

**BENGALURU CITY UNIVERSITY**



**LINGUA FRANCA-II**

**Generic English Text Book**

**(Under the National Education Policy-NEP-2020)**

**(PART-I WORKBOOK)**

**II Semester B.Sc/B.C.A/B.Sc. (FAD)/B.V.A and other courses coming under  
the faculty of Science**

**Chief Editor**

**Dr. Thandava Gowda T N**

**Editor**

**Dr. G. M. Murtheppa**

**PRASARANGA**

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**LINGUA FRANCA-II** Generic English Work Book for II Semester **B.Sc/B.C.A/ B.Sc., (FAD)/B.V.A.**, and other courses coming under the faculty of Science has been prepared by the Members of the B. Sc. English Textbook Committee, Bengaluru City University (BCU).

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## FOREWORD

**LINGUA FRANCA-II** Generic English Work Book for II Semester **B.Sc/B.C.A/ B.Sc., (FAD)/B.V.A.**, and other courses coming under the faculty of Science has been prepared by the members of the textbook committee of Bengaluru City University (BCU). This Work Book has been designed as per the model and guidelines of NEP 2020. It enriches students' '*Ability Enhancement*' to take on the communicative challenges posed to the students in this competitive world.

I congratulate the textbook committee members for their yeomen service to prepare the teaching materials at such short notice with dedication, commitment and innovative vision. They have also ensured quality in every chapter of the workbook. I thank the Director of Bengaluru City University Press and their Staff for bringing out the book neatly and quickly.

I hope the teachers and the students will utilise the text skillfully and meaningfully to achieve the command over the language.

**Prof. Lingaraja Gandhi**

**Vice-Chancellor**

**Bengaluru City University**

**Bengaluru-560001**

## **PREFACE**

**LINGUA FRANCA-II** Generic English Work Book for II Semester **B.Sc/B.C.A/B.Sc., (FAD)/B.V.A.**, and other courses coming under the faculty of Science, Bengaluru City University (BCU), has been designed to enable the linguistic skills and competence of undergraduate students. After implementing the New National Education Policy in Higher Education, it is also the second workbook on the NEP 2020 model.

The chapters have been selected keeping in mind the classroom requirements to hone the students' language skills and make them job-ready and industry-ready.

I hope the students will make the best use of the material given, with the assistance of the teachers, to equip themselves with linguistic skills. The teachers can use the exercise in the book to test the learners' competence. 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) and Ability Enhancement Compulsory Course (AECC) have all the tools to enhance students' ability to use language with confidence and command.

I congratulate the members of the Text Book committee for bringing out this Work Book- Lingua Franca II woven 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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### **A note to the teacher**

**LINGUA FRANCA-II**, Generic English Text Book for II Semester **B.Sc./B.C.A/B.Sc., (FAD)/B.V.A.**, and other courses coming under the faculty of Science, Bengaluru City University (BCU), has been designed under the model and guidelines of NEP 2020. It enhances students' '**Ability Enhancement**' through English language skills to tackle the challenges posed to them in the ecosystem of '**Pluralistic culture and Multilingualism**'. It is the second Generic English Work Book on the NEP 2020 model. Generic English will be taught as L2 under Ability Enhancement Compulsory Course (AECC) Language.

The teaching materials in the Work Book reflect the infinite sunspecks of language skills (LSRW). Keeping the language needs of the students and their level of learning in mind, the materials are designed to hone the language skills teaching **Receptive Skills** in **Unit-I** that includes **Chapter-1** which deals with Reading Skills: Types of Comprehension, Global, Factual and Inferential; Identify the theme and suggest a title whereby the students are exposed to the reading comprehension and they types of comprehension helping them to enrich their reading and comprehension ability; **Chapter-2** throws light on Vocabulary Building - Synonyms, antonyms, prefixes, suffixes, homonym, homophones and collocations where the students will be taught vocabulary building contextually. This chapter will enhance the language register and competency of the students. **Chapter-3** is devoted to teaching and exposing the students to Cloze Test where the basics of Articles, Preposition, Linkers, Verbs and Adverbs are intensively taught and will involve them in practical exposure to language usage. **Chapter-4** is dedicated to teaching Tenses and their significance in day to day communication. **Unit-II, Productive Skills**, helps the students to enhance their communication skills **Chapter-5** focuses on Reported Speech, **Chapter-6** paves the way to learn



Dialogue writing, **Chapter-7** ignites the minds of the students in Verbal and Non-verbal communication, **Chapter-8** facilitates the students to develop the skill of Science Writing, and **Chapter-9** assists the students in Event-Management in Introducing the Guest, Welcome speech and Vote of thanks. The tasks/exercises/activities included in each chapter are meant to enhance the students' communication skills if they are properly taught and learnt. Further, each topic under Receptive and Productive Skills is defined with examples. Some sample exercises are solved in the Work Book to make learning the language cosy and joyful. Need-based exercises/tasks are designed so that the students with the **minimum intervention** of the teacher can practise and learn the required language skills.

Each chapter begins with **Objectives** whereby the teacher can draw the attention of the students toward the topic and the objective of the chapter by reinstating the language skills that the students are already exposed to. A model question paper has been given at the end of the Work Book for the guidance of teachers and students.

The Committee places on record the support extended by **Prof. Lingaraja Gandhi**, the Honourable Vice-Chancellor of BCU for his insightful advice and suggestions. The Committee wishes to express gratitude to **Dr. Thandava Gowda T. N.** Chairperson, (UG/PG) Bengaluru City University and all the **BOS** members particularly **Dr. Narasimharaju K** and **Dr. Anitha Rao** for the steadfast support and timely inputs. We are grateful to the Staff of Prasara, Bengaluru City University Press, BCU, for their efforts in bringing out this Work Book so neatly on time.

Last but not the least, I thank and appreciate the academic, creative, critical and teaching spirit of all the **members of the Text Book Committee** for sharing their in-depth knowledge and teaching expertise without which **Lingua Franca-II** would not have been possible in this texture.

**Dr. G. M. Murtheppa**  
**Chairperson**  
**Textbook Committee**

# CONTENTS

## WORK BOOK

Chapter	Unit-1 Receptive Skills (Reading and Listening Skills)	Page no
1	Reading Skills: Types of Comprehension, Global, Factual and Inferential; Identify the theme and suggest a title	1
2	Vocabulary Building: Synonyms, Antonyms, Prefixes, Suffixes, Homonym, Homophones and Collocations	9
3	Cloze Test: Articles, Preposition, Linkers, Verbs, Adverbs	28
4	Tenses	64
	<b>Unit-2 Productive Skills: Speaking and Writing Skills</b>	
5	Reported Speech	82
6	Dialogue Writing	94
7	Verbal and Non-verbal Communication	101
8	Introduction to Science Writing	107
9	Introducing the Guest, Welcome speech, Vote of thanks	117
	<b>The pattern of Assessment in Semester II</b>	125
	<b>Question Paper Pattern</b>	132
	<b>Model Question Paper</b>	134

**CHAPTER 1**  
**READING SKILLS**  
**TYPES OF COMPREHENSION, GLOBAL, FACTUAL AND**  
**INFERENTIAL**

**Objectives**

- **To enhance the zeal for reading**
- **To sensitise the students to the nuances of reading skills**
- **To expose the students to the domains of varied disciplines**

**Introduction:**

Reading skills refer to an individual's ability to read, interpret, analyse and decipher written language and texts. Extensive reading can help to understand and respond to written discourse such as masterpieces in any discipline, any kind of writing, emails, text messages, letters, and other written messages. Further, Reading is the process of comprehending the meaning of written symbols and letters by looking at them. Along with hearing, speaking and writing, reading is one of the four language skills that help to develop a deeper sense of the given discourse. After listening and speaking, reading is usually the third language skill that helps to master the language. If reading strategies are adequately imparted to the students, they can understand any discourse sensibly. Hence, the knowledge of different types of comprehension is inevitable in learning the language and acquiring wisdom too.

**The process of comprehension**

**1. Decoding**

The stage of decoding is crucial in the reading process. Children use this talent to sound out words they have heard but haven't seen or written down. This ability is the foundation for all other reading abilities and comprehending the written discourse. In this regard, decoding begins with individual sounds that are linked to

letters in decoding its comprehension. For example, to read the word ‘sun’, children must understand that the letter, ‘s’ generates the /s/ sound. The process of understanding the relationship between a letter or a set of letters is decoding in comprehension. Proper decoding of letters, phrases, or sentences always paves the way to comprehend the given written text.

## **2. Fluency**

To read effectively, students must be able to recognise words quickly, even if they can't sound them out. Fluency improves a person's ability to read and comprehend text at a faster rate. It also helps in recognition of the words and making them familiar.

## **3. Vocabulary**

To comprehend what the one reads, one must comprehend most of the textual words. Reading comprehension relies heavily on having a large vocabulary. Everyone's experience can also add to one's vocabulary building. Vocabulary can be taught to the students through reading aloud, giving instruction and by word recognition. To comprehend what specifically the reader is reading, one must recognise most of the textual words. Hence, reading comprehension relies heavily on having a large vocabulary.

## **4. Sentence construction and cohesion**

Understanding the structure of a sentence appears to be a written talent in writing. Cohesion refers to the process of connecting ideas within and between phrases. Understanding how concepts connect at the sentence level aids the reader in making sense of passages and completing the texts. It also maintains unity and connectivity in a sentence, leading to something known as coherence or the capacity to connect ideas in a larger piece of writing. However, these abilities are also necessary for reading comprehension.

## **5. Reasoning and background knowledge**

The readers usually connect what they have read and what they already know. As a result, a good reader should have some background or past knowledge of the word before reading it. They must also be able to "read between the lines" and deduce meaning even when it is not explicitly stated.

For example: A learner is reading a story about a poor family in the 1930s. Having knowledge about the Great Depression can provide insight into what's happening in the story. The learner can use that background knowledge to make inferences and draw conclusions.

## **6. Working memory and attention**

When a reader is paying attention to the text, they are able to extract information from it. Working memory enables people to retain that information and use it to make sense of and learn from what they are reading. It is also linked to the ability to self-monitor while reading.

### **Types of Comprehension**

#### **Global comprehension**

Global comprehension means understanding the general meaning of the given written discourse while reading it. It can be compared to selective comprehension, which means understanding specific information in the text and detailed comprehension, which means proper understanding of the written discourse. Global, selective and detailed comprehensions have parallels with the three reading skills of skimming, scanning and intensive reading.

#### **Task activity**

Imagine that a reader has read a story and now tries to recreate it by putting jumbled sentences into the correct order. In this process, the reader may be asked to sort out jumbled versions of a text to produce or complete summaries or answer comprehension questions that test general understanding, such as 'true or false'

statements and suggest titles.

### **Example**

Imagine a boy named Harsha who is sitting alone in a corner and building a tower out of blocks. He places one block on top of another as his tower becomes higher and higher. The more blocks he adds, the more intricate his design becomes.

Here, the global comprehension of the given discourse of his is intricate tower design. It could be a surface meaning of the passage. Thus, global comprehension helps the reader gather information through vocabulary and some phrases, leading to understanding its meaning in one dimension. This is a complex process where skills are built upon one another, like the blocks used to make Harsha's tower.

One prominent approach to comprehending a given written text is to search for its literal meaning in global comprehension. The literal meaning is simply what the text says. It is what happens in the story. This is a very important level of understanding of the written message because it provides the foundation for more advanced comprehension. Without understanding the material on this level, it is impossible to go any farther. Again go back to the story about Harsha to provide an example. The story's literal meaning was that Harsha built a tower out of blocks. The answers to questions based on literal meaning will always be found in the text. For example: Who was building the tower? The answer is Harsha. Here are examples for the types of information that could be identified as literal meaning:

- The main idea
- Stated facts
- The sequence of events
- Characters in the story

## **Inferential comprehension**

Inferential meaning involves determining what the text means. Determining inferential meaning requires the reader to think about the text and draw a conclusion. It's an inferential strategy for determining the deeper sensibility of the written discourse. In this comprehension, the reader goes beyond the text rather than the vocabulary or phrases or sentences used in the discourse. Now once again, look at Harsha, who builds towers using the comprehension skill. One asks a question like 'What inferential meaning could we get from our story?' The answer could be to infer that Harsha is good at building towers. At the same time, a question about inferential meaning will typically make the reader provide examples from the text that back up the reader's thinking.

**Example:** Assume that Harsha is good at building towers. This assumption is true because the story says that Harsha's tower got higher and higher and the design became more intricate with each block.

Examples of the type of information that could be identified as inferential meaning include – Generalizations, Cause and effect relationships, Future predictions and an unstated main idea.

In other words, Inferential Comprehension is the ability to process written information and understand the underlying meaning of the text. This information is then used to infer or determine the deeper meaning not explicitly stated. Inferential comprehension requires readers to combine ideas, draw conclusions, interpret and evaluate information and identify tone and voice. Thus, a higher and more complex level of comprehension involves critical analysis, which requires readers to be critical, form opinions, identify authors' points of view and attitudes, identify and consider the authority of texts and their messages and infer the motives of characters and themes. So, critical analysis can be introduced in early reading. The



use of the 'Six Thinking Hats' strategy is one effective way of developing critical thinking skills.

### **Factual Comprehension**

Factual comprehension expresses information forthright and directing about a distinct subject. Usually, the language and the style are simple and obvious. Factual passages may give instructions or descriptions or reports of an event or a new finding with facts and figures in the given written discourse.

### **Exercise 1**

**Read the passage, answer the questions set below and suggest a suitable title.**

Kabaddi is one of India's oldest and most popular games. Kabaddi has travelled far and wide, from Tamil Nadu to international territory. This Kabaddi essay will discuss the origins, history, and significance of Kabaddi. After a lengthy journey, Kabaddi has arrived in a foreign land and is now regarded as one of the most thrilling games in India, requiring a great deal of energy in addition to strategy.

Sports play a significant role in the development of students, as physical exercise is equally important for an individual's mental growth. Kabaddi originated in southern India's Tamil Nadu region over 4000 years ago. The game is believed to have originated during the Vedic period. It was a game in which individuals competed to demonstrate their strength. Numerous essays on Kabaddi have been written, describing how thrilling, magical, and fascinating the game is. Numerous documents indicate that Gautama Buddha himself played the game for recreational purposes. It was incorporated into the Indian Olympic Games in 1938, and the All-India Kabaddi Federation was formed in 1950. It was included in the 1990 Beijing Asian Games, which helped popularise the game as a competitive sport.

A few names of top tournaments and leagues are Pro Kabaddi League, National Kabaddi Championships, Federation Cup, etc. The Pro Kabaddi League was

launched in 2014, while the National Kabaddi Championship is the oldest tournament of Kabaddi in India.

1. What are the two advantages of playing the Kabaddi game?
2. How does Kabaddi help to gain one's stamina?
3. Give a suitable title to the above passage.
4. Mention the two important years mentioned in the above passage.
5. What is the central theme of the given passage?

## **Exercise 2**

**Read the passage, answer the questions set below and suggest a suitable title.**

On July 16, 1990, a large earthquake struck Luzon, an island in the Philippines. The earthquake devastated cities for hundreds of miles around and killed more than 1,600 people. Yet the destruction was not over. Two weeks later, residents of Luzon discovered steam coming out of a giant volcano called Mount Pinatubo. But when scientists inspected the volcano, they did not find any evidence the volcano would erupt.

However, on March 15, 1991, villagers on the northwestern side of the island were startled by another series of earthquakes. The earthquakes continued until two weeks later when Mt. Pinatubo began to rumble. On April 2, the mountain sent an explosion of steam, water, ash and rock into the air. By June 7, a dome of lava 130 feet high and 660 feet across had formed on the surface of the volcano. Five days later, the volcano erupted. Eight hundred forty-seven people in surrounding communities died, most of them when their roofs, bunking under the weight of wet ash, collapsed.

Geologists would later rank the explosion of Mt. Pinatubo as the second largest volcanic explosion of the 20<sup>th</sup> century. While scientists have never determined whether the earthquake in 1990 directly caused the volcanic explosion a year later, the events are generally considered to be related. Although it's difficult to predict

when or where an earthquake or a volcano eruption will strike, these events can occur in patterns. Mt. Pinatubo is located on a geologic formation called the Ring of Fire. The reason why so many earthquakes and volcanoes occur here is to do with plate tectonics. On the surface of the earth is a patchwork of enormous plates, millions of square miles across and about 50 miles thick, atop which geographic features- oceans, fields, mountain ranges, seas-sit. These plates are in constant motion, although they move very slowly- about 10 centimetres per year. When these plates shift against or away from each other, they can cause massive events, such as earthquakes and volcano eruptions. These movements are referred to as plate tectonics. Most earthquakes occur in areas close to where the plates meet.

1. Name the giant volcano.
2. How would Geologists rank the explosion of Mt. Pinatubo?
3. Where is Mt. Pinatubo located?
4. What are plate tectonics?
5. Suggest a suitable title for the passage.

## CHAPTER 2

### VOCABULARY BUILDING: SYNONYMS, ANTONYMS, PREFIXES, SUFFIXES, HOMONYM, HOMOPHONES AND COLLOCATIONS

#### Objectives:

- To develop competence in vocabulary
- To make students aware of the contextual usage of vocabulary
- To equip learners with better communication skills

#### SYNONYMS



#### Introduction

Synonyms are words that are similar to another word or have a related meaning. They can be lifesavers when students want to avoid repeating the same word over and over. Sometimes the word students have in mind might not be the most appropriate word, which is why finding the right synonym can come in handy.

In writing, especially creative writing, repeating the same words numerous times can make writing dull or uninteresting. Substituting a word with an equivalent one, perhaps even a more specific one can improve how a student is communicating his/her ideas. The use of synonyms also helps to make ones writing more vivid and to create a more intriguing image in the mind of the reader. The correct use of synonyms can transform ones writing from boring to exciting or from repetitive to imaginative.

### Examples for Synonyms

- **Bad:** awful, terrible, horrible.
- **Good:** fine, excellent, great.
- **Hot:** burning, fiery, boiling.
- **Cold:** chilly, freezing, frosty.
- **Easy:** simple, effortless, straight forward.
- **Hard:** difficult, challenging, tough.
- **Big:** large, huge, giant.
- **Small:** tiny, little, mini.

### Examples for synonyms

a) He is **happy/glad**.

(*Happy* and *glad* are synonymous.)

b) Actress Kate Beckinsale **studied/read** French and Russian Literature at Oxford.

(*Studied* and *read* are synonymous.)

c) I need to **contemplate** the consequences.

I need to **consider** the consequences.

d) I should tell her **as** she is my sister.

I should tell her **because** she is my sister.

## Exercises

**A. In each of the following sentences, replace the underlined word with another word that means the same. Choose the answers from the options given below.**

1. Jack displayed his skills at the quiz competition.

- a) Disguised      b) Inhabited c) Exhibited

1. It is good to keep our surroundings clean.

- a) Tidy      b) Tide      c) Timid

2. My father is a brave person.

- a) Courageous      b) Courteous      c) Vital

**B. Rewrite the given paragraph with synonyms of underlined words given in the brackets (think, clinch, puzzle, Finish, clever, help)**

I was struggling to complete my Maths homework. I had gone to my elder brother for help, but he hadn't contributed very much. I had a very hard time when I had to calculate the answers for problems like these, and I wanted very much to conclude working on this assignment. But it seemed like the harder I worked, the more confused I became. I just don't know if I'm capable of learning how to divide fractions.

