BENGALURU CITY UNIVERSITY

LINGUA FRANCA-I

Generic English Text Book
(Under the National Education Policy-NEP-2020)

(PART-I WORK BOOK)

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

Editor

Dr. Thandava Gowda T N

PRASARANGA

Bengaluru City University (BCU)
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From 2021-22

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LINGUA FRANCA-I Generic English Work Book for I 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).

FOREWORD

LINGUA FRANCA-I Generic English Work Book for I 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 facilitates the enrichment of students' *'Ability Enhancement'* for facing the challenges 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 and commitment. They have also ensured quality in every chapter of the book. I thank the Director of Bengaluru City University Press and their Staff for bringing out the book neatly and quickly.

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

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

PREFACE

LINGUA FRANCA-I Generic English Work Book for I 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 first book 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 tasks 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), has 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 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.

Dr. Thandava Gowda T N
Chairperson
Board of Studies (UG)
Bengaluru City University

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Dr. T.N. Thandava Gowda

Chairperson, Department of English, BCU

MEMBERS OF THE TEXT BOOK COMMITTEE

B.Sc. /B.C.A / B.Sc., (FAD)/B.V.A., and Courses coming under the Faculty of Science (BCU)

Dr. G. M. Murtheppa
Chairperson
Assistant Professor of English
Department of English
Government First Grade College
Yalahanka, Bengaluru-560064

Dr. Narasimharaju K
BOS Member
Associate Professor and HOD
Department of English
R.C. College, Race Course Road,
Bengaluru-560001

Dr. Sapna G. S
Associate Professor and HOD
Department of English
Seshadripuram College
Seshadripuram
Bengaluru-560020

Mr. Munanjinappa K
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Jala Hobli,
Bengaluru North-562157

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Department of English
Abbas Khan Degree College for Women,
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Bengaluru-560002

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Department of English
Acharya Institute of Graduate Studies
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Department of English
Malleshwaram Ladies Association:
Academy of Higher Learning
Malleshwaram,
Bengaluru-560003

Mr. Arunkumar V
Assistant Professor
Department of English
Nitte School of Fashion Technology
and Interior Design, Govindapura,
Yalahanka,
Bengaluru-560064

A note to the Teacher

LINGUA FRANCA-I, Generic English Text Book for I 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 with the model and guidelines of NEP 2020. It enriches students' **'Ability Enhancement'** through English language skills to take on the challenges posed to them in the **'Pluralistic Multilingualism'**. It is the first 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 innumerable shades 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** through Comprehension passages, Data Interpretation Skills, Listening versus hearing, listening skills relating to job interviews and conversations (audio and video). **Productive Skills** are taught to the students through Introducing oneself, Introducing others, Making requests, Enquiries, Offering help, Congratulating, Seeking permission, Giving instructions and Directions, Question forms and Question tags, Subject-verb agreement and Derivatives. Further, each topic under Receptive and Productive Skills is defined with examples. Some sample exercises are solved in the Work Book to make the process of learning the language cosy and joyful. Need based exercises/tasks are designed so that the students with the intervention of the teacher can practise and learn the required language skills.

Each chapter begins with the teaching technique of **brainstorming** whereby the teacher can draw the attention of the students towards the topic and the objective of the chapter by reinstating the language skills that the students are already exposed to. Added to this, it has been clearly mentioned that some exercises in some chapters are exclusively meant for classroom activity and assignment. A model question paper has been given at the end of the Work Book for the guidance of teachers and students.

Unit-I deals with **Receptive Skills**. In this Unit, Chapter-1 deals with **Comprehension passages** whereby the students are exposed to the reading skills like **Skimming** and **Scanning** paving way to enrich the reading and comprehension ability of the students. **Chapter-2** throws light on Data Interpretation skills where the students will be taught to analyse different data through Bar graphs, Pie charts and Tree diagrams. This chapter will enhance the ability of critical thinking and creative writing of the students too. **Chapter-3** and **4** are devoted to teaching and exposing the students to the listening and hearing skills; differences between listening and hearing; listening skills pertaining to job interviews and conversations. A few samples and exercises/tasks that can be used as a classroom activity such as role play, mock interview have been included in it. **Chapter 4** is not meant for testing the students in the examination. Audio and video links have been provided. These links are indicative only. Teachers have the liberty to make use of their own teaching techniques and strategies while teaching listening and hearing. They can use the activities given in these two chapters as a classroom testing activity. While assessing the students for Internal Marks, the teachers should make use of the exercises/tasks/activities given in the **Chapter 4**.

Unit-II, Productive Skills, enhances the communication skills like introducing oneself and others, requests, enquiry, congratulating, offering help, seeking permission, giving instructions and directions, ability of questioning and question forms and tags; subject-verb agreement and derivatives. The tasks/exercises/activities that are included in each chapter are meant to enhance the communication skills of the students if they are properly taught and learnt.

The Committee place on records 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,** for the steadfast support and timely inputs. We are grateful to the Staff of Prasaranga, 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 adventure of all the **members of the Text Book Committee** for showering their in-depth knowledge and teaching expertise into the Work Book without which **Lingua Franca-I** would not have been possible in the record time.

Dr. G. M. Murtheppa
    Chairperson
Textbook Committee

CONTENTS

WORK BOOK

UNIT-1 RECEPTIVE SKILLS (Reading and Listening Skills)

CHAPTER 1

READING COMPREHENSION
Skimming and Scanning

Brainstorming

> ➢ **How do you read?**
> ➢ **Do you know any reading methods?**
> ➢ *Reading maketh a full man; conference a ready man; and writing an exact man….* **Comment.**
>
> *-Francis Bacon*

Introduction

Reading Comprehension means understanding text spoken, written and/or visual. It is the ability to process text, understand and integrate with what the reader already knows. Comprehension is an active and complex process which:

- Includes the act of simultaneously extracting and constructing meaning from text.

- Enables meaning derivations from texts while engaging in intentional problem solving and thinking processes.

- Cultivates meaning through lived and institutionally situated social, cultural and intellectual practices

- Helps the students with reading comprehension strategies through skills that facilitate their understanding and analyses of written texts

- Cultivates love for reading

- Develops LSRW Skills

- Introduces new ideas and concepts

- Assists students to build on their prior knowledge

- Teaches students how to relate the ideas and concepts to real-life experience

Reading comprehension is essential for many significant aspects of daily life, such as-

- Reading, understanding, and analyzing literature from English classes.

- Reading and understanding texts from other course subjects, such as History, Math, or Science.

- Understanding and engaging with current events presented in written form, such as news reports.

- Responding to official correspondence, such as essays, reports, memos, and analyses.

- Taking pleasure in written work in leisure time.

Purpose of reading Comprehension Passages

"Real reading has to do with thinking, learning and expanding a reader's knowledge and horizons. It has to do with building on past knowledge, mastering new information and connecting with the minds of those you've never met."

-Zimmerman, S. and Hutchins, C.

- Integration- students don't just remember the exact words and phrases read. They form a mental model of what the text describes by integrating the sense of the words and sentences into a meaningful whole, like a film that plays in our head.

- Reproduction- Once the passage is understood, one will be able to reproduce the same passage in our own words

- Builds the foundation for high-level thinking in different disciplines.

Here are some points to build upon for enhancing comprehension through passages:

- Focus on vocabulary
- Observe the sense of language
- Develop the ability to identify meanings of phrases or words through multiple readings.
- The gist of the written text
- Infer and conclude based on the context

(Note: All the questions in comprehension are directly related to the passage)

How to read and answer questions

While answering comprehension passages, the most important part is to read the passage carefully. To answer a comprehension question properly one needs to do the following.

- Decipher what is just read.
- Make a stable connection between what is read and what knowledge one already has.
- Focus on key words and main sentences to expand vocabulary context.
- Acquaintance with different writing styles and different text genres.
- Summarise the main idea and specific details from a reading passage.
- Make note of key words and key sentences in the given passage.

Skimming and Scanning

Skimming and scanning are two very different strategies for **rapid reading**. They are used for different purposes, and they require different reading skills, but they are very significant to go about reading comprehension.

Skimming is the process of quickly viewing a section of text to get a general impression of the author's main argument, themes or ideas. Skimming refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading selection. The major function of skimming technique is to gather the gist of a text.

Purposes of Skimming
- To see what is in the news on a website or on a paper
- To look through a text to decide whether you want to read it or not
- To look through the television guide/program schedule to plan your evening
- To see through a catalogue to choose an offer
- To go through the options after searching something on Google

Scanning a text means looking through it quickly to find specific information. Scanning is a reading technique to be used when the student wants to find specific information. Now it may be applied to the real-life example of a dictionary, wherein one looks for a specific word meaning or a directory wherein one searches for the phone number of someone.

How to Scan:

* State the specific information looking for.
* Try to anticipate how the answer will appear and what clues the student might use to help locate the answer. For example, if the student were looking for a certain date, he/she would quickly read the paragraph looking only for numbers.
* Use headings and any other aids that will help identify which sections might contain the information looking for.
* Selectively read and skip through sections of the passage.

Purposes of Scanning
- To search for a word in a dictionary or index
- To find a phone number or an address in a directory
- To check the time schedule of a program in an agenda
- To check the price of a specific item in a catalogue
- To know a particular information from a text

Sample Passage with solved answers
Musical Instruments

There are many different kinds of musical instruments. They are divided into three main classes according to the way that they are played. For example, some instruments are played by blowing air into them. These are called *wind* instruments. In some of these the air is made to vibrate inside a wooden tube, and these are said to be of the *woodwind* family. Examples of woodwind instruments are the flute, the clarinet and the bassoon. Other instruments are made of *brass*: the trumpet and the horn, for example. There are also various other wind instruments such as the mouth-organ and the bagpipes.

Some instruments are played by banging or striking them. One obvious example is the drum, of which there are various kinds. Instruments like this are called *percussion* instruments.

The last big group of musical instruments is the ones which have strings. There are two main kinds of *stringed* instruments: those in which the music is made by plucking the strings and those where the player draws a bow across the strings. Examples of the former are the harp and guitar. Examples of the latter are the violin and the cello.

1. What are wind instruments?
   Ans: Wind instruments are instruments that are played by blowing air into them.
2. What are percussion instruments?
   Ans: Instruments which are played by banging or striking them are called *percussion* instruments.
3. Which instruments are made of brass?
   Ans: The instruments which are made of brass are trumpet and the horn.
4. Name the two main kinds of *stringed* instruments.
   Ans: Harp and Guitar

5. Examples of woodwind instruments are the *flute, the clarinet and the bassoon.*

Exercises

Skim the following passage and answer the questions.
Society of the spectacle

Today's world can truly be called a "society of the spectacle", a phrase that the French sociologist and thinker Guy de Bord used decades earlier. Every act of lived experience has today become a spectacle. It would be a little incorrect to say that this craze for spectacle-izing everything that occurs around us is a recent phenomenon. If one had watched The Pirates of The Caribbean movies, one would realise that even in the late eighteenth century, executions were public events - a large portion of the populace would gather around the site of the hanging in the city square in order to see justice being meted out in front of their very own eyes. It was also a form of popular entertainment. It was a sort of a collective public blood-letting.

The spectacle that the contemporary society has become is an overwhelming experience. One enters into a restaurant, orders an exotic dish – but the proof of having eaten it doesn't exist until tons of photographs are clicked from varied angles and shared on social networking sites, one goes for a holiday to a calm and serene location, but is all the while busy telling the world about it. It is as if one has to document every moment of one's existence. When does one live that moment then? Perhaps it is in the documentation that one survives these days!

Questions:

1) What is the "Society of the spectacle"?

2) When **o**ne enters into a restaurant and orders an exotic dish, what do they do?

3) What do people do when they go for holiday?

4) Besides documentation, what is the other function of the spectacle?

5) Every act of lived experience becomes today**--------------**

Read the following passages and answer the questions given below

 Steven Paul Jobs

Steven Paul Jobs was an American information technology entrepreneur and inventor. He was the co-founder, chairman, and chief executive officer (CEO) of Apple Inc. Steve Jobs was born on February 24, 1955, he was adopted at birth in San Francisco, and raised in the San Francisco Bay Area during the 1960s. As a boy, Jobs and his father worked on electronics in the family garage, Paul showed his son how to take apart and reconstruct electronics. A few years later, while Jobs was enrolled at Homestead High School, he was introduced to his future partner Steve Wozniak. In 1974, Jobs took a position as a video game designer with Atari. In 1976, when Jobs was just 21, he and Wozniak started Apple Computer. Jobs and Wozniak are credited with revolutionizing the computer industry by making machines smaller, cheaper, and accessible to consumers. Jobs in charge of marketing Apple initially marketed the computers for $666.66 each. The Apple I earned the corporation around $774,000. Three years after the release of Apple's second model, the Apple II, the company's sales increased by 700 per cent to $139 million. Jobs left Apple in 1985 to begin a new hardware and software enterprise called NeXT, Inc. The following year Jobs purchased an animation company which later became Pixar Animation Studios. The studio merged with Walt Disney in 2006, making Jobs Disney's largest shareholder. In 1996, Jobs returned to his post as Apple's CEO. Jobs put Apple back on track. Apple introduced products as the Macbook Air, iPod and iPhone, all of which have dictated the evolution of modern technology. In 2008, iTunes became the second-biggest music retailer in America. In the early 1990s; Jobs met Laurene Powell and they married on March 18, 1991, and lived in Palo Alto, California, with their three children. Jobs was

diagnosed with a pancreatic neuroendocrine tumour in 2003 and died of respiratory arrest related to the tumour on October 5, 2011. He was 56 years old.

Answer the following questions

1. Who was Steven Paul Jobs?

2. What were the posts held by Steven Paul Jobs?

3. Jobs was diagnosed with ---------------- disease.

4. Who was Steve's partner and what did they start?

5. Name the products introduced by Apple.

How to save life by artificial respiration?

In certain accidents, if breathing stops, it is possible to save life by artificial respiration. This means that someone else causes air to enter and leave a person's lungs. The method of artificial respiration now recommended by the U.S Army, the Red Cross, and the Boy Scouts of America is a method of mouth-to-mouth breathing. First, place the victim face up. Tilt his head back so that his chain is pointing upward. Next if there is any foreign matter in his mouth, wipe it out quickly with your fingers. Then with your right –head thumb, pull his jaw down to clear his tongue from the air passage in the back of his mouth. With your left hand, pinch his nostrils to prevent the air you blow into his mouth from escaping through his nose. Now, place your mouths   tightly over the victim's and blow into his mouth until you see and listen to the outrush of air that indicates air exchange. Repeat blowing. For an adult, blow vigorously, at a rate of about twelve breaths a minute. For a young child, take relatively shallow breaths, at a rate of about twenty a minute.

Answer the following questions

1. What is the end goal of the process described in the passage?

2. How does the writer define 'artificial respiration?

3. What is the first step of artificial respiration?

4. Who all recommended the method of artificial respiration?

5. What is the final step of artificial respiration?

How is paper processed?

Paper is made of millions of tiny fibers. The fibers are cellulose, a substance from the cell walls of plans. The cellulose used in paper today comes mostly from trees. When the bark of a tree log has been stripped off, the wood is ready to be turned into pulp. Pulping is done either by grinding up the wood or by cooking it with chemicals. Some pulping methods use both grinding and cooking. The wood pulp is then screened and washed to clean out impurities and chemicals and it may then be bleached to make the paper whitener so that printing or writing shows up better on it.

