

ENVISION-II

Generic English Textbook

Under the National Education Policy (NEP-2020)

(PART-I WORKBOOK)

**II Semester B. Com/B. B. A. and other courses coming
under the faculty of Commerce and Management**

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ENVISION-II Generic English Textbook for II Semester B. Com/B.B.A. and other courses coming under the faculty of Commerce and Management, is prepared by the Members of the Textbook Committee, Bengaluru City University (BCU).

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First Edition: 2022

Published by:
Bengaluru City University Press
Bengaluru City University (BCU)
Central College Campus
Bengaluru-560001

FOREWORD

The Generic English Textbook **ENVISION-II** for II semester B. Com/B.B.A. and other courses coming under the Faculty of Commerce and Management has been prepared by the members of the textbook committee of Bengaluru City University (BCU). This book has been designed as per the model and guidelines of NEP 2020. The workbook aims at improving the language competence of undergraduate students and prepare them for the competitive world.

I congratulate the members of the textbook committee for their diligent work. They have ensured quality in every chapter of the book. I thank the Director of Bengaluru City University Press and their staff for bringing out the book neatly and quickly.

I hope the text will be utilized by the teachers and the students skillfully to achieve the command over the language.

Prof. Lingaraja Gandhi
Vice-Chancellor
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PREFACE

ENVISION-II, the Generic English Textbook for II semester B. Com/B.B.A. and other courses coming under Faculty of Commerce and Management, Bengaluru City University (BCU), has been designed with the objective of enabling the language skills and competence of undergraduate students. It is the second book as per the guidelines of NEP.

The chapters have been selected judiciously to meet the class room requirements. The selections aim at honing the skills of the students and making them industry-ready.

I hope the students will make the best use of the material given, with the assistance of the teachers, to equip themselves in language skills. The teachers can use the tasks in the book to test the competence of the learners. I am sure the LSRW skills will be tuned and shaped with the help of the chapters provided. In the true sense, Envision-II has all the tools to enhance students' ability to use language with joy and purpose.

I congratulate the members of the textbook committee for bringing out this workbook studded with useful information on relevant topics of language learning. I thank the Director of Bengaluru City University Press and their staff for bringing out the book neatly and on time.

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Note to the Teacher

ENVISION-II is the Generic English Textbook for II semester B. Com/B.B.A. and other courses coming under the Faculty of Commerce and Management in Bengaluru City University (BCU). This book has been designed as per the guidelines of new National Education Policy (NEP). It should also be noticed that under Ability Enhancement Compulsory Course (AECC), Generic English will be taught as L2.

The workbook material reflects variety of language skills and communication tools spanning LSRW. The book has nine chapters which cater to different dimensions of language learning. These chapters include comprehension passages, vocabulary building, correction of sentences, listening activities related to interviews and conversations (pre-recorded audios), reported speech, dialogue writing, verbal and non-verbal communication, active and passive voice, introducing guests, welcome speech and vote of thanks. These chapters constitute the workbook syllabus for the second semester B. Com/BBA of BCU.

Each chapter has a clear and well-defined objective, definition of the skill to be explained, examples and samples, tasks and exercises. It has been clearly mentioned in the chapters which task or exercise will be tested and examination-oriented as some tasks are exclusively meant for classroom activity and assignment. The teachers will get pointers in the chapters with respect to choosing certain tasks for Internal Assessment. A model question paper and question paper pattern have been given at the end for the benefit of teachers and students.

Unit I deals with Receptive Skills and chapter 1 introduces types of comprehension passages like global, factual and data compilation and students' ability to read and comprehend these passages will be tested in the examination. Chapter 2 deals with vocabulary building in terms of usage of synonyms, antonyms, prefixes, suffixes, homonyms, homophones and collocations. In chapter 3, an attempt has been made to enlighten the student on different ways of correction of sentences. Chapter 4 deals with listening activities pertaining to listening to pre-recorded audios on interviews and conversations. It has several sample exercises and tasks which can be used for classroom activities such as role play, mock interview etc. They are not for testing in the examination. Audio and video links have been provided for classroom activity. Teachers can make the best use of their own resources as well.

Chapter 5, that comes under Unit II—Productive Skills, reintroduces the nuances of reported speech. These will be tested in the examination. Also tested will be the skills of dialogue writing, which forms the core of chapter 6. In chapters 7, a brief introduction has been given to verbal and non-verbal communication and in chapter 8, active and passive voice exercises have been dealt with at length. Chapter 9 teaches the skills of introducing guests, welcome speech and vote of thanks. This enables the students in achieving mastery over speaking or oratory skills. To reiterate, except chapter 4, rest of the units will feature in the end semester examination question paper. The model question paper and its pattern will be of help for both teachers and students.

The tasks and exercises in the chapters are meant for meaningful attempts to enhance the language skills of the students and later for testing in the end semester examination. The end semester examination will be conducted for 60 marks and 40 marks will be earmarked for Internal Assessment. Assessment details have been given for reference at the end of the book in question paper pattern section.

In the examination, the Workbook component carries 40 marks and the Coursebook component carries 20 marks.

The Committee expresses its gratitude to Dr. Thandava Gowda T N, Chairperson, (UG/PG) Bengaluru City University, for his constant support and inputs in the making of this book. The Committee also thanks Prof. Lingaraja Gandhi, the Honourable Vice-Chancellor of BCU for his insightful advice and suggestions. We are grateful to the Staff of the Prasaranga, Bengaluru City University Press, BCU, for their efforts in bringing out this book so neatly and on time. The Committee is indebted to the Principal and staff of Vijaya Evening College and V. V. N. Degree College for their invaluable support during textbook committee meetings. Thanks to the exemplary efforts made by the members of the committee.

N G Narasimhan
Chairperson
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Chapter-1

READING SKILLS-COMPREHENSION PASSAGES

OBJECTIVES:

- To acquaint the students with reading comprehension strategies and skills that facilitate their understanding and analyzing of written texts effectively and easily.
- To introduce the learners to different types of reading comprehension passages which focus on **Factual & Global relevance and Data Compilation.**

Reading comprehension is the fundamental skill which is influenced by external factors. The reader's cognitive skills, such as visual processing, processing speed, and reasoning skills, can impact one's ability to comprehend text. Prior knowledge, language fluency, and the ability to make inferences will also play a role in a reader's comprehension.

Reading comprehension involves both text comprehension and vocabulary knowledge. It is essential to know what each word means individually and as a part of the whole in addition to what the text is trying to convey.

Definition:

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand the written material, students must be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read.

WHY IS COMPREHENSION SKILL IMPORTANT?

Reading comprehension demonstrates your ability to understand, interpret, analyze, and infer written information. Reading comprehension level is indicative of many other important, and sought-after, skills in the workplace.

Communication skills, critical thinking skills, giving attention to details, decision-making ability, and ability to concentrate can all contribute towards understanding what is read.

5 Types of Reading Comprehension

Lexical comprehension

Understand key vocabulary in the text.

- Preview vocabulary before reading the story or text
- Review new vocabulary during or after reading the text

Literal comprehension

Answer Who, What, When and Where questions.

- Identify the main ideas of the paragraph.
- Ask questions from the beginning, middle, and end of the story.

Interpretative comprehension

Answer What if, Why and How questions.

- Understand ‘facts’ that are not explicitly stated in the story.
- Predict endings and anticipate consequences

Applied comprehension

Relate story to existing knowledge or opinion.

- Not a simple question that can be marked ‘right’ or ‘wrong’.
- Challenge readers to support their answers with logic or reason.

Affective comprehension

Understand social and emotional aspects

- Preview social scripts to ensure understanding of plot development.
- Connect motive to plot and character development.

To really understand these different levels, let’s take a familiar text and see how different types of questions probe different understandings of the same story.

Cinderella was a simple hardworking girl who lived with her stepmother and stepsisters in her house. Her stepmother and stepsisters used to harass Cinderella and make her do all the household work. One day a message was sent from the royal house in the city that the prince is looking for a girl for his wedding. Because of

which he invited all the girls of the city to the ball party. In such a situation, all the girls of the city including her step sisters started getting ready to go to this party. But Cinderella's stepmother did not allow Cinderella to go to the party. All the people went to the party while Cinderella was left crying in her house. Then suddenly there was a burst of light and an angel, who was Cinderella's God mother appeared in front of her. With a flick of magic, she changed Cinderella's dress into a beautiful gown and gave her beautiful glass sandals. The angel with the wave of her magic wand, turned a pumpkin which was there into a chariot and the 6 rats which was with Cinderella into horses and one of them was replaced as the charioteer. Before Cinderella happily left for the ball, the angel tells her that she must return from the party before the fairy magic ends at 12:00. Cinderella went to the party and the prince's eyes fell on Cinderella and was enchanted by her beauty. The prince danced with Cinderella the entire time and at 12:00 O'clock Cinderella remembered the angel's warning and started to run to her chariot. In the hurry, Cinderella left one of her glass sandals on the stairs of the palace. The prince tells his soldiers to find out about Cinderella in the whole city, with the help of the same sandal. The prince's men finally discover Cinderella with the help of that sandal. Then both, Prince and Cinderella married to each other and Cinderella went to live in the palace happily.

Lexical comprehension

Understand key vocabulary in the text

- Preview vocabulary before reading the story or text.
- Review new vocabulary during or after the text.

Example Lexical comprehension questions:

What does 'enchanted' mean?
What words are most like "enchanted":
Magical or funny? Scary or special?

Comments

Literal comprehension

Answer who, what, when, and where questions.

- Identify the main ideas of the paragraph.
- Ask questions from the beginning, middle, and end of the story

Example Literal comprehension questions

Who was the girl who lost the glass slipper?
Where did Cinderella go to live at the end of the story?

Interpretative comprehension

Answer What if, Why and How questions

- Understand “facts” that are not explicitly stated in the story or Reading between the lines
- Predict endings and anticipate consequences

Example Interpretative Comprehension questions:

How did the pumpkin turn into a carriage?
What would have happened to Cinderella if she had not lost her slipper?

Applied comprehension

Relate story to existing knowledge or opinion

- Not a simple question that can be marked right or wrong
- Challenge readers to support their answer with logic or reason

Example Applied comprehension questions:

Do you think Cinderella was wrong in going to the ball even after her stepmother told her she shouldn't go?

Comment

Affective comprehension

Understand social and emotional aspects

- Previews social scripts to ensure understanding of plot development
- Connect motive to plot and character development

Example Affective comprehensive questions:

What do you do when you're disappointed because you cannot do something fun? Is that how Cinderella reacted?

Different types of Reading Skills:

One of the most obvious, but unnoticed, aspects related to reading purpose is the consideration of the different types of reading skills. There are four types of reading skills. We had become familiar with two of these reading skills in ENVISION -I.

Skimming: Reading rapidly for the main points

Scanning: Reading rapidly to find a specific piece of information

Extensive Reading: Reading a longer text, often for pleasure with emphasis on overall meaning

Intensive Reading: Reading a short text for detailed information

Here in this text, we are introducing learners to passages which have **Global** and **Factual** relevance and also **Data compilation** passages.

PASSAGES FOR COMPREHENSION:

Sample passage 1:

Factual passage:

Read the following passage and answer the questions given below:

Our country is facing a severe environmental crisis. If not tackled on a war footing, it will certainly lead to socio-economic and ecological disaster, which will seriously affect the lives of millions of people, especially the poor. Government data usually understate the extent of environmental destruction. The recent satellite data has revealed that India is losing millions of hectares of forest every year which is many times more than the annual rate of deforestation put out by the forest department.

Q1. Choose the most appropriate option

1. If India's environmental problem is not dealt with urgently, it will
 - a. Lead to war.
 - b. Make people unemployed.
 - c. Create problem of poverty.
 - d. Lead to ecological disaster

Ans: Lead to ecological disaster.

Q2. Who will be most seriously affected by the ecological disaster?

Ans: Millions of people, especially the poor will be affected by the ecological disaster.

Q3. The recent _____ has revealed that India is losing millions of hectares of forest every year

Ans: Satellite data.

Q4. The word 'understate' in the paragraph means-
Choose the correct options from below:

- a. Exaggerate
- b. Overture
- c. Undervalue
- d. Overvalue

Ans: c -Undervalue

Q5. The forest department every year puts out the correct annual rate of deforestation. True / False.

Ans: False.

Sample Passage 2:

Global passage

Most of us have experienced war only through books or the media. However, war is a lot more than that, especially for the people who had experienced war personally. The memories of the hardship and difficulty they experienced are firmly imprinted in their minds for the rest of their lives.

It is indeed sad that leaders of certain countries quickly declare war whenever there is conflict between two countries. In the past, leaders of countries were seldom concerned with maintaining good relationships with their neighbors but were more interested in gaining more power by conquering other cities. This is why there have been two world wars in the first fifty years of the twentieth century. War may occur because of various reasons, but more often than not, the reason of war is quickly forgotten amidst the tragedy of it. The amount of destruction that takes place during war is massive and once started, war spreads like a disease and rarely achieves anything.

Many have questioned the necessity of war, especially because of the huge number of towns and cities that are destroyed and people who are killed. The people who call for war are usually the leaders of the country. Ironically, they are also the ones who are safely and comfortably protected in their homes when war happens. The people who come forward and are prepared to sacrifice their lives are the common people, who are also the ones to suffer from the shortage of food and water that is inevitable in any war.

- Q1. When the writer says that ‘Most of us have only experienced war through books or the media’, he means that-
- a. Most people have only read about war or seen films about war but have not personally experienced war
 - b. Books give the complete experience of war more than what the media gives.
 - c. Most of us have experienced war in real life than that is shown in books or media.
 - d. Media gives us the experience of war more than that the book can give us.

Ans: option a.

- Q2. Why were there two world wars in the first half of the twentieth century?

Ans: Leaders of countries attacked one another as they wanted to increase their power.

- Q3. Once started, war spreads like a _____ and rarely achieves anything.

Ans: disease

Q4. The phrase 'firmly imprinted' which is in the paragraph 1 mean-

- a. Printed firmly
- b. Cannot forget
- c. imprints are firm
- d. impress

Ans: b - Cannot forget

Q5. Suggest a suitable title for the above passage.

Ans: War and its consequences

Sample Passage 3

Data Compilation Passage:

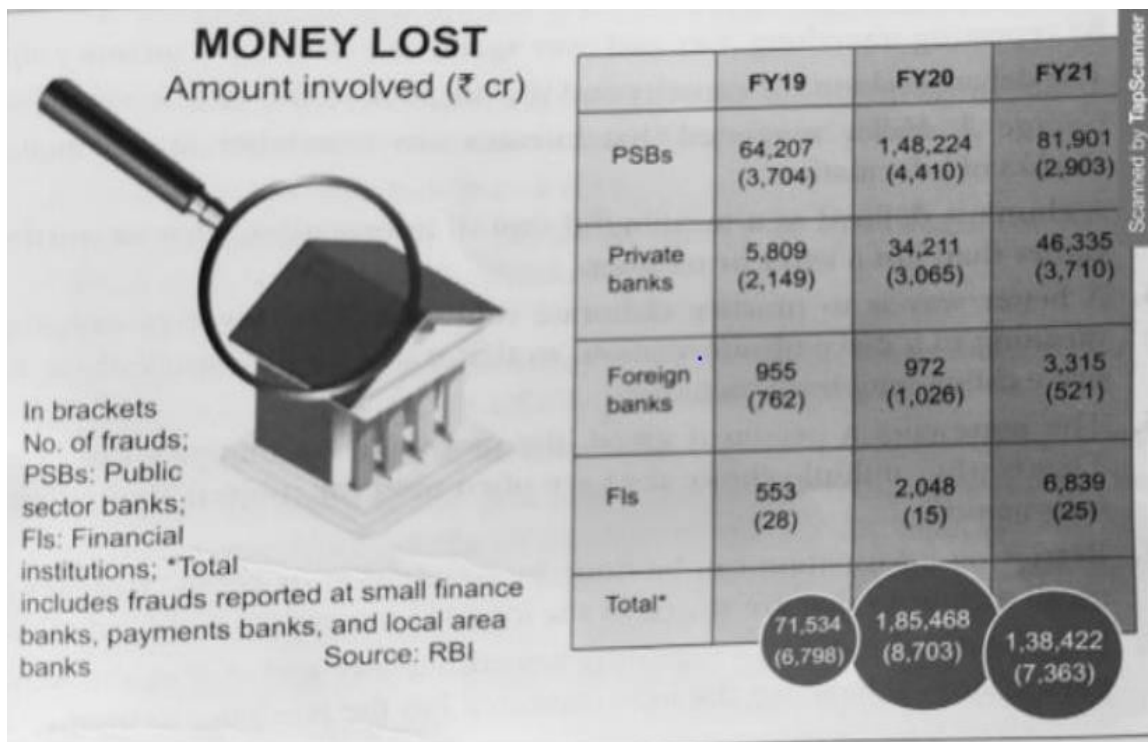
FINANCIAL FRAUDS

Banks and other financial institutions reported frauds worth 1.38 trillion in 2020-21, down 25% compared to the previous year, when the amount involved was 1.85 trillion, according to the Reserve Bank of India's annual report.

In terms of number, these entities reported 15 percent fewer frauds in 2020-21, at 7,363 compared to the previous year's 8,703 cases. The RBI data takes into account frauds of 1 lakh and above only. Also, the central bank has changed its accounting year to April-March from July-June, and hence, the latest report only covers nine months (July 2020-March 2021).

In 2019-20, the total fraud cases involving 1 lakh and above had shot up by 28% by volume and 159% by value. The RBI suggests that the share of public sector banks in frauds, both in terms of number and value, has fallen, while that of private sector banks increased in the corresponding period.

Furthermore, most frauds are occurring in the loan portfolio of financial



institutions, the report says. In 2020-21, the loan portfolio saw 47.5% of the frauds in terms of number and 99% in terms of the amount involved.

"The average time lag between the date of occurrence of frauds and the date of detection was 23 months for the frauds reported in 2020-21. However, in respect of large frauds of ₹100 crore and above, the average lag was 57 months for the same period," the RBI said.

Recently, it was reported that cumulatively, banks in India suffered frauds worth 4.92 trillion as of March 31, 2021, or nearly 4.5 per cent of the total bank credit. This was based on RBI data, which was sought under the Right to Information Act by Saurabh Pandhare. The data showed 90 banks and financial institutions reported a total of 45,613 cases of loan fraud till March 31, 2021.

Also, the RBI report said there was an increase of 31.3% in counterfeit notes detected in the denomination of ₹500 in 2020-21 compared to the previous year. However, there was a decline in counterfeit notes detected in other denominations.

Based on your understanding of the data given in the passage, answer the questions given below:

Q1. What was the average time lag with respect to large frauds of Rs.100 crore and above that was reported in 2020-21?

a. 59 months

- b. 23 months
- c. 57 months
- d. 32 months

Ans: c -57 months

Q2. Why does the latest report only cover nine months?

Ans: The central bank has changed its accounting year to April-March from July-June, and hence, the latest report only covers nine months.

Q3. As per the data in the table given, the number of fraud cases in the financial year 2021(FY21) found in PSBs (Public sector banks) is _____ cases.

Ans: 2,903

Q4. Based on RBI data, which was sought under the Right to Information Act by Saurabh Pandhare, we can understand that-

- a. banks in India suffered frauds worth 4.92 trillion as of March 31, 2021. or
- b. banks in India gained profits worth 4.92 trillion as of March 31,2021

Ans: a- banks in India suffered frauds worth 4.92 trillion as of March 31,2021.

Q5. In the year 2020-21, a decline was detected in the counterfeit notes of denomination Rs.500/- compared to notes of other denominations. True / False.

Ans: False

Factual Passages:

Practice Test 1

Read the following passages and answer the questions that follow:

There is no general agreement about how the planets were formed. The most widely accepted theory is that about 5000 million years ago swirling clouds of matter began to condense. Through the action of centrifugal force, the heavier molecules were concentrated near the centre of the eddies and the lighter, gaseous material was thrown out towards the periphery. Such is the theory. What is known is that nine satellites began orbiting round the sun. These are the planets. The planet on which man lives is the third closest to the sun, with the third shortest orbit. It also has something none of the others has- an atmosphere that can support life in all the manifold forms that exist on our planet. There may be satellites circling other stars in other parts of the universe that have the right ingredients for some sort of life to evolve, but the earth is the only one in the solar system.

Q1. Choose the most appropriate option:

The theory of the formation of the planets

- a. Is generally agreed upon by everyone
- b. Is a debatable one
- c. Covers a very wide area.
- d. Is fairly well-known

Q2. According to the passage, what is the theory behind the formation of Planets?

Ans:

Q3. The Earth is the planet which is _____ closest to the sun.

Q4. In the passage, the word Periphery means:

- a. Heart
- b. Centre
- c. Middle
- d. Edge

Q5. The atmosphere of the earth makes it possible for the presence of life on it.
True / False.

Practice Test 2

A noble purpose gives meaning to one's own life and is of benefit to others. I realized this when researching on and writing about the life of Jamshedji Tata. What gave one man living in a colonized country the vision to advance it in the community of nations? He not only gave India the power of steel and hydroelectric energy, but also an institution of research.

He sent an educationist to Europe and the United States to report on what should be the best model for India. The Johns Hopkins University in Baltimore was recommended as the model. But Jamshedji made it a point to see that his name was not associated with the university. After his death, his dream came true with the establishment of the Indian Institute of Science in Bengaluru. It was to be the fountainhead of science in the decades to come.

There are others too whose purpose in life has made a difference to society. Mother

Teresa had a comfortable life at Loretto Convent, Kolkata. On a train journey to Darjeeling, she felt her ‘calling’ and wanted to give up her comfortable life in the convent and serve the poor and the needy.

After that, she took a three-month nursing course and returned to Kolkata. She devoted her time to the sick and the homeless. Touched by her sacrifice, some of her students joined her and work began. Not everyone has such a strong calling. When I asked her how one could be sure of one’s calling, she replied, “Deep down in our hearts we know exactly what our calling is, if we are sincere.”

Q1. Choose the most appropriate answer:

- (a) Jamshedji Tata sent an educationist to Europe and the United States because he wanted
- a. him to go abroad
 - b. the educationist to be away from him
 - c. him to understand the model best suited for India
 - d. to send him for a vacation

Q2. What are the contributions of Jamshedji Tata to our country?

Q3. When mother Teresa felt her “calling’ she was on her way to _____

- a. Darjeeling
- b. Dehradun
- c. Delhi
- d. Dimapur

Q4. Mother Teresa served the sick and the homeless in Kolkata. True / False

Q5. Identify the theme of the passage and suggest a suitable title.

Practice Test 3

Diabetes is a metabolism abnormality that affects the way your body uses blood sugar (glucose), your main source of energy. To understand diabetes, you have to start from the beginning – with food. Your body converts a portion of the food you eat and digest into glucose. Glucose is then absorbed into your bloodstream, where it can enter the individual cells of tissue throughout your body to be used as energy. Before your cells will let glucose in, however, they need the help of insulin.

Insulin is a hormone produced by your pancreas – a gland located just behind your stomach. Normally, insulin acts like a master key, unlocking the doors of your cells and allowing glucose inside. To simply maintain this process, such as at night when you're asleep, the pancreas releases a low level of insulin on a constant basis. When necessary, such as after a meal, your pancreas increases insulin supply to meet demand.

After you eat a meal or a snack, your pancreas releases more insulin to make sure the extra glucose in your bloodstream can enter your cells. If you have more glucose than you need, your body can remove the excess from your blood and store it in your liver and muscles or convert it to fat. Then, when you run low on fuel, your body can release this stored energy back into your bloodstream, where insulin is waiting to usher it into your cells.

If you have diabetes, this whole process goes awry. Instead of entering cells throughout your body, excess glucose builds up in your bloodstream and some of it may eventually be excreted in your urine. This can happen when your pancreas doesn't produce enough insulin (Type 1 diabetes), when your cells have become resistant to the effects of insulin (Type 2 diabetes) or, more commonly, when both of these problems occur.

Q1. Choose the most appropriate answer:

Diabetes is a _____

- a. nervous disorder
- b. metabolic disorder
- c. throat disorder
- d. physical disorder

Q2. What is 'Insulin'?

Q3. If your body does not produce sufficient insulin you have _____
Diabetes.

Q4. Secretions of pancreas decrease during the night. (True/False)

Q5. 'Insulin is waiting to usher it into your cells' - The word 'usher' in the sentence means:

- a. lead
- b. follow

- c. trail
- d. route

Global passages:

Practice Test 4:

Climate change across the world.

