



ENVISION-I

Generic English Textbook

Under the National Education Policy (NEP-2020)

(PART-I WORKBOOK)

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

Editor

Dr.Thandava Gowda T N

**PRASARANGA
Bengaluru City University (BCU)
Bengaluru**



ENVISION-I Generic English Textbook for I 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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FOREWORD

The Generic English Textbook **ENVISION-I** for I 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 developing the linguistic skills of undergraduate students and prepare them for the competitive world.

I congratulate the members of the textbook committee for their hard work at such a short notice. 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 utilised by the teachers and the students skilfully to achieve the command over the language.

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

PREFACE

ENVISION-I, the Generic English Textbook for I 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. After the implementation of New National Education Policy in Higher Education, it is also the first book on the NEP model.

The chapters have been selected keeping in mind the class room requirements. The selections aim at honing the skills of the students and making them job-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, Generic English (L2), which is an Ability Enhancement Compulsory Course (AECC), has all the tools to enhance students' ability to use language with confidence and command.

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-I is the Generic English Textbook for I 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 myriad colours of language skills and communication tools spanning LSRW. The book has eight chapters which cater to different dimensions of linguistic learning. These chapters include comprehension passages, interpretation skills, listening versus hearing, listening skills related to job interviews and conversations (audio and video), introducing, making requests, enquiries, seeking permission, congratulating, offering help, giving instructions and directions, question forms and question tags, subject-verb agreement and derivatives are some of the highlights of the book. These chapters constitute the workbook syllabus for the first 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 comprehension passages and students' ability to read and comprehend these passages will be tested in the examination. Chapter 2 deals with interpretation skills where the student will be taught to analyse different graphs, charts, tables and statistical diagrams and interpret the same. In chapter 3, an introduction is given to listening skills and the difference between listening and hearing has been clarified. Chapter 4 deals with listening skills pertaining to job interviews and conversation. 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 comes under Unit II—Productive Skills, which enhances the skills of introducing, requesting, enquiring, congratulating, seeking permission and offering help. These will be tested in the examination. Also tested will be the skills of giving instructions and directions, which form the core of chapter 6. In chapters 7 and 8, question forms, question tags, subject-verb agreement and derivatives have been discussed. To reiterate, except chapter 4, rest of the units will constitute 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. Internal Assessment marks can be allotted as follows:

Assignments and Projects-20, Internal Test-10, Attendance-10 =40

The duration of the examination will be three hours. 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.

N G Narasimhan
Chairperson
Textbook Committee

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CHAPTER 1

COMPREHENSION PASSAGES

OBJECTIVE: To acquaint the students with reading comprehension strategies and skills that facilitate their understanding and analyzing of written texts effectively and easily.

Language learning could be a wonderful experience and reading comprehension is an important aspect of learning. **Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, students need to 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.**

Reading comprehension requires the reader to understand a passage at different levels. The main purpose of reading comprehension is to understand the meaning that the given passage implies and answer the comprehension questions accordingly.

Reading is a good habit to inculcate. It is that skill which enables all other skills involved in acquiring a language. It is very important for UG students to learn this because, in numerous competitive examinations, reading comprehension section can be one of the most complex ones depending on the standard of language used. Usually, the difficulty level of the Verbal Section (which comprises of **verbal ability** and reading comprehension) is dependent on the reading comprehension test.

As part of a reading comprehension test, students will be tested on the **vocabulary**, **absorption** and **understanding** of the language. The questions in the reading comprehension exercise are mostly inferential.

EFFECTIVE READING TECHNIQUES

Skimming and **Scanning** are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly to get a general overview of the material. Scanning is reading rapidly to find specific facts.

Skimming refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading selection.

How to Skim:

- ❖ Read the title.
- ❖ Read the introduction or the first paragraph.
- ❖ Read the first sentence of every paragraph.
- ❖ Read every heading and sub-heading.
- ❖ Notice any pictures, charts, or graphs.
- ❖ Notice every italicized or boldface words or phrases.
- ❖ Read the summary or last paragraph.

Scanning is a reading technique that is to be used when you want to find specific information quickly. In scanning you need to have a question in your mind, and read a passage only to find the answer, ignoring unrelated information.

How to Scan:

- ❖ State the specific information you are looking for.
- ❖ Try to anticipate how the answer will appear and what clues you might use to locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.
- ❖ Use headings and any other keywords that will help you identify which section might contain the information you are looking for.
- ❖ When you locate a keyword, read the surrounding text carefully to see if it is relevant.
- ❖ Reread the question to determine if the answer you found is correct.
- ❖ Selectively read and skip through sections of the passage.

Read the passage given below and learn the technique of Skimming and Scanning

AUTHOR: SUDHA MURTHY

TITLE: THE OLD MAN AND HIS GOD- discovering the spirit of India

A few years back, I was travelling in the Thanjavur district of Tamil Nadu. It was getting dark, and due to a depression over the Bay of Bengal, it was raining heavily. The roads were overflowing with water and my driver stopped the car near a village. 'There is no way we can proceed further in this rain', said the driver. 'Why don't you look for shelter somewhere nearby rather than sit in the car?' stranded in an unknown place among unknown people, I was a bit worried. Nevertheless, I retrieved my umbrella and marched out into the pelting rain. I started walking towards the tiny village, whose name I cannot recall now. There was no electricity, and it was a trial walking in the darkness and the rain. In the distance I could just make out the shape of the small temple. I decided it would be an ideal place to take shelter, so I made my way to it. Halfway there, the rain started coming down even more fiercely and strong wind blew my umbrella away, leaving me completely drenched. I reached the temple soaking wet. As soon as I entered, I heard an elderly person's voice calling out to me. Though I cannot speak Tamil, I could make out the concern in the voice. In the course of my travels, I have come to realize that voices from the heart can be understood irrespective of the language they speak. I peered into the darkness of the temple and saw an old man of about eighty. Standing next to him was an equally old lady in a traditional nine-yard cotton sari. She said something to him and then approached me with a worn but clean towel in her hand. As I wiped my face and head, I noticed that the man was blind. It was obvious from their surroundings that they were very poor. The Shiva temple, where I now stood, was simple with the minimum of ostentation in its decorations. The Shivalinga was bare except for a bilwa leaf on top. The only light came from a single oil lamp. In that flickering light a sense of calm overcame me, and I felt myself closer to God than ever before. In halting Tamil, I asked the man to perform the evening mangalarati, which he did with love and dedication. When he finished, I placed a hundred rupee note as the dakshina. He touched the note and pulled away his hand, looking uncomfortable. Politely he said, 'Amma, I can make out that the note is not of ten rupees, the most we usually receive.'

Whoever you may be, in a temple, your devotion is important, not your money. Even our ancestors have said that a devotee should give as much as he or she can afford to. To me you are a devotee of Shiva, like everyone else who comes here. Please take back this money'. I was taken aback. I did not know how to react. I looked at the man's wife expecting her to argue with him and urge him to take the money, but she just stood quietly. Often, in many households, a wife encourages the man's greediness. Here, it was the opposite. She was endorsing her husband's views. So, I sat down with them, and with the wind and rain whipping up frenzy outside, we talked about our lives. I asked them about themselves, their life in the village temple and whether they had anyone to look after them. Finally, I said, 'both of you are old. You don't have any children to look after your everyday needs. In old age one requires more medicines than groceries. This village is far from any of the towns in the district. Can I suggest something to you?' At that time, we had started an old age pension scheme and I thought, looking at their worn out but clean clothes, they would be the ideal candidates for it. This time the wife spoke up, 'please do tell, child.' "I will send you some money. Keep it in a nationalized bank or post office. The interest on that can be used for your monthly needs. If there is a medical emergency, you can use the capital". The old man smiled on hearing my words and his face lit up brighter than the lamp. 'You sound much younger than us. You are still foolish. Why do I need money in this great old age? Lord Shiva is also known as Vaidyanathan. He is the Mahavaidya, or great doctor. This village we live in has many kind people. I perform the pooja and they give me rice in return. If either of us is unwell, the local doctor gives us medicines. Our wants are very few. Why would I accept money from an unknown person? If I keep this money in the bank, like you are telling me to, someone will come to know and may harass us. Why should I take on these worries? You are a kind person to offer help to two unknown old people. But we are content; let us live as we always have. We don't need anything more.' Just then the electricity came back, and a bright light lit up the temple. For the first time I saw the couple properly. I could clearly see the peace and happiness on their faces. They were the first people I met who refused help in spite of their obvious need. I did not agree with everything he had just said, but it was clear to me that his contentment had brought him peace. Such an attitude may not let you progress fast, but after a certain period in life it is required. Perhaps this world with its many stresses and strains has much to learn from an old couple in a forgettable corner of India.

The outcome of skimming this passage

- Was travelling in Tamil Nadu.
- Car had to stop because of heavy rain and overflowing roads.
- Retrieved the umbrella and walked towards the village.
- Fully drenched, reached a small temple.
- Was approached by a Tamil speaking, old couple, with a clean towel.
- Noticed that it was a Shiva temple.
- Mangalarathi was performed and a hundred rupee note as dakshina was placed.
- The old couple refused to take it, as they felt it was too much.
- Learning that they had no children, monetary help was offered.
- Old couple refused it, as Shiva, was there to take care of them.
- Village doctor & the villagers help them, so, no need of help from unknown people.
- Electricity came back & noticed peace & happiness on their faces.

The outcome of scanning the passage:

- Was travelling in Thanjavur district of Tamil Nadu.
- Depression over Bay of Bengal, Heavy rain.
- Car stopped near a village because of rains & overflowing roads.
- Retrieved the umbrella and walked in the dark towards the village.
- Because of fierce rain, strong wind, umbrella blew away & was fully drenched.
- Reached a temple.
- Was approached by a Tamil speaking, 80-year-old couple.
- Noticed that the old man was blind, lady was wearing a traditional nine-yard cotton sari.
- Gave clean towel to wipe.
- Shiva temple, minimum ostentation, Shivalinga, bare except for a bilwa leaf.
- Felt calm in the single oil lamp of the temple.
- Evening Mangalarathi was performed & a hundred-rupee dakshina was placed.

- The old man refused to take dakshina as he felt it was too much. His wife endorsed his views.
- While talking about personal life, learnt that they had no children.
- So, offered money to be kept in a nationalized bank & the interest to be used for daily needs.
- Old couple refused it, as Shiva, who is known as Vaidyanathan & Mahavaidya will take care of them.
- Kind people of the village, after pooja give rice, local doctor gives medicines.
- If money in the bank, someone might harass.
- So, no need of help from unknown people.
- Electricity came back, saw the couple's face filled with peace and happiness.

Read the following passage using skimming and then scanning technique to analyse the points.

FEMINISM, A MISUNDERSTOOD CONCEPT TODAY

Feminism as a concept:

To be a feminist is simply to believe that everybody should be treated equally, regardless of sex. It means that there should be equality of the sexes economically, socially, politically and personally. When you put it like that, it's surely difficult for anybody to deny being a feminist. But for such a simple concept, it is often dramatically misunderstood.

Feminism as a Theory of Law as a concept, feminism is very much a modern notion within legal circles, which aims to eradicate any prejudice against women's rights. This in a society strongly founded upon a male-orientated legal system, which historically fails to recognize the social and legal rights of women, and instead focuses upon "male-orientated theories and ideologies." [1] It is this patriarchy that feminists thrive to eliminate. The essence of patriarchy is emphasized by the Marxist legal theory, developed by Karl Marx and Friedrich Engels in the 19th century, which places no emphasis upon gender, and consequently belittles the feminists' fight for gender equality. The key to this goal,

in turn, is a socialist revolution that creates a state-centered economy operating to meet the needs of all. Such a basic transformation of society requires that women and men pursue their personal liberation together, rather than individually, as liberal feminists maintain.”

By definition as provided by oxford dictionary, “feminism is the advocacy of women’s rights on the grounds of the equality of the sexes.” From this, we can clearly see the core of feminism is how women should have equal rights and opportunities to that of men. Nowhere does it indicate women should be superior, or that women should hate men. It does not support any kind of notion about how all men are the same or that they are all sexist. As for the ‘feminists’ who do hate men, they are better understood as’ feminazis.

10 Ways in Which Feminism Is Misunderstood

Feminism is very similar to that movie that everyone claims to understand while they actually don’t. There are several misconceptions that go around regarding the ideology of feminism. If you don’t know what feminism is, you must know what it isn’t. Following are the ways in which feminism is misunderstood in India:

1. **“He forShe”. Several misinformed people believe that “he” should stand up for “she” and protect her at all times**

Little do they know that “she” does not require a “he” to feel safe. “She” wants to be recognized as someone who can fight her own battles, and thus be treated as an equal.

2. **“Anti-Men”- feminism, contrary to what people believe, is not anti-male**

It aims to have equality of gender for everyone, and it starts with uplifting the gender that has been more oppressed socially.

3. **It is not only men who require introspection**

No! We are not kidding; simply because it’s high time for women to start looking at each other as fellow team members and not competitors.

4. **Equality – A two-sided coin. Feminism stands for equality, and it is as much “pro-men” as “pro-women”**

Gender bias and sexism go both ways and don't be surprised if a few men's right activists demand equality in the name of feminism.

5. **Equality and Incentives DO NOT go hand in hand**

There are cases where women express their demand for equality but bring up the 'woman' aspect when it seems convenient to them. This is nothing but a misinformed notion of what it means to be equal. However, like the situation given in the image above, there is nothing wrong with a woman expressing what she wants, even if it might be considered traditionally gender specific. The thing to keep in mind is, does it establish gender roles of any kind? If not, then it's okay.

6. **Gross generalization**

All men are not the same- they believe in equality as much as women do. In the case of sexism that prevails, punish the man responsible, not the gender. And yes, men will be equally ashamed of the responsible man's behaviour.

7. **Misuse of Laws: If one misuses all the laws meant for the protection of women, one is indirectly mocking the real victims of dowry and rape, which goes pretty much against the ideology of feminism**

After the infamous 2012 Nirbhaya incident, the RAPE laws in India are stricter than ever before. 73% fake rape cases in the year 2013 and the ever-increasing false dowry cases are a proof that these laws are being largely misused.

8. **Female domination**

Some people believe that the feminist movement aims to establish a female dominance in the world while feminism in its true sense aims to establish a world where no gender supersedes the other. This needs to be largely understood.

9. **Men can be feminists too**

Yes, you read that one correctly. Your gender doesn't dictate whether you can be a feminist or not. It's about gender equality, after all.

10. **Myth about feminism – a divide and rule mechanism. People often believe that feminism creates differences among men and women and divides the society**

This is far from reality. In fact, feminism involves making the world a place with no gender roles, where no gender poses a threat to the other. Where men and women co-exist as equals. Where it is okay for a woman to open the door for a man, just as it is for a man to open the door for a woman. Where they complement each other's work and work together to build a better society.

Write 10 important points that you can find after skimming the above passage:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Write 15-18 points after scanning the above passage:

PASSAGES FOR COMPREHENSION:

Sample passage

Read the following passage and answer the questions given below:

Holi celebrations start on the night before Holi with a HolikaDahan where people gather, perform religious rituals in front of the bonfire, and pray that their internal evil be destroyed the way Holika, the sister of the demon king Hiranyakashipu, was killed in the fire. The next morning is celebrated as Rangawali Holi – a free-for – all festival of colours, where people smear each other with colours and drench each other. Water guns and water-filled balloons are also used to play and colour each other. Anyone and everyone are fair game, friend or stranger, rich or poor, man or woman, children or elders. The frolic and fight with colors occur in the open streets, open parks, outside temples and buildings. Groups carry drums and other musical instruments, go from place to place, sing, and dance. People visit family, friends, and foes to throw coloured powders on each other, laugh and gossip, then share Holi delicacies, food, and drinks. Some customary drinks include bhang (made from cannabis), which is intoxicating. In the evening, after sobering up, people dress up and visit friends and family.

Q1. Select the correct option

HolikaDahan is performed

1. So that their internal evil is destroyed
2. To utilize the firewood at home
3. Because it is the night before Holi
4. As Holika was Hiranyakashipu's sister

Ans: So that their internal evil is destroyed.

Q2. Which are the two rituals followed during the Holi celebrations?

Ans: The two rituals of Holi followed during the Holi celebrations are:

1. HolikaDahan and
2. Rangawali Holi

Q3. 'Bhang' is a customary drink made from cannabis, which is intoxicating.

Q4. Which word or phrase means 'not intoxicated' in the passage?

- a. Free for all
- b. Cannabis
- c. Destroyed
- d. Sobering up

Ans. Sobering up

Q5. Suggest a suitable title for the above passage

Ans. Holi- The festival of fun.

EXAM ORIENTED PASSAGES

Read the following passages and answer the questions given below it:

Practice Test 1

The Indian Premier League (IPL) is a professional Twenty20 cricket league in India contested during March and May of every year by 10 teams representing 10 cities of India. The league was founded by the Board of Control for Cricket in India (BCCI) in 2008, and is regarded as the brainchild of Lalit Modi, the founder and former commissioner of the league. IPL has an exclusive window in ICC Future Tours Programme.

The IPL is the most attended cricket league in the world and in 2014 ranked sixth by average attendance among all sports leagues. In 2010, the IPL became the first sporting event in the world to be broadcast live on YouTube. The brand value of IPL in 2019 was Rs. 47500 crore (US\$6.3 billion), according to Duff & Phelps. According to BCCI, the 2015 IPL season contributed Rs. 11.5 billion (US\$182 million) to the GDP of the Indian economy.

There have been fourteen seasons of the IPL tournament. The current IPL title holders are the Chennai Super Kings, who won the title for the fourth time in 2021 season.

Q1. Choose the most appropriate option

Indian Premier League is considered as the brainchild of

- a) Lalit Modi
- b) Nirav Modi
- c) Vineet Jain
- d) Mukesh Ambani

Q2. How many seasons of IPL have been played till 2021?

Q3. In the year _____ IPL became the first sporting event to be broadcast live on an online platform.

Q4. In the passage, the word “professional “means-

Choose the right options from below

- a) Worker
- b) Amateur
- c) Paid
- d) Polished

Q5. According to Duff & Phelps, the brand value of IPL in 2019 was US \$6.3 billion. True/False. _____.

Practice Test 2

Tourism is an important activity in modern life. In olden days, tourism as such was not widespread. Instead, people went on long or short pilgrimages, combining piety and pleasure in the same activity. They walked to places like Tirupati, Kashi and Rameshwaram and it took years for them to complete a pilgrimage. They faced many hardships on the way. Pilgrims had to walk through thick jungle, sleep in open places and had to starve for many days as they could not get food and clean drinking water.

