

Generic English

(L2)

I Semester B.Com/BBA
(Other Courses under the Faculty of Commerce and Management)



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PREFACE

The Generic English workbook designed for the I semester under-graduate students offers a series of interactive, student- friendly and skill-oriented exercises meant for a classroom learning environment. The unique feature of this workbook is that it facilitates proficiency in receptive skills, reading skills and listening skills. The workbook includes exercises which would strengthen the linguistic skills of students.

The Textbook committee has identified exercises, brainstorming sessions, and reading and listening activities that can motivate students. The committee has spared no effort to introduce useful topics for enhancement of language and communicative skills. I hope students will make use of this Workbook and equip themselves better face career challenges.

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Refer: Perception-I Published by Prasaraanga,

Unit 1: Receptive Skills: Reading Skills and Listening Skills 15 hours

Module -1

Skimming, Scanning, Personal Reading and Travelogue Reading 3hrs

Objectives: To Become a Better Reader

Reading is perhaps the most important academic skill that we possess. But ask yourself when was the last time you actually learned anything that made you a better reader? Certainly, we get cleverer and gain more academic knowledge which aids our comprehension of a text, but we don't necessarily read any given text more effectively or efficiently.

Skimming and Scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes.

Skimming: Skimming is reading rapidly in order to get a *general overview of the material*.

Scanning: Scanning is reading rapidly in order *to find specific facts*.

Personal Reading: Personal reading helps to express one's ideas to become a better reader and also to read for enjoyment.

Travelogue Reading: A *travelogue* is a film, book or illustrated lecture about the places visited by or experiences of a traveller.

Skimming:

'To skim' means '*to take a quick glance*'. Skimming can be understood as the technique of speedy reading wherein the reader pays attention to the main point or essence within the passage only, so as to get a general concept of the content. In skimming, the text containing unnecessary details, stories, examples or other data is purposefully skipped. In other words, skimming does not require intimate reading but it should be focused.

The reader mainly reads *the introduction, summary, bold/italic words, bulleted points, names, heading and subheadings, dates, figures, etc.* This technique is generally used while reading *newspaper, e-mails and messages, while revising for an exam* or to *take an overview* of a book to decide if it is read-worthy or not. Skimming is said to be effective when the reader is able to grasp the main information correctly and clearly.

With skimming a lot of time of the reader is saved, because you don't have to spend hours to read the entire material in full. However, this technique should not be applied every time, except when you are in a hurry, while it is also possible that when you skim a reading material you skip the relevant points, or misunderstand something.

Examples of Skimming:

1. Skimming in Everyday Life

When we are looking at a *newspaper*, we are actually skimming. We do not read every word- instead we skim it to get a **general idea** of what the main articles are about. We might use the **headlines**, **photographs**, and **captions** to help us decide if we want to delve further into a particular article or skip it and search further.

1. Skimming for Point of View

Skimming is helpful when you want to find out quickly about the writer. You may want to find out what the writer thinks about some idea. This is the writer's *point of view*. When you want to know the point of view, you do not need to read everything. You only need to read a few important words.

Example:

Dogs are often **a problem** at home. Many dogs are **noisy** and **dirty**. They may even be **dangerous** for small children.

Does the writer like dogs at home? No!

You do not need to read all the sentences to learn this. You only have to read the words “problem”, “noisy”, “dirty” and “dangerous”. From those words, you can tell the writer's point of view. This writer is against dogs at home.

Scanning:

‘**To scan**’ means ‘*to look for something*’. Scanning refers to a selective reading method generally used by the reader when he/she is in search of some specific information or text, contained in the passage, without reading the text thoroughly.

It involves rolling the eyes over the study material until you locate the keywords or information of your need. It has more to do with searching, rather than reading. Therefore, it can be said that scanning is a ***search-oriented reading process***, which is used to find out answers to the specific questions, and once the answer is found, the reading process is stopped.

Basically, when you perform scanning, there is a specific purpose or question at hand, and you go through with the given text so as to find the answer to that question and thus avoid reading the text which is irrelevant to your purpose or question.