In the next step, the pulp is beaten in a large mixing machine and mixed with water. The beating frays the fibers, which help them, mat together. Starch, clay, or other materials may be added to improve the surface of the paper for printing and writing. The pulp then goes into a machine called a Jordan refiner, where the fibers are trimmed evenly. At this stage the pulp consists of 99 percent water and 1 percent fiber. It is now ready to go into the papermaking machine.

In this machine, water drains out of the pulp through a screen, and suction pulps remove more water. The screen vibrates to make the fibers interlock and mat together. The wet mat then passes under a roller that presses it down into a smoother sheet.

Then, the sheet goes through a series of pressing rolls, which squeeze out water and make the paper dense and smooth. Then it travels through a series of heated drums called driers. At this time a coating can be applied to make the paper smooth and shiny. Paper comes off the machines in large rolls. It is trimmed to take off the rough edges and cut to the desired width.

Answer the questions.

1. Paper is made of----------------.

2. What is the process of pulping?

3. Which other materials are added to improve the surface of the paper for printing and writing?

4. ----------------is added to make the paper white.

5. The cellulose used in paper today comes mostly from _____

     a. plants

     b. trees

     c. gum

     d. fibers

CHAPTER 2

DATA INTERPRETATION – BAR GRAPH, PIE CHART AND TREE DIAGRAM

Brainstorming

- Have you ever seen the cricket score board?
- Have you listened to the sports commentary in any media?
- How does Data Interpretation help to hone one's language skills?

Introduction

"The ability to take data, to be able to understand it, to process it, to extract value from it, to visualise it, to communicate it – is going to be a hugely important skill in the next decades."

-Hal Varian, Chief Economist, Google.

Data is the raw form of collected facts from various sources for the purpose of ***analysis and interpretation***. It can be stored in hard/soft copy format. The data stored in computers will be more effective for the purpose of analysis using various software like MS, Excel, SPSS and so on.

Data and Information

Data is a collection of raw facts while information is processed data which is readily available for decision making in business and research. The differences between Data and Information can be understood from the table.

Data	Information
Collection of facts from sources	It is processed data
Data is an individual fact	It is formed with groups of data
Data may not carry any meaning	Information carries logical meaning
Decision cannot be taken only on Data	Information is a main source for decision making
Ex: Covid 19 test result of single person	Ex: Positive percentage rate of Covid 19 in a particular state in the years.

Data Interpretation: Data Interpretation is the process of making sense out of a collection of data that has been processed. Using diagrams and graphs for analysis of the data is more effective in understanding and drawing conclusions. Interpretation can and may be presented in various forms like ***bar graphs, pie charts, tree diagrams,*** etc.

Differences between Bar Graph and Pie chart

Bar Graph	Pie chart
Bar graphs plot the absolute values.	Pie charts calculate the relative values by converting them to angles.
Can be classified as vertical, horizontal, multiple bars, or grouped bars.	Different dimension with no classification.
Bar graphs offer more flexibility	Pie charts need more labeling.
Suitable to small and large data categories	Suitable for small data categories.
Bar graph can be quickly drawn.	Pie charts can take more time to determine the proportions.

Advantages of using charts and diagrams in data analysis
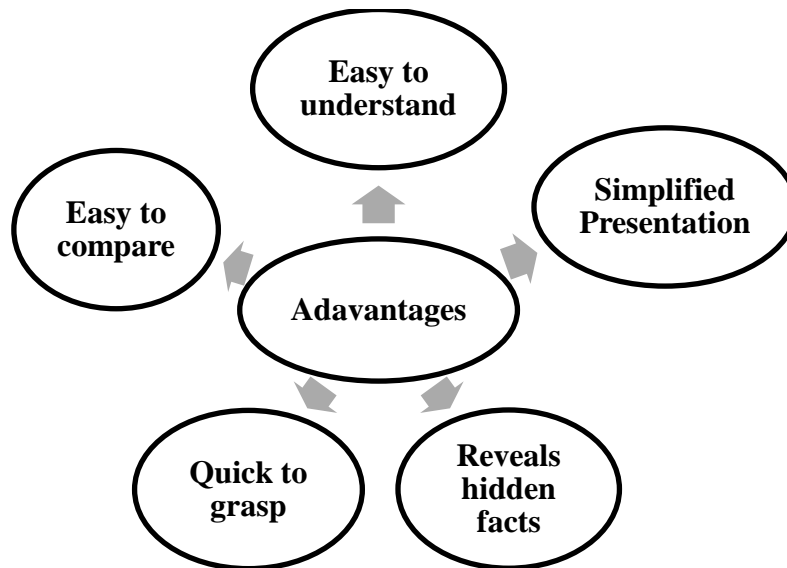
1. Bar Graph

A Bar Graph is a pictorial representation of data in the form of parallel bars on a graph. A typical bar graph has a label or title, x-axis, y-axis, scales or increments for the axis, and bars. Some graphs may also have a legend that specifies what various colours represent, such as in a stacked bar graph. Bar graphs are ideal for comparing two or more values or values over time. Data is displayed either horizontally or vertically. Single bar graphs are used to convey discrete values of an item within a category.

Sample

Graph shows the purpose of cell phone usage by 80 college students

	Social Media	Education	Call and SMS	Other usage
Values	30	20	10	20
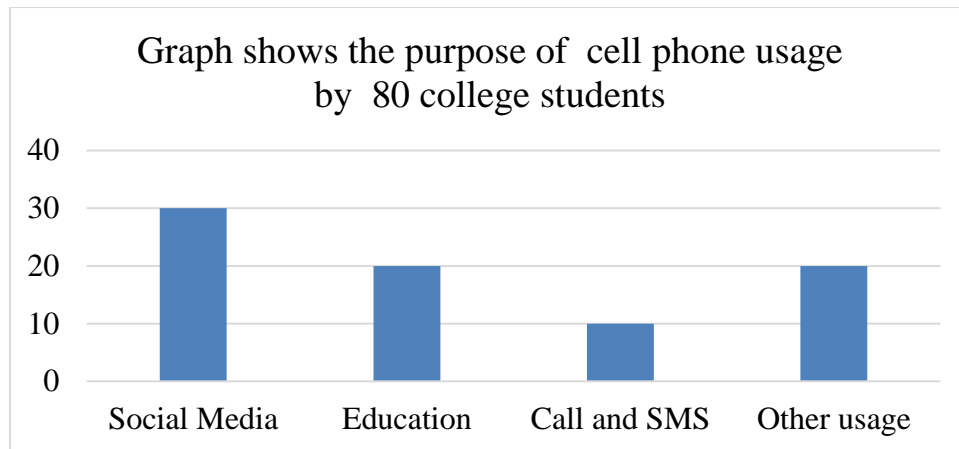
In today's world, a cell phone has become an irreplaceable component of one's life. The day begins with checking phone notifications and culminates with extending greetings to family members and friends. In the above Bar graph X axis showing numbers indicates number of students and the Y axis showing the purposes of using phones indicates the categories of usage. The above Bar graph depicts how students use phones for different purposes. To analyse, 80 students' opinions were gathered. 30 students indicated they use their cell phones to update their status and see who they are following on social media platforms like Facebook, WhatsApp, Instagram, and Twitter to keep connected virtually. Attending online classes, completing homework, and enrolling in online certificate courses are all options for 20 students who utilise their mobile devices to continue their education. 10 students claimed that they use their cell phones to make and receive phone calls and texts. Mobile phones are used for calls and text messages on a limited basis. 20 students utilise their phones for a variety of purposes. It shows how cell phones are utilised for various purposes, as well as their benefits and how frequently they are in hand.

Exercises

1. Using the graphical representation given below, write a paragraph analysing the sales datum of the electronic shop during October 2021.

NO. OF ITEMS SOLD

	50	10	5	3
	MOBILES	TVS	WASHING MACHINES	DISHWASHERS
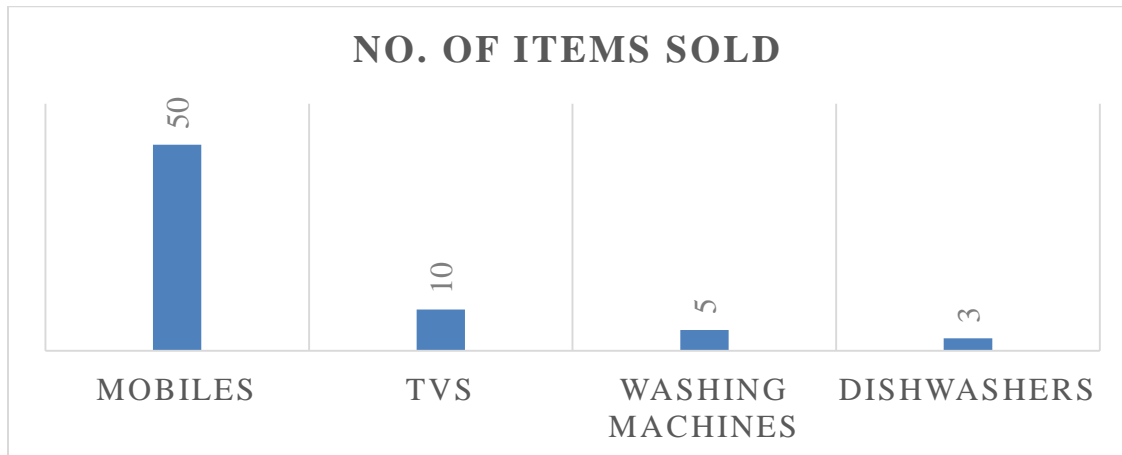
2. Given bar graph below shows the opinion of the people on the causes of water pollution. Write an interpretation on the bar graph.

Opinion of the people on the causes for water pollution

Domestic sewage	Industries	Hotels	Garbage dumping	Activities such Laundry
10%	35%	20%	25%	10%
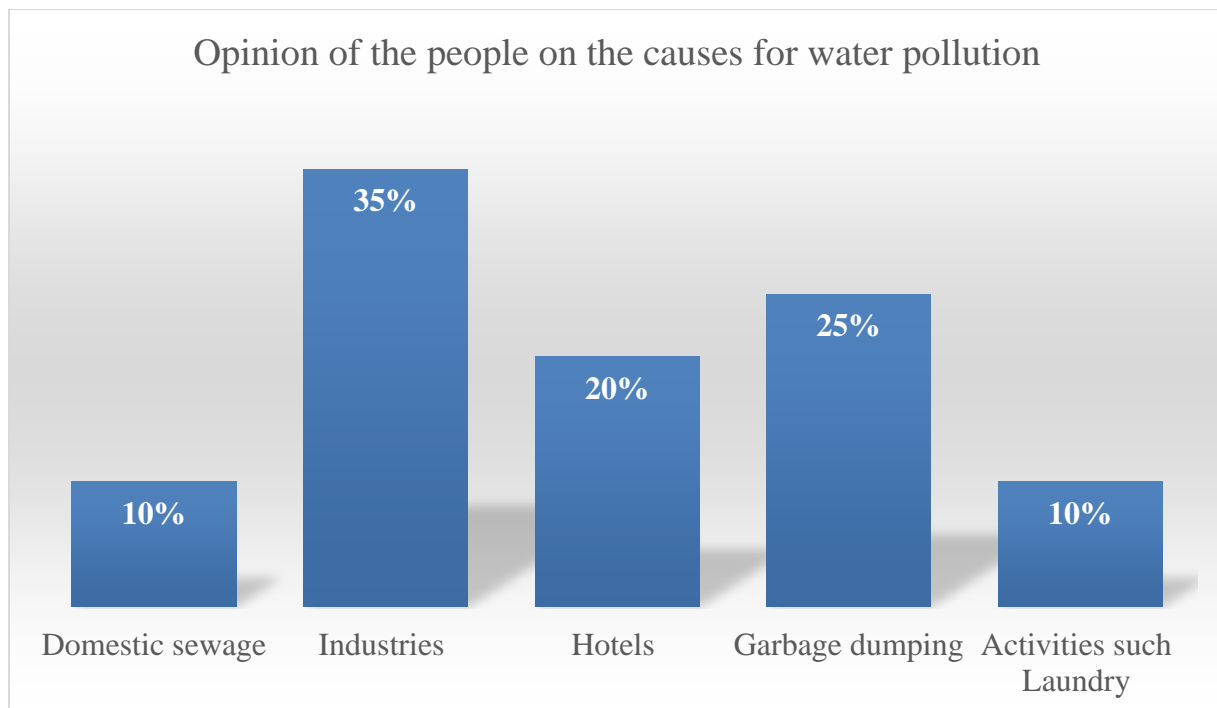
3. The bar graph given below depicts the country's forex reserve information over an eight-year period. Write an interpretation based on the information provided.

Forex reserve in $ (Millions)
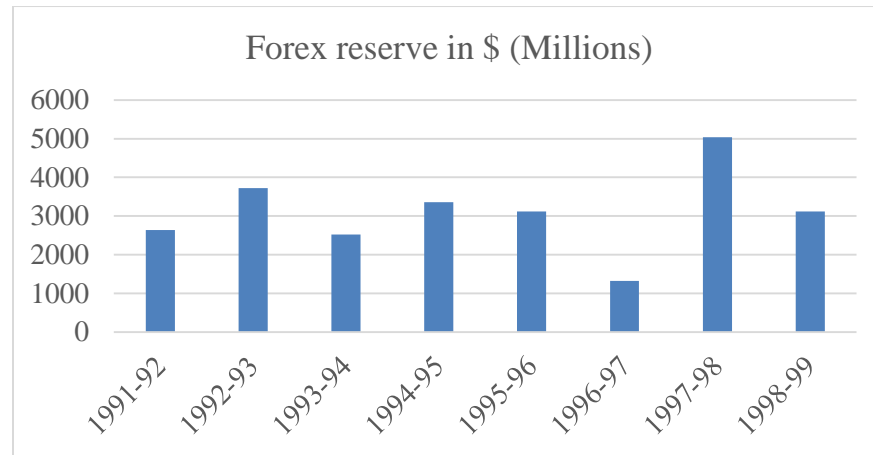
2. Pie Chart

A Pie Chart is a sort of graph that records data in a circular pattern and divides it into sectors to represent the data of a specific component of the entire statistical information. The proportionate component of the whole is reflected by each of these sectors or slices. Pie charts, also known as Pie diagrams, help in better analysis and processing of information. It can also be used to compare two sources of data.

A Pie Chart is a type of chart that visually displays the same data in a different circle. It is one of the most used graphs to represent data using the attributes of circles, spheres, and angular data to represent real-world information.

Sample

Imagine you've conducted a survey among your friends to ascertain what types of films they adore. Explore the pie chart and deliberate about the meaning.

Chart shows the respondent's interest on movies

■ Comedy ■ Drama ■ Thriller ■ Action ■ Science and Fiction
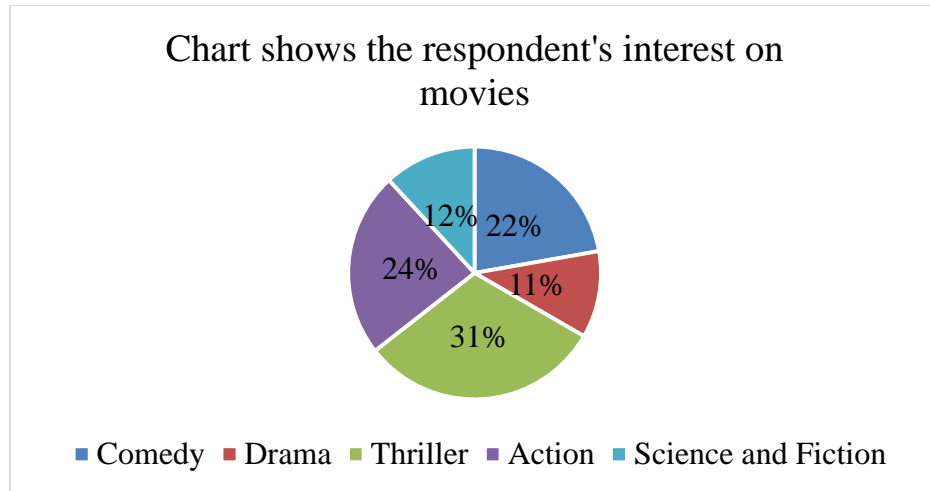
People usually like to watch movies and they will have their own interests and tastes in watching the movies. Movies depict plenty of imaginative and multi-dimensional views in varied circumstances. Movies are not just meant for entertainment. They also portray the life of humankind. The perception about movies differs from individual to individual based on their interests. The given pie charts clearly indicate that 31% of the respondents like thriller movies followed by 24% who like action and 22% like comedy. 11% and 12% of the people responded that they like comedy and science and fiction respectively. In conclusion, the present generation is more fascinated by thrillers and action movies compared to other types of movies.

