not rely on concentration. Hearing is like collecting data; we hear sounds and words all day long, even if we are not paying attention to them.

Listening revolves around actively paying attention to the words and sounds that one hears, to understand their meaning and develop an emotional response. Merriam-Webster defines listening as ‘to hear something with thoughtful attention.’

Listening is a mental, active process that requires multiple senses. Listening is a voluntary act, which means that an individual can choose whether to hear or not. If one chooses to listen, then it is an active process. One can hear sounds and words without having to listen or focus on what one is hearing. Hearing without listening is an example of the common phrase ‘in one ear and out the other’.

Difference between listening and hearing:

- Listening is an active process, whereas hearing is a passive process
- Listening requires paying attention, whereas hearing requires no concentration or attention skills
- Listening requires empathy, curiosity, and motivation, whereas hearing is associated with a lack of interest.
- Listening is a skill that is necessary to have effective communication, whereas hearing is not a great communication skill.
- Listening is a cognitive behaviour that involves both the mind and body, whereas hearing is a physical act that only involves the ears.

Purpose of Listening:

- To gain information, enhance knowledge.
- To broaden one’s perspective thereby reducing conflicts.
- To help solve problems which in turn boosts decision making skills.
- To develop trust for each other in the society.

TYPES OF LISTENING

There are different methods of effective listening, and each one is suited to specific circumstances. A few of them are:

1. Active Listening

In **active listening**, the listener carefully pays attention to the words of the speaker and responds accordingly.

Active listening requires curiosity, motivation, purpose, and effort. The active listener attempts to internalize and understand what he/she hears to connect with the other person and participate in a meaningful conversation.

Ex: Group Discussion, Job interview, Students asking questions to the teacher on the topic explained.

2. Passive Listening

In Passive listening the listener is characterized as being disconnected, inattentive, and non-receptive. A passive listener has no desire to contribute effectively to the conversation. A passive listener most likely has an opinion already formed and is unwilling to work with the other individual to arrive at a solution.

Ex: Watching TV while eating food, Listening to someone while operating mobile.

3. Biased Listening

Biased listening (or selective listening) happens when someone is just listening for information that they want to hear. Here the listener is not honestly evaluating the validity of the speaker's opinions, but rather is looking to confirm previously-held notions. People are often unaware that they are biased while listening. Biased listening can lead to a distortion of facts in the mind of a listener who is not tuned in to what a speaker intends to communicate.

Here's an example: A superior is briefing on a new project. The listener is waiting to hear about the details of this assignment because he's been excited for a long time about it.

Because the listener is so focused on the details of the assignment, he doesn't fully hear everything the superior says. As a result, he *hears* the superior explain how one would be judged on this project, but the listener doesn't fully process it.

Since the listener does not have the necessary information, he may not perform well.

4. Sympathetic Listening

Sympathetic listening is an emotionally-driven type of listening, where a listener processes the feelings and emotions of a speaker and tries to provide support based on his perceptions.

Sympathetic listening is an important type of listening when trying to establish a deep connection with another person, especially when that person is experiencing adversity.

Ex: Sympathetic listening can be used when a child tells about the trouble he had at school. In this case a sympathetic listening mode can be used to make the child feel heard and give him/her support and comfort.

5. Empathetic Listening

In this form of listening, the receiver is able to understand the point of view of the speaker exactly in the same manner and spirit. This is achieved by making a connection with someone by developing compassion and identification. Here the listener communicates with the speaker indicating that he is taking time to hear him with an open mind and that he cares about him and his thoughts.

Ex: Kiran finds it hard to speak up during meetings. She's unable to get her points across and her colleague, Maya, notices this. Next time, Maya makes it a point to invite Kiran to speak without putting her on the spot.

6. Appreciative Listening

This is a listening for deriving pleasure or for entertainment. It is a conscious effort. The quality of appreciative listening depends on a large extent to three factors-presentation, perception, previous experience.

Ex: listening to good music, poetry or maybe even the soul stirring words of great leaders.

7. Critical Listening

Critical listening involves a systematic reasoning to analyse the speaker's message and separate fact from opinion. Here the listener judges the speaker and tries to seek truth of what is being said or spoken. He analyses and evaluates the information received critically and provides his judgment about it. Teachers encourage students to indulge in critical listening rather than seeking information. In addition to this, critical listening also plays an important role in day-to-day decision-making.

Ex: In office, when an employee makes a presentation stating his idea for an advertising campaign for a project, one must employ critical listening.

8. Relationship Listening

Relationship listening focuses on supporting another person or maintaining a relationship. Sometimes the most important factor in listening is to develop or sustain a relationship. Therapeutic listening is a special type of relationship listening which allows a troubled person talk through a problem. Relational/Relationship listening is also important in areas such as negotiation and sales.

Example of a conversation between a couple:

I feel ignored when you come home from work and start playing with the kids before even saying hello to me.

A good listener might respond with following:

“I really **appreciate** you bringing this up. I didn’t know that you were **feeling ignored** by me. I certainly don’t want to give you that message. You are suggesting that I talk with you when I get home so that we can connect.”

9. Comprehensive Listening

Comprehensive listening requires basic language skills and vocabulary to understand what is being communicated through the speaker’s words. Comprehensive listening is a broad category that encompasses various forms of listening which the critical listeners employ. Through the course of their day-to-day lives, people use comprehensive listening paired with body language to understand the messages.

Ex: Comprehensive listening is essential for students, to listen to lectures, to interpret and to understand the message.

KEYS TO EFFECTIVE LISTENING

- Maintain eye contact with the speaker.
- Keep an open mind, rather than being prejudiced.
- Be attentive and relaxed, keeping away all physical and mental distractions.
- Listen to the words and try to picture what the speaker is saying.
- Do not interrupt and do not impose solutions to speaker.
- Wait for the speaker to pause in order to clarify questions.

Answer the following questions:

1. Define hearing.

2. What is listening?

3. State any three differences between hearing and listening.

4. List out the benefits of listening.

5. What is active listening?

6. Give two examples for active and passive listening.

7. Describe critical listening.

8. State two advantages of relationship listening.

9. How is comprehensive listening helpful to students?

10. How can we improve our listening skills?

Source:

- ◆ Communication Skills- Ghousia Khatoon, Kamini Dhruva- Himalaya Publishing House
- ◆ Soft Skills for Business- K. Lavanya, Ranjith. S.V, Cassandra Rane- Thakur Publishers

CHAPTER 4

LISTENING ACTIVITIES

Listening is an important skill and there are lots of activities that can be employed in classroom. The active listening games, exercises, and activities dramatically help students to develop specific active listening techniques and skills.

There are numerous ways in which listening activities can be initiated; some of the activities are given below:

Listening activity/task 1:

Guidelines for Teachers

Material:

1. The teacher's copy comprising guidelines for teachers and the passage for oral reading.
2. The question paper comprising questions and answers in multiple choice.

Instructions for the conduct of the assessment:

1. Candidates are seated as for a written examination.
2. The recommended number of candidates at a sitting is **thirty**.
3. The questions and a sheet of rough paper are to be distributed to the students before reading the passage. At this stage students enter their name and class
4. The passage is read aloud clearly by the teacher twice, the first time at normal speed and the second time at a slower speed. Between the two readings the teacher may give a pause for about three minutes to allow the students to read the questions.
5. Students may make brief notes on the rough paper given to them, during the readings.
6. At the end of the second oral reading the teacher directs the candidates to answer the objective type questions given in the question paper.
7. The duration of the assessment is 30 minutes, which includes the time taken for the two readings and answering the questions on the question paper.

Passage 1:

Menace of Rats

No one, it seems, is very fond of a rat. Except another rat perhaps, and as the rat population of the world exceeds the human one, we are told, there is a problem. City dwellers or villagers alike, we are never more than thirty metres from a rat; well that's what they say. It's a sobering thought if you remember that rats spread diseases, sometimes terrible diseases like bubonic plague for example.

All of which makes it doubly unfortunate that while we don't like rats, rats evidently do like us; they like our houses, our barns, our warehouses and granaries; they like the warmth and shelter we provide; above all, they like sharing, i.e., stealing, the food we eat. I know that in

India there are some temples where the rat is welcome, indeed revered, but its devotees are well outnumbered by those who think it a pest.

How do we get rid of them if they become so numerous as to constitute a real menace, even to life and limb? It isn't easy, for though we may exterminate a few, their powers of rapid reproduction are legendary, and they say the female rat makes the best mother in the world. Poison them? Gas them? Well you can try but the modern rat has become virtually immune to these methods and, in any case, the disposal of dead carcasses, down rat runs or under floorboards is itself a difficult business which, if neglected, leads to thoroughly unpleasant odours and yet more fear of disease.