For effective scanning, the reader should, first of all, understand the way in which the material is organized/presented and discern whatever is read, to easily identify the required information.

Example of Scanning:

Look at the following shopping list to find out if you remembered to order bread:

SHOPPING LIST

Milk ButterIce cream **Bread**Bananas Broccoli Rice Potatoes Oranges

How many words did you read? Bread was the only word you needed to read. The other words were not important. This kind of reading is called scanning.

You usually scan: a telephone book, an index in a textbook, a list of movies in the newspaper, the ads in a newspaper, the pages of a dictionary

You usually do not scan: a mystery story, a textbook for an important course, important papers from a lawyer, a map for getting to a party, a question on a test

Personal Reading (Personal Responses to Reading):

Personal responses enable readers to relate to a text, to reflect on their own reading processes and to make sense of the reading in their own lives.

- Read to activate and reinforce other skills (grammar, vocabulary, pronunciation, and writing). ...
- Read to develop critical thinking skills. ...

“A novel or poem or play remains only ink spots on a paper until a reader transforms it into a set of meaningful symbols.” – Louise Rosenblatt

A personal response generally involves several details that analyse, interpret and make connections to the text that was read.

An effective response is elaborated and well-supported with direct evidence from the text. It focuses on a given text and the reader’s interpretation of it, but it may also include strategies a reader uses to comprehend and interpret the text. Some types of responses include:

- Connections to personal experiences, other texts, other media, other information sources
- Interpretation of characters, events or actions
- Description of themes or messages
- Critical analysis of author bias or point of view
- Analysis of the writer’s craft, techniques or literary devices and their effectiveness
- Application of what was read to another situation or the larger world
- Discussion of reader’s craft (strategy application, inferences, predictions, synthesis)

Some prompts for personal reading:

This reading reminds me of...

- If I could change one thing it would be...
- At first, I thought... and then I read...and now I think...
- I wonder...

- My big question about this reading is...
- If I were the character...
- The character reminded me of...
- As I read, I realized that...
- I wish...
- What I learned from this reading was...
- The most important part of this reading was...
- Something the author did really well/poorly was...
- I was confused by...
- I can tell that the author thinks...
- If this book were a movie...
- I agree/disagree that...
- This book is most appropriate for boy/girl/older/younger readers because...
- If I could step into the story, I would ...
- The most interesting character was...
- I think the author wants the reader to...

Travelogue Reading:

Generally, a travelogue provides *a place to preserve memories*, provide a purpose for travel, and offer a connection with local communities. The main purposes of a travelogue though are to inform readers about a place, landscape or culture.

Examples of Travelogue:

A Trip to Coorg Hill Station, Scotland of India

We hired a taxi to Coorg and five of us as a family left from Bangalore to enjoy a holiday at the scenic Hill Station of Coorg, which is also called as Scotland of India. It is nestled in the Western Ghats of India. We took the route of Bangalore-Maddur-Mandya- Srirangapattana-Mysore-Hunsur-Coorg.

We had booked our accommodation in Chillipilli Homestay in Hoskere Village at Mercara which was referred by a friend. It was our first experience of staying in a homestay and we thoroughly enjoyed it.

On our way, when we were passing near Mysore in the evening, our driver asked us whether we would like to have a glimpse of Brindavan Gardens, which is just a few kilometres away from there. It was really a tempting offer. Since some of us had not seen the spectacular show, we decided to take a detour to reach there. We spent about 40 minutes in Brindavan Garden and it was worth the time to watch the man-made beauty.

Because of our unplanned visit to Brindavan Garden, we reached our Homestay in Coorg late by night. However, our hosts were very understanding and without any fuss they welcomed us with smiling face and served us food. We were given two rooms with the necessary basic facilities, and the food was awesome. They served us the delicious Coorgi food.