Exercises

1. **The Pie chart given below is an abstract of grades secured by students in a college. Interpret the same in about 250-300 words.**
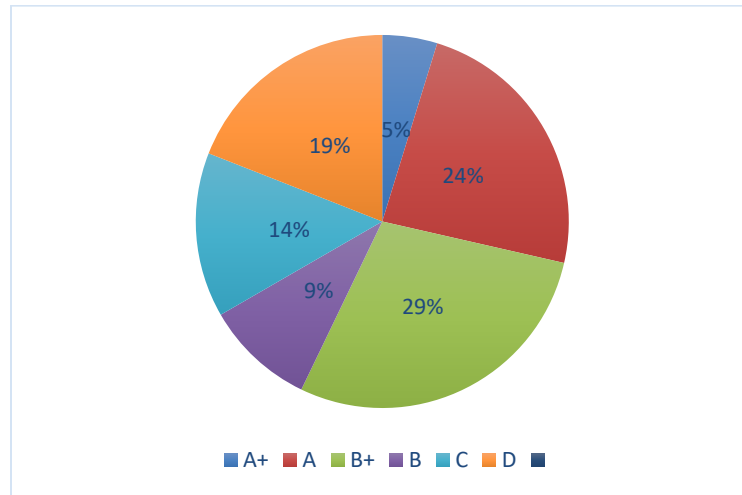
2. **The given Pie chart below comprises the details of a family's monthly expenditure. Interpret the same in about 250-300 words.**
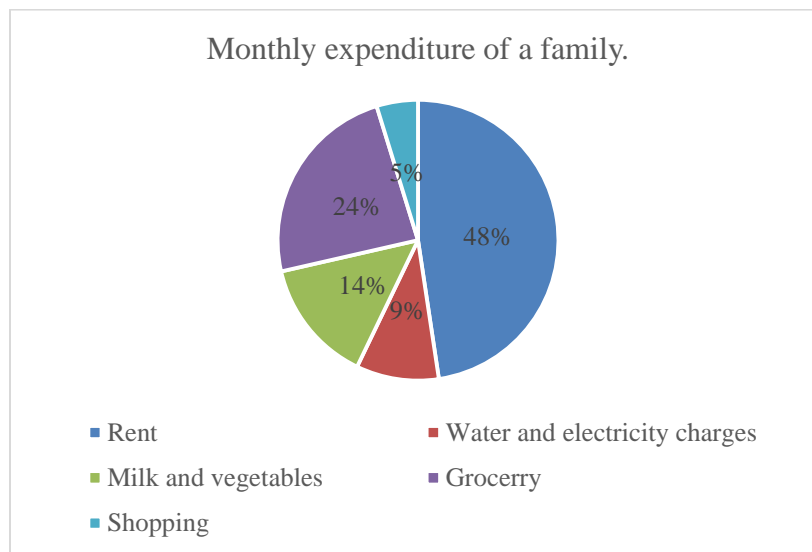
Tree Diagram

A tree diagram is a new management planning tool that depicts the hierarchy of tasks and subtasks to be completed with objectivity. It starts with one item that branches into two or more, each of which branches into two or more, and so on. The finished diagram bears a resemblance to a tree, with a trunk and multiple branches.

Sample

The tree diagram given below depicts the branches and sub-branches of the word literature. The same has been explained in detail. Use this as a reference.

```
                              Literature
                                  |
        Definition of Literature  [Mirror of life =  Refletion of life = Criticism of Life
                                  |
                         Branches of Literature
                                  |
        ┌─────────────────┬───────┴────────┬──────────────────┐
      Poetry            Drama             Novel           Short Story
        |                                                [Close to life, Little Scope]
   ┌────┴────┐      ┌─────┴─────┐
Imaginative  Realistic  Comedy   Tragedy

        ┌──────────┬───────────┬────────┬──────────┐
    Historical  Psychological  Realistic  Scientific  Regional
```
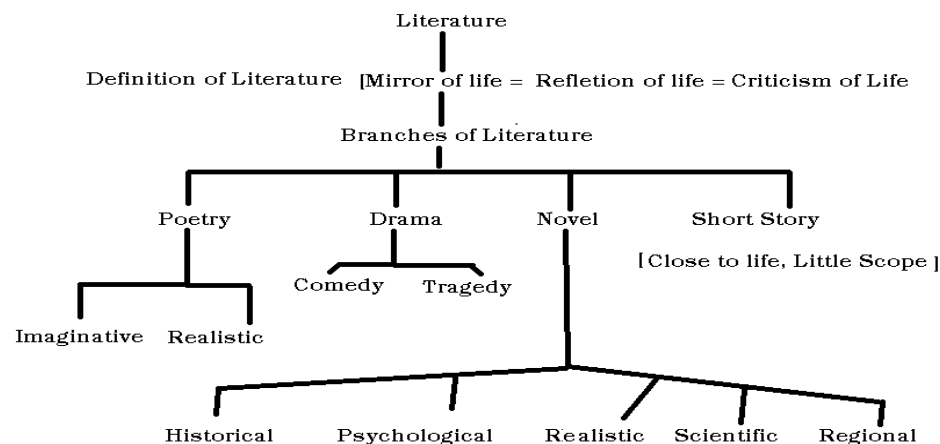
The word 'Literature' is hard to define. Many interpretations have been made about the word, but all are incomplete as it reflects various human predicaments. Some opine that literature is the mirror of life; some others say that it is the criticism of life. Though differences of opinions expressed may be the controversy about the word, we may say that literature is that which reflects life. The branches of literature are poetry, drama, novel, and short stories. Poetry is of two kinds, imaginative and realistic. Poetry is a continuous overflow of powerful expressions and thoughts as it comprehends the hidden meaning in it. Drama is either a comedy

or a tragedy which has more characters and dialogues in it. Novels are also of many kinds, historical, psychological, realistic, scientific, and regional. Short story is one that stands very close to life.

Exercises1

Write a paragraph focusing on the given tree diagram using cohesive devices/linkers.
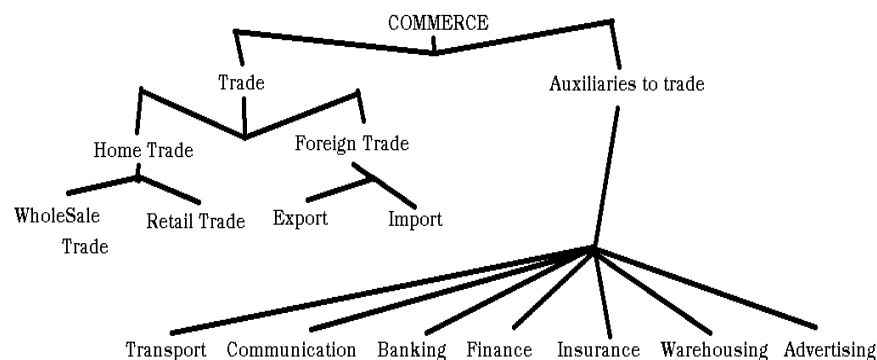
2. Write a paragraph on the given tree diagram using cohesive devices/conjunctions.
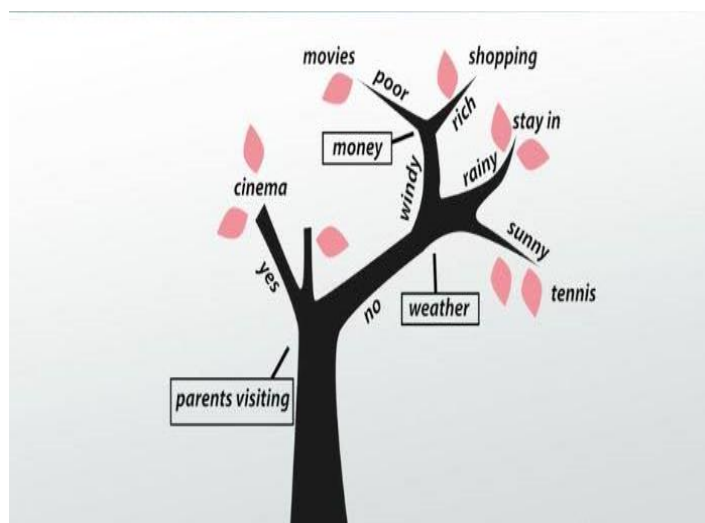
Extended activities

1. Draw a pie chart, tree diagram or bar graph with data to represent information

2. Compile information on Covid19 positive cases reported in India and Karnataka in the previous week using any of the charts.

3. Collect data on the number of films starring your favourite hero/heroine in the last five years and analyse them using bar graph.

4. Write an interpretation on the quantity of chemicals available in your labs creating a pie chart.

CHAPTER 3

HEARING AND LISTENING SKILLS

Brainstorming

- **Do you think you are a good listener?**
- **How can one be a good listener?**
- **Is there any difference between hearing and listening?**
- **What's the role of listening in a political/religious discourse?**

Introduction:

To be proficient in language skills, one must be able to not only read and write, but also to speak and listen. **Krajcik and Sutherland** state, "Literacy practices support learners by enabling them to grapple with ideas, share their thoughts, enrich understanding and solve problems"

Language **acquisition** begins with hearing whereas language **learning** begins with proper listening of the target language. Let us understand the notion of hearing and listening in the process of learning the target language, so that hearing and listening helps the learner to master over the target language skills furthering the ability enhancement in communication.

Difference between Hearing and Listening

Merriam-Webster defines **Hearing** as the "process, function, or power of perceiving sound; specifically: the special sense by which noises and tones are received as stimuli". **Listening**, on the other hand, means "to pay attention to sound; to hear something with thoughtful attention; and to give consideration."

The important difference between listening and hearing is that listening is deliberate, and hearing is not. Hearing means that sounds come into one's ears whether one wants it or not, while listening means that one consciously pays attention to what one hears, that is if one wants to hear something.

Hearing is a passive action and is something one is born with, while listening is a learned skill that is developed over time with practice.

Examples:

– Can you hear the birds singing in the garden?

– I'm listening, but I can't hear anything.

– We heard a terrible noise when the cars crashed in front of our house.

– Listen, some fine jazz music is played in the neighbour's flat.

Making the effort to move from hearing to listening can enhance a person's interpersonal relationships in many ways. Listening promotes a more accurate and deeper understanding of a person's communication, helping the listener to provide the most appropriate response.

What is listening skill?

Listening, one of the most important skills, is the ability to accurately receive and interpret messages in the communication process. Listening is a key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood.

Why is listening so important?

Good listening demonstrates that one is paying attention to the thoughts, feelings and behaviours of the other person (seeing the world through their eyes). This is crucial to maintaining productive relationships, and sometimes the only way to establish communication.

Points to be remembered:

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

Listening skills are essential to perform many roles such as:

- Managing, Coaching, Mentoring, Facilitation
- Sales, Negotiation, Arbitration, Market Research
- Appraisal, Interviewing, Training, Consultancy
- To Address Problems/Challenges/Issues

Good listening is also a vital part of these activities:

- Decision Making
- Reaching Agreements
- Selling and Influencing
- Dealing with Complaints
- Exchange of Information (such as policy, instructions, feedback, marketing information).

Listening should not be taken for granted. Before the invention of writing, people conveyed virtually all knowledge through some combination of showing and telling. Elders recited tribal histories to attentive audiences. Listeners received

religious teachings enthusiastically. Myths, legends, folktales, and stories for entertainment survived only because audiences were eager to listen.

Nowadays, one can gain information and entertainment through reading and electronic recordings rather than through real-time listening. If one becomes distracted and lets his/her attention wander, they can go back and replay the recording.

Tips for Effective Listening

- Maintain eye contact with the speaker
- Be attentive
- Keep an open mind
- Don't interrupt and don't impose your "views/solutions."
- Wait for the speaker to pause to ask questions
- Give the speaker regular feedback
- Pay attention to what is not said—to nonverbal signals.

Activity 1: Test the Hearing and Listening Skills

Ask a student to read the given piece of History aloud in the classroom and ask them to repeat the same.

The Ancient Game of Pallanguli

(https://www.amarchitrakatha.com/history_details/the-ancient-game-of-pallanguli/)

Pallanguli, or Pallanguzhi, is an ancient Indian game that was common especially in Southern India. This traditional game is said to have a mention in the Ramayana. It is also believed to have been invented by the Chola dynasty, when it became a staple in the temple courtyards, especially among women. Traditionally, women play the game during festivities of Shivratri and Vaikuntha Ekadasi, to pass time while they are performing jagran, where they stay awake the entire night.

The name of the game comes from the 'pathinalam kuzhi' which means fourteen pits. This is because the game board is made up of two columns, with each column comprising 7 shallow cups i.e. fourteen in total. Seeds, small pebbles or cowrie shells can be used to play the game. The game is played by two players who take turns distributing the shells over each cup. These shells can be captured by the opponent in various ways, depending on the variant of the game being played. The objective of the game is to capture as many shells as possible and the game ends when one player has collected all the shells and is thus declared the winner. Pallanguli is said to improve hand-eye coordination, concentration and also develops the skill to do quick mental calculations, which is why young children are often encouraged to play it. Often, the older members of the household would also play this game in order to spend time with the children. Variations of this game are found all over India as well as in Sri Lanka, Trinidad, Guyana and Singapore.

Activity 2: Ask any one of the students to read the story given below in the class room and ask them to write the story in their own words.

The Lion and The Jackal

(https://www.amarchitrakatha.com/literature_details/the-lion-and-the-jackal/)

Once upon a time, there lived an old lion called Kharanakhara who was finding it harder and harder to find food. One day, after not being able to find anything to eat all day, the lion decided that he would have to find another way to find food. He came upon a large cave and thought to himself, "I think my dinner lives inside that cave. All I have to do is wait patiently for it to return." And so Kharanakhara quietly hid inside the cave.

Now the cave belonged to a clever jackal named Hasya. When Hasya came back to his cave, he noticed giant paw prints going inside the cave but none coming out.

"Ho ho ho, I think there's someone waiting for me inside, but I'll need to confirm it!" thought Hasya to himself. So he bellowed, "Why, good evening, cave! How was your day?" When the cave didn't respond, Hasya yelled out, "Why aren't you replying, cave? If you don't answer, I'll go elsewhere." On hearing this, Kharanakhara started to get worried.

Not wanting to take a chance, Kharanakhara blurted out, "Hello, jackal. It's all right for you to come in. Please do!" The clever Hasya immediately took to his heels, yelling out, "Silly lion! Since when you have heard caves talk?" The impatient Kharanakhara had to go hungry yet again.

And that's why silence is golden and patience is a virtue!