Over the centuries and in different lands throughout the world, many different remedies have been tried, and usually found wanting. Morocco for instance dealt with its plague of rats by importing thousands of domestic cats mainly from England. But though cats and certain dogs, like terriers, might keep numbers down, they will never totally rid a place of what so many regard as vermin.

One old gentleman resorted to rat psychology. The rat, he said, is a wonderfully clean animal and if it can, will preserve itself and its surroundings in as clean a state as possible. So, he argued, why not make it impossible for a rat to stay clean? the answer, he thought, was tar, for rats dislike it more perhaps than anything else, for once it gets on to their fur, they find it most difficult to remove.

Adapted from 'Rats' by PJO Taylor.

Note to the students:

1. A passage will be read aloud by the teacher twice. During the readings you may make brief notes on the rough paper you have been provided.
2. At the end of the second reading, you will answer the questions.
3. The duration of 30 minutes includes the time taken for the two readings and answering the questions.
4. Listen to the paragraph which will be read out for you twice and then answer the questions

Answer the following by choosing the most appropriate option:

1. The population of rats in the world is
 - (a) more than that of humans
 - (b) the same as that of humans
 - (c) much the same as that of other pests
 - (d) none of the above
2. Rats pose a danger to human beings:
 - (a) because they contaminate food
 - (b) because they dirty their homes
 - (c) because they spread dangerous diseases

- (d) because they multiply rapidly
3. Rats like our homes because:
- (a) they feel safe there
 - (b) our homes are an easy source of food
 - (c) they like the warmth and shelter that we provide
 - (d) all of the above
4. In India there are some _____ where rats are welcome.
- (a) homes
 - (b) institutions
 - (c) districts
 - (d) temples
5. The fact that rats are found close to habitation is proved by the statement.
- (a) Rats like our homes and barns.
 - (b) Rats can spread terrible diseases among humans.
 - (c) Human beings are never further than 30 metres from a rat.
 - (d) Rat population of the world exceeds the human one.
6. Ways of eliminating rats are _____.
- (a) many
 - (b) easy
 - (c) difficult
 - (d) inconvenient.
7. The problem of rats was dealt with by importing cats from England by the country _____.
- (a) Spain
 - (b) United States of America
 - (c) Morocco
 - (d) India
8. An old gentleman used _____ to eliminate rats.
- (a) hypnosis
 - (b) scientific methods
 - (c) the Pied Piper
 - (d) rat psychology.

9. He discovered that rats hated _____.
- (a) acid
 - (b) pesticides
 - (c) tar
 - (d) powder
10. According to rat psychology, the rat is a wonderfully _____ animal.
- (a) dirty
 - (b) harmful
 - (c) clean
 - (d) auspicious

Passage 2:

A New Aquarium for Toronto?

Toronto has a huge sports stadium, a science centre and great museums. But there's one attraction it doesn't have, that some big cities have - a large aquarium.

Now, an aquarium may be built in Toronto. If it is approved by the City Council, it could be ready by July 2015. The aquarium would be in a large building.

It could include many thousands of fish and marine animals including sharks. One idea is to have a jellyfish room with special lighting and mirrors to make it look very exciting.

Another idea is for a tunnel that people could walk through to see the fish swimming around and above them.

An aquarium would make a lot of money for Toronto.

Visitors to the city would come to the aquarium to see the fish. It would also attract school groups for field trips to see the life that exists underwater.

The makers of the book and TV show Ripley's Believe it or Not are supporting the project and will be helping to pay for it.

The Canadian government will also put some money toward the project.

People living in Toronto will also be contributing to the payments since some of their tax money will help to pay for the building.

The aquarium may be placed near the CN Tower downtown. There are many things that could stop the aquarium from being built such as lack of money or City Council (Toronto's government) saying no to the project.

But if it goes through, it will be a wonderful tourist attraction for the city.

Answer the following by choosing the most appropriate option:

- 1. The new aquarium in Toronto could include everything EXCEPT...**
 - (a) a tunnel where people can see fish under their feet.
 - (b) a room with special lights and mirrors.
 - (c) sharks, fish, and other marine animals.
- 2. The aquarium must be approved by...**
 - (a) taxpayers of Toronto.
 - (b) the Canadian government.
 - (c) the City Council.
- 3. How many years will it take to finish the aquarium?**
 - (a) Two.
 - (b) Three.
 - (c) Four.
- 4. The aquarium will be paid for by the following groups, with the exception of...**
 - (a) residents of Toronto.
 - (b) school groups.
 - (c) the Canadian government.
- 5. It can be inferred from the article that the author probably...**
 - (a) works for the City Council.
 - (b) believes the aquarium will bring in money.
 - (c) has never been to Toronto

Passage 3:

What Are You Doing This Summer?

Ready, set, action! Get ready for an experience of a lifetime with the Holiday Movie Company. We are not a film school, nor do we offer qualifications in film production. What we do offer, however, is a unique filmmaking holiday in a beautiful location with experienced filmmakers.

Our holidays are aimed at beginners who want to learn about filmmaking. Our guests come together to make a short film over a period of two weeks. Guests choose what position in the film production team they are interested in. Positions in areas such as lighting, sound and costume design are available. All guests will have the opportunity to direct a part of the film and work with professional actors. The film crew will have a screenplay to follow, however,

all decisions in the filming are under the control of the director and crew. Our role as a company is simply to help and advise each guest.

Guests must make their own travel arrangements to the holiday movie company. Once there, we provide hotel accommodation, all necessary equipment and transport to and from the different shooting locations. Before production starts, we will demonstrate how to use the equipment and train guests for their positions in the film project. At the end of the training, the guests will get together with the actors and produce a small part of the film as a test piece. Once filming begins, there will be a daily filming schedule. Some days might be longer than others due to weather and filming problems. Of course, there will be time off for sightseeing and relaxation. We want our guests to have lots of fun in a new place, meet like-minded people, learn new skills and have an unforgettable experience making a film. Our guests not only leave with pictures of what they did on holiday, but with a professional film to show their friends back home.

Answer the following questions by choosing the most appropriate option:

1. The Holiday Movie Company is.....

- (a) a film school.
- (b) a holiday provider.
- (c) a professional film production company.
- (d) a business that films holidays.

2. Guests must.....

- (a) have previous acting experience.
- (b) learn lighting techniques.
- (c) choose a job to do.
- (d) have previous experience in film making.

3. Each guest will have the chance to.....

- (a) direct the film.
- (b) act in the film.
- (c) shoot the film.
- (d) write a part of the screenplay.

4. Guests are responsible for.....

- (a) finding the shooting locations.
- (b) bringing their own equipment to the film.
- (c) arranging their transportation to the movie company.
- (d) booking their hotel.

5. Before filming begins guest will.....

- (a) receive training.
- (b) go sightseeing.
- (c) take a test about films.
- (d) act in a short film.

6. The above text is typical of

- (a) a tourist guidebook.
- (b) a company advert.
- (c) a holiday review.
- (d) a newspaper article.

Listening activity / task 2:

Given below are a few excerpts from **TED talks** of popular Indian personalities. The teacher/student must read the excerpts and the students must listen carefully and answer the questions set on the TED talks.

1. A well-educated mind vs a well-formed mind by Dr. Shashi Tharoor at TEDx Gateway 2013**(Excerpt)**

I'm here to talk to you about Indian education, higher education in particular.

We need to do things that others haven't done before, which we used to do in our culture, we're the land that invented the zero. Remember how the Romans used to write their numerals in long strings of letters, until an Indian thought of the idea of zero emerging from the notion of "śūnyatā" in Hindu and Buddhist thinking? And that came into the zero "śūnya" which transformed global mathematics.

And we need to catch the ones who've been left out of the net: adult literacy; huge challenge. I went off to a village in Tamil Nadu, not far from Kanchipuram, and I've met women, who in their 50s and 60s, were learning to read and write. And people think sometimes what's the point, some of their own family members, their husbands, think what's the point. The answer is it changes their lives, it empowers them in real ways.

I spoke to a woman called Chitra Mani, who proudly wrote her name in Tamil on a piece of paper. And I said: "*So, what does being able to read and write mean to you?*"

And she said: "*Now I can see the destination of a bus, where it's going; I don't need to ask somebody where that bus is going. I know where I can go. When I get to the big city of Kanchipuram, I can read the street signs, I can find where I need to go, I don't feel helpless anymore.*"

That kind of empowerment is what literacy gives people in a very fundamental and real way.

Answer the following questions:

1. Name the speaker of the TED talk.

2. The topic of the speaker is

3. Who invented zero?

4. What is the huge challenge according to the speaker?

5. The speaker spoke to a woman called _____ from _____.

6. What did Chitra Mani proudly write?

7. How did adult education help Chitra Mani?

8. Literacy empowers in a very fundamental and real way. (True/False)

2. Shah Rukh Khan: Thoughts on Humanity, Fame and Love at TED Talk Conference, May 20, 2017

(Excerpt)

I was born in a refugee colony in the capital city of India, New Delhi. And my father was a freedom fighter. My mother was, well, just a fighter like mothers are. And much like the original *homo sapiens*, we struggled to survive.