## ANTONYMS

An antonym is a word that has the opposite meaning of another word. Antonyms are useful for the following reasons in the communication.

To keep the writing interesting - to avoid using the same words or the same sentence structures, and add some variety by expressing the idea from the other direction with an antonym.

To sound more factual - use an antonym to form a deliberate double negative. A double negative (e.g., I haven't got no money) is not always a mistake. Quite often, using a double negative sounds more diplomatic or factual.

To improve vocabulary - learning antonyms is an effective way to expand the competency in vocabulary because the original word provides a "mental hook" to hang the antonyms on.

WORD	SYNONYM	ANTONYM	HOMONYM
BEAT	DEFEAT	LOSE	BEAT (RHYTHM)
FINE	GOOD	TERRIBLE	FINE (THIN)
TENDER	SOFT	ROUGH	TENDER (LEGAL MONEY)

DICTIONARY

### Examples

- |                       |                           |                          |
|-----------------------|---------------------------|--------------------------|
| 1. achieve – fail     | 2. giant – dwarf          | 3. random – specific     |
| 4. afraid – confident | 5. gloomy – cheerful      | 6. rigid – flexible      |
| 7. ancient – modern   | 8. individual – group     | 9. shame – honour        |
| 10. arrive – depart   | 11. innocent – guilty     | 12. simple – complicated |
| 13. arrogant – humble | 14. knowledge – ignorance | 15. single – married     |

**Read the paragraphs below. Rewrite them by replacing each underlined word with an antonym given in the brackets.**

*(huge, tiny, typical, few, credible, combined)*

1. There are many kinds of sharks in the oceans of the world. Each different species is unique. Some are vast, as long as a city bus, but others are minuscule, small enough to hold in your hand. Sharks are fish but are a separate group from the bony fish because their skeletons are made of cartilage. They are genuinely incredible animals with the ability to grow an infinite number of sets of new teeth.

**(contemporary, hate, cowardice, arrogance, sorrow, dishonest, detest, insensitive, wrong, bad)**

2. Teetas is a very honest girl. Her parents love her for her courage and humility. She brings joy wherever she goes and people adore her for her sympathetic conduct. Teetas represents a/an older generation of people who have cultivated right values in life due to good education.

**Choose the correct antonym for the following word.**

1. Greedy

a) moderate      b) new      c) savage      d) generous

2. Feeble

a) sick      b) resistant      c) late      d) strong

3. Gentle

a) hard      b) difficult      c) slow      d) rough

4. Guilty

a) sorry      b) dubious      c) innocent      d) honest

5. Formal

a) Casual      b) obtuse      c) random      d) exclusive



6. Vertical

a) straight   b) horizontal   c) parallel   d) perpendicular



7. Safe

a) Dangerous   b) important   c) Terrible   d) secure

## PREFIXES

A prefix is a set of letters that is added to the beginning of a word to change its meaning. Each prefix has a general meaning. Moreover, prefixes help to understand what a word with a prefix means more easily.

### Look at the example

Friendly	unfriendly
	

The first man looks very friendly! Based on the appearance of the person, his character is indicated using the suffix 'ly'. Hence, the word is used 'friendly'. It would be nice to spend time with him.

The second man looks unfriendly. He is so because of his body language or facial expressions. Hence, the prefix 'un' and the suffix 'ly' are used to form a new word 'unfriendly'. It would not be much fun to spend time with him.

**Here are more examples with the prefix "un-"**

- happy > unhappy
- finished > unfinished
- believable > unbelievable
- acceptable > unacceptable

These words are all adjectives. The prefix "un-" may also be used with verbs to form a new word. For example

- do > undo
- plug in > unplug

The table below has some common prefixes, their meaning and an example.

Prefix	Meaning	Example
dis-	not, opposite of	disagree
in, im-	not	incorrect, impossible
mis-	incorrectly	misunderstand
re-	again	redo (do again)
un-	not	uninteresting
under-	below, lower, enough	underwater

### Exercise 1

Complete the sentences by writing the correct prefix in the blank space.

(dis, in, mis, re, un, under)

1. I just can't believe it! The story is \_\_\_\_\_believable!
2. No, that answer is \_\_\_\_\_ correct.
3. Let's look at this information again. We should\_\_\_\_\_view it before the test.
4. I saw Allison just a moment ago, but now I can't find her! It seems that she \_\_\_\_\_ appeared!
5. Oh, I'm sorry, I didn't hear you correctly. I\_\_\_\_\_understood you.
6. The subway does not go over the land like a normal train. It runs \_\_\_\_\_ ground.

### Exercise 2

Complete the following sentences using dis or un to complete each sentence.

1. My shoelaces are \_\_\_\_\_. (not tied)
2. Ashoka \_\_\_\_\_with Sagar. (does not agree)
3. Ashraf is\_\_\_\_\_to beat me in the video game. (not able)
4. She \_\_\_\_\_her parents. (does not obey)

### SUFFIXES

A suffix is a letter or group of letters added at the end of a word which makes it a new word. The new word is most often a different word from the original word.

## Common suffixes and examples

<i>Suffix</i>	<i>Meaning</i>	<i>Example</i>
-able, ible	capable of being	edible, presentable, abominable, credible
-al	pertaining to	regional, grammatical, emotional, coastal
-esque	reminiscent of	picturesque, statuesque, burlesque
-ful	notable for	fanciful, resentful, woeful, doubtful
-ic, -ical	pertaining to	musical, mythic, domestic, chiasitic
-ious, ous	characterised by	nutritious, portentous, studious
-ish	having the quality of	fiendish, childish, snobbish
-ive	having the nature of	creative, punitive, divisive, decisive
-less	Without	endless, ageless, lawless, effortless
-y	characterised by	sleazy, hasty, greasy, nerdy, smelly

## Exercises

**A. Make four words from each root word below using the suffixes given in the brackets. (able -ible -s -es -ing -ed -er -or)**

1. act\_\_\_\_ 2. farm\_\_\_\_ 3. open\_\_\_\_ 4. move\_\_\_\_ 5. work \_\_\_\_\_

**B. Use an appropriate suffix given in the brackets.**

1. The teach\_\_\_\_ (er, or) passed out the test paper\_\_\_\_ (s, es), hop\_\_\_\_ (ing, ed) the student\_\_\_\_ (s, es) were cap\_\_\_\_ (ible, able) of getting good marks.
2. Although the rain cloud\_\_\_\_(s, es) were gathering, the carpent\_\_\_\_ (or, er) kept work\_\_\_\_ (ing, ed).
3. Alex open\_\_\_\_ (ing, ed) the cupboards so the switch\_\_\_\_(s, es) were access\_\_\_\_ (able, ible).
4. It is reason\_\_\_\_ (able, ible) to expect student\_\_\_\_(s, es) to be respons\_\_\_\_ (able, ible).
5. The town may\_\_\_\_ (er, or) welcom\_\_\_\_ (ing, ed) the visit\_\_\_\_ (ers, ors).

**C. Fill in the correct suffix (-able or -ful) to the word, then use the same word to complete the sentence.**

(peace\_\_\_\_, break\_\_\_\_, truth\_\_\_\_, bend\_\_\_\_, respect\_\_\_\_, chew\_\_\_\_, love\_\_\_\_, play\_\_\_\_)

1. She didn't tell me my toy was \_\_\_\_\_. Now it is in five broken pieces!
2. The puppy was very \_\_\_\_\_. He wanted to play fetch all night.
3. My Silly Putty is very \_\_\_\_\_. I can mold it into all different kinds of shapes.
4. I like the \_\_\_\_\_ vitamins better than the ones I have to swallow.
5. The classroom was very quiet and \_\_\_\_\_.
6. I will use my manners to show my teachers that I am very \_\_\_\_\_.
7. My mom says that I'm very \_\_\_\_\_ because I like to give her hugs after school every day.

**HOMONYMS**

Homonyms are defined as a word that has the same spelling and even the exact pronunciation of another set of words but has two distinctly different meanings.

The word homonym comes from the prefix *homo-* which means "the same," and

the suffix *-nym*, which means "name." Therefore, a homonym is a word that has at least two different meanings, even though they look and sound exactly alike.



### Examples for Homonyms

Homonym	Meaning 1	Meaning 2
Address	to speak to	Location
Air	Oxygen	a lilting tune or voice
Arm	body part	division of a company
Band	a musical group	a ring
Bark	a tree's out layer	the sound a dog makes
Bat	an implement used to hit a ball	a nocturnal flying mammal
Bright	very smart or intelligent	filled with light
Circular	taking the form of a circle	a store advertisement
Current	up to date	flow of water
Die	to cease living	a cube marked with numbers one through six

## Exercises

### A) Choose the correct answer:

1. Your perfume has a wonderful (cent/scent)
2. I hurt the (tow/toe) of my leg at the corner of the table's leg.
3. Don't touch the cat's (Tale/Tail).
4. He wants to lose some (Wait/weight) before summer.
5. Does anyone still (write/right) letters.

### B) Form sentences for each meaning of the word:

1. Trunk (tree trunk, bag)
2. Mean (Average, not nice)
3. Rock (stone, type of music)
4. Spring (metal part, season)
5. Bright (very smart, light)

## HOMOPHONES

Homophones are words which sound alike but have different meanings. One of two or more words, such as *night* and *knight*, that are pronounced the same but differ in meaning, origin, and sometimes spelling.

### Examples:

#### 1. Aunt (noun) or Aren't (contraction) –

- Aunt is the sister of one's father or mother or the wife of one's uncle.

**Example** – My aunt won the gold medal in a chess competition.

- Aren't is the short form of 'are not'.

**Example** – We aren't going to play cricket this Sunday.

#### 2. Ate (verb) or Eight(noun) –

- Ate is the past form of 'eat'.

- I ate a large size burger.
- Eight is a number which comes after seven and before nine.
- Today, I woke up at eight o'clock.

### 3. Air (noun) or Heir (noun) –

- Air is the invisible gaseous substance surrounding the earth, a mixture mainly of oxygen and nitrogen. It is also used to express (an opinion or grievance) publicly.

**Example** – The Game of Thrones (GOT) show was first aired in 2011.

- A person entitled to the property or rank of another after death. It is also called as Successor or inheritor.

**Example** – In GOT, who is the real heir to the throne?

### 4. Buy (verb) or By (preposition) or Bye (exclamation) –

- Buy means to purchase something in exchange for payment.

**Example** – I need to buy a birthday present for my beloved sister.

- By means identifying who performed an action.

**Example** – The world-famous open-source software Linux is created by Linus Torvalds.

- Bye defines an informal way of saying 'goodbye'.

**Example** – Okay, dear. I need to go now. See you soon. Bye.

### 5. Brake (noun, verb) or Break (noun, verb) –

- A brake is a device for slowing or stopping a moving vehicle, typically by applying pressure to the wheels, such as a brake in the car and other vehicles.

- **Example** – He applied the brakes to stop the car.

- This break has a different meaning. As a noun, it means separate into pieces and as a verb, an interruption of continuity.



**Example** – You should take uniform breaks to refresh your mind and reset your attention.

6. Cell (noun) or Sell (verb) –

- A cell is a small room in which a prisoner is locked up. A cell is also considered as the smallest structural and functional unit of an organism.

**Example** – Breaking a cell is difficult for almost every prisoner.

- Sell means to exchange a product or service for money.

**Example** – I am thinking of selling my flat for a better deal.

7. Deer (noun) or Dear (noun, adjective)

- Deer is a hooved grazing animal with branched bony antlers that are shed annually and typically borne only by the male.

**Example** – Animals like Deer were an important source of food for early humans.

- Dear is used for the beloved person.

**Example** – Hey dear, are you okay now?

**Choose the correct spelling of the words below to complete the sentences**

not-knot	peel-peal	board-bored	steal-steel
waste-waist	peace-piece	hole-whole	rode-road
sales-sails	sun-son	hair-hare	cereal-serial

- a) The \_\_\_\_\_ is at the centre of our solar system.
- b) In the dark, he tripped down the large, dark\_\_\_\_\_.
- c) He\_\_\_\_his horse well to win the race.
- d) He ate the\_\_\_of the chocolate bar in one gulp.
- c) He tested the piece of\_with a magnet.
- d) The salesman measured his\_\_carefully.
- e) A man walked down the street with jet black\_\_\_\_\_.
- f) The\_\_\_\_of the ship filled out in the strong wind.
- g) He had\_\_\_for breakfast every morning with his toast.
- i) “At last five minutes\_from you lot,” groaned the teacher.
- j) “There’s a \_\_\_\_\_ in my shoe.” moaned Stephen.

## COLLOCATIONS

A collocation is two or more words that often go together. These combinations just sound "right" to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound "wrong". Now, look at the examples.

- |                      |                     |
|----------------------|---------------------|
| 1. Natural English ✓ | Unnatural English X |
| 2. The fast train ✓  | the quick train X   |
| 3. Fast food ✓       | quick food X        |
| 4. A quick shower ✓  | a fast shower X     |
| 5. A quick meal ✓    | a fast meal X       |

Some of the common collocation are-

Have	Do	make
have a bath have a drink have a good time have a haircut have a holiday have a problem have a relationship have a rest have lunch have sympathy	do business do nothing do someone a favour do the cooking do the housework do the shopping do the washing up do your best do your hair do your homework	make a difference make a mess make a mistake make a noise make an effort make furniture make money make progress make room make trouble
Take	Break	catch

take a break take a chance take a look take a rest take a seat take a taxi take an exam take notes take someone's place take someone's temperature	break a habit break a leg break a promise break a record break a window break someone's heart break the ice break the law break the news to someone break the rules	catch a ball catch a bus catch a chill catch a cold catch a thief catch fire catch sight of catch someone's attention catch someone's eye catch the flu
Pay	Save	keep

pay a fine	save electricity	keep a diary
pay attention	save energy	keep a promise
pay by credit card	save money	keep a secret
pay cash	save one's strength	keep an
pay interest	save someone a	appointment
pay someone a	seat	keep calm
compliment	save someone's life	keep control
pay someone a visit	save something to a	keep in touch
pay the bill	disk	keep quiet
pay the price	save space	keep someone's
pay your respects	save time	place
	save yourself the	keep the change
	trouble	

### Exercises:

**Each sentence given below contains an incomplete collocation. Complete the collocation by supplying a suitable word. Choose your answers from the options given below each question.**

1. My grandfather was a ..... smoker, so few people were surprised when he died of oral cancer.  
a) serial      b) chain      c) big
2. She was a / an ..... wife who loved her husband more than anything else in the whole universe.  
a) devoted    b) sincere    c) intelligent
3. I always avoid his company because he is a crashing .....  
a) bore      b) nuisance    c) guy

4. It is a golden ..... If you miss it, you will regret it.  
a) chance    b) opportunity    c) offer
5. She seemed quite interested in buying that house, but at the last moment, she  
changed her .....  
a) mind    b) thoughts    c) offer

**Fill in the blanks with do, have or make.**

1. I hope to \_\_\_\_\_ my own business one day.
2. I don't \_\_\_\_\_ many hobbies.
3. My wife usually \_\_\_\_\_ the bed, rather than me.
4. Many countries \_\_\_\_\_ problems with obesity.
5. I \_\_\_\_\_ a mistake in my IELTS reading last time I took the test.
6. I \_\_\_\_\_ my break at work at 3.15.
7. Reading a lot \_\_\_\_\_ a real difference to your IELTS score.
8. I'm planning to \_\_\_\_\_ a holiday in June or July.
9. I \_\_\_\_\_ my shopping at the weekends.
10. I don't \_\_\_\_\_ much sympathy for students who fail because they did not study.

**Suggested References:**

1. Thesaurus
2. Basic Grammar in Use – Raymond Murphy
3. English for Competitive Examinations – Wren & Martin
4. <https://youtu.be/PDI2xlOBcM4>
5. <https://youtu.be/RPqxNqO8u-A>
6. <https://youtu.be/SMRx36QXdsI>

## CHAPTER 3

### CLOZE TEST

#### (ARTICLES, PREPOSITIONS, LINKERS, VERBS, ADVERBS)

##### Objectives

- To help the reader to understand the importance of articles, prepositions and linkers, verbs and adverbs in the English language.
- To facilitate the language user to use the above sensibly while writing and speaking.

##### Articles

**Articles** are the words used before nouns to show if they are specific or general.

In English, there are two types of articles: *the* and *a/an*. *The* is used to refer to specific or particular nouns; *a/an* is used to modify non-specific or non-particular nouns.

*The* is called the definite article and *a* and *an* are indefinite articles.

For example, "**Let's read the book**". The meaning of the sentence is that the reader wants to read a specific book. If it is, "**Let's read a book**", it conveys the meaning that the reader wants to read any book rather than a specific book.

The article *a* is used normally before a noun with a consonant sound whereas the article *an* is used before a noun that begins with a vowel sound. Moreover, articles *a* and *an* are used before the nouns that are indefinite in nature. *The* is used to refer to a specific or particular member of a group.

## Example 1

### 1. "I would like to go to see a movie."

Here, the reference is not about a specific movie. It can be any movie. Hence, the inference is that *there are many movies and the speaker wants to see any movie. He does not have a specific one in mind.*

### 2. "I just saw *the* most popular movie of *the* year."

There are many movies, but only one particular movie is *the* most popular. Therefore, the definite article '*the*' is used.

## Example 2

After *the* long day I have had, *the* cup of tea, ~~it~~ tasted particularly good.

After *a* long day, *a* cup of tea tasted good.

**These articles further may be studied as definite and indefinite articles that describe something specific or general.**

- The indefinite article takes two forms. It precedes a word that is singular and begins with a consonant.

**For example:** A toy, a book, a house.

- For a word that begins with a vowel sound, it precedes with *an*.

**For example:** An operation, an idea, an apple.

- The definite article "*the*" indicates that a noun refers to a particular idea/thing.

**For example:** "Are you going to *the* party this weekend?"



- The definite article can also be used with **singular**, **plural**, or **uncountable nouns**. For example:
- Surnames/Last names: the Patels, the Kumars
- With noun representing anything particular: the capital of Karnataka, the Supreme Court, the KIA airport
- With adjectives in the superlative degree: the best city, the noisiest city, most polluted city, the best coffee
- With a noun that refers to something unique: The Earth, The Sun, The Himalayas
- With the names of countries: the USA, the UK, the Saudi Arabia, the Maldives
- With the names of hills, mountains and rivers: The Annamalai Hills, the Nilgiris, the Palani Hills, the Mount Everest, the Kangchenjunga, the Brahmaputra, the Yamuna, the Kaveri
- With ordinal numbers: the third, the tenth
- With an adjective which is followed by a proper noun: the young Rajiv, the older Pathan, the young Kapoors

### **Exceptions:**

There are a few exceptions to using *a* before words that begin with consonants and *an* before words that begin with vowels. The first letter of the word *honour* for example, is a consonant and in spite of its spelling, the word *honour* begins with a vowel sound. Therefore, the article *an* is used.

- My mother is *an* honest woman.

Similarly, when the first letter of a word is a vowel but is pronounced with a consonant sound, article *a*, is used.

- She is *a* United States Senator.

This holds true with acronyms and initialisms, too: **an LCD display, a UK-based company, an HR department, a URL.**

### Articles before an Adjective

Sometimes, an article modifies a noun that is also modified by an adjective. The usual word order is article + adjective + noun. The article choice will be *a* or *an* based on the word that immediately follows it. Consider the following examples for reference:

- Eliza will bring *a* small gift to Sophie's party.
- I heard *an* interesting story yesterday.