Often, those who went to far off places like Kashi never returned. They might have met with an accident or fallen ill and died during the pilgrimage. Hence, if people returned home after a long pilgrimage, they had celebrations and thanked God for the safe return.

Today, travelling has become safer and more comfortable. We have many means of transport to go on tours or pilgrimages. Good roads, increase in transport and lodging facilities have made travel pleasurable.

Q1. Choose the correct option.

People who travelled to far off places never returned because

1. They might have lost their way.
2. They might have met with an accident or fallen ill.
3. They might have settled there.
4. They did not find anything interesting to come back.

Q2. What was the mode through which the travellers usually travelled?

_____ .
Q3. According to the passage, in the modern life, _____ is an important activity.

Q4. In the passage, the word 'hardship' means - **Opportunity. True or False**

Q5. Suggest a suitable title for the above passage.

Practice Test 3

KALPANA CHAWLA

Kalpana's biggest achievement was that she was able to live her dream and do so, despite hailing from a small Haryana town, despite belonging to an orthodox family, and significantly, despite being a bit more than her own achievement, what Kalpana will be remembered most for is that not only did she realize her own dream, but she passed the dream on.

Every little girl in Karnal grows up hearing about Montu Didi, gaining inspiration from her story. The message is that if Kalpana could do it, so can they. What one Kalpana Chawla was able to do for empowering the girl child is something that no state government or central government campaign can ever hope to do.

The Haryana government's decision to award a Kalpana Chawla gold medal to the girl topping in the class 10 exams as well as the Punjab governor's decision to institute a scholarship for the best student in the aerospace engineering department of the Punjab engineering college are perhaps the best tributes anyone could offer her.

Kalpana herself played a big role in helping the girl child. Two girl students, sponsored by her, went to NASA every year as part of the NASA Space School Foundation Programme. As one of the girls who went on the programme said, "Kalpana Didi told us to dream high. She said that if you do not dream, you will never be able to achieve anything".

Kalpana's personal dream began at the age of eight when her father, Banarasi Lal Chawla, took her to the Karnal flying club for the first time. That was the first step in her journey to space. And on the way she broke every stereotype.

Through her determined hard work and enterprise, she convinced her reluctant parents to let her go to the US. The rest, as they say, is history. Not only did she do her family proud, but the entire nation acknowledged her achievement when she was selected to go on a space mission in 1997.

On Saturday, her school, Tagore Bal Niketan, was decorated and celebrations were underway to welcome her back to earth when the tragic news of the Columbia breaking up reached them. And on Sunday, the same school grounds became the venue for prayer meeting to mourn her death. And as people poured in to mourn her, they all remembered the way she may have touched their lives. Kalpana should be remembered for more than just the fact that she was the first India born woman to go into space. She should be remembered for teaching us the importance of dreaming high.

Q1. Choose the correct option

Kalpana Chawla was from the state of

1. Haridwar
2. Haryana
3. Himachal Pradesh
4. Hariharpur

Q2. When did Kalpana's personal dream begin?

_____ .

Q3. The Nick name of Kalpana Chawla was _____.

Q4. According to the passage, the word 'empowering' means-

Choose the right option from below

1. Giving empathy
2. Giving power to kill.
3. Giving legal power & confidence
4. Giving hindrance to power

Q5. Kalpana Chawla died in the year 1997, while she was on her first space mission. True or False. _____

Practice Test 4

The **Himalayas**, or **Himalaya**, form a mountain range in Asia, separating the plains of the Indian subcontinent from the Tibetan Plateau.

The Himalayan range has many of the Earth's highest peaks, including the highest, Mount Everest. The Himalayas include over fifty mountains exceeding 7,200 meters (23,600 ft.) in elevation, including ten of the fourteen 8,000-metre peaks. By contrast, the highest peak outside Asia, Aconcagua, in the Andes is 6,961 meters (22,838 ft.) tall.

Lifted by the subduction of the Indian tectonic plate under the Eurasian Plate, the Himalayan Mountain range runs west-northwest to east-southeast in an arc 2,400 km (1,500 miles) long. Its western anchor, Nanga Parbat, lies just south of the northernmost bend of Indus River. Its eastern anchor, Namcha Barwa, is just west of the great bend of the YarlungTsangpo River (upper stream of the Brahmaputra River). The Himalayan range is bordered on the northwest by the Karakoram and the Hindu Kush ranges. To the north, the chain is separated from the Tibetan Plateau by a 50–60 km (31–37 miles) wide tectonic valley called the Indus-Tsangpo Suture. Towards the south the arc of the Himalaya is ringed by the very low Indo-Gangetic Plain. The range varies in width from 350 km (220 miles) in the west (Pakistan) to 150 km (93 miles) in the east (Arunachal Pradesh). The Himalayas are distinct from the other great ranges of central Asia, although sometimes the term 'Himalaya' (or 'Greater Himalaya') is loosely used to include the Karakoram and some of the other ranges.

Q1. Choose the correct option

How long is the Himalayan Mountain range?

- a) 2400 miles
- b) 2,400 kms
- c) 150.0 miles
- d) 15000miles

Q2. Which is the highest mountain peak outside Asia?

_____ .

Q3. The Tectonic Valley which separates the Himalayan range from the Tibetan Plateau is called _____.

Q4. The northwest border of the Himalayas is Karakoram & Hindu Kush ranges. True or False. _____.

Q5. Suggest a suitable title for the above passage.

PASSAGES FOR CLASSROOM ACTIVITY

EXERCISE 1

Read the following passages carefully and answer the questions set on it:

Working twelve to eighteen hours a day was not uncommon for scientists at the rocket launching station, Thumba. A group of such scientists were frustrated due to the work pressure and meeting their boss's demands; however, they were loyal to him.

One day, a scientist gathered enough courage to go up to his boss and said, "Sir, I have promised my children that I will take them to the exhibition this evening, therefore I have to leave the office at 5.30 p.m. Can I leave early today Sir "?

His boss replied, "Alright, you may leave early today."

The scientist was happy for having received the permission and went on to continue his work. He stayed on to work after lunch, and, as always got so engrossed in his work, that he peered at his watch only when he thought he was done. Unfortunately, it was past 8.15 p.m.

With a jolt, he remembered his promise to his children. He looked for his boss who was not in his office. Having told him just that morning, he wrapped up work and hurried home.

As he drove home, he felt very guilty for having let his children down. When he reached, the children were not at home. His wife was busy reading. He felt that initiating any conversation with her would only add fuel to fire, so he remained quiet.

Looking at him, his wife asked, “Do you want something hot to drink or have dinner right away?”

The man could only ask, “Where are the children?”

His wife said, “Don’t you know? Your boss came here at 5.15 p.m. and took the children to exhibition you had promised to take them to “.

He was surprised, but it did not take him too long to guess what had happened.

The boss who granted him permission had observed him working very seriously well past 5.00 p.m. He must have thought that the scientist would not leave the work half done, but if he has promised his children a visit to the exhibition, then they deserve it. So, he took the lead in taking them to the exhibition himself.

The boss does not have to do it every time. But once it is done, loyalty is established.

No wonder, all scientist at Thumba continue to work under this boss despite the great pressure.

This boss is none other than Dr. A P J Abdul Kalam.

With each sentence below there is an underlined phrase/ clause followed by 4 answer choices. Select the option that best replaces the underlined text.

1. Working twelve to eighteen hours a day was not uncommon for scientists at Thumba.
 - I. Was not possible
 - II. Was regular practice
 - III. Was irregular
 - IV. Was uncustomary

2. The scientist was happy for having received the permission.
 - I. Having not accepted
 - II. Not getting sanction
 - III. Being permitted
 - IV. Having received the recognition.

3. Having told him just that morning, he wrapped up work and hurried home.
 - I. He concluded his work
 - II. He dressed up warmly
 - III. He stopped working
 - IV. He left work

4. The boss does not have to do it every time. But once it is done, loyalty is established.
 - I. You lose your loyalty
 - II. You establish that the boss must do it again
 - III. You thank your boss
 - IV. You become devoted to them.

5. One day, a scientist gathered enough courage to go up to his boss
 - I. was eagerly waiting to go
 - II. was scared to go
 - III. mustered adequate courage and went
 - IV. thought of going

EXERCISE 2

Source: UPSC 2019 EXAM

History has a great variety of definitions and applications. In the broader sense, it considers every thought that man has had since his first appearance and records every significant advance or recession. It attempts to evaluate all the developments in science, in art, in literature, in philosophy, in architecture, in sociology, in politics, in war, in religion, and in law. It sketches as complete a picture as possible of everything that has influenced man directly or indirectly.

History, more than any other subject, has been enslaved and distorted for selfish purposes. Members of the clergy have used it to glorify and to promote the interests of the church, statesman have utilized it to sway masses, and writers have distorted facts to substantiate their conclusions. War spirit has been kindled through undue emphasis upon facts, if not falsification of them. The historian is likely to exaggerate the history of his own country—sometimes unintentionally – because of his environment, and sometimes in order to facilitate the sale of his book. In all countries, there are zealots in responsible positions who cannot bear to have their fatherland criticized. Truth is frequently sacrificed at the altar of patriotism. Henry C Lea, an outstanding American historian, declared that history should be “a serious attempt to ascertain the severest truth as to the past and set it forth without fear or favour.” Michelet, a famous French historian, believed that “sacrilege and the mocking of false gods are the historians’ first duty, his indispensable instrument for re-establishing the truth.”

The slight progress that we have made in the direction indicated by Lea and Michelet is rather discouraging, but there is a trend toward a broader and more inclusive point of view in the writing and teaching of history. World history, correctly interpreted, puts the individual state in the proper perspective and lessens the dangers of excessive nationalism. History has become more than war and politics. To make the story complete, the historian of the new school makes use of the work of the ethnologist, the anthropologist, the geographer, the archaeologist, the geologist, the psychologist, the astronomer, the zoologist, the biologist, the

chemist, the sociologist, and the economist. He is concerned with man's cultural advances and his society, as well as with charters, constitutions, and wars.

There are dangers, as well as virtues, in the vast scope of the "new history". Over popularization and under specialization tend to cheapen history and to destroy some of its qualities as a basic and sober study. There are decided advantages in the comprehension of the broad scope of his history, but, in addition, the student should be able to appreciate the depth of the subject. Years of research have been spent and volumes have been written on a single topic. Without these specialized words, surveys would be of no value. However, some of the historians of the "new history" have sacrificed important fundamental facts in order to make a chronicle of heroic persons and romantic occurrences. They have overstepped the point where history and fiction should meet. The historian should make his description of the past lifelike, hence, he should include grim realities as well as romantic incidents.

One of the important aspects of the "new history" is the emphasis upon man's cultural developments, popularly termed civilization. Civilization is difficult to define and evaluate. Just where it began and where man's actions and thoughts became human is impossible to determine. Man, like animals, has senses but some are less acutely developed; man has emotions, most of which are present, but latent, in animals. Comfort seems to be the chief goal of the lower forms of animal life, but man pushes beyond that toward something that he has difficulty in defining. This intangible something may be called civilization. Professor Lynn Thorndike believes that civilization "is the product of our higher qualities as exercised first by original and superior individuals and then accepted or followed by a sufficient number of human beings to make it a social fact". Buckle held that moral and intellectual progress is the basis of civilization. Emerson believed that civilization is progress, and Bertrand Russell, a modern philosopher, thinks that it is the progress and predominance of science. Perhaps we can agree that knowledge of nature, progress in art, an ethical code, a government, and a degree of material prosperity are essentials in any form of civilized society. Civilization became possible when chaos and insecurity were minimized. Curiosity and constructiveness were encouraged when fear was overcome, and man turned his attention toward the understanding and embellishment of life.

Answer the following questions in clear and concise manner:

- a) Why does the author consider history an all-inclusive area of study?
- b) According to the author, how has history suffered distortions and why?
- c) How does the author describe the new school of historians?
- d) What are the dangers associated with “new history”?
- e) Why is it difficult to define and evaluate civilization?

EXERCISE 3

Source: GMAT EXAM PRACTICE PAPER

The idea of the brain as an information processor –a machine manipulating blips of energy according to fathomable rules has come to dominate neuroscience. However, one enemy of the brain as computer metaphor is John R Searle, a philosopher who argues that since computers simply follow algorithms, they cannot deal with important aspects of human thoughts such as meaning and content. Computers are syntactic, rather than semantic, creatures. People, on the other hand, understand meaning because they have something Searle obscurely calls the casual powers of the brain. Yet how would a brain work if not by reducing what it learns about the world to information – some kind of code that can be transmitted from neuron to neuron? What else could meaning and content be? If the code can be cracked, a computer should be able to simulate it, at least in principle. But even if a computer could simulate the workings of the mind, Searle would claim that the machine would not really be thinking; it would just be acting as if it were. His argument proceeds; thus, if a computer were used to simulate a stomach, with the stomach’s churnings faithfully reproduced on a video screen, the machine would not be digesting real food. It would just be blindly manipulating the symbols that generate the visual display. Suppose, though, that a stomach was simulated using plastic tubes, a motor to do the churning, a supply of juices, and a timing mechanism. If food went in one end of the device, what came out the other end would surely be digested food. Brains, unlike stomachs, are information processors, and if one information processors were made to simulate another information processor, it is hard to see how one and not the other could be said to think. Simulated thoughts and real thoughts are made of the same element: information. The representations of the world that humans carry around in their

heads are already simulations. To accept Searle's argument, one would have to deny the most fundamental notion in psychology and neuroscience: that brains work by processing information.

Choose the correct option for the following questions:

- 1) The main purpose of the passage is to
 - A) Propose an experiment
 - B) Analyze a function
 - C) Refute an argument
 - D) Explain a contradiction
 - E) Simulate a process
- 2) Which of the following is most consistent with Searle's reasoning as presented in the passage?
 - A) Meaning and content cannot be reduced to algorithms
 - B) The process of digestion can be simulated mechanically, but not on a computer.
 - C) Simulated thoughts and real thoughts are essentially similar because they are composed primarily of information
 - D) A computer can use "casual powers" similar to those of the human brain when processing information.
 - E) Computer simulations of the world can achieve the complexity of the brain's representations of the world.
- 3) The author of the passage would be most likely to agree with which of the following statements about the simulation of organ functions?
 - A) An artificial device that achieves the functions of the stomach could be considered a valid model of the stomach.
 - B) Computer simulations of the brain are best used to crack the brain's codes of meaning and content.
 - C) Computer simulations of the brain challenge ideas that are fundamental to psychology and neuroscience.
 - D) Because the brain and the stomach both act as processors, they can best be simulated by mechanical devices.
 - E) The computers limitations in simulating digestion suggest equal limitations in computer –simulated thinking.

- 4) It can be inferred that the author of the passage believes that Searle's argument is flawed by its failure to
- A) Distinguish between syntactic and semantic operations
 - B) Explain adequately how people, unlike computers, are able to understand meaning
 - C) Provide concrete examples illustrating its claims about thinking
 - D) Understand how computers use algorithms to process information
 - E) Decipher the code that is transmitted from neuron to neuron in the brain
- 5) From the passage, it can be inferred that the author would agree with Searle on which of the following points?
- A) Computers operate by following algorithms.
 - B) The human brain can never fully understand its own functions.
 - C) The comparison of the brain to a machine is overly simplistic.
 - D) The most accurate models of physical processes are computer simulations.
 - E) Human thought and computer-simulated thought involve similar processes of representation.

EXERCISE 4

Normally when planes get involved in accidents, experts search for the black box of the plane. Black box is basically a gadget that collects and records all details of plane's flight and fixed to the plane. It records all the flights programme, voices of pilots and crew members, speed, direction of flying, variations in vibration of propelling engine etc. The device is fixed in such a way that even if the plane crashes and explodes the black box is not damaged. The black box has the ability to with stand 1000 degrees Celsius, being under water for years after a plane's crash into sea the data recorded in the black box won't get erased. The atmospheric changes do not affect black box data.

Prior to the development of these black boxes, planes belonging to the British Airways had got crashed after colliding with each other. A committee was formed and deputed to detect the reason for such accidents. David warren, an Australian, who was in that committee, after many types of enquiries suggested to fix inside the cockpit a device that would record all flight details and all happening inside the

plane. By these records, reasons for the accident could be found out and necessary steps are taken to prevent the crash.

In 1934, Joseph Begun from Germany invented the magnetic record system. David Warren developed totally fireproof circular boxes using various chemical compounds and fixed at the top of cockpit. Fully developed boxes came into usage in 1953 and by 1957 America and England fixed the black boxes in their planes. Funny thing is that these black boxes are not in black but orange in colour.

Read the passage above and do as directed:

1. What do you think are the 5 questions that can be framed out of the passage.
2. Frame 5 **True or False** questions using the passage.
3. Frame 5 **Fill in the blanks** using the passage.

Points to remember:

1. Read the passage quickly to get the general idea. (Skimming).
2. Read again, a little slowly, to know the details. (Scanning).
3. Study the questions thoroughly. Turn to the relevant portions of the passage, read them again, and then rewrite them in your own words, neatly and precisely
4. Use complete sentences.

Acknowledgements:

1. <https://ctconline.org> › seminar-presentation › essay
2. <http://pioneer.netserv.chula.ac.th> › html › skim

CHAPTER - 2

INTERPRETATION SKILLS

❖ Objectives:

- To develop relative, comparative and analytical abilities among students while reading a data given through a diagram, chart, graph.
- To hone the skill of close reading of data and statistical figures with careful observation.

A picture conveys more effectively and appealingly than a narrative paragraph does. The purpose of a graph is to show numerical facts in visual form so that they can be understood quickly, easily and clearly. Thus, graphs are visual representations of data collected. Data can be presented in the form of a table; however, a graphical presentation is easier to understand. This is true in particular when there is a trend or comparison to be shown.

A pictorial or graphic presentation can be in the form of pie chart, line graph, bar graph, statistical table, score board etc. The act of organising and interpreting data to get meaningful information is Data Interpretation. This is used in the competitive exams extensively to test one's ability to read and comprehend the graphical representation appropriately. The student can also enhance the vocabulary in terms of collocations and the use of degrees of comparison.

