



Luminous-II

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

GENERIC ENGLISH

Under the National Education Policy (NEP-2020)

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PRASARANGA

BENGALURU CITY UNIVERSITY

Bengaluru

Luminous- II

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

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FOREWORD

Luminous-II, the Generic English Textbook for the second semester B.A/ B.S.W/ B.A (Music) and other courses coming under faculty of Arts, Bengaluru City University (BCU), is designed to reinforce and develop linguistic skills, which help students in academic writing and employability.

The work book for the second semester students of Arts comes under the Ability Enhancement Compulsory Course language (AECC) of the New Education Policy (NEP). It is based on the aims of the Learning Outcome Curriculum Frame Work (LOCF) and is prepared by the textbook committee.

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

I hope the teachers and the students make the best use of the text book to improve LSRW skills and communication skills.

Prof. Lingaraja Gandhi
Vice-Chancellor
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PREFACE

Luminous-II, the Generic English Textbook for the second semester B.A and other courses under the faculty of Arts (BCU), has to be studied along with the literary text, Resonance -II. The Workbook has grammar and language components to reinforce linguistics and communicative skills. The extensive exercises give the students practice to enhance their linguistic skills in academic writing and career options in the job market.

I thank the chairperson and the members of the textbook committee for their efforts in the preparation of this text to meet the objectives of the Learning Outcome Curriculum Framework (LOCF) of the New Education Policy syllabus. I also thank the members of the BoS for their constant support.

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

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NOTE TO THE TEACHER

Luminous-II is the Generic English text book for II Semester B.A/B.S. W/ B.A (Music) and other courses coming under the faculty of arts. The text book comes under the AECC in the NEP which aims at honing the skills of the learner. The Language course study is structured for four semesters under the NEP and therefore the language learning components are prescribed to facilitate the learners in a gradational manner.

The syllabus combines grammar components, Luminous-II and the literary text, Resonance- II. The work book aims at developing both receptive and productive skills. Under receptive skills the focus is on reading skills. Hence it is hoped that the chapters on vocabulary building, cloze test, and tenses help in increasing and developing the linguistic ability of the learners. The factual, global, and inferential comprehension passages help in grasping the underlying meanings and develop the ability to draw inferences and acquire the intensive/critical reading skills.

Under productive skills, Luminous- II aims at developing the ability to produce discourses and utterances which are more complex and expansive. The samples provided will encourage academic writing in social and academic situations. The workbook emphasises the language skills expected of an undergraduate in the competitive global job scenario. Hence dialogue writing, reported speech, expansion of story outlines, public speech are introduced to help in achieving the above learning outcomes. These components aim to train the students in framing proper sentence structures, write coherent paragraphs and develop competent use of language. The teachers can guide and facilitate learning by providing more exercises and other resources.

A chapter on non-verbal, verbal and visual communications has been introduced to make the students aware that communication is not confined to linguistic skills but also includes non-verbal and visual modes.

The credit score and weightage of marks is similar to first semester. The course carries 3 Credits and is assessed at the end semester exam for 60 marks. And the formative assessment (Internal assessment) carries 40 marks. Further the marks

weightage is divided with the work book carrying 40 marks and the course book carrying 20 marks in the ensuing semester examination.

It is hoped that the textbook helps the students improve their language and communicative skills.

Poornima.P.S.

Chairperson,

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WORKBOOK

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LITERARY SECTION

(Retained from Resonance-II)

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2. A Face in The Dark - *Ruskin Bond*
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CHAPTER 1

COMPREHENSION PASSAGE

Comprehension is derived from the Latin word *Comprehensio* that means *seizing or capturing*. Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing the meaning of words, ability to understand the meaning of a word from the context, follow the organization of the passage and to identify the antecedents and references in it. It also requires the ability to draw inferences from a passage about its contents, identify the main thought of a passage, answer questions, recognize the devices or propositional structures used and determine its tone, understand the situational mood conveyed for assertions, questioning, commanding, refraining etc. This finally enables to determine the writer's purpose, intent and point of view, and draw inferences about the writer.

Types/Levels of Comprehension:

- Global Comprehension
- Factual Comprehension
- Inferential Comprehension

Global Comprehension: It refers to the skill that allows readers understand the general meaning of a text. It can be compared to selective comprehension, which means understanding specific information in the text, and detailed comprehension. Global, selective, and detailed comprehensions have parallels with the three reading skills of skimming, scanning and intensive reading.

For example, in the classroom, various activity types can test global comprehension. Learners can be asked to sort out jumbled versions of a text, answer comprehension questions which test general understanding, such as true or false statements, and suggest titles.

Factual Comprehension:

Factual passages convey information in a straightforward and direct manner about a particular subject. Usually, the language and the style are simple and clear. Factual passages may give instructions or descriptions or report of an event or a new finding.

As the title ‘factual’ suggests, the contents of such a passage are a collection of facts put together in a sequential manner. Factual description involves creating a complete mental picture of a particular person, place, object, beings or events. A factual description allows the reader to get a comprehensive view of the subject under discussion. It involves a step by step description of the subject in the best possible manner. In this way, the reader is able to compare or contrast facts, data or other relevant information. A factual passage is a detailed description of the physical attributes of the given topic.

Inferential Comprehension:

Inferential comprehension is the ability to process written information and understand the underlying meaning of the text. This information is then used to infer or determine deeper meaning which is not explicitly stated.

Inferential comprehension requires readers to combine ideas, draw conclusions, interpret critically, and evaluate information, identify tone and voice. As students develop inferential reading skills they learn to:

- understand the intonation of characters’ words and relationships to one another
- provide explanations for ideas presented in the text
- offer details for events or their own explanations
- recognize the author’s view of the world including the author’s biases
- offer conclusions from facts presented in the text
- relate what is happening in the text to their own knowledge of the world

Exercise:

I. Read the passage carefully and answer the questions given below:

PASSAGE 1

Mother Teresa was a humanitarian. This means she did things to help other people. Her entire life was devoted to helping the poor, the sick, the needy and the helpless.

Mother Teresa was born in Uskub, Ottoman Empire on 26th August 1910. This city is now called Skopje. Her birth name was Agnes Gonxha Bojaxhiu. Her father died when she was eight and she was raised by her mother. She joined the Sisters of Loreto at the age of 18 to become a missionary in India. She first had to learn English. So she went to Ireland to learn English at the Loreto Abby.

A year later she started her missionary work in Darjeeling, India. She learnt the local language, Bengali, and taught at the local school. She soon took her first vows as a nun and took the name, Teresa.

When she was 36 years old, she felt the call from God to help the poor of India. She received some basic medical training and then set out to help the sick and the needy. This was not an easy task in 1948 India. She had very little support and, while trying to feed and help the poorest of the poor, she herself was constantly hungry and even had to beg for food.

Soon other women joined her and she formed the Missionaries of Charity. Mother Teresa described the purpose of the Missionaries of Charity as an organisation to take care of “the hungry, the naked, the homeless, the crippled, the blind, the lepers, all those people who feel unwanted, unloved and uncared for throughout society.”

It wasn't an easy task to build such an organisation and to keep the focus on the poorest people. In 1979, Mother Teresa was awarded the Nobel Peace Prize for work undertaken in the struggle to overcome poverty and distress, which also constitutes a threat to peace. She was beatified in 2003, the first step on the path to sainthood, within the Catholic church. She worked almost up until her death on 5th September, 1997.

1. Mother Teresa was called because her entire life was devoted to helping the poor, the sick, the needy and the helpless.
 - a) philanthropic
 - b) humanitarian
 - c) sympathiser
 - d) merciful
2. Mother Teresa was born in Uskub, now known as Skopje.....
(True / False)
3. Agnes Gonxha Bojaxhiu changed her to Teresa when she as a nun.
4. What hardships did Mother Teresa face while helping the poor?
5. Suggest a suitable title to the passage.

PASSAGE 2

Too many parents these days cannot say no. As a result, they find themselves raising ‘children’ who respond greedily to everything. Even getting what they want doesn’t satisfy some kids; they only want more. Now, a growing number of psychologists, educators and parents think it is time to stop the madness and start teaching kids about what’s really important : values like hard work, contentment, honesty and compassion. The struggle to set limits has never been tougher—and the stakes have never been higher. One recent study of adults who were overindulged as children, paints a discouraging picture of their future : when given too much too soon, they grow up to be adults who have difficulty coping with life’s disappointments. They also have distorted sense of entitlement that gets in the way of success in the work place and in relationships.

Psychologists say that parents who overindulge their kids, set them up to be more vulnerable to future anxiety and depression. Today’s parents themselves raised on values of thrift and self-sacrifice, grew up in a culture where ‘no’ was a household word. Today’s kids want much more, partly because there is so much more to want. The oldest members of this generation were born in the late 1980s, just as PCs and video games were making their assault’ on the family room. They think of MP3 players and flat screen TV as essential utilities, and they have developed strategies to get them. One survey of teenagers found that when they crave for

something new, most expect to ask nine times before their parents give in. By every measure, parents are shelling out record amounts. In the heat of this buying blitz, even parents who desperately need to say no find themselves reaching for their credit cards.

Today's parents are not equipped to deal with the problem. Many of them, raised in the 1960s and 70s, swore they would act differently from their parents and have closer relationships with their own children. Many even wear the same designer clothes as their kids and listen to the same music. And they work more hours; at the end of a long week, it is tempting to buy peace with 'yes' and not mar precious family time with conflict. Anxiety about the future is another factor. How do well intentioned parents say no to all the sports gear and arts and language lessons they believe will help their kids thrive in an increasingly competitive world? Experts agree: too much love will not spoil a child. Too few limits will.

What parents need to find, is a balance between the advantages of an affluent society and the critical life lessons that come from waiting, saving and working hard to achieve goals. That search for balance has to start early. Children need limits on their behaviour because they feel better and more secure when they live within a secured structure. Older children learn self-control by watching how others, especially parents act. Learning how to overcome challenges is essential to becoming a successful adult. Few parents ask kids to do chores. They think their kids are already overburdened by social and academic pressures. Every individual can be of service to others, and life has meaning beyond one's own immediate happiness. That means parents eager to teach values have to take a long, hard look at their own.

1. What do the psychologists, educators and parents want to teach the children?
 - a) To teach them about treachery.
 - b) To teach them about indiscipline.
 - c) To teach them about the values of life like hard work, contentment, honesty and compassion.
 - d) None of these.
2. Why do children need limits on their behaviour when they live within a secured structure?

3. The drawback of giving children too much too soon is
4. Find words in the passage similar in meaning:
 - a) a feeling of satisfaction (paragraph 1)
 - b) valuable (paragraph 3)
5. Suggest a suitable title to the passage.

PASSAGE 3

It was market-day, and from the country sides and villages nearby, the peasants and their wives were coming toward the town Goderville. The men walked slowly, throwing the whole body forward at every step of their long, crooked legs. They were deformed from pushing the plough which makes the left- shoulder higher and bends their figures side-ways; from reaping the grain, when they have to spread their legs so as to keep on their feet. Their starched blue shirts, blown out around their bony bodies, looked very much like balloons about to soar, from which issued two arms and two feet.

Some of these fellows dragged a cow or a calf at the end of a rope. And just behind the animal followed their wives beating it over the back with a leaf-covered branch to hasten its pace and carrying large baskets out of which protruded the heads of chickens or ducks. These women walked more quickly and energetically than the men, with their erect, dried-up figures, adorned with scanty little shawls and their heads wrapped round with a white cloth, enclosing the hair and surmounted by a cap

In the marketplace at Goderville was a great crowd, mingled of men and beasts. The horns of cattle, the high, long hats of wealthy peasants, the headdresses of the women came to the surface of that sea like crowd. And the sharp, shrill, barking voices made a continuous, wild noise, while above it occasionally rose a huge burst of laughter from the sturdy lungs of a merry peasant or a prolonged bellow from a cow tied fast to the wall of a house.

It all smelled of the stable, of milk, of hay and of perspiration, giving off that half-human, half-animal odour which is peculiar to country folks.

Hubert of Breaute, had just arrived at Goderville and was making his way toward the square when he saw on the ground a little piece of string. Hubert, economical in nature, reflected that everything was worth picking up which could be of any use, and he stooped down, but painfully, because he suffered from rheumatism. He took the bit of thin string from the ground and was carefully preparing to roll it up when he saw Malandain, the harness maker, on his doorstep staring at him. They had once had a quarrel about a halter, and they had borne each other malice ever since. Hubert was overcome with a sort of shame at being seen by his enemy picking up a bit of string in the road. He quickly hid it beneath his shirt and then slipped it into his trousers pocket, then pretended to be still looking for something on the ground which he did not discover and finally went off toward the marketplace, his head bent forward and his body almost doubled in two by rheumatic pains.

He was at once lost in the crowd, which kept moving about slowly and noisily as it haggled and bargained. The peasants examined the cows, went off, came back, always in doubt for fear of being cheated, never quite daring to decide, looking the seller square in the eye in the effort to discover the tricks of the man and the defect in the beast.