The weather is a common conversation for many people each day. The weather can change day-to-day or even from hour-to-hour. On the other hand, the climate in an area usually takes a long time to change. It is the average temperature and conditions in a specific place over a long period of time, in years. Climate does not change day-to-day or even month-to-month, but usually takes hundreds, thousands, or millions of years to change.

The climate in one place on Earth is different from another place. For example, the climate in a desert may be hot and dry, but in a rainforest, it is usually warm and humid, and in some mountain areas and other places it will be cold all year long. In the world today, the words climate change is often heard, and it usually refers to the process of the Earth heating up, which is often called global warming. Most people can agree on the weather, but sometimes climate change or global warming leads to disagreement.

The Earth is about 4.5 billion years old, and during its life, the climate has changed quite often and has experienced an Ice Age, warming, and everything in between. All scientists agree that the climate changed often during the first 4.5 billion years. However, it is also a proven fact that the Earth's average temperature has increased about 1.33°F over the past 100 years between the 1900s and 2000s. Reviewing the past 200 years it has increased about 1.8°F. It may not sound like a big change, but it will influence the Earth.

The Earth is covered like a greenhouse, which is used by some farmers, florists, and others to grow plants, it is a 'glass-covered' building that absorbs the heat from the Sun. Greenhouses are very hot. Of course, the Earth is not covered with glass, but the greenhouse effect refers to the retention of the Sun's warmth in the Earth's lower atmosphere by greenhouse gases.

The greenhouse gases include mostly carbon dioxide, methane, and nitrous oxide. These gases (instead of glass) act as a blanket for the Earth, helping to keep the Earth warm enough to support life, an average of about 59°F. An increase in the greenhouse gases causes the Earth to become warmer. Think of it as a heavier blanket.

One of the greenhouse gases, carbon dioxide, is absorbed by the trees and forests throughout the world, and then released as oxygen. Unfortunately, deforestation, the cutting down of trees and forests to make way for farms, roads, oil mines, and dams further leads to the greenhouse effect and a thicker 'blanket'.

A warmer climate can affect the planet negatively. It could lead to heavier precipitation, unusual season changes, heat waves, etc. Polar animals' natural habitats are melting because of warmer temperatures, affecting polar bears, and seals. Orangutans in the rainforests are losing their homes, and sea turtles are losing nesting beaches because of rising sea levels. Farming in developing countries faces increased rain, floods, and droughts; plus, certain kinds of food items may become scarce, unavailable, or more expensive for people to purchase.

In summary, there has been climate change before humans began living on the Earth, but the average temperature has increased over the past 200 years. Many scientists believe it is a result of human behavior and changing some of those behaviors will have a positive effect on climate change and global warming.

Q1. Choose the most appropriate answer:

Which of the following best explains the difference between climate and weather as it relates to the temperature, precipitation, etc. in an area of the world?

- a. Climate is daily change and weather is change over a long-time period
- b. Climate and weather are basically the same
- c. Climate cannot be measured daily but weather can
- d. Climate does not change day-to-day; weather can change day-to-day

Q2. What does 'greenhouse effect' refer to?

Q3. The Earth is about _____ years old.

Q4. Select the Natural habitat of the following animals:

- a. Seals: (i) Polar region (ii) beach
- b. Orangutans: (i) Desert (ii) rainforest

Q5. Identify the theme and suggest a suitable title to the passage.

Practice Test 5

The Global Pandemic- Coronavirus

The novel coronavirus has given rise to a global pandemic that has destabilized most institutional settings. While we live in times when humankind possesses the most advanced science and technology, a virus invisible to the naked eye has massively disrupted our lives, economies, healthcare, and education systems worldwide.

Given the corona virus's current situation, some households have also had time to introspect on gender roles and stereotypes. For instance, women are expected to carry out household chores like cooking, cleaning, and looking after the family. With men sharing household chores responsibilities during the lockdown period, it gives hope that they will realize the burden that women have been bearing and will continue sharing such responsibilities.

This tough period also gave people some time to reflect on the importance of keeping themselves fit. With sufficient time in hand, people started investing their time learning new ways to exercise. Those who never exercised before, giving excuses of busy lives, too developed some new habits of Yoga, Pranayama and exercises during the lockdown period. These new habits and people's increased focus on their health, wellness and immunity will surely change the way we lead our lives even in future.

Nature too healed itself during the lockdown period. Restricted human movement led to better air quality, cleaner water bodies and joyful wildlife movements. The human beings, we hope, reflected during this time, how some of their unconscious activities cause disruption in nature and worked out ways to adopt environmental-friendly options for their activities in future.

This situation also affected the education sector to a great extent. It has forced us to shift from offline to online mode of teaching-learning process, almost immediately without prior preparation. Is it giving us a peek into the reality ahead? Technology-enabled teaching is definitely the future we are looking towards, but it is important to identify key challenges for students and teachers in the current scenario. Once identified, academic leadership and the government can address these through innovations in the focused areas to minimize the effect of pandemic on the education of the students.

It is our responsibility that we take all necessary precautions through mask-wearing, physical distancing, and hand hygiene as part of daily life. It is highly important to make these new behaviours part of our everyday habits. Travelling to new places, casual café visits with a large bunch of friends, spending our weekends in shopping, window-shopping and casual strolls, large gatherings in birthday parties and other celebrations; will require some modifications and patience to fit into “New Normal” keeping all the safety norms in mind.

Q1. Choose the most appropriate answer:

The outbreak of COVID-19 is called a pandemic because-

- a. It has spread across the globe.
- b. It has spread across India
- c. It is invisible to naked eye
- d. It has disrupted many institutional settings

Q2. According to the passage the lockdown period made people introspect on gender roles and stereotypes because

Q3. Choose the option that is NOT TRUE: People, who never exercised before, started exercising during the lockdown period because-

- a. They had sufficient time in hand
- b. Exercise was the only way to treat people from the novel coronavirus.
- c. People learnt new ways to exercise their body.
- d. People understood the importance of health and wellness in the face of the pandemic

Q4. Fill in the blank with the correct option:

The pandemic also affected the education sector to a great extent. It has forced us to shift from offline to online mode of teaching-learning process

-
- a. Almost immediately without prior preparation
 - b. With a lot of preparation and training.

Q5. According to the paragraph, the phrase ‘New normal’ means-

- a. Doing things normally like before
- b. A new way of living and going about our lives
- c. Which is expected to become abnormal.
- d. Doing normal things in a new way.

Practice Test 6

Worldwide, females are generally treated lower in status and power, relative to males. This may be called gender stratification, although it is sometimes referred to as gender inequality, sexism, patriarchy, and female disadvantage.

Many feminists view men's greater economic power and, correspondingly, women's economic dependence on men, to be at the heart of women's lower status and power. Once societies based on money evolved, men's labor appeared to have greater value because it was done for money or the exchange of goods. The important economic contributions that women make collecting fuel, taking care of animals, growing vegetables, doing laundry, preparing food, taking care of children, and so on are frequently forgotten or devalued as "natural".

Worldwide, men control economies and resources, own more property, and occupy more positions of power in business and banking. This is true in virtually every country, including industrialized nations such as the United States. Men make more money than women, and even when they work the same jobs as women, this tends to be true.

Politics is another arena in which women's low power and status are apparent. In the twentieth century, activists worked to gain women the right to vote (called women's suffrage). In most countries, voting rights have only been awarded to women in the last thirty years. Even in the United States, it was not until 1920 that women were granted the right to vote. By the year 2003, all countries that allow males to vote have granted women that same right, except for Kuwait.

Not only are male activities valued over female ones, but in most countries, females themselves value male children over female children, in what is known as son preference. All over the world, people greet the birth of boys and girls differently (Mosse, 1993). For example, among the Turkana people of northern Kenya, great feasting accompanies the birth of a boy, but there is no feasting if the baby is a girl. According to the UN High Commissioner for Human Rights (2003), the areas most affected by son preference are South Asia (Bangladesh, India, Nepal, Pakistan), the Middle East (Algeria, Egypt, Jordan, the Libyan Arab Jamahiriya, Morocco, the Syrian Arab Republic, Tunisia, Turkey) and parts of Africa (Cameroon, Liberia, Madagascar, Senegal). Although son preference is not as obvious in the West, great value is still placed upon producing a male heir to carry on the family name.

Q1. Choose the most appropriate answer:

The Passage indicates that Gender Stratification means:

- a. Men and women fighting for rights.
- b. Females being lower in status and power relative to males.
- c. Gender statistics not being maintained.
- d. Advantage of being a woman.

Q2. According to the passage, which are the important economic contributions that women make but, which are devalued?

Q3. By the year_____women of all the countries got the right to vote.

Q4. Tick the correct option

‘Son Preference’ means -

- a) Females valuing male children over female children.
- b) Females valuing female children over male children.

Q5. Identify the theme of the passage and suggest a suitable Title.

Data compilation:

Practice Test 7

Read the passage carefully and understand the data given:

The UN’s 2017 International Year tells that sustainable tourism is an important tool for development, most importantly in poor communities and countries. Today sustainability –environmental, social, and economic – is increasingly recognized as the benchmark for all tourism business. As noted by the UN World Tourism Organization, 57% of international tourist arrivals will be in emerging economies, by 2030. The various ‘Tourism Terms’ are defined as follows:

| CATEGORY | DEFINITION |
|---------------------|---|
| Ecotourism | Responsible travel to natural areas that conserves the environment, socially and economically sustains the well-being of local people, and creates knowledge and understanding through interpretation and education of all involved (including staff, travelers, and community residents). ⁴ |
| Ethical Tourism | Tourism in a destination where ethical issues are the key driver, e.g. social injustice, human rights, animal welfare, or the environment. ⁵ |
| Geotourism | Tourism that sustains or enhances the geographical character of a place – its environment, heritage, aesthetics, culture, and well-being of its residents. ⁶ |
| Pro-Poor Tourism | Tourism that results in increased net benefit for the poor people in a destination. ⁷ |
| Responsible Tourism | Tourism that maximizes the benefits to local communities, minimizes negative social or environmental impacts, and helps local people conserve fragile cultures and habitats or species. ⁸ |
| Sustainable Tourism | Tourism that leads to the management of all resources in such a way that economic, social, and aesthetic needs can be fulfilled while maintaining cultural integrity, essential ecological processes, biological diversity, and life-support systems. ⁹ |

Based on data collected by a survey by Travel Bureau, the following market profile of an ecotourist was constructed: -

Age: 35 - 54 years old, although age varied with activity and other factors such as cost.

Gender: 50% female and 50% male, although clear differences based on activity were found.

Education: 82% were college graduates, a shift in interest in ecotourism from those who have high levels of education to those with less education was also found, indicating an expansion into mainstream markets.

Household composition: No major differences were found between general tourists and experienced ecotourists**

Party composition: A majority (60%) of experienced ecotourism respondents stated they prefer to travel as a couple, with only 15% stating they preferred to travel with their families, and 13% preferring to travel alone. (** experienced Eco tourists = Tourists that had been on at least one “ecotourism” oriented trip.)

Trip duration: The largest group of experienced Eco tourists- (50%) preferred trips lasting 8-14 days.

Expenditure: Experienced Eco tourists were willing to spend more than general tourists, the largest group (26%).

Important elements of trip: Experienced Eco tourists top three responses were: (a) wilderness setting, (b) wildlife viewing, (c) hiking/trekking.

Motivations for taking next trip: Experienced Eco tourists' top two responses were (a) enjoy scenery/nature, (b) new experiences/places.

Q1. Choose the most appropriate answer:

The World Tourism Organization of the UN, in an observation, shared that

- a. Emerging economies of the world will gain 57% of their annual profits from international tourists.
- b. Countries with upcoming economies shall see maximum tourist footfall from all over the world in the next decade.
- c. A large number of international tourists in 2030 will be from developing countries.
- d. Barely any tourist in the next decade shall travel from an economically strong nation to a weak one.

Q2. Define the term 'Ecotourism'.

Q3. According to the survey, when it comes to the Education of Eco tourists, 82% of them were_____.

Q4. According to the survey conducted by the Travel Bureau, the total percentage of experienced Eco tourists who DID NOT prefer to travel alone was

- a) 60%.
- b) 75%.
- c) 15%.
- d) 13%.

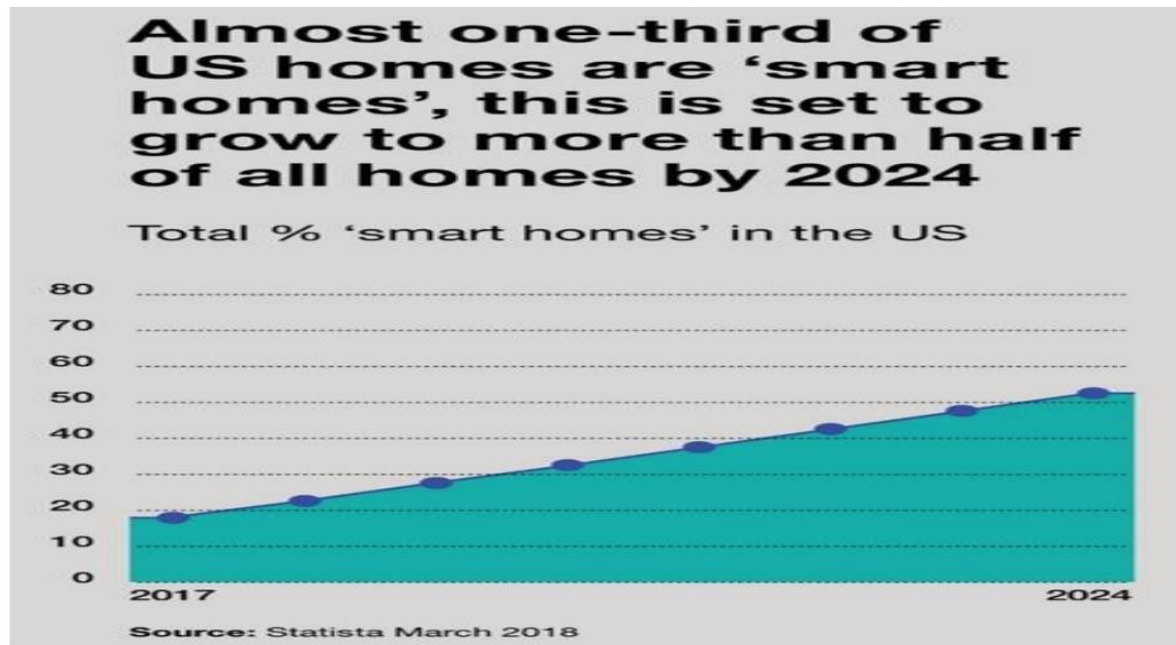
Q5. According to the survey, one of the most powerful driving forces leading experienced ecotourism to invest in new trips was to enjoy scenery and experience a new place. True / False.

Practice Test 8

Read the passage given below and understand the Data.

Technological evolution is a certainty. Cyber-physical systems, Big Data and the Internet of Things (IoT) have been changing the infrastructure of our world. In the 2020s, these phenomena, which are still in their nascency, will rapidly accelerate due to the increasing digitization of key areas such as health, science, transport, communications and energy. The ubiquity of technology, and its increased ability to connect and communicate, has paved the way for this tipping point. Beneath the surface, we are moving towards an explosion of change

Over 50% of our global population is now online, and the other half is following fast. To be precise, around 726 million people joined the web in the last three years. These new users will change the shape of the internet. Many of them will be lower income. They are choosing smart phones over laptops and tablets and are more likely to use voice commands.



Geodata and the IoT will create new markets and supply chains. The automation of manufacturing, services and mobility has already begun. Artificial Intelligence (AI) will reach what Gartner terms the 'Plateau of Productivity', in which the technology becomes both mainstream and viable. McKinsey estimates that 70% of companies may adopt at least one AI technology by 2030. It is unlikely they will all use it well, but those that do could manage to take us to a place where man and machine are indistinguishable.

Bioscience has the potential to be transformative in the 2020s. Gene editing (CRISPR) technology will likely soon be able to edit genomes to allow animal organs to be accepted into human bodies – transforming, and perhaps saving, the lives of people currently waiting for organ transplants. Similar technology can also be used to combat inherited diseases, and even cancer. Elsewhere, gene therapy experiments are using the body's immune system to fight cancer through re-engineering our cells.

Technology has inarguably improved science, health, communications and transport. However, technology has not necessarily corresponded to increased economic productivity. Indeed, many of the most technologically advanced countries have seen productivity stagnate and stall, as discussed in growing inequality and opportunity. In the 2020s many questions around technology will be resolved. The scaffolding is in place. This will be the decade in which AI, geodata, the IoT, bioscience, and quantum computing are given the opportunity to change our world. Whether this change will be surface-level or truly transformative remains to be seen.

Q1. Choose the most appropriate answer:

According to McKinsey,

- a. 70% of companies will employ more labor force by the year 2030
- b. Nearly 70% of the companies will adopt use of one AI by the end of this decade
- c. Nearly 70% of all the companies will stop using AI by the end of 2030
- d. 70% of all companies will depend on people who can use computers by the end of 2030.

Q2. How can Gene editing transform the lives of human beings in the future?

Q3. The total percentage of smart homes in the US by the year 2024 will be____ .

Q4. According to the report, what will generate new market and supply chains?

- a. Artificial Intelligence
- b. Artificial Intelligence and Internet
- c. Geodata and Internet of Things
- d. Access to meta-data

Q5. According to the passage, technology has most necessarily corresponded to increased economic productivity. True / False

Practice Test 9

Read the following excerpt from a case study titled Impacts of Festivities on Ecology.

Festivals are synonymous with celebration, ceremony and joy. However, festivals bring to fore the flip side of celebrations – pollution – air, water, soil and noise. This led to the need of assessing the awareness level among people about ecological pollution during festivals. So, a study was conducted by scholars of an esteemed university in India. This study was titled Awareness towards Impact of Festivals on Ecology.

There were two main objectives of the study. The first one was to assess the awareness level among people about ecological protection during festivities. Exploring solutions to bring awareness about celebrating festivals without harming ecology was the second objective. The method used to collect data was a simple questionnaire containing 6 questions, shared with 50 respondents across four selected districts of a state in the southern region of India. The research began by understanding the socio-economic conditions of the respondents before sharing the

questionnaire. Once the responses were received, the data collected was tabulated (Table 1), for analysis.

Table-1: Awareness level among respondents

| QUESTIONS | YES % | NO % | CAN'T SAY% |
|--|-------|------|------------|
| 1. Do you feel that bursting crackers is a must during festivities? | 46 | 54 | 0 |
| 2. Do you think most people abuse environmental resources during celebration of festivals? | 72 | 28 | 0 |
| 3. Do you think that celebrations & festivities result in uniting people? | 64 | 32 | 4 |
| 4. Do you enjoy bursting crackers for amusement? | 68 | 32 | 0 |
| 5. Do you feel pressured to burst crackers during festivals as an expectation of your social status? | 82 | 12 | 6 |
| 6. Are you aware of waste segregation & disposal guidelines for better ecology? | 56 | 40 | 4 |

The study recommended the imposition of strict rules and regulations as opposed to a total ban on all festive activities which have a drastic impact on our environment. The researchers believed that such measures would help in harnessing some ill-effects that add to the growing pollution and suggested further studies be taken up across the country to assess awareness about ecological degradation.

The observations made in the study pointed to the environmental groups and eco-clubs fighting a losing battle due to city traffic issues, disposal of plastics, garbage dumping and all sorts of ecological degradation. The researchers stressed that the need of the hour is increasing awareness among people to reduce ecological pollution which can be facilitated by celebrating all festivals in an eco-friendly manner.

Q1. Choose the most appropriate answer:

The reason to conduct the study on Impact of Festivals on Ecology was:

- To assess the awareness among people about economical disturbances in life.
- To assess the awareness level among people about ecological pollution during festival.
- To assess the awareness

Q2. Which are the two main objectives of the study.

Q3. According to the survey, _____% of the respondents believe that celebrations and festivals unite people.

Q4. The phrase ‘flipside’ in the paragraph means:

- a. Converse
- b. Best side
- c. Wrong side
- d. Equal side

Q5. 80% of the respondents were aware of waste segregation and disposal guidelines.

True / False.

Reference:

<https://www.understood.org/articles/en/video-why-learning-to-read-is-harder-than-learning-to-speak>

<https://www.zippia.com/advice/skills-employers-look-for/>

<https://handinhandhomeschool.com>

Chapter-2

VOCABULARY BUILDING

Objective:

- To enrich the vocabulary of the learners.
- To equip the learners with the skills of vocabulary building.
- To make the stakeholders competent to face competitive examinations.
- To enhance the communication skills of the learners.

Vocabulary building is very essential in learning a language. It enables one to know the meaning, spelling and pronunciation of a word. Understanding of a word extends to understanding of a family of words. For instance, the words *able* and *create* acquire different forms after being affixed or collocated with a few letters or words.

Able- enable, unable, ability, ably, able administrator

Create- creator, creative, creation, pro-creation, creativity.

This unit focuses on inducing unquenchable thirst for *words*. Sound vocabulary is essential for reading, writing, speaking and understanding spoken English. Hence emphasis is laid on exposing the learner to synonyms, antonyms, homonyms, homophones, affixes and collocations.

SYNONYMS

Synonym is a word, the meaning of which is similar to that of another word.

In other words, *Synonyms* are words that are similar in meaning.

E.g., See - look, watch, notice, view, observe

Although these words are similar or close in meaning, they cannot always replace one another. The usage of each of these words *varies with or depends on* the context. It is only with extensive reading and writing practice that one learns to use the right word at the right place. Learners are required to enrich or expand their vocabulary with synonyms so that they become language proficient. Also, learning of synonyms enables the learners to fare well in the competitive examinations.

List of Synonyms:

- ability - competence, skill

- achieve - attain, accomplish, realize, reach
- attribute - characteristic, trait
- beautiful - attractive, pretty, lovely, stunning
- bossy - controlling, domineering, overbearing
- challenge - dispute, question
- cold - indifferent
- create - generate, make, produce
- cute - adorable, delightful, endearing
- develop - evolve, expand, grow
- different - distinct, unusual
- difficult - grueling, hard, strenuous, tedious
- effective - functional, operational, successful
- example - illustration, instance
- excited - exhilarated, thrilled
- fun – amusement, enjoyable
- funny - humorous, comical, hilarious
- goal - intent, purpose, target
- good - acceptable, satisfactory
- great - exceptional, extraordinary
- happiness – gladness, mirth, joy
- hardworking - diligent, industrious, enterprising
- hate - abhor, loathe, detest, despise
- honest - fair, sincere, trustworthy
- important - vital, essential, significant, critical
- intelligent - smart, clever, bright, brilliant, sharp
- introvert - shy, quiet, withdrawn
- judge – evaluate, determine, decide, gauge
- justify - substantiate, demonstrate
- journey - trip, travel,
- key - critical, crucial, fundamental, vital
- kind - considerate, amiable, merciful, gentle
- knowledge - awareness, understanding
- lazy - idle, lackadaisical, lethargic, indolent
- love – passion, deep affection,
- lucky - fortunate,
- mean - unpleasant, bad-tempered
- nice - pleasant, agreeable
- need - require, want
- old - antiquated, ancient, obsolete, extinct

- opportunity - chance
- pacify - appease, placate, mollify, console
- positive - optimistic
- question - inquire, enquire, interrogate
- qualified - eligible, competent
- recalcitrant - obstinate, stubborn, ungovernable
- rich - affluent, wealthy, prosperous
- strong - stable, secure, solid, tough
- true - genuine, accurate, correct, real
- turbulent - violent, unsettled
- unhappy - sad, depressed, miserable
- weak - frail, infirm, puny, fragile
- xenophobia - intolerance, ethnocentrism, isolationism
- yummy - delicious, tasty
- zealous - ardent, fervent
- zero - nil, nothing

Exercise 1: Pick the odd word out of the given set of words:

1. angry, furious, irate, glad
2. baffle - bewilder, confuse, perplex, convince
3. challenge - dispute, yield, question, debate
4. fair - just, impartial, wrong, unbiased,
5. hypocrisy – conceit, deceit, duplicity, honesty
6. lavish – simple, abundant, excessive, extravagant,
7. frivolous- silly, petty, trivial, grave
8. zone- area, position, region, sector
9. valid - right, outdated, legitimate, authentic
10. quarantine - seclusion, liberty, separation, confinement, isolation

ANTONYMS

Antonym is a word that means the opposite of another word. Learning antonyms enriches the vocabulary and also proves beneficial while facing competitive examinations. Learners are suggested to add a minimum of five sets of antonyms and synonyms to their vocabulary every day.