When I was in my early 20s, I lost both my parents, which I must admit seems a bit careless of me now, but — I do remember the night my father died, and I remember the driver of a neighbour who was driving us to the hospital. He mumbled something about “dead people don’t tip so well” and walked away into the dark.

And I was only 14 then, and I put my father’s dead body in the back seat of the car, and my mother besides me, I started driving back from the hospital to the house. And in the middle of her quiet crying, my mother looked at me and she said, “Son, when did you learn to drive?”

And I thought about it and realized, and I said to my mom, “Just now, Mom.”

So from that night onwards, much akin to humanity in its adolescence, I learned the crude tools of survival. And the framework of life was very, very simple then, to be honest.

The land I come from is the source of inexplicable but very simple spirituality. In its immense generosity, India decided somehow that I, should become the “Badshah of Bollywood,” the greatest lover the country has ever seen — with this face. Yeah. Which has alternately been described as ugly, unconventional, and strangely, not chocolatey enough.

The people of this ancient land embraced me in their limitless love, and I’ve learned from these people that neither power nor poverty can make your life more magical or less torturous. I’ve learned from the people of my country that the dignity of a life, a human being, a culture, a religion, a country actually resides in its ability for grace and compassion.

I’ve learned that whatever moves you, whatever urges you to create, to build, whatever keeps you from failing, whatever helps you survive, is perhaps the oldest and the simplest emotion known to mankind, and that is love.

Answer the following questions:

1. Name the speaker of the TED talk.

2. The topic of the speaker was

3. Where was the speaker born?

4. The father of the speaker was a

5. What were the words of the driver who was driving them to the hospital?

6. What was the title given to the speaker?

7. How does the speaker describe his face?

8. What is love according to the speaker?

Listening activity/task 3:

- Listen to the regional English News on Television or Radio and try to write down the main themes of the news.

- Listen to the recorded news items in slow version and write the complete transcript of the news.

- Listen to your favourite Television Shows in English and create a dialogue situation among your peer group.

- Listen to the podcast <https://indian-podcasts.com/podcast/daily-dose-1> which gives you a burst of the day's news. Write it down and share it with your friends/read aloud in the class.

Listening activity / task 4:

Below are some **fun and interactive activities** to provide listening practice to the students in the classroom.

Active Listening Games for Students:

1. Listen and draw a story

Here the teacher reads or makes up a story. The students listen and draw different scenes simultaneously. The teacher can help them by explaining which scene to draw. This can be done individually or in small groups on a large paper.

This helps the teacher to check if the students can understand. The students often ask questions if they don't understand (because they are keen to draw the picture)

2. Blindfold walk

This is a fun task. Divide the students into pairs. Students work in pairs – one blindfolded and the other giving directions. Ask one student to give directions to the other student who should be blindfolded, (directions should be previously decided and written on a flash card) for e.g., go forward, go backwards, 3 steps forward, turn right / left etc.

3. Guess what it is

Divide students into teams of 3 or 4. Make them sit and listen carefully to the teacher who gives a description of something or someone (e.g., “This is an animal which lives in Africa and Asia, loves taking baths. It flaps its ears to keep cool. It has a really long nose” – answer: elephant). Then each team discusses what they think it is before giving an answer. You can give the description sentence by sentence, encouraging the students to guess each time, until one group wins. You can start off with easy clues and slow speech but then progressively choose more difficult words and speak more quickly so that the students are compelled to concentrate.

4. Relay the message

The game plan:

- Put students in pairs or groups of three, assigning one (or two) as runner and one as writer. Place the writer's tables at one end of the room.
- Stick pre-printed messages at the other side of the room, one for each group or pair. These messages can be the same or different, easy or difficult, long or short.
- When the teacher shouts the word 'go,' the runner runs to the message, reading and remembering what he can. This can be as much as a few sentences or as little as one word. The aim is to be able to relay it accurately to the writer.
- The runner goes back to the writer to relay the part of the message that he has memorized. The writer (you guessed it!) writes it down.
- Repeat until the message is complete. Teams score points for speed but more importantly for accuracy of spelling and punctuation.

5. Back-to-back interview

What better way to improve listening skills than to listen to each other? This is a great activity to practice listening without relying on lip reading or actions. It also incorporates speaking practice. Famous people you want to talk about can be introduced.

The game plan:

- Pairs of students sit back-to-back, one as the interviewer with a list of questions.
- The interviewee is given a famous person to role play, with a list of answers. (This can also be done as an exercise to learn more about each other personally. For example, at the beginning of a course when students don't know each other well).
- The interviewer asks the questions, writing down the answers as they proceed in the game.
- The fastest interviewer who finds out who they're talking to, wins!

6. Telephone

In this game, students are responsible for listening carefully to their peers as well as successfully relaying a message. It encourages students to determine similar sounding words from one other and can be used as a starter activity to introduce any topic.

The game plan:

- Create two teams of students and set up both teams in lines. The end of each team line should be at the whiteboard.
- Whisper a word or sentence to the student farthest away from the whiteboard, and then have them whisper the message they heard to the next student. Each student whispers to the next until the end of the line.
- The last student writes the message on the board. The winning team is the team with the most accurate spelling, pronunciation, and content, although bonus points for originality and hilarity may be awarded!

Source:

- ◆ Communication Skills- Ghousia Khatoon, Kamini Dhruva- Himalaya Publishing House
- ◆ Soft Skills for Business- K. Lavanya, Ranjith. S.V, Cassandra Ranee- Thakur Publishers

CHAPTER 5

I. INTRODUCING ONESELF

Introducing oneself refers to a clear, confident, and concise introduction to create best impression on others. It should communicate identity, attitude, confidence, personality. Therefore, students should be well aware of themselves and cover all necessary aspects while self-introducing to anyone as it may help to build a positive impression.

When the speaker introduces himself to someone, he hints that he is interested in establishing a mutual rapport. Introductions generally follow - the handshake (often, but not always), introducing oneself, moving into conversation

Some of the common ways of introducing oneself are:

- Good morning. I'm **Rajesh** from **IIT, Chennai**.
- Excuse me. I'm from.....
- Hello, My name is I'm from
- I'm the new student I'm from
- Good morning. I'mfrom

Example 1: Here, Shivani is introducing herself at a volleyball camp:

Hello! My name is Shivani. I am 19 years old. I live in Rajajinagar with my parents and brothers. I am a first year Arts student. I am pursuing a Certificate Course in Communicative and Functional English after my college hours to improve my language skills. I like History and Economics. During weekends, I take dancing lessons, swimming and *veena*. I like puppies. My favourite colour is pink. My favourite food is *masala dosa*. I want to learn how to play volleyball better. Thank you.

Each of the sentences in this self-introduction has a grammatical structure. But, the message of Shivani is more than just subject, verb and object. Each sentence has a purpose or topic:

- Hello - **GREETING**
- My name is Shivani. – **NAME**
- I am 19 years old. - **AGE**
- I live in Rajajinagar with my parents and brothers – **WHERE YOU LIVE AND FAMILY**
- I am a first year Arts student.
I am pursuing a Certificate Course in Communicative and Functional English after my college hours to improve my language skills – **CLASS AND DISCIPLINE**
- I like History and Economics – **SUBJECTS**

- During weekends, I take dancing lessons, swimming and *veena* – **HOBBIES**
- I like puppies – **PETS**
- My favourite colour is pink - **COLOUR**
- My favourite food is masala dosa - **FOOD**
- I want to learn how to play volleyball better – **PURPOSE FOR BEING AT CAMP**
- Thank you - **CLOSING**

Once the students are clear about the purpose or topic of each sentence, they can choose which words to use.

GREETING

Hello , Hi

Good day/morning/afternoon/ evening

NAME, AGE and WHERE YOU LIVE

I am.....(I am in my twenties / I am nineteen.)

I live in....

I am from

I come from

FAVOURITES / FOOD

I like

I enjoy

I am fond of

I love

My favourite food is.....

HOBBIES / COLOURS

I like

I am fond of

I love

My favourite colour is

FAREWELL

Thank you. I hope to/ talk to you soon/meet you again / catch up with you.

Self-introductions can also be expanded into other activities throughout the year to refine the student's vocabulary skills. Students can talk about: greeting, name, age, where they are from, food, pets, music, hobbies/sports, family, closing with more confidence and clarity.

Self-introduction for career:

Self-introduction during an interview is vital. It is both a personal and professional communication skill that is needed in everyday life. So practice not only to introduce yourself but also convey something about who you are and what you do.