Activity 3: **Hear/Listen to the following instructions that are announced in the examination hall and ask the students to play the role of an invigilator and announce it for the others.**

Instructions to be followed in the exam hall

- Be in uniform.
- Be Punctual. Late entry permitted only till the first 30 minutes.
- You may leave the hall after the first 30 minutes of the exam.
- Wear your identity card.
- Please switch off your mobile phones and keep it in your bags/hand it over to the invigilator as soon as you enter the examination hall.
- Please occupy your seat at the allotted place in the examination hall at the strike of the first bell, but not before.
- Keep your Admit Card on the table. Get permission from the HOD, if not in possession.
- You are not permitted to pass the question paper, much less the answer book, to other students. You are also not allowed to borrow calculators, or any other materials from other students
- Any case of copying, malpractice, discussion shall be reported to the Academic Cell.

Activity 4: Instructions on an airplane to be role played after listening to the same

Ladies and gentlemen, my name is X and I'm your chief flight attendant. On behalf of (Captain Z and) the entire crew, welcome aboard American Airlines flight 5678, non-stop service from Bangalore to Chicago (then continuing on to Washington DC).

Our flight time will be of 24 hours and 30 minutes. We will be flying at an altitude of 5000 feet/meters at a ground speed of 300 miles per hour/kilometers per hour.

At this time, make sure your seat backs and tray tables are in their full upright position and that your seat belt is correctly fastened. Also, your portable electronic devices must be set to 'airplane' mode until an announcement is made upon arrival. Thank you."

Activity 5: Sing a few lines of a song and ask the same to be repeated.

Types of Listening:

Based on the purpose or intention of the listener, listening may be classified. For example, personal interactions can vary, from body language to speech to group discussions.

1. **Selective Listening**

If one often finds oneself drifting out of conversations, it may be that one might be struggling with selective hearing. Selective listening essentially means that one only hears what one wants to hear and often tunes out other things because one finds them irrelevant or boring.

Focus on what's being said, especially in important situations like meetings, job interviews, and times of confession about something personal. This type of

listening can probably have negative connotations. It suggests trouble with communicating, empathizing, or paying attention.

2. Critical Listening

Critical listening involves being critical about what is being said, taking the important bits and making judgment as needed. 'Critical' can often have a negative connotation, but in this context, it simply means cutting through what is being said to choose the most important, relevant parts. By using critical listening as a skill, we can make decisions sooner as well as coming up with solutions to problems and analysis of situations much quicker.

3. Discriminative listening:

Discriminative listening is the first form of listening humans develop as babies. This basic type of listening precedes the understanding of words and relies on tone of voice and other subtleties of sound to understand meaning and intention. Babies don't understand words, but they rely on their discriminative listening to understand who is speaking and what mood is being communicated.

As an adult, one may find oneself relying on discriminative listening when people around them are speaking a foreign language that they don't understand, one can rely on the tone of voice and inflection to derive a vague meaning. The mannerisms, facial expressions, and body language of a speaker help clue you in to the speaker's message.

4. Informational Listening

It's similar to critical listening in that we retain the parts that are most important. Informational listening is our way of being educated through speech – we listen to the news or attend classes to learn things; to gain new information and insights.

5. Comprehensive listening

Comprehensive listening is the next level of critical listening skill that humans usually develop in early childhood. Comprehensive listening requires basic

language skills and vocabulary to understand what is being communicated through a speaker's words. Through the course of their day-to-day lives, people use comprehensive listening paired with verbal cues to understand what messages are being communicated to them.

6. Biased Listening

This type of listening does what it says: we hear things that confirm our preconceived biases, opinions, or expectations. We hear what we want to hear; what we think we should be hearing. And we do this subconsciously, without even realizing it. Our initial judgement of a person or situation can really affect how we hear and interpret things. The way someone looks, their tone of voice, and other factors can impact what we think they're going to say, and we pre-empt their actual speech with our expectations.

7. Sympathetic Listening

As an important form of listening, Sympathetic listening is one's way of showing that one understands what a person is saying and how it is affecting them. It shows that we care about them. It links very closely to body language, so you're likely to see head tilts, sighing, and nodding. The trouble with this type of listening is that it can be quite easily faked or staged. Since we all know what to expect from people when they're being sympathetic, it's easy to replicate this.

8. Empathetic Listening

This style of listening is also known as Therapeutic Listening, and for obvious reasons. This allows us to offer a version of therapy where we walk the individual through whatever they are experiencing as if we are experiencing it for ourselves. That means we can give tailored advice, without making judgments, and offer up suggestions of what we would do.

9. Appreciative Listening

This type of listening can be done on your own or with others who have a mutual appreciation for whatever it is you enjoy.

Learning through hearing requires attention in ways that other types of listening don't – it's more about concentrating on content than offering advice, watching for physical cues, or having a deeper emotional understanding.

Activities to Enhance Listening Skills

- Engage in Conversation
- Listen to Audio Clips
- Watch online content/movies without subtitles
- Classroom Presentations

Some sites for accessing free audio books

Librivox/ Lit2Go/ Loyal Books/ Mind Webs/ Open Culture/ Libby by Overdrive/ Podiobooks/ Project Gutenberg.

Exercises

Answer the following questions in about a Paragraph

1) **What is the difference between hearing and listening?**
2) **Mention the types of listening?**
3) **Why is listening important?**
4) **What makes one an effective listener?**
5) **Elaborate on any two types of listening**

CHAPTER 4

LISTENING ACTIVITIES-LISTENING TO PRE-RECORDED AUDIOS ON INTERVIEWS AND CONVERSATIONS
(CLASSROOM PARTICIPATION ACTIVITY)

Brainstorming

- **What skills are essential for communication?**

- **What will happen if one does not hear or listen properly/correctly?**

- **What is the role of listening in an interview/conversation?**

It is important that job seekers should possess basic interpersonal skills, but some are more valuable than others. Having good listening skills are essential for passing an interview and it is something that any job seeker can master. For some people, listening is "waiting for my turn to talk." However, there is a difference between hearing and listening.

During interviews and the conversations, the general feedback from employers on the unsuccessfulness of the students to get into internships or jobs is that students have not listened to the questions posed to them. As such, students either give very short answers or do not answer the questions at all.

However, it is imperative to ensure that one must listen carefully, as employers generally feel that if the employee cannot properly pay attention during an interview, then he/she may not be able to take directions as an employee.

During an interview, hiring managers are judging one's ability to both speak and listen. Effective listening therefore involves observing body language and noticing inconsistencies between verbal and non-verbal messages, as well as just what is being said at any given moment. Listening is therefore not just a matter of using

one's ears, but also their eyes. To be a good listener, one must follow the following steps:

- **Stop Talking:** When somebody else is talking, listen to what they are saying, do not interrupt, talk over them or finish their sentences for them. Stop, just listen.

- **Listen:** Focus on the speaker. Concentrate on the speaker

- **Form a connection:** When someone is speaking, lean in towards them slightly. This action will not only allow one to hear better, but it also shows the speaker that the listener is interested in what is being said.

- **Do not interrupt:** Talking over the interviewer typically signals the listener is more focused on their answer than actually listening to the question or statement that is asked.

- **Non-verbal Communication:** Maintaining eye contact and nodding when appropriate shows that there is agreement or disagreement with the speaker. A shifting gaze may unconsciously signal a dislike for the interviewer. Gestures, facial expressions, and eye-movements are all important.

- **Empathise:** Try to understand the other person's point of view. If the speaker says something that there is a disagreement with, then wait and construct an argument to counter what is said but keep an open mind to the views and opinions of others.

- **Be Patient:** Be patient, let the speaker continue in their own time, and don't interrupt.

- **Reaffirm: The listener can** paraphrase or summarize when something important has been communicated to reaffirm or confirm what has been said.

- **Read between the lines:** Listen carefully to the entire question and pause to think before answering. Information can be easily misunderstood if a few moments to dissect the question is not taken.

- **Don't assume:** It's always advisable to practice answering common interview questions prior to attending an interview, however during the real interview one should make sure that he/she listens to what the interviewer is actually asking one, and not assume what the question will be.

- **Pause before answering:** It's easy to become anxious during an interview. The listener can take a short pause prior to answering to gather his/her thoughts.

- **Answer the Question:** It is important that the responses are in line with what the question actually asks for. For example, if the question is asked to name two strengths, one must make sure to give the interviewer just that: 2 strengths with examples – no more, no less.

- **Body Language:** The body language should show that the candidate is engaged with the interviewer. Maintaining good eye contact with the interviewer, smiling and nodding can show that one is actively listening, and understand what's expected.

Some barriers to effective listening:
- Physical barriers: Noise, traffic
- Information Overload
- Prejudice/taboos
- Personal issues
- Distractions
- Speed of the conversation
- Asking too many questions

- Use of jargons

- Semantics/Language

- Emotions

- Physical Disabilities of the listener: speech impediment

- Distracted Speaker

Enhancement of Listening Skills

"Active listening" should be practiced to improve listening skills. This is where one should make a conscious effort to hear not only the words that another person is speaking but more importantly, the complete message being communicated. In order to do this, one must pay attention to everything that is being said. In order to enhance listening skills, tools can be utilised on the internet, take the help of peers, friends and family or self-learn. Some examples are:

- Audio books

- TV/Radio

- News Channels

- Reading books/newspaper aloud

- Podcasts

- Ted talks

- Movies/Web Series

- Listen/Watch documentaries

- Language Labs

- Classroom Lectures/Online lectures

- Conversations

Additional Information

HURIER Model of Listening

The acronym *HURIER* is sometimes used in academic texts to summarise a model of effective listening skills. This model was developed by Judi Brownell of Cornell University.

H – Hearing

'Hearing' is used here in a vast sense. Not only does it refer to the physical act of hearing, but also to pick up on non-verbal and other signals; the tone of voice, body language and facial expressions, for example.

U – Understanding

Once the message has been 'heard', the next step is to understand. This (unclear pronoun) means tying together all the elements of 'hearing' to create a coherent understanding of what was communicated. Factors like language and accent may affect your (unclear pronoun) understanding.

R – Remembering

Remembering requires focus. An effective listener needs to remember the message they are receiving in its entirety.

I – Interpreting

Interpretation of the message builds on and enhances understanding. Interpretation means considering factors such as the context in which the message has been sent. Importantly, here the listener also needs to be aware of and avoid any preconceptions or biases that they may hold that may affect how the message is interpreted.

E – Evaluating

Evaluating requires that the listener keeps an open mind to the messages they are receiving. One should avoid jumping to conclusions about what is being said. Evaluate all the information and only then start to formulate a response.

R – Responding

Finally, your response should be well-measured and demonstrate that you have understood what has been communicated. It may be necessary to use techniques such as clarification and reflection as part of the response.

The HURIER model can be a useful way to describe and remember the key components of effective or active listening.

However, it is essential to understand that the processes involved do not happen in a linear way. An effective listener needs to hear simultaneously, understand, interpret and evaluate the message to have a clear understanding and formulate an appropriate response.

Sample-1 Interview: An interview process to appoint an executive for a Retail store.

Candidate: Good morning, sir/madam, May I come in? I am Puneeth, a
B.Com. graduate from Bengaluru City University.

Interviewer: Good morning. Come in and take a seat.

Candidate: Thank you, sir/madam.

Interviewer: Shall we start? Can I see your biodata? Puneeth.

Candidate: With great pleasure, sir/madam. Here is my profile.

Interviewer: Very impressive. You have mentioned that you had organised
a Placement fair in your college. Could you talk about it?

Candidate: Sir/madam. It was an unforgettable event in my student life.
Being a student coordinator, I had many responsibilities. However, I took it in my stride and fulfilled all my duties. Thirty MNCs had set up stalls to recruit young minds. Two hundred graduates participated in the event. One hundred fifteen graduates were selected there, and appointment letters were issued there. In fact, I happened to be the first to receive the appointment letter. That made my day sir/madam.

Interviewer: Congratulations Puneeth. History repeats here too!

Candidate: I feel like I am on cloud nine sir/madam. Thank you very much.
I will not let you down and work to the best of my abilities.

- **Activity-1** Role play with more conversations/interviews.
- **Activity-2** You can ask the students to construct conversations on various
situations like -
  ❖ A conversation between a customer and a sales executive in a TV showroom
  ❖ An interview between a principal and a teacher
  ❖ A conversation between two people in the bus top

- **Activity-3** Screen videos on conversations and interviews in the classroom
- **Activity 4:** Screen movies/documentaries without subtitles in the class and ask the students to summarise the episode.
- **Activity 5:** Ask the students to watch some interviews/Ted Talks.

UNIT-2 PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS
CHAPTER-5

INTRODUCING ONESELF, INTRODUCING OTHERS, MAKING REQUESTS, OFFERING HELP, CONGRATULATING, MAKING ENQUIRIES AND SEEKING PERMISSION

Brainstorming

- **How can you make a good impression when you meet someone?**
- **Have you ever felt like a stranger or been ignored in a gathering? Yes/No. Give reasons.**
- **How do you make acquaintances?**

Introduction

Conversational skills are an essential part of communicative functions. One should know what to say in a given context and how to say it. One should also be aware of the differences between formal and informal situations and how the manner of speaking changes in different contexts. In this chapter, let's learn how to use language correctly.

Introducing oneself

Introducing oneself means giving relevant information about ourselves to the listener. Introducing oneself is important to get acquainted with others and make a good impression. A good introduction of the self can help feel more confident and network professionally-and personally.

Depending on the situation, introducing oneself ranges from formal to informal in seminars, business meetings, social gathering, in offices, colleges/educational institutions, etc.

Refer the example given in the table to introduce oneself in informal and formal situation.

Informal	Formal
Hi/Hello. I'm Yuvin, a clinical consultant from Nitte Medical College, Mangalore. I am glad to meet you all. OR Hi, I'm Anitha from Bengaluru. Happy to meet you. OR Hi Dude! Rajesh here. Nice to meet you. OR Hi, this is Vasant. How are you?	Good Morning/Good Evening. My name is Yuvin, a clinical consultant from Nitte Medical College, Mangalore. I am very glad to meet you all. OR Good morning madam. I'm Anitha from I B.Sc. OR Good Evening everyone. Let me introduce myself, my name is Rajesh. I' m an advocate. OR Good morning, I'm Vasant, I represent a prestigious executive team.

In an Informal situation, self-introduction includes the following

- One's background and sharing of personal details
- Hobbies/ interests
- One's likes and dislikes/personality

Sample 1 – Aalia introduces herself to her new classmates

Hi. My name is Aalia. I am a student of Design from Kuvempu University. I am originally from Coorg. My town is famous for growing Oranges and Spices. I love to listen to classical music. I also enjoy photography and digital designing. I hope to make many friends at this university. It's lovely meeting you all.

Sample 2 – Susan introduces herself to a stranger

Good morning, I'm Susan. I'm studying Computer Science in GFGC, Dharwad. I'm a theatre artist and an author. Recording folk tales and writing plays are my hobbies. I like spicy food with ice-cream. I'm an easy going and humorous person. It's nice to meet you all.

Exercises

1. Introduce yourself to a co-passenger in the train.

   _____

   _____

2. You have met a distant relative in a family gathering. Introduce yourself.

   _____

   _____

In a Formal situation, self-introduction includes talking about:

- One's general background
- Academic/Professional background like educational qualification, work experience, research and one's own interests
- Achievements like rewards, awards, titles, accomplished projects, etc.

Sample 1 – Madhu introduces himself to his new English Teacher

Good morning teacher, my name is Madhu. I' m a I year B.Sc., student and a student Co-ordinator of Eco Club. We are really happy to welcome you to our college. See you in the class madam. Bye.