The next day, after breakfast, we left for the sight-seeing tour. Our hosts had given us proper

directions as to what to see and how to go. Following their instruction, we began to explore the places. During our stay there, we visited the following:

- Bylekuppe - The Tibetan Temple called the Golden Temple, the second largest Tibetan settlement in India.
- Cauvery Nisargadhama - It is a breath-taking and beautiful island off the state highway and a paradise for nature lovers. The island stretches across 64 km. and is nestled amid lush bamboo groves, thick foliage, and beautiful sandalwood and teak trees. The access to this beautiful place is via a hanging rope bridge, which is an exhilarating experience. My children enjoyed the adventurous sports like flying on the zip line from a tree-top.
- Dubare Elephant Camp - Located on the banks of River Cauvery, in Kushalnagar, it was an exhilarating experience of a boat ride to see the Elephants.
- Madikere Fort - This historic monument houses an Anglican church, a temple, a prison and a museum, including a vintage clock tower.
- Omkareshwara temple- The Temple is dedicated to Lord Shiva, built in 1820, features spectacular Mumammadan architectural style with a centre dome and four corners with turrets and a beautiful pond at the centre with fresh water fishes. The temple is Similar to a Muslim dargah with a Linga installed near the entrance door.
- Raja's Seat - It was once the favourite place of leisure of Kodagu kings. It is stunning to watch the beauty of the hill station. It has a sprawling seasonal garden perched on a hillock that offers picturesque view of the sunset.
- Abbey Falls - Walking through the 800 meters narrow path of the private plantation of coffee bushes, wild vines and creepers, located 10 km. away from Madikere, cascading from majestic mountains of the Western Ghats, with misty clouds in the backdrop, it was a wonderful experience of watching the gushing waterfalls.
- Sri Bhagadeshwara Temple at Bhagamandala, dedicated to Lord Shiva, located about 35 kms from Madikere town. The TriveniSangam is here - the confluence of three rivers namely Kaveri, Kannike and Sujyoti.
- Talacauvery, the origin of River Cauvery, at the foot of Brahmahiri Hill. It is a popular pilgrimage spot in South India.

Before leaving the homestay on the fifth day, we wanted to take a tour of their coffee estate, but we had to cancel it due to the rain. We made some new friends who too stayed in the same place and were thrilled to meet them repeatedly at each of the places.

Distance from Bangalore to Coorg - 260 kms.

Lyon: The City of Two Rivers

Although Lyon has a population estimated at 484,000, you would never call it crowded. Lyon is considered to be the most comfortable city in France and, in my opinion, one of the best cities on the planet.

It is situated at the confluence of Rhône and Saône rivers. Somehow, the city reflects the spirit of rivers — calm and fascinating. There is no rush of modern life like in Paris, no salty sea air of Marseille, and no golden sand of the French Riviera. And, still, there is something magnificent in Lyon's little streets, fancy houses, and green hills. The magic of the city's soothing life rhythm attracts tourists from all over the world.

I remember Lyon as a city of bridges and bikes. By the way, a bike is a great alternative to walking around. You can better sense the atmosphere of the winding streets and visit more interesting places while riding a bike.

Cycling transport is very popular in Western Europe. Locals prefer riding bikes to driving cars. There are cycle tracks everywhere, and you can easily find bicycle parking. Moreover, the self-service bike rental Velo'V has more than 300 stations in Lyon, where you can rent a bike and not say a word in French! All you need is your credit card and 150 Euros as a deposit.

Don't forget to walk along the Rhône River bank. It is an amazing location and a favourite place in Lyon both for tourists and locals. The river crosses the whole city, so you don't have to spend much time searching. The river bank serves as a place for picnics and jogging. At night, you can enjoy a beautiful view: the banks of Rhône shine with the multi-coloured lights, and their shine reflects on the water surface. During the daytime, you can simply sit on one of the numerous benches and meditate. Although the stone benches are not very comfortable in winter, their cool surface is utterly attractive in summer. During the warm season, a boat tour is also highly recommended. In such manner, you will be able to see another side of Lyon.

In general, I recommend you to visit Lyon in the summer. As for me, green hills and flowing water look much better than ice and white snow. Moreover, a cold won't let you have long promenades, and Lyon is the most appropriate city for wandering around aimlessly.