- advance - retreat
- admire – detest, abhor
- cordial -hostile
- abundant – scarce

- accept - decline, refuse
- admit – deny, dismiss
- ally – enemy
- ancient – modern
- appear – vanish
- approve-reprove
- ascend – descend
- attractive – repulsive
- blame – praise
- bless – curse
- board - alight
- bold - meek, timid
- boon-bane
- bound – free
- bravery – cowardice
- captive – free, liberated
- crooked – straight
- concise - elaborate
- cheap – expensive, dear
- conceal – reveal
- contract – expand
- courteous – rude
- dainty – clumsy
- deep – shallow
- despair – hope
- denial - acceptance
- exterior – interior
- external – internal
- foolish – wise
- friend - foe, enemy
- frequent – seldom, rare
- fresh – stale, rotten
- giant - tiny, dwarf
- guilty – innocent
- humble – proud, haughty
- inhale – exhale
- intelligent – stupid, foolish
- lazy – industrious
- maximum – minimum
- miser – spendthrift
- optimism- pessimism
- polite – rude, arrogant, haughty
- real – fake, virtual

- shallow – deep
- simple – complex
- success – failure
- transparent – opaque
- virtue – vice

Note: Learners may practice antonyms in different parts of speech. For example:

- ascent-descent; ascend-descend
- virtue-vice; virtuous-vicious
- humility-pride; humble -proud
- acceptance-denial; accept-deny

Exercise 2: Fill in the blanks with the antonyms:

1. arrive X _____ ; arrival X _____
2. wise X _____ : stupid X _____
3. major X _____ : majority X _____
4. permanent X _____ : permanence X _____
5. innocent X _____ : innocence X _____

Exercise 3: Match the words in column A with the antonyms in column B:

| A | B |
|----------|-------------|
| Advance | foe |
| cordial | pessimism |
| accept | clumsy |
| ally | vanish |
| appear | spendthrift |
| dainty | Retreat |
| frequent | hope |
| miser | seldom |
| optimism | hostile |
| despair | decline |

Opposite words are also formed by **adding or changing affixes**.

- Able x Unable Agree x Disagree Careful x Careless
- Do x Undo Efficient x Inefficient Encourage x Discourage
- Fire x Misfire Graceful x Disgraceful Happy x Unhappy
- Just x Unjust Legal x Illegal Relevant x Irrelevant
- Sure x Unsure Told x Untold Understand x Misunderstand

- Wanted x Unwanted

Exercise 4: Fill in the blanks with the words opposite in meaning to the words given in brackets after adding suitable affixes:

1. Dr. Sandeep doesn't want his wife to _____ (understand) him.
2. Disha decided to dispose the _____ (wanted) things off.
3. Ravina expressed her _____ (ability) to complete the task in time.
4. Madhurima proved that she is not an _____ (responsible) girl.
5. Mahatma Gandhi advocated truth and _____ (violence).

Note: The list of synonyms and antonyms is not exhaustive. Learners are required to explore more synonyms and antonyms and thus enrich their vocabulary every day.

| Words | Synonyms | Antonyms – Opposites |
|------------|------------------------------------|---------------------------|
| Abate | Subside, moderate | Aggravate |
| Adhere | Comply, observe, conform | Ignore, disregard |
| Abolish | Annihilate, eradicate, obliterate. | Sustain, cherish |
| Acumen | Discernment, talent | Stupidity, ignorance |
| Absolve | Pardon, forgive, exonerate | Condemn, Accuse |
| Abject | Despicable, dismal, servile | Commendable, Praiseworthy |
| Feeble | weak, frail | Strong, Robust |
| Abound | Flourish, proliferate | Deficient |
| Accord | Agreement, harmony | Discord |
| Adversity | Misfortune, calamity | Prosperity, Fortune |
| Bleak | Grim, Austere | Bright, Pleasant |
| Barren | Desolate, Sterile | Fertile |
| Audacity | Boldness, Courage | Mildness, Cowardice |
| Benevolent | Benign, Generous | Malevolent, Miserly |
| Concede | yield, accept | Deny, reject |
| Feeble | weak, frail | Strong, Robust |
| Feud | strife, quarrel | Harmony, fraternity |
| Thrifty | Frugal, prudent | Extravagant |
| Generosity | Altruism, bounty | Stinginess, greed |
| Forsake | desert, renounce | Hold, maintain |

Exercise 5:

Pick the right *synonym* of the following words:

1. Frantically

A - satisfactory B - amok C - calmly D - meek

2. Contempt

A - approval B - regard C - sanction D - scorn

3. Chaos

A - interruption B - order C - disorder D - organization

4. Controversial

A - undoubted B - litigious C - define D - certain

5. Metamorphosis

A - unchanging B - stagnation C - transfiguration D - shrinkage

6. Predict

A - foretell B - decide C - prevent D - discover

7. Fraud

A - malevolent B - argument C - imposter D - clown

8. Ignite

A - switch B - trigger C - transform D - change

9. Wary

A - calm B - curved C - confused D - cautious

10. luminous

A - clear B - bright C - brittle D - clever

Exercise 4:

Pick the right *antonym* of the following words:

1. Tedious

A - unwavering B - frightening C - horrible D - easy

2. Flaunt

A- regard B- sink C- hide D- propose

3. Stamina

A- weakness B- clear C- decisive D- calmness

4. Concede

A- sit B – withstand C- dismiss D- elaborate

5. Placate

A- appease B- lose C- tremendous D- enrage

6. Extravagant

A- unknown B- dear C- thrifty D- lose

7. Resilient

A- stubborn B- careless C- substantial D- vulnerable

8. Attain

A- crave B- lose C- harbour D- credit

9. Curtail

A- remain B- detain C- placate D- prolong

10. Magnify

A- attract B- contemporary C- diverse D- diminish

Exercise 6:

Some of the questions from General English paper in various competitive examinations are given for reference. Prior knowledge of synonyms is essential to choose the right answer.

Directions – From the given options, choose the option that is nearest in meaning to the highlighted words in the **sentences** given below.

Q.1. The coming decades will likely see more **intense** clustering of jobs, innovation and productivity in a smaller number of bigger cities and city-regions.

1. Concentrated 2. Forceful 3. Passionate 4. Energetic

Q.2. Most of human history has been a part of the Paleolithic period or the old stone age. The **exponential** change in the development of human civilization came in the recent few centuries.

1. Great 2. Fast 3. Tremendous 4. Increasing

Q.3. “I can’t stand this anymore,” said Lalit, noticing that Rustam did not **relish** Zuker’s conversation.

1. Gaiety 2. Savour 3. Vindicate 4. Desire

Directions – From the given options, choose the option that is the most *opposite* in the meaning to the highlighted words in the sentences given below.

Q.4. Neither the Gods nor the Kings have anything to say in a politically **enlightened** community.

1. Civilised 2. Ignorant 3. Stupid 4. Uncivilized

Q.5. These bottles are **harrowing**. How could she spend so much money on something that is so drab?

1. Unattractive 2. Attractive 3. Gruesome 4. Adorable

Note: Apart from MCQ type questions, questions on synonyms and antonyms are set in reading comprehension section.

Candidates who aspire to appear for the various competitive examinations must regularly update their vocabulary by adding more words to the list of Synonyms and Antonyms.

AFFIXES

Affixes are letter/letters fixed before or after a root word to form a new word or to alter its form. They also affect the meaning of the words. They may be called *prefixes* or *suffixes* depending upon whether fixture is added at the beginning of the word or at the end.

Prefixes are fixed at the beginning of the words.

For example: *befriend*, *co-curricular*, *disagree*, *encourage*, *ignoble*, *ill-treat*, *imperfect*, *indirect*, *mismanage*, *non-violence*, *pre-determine*, *re-generate*, *uncertain*...

Exercise 1: Fill in the table with the words that can be fixed with the **prefixes** listed in the first column:

| Prefix | Word | Prefixed word1 | Prefixed word 2 | Prefixed word 3 |
|-------------|-----------|-----------------|--------------------|--------------------|
| a | vow | Ex: avow | Ex: abiotic | Ex: aplenty |
| anti | thesis | antithesis | | |
| auto | biography | autobiography | | |

| | | | | |
|--------------|-------------|---------------|--|--|
| be | little | belittle | | |
| co | operate | cooperate | | |
| de | forestation | deforestation | | |
| dis | advantage | disadvantage | | |
| em | power | empower | | |
| en | compass | encompass | | |
| extra | ordinary | extraordinary | | |
| fore | tell | foretell | | |
| ig | noble | ignoble | | |
| il | treat | ill-treat | | |
| im | perfect | imperfect | | |
| inter | national | international | | |
| ir | relevant | irrelevant | | |
| mega | event | mega event | | |
| mis | manage | mismanage | | |
| non | violence | nonviolence | | |
| over | sight | oversight | | |
| pre | view | preview | | |
| post | graduate | postgraduate | | |
| re | generate | regenerate | | |
| Semi | final | semifinal | | |
| sub | standard | substandard | | |
| super | star | superstar | | |
| un | certain | uncertain | | |
| uni | lateral | unilateral | | |
| under | estimate | underestimate | | |

Suffixes are fixed at the end of the words.

For example: *Artist*, *artful*, *artless*, *beautify*, *casually*, *greatness*, *hearty*, *loyalty*, *manifestation*, *priority*, *socialize*.....

It may be noted that a word can take more than one suffix depending on the context. The word *Commerce* (noun) with a suffix *ial* is commercial (adjective); with *ially* commercially (adverb) with *ialization* is commercialization (noun).

Exercise 2:

Fill in the table with words that can be fixed with the suffixes listed in the second column:

| Word | Suffix | Suffixed word 1 | Suffixed word 2 | Suffixed word 3 |
|-------------|--------------|-----------------|-----------------|-----------------|
| adore | able | adorable | | |
| play | er | player | | |
| cash | ier | cashier | | |
| write | r | writer | | |
| art | ist | artist | | |
| beauty | ful | beautiful | | |
| parent | hood | parenthood | | |
| Harm | less | harmless | | |
| kind | ness | kindness | | |
| rationalise | ation | rationalisation | | |
| national | ism | nationalism | | |
| study | ious | studious | | |
| friend | ship | friendship | | |

Exercise 3:

Fill in the blanks with the correct form of the words given in the brackets **after affixing them**:

1. The device is _____(able) now.
2. The girl is _____(fortune). She survived the fatal accident.
3. Students submitted their _____(assign) before the due date.
4. Audience was overwhelmed by the _____ performance of the artiste.
(ordinary)
5. Reshma was instructed to _____ (boot) her device whenever it
_____(functions).
6. Oxygen is _____ (colour) and _____ (taste)
7. Audience was overwhelmed by the _____ performance of the artiste.
(ordinary)
8. Reshma was instructed to _____ (boot) her device whenever it
_____(functions).
9. Oxygen is _____ (colour) and _____ (taste)

HOMOPHONES AND HOMONYMS

HOMOPHONES

(Home: same; phone: sound)

Homophones are words that sound the same but differ in spelling and meaning. One tends to get confused while using such words. It is therefore required to learn the correct spelling and meaning of such words and use them correctly.

Example: There-their, buy-by, hour-our, eye-I, wood-would, knew-new, know-no, some-sum, to-two and one-won.

Their-there : *Their* children found their belongings *there*.

Buy-by : Sanjay decided to *buy* a laptop for his sister and visited the store *by* car.

Hour-our : Swathi waited for an *hour* to receive *our* parcel.

eye-I : *I* could see the problem *eye* to eye.

wood-would : I *would* rather choose the table with the legs made of *wood*.

Knew-new : Dhruthi *knew* that Samrat was a *new* recruit.

know-no : Wasim Akthar and Lahari *know* that there is *no* scope for reconciliation.

some-sum : *Some* of the students were wrong in calculating the *sum*.

to-two : The award was given *to* the *two* participants from Bengaluru.

Here is a list of homophones. Learners are required to learn the spelling and meaning of each of these words and construct sentences using them.

| | | | | |
|---------------------|---------------------------|-------------------|-----------------|----------------|
| Ascent- assent | berth-birth | ball-bawl | boar-bore | bough-bow |
| brake-break | cast-caste | cell-sell | cent-scent-sent | check-cheque |
| cite-site- sight | complement- compliment | dear-deer | descent-dissent | desert-dessert |
| dew-due | dual-duel | flea-flee | fore-four | foul-fowl |
| feat-feet | grate-great | hair-heir | heal-heel | hole-whole |
| idle-idol | knight-night | Lack-lac- lakh | loan-lone | mail-male |

| | | | | |
|-------------|-----------------|-------------|---------------|-----------------|
| mask-masque | meat-meet | meter-metre | naught-nought | pail-pale |
| pain-pane | peace-piece, | pray-prey | reign-rein | right-rite |
| role-roll | root-route | scene-seen, | scent-sent | sole-soul |
| scene-seen, | scent-sent | sole-soul | Sun-son | soar-sore |
| steal-steel | storey-story | tail-tale | tire-tyre | vain-vein-wane |
| wail-whale | waste-waist | way-weigh | weak-week | wear-ware-where |
| floor-flour | weather-whether | weight-wait | which-witch. | yoke-yolk |

Exercise 1: Construct sentences using the homophones listed here forth:

Example: Ascent: Hilary's ascent of Mount Everest was commendable

Assent: Tanmayi's employer gave assent to her project.

Berth _____

Birth _____

Complement _____

Compliment _____

Dual _____

Duel _____

Feat _____

Feet _____

Grate _____

Great _____

Heal _____

Heel _____

loan_____

lone_____

Meter_____

Metre_____

Peace_____

Piece_____

Right_____

Rite_____

Site_____

Cite_____

Tire_____

Tyre_____

Vain_____

Vein_____

Weather_____

Whether_____

Yoke_____

Yolk_____

HOMONYMS

(homo-same; nym-name)

Homonyms are the words that possess different meaning in different context. Some of the homonyms are dear, feet, fine, mine, key, sole, mean, free, rest, play, watch, principal, fair, right, left and train.

- Fine : In spite of paying a heavy *fine* (penalty), he sounded *fine* (a sense of well-being).
- Mine : That *mine* (quarry) is *mine* (belongs to me).
- Key : The bunch of *keys* (tools to open locks) played a *key* (significant) role in solving the crime.
- Mean : Souharda didn't *mean* (intend) to be *mean* (self-possessed) to her friend.
- Free : You are *free* (not restricted) to avail the *free* (no cost) offer by the end of May.
- Rest : Visitors are allowed to *rest* (relax) for the *rest* (remaining part) of the day.
- Play : Rose wanted to *play* (recreate) games after watching the *play* (drama).
- Principal : The *Principal* (Head) laid emphasis on the *principal* (important) objectives.
- Fair : It is not fair (right/just) to prevent children from visiting the fair (mela) this year.
- Right : It is *right* (correct) to be aware of our fundamental *rights* (entitlement).
- Left : All the students who were seated on the *left* (direction) hand side *left* (went out of) the hall.
- Train : All the teachers decided to *train* (coach) the kids to follow safety measures before they boarded the train (mode of transport).

Exercise 2: Construct two sentences each for the homonyms listed here-forth:

Course: _____ :

Press:

Long: :

Notice:

COLLOCATIONS

Objectives:

- To aid the understanding of proper structure of the English language.
- To make the use of the English language natural and interesting
- Make better use of words or group of words by presenting it in better form
- It enhances the use of language and thereby comparatively leads to innovation of the English language.

It may be observed that some words fit together naturally. Such group of words or phrases is referred to as Collocation. For example, do well, make the most of, strong feeling, light rain, good job, have a break, go astray and so on.

Definition and Meaning:

- Collocation is the habitual juxtaposition of a particular word with another word or words with a frequency greater than chance.
- Collocation is a pair or group of words that are habitually juxtaposed.
- Collocation is a familiar grouping of words which appear together because of their habitual use.

Collocation may be classified into different types based on the words grouped together: *noun collocation*, *verb collocation*, *adjective collocation*, *adverb collocation*.

1. Noun Collocations (noun-noun, noun-verb): Words collocated with nouns.

a) Noun-noun collocation: cash flow, bottle neck

The company is trying to stabilize the *cashflow*.

The construction of Metro rail has created a *bottle neck* at this junction.

b) Noun-verb collocation: companies merged, products launched

The *companies merged* to create a win-win situation.

The *products launched* proved better than the products manufactured by the rival company.

2. Verb collocation (verb-noun, verb-preposition, verb-adverb): Words collocated with verbs.

a) Verb-noun collocation : have fun, take action

We shall *have fun* after the examinations.

The Principal has decided to *take action* immediately.

b) Verb-preposition collocation: go about, get along

The girl was instructed to *go about* the task smoothly.

Samyukta decided to *get along* well with her classmates.

c) Verb-adverb collocation : react instantly

The counselor advised not to react instantly.

3. Adjective Collocation: Words collocated with adjectives.

For example: heavy rain, deserted road

Bengaluru received *heavy rains* yesterday.

I was scared to walk along the *deserted road*

4. Adverb Collocation: Words collocated with adverbs

For example: slow moving, flatly refuse

The *slow-moving* metro traffic drove the tourist crazy.

The driver *flatly refused* to drive slowly.

Exercise 1:

Fill in the blanks with *the right collocation*:

1. He didn't know anything about business, so starting his own business was _____.
a) a leap into the cloud b) a leap in the dark c) a leap into the whole
2. I hate the way he criticizes everybody. It really rattles _____.
a) my back b) my bones c) my cage
3. When her business crashed, she had to pick up _____ and start again.
a) the fragments b) the pieces c) the stones
4. I used to go to church under false _____. I never wanted to go but my mother made me.
a) agreements b) feelings c) pretences
5. One minute they were just talking and then all hell broke _____ and everybody started screaming and shouting.
a) free b) loose c) over
6. He never cheats or tricks anybody when he plays. He always goes by the _____.
a) book b) instructions c) principles
7. Don't tell Mary your plans or she'll tell everybody. She is always _____ her mouth off.
a) shooting b) speaking c) talking
8. Tom might be able to help with your problem. He has friends in high _____ who might be able to change the decision.
a) jobs b) places c) spots

Exercise 2:

Complete the expressions using the right verb given in the brackets:

(miss, get, do and make)

- | | |
|---------------------------|-------------------------|
| a) _____ a goal | j) _____ ready |
| b) _____ peace | k) _____ progress |
| c) _____ lost | l) _____ someone's help |
| d) _____ a home | m) _____ nothing |
| e) _____ an appointment | n) _____ an effort |
| f) _____ a lesson | o) _____ one's best |
| g) _____ homework | p) _____ furniture |
| h) _____ the cooking | q) _____ the shopping |
| i) _____ someone a favour | r) _____ trouble |

Exercise 3: Identify the collocation and construct sentences of your own.

- a) do progress/make progress: _____
- b) strong rain/heavy rain: _____
- c) hard traffic/heavy traffic: _____
- d) do a mistake/make a mistake: _____
- e) big decision/heavy decision: _____
- f) best friend/ great friend: _____

Exercise 4: Use the listed collocations in your sentences.

1. To do a favour:

2. Get ready:

3. Make friends:

4. have a break:

5. Give a minute:

6. Good job:

7. Extremely hot:

8. Break the record:

9. Big decision:

10. Demanding situation:

Exercise 5:

Describe your hometown using the collocations generally used to describe places.

Note: One must listen and read regularly to master using collocations as naturally as a native speaker. It is also essential to construct sentences using the collocations.

JARGON

- Words and expressions used in a particular profession or by a particular group of people, which are difficult for other people to understand.

Longman Dictionary of Contemporary English

- The technical terminology or characteristic idiom of a special activity or group.

Merriam Webster

Students are required to learn jargon and use judiciously.

| Jargon | | |
|------------------------|-------------|-----------------|
| Economics | Law | Medicine |
| Recession | Affidavit | Abrasion |
| Unemployed | Alimony | Benign |
| Money | Annulment | Chronic |
| Investment and capital | Appeal | Fracture |
| Government spending | Bar | Hypertension |
| Welfare economics | Bench | Outpatient |
| Efficient | Custody | Relapse |
| Cost and profit | Civil case | Suture |
| Demand | Civil Court | Transplant |
| Supply | Complaint | Vaccine |
| Marginal | Contempt | Sepsis |
| Significant | Court | Infection |
| Biased | Decision | Wound |
| Dummy | Decree | Surgery |
| Elasticity | Defendant | Diabetes |
| Rational | Evidence | Prescription |
| Rent | Summons | diet |

Note: Explore jargon employed in different streams

Points to be remembered:

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- Sound vocabulary is essential for reading, writing, speaking and understanding spoken English.
- Vocabulary must be regularly updated by adding more *Synonyms and Antonyms*.
- Affixes are letter/letters fixed before or after a word to form a new word or to alter its form.
- Updating the list of homophones and using them in own sentences help to prevent errors in spelling while writing.
- Homophones are words that sound the same but differ in spelling and meaning.

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- Homonyms are the words that possess different meaning in different context.
- A familiar grouping of words which appear together because of their habitual use is called collocation.
- Practice of listening and reading regularly facilitates use of collocations as naturally as a native speaker.
- An extensive vocabulary aids expression and communication.

Link to be tapped: <https://youtu.be/rrztIQ0F2-M>

Chapter – 3

CORRECTION OF SENTENCES

Objectives:

- i) to refine the LSRW skills **of the learners**
- ii) to identify **and rectify** common errors in usage of English
- iii) **to enable the learners** to use the right vocabulary and diction

Accuracy is an important part of the language. To avoid miscommunication, one should be proficient in the nuances of grammar and usage. Even though English language has been very accommodative of many words from other languages around the world, certain basic language structure is unchanged. English has been adapted to the needs of English language users in India too. However, not all the syntactical and dictional usage is accepted globally. Correction of Errors or Error Correction in English language has become an integral part of the entrance tests and competitive examinations which requires thorough and accurate knowledge of English language. The Error correction questions are generally related to parts of speech, singular-plurals, infinitives, participles, tenses, use of articles, redundancy, punctuations, usage etc. To rectify the errors in the sentence, students need to be aware of basic grammar skills. To be able to answer the error spotting questions, it is essential that students build up a good command over English Grammar and vocabulary. This unit gives a glimpse of some common errors committed by the second language users and the right usage.

1. Articles: The articles – **a, an, the** form the basis of determination of number of nouns; They also determine the generic and specific nature of nouns in a sentence. **A singular countable common noun** always requires an article before it **whereas** a plural common noun does not **always** require an article. A plural common noun can have the article ‘the’ **whenever the noun needs to be particularized**.

- For example:
 - I saw a snake. (Refers to a random snake)
 - I saw snakes in a zoo. (No article is required)
 - I have seen the snake again. (Refers to the snake I have already seen earlier)
 - I saw the snakes again before leaving the zoo. (Refers to the particular snakes of the zoo which I saw earlier.)
- The choice between the two indefinite articles – a and an – is determined by

sound of the first letter of the word (vowel sound or consonant sound). For instance:

- a university, a union, a useful book, etc.
- a one-dollar note, a one-man army, etc.
- an MA, a BA, an LLB, a BSC,
- **an M.L.A but a Member of Legislative Assembly**
- **an M.P, but a Member of Parliament**
- **Zero Article:** It refers to an occasion in speech or writing **where no article is required**. The zero article is also known as the zero determiner.

No article is required:

1. to refer to the plural and uncountable nouns or when talking about things in general:

- I'm terrified of heights
- I'm into drum and bass.
- I hate cheese.

2. before (**proper nouns**) the names of countries, cities, towns, streets, languages and mountains:

- I'm from China.
- Kavita is from Mumbai.
- I've climbed Mount Everest.
- She speaks French.

3. before some places and means of transport:

- I live at home with my parents.
- I came here by car.
- He goes to work by bus.

Note: However, article *the* is used before the names of the trains and buses.

Ex: Dhruv commutes by the Shatabdi Express every day.

4. In exclamatory sentences with **what** + uncountable noun:

- What beautiful weather!
- What loud music!
- What disgusting food!

Classroom activity: Cite more instances wherein the definite article *the* is used.

B) Fill in the blanks with the suitable article, if necessary:

- a) Paris is _____ capital of France. I'd like to visit it one day.
- b) Alisha loves walking in _____ rain. She likes rainy days rather than sunny ones.

- c) He is _____ most famous actor I know.
- d) I have _____
- e) I try to go for idea! _____ run three times ___ week.