The women, having placed their great baskets at their feet, had taken out the poultry, which lay upon the ground, their legs tied together, with terrified eyes and scarlet combs.

They listened to propositions, bargaining for some time and suddenly calling out to the customer who was starting to go away:

“All right, I'll let you have them, Allame.”

Then, little by little, the square became empty, and when it was midday those who lived at a distance poured into the motels.

At the lodgings run by Jordan, the great hall was filled with eaters, just as the vast ground in front of the hotel was filled with vehicles of every sort like horse carriages, wagons, gigs and so on.

All the Rich was eating there at Jordan; the owner, was also a dealer in horses and a sharp fellow who had made a great deal of money in his day.

The dishes were passed round, were emptied, as were the jugs of wine. Everyone told of his affairs, of his purchases and his sales. They exchanged news about the crops. The weather was good for greens, but too wet for grain.

Suddenly the drum began to beat in the courtyard before the lodgings. Everyone, except some of the most indifferent, was on their feet at once and ran to the door, to the windows, their mouths full and napkins in their hand.

When the public announcer had finished his drumbeating, he called forth in a jerky voice, pausing in the wrong places:

“Be it known to the inhabitants of Goderville and in general to all persons present at the market that there has been lost this morning on the Bambino Road, between nine and ten O’clock, a black leather pocketbook containing five hundred francs and business papers. Any finder, you are requested to return it to the mayor’s office at once. There will be twenty francs reward.”

Then the man went away. They heard once more at a distance the dull beating of the drum and the faint voice of the announcer. Then they all began to discuss this incident, guessing the chances the pocketbook owner had of finding or of not finding it again.

The meal went on. They were finishing their coffee when a few police officers with the Mayor appeared on the threshold.

He asked:

“Is Hubert, of Breaute, here?”

Hubert, seated at the other end of the table answered:

“Here I am, here I am.”

And he followed the policemen.

The mayor was waiting for him, seated in an armchair. He was in charge of the place, a tall, grave man of pompous speech.

“Hubert,” said he, “this morning on the Bambino Road, you were seen to pick up the pocketbook lost by James, the caretaker.”

The countryman looked at the mayor in amazement frightened already at this suspicion which rested on him, he knew not why.

“I -- I picked up that pocketbook?”

“Yes, YOU.”

“I swear I don't even know anything about it.”

“You were seen.”

“I was seen -- I? Who saw me?”

“Malandain, the harness-maker.”

Then the old man remembered, understood, and, reddening with anger, said:

“Ah! he saw me, did he, the rascal? He saw me picking up this string here, sir.”

And fumbling at the bottom of his pocket, he pulled out of it the little end of string.

***(Extract adapted from a popular short story by Guy de Maupassant)**

1. The detailed physical description of the peasants reveals
 - a) that they were like balloons and fly in the air.
 - b) the unhealthy way they led their lives.
 - c) how the drudgery of their daily life has altered their physical form.
 - d) that they were ugly in appearance.
2. Hubert of Breaute picked up a string from the ground _____(True/False)
3. What was the announcement made by the public announcer?
4. The synonym of motel is _____.
5. Give a suitable title to the story?

PASSAGE 4

On 30 September 2001, I was on my way to Bokaro from Ranchi in Jharkhand when the helicopter carrying me crashed moments before landing. It hit the earth with a thud after its engine failed. All of us on board had a miraculous escape. Grateful to God but unfazed by the incident, I went ahead with my scheduled programme of addressing the students in Bokaro. At night, however, a panel of doctors persuaded me to take a tranquillizer to alleviate my perceived shock. The drug made me sleep hours ahead of my usual time-1 a.m. I also failed to rise at my usual 6 a.m. and woke up only after eight O'clock.

It was, however, a disturbed sleep, and sometime in the middle of it, I fell to thinking why the human race, the best of all of God's creations, has been so deeply divided by violence. I imagined a conversation between five people who together symbolize the finest attributes of the human mind and whom I admire deeply. Through their conversation, I sought an answer. In this experience, much more intense and vivid than a dream, though for want of a better word I shall term it that, I saw myself in a desert with miles of sand all around. There was a full moon and the desert was bathed in its light. Five men- Mahatma Gandhi, Albert Einstein, Emperor Asoka, Abraham Lincoln and Caliph Omar- stood in a circle, their clothes ruffled by the wind.

They all spoke and their message was one. They all said to me in their different ways; 'This is our message to the planet. Everything that we do, any doctrine that we espouse, should be for the good of the humankind'.

The next morning, I kept sitting for some time drinking my tea and pondering about this strange dream. And yet, the history of the world shows the forces of good struggling hard to make life better for mankind while the human race also shows a terrible capacity for destruction. Thus, we have Gandhi, and other great saints and teachers who lay down the precepts for a happy and virtuous life, on the one hand, and on the other the death of millions in the Second World War and the dropping of atomic bombs that destroyed entire cities. Thousands have died in the Bosnia conflict, the Israel-Palestine conflict continues to take lives, and on 11 September 2001 terrorists used a new tactic to take lives when they struck at the World Trade Centre in New York. At home, in the Bhopal gas tragedy, 30,000 people died as the result of the carelessness of a multinational company, and thousands more have died in the Kashmir Valley violence. On 13 December 2001, when the leaders of India were in Parliament, an attempt was made by the terrorists to paralyse the country. Where will it all stop? Are we doomed to destroy ourselves? No, we have to find an everlasting solution.

The five great human beings I saw in my dream lived at different times. In the modern world, there are few examples of human beings who embody the qualities that come from realizing the nature of the mind. Once a child asked me if I had read the Mahabharata and if so, who my favourite character in it was. The multifaceted characters in the epic represent almost every aspect of human nature, good as well as bad. I told the child that I was particularly attracted to the character of Vidura, who showed grit against the wrongdoings of authority and had the courage to differ when everyone else chose to surrender before the tyranny of adharma.

Today, it is hard for us to find one true Vidura among our leaders. It is hard for us to imagine such an enlightened being and even harder for us to aim for such enlightenment. More discouraging still is the quality of public life today, the low level of discourse and the presence of so much ego, anger, greed, jealousy, spite, cruelty, lust, fear, anxiety and turmoil! I felt a new determination dawning inside me.

In this my most important decision I decided to help discover the nature of India's true self in its children. My own work and indeed I as a person were relegated to the background. My scientific career, my teams, my awards, all this became secondary. I wanted instead to be a part of the eternal intelligence that is India. I hoped to transcend myself and discover the inner, higher self that is in us through my interaction with joyous children.

(Extract from *Ignited Minds* by APJ Abdul Kalam)

1. What was the mishap that APJ escaped miraculously?
2. After the incident APJ _____.
 - a) was panicky and had to be given a tranquilizer.
 - b) went normally with the scheduled programme and addressed the students at Bokaro.
 - c) slept the whole day.
 - d) changed all the day's plans.
3. Great men appeared in APJ's dream _____(true/false)
4. Give any example of violence that APJ refers to that has occurred in India?
5. What is the theme of the passage?

PASSAGE 5

Depression is a highly under- diagnosed illness. Many people are not even aware when they are suffering from it. Also, depression is confused with sadness or grief or an attitude problem. But it is not just sadness and grief — it is an illness. Sadness and grief are normal parts of life but depression isn't- the difference is like that between a common cold and pneumonia. Often people try to ignore depression or treat it with prescriptions for physical ailment or worse still, with drugs and alcohol. The result will be the same as what would happen to a person taking medicines for cold and fever when affected by pneumonia. Left untreated, depression can become a serious condition, crippling life or causing mortality. Gloomy facts apart, the best news is that, depression can be effectively treated and cured in many cases with modern medicine.

When depression becomes so severe that it makes a person dysfunctional for extended period of time causing irreversible damage to relationships or life conditions, it is generally referred to as clinical depression, and it requires professional treatment. Even though most depressed persons lack will and motivation to seek help, it is imperative that family members or well-wishers persuade and encourage the person to get treatment.

Depression is a whole person illness — it affects the body, feelings, thoughts and behaviour. There is certainly a bio- chemical process in depression, but it also affects the individual's thinking process, and ignites a variety of (negative) emotions. When it becomes unmanageable, it paves way for severe depression. Mental health professionals generally classify depression by its cause: Endogenous depression is caused by a chemical imbalance within the mind. Reactive depression is caused as a response to a disturbing event or series of events. The first one responds better to medication. In the second case, medication may increase the symptoms, but it is necessary to resolve the issues that triggered it off, otherwise when medication is stopped, there can be a relapse.

Simple, cheap and highly effective anti- depressants are now available on prescription from a qualified doctor. The medicines should not be misused since the long-term effects can be adverse. At the other end of the spectrum, there are people who believe they should never ever use anti- depressants because of there are horrible side effects and the medicine becomes addictive. This is absolutely not true. People regularly taking anti-depressant under medical supervision can lead absolutely normal day to day lives, without any serious side effects. And tapered off properly by the doctors, the patient will not have any addiction or craving for them and can get on with life.

1. Why do people in general not treat depression as an illness?
2. If sadness and grief is like common cold, then depression is like
.....
3. Which of the following statement is false?
 - a) Depression can be triggered by a disturbing event.
 - b) Depression can cause a person to develop negative emotions.
 - c) Medicines should be taken life long, stopping them causes relapse.
 - d) Depression can be caused by chemical imbalance in the brain.
4. Mention any two compound words from the passage.
5. Give a suitable title to the passage.

CHAPTER 2

VOCABULARY BUILDING

A **vocabulary** is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language -**Wikipedia**

A good vocabulary helps a person develop comprehension skills. In addition to this a good vocabulary also helps in articulating the ideas and thoughts in an effective way. With a rich vocabulary, one will not sound repetitive and boring and it helps in choosing appropriate words and express the ideas effectually.

One of the best ways of building a strong vocabulary is to explore the other meanings of a single word. That is, when you come across a new word, you can try looking up its antonym and synonym, or its connotation, or check if it is an idiom, and so on.

A. SYNONYMS

A Synonym is a semantic term for a word that has the same or nearly the same meaning as another word. The term **synonym** comes from a combination of the ancient Greek *syn*, that means 'with', and *onoma*, that means 'name.'

Synonyms are words, which are very nearly alike in meaning but not quite the same. We have to choose from a number of synonyms, the particular word that exactly expresses the idea that we wish to convey. Synonyms can provide one with variety in speech or writing. There are endless examples of synonyms, making it easy to avoid overusing the same word and sounding repetitive.

Examples:

- Abandon: leave, forsake....
- Aboriginal: indigenous, native....
- Abortive: futile, unsuccessful....
- Contaminate: pollute, infect....
- Demolish: destroy, ruin.....

Exercise:

I. Fill in the blanks with the right synonym provided in brackets:

1. Give me aaccount of the accident. (concise, brief)
2. An mind is a devil's workshop. (vacant, empty)
3. Captain Cookthe Pacific, and a great number of islands. (discovered, explored)
4. The ship and many sailors were..... (sank, drowned)
5. In my new I have not the comforts of a(house, home)

II. Pick out the word which is similar in meaning from the options:

1. Grave

- a. dead b. still c. serious d. sad

2. Recollect

- a. Return b. assemble c. unite d. remember

3. Comprehend

- a. appreciate b. understand. c. agree d. approve

4. Obstinate

- a. rigid b. firm c. determined d. strict

5. Enormous

- a. infinite b. lengthy c. tall d. huge

III. Replace the word in bold by choosing another word which has a similar meaning given in brackets:

1. He went to the railway station **to ask** if the train was on time. (enquire, question)
2. All the students **gathered** in the hall for the morning prayer. (collected, assemble)
3. The match will **commence** at 9 O' clock sharp. (initiate, start)
4. The daughter **assisted** her mother in cooking. (supported, helped)
5. The police **scattered** the crowd. (spread, disperse)

B. ANTONYMS

An antonym is a semantic term for a word that has an opposite meaning to another word. It is also known as a counter term. The word ‘antonym’ comes from a combination of two Greek terms: *anti* which means ‘opposite,’ and *-onym*, which comes from *onoma* meaning “name.”

Examples:

- Assemble- disperse
- Fertile — barren
- Cheerful- gloomy

Complementary Antonyms

Complementary antonyms are exact opposites that have no middle ground. For example, “off” is always the opposite of “on” — there is no other possibility for its antonym.

Examples of complementary antonyms include:

- | | | |
|------------|---|----------|
| ▪ night | — | day |
| ▪ entrance | — | exit |
| ▪ exterior | — | interior |
| ▪ true | — | false |
| ▪ dead | — | alive |
| ▪ push | — | pull |

Relational Antonyms

Relational antonyms describe opposite words as they relate to each other. One word cannot exist without the other. For example, a doctor with no patients cannot be a doctor; a predator with no prey is not a predator.

Examples of relational antonyms include:

- | | | |
|-----------|---|--------|
| ▪ above | — | below |
| ▪ servant | — | master |
| ▪ borrow | — | lend |
| ▪ give | — | take |

- buy — sell
- instructor — pupil

Graded Antonyms

Graded antonyms deal with levels of comparison, and they can be two words on a scale. Many are relative terms, which can be interpreted differently by different people. For example, ‘sad’ and ‘happy’ are relative antonyms, because someone can be quite sad or quite happy, or very sad and very happy.