❖ Some useful phrases used to interpret the given data can be:

a) To begin the interpretation:

- The table/graph/chart shows...
- The table/graph/chart illustrates...
- Looking at the table/chart/graph, it can be seen that...

b) To describe variety of trends

- a significant increase
- a considerable growth
- to increase dramatically
- to decline sharply

- to show a downward trend
- to hit the lowest point

c) To analyse a situation

- a period of stability
- to remain stable
- to remain constant

d) To talk about percentages

- a significant percentage
- an average percentage
- the highest/lowest percentage

e) In case of comparisons

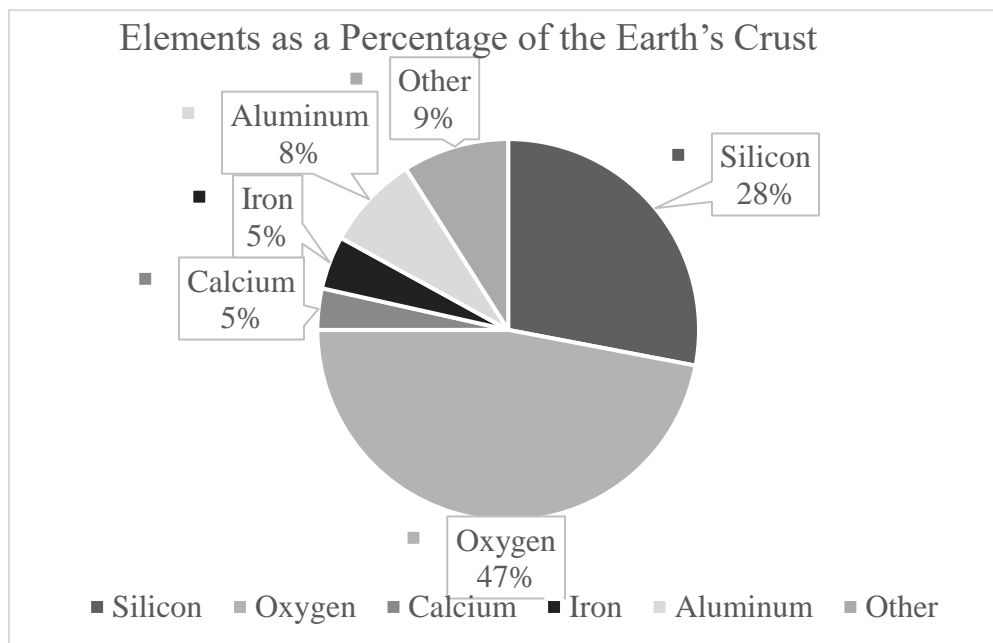
- to be slightly higher/lower than...
- to be significantly higher/lower than...
- two/three/four times higher/lower than...
- to be closely followed by...
- to remain the highest/lowest

❖ ***Suggested class room activity:*** List a few more words/ phrases which are used to interpret the graph.

❖ **Steps to interpret the given data:**

- Get a general picture of information given in graph/table/chart
- Look for comparative trends in the graph/table/chart which can be related and contrasted
- Observe the nature of trend change (slow, sharp, stable etc.)
- Examine patterns and relationships between data.
- Understand changes and their effect on the data.

- ❖ **Sample exercise - 1: The following pie chart contains the division of elements comprising the earth's crust. Answer the questions set on it.**



1. The given pie chart comprises of _____ parts.

- (a) Six (b) seven (c) eight

Answer: a) Six

2. Oxygen constitutes the _____ part of the Earth's crust.

- (a) lowest (b) average (c) highest

Answer: c) highest

3. _____ is the second largest constituent of the Earth's Crust.

Answer: Silicon

4. The number of elements mentioned in the graph is _____.

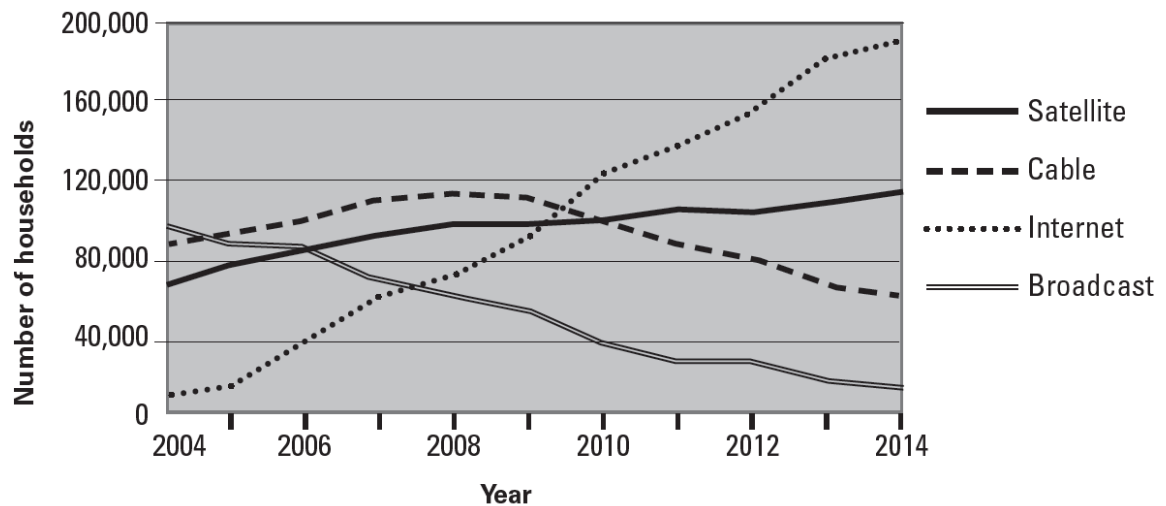
- (a) five (b) six (c) seven

Answer: a) five

5. The given pie chart compares and contrasts the constituents of the Earth's crust.

True/False. Answer: False.

❖ **Sample Exercise 2: The graph below gives information about the technology that households in one US city used for watching television between 2004 and 2014. Answer the questions set on it.**



1. In the given graph, the usage of internet has _____ during the decade.
(a) sharply declined (b) gradually increased (c) remained constant

Answer: (b) gradually increased

2. The graph shows decreasing trend in the use of broadcast compared to cable.
True/False.

Answer: True.

3. Name the two technologies that shows the constant upward trend during the decade.

Answer: i) Internet (ii) Satellite

4. The use of satellite technology shows a _____ in the graph.

(a) slow increase (b) sharp increase (c) steep downfall

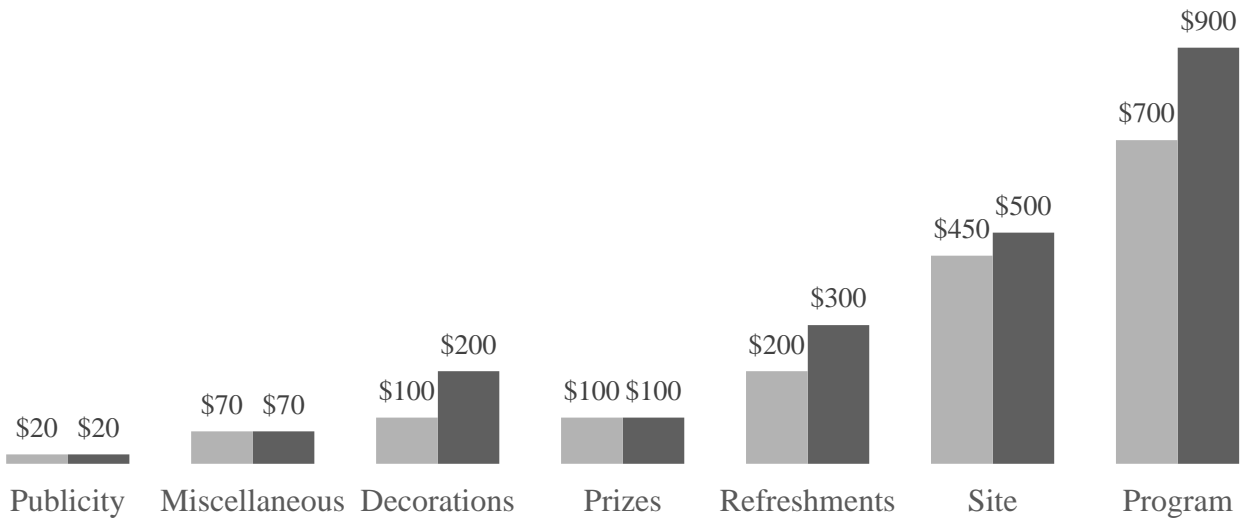
Answer: (a) slow increase

5. During the year 2008 - 09 most people used _____ for watching television.
 Answer: Cable

❖ **Exercises:**

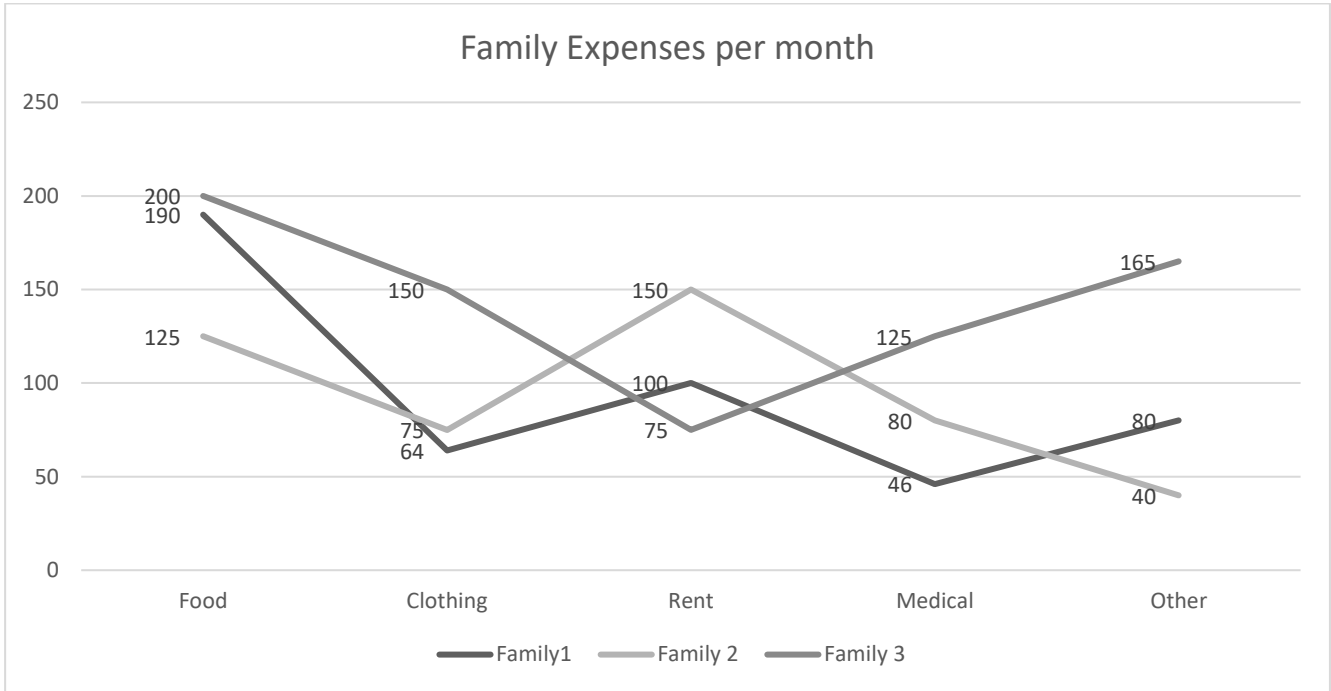
Task -1: MEGA Event organizers have given the expense sheet of organising an event. Answer the questions based on the given graph.

■ Estimated ■ Actual



- Name the three components whose estimated and actual expenses are equal.
- The actual expense for refreshments is _____ the estimated cost.
 - higher than
 - lower than
 - equal to
- The estimated cost of prizes is _____ to the actual cost of decorations.
 - higher
 - lower
 - equal
- _____ is the lowest actual cost spent in the entire event.
- _____ is the highest estimated cost of the event.

Task – 2: The following table gives the details of expenses of three families per month. Answer the questions set on the given graph.



- Family 1 spends _____ on food than family 2.
(a) more (b) lesser (c) equal
- Which family spends the lowest on rent?
- _____ money spent on clothing amongst three families is by family
(a) The lowest (b) The highest (c) Equal
- The margin for food expense by family 1 and family 3 is _____.
(a) very close (b) equal (c) more
- Which family spends the least on other expenses?

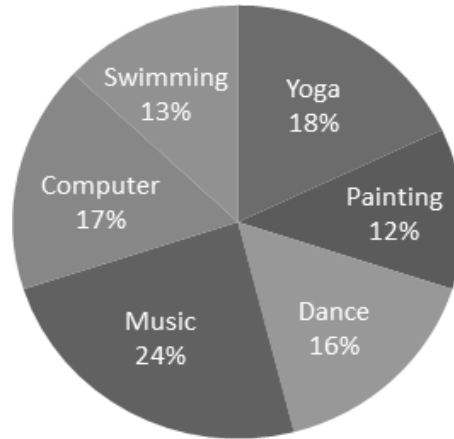
Task – 3: The following table shows the production of sugar in different units for 5 consecutive months in a year. Answer the questions set on it.

PRODUCTION UNITS						
Month	A	B	C	D	E	F
April	310	180	69	137	140	120
May	318	179	177	162	140	122
June	320	160	188	173	135	130
July	326	167	187	180	146	130
August	327	150	185	178	145	128

- In which months the unit B has a less contribution of sugar production than unit D?
- Unit A shows _____ in production of sugar over months?
 - sudden increase
 - continuous increase
 - slow decrease
- In the case of Unit E, in which of the following pairs of months the production of sugar was equal?
 - April & May
 - June & July
 - July & August
- In the month of June, unit A has the highest production of sugar. True/false.
- Unit C has recorded the _____ production of sugar in the month of April.
 - the lowest
 - Equal to unit D
 - the highest

Task – 4: The pie-chart given below shows total number of children who opted different courses in summer camp in May 2017. Answer the questions set on it.

Total Children = 300



1. Which are the two courses opted the highest and the lowest by children at the summer camp?

2. The difference between the children who have opted swimming and children who have opted painting is _____.

(a) very huge (b) equal (c) very less

3. Name any two courses that are offered in summer camp which involve physical activities.

4. Music, dance and _____ come under Fine Arts category amongst the offered courses at the summer camp.

5. Which of the following statements is NOT true:

(a) The percentage of children who have opted Yoga course is lesser than percentage of children who have opted music.

- (b) The number of children who have opted dance is more than children opted computer.
- (c) The percentage of children who have opted painting is half than the percentage of children who have opted music.

Task – 5: The following table shows the number of students who go abroad for further studies from 1990 to 1994

NUMBER OF STUDENTS WHO GO ABROAD FOR STUDY

State/ U.T	Year				
	1990	1991	1992	1993	1994
Maharashtra	732	840	900	920	925
Kerala	1035	940	1200	1400	1500
Karnataka	750	600	830	575	900
West Bengal	500	550	450	600	525
Delhi	1500	1625	1700	1475	1800
Andhra Pradesh	800	840	875	925	785
Total	5308	5395	5955	5895	6434

- Which of the given states has the highest number of students going abroad in the five years?
- In the year 1992, _____ number of students have gone abroad from Delhi.
 (a) less (b) the lowest (c) the highest
- The students from West Bengal who have gone abroad are _____ than the students from Kerala in all the years.
 (a) more in number (b) Equal in number (c) less in number
- Which of the following statements is NOT true in the following:
 (a) The number of students going abroad is more in the year 1994

- (b) The highest number of students who have gone abroad in all the years is from Karnataka.
- (c) In the year 1990, the number of students going abroad from Delhi is three times more than West Bengal.
5. This table represents a tendency of _____ in the total number of students going abroad.
- (a) sharp increase (b) gradual increase (c) slow decrease

Task- 6: The following is a score card of a cricket match between Australia and India. Answer the questions set on it.

India won the toss and elected to field

Australia Women Innings		264-9 (50 Ov)				
Batter		R	B	4s	6s	SR
R Haynes	c Shafali Verma b Goswami	13	28	3	0	46.43
Healy (wk)	run out (Gayakwad)	35	47	5	0	74.47
Lanning (c)	c Richa Ghosh b Goswami	0	4	0	0	0.00
E Perry	c Deepti Sharma b Pooja Vastrakar	26	47	2	0	55.32
Mooney	b Sneh Rana	52	64	6	0	81.25
Gardner	c Mithali b Pooja Vastrakar	67	62	8	2	108.06
Tahlia McGrath	c Richa Ghosh b Pooja Vastrakar	47	32	7	0	146.88
Nicola Carey	not out	12	15	0	0	80.00
Sutherland	c Deepti Sharma b Goswami	0	1	0	0	0.00
Molineux	run out (Gayakwad/Goswami)	1	1	0	0	100.00
Stella Campbell	not out	0	0	0	0	0.00
Extras		11 (b 1, lb 3, w 6, nb 1, p 0)				
Total		264 (9 wkts, 50 Ov)				

India Women Innings		266-8 (49.3 Ov)				
Batter		R	B	4s	6s	SR
Shafali Verma	b Molineux	56	91	7	0	61.54
Smriti Mandhana	c Sutherland b Gardner	22	25	3	0	88.00
Yastika Bhatia	c (sub)Strano b Stella Campbell	64	69	9	0	92.75
Richa Ghosh (wk)	c Gardner b Sutherland	0	4	0	0	0.00
Mithali Raj (c)	b Sutherland	16	28	1	1	57.14
Pooja Vastrakar	b Sutherland	3	14	0	0	21.43
Deepti Sharma	c Nicola Carey b Tahlia McGrath	31	30	3	0	103.33
Sneh Rana	c (sub)HJ Darlington b Nicola Carey	30	27	5	0	111.11
Jhulan Goswami	not out	8	7	1	0	114.29
Meghna Singh	not out	2	3	0	0	66.67
Extras		34 (b 0, lb 2, w 31, nb 1, p 0)				
Total		266 (8 wkts, 49.3 Ov)				
Did not Bat	Rajeshwari Gayakwad					

1. Which team batted first in the match?
2. Tahlia McGrath's strike rate is the highest amongst the Australian batters though she is not the highest scorer. True/False.
3. Who is the highest wicket taker amongst the Aussie bowlers?
4. Which of the following statements is True:
 - (a) Three Indian batters completed half centuries in the match.
 - (b) Richa Ghosh did not bat in the Indian Innings.
 - (c) The Australian side gave more extras than the Indian side.
5. The Australian team played with _____ substitute players in the second innings.
 - (a) two
 - (b) three
 - (c) one

❖ **Points to remember:**

- ✓ Observe closely the given graph.
- ✓ Understand the trends that are shown in the graph.
- ✓ Use the right vocabulary to describe the change in the trends.
- ✓ Notice the impact of the trends.