### Indefinite Articles with Uncountable Nouns

Uncountable nouns are the nouns that are either difficult or impossible to count; intangible like information, air; liquids like milk, oil; things that are too large or numerous to count like equipment, sand, wood. Since these things can't be counted, one should never use *a* or *an* with them.

Indefinite articles are only used with singular nouns. Uncountable nouns, however, can be modified by words like *some*.

**Please give me a water (X):** Water is an uncountable noun and *a* cannot be used with the indefinite article.

**Please give me some water (✓)** However, water can be described in countable units (*for e.g. in bottles*) and the indefinite article *a/an* can be used.

- Please give me *a* bottle of water.
- Please give me *an* ice cube.
- Please give me some ice.

Note: Some nouns can be countable or uncountable depending on the context. (e.g., hair, noise, time):

- We need *a* light in this room. (X)
- We need some light in this room. (✓)

## Articles with Pronouns

Possessive pronouns are *his*, *my*, *our*, *its*, *her*, and *their*. *Articles* should not be used with these possessive pronouns. Consider the examples below.

Why are you reading *the/ my* book?

*The* and *my* should not be used together since they are both meant to modify the same noun. Instead, either of them may be used depending on the intended meaning.

Why are you reading *the* book? / Why are you reading *my* book?

## Omission of Articles

Occasionally, articles are omitted altogether before certain nouns. In such cases, the article is implied but not actually present. This implied no article, it is called a “**zero article.**” Often, the article is omitted before nouns that refer to abstract ideas.

Look at the following examples:

### Example 1

**Incorrect:** Let’s go out for a dinner tonight.

**Correct:** Let’s go out for dinner tonight.

**Incorrect:** The creativity is a valuable quality in children.

**Correct:** Creativity is a valuable quality in children.

## **Example 2**

**Incorrect:** My sister was always good at the Math.

**Correct:** My sister was always good at Math.

## **Exercise 1**

**Fill in the blanks with correct articles:**

1. Boys were going to \_\_\_\_\_ college.
2. Honesty is \_\_\_\_\_ best policy.
3. He is \_\_\_\_\_ man of ability.
4. Plato is \_\_\_\_\_ great poet.
5. \_\_\_\_\_ old woman was taking tea.
6. \_\_\_\_ watch man who accompanied our neighbours belongs to \_\_\_\_ noble family.
7. He is \_\_\_\_ engineer employed as \_\_\_\_\_ sub-divisional officer in Rawalpindi.
8. Meena is waiting at \_\_\_\_ Railway station for her mother.
9. I do deserve \_\_\_\_\_ peace of mind at this hour.
10. You should take \_\_\_\_\_ umbrella with you; it may rain.

## **Exercise 2**

**Fill up the blanks with suitable articles:**

Last Friday, there was a function in our college. It was to celebrate \_\_\_\_\_ Republic Day. \_\_\_\_ large number of students had gathered for \_\_\_\_\_ function. \_\_\_\_\_ Principal of \_\_\_\_\_ college made a lengthy speech. By \_\_\_\_\_ the time he completed his speech half \_\_\_\_\_ number of students had dozed off. The chief guest

was a minister. Surprisingly enough, he seemed to have a lot of sense. He took no time to understand that he had \_\_\_\_ indifferent audience. Not wishing to bore them further, he rose only to greet \_\_\_\_ assembly. He briefly thanked \_\_\_\_\_ organizers and sat down. With \_\_\_\_ vote of thanks by \_\_\_\_ Secretary of \_\_\_\_ college union \_\_\_\_ function ended. Soon after, everyone was given \_\_\_\_ orange each. Suddenly it started raining and I borrowed \_\_\_\_ umbrella from \_\_\_\_ old friend and reached home.

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## Prepositions

A preposition is used to link nouns, pronouns, or phrases with other words **within a sentence**. They act to connect people, objects, time and locations within a sentence. Like glue, **prepositions** highlight position and movement, possession, time and the manner of an action completed. **Prepositions are usually short words, and are normally placed before nouns. In some cases, prepositions are used before gerunds.**

## Types of Prepositions

Prepositions are classified based on the reference to **time, place, direction, manner and reason**.

**Prepositions of time** are *at, on, in, before, after, during* and *until*. They are used to help indicate when something happened, happens or will happen.

## Examples

- I was born ***on*** July 4<sup>th</sup>, 1982.
- I was born ***in*** 1982.
- I was born ***at*** exactly 2 am.

- I was born two minutes *before* my twin brother.
- I was born *after* the Great War ended.

**For years, months, seasons, centuries and times of day, *in* is used:**

- I first met John *in* 1987.
- It's always cold *in* January
- Easter falls *in* spring each year.
- The Second World War occurred *in* the 20th century.
- We eat breakfast *in* the morning.

**For days, dates and specific holiday days, *on* is used:**

- We go to school *on* Mondays, but not *on* Sunday
- Christmas is *on* December 25<sup>th</sup>.
- Buy me a present *on* my birthday.

***Before* and *after* are used to explain when something happened, happens or will happen, but specifically in relation to another thing.**

- *Before* I discovered this coffee bar, I used to go straight home *after* work.
- We will not leave *before* 3 pm.
- David comes *before* Bryan in the line but *after* Louise.

***During, about, around, until and throughout.***

- The concert will be staged *throughout* the month of May.
- I learned how to ski *during* the holidays.
- He usually arrives *around* 3 pm.
- It was *about* six in the morning when we made it to bed.
- The store is open *until* midnight.

**For times, indicators of exception and festivals, *at* is used:**

- Families often argue *at* Christmas time.
- I work faster *at* night.
- Her shift finished *at* 7pm.

**Prepositions of place** are referred to as concrete positions rather than abstract ones, such as *under, over, inside, outside, above, below* and those indicating position, such as *around, between, and against*.

- The cat is *under* the table.
- Put the sandwich *over* there.
- The key is locked *inside* the car.
- They stepped *outside* the house.
- Major is ranked *above* corporal.
- He is waving at you from *below*.
- The cat is *between* the two boxes.
- All kinds of rumours are flying *around* about the curfew.
- He pressed his face *against* the window.

**Prepositions of direction** are those indicating direction, such as *across, up* and *down*.

**Consider the following examples with the usage of prepositions of place and direction:**

- I prefer to read *in* the library.
- He climbed *up* the ladder to get *onto* the roof.
- Please sign your name *on* the dotted line *after* you read the contract.
- Go *down* the stairs and *through* the door.

- He swam **across** the pool.
- Take your brother **with** you.

**Prepositions of movement** are less abstract than prepositions of place and time and describe **how something or someone moves from one place to another**. The preposition of movement is *to* which highlights movement towards a specific destination.

- He has gone on vacation **to** France.
- She went **to** the bowling alley every Friday last summer.
- I will go **to** bed when I am tired.
- They will go **to** the zoo if they finish their errands.

Other more specific prepositions of movement include: **through**, **across**, **off**, **down** and **into**. These prepositions can sometimes get mixed up with others. While they are similar, they have individual meanings that add context to the movement.

**Across** refers to moving from one side to another.

- Mike travelled **across** America on his motorcycle.
- Rebecca and Judi are swimming **across** the lake.

**Through** refers to moving directly inside something and out the other end. The bullet Ben shot went **through** the window.

- The train passes **through** the tunnel.

**Into** refers to entering or looking inside something.

- James went **into** the room.
- They stare **into** the darkness.



*Up, over, down, past* and *around* indicate directions of movement:

- Jack went *up* the hill.
- Jill came tumbling *down* after.
- We will travel *over* rough terrain on our way to Grandma's house.
- The horse runs *around* the track all morning.
- A car zoomed *past* a truck on the highway.

## Exercise

### Fill in the blanks choosing the correct preposition

1. Trust.....God. (to, at, in)
2. The wheels were also made.....wood. (at, of, from)
3. He has an interest ..... music. (for, in, off)
4. My sister is good..... Hindi. (in, at, from)
5. The hunter aimed..... the bird. (in, into, at)
6. I get up..... five o'clock (from, since, at)
7. He bought a kilo.....rice. (of, in, by)
8. Mohan takes bath... every day. ( on, at, none)
9. The little girl was hiding ...a bush. (at, during, behind)
10. Please put these vases .....the shelf. (on, during, since)
11. I prefer coffee..... tea. (by, to, from)
12. Why do you prevent me.....going to the bus stand? (in, at, from)
13. He presided .....the meeting. (over, into, by)
14. I planted a row of jasmine.....the statue. (from, around, at)
15. The cat ran ..... the garden and then disappeared. (from, of, across)
16. Fill this jug..... Milk. (in, by, with)
17. The road goes ..... the forest. (through, to, in)
18. The kids stayed awake ..... midnight. (across, until, through)
19. They export their products for sale ..... the world. (from, in, throughout)
20. Independence Day is only three weeks ..... ( away, off, from)

Let us look at prepositions consisting of more than one word:

**For example:**

- We will go **after a** while.
- Please park the car **by the side**.
- My purse is **at the bottom of** the sea.
- There is a river **in front of** my house.
- We can't go out **because of** the bad weather.
- Keep the vase **in the middle of** the table.
- The soldiers said they acted **in accordance with** the orders.
- **In spite of** the pain in her leg, she completed the marathon.

**Exercise**

**Choose the appropriate answer:**

**(In accordance with, in the middle of, in front of, in the bottom of, after a while)**

1. There is a hole \_\_\_\_\_ the bucket.
2. My shoes are kept \_\_\_\_\_ rack.
3. \_\_\_\_\_ the judgment of the court, he will stay in prison for three months.
4. There is a Nepali couple residing right \_\_\_\_\_ my house.
5. The movie had just begun, I fell asleep \_\_\_\_\_.

\*\*\*\*\*

## Linkers

**Linkers** are words or phrases that are used to link (connect or join) ideas.

*It was raining. I stayed at home.*

In this example, '**I stayed at home**' is a result of '**It was raining.**' We can use linkers such as *so* or *therefore* to connect the two ideas.

**It was raining, so I stayed at home. / It was raining. Therefore, I stayed at home.**

We could also change the order and put the result before the reason and use a linker such as *because*.

I stayed at home *because* it was raining.

## Form

- **Clause + conjunction+ clause:** It was raining so I stayed at home.
- **Conjunction+ clause+ clause:** Although it was raining, I went for a walk.
- **Preposition +noun (phrase) + clause:** Despite the rain, I went for a walk.
- **Sentence+ adverbial+ sentence:** It was a cold winter afternoon and the sky threatened rain. Nevertheless, we decided to go for a walk.

The linkers *so*, *because* and *therefore* show a relationship of reason and result, or cause and effect.

## Contrast

**It was raining. I went for a walk.**

This time there is a different relationship between the two ideas. People don't usually go for a walk if it is raining. The second idea doesn't normally follow the first one. It is unexpected. This relationship, where the ideas are different or opposing, is called **contrast**.

We can use linkers such as *but*, *although* and *however* to show contrast.

- It was raining, **but** I went for a walk.
- **Although** it was raining, I went for a walk.
- It was raining. **However**, I went for a walk.

We can also use the preposition **despite** and the phrase **in spite of** (which works in the same way) to show contrast:

I went for a walk **despite** the rain.

**In spite of** her heavy cold, she managed to give a brilliant presentation.

## Comparing

Sometimes, when we want to compare two things that are different:

I always go to bed early.

My sister goes to bed very late.

Here, we can make the relationship clear using linkers such as **while**, **whereas**, **but**, **however** or **on the other hand**.

I always go to bed early, **whereas** my sister goes to bed very late.

I always go to bed early. My sister, **on the other hand**, goes to bed very late.

## Adding points

When a common relationship between ideas is to be added in a sentence, the linkers **and**, **also**, **too** is used.

I like seafood.

I like spicy food.

We could add these ideas with linkers such as **and**, **also** and **too**:

I like seafood **and** spicy food.

I like seafood. I **also** like spicy food.

I like seafood. I like spicy food *too*.

Sometimes ideas are added in an argument like in essays and reports:

- The cost of relocation would be very high.
- There are no suitable premises currently available.
- A move would be unpopular with staff.

In formal writing linkers such as *furthermore*, *moreover*, *what is more*, *in addition*, and *besides* are used.

- The cost of relocation would be very high. *Furthermore*, there are no suitable premises currently available and a move would be unpopular with staff.
- Note that simple linkers like *and*, *too* and *also* are often used in formal writing along with the more formal ones. But linkers such as *moreover* and *furthermore* are mostly used for more formal writing and would sound strange in simple conversation:

When we link ideas in one sentence, each idea usually has a clause, and the linker is usually a conjunction.

The linkers *and*, *but*, *so*, *while*, *whereas*, and *although* are conjunctions and join ideas as clauses in one sentence.

The linkers, *however*, *on the other hand*, *therefore*, *furthermore* etc. are adverbs and link ideas in two sentences.

### **Reason and result:**

We can use *due to* and *because of* (not *because*) in the same way:

*Due to* the terrible weather we cancelled the picnic.

She remained in isolation for more than a month *because of* the report showed positive for corona.

**Note that the idea following due to (the terrible weather) is a noun phrase.**

**Addition:**

*Besides* can be used as a preposition to add ideas (it can also be used as an adverb).  
*Besides* the problem with transport, we also had to deal with a difficult financial situation.

**Note that the idea following *besides* (the problem with transport) is a noun phrase.**

**Fill up the blanks with suitable linkers:**

1. It is a small house and requires a lot of repairs. \_\_\_\_, it is a long way from the City centre. (**nonetheless, in particular, moreover**)
2. The car broke down on the way. \_\_\_\_, I managed to reach on time. (**certainly, in spite of it, therefore**)
3. I am not quite sure what time I will arrive, maybe half-past nine or a quarter to nine. \_\_\_\_, I will be there before ten o'clock. (**anyhow, in particular, in general**)
4. Can you help me in .....? (**anyway, by the way**)
5. 'Interesting movie?' \_\_\_\_\_, it was a complete waste of time. (**however, on the contrary, certainly**)
6. \_\_\_\_ I disliked the taste, I finished it. (**nevertheless, on the contrary, although**)
7. The doorbell rang \_\_\_\_ we were eating lunch. (**whereas, as well, while**)

## Verbs

A verb is an **action word in a sentence that tells or asserts something about a person or thing.**

A verb tells us:

What a person or thing does:	What is done to a person or thing:	What a person or thing is:	A verb often consists of more than one word:
Daniel <i>runs</i> . The clock <i>strikes</i> .	Jaya is <i>scolded</i> . The window is <i>broken</i> . The phone was <i>charged</i> .	The tyre got <i>punctured</i> . Glass <i>is</i> brittle. The water <i>kept</i> overflowing from the tank all night.	The girls <i>were</i> singing. I <i>have learnt</i> my lesson. The watch <i>has been</i> found.

## Classification of Verbs

- **Transitive and Intransitive verbs.**
- **Finite and Infinite verbs**
- **Auxiliary and Modal verbs**
- **Regular and Irregular verbs**

### Transitive and Intransitive verbs

A **transitive verb** is one that only makes sense if it exerts its action on an object. The action needs to *transfer* to something or someone: an *object*. In essence, transitive means “to affect something else.” A better word to associate

with *transitive* is *transfer*. **Transitive verbs** are not just verbs that can take an object; they demand objects.

**Example:** Please bring coffee.

In this sentence, the verb *bring* is transitive; its object is *coffee*, the thing that is being brought. Without an object of some kind, this verb cannot function.

Examples of **transitive verbs** and their objects:

- The girls carry water to their village.
- Juan threw the ball.
- Could you phone the neighbours?
- I caught a cold.

Each of the verbs in these sentences has **objects** that complete the verbs' actions. If the objects were taken out, the results would be illogical.

### **Intransitive verb**

An **intransitive verb** is the opposite of a **transitive verb**: It does not require an object to act upon for the sentence to make sense, and the said verb can end a sentence too.

1. They jumped.
2. The dog ran.
3. She sang.

Some imperative forms of verbs can even make comprehensible one-word sentences.

- Run!
- Sing!



**Exceptions:** Some verbs can be both *transitive as well as intransitive, depending on their usage*.

- She sang the national anthem at the hockey game.
- After he cleaned up, he left.
- He left the gift on the table.

**Note:** To decide whether the verb is being used transitively or intransitively, determine whether the verb has an object for a *transitive verb*; and no object for an *intransitive verb*.

### Distinction of the Verbs

Examples	Transitive	Intransitive
The boxer hit his opponent on the head.	hit	dancing
Look, the peacock is dancing majestically.	learning	came
We are learning Kannada with interest.	discovered	lived
Yesterday the Principal came to my house.	written	sitting
Newton discovered the Law of Gravitation.	solved	wandering
Keats lived in the nineteenth century.		
Shakespeare has written several great plays.		
The Hindi teacher solved a tough problem in no time.		
The lion is sitting in a corner.		
The fox was wandering near a vineyard.		

### Exercise 3

**Identify transitive or intransitive verbs:**

1. The sun shines brightly.
2. The boy cut his hand with a knife.
3. The clock stopped this morning.

4. The policeman blew his whistle.
5. The sun rises in the east.
6. Cocks crow in the morning.
7. Your book lies on the table.
8. The little bird hopped about and sang.
9. The beggar sat down by the side of the road.
10. Sukanya wrote a letter to her uncle.

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### **Finite and Non-finite verbs**

**Verbs** can be distinguished based on their relationship with the subject or noun. These verbs are known as **Finite** and **Non-finite** verbs.

#### **Finite Verbs:**

**Finite Verbs** are the verbs that have a definite relation with the subject or noun; are usually the main verb of a clause or sentence and can be changed according to the noun and are used only in the present and past tense.

**Example:** He *walks* home. They *walk* home.

Here, he *walks* changes with the noun. Similarly, let us observe the relation of the subject or noun with the verbs.

- Orlando **swims** three times a week.
- I **cooked** dinner last Friday.
- Shawna **is** a teacher.
- We **had** a chemistry lesson yesterday.
- Our study group **worked** really late last night.

## Non-Finite / Infinitive Verbs

**Non-Finite verbs** do not talk about the action that is being performed by the subject or noun, do not indicate any tense, mood or gender and are used as nouns adverbs and adjectives. For example, ‘I am **going** to school’. ‘They are **going** to school’. The “going” does not change with the change in a noun. Birds *love* to sing: here the infinitive, like a noun, is the object of the verb *love*.

- To respect our parents is our duty: here the infinitive, like a noun, is the subject of the verb ‘**is**’, but, as a verb, it also takes an object.
- Many men desire *to make* money quickly: here, the infinitive, like a noun, is the object of the verb desire, but, as a verb, it also takes an object and is modified by an Adverb.

## Identification of Finite and Non-finite Verbs

My little brother <b>wants to be</b> an actor.	<b>wants</b> – finite; <b>to be</b> – non-finite
She <b>worked</b> hard <b>to pass</b> the test.	<b>worked</b> – finite; <b>to pass</b> – non-finite
I <b>couldn’t solve</b> the problem.	<b>couldn’t solve</b> – finite
<b>To err</b> is human.	<b>to err</b> – non-finite; <b>is</b> – finite
Your duty <b>is to cross</b> the river without <b>getting</b> noticed.	<b>is</b> – finite; <b>to cross</b> – non-finite; <b>getting</b> – non-finite

## Exercise

*Identify the finite and non-finite verbs in the following sentences:*

1. The doctor is attending to the injured people.
2. She opened the door.
3. The students were asked to submit their assignments by Friday.
4. The teacher encouraged the students to work hard.
5. The dog wagged its tail to show its happiness.