Self-introduction is marketing your skills. First impression counts a great deal in an interview:

A job interview is a tough competition with one or more candidates. And the manner in which a person introduces himself in an interview is imperative that he might be the deal breaker. Self-introductions are a natural oral form of communication that helps to assess the workers' confidence, vocabulary, grammar and attitude, and also help the employers know them.

Example 1 : Introduce yourself briefly

Good morning Sir, My name is Seema; I am from Kanakapura.

I completed my PG and UG in NIFT, Bengaluru.

I completed my schooling in Carmel High School, Bengaluru.

My hobbies are drawing, painting and listening to music.

My aim is to excel in fashion industry and I would like to help my country develop economically.

Thank you Sir.

Example 2: Introducing yourself

Good morning Madam,

Firstly I would like to thank you for giving me an opportunity to introduce myself.

My name is Anu. **My native place is** Bidar.

I have a degree in B.A., Economics from M T S college, Bidar.

I did my schooling from M. L. Higher Secondary School in my native place.

My strength is self-confidence. I am a positive thinker.

I am a fresher and willing to learn new things.

My goal is to strive for excellence, enhance my skills and contribute to the growth of the organisation.

Thank you Madam.

Example 3: Introducing oneself in a Telephonic Conversation:

Start a telephonic conversation by introducing yourself. The person who makes a call is referred to as the caller and the other person who attends the call is mentioned as a receiver.

a). When the receiver attends and answers the caller directly:

Caller : Hello! This is John (or) It's John calling.

Receiver : Good morning John.
Maya speaking. Is there any news?

Caller : Yes. This is just a reminder call.

Receiver : For what?

Caller : Today at 4 p.m., we have a meeting in our conference hall.

Receiver. : Don't worry, I remember. I will be there sharp at 4 p.m.

Caller : Okay. Thanks.
Bye for now.

b). The caller does not introduce himself. The person whom the caller wants to speak is unavailable. Some other person attends the call on behalf of him:

Caller : Hello!

Receiver : This is Raj.
May I ask / know who is calling please?

Caller : Oh, I'm Suresh.
Your brother Vivek's friend.

Receiver : Hello. Vivek is not here at the moment. Any message for him?

Caller : No, thanks. Please inform him about my call. I will call him again in the afternoon.

Receiver : Oh, yes. May I hang up now?

Caller : Okay. Thank you.

Receiver : You are welcome.

Exercise:

1. You are attending an interview for a large company in Bengaluru. Introduce yourself to the employer highlighting your skills.

2. Introduce yourself to your class teacher on the first day of college.

3. Draft a telephonic conversation in which the receiver attends the call directly.

4. Draft a telephonic conversation in which the call is attended by some other person.

II. INTRODUCING OTHERS

Some of the common ways of introducing others / someone else are:

- This is Mr. / Ms.....
- Meet my friend / brother / sister.....
- Do you know my father.....?
- Please meet Mr. / Ms..... (Ms is pronounced 'Miz')
- May I introduce my teacher.....?
- Let me introduce
- I'd like to introduce my mother
- I'm sure you'd like to meet

Introducing your friend to your mother:

Nita : Latha, this is my mother. Ma, meet my friend Latha.

Mother : Hello, Latha. How are you?

Latha : I'm fine, thank you.

Mother : Nita quite often talks about you. Why don't you come home one day?

Latha : I'll come on a holiday. Thank you, Auntie.

When two people are introduced to each other, mention the senior person first.

Example 1:

Introducing the chief guest (who has come to honour the winners on the eve of women's day) to the audience:

Friends, let me introduce (or I am glad to introduce) our chief guest of the evening Ms. Krishnaveni. At the young of 20, she started serving the society. She has been the Director of Mahila Seva Samaja since 2005, which aims at improving the lives of many hapless women. She was honoured with the *Sthree Rathna* award for her work in the field. She has been associated with many NGOs who work for the same cause. We feel privileged to welcome you madam to our programme.

Example 2:**Introducing yourself to a VIP who has come to inaugurate Sports Meet:**

Good morning Sir. I'm Rita, a final year Arts student of VVS college, Bengaluru. I am also the student representative of our college. It is my pleasure to invite you to our college sports meet.

Exercise:

1. Your friends Jay and Rahul have come to your house. Introduce them to your parents.

2. You are the class representative. Your department has arranged for UG Literary Association inauguration. Introduce the chief guest to the audience.

III. REQUESTS

A request is the act of asking for something to be given or done, especially as a favour or courtesy. Since we are asking someone for help, it is important not to be direct but to be polite.

Here are some examples of being direct:

- “I want help”.
- “pass me the salt”.
- “Can you carry my bag?”

These questions are correct but they are direct and not polite requests

The common expressions of request are:

- Could you help me please in.....?
- Can you please....?
- Can you do me a favour of.....?
- Do you mind helping ...?
- Will / Would you please.....?
- I’m sorry to trouble you, but I need your help in.....
- If you don’t mind, please help me by.....
- I would be grateful if you could.....

The first four expressions are informal, used when speaking to friends . The remaining expressions are rather formal and polite, used when talking to superiors.

Example 1: In a hotel

Keerthi : Can you please serve some more rice?

Server : Yes, Madam. Anything else?

Keerthi : Yes. Please get some more vegetable curry.

Server : Okay, ma’am.

Example 2: In the classroom

Shiva : Could you please lend me a pen?

Raj : Sorry, I have only one pen with me.

Shiva : Do you have a pencil?

Raj : Sorry, I don’t have a pencil either.

Exercise:

1. Keshav buys a book from a book shop. He requests the shopkeeper to gift wrap it for him. Write a conversation between them.

2. Sarala requests her nephew to help her with a heavy suitcase while boarding the bus. Develop a dialogue between Sarala and Naveen.

IV. OFFERING HELP

There are various expressions used in English to offer help. Each expression has a precise and nuanced meaning and it is used only in particular situations.

Here is a list of a few expressions to **offer help**:

- ‘May I offer you any help?’ (‘may’ is a modal verb that indicates possibility, a concession or request)
- ‘May I carry your bag?’
- ‘Would you like me to open the window?’ (‘would...like’ is the conditional form of *like* which can be used to express an offer of help to someone)
- ‘Can I give you a lift?’ (the modal verb ‘can’ is used to offer help somewhat less formally but still being kind. It is a warm way of showing desire to help the other person)
- ‘Do you want me to come to pick you up?’ (‘do’ is used when you are not completely sure of the answer your offer would receive)
- ‘Shall I turn off the radio?’ (the modal verb ‘shall’ is used only for the first person singular and plural. It is an encouraging way to express your wish to assist someone).

Let me (do something): this is a kind but informal way of offering assistance to someone.

- Let me help you with your jacket.
- Let me find out if it is true.

I will (do something): this simple future represents an informal way to offer aid. Use it with people who you know well and who will be happy to accept your help.

- I’ll go shopping for you.
- I’ll go to the pharmacy for you.

Example 1: In the classroom

- | | |
|---------|---|
| Teacher | : Is anyone in the class ready to introduce the guest ? |
| Raju | : Perhaps, I could do sir. |
| Teacher | : Thank you Raju. But I’m afraid you look sick. You may not be able to do it. |
| Raju | : Yes, I am. But I’ll manage sir. |
| Teacher | : Thank you Raju. That’s the spirit. |

Example 2: At the book stall

At the book stall an elderly man is struggling to read and copy the titles. Sourav offers to help him.

Old man : Oh! How forgetful I am. I have left my reading glasses.

Sourav : Sir, if you don't mind.....

Old man : I am so thankful to you son.

Sourav :

Old man :son, very.....

Exercise:

1. Roopa buys a dictionary from a book shop but has left her purse at home. Her friend Diya helps Roopa in purchasing the book. Write a conversation between them.

2. Srinath offers help to his uncle to drop him at the bank. Develop a dialogue between Srinath and his uncle.

V. CONGRATULATING / COMPLIMENTING

Congratulation is an expression of joy. The prefix 'con' means 'with.' When we congratulate someone, we are rejoicing 'with' someone. When we congratulate others for their accomplishments, we unvaryingly make ourselves part of their celebration.

We congratulate and compliment people on various occasions such as marriage, securing a rank or promotion, winning a prize, etc.

The following are some common expressions to congratulate others:

- Congratulations! / Congrats! / My hearty congratulations....!
- Hearty congratulations / Congrats on.....!
- It was nice to hear that you have achieved success in.....
- What a wonderful / superb performance. Hearty congrats.....!
- Let me congratulate you on.....
- I'd like to congratulate you on
- May I take this opportunity to congratulate you on your

Some common expressions used for complimenting others:

- That's a nice dress (you are wearing)
- You look smart / You look very smart.
- The sweet you have made is absolutely delicious.
- That's nice.
- My compliments on your dedicated preparation.
- Well done! / Very well done! Keep it up!
- You really deserve this honour.
- We are proud of you.