2. Prepositions: A preposition shows the relationship between two nouns/ two pronouns in a sentence. They may be classified as **simple** (*in, by, to, from, under etc.*) **compound** (*amongst, between, in front of, outside, without etc.*) and **phrasal prepositions** (*according to, by means of, in front of, in spite of, on behalf of, in addition to etc.*), **phrasal verbs** (*bring down, call off, give up, take over, show down etc.*) according to their structure.

They are categorized as **prepositions of time** (*at, on, in, before, after, etc.*), **place/position** (*on, under, behind, in, at etc.*) and **movement/direction** (*along, across, around, over, opposite etc.*) according to their usage. Prepositions are harder to master for non-native speakers of English as the first-language nuances hinder understanding of proper preposition usage. Each language has its own set of grammar rules, so there are points of conflict when someone wants to learn a second language.

Common errors in the use of prepositions are as follows:

- *Transfer of a specific preposition from their native language into English (substitution);*
 - I'm angry **on** you. (incorrect)
I'm angry **with** you (correct)
 - Sahil is **in a call** with his client. (incorrect)
Sahil is **on a call** with his client. (correct)
- *Usage of a preposition when it should not be used (addition);*
 - Roshan's office is **near to** Mahi's house. (incorrect)
Roshan's office is **near** Mahi's house. (correct)
 - She is **of** the same age as me. (incorrect)
She is **the same** age as me. (correct)
- *An obligatory preposition is omitted in some cases (omission).*
 - He is neither **ashamed nor sorry for** his misdeeds. (incorrect)
He is neither **ashamed of nor sorry for** his misdeeds. (correct)
 - The design of this house is **different and inferior to** that of other houses. (incorrect)
The design of this house is **different from and inferior to** that of other houses. (correct)

Classroom activity: Complete the **conversation** using prepositions given in brackets:

(in, on, at, for, of, with, between, before, about, to)

Student: Excuse me, when are your office hours?

Instructor: I am available to meet you _____ Thursday _____ 13:30 and 15:30.

Student: I have class _____ that time. Can we meet _____ lunch?

Instructor: Is it urgent?

Student: Yes, I have some questions to ask you _____ the mid-term exam.

Instructor: You can come _____ my office _____ 11:00. Does that work _____ you?

Student: Yes, thank you. Can you remind me where your office is?

Instructor: My office is _____ the third-floor _____ room A321 _____ the Unity building.

Student: Thank you very much! See you then.

Links for reference:

- ❖ <https://www.stmarysca.edu/sites/default/files/attachments/files/PrepositionChart.pdf>
- ❖ <https://www.uvic.ca/learningandteaching/cac/assets/docs/Prepositions%20Final.pdf>

3. Tenses: As tense indicates time of the action, the English language users have to be aware of the following common errors:

- **Using inconsistent forms of verbs-** It's important to avoid switching back and forth between tenses. For example,
 - *We **were** on the way to school. Suddenly, the sky **turns** dark.*
*were is past tense and **turns** is present tense,*
We were on the way to school. Suddenly, the sky turned dark.
*(Both **were** and **turned** are past tense forms, so the verb tense is consistent.)*
- **Confusion in the use of different forms of present tense** - There are four different forms of present tense. They are very similar but are not interchangeable. Here is the table which shows when to use each present tense form, along with sample sentences featuring a form of the verb 'work' that illustrate correct usage.

| <i>Present Tense Verb Form</i> | <i>When to Use</i> | <i>Sample Sentence</i> |
|---|---|---|
| <i>simple present tense</i> | <i>current or habitual actions</i> | <i>My friend works there.</i> |
| <i>present perfect tense</i> | <i>connects the past to the present</i> | <i>My friend has worked there.</i> |
| <i>present continuous tense</i> | <i>discussing something that is in progress right now</i> | <i>My friend is working there.</i> |
| <i>present perfect continuous tense</i> | <i>an ongoing action that has been in progress for some time.</i> | <i>My friend has been working there.</i> |

- ***Confusion in the use of different forms of past tense-*** The table below explains when to use each form along with a sample sentence featuring the verb ‘eat’.

| <i>Past Tense Verb Form</i> | <i>When to Use</i> | <i>Sample Sentence</i> |
|--------------------------------------|---|--|
| <i>simple past tense</i> | <i>action completed in the past</i> | <i>I ate an apple yesterday.</i> |
| <i>past perfect tense</i> | <i>action that was done at some point in the past</i> | <i>I had already eaten apple by then.</i> |
| <i>past continuous tense</i> | <i>action that was in progress in the past, but is over at the present</i> | <i>I was eating apple when the bell rang.</i> |
| <i>past perfect continuous tense</i> | <i>an action that started in the past continued until another time in the past.</i> | <i>I had been eating apple every morning for two years till Jonathan advised me not to do so.</i> |

- ***Using past tense indicating two different times of action:*** It is often confusing to use the correct form of past tense in a sentence to describe the actions which might have taken place in the past but at different times. A combination of past perfect, indicating the action which took place first, (remote past) and simple past, indicating the action which took place later, (recent past) is used in such cases. For example,
 - The train **had already left** (past perfect/ remote past) before Harish **reached** (simple past/ recent past) the railway station.
 - The guests **had arrived** before **I reached** home.

- **Using past tense indicating two simultaneous actions in the past-** A combination of simple past and past continuous tense is used while describing two actions taking place at the same time. For example:
 - *Sudha **was reading** a book when I **visited** her.*
 - *The phone **was ringing** when Sumesh **entered** the office.*
- **Altering the future tense forms-** When the verb in the main clause is in the future tense, the verb in the subordinate clause should shift to the present tense. For Example:
 - *I **will hire** you full-time when your degree **is complete**.*
 - *We **will wait** in the shelter until the bus **comes**.*

Classroom activity: Complete the following letter with the verbs in brackets in the right tense (present simple, present continuous, present perfect, will, past simple, past continuous, gerund).

Dear Jia,

I _____(just/ read) your email, but my computer _____(not work), so I have decided to send you a letter. Next month I _____(move) to a new flat and I _____(already/buy) the furniture. I can't wait!

By the way, I have some news to tell you: While I _____(be+ look) for the flat, I _____(meet) a very nice estate agent: his name's Subhash. We _____(be) out for dinner twice and tomorrow we _____(have) lunch together. I'm sure you _____(like) him a lot. He _____(work) near my office.

Let me tell you more about the flat: there are two big rooms, a kitchenette and a small bathroom. Last weekend, I _____(get) a very nice lamp for the living room, but unfortunately, I _____(break) it when I _____(be+ clean) the flat. How clumsy of me! Luckily it _____(do+ not cost) much, I _____(probably buy) another one next Saturday. Now I _____(wait) for my sister. We _____(go) to a party together later and I _____(not know) what to wear: my old flat is full of boxes and I can't find a nice dress. I _____(be) shopping three times this week, but always for the flat! However, I hope my sister _____(lend) me something nice for tonight.

I have to go for work now, it _____(be) nice to hear from you. Please get in touch again soon. Of course, you must come to the housewarming party: I _____(tell) you the right day and time in a couple of weeks.

Looking forward to _____(see) you!

Yours,

Ruhi

Conditionals- In the English language, a conditional is a sentence that expresses a condition. A condition is something that is prevalent before something else can happen. Conditional sentences commonly begin with words and phrases such as *if, when, unless, even if, only if, in case*. For example,

- *You will be allowed to watch television **only if** you finish your homework by 9:00.*
- *I will be at your wedding tomorrow **unless** my son is still sick.*
- ***When** the sun sets, the kids will return home.*
- ***If** you want to be paid for a full day, you have to arrive at work on time.*
- ***Even if** we leave right now, we will still be late to the wedding.*
- *Take your cell phone with you **in case** you need to call me.*

English has five conditional structures: the zero, first, second, third and mixed. The following are some common problems that students of English have with the structure of conditional sentences. In English, most sentences using the conditional contain the word *if*. The following examples are given using the conditional *if*. Conditional sentences have two parts: *the if-clause and the main clause*. *The main clause depends on the if-clause*.

- **Zero conditional** (present real condition) talks about things that are always true, like a scientific fact.

Examples: i) *If you heat ice, it melts.*

ii) *If you cross an international date line, the time changes.*

- **The first conditional-** we use the present simple in the *if-clause* and 'will' in the main clause. A very common error is to put 'will' in the *if-clause*:

Examples: i) *If you **study** more, your English **will get** better.*

ii) *If **I** see Kumar, **I'll ask** him.*

- **The second conditional-** is used for hypothetical or improbable situations. We use the past simple in the *if-clause* and 'would' in the main clause.

Examples: i) *If you **studied** more, your English **would get** better.*

ii) *If **I had** more time, I **would take up** golf.*

- **The third conditional-** is used for improbable situations. We use the past perfect in the if- clause and 'would' in the main clause.

Examples: i) If you had studied more, your English would have improved.
ii) If I'd known earlier, I wouldn't have done it. ('d = had)

- **The Mixed conditionals-** is used to refer to a time in the past, and a situation that is **ongoing into the present**. The facts they are based on are the opposite of what is expressed. The mixed type conditional is used to refer to an unreal past condition and its probable result in the present. In mixed type conditional sentences, the if clause uses the past perfect, and the main clause uses the present conditional.

Examples: i) If you weren't afraid of cockroaches, you would have picked it up and thrown out.
ii) If you'd studied harder, you'd be at a higher level now.

Classroom activity: Fill in the blanks with the appropriate conditionals:

- If we _____ (not / work) harder, we _____ (not pass) the exam.
- If the children _____ (not eat) soon, they _____ (be) grumpy.
- If she _____ (have) her laptop with her, she _____ (email) me.
- If you _____ (not be) so stubborn, we _____ (not have) so many arguments!
- If Susan _____ (not/take) the map, she _____ (get) lost.
- If our team _____ (not/score) another goal, we _____ (not win) the championship.

❖ For more details on conditional sentences please refer-
<https://www.ef.com/wwen/english-resources/english-grammar/conditional/>

4. S-V Agreement- The subject and the verb of a sentence must agree with each other in number. For example,

Singular: The cat *jumps* over the fence.

Plural: The cats *jump* over the fence.

Agreement in speech and in writing refers to the proper grammatical match between words and phrases. Parts of sentences must agree, or correspond with other parts, in number, person, case, and gender. Some of the rules to be followed in subject verb agreement are:

1. A verb must agree with its subject in number.

- A book is on the table.
- My books are on the table.

2. The number of a verb does not change when one or more phrases come between a verb and its subject.

- *The number of cybercrimes is increasing* in the country.
- *The box of organic mangoes arrives* today.

3. A singular verb must be used with the singular indefinite pronouns each, neither, either, anyone, everyone, no one, someone, anybody, everybody, nobody, somebody, anything, everything, nothing and something.

- *Neither of the students is* attending the seminar.
- *Each flower has* a unique fragrance.

4. Some subjects, although they appear plural, are singular in meaning and take a singular verb.

- *The news seems* more and more depressing every day.
- *Measles is* the only childhood disease I haven't had.

5. When the conjunction or, nor, either...or, or neither...nor connect the parts of a compound subject, the verb will agree with the subject closer to it.

- Neither the general nor his men are at the fort.
- Either the apples or the large orange is for Dinesh.

6. A singular verb is generally used after words denoting an amount (time, money, measurement, weight, volume).

- *Three weeks is* a long vacation.
- *Ten feet of kite string tangles* easily.

7. Nouns like scissors, jeans, spectacles, binoculars are *plural*; when they are used with the phrase *a pair of* the subject is *singular*.

- *A pair of scissors is* lying on the table.
- Sushma's *glasses are* new.

8. Some collective nouns like *police, cattle, poultry, infantry* are *plural* and a *plural verb* is followed.

- Our *infantry* *have* marched forward.
- *Police* *have* arrested the thieves.

9. If the subject is joined by ‘*as well as*’, ‘*with*’, ‘*along with*’, ‘*together with*’, ‘*and not*’, ‘*In addition to*’, ‘*but*’, ‘*besides*’, ‘*except*’, ‘*rather than*’, ‘*accompanied by*’, ‘*like*’, ‘*unlike*’, ‘*no less than*’, ‘*nothing but*’, the verb will agree with the **first subject**.

- Suresh’s father, unlike his uncles, is strict.
- Rahim, as well as his parents, is visiting us tomorrow.

10. If a sentence states an **imaginary position**, it starts with *if, as if, as though, suppose, I wish, in case, would that* etc. In such sentences ‘*were*’ is used, irrespective of the number of the subject.

- I wish, I *were* bird.
- If he *were* rich, he would help others.

Classroom activity: Choose the appropriate form of the verb from the brackets:

- i. The number of boys _____ (is/ are) fifty.
- ii. His hair _____ (is/are) black.
- iii. Many kinds of furniture _____ (is/ are) available in that shop.
- iv. Where _____ (is/ are) my pants?
- v. Ethics _____ (demand/demands) honesty.
- vi. Cattle _____ (is/are) grazing in the field.
- vii. The committee _____ (has/have) taken a decision unanimously.
- viii. One of the five students _____ (has/have) passed the examination.
- ix. Either Ram or his friends _____ (has/ have) come.
- x. High levels of pollution _____ (cause/causes) damage to the respiratory tract.

❖ **Note:** i) *This concept has been dealt in detail in the previous semester. Revisit the unit in Envision-I for better comprehension.*

ii) *S-V agreement is considered for testing in the II semester Examination.*

5. Punctuation- The art of separating composition by means of the marks into clauses and parts of sentences is called Punctuation. When correctly used, they guide the reader through the text and make comprehension easier. However, when incorrectly placed, they can also change the meaning of a sentence. Consider the following example:

Original text: *A woman without her man is nothing.*

Punctuated text 1: *A woman, without her man, is nothing.*

Punctuated text 2: *A woman: without her, man is nothing.*

i. Full Stop or Period (.)

- used at the end of a sentence.
 - *A cynic is a man who knows the price of everything but the value of nothing.*
- used in courtesy titles and abbreviations of rank which appear before a name used with abbreviations.
 - *Mr. Amjad Qureshi, Mrs. Salma Rahim,*
 - *Lt. Amar Pandey, Dr. Jagadish Chandra Bose*
 - *P.M., M.P., M.D.*
- before abbreviated academic degree.
 - *B.Com., B.A., M.B.B.S., Ph.D.*

ii. Comma (,)

- used to separate words in the same construction of a sentence.
 - *He has lost his lands, money, reputation and friends.*
- used to separate each pair of words connected by and, or.
 - *High and low, rich and poor, wise and foolish, all must die.*
- used to separate the two nouns in a sentence which mean the same person or thing.
 - *Paul, the apostle, was beheaded in the reign of Nero.*
- used to separate two or more coordinate adjectives.
 - *Kempa is a short, stocky, powerful wrestler.*
- used to separate three or more adverbs.
 - *She always speaks slowly, clearly, easily and briefly.*
- used to separate three or more verbs in a sentence.
 - *He is writing, directing and producing new TV-serial.*
- used to mark off noun clauses or adjective clauses.
 - *I didn't know when he did it, and why he did it?*

- used to mark off the words that are used for addressing.
 - *Lord of the universe, shield us and guide us.*

iii. Question mark or Mark of Interrogation (?)

- used after every direct question.
 - *Do you like her?*
- not used after an indirect question.
 - *He asked what time it was.*
- enclosed in parenthesis after a fact which is doubtful.
 - *America was first visited by a white man in A.D 1000 (?)*
- used after each separate question in a series of questions.
 - *If you poison us, do we not die? If you wrong us, shall we not revenge?*

iv. Exclamation Mark (!)

- used to add a forceful emphasis to a declarative word, expression or sentence.
 - *“Get out!” She screamed.*
- used after an expression of strong emotion like surprise, anger, happiness etc.
 - *How the mighty be fallen!*
- An interjection is a word that expresses emotion. It may be strong enough on its own merit not to require an exclamation mark. Thus, a mark of exclamation merely helps to strengthen it.
 - *Oh, what a beautiful day!*
- The exclamation mark is placed either immediately after an interjection that begins a sentence, or at the end of the sentence introduced by an interjection.
 - *Hark! Someone is singing a sweet song.*

v. Colon (:)

- used to introduce a quotation.
 - *Franklin D. Roosevelt said: “We have nothing to fear but fear itself.”*
- used to introduce formal lists, enumerations
 - *I have come to the following conclusions: Understand, Accept and Execute.*
- used in reference to time to separate hours from minutes.
 - *10:15, 12:30, 2:45, 6:50*
- used between the sentences grammatically independent but closely connected.
 - *Study is to acquire a habit of thinking: no study is more important.*

vi. Semicolon (;)

- used to separate the main clauses of a sentence when they are joined by coordinating conjunctions.

- *When it is silence everywhere; no disturbance and no noise, then it is the real time of studies.*
- used to separate the clauses in a compound sentence.
 - *He was brave, large-hearted man and we all honoured him.*
- separates main clauses of a sentence that are joined by conjunctive adverbs.
 - *He is taking six courses this semester; however, he has given up his part-time job and will have more time to today.*
- used to separate the items in a series when parts of the items are already separated by commas.
 - *The winners are Shazia, first; Hassan, second; Beena, third.*
- used to separate clauses to emphasize by providing a longer pause between them.
 - *The coconut tree gives us food; it gives us drink; it gives us material for roofing; indeed, with nearly all the necessities.*

vii. Dash (—)

- used to indicate a sudden break or change of thought.
 - *Are you — do you feel all right?*
- used to follow a direct quotation to indicate an interruption in discourse
 - *“Really, now you ask me,” said Alice, very much confused, “I don’t think --*

viii. Inverted Commas (“”)

- Inverted commas or quotation marks are used to indicate and question.
 - *But what is the use of saying, “Call not a man happy till he dies”.*
- A single quotation mark is used to enclose a quotation within a quotation.
 - *He said, “Everyone should remember that ‘God helps those who help themselves’”.*

ix. Parenthesis ()

- used to separate a portion of a sentence from the rest of the sentence.
 - *She gained from heaven (It was all she wished) a son.*
- used to enclose a correction or explanatory comment in quoted material.
 - *She [Mrs. Azra Touffique] used to counsel Jamil at great length.*

x. Hyphen (-)

- used to break up telephone numbers, account numbers, card numbers etc.
 - *N.I.C. No: 0422-28968-5*
- used to form the compound words.

- *Brother-in-law, self-assured, President-elect etc.*

xi. Apostrophe (')

- used to denote the omission of one or more letters or figures
 - *Shouldn't, Wouldn't*
- used to show the possessive case.
 - *Have you seen Aslan's new motor bike?*

xii. Capital Letters: Some uses of capital letters are:

- The first letter of a sentence or quoted speech
 - *My first essay is due tomorrow.*
 - *The minister said, "That compromise is not justified".*
- The pronoun 'I'
 - *James and I are in the same group.*
- Abbreviations and acronyms– formed from the first letters of words
 - *RNMIT, ABC, ANZ, TAFE, USB, ASAP, DVDs, AIDS*
- Proper nouns (names, countries, names of days,)
 - *Mohandas Karamchand Gandhi, Mother Teresa, India, Poland, Sunday, Thursday*
- names of specific groups of people, languages, religions, deities
 - *Australian, Red Indians, Hindi, Spanish, Buddhism, Hinduism, Jesus Christ, Mahaveera*

xiii. Ellipses (...) - An ellipsis (plural: ellipses) is a mark that comprises a series of three dots. It is used

- To show an omission of a word or words (including whole sentences) from a text.
 - *"Today ... we vetoed the bill."*
- To create a pause for effect.
 - *I don't know...I'm not sure.*
- To show an unfinished thought.
 - *I know I saw my keys somewhere . . .*
- To show a trail off into silence.
 - *Why would he do that . . .?*
- To show some excitement/ exclamation
 - *I cannot believe you did that . . .!*

xiv. Asterisk (*) -The word "asterisk" comes from the Latin word "asteriscus" and the Greek word "asterikos" meaning "little star." The asterisk was first used in printing and writing in the early 1600s. It is used

- to direct the reader to a footnote or annotation

- *The category 3 storm devastated the area and killed 4,000* people.*
*Data reported from U.S. Coast Guard.
- as a disclaimer
 - *Sale! Everything must go! 100 percent financing or 90 days same as cash*!*
*Credit approval with minimum score required.
- to omit certain letters in a word
 - *The bystander reported the terrifying event, “It was terrifying! The sound was so loud it scared the sh*t out of me!”*

Classroom activity: Punctuate the following passage.:

have you ever wondered where your petrol money goes The biggest portion goes to the manufacturers of crude oil the people who get the oil out of the ground they take a whopping 72% The people who refine the crude oil, turning it into gasoline, earn about 9% The distributors people who move the oil around, make 7% You may wonder where the rest goes Well taxes account for the other 12% Do you know how much the station owners make They make as little as a few cents A GALLON Shocking, isn't it

6. Redundancy - is the unnecessary repetition of ideas. Wordiness is the use of several words when a few can express the same idea more clearly and concisely.

- **The use of unnecessary words or phrases.**
Redundant: Turn left at the green-coloured house.
Correct: Turn left at the green house.
- **Unnecessary repetition of nouns or pronouns.**
Redundant: Riva she couldn't believe her ears.
Correct: Riva couldn't believe her ears.
- **The use of wordy phrases instead of adverbs.**
 - a) *Wordy: She spoke in a very convincing manner.*
Concise: She spoke very convincingly.
 - b) *Wordy: He had a car that was old and rusty.*
Concise: He had an old, rusty car.

Here is the list of common redundant phrases:

| | | |
|------------------------|-----------------------------|-----------------------|
| <i>Foreign imports</i> | <i>Chase after</i> | <i>Burning fire</i> |
| <i>Bald – headed</i> | <i>But yet</i> | <i>Blend together</i> |
| <i>Drop down</i> | <i>Collaborate together</i> | <i>Actual fact</i> |

| | | |
|-----------------------|---------------------------|----------------------------|
| <i>End result</i> | <i>Each and every</i> | <i>Browse through</i> |
| <i>Few in number</i> | <i>Current status quo</i> | <i>Join together</i> |
| <i>Follow after</i> | <i>Continue on</i> | <i>Little baby</i> |
| <i>General public</i> | <i>Blatantly obvious</i> | <i>False pretence</i> |
| <i>Hurry up</i> | <i>Adequate enough</i> | <i>First and foremost,</i> |
| <i>Merge together</i> | <i>Black darkness</i> | <i>Free gift</i> |

Classroom activity: Identify the redundant words. Cross them out.

- i. We need to cooperate together.
- ii. This absolutely phenomenal piece of equipment...
- iii. A liaison officer who is responsible for...
- iv. A total number of 14 APCs...
- v. With the close proximity of...
- vi. Exactly the same number of soldiers...
- vii. New innovations will move our industry forward.
- viii. Let me summarize briefly...
- ix. There is no doubt that the recent actions...
- x. We also have ATM machines inside the base.

7. Common errors in using certain parts of speech –

• Usage of adverbs

| Incorrect | Correct |
|--------------------------------|-------------------------------|
| She is too happy. | She is very happy. |
| He is very weak to walk. | He is too weak to walk. |
| She is much happy. | She is very happy |
| He is much tall. | He is very tall. |
| This book is much interesting. | This book is very interesting |
| He owns much books. | He owns many books. |

▪ **Usage of adjectives**

| Incorrect | Correct |
|--|---|
| Please give me any milk. | Please give me some milk |
| She made tea with little milk. | She made tea with a little milk |
| He earns few rupees daily. | He earns a few rupees daily. |
| Ghalib is greater than any poet. | Ghalib is greater than any other poet. |
| She is taller than me. | She is taller than I. |
| This car is more preferable than that. | This car is preferable to that. |
| She is my oldest sister. | She is my eldest sister. |
| The students in our class are more intelligent than you. | The students in our class are more intelligent than those your class. |

▪ **Usage of Conjunctions**

| Incorrect | Correct |
|---|---|
| She is as tall as he. | She is as tall as him. |
| She had no sooner entered the class, the teacher began to teach the lesson. | She had no sooner entered the class than the teacher began to teach the lesson. |
| She is both wise as well as beautiful. | She is both wise and beautiful. |

| | |
|---|---|
| Although he is old but he can run fast. | Although he is old, he can run fast. |
| I will not help you unless you do not request me to do so. | I will not help you unless you request me to do so. |
| The war caused not only destruction and death but generations of hatred between the two communities | The war caused not only destruction and death but also generations of hatred between the two communities. |
| Because he is intelligent so he gets good marks. | He is intelligent so he gets good marks. |
| Neither does he call nor does he message. | He neither calls nor messages. |
| Though he is poor, still he dreams big. | Though he is poor, he dreams big. |
| No sooner I had reached the office than the boss left. | No sooner had I reached the office than the boss left. |

▪ **Usage of Nouns**

| Incorrect | Correct |
|--------------------------------------|---------------------------------------|
| The sceneries of Kashmir are lovely. | The scenery of the Kashmir is lovely. |
| The furniture in this room are good. | The furniture in this room is good. |
| She gave me two advices. | She gave me two pieces of advice. |
| She wrote three poetries. | She wrote three poems. |

| | |
|-------------------------------|---|
| The hen ate many rice. | The hen ate many grains of rice. |
| He made many mischiefs. | He made many pieces/acts of mischief. |
| John gave me two information. | John gave me two pieces of information. |
| Her hairs are curly. | Her hair is curly. |
| She bought some stationeries. | She bought some stationery. |

Indianism in English - Indianism refers to a word or phrase which is a characteristic of Indian English. Indian English features a large number of unique political, sociological, and administrative terms which may not be understood outside Indian English-speaking communities. Examples include hartal, eve-teasing, vote bank, cousin sister/brother, using present continuous tense like *are you having a pen*, *I'm having fever* etc. It also contains a number of Anglo-Indian words such as tiffin, hill station and gymkhana, which do not appear in standard international English.