\*\*\*\*\*

## **Auxiliary and Modal Verbs**

**Auxiliary verbs** are verbs that help the main verb to show its tense or form negation or questions. They add extra information to the main verb, such as **time, tense, grammatical aspect, modality, voice** etc.

There are three common helping verbs in the English language such as

**Be:** am, is, are, was, were

**Do:** do, does, did

**Have:** has, have, had

The verb forms of the auxiliary verb ‘do’ are used to express the mood of a sentence. It is mostly used in imperative and interrogative sentences.

- **Do** your children enjoy watching educational films?
- **Did** she complete the work that was assigned to her?
- **Do** not forget to bring the Bluetooth speaker when you come home tonight.

### **Modal Auxiliary Verbs**

**Modal auxiliary verbs** can be used as helping verbs along with other main verbs to emphasise the **possibility, ability, necessity** or **probability** of some action taking place.

Modal Auxiliary Verb	Examples
Can	Can you do it?
Could	I could find some time to finish it by tomorrow.
May	She may have liked your style.
Might	Suresh might be able to help you with it.
Will	Anu will solve the puzzle.
Would	Would you like to have some pizza?
Should	The children should keep themselves active.
Must	You must try the Dragon Chicken from China Valley.
Ought to	You ought to abide by the rules set by the organisation you are a part of.
Shall	I shall be obliged to you for all your help.

There is also a separate category of **auxiliary verbs** known as the **Modal verbs**. This category includes *can, could, may, might, must, ought to, shall, should, will, and would*.

**Modal verbs** are a category of auxiliary verbs and are often known as modal auxiliary verbs. These verbs are used to indicate modality. They can express possibility, probability, ability, permission, obligation, etc.

*Examples:*

- *He can sing beautifully.*
- *It might rain tomorrow.*
- *They might not attend the meeting.*
- *Marlene ought to buy a new phone.*

- *I will complete this tomorrow.*
- *Would you like to have a cup of coffee?*

## Exercises

### Fill in the blanks with the appropriate auxiliary verb:

1. Leena \_\_\_\_\_ (is/was) eating an apple.
2. \_\_\_\_\_ (do) you finish the work I \_\_\_\_\_ (has/ have) given you yesterday?
3. \_\_\_\_\_ you please pass the logbook? (can/ could)
4. You \_\_\_\_\_ (shall) follow the rules.
5. Your phone \_\_\_\_\_ (shall/be) damaged.
6. I am sorry, I \_\_\_\_\_ (can) make it to your wedding.
7. Derrick \_\_\_\_\_ (has/ have) submitted all the documents for verification last week.
8. The Queen's jewellery \_\_\_\_\_ (be/ has/ have) stolen from the museum.
9. Peter \_\_\_\_\_ (be) asked to host the ceremony by his uncle.
10. Sam and Joe \_\_\_\_\_ (will/ be) attending the event.

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## Regular and Irregular verbs

### Regular verbs

Regular verbs follow a consistent conjugation pattern. The stem stays the same when it comes to the present tense, but if you want to talk about the past, then you add different suffixes to set the tense.

### Examples

1. I can jump high, mom!

The base form is jump. In the present tense, the word remains the same. Adding a suffix to the end of the word looks like this.

2. I jumped higher, mom!

Just adding the -ed to the end of the stem word conjugates it to relate it to a state of being in the recent past. There are a few patterns to memorise if you want to remember all the regular word structures, however.

The first conjugation pattern works with words that have a long vowel sound ending in a consonant. This is also the same pattern you use when a word contains a combination of consonants at the end of the word. Regular verbs include the words: bake, play, label, and blend.

- Infinitive: “Blend”
- Past: “Blended”
- Present Participle: “Blending”
- Past Participle: “Blended”
- Present (I, You, We, They): “Blend”
- Present (He, She, It): “Blends”

Another form of regular action and state of being words that end in an “e” follow a slightly different pattern, but the idea is the same. For example, here’s the conjugation pattern for the word smile.

- Infinitive: “smile”
- Past: “smiled”
- Present Participle: “smiling”
- Past Participle: “smiled”
- Present (He, She, It): “smiles”

### **Irregular verbs**

**Irregular verb** paradigms use the endings of regular verbs, but they can also use the fifth form, the ‘en’ ending, as well as the irregular verb for the past tense.

**For example**, with the irregular verb ‘to take’, we can form the words ‘took’ and ‘taken’; with the English irregular verb ‘to shake’, we can form ‘shook’ and ‘shaken.’

**Verbs can change** by the tense of the sentence, and it can also determine or be used to change the **tense**, respectively.

### **Verbs that have Different Forms in Each Tense**

This means that a verb has entirely different in present, past, and past participle forms.

**Examples:** Let's take the example of the verb '**to be**'. The verb 'to be' takes different forms in each tense-

- **is/are** in present tense
- **was/were** in past tense
- **been** in past participle
- We **are** going on a vacation.
- He **is** skateboarding.
- We **were** on a vacation.
- He **was** skateboarding.
- We **have been** on vacation.
- He **has been** skateboarding.

### **Here are a few other examples:**

- break, broke, broken
- see, saw, seen
- have, has, had
- eat, ate, eaten
- do, did, done



**Now let us observe the usage of regular and irregular verbs in the following story. While reading, concentrate on the words underlined.**

The lion after the hectic day of hunting and having enjoyed a lavish meal, was sleeping in the woods. A tiny mouse suddenly came upon him. Terrified at sight, and in her haste to flee, she ran across the lion's nose. The lion was furious to have been aroused from her nap. He angrily stretched out his paws to swipe the little creature.

"Oh, please," begged the poor mouse, "Do spare me my life. Someday, I will definitely repay you for this."

The lion was quite amused at the tiny creature believing he could ever possibly be of some help to him. But the lion was generous, and besides, he had just had a meal some time back, so he let the mouse go.

A few days later, when the lion was hunting alone in the forest, he got trapped in the coils of a net laid by the hunter. Helpless and in rage, the lion could only roar out in a fury.

The mouse recognised the lion's voice and then hurried to help him. She nibbled at one of the thick robes that held the lion captive until it gave way. Soon the lion was free.

"You had laughed when I promised that I would repay you some time," said the mouse. "But you have seen now that none is so small as not to be of help to a bigger one?"

What do the underlined words suggest? Do they have anything in common? Try to answer these questions. Read the next paragraph only after you have tried to find answers.

As you have noticed, the italicised words are *sleeping, ran, stretched, swipe, begged, go, hunting, trapped, roar, hurried, nibbled and laughed*.

**Note:** All verbs do not necessarily express an action. In the story given above, there are words like **was, have, been, will, could, be, had, would, and is**. Obviously, they do not suggest any action. They are also verbs. They have a couple of functions like implying the tense, time, tone, mood, etc.

### **Exercise**

#### **Choose the correct form of the verb:**

1. I \_\_\_\_ (hear) a new song on the radio.
2. They \_\_\_\_ (swim) 500 m.
3. Vienna \_\_\_\_ (look) very sad because she did not win the competition yesterday.
4. I \_\_\_\_ (choose) steak for dinner.
5. I \_\_\_\_ (send) you an email earlier.
6. My mother \_\_\_\_ (drink) a cup of coffee with my father this morning.
7. Our friends \_\_\_\_ (watch) cartoons in my house a couple of weeks ago.
8. We \_\_\_\_ (fly) to Sydney.
9. The old man has \_\_\_\_ better days (see).
10. The soldiers \_\_\_\_ (swear) that they would never surrender.

### **Exercises**

#### **Identify whether the following are *regular* or *irregular* verbs:**

1. Every day my father walks five miles.
2. Khan speaks English fluently.
3. These tailors stitch the dresses very well.
4. Hurt no one, please.

5. My son swims quite fast.
6. Eye the ball properly.
7. Sneha dances elegantly.
8. Joseph writes poems and stories.

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## **Adverbs**

**Adverbs** are the words that are used to modify the expression of a verb or an adjective. In addition, these words or phrases can also be used to modify another adjective, clause, preposition, or sentence.

Adverbs are divided into types: **Adverbs of Frequency, Manner, Degree or Quantity, Time.**

### **(i) Adverbs of Frequency**

**Adverb of frequency** expresses how frequently work is done. They are present as the adverbs of time which answers the question of *how often* or *how frequently*.

**Examples:** Seldom, again, twice, frequently, often, always, occasionally, never, sometimes, etc.

- She *seldom* comes.
- I have told you *twice*.
- He *frequently* visits Bangalore.
- Kids *often* choke while crying.
- He *always* complains about his colleagues.
- He occasionally schedules meetings online.
- They never admit their fault.

## (ii) Adverbs of Manner

An **adverb of manner** modifies or changes a sentence to tell us **how** something happens, such as whether it is quickly or slowly. They're usually placed after the **main verb** or after the **object**.

**Examples:** clearly, bravely, hard, soundly, so, well, greedily, generously, obediently, patiently, etc.

- The Lilliput fought *bravely*.
- The boy works *hard* to score well.
- Is that *so*?
- The script is *well* written.
- The hungry child ate the chocolate cake *greedily*.
- They sponsored every year *generously*.

## (iii) Adverbs of Degree or Quantity

**Adverbs of degree** tell us about the **intensity** of something. They are usually placed before the **adverbs**, **adjectives** or **verbs** that they modify.

**Examples:** Almost, absolutely, barely, completely, incredibly, terribly, greatly, quite, enormously, truly.

- They were *almost* finished.
- This place is *absolutely* wonderful.
- The temperature was *barely* above freezing.
- Our driveway is *completely* frozen.
- We felt *incredibly* lucky after winning tickets to the T20 Series.
- My tutor is *terribly* strict.
- The guests were *greatly* pleased.
- This time amazon products are *quite* expensive.

#### **(iv) Adverbs of Time**

Adverbs of time tell us at what time (when) or for how long (duration) something happens or is the case. There is also a specific category of time adverbs that describe the frequency, or how often something happens. Adverbs of time are most often placed at the end of a sentence.

#### **Examples**

- I'm going to the movies *tomorrow*. (When are you going? *Tomorrow*)
- She left *yesterday*. (When did she leave? *Yesterday*)
- We are eating *now*. (When are we eating? *Now*)

Adverbs of time are placed at the beginning of the sentence to put an extra emphasis on the time or duration being described. They are usually offset by a comma if appearing at the beginning of the sentence, although this is not always necessary.

#### **Examples**

- *Next year*, I'm going to run for president. (Emphasizes a point in time.)
- *Now*, I have to start the whole project again from scratch. (Emphasizes *now* in a sequence of events.)
- *For 17 years* we've been dating, and not once has he proposed! (Emphasizes the duration of time.)

#### **Exceptions**

The majority of time-related adverbs appear at the end of a sentence (or the beginning, for emphasis), but there are a few exceptions to this rule given below.

## Later

The adverb *later*, in addition to its normal placement at the end or beginning of a sentence, the adverb can also be placed immediately before (or sometimes after) the main verb. This creates a formal tone to the sentence, as might be found in official reports or in newspaper articles.

Look at these three sentences:

- She spoke to an adviser *later*. (A simple sentence with no particular emphasis.)
- *Later*, she spoke to an adviser. (Extra emphasis on when she spoke to the advisor.)
- She *later* spoke to an adviser. (Slightly formal tone, as might be used by someone reporting the sequence of events to someone else.)

*Later* can also appear immediately after the **main verb** in the middle of a sentence, where it often functions as a comparative adverb, comparing the lateness of the verb's action to someone or something else by using the word *than*.

### Examples:

- He arrived *later than* everyone else.
- I'll be a bit *later than* I originally expected.

## Yet

As an adverb of time, the word *yet* is used primarily in **negative** sentences or in questions. It can appear at the end of the sentence, or it can follow the word *not* before the main verb in a negative sentence. It does not appear at the beginning of the sentence (except when it functions as a conjunction, rather than an adverb). Here are some examples:

- He hasn't gone to the doctor *yet*.
- We have not *yet* sold our house.
- Have you finished your homework *yet*?

However, *yet* can also be used after auxiliary verbs and before the main verb in positive sentences to talk about a future possibility, as in

- I *have yet* to decide whether I'm leaving.
- They *may yet* file for bankruptcy.
- Things *could yet* improve in the region.
- We *might yet* be able to strike a deal with them.

## Still

The adverb of time *still* is used to describe something that is continuously happening. *Still* comes before the main verb of the sentence in questions, if used before *not* in negative sentences, or if used after auxiliary verbs in positive sentences about the future:

- Are you *still* working on that project?
- He's *still not* sure about how to proceed.
- I am *still* thinking about moving to Europe.

The adverb *still* can also be used with the modal auxiliary verbs *may*, *might*, *can*, and *could* to describe something that was a possibility in the past, and which could possibly happen in the future. In this case, it has the same meaning as *yet*, and the two are all but interchangeable (though *yet* sounds a little bit more formal). Here are the same sentences we looked at with *yet*, but this time using *still* instead:

- They *may still* file for bankruptcy.

- Things *could still* improve in the region.
- We *might still* be able to strike a deal with them.

### **Adverbs of Duration – *For* and *Since***

When we want to talk about how long something happens, the prepositions *for* and *since* along with a determiner of time, are used.

When we use *for*, we pair it with a word or words that specify a **length of time**; *since*, on the other hand, we use specific **points in time**.

### **Examples**

#### ***For***

- I have been running *for three hours*.
- They have been waiting *for two months* to be seen by a doctor.
- *For 10 years*, we've seen this country's economy continue to decline.

#### ***Since***

- Our computer systems have been having issues since *last week*.
- We have been looking since *September* for a place to live.
- Since *we were kids*, we've always dreamed of being astronauts.

(The phrase *we were kids* in this sentence might seem like it should be *the time when we were kids*, but because it is used *since*, the shorter version is acceptable.)

### **Exercise-1**

**Fill in the blanks in the given sentences by changing the given adjectives or the verbs into adverbs:**

(clever, loud, late, rare, easy, now, sometime, most, brave, angry)

1. Meera laughed \_\_\_\_\_ at the kid's jokes.
2. The soldiers fight at the border front \_\_\_\_\_.



3. Our team won the tournament \_\_\_\_\_.
4. My boss screamed \_\_\_\_\_ at his clerk.
5. We shall \_\_\_\_\_ begin to work.
6. I received a letter from him \_\_\_\_\_.
7. The professor \_\_\_\_\_ found a resolution.
8. The \_\_\_\_\_ (rare) see rhinos and lions.
9. My group members are \_\_\_\_\_ (most) non-smokers.
10. I \_\_\_\_\_ (sometime) sing in an emerald group performance.

### Exercise-2

**Fill in the blanks with suitable Adverbs from the list given below**

(Fast, much, very, frequently, before, soon, never, here, soundly, all)

1. They visit us \_\_\_\_\_.
2. He \_\_\_\_\_ tells a lie.
3. It is a \_\_\_\_\_ cold day.
4. You are \_\_\_\_\_ better now.
5. I had heard this \_\_\_\_\_.

### Exercise-3

**Fill in the blanks with the correct form of adverbs in the brackets**

1. The new boy in class swims \_\_\_\_\_ than I do. (*fast*)
2. The bus will leave at 6.00 a.m. Can you come \_\_\_\_\_? (*early*)
3. It's very noisy. We have to talk \_\_\_\_\_. (*loudly*)
4. He solved the mathematical problems \_\_\_\_\_ (*patiently*) than his classmates.
5. The ballet dancer danced \_\_\_\_\_ (*gracefully*) of all.
6. The visitors stayed at the hotel \_\_\_\_\_ (*long*) than expected.
7. We could not walk any \_\_\_\_\_ (*far*) as we were tired and hungry.
8. You will answer the questions \_\_\_\_\_ (*confidently*) than you did last year.

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## CHAPTER 4

### TENSES

#### Objectives:

- To learn the importance of Tenses in communication.
- To conceptualise the meaning of discourse with the help of Tenses in a given context.
- To specify the action that takes place at a point of time.

#### Introduction

**Tenses** indicate or denote the time when an event occurs. In the realm of linguistics, English has only two tenses: present and past. Now, look at the following example.

1. I **sing** a song today.

The action indicated in the above sentence is in the **present tense** because the idea of the present time is expressed in the action word '*sing*'.

2. I **sang** a song yesterday.

The action indicated in the above sentence is in the **past tense** because the idea of past time is expressed in the action word '*sang*'.

**Tenses are also used** to indicate the point of time of the action completed or the status of the action. To understand any discourse meaningfully, the knowledge of the tenses in the English language is essential. Based on the nature of action that is being taken place at a particular point of time, different tense forms are used to indicate such actions in day to day communication.

Let us learn the different forms of **present** and **past tenses** using an action word *sing* as given in the table:

<b>Present Tense</b>	<b>Past Tense</b>
<b>Simple Present</b> <i>He sings</i>	<b>Simple Past</b> <i>He sang.</i>
<b>Present Perfect</b> <i>He has sung</i>	<b>Past Perfect</b> <i>He had sung</i>
<b>Present Progressive</b> <i>He is singing</i>	<b>Past Progressive</b> <i>He was singing</i>
<b>Present Perfect Continuous</b> <i>He has been singing</i>	<b>Past Perfect Continuous</b> <i>He had been singing</i>

**Future tense** is not a tense according to linguistics terminology as it requires a helping verb. These verbs express the action performed in future with the use of modal verbs such as: will, can, may, shall, etc.

Simple Future: *He will sing.*

Future Continuous: *He will be singing.*

Future Perfect: *He will have sung.*

Future Perfect Continuous: *He will have been singing.*

### **Simple Present Tense**

The **simple present tense** is used in the following situations to denote the time of the action or the notion of action that is being taken place using the root form of the verb.

Simple Present Tense is used-

- To show a fact or something that is **always true**.

- **Example**

1. It **rains** heavily during the Monsoons.
2. The planets **revolve** around the Sun.

- For activities that are done daily, regularly or habitually.

**Example**

1. Yash **goes** to the gym daily.
2. Arun **reads** the newspaper every day.

- To express thoughts, feelings, opinions and beliefs.

**Example**

1. I **heard** a loud screech from beyond the gates of the old building.
2. The dogs **love** cats.

- For a planned action or an event that will happen in the future.

**Example**

1. When do they **go** to Kashmir?
2. The movie **starts at** 8.00 pm.

- With a few adverbs to indicate something that happens rarely.

**Example**

1. Shreya talks about her mother-in-law.
2. They **usually** hold the meeting in the conference room.

- In the news, to report news such as in sports commentaries, a narration of books and stories etc.

### Example

1. President A. P. J Abdul Kalam **resigns**.
  2. Pomegranate is one of the oldest fruits **brought** under cultivation.
- For schedules, plans and programmes.

### Example

1. There's a **weekly** television programme **at** six o'clock about cooking.
  2. According to the timetable, the Computer Science class **falls** after the English class.
- To give instructions.

### Example

1. **Mix** the flour and water together, then add butter.
2. **Go straight** on and when you come to the first traffic lights, turn left.

When the singular form of the subject or a singular pronoun is used, the verb is used in the simple present tense by adding '-s' to it.

### For example

- This person *goes* to the library often.
- When *does* the flight to Seychelles depart from Mumbai airport?
- I always *wake* up at 6 am.
- *We agree* with most of your plans.
- I *like* chocolates.

## Present Progressive Tense

The **present progressive tense** is used to indicate an ongoing action in the present. It can be used in the following situations:

- To describe an incomplete action that is in progress at the moment of speaking; usually with time expressions such as: now, at the moment, right now.