Sample 2 – Kavya introduces herself to an interviewer

Good afternoon sir. I'm Kavya, from Gulbarga. I studied B.sc Computer Science in GFGC, Gulbarga. I have accomplished two projects in C++ and one internship from IBM. I always update myself with the latest developments in software and Computer Programming. This is my passion.

Exercises:

1. Introduce yourself to the Principal whom you meet in college on the first day.

_____

_____

_____

2. You are attending a walk-in interview in Infosys. Introduce yourself to the HR executive.

_____

_____

_____

Reference:

- https://www.engvid.com/how-to-introduce-yourself-other-people/

INTRODUCING OTHERS

Brainstorming

- **How do you introduce your friend to your classmates?**
- **How are people introduced on different occasions?**

Introducing others becomes inevitable in gatherings, institutions and organizations. It is a significant step in establishing a network and making friends. Let's know how people are introduced in various situations either formally or informally.

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

Introducing others in an Informal situation

Sample 1- John introduces Mary to Peter

Hi, Peter. How are you? Meet my cousin Mary. She is a dancer. Mary, this is my friend, Peter, he is a student of MCA at Bengaluru City University.

Sample 2 – Shilpa introduces her husband, Manju to her colleague Nikhil

Hello, Nikhil. Good to see you. Let me introduce Manju, my husband. Manju, meet my colleague, Nikhil.

Exercises

1. Introduce your friend to your parents at a wedding.

_____

_____

_____

2. Introduce your mother to your friend whom you meet at a temple.

_____

_____

_____

_

Introducing others in a formal situation

Sample 1 - Mrs. Kavitha introduces her brother Charan to her teacher Mr. Kumar

Good Morning Mr. Kumar. It's very pleasant to meet you. Mr. Kumar, please allow me to introduce Charan, my youngest brother. He is studying intermediate. Charan, this is my English Professor, Mr. Kumar.

Sample 2 – The Manager introduces Ms. Sharaddha, the Chief Executive Officer to employees at a new office.

Good Afternoon everyone, I would like to introduce our Chief Executive Officer from Delhi, Ms. Shraddha. Ms. Shraddha has been associated with our company for almost 15 years. His creative marketing strategies have significantly contributed to increase in our sales. Ms. Shraddha, we are pleased to meet you.

Exercises

1. As the captain of a team, introduce a new player to the team.

_____

_____

_____

2. Introduce the Chief Guest in a Conference

   _____

   _____

   _____

References:

- https://youtu.be/7JK8sz9LHcg

- https://youtu.be/WUpd84_F4x4

MAKING REQUESTS

Brainstorming

- **How can you make polite requests?**
- **Do requests work?**

All of us need to make or respond to the requests at some point of time either to get a job done or to help someone in need. To elicit correct information, one must make clear and courteous requests. Curt and abrupt ways of requests may put off the person. Most often, people are misunderstood or assumed to be rude because of the manner and the tone they use. Let us learn in this unit how to make requests using modal verbs.

Sample 1
- "**Could you** open the door for me, please?"
- "**Would you mind** opening the door for me, please?"
- "**Can you** open the door for me, please?"
- "**Can I,** Please use your computer?"
- "**Could I,** Please borrow a new face mask from you?"
- "**Do you mind if I** turn up the heating?"
- "**Would you mind if I** turned up the heating?"

- **May I** speak with you for a minute?
- **May I** look at the C++ Program please?
- **May I please** refer your records?
- **Would you mind** explaining the instructions of Kaspersky?
- **Would you be able to** explain Catalyst Theory?
- **Would you** show me the Spectrum?
- **Would you mind** accompanying me to ISRO?

Tips
1. **Could** is more polite than **can**.
2. **Do you mind if…"** is followed by the verb in the **present tense**, but **would you mind if…** is followed by the verb in the **past tense**. When you're using these two sentences, don't use **please**. It's already polite enough!

Exercises
I. Make a request for the given situations.
1. Make a request to your Lab Instructor to provide extra time during experiments.

_____
_____
_____

2. You need to borrow money from your friend. Make a request.

_____
_____
_____

3. Request the teacher to explain Subject Verb Agreement.

_____
_____
_____

4. Make a request to your Principal to issue a Transfer Certificate.

_____
_____
_____

5. Request your Physical Education Director to organize a sports meet.

_____

_____

_____

Exercise

II. Complete the following requests using appropriate expressions

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

OFFERING HELP TO SOMEONE

Brainstorming

- **Have you ever lent a hand to an aged man to cross a road and did he accept your offer?**
- **Do you remember if any help was offered to you? Can you recollect if you had accepted it or not?**
- **How can we influence people to accept our offer of help?**

Everyone is bound by social responsibilities and obligations. It is essential to remember that all are dependent on each other. Many a time, all are in need of help; sometimes all need to help others. There are several ways of offering help to each other. Do remember that offers of help should neither be aggressive nor intrusive in expressions.

Several expressions are used while offering help such as *May I, Can I*, *Allow me, Shall I* and *Let me help*.

Samples

- May I serve a cup of tea?
- Shall I fetch a nurse?
- Can I get you another slice of cake?
- Let me help you with the experiment.
- Please allow me to help you with the dishes.

Exercises

I. Frame expressions for offering help

- A tourist in your town looks lost. Offer help.

  _____

- An old lady trying to lift a heavy bag onto the bus.

  _____

- When a teacher says that it's hot in the classroom.

  _____

- Your teacher's car tyre is flat. Offer help.

  _____

- Offer help to your brother to choose a computer.

  _____

II. Complete the following with expressions offering help

1. _____ To board a bus.
2. _____ some water for you.
3. _____ To carry your bag.
4. _____ To cross the road.
5. _____ To schedule a slot for your vaccination.

Reference

- **https://youtu.be/MoMRiZr5Ybk**

CONGRATULATING

Brainstorming

- **How do you compliment your friend when he/she has won a prize?**
- **List down the expressions used to compliment/congratulate someone.**

Expressing congratulations is expressing praise for an achievement or good wishes for success. There are many ways to express congratulations on certain occasions that are and can be used to appreciate achievements.

Formal expressions

• I'd like to congratulate you on...

• Hearty congratulations…

• May I congratulate you on...

• I must congratulate you…

• It was great to hear about your success in …

• Congratulations…..

• Congratulations on...

Informal Expressions

• Well done…

• You rocked it…

• You made it…

• Proud of you…

• You achieved it…

• You did it…

• Happy for you…

• Proud of your achievements…

• That's a wonderful job…

• You did a great job…

Sample 1

(After a long struggle and hard work, Chirag finally opens his first restaurant.
Many of his friends congratulate him.)

Ritu: *Chirag*, **Congratulations**. You deserve all the adulations.

Chirag: Thank you very much. This is because of your support.

Nishika: I am **very happy for you**, *Chirag*. You have finally opened your
restaurant. I hope the   restaurant will be successful.

Chirag: Thank you.

Panchmi: **That's wonderful**, *Chirag*.

Chirag: Thank You.

Riya   : **Well done**. It's a nice restaurant.

Chirag: Thank you for saying so.

Ana: This is great. **You must be very proud of your achievement**.

Chirag: Thanks. I'm glad, you think so.

Iqbal: **Please accept my warmest congratulations**, *Chirag*.

Chirag: It's very kind of you to say so. Thank you.

Das: **I must congratulate you** on your success.

Chirag: Thank you very much for saying so.

Exercises

I. Write at least two expressions of congratulations for each of the following.

1. Suryanti is working hard. Amal compliments Suryanti.
2. Manesh is showing a lovely painting. Madhu compliments Manesh.
3. Peter is wearing a new pair of shoes. Ana compliments Peter. Peter responds to the compliment.
4. Mania looks beautiful in her new dress. Arya compliments Mania.
5. Congratulate your friend for 1 Million subscribers on YouTube.

II. Complete the following set of congratulations with words/expressions of appreciation.

1. ………………………..you on your success.
2. We are ……………….. your success.
3. ……………………….. Keep it up.
4. We ……………………..for you.
5. ………………………… You did it again!

MAKING ENQUIRIES

Making enquiries contribute to develop a good communication. Communication functions are broadly determined by the context, addresser/addressee relationship and purpose. There are many ways to impart or exchange information-body language, gestures, signs, displays, writing, gadgets etc. The most frequently used, of course, is conversations that utilize our speaking skills gleaned through language and culture. Conversational skills are an integral part of socialization and behavior. Therefore, it is vital to know how to use the right words for the different purposes of communication. Whether apologizing, expressing a wish or seeking permission leads to proper purpose of communication. Let us look at how to make Enquiries as a communicative function.

When specific **information is sought** from other people or agencies, communication begins with enquiry. Enquiries are made through questions or expressions of queries in person or through social media. Enquiries can be of **various types**, depending on what information one elicits.

Common expressions for making enquiries

Could you please, Will you please, Can you please, Would you please, Do you mind telling me……….

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

Sample 1

- Could you please let me know what time the train departs?
- Will you please tell me how long it takes to reach the destination?
- Can you please tell me when the booster dose of vaccine would be available?
- Would you please tell me at what time the dignitaries are expected?
- Where shall I find the jar?
- Is there a lab today at the scheduled time?
- Is there any promotional offer?

Sample 2

Enquiries made at an institute

- Can the application be filled and submitted online?
- Are admissions open for the next academic year?
- Could you please tell me whether the course is conducted in semester scheme or annual scheme?
- Let me know whether the payment could be made in installments?
- What is the duration of the course?

- Could you please tell me about scholarships available in your institution?
- Is placement assistance offered after completion of the course?

Sample 3

Enquiries made at the college office

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

Exercises

Make Enquiries in the following situations

1. To know the Train departure to Nandhi Hills

   _____

   _____

2. To buy Lab equipment for your practical classes.

   _____

   _____

3. To become a life member of Indian Science Congress Association.

   _____

   _____

Reference:

- **https://youtu.be/kJ00wscTZ9M**

SEEKING PERMISSION

Brainstorming

- **Have you ever been disappointed for being denied permission? List down the reasons.**

One needs to seek permission before taking up certain tasks. Politeness takes one a long way while seeking permission. Expressions like *Can I, May I, Could I, Will you please* are generally used to seek permission.

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

Seeking permission using the Modals Can/Could
- *Can* I ask you something?
- *Can* I go to the cinema with my friends, Dad?
- *Could* I ask you something?

Seeking permission by using the Modals May/Might

'May' and 'might' are used for permission mostly in a formal style. They are more polite than *'can'* and *'could'*.

- Excuse me, *may* I leave the office a bit earlier today? (formal)

'Might' is even more formal and polite than 'may'. It is mostly used in indirect question structures.

- I wonder if I *might* leave bit earlier today?
- *Might* I leave the office a bit earlier today?

'May not' is used to refuse permission.

- *May* I borrow your lipstick?

Seeking permission more politely

When asking for permission to do something, usually '**please**' is used to make the request and it sounds more polite. It's not grammatically necessary to use '**please**', but you may sound rude if you don't use it. '**please**' can be put in different places in the sentence; at the start, end or before the verb.

1. Please**,** can I borrow your pen?

2. Can I please borrow your pen?

3. Can I borrow your pen, **please**?

Exercises

o **Fill in the blanks with appropriate form of expression of seeking permission**

- _____have some cookies?
- _____ borrow your pen, please?
- _____ use your bathroom?!
- _____ open the window?
- Excuse me, _____ sit here, please?
- _____ have your attention, sir?
- _____ tell me the way to the town center, please?
- _____make an appointment for Tuesday?
- _____ begin?

1. Seek permission from your parents to take part in 'Save Rivers Campaign'.
   _____
   _____
   _____

2. Persuade your sister to allow you to use her laptop.

_____
_____
_____

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

_____
_____
_____

4. How would you seek permission from your class teacher to visit your hometown?

_____
_____
_____

Reference

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CHAPTER 6

GIVING INSTRUCTIONS: TO DO A TASK AND TO USE A DEVICE; GIVING DIRECTIONS

Brainstorming

> ➢ **Proper Instructions/Directions lead to desired destination. Do you agree?**
> ➢ **Do you follow instructions?**
> ➢ **Can you remember any instructions given to you in the class?**
> ➢ **Why and when do we give directions?**
> ➢ **Why are directions important in our life?**

Giving Instructions to do a task and to use a device

Introduction

Giving instructions enables a person to carry out a task or use equipment/device in the simplest /fastest manner. Clear instructions or directions would avoid further misunderstanding in human life. It also paves ways to establish a meaningful co-ordination and communication in the work culture.

Activity based Instructions and Directions to do a task or use a device facilitate the learners to reinstate the process of language learning either in spoken or written mode. In fact, it also equips the learners to develop their language skills.

Instructions may be given in two ways as indicated below.

a. To do or to describe a task

b. Use of a device

Instructions are given usually if a new task has to be performed. Also, if something has to be done in a specific way or if someone has to perform a task. In other words, to carry out a task-based activity, instructions are essential, so that it can be carried out without confusion.

Importance of Giving Instructions
- People can understand it better
- It helps to avoid misunderstandings
- A clear instruction never leads to redundancy
- It bridges the gap between known to unknown
- Listener can perform well with instructions

INSTRUCTIONS FOR TASK BASED ACTIVITY
- **Give clear and simple instructions**
- **Avoid lengthy instructions**
- **Demonstrate with instructions.**

Tips to be remembered
- Always draw seeker's attention
- Start with the main verbs – imperatives (it keeps sentences clear/short/simple)
- Speak loud and clear
- Use audio visuals
- Give proper illustrations
- Use keywords / Give logical sequences
- Use gestures

1. INSTRUCTIONS TO DO A TASK.

Sample-1 Instructions to make a simple kite.
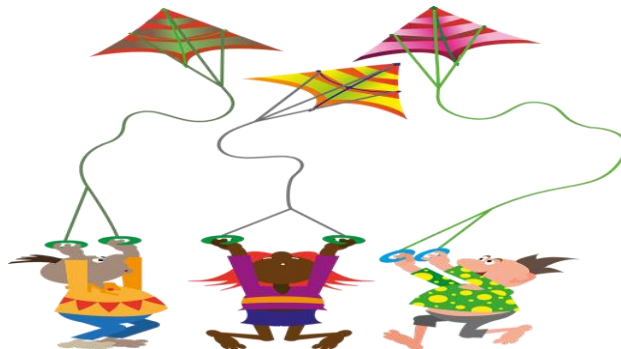
(Dowels, string, paper or fabric, scissors, thread or tape)

- **C**ollect all the materials required such as dowels, string, paper or fabric, scissors, thread and tape.
- **Then**, notches have to be cut at the end of the dowels.
- **Later,** keep the smaller dowels on top of larger dowels, using a string.
- **Added to that**, put the string through all the notches to create a diamond shape.
- **Next,** put the paper a little larger than the frame of the kite and fold the paper over the string – frame and tape the sides and also punch holes at top and bottom of the dowel.
- **Finally** attach a tail at the bottom to add stability to the kite and let it fly.

Notice the use of joining words/linkers like- *then, later, added to that, next, finally***.**

2. Instructions to prepare vegetable soup
- First **take** all the desired vegetables and **wash** them properly.
- Next**, dice** the potatoes and celery.
- After that, **chop** the green beans into small pieces and **cut** the carrot into slices.
- Meanwhile**, mince** the garlic. Then, **measure** out1 cup of corn kernels.
- Once the cutting of the vegetables gets over, **simmer** all the vegetables into in 4-6 cups of water, **switch** on the gas stove to heat the cooking oil in a vessel.
- In addition, **add** the minced garlic, carrots, potatoes and all other vegetables in to it along with diced tomato.
- Further **add** 4-6 cups of other vegetable stock with adding salt, pepper and any other seasoning you desire.
- Then, **leave** the soup to cook for 25-30 minutes; prior to serving, check whether all the vegetables are cooked properly.
- Finally, **serve** and enjoy your delicious vegetable soup.