The next point in your to-do-in-Lyon list should be "to try French pastry." Let yourself be prodigal when it comes to French cuisine. All these palmier, tarts, madeleines, and éclairs are worth their weight in gold. If you have no idea about the desserts that I've named above, don't worry. The French love talking about food (and not only about food). Locals will be glad to explain to you the difference between profiterole and éclair and show the best local "pâtisserie" (bakery that specializes in sweets and pastries). You should trust their choice, and don't forget about croissants!

One more exciting and magnificent thing about Lyon is the graceful architecture. Of course, the whole city is an architectural masterpiece, especially the part called "Old Lyon." You will find no outside advertisement or neon signs here: the citizens respect their cultural heritage and try to preserve everything in its original form.

A genuine gem of the city is the Lyon Cathedral. This beautiful building perfectly represents the Gothic architecture style: high towers, ribbed vaults, and pointed arches. It is listed as a World Heritage Site by UNESCO. The internal decoration is even more impressive than the façade. Giant stained-glass windows and columns take the breath away!

In my opinion, Lyon is a perfect place not only for a one-day visit but also for a long stay. If you need a break from the crowded subway or filthy city air, Lyon should be number one in your travel list!

Exercises:

Skim the following paragraphs and answer the questions.

1. An apartment looks much nicer with some plants. The green leaves make it seem cooler in summer. The flowers give it a happy feeling.

Does the writer like plants in apartment? -----

How do you know this? List the important words -----

2. Everyone should learn another language. A second language is very useful these days. It also may teach you something about other people and places.

Is the writer for or against learning other language?

Scan the following paragraphs and answer the questions.

I. PHOBIAS

What is a phobia? A phobia is an intense fear or feeling of anxiety that occurs only in a particular situation that frightens you.

This might be something as seemingly logical as a fear of heights, or as illogical as a fear of the colour green. At other times you don't feel anxious. For example, if you have a phobia of spiders (as millions of people do), you only feel anxious when there's a spider around, otherwise you feel fine.

About one in ten people has a significant phobia, although few people seek treatment. People develop phobias to all sorts of things. Each phobia has its own name. Some (of a very long list) include:

Musophobia – fear of mice •Peladophobia – fear of bald people •Amathophobia – fear of dust •Pnigophobia – fear of choking or smothering •Maieusiophobia – fear of childbirth •Homichlophobia – fear of fog •Arachibutyrophobia – fear of peanut butter sticking to the roof of the mouth

Phobias make people avoid situations they know will make them anxious, but this can make the phobia worse. A person's life can become increasingly dominated by the precautions they take to avoid a situation they fear. You may know there's no real danger and you may feel embarrassed by your fear, but you're still unable to control it. It's better to confront your fears, even if it's in a very careful way or with the help of a trained therapist. A phobia is more likely to go away if it began after a distressing or traumatic event.

What's the treatment?

Cognitive behavioural therapy – a 'talking treatment' where you learn all about the thing or situation you are scared of and how to change your behaviour – has a high success rate in phobias. Your GP can refer you.

1. The purpose of the text is to ...

A) give information about phobias B) give instructions for people with phobias C) persuade people with phobias to seek help

2. A phobia ...

A) happens to everyone when they are frightened B) happens only in certain situations C) only happens to people who are anxious

3. Phobias ...

A) are logical B) are not logical C) can be logical or not logical

4. The number of people who have phobias is ...

A) five out of ten people B) ten people C) 10 percent of the population

5. Peladophobias ...

A) fear of bald people B) fear of dust C) fear of fog

6. The writer advises people with phobias to ...

A) consult a psychotherapist B) avoid situations that make them anxious C) confront the fear rather than avoid it

7. Which of these phobias is not mentioned in the text?

A) Arachibutyrophobia B) Arachnophobia C) Amathophobia

I. Find and circle the following words in this passage from Jane Austen's *Emma* as quickly as possible:

Clever, Home, Unite, Distress, Marriage, early

Emma Woodhouse, handsome, clever, and rich, with a comfortable home and happy disposition, seemed to unite some of the best blessings of existence; and had lived nearly twenty-one years in the world with very little to distress or vex her. She was younger of two daughters of a most affectionate, indulgent father, and had, in consequence of her sister's marriage, been mistress of his house from a very early period.