Examples of graded antonyms include:

- young — old, elderly
- happy — wistful
- wise — foolish
- warm — cool
- early — late
- fast — slow

Antonyms formed by adding Prefixes

Sometimes we do not need to search for another word entirely. It is possible to create an antonym simply by adding a prefix to the word.

Adding Dis-

- agree — disagree
- appear — disappear
- belief — disbelief

Adding In-

- tolerant — intolerant
- decent — indecent
- discreet — indiscreet

Adding Mis-

- Information — misinformation
- Conduct — misconduct
- Lead — mislead

Exercise:

I. Match the words in column A with their antonyms in column B:

Column A

create
asleep
assemble
opaque
majority
bright
innocent
bold
defend

Column B

disperse
minority
timid
attack
destroy
guilty
transparent
awake
dull

II. Write the opposites of the following:

permanent job, deep river, fresh food, strong coffee, high temperature, minor accident, gloomy day

III. Choose the word from the options given below which is opposite in meaning to the word in bold:

1. Sudden

a. temporary b. permanent c. gradual d. momentary

2. Admit

a. accept b. deny c. prove d. refuse

3. Contract

a. decrease b. improve c. attract d. expand

4. Ancient

a. old b. present c. modern d. primitive

5. Often

a. never b. always c. rarely d. seldom

IV. Use the prefixes un-, in-, im-, dis-, mis-, ir-, or il- to make antonyms of the following words:

curable	patient	equality	loyal
conscious	perfect	responsible	safe
lead	connect	forgettable	legible

V. Find out the words from the following list which can be changed into their antonyms by using the suffix -ful:

hopeless	toothless	thoughtless	heartless
harmless	painless	homeless	leafless
useless	careless	weightless	thankless

C. PREFIX AND SUFFIX

In English grammar and morphology, affixation is adding a morpheme or affix to a word to create either a different form of that word or a new word with a different meaning; affixation is the most common way of making new words in English.

Prefixes and **Suffixes** are types of affixations. Prefix is adding to the root at the beginning of the word, without any change in the word.

Example: Author—is root word

Co- author (adding **co** is prefix)

Prefixes do not generally alter the word-class of the root. Productive prefixes normally have light stress on their first (or only) syllable, the main stress of the word coming on the base: pre+fabricated = prefabricated. This stress pattern will be assumed in the examples in the following

Negative Prefixes:

	meaning	added to:	examples
UN	the opposite of 'not'	adjectives	Unfair
IN	the opposite of 'not'	adjectives	insane
DIS-	the opposite of 'not'	adjectives verbs abstract nouns	disoriented dislike disloyal
A-	'lacking in'	adjectives nouns	amoral asymmetry

Pejorative/uncomplimentary prefixes

	meaning	added to:	examples
MIS-	'wrongly' 'astray'	verbs abstract nouns participles	misinform misconduct mislead
MAL-	'bad(ly)'	verbs abstract nouns participles adjectives	maltreat malfunction malformed malodorous

PSEUDO-	‘false, imitation’	nouns, adjectives	Pseudo- intellectual (noun or adj)
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Prefixes of degree or size

	meaning	added to:	examples
SUPER-	‘above, more than, better’	nouns adjectives	superman supermarket supernatural
OUT-	‘to do something faster, longer, etc than...’	verbs (mainly intrans)	outrun, outlive
OVER-	‘too much’	verbs participles adjectives	overeat overdressed overconfident
ULTRA-	‘extremely, beyond’	adjectives	ultra-violet ultra-modern

SUFFIX

Unlike prefixes, suffixes frequently alter the word-class of the base; for example, the adjective kind, by the addition of the suffix-ness, is changed into an abstract noun kindness.

Noun → noun suffixes

	added to → to form	meaning	examples
[A] occupational			
-ER	nouns → nouns	varied meanings, Eg: ‘inhabitant of’	teenager, Britisher
[B] diminutive			
-LET	countable nouns → countable nouns	‘small, unimportant’	booklet, piglet

-ETTE	nouns→ nouns	‘small, compact’	kitchenette statuette
		‘female’	usherette
[C] status, domain			
-HOOD	nouns→ abstract nouns	‘stage’	boyhood brotherhood
-SHIP	noun	‘status’	chairmanship
-DOM		‘domain, condition’	kingdom, stardom

Exercise:

I. Use appropriate prefixes to find the opposite of these verbs:

wrap, use, agree, understand , fold , spell , close

II. Fill in the blanks by adding appropriate prefix to the word given in the brackets. Use one of the prefixes given below:

(im, mis, dis, under, un)

1. He said that it was (possible).
2. He was punished for (behaving) in the class.
3. Please (lock) the door.
4. It is pouring and I've (placed) my umbrella.
5. Try to remain (partial) until you have heard both sides of the story.

III. Add a prefix to each word in brackets to complete the sentences:

1. Rita was _____ to visit her friend because she had a lot of homework to do (able).
2. Renu's teacher told him to _____ the benches in the classroom (arrange).

3. He had spelled dozens of words _____(correctly).
4. Mrs. Saluja was _____ with the low Social Studies test scores (happy).
5. Please help your mother _____ the groceries (pack).

IV. Write single words with prefix having the same meaning as the words given below:

Example: pay back – repay

1. not polite _____
2. charge again _____
3. not safe _____
4. behave badly _____
5. try again _____

V. Fill in the blanks by adding appropriate suffix to the word given in brackets:

(dom, able, ly, ful, ship, less)

1. The king ruled his (king) wisely.
2. Are you (comfort) here?
3. He laughed (loud).
4. He was a clever and (resource) person.
5. Solomon was famous for his (wise).
6. The (member) of the club is now 500.
7. He was a (mercy) tyrant.

VI. Add suffix -ful or -less to complete the sentences:

1. I am _____ to have such a loving parent. (full of thanks)
2. The _____ cat was wandering around the town. (without a home)
3. Reena, you look _____ in that dress. (full of grace)
4. The squirrels in the backyard are _____. (without harm)
5. Did you see the _____ rainbow in the sky? (full of colour)

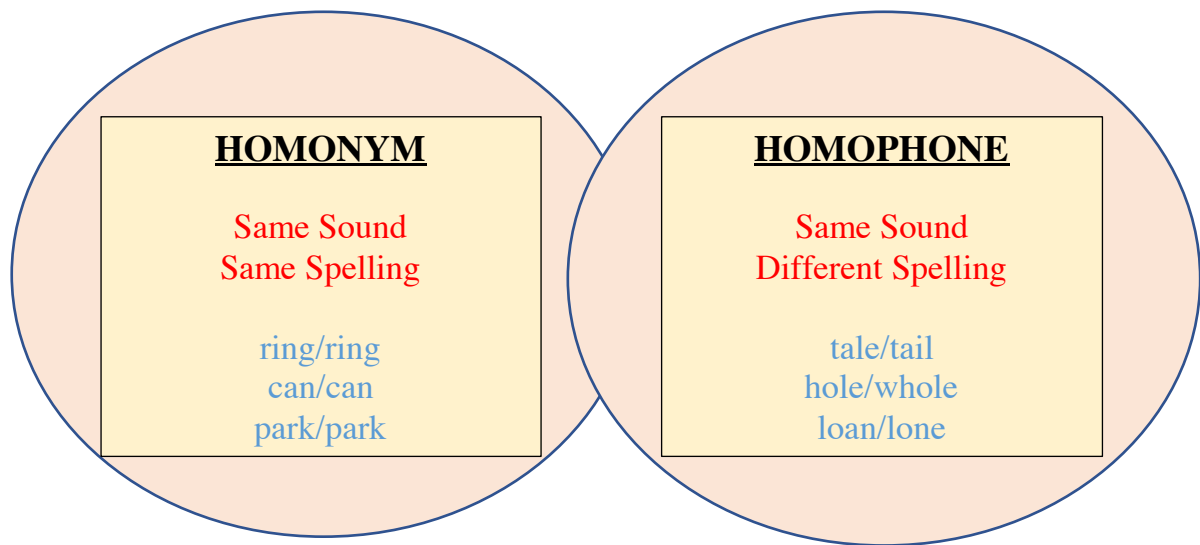
VII. Fill in the blanks by using the appropriate affix (prefix or suffix):

1. She looked _____. She started to cry. (happy)
2. He passed his exam. He was _____ for the second time. (success)
3. The team that he supported was able to win the _____. (champion)
4. There were only a _____ of people at the match. (hand)
5. I think that you should _____ your decision. It may not be the best thing to do. (consider)

Reference:

- A University Grammar of English- Randolph Quirk
Sydney GreenBaum

D. HOMONYMS AND HOMOPHONES:



Homonyms

Homonyms are words that are pronounced the same and spelt the same but have different meanings. The origin of Homonym is traced back to the Greek words *homos*, meaning “same,” and *onuma*, meaning “name.”

Examples of Homonyms:

- **bark** (outer covering of a tree) and **bark** (noise a dog makes)
- **bat** (flying mammal) and **bat** (a wooden club used in certain games)
- **can** (steel cylinder) and **can** (modal verb, word to express ability)

Exercise:

- I. Frame sentences with two different meanings for the homonyms given below:

Ship – Ship, Kind – Kind, Drop – Drop, Point- Point, Bright – Bright,
Trip – Trip, Park – Park, Book – Book, Saw – Saw

Homophones—Homophone is a Latin word that means *same sound*. These are words that are pronounced the same but differ in spelling and meaning.

Examples of Homophones:

- **dew** (water droplets) and **due** (unpaid)
- **know** (to understand) and **no** (denial)
- **there** (location) and **their** (possession)

Exercise:

I. Fill in the blanks choosing the right homophones given in brackets:

1. Kiran applied the _____ to stop the car. (break, brake)
2. When is the first payment _____? (dew, due)
3. I am unable to _____ your voice, can you speak louder? (here, hear)
4. Radha read the _____ book in one day. (hole, whole)
5. The princess was rescued by a handsome _____ (night, Knight)

II. Fill in the blanks with appropriate homophones:

1. I can't _____ your gift.
a. accept
b. except
2. The _____ of our school is very tall.
a. principle
b. Principal
3. I _____ the ball out of the room.
a. threw
b. through
4. The _____ is very good today.
a. whether
b. weather
5. Everyone walk down this _____ please.
a. aisle
b. isle

E. COLLOCATION

A collocation is a term where two or more words often go well together. These combinations will just sound right to people whose native language is English because they use them all the time in their regular conversations. On the other hand, the reality is that these combinations may be unnatural and just sound wrong grammatically but will make one feel confident to convey things.

Types of Collocations

There are various types of collocation made from various combinations of a verb, noun, adjective, etc in English language. Some of the common types are:

- **adverb + adjective:** very pleasant
- **adjective + noun:** memorable experience
- **noun + verb:** lions roar
- **verb + expression with a preposition by its side:** burst into tears
- **verb + adverb:** wave frantically

Types of Collocations

Verb Collocations

Verb collocations are those types of collocations which are used extensively and tend to involve a verb + noun phrase in day-to-day situations. Here are the examples of these combinations. In every instance, the verb has other meanings also, but the outcome of combining it with the other words is a verb collocation.

- **Pay a bill:** I refuse to pay a bill if I am not satisfied with the service.
- **Come prepared:** Come prepared to the school tomorrow, since you have a presentation.
- **Find a replacement:** The Indian cricket team must find a replacement for the ace cricket player as early as possible.

Adjective Collocations

When adjectives are added to nouns and adverbs, it forms adjective collocations. Here are a few examples of adjective collocations.

- **Deep:** Deep feeling, deep trouble, deep sleep.
- **Heavy:** Heavy rainfall, heavy snow, heavy traffic.
- **Strong:** Strong smell, strong body, strong sense, strong denial.
- **Big:** Big failure, big mistake, big surprise.

Noun Collocations

In noun collocations, a verb and a noun are used to form a group of words.

E.g. Pay attention, make progress, save energy

Business English Collocations

Most of the time, collocations are critical in several kinds of business and work place. There are multiple ways one can make a collocation with the help of verbs, nouns, adjectives, and adverbs. They can be mixed with keywords and a business expression can be made.

Some of the Important Business Collocations are:

- Security blanket
- Cash flow
- Opinion Poll
- Annual turnover
- Go bankrupt
- Hard-earned Money
- Deposit a Check
- Open an Account

Exercise:

I. Complete the collocation by choosing the answers from the options given below:

1. My grandfather was a smoker, so few people were surprised when he suffered from oral cancer.
a) chain

- b) heavy
- c) big

2. She was a artist who devoted her life to arts.

- a) dedicate
- b) passionate
- c) intelligent

3. It is a golden If you miss it, you will regret it.

- a) word
- b) opportunity
- c) offer

4. Geetha seemed quite interested in buying that house, but at the last moment, she changed her

- a) mind
- b) thoughts
- c) offer

5. Although I was annoyed by her attitude, I said nothing.

- a) moderately
- b) lightly
- c) slightly

II. Frame sentences using the following collocations:

tight schedule, heavy traffic, balanced diet, have an appointment

CHAPTER 3

CLOZE TEST

A cloze test (also cloze deletion test or occlusion test) is an exercise, test, or assessment consisting of a portion of language with certain items, words, or signs removed (cloze text), where the participant is asked to replace the missing language item. Cloze tests require the ability to understand the context and vocabulary to identify the correct language or part of speech that belongs in the deleted passages. This exercise is commonly administered for the assessment of native and second language learning.