Responding to congratulatory expressions:

- Thank you (for saying so).
- Oh, thanks, not really.
- I am glad you like it.
- It is very good of you to say so.

Communication Activity: Congratulating / Complimenting and responding - Groupwork

Practise the following in groups.

Example 1: Congratulating your friend on winning a championship:

Rakesh : Rajeev, I've won the championship in athletics. Here's the cup.

Rajeev : Well done, my friend! You deserve it. Hearty congrats!

Example 2: The Principal congratulating a student for being one among the winners:

Principal : Divya, I'm happy to congratulate you for securing the State Level Rank in National Talent Search examination.

Divya : Thank you, madam.

Principal : You've brought glory to your college. My heartiest congratulations!

Divya : Thank you very much, madam. Your constant encouragement helped me a lot.

Example 3: Sathish's article on 'Conservation of Natural resources' wins the first prize in an international competition organised by UNESCO. His supervisor and coordinator Dr. Ranjan congratulates him on his achievement.

Dr. Ranjan : Sathish, I have just heard the wonderful news. Congratulations on your remarkable achievement.

Sathish : Thank you very much sir. It's all because of your constant support and encouragement.

Dr. Ranjan : Not entirely. It is the result of your own hard work. You really deserve this honour. Everyone in the department is really proud of you. I'm sure you will keep up the good work.

Sathish : Thank you, sir. It's very kind of you.

Exercise:

1. Congratulate your boss on his promotion.

2. Congratulate your friend on winning the Best Student award.

3. Compliment your sister's new hair style.

4. Compliment your mother's delicious culinary preparation on your birthday.

VI. ENQUIRIES

To enquire is to ask for information from somebody. Enquiries can be direct/indirect. A few ways of making polite enquiries to seek information are:

Subject questions:

These questions are about the subject of a sentence:

- Who takes you to school?
- Which is your favourite place?
- What annoys you the most?
- When is it convenient?
- **Do not add the auxiliary verb 'do'** ('do', 'does', 'did'): Who takes you ...? **not** Who does take you ...?

Yes / No questions

- Are you ready?
- Is that convenient?
- Do you remember me?
- Can you send me the report, please?

Use the auxiliary verb before the subject: Do you remember ...? **not** You do remember ...?

These questions usually only need a short answer like 'yes' / 'yes', of course, or 'no' / 'no', I'm sorry.

Object questions:

These questions are about the object of a sentence:

- Where do you want to meet?
- Who did you invite to the meeting?
- Why couldn't you go?
- How much is this going to cost?

Remember to use an auxiliary verb ('do', 'did', 'have', 'can', etc.): Where do you want to meet? **not** Where you want to meet?

'Let me know'

When you ask about something in an email, you can use this phrase. It shows that you want to get an answer.

- Are you coming to the party on Saturday? Could you **let me know**? Thanks...
- I would like to attend the training next Tuesday. Please can you **let me know** the time?

One can **sound more polite** by adding the phrases like 'excuse me' or 'pardon me' at the beginning of a question:

- Excuse me, when does the bus leave?
- Pardon me, may I sit here?
- You can also use modal auxiliaries like 'could you...', 'would you...', etc.,

Example :

Keerthi : Excuse me, when does the programme start?

Volunteer : It will start anytime soon.

Exercise:

1. You want to book a train to Dharwad. How would you enquire the station master in the railway station?

2. Enquire at the ticket counter about the availability of tickets for the cricket match.

VII. SEEKING PERMISSION

The common expressions for seeking permission and giving permission are:

1. Seeking permission:

- May / Can / Could I?
- Do / Would you mind if I?
- Is it all right if I?
- If you don't mind, I would like to

2. Here are some expressions to give permission:

- Certainly, you may.
- By all means.
- Yes, of course.
- Go ahead.
- It is perfectly all right / okay.
- You can / may if you want.

Example 1: Seeking and granting permission – formal

- Divya : Good morning ma'am. May I take leave for three days?
- Rita : Good morning. What! Leave for three days!
- Divya : Ma'am, My mother has high fever. The doctor has advised her to take complete rest. I should take care of her. Please ma'am.
- Rita : Okay. Take care of your mother.
- Divya : Thank you, ma'am.

Example 2: Seeking and refusing permission – formal

- Ravi : Good morning, sir.
- Principal : Good morning Rakesh.
- Ravi : Sir, we are first year literature students. Can we go on an excursion to Chikkamagalur this weekend?
- Principal : I'm sorry. I can't give you permission. The College Council has decided that only during your final year, the students can go on an excursion.

Ravi : Would you please request the Council to reconsider its decision?

Principal : I'm afraid, I won't.

Ravi : That's okay. We will go on an excursion in our final year. Thank you, sir.

Exercise:

1. You have forgotten your textbook. Write any two expressions seeking permission from the teacher to attend the class.

2. Mention any three different ways of seeking permission.

3. Write any two expressions for giving permission.

e-source:

- ◆ speakenglishspeakeng.blogspot.com
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CHAPTER 6

GIVING INSTRUCTIONS

Instruction is the act of educating, giving the steps that must be followed or an order. The purpose of instruction is to help people learn. In this unit we look into various ways of giving instructions to do a task and to use a device.

An effective set of instruction requires the following:

- Clear, precise, and simple writing.
- A thorough understanding of the procedure in all its technical details.
- The ability to put yourself in the place of the reader, the person trying to use your instructions.
- The ability to visualize the procedure in detail and to keep a record of the steps involved.

Few methods for giving instructions:

1. Number linking

This method is useful when giving short instructions. You can use words such as firstly, secondly, thirdly and then finally. Usually, the last line in any instructions will end in 'finally' or 'in the end'.

Example:

- In the first step.....
- Followed by the second step.....
- The third step involves.....
- As a final step.....
- At last.....

2. Linking words

You can use the following linking words while giving instructions.

- The first thing is to...
- You can begin with....
- You can start with....
- And then....
- Following this.....
- When this is done, you can start with....

A few expressions which indicate different stages in the instructions:

First, firstly, initially, in the beginning, first of all, secondly, next, then, subsequently, carefully, gradually, swiftly, in a careful manner, such a manner, so as to, finally, eventually, lastly, in the end etc.,

I. Giving instructions to do a task:**A. Instructions to make a cup of tea****Ingredients:**

Tea powder, water, sugar, milk, cardamom powder

1. **First**, take a vessel and put a cup of water in it.
2. **Secondly**, allow the water to boil.
3. **Next**, add three teaspoons of milk and one teaspoon of sugar in the water or to your taste.
4. **Then**, add cardamom powder for flavour.
5. **Now** add tea leaves and boil for another two minutes.
6. **Finally**, filter the tea, pour it in a cup and enjoy the tea with biscuits.

B. Instructions to prepare Maggi noodles:**Ingredients:**

1. Maggi – One packet
2. Water – A cup and a half

Method:

1. **Firstly**, take one and a half cup of water in a pan.
2. **Next**, heat the pan on medium flame.
3. **Gradually** add the noodles to the boiling water in the pan.
4. **Then** add the tastemaker to the pan, mix it well without breaking the noodles and for cook about two minutes.
5. **Finally**, turn off the stove when the Maggi is done.
6. Enjoy the delicious Maggi with a cup of hot tea.

Instructions could be given in different ways depending on the task we choose.

C. Here are a set of instructions for students to attend online classes through MS Teams.

1. Join the virtual classroom on time. Look for your specific class under the teams in MS Teams and click join.
2. Students' speakers will be enabled, but microphone and camera will be disabled. If any student needs to make a query, click 'raise hand' or post a text message in the chat window, if required, the teacher may ask you to unmute the microphone or switch on the camera as appropriate.

3. Stay in real time video presence. Teachers will mark the attendance report automatically. The report contains name, join time, and leave time of all participants.
4. Be presentably attired for the class. Teacher may ask you to switch on your camera.
5. Keep the room quiet.
6. Avoid leaving the class in the middle.
7. Do not engage into other communications (conversation, phone call or SMS) during the class.
8. Avoid eating during the class time.
9. Use headphone/ earphone and microphone for better performance.
10. Teachers may record the lecture for future reference. Students are not allowed to record any part of the lecture by any means.
11. Any misuse of the lecture sessions or modified or unauthorized posting of any part of the lecture sessions in any social media group will be a major offense and will lead to disciplinary action.