CHAPTER 3

LISTENING VERSUS HEARING

Objectives:

- To enlighten the learners about the difference between listening and hearing
- To enable the learners to distinguish between different types of listening
- To hone the communication skills of the learners with special focus on listening ability

Often people do not distinguish between the words, *hear* and *listen* and use either of them irrespective of the context. It therefore becomes essential for us to understand the subtle yet significant difference between the words, *hearing* and *listening*.

Hearing happens naturally without any efforts put forth by people whereas listening is an act that involves conscious efforts. For instance, one hears the siren of an ambulance without any efforts but listens to a sermon with a conscious effort.

Hearing involves only eardrums while listening requires the coordination of the ears and the brain.

As recorded in various dictionaries, *hearing* is the process, function or power of perceiving a sound; the process of receiving or sensing a sound. On the other hand, *listening* is a mindful activity; an active, conscious and systematic processing of information.

Hearing is passive and involuntary. Listening expands on hearing as we pay heed to the meaning of the words spoken. Listening requires attention and therefore is active.

LISTENING

Definitions of Listening:

Listening is the process of receiving, constructing meaning from, and responding to spoken and/or non-verbal messages.

International Listening Association

Listening is an active, purposeful process of making sense of what we hear.

Nunan (2003:24)

Listening means taking a vigorous human interest in what is being told us.

Poet Alice Duer Miller

Learning a language requires four skills: *listening, speaking, reading and writing*. Studies present that these four skills of communication are required in the following proportion:

Writing: 9% Reading: 16% Speaking: 30% Listening: 45%

Listening is the most important skill and plays a vital role in formal as well as informal communication. Good Listening contributes to better understanding and thereby establishes stable connect between the receiver and the sender. Hence it is essential to master listening skills which requires conscious efforts.

Listening is the ability to accurately receive and interpret messages in the communication process. Poor listening results in communication gap and may lead to misunderstanding between the sender and the receiver. As a result, communication breaks down and the sender of the message could get offended. Further, that might have an adverse effect on professional as well as personal relationships.

TYPES OF LISTENING

Listening may be classified as content listening, empathetic listening, appreciative listening and analytical listening.

Content listening: It is also referred to as *informative* listening; Focus is on understanding the message intended by the speaker. Listening to reports, briefing, instructions, speeches and conversations for gathering or extracting information are a few instances of content listening.

Empathetic or therapeutic listening: Listening with the intention of redressing an issue concerning people who might be facing crisis in their personal or professional lives is referred to as empathetic or therapeutic listening. Onus is placed on the listener who has to lend a patient hearing to the person affected. It takes extra efforts, space, time and immense patience to indulge in empathetic listening. Professionals such as legal experts, counsellors, doctors especially psychologists and psychiatrists extend empathetic listening to their clients or patients.

Appreciative listening: Activities such as listening to music, watching a show or a stand-up comedy do not involve extra efforts. Listening in the aforementioned context may be referred to as appreciative listening (listening for pleasure or relaxation).

Example: listening to music at a concert.

Analytical or critical listening: Listening to analyse, evaluate and to arrive at a conclusive decision requires absolute concentration. Critical listening implies listening with rapt attention so as to comprehend, analyse and evaluate to arrive upon a prudent judgment. Magistrates, Jury at Law courts, people judging events at various competitions indulge in analytical listening.

Answer the following questions:

1. Which is the most important skill in learning a language

2. How is *hearing* different from *listening*?

3. What is listening?

4. Mention different types of listening.

5. Distinguish among different types of listening.

Match the situations in column A with types of listening in column B

A

B

- | | |
|---|------------------------|
| 1. Listening to a candidate during an interview | Empathetic listening |
| 2. Listening to music at a concert | Analytical listening |
| 3. Listening to a patient in depression | Appreciative listening |
| 4. Listening to a lecture in classroom | Content listening |

Points to remember:

- Hearing is different from listening
- Hearing is passive while listening is active
- Listening plays a vital role in formal as well as informal communication
- Listening may be classified as content listening, empathetic listening, appreciative listening and critical listening.

CHAPTER-4

JOB INTERVIEWS AND CONVERSATION

OBJECTIVES:

- To motivate, inspire and enable the students to develop the skills of facing interviews in an easy, comfortable and effective way.
- To inculcate the spirit and confidence in the students to improve the skills of facing interviews effectively.
- To provide enough exercises to develop confidence among the students to face interviews with accuracy and enthusiasm.
- To instill courage and overcome fears of interviews, the audios and videos links furnished for reference will surely help the students like a lighthouse to the wandering barks in the sea to show the path to youngsters.

Definition:

An interview is generally understood as an oral, structured interaction between two or more people. It has a difficult purpose and the desired result. Based on the objective of an interview, we can classify interviews into different types.

In this unit, we shall take a look only at job interviews.

Typically, the job interview process comprises the following stages: the pre-interview stage, interview stage and post-interview stage.

“An investment in knowledge pays the best interest.”

-Benjamin Franklin

Pre-interview stage:

Appearance in personal interviews

Professional attire and formal look are more desirable than an informal and casual get-up.

Your sense of dressing conveys a lot about your personality and professionalism. When appearing for interviews, adhere to the following guidelines to give yourself a pleasant and professional look.

- Wear formal clothes and shoes.
- Avoid wearing clothes with gaudy colors.
For example: a bright yellow tie with a light blue suit will look unprofessional.
- Ensure that your clothes are neat and ironed.
- Cut your nails and tidy your hair, do not look shabby.
- Avoid wearing heavy jewelry or heavy makeup.
- Avoid using a very strong deodorant or perfume.

Some common types of interviews are:

- The one-to-one interview
- The panel interview
- The group interview
- The telephone interview
- The teleconferencing interview
- The breakfast or lunch interview
- The stress interview
- The on-the-job interview
- The job fair interview

Personality traits:

Recruiters look forward to the following personality traits in prospective candidates.

- **Confidence:**
Confidence is a product of learning, experience and hard work. It signifies your ability to do a given task or set of actions with precision and within the stipulated time frames and other constraints.
- **Mental alertness:**
It is the ability to think about a given situation from different perspectives and apply your knowledge, common sense and approach in solving problems or getting things done.
- **Flexibility and adaptability:**
Flexibility and adaptability are also a sort of skill which enables one to adjust to different situations as well as different people.

- **Team management skills:**
Working in teams implies collaborating and cooperating with the co-workers to achieve the pre-defined goals. This is possible only through good communication, coordination, conflict management and by being responsible.
- **Leadership skills:**
This skill helps the leader to guide, supervise and maintain the team on the correct path. A leader plays the role of a mentor, motivator, teacher, negotiator as well as a friend. Leadership implies being mentally and emotionally strong and balanced to take hard decisions.
- **Emotional stability:**
Emotional stability is the capacity to control feelings and not be influenced by them.
- **Ethics:**
Ethics and adherence to the norms of society prevent one from cheating, using unfair means, or exploiting others.
- **Creativity:**
Creativity is the ability to think out-of-the-box and give ideas and solutions that may not be evident on the face of it.
- **Enthusiasm:**
The enthusiasm of a person is always motivated to do things: passion, eagerness and zeal can take him/her a long way despite not having enough experience.
- **Positive thinking:**
Positive thinking of a person always stimulates to create a congenial atmosphere and finds solutions rather than complaining about problems. A positive person is an asset to any organization.

“If you think about disaster, you will get it. Brood about death and you hasten your demise. Think positively and masterfully, with confidence and faith, and life becomes more secure, more fraught with action, richer in achievement and experience.”-SWAMY VIVEKANANDA

At the interview:

The real testing ground of the candidates' entire skillset is the interview itself. How the candidates present themselves during the course of that meeting finally decides their future in the organization of their choice. With proper guidance and preparation, one can perform successfully.

Opening the interview:

The interview begins from the moment the candidate enters the room. Seek permission to enter the room as well as before taking his/her seat. It indicates courteous behavior and respect for the panel members/interviewers. Many times, you may be asked to introduce yourself or the interviewer (especially in case of panel interviews) may as well introduce you. If you are given this opportunity, use it better to project your academic and professional achievements, other interests and your strengths. Try to drive the attention of the panel towards the area of interest. Keep your attention focused on what the panel asks and respond accordingly.

Non-verbal elements in job interviews:

Gestures, postures, eye contact, hand movement, etc., are all a part of your personality that gets portrayed when you interact with the panelists/interviewer.

Handling nervousness and anxiety:

Adequate preparation and rehearsals or mock interviews will help in easing out nervousness and anxiety.

Interview closure:

Towards the closure of the interview, the panel may ask you, if you have any queries. When this option is given to you, use it judiciously and ask intelligent questions.

Example:

- May I know about the organization structure and where I will be placed?
- What are the growth opportunities in my job? Etc.

Closing the interview on a positive note:

At the conclusion of the interview, thank the interviewer/panel members for giving you the opportunity to be considered for the position. At closing, you may ask

what the next sequence of actions will be and when you can expect the result, with politeness, humbleness, and a smiling face.

Post-interview stage:

The post-interview stage involves listing down the key elements of your interview, sending a thank you note to the organization, intimating your references, and following up with the organization.

References and links for common conversation and effective job interviews:

1. Technical Communication:
By Gajendra Singh Chauhan
SmitaKashiramka
2. Public Relation and Corporation Communication:
By Prof. C.B. Gopinath
Prof. Mallikarjun Chanmal
Prof.S.Kavitha
Sweety Chatterjee
3. Effective job interview in links
www.englishgrammarhere.com.
 - <https://lemongrad.com>
 - <https://www.englishfor2day.com>
 - <https://www.grammarbank.com>
 - <https://www.job-interview-site.com>
 - <https://www.eslfast.com>

Also watch job interviews and conversation-related videos on youtube channels like Easy English, Learnex, Sarkari Naukri, etc. Mock interviews of UPSC toppers on Drishti IAS channel could be a useful tool for students to understand the nuances of interview sessions.

Common conversation samples:

Note to the teachers:

- Teachers can ask their students to use cell phones, laptops, televisions, radios, headphones, etc. to improve their speaking and listening skills.
- In the classroom, they can be advised to use cellphones and headphones to encourage them and to make them understand the accents with timely instructions.

Sample-1

(Conversation between two people)

Raghu: Hello, my name is Raghu. It's nice to meet you.

Ravi: Hi, I'm Ravi. It's my pleasure to meet you.

Raghu: I am sorry. Could you please repeat your name?

Ravi: I am Ravi.

Raghu: So Ravi, what do you do for a living?

Ravi: I work at a local school teaching English. What do you do for a living?

Raghu: I'm also an English teacher, but am currently out of work.

Ravi: Sorry to hear that. It has been really nice talking to you

Raghu: Yes. It was a great pleasure meeting you.

Sample-2

Doctor: Hello! What can I do for you?

Patient: Good morning doctor. I don't feel good.

Doctor: Come and sit here..... Open your mouth. Since how long are you not feeling well?

Patient: Since yesterday.

Doctor: No problem. Did you have motions yesterday?

Patient: No doctor. Not so freely. Doctor, I feel weak and do not feel like eating.

Doctor: Ok. And what else?

Patient: I feel like vomiting.

Doctor: Do you drink a lot of water?

Patient: No doctor. I don't.

Doctor: Did you take any medicine?

Patient: Yes doctor, I took a Crocin.

Doctor: Who asked you to take it?

Patient: No one doctor, I took it myself.

Doctor: Why did you take it?

Patient: Because I felt a headache.

Doctor: Nothing to be worried at. Do you need quick relief?

Patient: No doctor. It is enough you give me medicines for now.

Sample_3

(Conversation *between a teacher and a student.*)

Teacher: Good morning, Radhika.

Student: Good morning, madam.

Teacher: How were the holidays? Did you have a nice time?

Student: Yes, it was fantastic madam. I went to Jammu and Kashmir with my family.

Teacher: That's excellent. So, you have to write about your vacation to Jammu and Kashmir.

Student: sure madam.

Teacher: I hope you gave some time to your studies during your vacation.

Student: Yes madam. I would dedicate one hour to my studies.

Teacher: That's good. Have you finished the work which I had asked you to do?

Student: I nearly finished it. I am facing a problem in understanding a few concepts.

Teacher: Let me know which area needs more explanation?

Student: In the last session, you taught me adjectives. I have found that a few adjectives are ending with 'ed' and a few of them finish with 'ing', but I am incapable to know which adjective is used at which place?

Teacher: The 'ed' adjectives are used to define our feelings and 'ing' adjectives represent the property of a person or a thing.

Student: So, when I say, I am confused. Is it correct?

Teacher: No, confused is the word because if it is your feeling, then you need to add 'ed' to confuse and it becomes your feeling.

Student: Now I have learned, thank you so much, madam.

Teacher: You are always welcome. OK, then. I hope you will get succeeded in your life.

Student: Thank you, sir.

SAMPLE JOB INTERVIEW CONVERSATIONS:

Sample-1

Personnel Manager: Hi, Darshan, thanks for coming. I'm Bhargav. Nice to meet you.

Candidate: Hello, I'm Darshan. Nice to meet you too.

Personnel Manager: Have you read the information about this job?

Candidate: Yes, it sounds very interesting.

Personnel Manager: What have you studied?

Candidate: I have studied marketing at Bengaluru City University.

Personnel Manager: Great. Can you tell me about your present job?

Candidate: Well, I work in sales and I've managed teams and projects. I also have a lot of contact with customers.

Personnel Manager: How long have you been in sales?

Candidate: I've worked in sales for four years.

Personnel Manager: What do you do in your free time, Darshan?

Candidate: I play golf and go swimming.

Personnel Manager: And finally, why do you want this job?

Candidate: I really want to work in marketing. This is a great opportunity for my career and I think I have the right skills for the job.

Personnel Manager: Thank you Darshan. It's been good talking to you. Thanks for coming to the interview.

Sample-2

AN INTERVIEWER AND AN INTERVIEWEE:

Interviewer: Welcome to ABC Controls, Rajesh. I am Pavan Kumar.

Interviewee: Hello, it's nice to meet you.

Interviewer: Nice to meet you too. How are you doing today?

Interviewee: I am doing well, and you?

Interviewer: Great, thanks. I hope we didn't keep you waiting for long?

Interviewee: No, I had the chance to talk to one of your engineers while waiting.

Interviewer: That's good. Rajesh, shall we start?

Interviewee: Yes, sure.

Interviewer: First of all, let me introduce myself. I am the manager of the engineering department here and we have an open position, so we have been interviewing applicants to fill the position as quickly as possible.

Interviewee: Yes sir, I read about the position on your website, and I think I am a good fit.

Interviewer: We currently have several ongoing projects and the team is working hard. We are hoping to keep busy for a long time.

Interviewee: What are the essential qualifications required for the position?

Interviewer: This is an entry-level engineering position, we do provide a lot of training here. But we do require that you have at least a bachelors' degree in computer engineering. Previous experience in the field is a plus.

Interviewee: What kind of experience would you count as work in the field?

Interviewer: Even though we provide training, it would be great if you had some hands-on programming experience, knowledge of database systems, or skills in developing applications.

Interviewee: My final school project was actually developing a mobile application, so I am fairly competent in developing mobile and web applications.

Interviewer: That's good to hear, which school did you graduate from?

Interviewee: I was a student at DEF University, and I graduated with a bachelor's degree in computer science. I worked as a computer lab tutor in school for about 2 years. Guiding students through their projects helped me get experience in several programming languages.

Interviewer: What are you looking for in a job?

Interviewee: The job should definitely help me grow in my career. I will be happy to learn and grow as I work in a passionate company like yours.

Interviewer: You are right. There is plenty of room for advancement in our company. What are your strengths? Why should I hire you?

Interviewee: I am a diligent person and a fast learner. I am very eager to learn. My friends also find me very easy to work with.

Interviewer: Very well. Now, do you mind working overtime?

Interviewee: No, I do not.

Interviewer: Because sometimes we get overwhelmed with the heavy workload.

Interviewee: I understand that's the nature of the job. When I was going to school, I took quite a few courses each semester while working at least twenty hours every week. And, I handled that situation very well.

Interviewer: Do you have any questions for me?

Interviewee: No, I think I have a pretty good understanding of the requirements. I believe that I can handle it with ease, and the fact that you provide all the training sounds excellent. I hope to have the opportunity to work for you.

Interviewer: Rajesh, it is nice to meet you. I can tell that you are a good candidate. Expect to hear from us within a week or so about the job.

Interviewee: Nice meeting you too. Thank you for your time.

Interviewee: Thank you for coming.

Sample-3

Chandra Shekar: Good Morning, Gopal. I am Chandra Shekar.

Gopal: Good Morning, I am Gopal.

C.Shekar: How are you doing?

Gopal: I am doing fine. Thank you.

C.Shekar: How was the traffic coming over here?

Gopal: I am so glad that the traffic was light this morning. No traffic jams.

C. Shekar: That's good. Gopal, let's start the interview. Are you ready?

Gopal: Yes, I am.

C.Shekar: First of all, let me properly introduce myself. I am the Finance Department Manager. As you know there is an open position in my department, and I need to fill this position as soon as possible.

Gopal: Please, tell me a little bit about the position.

C. Shekar: It is an entry-level position. The new employee will have to work closely with the accounting department. He will also have to deal with the bank on a daily basis.

Gopal: What type of qualifications do you require?

C.Shekar: I require a four-year college degree in Finance. Some working experience would be helpful.

Gopal: What kind of experience are you looking for?

C. Shekar: Doing office work is good. However, since this is an entry-level position, I do not require a lot of experience. I am willing to train the new person.

Gopal: That is great!

C.Shekar: Gopal, tell me a little bit about yourself.

Gopal: I was a student at West Coast University, and I just graduated with a Bachelor's degree in Finance. I have been working part-time as a payroll clerk for the last two years.

Gopal: The job should help me see what Finance is all about. I have learned a lot of Finance theories at school, and now it is time for me to put them into practice.

C.Shekar: Anything else?

Gopal: I also hope that it will help me grow in my field.

C.Shekar: What are your strengths? Why should I hire you?

Gopal: I am a hard-working person and a fast learner. I am very eager to learn, and I get along fine with people.

C.Shekar: OK. Now, let me ask you a few quick questions. You do not mind working long hours, do you?

Gopal: No, I do not.

C.Shekar: Can you handle pressure?

Gopal: Yes, I can. When I was going to school, I took quite a few courses each semester while working at least twenty hours every week. And, I handled that situation very well.

C.Shekar: Do you still have any questions for me?