A Cloze Test is a blend of vocabulary, grammar, and logical reasoning where students are provided with a passage which has certain words missing from it. The candidate's knowledge of English grammar is assessed through Cloze Test in many civil service, competitive examinations. It is an important part of the General English section.

Points to remember while answering a cloze test:

1. Read the passage thoroughly

The candidates need to read the entire text to understand the context, tone, theme and meaning of the text.

Common mistake: Candidates often skip reading the entire text to save time.

2. The type of word to fill in

Look at the blanks carefully and assess the kind of words you have to fill in. We should find out the particular part of speech: noun, pronoun, verb, preposition, conjunction or an article.

Example:

- **A noun:** I forgot to carry my _____ to school. I, therefore, had to share with my friend.

The logical answer here would be a book or lunch.

- **An article:** He ate ____ apple and threw ____ seeds away.

Here, the answer is ‘an’ in the first case and ‘the’ in the second.

- **A verb:** _____ for half an hour left me breathless.

The idea of being breathless suggests something strenuous like ‘exercising’ or ‘running’.

a) Analyse the words

It is not enough to find a meaningful match. The words must fit in the context and theme of the content.

Example: He had managed to reach in time. She _____ (see) at him in astonishment.

- A. stared.
- B. gazed.
- C. shot.
- D. looked.

The answer is B. gazed. Despite having a similar meaning, gazed is the best choice as it fits the context of the sentence.

b) Link the sentences together

- Remember that it is a passage with sentences that are connected. Treat each sentence as independent and fill in the blanks accordingly.
- Try to come up with logical connections that link up the sentences together which will make the question easy to solve.

c) Have a knowledge of the general terms

A candidate must have good knowledge of the general terms used in different sectors. Newspapers are the best to gain this knowledge.

Example: The court ruled that the Indian Navy should grant permanent _____ (job) to women.

- A. service.
- B. tenure
- C. commission.
- D. position.

Here, the answer is C. This is the common term used in any defence service.

d) Maintain the tone

The passage is usually written in a certain tone; sometimes narrative, sometimes critical, sometimes humorous. Pick words that fit in with the tone of the passage. If the sentence is in a positive tone, keep the tone positive. If the sentence is negative keep it in a negative tone. It is easy to understand the tone of the sentence by understanding the subject. Topics that showcase feelings of happiness, pride, admiration, achievement, success will have a positive tone. While topics showcasing loss, disgrace, failure, sadness, anger, will have negative tones. There are some topics with a neutral tone such as reports. The candidate should maintain a neutral tone in such cases.

Example: His father _____ (touch) him on his back in admiration as he told him about his promotion.

- A) Slapped.
- B) Patted.
- C) Touched.
- D) Hit.

Here the answer is B. patted as it goes with the positive tone of the sentence.

e) Eliminate the wrong ones

- You will often come across a blank that has more than one correct option. List out all these options and try them one by one.
- Use one option that seems most fitting.

- When the sentence is ambiguous, think of words that are appropriate not only to the given sentence but also fit the context of the entire passage.

f) Build your language skills

- In terms of general preparation, you can read and re read as many times as required.
- The more you read, the better you will understand the tone.
- It will also improve your vocabulary. Both these things will go a long way in helping you ace the Cloze Test.

3. Reread after solving:

Once the candidates finalize the answer, they should reread it to check whether the filled in word suits perfectly with the sentence and its context.

4. Practice well

- Remember there is no substitute for hard work and practice.
- Try to complete three to four passages each day while preparing and get an insight into your problem areas.

I. Fill in the blanks with appropriate options given below:

PRACTICE PASSAGE – I

A report in the newspaper stated that 1._____ police dog was taken to Raj Bhavan 2._____ Monday. This was to trace the 3._____ of the “very important horse” which 4._____ reported missing on Sunday. The dog picked 5._____ the scent on some traces of 6._____ and ran a few yards before losing the 7._____. The police have launched a vigorous 8._____ into the whole affair. They have 9._____ the services of a forensic expert, 10._____ fingerprint expert and a photographer. 11._____ are now fourteen horses at Raj Bhavan 12._____ are kept in a large shed near the gate.

1. Once, A, New
2. At, Next, On
3. Killers, Dogs, Police

4. As, Were, Was
5. On, At, Up
6. Those, Blood, Report
7. Bet, Track, Came
8. Search, Investigation, Campaign
9. Give up, Requisitioned, Report
10. A, An, Two
11. There, We, So
12. Who, Were, Which

PRACTICE PASSAGE – II

Childhood is a time when there are 1._____ responsibilities. If a child 2._____ good parents, he is fed, looked 3._____ and loved, whatever he may do, it is improbable that he will ever again in his life 4._____ given so much without having to do anything 5._____ return. In addition, life is always 6._____ new things to the child. A child finds 7._____ in playing in the rain or in the snow. His first visit 8._____ the seaside is marvellous adventure. But a child has his pains; he is not free to do as he wishes; he is continually being 9._____ not to do things or is being 10._____. His life is therefore not perfectly happy.

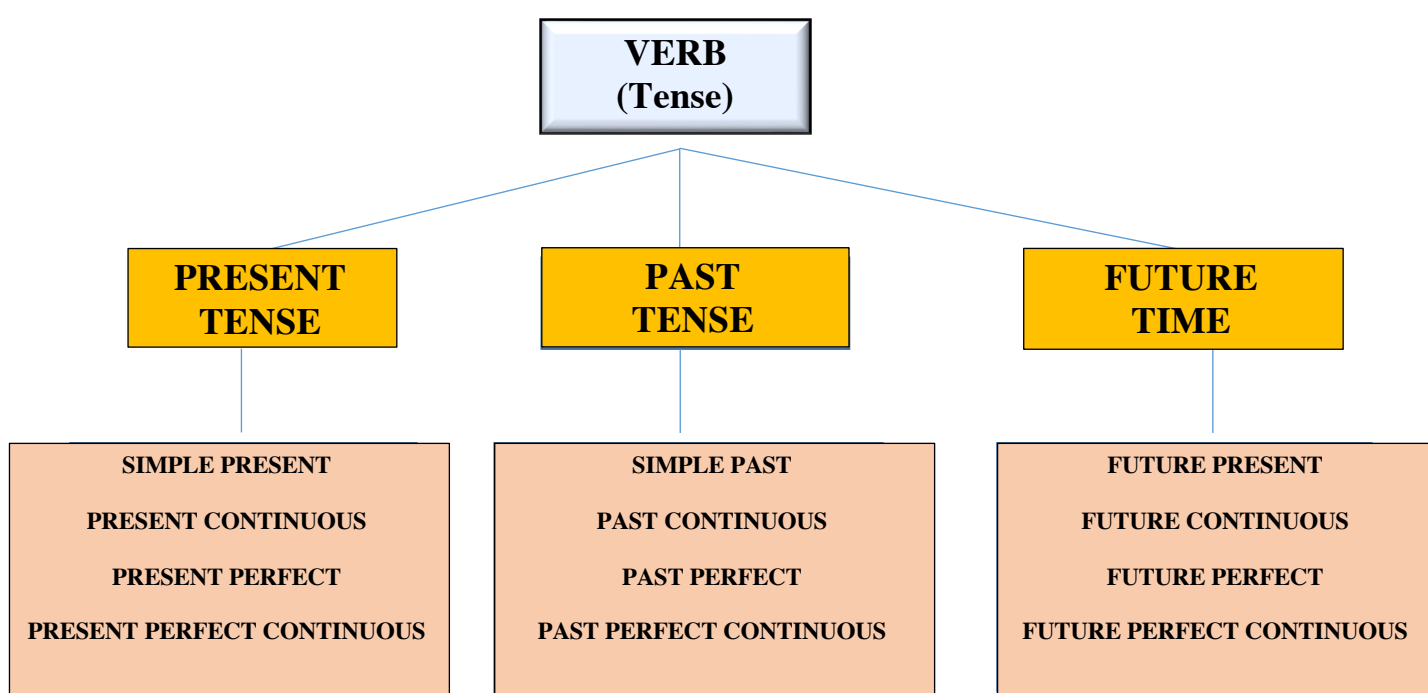
1. Many, Little, Few, More
2. Had, Have, Has, Will have
3. Up, At, After, Around
4. Is, Has, Are, Be
5. For, In, As, Of
6. Donating, Displaying, Granting, Presenting
7. Pain, Progress, Pressure, Pleasure
8. On, To, In, For
9. Ordered, Told, Forbidden, Restricted
10. Beaten, Penalized, Disturbed Punished

CHAPTER 4

TENSES

The term 'Tense' is derived from the Latin word *Tempus* which means time. Hence tense refers to the time of action done by the subject. In English grammar, verbs are often used in a way which indicates or denotes the time. These verbs which take up different forms to indicate the time of action, event or condition by changing their forms are called tenses.

Tenses can be broadly classified into: **Present Tense, Past Tense, Future Time**



1. Present tense

This tense is used to refer to or indicate something which occurs in the present. This tense is subdivided into four types:

a) Simple Present Tense

It is used to describe an action, event or condition which occurs during written or oral communication in the present time. It is normally used to express habitual/regular actions and universal truths.

It is used to denote the true happenings in nature and habitual truth. It gives simple action of the present time.

Formula: Subject+ do/does+ verb

Examples:

Subject	Do/does +verb
I	sing
We	sing
You	sing
He/She/It	sings
They	sing

Usage:

- i. Used to show a habitual action.

Example:

- My father wakes up at 4 O'clock.

- ii. Used to express universal truth.

Example:

- The Sun rises in the east.

b) Present Continuous Tense:

This tense indicates the continuous nature of an act or event in the present and has not been completed.

The present continuous is used for an action going on at the time of speaking.

Formula: Subject+ is/am/are + verb+ ing

Examples:

Subject	is/am/are	Verb+ing
I	am	singing
We	are	singing
You	are	singing
He/She/It	is	singing
They	are	singing

Usage:

- i. It is used to express an action which is in progress at the time of speaking.

Example:

- I am reading a novel.
 - She is preparing vegetable sandwiches for breakfast.
- ii. To express an action which consists of series of actions repeated over a period of time.

Example:

- They are writing a book on the pollution of Narmada.
- iii. To denote an action in near future.

Example:

- We are going on a picnic tomorrow.

c) Present Perfect Tense

This tense is used to describe an action that had begun in the past, continues into the present and has just been completed. The time of occurrence of the action is generally not mentioned. This tense is also used to describe an action happened in the past before another action takes place and which has its effect at the moment of speaking.

Formula: Subject+ has/have + verb(V3 or Past participle form)

Examples:

Subject	have/has	Verb(Past participle)
I	have	sung
We	have	sung
You	have	sung
He/She/It	has	sung
They	have	sung

Usage:

- i. To express an action that has completed just now.

Example:

- Deepak has just spoken to the Principal.
- I have just completed my dinner.

- ii. To indicate recent actions when the time is not mentioned.

Example:

- I have read the novel. (recently)

- iii. Expressions like just, yet, never, ever, lately, recently could be used.

Example:

- He has never written a book.

d) Present Perfect Continuous Tense

This tense is used to describe an action, event or occurrence that has begun in the past and continues into the present. It is also used for an action that began and just finished or in cases where there is no mention of time.

Formula: Subject+ has/have+ been+ verb+ ing

Examples:

Subject	have/has	been	Verb+ing
I	have	been	singing
We	have	been	singing
You	have	been	singing
He/She/It	has	been	singing
They	have	been	singing

Usage:

To express an action which began in the past and is still going on with stress on its continuity at the time of speaking. E.g. since+ a point of time or for +period of time.

Example:

- I have been writing this essay since this morning. (Point of time)
- I have been writing an essay for two hours. (Period of time)
- I have been living here since 1980.
- We have been revising the verbs for three weeks.
- I have been taking medicine since last Friday.

2. PAST TENSE

This tense is used to refer to something that happened in the past.

a) Simple Past Tense:

The action which took place in the past time is Simple Past Tense.

Formula: Subject+ did+ verb (Subject + V2)

Examples:

Subject	did +verb(v2)
I	sang
We	sang
You	sang
He/She/It	sang
They	sang

Usage:

- To express an action happened in the past.

Example:

- India got independence in 1947.

b) Past continuous tense:

This tense is used to describe an event or occurrence that is ongoing or continuing in the past.

Formula: Subject+ was/were+ verb+ ing

Examples:

Subject	was/were	Verb+ing
I	was	singing
We	were	singing
You	were	singing
He/She/It	was	singing
They	were	singing

Usage:

- i. To denote an action which was “in progress” in the past.