### Example

1. We **are discussing** the project at the moment.

2. She *is drinking* coffee.

- To describe a plan or arrangement in the near future; usually with time expressions such as tonight, tomorrow, this week, and this Monday.

### Example

1. Jim **is leaving** for America this evening.

2. He **is arriving tomorrow** morning at about 6.00 am

- To express actions that are repeated regularly; usually with negative meaning and with the time expressions: always or forever.

### Example

1. Her husband is always **complaining** about his health.

2. The noise is **beginning** to irritate me.

- With an adverb like **always, constantly, forever, etc** to describe an action that happens many times or frequently.

### Example

1. My old car is **always** breaking down.
2. She is **constantly** reminding me to pay back the money owed her.

### Exercise 1

**Fill in the Blanks with the suitable tense form of the words given in the brackets.**

1. Every year his family \_\_\_\_\_ to Europe for two weeks. (go)
2. Sushmita and Aish \_\_\_\_\_ a yoga class on Wednesday mornings. (take)
3. \_\_\_\_\_ (do/ does) that airline \_\_\_\_\_ (fly) to Paris?
4. The semester \_\_\_\_\_ until the end of June. (continue)
5. Tendulkar usually \_\_\_\_\_ to call his mother in the mornings. (try)
6. \_\_\_\_\_ for your car expenses? (Who/pay)
7. The shops \_\_\_\_\_ until 21:00. (do/ does, close)
8. Pele \_\_\_\_\_ the ball and \_\_\_\_\_ it into the net. (receive/kick)
9. \_\_\_\_\_ times a day \_\_\_\_\_ (do/ does) you \_\_\_\_\_ your dogs for a walk? (take)
10. \_\_\_\_\_ (do/does) he always \_\_\_\_\_ his cell phone for long distance calls? (use)

### Present Perfect Tense

**The present perfect** is used to indicate completed activities in the immediate past or the action taken place at some specific time in the present.

The usage is: **Have/ has + the past participle**. By adding **–ed, en** or **–d** to the root of the verb.

- To indicates an action or situation which began in the past and is continuing to the present and is completed just now.



### Example

1. I **have lived** in Mumbai since 1995.
2. She **has completed** the project within a day.

- An action performed during a period that has not finished yet.

### Example

1. He **has been** to the zoo thrice this month.
2. **They have tried for** transfer every year.

- A repeated action in an unspecified period between the past and present.

### Example

1. Sri Devi **has visited** London multiple times.
2. I **have known** him for a long time.

- An action that was completed in the very recent past.

### Example

1. We **have just completed** our assignment.
2. The actor **has just made** his debut and has become popular.

- An action when the time does not carry much importance.

### Example

1. She **has read** *Harry Potter*.
2. **Have you read** *Gulliver's Travels*?

## Present Perfect Continuous Tense

**Present perfect continuous tense** is used to indicate the actions that began in the past but have continued or lasted till the present moment. It is also known as the **present perfect progressive tense**.

The usage is: **Has or have been** + present participle. By adding **-ing** to the root verb, it indicates the duration of the action from the past until the present.

### Example

1. He **has been** playing football at the club for two years.
  2. The Banks **have been** closed due to bandh since last week.
- Events occurring recently or lately.

### Example

1. My grandma **has been** falling ill more often, lately.
  2. The Nepali neighbours **have been** speaking Kannada on the bus.
- Using ‘**since**’ and ‘**for**’.

### Example

1. Kapil and Tendulkar’s family **have been** living in Dubai **for** quite some years  
Now.
2. She **has been** writing a novel **since** a year ago.

## Exercise: 2

**Fill in the blanks with suitable Present Simple or Present Progressive Tense:**

1. How long \_\_\_\_\_ (**has/ have you known**) Padma?
2. I \_\_\_\_\_ (**has/ have been working**) all morning. Now I am tired.
3. Sorry about the mess. The kids \_\_\_\_\_ (**has/ have been**) **painting** the walls.
4. The staff \_\_\_\_\_ (**has/ have eaten**) a dozen cookies today.
5. We \_\_\_\_\_ (**have lived / have been living**) in Bangalore for ten years.
6. John \_\_\_\_\_ (**has/ have broken**) his leg so he can't walk.
7. I \_\_\_\_ (**has/ have written**) three Essays in Kannada languages since morning.
8. You look tired. What (**has/ have you been doing**)?
9. Help! She \_\_\_\_\_ (**has/ have lost**) her purse.
10. We \_\_\_\_ (**has n't/ have n't**) watched movies in theatre for two years.

## Past Tense

As discussed above in the introduction, the past tense is used to indicate an action, event or condition that has happened in the past. They are of four distinct categories.

### Simple Past Tense

The **simple past tense** is used to indicate something that happened or existed in the past.

Here the usage is: To add '**- ed**' and for the verbs ending with '**e**', add '**-d.**' It indicates an action, event or condition that occurred in the past or at a definite time.

### Example

1. I **bought** a motorbike last week.
2. When I got home, I **went** to bed straight away.
  - Action completed and there is no time mentioned and action is repeatedly done.

### Example

1. He **worked** at the Cheese cake Factory.
2. She often **brought** pickles with lunch to school.

### Past Perfect Tense

The **past perfect tense** indicates an event that began and concluded before another took place. The usage here is: Had + past participle of the main verb.

- The past perfect tense indicates an event that has occurred and been completed in the past.

### Example

1. After he **had sailed** many days, the mariner reached the coast.
2. Madhuri **had borrowed** money from the bank to buy her new car.
  - An event or action which happened before a definite time in the past.

### Example

1. We had cleaned up the terrace before the watchman arrived.

2. When I reached home yesterday, my husband **had cooked** a special dinner for me.

- In reported speech.

### Example

1. He **said he had never eaten** Chinese food.
2. The MLA **was found** guilty after the police investigation **had been completed**.

### Exercise 3

**Fill in the following blanks with the Past Simple or Past Perfect Tense of the verbs given in brackets:**

1. Mohan \_\_\_\_\_ already \_\_\_\_\_ his breakfast. (eaten)
2. The players \_\_\_\_\_ the field for another stadium. (leave)
3. The bell \_\_\_\_\_ before I reached the school. (go)
4. She \_\_\_\_\_ not \_\_\_\_\_ the place until her dad permitted her. (leave)
5. The theatre artists \_\_\_\_\_ ~~on~~ to the music in the auditorium. (dance)
6. The child \_\_\_\_\_ in his mom's lap? (sleep)
7. The rain \_\_\_\_\_ when we stepped out of our house. (stop)
8. If she \_\_\_\_\_ for the examination she would not have failed. (prepare)
9. The cinema show \_\_\_\_\_ just an hour ago. (start)
10. If she \_\_\_\_\_ a bus, she would have caught the train. (board)

### Past Continuous Tense

**Past continuous tense** is used to indicate an ongoing event in the past. Here the usage is: The verb **to be (was/were)** and the **present participle** verbs ending in - 'ing'.

- To indicate action happening simultaneously.

### Example

1. I **was calling** him when he came home.
2. They **were flying** kites when the tree fell.

- For an action that was taking place in the past when an interrupted action happened.

### Example

1. While he **was working** on his laptop, he fell asleep.
2. While some kids **were painting** the cartoons, the others **were playing** with colours.

### Past Perfect Continuous Tense

The **past perfect continuous tense** is used to describe actions that were going on in the past up until another action in the past happened. The usage is: The verb '**to be**' + '**had been**' and the **present participle of the verb** i.e '**-ing**'. Past Perfect Tense is often used in the following situations:

- For an action that has occurred over a period of time having begun in the past.

### Example

1. The old woman **had been playing** football in that field before it started to rain.
2. The Hostel boys **had been gossiping** in the coffee shop for two hours.

- It is also regularly used in the reported speech where the present perfect continuous tense becomes past perfect continuous tense.

## Example

**Statement 1:** I was painting the room.

**Reported Speech:** He explained that he had been painting the room.

**Statement 2:** She had been sitting on the couch.

**Reported Speech:** She mentioned that she had been sitting on the couch.

**Note:** Unlike the past continuous and past perfect tenses, past perfect continuous tense is not used to indicate a state of mind or feelings.

## Examples

- a) I **had been** studying.
- b) It **had been** raining **hard** for several hours and the streets got flooded.
- c) If it **had not been** locked down, we could have gone to the park.

## Exercise 4

**Fill in the following blanks with the Past Continuous or Past Perfect Continuous Tense of the verbs given in brackets:**

1. My brother \_\_\_\_\_ (read) different books on motivation since morning.
2. Raj \_\_\_\_\_ (study) in the library before he came to the class.
3. While we \_\_\_\_\_ (play) tennis, it started to rain.
4. Last year, we \_\_\_\_\_ (shop) in the Singapore market during this\month.
5. The musicians \_\_\_\_\_ (sing) ~~on~~ different lyrics for over an hour.
6. While she \_\_\_\_\_ (sleep), someone \_\_\_\_\_ (take) her phone.
7. The PM \_\_\_\_\_ (travel) around the world since the month of December.
8. I \_\_\_\_\_ (make) breakfast before the arrival of our guests.

## Future Time

As discussed in the introduction, **future tense** is not a tense according to linguistics terminology. When an action is scheduled to happen in the future, it comes under the agenda of the **future** time. It can be observed through the verb form of modal auxiliaries in a sentence. It also refers to the **mood** of the speaker what he/she intends to be or to do in the course of time.

Here are the expressions indicating action scheduled for future:

1. Tomorrow	1. Years to come	1. Coming week	1. Ensuing year
2. Next	2. Next day	2. Coming month	2. Following day
3. Following	3. Next month	3. Coming year	3. Following week
4. Days to come	4. Next week	4. Ensuing week	4. Following month
5. Months to come	5. Next year	5. Ensuing month	5. Following year

## Simple Future (Future Indefinite) Time

The **simple future** is indefinite as the action is unforeseen. However, it is a promise or a thought that is supposed to occur in the future.

The usage is: **Subject + shall/will + verb + object**

## Example

1. The typist **shall** move to another city as their transfer is due by next month.
2. He **will** come to New York tomorrow.



**Note:** In some cases, **the present progressive** is used when an action is promised/ arranged/ planned to take place in the future.

### **Example**

1. We **are leaving** at 9.00 PM.
2. I **am hoping** to see you soon.

### **Future Continuous**

The **future continuous** is used when a promised action happens at a specific time or context in the future.

**The usage here is: Subject + shall/ will + be + verb+ *ing* + object.**

### **Example**

1. Kids in my neighbourhood **will be playing** at around 6.00 AM.
2. My mother-in-law **will be watching** TV when I leave for office.

The sentences in **Future Indefinite** and **Future Continuous** pose a very similar kind of attitude and some may seem identical in manner. The **Future Continuous** often hints at possible pre-arrangements whereas the **Simple Future** indicates definite decisions, invitations and willingness. The major difference here is the **tone/mood** that sets the tenses apart.

Look at the examples in the following table

Future Indefinite Tense	Future Continuous Tense
Ria will take Tommy out for a walk. ( <i>Just decided</i> )	Ria will be taking Tommy out for a walk. ( <i>Previously decided upon</i> )
Will you join us for dinner? ( <i>Invitation</i> )	Will you be joining us for dinner? ( <i>Reconfirming possible previous arrangements</i> )
Susanna will help garnish dry fruits with salad. ( <i>Willing</i> )	Susanna will be helping to garnish dry fruits with salad. ( <i>A previous arrangement</i> )

### Future Perfect

The **future perfect** is used when a definitive commitment required is done at a certain point of time in the future.

The usage to apply here is: **Shall/will have** before the **Past Participle** verb form.

#### Example

1. We **will have entered** the museum by this time tomorrow.
2. It would be an honour to our nation if **we shall have** more legends.

### Future Perfect Continuous

**Future perfect continuous** or **Progressive tense** expresses the action that will continue happening for a certain period of time in the foreseeable future. The usage to apply here is: **Subject+will+have+been+verb+ing+object+for/since+time frame.**

### Example

1. By the end of the summer, I **will have been saving** money for five months.
2. The tourists **will have been bathing** in the sun the whole winter in Goa.

**Note:** There is no practical use of Future Perfect Continuous in the English language unless the period mentioned covers sometime in the past, the present and the future.

### Example

1. By the end of the summer, I **will have been saving** money for five months.
2. The tourists **will have been bathing** in the sun the whole winter in Goa.

**Note:** There is no practical use of **Future Perfect Continuous** in the English language unless the period mentioned covers sometime in the past, the present and the future.

### Exercise 5

**Fill in the blanks with a suitable future form of the verbs given in the brackets**

1. Wait! I \_\_\_\_\_ (drive) you to the station.
2. The English lesson \_\_\_\_\_ (start) at 8:45.
3. Are you still writing your essay? If you \_\_\_\_\_ (finish) by 4pm, we can go for a walk.
4. I \_\_\_\_ (let) you know the second the builders \_\_\_\_\_ (be finish) decorating.
5. Before we \_\_\_\_\_ (start) our lesson, we \_\_\_\_\_ (have) a review.
6. I \_\_\_\_\_ (see) my mother in April.
7. Look at the clouds. It \_\_\_\_\_ (rain) in a few minutes.
8. When they \_\_\_\_ (get) married in March, they \_\_\_\_ (be) together for six years.
9. You're carrying too much. I \_\_\_\_\_ (open) the door for you.

10. Do you think the teacher \_\_\_\_\_ (be award) assessment marks by Monday morning?.
11. After you \_\_\_\_\_ (take) a nap, you \_\_\_\_\_ (feel) a lot better.
12. I'm sorry but you need to stay in the office until you \_\_\_\_\_ (finish) your work.

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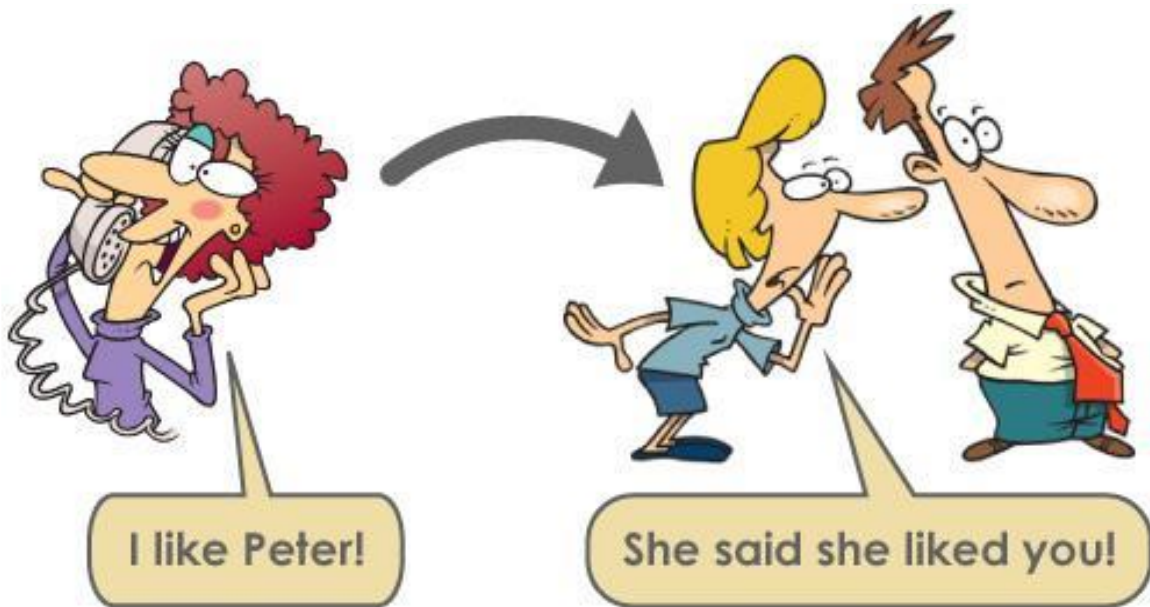
## CHAPTER 5

### REPORTED SPEECH

#### Objectives:

- To hone the skill of reporting the speech
- To sensitise the significance of Tenses, Person and Time while reporting the speech
- To enhance the Speaking and Writing Skills

Look at the following Speeches in the images:





What did the policeman ask you yesterday? Report his questions.  
 Example: 1) The policeman asked me where I had been the night before/the previous night.

1) "Where were you last night?"

2) "Have you seen my partner?"

3) "Can I see some identification, please?"

4) "What exactly did you do then?"

5) "Who are you looking for?"

6) "Are you lost?"

7) "Did you park your car here?"

8) "Will you be here tomorrow?"

9) "Has your mother called you?"

10) "Why are you crying?"

11) "What happened?"

12) "Do you need any help?"

Активация

## Read the following

### 1. Henry VIII said to his wives, “I shall not keep you long”.

Observe the above speech by Henry VIII. The speech is in the inverted comma. It is the actual speech of the speaker, Henry VIII. If it is to be reported to the other listener who, when and where so may be, the reported speech would be – Henry VIII **warned/cautioned** his wives **that he should** not keep **them** long.

The words **warned/cautioned** are the **reporting verbs**, and **that** is a joining word that paves the way to remove the **inverted commas** in the reported speech. Notice the change of pronoun **I** becomes **he** that denotes the speaker **Henry VIII**, **you** becomes **them** that refers to his **wives** and change of tense **shall** becomes **should** in the reported speech.

### 2. “India had been governed for the benefit of Britain”, said Shashi Tharoor.

**Sentence 2** can be reported as Shashi Tharoor **pointed out/said that** India had been governed for the benefit of Britain.

## Notice the changes

1. Use of reported verb - pointed out/said.
2. Use the joining word - '**that**' and remove an inverted comma.
3. No change in the tense – had been governed. (Past participle remains the same).

## The following verbs may be used to report statements

**plead – pleaded**

**say – said**

**complain – complained**

**confess – confessed**

**promise – promised**

**answer – answered**

**add – added**

**reply – replied**

**suggest – suggested**

**tell – told**

**continue – continued**

**argue – argued**

**advise – advised**

**utter - uttered**

### 3. “Why hasn’t Gandhi died yet?” Winston Churchill.

**Sentence 3** can be reported as- Winston Churchill asked as to why Gandhi **had not** died yet.

#### Notice the changes

1. Use of reported verb – **asked** is used when the direct speech is in interrogative sentences that begin with Wh/h question words.
2. No use of joining word – *that*, because it is an interrogative sentence.
3. Inverted comma and **question** mark (?) is removed.
4. Change of tense – **has** becomes **had** (Present perfect tense ‘**has**’ becomes past perfect tense ‘**had**’).
5. Change of position/order of auxiliary verb **has** and subject **Gandhi**.

### 4. Tharoor: “Is there a debt?”

Tharoor **asked** if there **was** a debt.

### 5. Tharoor: “Does Britain owe reparations?”

Tharoor **questioned** if Britain **owed** reparations.

#### Notice the changes in sentences 4 and 5:

1. Use of reported verb – **asked/questioned** is used when the direct speech is in interrogative sentences that begin with Yes/No questions.
2. No use of joining word – *that*, because it is an interrogative sentence.
3. Inverted **comma** and **question** mark (?) are removed.
4. ‘**if**’ is used as it is a Yes/No question
5. Change of tense – **is/does** becomes **was/owed** (Simple Present tense ‘**is/does**’ becomes Simple Past tense ‘**was/owed**’).

**The following verbs may be used to report the interrogative sentences:**

**enquire – enquired**

**question – questioned**

**ask – asked**

**want to know – wanted to know**



6. “O, my dear father! Miranda cried, “if you have raised this dreadful storm, have pity on the people aboard the ship. Please don’t let them down”.