Notice the use of verbs in the above instructions.

Task-1
Give instructions to do the following tasks.

1. To prepare a paper boat

_____
_____
_____
_____
_____
_____

2. To prepare Green Tea

_____
_____
_____
_____
_____
_____

3. To open an account in a bank.

_____
_____
_____
_____
_____
_____

II. INSTRUCTIONS TO USE A DEVICE

How to use a Bunsen burner

  Sample-1

Step 1 First of all, use a Bunsen burner in a Clean, uncluttered area
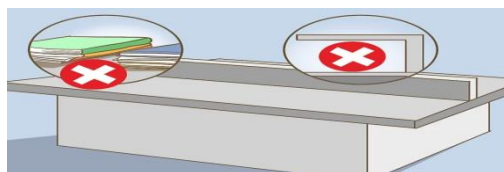
Step 2. Then, it is important to wear safety gear and tie back loose hair or clothing

Step 3. Later, handle the burner by its base
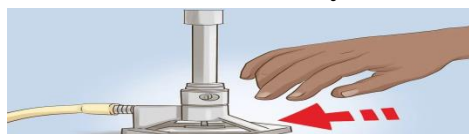
Step 4.With care; inspect the gas line before installing it

Step 5. Then, connect the supply hose to the gas main and to the Bunsen burner
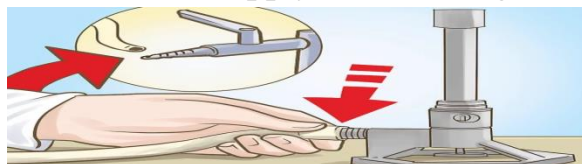
Step 6. Subsequently, position the air ports so they are slightly open

Step 7. Gently, twist the gas supply valve to close it completely

Step 8. Finally, hold the striker above the top of the barrel and ignite it
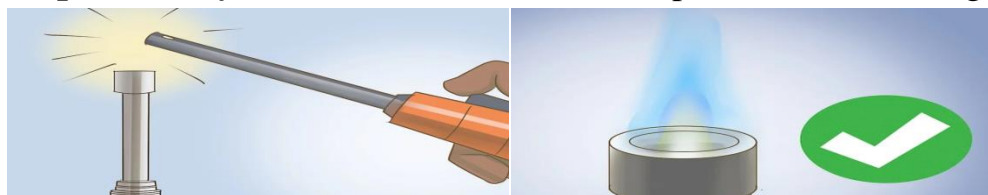
In a nutshell

- **First of all,** before lighting a Bunsen burner, one must use it in a clean, uncluttered area.
- **Subsequently** make sure that if one must wear a safety gear and tie back loose hair or clothing.
- **Next,** the burner must be handled by its base.
- **Then,** the gas line has to be inspected before installing it.
- **Later,** connect the supply hose to the gas main and to the Bunsen burner.
- **After this**, position the air ports so they are slightly open.
- **Then,** twist the gas supply valve to close it completely.
- **Finally,** hold the striker above the top of the barrel and ignite it.

Sample-2

2. **Instructions to wash clothes and dry by using a Washing Machine and Dryer**

- Sort the clothes into piles.
- Then, read the 'care tag' on the clothes because those instructions will be helpful to select water temperature.
- Next, the load and the washing cycle have to be selected.
- Before closing the door, adding the right kind of washing fluid is important.
- Finally, move clothes to the dryer and select the right cycle and after some time take clothes out of the machine.

Exercises

Write simple instructions to use the following devices.

1. To use ATM card to draw money

_____
_____
_____
_____

2. To insert a CD into the drive

_____
_____
_____
_____
_____

3. To operate LCD projector

_____
_____
_____
_____
_____

Giving Directions

Giving directions appropriately is an important communication skill. Direction is defined as **the path that something takes**- the path that must be taken to reach a specific place, the way in which something is starting to develop. There may be occasions when one needs to give directions to go from one place to another. Through this activity, students would learn the language and its usage in day to day interactions. While giving directions, given below words, phrases, expressions need to be used.

> **(at, up, around, past, along, up to/till/until/to, though, via, between, beyond, behind, before, under, near, beside, by, across, opposite, ahead, into, on, in, above, below, next to, further, farther, distant, in front of, not far from, as far as, in the middle of, at the end of, go straight, turn left, turn right, take a U-turn, go back, underpass, flyover, circle, corner, main road, service road, by-lane, dead end, lane, path, signal)**

1. Observe carefully given route-map and direct as mentioned below.
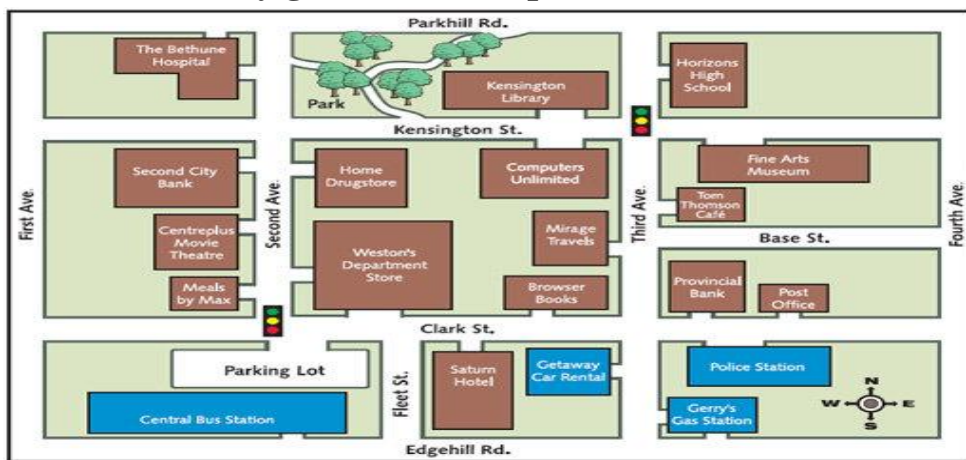
A. To go to 'Fine Arts Museum' from Meals by Max

1. Exit the parking lot and take a left turn at the main road.
2. Continue on Second Avenue and take the right turn to Kensington Street.

3. Go along Kensington Street till you emerge from Kensington library.
4. Close to Kensington Library, there is a signal, but don't take any turn there.
5. After you cross the signal in Third Avenue, move a little further, then you will find the 'Fine art Museum' on your right.

B. Study the above given map and fill in the blanks choosing the appropriate form of words given in the bracket. Some words could be used more than once. (Kensington library, left turn, right turn, Kensington, go along)

_____lot and take _____at the signal towards Clark Street _____the Clark Street till you reach Getaway Car Rental. At Getaway Car Rental take _____towards Third Avenue._____the Third Avenue until you find a signal. Take left turn at the signal to _____street, you find Computer Unlimited opposite to_____.

2. Look at the layout map given below and give directions to the following tasks.
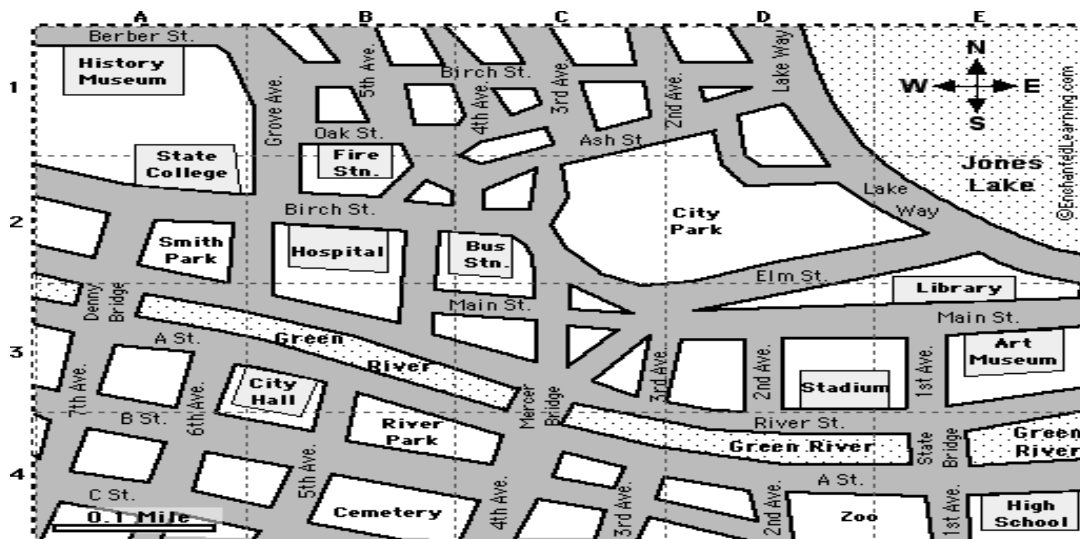
i. To reach History Museum from Denny Bridge

_____
_____
_____

_____

_____

ii. To go to cemetery from the Hospital

_____

_____

_____

_____

_____

iii. Direct your friend to go to the Library from state college.

_____

_____

_____

_____

_____

Extended activity
Imagine the following situations and give directions.

a. Your friend is at Swimming pool and wants to reach Clock Tower

_____

_____

_____

_____

b. To go to church from Bus stop

_____

_____

_____

_____

_____

_____

c. To reach Drug store from the Nightclub.

_____

_____

_____

_____

_____

_____

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CHAPTER - 7

QUESTION FORMS AND QUESTION TAGS

Brainstorming

- ➤ **Why do we ask questions?**
- ➤ **What is the significance of asking questions in daily conversation?**
- ➤ **Can you leave any discussion if the answer is unsettled?**
- ➤ **Is it possible to communicate without asking questions?**

Introduction

A **question** is a form of communication required or usually asked **to know, to clarify doubts, to inquire** or **to test one's knowledge**. The process of questioning in day-to-day interactions and negotiations paves way **to learn language skills** particularly speaking skills. Hence, it is desired here **to learn** the process of **questioning through question forms** and **question tags** in teaching and learning English language.

QUESTION FORMS

Read the following sentences given below and notice the transformation that follows.

1. **It is hot** today.

2. **How** is the day?

3. **She** walks alone.

4. **Who** walks alone?

5. The year **2020** is a dark year in Modern Indian History.

6. **Which** year is a dark year in Modern Indian History?

7. **Can** you say "Hello" in other languages?

8. **No**, I cannot.

9. **Is** it raining?

10. **Yes**, all the day.

The sentences 2, 4 and 6 are called **interrogatives**. These sentences consist of words like **How**, **Who** and **Which.** These words are called **Wh-** words and are also called as **Question words**. The sentences 7 and 9 begin with **auxiliary** or **modal auxiliary verbs** and they are also called **interrogatives** rather, **yes/no** questions, because these questions demand only 'yes/ no' responses from the listeners. **Therefore,** there are two types of question forms in English language. They are, as illustrated in the above examples, **Wh** and **Yes/No** questions.

Here are the most commonly used question forms and their usage:

"Wh" and **"h" Questions**

W*ho*, *what*, which, *when*, *where*, *why, whom, whose* and how.

Here's a list of common **question words** and **what they denote in the communication:**

What? Which?	:	(to ask about things)
Where?	:	(to ask about locations)
Who?	:	(to ask about people)
When?	:	(to ask about time)
Why?	:	(to ask for the reason)
How?	:	(to ask about the way things happen or are done/manner)
How many? How much? How often?	:	(to ask about the number/ amount/ frequency)
Whom	:	(a person in need)
Whose	:	(a person/ thing belongs to)

How to Frame *Wh* Questions

To frame **Wh/ h questions**, one should have the intuition of the sentence structure (**Syntactic/ Semantics** and **Pragmatics**) like subject, verb, object and complement (SVOC). Mere **replacement of a part of the sentence that is underlined to frame *Wh-*** word does not serve the purpose. Hence, framing of questions may best be learned with some examples.

Example

- Rajan is playing football in the park.
- Who is playing football in the park?

Here, the word 'Rajan' is underlined to frame a 'wh' question. Rajan is a noun that is indicated in the question form 'who.' Moreover, the word 'Rajan' is a person who does the action in the sentence and '**Rajan'** in this sentence is a noun too. Hence, based on the **form** and **function** of the subject, the question needs to be framed. So, the 'wh/ h' word required to frame a question is *who*. Thus, the correct form of 'Wh' question is, 'Who is playing football in the park?'

Keeping this rationale in mind, question forms can be understood with the following method as well.

Look at the syntactic sequence in the question.

WH>Aux>Main verb> Complement>?

Who > was >playing > in the park>?

Note the word order in the question forms.

When a question is required to be framed on the given example as shown above, there will be some word order inversion.

If a question is to be framed on the object part of the sentence, then the form of the *wh*-word changes also.

For example: The '**object**' that is action done to is "football" which is a noun that refers to a thing, so the 'wh'- word is *what*.

What was Rajan doing in the park?

Notice how the subject also has to get moved in between the auxiliary verb and main verb in the sentence. Thus, if a question is to be framed on '**in the park',** then the question word would be *where* that denotes place-*in the park.* *Where* was Rajan playing football?

So, the sequence of the question order would be-

Wh>Auxiliary>Subject>Main verb>?

Where > was > Rajan > playing > ?

USE OF DIRECT/ INDIRECT QUESTIONS

A **direct question** is also used to ask to seek information. These types of questions are normally used in informal situations, such as with friends, family members and people in daily conversation.

Read the following examples

- **Who** won cricket during the last Twenty-Twenty series?
- **How** do I make pizza?
- **Which** train goes to Calcutta?
- **Why** are you here?
- **How** much does this box of oranges cost?

While the **Direct questions** are used in **informal** situations, **Indirect questions** are commonly used to ask people who are **unknown to us.** Hence, to use an **Indirect** question, use a phrase like "**Could you please tell me**…" or "**Do you know**…" before the direct question.

Now read the following examples

Direct question: Where is the bookstore?

Here's how one can change this into an **Indirect question**.

Could you please tell me where the bookstore **is**?

Do you know where the bookstore **is**?

Note the inversion when forming an indirect question. In the **direct question**, the verb "is" comes **before** the subject "bookstore." But in the indirect question, the verb "is" should be moved to the end.

To understand wh/h questions and their usage better, refer the following table

Do form of **verbs**

Question word	Auxiliary verb	Subject	Main verb	
Where	do	you	work?	
How	do	you	like	your new apartment?
How	did	they	learn	English so fast?
When	did	you	get home	from work yesterday?
Where	did	you	buy	that T-shirt?

Be form of **verbs:**

Question word	Auxiliary verb	Subject	Main verb	
What	are	you	doing	at the moment?
Why	is	he	ignoring	me?
What time	are	we	meeting	for dinner?
Why	were	the children	eating	candy before dinner?
How	was	he	feeling	after the surgery?

Have form of **Verbs**

Question word	Auxiliary verb	Subject	Main verb	
How much money	have	you	spent	on clothes this month?
How long	has	your teacher	worked	at this school?
What	have	they	been doing	all day?
How long	has	the client	been waiting	for their order?

Modal Auxiliaries

Question word	Auxiliary verb	Subject	Main verb	
Who	will	you	invite	to the party?
What	will	your parents	think	about your plan?
What	would	you	do	if you had a million dollars?
How	could	we	improve	English?
Where	shall	we	go	on our next vacation?