Example:

- Swaroopa was revising last week.
- We were playing Tennis at the club.
- Sejal was reading newspaper when I entered the room.
- Mohan was chopping the vegetables while Ankita was instructing.

c) Past Perfect Tense

This type of tense is used to describe an event in the past that has been completed.

Formula: Subject+ had+ verb (V3 or past participle form)

Examples:

Subject	had	Verb(Past participle)
I	had	sung
We	had	sung

You	had	sung
He/She/It	had	sung
They	had	sung

Usage:

- i. To refer to the earlier of two actions
- ii. It is referred with a point of time in the past to show that the event occurred before the point.

Example:

- Suman had left when we reached.
- By 2 O'clock he had read most of the novel.
- He had not left for Delhi till 1945.
- She had already clarified the major doubts.

d) Past Perfect Continuous:

This tense is used to indicate an event, action or occurrence that started before another event, action or occurrence in the past. Here one action or event interrupts another.

Formula: Subject+ had+ been+ verb+ ing

Example:

Subject	had been	Verb+ing
I	had been	singing
We	had been	singing
You	had been	singing
He/She/It	had been	singing
They	had been	singing

Usage:

- i. To refer to a long continuous action in the past.

Example:

- Indu had been watching TV the whole night.

- He had been working for that company for ten years when he was promoted.
- I had been playing the drums since school time.

3. FUTURE TIME

Future time is used to refer to or indicate something that has not happened at the time of speaking or writing.

Formula: Subject+ will/shall+ verb

Example:

Subject	shall	Verb
I	shall	sing
We	shall	sing
You	shall	sing
He/She/It	shall	sing
They	shall	sing

Usage:

- To show a single act that still has to take place.

Example:

- I shall meet you tomorrow morning.
- Josna will read a book tonight.
- I shall stay in the town for a month.
- She will help you if you ask her.

a) Future Continuous:

This is used to describe actions that are ongoing or continuing in the future. It is commonly used in sentences by using the present participle of the verb i.e 'ing'. Example: His parents will be attending the convocation.

Formula: Subject+ will/shall+ be + verb+ ing

Example:

Subject	shall be	verb+ing
---------	----------	----------

I	shall be	singing
We	shall be	singing
You	shall be	singing
He/She/It	shall be	singing
They	shall be	singing

Usage:

- i. It represents an activity or a state of action of past which continues after a point of time.
- ii. This tense could be used instead of present continuous tense to show that an event has been planned for the future

Example:

- He will be flying across the Sahara at 2 O'clock tomorrow afternoon.
- I shall be working in the laboratory tomorrow morning.
- My sister will be studying in the university next year.

b) Future Perfect:

This is used to refer to or describe an event that will be completed sometime in the future before another action takes place. It is written by using the past participle form of the verb.

Formula: Subject+ will/shall have+ verb(V3 or past participle form)

Examples:

Subject	will/shall have	verb(past participle)
I	will/shall have	sung
We	will/shall have	sung
You	will/shall have	sung
He/She/It	will/shall have	sung
They	will/shall have	sung

Usage:

- i. To represent an action that will be completed at some point in future time.

Example:

- I shall have completed my work, by this time tomorrow.
- You will have finished that novel tomorrow.
- I will have arrived at work by 9 am tomorrow.
- She will have written the book.

c) Future Perfect Continuous:

This is used to describe an action that is continuing and will be completed at a specified time in the future. This tense is written using the following order:

Formula: Subject+ Shall/will+ have+ been+ verb+ ing

Examples:

Subject	shall/will+have+been	verb+ing
I	shall/will+have+been	singing
We	shall/will+have+been	singing
You	shall/will+have+been	singing
He/She/It	shall/will+have+been	singing
They	shall/will+have+been	singing

Usage:

- i. This indicates that at a point of future time an event will be in the past.

Example:

- Srishti shall have been reading various kinds of books on this topic.
- They will have been playing football in that field before you reach.
- I shall have been living in Mumbai for five years by May 2016.
- Shravya shall have been studying in the library before she comes to the class.
- We will have been watching a movie in the Cineplex before you come.

Exercise:

I. Fill in the blanks using correct tense forms of the verbs in the brackets:

1. My father is not here. He..... (go) to Mumbai. Since then, he(look) for a job. He(pass) the examination three years ago; but he (not succeed) in getting a job yet.
2. I often (write) with a pen. Now I(use) a pencil.
3. I (learn) grammar when I (be) an assistant in a Montessori. Now I (think) I am a master of it. I..... (publish) my recent studies on grammar soon.
4. It (be) 5 O'clock now. They (learn) Mathematics since 4.30. At 7 O'clock they(start) doing their homework. They (go) to bed every day at 10 a.m.
5. While I (swim), someone (steal)my clothes.
6. He(speak) to me very rudely yesterday. Usually, he (behave)politely. Now he(sleep). After getting up he..... (meet) his doctor.
7. My friend.... (reach) here yesterday. He (leave) for Mysuru tomorrow. During his stay in Mysuru he.....(meet) his younger brother who.....(study) in college.
8. Ravi..... (pass) the SSLC Examination of March 1999 in first class. Now he (want) to join a technical course of three years' duration. So, he(apply) for admission in the Polytechnic already. If admitted, his course.....(complete)by 2024.
9. They (drink) coffee when I arrived.
10. After I (wash)..... the car, I parked it in the garage.

References:

- KING'S ENGLISH Deluxe Encyclopaedic Edition, Addone Publishing Group.
- TOTAL ENGLISH, by Pamela Pinto, Morning Star (A unit of MSB Publishers Pvt. Ltd)

CHAPTER 5

REPORTED SPEECH

There are many occasions where we have to describe an event or action that happened and very often that implicates what someone said. Such occasions can include a social situation as well as in literary genre, e-mail or presentation. In order to describe what people said there are two different types of speech – direct speech and indirect speech (or reported speech).

Direct Speech

When we want to describe what someone said, we use **direct speech**. Here we repeat what someone says, putting the phrase between **speech marks**.

- Peter came in and said, “I’m really hungry.”
- It is very common to see direct speech used in books or in a newspaper article.
- When Mrs. Diaz opened the door, I asked, “Have you seen Lee?”
- She replied, “No, I haven’t seen him since lunchtime.”
- The boss was angry and shouted, “Why isn’t he here? He hasn’t finished that report yet!”

Indirect Speech

When we want to report what someone said without speech marks and without necessarily using the same words, we can use **indirect speech** (also called reported speech). For example:

- Direct speech: “We’re quite cold in here.”
- Indirect speech: They **said (that) they’re cold**.
- Direct speech: “When are you leaving?”
- Indirect speech: He asked us **when we were leaving**.

In order to report any kind of a sentence/clause, a few changes have to be made:

1. Change in sentence construction:

SENTENCE	DIRECT FORM	REPORTED FORM	CONNECTIVE WORDS
Statements	S+V+O	S+V+O	that
Interrogative	V+S+O	S+V+O	Question words/whether/if
Imperative	US+V+O	Infinitive(with to)verb +O	to
Exclamatory	ES+S+V	S+V+O	that

Note: US - Understood subject

ES - Exclamatory Sense

2. Change in tense:

Tense	Direct Speech	Reported Speech
present simple	I like ice cream	She said (that) she liked ice cream. (Simple Past)
present continuous	I am living in London	She said (that) she was living in London. (Past continuous)
past simple	I bought a car	She said (that) she had bought a car (Past perfect)
past continuous	I was walking along the street	She said (that) she had been walking along the street. (Past perfect continuous)
present perfect	I haven't seen Julie	She said (that) she hadn't seen Julie. (Past perfect)
past perfect*	I had taken English lessons before	She said (that) she had taken English lessons before. *

* does not change

3. Change in Modal Auxiliary:

Tense	Direct Speech	Reported Speech
Will	I'll see you later	She said (that) she would see me later.
would*	I would help, but..."	She said (that) she would help but...
Can	I can speak perfect English	She said (that) she could speak perfect English.
could*	I could swim when I was four	She said (that) she could swim when she was four.
Shall	I shall come later	She said (that) she would come later.
should*	I should call my mother	She said (that) she should call her mother
might*	I might be late	She said (that) she might be late
Must	I must study at the weekend	She(that) said she had to study at the weekend

* does not change

4. Changes in Adverbs:

now	then / at that time
today	that day
yesterday	the previous day/ the day before
last night	the previous night
next week	the following week
tomorrow	the next day / the following day
day after tomorrow	two days after

Exceptions:

The tense of the **Reported speech** expressing the following does **not** change

1. Universal truth

- “**The earth moves around the Sun**”, the Professor said.
The Professor said that **the earth moves around the sun**.
- My mother said, “**Honesty is the best policy**”
My mother said that **honesty is the best policy**.

2. Habitual action

- My friend said, “**I go for walk every morning**”.
My friend said that **he goes for walk every morning**.

3. Historical Event

- My brother said, “**India got freedom in 1947**”.
My brother said that **India got freedom in 1947**.

Rules for changing four types of sentences from direct speech to indirect speech

➤ **Assertive sentences/ statements**

- **Said** is often changed to **told** if it is followed by an **object**.

e.g.: He **said** to **me**, “You have stolen my book.”

He **told** me that I had stolen his book.

- **Said/told** is followed by **that**.
- The **tense** of the **verb** and **personal pronouns** should change.

Examples:

1. The teacher said, “I have been working here for the last twenty years.”

The teacher said that he had been working there for the last twenty years.

2. The boy said, “I don’t know what my father will say”.

The boy said that he did not know what his father would say.

3. Jim said to me, “My sister has just passed her B.Sc. examination.”

Jim told me that his sister had just passed her B.Sc. examination.

4. Tom said, “Pradeep, I’ve done all the exercises the teacher gave yesterday.”

Tom told Pradeep that he had done all the exercises the teacher had given him the previous day.

➤ Interrogative sentences (Questions)

- Change **said** to **asked /enquired**.
- When an interrogative sentence begins with an interrogative **pronoun (what, who, which, whom, whose)** or interrogative **adverb (when, where, why, how)** the indirect speech is introduced by the **same word** with which the question in the direct speech begins.
- When an interrogative sentence begins with an **auxiliary verb (is, am, are, do, does, did, may etc.)** the indirect speech is introduced by **if/ whether**.
- The interrogative form of the sentence is changed into the **statement form**. The **question mark** is replaced by a **full stop**.
- Negative and verbal abbreviations (**shan’t, can’t, isn’t, etc.**) appear in full in reported speech (**shall not, cannot, is not**).
- The tense of the verb and the personal pronouns must be changed.

Examples:

1. Preetham said, “May I have a cake?”

Preetham asked whether he might have a cake.

2. He asked me, “Where are you going?”

He asked me where I was going.

3. The teacher asked Dev, “Can you bring your notes tomorrow?”

The teacher asked Dev whether he could bring his notes the next day.

4. He said, “Will you listen to such a man?”

He asked me whether I would listen to such a man.

➤ Imperative sentences

- **Said** changes into **requested, advised, ordered, asked, told**, etc. **Told** generally introduces an **order** or a **command**. **Ask** usually expresses a **request**.
- The **verb** of the direct speech is changed into **infinitive** form (**to+ verb**). In the **negative sentences** ‘**not**’ is put **before the infinitive**.
- When the command or advice is **negative**, we can use **forbade**.

Examples:

1. “Wait here under the tree until it stops raining”, he advised.

He advised me to wait there under the tree until it stopped raining.

2. The mother shouted, “Eat up your dinner at once”.

The mother shouted at me to eat up my dinner at once.

3. The Judge said, “Bring in the two prisoners and have an eye on them”.

The Judge ordered to bring in the two prisoners and to have an eye on them.

4. She said to me, “Please wait here till I return”.

She requested me to wait there till she returned.

➤ **Exclamatory sentences**

- **Said** must be replaced by ‘**exclaimed**’ followed by the words, **with joy/ sorrow/ surprise/shock/ pain** etc.
- Words such as **What a, How, Alas, Bravo, Hurrah**, expressive of strong feelings should be **omitted**.
- The actual words of the speaker are changed into statements.
(Exclamatory becomes Assertive)

Examples:

1. The boy said, ‘Hurrah! We have won the match.’
The boy exclaimed with joy that they had won the match.
2. The candidate said, ‘How difficult the problem is!’
The candidate exclaimed with agitation that the problem was very difficult.
3. “Don’t do that!”, he screamed.
He screamed at us and told not to do that.
4. He said, “Hurrah! My friend has come”.
He exclaimed joyfully that his friend had come.

B. Reporting the conversation:

1. “Why didn’t you obey my orders?” said the officer to the peon. “Leave my office at once and do not come here again.”

Reported speech: The Officer asked the peon why he had not obeyed his orders. He ordered him to leave his office at once and forbade him to come there again.

2. She said to her friend, “How pleasant weather it is! I feel like going out for a walk. Let us go out for a long drive. Please take your sister too along with you. We all shall enjoy ourselves there very much.”