Module - 2

Academic Reading, Reference Materials, Editorials and Brochures

Objectives: Using variety of formats for effective academic reading.

Academic Reading: Reading with a specifically academic and educational purpose.

Reference Materials: Reference materials provide background information about a topic or point you to sources on a topic.

Editorials: An editorial tackles recent events and issues, and attempts to formulate viewpoints based on an objective analysis of happenings and conflicting/contrary opinions. An editorial is predominantly about balance.

Brochures: Brochures inform the *reader* of facts about a specific topic.

Academic Reading:

Academic reading is a skill (or, more precisely, a set of skills) that – like all skills – improves with practice. You may have to read an academic several times to understand it fully. If academic reading is a challenge for you, try this technique **SQ3R**.

SQ3R: This is a well-known and long-established reading comprehension strategy that was originally developed with the college students in mind.

The steps involved are:

1.Survey: When you first encounter an academic text, start by surveying its headings and sub-headings, any tables and figures, and its summary or concluding paragraphs. Here you just try to get a sense of what the text is about.

2.Question: Formulate some questions about the text. For example: What is the main issue under discussion (the ‘theme’ of the reading)? What is the relevance of this text to my study topic, assignment, or exam? What are the main points covered and what conclusions are reached?

3.Read: With your chosen questions in mind, read the text. Keeping these in mind as you read should make reading more ‘active’ than just reading through the material without a purpose.

4.Recall: Having read the text, try to explain it, out loud, in your own words, as if you were telling a friend or classmate about it (or, actually do this with a classmate). If you prefer, jot down a paragraph or two about what you have read instead, again with your questions in mind. **5.Review:** Look back over your questions and consider whether you have answered them. Do you need to read the text again? Do you understand what you have read? If not, repeat steps 3 and 4.

The **SQ3R** technique encourages active engagement with written texts, rather than passive reading.

Why is academic reading beneficial?

- **Information comes from reputable sources:** Web sites and blogs can be a source of insight and information, but not all are useful as academic resources. They may be written by people or companies whose main purpose is to share an opinion or sell you something. Academic sources such as textbooks and scholarly journal articles, on the other hand, are usually written by experts in the field and have to pass stringent peer review requirements in order to get published.
- **Learn how to form arguments:** In most college classes except for creative writing, when instructors ask you to write an academic paper, they expect it to be argumentative in style. This means that the goal of the paper is to research a topic and develop an argument about it using evidence and facts to support your position. Since many college reading assignments (especially journal articles) are written in a similar style, you'll gain experience studying their strategies and learning to emulate them.
- **Exposure to different viewpoints:** One purpose of assigned academic readings is to give students exposure to different viewpoints and ideas. For example, in an ethics class, you might be asked to read a series of articles written by medical professionals and religious leaders who are pro-life or pro-choice and consider the validity of their arguments. Such experience can help you wrestle with ideas and beliefs in new ways and develop a better understanding of how others' views differ from your own.

Reference Materials:

Reference (or background) sources: What they are and when to use them?

Use reference books (also called reference or background sources, or resources) to get quick specific facts or information or an overview of a subject.

Some examples of reference sources are: **dictionaries, encyclopaedias, bibliographies, almanacs, directories, atlases, and handbooks**. These can be online or in print.

Print reference books:

Print reference books are often shelved alongside other books on the same subjects in the library stacks, or in Reference Collections near Library service desks. Many, but not all, can be borrowed.

Online reference sources: Digital reference (more commonly called virtual reference) is a service by which a library reference service is conducted online, and the reference transaction is a computer-mediated communication. ... Reference work often but not always involves using reference works, such as dictionaries, encyclopaedias, etc.