Gopal: No, I think I have a pretty good understanding of the job. I believe that I can handle it with ease, and I hope to have the opportunity to work for you.

C. Shekar: Gopal, nice meeting you. Thank you for coming.

Gopal: Nice meeting you too. Thank you for seeing me.

Sample- 4

Interview Role Play

Employer: Have you brought a copy of your resume?

Applicant:

Yes, sir/madam, I have. [*you open up a folder you brought with you to the interview where you have copies of your resume. You hand one copy to the interviewer.*]

Employer: Tell me a little bit about yourself.

Applicant:

I have lived in Bengaluru all of my life. I love being around people, and I love learning new things. Right now, I'm learning a new language because I think it is important to be able to communicate with a variety of people. I also like doing physical work and enjoy gardening and landscaping. I'm quite proud of my yard.

Employer: What are your strengths?

Applicant:

I'm a really good listener. Don't get me wrong. I'm a good talker too, but I think listening skills are even more important. I'm also a good organizer. It doesn't make any difference if it is organizing my closet or a trip with my family, I love all the planning and organizing that goes into it.

Employer: What are your weaknesses?

Applicant:

I like things to go according to my plans so when something comes up that may make my plans go off schedule sometimes stresses me out. But what I have learned about myself is that coming up with a plan B helps a lot. So, if I plan ahead for potential problems, then I don't stress out at all because I have a good idea of what to do next.

Employer: Why do you want to work here?

Applicant:

As I said earlier, I love being around people and in this job, I'd get to meet every person that walks through the door. Your restaurant has a good reputation for

quality food and service and that's the type of restaurant I'd be proud to work in. I think my qualities will fit nicely here.

Employer: Tell us about your previous work experience.

Applicant;

I worked in a cafeteria serving food. Sometimes I worked in the kitchen but I really loved working as a server. I got to meet a lot of people. Some days were easier than others. I set a goal for myself to smile at everyone I served, especially those people who seemed upset or depressed. It may seem like a boring job to some people but not me.

Employer: Why did you leave that position?

Applicant:

I left because I had started school and couldn't do both school and work at the same time.

Employer: Do you have any questions for me?

Applicant:

Your staff has a great reputation for customer service, so I thought perhaps I'd ask if you have a training program you put your staff through to achieve that. I also have a list of references for you [*Hand the interviewer a sheet of paper.*] Thank you for the interview. It was a pleasure to meet you. [*Offer a professional, firm handshake and a smile.*]

Sample-5

Interviewer: Good morning Ms. Shobha. Please have a seat.

Shobha: Good morning. It's a pleasure to meet you.

Interviewer: Could you tell me who you work for at the moment?

Shobha: Yes, I am working for KP Lewis.

Interviewer: How long have you been working for them.

Shobha: I've been working for them for the last three years.

Interviewer: And how long have you been working in the accounting department?

Shobha: I've been working in accounts for the past eight months.

Interviewer: And why are you leaving your job?

Shobha: Well, to be honest, I feel that I cannot use all my skills in my current job, and the position that you offer looked like an excellent match for me.

Interviewer: You know this job requires a lot of travel, is that a problem for you?

Shobha: No, no, that's not a problem. In fact, I really enjoy traveling and I don't have a family to look after, so it's fine.

Interviewer: Have you had any experience in sales?

Shobha: Yes. As you can see from my CV, I worked part-time as a representative for a language school. They were offering summer language courses and I had to visit different agencies.

Interviewer: That's interesting. How successful were you?

Shobha: Well, the school I worked for managed to increase registrations as a result of my collaboration.

Interviewer: Very interesting...so what are your goals for the future?

Shobha: Well, in the short term I want to develop my sales skills and gain more experience in selling. In the long-term, I would like to obtain a high position in a growing company...like yours.

Interviewer: And tell me what is your greatest weakness?

Shobha: Well, I admit, I tend to wait until the last minute to make appointments. But I'm getting better at this and I've recently realized that scheduling in advance makes more sense.

Interviewer: How do you cope with the pressure?

Shobha: Actually, I work quite well under pressure. I find it very motivating and it helps me focus on what I have to do.

Exercise:

1. Complete the following dialogue by filling in the gaps between an interviewer and a job applicant. The first letter of the word, is given as a hint.

Applicant: Good a_____. How do you do?

Interviewer: Hello, please sit down and welcome. Thank you for your job application. I have a few q_____ to ask you, if that's alright.

Applicant: That is fine.

Interviewer: So first of all, please tell me a _____y_____

Applicant:

Certainly, I c----- my degree in Business Studies at the University of Plymouth and spent s-----months traveling Europe with some friends. In the morning, I try to spend some time going to the gym, as I like to keep myself fit and healthy and I also participate with a local f_____ team in the evening.

2. Fill in the blanks with appropriate expressions choosing from the options given below.

Interviewer: Hello, Mrs.Shilpa. My name is Rekha. I'm the personal director.

Applicant: _____

Interviewer: Please have a seat.

Applicant: _____

Interviewer: According to your resume, you have several years of office experience.

Applicant: Yes, _____

Interviewer: _____

Applicant: I can type 100 words per minute. I'm proficient in many computer programs. I have excellent interpersonal skills.

Interviewer: I see that you have excellent references. Do you have any questions about the position?

Applicant: Yes. _____

Interviewer: We're looking for someone to supervise the office clerks, handle all the correspondence, arrange meetings and manage the office. Have you had any supervisory experience?

Applicant: Yes, I supervised three types in my last position. What are the office hours, Mrs. Shilpa?

Interviewer: 8.30 am to 4.30 pm with an hour of lunch. What are your salary expectations, Mrs.Rekha?

Applicant: _____ Can you tell me about the benefits you offer?

Interviewer: Yes. We provide full medical and dental coverage, a pension plan, and a three-week holiday per year.

Applicant: _____. When is the position available?

Interviewer: We're hoping the successful application starts at the beginning of next month. We'll finish our interviews tomorrow and a decision by the weekend. We'll contact you next week.

Applicant: Thank you very much. _____. I hope to hear from you soon.

Interviewer: Thank you for coming in to see us, Mrs.Shilpa.

[It's been a pleasure meeting you. I have had over ten years of experience. Thank you. I'm pleased to meet you,tell me about your qualifications. I expect to be paid the going rate for the type of position. What are the responsibilities in the position? That's generous.]

CHAPTER 5

INTRODUCING ONESELF

Objectives:

- To hone communication skills with special focus on speaking skills.
- To equip the learners with interview skills.

Making introduction is an art in itself. It involves conscious efforts in creating an impression, for which awareness of self is a pre-requisite. Introducing self is not just sharing personal data; it sometimes creates a lasting impression too.

While introducing self to the peers (fellow classmates or those belonging to the same age group) opening expressions such as *Hi* or *Hello* are used whereas expressions like *good morning/afternoon/evening* are used as opening expressions while introducing oneself to people belonging to higher rank or position.

SITUATION	INFORMAL (Friends/relatives/peers)	FORMAL (acquaintances/seniors in rank or position/older in age/strangers)
Opening expression	Hi/Hello.....	Good morning/afternoon/evening.....
Expressions used to introduce self	I'm.....	My name is.....
	This is	Let me/Allow me to introduce.....
		This is.....
Response	Glad to meet you	Good to meet you
	Happy to meet you	Pleased to meet you

Note: Avoid using **myself** at the beginning, while introducing yourself.

Introducing self in an informal situation:

Simran : Hi! I'm Simran

Rizwana: Hi! Good to meet you. I'm Aziz Rizwana. Are you a student of this college?

Simran: Happy to meet you Ms. Rizwana. Yes, I am studying Science.

Rizwana: Will you please tell me where I can find the college library?

Simran: Sure why not! It's on the second floor.

Rizwana: Thanks a lot! Bye!

Simran: Bye! See you later.

It may be noted that striking a conversation with a person does carry an element of formality as it is their first meeting.

Introducing yourself in a formal situation:

Siddarth: Good morning madam

Librarian: Good morning

Siddarth: Madam, I am Siddarth, a student of first year B.Com. Will you please let me know when I would be getting my library card?

Librarian: Sure Siddarth! Intimation will be posted in your college group next week.

Siddarth: Ok madam. Can I read the Newspaper?

Librarian: Yes you may! Remember to maintain silence.

Siddarth: Yes M'm. Thank you

Introducing yourself to the panel of interviewers:

Lahari : Good morning Madam, Good morning Sir

Interviewer 1: Good morning Lahari! Be seated.

Lahari : Thank you madam

Interviewer 2: Tell me about yourself

Lahari : I'm Lahari. I'm a postgraduate in Economics aspiring to be a Business Analyst. I have a flair for stocks and shares.

Interviewer 3: Lahari, why do you aspire to be a Business Analyst?

Lahari : I used to partake in intercollegiate Business Fests every year during

my undergraduation. Mock share markets always interested me. I was adjudged the best Stock trader for two consecutive years at the Business Fest hosted by St. Joseph's School of Business. My passion for stocks and shares persisted during my post-graduation. That was how I discovered share market was my forte.

Interviewer 4: Can you speak about your strengths and weaknesses?

Lahari : Certainly Sir! I'm confident, good at time management and decision making. I'm committed to my work. But leadership is not my forte. I don't like working in teams.

Exercise

1. Introduce yourself to the librarian of your college.

 2. Introduce yourself as the host of an event at your college.

 3. How would you introduce yourself to the interview panel?

 4. Introduce yourself to your Principal as the CR of your class.

-
5. How would you introduce yourself to the Organising Secretary of Business Fest at a college in your neighbourhood?

INTRODUCING OTHERS

While introducing someone to others, it is advisable to address the person by name and then make an introduction.

SITUATION	INFORMAL	FORMAL
Opening Expression	Hi/Hello	Good morning/afternoon/evening
Expressions used for introduction	Meet	I would like to introduce
	He/She is	Please meet.....
	This is	Let me/Allow me to introduce...
		Here comes.... Allow me ...
Response	Glad to meet you	Good to meet you
	Happy to meet you	Pleased to meet you

Sample 1 : Informal Conversation among acquaintances

Preetham : Mr. Gupta, Meet my nephew Mr. Chethan.

Mr. Abhishek Gupta : Nice to meet you Chethan! What are you doing?

Chethan : I'm presently doing a course in Human Resource Management.

Mr. Abhishek Gupta : Good! What are your plans for your future?

Chethan : I want to be an event manager. Could you please guide me?

Mr. Abhishek Gupta: Sure! But I'm a little busy now. Let's meet sometime next week.

Chethan : Ok Sir thank you

Sample 2 : Conversation between NSS Officer and students

Sharan : Good morning Sir

NSS Officer : Good morning Sharan,
Sharan : Sir, I would like to introduce my friend Mallesh to
you. He wants to enroll for NSS this year.
Mallesh : Good morning Sir
NSS Officer : Good morning Mallesh. Which class are you from?
Mallesh : First semester BSc Sir.

**Sample 3 : Conversation between Physical Education Director and
Students**

Samar : Good afternoon Sir please meet my junior Sarthak
Sarthak : Good afternoon Sir
PE Director: Good afternoon students. Sarthak, are you interested in Sports?
Sarthak : It's my passion, Sir. I play football and cricket. Can you please give
me an opportunity to represent our college?
PE Director: I'm afraid it may not be possible this year. Already we have four
good players in the waiting list Sarthak. I'm sorry! However,
you may play at the college level.

Note: Protocol must be maintained while making introductions. A person placed at
the lower rank/position is introduced to the person holding the higher
rank/position.

Sample 4 : Conversation between Principal and Teaching Staff

Professor : Good morning Sir
Principal : Good morning Dr. Anupama!
Anupama : I would like to introduce Dr.Jaipal Singh, Professor of
Mathematics.

Principal : Good to meet you Dr. Singh

Jaipal Singh: Pleasure is mine, Sir!

Exercise:

1. Complete a conversation between the NCC officer and an NCC cadet seeking enrolment for a junior.

NCC Cadet, Siddarth : Good morning Sir!

NCC Officer : Good morning Siddarth!

Siddarth : _____

NCC Officer : That's good. Rakesh, why didn't you attend the first round of selection?

Aspirant : I'm sorry Sir! I missed the opportunity. Please allow me to attend the second round, Sir.

2. Introduce your classmate to the Placement Officer of your institution.

3. How would you introduce your parents to the convener of the Parents-Teachers Association of your college?

4. Introduce a new member to the President of the Alumni Association of your college

5. Introduce a dealer in Medals and Trophies to the convener of the cultural committee of your college.

MAKING REQUESTS

A request is made while seeking help or favour from someone. Generally, the word *please* characterizes the requests. Requests put forth in both formal and informal situations call for politeness. The tone should be warm and courteous.

Some of the polite expressions employed to make a request are *could you*, *would you* followed by *will you*.

SITUATION	INFORMAL	FORMAL
Expressions (Indirect form)	Can you please...	Could you please.....
	I hope you don't mind.....	May I seek a favour?
	Can you do me a favour?	
	Would you please.....	
	Will you please.....	
Expressions (Direct form)	Please do me a favour.....	

Sample 1

Bharath: Could you please get the reservation done for me?

Sharath: Sure! Send me details of your preferred date of journey, timings and destination. Do not forget to mention your preference for berth if any.

Sample 2

Sudeep : Dad, May I use your calculator?

Dad : Sure Sudeep! But don't forget to keep it back in my bag.

Sample 3

Vandana : Will you please have the order home delivered?

Home delivery in charge: Yes madam sure! Please share the location

Sample 4

Sannidhi : Excuse me, can you please book a slot for vaccination for my parents?

Health worker : Sure madam! How old are your parents?

Other expressions that could be used for making requests are *could you please, do you mind* and *would you please*. Sometimes requests are made in direct form.

Sample 5

Supriya : Please read the instructions for me

Sample 6

Yukta : Get me a cup of warm water please

I A. Complete the following using appropriate expressions:

1.reading the instructions for me?
2. Mom, prepare a cup of coffee for me?
3. Jnana,lend me your text book for a day?
4. Sudha, me a book or two from library
5. Excuse me Sir..... help me filling up the registration form?

B. As a first-year student, put forth a request for each of the situations given below:

1. Extending the date of final submission of assignments.

2. Change of topics for a class project

3. Theme based Intercollegiate Cultural Fest

4. Five days break before Internal Assessment Test

C. Do as directed

1. Make a request to the mentor of your class to offer two more sessions of counselling before examinations.

2. How would you request the Bank manager to merge your SB accounts in two different branches?

3. Make a request to the Office Superintendent at your college office to issue a provisional statement of marks.

4. Put forth a request to your employer to allow you to lead a team in an upcoming project.

OFFERING HELP

Living as a social being, one is bound by social responsibilities and obligations. It is essential to remember that we are dependent on our fellow human beings. Sometimes we are in need of help; sometimes we need to help others.

Several expressions are used while offering help such as *may I, can I, allow me* and *let me*.

Sample 1

Sindhu : You seem to be at a loss! Can I help you?

Reema : Yes thank you! Can you please guide me to the nearest ATM?

Sindhu : Why not! Just go straight and take a left turn. You'll find an ATM on your left.

Reema : Thanks a lot! I lost my bag in the bus. Luckily I had the ATM card in my laptop bag.

Sindhu : Oh! That's very bad! I'm sorry. Did you report to the Police?

Reema : Yes I reported it immediately. Thank you

Complete the following with expressions offering help:

1. _____ boarding the bus?
2. _____ some water for you?
3. _____ to carry you bag.
4. _____ cross the road.
5. _____ block a slot for your vaccination?

Sample 2

Rithu: Reshma, may I help you in packing for the journey?

Reshma: Oh! thank you very much. I would love that.

Sample 3

Uday: Excuse me Sir, may I help you board the train?

Vishal: Yes, please! It would be of great help.

Sample 4

Punith : Please let me know how I can help these kids.

Manager: Thank you for your kind gesture, Sir! Please get a few desktop computers for them so that they have hands-on experience.

CONGRATULATING ACHIEVERS

Success calls for celebration, recognition and appreciation. Congratulating people on their success boosts their morale and keeps them motivated. A token of recognition and appreciation thrusts them ahead to pursue the path of success further. Winning at sports or cultural events, fetching the much-coveted honours and awards, securing top position in competitive examinations and similar deeds of accomplishment deserve a shower of praises, recognition and felicitation.

Many an expression is used to acknowledge and congratulate one's success. Some of them are *hearty congratulations*, *good job*, *you rocked it and keep it up*.

SITUATIONS	INFORMAL	FORMAL
Expressions used for congratulating	You rocked it	Congratulations
	You made it	Hearty Congratulations
	Proud of you	What an accomplishment!

Sample 1:

Hitha : Hi Adithi! Hearty congratulations on getting the scholarship!

Adithi : Hi Hitha! Thank you.

Sample 2:

Sridhar : Hey brother! You made it to the top! Congratulations!

Vinith : Thank you Sri.

Sample 3:

Reshma : Hello Brinda! I'm extremely happy for you. You head your department now!

Sample 4:

Swarna : Wow! What an accomplishment! You rocked it, dude!

Tarun : Thanks Swarna! It was tough. I had never thought I would be able to crack the UPSC examination in the very first attempt.

Exercise

A. Complete the following with words/expressions of appreciation:

1. I you on your success.
2. We areyour success.
3. keep it up.
4. Wefor you.
5. You did it again!

B. Do as directed:

How would you congratulate your parent for being adjudged the best employee of the year?

C. Express your appreciation to your classmate for having been selected to take part in the Republic Day parade.

D. Congratulate your employer on getting a bulk order for the company.

E. How would you congratulate the captain of the volleyball team upon winning the intercollegiate tournament?

MAKING ENQUIRIES

Learning a language essentially requires the acquisition of four skills namely listening, speaking, reading and writing. The objective of this unit is to refine the communication skills while the focus is on making enquiries.

Many a time one needs to seek information in a formal or informal way. While seeking information one needs to be polite and courteous lest information is denied. Therefore, one needs to be aware of the right expressions that could be used to seek information. One may make an enquiry in *direct* or *indirect* form but enquiry must be brief.

Common expressions for making enquiries

could you please, will you please, can you please, would you please, do you mind telling me.....

SITUATION	INFORMAL (Friends/relatives/peers)	FORMAL (acquaintances/seniors in rank or position/older in age/strangers)
Expressions for making enquiries	Can you please.....	Could you please.....
	If you don't mind, please.....	May I know.....
	Do you mind	Would you please.....
		Will you please let me know....?