Reported speech: She exclaimed that it was a very pleasant weather and told her friend that she felt like going out for a walk. She proposed to her friend that they should go out on a long drive. She further requested her friend to take her sister too with her and told that they all would enjoy themselves there very much.

3. The host said to the guest, “Please come in and have a seat. What brings you here? What can I do for you? Will you like to have a cup of coffee? “

Reported speech: The host requested the guest to come in and have a seat. He asked him what brought him there and what he could do for him. He further asked him if he would like to have a cup of coffee.

Exercise:

I. Change the following sentences into reported speech:

1. “I haven’t stolen the jewellery”, the boy said.
2. “It is an excellent essay”, the teacher said.
3. “I shall come with you as soon as my work is over”, Govind said to his friend.
4. “Why didn’t you call a policeman?”, Reema asked Sangitha.
5. “How old are you?”, Suraj asked.
6. He told, “Drive as fast as you can”.
7. “Go and shut the door”, she said.

II. Report the following conversation:

1. David: Hello, my name is David It’s nice to meet you.
Jenny: Hi, I’m Jenny. It’s my pleasure to meet you.
David: So Jenny, What do you do for a living?
Jenny: I work at a local school. I teach English. What do you do for a living?
David: I’m also an English teacher but currently unemployed.

Jenny: Sorry to hear that. It's really nice talking to you.

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

2. A rabbit came running to a lion and said, "Sir! I have a news for you but it is not good one."

The lion said to him, "What news you have with you and what of it is bad for me?"

The rabbit replied, "There is another lion in this forest. He claims himself to be the king of the forest."

The lion roared, "What are you saying, a little creature? Are you in your senses?"

The rabbit replied in mild voice, "Sir, he met me while I was coming to you. Please come with me. I shall escort you to that lion."

Reference:

- King's English Deluxe Encyclopedic Edition, Addone Publishing Group.
- Total English, by Pamela Pinto, Morning Star (A unit of MSB Publishers Pvt. Ltd)
- E- content on Direct speech and indirect speech.

CHAPTER 6

DIALOGUE WRITING

A dialogue means conversation between two or more people. It is an effective tool of communication. Dialogues play a vital role in delineating the characters in drama. Sometimes dialogues are used in writing fiction, poems etc.

Dialogue is a verbal exchange between two or more characters whereas in Monologues only one person speaks.

The conversation may be *formal* or *informal*, depending upon the following factors:

- relationship between the speakers.
- the topic of conversation.
- the situation in which the speakers are.

Points to remember to write dialogues:

1. The preceding and the following dialogues should be read carefully.
2. The topic should be assessed.
3. Tense of the dialogue should be used according to the situation.
4. It should appear natural.
5. The words used should be to the point so that they convey the idea clearly.

Format of a Dialogue

A dialogue does not have any distinct format. However, some rules should be followed to avoid confusion while pairing a statement with its speaker.

- When the names of speakers are not mentioned, the dialogues should be written within quotation marks.

Examples:

- “I have an appointment today.”
- “What time is it?”

- In such cases, attributions like ‘he said’, ‘she replied’ etc. should also be included.

Example:

- “I do not trust that man,” he said.

- An attribution, when used at the beginning of a sentence, should always be followed by the punctuation mark comma (,).

Example:

- She said, “This is the clue we were looking for.”
- When names of the speakers are included, they should be followed by a colon mark (:).

Example:

- Rita: How may I help you?
- Mr. Rao: Could you tell me the way to the boardroom?
- Every time the speaker changes, the dialogue should be written in a new line.

Sample Dialogue between a shopkeeper and a customer:

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

Exercise:

I. Complete the dialogue of the following by filling the blanks:

1. Rohit calls up Rajat to plan for the weekend. Complete the dialogue between Rohit and Rajat

Rohit : (i)..... this weekend?
 Rajat : I don't have any special plan.
 Rohit : How do you like the idea (ii) a zoo?
 Rajat : That sounds good, but I (iii)my parent's

permission.

Rohit : I'll come to your house this evening and request your parents to allow you to join me to visit the zoo.

Rajat : Ok.

Rohit : (iv) in the evening?

Rajat : Yes. They will be at home.

Rohit : Then I'll surely come.

Answers:

(i) What are you doing (ii) of going to (iii) need to take
(iv) Will they be at home

2. Sarita is being interviewed for the job of a teacher in a school. Complete the dialogue.

Interviewer : Why do you think you?

Sarita : Ma'am, I am qualified for the job and I have a passion for children and teaching. All these traits make me suitable for the job.

Interviewer :

Sarita : Yes, I can speak and write German.

Interviewer :?

Sarita : Ma'am, I have graduated in Chemistry Honours.

Interviewer : Do you have any teaching experience?

Sarita :

Interviewer : Well, then we may consider you for the job.

II. Write 8-10 dialogues for the following situations:

- Two friends who have met after several years.
- Doctor and a patient discussing 'Covid and its after effects'.
- Raman and Rajesh talking about Jyoti's surprise birthday party.

Reference:

- <https://www.vedantu.com/english/dialogue-writing>
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CHAPTER 7

VERBAL, NON-VERBAL AND VISUAL COMMUNICATION

Communication is derived from the Latin word ‘Communis’ which means ‘to share’. It is a process where information is exchanged between individuals through a common system of symbols, signs, or behaviour.

Communication through words is called **verbal communication** and communication through other symbols is called **non-verbal communication**.

Verbal Communication:

Verbal Communication is through with words: written or spoken. It comprises of *speaking, listening, writing and reading*. It is further classified as **oral (spoken) and written** communication.

1. Oral communication:

Oral communication implies communication through speech. It includes individuals conversing with each other, be it direct conversation, telephonic conversation or other technical modes where speech is involved. Speeches, presentations, discussions are all forms of oral communication. Oral communication is generally recommended when direct interaction is required. Face to face communication (*meetings, lectures, conferences, interviews, public speech, presentation* etc.) and telephone conversation are significant to build a rapport and trust.

Advantages of Oral Communication:

- promotes understanding and transparency as it is interpersonal.
- allows flexibility for making changes in the decisions previously taken.
- allows spontaneous feedback and enables quick decisions.
- favors problem solving, sorts out conflicts, disputes, etc.
- ideal for teamwork owing to its persuasive nature.
- promotes a receptive and encouraging morale among employees.
- facilitates communication of private and confidential information.

Disadvantages/Limitations of Oral Communication:

- does not favor business communication.
- less authentic than written communication.

- long speeches consume lot of time and are unproductive at times.
- lack consistency in individual expression.
- probability of missing certain details.
- requires attentiveness and great receptivity.
- is not frequently resorted in legal procedures except in investigation work.

2. Written communication:

A 'Written Communication' is a formal method of communication. It involves sending messages, orders or instructions in writing through letters, circulars, notices, minutes, manuals, reports, telegrams, office memos, bulletins, etc. A written document preserved properly becomes a permanent record for future reference. Written communication should be effective, clear, complete, concise and courteous.

Advantages of Written Communication:

- suitable for long distance communication and repetitive standing orders.
- creates permanent record of evidence.
- gives the receiver sufficient time to think, act and react.
- can be used as legal document.
- can be sent to many persons at a time.
- suitable for sending statistical data, chart, diagram, pictures, etc.
- reduces ambiguity and help in fixation of responsibility regarding order, allocation of work, job distribution, etc. in written form.
- uniformity in work procedure can be maintained.
- can be employed to convey unpleasant or bad news.
- helps create goodwill and promote business.

Disadvantages / Limitations of Written Communication:

- it is time-consuming and feedback process is not instant.
- it is expensive and involves deliberations of many people.
- cannot maintain strict secrecy.
- has no scope for immediate clarification.
- lacks flexibility.
- not effective in case of emergency.

Non-verbal communication:

Non-verbal communication is the widely used method in the communication process where a person does not use a single word or language to pass his/her message or information to other people.

Here visual cues such as facial expressions, gestures, eye contact, posture, body language, tone of voice is used to express the feelings or to convey the message. Non-verbal communication skills cannot be learned: they are peculiar to individuals and they reflect the personal attitude towards life and other people.

Characteristics of non-verbal communication:

- they are instinctive in nature
- they are less conscious
- they are subtle in nature
- they are complimentary to verbal communication
- they form the larger part of the overall communication activity

Classification of non-verbal communication:

Non-verbal communication is the exchange of messages between people. It includes wordless signs, symbols, gestures, facial expressions, colours, setting of the surroundings, time, and so on. The non-verbal communication can be categorised as:

1. Kinesics (body language)
2. Proxemics (space language)
3. Chronemics (time language)
4. Paralanguage (voice modulation)
5. Sign language(perception)

1. Kinesics (Body Language):

Kinesics is the broad field of non-verbal communication solely concerned with the interpretation of non-verbal behaviours that are associated with body movement gestures, posture, facial expression and eye contact. Kinesics is most closely connected with what is popularly referred to as body language. Kinesics is the scientific study of body language.

Body language includes:

i. Facial expressions:

Face is one of the most important organs which can convey several kinds of messages. Therefore, it is said “face is the index of mind”. The feelings deep inside is reflected on our faces such as surprise, confusion, happiness, fear, anger, sadness, astonishment etc.

ii. Eye contact:

The eyes play an important role in face-to-face communication. The eyes along with eyebrows, eyelids and the size of the pupils convey our innermost feelings. Eye contact builds emotional relationship between the listeners and the speaker.

- Raised eyebrows and eyelids express surprise
- Frowned eyebrows tell us anger
- Direct eye contact of more than 10 sec will create discomfort and anxiety

iii. Gestures:

Gestures are the physical movements of arms, legs, hands and head, to help express thought or to emphasize speech. They play a very important role.

- Nodding the head up and down – “I’m able to understand”
- Yawning – “I’m bored”
- Shrugging shoulders – “I don’t know”

iv. Head:

We are often told to hold our head high, which is a sign of honour, self-respect, and confidence. A head held stiffly or drawn too far backwards could point to arrogance. While listening, nodding the head indicates we are attentive and is also a sign that encourages the speaker.

v. Posture:

What we think about ourselves and how we relate to others is reflected in our posture. Posture can reflect emotions, attitudes and intentions. Drooping shoulders are suggestive of failure, hurt and lack of confidence.

vi. Appearance:

Appearance includes clothing, hair, jewelry, cosmetics etc. All these may seem unrelated to body language but on having a closer look we find that they are very meaningful. A positive appearance exudes confidence nonverbally.

2. Proxemics (Space/distance):

The physical space around us communicates in a unique manner. Communication experts have made serious studies of this dimension and termed it Proxemics. It is concerned with studying how we communicate using space around us. It is also called 'space language'. Experts demarcate distance between us and the person/s with whom we wish to communicate.

- Intimate zone – 0 to 2 feet
- Personal zone – 1.5 to 4 feet.
- Social zone – 4 to 12 feet.
- Public zone – 12 feet and beyond.

- i. **Intimate space:** Most of our actions originate within this area. It is only our family members, close friends that are allowed in this space. Not many words may be used when we communicate verbally. This space is suitable for highly confidential conversations and decisions regarding sensitive matters.
- ii. **Personal space:** It is in this space that we interact with people with whom we have a personal interest. Communication in this space is mostly relaxed, casual and personal in nature and style.
- iii. **Social space:** This space is used mostly for formal interactions and relationships with people here are purely formal and official. Communication in this area is dominated by reason, logic and planning. This is the most important dimension in our professional lives.
- iv. **Public space:** Communication in public space is more formal than in social space. We adopt an attitude of detachment of perception and objectivity of approach. We raise our voice to be heard by a large group.

3. Chronemics (Time language):

Chronemics is the study of the use of time in nonverbal communication. The way we perceive time, structure our time and react to time is a powerful communication tool, and helps set the stage for the communication process. Time perception plays a large role in the nonverbal communication process across cultures. Time perceptions include punctuality, willingness to wait, and interactions. Most jobs and tasks assigned to us have time frames called

“deadlines”. TMI (Time Management International) is one of the most important American consultancy companies. It renders valuable advice to business organizations in respect of optimal use of time.

4. Para Language (voice quality):

The word ‘Para’ implies ‘like’. So, we can infer paralinguistics is ‘like language’. It’s a systematic study of how a speaker verbalizes his words/speech. It includes, articulation, pronunciation, rate, pitch, volume, pauses and other vocal qualities. Vocal messages are made up of two components:

- a) What is said (content).
- b) How it is said (tone, volume etc).

The two main categories of paralinguistics are:

- a. **Vocal characteristics** are the pitch (the variations in tone), volume (how loudly or softly you speak), rate (the speed at which you speak) and voice quality (how pleasant or unpleasant your voice sounds). Each of these characteristics play a part in the impression you have on others. For example, a loud voice is usually associated with aggressiveness; people who speak quickly are said to be nervous.
- b. **Vocal interferences** are the sounds and words we use when we hesitate or are not sure of the right word. We all use the occasional “uh”, “er”, “well”, and “you know” to indicate that we are searching for the right word. But such interferences may become a problem when they pop up too frequently as they can interrupt your listener’s concentration and comprehension.