- i. Many cinema halls have been forced to close due to the pandemic.
- ii. Are you coming to my house for dinner tonight, no?
- iii. Our organization places great stress on knowledge upgradation.
- iv. Please revert with the required information.
- v. Bus windows should be kept closed at all times to prevent chain-snatching.

Indianism in English language with corrections

- i. *Many cinema halls have been forced to close due to the pandemic.*

In British English, the standard term is cinema; in American English, the term is movie theater.

- ii. *Are you coming to my house for dinner tonight, no?*

The right question tag- *aren't you?* should be added. There is a tendency to add 'no' or 'isn't it' before the end of every question for confirmation which should be avoided.

- iii. *Our organization places great stress on knowledge upgradation.*

The right usage would be 'upgrading knowledge' rather than knowledge upgradation.

iv. *Please revert with the required information.*

In standard English, revert means to return to a previous state. You could use “please get back to me” instead of “please revert.”

v. *Bus windows should be kept closed at all times to prevent chain-snatching.*

The better usage might read: *‘Please keep the bus windows closed to prevent theft.’*

Chain-snatching is also very similar in meaning to the term pick-pocketing.

Classroom activity 1: Identify the mistakes in the following sentences:

- i. No one is available at 2 p.m. Let’s postpone the meeting to 11 this morning.
- ii. Good morning, Madam! What’s your good name?
- iii. I passed out of college in 2017 and I’m doing my graduation in Scotland.
- iv. “Where are you originally from?”
- v. “I belong to Kolkata.”
- vi. I’ll speak to you later – Susmita is eating my brain here!
- vii. The entrance is on the backside of the building.
- viii. He didn’t reply back to any of my emails.
- ix. Have you got five minutes, Vikrant? I need one help.
- x. Veena herself only did this project.

Classroom activity 2: Come up with more examples of Indianism in English.

9. Words often confused and misused- Writers often confuse words that sound alike but have different meanings or words that have similar meanings. Below are some of these frequently confused words. You need to be able to select the appropriate word based on the context. Below is a list of frequently confused words and example sentences.

1. Among vs. Between

Among is used when referring to three nouns or more.

- Among the paintings was an original Picasso.

Between is used when referring to two.

- I am stuck in traffic between Church Street and M.G.Road.

2. Effect vs. Affect

An *effect* is a result or a consequence. (usually a noun)

Effect may also function as a verb meaning ‘to bring about something.’

- The **effect** was catastrophic.
- He effected the change in the existing system.

An *affect* is to have an impression, influence, or *effect* on something. (usually a verb)

- This greatly **affected** his mental state that evening.

3. Fewer vs. Less

Fewer is used when referring to things that can be counted.

- There were **fewer** customers than anticipated.

Less is used when referring to uncountable and usually abstract nouns.

- I have less patience than Lakshmi.

4. Hanged vs. Hung

Hanged refers to the past tense and past participle of hang (to put to death).

- Many people were hanged during the Salem Witch Trials.

Hung refers to the past tense and past participle of hang (to suspend).

- He hung the picture on the wall.

5. Lie vs. Lay

Use *lie* when the object is laying itself down.

- I am going to lie down on the couch.

Use *lay* when the object is being laid down.

- I will lay the book on the table.

Classroom activity: For each of the following sentences, circle the correct word choice:

1. We discussed the multiple literary (*illusions/allusions*) within the text.

2. (*Among/Between*) Rahul and Raheela, I think, Raheela won the contest.
3. She had too (*many/much*) sweaters in her closet.
4. Alex was (*to/too*) excited to sleep.
5. (*Their/They're/There*) going to the amusement park tomorrow.
6. The sugar had a negative (*effect/affect*) on the science experiment.
7. Nicole has (*fewer/less*) shoes than Sara.
8. The gas prices continue to (*raise/rise*).
9. Michael (*hanged/hung*) the picture for his mother.
10. Cindy, (*lay/lie*) the book on the table.

❖ **Testing questions:**

Correct the errors in the following sentences:

1. The man is mortal.
2. There is vast scope for improvement.
3. He is a honest man.
4. What's the time in your watch?
5. John is going to London in the train.
6. You must insure for theft and fire.
7. My brother write with his left hand.
8. After you will return from Mumbai, I will meet you.
9. It is raining for two days.
10. Under the tree is several flowers.
11. The students, along with the teacher, was going to attend a seminar.
12. The rhythm of the pounding waves are calming.
13. I had toast for breakfast it was burnt.
14. She said this is wonderful.

15. new delhi is the capital of india.
16. My personal opinion is that the walls should be painted blue.
17. In the modern world of today, we can easily communicate with people around the globe.
18. We assembled together in the board room.
19. Hello, myself Suresh Babu.
20. I prefer coffee than tea.
21. Manisha is both modest as well as intelligent.
22. The petrol prices continue to raise.
23. Whose responsible for the advertising of the event?
24. I am going to lay down for an hour.
25. Have you visited the excavation cite?

Points to be remembered:

- ✓ Language proficiency can be attained through using language regularly
- ✓ Avoid translating mother tongue to English
- ✓ Sometimes, context decides the usage of vocabulary and diction

Chapter-4

LISTENING ACTIVITIES

Interviews and conversations

Objectives:

1. To acquire the knowledge, efficiency and skill of understanding the interviews and conversations in appropriate way.
2. To improve listening skills with respect to interviews and conversations effectively.

Definition of interview:

Interview refers to a formal, in-depth conversation between two or more persons, where in the exchange of information takes place, with a view of checking a candidate's acceptability for the job.

A conversation in which a journalist puts questions to someone such as a famous person or politician is called celebrity interview.

Dear students, in the previous semester, you have studied ample of examples on job interviews and also on other kinds of common conversations. In this semester you are going to learn some more types of interviews like interview of celebrities and some specific kind of conversations.

It is believed that students can equip with enough skill and efficiency in their communication through the furnished examples.

How to interview a famous person:

- Start with small people out there...
- Build the number of connections first....
- Research on the celebrity...
- Be highly informed, but not misinformed...
- Be polite when you ask queries...
- Ask the right questions...
- Do not go personal or indulge in their domestic issues...

“I don’t have many friends, I’m happy being by myself” - Amitabh Bachchan.

It takes days and countless phone calls to get the interview. But when it does finally take place in Amitabh Bachchan’s Juhu home, curtains drawn to cordon off his living room where his parents sit reading, he willingly plays the interviewee role- and to perfection.

Changing from his beige silk kurta into his perfectly cut dark suit and Ferragamo tie or taking us for a spin around Bombay in his van for the photo sessions. Silencing the many phones while he answers questions for hours without ever even appearing to look at his hedge to the more personal areas.

Bachchan is looking good. Those long ringlet-like locks are gone, the six months he spends in New York each year have done him good. There’s a new kind of confidence, a slight American twang to some of his phrases. But there is also a tinge of sadness, a trace of vulnerability. In his interview with Senior Associate Editor Madhu Jain, he talks about the roles in his life.

EXCERPT:

Sample-1

Interviewer: You are an active businessman now. Did you ever plan it?

A.Bachchan: No, it just happened. When I make a commitment, I like to make sure I give it my best shot.

Interviewer: Did ABCL also just happen? Why not something else?

A.Bachchan: You know, I wish people would make up their mind. When you sit back, they say, ‘Why the hell are you sitting back? Get up and do something. ‘When you get up and do something, they say, ‘Why the hell did you do this? Nobody is ever satisfied. If you work with Manmohan Desai, Prakash Mehra, Hrishikesh Mukherjee etc, they say, ‘You’ve never worked with the newcomers, who the hell do you think you are? So you work with Tinnu Anand and Mukul Anand etc. and they say, ‘Why?’ And then when you announce a project with Indra Kumar, they say, ‘Why haven’t you gone back to your own people?’ I guess most people who are high profile and vulnerable are going to face these situations. But if everyone has the correct answer about how my life should be guided, I wish they’d come and do it because I’m going to unload a lot of my problems on them.

“Professional actors should be able to mould themselves according to what somebody else does or asks them to do.”

Interviewer: What will the new Big B label do? I believe you were cutting discs in London last week.

A.Bachchan: We need to project our music to other parts of the world. There is so much piracy overseas of our tunes. The foreign audio companies are coming because they see India as a large market, but do not have any expertise in marketing and distribution here. They want our data, but we want reverse distribution through their worldwide distribution. If Lambada can become a world phenomenon, so can *choli ke peeche* or *jumma chumma*. They can be heard in Boston discos. Or even a song like Muqabla. There are all kinds of fusion, of crossovers taking place.

Interviewer: How do you like the sound of Big B, the name of your music company?

A.Bachchan: It was given by the corporation, it wasn't my idea. I find it terribly immodest, but all these decisions are taken by the corporation. I don't have much of a say.

Interviewer: Why are you so passive in decision making?

A.Bachchan: In these kind of decisions, yes I run up against a wall. If something is glaringly objectionable, I put my foot down. And if there's too much resentment, I exercise my right for whatever it's worth. I do open my mouth every now and then, but I do realize that it's better to keep shut.

Interviewer: You are making yourself sound like plasticene, almost like a plaything.

A.Bachchan: That's what actors and they are supposed to be like that, to be able to mould themselves according to what somebody else does or asks them to do.

Interviewer: How does one put a figure on you? That you are worth Rs.10 crore? Can one put a person on a weighting-scale?

A.Bachchan: You can't. this is something that will have to be discussed with the financial institutions because there has never been a precedent. How do you put a value to a human being? Within a few give- and- take frameworks, you have to arrive at some figure, and that's how it came.

Interviewer: Marlene Dietrich's legs were insured for \$1 million. Are you also insured, some part of you, the voice may be?

A.Bachchan: Yes, I am. We are working on the figure (the new role) requires me to be insured. A normal corporate practice .

Interviewer: Why did you become an NRI?

A.Bachchan: We started TV Asia, New York, in 1993 and since I spend more than six months there, I decided I might as well become an NRI.

Interviewer: How does the industry here and those who have invested in ABCL feel about this?

A.Bachchan: *Desh chhod ke to nahin bhag gaya*(I've not run away from the country). I am still an Indian national, I pay my taxes here. I am just working in New York individually.

Sample-2

Conversation between Abdul Kalam and Ramanadha Shastry:

Abdul Kalam: Today I am very sad at what our new teacher has done.

Ramanadha Shastry: I am very upset too. I don't understand what's wrong with the teacher?

A.Kalam: I don't understand the teacher's attitude too. Till now no one had ever objected to our sitting together.

Ramanadha Shastry: Yes. But why does this teacher object us?

A.Kalam: I think our new teacher looked at me wearing a cap and you, a sacred thread. It does not take him long to understand that I am Muslim and you are Hindu.

Ramanadha Shastry: May be, he didn't like it and asked you to sit at the last bench. This made me sad and downcast. As a teacher he should not do such things.

A.Kalam: Yes. This action of the new teacher amounted to spreading the poison of social inequality and communal intolerance. This really broke my heart as such things had never been known earlier among us in the island.

Ramanadha Shastry: But I don't want to accept this action of our new teacher as it amounts to breaking communal harmony of all castes, religions and faiths here.

A.Kalam: I don't want to accept his action too as we have been living like a big family.

Ramanadha Shastry : I am surely going to complain about this to my parents.

A.Kalam: Yes. I will do the same too. Our parents always feel proud of living in complete harmony.

Ramanadhan Shastry: Let us hope we shall sit together by tomorrow with the help of our parents.

A.Kalam: I wish the same too. OK. Bye.

Ramanadhan Shastry: Bye. We shall meet tomorrow with a new hope that everything will settle by tomorrow.

Sample-3

Conversation between teacher and student about exam preparation:

Teacher: Hello, Rohan, have you started preparing for the exam?

Rohan: No sir. I will start from tomorrow onward.

Teacher: The exam is too near Rohan. Do you remember your marks in the last exam? It would be best if you improved this time, and why are you still saying tomorrow?

Rohan: I will study from today, sir.

Teacher: You don't look like interested still.

Rohan: Sir, actually mathematics is too tough for me. I think I have to upgrade my basics. Otherwise, I couldn't study well alone. That's why I'm still confused.

Teacher: Why haven't you told me before? I would have helped you before. And now you don't worry. I will help you with the basics. Come to the office evening at 4 o'clock after class and tell your friends also that I am going to take a class for Mathematics and ask them to come if they are interested.

Rohan: Thank you so much, sir.

Teacher: You are welcome and it's my duty.

Sample-4

Talking about the weather

Situation: Rani and Rajani talk while walking to their next class.

Rani: Oh, it feels so cold this morning.

Rajani: Yes, you are right. Early this morning windshield of my car was covered with frost. I had to spray it with water before I could head to school.

Rani: Who would have thought it could be this cold in early December, especially in California.

Rajani: I know. The temperature was 35 degrees Fahrenheit when I woke up this morning. I was freezing as soon as I got out of bed. The cold weather just hit me by surprise.

Rani: I cannot remember when it was this cold in early December.

Rajani: Brace yourself for the rain this afternoon. Cold and wet, Yuck?

Rani: It is going to rain this afternoon?

Rajani: Not only this afternoon, but also the rest of the week.

Rani: Oh, it is going to be miserable. I have a full class schedule today and tomorrow. To walk from class to class, I will have to juggle my books and my umbrella trying not to get wet.

Rajani: You carry too many books. Why don't you leave some of them in your locker?

Rani: My locker is a long way from my English classes. This is the reason why I carry all my books with me. Is it going to rain hard or just drizzle?

Rajani: The news said that it would start to drizzle around noon, and then it would rain really hard by three o'clock.

Rani: No hope for better weather this week?

Rajani: There is a slim chance of sunshine by Saturday. However, it will be foggy, windy, and rainy before the sun comes out this week end.

Rani: I am glad that it rains even though I do not like rainy weather. We have had a very dry season so far this year.

Rajani: Yes, I can hardly remember when it rained last time. Well, as long as there is no thunder or lightning, I can bear it, to make a snowman or go skiing.

Rani: You are right, we are better off with no snow. Ok, I have class right now; see you later in the library.

Rajani: See you later.

Exercise:

1. Here is a conversation between a doctor and a patient. Fill up the blanks with expressions choosing from the options given in the brackets. (try your own options as well)

Patient: Good morning, doctor.

Doctor: Good morning. _____?

Patient: I caught cold last night and since then I have severe pain at the left in my chest.

Doctor: Let us see. _____.

Patient: Yes, doctor.

Doctor: Take deep breaths and release them slowly. Do you feel pain in the stomach?

Patient: No, doctor, but I had bad stomach.

Doctor: We'll take an X-ray of your chest. For the time being I am prescribing some tablets for the pain and a mixture for digestion. Please come tomorrow again.

The next day

Doctor: I've examined your X-ray. _____.

Patient: _____?

Doctor: Don't worry. I will give you injections. You will be all right soon.

Patient: Are you sure?

Doctor: _____. If you take proper care, you have nothing to worry about.

Patient: Thank you, doctor. I shall certainly follow your instructions.

A week later

Patient: Good morning, doctor.

Doctor: _____. _____?

Patient: Not quite well yet, doctor. I still feel pain in the left side of my chest every now and then.

Doctor:_____?

Patient: Yes, doctor. I've been particular about that.

Doctor: Then there must be something wrong with your food.

Patient:_____.

Doctor: Well, avoid very hot and cold things, and I'm sure you will be O.K.

Patient: Thank you, doctor.

(A) you had not given any special instructions about that. B) Good morning. How are you now? C) Of course, I'm sure. D) Have you been taking the medicine regularly? E) My God, pneumonia? F) Good morning. What's wrong with you? G) Please lie down.]

2. Develop a conversation between a cricketer and an interviewer.
3. Develop a conversation between an adventurer and his fan (adventurer may be a mountaineer/ swimmer/ any other kind of adventurer).

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Chapter 5: REPORTED SPEECH

Objective:

- To make the reporting of the conversation meaningful as also to focus on some of the differences in tense, person and time and place between the original conversation and the report.

Definition: Reporting or narrating conversations dialogues, statements, announcements, expressions or a narration is called the reported speech.

Keep the following points in mind while reporting:

1. Identify whether the speaker is male or female.
2. Identify whether the speaker speaks to male or female.

Direct speech:

In Direct speech the exact words spoken by a person are given within quotation marks (“ ”).

Example: Narayan said, “I have been watching television.”

Indirect / Reported speech:

In indirect speech the words spoken by another person are not put within quotation marks. The speech of the person is merely reported.

Example: He said he was going to the cinema.

Rules for changing direct into indirect speech:

- There are four kinds of sentences:
 - a. Assertive sentence
 - b. Interrogative sentence
 - c. Imperative sentence
 - d. Exclamatory sentence
- Remove the inverted commas, omit the comma separating the reporting verb from the actual words.

- Make changes in reporting verb depending upon the kinds of sentence and when the reporting verb is in past tense. If the reporting verb is in simple present, present perfect or future (He says/ He has said/ I shall) no changes made in the verb form of reported speech.

Example: She **says**, “**I am** happy.”

↓
↓
Speaker

Reporting verb

She says that she is happy.

Changes in words expressing nearness and time:

| Direct Speech | Indirect Speech |
|--------------------------|-----------------------------------|
| this | that |
| now | then |
| these | those |
| here | there |
| ago | before |
| tomorrow | the next day/the following day |
| today | that day |
| yesterday | the previous day/the day before |
| Next week | the following week/the week after |
| The day before yesterday | two days before |
| The day after tomorrow | in two days', time |

Change in personal pronouns:

| Pronouns in Direct Speech | Pronouns in Indirect Speech |
|----------------------------------|------------------------------------|
| I | he/she |
| you | he/she |
| you | him/her |
| your | his/her |
| me | him/her |
| my | his/her |
| myself | himself/herself |
| we | they |
| us | them |
| our | their |

Changes in auxiliary verb:

| Direct speech | Indirect speech |
|----------------------|------------------------|
| do | did |
| am/is | was |
| are | were |
| did | had done |
| has/have | had |
| was/were | had been |
| will | would |
| will be | would be |
| may | might |
| can | could |

There is no change to; could, would, should, might and ought to:

Direct speech: "I might go to the cinema", he said.

Indirect speech: He said he might go to the cinema.

In reported speech tense usually changes.

| Direct speech | Indirect speech |
|---|---|
| Present simple: She said, "It's cold." | Past simple: She said it was cold. |
| Present continuous: He said, "I'm waiting for the bus." | Past continuous: He said that he was waiting for the bus. |
| Present perfect simple: Vinod said, "I've been on the show since 2004." | Past perfect simple: Vinod said that he had been on the show since 2004. |
| Present perfect continuous: Raju said, "I've been dancing for six years." | Past perfect continuous: Raju said that he had been dancing for six years. |
| Past simple: Yashu said, "I read the book yesterday." | Past perfect: Yashu said she had read the book yesterday. |
| Past continuous: The mother said, "I was singing earlier." | Past perfect continuous: The mother said she had been singing earlier. |
| Past perfect: Father said, "The meeting had already started when he arrived." | Past perfect: (no change) Father said the meeting had already started when he arrived. |
| Past perfect continuous: She said, "I've already been teaching for five minutes." | Past perfect continuous: (no change) She said she had already been teaching for five minutes. |

Modal verb forms also sometimes change:

| Direct speech | Indirect speech |
|---|---|
| Will: The teacher said, "I'll teach grammar tomorrow." | Would: The teacher said that she would teach grammar the next day. |
| Can: He said, "I can read better now." | Could: He said he could read better then. |
| Must: Father warned us, "You must be very quiet." | Had to: Father warned us that we had to be very quiet. |
| Shall: She said, "Where shall we go today?" | Should: She asked where they should go that day. |
| May: Ramu said, "May I eat the mango?" | Might: Ramu asked if he might eat the mango. |

a) Assertive sentence:

Sentences that make a statement are called assertive sentences. These sentences may be positive, negative, false, or true statements. To convert such sentences into indirect narration, use the rules mentioned above, except said is sometimes replaced with told,

Examples-

1. Direct: She says, "I am writing a letter to my brother."
Indirect: She says that she is writing a letter to her brother.
2. Direct: She said to me, "I am writing a letter to my brother."
Indirect: She told me that she was writing a letter to her brother.
3. Direct- Ram says, "Hari has gone to Bengaluru."
Indirect- Ram says that Hari has gone to Bengaluru.
4. Direct- She has said to me, "Lavanya will join the camp."
Indirect- She has told me that Lavanya will join the camp.
5. Direct – Rama says to you, "You should mind your own business."
Indirect – Rama tells you that you should mind your business.
6. Direct – Pushpa said, "My brother arrived yesterday and will go tomorrow."
Indirect – Pushpa said that her brother had arrived the previous day and would go the next day.
7. Direct – He said, "I saw her yesterday."
Indirect – he said that he had seen her the previous day.
8. Direct – The teacher said to the students, "I am not feeling well, so I shall not take the class today."
Indirect – The teacher told the students that he/she was not feeling well, so he/she would not take the class that day.

Task: 1(Assertive sentence)

Change the following sentences into indirect speech.

1. I said, "I do not like that book."

2. They said, "We want to go to Bengaluru."

3. He said, "He is a postman."

4. You said, "She is not a good girl."

5. Dinesh says, "Mahesh gets up in the morning."

6. They will say, "we are happy."

7. I said to my neighbour, "Your children have spoiled my garden."

8. Rimmy said, "The Rajputas are generally brave."

9. Macbeth wrote to his wife, "The time is near when I shall become king."

10. The teacher said, "Ibrahim Lodhi was defeated in the first battle of Panipat."

b) Interrogative sentence: When we have to report a question in the indirect form, we must change the introductory verb into asked, inquired, demanded, etc

Direct: He said, "how many brothers *have you?*"

Indirect: He asked how many brothers **I had**.

Notice that the question mark is dropped in the indirect, and the order of the last two words is inverted: the verb follows the subject, as in a normal assertive sentence. All questions beginning with interrogative words like how, why, where, what, who, which, when etc., can be changed into the indirect in this manner.

But there is another set of questions beginning with have, has, will, may, do, did, is, are etc. The answer to these questions must be either yes, or no. When reporting such questions, the reporting verb has to be followed by whether or if.

Direct: The teacher said "Have you done your homework?"

Indirect: The teacher asked if I had done my homework.

Direct: Tom said. "Will you come and play ball with me?"

Indirect: Tom asked whether I would go and play ball with him.

Examples-

1. Direct- "Where does the owner live?" Rekha asked her friend.

Indirect- Rekha asked her friend where the owner lived.

2. Direct- She said to me, "Which train stops here?"

Indirect- She asked me which train stopped there.

3. Direct -He said to her, "Do like my idea?"

Indirect -He asked her if she liked his idea.

4. Direct-I said to Pushpa, "Did you meet my sister on your way to college?"

Indirect -I asked Pushpa if she had met my sister on her way to college

5. Direct -He said to me, "Do you know the way?"

Indirect – He enquired of me if knew the way.

6. Direct – She said, "Will you listen to such a man?"

Indirect – She asked (them) whether they would listen to such a man.

7. Direct – Lavanya said to her sister, "Have you taken breakfast.

Indirect- Lavanya asked her sister if she had taken her breakfast.

8. Direct – Yashu asked, "Are the girls here?"

Indirect – Yashu asked whether the girls were there.

9. Direct – Sudha asked, "What is the time?"

Indirect – Sudha asked me what the time was.

10.Direct – Rana said to his mother, "Why have you not washed my school dress?"