Miranda **exclaimed** that if (her father)/he **had** raised **that** dreadful storm, he ought to pity the people aboard the ship and **requested** him to **not let** them down.

**Notice the changes in the sentences**

1. The reported verb – '**exclaimed**' is used as the direct speech is in the exclamatory sentence.
2. Use of joining word – *that*.
3. Inverted comma is removed.
4. '**requested**' is used to replace '**please**'.
5. Change of pronoun – **you** becomes **he**.
6. Change of tense – **have** becomes **had** (Simple Present perfect tense becomes Simple Past perfect tense).
7. Change of adverbials – **this** becomes **that**.

**A few more adverbials for reporting speech**

<b>here</b>	<b>:</b>	<b>there</b>
<b>ago</b>	<b>:</b>	<b>before/after</b>
<b>tomorrow evening</b>	<b>:</b>	<b>this/that evening</b>
<b>last week</b>	<b>:</b>	<b>the week before/the previous week</b>
<b>yesterday</b>	<b>:</b>	<b>the previous day</b>
<b>this week</b>	<b>:</b>	<b>that week</b>
<b>now</b>	<b>:</b>	<b>then</b>
<b>today</b>	<b>:</b>	<b>that day</b>
<b>tomorrow</b>	<b>:</b>	<b>the next day/the following day</b>

7. “Tell me a story right now!”, the mother said to her daughter .

The mother **ordered/commanded** her daughter *to tell* her a story **then**.

**Notice the changes in the sentence**

1. The reported verb – **ordered/commanded** is used as the direct speech is in declarative sentences.
2. Use of infinitive – *to tell*.
3. Inverted comma is removed.
4. Change of pronoun – **me** becomes **her**.
6. Change of adverbials – **now** becomes **then**.

**The following verbs may be used to report the declarative sentences**

beg – begged	persuade – persuaded
command- commanded	invite – invited
urge- urged	tell – told
order – ordered	ask – asked
demand – demanded	request - requested

### **Sample 1**

**Read the following conversation and observe the use of reporting verbs in the Reported Speech.**

Ramani and Ragini talked about English education and its impact on the county. Ramani asked Ragini: “Ragini, do you think English education is desirable for children?” Ragini replied thus: “I think parents betray their children by training them to only talk in English at home.” “They also betray their country!”

Ramani and Ragini talked about English education and its impact on the county Ramani **asked** Ragini whether she thought English education was desirable for children. Ragini **replied by saying** that she thought parents betrayed their children by training them to talk only in English at home. Ragini further **added** that they were also betraying their country.

Gandhi recalled ‘Polak and I **had** often very **heated** discussions about the desirability or otherwise of giving the children an English education. It has always been my conviction that Indian parents who **train** their children to think and talk in English from their infancy **betray** their children and their country. They **deprive** them of the spiritual and social heritage of the nation and **render** them to that extent unfit for the service of the country. Having these convictions, I **made** a point of always talking to my children in Gujarati. Polak never **liked** this. He **thought** I **was** spoiling their future. He **contended**, with all the love and vigour at his command, that, if children **were** to learn a universal language like English from their infancy, they **would** easily **gain** considerable advantage over others in the race of life. He **failed** to convince me.’

#### **The above conversation in the Reported Speech**

Gandhi recalled that Polak often **had** very **heated** discussions about the desirability or otherwise of giving the children English education. His conviction was that Indian parents who **trained** their children to think and talk in English from their infancy **betrayed** their children and their country. They **deprived** them of the spiritual and social heritage of the nation and **rendered** them to that extent unfit for the service of the country. Having these convictions, he **had made** a point of always talking to his children in Gujarati. Polak had never **liked** that. He **had thought** he **had been** spoiling their future. With all the love and vigour at his command, he had contended that if children **had** to learn a universal language like English from their infancy, they would easily gain considerable advantage over others in the race of life. He **had failed** to convince him.

**Task 1- Supply suitable reporting verbs and complete the following reporting speech.**

U. R. Anantha Murty \_\_\_\_\_ (argue) that a child \_\_\_\_\_ (must speak) and \_\_\_\_\_ (learn) exclusively in her mother tongue until she \_\_\_\_\_ (enters) high school, lest she \_\_\_\_\_ (become) totally disconnected from her social and spiritual roots.

**Sample 2**

**Read the following conversation and notice the use of connectives/joining words in the Reported Speech.**

1. Gandhi recalled, ‘Polak and I often had very heated discussions about the desirability of giving the children English education.’

**Notice the connective/joining word and the removal of inverted commas** in the following reported speech.

Gandhi recalled **that** Polak often had very heated discussions about the desirability of giving the children English education.

Here is the **connective**, which connects the reporting verb with the following statement.

2. ‘What did Gandhi and Polak debate about’? asks Vyshali.

Vyshali asked **what** Gandhi and Polak had debated about.

Here is the **connective** used to report the **wh/h** question. Notice the removable inverted commas and the question mark in the reported speech.

3. Salma enquired, ‘Did Rajaji support or oppose Periyar’?

Salma enquired/wanted to know **if/whether** Rajaji had supported or opposed Periyar.

Here **if/whether** is the **connective** used to report the **yes/no** question. Notice the removable inverted commas and the question mark in the reported speech.

## Task 2

**Change the following dialogue into a reported speech using appropriate connectives/joining words.**

1. **Bhagavata:** How can one fathom the mystery that this very **Vakratunda-Mahakaya**, with his crooked face and distorted body, is the Lord and Master of Success and Perfection?

2. **Bhagavata:** Could it be that this Image of Purity and Holiness, this **Mangala-Murthy**, intends to signify by his very apparent? that the completeness of God is something no poor mortal can comprehend?

3. **HAYAVADANA:** What do you mean, Sir? Do you think you can go about showering your Sanskrit on everyone in sight just because you know the Puranas? What temple did I desecrate? What woman did I insult?

## Sample 3

**Read the following dialogue and notice the change of pronouns in the Reported Speech.**

**HAYAVADANA:** What do you mean, Sir? Do you think you can go about showering your Sanskrit on everyone in sight just because you know the Puranas? What temple did I desecrate? What woman did I insult?

### **Reported Speech:**

Hayavadana questioned Bhagavata about what **he** meant and asked if **he** thought **he** could go about showering **his** Sanskrit on everyone in sight because he knew the Puranas. Further, he also asked **him as to** what temple **he** had desecrated and what woman **he** had insulted.

## Task 3

**Change the following into reported speech using appropriate pronouns.**

1. **HAYAVADANA:** He cursed her to become a horse herself. So my mother became a horse and ran away happily. My father went back to his Heavenly

Abode. Only I-----the child of their marriage was left behind.

2. 'I had halted on the road. As soon as I saw the elephant, I knew with perfect certainty that I ought not to shoot him. It is a serious matter to shoot a working elephant — it is comparable to destroying a huge and costly piece of machinery, and obviously, one ought not to do it if it can possibly be avoided. And at that distance, peacefully eating, the elephant looked no more dangerous than a cow. I thought then, and I think now, that his attack of “must” was already passing off, in which case he would merely wander harmlessly about until the mahout came back and caught him. Moreover, I did not in the least want to shoot him. I decided that I would watch him for a little while to make sure that he did not turn savage again, and then go home,' the author narrates.

#### **Sample 4**

**Read the following and notice the change of tenses in the Reported Speech.**

**The narrator** says, 'There was only one alternative. I shoved the cartridges into the **magazine** and lay down on the road to get a better aim. The crowd grew very still, and a deep, low, happy sigh, as people who see the theatre curtain go up, at last, breathed from innumerable throats. They were going to have their bit of fun after all. The rifle was a beautiful German thing with **cross-hair sights**. I did not then know that in shooting an elephant, one would shoot to cut an imaginary bar running from ear-hole to ear-hole. I ought, therefore, as the elephant was sideways on, to have aimed straight at his ear-hole; actually, I aimed several inches in front of this, thinking the brain would be further forward.

#### **Reported Speech**

The narrator **narrated** that there **had been** only one alternative. He **had shoved** the cartridges into the magazine and **had lain** down on the road to get a better aim. The crowd **had grown** very still, and a deep, low, happy sigh, as of people who **saw** the theatre curtain go up, **had breathed** from innumerable throats. They **had**

**been** going to have their bit of fun after all. The rifle **had been** a beautiful German thing with cross-hair sights. He **had** not then **known** that in shooting an elephant, one would shoot to cut an imaginary bar running from ear-hole to ear-hole. Therefore, he ought, as the elephant **had been** sideways on, to have aimed straight at his ear-hole; he **had aimed** several inches in front of that, thinking the brain would be further forward.

#### **Task 4**

**Report the following using appropriate tenses.**

1. 'In the end, I could not stand it any longer and went away. I heard later that it took him half an hour to die. Burmans were bringing **dahs** and baskets even before I left, and I was told they had stripped his body almost to the bones by the afternoon,' says the writer.

2. **BOTTOM:** Nay; you must name his name, and half his face must be seen through the lion's neck, and he must speak through, saying thus, or to the same defect: "Ladies," or "Fair ladies, I would wish you," or "I would request you," or "I would entreat you, not to fear, not to tremble: my life for yours. If you think I come hither as a lion, it were pity of my life. No! I am no such thing; I am a man as other men are.'

#### **Task 5**

**Report the following using appropriate adverbials.**

**BHAGAVATA:** Don't take it to heart so much. What happened? What's your grief? You are not alone here. I am here. The musicians are here. And there is our large-hearted audience. It may be that they fall asleep during a play sometimes. ....

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## CHAPTER 6

### DIALOGUE WRITING

#### **Objectives:**

- To develop the skill of dialogue writing creatively.
- To improve the students' communication skills.
- To mould the students to become professional dialogue writers.

#### ***Introduction***

Dialogue-writing has gained a reputation as a very useful form of composition, especially for the third world countries in general and students of India in particular, who are trying to gain a firm command of spoken English to have international access. Under apt guidance, students should be introduced to the informal way of talking English, and trained to express their thoughts in easy and natural constructions. The spoken English of the students of the Indian subcontinent is stilted and bookish because they have not got many chances of talking with English people, and anything that will help them acquire naturalness and ease in speaking in English is of great value and importance. Thus, with the aim of refining Speaking Skills dialogue writing has been introduced.

Writing an effective dialogue requires some strategies as the writer has not only to see both sides of a question, but also to put himself, inside two imaginary persons to make them express their opposite opinions naturally. He has, in turn, to be each one, see the point of view of each on the question and react accordingly.

Written dialogue should be so composed that it appears spontaneous and well within the context. The reader should not feel that it is a premeditated or fabricated piece of conversation.

Thus, writing dialogue requires careful preparation. It is always advisable to make rough outlines of the dialogue before actually starting writing - to make it to the point, without rambling.

### **Procedure to be followed while writing an effective dialogue**

At the outset, while writing dialogues one must carefully think over the subject given and note down opinions about it which might be expressed by the imaginary persons who are supposed to be talking.

Then, arrange these ideas in some logical order, so that one will arise naturally from another in the course of the conversations.

Later, try to imagine how each character in the dialogue would express his/her views, keeping in mind the imaginary persons taking part in the conversation. Remember that the dialogue should read like a natural, spontaneous conversation rather than any preplanned one. Thus, try to make the imaginary character talk easy, familiar and natural. Avoid stilted and bookish phrases.

### **Some important points to be kept in mind while writing an effective dialogue**

- Never let any of the characters monopolise the conversation, as if he/she were giving a public lecture. Let the conversation be brisk and rapid, whereby every character gets an equal chance to talk.
- As in real conversation, sometimes people encounter a condition where one person sometimes interrupts the other. A sparing use of such interruption in written dialogue is permissible as this adds to its naturalness.
- During a real conversation, a speaker usually answers the questions by taking another; or sometimes, seeing what is coming, he/she answers a question before it is asked. A person may enliven his dialogue by making his/her characters to do the same now and then.

In a natural conversation, people often use exclamations, surprise (e.g., “My word!” “Good heavens!”); pleasure (“How nice!” “Splendid!”), irritation (e.g.,

“Bother!” “O dear!”) and so on. Such interjections may be introduced from time to time, but very sparingly.

The dialogue should begin in an interesting way, so that the reader’s attention may be arrested there and then. Moreover, the conversation should lead up to some definite conclusion. It should not end abruptly. Opening sentences and the conclusion of the conversation should be given due importance.

## **Dialogue Writing**

### **Sample 1**

1. A dialogue between Passenger and a Booking Clerk at Railway Station.

**Passenger:** Hello Sir, Good morning.

**Clerk:** Good morning! How can I help you?

**Passenger:** I want a reservation for two people to Delhi.

**Clerk:** Have you filled out the reservation form?

**Passenger:** Here it is!

**Clerk:** But there is no seat available on 25th January.

**Passenger:** Is there any seat available in Jan Shatabdi Express?

**Clerk:** Yes. There are two seats available in Jan Shatabdi Express.

**Passenger:** What is the time of departure?

**Clerk:** The time of departure is 07:38 am.

**Passenger:** Please book two tickets. Thank you, Sir.

### **Sample 2**

#### **A Dialogue between Two Friends about Pollution**

**Dimpana:** Hi Dimpana, how are you?

**Mona:** I am great. What about you, dear?

**Dimpana:** Yeah, I am doing well. I loved your speech on water pollution yesterday.

**Mona:** Thanks a lot. Actually, we all need to be aware of pollution.

**Dimpana:** Yeah, we should. What do you think is the biggest reason behind water pollution?

**Mona:** I think the garbage that people throw in the water and the chemical that comes from the mills and industries. They should fix these two things. Then, we will be able to control this type of pollution.

**Dimpana:** I agree with you. People are throwing their dust in the canals and rivers. The water is ultimately poisoned.

**Mona:** Yeah, you are right. If we can't control this now, we have to face some crucial problems in the future. And our next generation will be under threat.

**Dimpana:** Yeah, at least we need to stop polluting the water for our next generation.

**Mona:** Right, if we don't stop polluting water, we won't be able to save water.

**Dimpana:** Yeah, saving water is also an important issue. It was nice talking to you, Mona. See you later.

**Mona:** It's my pleasure, take care.

### **Sample 3**

**Read the given anecdote and write the dialogue that ~~had~~ has taken place between the lady and the attendant.**

A lady was travelling to visit a friend and stopped to get petrol. When she was returning to her car, the petrol station attendant started yelling at her and telling her that she had not paid yet.

When she went back in to argue about having already paid, the attendant told her he just wanted to get her back in, because he saw someone crawl into the backseat of her car, and he had already called the police.

**Attendant:** Excuse me, Madam.

**Lady:** Me?

**Attendant:** You seem to have forgotten to pay.

**Lady:** Me? That's impossible. I just paid you. (walks back to the attendant and shows the receipt.)

**Attendant:** (in a hushed voice) actually, you have paid. But I didn't want you to get into the car.

**Lady:** But why?

**Attendant:** I just noticed someone crawling into the backseat of your car.

**Lady:** You mean a man?

**Attendant:** Yes. He's still there.

**Lady:** Can I call the police?

**Attendant:** I've already done that.

**Lady:** That's indeed very kind of you. Thanks a lot.

#### **Sample 4**

A little girl returns from Sunday school looking very excited and cheerful. In response to an enquiry from her mother about the reason for her excitement, she replied: 'You know what? Today, we had a new teacher. She told us lovely stories. But she has no morals! (She meant her teacher didn't tell the morals of the stories.)

**Mom:** I see you're very excited. What's so special today?

**Girl:** Indeed, we had something very special today.

**Mom:** Tell me about it, my dear.

**Girl:** Mom, you know what, we had a new teacher today at Sunday school.

**Mom:** What's special about the new teacher?

**Girl:** She told us a lot of lovely stories.

**Mom:** Is that what is special about her?

**Girl:** No, mom, she told us so many stories, but she has no morals.

**Mom:** Oh! You mean, she didn't tell you the moral of the stories.

**Girl:** That's right.

### **Exercise - 1**

#### **Complete the following Dialogue:**

Megha calls up Rajat to make a plan for Sapna's birthday party. Complete the dialogue between Megha and Rajat by filling in the gaps.

**Megha :** \_\_\_\_\_ this New year?

**Rajat :** I don't have any plans.

**Megha :** How do you like the idea \_\_\_\_\_ Sapna's birthday party?

**Rajat :** That sounds fantastic, But I \_\_\_\_\_ my parent's permission.

**Megha :** I'll come to your house this evening and request your parents to allow  
you to join me to go to a Party.

**Rajat :** Ok, I will be grateful if you do it.

**Megha :** \_\_\_\_\_ in the evening?

**Rajat :** Yes, they will be at home.

**Megha :** Then \_\_\_\_\_ surely come.

**Rajat :** Ok, thank you.

### **Exercise 2**

#### **Read the following paragraph carefully and write a dialogue.**

A mother told her daughter that since she had been studying all morning, she should rest for an hour, or she may be tired. The daughter told her mother that she was not as tired as her mother thought. But since her mother said so, she decided to rest for a little while. Her mother said that she would feel fresh and study better after resting.

### Exercise 3

**Compose a dialogue between a temperance advocate and a young man on the evils of intemperance.**

(**Hints:** The young man sees no harm in drinking; argues it is a jolly social custom, makes him lively and happy-drowns care-reviews him tired-a manly habit, etc. the temperance man warns him against the danger of becoming a drunkard-the terrible power of the drink and the craving- ~~earving~~ argues alcoholic drink is a slow poison, and damages health-appeals to him to set an example to others by signing the pledge, etc.).

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## CHAPTER 7

### VERBAL AND NON-VERBAL COMMUNICATION

#### Objectives

- To know the importance of verbal and non-verbal communication in language learning.
- To discuss verbal communication and its role in the day to day transactions.
- To discuss the significance of non-verbal communication and its role in discourse.

#### Introduction

Communication is “...*The imparting or exchanging of information by speaking, writing, or using some other media/ the conveying or sharing ideas and feelings meaningfully. ...*”

-Oxford English Dictionary.

Communication is transferring information from one place, person or group to another. The process of ideas through coding, decoding and encoding is also known as communication, either verbal or non-verbal.

Every communication involves (at least) one sender, a message and a recipient. The transmission of the message from sender to recipient can be affected by a vast range of things. These include our emotions, the cultural situation, the medium used to communicate, and even our location.

The complexity is why good communication skills are considered desirable by employers worldwide to deliver accurate, effective and unambiguous communication.

The sender ‘encodes’ the message, usually in a mixture of words and non-verbal communication. It is transmitted in some way (for example, in speech or writing), and the recipient ‘decodes’ it.

Of course, there may be more than one recipient. The communication complexity means that each one may receive a slightly different message. Two people may



read very different things in the choice of words and body language. It is also possible that neither of them will have quite the same understanding as to the sender.

In face-to-face communication, the sender and recipient roles are not distinct. The two roles will pass back and forwards between two people talking. Both parties communicate with each other, even in very subtle ways, such as through eye contact (or lack of) and general body language. In written communication, however, the sender and recipient are more distinct.

### **Categories of Communication**

There are wide ranges of ways to communicate, and more than one may be occurring at any given time.

- Spoken or Verbal Communication includes face-to-face, telephone, radio or television and other media.
- Non-Verbal Communication covers body language, gestures, how one dresses or acts, where one stands, and even their scent. There are many subtle ways that one communicates (perhaps even unintentionally) with others. For example, the tone of voice can give clues to mood or emotional state, whilst hand signals or gestures can add to a spoken message.
- Written communication includes letters, emails, social media, books, magazines, the Internet and other media.
- Visualisations include graphs, charts, maps, logos, and other visualizations that can all communicate messages.