Sample 1

Write a dialogue on asking questions and giving responses
Courier Boy: Good Afternoon. Am I speaking to Mr. Ravi Verma?
Mr. Ravi: Yes. Who's speaking?
Courier Boy: Mr.Verma, I'm calling from Airdash Couriers. Can I talk to you for two minutes?
Mr. Ravi: Yes.
Courier Boy: We have an important document for you from the U.S., our boys have found your door locked on two of their attempts to deliver it and on both occasions, you don't seem to have seen them.

Mr. Ravi: I'm afraid not. Well, we usually get back home after nine in the evening.

Courier Boy: Is there any other place where this can be delivered?

Mr. Ravi: <u>Can</u> you send it across to my office?

Courier Boy: <u>Where's</u> your office, sir?

Mr. Ravi: I'm at Excel Techtronix on MG Road.

Courier Boy: Oh, that's good. I'll see that it's delivered sir.

Mr. Ravi: Thanks. And sorry for the trouble you've had.

Courier Boy: That's all right sir. Bye.

Mr. Ravi: Bye.

Exercise-1
Frame suitable wh/h questions to the underlined words in the following sentences:

1. I have <u>2 brothers and 1 sister.</u>

2. <u>Ayush</u> opened the door.

3. The next flight from Delhi to Pune is <u>after 2 hours</u>.

4. The Principal is in the <u>office</u>.

5. A new disease <u>with breathing difficulty, cough and cold</u> is identified by

   scientists as COVID19.

6. <u>Chemistry </u>is a very interesting subject for the students.

Exercise 2

Underline Question words and complete the dialogue given below

Sumit: Hi Nandu. How are you?

Nandu: Hi Sumit. I am fine and doing good. Hope you are doing good too with your studies.

Sumit: Yes, it's going good Nandu. Infact, we are studying through hands on learning under the new syllabus. All credits to NEP.

Nandu: I do agree Sumit, the classes are very interesting to learn something new each time. It's an amazing experience. Today, we had a discussion on the light producing seven colours.

Sumit: Who discovered it? Is it Aristotle?

Nandu: Hey, how sad!

Sumit: Did I guess wrong?

Nandu: Yes. It is not Aristotle.

Sumit: If I am not wrong, is it Issac Newton?

Nandu: Absolutely true.

Sumit: But I do not know the clear explanation. Could you please tell me how did he do it?

Nandu: Newton passed white light through a prism and caught the refracted rays on a screen producing the spectrum of seven colours, VIBGYOR.

Sumit: Did you mean rainbow?

Nandu: Yes. Have you noticed that the rainbows are never seen in the east at dawn or in the West at sunset?

Sumit: Yup. I have n't thought of it this way. How amazing!

Nandu: ....

Sumit: ....

Exercise 3

Write Dialogues using 'Wh/h' question words for the given situations

1. Between the attendant and the receptionist at the hospital.

2. Between Customer Care Executive and a Resident to place the order for a water geyser.

3. Enquiry at the Railway/Airport on arrival time or departure.

4. Two neighbours about hike in petrol and vegetable prices.

5. About a recipe between two Jack and Jill.

YES/NO QUESTIONS

Yes/no question is formally known as a **polar question** or a **general question** whose expected answer is one of the **two** choices, one that **affirms** the question and one that **denies** the question. Therefore, the choices are either **"yes"** or **"no."**

Look at the table to understand how Yes/No questions are used in affirmative and negative forms

Question	Affirmative Answer	Negative Answer
Do you ….?	**Yes, I do/ Yes, we do.**	**No, I don't/ no, we don't.**
Does he ….?	**Yes, he does.**	**No, he doesn't.**
Can we ….?	**Yes, we can.**	**No, we can't.**
Have you ….?	**Yes, I have/ Yes, we have.**	**No, I have n't/ No, we have n't.**
Has he ….?	**Yes, he has.**	**No, he has n't.**
Would you ….?	**Yes, I would/ Yes, we would.**	**No, I would n't/ No, we would n't.**
Are you ….?	**Yes, I am? Yes, we are.**	**No, I am not/ No, we were n't.**
Were you ….?	**Yes, I was/Yes, we were.**	**No, I wasn't/ no, we weren't.**
Was it ….?	**Yes, it was.**	**No, it was n't.**
Did you/they ….?	**Yes, they did.**	**No, they did n't.**

Exercise 1

Frame Yes/No questions with both affirmative and negative answers to the following sentences:

Example: She is your brother's school teacher.

Is she your brother's school teacher?

No, she is not.

Yes, she is.

1. We are at the correct location.

   _____

2. This is the same Restaurant that we booked online.

   _____

3. I may try opening the lock for you.

_____

4. You wrote answers to the model questions.

_____
___

5. They have got the permission to practice here.

   _____
_____

QUESTION TAGS:

A question tag is also a form of question to reinstate what has been uttered or said or to ensure whether the desired idea is reached or understood by the listener in a spoken discourse. It is a construction in which an interrogative fragment is added to a **declarative or an imperative** clause. Here, the resulting speech comprises an

assertion paired with a request for **confirmation.** It is **used to check or confirm** that ~~it~~ something is **understood** correctly**.**

Example, the question tag for, **You're Mary, aren't you?** It consists of the declarative clause **"You're Mary"** and the interrogative tag **"aren't you?**

How are they used in daily conversation?

Question tags are used in a number of ways: negative or positive, with or without auxiliary verb, with the modal verb etc. It is also used to confirm whether something is true.

Examples for Negative Question Tag

- The bus leaves at 8 a.m., **doesn't it**?
- You will bring the juice, **won't you**?
- Sam broke the glass, **did n't he**?
- She can swim well, **can't she**?

Examples of Positive Question Tag

- You are n't busy, **are you?**
- He cannot play after the accident, **can he?**
- Mohit doesn't work hard, **does he?**
- Ramya hasn't come yet, **has she?**

Observe the structure of the question tag. Tag begins with **'auxiliary verb'** and the subject gets changed to a **'pronoun'** of its subject. Added to this, the other change that takes place is *'If the sentence is positive, the tag would be in negative and if the sentence is in negative, the tag would be in positive.'*

Task-1

Write suitable question tags to the given sentences:

1. Parents need to guide children on the dangers of social media, _____

2. Bassanio was accused of infidelity,_____

3. There's a roof in the cellar,_____

4. The prisoners were n't allowed water during the investigation,_____

5. Bengaluru City University is the new university in

   Karnataka,_____

Task-2

Make enquiries in the following contexts. Begin each enquiry with a negative statement and end it with a question tag

1. Enquire if your friend is in a hurry.
2. Ask your friend to delay her visit by two days.
3. Enquire if your friend's sister is homesick.
4. Ask a customer to wait for an hour.
5. Find out from your friend if his/ her parents are too old to travel.

Sources:

- Question forms | - | Learn English (britishcouncil.org)

- For an in-depth guide to five W questions with examples, see this lecture from Georgia State University.
- Yes or No Questions in Present Form (interrogative) | English Grammar A1 Level (books4languages.com)
- Basic Communication Skills, P. Kiranmai Dutt, Geetha Rajeevan, Revised Edition Cambridge university press India Pvt. Ltd. and printed at Chennai Micro print (p) Ltd., Chennai -600029.

CHAPTER-8

SUBJECT-VERB AGREEMENT AND DERIVATIVES

Brainstorming

> ➢ **Name the parts of a sentence.**
> ➢ **What is the structure of a sentence?**
> ➢ **Do you know SVOC in a sentence?**

SUBJECT-VERB AGREEMENT

Read the following sentences and observe the agreement between **the doer of the action (subject)** and **the action word (verb).**

1. A **child** chases the bull.
2. The **children** chase the bull.
3. **Swamy** plays cricket.
4. **Girls** play cricket occasionally.

The subject of a sentence has a close relationship with its verb in the same sentence. There is a one-to-one relationship between the subject and the verb. In sentence **1,** the **child** is the *doer of the action* which is the **subject** and also **singular** in number; *Chases* is the **verb** which is the action word and is also **singular** in form. Thus, the agreement between **children** and **chase; Swamy** and **play; Girls** and **play** depend upon the **singular and plural** form of the subject. To understand either a spoken or a written discourse in a given context, the knowledge of subject-verb agreement is quite essential. This kind of agreement between subject and verb may better be understood through the following modules.

Module-1: Singular Subject-Verb Agreement

Inference: A singular subject requires a singular verb form.

Read the following sentences carefully and observe the agreement between the **subject** and the *verb*.

1. The **projector** <u>is</u> in the classroom.
2. A **girl** <u>is</u> sitting alone in the court.
3. **The boy** <u>is</u> talking nonstop**.**
4. **Yesterday** <u>was</u> sunny.
5. **Tomorrow** <u>would</u> <u>be</u> windy.
6. **Today** <u>is</u> rainy.

The words '**projector, girl, boy, yesterday, tomorrow, today**' are the **subjects** respectively and they are **singular** in number. The other words underlined like <u>'is,</u> <u>was',</u> and <u>'would be'</u> that follow the subject in these three sentences are **verbs**. These verbs are singular in their form too. So, if the subject is singular, the verb would be naturally singular in the form. Thus, it is a *singular subject-verb* agreement.

Task 1

Underline the subject verb agreement in the given sentences

Example: <u>Marriage is made</u> in heaven, but <u>I celebrate</u> it here with sweet pain.

1. Vinod is tall.
2. Mr. Sharma is a teacher.
3. Mrs. Kumar is a homemaker.
4. There is a beautiful picture in the book.
5. She was at school yesterday.

Task 2

Fill in the blanks with appropriate form of subject or verb agreement

My father_____(read) a book last night when_____(he/she) heard a noise in the garden. He_____(open) the window and _____(look) out. It_____(be) very dark and he could see nothing. But just as he_____(shut) the window, he _____(see) a man. The man___(try) to climb over the wall. ___(He/they) was a thief. When he____(see) my father at the window, ____(he/it) jumped off the wall

and __(run) away. My father____(go) out and __(run) after him. Just as the thief_____(jump) into a standing car, my father_____(catch) him.

Task 3

Choose the appropriate verb form to form a coherent subject-verb agreement

1. There is/are a telephone in my room.
2. Two chairs is/are in my chamber.
3. A newspaper was/were on her lap.
4. Ten students would/ was be in our group.
5. Neither Smitha nor Kareem lives/live here.

Module-2: Plural subject-verb agreement

Inference: A Plural subject requires a plural verb form.

Read the following sentences and notice the agreement between the **subject** and the **verb**.

1. Five fat <u>foxes are</u> fighting ferociously amongst themselves.
2. Continuous <u>sixes are</u> marvelous to watch in the stadium.
3. All yellow <u>flowers had </u>withered.
4. <u>Students love</u> to read books.
5. <u>Social and political freedoms are</u> maintained in India.

The words 'foxes, sixes, flowers, students and social/political freedoms' function as **subjects** respectively and are **plural** in number. The words underlined, 'are, were, love' that follow the subject of these three sentences are **verbs and are** plural in their form. So, if the subject is **plural**, the verb would be naturally **plural** in form. As a result, it is a plural subject-verb agreement.

Task 1

Underline the subject verb agreement in the given sentences

Example: <u>Marriages are made</u> in heaven, but <u>we celebrate</u> them here with sweet pain.

1. Buses are dirty.

2. Mr. and Mrs. Sharma are musicians.

3. Karuna and Karunya are good homemakers.

4. There were some beautiful pictures in the book.

5. You were at school yesterday.

Task 2

Fill in the blanks with appropriate subject or verb in the given paragraph

My father and mother _____(be read) some books last night when_____(he/they) heard a noise in the garden. My father_____(open) the window and _____(look) out. It_____(be) very dark and he could see nothing. But my mother as he_____(be shut) the window, he _____(see) some men. The men___(try) to climb over the wall. ___(He/they) were thieves. When they____(see) my father at the window, ____(they/it) jumped off the wall and __(run) away. My father____(go) out and __(run) after them. Just as the thieves_____(jump) into a standing car, the people_____(gather) around the car.

Task 3

Choose the appropriate verb form to form a coherent subject-verb agreement in the given sentences

1. There is/are interesting novels in my room.

2. There is/are five rabbits in her home.

3. There was/were magazines on the table yesterday.

4. There would/ was be ten players in our team.

5. Neither Gods nor Devils love/loves you!

Module-3 Subject-verb agreement with Number (First person/Second person/Third person)

Subject-verb agreement also depends on the number. It means that the subject-verb agreement is in consonance with the subject of a sentence where the subject is first person or second person or third person, singular or plural. The knowledge of first person or second person or third person singular or plural is a prerequisite for the students to use the correct form of subject-verb agreement. Note the agreement between the subject and the verb in the following sentences:

First person singular	First person Plural
1. <u>I am</u> on the way to the Airport. 2. <u>I will</u> mould you into a wonderful human being.	1. <u>We are</u> on the way to the Airport. 2. <u>We will mould</u> you into a wonderful human being.
Second person singular	**Second person plural**
1. <u>You are</u> very cute. 2. <u>You can read</u> Gita, Bible and Quran.	1. <u>You are</u> very cute. 2. <u>They can read</u> Gita, Bible and Quran.
Third person singular	**Third person plural**
1. <u>He can</u> sing a song. 2. <u>She runs</u> very fast. 3. <u>It is</u> the highest peak in this region.	1. <u>They can</u> sing a song. 2. <u>They run</u> very fast. 3. <u>They are</u> the highest peaks in this region.

Task 1

Choose the right form of the word from the options given in the following sentences to form a coherent subject-verb agreement.

1. The committee has/have not voted against the resolution.
2. The committee/committees have not voted against the resolution.

3. One of the women insist/insists on a vote on the issue.

4. A father and a son insist/insists on a vote on the issue.

5. All the property will go/goes to the two daughters.

6. The file has/have been removed from the list.

DERIVATIVES

Brainstorming:

 ➢ **How are words formed in a language?**

 ➢ **Do you know 'Affixes'?**

In the process of teaching and learning a new language, specifically English language here, the knowledge of word formation is crucial for the teacher and the learner. In the same way, the knowledge of derivatives in the target language enriches the learning ability of the students.

Derivatives are words that are derived from other words called root words. They are formed by adding an affix to the root words. An affix can be a prefix or a suffix. The meaning of a **derivative** is determined by its context and not its parts. Those words can be used as nouns, verbs, adjectives and adverbs. In other words, Derivatives are words formed from other "**root**" or "**base**" words. They are often used to transform a root word into a different grammatical category.

For example, by adding **'er'** to the verb **'sing',** a noun **'singer'** is derived or by adding **'ly'** to an adjective like **'kind'**, an adverb **'kindly'** is derived.

Hence, derivatives help the learners to enrich their language competency and proficiency.

Types of Derivatives

There are three main types of linguistic derivatives:

1. Morphological Derivatives

2. Inflectional Derivatives

3. Etymological Derivatives

1. Morphological Derivatives are formed when the root (base) words are modified by adding **affixes**. For example: childish = child (root) + -ish (affix). **Affixes** are groups of letters that are either added to a word in the beginning or at the end of the word and they lead to a change in its form and meaning. When letters are placed in front of the word, they're called **prefixes and w**hen letters are placed at the end of the word, they are known as **suffixes**.

Here are a few examples:

1. **Dishonest**: Dis+honest

Honest = a root word meaning to speak the truth.

Dis = a prefix used to create a negative.

Dis + Honest = dishonest = a derivative of honest that means not being truthful.

2. Honourable

Honour = a root word meaning *high respect*.

-able = a suffix meaning that something is possible or *can be done*.

Honour + able = honourable = a **derivative** of honour meaning *something or someone that is respected*.