II. Giving instructions to use a device:

A. How to upload documents to Digi Locker via app

1. First sign in to the Digi Locker app.
2. Then on the dashboard, tap on the burger menu on the top left.
3. Later select **Upload Documents**.
4. Next tap on the **upload** button on the top next to the menu button.
5. Then you will be asked to give the app access to your files.
6. Next, select **Files** or **Content from other apps**, depending on what you want to upload.
7. Selecting 'Files' will take you to your phone's storage (within the app) from where you can navigate to where the file is, select it, and tap on **Upload**.
8. Finally, content from other apps will open the default file browser of your phone.

Exercise:

Write simple and clear instructions for the following in at least five sentences:

1. How to do *Surya Namaskara*?

2. How do you place an online order for food through an app?

3. How to book a railway ticket?

4. How do you make a vegetable bread sandwich?

5. How to operate an ATM card?

CHAPTER 7

QUESTION FORMS

In grammar, a *question* is a type of sentence expressed in a form that requires an answer. An interrogative or question word is **used to ask a question, such** as what, which, when, where, who, whom, whose, why, how etc. There are different types of questions (also known as **interrogative sentences**) that one can ask. Each elicits a slightly different response and is structured in a certain way. In this unit, we shall study the following types:

- **Yes-no questions**
- **Wh-questions**
- **Question tags**

1. The simplest type of question in English is the **Yes/No question**. It's a question that seeks a yes/no as a response (though not limited to that). Look at the following statement:

- **It is going to be cold tomorrow.**

Now, let's change it into a Yes / No question:

- **Is it going to be cold tomorrow?**

When a declarative sentence becomes a yes-no question, the **subject** and its corresponding **auxiliary verb switch** (in other words, they become **inverted**).

Therefore, ***It is-*** denotes a declarative, while ***Is it-*** denotes a yes-no question. Other examples of yes-no questions:

- Are you going to take the car today? (You are going to take the car today.)
- Can you understand this lesson? (You can understand this lesson.)

If the sentence includes a verb which is not the verb "to be" and does not include a helping (auxiliary) verb, the transformation is more complex.

1. If the verb is in the present tense, add either **do** or **does** and put the main verb in its base form:

- **Do** - if the subject is the first person singular, second person singular, first-person plural, second person plural and third person plural (I, you, we, they)

Examples:

I like apples. — **Do** you like apples?

They go to a high school. — **Do** they go to a high school?

- **Does-** if the subject is the third person singular (he, she, it).

Examples:

Nancy reads a lot. — **Does** Nancy read a lot?

He hates basketball. — **Does** he hate basketball?

2. If the verb is in the past tense, add **did** and put the main verb in its base form:

Examples:

- A. He discovered the truth. — **Did** he discover the truth?
- B. She wrote a nice essay. — **Did** she write a nice essay?
- C. They did the homework. — **Did** they do the homework?

The three key rules for making Yes / No questions:

1. If the sentence has only the **be verb**, switch the subject and the **be verb** around to make a question.
2. If the sentence has a **helping verb**, switch the subject and the (first) helping verb around to make a question.
3. If there is neither the BE verb or a helping verb, add '**Do**' and then the subject to make a question.

Exercise:

Change the sentences into a *yes* or *no* question:

- A. He loves this town.

Ans: Does he love this town?

1. They like soccer.

2. She can drive a car.

3. They are nice.

4. They went to the swimming pool.

5. She wastes her money on jewellery.

6. He decided to leave his wife.

7. She wakes up early.

8. They should revise their lessons.

9. He was born in this town.

Answers:

1. Do they like soccer?
2. Can she drive a car?
3. Are they nice?
4. Did they go to the swimming pool?
5. Does she waste her money on jewellery?
6. Did he decide to leave his wife?
7. Does she wake up early?
8. Should they revise their lessons?
9. Was he born in this town?

WH-QUESTIONS:

While yes-no questions are usually answered with a Yes/No (or some informal variation of these words, e.g. Yeah or Nah), a wh-question can expect any kind of information as a response. Wh-questions begin with Wh-Words, which signify that the speaker is seeking some information/details.

Here is a list of wh-words (this includes How, which does not begin with a Wh). Also note that different wh-words fall under different parts of speech, which will affect the way they are used in sentences.

- **Who** (asks about a person)—noun
- **Whose** (asks about possession)—adj
- **Whom** (variation of 'who' depending on its case)—noun
- **What** (asks about a thing, sometimes a quality)—noun/adj
- **When** (asks about a time)—adv
- **Where** (asks about a place)—adv
- **Why** (asks about a reason)—adv
- **Which** (asks about a small set of choices)—adj/noun
- **How** (asks about a method or quality)—adv

- **How much/many (asks about an amount)—adj/adv/noun**
- **How + adj/adv (asks the extent to which something is true)—adv**

Comprehensive List of Question Words:

The following explain various ways to construct wh-questions, as categorized by parts of speech. Notice that many contain an inverted auxiliary verb and subject, just like in Yes/No questions.

NOUN AS THE SUBJECT

Wh-words: who, what, how much/many, which

Formula:

Wh-word + rest of the sentence

(Notice that the wh-word simply replaces the subject of the sentence)

Examples:

- **Who's** going to take care of the dog while we're gone? (The neighbour is going to take care of the dog while we're gone.)
- **Who** cooks the most in your family? (My mom cooks the most in my family.)
- **Who** ate the rest of my pizza? (Rohit ate the rest of your pizza.)
- **What's** going on?(Nothing's going on)
- **What's** on TV right now? ('Comedy Show' is on TV right now.)

NOUN AS THE DIRECT OBJECT

Wh-words: who(m), what, how much/many, which

Formula:

Wh-word + auxiliary verb + subject + rest of the sentence

Examples:

- **Who** did they end up choosing for the lead role?
 - They ended up choosing Ram for the lead role.
- **Whom** specifically will this new policy affect?
 - This new policy will affect the working class, specifically.
- **Who** are you calling a joker?
 - I'm calling you a joker.
- **What** are you cooking for dinner?
 - I'm cooking chapati for dinner.

Note: To be grammatically correct, the pronoun ‘Who’ should take the form ‘Whom’ if it is the direct or indirect object of the sentence. This, however, is usually used for formal writing, and the word ‘Whom’ is constrained to formal use in everyday life.

Generally ‘Who’ is used irrespective of the case no matter what case it takes (the case is the grammatical role a noun plays in relation to other nouns, e.g. subject, direct object, indirect object, etc.)

Exercise 1:

Fill in the blanks by choosing the correct option given in brackets:

1. “_____ oranges did you buy?” [How many, How far]

2. “_____ did you grow up?” [Who, Where]

3. “_____ is the movie?” [How come, How long]

4. “_____ did you study biology?” [Which, Why]

5. “____ handbag is this?” [Where, Whose]

6. “____ car did you buy?” [Why, Which]

7. “____ did you make that?” [How, Who]

8. “____ ____ is the office?” [How much, How far]

9. “____ should we send this parcel to?” [Why, Whom]

10. “_____ is your father?” [How old, How many]

Answers:

1. “**How many** oranges did you buy?”
2. “**Where** did you grow up?”
3. “**How long** is the movie?”
4. “**Why** did you study biology?”
5. “**Whose** handbag is this?”
6. “**Which** car did you buy?”
7. “**How** did you make that?”
8. “**How far** is the office?”
9. “**Whom** should we send this parcel to?”
10. “**How old** is your father?”

Exercise: 2

Frame questions for the following sentences so as to get the underlined words as answer:

Eg:

A) Spider webs are delicate, yet very strong.

How are spider webs?

1. A rainbow colours the entire sky.

2. The greatest difficulty was in identifying the plants.

3. Dialogues throughout the book are lively.

4. I went in search of a nearby shop where I had seen ties.

5. The driver refused to wait.

6. Parking was prohibited.

7. Cones are the most popular means of application of *mehndi*.

Answers:

1. What colours the entire sky?
2. What was the greatest difficulty?
3. How are the dialogues throughout the book?
4. What did I go in search of?
5. Who refused to wait?
6. What was prohibited?
7. What is the most popular means of application of *mehendi*?

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- ◆ http://www.ebookbou.edu.bd/Books/Text/OS/SSC/ssc_2652/Unit-09.pdf

QUESTION TAGS

Question Tag is a short reaffirming question which is normally used in spoken English at the end of a statement. It is a common practice in informal conversation, to ask for agreement or confirmation from the listener. A Question Tag consists of a verb (positive/negative) and a subject.

Some Basic Rules for Question Tags:

- Observe if the given statement is positive or negative.
- Locate the verb and change it into negative if it is positive and into positive if it is negative.
- Use the opposite form of the negative at the end of the statement with the subject and add a question mark.

Examples:

- We are busy, aren't we?
- You haven't done your assignment, have you?
- Negative question tags are always contracted since they are used in informal speech
- If the statement has an auxiliary verb (or non-auxiliary be), then the auxiliary verb is repeated in the question tag.

Examples:

- You have cleaned your bike, haven't you?
- You haven't cleaned your bike, have you?