### **Communication Channels**

There are multiple communication channels available to us today. These include face-to-face conversations, telephone calls, text messages, email, the Internet (including social media such as Facebook and Twitter), radio, TV, written letters, brochures and reports.

Choosing an appropriate communication channel is vital for effective communication. Each communication channel has different strengths and weaknesses.

For example, broadcasting news of an upcoming event via a written letter might convey the message clearly to one or two individuals. However, it will not be a time- or cost-effective way to broadcast the message to a large number of people. On the other hand, conveying complex, technical information is more accessible via a printed document than a spoken message. The recipients can assimilate the information at their own pace and revisit anything that they do not fully understand.

Written communication is also helpful to record what has been said, for example, by recording minutes in a meeting.

### **Verbal Communication**

Verbal communication is perhaps the most transparent and understood mode of communication. It is undoubtedly a powerful tool in our communication toolbox. Verbal communication is the sharing of information between two individuals using words.

### **Spoken versus Written Communication**

While one typically focuses on speech while talking about verbal communication, it is essential to remember that writing is also a form of verbal communication. After all, writing uses words too.

### **Significant Differences between talking and writing:**

- **Formal versus Informal:** One generally uses spoken communication informally, while written communication is formal.
- **Synchronous versus Asynchronous:** Synchronous communication occurs in real-time, such as a conversation with a friend. In contrast, asynchronous

communication is communication that is not immediate and occurs over long periods, such as letters, email, or even text messages.

- **Recorded versus Unrecorded:** Written communication is generally archived and recorded for later retrieval, while spoken communication is generally not recorded.

### **Benefits of Spoken Communication**

Spoken communication can be a conversation, a meeting, or even a speech. Spoken communication is assertive in that it allows for input from every part of the social communication model. Thoughts are encoded into the spoken word, and the audience decodes the message. One can ask for feedback directly to confirm understanding of the message.

In a world where most communication takes place by email and text, spoken communication is a breath of fresh air. Leverage the power of spoken communication to create relationships—you can establish a rapport and a sense of trust with your audience when you speak with them. Spoken communication allows you to bond more emotionally with your listeners.

Spoken communication also makes it easier to ensure understanding by addressing objections and clearing up misunderstandings: you can adjust your message as you communicate it, based on the feedback you are getting from your audience. Spoken communication allows you to walk away from a conversation with a higher degree of certainty that your message was received.

Verbal communication is a powerful tool, and it is made even more powerful when paired with listening and nonverbal communication.

### **Nonverbal Communication**

We usually employ some nonverbal communication with active listening skills: nodding, facial expressions and leaning toward the speaker to show interest. Body language can reinforce your spoken message or contradict it entirely.

It is said that when you speak, only thirty-five per cent of your communication is verbal, and 65 per cent of it is nonverbal. That is not entirely true because so much depends on the context and situation.

**It is, however, absolutely true that nonverbal communication can make or break your message.**

### **Types of Nonverbal Communication:**

- **Facial expressions:** Facial expressions—happy, sad, angry—help you convey your message. Be aware of your facial expression when you talk and mainly when you listen, which is when it is easy to forget.
- **Gestures:** When you speak, a gesture can make your message stronger. Pointing out something you want your listener to look at more closely is an example of nonverbal communication that makes your message understood. Motioning warmly toward a co-worker who deserves special recognition, making a fist to show frustration or anger, such gestures help further engage your audience when you speak.
- **Proximity:** How close you are to your audience when you speak sends a nonverbal message. Suppose your size is imposing, and you leave a minimum distance between you and your listener. In that case, your nonverbal communication will likely be a bit threatening. On the other hand, giving someone too much space is an awkward nonverbal communication that might confuse your listener.
- **Touch:** Shaking an audience member's hand or putting your hand on his shoulder: these are nonverbal cues that can affect the success of your message. Touch communicates affection, but it also communicates power. When women touch a listener, it is often assumed that they are affectionate or convey empathy. However, when a man touches a listener, it can be a sign of communicating power or even dominance.

- **Eye contact:** Making and maintaining eye contact with an audience when you are verbally communicating or listening communicates to the other party that you are interested and engaged in the conversation. Good eye contact often conveys the trait of honesty to the other party.
- **Appearance:** Your clothing, hair, and jewellery are also a part of nonverbal communication. Similarly, the quality and condition of your clothing, how it fits, and if it is appropriate for the season to speak nonverbally about you as a communicator.
- Nonverbal communication reveals a lot about you as a communicator and how you relate to other people. It pays to be aware of the elements of your nonverbal communication so you can maximize the impact of your message.

**Answer the following**

1. What are the types of communication?
2. List the categories of non-verbal communication?
3. What is Communication?
4. Name the differences between talking and writing?
5. Mention a few differences between Verbal and Non-verbal communication.

## CHAPTER 8

### INTRODUCTION TO SCIENCE WRITINGS

#### Objectives

- To analyse and differentiate between Science and Scientific Writing.
- To enhance writing skills.
- To develop scientific Inquiry.
- To choose Science Writing as a Career.

"Your current ability is a starting point only; what counts is not where you begin, but where you finish." — Jon Franklin.

Science communication can be grouped into two broad categories: **scientific writing and science writing**. Although these areas may seem similar, they are marked by important distinctions.

*Scientific writing includes discourse between professional scientists, such as peer-reviewed journal articles. Science writing describes literature to communicate science to a broader, general audience.*

#### Scientific Writing

Scientific writing is usually used to communicate research results between experts. The content of this writing is highly technical and as objective as possible.

Examples include *primary research articles, grant proposals, literature reviews, abstracts, presentations, posters and letters*. Because the audience is specific and professional, the language can include jargon specific to the field.

It is necessary to include great detail in this writing since it serves as an official research record. Much of this communication is also subject to the process of peer review. The structure of scientific writing often follows an IMRAD format, which includes sections for the introduction, methods, results and discussion.

**Note: "IMRAD" format refers to a paper structured by four main sections: Introduction, Methods, Results and Discussion. This format is often used for**

**lab reports and reporting any planned, systematic research in the social sciences, natural sciences or engineering and computer sciences.**

### **Science Writing**

On the other hand, science writing communicates discoveries to a broader audience. This includes a greater diversity of content as a communicator could focus on a particular finding, an explanation for an item of public interest, a researcher spotlight or a debate in the field.

Science writing includes articles, interviews, videos, social media, and podcasts about science. The audience for science writing could be general laypeople or a more specific readership. Because these readers are less knowledgeable in a particular field, technical jargon should be avoided. Often, metaphors and analogies are included to explain a concept. It is more important to convey the essential ideas of the research than it is to belabor each detail. Narrative form is vital in this communication; coalescing science ideas into a story makes them communicable to the public.

The primary goal of science writing is to communicate an overarching idea to a general audience. Science communication is most effective when the writing (within any form) weaves a story around the subject to communicate the more significant idea.

### **What is Science Writing?**

Science writing means writing about science, medicine, mathematics, engineering or technology for general readers. Science writing appears in magazines, newspapers, popular books, television and radio programs, museum exhibits, educational games, online documentaries and multimedia projects. Science writing makes highly technical research about anything from genetic engineering to artificial intelligence to quasars understandable to readers who do not have a scientific background.

Science writing is not the same as scientific or technical writing, aimed at other specialists within a particular field. One might find technical writing in lab papers, how-to manuals, and peer-reviewed research articles in scientific journals, but producing this type of work is not the focus of our program.

### **Writing Conventions**

- The main convention separating science from scientific writing is a strong focus on telling a story and constructing a narrative.
- Writers are not conducting the research; they are one step removed from the research.
- The tone and language are accessible to the general public (broader audience).
- Writers have an evenly balanced experience in scientific and writing-based subjects.

### **Strategies**

<ul style="list-style-type: none"><li>• Use plain, widely accessible language</li><li>• Use rhetorical devices to communicate a specific idea</li><li>• Metaphors</li><li>• Analogies</li><li>• Ethos, Pathos, Logos</li></ul>	<ul style="list-style-type: none"><li>• Narrative form</li><li>• Character archetypes</li><li>• Plot development</li><li>• Use of front story</li><li>• Respect the work and process of the research and the researchers</li></ul>
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### **Avoid:**

- Extraneous detail
- Field-specific jargon with no accompanying definitions
- Opinionated conclusions



- Misleading titles
- Poor argument (lack of support)

### **Good Science Writing**

The essential aspect of good science writing is to stay true to the research or science being reported on. The title needs to be engaging without misleading the audience. In fact, science writing or any form of writing should be written keeping the audience in mind. Science writing is geared more towards an unfamiliar audience with the specifics of the reported science, and an unfamiliar audience wants to know the WHAT, WHY, and HOW. It should utilise plain, widely accessible language to communicate foreign ideas and concepts. Some effective rhetorical devices good science writers often utilise are metaphors and classic literature archetypes. These elements work to simplify scientific concepts and situations without contradicting the findings.

### **Bad Science Writing**

The easiest way to create bad science writing is to misrepresent or contradict the reported science. This might include using a "clickbait" title to lure in readers, poorly constructed metaphors that oversimplify a problem or concept or excluding essential information about the scientific process or those involved.

Another type of poor science writing is writing that borders on scientific writing. This would include field-specific jargon and extraneous detail about scientific concepts that the average person would not understand.

### **As a Career**

There is no single path into science writing—successful science writers can come from a science background, a writing background or some combination of the two. A science background gives one many transferable skills that are integral to being a good science writer. An advanced science degree allows one to put together projects on a deadline, understand scholarly articles, interpret and question data,

learn about new technical fields quickly, and understand what scientists are trying to communicate about their work. If one is interested in formal education, science writing programmes are specifically designed for scientists to transition to science writing.

There are two types of science writing: journalism and public relations. Science journalists write about discoveries and developments for the general public. Their writing often combines science with storytelling, and many also write nonfiction books about science and nature. Science Journalists can work for specific news or science-focused outlets or freelance for multiple outlets.

### **What do science writers do?**

A scientific writer is a journalist who researches and reports on news and trends in science. These professionals can work for various outlets, from investigative newsrooms to scientific journals, and may write articles, press releases, reports, brochures, journals or website content.

Science writers can also work in PR for research institutions and universities. These institutions need science writers to generate press releases about their research. Journalists then see these press releases and write stories about the researchers and their work for various news outlets. Some of these science writers are known as public information officers. Both science writers and science journalists interview scientists and researchers for their writing. However, a press release and a feature in a newspaper or magazine will have different formats and audiences. Public relations work can also be quite diverse, so do not feel like you will be limited to writing press releases.

### **Responsibilities of science writer**

A science writer has several responsibilities, including

- Writing research-based pieces of content to discuss scientific theories, science trends and news

- Adhering to a particular style guide to make sure all content pieces follow company standards
- Conducting interviews with industry experts, including medical doctors, scientists and academic professionals
- Planning content creation and publications
- Keeping updated on a breaking news in science and the types of content that an audience wants to read more about
- Proofing written content before publishing
- Selecting supporting documentation to accompany a news story
- Attending conferences, events and meetings to learn about breakthroughs in science

### **Skills for a Science Writer**

Explore these skills for a science writer so one can focus on improving one's own:

**Communication:** Part of being a science writer is being able to communicate effectively through your articles and orally. One will likely need to interview individuals for a story they are working on and must be able to conduct an interview where one asks the right questions and explain their article's purpose.

**Logical thinking:** Science writing requires logical thinking, as the field is based on research, documentation and analysis. As a writer, one will need to apply logic to your writing articles.

**Research:** To find success as a scientific writer, one must be able to perform research that supports the topic he is covering.

**Focus:** As one learns more about the topic, he/she is writing about, it is essential to remain focused. As information is dispensed to those who wish to learn more about the subject, the writer's focus can help meet deadlines and share accurate information about the topic.

**Persistence:** Although one may work a traditional schedule, there are times when one may have to work odd hours to meet with an interviewee, gather the resources one needs to complete the content piece or cover breaking news. Persistence and passion will help get one through the occasional schedule change.

### **Forms and Examples of science Writing**

**Magazine article:** *“How the Parks of Tomorrow Will Be Different”*

**Book:** *Inferior by Angela Saini*

**Interview:** *Spotlight Interview Videos by our class*

**Videos:** *Sci Show Channel*

**Social media posts**

*Communicating Science Twitter Page: I Am SciComm, ComSciCon*

**Podcasts:** *People Behind The Science Podcast; The Dope Science Show*

**Blogs:** *“Starts with a Bang”, “In the Pipeline”*

*“SciSeeker” – lists a compilation of science blogs*

## HEADLINES EXTREME SCIENCE

# THE HIGHEST DIVE

A skydiver jumps from the edge of space to set a record—and help plan an exit strategy for orbital tourists

**Before famed skydiver Felix Baumgartner** can jump out of his balloon at 120,000 feet, his ground crew will have to clear it with the Federal Aviation Administration. “Felix will be coming in like a missile,” says Jon Clark, the medical director of the Red Bull Stratos mission. “We don’t want him to be confused with one.”

Joe Kittinger, a U.S. Air Force test pilot, set the highest jump record, at 102,800 feet, in 1960, and in doing so helped develop parachutes and pressurized flight suits worn by fighter pilots and astronauts. Baumgartner wants to make a similar contribution. A sensor-filled chest pack will measure his heart rate and oxygen intake to reveal how his body reacts to supersonic speeds—this could prove useful to astronauts and space tourists needing to make a hasty exit from orbit. His custom-made pressurized jump suit will also influence the next gen-

eration of high-altitude protective gear.

The biggest danger is something called the shock-shock interaction, which can occur when shock waves created by cracking the sound barrier intersect and intensify. Clark speculates that the phenomenon could have caused the unexplained shearing forces that injured the crew in the *Columbia* space shuttle disaster. They were traveling faster than Mach 5. Baumgartner will top out at Mach 1, so the threat to him is hard to predict. He could be injured, or even die. “We think Felix will be fine,” Clark says, “but quite honestly it’s a huge unknown.”

Kittinger, who is advising the team, notes that even if Baumgartner passes through the sound barrier unscathed, he still has 100,000 feet to fall. His suit could breach or he could go into a deadly spin. Clark considers this and sighs, “It ain’t over till it’s over.” —BJORN CAREY

### THAT LAST STEP IS A DOOZY

#### 1 JUMP FROM THE CAPSULE

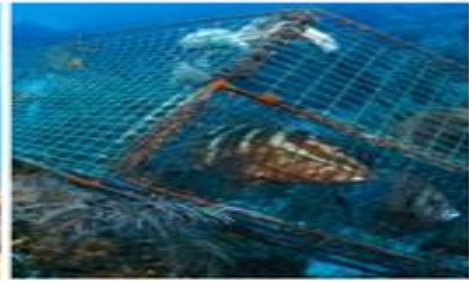
Once Baumgartner reaches 120,000 feet, he will depressurize the capsule, carefully shuffle to the door, and even more carefully dive out. A wrong move could damage his helmet or pressurized jump suit—a potentially fatal mistake.

#### LITTLE GREEN SKYDIVERS

In the 1950s, the U.S. Air Force dropped crash-test dummies from planes to try out parachute designs at Holloman Air Force base in New Mexico. Locals thought the bodies were aliens jumping out of UFOs. The Air Force was happy to allow Russian spies to think New Mexicans were nutty rather than reveal its new military technology.



# Caribbean coral reefs 'could vanish in 20 years'



Many of the Caribbean's coral reefs could vanish in the next 20 years, according to a report published by the International Union for the Conservation of Nature (IUCN).

Data from more than 35,000 surveys suggests that habitats have declined by more than 50% since the 1970s.

The report's authors believe that over-fishing and disease is mainly to blame.

They say the trend could continue if nothing is done, but with protection the reefs could bounce back.

Carl Gustaf Lundin, director of IUCN's Global Marine and Polar Programme, said the findings were alarming.

"The reefs support a number of different countries and populations," he said.

"Tourism is one of the biggest industries, and the health of the reef is essential to the well-being of many of the people living there. And of course they are immensely beautiful and wonderful places as well."

In the 1980s, a disease, thought to have been brought in from the Panama Canal, wiped out a large number of sea urchins. While fishing on the reefs has also caused parrotfish to plummet.

Both of these creatures graze on reefs, and without them, algaeSCIENCE IN THE NEWS JULY 2014

CMRMORTONSCIENCE 2014al species take over.

Dr Lundin said: "We saw that reefs with no grazers ended up getting smothered by algae. And after a period of time they see a significant or even complete collapse of the reef area."

Conservationists say that warming ocean temperatures are also driving some of the losses.

## Some Articles

### Promising Therapy for Treating Fatal Genetic Disorder [OBJ]

Gairika Bhattacharya - March 11, 2022

<https://www.ua-magazine.com/2022/03/11/66688/>

### Urban Farms, The Future of Agriculture

Diogenes Infante - January 14, 2022

<https://www.ua-magazine.com/2022/01/14/urban-farms-the-future-of-agriculture/>

## Online Resources

<https://carlzimmer.com/science-writing-guidelines-and-guidance/>

<https://medium.com/swlh/how-do-i-become-a-science-writer-acbe18a92463>

<https://www.indeed.com/career-advice/finding-a-job/how-to-become-scientific-writer>

<https://sciwrite.mit.edu/what-is-science-writing/>

<https://asm.org/Articles/2020/July/Science-Writing-as-a-Career-Path>

<https://www.thoughtco.com/science-writing-1691928>

<https://www.nationalgeographic.com/science/article/a-note-to-beginning-science-writers>

<https://www.sydney.edu.au/students/writing/types-of-academic-writing.html>

<https://www.exploratorium.edu/education/ifi/inquiry-and-eld/educators-guide/science-writing>

#### **Exercises:**

1. What is the difference between Science and Scientific Writing?
2. What is the difference between good and bad Science writing?
3. What are the career opportunities for a Science Writer?

**II. Write a report on a Science Conference conducted in your College.**

**III. Write articles on current issues using the hints**

- Climate Change (Antarctica, global warming, ice sheet, glaciers, sea level, rising temperatures)
- Medicine (technology, innovation, specializations, medical tourism in India, expenses)
- Technology (learning, banking, digitisation, Aatma Nirbhar Bharath, shopping)

## **CHAPTER 9**

### **INTRODUCING THE GUEST, WELCOME SPEECH, VOTE OF THANKS**

#### **Objectives**

- To differentiate the three types of general speeches delivered on various occasions.
- To enhance the ability to learn the steps involved in speech practices.
- To be confident in making speech delivery on the occasion of public gatherings.
- To examine the basics of speech topics and some common forms of entertaining speeches.

#### **INTRODUCING THE GUEST**

A **guest introduction** should focus on the guest's professional work and life achievements and introduce him to the audience who may not know him/ her.

#### **Follow the below-given steps to introduce the guest:**

- Make good notes of the guest's details with his/her prior consent.
- Greet the audience and introduce yourself.
- Start the guest introduction with formal phrases like, "I feel delighted to introduce.....", "It's my pleasure to introduce....."
- Practice pronouncing the guest's name and using appropriate titles in the introduction.
- Give details of relevant information about the guest's bio-data, professional knowledge, life achievements and any other necessary details.
- Conclude your speech by expressing gratitude to the guest.