A few of the most common affixes and their meanings are given below.

Prefixes	Meaning
Pre –	*before*
Inter –	*between*
Ir-,Im-,In-	*negative/not*
Uni –	*one*
Trans –	*Across or beyond*
Tri –	*three*

Common Suffixes:

Suffixes	Meaning
-dom	a place or state of being
-ity, -ty	quality of
-ment	condition of
-fy, -ify	to make or become
-ful	notable for
-less	Without

2. Inflectional Derivatives

When a root word is changed to adhere to grammatical rules to denote tenses, gender, number, person, and mood, **inflection** occurs in the process of word formation. Similarly to derivatives, inflection makes use of affixes to alter each word. The difference between derivation and **inflection** is that **inflection** doesn't change the word's category, whereas derivation does. Look at a few examples of inflectional derivatives:

Pack – Packed: Inflection for past tense.

Stir – Stirring: Inflection for progressive tense.

Pen–Pens   Inflection for number of objects

3. Etymological Derivatives

Etymology is the study of the origin of words. English language has derived many words and so English language is also called as an etymological language as it has derived many words from different languages across the world. *Etymologically, English language has predominantly derived many words from Old German, Latin, Greek, and French.* In other words, *Etymological Derivation* means a modern English word originates from a different root word. In reality, most of the words in English language may be considered Etymological derivations.

For example

Physics: derived from the Greek word *Phusis*, meaning nature.

Happy: derived from the Viking word *Hap*, meaning luck.

Tree: derived from the old English word Treo.

Task 1

Change the given underlined word into noun/verb/ adjective/ adverb

Two examples have been solved here

 1 They care for our daughters (change into a noun). They provide proper care for our daughters.

2 The Parents must be careful with their children's attitudes (change into an adverb). They must supervise their behaviours carefully (adverb).

1. The minister is foolish, his____ (change into noun) was proved in handling the floods.

2. The students are progressive. Their _____ is quite visible. (change into a noun)

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3. We have God's <u>grace</u> in all our adventures. God blesses us_____(into an adverb).

4. Don't <u>harm</u> others. Do not indulge in_____deeds. (into an adjective).

5. He was happy at his <u>success</u>. He had completed the experiment_____. (into an adverb).

6. He was <u>assigned</u> to do a project. The_____was a significant one. (into a noun).

7. The parents were <u>delighted</u> to see their kids enjoy the game. It was a_____game indeed. (into an adjective).

8. He was a man of <u>vision</u>. He_____the concept very well. (into a verb).

9. Money gives a sense of <u>security</u>. But_____it is a tough task. (into a verb).

10. The music was <u>melodious</u>. The____impressed the audience. (into a noun).

11. He has <u>achieved</u> a lot in life. People envy his_____. (into a noun).

Task 2

Identify the parts of speech of the underlined words as noun/verb/adverb/adjective with an appropriate meaning and change them as directed making necessary changes in the sentence.

1. He is an <u>honest</u> man. (into a noun)
2. She was <u>accurate</u> in her calculations. (into a noun)
3. Regular exercises keep one in good <u>health</u>. (into an adverb)
4. Youngsters should listen to the <u>advice</u> of elders. (into a verb)
5. Sita is a <u>sharp</u> girl in the class. (into a noun)
6. We should have an <u>inclusive</u> growth in the life. (into a noun)
7. Be <u>active</u> to keep up good health. (into a noun)
8. Accept challenges but don't <u>deter</u> from your set goal. (into a noun)
9. He is a <u>sincere</u> officer. (into an adverb)
10. I <u>admire</u> her knowledge. (into an adjective)

11. One should strive <u>hard</u> to achieve success. (into an adjective)

12. Her voice is very <u>melodious</u>. (into a noun)

Certain words are used as both nouns and verbs

 Eg. 1**. Produce** – noun. The   farm   produce was of good quality.

   2. **Produce** - verb. The farmers produce a variety of crops.

   3. **Scare** - noun. I got the scare of my life when the tiger roared at me.

   4. **Scare –** Verb. He scared the tiger!

   5. **Laugh**- noun. His laugh was very shrill.

   6. **Laugh** - He laughed at his friend's foolishness.

Task 3

Use the following words as nouns and verbs in different sentences

1. Light

2. Promise

3. Damage

4. Sail

5. Transport

6. Object

7. Watch

8. Doom

References
1. Krishnaswamy, N: Modern English, Macmillan, Madras, 1995.

2. Rao, Prasad N D V: English Grammar and Composition, S. Chand Publication, New Delhi, 2017.

3. Thomson A. J. and Martinet A.V: A Practical English Grammar, Oxford, London, 1997.

Pattern of assessment in Semester I

ASSESSMENT BREAK-UP (60 + 40 =100)

Summative Assessment (Semester Exam)	Theory	60 marks
Formative Assessment (Internal Assessment)	Internal Assessment FirstTest	10 marks
	Internal Assessment SecondTest	10 marks
	Seminar / Presentations/Group Discussions	10 marks
	Debates / Recitation/ RolePlay/ Project Report	10 marks
Survey/Report writing/Casestudy/ Book or Art review/ Interviews	**Total Internal AssessmentMarks**	**40 marks**
	Total marks	**100 marks**

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.

$$5 \text{ X } 1 = 5$$

Q1.

_____

_____

Q2.

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Q3.

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Q4.

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Q5.

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2. Write an interpretation on any one of the Data Interpretation activities given in the Work Book in about Ten lines. 1 X 5 = 5

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Internal Assessment Second Test (10 marks)

1. Answer the questions set on any one of the Listening Activities given in the Work Book (Chapter 3) 1 X 5 = 5

Q1.

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Q2.

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Q3.

_____
_____

Q4.

_____
_____

Q5.

_____
_____

2. Answer any *one*/*two* exercises/tasks/activities suggested in any one of the Chapters 5, 6, 7 and 8 in the Work Book (Minimum 5 sentences).

5 X 1 = 5

_____

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Seminar / Presentations/ Group Discussions (10 marks)
(Survey/Report writing/Case study/ Book or Art review/ Interviews)

1. Prepare a write up not less than two pages on the issues as suggested above

or from the Course Book.   **1 X 10 = 10**

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Debates / Recitation/ Role Play/ Project Report (10 marks)
(Based on the activities suggested on par with Chapter 4 in Work Book)

1. Specify the activity that you have accomplished here.   1 X 10 = 10

Module: About 10 lines/in bullet format.

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DECLARATION

Name of the college:

_____

This is to certify that (Name of the student) _____

bearing the Register Number _____ is a student of I sem B.

Sc., /B.C.A./ _____ 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	Signature of	Signature of HOD
of the student	the Faculty	with Seal

I Semester BSc/BCA and other courses coming under the Faculty of Science
(As per NEP Model)
GENERIC ENGLISH – Language English-I (Lingua Franca-I)

QUESTION PAPER PATTERN

Time-3 hours   **Marks-60**

SECTION-A (WORKBOOK-40 MARKS)

Question number	Unit I Receptive Skills (Reading and Listening Skills)	Marks
I	Comprehension passages (Skimming and Scanning)	**5**
II	Data Interpretation – Bar graph, Pie Chart and Tree Diagram	**5**
III	Listening vs hearing, Types of Listening	**5**
	Chapter 4: Listening Activities – Listening to pre-recorded audios on interviews and conversations **(Classroom Participation Activity)**	
	Unit-2: Productive Skills: Speaking and Writing Skills	
IV	Introducing oneself, Introducing others, Making requests, Offering help, Congratulating, Making enquiries, Seeking permission **(Any 5 of the above may be used for testing)**	**5X2=10**
V	Giving instructions to do a task and to use a device, Giving directions	**3+2=5**
VI	Question forms and Question tags	**3+2=5**
	Subject-Verb Agreement and Derivatives	**3+2=5**
SECTION-B (COURSE BOOK-20 MARKS)		
VII	Answer any FIVE out of SIX (from all six units)	**5x1=5**
VIII	Answer any 1 out of 3 (1 poem, 1 story, 1 essay)	**1x5=5**
IX	Answer any 1 out of 3 (1 poem, 1 story, 1 essay)	**1x10=10**

I 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-I (LINGUA FRANCA-I)

MODEL QUESTION PAPER

Time-3 Hours   **Max. Marks-60**

Instructions: 1. Read all the instructions carefully and write answers.

               2. Write the question number correctly

SECTION-A

(WORK BOOK-40 MARKS)

I Read the following passage and answer the questions set on it: **5x1=5**

Bigg Boss

Bigg Boss is an Indian reality television game show franchise based on the Dutch show Big Brother. It is produced by Endemol Shine India through Viacom 18 and Star India. Subsequently, the show was syndicated internationally and available through Voot and Disney Hotstar OTT platforms. *Bigg Boss* was originally started in Hindi language and has been extended into seven languages spoken in the Indian sub-continent,   including Kannada, Bengali, Tamil, Telugu, Marathi   and Malayalam.

Contestants called "housemates" live together in a specially constructed house that is isolated from the outside world. House mates are voted out, usually on a weekly basis until only one remains and wins the cash prize. During their stay in the house, contestants are continuously monitored by live television cameras as well as personal audio microphones.

The program relies on techniques such as a stripped back-to-basic environment, evictions, weekly tasks, competitions set by *Bigg Boss*, and the "confession room" where housemates converse with *Bigg Boss* and nominate the housemates they

wish to evict from the house. The housemates with the most nominations are then announced, and viewers are given the opportunity to vote via SMS or online through social media and smartphone applications for the nominee they wish to save from eviction. The last person standing is declared the winner. Though only celebrities were selected to be as housemates in the initial seasons, members of the general public have been chosen to be on the show in the latest seasons of Hindi, Kannada and Telugu versions of the show.

The contestants are required to indulge in housework and are assigned tasks by the omnipresent authority figure known to them as *Bigg Boss*. The tasks are designed to test teamwork abilities and community spirit of the housemates. The luxury budget is a weekly allowance to buy luxury food items other than the supplied essentials which depend on the outcome of assigned tasks.

Answer the following questions:

1. What is Bigg Boss?

2. *Bigg Boss* was originally started in ------------ language.

3. How are the tasks designed at Bigg Boss?

4. What is the luxury budget?

5. During their stay in the house, how are the contestants continuously monitored?

II Write a paragraph focusing on the given tree diagram using cohesive devices/conjunctions/linkers.   1x5=5
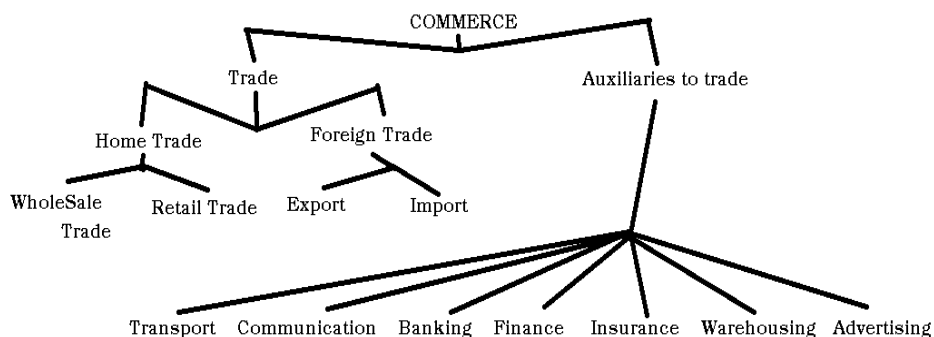
III Answer the following questions: 1x5=5

1. Describe the types of listening in a paragraph

                              OR

1. What is the difference between hearing and listening?

2. What makes one an effective listener?

3. Mention any two types of listening?

4. Listening means_____

5. Define hearing.

IV Do as directed: 5X2=10

1. Introduce yourself to your Chemistry teacher as a new student.
2. Request your NSS Officer to consider you as a volunteer for Gandhi Jayanthi celebrations.
3. Express words of appreciation to your friend on completion of Post-Graduation Degree with distinction.
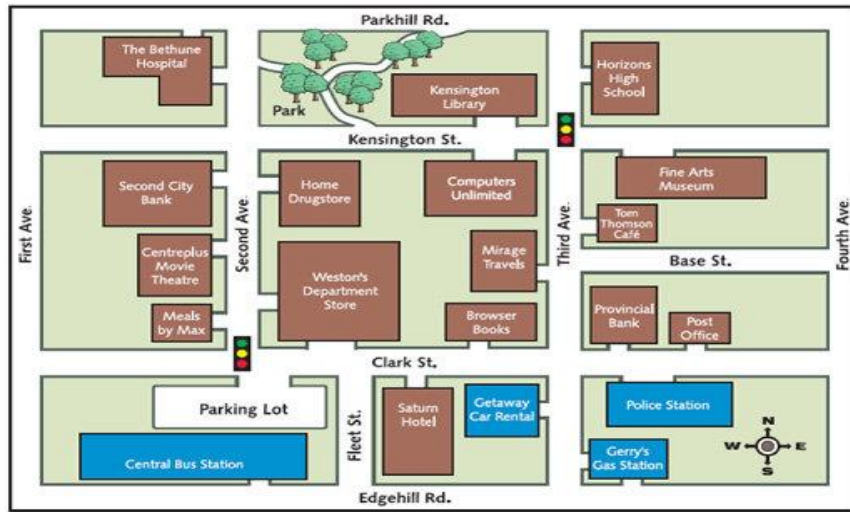4. Enquire at the Stationery Shop for Practical Record books.
5. As a Class Representative, seek permission from your Mentor to arrange a study tour.

V 1. Give instructions to your friend on how to get a Bus pass.
                              1X3

2. Give directions to your uncle to go to 'Fine Arts Museum' from Meals by Max **1X2**

VI Do as directed:

1. Frame questions as directed **3X1**

1. Mohit left for his <u>tuition</u> classes just before you arrived **(Into Wh/h Question)**
2. The teacher has a book on Communication skills **(into Yes/NO Question)**
3. There cannot be life outside the <u>Solar System</u> except Earth **(Into Wh/h Question)**

2. Add suitable question tags to the following sentences **2X1**

1. Movies are not a visual learning aid, _____.
2. Sulekha has a project to work on interdisciplinary studies, _____ .

3. Fill in the blanks with suitable options given in the brackets   3X1

The three gentlemen_____(meet) three ladies yesterday in front of the Grama Panchayati Library. Looking at them, the PDO_____ (send) an attender to warn them to wear the masks. When the attender asked them to wear the masks, they_____(say) they had been tested negative and they had certificates too!

4. Use the correct form of the word given in brackets and fill the blanks   2X1

1. Money gives us a sense of security. But__it is a tough task. (into a verb).

2. The music was melodious. The_____impressed the audience. (into a noun).

SECTION-B

(COURSE BOOK-20 MARKS)

VII Answer any FIVE of the following in a word or a phrase or a sentence
                                                                5x1=5

1. What is Free Speech according to Sarukkai?
2. What does the speaker insist on in the poem 'Democracy'?
3. According to Obama, who gives the constitution its power?
4. Who found the 'Unknown Citizen' popular with his mates and liked a drink?
5. Ramesha is _____ in 'The Golden Dream'.
6. Who wants war in 'From a German a War Primer'?

VIII Answer any ONE of the following in about a page   1x5=5

1. Discuss 'From a German a War Primer' as an anti-war poem.
2. Describe Hatthur bus stop.
3. 'Freedom does not come with compromise and fear'. Substantiate it.

IX Answer any ONE of the following in about two pages   1x10=10

1. How does society evaluate modern man in the poem 'The Unknown Citizen'?
2. Comment on Obama's speech.
3. Explain the theme in 'Democracy'.