Sample 1

- Could you please let me know when the tickets would be issued for the show?
- Will you please tell me how long it takes to deliver the parcel?
- Can you please tell me when the second dose of vaccine would be available?
- Would you please tell me at what time the guests are expected?
- Is the painting for sale?
- Do they sell used cars?
- Is there any promotional offer?

Sample 2

Enquiries made at an institute:

- Can the payment be made online?
- Are admissions open for the year?
- Could you please tell me whether the course is conducted on the weekends?
- Can you please let me know whether the payment could be made in instalments?
- What is the duration of the course?
- Where is the institute located?
- Is placement assistance offered after completion of the course?

Sample 3

Enquiries made at the college office

- Can admission fees be paid online?
- When is the last date to pay the examination fees?
- At what time is the Manager available?
- When can I get the NOC from the office?
- Do I need to apply for TC?
- May I know the last date to apply for the scholarship?

Exercise

1. Complete the conversation between a first-year student and a Manager at the College Office.

Student: Good morning madam! I want to update my bank account number

Manager: Good morning! Have you got the passbook?

Student: -----

Manager: You have to get a copy of Aadhaar card.

Student: -----

Manager: Yes, Photocopy will do

Student: -----

Manager: That's all.

SEEKING PERMISSION

One needs to seek permission before taking up certain tasks. Politeness takes one a long way while seeking permission. Expressions like *can I, may I, could I, will you please* are generally used to seek permission.

SITUATION	INFORMAL	FORMAL
Expressions (indirect form)	Can I.....	Could you please.....
	May I.....	Could I borrow.....
	I hope you don't mind....	May I seek a favour....
Expressions (direct form)	Please allow/permit me to.....	

Sample 1:

Wilma : Dad, can I use your laptop?

Dad : No, I'm afraid you can't! I need it now.

Sample 2:

Tarika :Chitkala, May I borrow your two wheeler for a day?

Chitkala : Sure m'm. Here is the key. Do you have a DL?

Tarika : Yes I do. Don't worry! I'll be careful.

Chitkala : Call me if need be. Bye

Exercise

1. Seek permission from your parents to take part in NSS annual camp.

2. Persuade your uncle to allow you to use his laptop.

3. Seek permission from your librarian to extend the deadline for returning books to library.

4. How would you seek permission from your class mentor to visit your hometown on an emergency?

Points to remember:

1. Learning a language essentially requires acquisition of four skills namely listening, speaking, reading and writing.
2. Protocol must be maintained while making introductions. Person placed at the lower rank/position is introduced to the person holding higher rank/position.
3. While seeking information/ permission/ making request/enquiry, one needs to be polite and courteous, lest information is denied.
4. One may make an enquiry/request or seek permission in *direct* or *indirect* form.
5. Some of the polite expressions employed to make a request are ‘could you’ and ‘may I’ followed by ‘will you’.
6. Expressions such as *may I, can I, allow me* and *let me* may be used while offering help.
7. Some of the expressions used to acknowledge and congratulate one’s success are *heartly congratulations, good job, you rocked it and keep it up*.
8. Common expressions for making enquiries are *could you please, will you please, can you please, would you please, do you mind telling me*.
9. Expressions like *can I, may I, could I, will you please* are generally used to seek permission.

CHAPTER 6

GIVING INSTRUCTIONS

Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied.

Even the interpretation and use of words involves a process of free creation

Noam Chomsky

Objective:

- To make the learners competent in communication skills
- To refine the speaking skills of the learners with emphasis on giving instructions and directions.

Learning is important; application of what is learnt is more important. After having learnt essential English grammar at various stages, learners are required to practice speaking and writing in English so as to enhance their communication skills. One must learn making requests, enquiries, offering help, expressing appreciation, seeking permission, giving instructions and directions. This unit is designed to make the learners competent in communication skills focusing on giving instructions and directions.

SAMPLE 1:

How to borrow books from your college library?

1. Collect borrowers' card from library
2. Read the instructions carefully before filling up the card
3. Affix the photograph
4. Submit the card at library
5. Produce the college id card along with the borrower's card at the time of borrowing

SAMPLE 2:

How to get a voter id:

1. Collect an application from Electoral Registration Officer of your polling station
2. Fill the form
3. Affix the photograph
4. Enclose copies of proof of residence and identity
5. Submit along with the required documents at the polling booth or to the Electoral Registration Officer
6. Send the application by post addressed to the Electoral Registration Officer

SAMPLE 3:

A. How to apply for a PAN card?

1. Visit the <https://www.tin-nsdl.com> or https://utiitsl.com/UTIITSL_SITE/ website
2. Download the form 49A from NSDL OR UTIITSL portal
3. Take a print out
4. Fill the form carefully
5. Ensure details entered are the same as mentioned in your id cards
6. Affix recent passport size colour photograph
7. Enclose copies of two passport size photograph, proof of date of birth, proof of residence and identity
8. Pay the prescribed amount.
PAN card will be delivered within 15 days

B. How to apply for PAN card online?

1. Visit the <https://www.tin-nsdl.com> or https://utiitsl.com/UTIITSL_SITE/ website.
2. Select the NEW PAN option on the website.
3. Fill Form 49A for Indian Citizens including NRI/NRE/OCI individuals
4. Fill in the details
5. Submit the form

6. Pay the processing fee
7. Print the page with 15-digit acknowledgment and sign in the space provided.
8. Affix passport size photograph on the acknowledgment
9. Submit the acknowledgment along with copies of proof of identity and residence by post addressed to the NSDL office
10. Wait for 15 days to receive the PAN card by post.

SAMPLE 4:

How to update Aadhaar card details online?

Demographic details like name, date of birth, address and gender details can be updated in the Aadhaar card online.

1. Visit <https://ssup.uidai.gov.in/ssup/>
2. Click on 'Proceed to update Aadhaar'.
3. Enter the Aadhaar number and captcha
4. Click on 'Send OTP'.
5. Enter the OTP that is sent to your registered mobile number.
6. Next, select 'Update Demographic Data'.
7. Select the relevant options on the next page and click on 'Proceed'.
8. (The required changes can be made on the next page) Upload the relevant document
9. Review the details that have been entered
10. Submit the change request
11. Use the Update Request Number (URN) to track the status.

Giving instructions to use a device

SAMPLE 5:

How to make a transaction using ATM? / How to withdraw cash using ATM?

1. Insert or swipe the card
2. Select the language
3. Enter the PIN
4. Choose the transaction required
5. Select the type of the account

6. Enter the amount if money is to be withdrawn
7. Confirm whether receipt is required.
8. Collect the cash
9. Take back the card if inserted.

Sample 6:

How to deposit money using an ATM?

1. First, insert or swipe the card
2. Select the language
3. Enter the PIN
4. Next, choose the transaction required
5. Select the type of the account
6. Then, enter the amount to be deposited
7. Deposit the cash in the specified tray
8. Wait till the counting is done
9. Collect the soiled notes if any
10. Finally, take back the card if inserted

SAMPLE 7:

A. Creating a template of your resume using MS WORD

1. Go to start
2. Click on MS Office
3. Click on MS Word in the drop-down menu
4. Go to File
5. Click on New
6. Type **resume** in the search box
7. Click a resume template that you want to use
8. Click Create to open the resume template in MS Word

B. How to fill the resume template

1. Start with a header.
2. Include your title.
3. State or write an objective

4. List your employment history
5. Mention key skills and qualification
6. Fill the education section
7. List your interests

SAMPLE 8:

How to create a chart using MS EXCEL

1. Go to start
2. Click on MS Office
3. Choose MS Excel in the drop-down menu
4. Fill the cells with data or statistics available
5. Select the data
6. Click on Insert
7. Choose the type of the chart option
8. Specify the type of chart

Chart is created

SAMPLE 9:

How to attend a class online using a smartphone

1. Go to Play Store
2. Download the required app-zoom
3. Click on the link sent by your teacher
4. Mute the speaker
5. Raise your doubts or queries by using raised hand option or unmute to speak
6. Do not leave the virtual classroom before the teacher ends the class
7. Use earphones

Note: *Instructions may vary for different teaching/learning platforms*

SAMPLE 10:

How to order a product online?

1. Select the online retailer such as
TATACLIQ/Amazon/Flipcart/Jiomart....
2. Visit the website
3. Choose *Shop online*
4. Select the category
5. Choose the product/products
6. Check the delivery date
7. Add to the cart
8. Select any of the payment options (cash/UPI/Debit/Credit card....)
9. Enter the required details
10. Continue to make payment
11. Strictly employ safety measures while making payment

Order is placed

Exercise:

1. As an NSS officer, how would you give instructions to plant saplings on the occasion of World Environment Day?

2. Give instructions for booking a slot for Covid19vaccination for your neighbour using CoWin platform.

3. How would you guide your classmate to access online classes using Google Meet?

4. Provide a step-by-step guide to use a projector for PowerPoint presentation stored in a USB.

-
5. Give instructions to send a document through courier service.

Points to remember:

- Instructions must be simple and explicit
- Instructions generally begin with a verb
- Only present tense is used while giving instructions
- Remember to use the jargon as and when required.
- Transitional devices such as first, next, then, later, finallymay be used

GIVING DIRECTIONS

Several occasions call for giving directions to reach a place, be it a hospital or a cybercafé. Clarity and simplicity play a vital role while giving directions.

Directions should be short and clear. Words indicating directions and time should be used appropriately. Right prepositions must be used in the sentences.

Phrases for giving directions		Indicators of time	Prepositions	Reference points/ Landmarks	
Go straight....	Take a left turn	Walk for five minutes...	Go <i>around</i>	Circle	M.G. Road/Service Road
Walk along....	Turn right	Keep driving for five minutes till	Walk <i>towards</i>	Cross-section	Varier bakery
Keep driving...	Go around	Drive for about eight minutes till....	Drive <i>along</i>	T junction	St. Matthews Educational Institutions
	Take a U turn			Fly over/underpass	Unity Building
				Traffic signal	KCG hospital

SAMPLE 1:

Go straight till you reach Mysore Circle. Take a right turn and keep driving along the Mysore Road till you reach a flyover. Enter the service road. You will find Super Startups on your left.

SAMPLE 2:

Walk straight towards the Andolana circle. Take a right turn and enter M.K.K road. Keep walking till you reach Amul ice-cream parlor. You will find the cybercafé adjacent to the ice-cream parlor.

Exercise:(draw maps to 1-4)

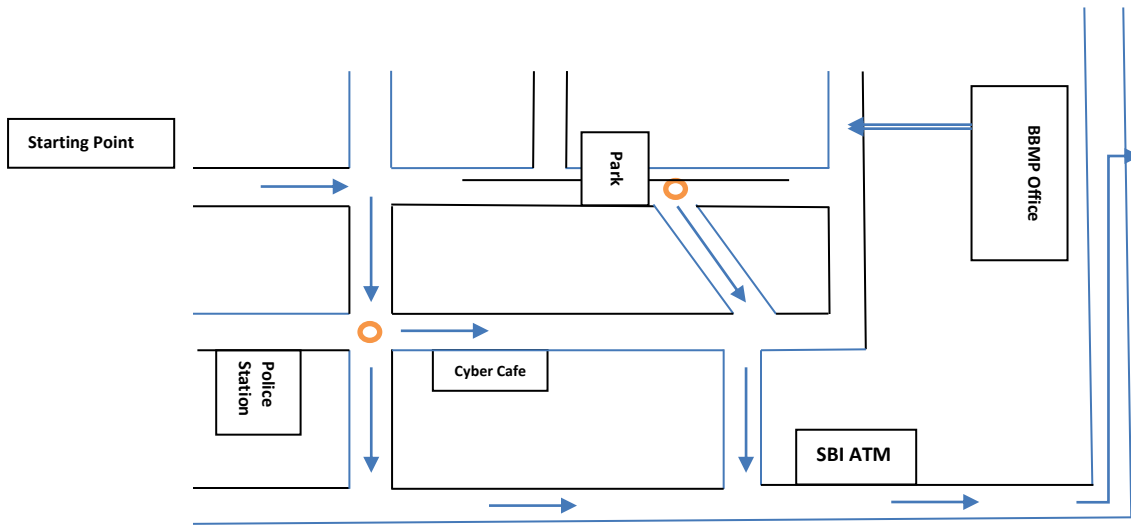
1. How would you give directions to your parent to reach college from the bus stop near your college?

2. Your sister has reached your college with your id card left at home. Give directions to her to find your classroom.

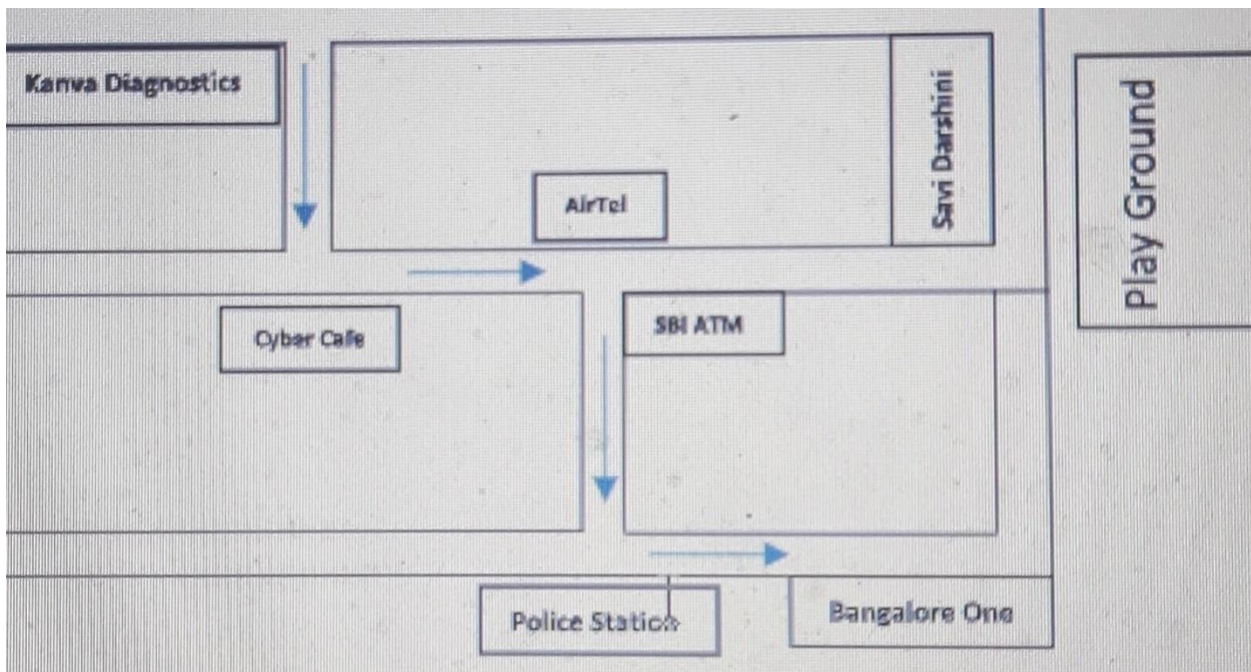
3. How do you direct your classmate to the cyber centre near your college?

4. Give directions to a passer-by who wants to reach the nearest metro station.

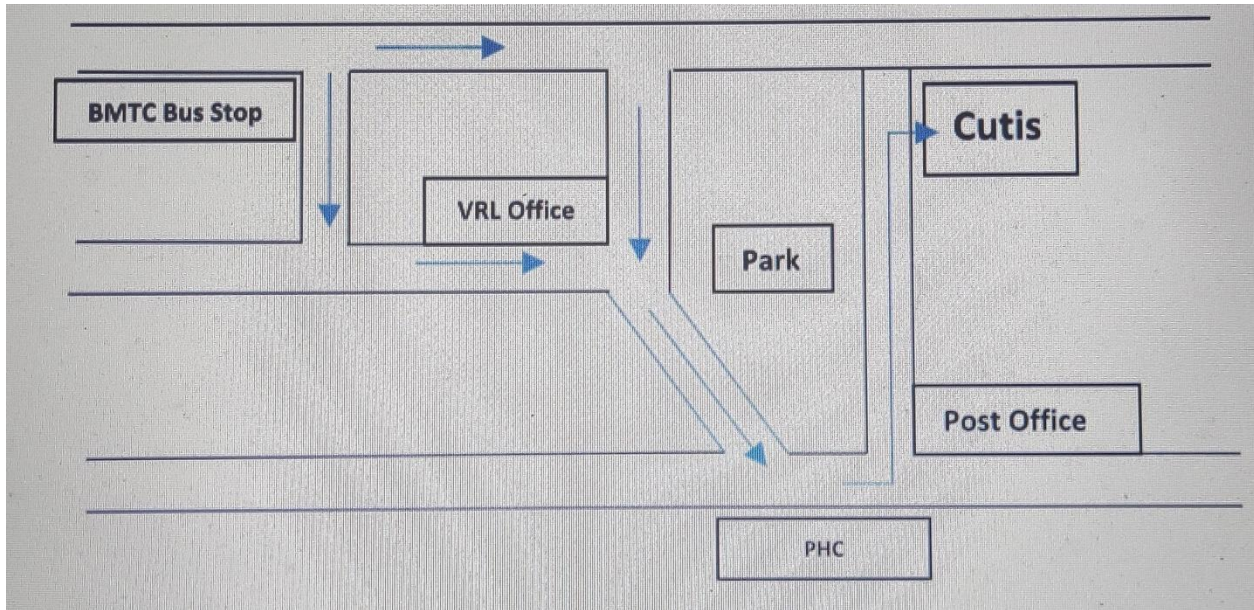
5. Give directions to reach BBMP Office from the starting point.