#### **General Guidelines for Speeches**

Speakers should remember that they use the audience's time and not their own. Never start a speech thinking —This is my time. Always be aware that it is their



time that you are being given. The following points can be kept in mind while preparing for a speech:

**Clarity:** Always speak loudly, clearly and without hurrying. Even if you whisper or speak softly, you shall be audible. The audience must be able to understand what you are trying to express.

**Recite:** It's always better to recite than to read out from a paper. It helps you connect with the audience and communicate better.

**Memorable:** Make lines/words emphatic about remaining in the audience's memory.

**Structure:** Have an adequately planned form and a focal point around which your talk revolves. Never lose sight of what you want to convey. Do not get lost in your own words, which might distract listeners.

**Open well:** Most often, it is in the few opening moments that the audience will be attentive. If you fail to impress them at that time, you may never get back their attention. So, keep the necessary preliminaries short and keep your audience engaged from the beginning.

**Right Tone:** Know your audience. Why are they there? Adopt the right tone to suit your audience. One cannot perhaps talk to a young group of friends, scholarly teachers and a heterogeneous crowd in the same fashion. Are you there trying to motivate, thank, inform or entertain? The purpose of your talk and the audience in front of you shall decide your tone.

**Human touch:** Try to make the audience feel you are one of their kind. Try not to be aloof or mechanical. Try not to sound like you are preaching or trying to sell them a product. Speak like you are speaking to another friend.

**Repeat:** The attention of the audience is not always constant. Hence it is, better to repeat your key points regularly.

**Transition:** Try to get back the audience's attention that might have drifted away with a question followed by a pause. Get them back with loud, hard-hitting phrases like, the lesson is... ', 'the most crucial thing here is... ', please note that... ' etc.

**Theatrics:** Illustrating through facial expressions, eye contact, and gestures would have a better impact than a mere verbal rendition. Be straightforward and flexible rather than fixed and rigid in the use of body language.

**Strong Ending:** Generally, the closing is what the audience will remember. So have a solid ending to your speech. Tie all loose ends of your talk and summarise. Repeat your keywords or statements. Share a success story. Make a call for action.

**Keep it Short:** Remember, it is their time and not yours. Keep your talk short. Make your points and conclude before the audience loses interest in the conversation.

### **Sample for Introducing the Chief Guest**

Good Morning everyone, I am Kumar, Head of the Department of Science. A warm welcome to you all to this International Conference on Sustainability and Eco Entrepreneurship, organised by All India Institute of Science. On this occasion, I feel highly honoured to introduce the chief guest, Prof. and Dr. Sandhya, a renowned environmental activist, an animal lover, a teacher, and an alumnus of All Indian Institute of Science. It is such a privilege to have Prof. and Dr. Sandhya on the stage as the chief guest. Madam ran a private zoo where she took care of the sick and stray animals. She is always in the front when it comes to animal rights and environmental issues. She is an inspiration to many. Prof. and Dr. Sandhya is also an amazing writer. Many of her articles on environmental reforms and sustainability techniques have won her name and fame.

Madam is an amazing person to interact with, especially regarding environmental issues and sustainability. People like her are hard to find. She is our proud alumni.

Everyone should try and inculcate some of the values she owns to protect nature. We are pleased to have an alumnus like her doing something in favour of humanity. Such selfless service is hard to witness. There are numerous professions in today's world. You need to choose the area of your interest and not what others compel you to do. This is what Prof. and Dr. Sandhya did. Her love for kids and academics made her an amazing teacher, her love for animals made her their saviour, and her love for humanity helped her reform society. One should always do what they want to and not what they are forced to do. This is the hymn of a successful person. We are very grateful to Prof. and Dr. Sandhya for accepting our invitation and marking her presence here. I now invite her to light the lamp and enlighten the audience with her thoughts.

**Exercise:**

1. You are the convener of the Student Conference and introduce the Chief Guest, Dr. Akshaya, on this occasion.
2. Consider yourself as a student coordinator and introduce the chief guest on teacher's day.

**WELCOME SPEECH**

The host gives a welcome speech at the beginning of a ceremony or shows warmth and gratitude to those who have taken pains to mark their presence. It is a statement that marks the beginning of any event, meeting, gathering or celebration.

Start your speech by greeting the audience before giving an overview of the event. End the speech by introducing the next speaker, then thank the audience again for attending the programme.

In simple terms, a welcome speech is given to start any special occasion or event, and it is given to welcome an individual into a function.

The focus of an effective welcome speech is always your audience, and your goal is to make them look forward to whatever is coming next. You are uniting and bringing the audience together with the common purpose at the heart of the occasion.

The best way to ensure you strike the right tone in your language is to consider the audience and the event itself.

**How to use the right tone:**

<b>Use Informal if the audience</b>	<b>Use Formal if the audience</b>
known to you	not known to you
of similar age	of mixed age groups
Shares your interests	Has missed interests
And/or the event is for family/ friends.	And/or the event is for business/community organisation.

**The essential components (important information) to cover in your welcome speech are:**

- Start with greetings and your introduction
- Give a short introduction to the event and host.
- Specifically acknowledge and welcome the chief guest, dignitaries, organisers and participants.
- Give a brief overview of the event, like objectives and outcomes.

- Conclude having made everybody feel at ease, eagerly anticipating what is to come/ wishing the best to everyone in the event.

### **Sample Welcome Speech for Conference**

Good Morning to everyone, my name is Koushika. It gives me immense pleasure to welcome you all to the 42<sup>nd</sup> National Conference of the Indian Institute of Design on behalf of the organising committee. I am overwhelmed to receive our Chief Guest, Mr....., Director of the Indian Institute of Design. I also would like to extend a warm welcome to our keynote speakers Mrs.....and Mr.....

I would like to welcome the delegates of the Conference from all over India on behalf of the Indian Institute of Design. Your presence is what adds value to this conference. I welcome all the participants in different categories who are eagerly waiting to present their ideas & views on the topic of discussion.

A warm welcome to all the industry representatives present here who have come to innovate and implement the ideas that will be shared here. I also welcome our media reporters who have come lend their support. I wish you all an enjoyable stay and memorable time with the Indian Institute of Design. It is our pleasure to host you all and to give you a platform to continue the discussion. Once again, I welcome you all.

### **Exercise:**

1. You are celebrating your college cultural fest; write a welcome speech welcoming everyone to the occasion.
2. You are organising a Fresher's Day for your junior batchmates; Write a welcome speech for the occasion.

## **VOTE OF THANKS**

According to the dictionary definition, "a **vote of thanks** is an official speech where the speaker formally thanks a person or a group of the persona for doing something." They usually propose a vote of thanks to the host, organiser and other participants.

Usually, a vote of thanks is a short speech meant to thank everyone and all the speakers who have been part of organising the function, including the people gathered to attend the process.

### **A good vote of thanks must include:**

- Greet the audience and introduce yourself
- Acknowledge the contributions of the eminent people to the event
- Highlight the overview and achievement of the event
- List the name of ~~an~~ individuals to be thanked
- Recall specific ideas or incidents of the event and respond positively
- Thank all the people who ~~were~~ directly/indirectly helped to make the function or event successful
- Conclude with a positive note

### **Sample Vote of Thanks for Function in College**

I wish you a graceful and warm morning to our most valued guests, professors, organising committee members, and dear friends. My name is Fiza, III semester B.Sc., student. It is my privilege to propose a vote of thanks on this occasion.

I, on behalf of Government First Grade College, Bengaluru and the entire fraternity of the college would like to warmly thank the chief guest who took some time out of his busy schedule to spend quality time with us.

I would also like to thank all the teachers for their cooperation. Events like this cannot happen overnight. The wheels started rolling weeks ago, and it requires planning and a worm's eye for detail. Here, we are fortunate enough to be backed by a very dedicated and motivated team of our school who know their tasks and are result oriented. A big "Thank You" to the Masters of the ceremony and the volunteers for your involvement.

I especially thank the people who have been the backbone of the event for through their willingness to take care of us in varying degrees beyond their comfort zone. Therefore, I owe my deepest gratitude to our technical team, the musicians who have spread melodious tone, our media and the press personnel; and finally, I thank the catering staff for their smooth work and the cooperation rendered by their team.

I believe we all have many takeaways from today's event. With this, I conclude and thank you again for making this day a grand success.

Have a wonderful day!

### **Exercise:**

- 1. Write a vote of thanks speech to conclude a Seminar by the Department of English.**
- 2. Write a vote of thanks speech on the occasion of the Annual Sports Meet.**

### **Reference**

**Imprints-3, Prasaraanga, Bengaluru Central University (BCU) Bengaluru, 2020**

[Guidelines for Effective Speech in Communication \(bizcommunicationcoach.com\)](http://bizcommunicationcoach.com)

**Pattern for assessment in Semester II**  
**ASSESSMENT BREAK-UP (60 + 40 =100)**

<b>Summative Assessment (Semester Exam)</b>	<b>Theory</b>	<b>60 marks</b>
<b>Formative Assessment (Internal Assessment for 40 marks)</b>	Internal Assessment First Test	10 marks
	Internal Assessment Second Test	10 marks
	Seminar / Presentations/ Group Discussions/ Debates / Recitation/ Role Play/ Project Report/ Survey/Report writing/Case study/ Book or Art review/ Interviews	20 marks
	<b>Total Internal Assessment Marks</b>	<b>40 marks</b>
	<b>Total marks</b>	<b>100 marks</b>

Workbook should be maintained by the students for Internal Assessment and all exercises should be completed and submitted to the Teacher/faculty concerned for the award of Internal Marks. All the records pertaining to the formative assessment activities will have to be maintained in the department. After proper documentation and uploading of the IA marks to the BCU examination portal, the Workbooks may be returned to the respective students with proper instructions that whenever asked, the students should produce them before the authority.

**Formative Assessment (Internal Assessment 40 marks)**

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



**Internal Assessment First Test (10 marks)**

- 1. Answer the questions set on any one of the passages given in the Work Book.**

**5 X 1 = 5**

**Q1.**

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**Q2.**

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**Q3.**

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**Q4.**

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**Q5.**

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- 2. Choose any Five words from the course book and write  
Synonyms/Antonyms**

**5 X 1 = 5**

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**

### Internal Assessment Second Test (10 marks)

**I Answer any one of the following questions in two pages      1 X 10 = 10**

**(Students should get questions from the teacher/faculty. Questions may be given from any chapter from the course book)**

**Q1.**

**Q2.**

**Q3.**

**Answer:** \_\_\_\_\_

[illegible]





**Seminar / Presentations/ Group Discussions/ Debates / Recitation/ Role Play/  
Project Report/ Survey/Report writing/Case study/ Book or Art review/  
Interviews/Science Writing** **20 marks**

**I Any one of the above Activities may be conducted and marks may be recorded below stating the activity.**

**Title of the Activity:**

[illegible]

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## DECLARATION

**Name of the college:**

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This is to certify that (Name of the student) \_\_\_\_\_  
bearing the Register Number \_\_\_\_\_ is a student of II  
sem B.Sc./B.C.A./B.Sc. FAD/ \_\_\_\_\_ and has successfully completed all the  
**Formative Assessment Activities** required for *Internal Assessment Marks* and  
has scored \_\_\_\_\_ marks out of 40 marks during the Academic Year 202\_\_ -  
202\_\_.

**Signature  
of the student**

**Signature of  
the Faculty**

**Signature of HOD  
with Seal**

## **QUESTION PAPER PATTERN**

**II Semester B.Sc./B.C.A/B.Sc.(FAD)/B.V.A., Degree Examination**

**(Semester Scheme-CBCS)**

**(As per NEP Model)**

**GENERIC ENGLISH**

**LANGUAGE ENGLISH-II (LINGUA FRANCA-II)**

**Time-2.30 Hours**

**Max. Marks-60**

*Instructions: 1. Read all the instructions carefully and write answers.*

*2. Write the question number correctly.*

### **SECTION-A**

**(Workbook-40 marks)**

**I Answer the questions set on the given passage and suggest a suitable title**  
**(4x1=4 and 1 mark for the suitable title) 5**

**II Do as directed any FIVE of the following 5 x 1 = 5**

- 1. Choose the correct synonym for the word given below:**
- 2. Choose the correct antonym for the word given below:**
- 3. Add a suitable affix to the word given in brackets and fill in the blanks:**
- 4. Fill in the blank with a suitable homonym in the given sentence:**
- 5. Write a suitable homophone for the word given below:**
- 6. Identify the proper collocation in the following pairs:**

**III Do as directed:** **3 x 1 = 3**

(Three questions on the chapter **Cloze Test** should be set for **3** marks)

**IV Fill in the blanks with suitable tense forms** **3 X 1 = 3**

(Three questions on the chapter **Tenses** for **3** marks should be set)

**V Change the following sentences/Dialogue into reported speech:** **5**

**VI Complete/Write a dialogue on the given incident/situation/between two speakers:** **5**

**VII Answer any TWO of the following questions in one/two sentences:**

**2 X 2 = 4**

(Three questions may be set on the chapter **Verbal and Non-Verbal communication**)

**VIII Write a paragraph on the given topic not less than TEN sentences** **5**

**IX You have invited an eminent educationist as the chief guest to your college annual day. Prepare a welcome speech, using the profile given below:** **5**  
**OR**

**Prepare a vote of thanks for the same occasion as mentioned above.**

### **SECTION-B**

**(Coursebook-20 marks)**

**X Answer any FIVE of the following in a word/phrase/sentence:** **5x1=5**

**XI Answer any ONE of the following in about a page:** **1x5=5**

**XII Answer any ONE of the following in about two pages:** **1x10=10**



## **MODEL QUESTION PAPER**

**II Semester B.Sc./B.C.A/B.Sc.(FAD)/B.V.A., Degree Examination**

**(Semester Scheme-CBCS)**

**(As per NEP Model)**

**GENERIC ENGLISH**

**LANGUAGE ENGLISH-II (LINGUA FRANCA-II)**

**Time-2.30 Hours**

**Max. Marks-60**

*Instructions: 1. Read all the instructions carefully and write answers.*

*2. Write the question number correctly.*

### **SECTION-A**

**(Workbook-40 marks)**

**I Answer the questions set on the given passage and suggest a suitable title:**

**(4x1=4 and 1 mark for the suitable title)**

**5 x 1 =5**

Ever since I saw a programme on ‘Heritage Toy Train of Darjeeling’ I was seized with a wish to enjoy a ride on it. I saved money for the trip. One day I was on the train to Jalpaiguri from Delhi.

From Jalpaiguri to Darjeeling it is 82 Kms on the toy train. The very sight of the Toy Train excited me, and my eyes sparkled. Finally, I was in the dream toy. The experience indeed was off unforgettable as the train chugged through lush green and thick Terai forests. The scenes all around me were just out with a fairy tale book. There were fascinating hills, waterfalls and woolly clouds almost touching the ground. The mist-filled valleys and hills lent a dreamy touch to the journey. The tall trees of oak, pine and fir stood majestically adding beauty to the scene. At most of the places, the train ran alongside the motor road. The huge terraced tea plantations all along the track presented a thrilling picture that wetted the eyes. It was a real journey through a dreamland. The entire train journey took six hours but

the time flew as fast as it does in a dream, years and days compressed into a few seconds-minutes.

The Toy Train passed through by tiny villages or clusters of houses or buildings on both sides. The coaches ran so close to the shops that one could pick up goods from them or talk to the shopkeepers in low voices. The school children ran along the toy coaches and giggled at the passengers. The train slowly climbed up the mountains. The people got on or off the running train with ridiculous ease and safety. All along the track, innocent and happy faces of mountain people smiled at the passengers. The women folk wore colourfull woollen garments which made them look like mountain fairies. To ascend the mountain heights, the Toy Train ran on a zig-zag track. I felt sorry when someone alerted me that the next was the terminal station of Darjeeling. How I wished more of the toy Train!

1. What trees are commonly seen along the Toy Train track?
2. Why do the narrator's eyes sparkle?
3. Who are the mountain fairies?
4. Why does the narrator feel sorry?
5. Suggest a suitable title for the passage.

**II Do as directed any FIVE of the following**

**5 x 1 = 5**

**1. Choose the correct synonym for the word given below:**

**Swift**

- a. Move      b. Speedy      c. Leisurely      d. Sluggish

**2. Choose the correct antonym for the word given below:**

**Spread**

- a. Prepare      b. Diffusion      c. Collect      d. Increase

**3. Add a suitable affix to the word given in brackets and fill in the blanks:**

There were only a \_\_\_\_\_ of people in the theatre. (hand)

**4. Frame two sentences using the given homonym**

Address

**5. Fill in the blank with a suitable homophone in the given sentence:**

I \_\_\_\_\_ you all messages yesterday. (Cent, Scent, Sent)

**6. Frame a sentence using the following collocation:**

to come prepared -

**III Do as directed**

**3 X 1 = 3**

1. Meena met \_\_\_\_\_ youth. (Fill in the blank with a suitable article)
2. Kareem travels \_\_\_\_\_ train. (Fill in the blank with a suitable preposition)
3. Physics \_\_\_\_\_ an interesting subject. (Fill in the blank with a suitable verb form)

**IV Fill in the blanks with suitable tense forms**

**3 X 1 = 3**

1. Shastri \_\_\_\_\_ (meet) my mother yesterday.
2. I \_\_\_\_\_ (dance) now.
3. Kunal \_\_\_\_\_ (go) to market tomorrow.

**V Change the given below dialogue into reported speech:**

**5**

**Kiran:** I am reading an interesting story, "The Eyes are not here".

**Lucy:** Oh!, really it is an interesting story of a blind girl.

**Salma:** Where does take place?

**Dimple:** The entire story takes place on a train en route to Saharanpur.

**Lakshmi:** Can you tell me the author of the story?

**VI Write a dialogue on the given incident between Jawahar and Rakesh.**

**5X1=5**

Imagine, there was a heavy rain, Jawahar forgot to stop his car at Rakesh's house and drove straight to college. After he reached college, he realised his mistake. Write the dialogue he would have with Rakesh, his classmate, in order to apologise.

**VII Answer any TWO of the following questions in one/two sentences:**

**2 X 2 = 4**

1. List the categories of non-verbal communication.
2. What is Communication?
3. Name any one of the differences between talking and writing.

**VIII Write a paragraph on the given topic not less than TEN sentences 5**

Inventions in Science

**IX You have invited an eminent educationist as the chief guest to your college annual day. Prepare a welcome speech, using the profile given below:**

**5**

Dr. Purna, renowned Microbiologist, Bengaluru City University, Published 200 research articles, participated in 100 seminars, a good singer, children science writer, awarded with Padmabhushan Award in 2009, a social worker and a Philanthropist.

**OR**

**Prepare a vote of thanks for the same occasion as mentioned above.**

## SECTION-B

(Coursebook-20 marks)

**X Answer any FIVE of the following in a word/phrase/sentence: 5x1=5**

1. Slavery was abolished in \_\_\_\_\_
2. What do tabloids do to celebrities?
3. In which language Gandhi spoke to his children?
4. Who opposed Lohia?
5. Who do the banks treat compassionately?
6. Name two *hard things* that Quince sees.
7. What virtue does Devadutta represent?

**XI Answer any ONE of the following in about a page: 1x5=5**

1. Why is India described as Britain's 'Cash cow'?
2. Explain the speaker's handling of his celebrity status?
3. How do bankers treat rich people?

**XII Answer any ONE of the following in about two pages: 1x10=10**

1. Explain the views presented by the speaker in favour of reparations to India.
2. Comment on the tone of the poem 'Celebrity'.
3. Discuss Gandhi's views on English and learning through English.