5. Sign Language:

From time immemorial man has been using signs and symbols mutually understood between at least two persons, and more usually among people belonging to a group or tribe, or trade. These signs, symbols, signals and indicators have generally been of two types-visual and audio or sound signals. Smell, touch and taste also communicate because sensory perception and impressions are a necessary part of human existence. But the most powerful or effective of them is the visual element. The proverb "A

picture is worth a thousand words" conveys the significance of visual communication.

i. Visual Signs:

The importance of visual element in communication is very significant. It is a means of conveying data and information using various visual mediums, for instance, graphic design, diagrams, text, prints, charts, illustrations, typography, infographic, signs, expressions, drawings, images, color, and animation.

ii. Audio/Sound Signals:

Audio or sound signals have always been in use since the very beginning of civilization and have very conveniently been adopted by the world of business. For example, different kinds of drumbeats were used by people living in jungles in olden times and in modern times it is used to convey or share different kinds of messages on different occasions.

iii. Touch:

This mode of communication is the earliest means of making contact with others. It has become essential to human development. For example, touch plays an important role in the well-being of a child. Similarly, the gesture of touch shows tenderness, affection, encouragement, and a gamut of emotions.

Types:

- **Intimate touch:** A child and mother usually touch each other to shower affection. Two friends/brothers meet each other after a long gap is also an intimate touch.
- **Friendly touch:** When two people meet, they touch their shoulders and back to show their warmth.
- **Professional touch:** Doctors examining patients.
- **Social touch:** Handshake is one of the commonest forms of this kind of touch. Elders blessing the young ones is another kind of social touch.

How to improve Non-verbal communication?

1. Maintain eye contact

Establish eye contact while speaking to others. When you make direct eye contact, it shows the other person that you're interested in what the other person is stating. While making a presentation at work, establish eye contact with the audience. It conveys your confidence.

2. Use appropriate facial expressions

Facial expressions are universal and uniform and they convey the same message globally. E.g. Anger is expressed by a frown, happiness is expressed by a smile.

3. Be considerate of personal space

Different cultures view proximity in various ways, so ensure if the person you are communicating with is comfortable. The amount of physical space maintained conveys certain emotions.

4. Mind your posture

One should be mindful of the posture. Slouching expresses lack of interest. Your body movement is also important.

5. Be aware of tones and sounds

The tone of voice communicates one's thoughts. The tone conveys anger, frustration, sarcasm etc. Sighing repetitively or speaking in a high-pitched voice should be avoided.

Visual Communication:

Visual communication is defined as the use of symbols and visuals to convey information, messages, and ideas to the target audiences. Along with verbal communication (speaking) and nonverbal communication (body language, tone, expression, etc), visual communication is one of the three primary methods of effective communication. E.g. Signboards of *No Parking*, *No Mobile Phones*, *Under CCTV Surveillance* etc.



The common types of visual communications are:

Infographics, Process diagrams, Roadmaps, Charts and Graphs, Animations, Presentations, GIFs etc.

Advantages of visual communication:

- bridges the void between words and thoughts which the words sometimes fail to convey.
- educates as well as motivates by eye-catching, appealing, and clear visuals.
- helps people to retain information. It is a fact that human beings can remember things that they have seen, longer than the things they have only heard about.
- plays a vital role in social media platforms: YouTube, Instagram, Snapchat, Facebook, and Twitter for effective integration of texts and visuals images
- helps align employees and team members with various organizational processes.

- requires less effort to convey major points to the audience.
- facilitates online learning websites for better conceptual comprehension and active interaction of the students.

Disadvantages of visual communication:

People often face a lot of challenges in designing the visual aids. Some of the challenges of visual communication are:

- time-consuming process which needs additional effort.
- ineffective if the visuals are ill-designed which would misinterpret the concept.
- communicating through visuals is a challenge as the techniques and tools required in this process are expensive and every individual or team might not be able to afford it.
- employs techniques and tools which are expensive.
- demands expertise in organizations to design the visual search engines.
- difficult to explain complex concepts.

Popular professions in Visual Communication:

- **Graphic designers:** responsible for creating the majority of visual products for a company. This includes logos, infographics, flyers, images for social media etc. The best graphic design, tools and imagery of visual communication are platforms - Venngage and Visme.
- **The web designer:** a very sought-after expert in the visual communication market. Combining colours, text, and graphics, this professional take care of platforms such as websites, ensuring rich and intuitive experiences for visitors.
- **Photographers, videographers, video editors:** play important roles in visual production.
- **Art directors** (leadership Position): responsible for overseeing the work of graphic and web designers.

Answer the following questions:

1. What is verbal communication?
2. What is oral communication? Give two examples.
3. What is non-verbal communication?

4. Mention any two characteristics of non- verbal communication?
5. Name the types of non-verbal communication.
6. What is Kinesics? Give an example.
7. Why is direct eye contact important?
8. Define Proxemics.
9. What is Chronemics? Give an example.
10. How can we improve non - verbal communication?
11. Define visual communication.
12. Name any 4 types of visual communication.
13. Write an advantage and disadvantage of visual communication.
14. Name the two graphic design platforms used extensively by professionals.

Reference:

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- <https://www.tedcloak.com/uploads/4/5/3/7/45374411/electromagnetism2.pdf>
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CHAPTER 8

STORY WRITING

(Expanding the outline)

A short story is a piece of prose fiction that typically can be read in one sitting and focuses on a self-contained incident or series of linked incidents, with the intent of evoking a single effect or mood. The short story is one of the oldest types of literature and has existed in the form of legends, mythic tales, folk tales, fairy tales, tall tales, fables and anecdotes in various ancient communities around the world.

Expanding the outline:

Expanding an outline allows one to hone their creative writing skills. It also gives liberty to explore the effects of certain premises and provides context to situations while expanding the outline. In the process it enhances specific aspects of the story that did not have scope within the normal format.

Hints to expand an outline:

1. Read the outline/hints thoroughly.
2. Make sure to use all the hints; do not leave any point.
3. Arrange the points sequentially.
4. Do not change the story but reproduce it.
5. Mention the main points of interest in the story.
6. Write the story in past tense.
7. Give a suitable title to the story.
8. The moral of the story should be written.

Example 1:

The mice very unhappy-the cat killed many of them - held a meeting to discuss how to get rid of the cat-various suggestions - no plan practicable. Then a young mouse suggested that a bell should be tied round the cat's neck - all welcomed the proposal with joy - an old mouse stood up - asked who was going to tie the bell round the cat's neck?

Belling the Cat

In a certain house which was infested with mice, the cat found an easy prey. The mice were very unhappy. The cat killed so many of them that they were all in great fear. At last, they held a meeting to discuss how they could get rid of the dreadful cat. One mouse said this, another said that but none of the plans was of any use. Then a young mouse stood up and said, 'The best thing we can do is to tie a bell round the cat's neck. When the cat comes, we will hear the bell and get out of the way. All the mice shouted.' Good! Admirable! Simple! Easy! They all thought it was a very good plan, indeed. But now an old mouse, who had all the while been listening to the proposals quietly, stood up and said, 'Yes, it is a very good plan, no doubt, but who will tie the bell round the cat's neck?' No mouse came forward to say that it would.

Example 2:

The sun and the wind had a quarrel- who is stronger - they tested their strength on a passer-by - the wind blew- the sun grew hotter - took off his coat - the sun - won.

The Sun and the Wind

Once the sun and the wind had a quarrel. Each boasted that he was stronger than the other. They challenged each other and decided to test their strength on an individual.

A traveller was passing by. He was wearing a coat. The sun and the wind challenged each other as to who succeeded in making the traveller take off his coat.

The wind blew harder and harder. The traveller held on to his coat. Then the sun grew stronger and stronger. Feeling hot, the traveller finally took off his coat. The sun won and the wind stood defeated.

Exercise:

Expand the outline based on the hints given below:

1. Mr. Aggarwal was a very wealthy businessman. One day he was sitting alone at his dining table when- thief entered- Mr. Aggarwal thanked- to give company- birthday- gave him good food and drinks- gave a purse full of silver coins- years passed by- fortunes changed- business was ruined- Mr.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

- [illegible]

3. There lived a merchant in Basra- felt hungry- ate bread and a date - threw the seed of the date- a Jinn appeared- threatened to kill because the seed of the date killed his son- he raised his arm to strike him- with a sword - merchant told the Jinn- had to pay debts- settle the property issue- say good bye to wife and family- pledged to come back- Jinn liberated the merchant- merchant came back to the Jinn as promised- Jinn impressed- liberated him- gave lots of gold in bargain.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Reference:

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- [studyadda.com/notes/writing-stories-from-given-outlines/8522.](https://studyadda.com/notes/writing-stories-from-given-outlines/8522)

CHAPTER 9

PUBLIC SPEAKING

Welcome Speech, Vote of Thanks

Speech in simple terms is the ability to express thoughts and feelings through articulation. By reading loudly, one can improve speaking skills and thereby improve articulation in communication. Therefore, speaking skill is an important component of communication. When one extends speaking skills to public domain, it becomes a speech. The art and science of public speaking is called Oratory skill. It is the process of communicating from one to many such that, a good number of people understand what one is saying.

Public speaking, also called oratory or oration, has traditionally meant the act of speaking face to face to a live audience. Today it includes any form of speaking (formally and informally) to an audience, including pre-recorded speech delivered over great distance by means of technology.

Purpose of public speaking

The function of public speaking depends entirely on what effect a speaker intends when addressing a particular audience. The same speaker, with the same strategic intention, might deliver a substantially different speech to two different audiences. The point is to change something, in the hearts, minds or actions of the audience.

Public speaking contrary to its literary meaning is frequently delivered to the supposed homogenous, limited audience with a broadly common outlook. Audiences may be ardent fans of the speaker; they may be hostile (attending an event unwillingly); or they may be some strangers (indifferent to a speaker on a soap box in the street). An effective speaker must remember that the composition of even a small group of audience is still diverse.

As a broad generalization, public speaking seeks either to reassure a troubled audience or to awaken a complacent audience to some important issue. The speaker plans to enhance the effectiveness of the speech by combining information with a suitable approach.

In this section, you will learn certain aspect of a formal speech. Specifically, this section introduces the speeches such as Welcome Speech and Vote of Thanks that the students deliver during their college events.

If you have apprehensions about public speaking, here are a few suggestions you can do to overcome the stage fear:

I. Know the audience

A big part of public speaking is connecting with the audience, and one cannot really connect with the audience if he/she does not know the target audience. Spend some time about the composition of the audience and their inclination.

II. Get comfortable with the environment

Take a few minutes to scope out the room where you intend to speak. It will help you feel more comfortable. Even if it is a familiar place which you are accustomed to, stand at the front or at the podium and perceive the acoustics of the room.

III. Know the purpose

There is a purpose behind every speech. It is important to reflect on the purpose of one's presentation so that he/she can tailor the message and note the points accordingly. Advice from an expert can be taken in this regard.

IV. Practice is the mantra

Once you know the material try to retain the focus. Practice is essential for a better speech. Hence the speaker should rehearse to gain confidence.

Ensure that your speech should not be read out word to word from the paper because it leads to boredom. It is acceptable if it is first time speaking in public and one needs some practice. But this should not be a habit.

V. Learn from the professionals

A great way to practice is to listen to speeches of great orators and be observant of their uniqueness.

VI. Encourage yourself

The nervousness of public speaking comes from a fear that one might falter during the speech. This can be overcome by positive thinking.

VII. Be confident

When you are giving a speech, you may feel anxious. But the best thing you can do is to be confident, whether you feel it or not. Even if you make a mistake or lose your train of thought, recover, and continue with the speech. Stay calm and composed.

VIII. Retain your personality

Your speech should reflect your personality. Have a pleasant smile, make eye contact. The audience will be naturally drawn towards your uniqueness and genuine expressions even if you are not technically perfect.

IX. Do not magnify your mistakes

One may still forget an important point or make a blunder despite these suggestions. Stay positive, let it go and remind yourself that each presentation is a new opportunity to learn and improve.

Writing a Welcome Speech

A welcome speech is a speech given by the host at the beginning of a ceremony to show warmth and gratitude to those who have graced the occasion. It is a formal speech that marks the beginning of any event, meeting, gathering or celebration.

Start the speech by greeting the audience, before giving an overview of the event and end the speech by introducing the speaker, then thank the audience again for attending the program.

Points to consider while giving a welcome speech:

- plan the length of the speech.
- research thoroughly before writing.
- be concise.
- thank the guests.
- avoid clichés and practice aloud.

Length of the speech:

Long speeches are no longer in vogue. A five-minute speech consisting of roughly 750 words is sufficient. Publication coach Daphne Gray-Grant says that the average person speaks about 125-150 words per minute that means five

minutes of speech would have about 625-750 words. So, consider this word count during your preparations.

Welcome speech remarks

A good welcome speech sets the tone for an event. While giving an overview of the event, include the remarks. This will make it easier to bridge the communication effectively from the speech to the main event.