Indirect – Rana asked his mother why she had not washed his school dress.

There are two types of questions:

i) 'Wh' questions

ii) 'Yes' or 'No' questions

'Wh' questions: begin with 'Wh' words.

Structure: ‘Wh’ + auxiliary verb + subject + ?

Example: Where are you going?

‘Yes’ or ‘No’ questions: begin with auxiliary verbs. They are: am, is, are, was, were, do, does, did, have, has, had, will, would, can, could, shall, should, may, might, must.

Structure: auxiliary + subject ?

Example- Are you coming by bus?

Task: 2(Interrogative sentence)

Change the following sentences into indirect speech

1. He said to me, “Do you play football?”

2. David said to me, “Can I use your phone?”

3. She said to me, “Have you gone to London?”

4. He said to me, “Are you enjoying the music?”

5. “Have you no manners?”, shouted the woman angrily.

6. “Why don’t you get vaccinated?”, the doctor asked.

7. He said, “Where can I get an application form?”

8. “Who was the first man to fly in space?”, questioned the examiner.

9. “What on earth do you mean?” he shouted.

10. “Would you like to attend the summer camp?”, said the N.C.C officer.

c) Imperative sentence (commands and requests)

Imperative sentence is a sentence which gives a command/ order, makes a request, advice or expresses a wish. Sentences containing an order, request, warning, advice, etc, are in the imperative mood. In reporting them in the indirect form, the introductory words 'said' has to be replaced by asked, ordered, commanded, requested, implored, advised, warned, etc.

Example:

1. Direct- She said to me, "Please help me."
Indirect- She requested me to help her.
2. Direct- The doctor said to him, "Do not drink."
Indirect- The doctor advised him not to drink.
3. Direct- He said to me, "Close the gate."
Indirect- He ordered me to close the gate.
4. Direct: He said to me, "Please open the door."
Indirect: He requested me to open the door.
5. Direct: He said to me, "Please wait here till I return."
Indirect: He requested me to wait there till he returned.
6. Direct: I said to him, "Please explain the passage."
Indirect: I requested him to explain the passage.
7. Direct: Mother said to him, "Don't run in the sun."
Indirect: Mother advised him not to run in the sun.
8. Direct: He said, "Ram, go there."
Indirect: He told Ram to go there.
9. Direct: He said, "Friends, lend me your ears."
Indirect: Addressing them as friends, he requested them to lend him their ears.
10. Direct: He shouted, "Stop, you villain!"
Indirect: He shouted to the villain to stop.
11. Direct: I said to him, "Excuse me, sir."
Indirect: I begged him to excuse me.

12. Direct: I said to him, "Let us have some music."
Indirect: I proposed or suggested to him that we should have some music.
13. Direct: He said to his companions, "Let us not miss this chance."
Indirect: He proposed to his companions that they should not miss that chance.
14. Direct: We said, "Let him tell the story."
Indirect: We said that he might (or might be allowed to) tell the story.
15. Direct: She said, "Let him eat whatever he likes."
Indirect: She said that he might eat whatever he liked.
16. Direct: He said, "Let me come in."
Indirect: He requested that he might be allowed to come in.

Task: 3 (Imperative sentence)

Change the following sentences into indirect speech.

1. He said to me, "Please make some tea for me."

2. The teacher said to him, "Do not waste your time."

3. The police said to the man, "Open the door."

4. The boss said to the employee, "Get out of the room."

5. The teacher said to Isha, "Stand up on the bench."

6. The beggar said to the old lady, "Give me something to eat."

7. I said to him, "Let me go."

8. He said to me, "Please lend me a rupee."

9. I said, "Let us go out for a walk."

10. Lavanya said, "Let it rain, I must go to school."

- d) **Exclamatory sentence:** In reporting exclamations and wishes, the reporting verb (usually said) has to be changed into some verb expressing exclamation or wish, like exclaimed, declared, cried out, wished, prayed etc. Interjections and exclamations in the direct speech, like oh, alas, bravo, hurrah etc., and the exclamation mark, are omitted in the indirect form, and phrases like with delight, with regret, with sorrow, etc., are often added to bring out the intensity of feeling. An exclamatory sentence expresses a strong feeling, state of sorrow, joy or wonder.

Example: Hurrah! I won the competition. (State of joy)

Alas! I failed my exam. (State of sorrow)

Wow! What a beautiful car. (State of wonder)

1. Direct- They said, "Hurrah! we won the game."
Indirect- They exclaimed with joy that they won the game.
2. Direct- He said, "Alas! I failed my exam."
Indirect- He exclaimed with sorrow that he had failed the exam.
3. Direct- She said, "Wow! What a beautiful car."
Indirect- She exclaimed with wonder that what a beautiful car.
4. Direct: He said, "Alas! I am undone!"
Indirect: He cried out in sorrow that he was undone.
5. Direct: He said, "What a fool I am!"
Indirect: He exclaimed that he was a great fool/what a fool he was
6. Direct: He said, "Good-bye, my friends."
Indirect: He bade his friends good-bye.
7. Direct: "Bless his kind heart!" they cried.
Indirect: They blessed him for his kind heart.
8. Direct: "Bravo! well done!" they cried.
Indirect: They applauded him, for (or saying that) he had done well.

9. Direct: "So help me Heaven!" he cried, "I will never do so again."
Indirect: He prayed to Heaven to help him in his resolve not to do so again.
10. Direct: He said, "By Jove! What a good news!"
Indirect: He swore by Jove that it was a very good news.
11. Direct: The boys said, "Hurrah! We have won the match."
Indirect: The boys exclaimed in joy that they had won the match.
12. Direct: He said to me, "Alas! I could not save you."
Indirect: He exclaimed in grief that he could not save me.
13. Direct: The boy said, "What a fool I am!"
Indirect: He exclaimed that he was a great fool.
14. Direct: He said, "What a nice bird it is!"
Indirect: He exclaimed in wonder that it was a very nice bird.
15. Direct: He observed, "How dirty the house is!"
Indirect: He exclaimed that the house was very dirty.
16. Direct: "Help! Help!" shouted the woman.
Indirect: The woman shouted for help.

Task: 4(Exclamatory sentence)

Change the following sentences into indirect speech.

1. She said, "Hurrah! I passed the exam."

2. The girl said, "What a beautiful flower this is!"

3. She said, "Oh! I lost my purse."

4. David said to him, "How intelligent you are!"

5. They said, "May the King live long!."

6. My friend said, "What a beautiful view!"

7. Yashu said, "What a lot of food there is to eat!"

8. The commander said to soldiers, "Bravo! You fight bravely."

9. Deepak said, "Alas! how foolish I have been!"

10. The boy said, "Hurrah! We have won the match."

CLASSROOM ACTIVITY.

EXERCISE:

Rewrite the following into indirect narration, with the help of example given.

Examples:

Son: Dad, I want a racing bike.

Father: No, you aren't eighteen yet.

Son: How does that matter?

Father: Do you know how to ride a bike?

Son: Of course, dad. I rode my friend's bike a number of times.

Father: That was wrong. I promise to get you one only when you are eighteen.

A son asked his father to get him a racing bike but his father denied because he wasn't eighteen till then. The son argued how it mattered. His father asked him if he knew how to ride a bike. The son replied in the affirmative saying that he had ridden his friend's bike a number of times. Then his father promised him that he would get him one only when he was eighteen.

Customer: I must be at that meeting at once. I can't spare another minute.

Barber: I know all about the meeting.

Customer: Then you'll let me go there?

Barber: I am afraid, I won't, sir.

The customer told the Barber that he must be at that meeting at once and he couldn't spare another minute. The Barber replied that he knew about the meeting. The customer asked the barber if he would let him go to the meeting! The Barber said that he would not be able to.

Rewrite the following into indirect narration. (Not for testing)

1. Ajay: Do you want to play with us?

Mohan: Yes, but I have been too late.

Ajay: It does not matter in the ground.

Mohan: Thanks

2. Lavanya: What do you think now?

Yashu: I am thinking about my future.

Lavanya: What is your future plan?

Yashu: I want to be an IPS officer.

3. Anjali: Sir, may we come in? I have a friend with me.

Principal: You are most welcome, girls, come in.

4. Sandeep: Good morning, Deepali, how do you do?

Deepali: Good morning, Sandeep. I am quite well. How are you getting on?

Sandeep: I have done my papers well. But I am weak in Hindi and do not know what will be my fate in the examination.

Deepali: Do not bother. It's very easy to pass the exams these days.

5. Mother: Call in a doctor immediately. Your grandmother complains of a pain in the chest.

Son: I shall bring the doctor with me. In case Dr.Trilok Agarwal is not available, I shall go to find Dr. Narayan.

Mother: ok, go at once. Do find one and bring him along with you.

Exercise:

Change from direct to indirect speech:

1. I said to him, "Let us go out for a walk."
2. The invigilator called out, "Time is up! Stop writing everybody."
3. He said, "Be quiet and listen to my words."
4. The principal said to me, "If you are so rude again, I shall expel you."
5. Leela said, "I will come to your house as early as possible."
6. I informed him, "I will meet you tomorrow."
7. Rama replied, "I cannot go to office since I am suffering from fever."
8. My friend told me, "We have been living here for the last five years."
9. He asked us, "Why are you sitting there doing nothing?"
10. He asked me, "What can I do for you?"
11. My teacher often says to me, "If you do not work hard, you will fail".

12. Rahul said, "I have done my homework".
13. Rita said to her brother, "Can you drive a car?"
14. "Where does the owner live?" Rekha asked her friend.
15. "How far is your village from here?" said Sunil. "About a mile and a half," Ravi replied.
16. "Go away, Vikram," shouted Vamsi. "You've betrayed me. Never will I be friendly with you again".
17. Manju says, "I like playing games".
18. "Is the flight delayed?" the lady asked the superintendent.
19. "What a splendid spot!" the boy said.
20. Vidya said to her classmates, "Let me do my sums, please".
21. Rajeev said, "Good heavens! What a disaster!"
22. "Get out of the class," shouted Mr. Rao.
23. "Stay where you are, son! I'm coming down," Gregory said.
24. "Let's have dinner now and worry about it tomorrow," I suggested.
25. John asked him, "Will you go to Mumbai on Sunday?" he replied, "No".
26. The speaker said, "Ladies and Gentlemen, it is my proud privilege to talk to you this afternoon".
27. Madhavi said to me, "I waited for you here today".
28. Dinesh says, "Mahesh gets up in the morning".
29. Narayan said to her, "Do you like my idea?"
30. Raju said to Ravi, "Did you meet my brother on your way to school?"
31. The teacher said to Yashu, "Stand up on the bench".
32. The beggar said to the old lady, "Give me something to eat".
33. The girls said, "Hurrah! We have won the match".
34. Sudha said, "What a lot of food there is to eat!"
35. Rama said, "I am very busy now".
36. "I know her address," said Gopi.
37. "German is easy to learn," she said.
38. "Where do you live?" asked the police.
39. "Call the first witness," asked the judge.
40. Lavanya said, "How clever I am!"

POINTS TO REMEMBER:

- Direct speech should be placed between the inverted commas and begin with a capital letter.
- No inverted commas and comma used in indirect speech.
- The tense of the Reporting verb is not changed.
- A conjunction is used after the Reporting verb in Indirect speech.
- Tense /pronouns/words indicating nearness of time and position are changed.

Chapter-6

DIALOGUE WRITING

Objectives:

- To communicate effectively and appropriately in real-life situation.
- To provide proficiency to enhance English communicative skills.
- To improve English language fluency through practice exercises.
- To write impactful dialogue with precise structure and pattern.
- To learn apt, appropriate usage of situational language writing skills.

Meaning and definition:

The word ‘dialogue’ originated from the Greek word ‘dialogos’ means ‘conversation’. The term “two” (di-) “speak” (log) in this sense, two people are speaking to create dialogue.

Dialogue is a written or spoken / conversational exchange between two or more people, a literary and theatrical form which depicts an exchange of ideas, thoughts, feelings, emotions, information and opinions or a discussion. Dialogues are an effective communication tool both in *formal* and *informal* situations as well.

Dialogue writing is a very important form of composition to enhance language skills. It provides a model on which students can base their own dialogues to focus on constructive language learning and usage. In addition, dialogue writing helps to develop conversational skills and holds considerable promise in encouraging creativity by laying emphasis on precise expressions, analytical language writing skills. Thus, dialogue writing becomes a central element of any individual transformation.

Read the following conversations in different situations for better understanding of dialogue writing:

▪ Dialogue between a passenger and train ticket booking clerk.

Clerk : Good morning! How may I help you?

Passenger : Good morning, I want to reserve two tickets to Delhi.

Clerk : Have you filled reservation form?
Passenger : Here it is!
Clerk : But there is no seat available on 6 April.
Passenger : Are there any seats available in other trains on that day?
Clerk : Yes there are two seats available in Jan Shatabdi express.
Passenger : What is the time of departure?
Clerk : It is at 7:30 am.
Passenger : Please book those two seats.
Clerk : Yes sure, here they are
Passenger : Thank you.

▪ **Dialogue between a shopkeeper and a customer at sweet stall.**

Customer : What is the rate of Kaju burfi?
Shopkeeper : Rs.600/- per kg, sir
Customer : Pack half a kg for me.
Shopkeeper : Give a minute sir, here it is
Customer : But you have weighed less than half a kg.
Shopkeeper : Don't worry sir, you'll have less weight to carry.
Customer : Oh! Thank you for a good piece of advice.
Shopkeeper : Well, I am here to do good for my customers, sir
Customer : Here's your money.
Shopkeeper : But, it's less, sir
Customer : Don't worry, you'll have to count less money.
Shopkeeper : But, that's not fair.
Customer : I'm simply following your advice, Sir.

▪ **Telephone conversation between receptionist and HR manager.**

Roma : Hello! Is it Paradise Regency resorts, Devanahalli?

Receptionist : Yes, please. What can I do for you?

Roma : Roma, HR Manager from Excellent Softech Ltd, Bengaluru. We have planned to organize a two-day conference at Devanahalli.

Receptionist : It's great! How can I help you?

Roma : Do you have any Conference Hall?

Receptionist : Of course, we have Ma'm.

Roma : Could you please Email or Fax me your tariff ASAP so that we can discuss and finalise the booking.

Receptionist : Oh! Sure Ma'm, please tell me your Email or WhatsApp no.

Roma : Yeah, it is hr@excellentinfotech.in and my WhatsApp no is 9988776655.

Receptionist : Ok, madam I'll do ASAP. It would be a pleasure to serve your company.

Roma : That's ok, Thank you.

▪ **Dialogue between friends:**

Veena : Why are you rubbing your eyes?

Reena : I feel acute irritation in them.

Veena : What is the reason?

Reena : It is due to air pollution.

Veena : Oh yes, the air is full of fumes.

Reena : These fumes have poisonous gases.

Veena : Today, I forgot my sunglasses too.

Reena : How would sunglasses help?

Veena : They shield eyes from harmful gases.

Reena : Oh! Is it, then I must wear mine from tomorrow?

Veena : Yes, you must. Ok than, catch you later, bye.

- Mr. Mohan wanted to buy a car. So he went to a nearby car showroom.

Conversation between Mr. Mohan and sales representative.

Sales rep : Good morning, Welcome Sir, please have a seat.

Mr. Mohan : Thank you very much. I am interested in buying a family car.

Sales rep : very well, sir but first of all please let me know your budget.

Mr. Mohan : Well, my budget is 7 to 10 lakhs.

Sales rep : please let us know how many are there in your family?

Mr. Mohan : We are four, my wife and two daughters and I.

Sales rep : (showing brochure) Sir, we recommend you our best seller model 'Glitz'.

Mr. Mohan : Why do you suggest me this car?

Sales rep : It has most advanced engine that gives good mileage and all the features like power steering, power windows, airbags and comfortable design and space.

Mr. Mohan: That's fine. Please give me this brochure and I will discuss with my family and visit tomorrow again.

Sales rep : Very well sir, you are welcome. Have a good day.

Mr. Mohan : Thank you, See you tomorrow. Have a good day.

Guidelines to write dialogues:

- Have a purpose for every single dialogue, a logical one.
- Use simple, polite, easy to understand language.
- Be brief and impactful.
- Keep it as real and closer to the characters as possible.
- Use narration in between dialogues to abstain from stray dialogue-writing.
- Use punctuation whenever necessary, as they portray the dialogue and its emotions.

Some useful phrases to begin / end conversation / dialogue:

- Hello / Hi!
- Good morning / afternoon / evening
- How are you / How are you doing?
- Fine / Fine, thanks / Okay
- What's new? / What's up!
- Nice to meet you!
- Pleased to meet you!
- It's a pleasure meeting you
- Hi, my name is_____.
- Hi, what's your name?
- Bye / Good bye
- Good night
- Take care / see you soon
- Enjoy your day!
- Good luck!
- Talk to you soon!
- Great seeing you
- Great talking to you!
- Catch you later!
- See you later / tomorrow
- Bye! Have a good day!
- Catch you later! Bye-bye!
- I have to get going. / It's time for me to go. etc.

Practicing dialogue writing is a great way for English language learning students to test their language skills and develop a better understanding of the language. Students should be encouraged to think on their own and form their ideas using their experience, knowledge and imagination to develop conversations skills, than being text or teacher dependent.

1. Complete the following dialogue between two friends in a suitable way.

Priyanka : Hi! You seem to be getting ready.

Hemanth : Yes, actually, I am going for an interview.

Priyanka : _____!

Hemanth : Well, it begins in half an hour.

Priyanka : _____

Hemanth : Oh! Come on, who sticks to the watch?

Priyanka : _____

Hemanth : Yes, I have called them up and taken an appointment.

Priyanka : _____

Hemanth : Thank you so much

2. Saritha is being interviewed for the job of a lecturer in a college. Complete the dialogue by filling the blanks.

Saritha : Good morning Sir,

Interviewer : Very good morning,_____.

Saritha : Thank you sir.

Interviewer : Why do you think you_____?

Saritha : Well, I am qualified for the job and I have passion for teaching.

Interviewer : Can_____any other languages?

Saritha : _____Hindi and Kannada as well.

Interviewer : What_____in your Graduation?

Saritha : Sir, I have a Post Graduate Degree in Mathematics.

Interviewer : Do you_____experience?

Saritha : Yes, I have 5 years of teaching experience in a college.

Interviewer : Well, then we may consider you for the Job. _____!

Saritha : Thank you Sir, _____

3. Complete the following dialogue between two friends about book fair.

Shankar : Hi, how are you?

Shakeel : _____

Shankar : Did you visit the book fair in Palace ground

Shakeel : Yes, _____

Shankar : Did you buy any books there?

Shakeel : Yes, _____

Shankar : Well, what sort of science books you
bought?

Shakeel : Stories about space and unidentified flying objects.

Shankar : _____

Shakeel : Yes, books of all subjects available there.

Shankar : Do you have any idea_____

Shakeel : I guess it will go on till 30th of this month.

Shankar : _____.

4. Develop a dialogue between father and son about son's career after his graduation.

Father : _____
Son : _____
Father : _____
Son : _____
Father : _____
Son : _____
Father : _____
Son : _____
Father : _____
Son : _____
Father : _____
Son : _____

5. Develop a dialogue between Rajat who calls up Rajeev to make a plan for New Year celebration.

Rajat : _
Rajeev : _
Rajat : _
Rajeev : _
Rajat : _
Rajeev : _
Rajat : _
Rajeev : _
Rajat : _
Rajeev : _
Rajat : _
Rajeev : _

Comprehension / Exercises:

Read the following situations carefully and develop a conversation accordingly.

1. Mr. Rohan, Geetha's father plans to take his family for a weekend picnic. Geetha is very excited about it. Develop a conversation between father and daughter.
2. Rajesh's mother suddenly fell ill and he had to look after her so, could not attend classes for a week. Develop a dialogue between Rajesh and his teacher.
3. Develop a dialogue between newly admitted Student and Librarian about borrowing a book.
4. Develop a conversation between two passers-by on witnessing a traffic jam.
5. Develop a conversation between a customer and a mobile shop keeper about a new mobile phone purchase.

▪ **Points to remember:**

- a. Understand the topic / situation well before writing the dialogue.
- b. Read and understand the preceding dialogues for coherence.
- c. The grammatical errors to be identified / discussed and explained.
- d. The dialogues should sound like a natural conversation.
- e. The words / phrases should be clear using simple language and convey the message logically.
- f. Dialogue writing should be less complex in structure because people generally don't talk in sentences that are full of multiple clauses.

Sources:

- Beare, Kenneth. "Dialogue Activities for ESL Students."
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Chapter-7

VERBAL AND NON-VERBAL COMMUNICATION

OBJECTIVES:

- To understand the importance of communication in the professional world.
- To learn about the role of creative and critical thinking, as well as emotions in communication.
- To know the nuances of verbal and non-verbal communication.

Communication

The word “communication” is derived from the Latin word “communicare” (to make common). Communication is used in common talk usually to mean speaking or writing or sending a message to another person. Communication is an important aspect of behaviour; human communication is affected by all factors that influence human behaviour.

The most important foundation skill for anyone is the ability to communicate. This means being able to express your ideas, opinions, feelings, and emotions effectively in writing and speech.

Definitions of Communication:

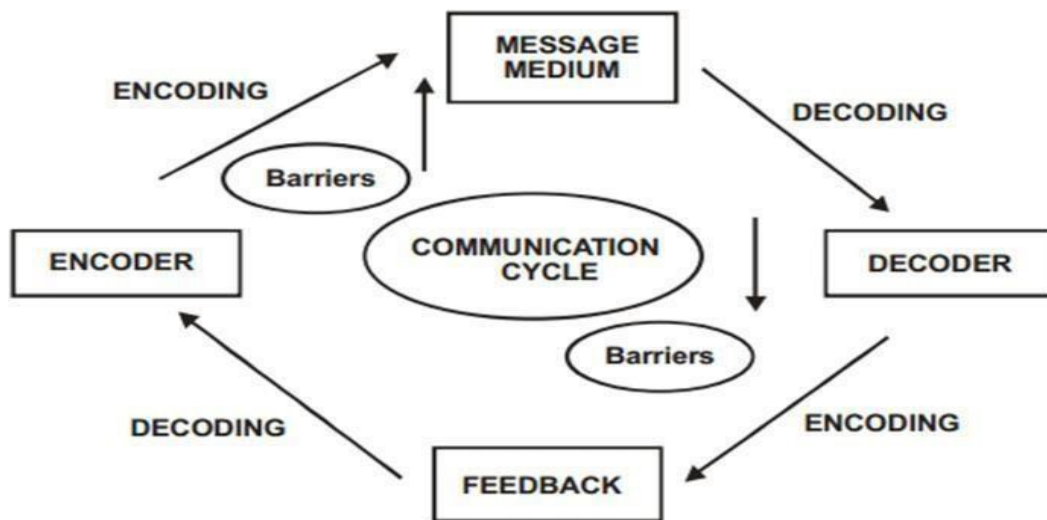
- *“Communication is a process of passing information and understanding from one person to another”. - Keith Davis*
- *“Communication is any behaviour that results in an exchange of meaning”.
-The American Management Association*
- *“The process by which information is transmitted between individuals and /or organizations on understanding response results”. – Peter Little*
- *“Communication is the intercourse by words, or message”. -Fred G. Meyer*

Communication are of two types:

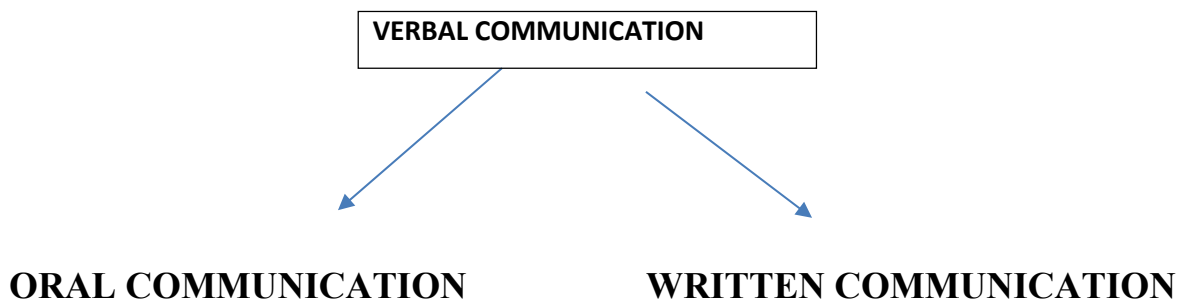
- 1) Verbal communication (Using words)
- 2) Non-verbal communication (Without using words)

Verbal communication

Verbal communication entails communication using words involving the transmitter skills – speaking and writing and the receiver skills- reading and listening skills.