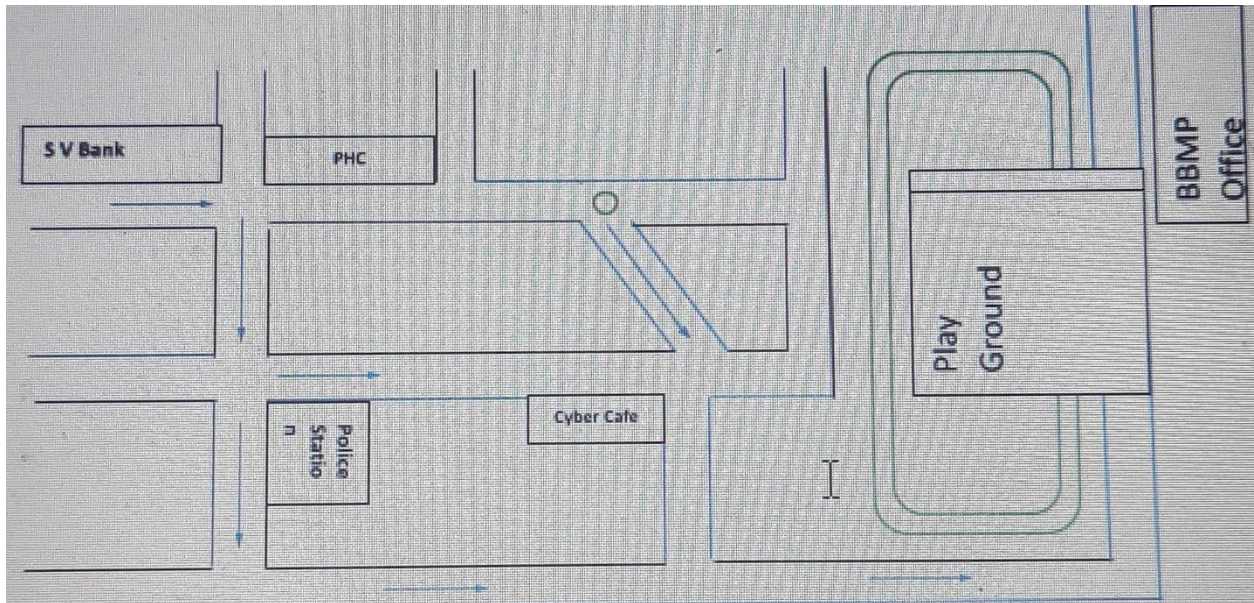
6. Give directions to your neighbour to reach Bangalore One from Kanva Diagnostics



7. Give directions to your friend who is near BMTC bus stop to meet you at Cutis.



8. Give directions to a passer-by to reach BBMP office from SV Bank



CHAPTER 7

QUESTION FORMS AND TAGS

- **Objectives:**

- To learn the correct question forms
- To use the right question words
- To frame the right interrogatives

Framing questions is an important aspect of speaking and writing skills. It is equally important to frame right questions to get desired answers. A student's comprehension skill is tested, along with grammar skills, when he is asked to frame the questions and the question tags. The question forms are used both in writing and speaking while the question tags are used more in conversations.

In English, there are different types of questions (also known as interrogatives), that one can ask. Each elicits a slightly different response and is structured in a certain way. **In the exam, the student will be tested on framing wh-questions and question tags.** The question formation can be divided into the following:

1. Questions beginning with auxiliary verb or Yes/No questions
2. Wh-questions
3. Indirect or embedded questions
4. Rhetoric questions
5. Question tags

1. Questions with auxiliary verb or Yes/No questions:

In framing questions, the auxiliary or the helping verb comes before subject. If there are two auxiliary verbs, only the first auxiliary verb comes before the subject. The answer is usually expected in the form of yes or no. For example,

- Yes, she is a singer. (statement)
Is she a singer? (question)
- Yes, the winners of the competition have been awarded. (statement)
Have the winners of the competition been awarded? (question)
- No, Raju has not finished his work. (statement)
Hasn't Raju finished his work? (question)

In the case of sentences that do not have auxiliary verbs, the question formation begins with the main verb. If the main verb is in the past tense, the question begins with the first form of the verb. For example,

- I like watching suspense thriller movies.
What kind of movies do you like to watch?
 - The police caught the thieves.
Did the police catch the thieves?
 - The housemaid washed the dishes yesterday.
Did the housemaid wash the dishes yesterday?
-
- **Note:** 1. Affirmative sentences in the simple present and simple past tense **do not have an auxiliary verb**. We use **do, does or did** to change them into questions.

2. **Do and does** are used in **the present tense**. **Do** is used with **plural nouns** and the pronouns **I, we, they and you**. **Does** is used with **singular nouns** and the pronouns **he, she and it**.

2. Wh- Questions:

The question words which include the letters 'wh' are used to get a specific answer. They are also called **open questions** because the number of possible responses is limitless. This means they must be answered with more information than just a simple "yes" or "no."

Question word	Function	Example
What	asking for information about something	What is your name?
	asking for repetition or confirmation	What? I can't hear you. You did what?
what...for	asking for a reason, asking why	What did you do that for?
When	asking about time	When did he leave?
Where	asking in or at what place or position	Where do they live?
Which	asking about choice	Which colour do you want?
Who	asking what or which person or people (subject)	Who opened the door?
Whom	asking what or which person or people (object)	Whom did you see?
Whose	asking about ownership	Whose keys are these? Whose turn is it?
Why	asking for reason, asking what...for	Why do you say that?
why don't/can't	making a suggestion	Why don't we take a walk after dinner?
How	asking about manner	How does this work?
	asking about condition or quality	How was your exam?
how + adj/adv	asking about extent or degree	see examples below
how far	Distance	How far is Pattaya from Bangkok?
how long	length (time or space)	How long will it take?
how many	quantity (countable)	How many cars are there?
how much	quantity (uncountable)	How much money do you have?
how old	Age	How old are you?
how come (informal)	asking for reason, asking why	How come I don't see her?
How often	Frequency	How often do you travel to Mumbai?

3. Indirect questions:

These are also known as embedded questions. They are not asked directly but are embedded within another sentence or question. And if the embedded question is not part of another question, then there's no need to use a question mark at the end of that sentence. They are either questions with a polite tone or reported speech. Often, modal verbs are used to frame such questions. Sentences that include embedded question usually begins with common introductory phrases like:

- Could you tell me
 - I'd like to know
 - I'm not sure
 - Do you know
 - I wonder
 - Would you mind
 - Let's ask
-
- *Examples:*
 - Could you tell me if the next train is on schedule? (Indirect)
Is the next train on schedule? (Direct)
 - I was wondering if I can have a piece of the cake. (Indirect)
Can I have a piece of the cake? (Direct)
 - She asked me if she could borrow my dictionary.
 - Meera asked me where the nearest train station was.

4. Rhetoric Questions:

A rhetorical question is asked just for effect, or to lay emphasis on some point being discussed when no real answer is expected. A rhetorical question may have an obvious answer, but the questioner asks it to lay emphasis on the point. In literature, a rhetorical question is self-evident and used for style as an impressive persuasive device.

- *Some examples of rhetoric questions:*
 - Who knows?
 - Are you stupid?
 - Did you hear me?
 - Why bother?

- Do pigs fly?
- Is rain wet?

Some examples of rhetoric questions from literature:

- "... O wind
If winter comes, can spring be far behind"? – P.B. Shelly (Ode to West Wind)
- "If you prick us, do we not bleed?
If you tickle us, do we not laugh?
If you poison us, do we not die?
And if you wrong us, shall we not revenge"? – William Shakespeare (Shylock in The Merchant of Venice)

- **Suggested classroom activity:** Find more rhetoric questions used in literature and by famous persons.

5. Question Tags:

Question tags are short questions at the end of statements. They are mainly used in speech when we want to:

- confirm that something is true or not, or
- encourage a reply from the person we are speaking to.

Question tags are formed with the auxiliary or modal verb from the statement and the appropriate subject. The subject is always expressed by a pronoun while forming a question tag.

- A **positive** statement is followed by a **negative** question tag.
 - Kiran **is** from Shimla, **isn't** he?
 - Mary **can** speak English, **can't** she?
- A **negative** statement is followed by a **positive** question tag.
 - They **aren't** funny, **are** they?
 - He **shouldn't** say things like that, **should** he?
- After a sentence with let's... 'shall we' is used.
 - Let's go for a coffee, **shall we**?
 - Let's hurry up, **shall we**?

- The adverbs never, rarely, seldom, hardly, barely and scarcely have a negative sense. Even though they may be in a positive statement, the feeling of the statement is negative. We treat statements with these words like negative statements, so the question tag is normally positive.
 - He never came again, did he?
 - I barely know, do I?

Sample Exercises:

I. Frame the question using the appropriate question word to get the underlined word/phrase as the answer.

1. The mechanic repaired the car last week.
Answer: When did the mechanic repair the car?
2. The library is right across the street.
Answer: Where is the library?
3. The university is about 5 kilometers from Malathi's house.
Answer: How far is the university from Malathi's house?
4. That is my bag.
Answer: Whose bag is that?
5. Surya did not watch the film last night as he was too sleepy.
Answer: Why did Surya not watch the film last night?

II. Add the suitable question tag to the following:

1. Subhash is addicted to shopping, _____?
Answer: Subhash is addicted to shopping, **isn't he?**
2. They weren't part of the regular team, _____?
Answer: They weren't part of the regular team, **were they?**
3. You can't give it back to the owner, _____?
Answer: You can't give it back to the owner, **can you?**
4. Let's take a day off tomorrow, _____?
Answer: Let's take a day off tomorrow, **shall we?**
5. Tushara often forgets to switch off the lights of her room when not in use. That's wrong, _____?

Answer: Tushara often forgets to switch off the lights of her room when not in use.
That's wrong, **isn't it?**

6. Mona has her hair styled every week, _____?

Answer: Mona has her hair styled every week, **doesn't she?**

Exercises:

I. Frame the question using the appropriate question word to get the underlined word/phrase as the answer.

1. Reshma's mother bought her new clothes because it was her birthday.
2. Elizabeth saw a fox in the snow.
3. My friend sometimes feeds the birds.
4. The accident happened at 11 o'clock on Friday.
5. There was a grocery store near her house.
6. The boy came here to buy some fish.
7. Jake and his wife live in New Zealand.
8. There are lots of posters and pictures on the wall.
9. The postcard came from Spain.
10. There are two dogs in the garden.
11. My best friend is a year older than I am.
12. Physics is Mary's favourite subject.
13. Mr. Sethi's car always makes such a terrible noise.
14. Joseph's parents usually have salads and fruits for dinner.
15. Susheela usually waters her plants once in two days.

II. Add the suitable question tag to the following: (Use the modal verbs wherever necessary)

1. Mother will be happy to see you, _____?
2. John keeps talking all the time. That's disgusting, _____?
3. They haven't ever bought a new car, _____?
4. I'm such a good swimmer, _____?

5. He wouldn't agree with you, _____?
6. There's really nothing more to say, _____?
7. Please pass me the sugar, _____?
8. You don't want him to come with us, _____?
9. She hardly said anything, _____?
10. You do have a receipt, _____?

- **Points to remember:**

- Do not use double past tense while framing a question
- Use short forms of verbs to frame negative question tags (e.g.- isn't, can't)
- A question is always formed with a question mark in the end
- A question tag should not be used/ written without a pertinent statement

CHAPTER 8

SUBJECT – VERB AGREEMENT AND DERIVATIVES

❖ Objectives:

- To revisit the basic rules of structure and usage of English
- To learn more specificities of language usage
- To apply the grammatical rules in day-to-day language use

The subject of a sentence should always match the verb describing its action. This helps the reader understand who or what is doing something and makes writing easier to read. Study the following sentences and notice how verbs change according to the number (Singular and Plural) and the person (1st person, 2nd Person, 3rd Person) of the nouns in the subject part.

- i. Bird flies. (Singular Subject)
- ii. Dogs bark. (Plural Subject)
- iii. I eat. (1st person singular subject)
- iv. He/ She/It eats. (3rd Person singular subject)

First, identify the subject (the person or thing doing the action) and the verb (the action word) in a sentence. If the subject is singular, the verb describing its action should be singular. If the subject is plural, the verb should be plural. Some grammatical agreement can be found between the subject and the verb in each of these sentences. Sentences without this agreement are grammatically wrong. This agreement between subject and verb is known as **concord**.

Now let us see some rules of subject verb agreement.

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

- i) A book **is** on the table.
- ii) **The 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.

- i) **The box** of grapes from Organic Farms **was** delivered today.

ii) **The bouquet** of flowers **is** beautiful.

iii) **One** of the eggs **is** broken.

iv) **One** of my friends **is** leaving for Australia for further studies.

3. The words here, there, and where are not subjects. They introduce a sentence in inverted order. The verb must agree with the subject of a sentence.

i) Here **is** the **package** of letters.

ii) Here **are** the **results** of the past month.

4. (a) If two subjects are joined by ‘and’, plural verb will be used.

Example: i) Ram **and** Shyam **are** coming.

ii) My father and mother **are** working in bank.

(b) Two or more than two nouns and adjectives are joined by ‘and’ but only person or thing or idea is discussed singular verb will be used.

Example: i) Our **team lead** and **my friend** **has** arrived.

ii) **Slow and steady** **wins** the race.

(c) If two uncountable nouns are joined by ‘and’ and if two different subjects are discussed, plural verb will be used.

Example: i) **Poverty and misery** **come** together.

ii) **Water and air** **are** vital for our survival.

5. 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.

Examples: i) **Ram**, as well as his parents, **is** coming.

ii) **The sailors**, along with the captain, **were** drowned.

6. If an article is placed just before the first subject, it means the person/thing is the same for which two nouns are used. Hence singular verb will be used.

Examples: i) **A white and black gown was bought** by her.

ii) Churchill was **a great orator and politician** of his time.

But if an article is used before every subject, it refers to different people/things. Hence plural verb will be used.

Example: i) **The director and the producer have** come.

ii) **The manager and the owner** of the corner grocery store **order** vegetables from a nearby farm.

7. In case of Indefinite Pronouns which refer to non-specific persons, places, and things (*e.g., someone, other, anyone, anything, somewhere, every, none*). Most indefinite pronouns are treated as singular subjects. However, some are always treated as plural, as they refer to multiple items or amounts. Certain indefinite pronouns may be treated as either singular or plural, depending on whether they refer to multiple items or to a proportion of a single item.

Rule	Indefinite pronouns	Examples
Always singular	Pronouns ending in -thing, -where, -body or -one (e.g. somewhere, anybody), every, one, each, another...	<ul style="list-style-type: none"> • Something falls from the table. • Each of the participants responds promptly. • Anyone is able to use the software.
Always plural	<i>Many, few, several, both, others</i>	<ul style="list-style-type: none"> • Both of the twins are lazy. • Few know what really happened that day.
May be singular or plural	<i>None, all, some, most, more, any, either</i>	<ul style="list-style-type: none"> • All of the cookies are gone. • All of the cookie is gone.

Note: ‘All’ can be used in both countable and uncountable sense. When used as uncountable, it takes singular verb and when used as countable, it takes plural verb.

Examples: i) **All is** well that ends well.

ii) **All are** well at home.

❖ *A singular verb is used in case of sentences with*

➤ Singular demonstrative pronouns will (this, that)

Example: i) **This needs** the signature of the manager.

ii) Don’t buy **that house**. That **requires** extensive renovation.

➤ Fractions of a unit or mass nouns. The fractions must be written in words.

Example: i) **Three fourths** of the earth’s surface **is** covered with water.

ii) **One half** of the deceased’s estate **was** donated to several charities.

➤ Measurements (volume, distance, length) time, quantities and sums of money considered as a unit.

Example: i) **Ten litres** of gasoline **is** the capacity of this tank.

ii) **Forty kilometres demands** much endurance from a marathon runner.

iii) **Two cups** of milk **is** needed for this recipe.

➤ Personal pronoun I (only with the verb ‘to be’ in the past tense)

Example: i) **I was** notified of the result of the exam.

ii) **I was** considering transferring to the farm for my health.

➤ Percentage of a unit or mass noun (The percentage must be written in words)

Example: i) **Twenty one percent** of our atmosphere **consists** of oxygen.

ii) **Thirty percent** of our income **goes** to taxes.

8. When a subject of a sentence is initiated by ‘either...or, ‘neither...nor, ‘not only...but’ only the noun after the correlative conjunction, that is, the one closer to the main verb is considered to determine the status of the verb. This is known as the **concord of proximity**.

i) Neither the vice principal nor **the teachers honour** the principal.

ii) Either the teachers or **the vice principal honours** the principal.

iii) Not only the people of the land but also **the priest defies** the tradition.

9. The relationship between collective nouns and their verbs forms **the notional concord**. A collective noun is a noun used to refer a group of people or thing e.g. *committee, team, audience, crowd, army, government, public etc.* With collective nouns, the context determines whether the verb is singular or plural. If the noun is taken as a unit, then the singular verb will be used but if the members in the group are seen as separate, then, the plural form of verb will be used.

Example: i) The **committeemeets** once in a year.

ii) **The juryvote** according to their consciences.

iii) The **audiencehas** been updated on the itinerary of the programme.

10. Some nouns like *poetry, furniture, advice, information, hair, business, mischief, bread, stationery, crockery, luggage, baggage, postage, knowledge, wastage, jewellery, breakage, equipment, evidence, work (works means literary pieces), news, percentage, dirt, dust, electricity, music, confectionery, pottery, bakery, behaviour, word (when used in sense of discussion), fuel, cost, food, traffic, accommodation, scenery* are always used as singular. They take a singular verb.

Example: i) The **furniture is** new.

ii) A lot of **food is** wasted in ceremonies and functions.

iii) How **is the traffic** on Dr. Rajkumar road today?

iv) The **scenery of Kashmir has** enchanted us.

v) I passed the exam but the **percentage** of marks **was** not good.

vi) His **hair is** black.

11. Some nouns are singular like *Physics, Economics, Mathematics, Electronics, news, politics, measles* etc., although they look like plural nouns, so, they take singular verb.

Example: i) The **news was** not correct.

ii) **Statistics is** my favourite subject.

iii) **Mumps is** a dangerous disease.

The following table includes some other nouns after which the singular subject is followed.

Names	list
Names of diseases	Measles, Mumps, Rickets, Shingles etc.
Names of games	Billiards, Darts, Draughts etc.
Names of Countries	The United States, The West Indies etc.
Names of books	The Arabian Nights, Three Musketeers etc.
Names of subjects	Physics, Economics, Civics, Statistics, Politics, Linguistics.

12. Some nouns like *scissors, trousers, spectacles (glasses) tongs, pliers, bellows, pants, pyjamas, shorts, goggles, binoculars, sunglasses, gallows, fangs, alms, amends, archives, arrears, auspices, congratulations, embers, fireworks, lodgings, outskirts, particulars, proceeds, regards, riches, remains, savings, shambles, surroundings, tidings, troops, tactics, thanks, valuables, wages, belongings, braces*, are treated as plural subjects, so, they take plural verb. These nouns are made up of two similar parts in a pair.

Example: i) **The scissors are** new.

ii) Your new **glasses are** attractive.

iii) His **trousers need** cleaning.

13. *Cattle, cavalry, infantry, poultry, peasantry, children, gentry, police, and people* are certain nouns that are singular in form but plural in meaning. They take plural verb and ‘s’ is never used with these nouns to make it plural.

- Examples: i) **Cattle are** grazing in the field.
ii) Our **infantry have** marched forward.
iii) **Police have** arrested the thieves.