- **With / without auxiliary verbs**

If the statement has an auxiliary verb in it, we use the same verb in the question tag. If there is no auxiliary verb (in the present simple and past simple), **do / does / did** is used (just like when you make a normal question).

Examples:

- I said that, didn't I?
- You don't recognise me, do you?
- She eats meat, doesn't she?

- **There is one exception: the question tag for I amis aren't I.**

Example: I'm in charge of the food, aren't I?

- The corresponding pronoun of the subject in the statement is used in the tag.

Example:

- Padma is beautiful, isn't she?

- Sharan likes singing, doesn't he?

- Non-auxiliary 'has' may have both forms.

Example:

- John has passed the exam, hasn't he?
- Linda has a set of blue eyes, hasn't she?

- **With modal verbs**

If there is a modal verb in the statement, the question tag retains the same modal verb.

They could hear me, **couldn't they?**

You won't tell anyone, **will you?**

- **Imperatives**

- i. After imperatives, **won't you?** is often used to invite people to do things.

Do sit down, **won't you?**

- ii. will/would/can/can't/could you? Is often used to tell or ask people to do things.

Shut up, **can't you?**

- iii. After a negative imperative, we use **will you?**

Don't forget, **will you?**

- **With negatives / semi negatives.**

Example:

- He seldom smiles, does he?
- Few of them applied to the post, did they? 3. I hardly have any money with me, have I?

- **Exceptional:**

- i. let's

Let's have a party, **shall we?**

- ii. There's

There's something wrong, **isn't there?**

There weren't any problem, **were there?**

Exercise: A

Use appropriate tag questions for the following sentences:

1. None can do it,?

2. Neither of them went there,?

3. Nobody went there,?

4. Everybody saw you,?

5. There is no pond in this village,?

6. It is good idea,?

7. We ought to love our country,?

8. He is a brilliant student,?

9. I am not ready,?

10. I am well,?

Answers Key: Exercise A:

1. can they? 2. did they? 3. did they? 4. didn't they? 5. isn't there? 6. isn't it?
7. shouldn't we? 8. isn't he? 9. am I? 10. aren't I?

Exercise: B

Add question tags to the following sentences:

1. It's very hot today,?

2. You like him,?

3. Vishakha will come,?

4. We must hurry,?

5. You have tea for breakfast,?

6. I didn't hurt you,?

7. You aren't going out,?

8. I needn't get up early tomorrow,?

9. It isn't ready yet,?

10. Adhvik hasn't passed the examination,?

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◆ http://www.ebookbou.edu.bd/Books/Text/OS/SSC/ssc_2652/Unit-09.pdf

CHAPTER 8

KINDS OF SENTENCES, PUNCTUATION

A Sentence is a group of words that gives complete sense or a piece of information. Sentences are broadly classified into four kinds:

1. **Assertive / Declarative sentence:**

A sentence that states, asserts or declares is called an assertive or declarative sentence.

It can be affirmative, positive or negative.

Subject + Verb + Object.

For example:

- a. Tom is a talented student. - Affirmative
- b. India has a very ancient civilization. - Positive
- c. Shantha cannot work on computers. - Negative

2. **Interrogative Sentence:**

A sentence that asks, poses a question and ends with a question mark (?) is called an interrogative sentence.

It may be affirmative, positive or negative.

For example:

- a. Who are you? – Affirmative
- b. Don't you want anything? – Negative

Types of Interrogative Sentences:

i) WH – Questions

These questions begin with 'Wh' words.

Who, whom, whose, what, which, where, when, why, how.

Note: Answer to such questions is always in a complete sentence.

For example:

- a. How are you?
- b. Where is the programme scheduled?

ii) 'Yes' or 'No' type questions:

These questions begin with an auxiliary verb – Am, Is, Are, Was, Were, Has, Have, Had, Will, Would, Shall, Should, May, Might, Can, Could, etc.

These questions are answered with a 'Yes' or 'No'.

For example:

- a. Have you met him yesterday? Yes/ No, Will they come home? Yes/ No
- b. Note: Auxiliary + Subject + Verb + Object .The negative 'Not' comes just after the subject.
- c. Auxiliary + Subject+ Not + Verb+?

3. Imperative Sentences:

An Imperative Sentence expresses a request, a proposal, a command, an advice, a desire or an instruction.

For example:

- a. Please help me. (request)
- b. Get out of here. (command)
- c. Obey your elders. (advice)

4. Exclamatory Sentence.

An Exclamatory Sentence expresses sudden feelings or emotions. This sentence always has an exclamatory mark (!)

For example:

- a. What a melodious voice! (surprise)
- b. Hurrah! We won the match. (happiness)
- c. Alas! What a tragedy. (feeling / emotion)

Exercise:

Identify the type of sentences:

Example:

This route leads to Bandipur - Assertive sentence.

1. How fast she runs!

2. She cannot solve this problem.

3. Where are they playing cricket?

4. Don't disturb! The doctor is in.

5. What a beautiful sight!

6. Was he a villain to do such a deed?

7. Does she get up late every day?

PUNCTUATION

Punctuation refers to the practice of inserting certain marks or signs in sentences and paragraphs to clarify meaning to the reader. It is the use of symbols to the alphabet of a writing system to indicate aspects of the intonation and meaning not otherwise conveyed in the written language.

They are:

- Capital letter
- Full stop
- Exclamation mark
- Comma
- Semi- colon
- Colon
- Hyphen
- Brackets (Parentheses)
- Dash
- Question mark
- Apostrophe

a) Capital Letter

Capital Letters are used:

- For beginning a sentence: My cat has five kittens.
- For proper nouns: Bill, Sunday, Japan, July, Easter, Newcastle, Railway Street.
- For adjectives formed from proper nouns: Indian, Japanese, Italian --for school subjects that refer to languages: English, Latin.
- For titles of people: President Reagan.
- For titles of books, plays, etc.: 'Travels to South America', 'A Look at Football.'
- For names of institutions such as schools, colleges, National Public School, A.P.T. Company.

b) Full Stop

A Full stop is used:

- At the end of a sentence, unless a question mark or an exclamation mark is used:
My dog has fleas. (.)
- After initials in names, countries, medals, degrees: J.R. Smith, U.S.A., V.C., B.A.

- After shortened forms of words that do not end in the last letter of the word: Fri. (Friday), Jan. (January), Rev. (Reverend)
- To indicate decimal points: 6.75, 25.70 m.

c) Exclamation Mark

Exclamation marks are used:

- At the end of a word or group of words said with feelings: My goodness! What a pity! Help!
- At the end of a true exclamation or interjection, even if it does not express feeling: Good health! Here's luck!
- At the end of a sentence showing strong feeling: I have actually won!
- At the end of a sentence in brackets to suggest that the statement is silly: Charlie Chaplin was the name of the cat (!)
- To combine humour with surprise: Mum, who works in a chocolate factory, was given a present from aunt Betty - a box of chocolates!

d) Question Mark

Question marks are used:

- At the end of a sentence to ask a direct question: Does your brother ride a horse?
- After one or more words that ask a direct question: Dinner? On the yacht?

e) Comma

Commas are used:

- To separate words in a list: She took a pencil, a ruler, an eraser and some papers.
- To separate adjectives in a sentence: She wore a large, expensive, new coat.
- To show a pause by separating a phrase: The man, flushed with anger, raised his fist.
- To a pause by separating sentences: It was very cold, the water was frozen.
- After participle phrases that begin sentences: Feeling ill, I went to bed.
- To make sense in certain statements which would be silly without a comma:
 - Let us begin sawing Charlie. (Let us begin sawing, Charlie.)
- When the answers begin with 'Yes' or 'No': Yes, I am going to town. No, it is not late.
- To separate 'please' from other words in a sentence: May I have some cake, please?