Types of verbal communication



Oral communication occurs through speech. It can be seen in interviews, telephone conversations, meetings, conferences, lectures etc.

Advantages of Oral communication:

- It is time saving, effective and faster means of communication.
- In this type of communication, immediate feedback is received. Clarification of doubts is possible.
- It develops personal contact, which is essential and valuable for smooth working.
- It is very useful in difficult and emergency situation.
- It has a human touch as it generates the friendly and co-operative spirit.
- It is very useful for some secret and confidential matters.

Disadvantages of Oral communication:

- As there is no documentary proof of oral communication, the impact of communication is temporary.
- Oral communication is not suitable if the message to be conveyed is too lengthy.
- Sometimes misunderstandings and wrong assumptions can occur because certain words might not be heard properly.
- Limitation of oral communication is that it has no scope from legal point of view as there is no proof or evidence.
- As oral communication cannot be stored, it has little reference value

Written communication is done through words written and documented. Some of the advantages are:

- It is slower in preparation and consumes time.
- It serves as a record and can be used for future reference. It is documentary proof and can be used as legal evidence.
- It is more precise and accurate than oral.
- It is usually shorter than oral communication.
- It is expensive as it requires stationery, preparation, and transmission

Written communication is used for many purposes like Letters, Memorandum, Notice, Circular, Reports, Minutes etc.

Non-verbal communication

Communication without using language or words is called non-verbal communication.

Non-verbal communication could be instinctive, spontaneous and conscious use of signs and symbols. Body language refers to the non-verbal signals that we use to communicate through physical behaviour, expressions and mannerisms.

Complete the table:

| Non-verbal sign | Message conveyed |
|-------------------------------|-------------------------|
| nodding one's head | conveys agreement, yes |
| Smiling | conveys friendliness |
| Brisk or erect walk | conveys confidence |
| Standing with hands on hips | |
| Walking with hands in pockets | |

Audio signals

Auditory forms of communications are audio signals like sirens, whistles, bells and buzzers and signature tunes (particular programs in radio and TV).

Examples:

1. Drumbeats are used to communicate messages from one place to another. (Audio)
2. College bells and sirens indicate time. (Audio)

Complete the table:

| Audio signal | Message conveyed |
|---------------------|--|
| Claps | Sign of appreciation |
| | Give way, medical emergency |
| Alarms | |
| Calling bell | Call attention (hotels, principal chamber) |
| Ringtone | |






Visual signals

Visual symbols like colour, pictures, posters, graphs, charts, maps, signs, and signals are non-verbal forms of communication.

Examples: 1. Lighthouses guiding sailors to safety. (Visual)

2. Traffic signals guide drivers on what to do. (Visual)

Complete the table:

| Visual sign | Message conveyed |
|--|---------------------|
|  | Smoking not allowed |
|  | |
|  | Snapshot |
|  | |
|  | |

Components of Non-verbal communication

- i. Kinesics
- ii. Proxemics
- iii. Chronemics (Time language)

i. Kinesics

It is the study of how we communicate through our body language, and facial, postures, expressions. Our body movements are guided by our feelings and emotions and convey a wide variety of messages like disinterestedness, boredom, horror, nervousness, anger, excitement, happiness.

Body language includes facial expressions, eye contact, gesture, posture, para language, appearance, clothing, silence.

➤ **Facial expression**

“Face is the index of mind”. The face is one of the important organs which conveys several kinds of messages. This way it is said ‘Face is the index of mind’. Whatever we have in mind is reflected in the face. Surprise, confusion, joy, disgust, anger are some of the emotions conveyed through the face.

➤ **Eye contact**

Eye contact is of great importance in face-to-face communication. The first thing we notice about the person we are communicating with is the person’s face. The eyes along with eyebrows, eyelids, and the size of the pupils communicate our deepest feelings. Impression of cordiality, openness, interest, caring, sincerity, credibility, concern and friendliness.

Example: raised eyelids to communicate surprise.

Complete the following table:

| Message conveyed | Description of the eye position |
|------------------|---------------------------------|
| Anger | Staring and glaring |
| Hurt | |
| Lie | Distraction of eye contact |

➤ **Gesture**

Gestures are the movements of our body parts head, shoulders, limbs, feet etc. speech accompanied.

➤ **Posture**

Posture is the way a person sits, stands, or walks. Posture can be studied through various indicators like the body orientation. Posture indicates confidence, openness, and attitude.

➤ **Para language**

‘Para’ means ‘like’. Thus, paralanguage means ‘like a language’. Non- verbal aspects of spoken word are known as paralanguage. It must be remembered that vocal messages are made up of two components:

- 1) What is said (content), and
- 2) How it is said (tone, volume, etc.,)

Para language is concerned with how something is said.

Study these examples and notice how the stress on the underlined words alters the meaning of the sentence:

Who is your English teacher?

Who is your English teacher?

Who is your English teacher?

The human voice is capable of conveying vital messages like surprise, enthusiasm, anger, urgency, etc.,

Some of the voice factors are tone, volume, pitch, pace, pronunciation, accent and intonation.

➤ **Appearance**

A person's general appearance depends on several things. Two of the important factors that contribute to appearance are grooming and personal hygiene. Clothing and accessories compliment the appearance of the person.

➤ **Silence:**

Silence can be a very effective way of communication. Silence is not a negative absence of speech but a positive withdrawal. Facial expression and posture may indicate the feeling behind the silence.

ii. Proxemics (space/distance)

It is the study of spatial distances between individuals in different cultures and situations. It is concerned with studying how we communicate using the space around us. At times, it is also called 'space language'.

iii. Chronemics (Time language):

In this mode of non-verbal communication, we convey the messages to others by showing them what time means to us. We often hear people saying "time is money". It is for this reason that a person arriving late for an interview will never be entertained by the interviewers. Time management has become one of the vital components of overall management.

Exercise:

Answer the following questions in one/two sentences:

- 1) What is communication?
- 2) What are the two types of communication?
- 3) What is verbal communication? Give two examples?
- 4) What is non-verbal communication? Give two examples?
- 5) Name the components of non-verbal communication?
- 6) What is kinesics?
- 7) What is proxemics?
- 8) What is paralanguage?
- 9) What is chronemics?
- 10) Why is direct eye contact important?
- 11) How do gestures help in effective communication?
- 12) Mention two facial expressions.

References:

Pushpa Ranganath. Business communication,2008, pub: Himalaya publishing house pvt.ltd.Mumbai .

<https://www.skillsyouneed.com/ips/communication-skills.html>

Chapter-8

ACTIVE AND PASSIVE VOICE

Objectives:

- To comprehend and identify active and passive voice construction.
- To enhance the ability to understand the functions of active and passive voice.
- To learn appropriate usage of voice in writing.

Voice

Voice is a grammatical category that applies to **the verb** in a sentence. It shows the relationship between **the doer of an action** (Subject) and **the receiver of that action** (Object). The action remains the same, but the focus changes depending upon the context.

Example:

- R. K. Narayan **wrote** Malgudi days.
- Malgudi days **was written** by R. K. Narayan.

Active Voice

- A.** It is a form of verb in a sentence in which a subject is a person or thing that acts according to its verb and can take as a direct object. An active voice is a straight forward sentence; hence it is used to deliver the sentence directly. It follows a rule (**subject** + **verb** + **object**) to form the sentence.

Examples:

- a. Raman painted the house.
- b. I read the novel in a day.
- c. The Director will give you the guidelines.
- d. Sita cleans the house every Sunday.

As in the above examples, it can be figured out that the **subject** is directly acting upon its **verb**, hence they are in active voice.

- B.** In active sentences, the person / thing doer of the action is the subject of the sentence and the person / thing receiving the action is the object.

[Thing / person doing action] + [verb] + [thing / person receiving action]

Example:

- a. The professor **teaches** the students.
- b. Columbus **discovered** America.
- c. Sapna **helps** the old lady.
- d. She **delivered** the letters.

- C. A *direct object* is not always required for active-voice verbs. When an object is included, however, it must come directly after the verb.

Example: a. The boy **hid** his report card from *his parents*.

b. The salesman **showed** a new computer to him.

c. The professor **gave** the books to *the students*.

d. Sophia **sold** the car to *a doctor*.

When to use active voice?

Typically, active voice is preferred to the passive voice, because it requires fewer words and expresses a clearer relationship between the verb and subject. The active voice is generally thought of as the **default voice** in spoken and written English. The following sections contain circumstances in which you always tend to use the active voice rather than passive voice.

1. When there is no direct object.

The sentences without direct objects must be in active voice.

Example:

- “That man **has painted** for more than 40 years.”
(**What** has been painted?)
- David gave me a computer.
(To **whom** does the subject, David, give a computer?)

2. When the subject is important.

The active voice is commonly used to emphasize the importance of a subject in a sentence. By using the active voice, we can highlight a subject’s responsibility for or involvement with a particular action.

Example:

- “The employees **drink** lots of coffee before work every day.”
(AV - describes the employees in relation to the act of drinking coffee)
- “Lots of coffee **is drunk** by the employees before work every day.”
(PV- describes the act of drinking coffee in relation to the employees)

3. When the subject is known or relevant.

If the subject is identifiable or contains information that is relevant to the rest of the sentence.

Example: “A veterinarian **found** an abandoned puppy by the road.”

(The speaker knows that it was a *veterinarian* who found the puppy and believes the information is relevant.)

- “*Shan stole a menu* from the restaurant.”

(The speaker knows or is familiar with Shan.)

4. When expressing authoritative tone.

The active voice may also be used to **stress the authority of the doer**. This authoritative tone is a strategy commonly used in copywriting, advertising, and marketing in order to convince consumers of the beneficial effects of a product or service. It may also be used to establish **a command** or to more strongly emphasize the subject’s **responsibility** for an action.

Example:

- Dentists recommend brushing your teeth at least twice a day.

(AV - emphasizes the **authority** of the dentists)

- You must eat all of your broccoli before dessert is served.

(AV - emphasizes your **responsibility** to eat your broccoli)

5. When the subject is an ongoing topic.

Subjects that can perform multiple actions may be treated as topics. Making a subject an ongoing topic places emphasis on that subject instead of the actions it performs. When a subject acts as a topic, it usually remains the primary subject in most active-voice sentences used to describe or refer to it. This can be seen most prominently in works of fiction, in which protagonists typically perform numerous actions throughout a story.

Example:

Look at the passage below how it describes an imaginary character named Kaveri.

“*Kaveri* **jumped** back and gasped. *She* was **afraid** of spiders and **despised** the feeling of their silky webs on her skin. But *she* **knew** it was time to face her fears. Sighing and brushing herself off, *Kaveri* **slowly continued** down the path toward the hill.”

Passive Voice

It is a form of the verb in a sentence in which the subject is acted on by the verb and can’t take as a direct object. The position of the object and subject are interchanged in passive voice. It focuses on the action than the subject. The passive voice is a type of grammatical voice in which the subject is acted upon by the verb and the subject is the receiver of the action.

Examples:

- a. ***The house** was painted* by Raghu.
- b. ***The novel** was read* by me in a day.
- c. ***The guidelines** will be given* by the director.
- d. ***The house** was cleaned* by Sita.

In the above examples, it can be figured out that the **subject** is acted upon by the **verb**, hence they are in passive voice.

In passive sentences, the thing receiving the action is the subject of the sentence and the thing doing the action is optionally included near the end of the sentence.
[Thing / person receiving action] + [be] + [past participle of verb] + [by] + [thing / person doing action]

Example:

- e. *The students **are taught*** by the Professor.
- f. *Shakuntala **was written*** by Kalidasa.
- g. *Telephone **was invented*** by Alexander Graham Bell.
- h. *Let the book **be returned*** to the Library.

The passive voice is a type of grammatical voice in which the subject is acted upon by the verb. In passive-voice sentences, the subject is the receiver of the action (i.e., what would be the **direct object*** in an active-voice sentence).

Example:

- i. *The concert **was attended*** by many young people.
(The subject *the concert* receives the action of *attended*.)
- j. Many buildings **were demolished** by storm.

* A **direct object** is a noun or pronoun that receives the action of a verb.
An **indirect object** is the noun or pronoun for whom the action is done.

Example:

- a. Umesha repairs computers. (Direct object)
- b. Umesha gave me a computer. (Indirect object)
- c. *The students asked the teacher many questions.*
(**Direct object**: many questions **Indirect object**: the teacher)

Passive-voice verbs are always preceded by the auxiliary verb **be** and **are** in their past participle forms. While the receiver of the action comes before the verb, the person or thing performing the action comes after the verb and is preceded by the preposition **by** to form a prepositional phrase.

Example:

- k. Final exams **will be taken** *by the students* on Friday.
(*Final exams* is the subject, but *students* performs the action *taken*.)
- l. Letters to Santa **are sent** *by children* every year.
(*Letters to Santa* is the subject, but *children* performs the action *sent*.)

* **Auxiliary verbs:** The verbs which occur along with the main verbs and indicate tense, aspect voice, mood / intention of the speaker. They are called as **auxiliary** verbs.

Some examples:

(‘Be’ ‘Do’ and ‘Have’ are the primary auxiliaries. Will, would, shall, should, can, could, may, might, need, dare, must, ought to and used to are Modal verbs)

- *I wrote a letter.* (main verb)
- *I was writing a letter.* (auxiliary+ main verb)

When a verb phrase contains more than one verb, the last verb in the phrase is the main verb. All other verbs are auxiliaries.

- *I have been writing a letter.*

Here, last verb "writing" is the main verb and the other two ‘have’ and ‘been’ are auxiliaries.

When to use the passive voice?

The passive voice is less commonly used than the active voice because it is wordy and often lacks clarity; however, there are several cases in which using the passive voice may be necessary or preferable. The following examples contain various circumstances in which you might wish to use the passive voice instead of the active voice.

1. When the receiver of the action is important.

The passive voice may be used to emphasize the importance of the receiver of the action.

The examples below demonstrate *the differences between an important receiver of the action (passive voice) and an important agent (active voice)*:

- The college dance **will be organized** *by the humanities forum* this year.
(PV - emphasizes the *activity* in relation to the organizers)
- The humanities forum **will organize** *the college dance* this year.
(AV - emphasizes the *organizers* in relation to the activity)

2. When the object is unknown, irrelevant, or implied.

Occasionally, the object of an action may be unknown or irrelevant to the rest of a sentence, or it may already be heavily implied through the action or receiver of the action. In these cases, the object may be eliminated altogether.

(Which can only be done with the passive voice—**not** in the active voice).

Example:

- Our car **was stolen** last night.
(We don't know who stole it)
- My missing wallet **was returned**.
(Unknown object - we don't know who returned the missing wallet)
- He **has been taken** to the hospital.
(What we are interested in is the fact that he has been taken to hospital and not who has taken him)
- A popular play **is being performed** at the local theatre.
(Irrelevant agent—the names of the performers are irrelevant)
- Bathing suits **are usually sold** in the summer months.
(Implied agent—we can assume that the agent is *clothing stores* or something similar)
- Murderer **was arrested** last night.

(It is not necessary to mention that he has been arrested by the police because it is self-evident)

3. When softening an authoritative tone

Because the passive voice places less emphasis on the responsibility of the subject and more emphasis on the receiver of the action, and we can use the passive voice to express commands in a softer, less authoritative tone than those expressed through the active voice.

Example:

- *Inexperienced mountaineers* **should not attempt** Mount Everest.
(AV - emphasizes *inexperienced mountaineers* responsibility to avoid the mountain)
- Mount Everest **should not be attempted** *by inexperienced mountaineers*.

(PV - emphasizes *the difficulty or danger* of the mountain)

If the subject is clearly implied, it may be eliminated for the sake of conciseness:

- *You* **need to finish** this project by tomorrow. (AV)

- This project **needs to be finished** *by you*, by tomorrow.
(Passive voice with subject)
- This project **needs to be finished** by tomorrow.
(Passive voice without subject)

4. When expressing a professional, neutral, or objective tone

Various forms of writing, including scientific reports and instruction manuals, use the passive voice to express a professional, neutral, or objective tone. Characteristically, the receiver of the action functions as the primary **topic** throughout the text. The subject is usually removed due to irrelevance or to avoid a sense of subjectivity.

Example:

- *The experiment* **was conducted** over the course of two weeks.
- *Adverse reactions to the medication* **should be assessed and treated** by a medical professional.

Active passive overview:

| Tense | Active | Passive |
|-------------------------------------|---|--|
| Simple Present | Once a week, Tinku <i>cleans</i> the house. | Once a week, the house <i>is cleaned by</i> Tinku. |
| Present Continuous | Right now, Saritha <i>is writing</i> the letter. | Right now, the letter <i>is being written by</i> Saritha. |
| Simple Past | Samarth <i>repaired</i> the car. | The car <i>was repaired by</i> Samarth. |
| Past Continuous | The sales man <i>was helping</i> the customer when the thief came into the store. | The customer <i>was being helped by</i> the salesman when the thief came into the store. |
| Present Perfect | Many tourists <i>have visited</i> that castle | That castle <i>has been visited by</i> many tourists. |
| Past Perfect | George <i>had repaired</i> many cars before he received his mechanics' license. | Many cars <i>had been repaired by</i> George before he received his mechanics' license. |
| Simple Future <i>Will</i> | Someone <i>will finish</i> the work by 5:00pm. | The work <i>will be finished by</i> 5:00pm. |
| Simple Future <i>be going to</i> | Suma <i>is going to make</i> a delicious dinner tonight. | A delicious dinner <i>is going to be made by</i> Suma tonight. |

| | | |
|--|--|---|
| Future Continuous <i>be going to</i> | At 8:00pm tonight, <i>John is going to be washing</i> the dishes. | At 8:00pm tonight, the dishes <i>are going to be being washed</i> by John. |
| Future Perfect <i>Will</i> | They <i>will have completed</i> the project before the deadline. | The project <i>will have been completed</i> before the deadline. |
| <i>Used to</i> | Jeevan <i>used to pay</i> the bills. | The bills <i>used to be paid</i> by Jeevan. |
| <i>Would always</i> | My mother <i>would always make</i> the parathas. | The parathas <i>would always be made</i> by my mother. |

* **Note:** The following tenses cannot be changed into passive voice.

- Present perfect continuous tense.
- Past perfect continuous tense.
- Future continuous Time reference.
- Future perfect continuous time reference.
- Sentence having Intransitive verbs.

Points to ponder over:

1. Transitive verb:

- The subject transfers the action to the object. Most verbs in English are transitive.
 - a. We played basketball yesterday.
 - b. I took my car to the shop.

In the above examples, the verbs ***played*** and ***took*** are followed by the direct objects ***car*** and ***basketball***, respectively.
- If a verb is transitive, you will always be able to ask a question beginning with *what* or *whom*.
Example.
 - “To what shop did you take your car?”
 - Or
 - “With whom did you play basketball?”

By asking these questions, you are asking, “Who or what receives the action of the verb?”

2. Intransitive verb:

- The verbs do not take direct objects because there is no action to transfer.
 - a. Padma's writing *improved*.
 - b. We *walked* carefully.
- Neither of the above examples has a direct object.
- Similarly observe this one.
Example.
 - "Peter departed late last night" cannot be rewritten as
 - "Late last night was departed Peter."
- Some verbs can be either transitive or intransitive because they have multiple meanings.
Example.
 - a. I *ran* every day when I was an athlete.
 - b. I *run* every morning to stay in shape.
 - c. Jyothi *runs* her own restaurant.
 - d. Mahesh *ran* his business efficiently.

When used in the context of physical movement, **run** is **intransitive**. In the context of guiding or overseeing a company or other group of individuals, **run** is **transitive**.

Note:

- You may only convert a sentence from the active voice into the passive voice if there is a **direct object**. As we've seen, this direct object becomes the *subject* in the passive voice.

Example:

- "A University track and field star **won** the race." (AV)
 - "The race **was won** by a University track and field star." (PV)
 - "Local businesses **are handing out** pamphlets near the mall." (AV)
 - "Pamphlets **are being handed out** by local businesses near the mall." (PV)
-
- If an active-voice sentence does **not** contain a direct object, it **cannot** be converted into the passive voice, as the sentence will lack coherence without subject.

Example:

- “*The kids are playing* outside.” (AV)
- “*Is being played by the kids* outside.” (**What** is being played by the kids?)

Points to remember:

1. In active voice the subject **does** the action or active voice projects the subject.
2. In passive voice the subject **receives** the action or passive voice projects the object.
3. Active sentences are about what people or things do, while passive sentences are about what happens to people or things.
4. Passive voice is generally indicated by a form of the “be” verb + the past participle. “To be” verbs include: is, was, has, will be, has been, are, am, being, etc.
5. To change a sentence from passive to active and vice versa, identify and understand the ***subject, verb*** and ***object***.

Comprehension Exercises:

I. Change the following sentences into active voice:

1. The steam engine was invented by James Watt.

2. He will be made Secretary of the company by the board of directors.

3. My attempt to become a writer pleases my uncle.

4. Many buildings have been damaged by flood.

5. Let silence be maintained in this room.

II. Change the following sentences into passive voice:

1. Somebody has stolen my purse.

2. People tell many amusing things and stories about Gandhi.

3. They still deny women the right to vote in some countries.

4. You must write the answers on one side of the paper only.

5. All desire wealth but some acquire.

III. Rewrite the following, using the correct forms of the verbs given in brackets.

1. Yesterday it _____ (rain) heavily. But the weather ____ (be) fine today. The sun _____ (shine) brilliantly. Dark clouds are still _____ (float) in the sky. If it _ (rain), the match will be abandoned.

2. Who _____ (own) this umbrella? I _____ (not know) Everybody (use) it but nobody _____ (know) who (own) it.

3. In 1920, Fiat _____ (started / was started) making cars at a new factory at Lingotto, near Turin. There was a track on the roof where the cars (tested / were tested) by technicians. In 1936, Fiat launched the fiat 500. This car _____ (called/ was called) the Topolino.

4. "Jack the Ripper" is the name which ____ (give) to an unidentified serial killer

who was active in the largely improvised areas in and around the Whitechapel district of London in 1988. The name _____ (originate) in a letter which (write) by someone claiming to be the murderer.

5. William Shakespeare _____ (baptize) on 26th April 1564. He was an English poet and playwright who _ (regard) as the greatest writer in the English language. He _____ (often / call) England's National poet. His surviving works _ (consist) of about 34 plays, 154 sonnets, two long narrative poems and several other poems.

6. Shakespeare was born and raised in Stratford-upon-Avon. At the age of 18 he __ (marry) Anne Hathaway and they ____ (have) three children: Susanna, Hamnet and Judith who ____ (be) twins. Between 1585 and 1592, he _____ (begin) successful career in London as an actor, writer and part owner of a playing company which (call) the lord chamberlain's Men and which (later / know) as the King's Men.

IV. Complete the following paragraph using the appropriate form of the verb given in the brackets:

1. Thousands of people _____ (kill) in the earthquake in Gujarat last decade. Many villages _ (destroy) completely. Now new houses _ (build) for the homeless. So far ten builders _ (arrest) for making unsafe houses. It _____ (hope) that very soon life _____ (make) normal for the people there.

2. Vibha is feeling proud of her father because he _____ (elect) an M P it seems that she does not know that unfair means _____ (use) by him in the election. He _____ (dislike) by the people for his wrong practices and impolite manners.

3. Our college library _____ (open) at 10am and _____ (close) at 7pm. The students _ (read) silently now. One boy and a girl student (disturb) the peaceful atmosphere of the library. They _____ (ignore) looking at the warning sign 'Silence please'.

- V. The following paragraph is written with some verbs in the passive voice. Rewrite the paragraph, and change the verbs from the passive voice to the active voice. Supply new subjects for some sentences.

9

1. Someone broke into a local jewelry shop yesterday. The owner had just locked up the shop when a robber with a gun threatened him. The robber told him to unlock the shop and gave him all the diamonds in the safe. Then the robber tied him up. The police have planned a search for the robber. Doctors are treating the owner of the shop for shock.

2. People saw a UFO in the sky above Bengaluru last night. They reported it to the police. The police sent a helicopter to look at it more closely. The UFO shot the helicopter down and killed two policemen in it. People have given photographs of the UFO to the police. Experts are looking at them now.

3. Last year a hurricane was experienced by my family and me for the first time. It was Hurricane Apache, and much damage to our property and neighborhood was caused by its fierce winds of 200 miles per hour and its heavy rains.