14. 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 the verb irrespective of the number of the subject.

- Examples: i) **I wish, I were** bird.
ii) If **he were** rich, he would help others.

15. *Deer, sheep, series, species, fish, crew, team, jury, aircraft, counsel,* are certain nouns that are used in both singular and plural form. If they are used in a singular sense, they take a singular verb and if they are used in the plural sense, they take a plural verb.

- Examples: i) Our **team is** the best.
ii) Our **team are** trying their new uniform.
iii) There **are** two **fish** in the pond.
iv) There **are** many **fishes** in the aquarium. (Here the word ‘fishes’ refers to different species of fish.)

❖ **Sample Exercises:**

Choose the correct verb to complete the following sentences:

1. Our vacation **lasts** (lasts/ last) for three weeks this year.
2. Sam **wants** (want/ wants) to know the results of the test last week.
3. Each one **has** (has/ have) his own idea about how the outcome should be.
4. Inside the store, one of the rooms **was** (was/ were) under construction.

5. The criteria for assessing the performance of the employees **are** (is/ are) already formed.

❖ **Exercises:**

Choose the correct verb to complete the following sentences:

1. Your friend _____ (talk/talks) too much.
2. The man with the roses _____(look/looks) like your brother.
3. Everybody _____ (was/were) asked to remain quiet.
4. Several of the sheep _____ (is/are) sick.
5. Some members of the faculty _____ (is/are) present.
6. Here into the main ring of the circus _____ (come/comes) the trained elephants.
7. The committee _____ (work/works) hard for better schools.
8. There _____ (is/are) many things to do before the holidays.
9. The United States _____ (is/are) a country of contrast.
10. A magazine and a book _____ (was/were) lying on the floor.
11. Gymnastics _____ (is/are) easy for Angela.
12. Interesting news _____ (is/are) what sells our paper.
13. The samples on the tray in the lab _____ (need/needs) testing.
14. Mary and John usually _____ (plays/play) together.
15. At the end of the fall _____ (comes/come) the hard tests.
16. The slaughter of animals for their fur _____ (has/have) caused controversy.
17. The student, as well as his teacher, _____ (was/were) going on the field trip.
18. The hard tests _____ (comes/come) at the end of the fall.
19. Next week the Smith family _____ (leave, leaves) for vacation.
20. Every summer the class _____ (take, takes) many field trips.
21. Two weeks never _____ (seem/seems) long enough for vacation.
22. Wales _____ (has/ have) a beautiful countryside.
23. His tactics _____ (is/are) sneaky.
24. The phenomenon that surprised many people _____ (were, was) explained by the leading scientist in the field.
25. Three fourths of the flowers in the garden _____ (is, are) roses.

DERIVATIVES

Derivation is the process of creating a new word out of an old word, usually by adding a prefix or a suffix. The word comes from Latin, "to draw off," and its adjectival form is derivational. Derivatives are extremely useful. They're one of the most powerful tools we can use to build our vocabulary quickly and easily. Derivatives are the product, extension or object taken from a separate root of origin. The word derivative comes from the verb "derive", which means the action of having or taking something from an underlying source. They're often used to transform their root word into a different grammatical category. For example, making a verb into a noun or an adjective into an adverb.

- Many verbs are formed from nouns and adjectives by adding en-, -en, -ize, etc to the endings of verbs.

Nouns	Adjectives	Verbs
	Able	Enable
Actor		Act
Bath		Bathe
Beauty		Beautify
	Broad	Broaden
	Clean	Cleanse
Cloth		Clothe
Courage		Encourage
	Dark	Darken
	Deaf	Deafen
Deed		Do
Description		Describe
Division		Divide
	Deep	Deepen
	Equal	Equalize

- ❖ *Suggested Classroom activity:* Complete the blanks in the table with appropriate forms of words.

- Adjectives formed by adding -ous or -some or -able or -full as a suffix to nouns are given below in the table.

Suffix	Noun	Adjective
-ous	Mystery Fame Miracle	Mysterious Famous Miraculous
-some	Trouble	Troublesome
-able	Question Laugh	Questionable Laughable
-ful	Beauty	Beautiful

- ❖ **Suggested Classroom activity:** Form two adjectives each from the following suffixes: *-al, -ate, -ive, -en, -ary, -less, -ish, -sh, -ory, -ward*

- In most cases, an adverb is formed by adding -ly to an adjective:

Adjective	Adverb	Adjective	Adverb
Cheap	cheaply	easy	Easily
Quick	quickly	angry	Angrily
Slow	slowly	happy	Happily,
Like	Likely	lucky	Luckily

- ❖ **Suggested Classroom activity:** Form two adverbs each by using the following suffixes: *-ate, -ite, -en, -fy, -ise/-ize, -ce, -st*

- In English, there are a number of nouns with the same form as verbs.

Examples: *charge, comment, contract, copy, debate, design, hope, look, plan, reply, study etc.*

❖ **Suggested classroom activity:** List more nouns with the same form as verbs.

➤ Most of the prefixes used for forming adjectives and verbs are also used for forming nouns.

a- asymmetry, asynchrony
anti- antimatter, antiparticle
counter-counterattack, counter current
de- decentralization, decomposition
dis- disagreement, displacement
en- enclosure, enlargement
fore- forecast, foreground
hyper- hypermarket, hypersensitivity
il- illegality, illegibility
im- imperfection, impossibility

❖ **Suggested Class room activity:** Come up with two nouns each using the following prefixes.

in-
inter-
ir-
mis-
non-
over-
pre-
sub-
super-
un-

➤ Nouns formed by adding suffixes are:

Suffix	Example
-ant	assistant, participant
-ee	attendee, referee, grantee
-ent	correspondent, respondent
-(e)er	engineer, manager
-ian	librarian, historian
-ic	mechanic, paramedic
-ician	mathematician, politician

❖ *Suggested classroom activity:* Form two nouns each from the following suffixes: *-or , -age, -al, -ance/-ence, -ation , -dom , -iety*

❖ **Classroom Exercises:**

1. Complete the table using suffixes to change the parts of speech of the words that have been given to you.

Noun	Verb	Adjective	Adverb
origin	originate	original	_____
criminal	criminalise	_____	criminally
_____	venture	adventurous	_____
decision	_____	decisive	decisively
organisation	organise	_____	organisationally

2. Add suffixes to the underlined words in the following paragraph so that they make sense in context.

A film_____ (review) is an_____ (influence) person. Writing _____ (positive) or _____ (negative) could determine how well a film is _____ (receive) by the public. Reviews that are _____ (appalling) written, do not have much influence. These reviews tend to be _____ (emotion) and subjective. Reviews written by a _____ (credit) reviewer are appreciated by the public.

❖ **Exercises for Testing:**

Sample Exercises: Fill in the blanks with the right form of the root word given in the brackets.

1. Every student must take an entrance exam. (ENTER)
2. According to his assessment of the situation we were facing a major conflict. (ASSESS)
3. It was one of the many hardships they faced on the long journey. (HARD)
4. She has been a librarian for over 20 years. (LIBRARY)
5. She was asked if she was taking any medication at the moment. (MEDICINE)

❖ **Exercises:**

Fill in the blanks with the right form of the root word given in the brackets.

1. Leading _____ have warned about the danger to animal species around the world. (ZOO)
2. In her application she emphasized the _____ skills she had acquired over the years. (SECRETARY)
3. The _____ effects of losing a job can be very serious. (PSYCHOLOGY)
4. She has received three marriage _____ this year. (PROPOSE)
5. The use of dictionaries at the final exam is not _____. (PERMIT)
6. The _____ was not convicted because there was no conclusive evidence. (DEFEND)
7. We live in an _____ world, so people and governments make mistakes all the time. (PERFECT)
8. She is an _____ young woman, full of life. (ENERGY)
9. There are several _____ species living in the rainforest, which still need to be categorized. (KNOWN)
10. I am not willing to accept your _____ all the time. You have to behave properly. (RUDE)
11. The new travel _____ opened for business last summer, suffered a loss because of Covid – 19. (AGENT)
12. The _____ was so beautiful that we decided to go there again sometime next year. (SCENE)
13. She made a large financial _____ to the organisation. (CONTRIBUTE)

14. _____ has gone down, and the prices of raw materials have increased.
(PRODUCT)
15. The pupils' _____ were a part of the school's art exhibition. (DRAW)
16. He felt an _____ to help the company he had been the CEO of,
for so many years. (OBLIGE)
17. If you need any _____, please call me. (ASSIST)
18. I am normally not _____, but I felt bad when we saw that our hotel
room was on the 13th floor. (SUPERSTITION)
19. Mom opened the door and _____ crept into the room. (CAUTION)
20. The server was offline due to _____ issues. (MAINTAIN)

❖ **Points to remember:**

- ✓ Fill in the verb after identifying the number of the subject
- ✓ Only the verb should agree with subject and not the other way round
- ✓ Read the sentence and understand the form of root word that should
be supplied
- ✓ Most derivatives are formed using affixes

**I Semester B.Com./BBA and other courses coming under the Faculty of
Commerce**

(As per NEP Model)

GENERIC ENGLISH – Language English-I (ENVISION-I)

MODEL QUESTION PAPER

Time-3 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

The Indian Premier League (IPL) is a professional Twenty20 cricket league in India contested during March and May of every year by 10 teams representing 10 cities of India. The league was founded by the Board of Control for Cricket in India (BCCI) in 2008, and is regarded as the brainchild of Lalit Modi, the founder and former commissioner of the league. IPL has an exclusive window in ICC Future Tours Programme.

The IPL is the most-attended cricket league in the world and in 2014 ranked sixth by average attendance among all sports leagues. In 2010, the IPL became the first sporting event in the world to be broadcast live on YouTube. The brand value of IPL in 2019 was Rs. 47,500 crores (US\$6.3 billion), according to Duff & Phelps.

According to BCCI, the 2015 IPL season contributed ₹11.5 billion (US\$182 million) to the GDP of the Indian economy. There have been fourteen seasons of the IPL tournament. The current IPL titleholders are the Chennai Super Kings, who won the title for the fourth time in 2021 season.

Q1. Choose the most appropriate option.

Indian Premier League is considered the brainchild of

a) Lalit Modi

- b) Nirav Modi
- c) Vineet Jain
- d) Mukesh Ambani

Q2. How many seasons of IPL have been played till 2021?

Q3. In the year _____ IPL became the first sporting event to be broadcast live on an online platform

Q4. What is the antonym of the word “professional” w.r.t its usage in the passage?

- a) Competent
- b) Amateur
- c) Master
- d) Polished

Q5. According to Duff & Phelps, the brand value of IPL in 2019 was US \$6.3 billion. **True/ False**

II The following table shows the production of sugar in different units for five consecutive months in a year. Carefully read the table and answer the questions set on it. **5x1=5**

PRODUCTION UNITS						
Month	A	B	C	D	E	F
April	310	180	69	137	140	120
May	318	179	177	162	140	122
June	320	160	188	173	135	130
July	326	167	187	180	146	130
August	327	150	185	178	145	128

1. In which months unit B has a smaller contribution to sugar production than unit D? Refer table.

2. Unit A shows _____ in production of sugar over months?
 - a. Sudden increase
 - b) continuous increase
 - c) slow decrease

3. In the case of Unit E, in which of the following pairs of months the production of sugar was equal?
 - b. April & May
 - b) June & July
 - c) July & August

4. In the month of June, unit A has the highest production of sugar. True/false.

5. Unit C has recorded the _____ production of sugar in the month of April.
 - (a) the lowest
 - (b) Equal to unit D
 - (c) the highest

III Answer the following questions on Listening Skills: 3x1=3

1. How is *hearing* different from *listening*?
2. Mention different types of listening.
3. Which is the most important skill in learning a language?

IV Do as directed:

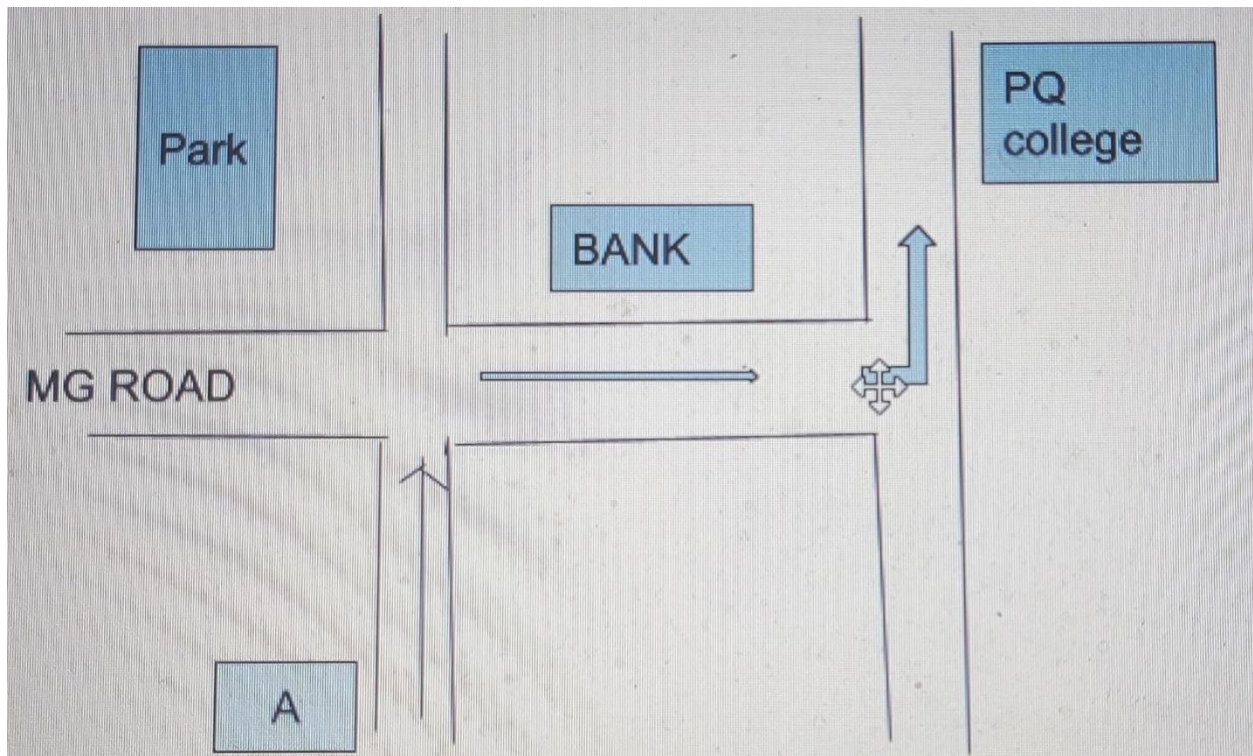
1. Introduce yourself to your English teacher as a new student. **2**
2. Request your NCC Officer to consider you as a volunteer for Independence Day celebrations. **2**
3. Express words of appreciation to your friend on completing graduation with distinction. **2**
4. Enquire at the college office regarding the last date to pay the examination fee. **2**
5. As a student coordinator, seek permission from The Principal of your college to conduct an Intercollegiate Business Quiz contest. **2**

V (A) Give instructions to your friend on how to get a new identity card from the college office. OR

Give instructions to your mother on how to withdraw cash from ATM. 5

(B) How would you give directions to your uncle to reach PQ College from Point A. Look at the map given and give directions.

2



VI Do as directed:

1. Frame questions so as to get the underlined word/s as the answer: 3

- The presentation was done by the experts.
- The students are the beneficiaries of NEP.
- The man was looking dull because he had lost his wallet.

2. Add suitable question tags to the following sentences: 2

- It is raining heavily. _____
- They don't believe in contributing to a good cause. _____

3. Fill in the blanks with suitable options given in the brackets: 3

- The doctors _____ (save/saves) patients from the pandemic.
- The new textbook _____ (have/has) arrived.
- The cricketers, along with their coach, _____ (were/was) present at the press conference.

4. Use the correct form of the word given in brackets and fill the blanks: 2

- If you need any _____, please call me. (ASSIST)
- She is an _____ young woman, full of life. (ENERGY)

SECTION-B

(Coursebook-20 marks)

VII Answer any FIVE of the following in a word or a phrase or a sentence:

5x1=5

1. Who was Santoshi and why had she come to Srinivasan's house?
2. What does a chronicle do, according to Shakespeare?
3. Why did Okeke refuse to accept Nene Atang as his daughter-in-law?
4. Buying and selling is a _____
 - a. trade
 - b. journey
 - c. recipe
5. Which are the two crucial areas, according to Kalam, that is required for a developing nation to become a developed nation?
6. What is 'choice fatigue' as explained in 'Freedom and Choice'?

VIII Answer any ONE of the following in about a page:

1x5=5

1. How does Santoshi convince the inmates about her intentions and objective?
2. Why must traders invoke 'the master spirit of the earth' while in business, according to Khalil Gibran?
3. What are the career options available for women in the modern world?

IX Answer any ONE of the following in about two pages:

1x10=10

1. How does Chinua Achebe bring out the ignorance and superstitious beliefs of the Ibo community in his story 'Marriage is a Private Affair'?
2. "Have eyes to wonder, but lack tongues to praise". Explain this statement with reference to Sonnet 106.
3. Write a note on the three conferences spearheaded by Kalam.

**I Semester B.Com./BBA and other courses coming under the Faculty of
Commerce**

(As per NEP Model)

GENERIC ENGLISH – Language English-I (ENVISION-I)

QUESTION PAPER PATTERN

Time-3 hours

Marks-60

Section-A (Workbook-40 marks)

Question number	Unit	Marks	
I	Comprehension Passages	5	
II	Interpretation Skills	5	
III	Listening versus Hearing	3	
	Listening Skills (job interviews/conversation) NOT FOR TESTING		
IV	Introducing oneself/others, requests, enquiries, help, permission, congratulating (any 5)	10	
V	Giving Instructions and Giving Directions	5+2=7	
VI	Question forms and Tags	3+2=5	
	Subject-verb agreement and Derivatives	3+2=5	
Section-B (Coursebook-20 marks)			
VII	Answer any FIVE out of SIX (from all six units)	5x1=5	
VIII	Answer any 1 out of 3 (1 poem, 1 story, 1 essay)	1x5=5	
IX	Answer any 1 out of 3 (1 poem, 1 story, 1 essay)	1x10=10	

INTERNAL ASSESSMENT MARKS ALLOTMENT-- 40 marks

1	Assignments and projects	20 marks
2	Internal Test	10 marks
3	Attendance	10 marks

End semester exam—60 marks

Internal Assessment—40 marks

Total —100 marks