- To mark off names of people spoken to: Paul, can you help?

f) Semi-Colon

Semi - colons are used:

- To join sentences with principal clauses not connected by a conjunction: The team was confident; the game was about to start; I felt nervous.
- To separate clauses which already contain commas: Last year, our team, The Rockets, won every game; they had scored no goals against us.

g) Colon

Colons are used:

- For map scales and ratios: scale of 1:500, ratio of 4:1
- To introduce a list if a collective word is first given: the shop sold - fishing tackle: rods, lines, reels, nets, sinkers and all types of lures.
- To introduce a quotation, although a comma is generally used: the principal said: 'we are proud of our school.'
- To introduce an explanation: travellers must be careful: they must boil the drinking water.
- To introduce a statement which tells more about the one that comes before it: a teacher once taught me two golden rules: to do my best and never tell lies.

h) Hyphen

Hyphens are used:

- To connect parts of some compound words: well-written, co-pilot, mother-in-law
- In numbers and fractions: thirty-five, three-quarters
- In compound words beginning with 'non' 'self': non-vegetarian, self- starter, start-up companies
- To indicate stammering: 'c-c-ome h-h-here,' he stammered.
- In words that follow a single letter: x-ray, l-plate.
- When the second part of a compound word begins with a capital; anti- American.
- To join nouns of equal value which are different: owner-builder, maid- servant
- Between an adverb ending in 'ly' and a noun: a heavily - laden truck.
- With colour combinations: the sea was blue-green. Her dress was grey:blue.
- In adjectival compound words with 'well', 'ill', 'semi': a well-known actor, an ill-lit room, semi-cooked food.

i) Brackets (Parentheses) Brackets are used:

- To set off a word, phrase or sentence which explains or qualifies something within a sentence: He felt sick (as the poison was working) and collapsed. Winston Churchill (1874-1965) was Britain's wartime leader.
- To enclose words that tell what is happening when someone is speaking: 'I wish to announce' (loud jeering) 'that I am the new Mayor'.

j) Dash

Dashes are used:

- To denote emphasis or suspense: We were pleased – no, delighted with your news.
- To make a comment that is aside: We rode the boat – a flimsy craft – to the shore.
- To indicate surprise ending: The man was lying on the bed – dead.
- To show a break in speech: I felt it – it was slimy – began crawling up my foot.

k) Quotation Mark

Double quotation marks enclose words that are spoken. Single quotation marks are used for quotations within quotations.

- If a punctuation mark is a part of quotation, put it inside the quotation marks: 'Stop the thief!' he yelled. 'Are you coming?' he asked.
- To enclose words actually spoken: 'I am coming,' said Mary.
- To enclose quotations within quotations: The winner said: "My coach says 'Never give up', and so I try hard even when losing."

l) Apostrophe

Apostrophes are used:

- With nouns, to show ownership or possession
- With singular nouns, and with plural nouns not ending in 's'. The apostrophe is followed by 's': a dog's paw, the geese's feathers, the men's room, James's dog.
- To write plurals of numbers and letters of the alphabet: there are two 8's in 4828. There are four s's in 'possession'.
- In expressions using time: a minute's rest, two years' time.
- In names of churches: St. Mark's in Sydney.
- To show possession jointly: Tom and Mary's cat.

Exercise:**Rewrite the following sentences using necessary punctuation:**

1. the man who climbed the mountain has died

2. have you read coral island asked Rachel

3. i am going to mysore to visit my father

4. four fifth of the class is from shimoga

5. contact me please before 4 15 in the evening

6. no the fish isnt fresh today said the waiter but we will have fresh fish tomorrow

7. next year I am studying french.

8. robert said we are going to win

Source:

- ◆ Basic Communication Skills- P. Kiranmai Dutt, Geetha Rajeevan.
- ◆ Experience and Expression- Prasara, Bangalore University

QUESTION PAPER PATTERN
I SEMESTER B.A. /B.S.W/B.A.(MUSIC)
GENERIC ENGLISH
Language English-I
(NEP MODEL)

Time: 2 Hours

Max.Marks:60

SECTION-A
(WORKBOOK- 40 MARKS)

1.	Comprehension Passage	5m
2.	Picture Reading, Caption Writing and Referencing Skills	7m
3.	Listening and Hearing, Types of Listening	3m
4.	Introducing Oneself, Introducing Others, Requests, Offering Help, Congratulating, Enquiries, Seeking Permission	10m
5.	Giving Instructions	5m
6.	Question Forms, Question Tags	5m
7.	Kinds of Sentences, Punctuation	5m

SECTION-B
(COURSE BOOK-20 MARKS)

1. Answer any **FIVE** of the following questions in a word/phrase/or a sentence each: **(5x1=5)**
2. Answer any **ONE** of the following questions in about a page. **(1x5=5)**
3. Answer any **ONE** of the following questions in about two pages: **(1X10=10)**

MODEL QUESTION PAPER
I SEMESTER B.A. /B.S.W/B.A.(MUSIC)
GENERIC ENGLISH
Language English-I
(NEP MODEL)

Time: 2 Hours

Max. Marks :60

Instructions:

1. Answer all the questions.
2. Mention the question numbers correctly.

SECTION - A
(WORKBOOK - 40 Marks)

I. Read the following passage and answer the questions given below: (5)

Do you know that around 270 Eucalyptus trees or 460 Bamboo plants are saved when we produce one tonne of hand-made paper? The eco-friendly hand-made paper checks pollution of water, land and air. Large quantities of polluting chemicals are used by paper mills.

Hand-made paper is the best form of recycled paper. It has a fine surface for writing. It is also strong enough for drawings. Paper manufacturing is a very old tradition. It was invented in China nearly two thousand years back. Indians used the leaves of palm trees to write. Papyrus is a kind of paper made from a reed of the same name. It grew on the banks of the river Nile and was used in Egypt.

The hand-made paper industry flourished in India during the Mughal period. But it died with the setting up of paper mills in the 18th and 19th centuries. Mahatma Gandhi revived it during the freedom movement. Today it is a fast-growing industry.

1. Why is hand-made paper becoming more and more popular?
2. Mention two features of hand-made paper.

3. Indians used _____ to write when there was no paper.
4. What is Papyrus?
5. Why did the hand-made paper industry die in India in the 18th and 19th centuries?

II. A. Describe the picture given below: (3)



B. Lion's Club, Bangalore has organised an awareness programme on 'Blood Donation' in your college. Write two captions for it. (1x2=2)

C. Answer the following questions: (1x2=2)

1. What is Bibliography?
2. Why should we acknowledge the sources?

III. Answer the following questions: (1X3=3)

1. State any two differences between hearing and listening?
2. What is active listening?
3. Name any two types of listening?

IV. Do as directed:**(5X2=10)**

1. Introduce yourself to your class teacher on the first day of college.
2. Request the librarian of your college to issue a new library card.
3. Congratulate your friend on winning the Best Student award.
4. Enquire at the reception counter of the travel agency regarding the availability of train tickets to Hubli.
5. You have forgotten your textbook. Write any two expressions seeking permission from the teacher to attend the class.

V. Give instructions to make a cup of tea in at least five sentences. (5)**VI. 1. Frame questions to get the underlined words as the answer: (3)**

- a. The book was stolen.
- b. The cake was delicious.
- c. The little girl was crying because she lost her way.

2. Add suitable question tags to the following statements: (2)

- a. It is very heavy _____
- b. They wrote a letter _____

VII. 1. Identify the type of sentence: (3)

- a. How fast she runs!
- b. Where are they playing cricket?
- c. Don't disturb! The doctor is in.

2. Punctuate the following sentences: (2)

- a. the man who climbed the mountain has died
- b. have you read coral island asked Rachel

SECTION- B
(COURSE BOOK-20 marks)

VIII. Answer any FIVE of the following questions in a word or a sentence each: (5X1 = 5)

1. Who is the handsome youth in Akka's Vachana?
2. How did the fallen athlete express his agony in the poem, 'Nine Gold Medals'?
3. Why does the young man decide to stay at Mrs. Tilley's cottage in the story, 'A White Heron'?
4. What was the reward given by God to Libeni in the story 'The Last Song'?
5. Why is Bholi's father worried about her?
6. What do the Vedas teach us?
7. What does Swami Vivekananda's religion teach?

IX. Answer any ONE the following questions in about a page : (1X5=5)

1. Describe Sylvia's life in her grandmother's farm.
2. How were the villagers involved in the Independence movement in the story, 'The Last Song'?
3. How did Bholi's teacher play an important role in changing the course of her life?
4. What story does Swami Vivekananda narrate to illustrate the cause of variance in religions?

X. Answer any ONE of the following questions in about two pages:(1X10=10)

1. Compare and contrast the concepts of the two Vachanas?
2. Sylvia's sacrifice shows her undying love for the White Heron. Substantiate.
3. According to Swami Vivekananda the banner of all religions will be Assimilation and not Destruction, Harmony and Peace and not Dissension. Justify.

PATTERN OF ASSESSMENT

Pattern of Assessment for courses in Semester I and Semester II

ASSESSMENT BREAK-UP (60 +40 =100)

Summative Assessment (Semester Exam)	Theory	60 marks
Formative Assessment (Internal Assessment)	Internal Assessment First Test	10 marks
	Internal Assessment Second Test	10 marks
	Seminars /Presentations/ Group Discussions	10 marks
	Debates / Recitation/ Role Play/ Project Report Survey/Report writing/Case study/ Book or Art review/ Interviews	10 marks
	Total Internal Assessment Marks	40 marks
	Total marks	100 marks

Workbook should be maintained by the Students for Internal Assessment and all exercises should be done and submitted to the Teacher for award of Internal Marks. All the records pertaining to the formative assessment activities will have to be maintained in the respective departments.