Sources:

- www.edumantra.net
- www.sjsu.edu/writingcenter.net
- Peter herring. Farlex English grammar book, 2016, pub: Farlex International.
- J D Murthy. Contemporary English Grammar, 2003, pub: Book palace, New **Delhi.**

Chapter 9

INTRODUCING GUESTS, WELCOME SPEECH, VOTE OF THANKS

Objectives:

1. To create awareness among students how to introduce a guest.
2. To familiarize the students with the skill and etiquette of introducing a guest appropriately.
3. To enable them to acquire the knowledge of the things one has to learn to introduce a guest.

Tips to write a welcome speech:

1. The very first step in welcoming a chief guest is by greeting them in person. As soon as the chief guest arrives, it is best to go ahead and greet them personally.
2. Smile and suggest they are being welcomed.
3. Always address the chief guest with a formal title. If someone is a doctorate, do not forget to use the formal title of Dr or in other cases, use Mr./Mrs.
4. Introduce yourself to the chief guest before the formal event and escort him to the venue.
5. At the end of the event, make sure to bid thanks to the chief guest.

A welcome speech should include:

1. An introduction
2. Acknowledgement
3. Event purpose
4. Conclusion

How to introduce a guest:

A guest introduction should be majorly focused upon the guest. His / her professional work, life achievements and introducing him to the audience who may not know him /her properly.

Some expressions that can be used in welcoming a guest:

While presenting a formal welcome to a person /chief guest, use warm welcome tones and greetings.

For example:

1. 'I feel/I am delighted to welcome you'.
2. 'It's my pleasure to have you here with us'/it is my pleasure to be here amidst you.
3. 'I am extremely overwhelmed'

Sample-1

It is a great honor for me to introduce and welcome the chief guest of this startling beautiful evening. He is well known for his work in the field of education and health of poor children. Besides, he has published many books and is a widely read author of the current era. (insert the title of his book here) is one of his masterpieces that not only has got critical acclaim but also international recognition.

Moreover, he is profoundly loved and respected by his readers especially youth on whom he has got great influence due to his character and short stories. With that being said, let us call upon none other than Mr. (insert the name of the chief guest here).

Sample-2

Now we request our distinguished chief guest Mr./ Ms. (insert the name of the chief guest here) to address the gathering. And to give his/her precious inputs to our dear students who are seeking to be like him/her. Sir/Madam, you have motivated us all by being a living example of kindness and selfless service to our nation. You have given your best by sharing your experience and knowledge in every way possible to help poor children get education. Thus, I am sure that the parents here are also motivated to support and help their children to be like you. Besides, they also crave to be proud of their children just the way your parents are proud of you. Thus, without wasting any time, I would like to call upon Mr/Ms(insert the name of the chief guest here) to deliver his/her address.

Sample-3

Welcome of the Chief Guest:

On behalf of the college, I welcome our chief guest Mr.ABC, who is the Dean of XYZ College. We are grateful to her for accepting our invitation and becoming a chief guest of today's event.

Our chief guest doesn't require an introduction as she is a well-recognized figure in our city. She is known for her wonderful administration she is in charge of. Apart from this, she is a Philanthropist and renders selfless service to society. She has moulded the life of students and served people with her kindness.

We are so honoured to have her as the chief guest for the evening. I am certain that all the parents present here are also moved and assuredly want their children to be like her.

Sample-4

Welcome Speech for Fresher's Day:

Good morning to everyone present here.

We all have gathered today on the occasion of the fresher's day. Welcoming people is part of Indian Culture, followed for centuries. We maintain this custom and welcome today the fresh faces in the college with a fresher's party.

I thank all my teachers and everyone who gave me this opportunity to welcome all my freshers today. It's a moment of great pleasure for me to welcome you all.

'University life will give you much more than just a degree- get ready for all the adventure!'

My dear friends, studying in our institution is pure joy and the professors, students, and other staff members are the epitome of compassion and we are quite sure you will be influenced by their sagacity.

All in all, I would like to say that you have made an absolutely secure decision to be a part of this institution. Our college welcomes all the students joining us today. I hope all of you will operate along with the values of the college and magnify its reputation.

Now, I will halt my words and start with the program for the day which includes some astounding performances by the students of our college.

I guarantee, your next few hours and years of stay in the college will be delightful and memorable. Thank you for being a patient audience and hearing my thoughts.

Enjoy the day!

Sample-5

Welcome Speech for a Farewell Party:

Good morning to everyone present here!

I welcome you all on this occasion of the farewell party, for which we have assembled today.

“Every new beginning comes from some other beginning’s end”

First of all, I would like to thank everyone who gave me this opportunity to welcome all my seniors and teachers on this memorable occasion.

Student life is undoubtedly the best phase of life for everyone. Our parents, teachers and friends all have made this phase of life so memorable for us. We learned so many things from our inspiring teachers. Made mistakes, made memories with friends, and what not. It was a long journey in itself.

Today marks the end of this college life of sweet and bitter moments to cherish all our lives. We do feel a touch of sadness but it is the nature of life, to move forward. So, today we will celebrate this moment with our beloved teachers and friends to bid a good farewell to all who have to leave now, with a smiling face.

Thank you.

Sample-6

Welcome Speech for College Function:

Good morning to all!

Honorable Chief Guest Mr.XYZ, respected Principal Dr. ABC, Staff Members, and all the students present here. I welcome you all to the annual function of our esteemed college.

My name is Lakshita Kumar, a student of B.Sc. and also a secretary of cultural programs organized under our college authority.

I feel extremely proud to announce that our elite college has completed 25 years and we all have gathered today to celebrate the Silver Jubilee of the same. Behind huge

success over the years are the dedicated teachers, motivated students, and helpful staff who give their best to make the college achieve great heights of success.

Also, it is a great honor for me to pronounce that today we are joined by a lady who hardly needs an introduction. She is well known for her work in educating poor children. Besides, she is an extensively read author of the contemporary world. ‘Modern Treasure of Literature’ is one of her treasures that has gained a huge international acknowledgement.

Moreover, she is extremely loved and respected by her readers which include the youth population of the country, whom she has influenced the most with her writing. With that being said, let us call upon none other than Miss/Mrs.(insert the name of the chief guest).

Sample-7

Welcome Speech for Teachers’ Day:

Respected Principal, Teachers and dear students!

We welcome you all today, to celebrate this auspicious occasion of teacher’s day. We celebrate teachers’ day every year on 5th September, to commemorate the birth anniversary of Dr. Sarvapalli Radhakrisnan.

“Those who educate children well are more to be honored than parents, for these only gave life, those the art of living well.”- Aristotle.

This quotation cannot be truer! Teachers are parents to the children when needed. They render us with light and lead us through the pathway of life. They seek nothing but respect in return to their persistent efforts to give the best.

Teachers are our ideals. They inspire us each day and make us strive towards the route of success. They equip us with the power of knowledge and propel us with endless wisdom to become better citizens of the future.

On that note, I would now like to invite our respected Principal on the stage to deliver her thoughts on the day.

Thank you!

Exercise:

1. You have established an educational institution in your locality, and you have invited a well-known environmentalist, Vandana Shiva as Chief Guest of the inaugural function of the institution. Prepare an introductory speech on her.

Profile:

Name: Vandana Shiva

Born: 5 November 1952, Dehradun.

Education: University of Guelph (1978), Panjab University (1973), Indian Institute of Science, more.

Awards: Right Livelihood Award, Sydney Peace Prize, Thomas Merton Award
TV shows: Roshni: Ray of Light, Bad Seed - The Truth About our Food.

Edited works: Manifestos on the Future of Food and Seed, more.

Other achievements: an Indian scholar, environmental activist, food sovereignty advocate, eco-feminist and anti-globalization author. Based in Delhi, Shiva has written more than 20 books. She is often referred to as “Gandhi of grain” for her activism associated with the anti – GMO movement.

2. You have invited Mrs. Sudha Murthy, Chairperson of Infosys Foundations, for the inaugural function of an orphanage and old age home. Prepare introductory speech for the occasion.

Profile:

Name: Sudha Murthy

Born: 19 August 1950, Shiggaon, Mysore State.

Occupation: Chairperson of Infosys Foundation

Alma mater: New York University; B.V.B. College of Engineering and Technology.

Spouse: N.R. Narayana Murthy.

Achievements: Indian Businesswoman, educator, author and philanthropist.

3. Prepare welcome speech for the occasion of Republic Day, scheduled to be celebrated by your college.
4. For the ALUMNI MEET of your college, you are the president of the association. Being a president, how do you welcome the gathering on the occasion? Prepare a situational welcome speech.
5. On the occasion of Annual Sports Meet, introduce the Chief Guest of the day, Sachin Tendulkar, the great cricketer, who was the captain of the Indian cricket team.

Profile:

Name: Sachin Tendulkar

Born: Nirmal Nursing Home in Dadar, Bombay on 24 April 1973 to a Rajapur Saraswat Brahmin Maharashtrian family

Parents: father Ramesh Tendulkar and mother Rajni

Last ODI: 18 March 2012 v Pakistan

6. Write a welcome speech for the Alumni Meet, organized in your college and invited Chief Guest of the function is a social worker, Dr. Gunashekhar.

The details about him are as follows:

a) Name: Dr. Gunashekhar.

b) Birth place: Hubli

c) Education: M.A., M.Ed., PhD (English)

d) Profile: started his career as Principal – direct recruitment after M.A., M.E., and PhD., in English literature.

Now working as the Registrar in the Bengaluru East University.

Based on the information provided write a speech to introduce him at the function.

VOTE OF THANKS

Objective:

1. To acquaint with importance and method of delivering vote of thanks in various situations.
2. To develop efficiency of skill of delivering vote of thanks among students.

What is vote of thanks?

A vote of thanks is a well-prepared speech given formally and publicly to thank the host, the organizer and other participants for their presence and contribution to an event.

How to write vote of thanks?

Preparing a vote of thanks speech is always thought of as a Herculean task, and it does not have to be so if one knows exactly what one has to do. Choose the words carefully. It is very important to include any of the esteemed guests, the host and the dignitaries in the speech. One should also take care to thank the participants and the people who would be a part of the event and contribution.

A vote of thanks is probably the last item for any event- be it Teacher's Day, Annual Day, Birthday Party, the list goes on. Make sure not to write long unwinding sentences. Keep it short and simple. One can start vote of thanks speech by greeting everyone present or with a good quote on gratitude, followed by the list of guests one has to extend one's thanks on behalf of the organization or the party that is hosting the event. It is then to thank the participants and everyone who has been there for the event. Finally, one can end by thanking the hosts for having given the opportunity to represent them. It is the best technique if one can begin the speech with an effective and appropriate quote.

Some expressions that can be used to offer vote of thanks to a chief guest:

- 'We are looking forward to have you again as our chief guest'
- 'I am thoroughly pleased to witness you'

The best quotes that can be used in a vote of thanks are:

1. "Gratitude is not only the greatest of virtues, but the parent of all the others."- Cicero.
2. "A moment of difference makes a difference in your attitude."- Bruce Wilkinson.
3. "Those who educate children well are more to be honored than parents, for these only gave life, those the art of living well."- Aristotle.

Samples of vote of thanks:

Sample-I

Ladies and gentlemen, a very good morning to all. It gives me an immense pleasure to deliver the vote of thanks to all dignitaries assembled here. I would like to thank our chief guest who graced this function with his inspirational thoughts. I would like to thank our beloved principal, staff members, students, participants, volunteers and last but not the least our beloved audience for making this function, a grand success. Once again, I thank one and all present here.

Thank you.

Sample-2

Vote of thanks speech for a General Event:

Good evening, everyone. It has been such an honor to be a part of this wonderful event. On behalf of the organization, I would like to extend my heartfelt gratitude to our esteemed guests, Mr. Vinay Prasad, Manager, IT Solutions and Mrs. Savithri, Director of MNS Technologies. Thank you. Sincere thanks to the heads of the various departments who handled the event throughout. A wide round of applause and thanks to all the participants who made the event a memorable one. Finally, I would like to thank all of you present here for making the time to be with us today and helping us make this event a grand success. Thank you one and all.

Sample-3

Vote of thanks for the installation function:

Good evening to all of you. Respected ladies and gentlemen, we come close to this year's installation function of new office bearers. On behalf of Rotary Club of Chennai Golden Star. It gives me immense pleasure to deliver the vote of thanks to this august gathering here.

My special thanks to the Chief Guest Mr. R. Kanna. The District Governor for (2021-22) who gave an inspirational speech.

I take immense pleasure in extending my sincere thanks to the Guest of Honor Rtn. Babu Prem who had highlighted the directions for taking the club to greater heights.

I extend my heartfelt thanks to one and all who have helped to make this installation function a grand success. I have to specifically mention the contributions made by Mr.C.K.Ramu, in all the printing related works.

I am very happy to extend my sincere thanks to Mr.Gunshekar and Mrs.Kavitha Shekar who constantly, gave advice and also did the master of ceremony to give color to this function.

We are very much grateful Rtn. S. Thyagarajan sir, and his team of office bearers for the year 2021-22 for their continuous dream of conducting this function in a grand manner. All ideas of our club Rotarians would take our club to greater heights and help in getting maximum awards from the district level and at the Rotary International level.

Sample-4

Being the President of CMA, I deem it a great honor and privilege to propose the vote of thanks on this memorable occasion. Let me, first of all start by giving glory to the Almighty God for making today's occasion a resounding success.

As William Arthur Ward rightly said, "Feeling gratitude and not expressing it is like wrapping a present and not giving it".

Today, I take this opportunity to express my deepest sense of gratitude and appreciation to all those made this event such a resounding success.

To begin with, on behalf of the Department of Management, Glory College of Science and Management and all the students I would like to thank our chief guest..... who spared time from his busiest schedule to grace this occasion. Thank you, sir.

Now, I place on record our gratitude to our principal Dr.Chanrashekar Patil, CMI, for his generous support for this event.

Sample-5

Prof. Ved Prakash, Secretary, UGC

On initiation of Golden Jubilee Year of UGC

Honorable Prime Minister Shri Atal Bihari Vajpayee, honorable Minister for Human Resource Development, Dr. Murli Manohar Joshi, honorable Minister of State for Human Resource Development, Prof. (Mrs.) Rita Verma, Respected Secretary of Education, Shri Sant Kumar Tripathi, respected Secretary, Information and Communication Technology, Shri Rajiv Ratan Shah, respected Chairman, UGC, Prof. Arun Nigavekar, respected members of the UGC, our most valued invited guests, ladies and gentlemen.

I deem it a great privilege to have been asked to extend a vote of thanks on this historic occasion. This day will be remembered as a milestone in the history of higher education in India as it is the first occasion after fifty years' time when the Honorable Prime Minister of this great country has graced this important event.

The very presence of the Honorable Prime Minister in today's programme in spite of his extremely busy schedule is a reflection of the importance that is attached to the commitment of the nation to quality augmentation. We are all inspired by your gracious presence, sir.

I, on behalf of the UGC family, entire fraternity of higher education, guest invitees and on my own behalf extend to you warm regards. Honorable Prime Minister , sir, a very hearty vote of thanks for gracing the function and sharing with this august audience your vision of education for our country.

I would like to take this opportunity to express our thanks to Dr. Murli Manohar Joshi, Minister for Human Resource Development for unstinted support and guidance he has extended to all of us at the UGC.

We are extremely thankful to Prof. (Mrs.) Rita Verma, Minister of state for Human Resource Development for her gracious presence in the function.

I also extend my thanks to Shri Sant Kumar Tripathi, Secretary, Secondary and Higher Education, MHRD and also to Shri Rajiv Ratan Shah, Secretary, Information and Communication Technology for their enormous support and guidance in the organization of this event.

We are thankful to all the former Chairpersons and Vice-Chairpersons, Secretaries, Members and also the present Members of the UGC for their support and valuable guidance.

I take this opportunity to extend our most sincere thanks to all our guest invitees who have come from different destinations for their support and cooperation.

I must mention our deep sense of appreciation for the officers of the ERNET, Shri Gulshan Rai and Shri Surendra Pal for their immense support. I may also like to express our sincere thanks to media persons both print and electronic including our Doordarshan for giving an excellent coverage to our programme.

I also wish to express my gratitude to Prof. Arun Nigavekar, for his minute-to-minute guidance and support and for providing encouragement at every point of time in the organization of this great event.

I am also very grateful to all the officers of Vigyan Bhavan for their logistic support, of course, at a good price. Thank you.

Sample-6

Vote of thanks on inaugural function of the English Club

Distinguished Chief Guest, Prof. Rajakumar, Principal, College of Science and Technology, Guest invitees, our Principal Prof. Rajahamsa, faculty members, my seniors and friends and media.

On behalf of the management- Vidyakashi Educational Institutions- I take the privilege of proposing a vote of thanks. We are all happy that this Inauguration of the English Club has been organized and conducted extremely well.

First of all, my sincere thanks to our Chief Guest for accepting our invitation and for being with us this morning. Thank you, sir, for that interesting and highly informative speech.

Next my sincere thanks to our beloved Principal for having come up with such a wonderful idea of setting up an English Club for the benefit of the students.

Next my cordial thanks to my dear teachers for their support and cooperation in organizing this event.

I would like to thank the media for the coverage of the event.

I would like to thank the non- teaching staff for their help in making necessary arrangements for the programme.

Last but not the least, I thank the students for their active participation. Thank you one and all.

Exercise:

1. You have organized for the celebration of the Children's Day in your institution, you are the one to offer vote of thanks at the concluding part of the occasion. Prepare a vote of thanks for the occasion.
2. In your locality, the mobile library has been scheduled to open, addressing the gathering, prepare a vote of thanks for the situation.
3. **Lion's Club** has sponsored for free health checkup and distribution of medicines for the patients. Being the organizer of the programme in your area, prepare a vote of thanks, as a token of gratitude for the President and his associates for their generosity.
4. You are a resident of a remote village. For long, you did not have public bus facility to your village. Recently, your MLA visited your village and received requisition regarding the lack of transport facility. The MLA recommended for the same and within a month, buses began to run in your route. Your village panchayath decided to honor the MLA. Prepare a vote of thanks for the situation.

Links for references:

- <https://nvshq.org>
- <https://gupshups.org>
- <https://www.bpps.in>
- <https://brainly.in>

**II Semester B.Com./BBA and other courses coming under the
Faculty of Commerce**

(As per NEP Model)

GENERIC ENGLISH – Language English-II (ENVISION-II)

QUESTION PAPER PATTERN

Time-2 ½ hours

Marks-60

Section-A (Workbook-40 marks)

| Question no. | Unit | Marks |
|--|--|----------------|
| I | Comprehension Passages | 5 |
| II | Vocabulary building | 10 |
| III | Correction of sentences | 5 |
| Listening activities (interviews/conversations) NOT FOR TESTING | | |
| IV | Reported speech | 5 |
| V | Dialogue writing | 3 |
| VI | Verbal and non-verbal communication | 2 |
| | Active and passive voice | 5 |
| VII | Introducing guests, welcome speech, vote of thanks | 5 |
| Section-B (Coursebook-20 marks) | | |
| VIII | Answer any FIVE out of SIX (from all six units) | 5x1=5 |
| IX | Answer any 1 out of 3 (poetry-1, prose-2) | 1x5=5 |
| X | Answer any 1 out of 3 (poetry-2, prose-1) | 1x10=10 |

INTERNAL ASSESSMENT MARKS ALLOTMENT-- 40 marks

| | | |
|----------|--|-----------------------|
| 1 | Assignments/projects/debate/role play/quiz etc. | 10 marks |
| 2 | Internal Test (2) | 10+10=20 marks |
| 3 | Seminar/presentation/GD/case study etc | 10 marks |

**II Semester B.Com./BBA and other courses coming under the
Faculty of Commerce**

(As per NEP Model)

GENERIC ENGLISH – Language English-II (ENVISION-II)

MODEL QUESTION PAPER

Time-2 ½ hours

Marks-60

Instructions: 1. Read all the instructions carefully and write answers.

2. Write the question number correctly

SECTION-A

(Workbook-40 marks)

I Read the following passage and answer the questions set on it: 5x1=5

There is no general agreement about how the planets were formed. The most widely accepted theory is that about 5000 million years ago swirling clouds of matter began to condense. Through the action of centrifugal force, the heavier molecules were concentrated near the centre of the eddies and the lighter, gaseous material was thrown out towards the periphery. Such is the theory. What is known is that nine satellites began orbiting round the sun. These are the planets.

The planet on which man lives is the third closest to the sun, with the third shortest orbit. It also has something none of the others has- an atmosphere that can support life in all the manifold forms that exist on our planet. There may be satellites circling other stars in other parts of the universe that have the right ingredients for some sort of life to evolve, but the earth is the only one in the solar system.

1. The theory of the formation of the planets
 - a) Is generally agreed upon by everyone
 - b) Is a debatable one
 - c) Covers a very wide area.
 - d) Is fairly well-known
2. According to the passage, what is the theory behind the formation of Planets?
3. The Earth is the planet which is _____closest to the sun.

4. In the passage, the word Periphery means:

- a) Edge
- b) Heart
- c) Centre
- d) Middle

5. Suggest a suitable for the passage.

II Do as directed:

1. Choose the correct synonym for the words given below: 2

- a) Chaos: (confusion, orderly, disciplined)
- b) Develop – (evolve, explain, groan)

2. Choose the correct antonym for the words given below: 2

- a) Feeble: (weak, strong, fragile)
- b) Adhere: (follow, disregard, comply)

3. Add suitable affixes to the words given in brackets and fill in the blanks: 2

He drove car _____(occasion) but enjoyed many _____(joy) moments. They were _____(ordinary) journeys and _____(possible) to forget.

4. Construct two sentences each for the homonym 'fine' in different contexts: 2

5. Write a suitable homophone for the word 'THERE': 1

6. Identify the proper collocation in the following pairs: 1

Strong coffee/powerful coffee

III Do as directed: 5

- a) India is ____ democratic country. (Use a suitable article)
- b) There is no short cut ____ success. (Use a suitable preposition)
- c) I ____ (dance) for three hours yesterday. (Use a proper tense form of the word given)
- d) bengaluru is the capital city of karnataka (Punctuate the sentence)
- e) This story is much interesting. (Correct the error in the usage)

IV Change the following sentences into reported speech:

5

- a) He said, "Be quiet and listen to my words."
- b) The principal said to me, "Do it yourself."
- c) Leela said to Shankar, "I will come to your house as early as possible."
- d) The Director said to the actor, "Can you perform better".
- e) "The weather is going to be extreme this week", said the experts.

V A) Complete the following dialogue between two friends on vaccination:

3

- **Rosy:** Did you get your dose of vaccination?
- **Manjula** What about yours?
- **Rosy:**
- **Manjula:** What are you waiting for? It is available for free in the PHC. Go get it.
- **Rosy:**

B) Answer the following questions in one/two sentences:

2

- a) What is communication?
- b) What are the two types of communication?

VI Rewrite the following passage in passive voice:

5

People saw a UFO in the sky above Bengaluru last night. They reported it to the police. The police sent a helicopter to look at it more closely. The UFO shot the helicopter down and killed two policemen in it.

VII A) You have invited an eminent educationist as the chief guest to your college annual day. Prepare a welcome speech, using the profile given below: 5

Name: Dr. Sumanth Prabhu

DOB: 08-03-1972

Place of birth: Hassan, Karnataka

Educational qualification: M. A. in English, Ph. D

Achievements: 25 years of teaching experience in ABC College, XYZ University.

Guest faculty in UK.

Awards: Best teacher award, Excellence award, Citizen of the City award.

OR

B) Prepare a vote of thanks for the same occasion as mentioned above.

SECTION-B

(Coursebook-20 marks)

VIII Answer any FIVE of the following in a word/phrase/sentence: 5x1=5

1. What kind of freedom does Tagore claim for his motherland?
2. What is BIBA?
3. Which object gave Chaplin ‘an inordinate sense of possession’?
4. Who was Endymion, according to Greek myth?
5. Why was the Happy Prince looking sad?
6. What can a tourist find in the Sundarbans?

IX Answer any ONE of the following in about a page: 1x5=5

1. How does the poem ‘The Sundarbans’ portray the conflict between human beings and tigers?
2. How does Chaplin recollect his first stage appearance?
3. Explain the early days of Meena Bindra in her business.

X Answer any ONE of the following in about two pages: 1x10=10

1. How did the little swallow help the Prince in making him ‘happy’?
2. Describe the power of beauty, as explained by Keats in ‘Endymion’.
3. Explain Tagore’s vision of freedom, with reference to his poem ‘Freedom’.