Welcome speech template

A sample welcome speech gives an idea to compose a speech. This is used to cordially greet all participants at a gathering. In addition, the welcome speech also contains important information about a special highlight of the event, remarks, etc. Ask for an effective welcome speech example for an event from the event experts.

Introduction

The initial part of the welcome speech sets the tone. Pay attention to factors such as event format, audience demographics, expectations, and the core themes. The content usually includes (but is not limited to):

- **Greeting:** Greet the audience and set the mood by saying - “Ladies and gentlemen”, “Hello, my dear friends,” etc
- **Saying thank you:** Getting involved in an event requires time and (in most cases) money. Express your appreciation to the audience for attending the event and thank the sponsors.
- **A “what” statement:** Reiterate the name and theme and express how honoured you are to host it.

Example 1 - Sample welcome speech

A warm welcome to everyone to this beautiful evening.

Today we have Mr. _____ as our chief guest. It is an honour to welcome Mr. _____ on behalf of _____ college. He is an accomplished writer with several published well-known books. His books motivated all of us to dream big and achieve them. The literary works by him has ignited the fire among all of us.

Besides being a writer, he is a well-known social worker who loves to serve society. He is a person who provides free education to many underprivileged children. His love for nature and greenery is well known to all of us through the plantation drive he organizes every year in the city.

It is a pleasure for all of us to have such a great personality among us. We are keen to hear from you sir about your journey, knowledge and success *mantras*. Thank you for taking time from your busy schedule to share your thoughts with us.

Once again, I welcome you to the function, sir.

Example 2 - Welcome speech for college function

Good evening, everyone.

Honourable Chief Guest Mr. _____, Director of _____, Principal, teachers, and my dear friends. I _____ welcome you all to this beautiful evening of the annual function of _____. Today we are here to celebrate the completion of 25 years of service of our college to the society.

The journey started 25 years back and _____ has achieved all the success in those golden periods. Today we are proud to be part of such an institution celebrating the silver jubilee. It is a matter of great honour for all the students, teachers, and the alumnus.

I congratulate each of those hard-working souls who has truly worked to elevate the reputation of our college. My heartfelt gratitude to all those who are a part of this prestigious college.

Let us begin the celebration. I would like to welcome our very versatile and talented chief guest Mr _____ to the stage, to share his thoughts and to inaugurate the event.

Example 3 - Welcome speech for a seminar in college

Good Morning to one and all present here for the seminar.

Respected _____, Director of University, Principal _____, faculty members, distinguished guests and students, today we have gathered here to deliberate about a very important topic _____ which is the most vehemently discussed topic with significant implications.

Against this backdrop, we have assembled here to know more about the subject matter with the participation of many eminent speakers. I am honoured to welcome our Chief Guest Mr. _____, Director of _____ University for accepting our request to share his views on this pertinent subject. I also welcome all the participants who have come from across the country to present their papers.

I would, on behalf of our College, again thank you _____ for accepting our invitation and would like to extend my gratitude towards our Principal _____ for encouraging us to conduct this seminar. Thank you Sir/Madam, for your kind support, suggestions and guidance. I feel honoured to welcome the august gathering for taking a keen interest in attending the seminar. I welcome the gathering once again to the seminar and hope that you will have a great time ahead.

Thank you all!

Vote of Thanks

A proposal of vote of thanks is a well-prepared brief formal speech addressed to thank the guest, the organizer and other participants for their gracious presence and contribution to an event. It is an important part of every formal event.

Preparing a proposal of vote of thanks is always thought of as a Herculean task, but it is not. Adhere to the instructions: Choose your words carefully, avoid long unwinding sentences, keep the length short and simple. Start the vote of thanks by greeting everyone present or with a good quote on gratitude, followed by the list of guests you must extend your thanks on behalf of the organization hosting the event. It is very important that one do not miss out to include any of the esteemed guests, the host, the dignitaries, and the media (if invited).

Later, thank the participants and everyone who has been there for the event. Finally, you can end by thanking the hosts for having given you the opportunity to represent them.

Example 1 - Vote of Thanks for a General Event

Good evening, everyone.

It has been such an honour to be a part of this wonderful event. On behalf of the organization, I would like to extend my heartfelt gratitude to our esteemed guests, Mr Chandrasekar, Manager, IT Solutions and Mrs Sunitha, Director of NSM Technologies. Thank you, sir, thank you madam for gracing the occasion despite your busy schedule. Your words were indeed insightful and inspiring.

Sincere thanks to the Heads of various departments who handled the event throughout. A big round of applause and thanks to all the participants who made the event a memorable one.

Finally, I would like to thank all of you present here with us today and helping us make this event a grand success.

Thank you one and all.

Example 2 – Vote of Thanks for Teachers’ Day

A very pleasant morning to the gathering,

On behalf of all students and staff, I am glad to be here to propose the vote of thanks. A special thanks to our chief guest, Ms Sandhya, for accepting our invitation and for being here with us today. Your thoughts have truly inspired us. I thank our Headmistress, Mrs Karishma, for her constant support and guidance.

Our distinguished teachers always put in a lot of efforts and love into making each one of us a good student and wonderful human being. You have always been generous with your time when we the students needed you. Thank you, dear teachers.

I would be failing in my duty if I do not thank the fellow students who have made this day possible. I would also like to thank each one of you for being amidst us and making this day a wonderful and memorable one for our dear teachers.

Thank you once again.

Exercise:

1. Prepare a welcome speech for your college freshers' day programme.
2. Prepare a welcome speech for inauguration of NSS activities of your college.
3. Prepare vote of thanks for the valedictory programme of your college activities.
4. Prepare vote of thanks for the annual sports meet in your college.

Reference:

- en.wikipedia.org/wiki/Public-speaking
- thebiz.bentley.edu/public-speaking-tips-for-students/
- gupshups.org/welcome-speech/
- <https://upscbuddy.com/welcome-speech/>

QUESTION PAPER PATTERN
II SEMESTER B.A. / B.S.W / B.A. (MUSIC)

GENERIC ENGLISH
Language English, Semester-II
(NEP MODEL)

Time: 2 ½ Hours

Max.Marks:60

SECTION-A
(WORKBOOK- 40 MARKS)

1.	Comprehension Passage	5m
2.	Vocabulary Building - Synonyms, Antonyms, Prefixes, Suffixes, Homonyms, Homophones and Collocations.	10m
3.	Cloze Test	3m
4.	Tenses	3m
5.	Reported Speech	3m
6.	Dialogue Writing	3m
7.	Verbal, Non-Verbal and Visual Communication.	3m
8.	Story Writing – Outline Expansion	5m
9.	Public Speaking - Writing Welcome Speech, Vote of Thanks.	5m

SECTION-B
(COURSE BOOK-20 MARKS)

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

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

Time: 2^{1/2} Hours

Max. Marks :60

Instructions:

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

SECTION - A
(WORKBOOK - 40 Marks)

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

Depression is a highly under- diagnosed illness. Many people are not even aware when they are suffering from it. Also, depression is confused with sadness or grief or an attitude problem. But it is not just sadness and grief - it is an illness. Sadness and grief are normal parts of life but depression isn't- the difference is like that between a common cold and pneumonia. Often people try to ignore depression or treat it with prescriptions for physical ailment or worse still, with drugs and alcohol. The result will be the same as what would happen to a person taking medicines for cold and fever when affected by pneumonia. Left untreated, depression can become a serious condition, crippling life or causing mortality. Gloomy facts apart, the best news is that, depression can be effectively treated and cured in many cases with modern medicine.

When depression becomes so severe that it makes a person dysfunctional for extended period of time causing irreversible damage to relationships or life conditions, it is generally referred to as clinical depression, and it requires professional treatment. Even though most depressed persons lack will and motivation to seek help, it is imperative that family members or well-wishers persuade and encourage the person to get treatment.

Depression is a whole person illness — it affects the body, feelings, thoughts and behaviour. There is certainly a bio- chemical process in depression, but it also affects the individual's thinking process, and ignites a variety of (negative) emotions. When it becomes unmanageable, it paves way for severe depression. Mental health professionals generally classify depression by its cause: Endogenous depression is caused by a chemical imbalance within the mind. Reactive depression is caused as a response to a disturbing event or series of events. The first one responds better to medication. In the second case, medication may increase the symptoms, but it is necessary to resolve the issues that triggered it off, otherwise when medication is stopped, there can be a relapse.

Simple, cheap and highly effective anti- depressants are now available on prescription from a qualified doctor. The medicines should not be misused since the long-term effects can be adverse. At the other end of the spectrum, there are people who believe they should never ever use anti- depressants because of there are horrible side effects and the medicine becomes addictive. This is absolutely not true. People regularly taking anti-depressant under medical supervision can lead absolutely normal day to day lives, without any serious side effects. And tapered off properly by the doctors, the patient will not have any addiction or craving for them and can get on with life.

1. Why do people in general not treat depression as an illness?
2. If sadness and grief is like common cold, then depression is like _____.
3. Which of the following statement is false?
 - a. Depression can be triggered by a disturbing event.
 - b. Depression can cause a person to develop negative emotions.
 - c. Medicines should be taken life long, stopping them causes relapse.
 - d. Depression can be caused by chemical imbalance in the brain.
4. Mention any two compound words from the passage.
5. Give a suitable title to the passage.

II. Do as directed:

1) Fill in the blanks with the right synonym given in brackets: (2x1=2)

- a) Give me a _____ account of the accident. (concise, brief)
- b) An _____ mind is a devil's workshop. (vacant, empty)

2) Choose the correct antonym for the words given below: (2x1=2)

- a) Agree _____ (disagree/ mis agree)
- b) Bold _____ (strong/ timid)

3) Fill in the blanks by adding suitable affixes to the words given in brackets: (2x1=2)

- a) There were only a _____ of people in the stadium. (hand)
- b) I think you should _____ your decision. It may not be the best thing to do. (consider)

4) Frame two sentences each for the homonym 'bat' in different contexts: (2)

5) Write a suitable homophone for the word 'Due'. (1)

6) Identify the proper collocation in the following pairs: (1)

- a) Golden opportunity / happy opportunity

III. A) Read the passage given below and fill in the blanks by choosing the appropriate answers given in brackets: (3)

International Women's Day is celebrated every year _____ (on, at, in) 8th March. Women _____ (symbolize, symbiosis, suggest)

strength, perseverance and a 'never give up' attitude. We also know that there is no tool more effective for development as _____ (empowerment, sustainability, improvement) of women.

B) Fill in the blanks using correct tense forms of the verbs in the brackets: (3)

My father is not here. He..... (go) to Mumbai. Since then, he(look) for a job. He(pass) the examination three years ago; but he has not succeeded in getting a job yet.

C) Change the sentences into reported speech: (3x1=3)

1. Ravi said, "I've done all the exercises the teacher gave yesterday."
2. He said, "Will you listen to such a man?"
3. The boy said, 'Hurrah! We have won the match.'

IV. Write a dialogue between a doctor and his patient discussing 'Covid and its after effects'. (3)

V. Answer the following questions: (3x1=3)

1. What is verbal communication?
2. Mention any two characteristics of non-verbal communication?
3. Write an advantage and a disadvantage of visual communication.

VI. Write a short story by expanding the outline/hints given below: (5)

Earth Day – celebrated on April 22 every year – pledge to protect earth's environment – soil, water, air polluted by modern factories – large amounts of waste generated everyday – wet and dry waste material to be separated – dry waste used for recycling – wet waste such as vegetable peel, fallen leaves, cow dung, etc. used as manure – for cultivation – pollution-free earth – our aim.

VII. Write a welcome speech for the inauguration of English club in your college. (5)

OR

Write vote of thanks for the annual day programme conducted in your college campus.

SECTION- B
(COURSE BOOK-20 marks)

VIII. Answer any FIVE of the following questions in a word or a sentence

each: (5X1=5)

1. Mention a few things sold at the petty shop.
2. What did Mr. Oliver carry with him when he walked through the pine forest?
3. What does the poet mean by “all” in the poem, ‘Give All to Love’?
4. All six men died with their logs tightly clutched in their hands. (True/ False)
5. Where did Mrs. Prameela Dutta immigrate to?
6. What did Woodifield do on Tuesdays?
7. Who is Reggie? What had happened to him?

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

1. The shopkeeper’s predicament is derided throughout the poem, “Shut Down the Shop”. Explicate.
2. How did Mr. Oliver express his concern for the boy? How did the boy react to it?
3. Describe Mrs. Prameela Dutta's relationship with her mother-in-law?
4. What information does Mr. Woodifield give about his daughters’ visit to Belgium?

X. Answer any ONE of the following questions in about two pages:

(1X10=10)

1. ‘A Face in the Dark’ is a supernatural story. Comment.
2. Mrs. Dutta tries to carry her cultural practices to America but in vain. Explain.
3. The narrator has redefined the concept of time as a healer in the lesson “The Fly”. Substantiate.

PATTERN OF ASSESSMENT

Pattern of Assessment for courses in Semester I and Semester II

ASSESSMENT BREAK-UP (60 +40 =100)

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

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