Use reference sources to:

- get keywords and names for more effective advanced searching
- read a quick overview of a new subject
- find key facts and background information that will help you assess other resources
- learn definitions of important words or concepts
- see suggestions for more sources about your topic (including the best-known sources).

Examples of Reference Sources:

- A starting point for your research- Multipurpose reference sources
- Background information on a topic- Encyclopaedias
- The meaning of a word or an idea- Dictionaries
- Practical information on a topic or a comprehensive overview- Handbooks, Manuals, Guides, etc.
- Information about a person or group of people- Biographical Sources
- Information about a place- Maps, Atlases and Gazetteers
- Data, Numbers or facts on a topic- Statistics, Almanacs and Year books.
- Suggestions for further reading- Bibliography

Editorials:

Editorial is a section in newspaper or magazines in which the writers or editors share their opinion on ongoing topics. It is believed to be a brief essay on current issues; the writers share their opinion in regards to the publishing house which is seen as the opinion of the entire publishing house. If an article is written by someone else who belongs to the outsiders, then the disclaimer is shared.

Importance of Editorials:

- Editorial makes any serious and uninteresting topics debatable.
- They are attractive in nature, thought-provoking and raise questions in the minds of those who read it.
- It is the heart and soul of the newspapers. Editorials can be also considered inspiring and motivational, meaning many times if an individual reads an article gets inspired to reply or leaves feedback on that specific article, this might help him in future to write for himself in editorial sections.

- It displays the values and policies of a newspaper. Therefore, it is important to keep in mind the importance of objectivity of these articles. If any mistake is made by the editor the entire newspaper will be questioned.

Types of Editorials:

- **Interpretation Editorial:** It explains what is considered to be important in the news event or on current issues. It gives information such as main characters of the news, factors, actions taken place and all the other important details. Here the interpretation is made on the basis of facts and figures available. Here no personal opinions are stated.
- **Criticism Editorial:** This style is used when one has to see both the good and bad features of the news event or any kind of news item through the eyes of an editor. The editor shares these editorials to influence people and at times add the solution at the end.
- **Editorial of Appreciation:** In this the praise or appreciation is given to those who have done well in their work and deserve an appreciation.
- **Entertainment Editorial:** In this, those topics are chosen that would generally interest the youth. Topics that would be light in nature and serve as entertainment.

Example of Editorial:

Selfie obsession is not far from becoming a medical problem

In October last year, three students were run over by a train while they were taking selfies on the tracks near an amusement park on the outskirts of Bengaluru.

Days before that, a 17-year-old NCC cadet died while he and his friends were taking pictures in a temple pond at Ramagondlu Betta in Kanakapura. In another case, a 30-year-old was trampled by an elephant at Bannerghatta Biological Park after he and his friends sneaked inside to take pictures with the animal.

These are just a few examples of the selfie deaths reported in the country. A recent study published in the July-August edition of the *Journal of Family Medicine and Primary Care* has found that 259 selfie deaths occurred worldwide in 137 incidents from October 2011 to November 2017. Of these, 159 were reported from India. This was the highest, followed by Russia, the United States, and Pakistan. Of the 259 casualties, 72.5% were male, and more than 85% of the victims were aged between 10 and 30, the study said.

A team of researchers, led by Agam Bansal from the Department of Community and Family Medicine, All India Institute of Medical Sciences, Bhopal, analysed news reports of selfie deaths reported in newspapers the world over. They found the leading cause to be drowning, followed by transportation — for example, taking a selfie in front of an

oncoming train — and falling from heights. Other causes included animals, firearms and electrocution, according to the study.

Brochures:

Brochures can **act as a detailed reference of your products or services for your prospects and customers**. They can help increase your leads through a direct mail campaign or as handouts at an event or tradeshow.

Tips for Designing a Brochure:

- **Identify your target audience:** A target audience is a specific group of people at whom your product or service is aimed. A target audience may describe people of a specific age group, profession, income level, gender, marital status, and so on or any combination of these factors. The brochure needs to be designed with your target audience in mind. For example, a brochure aimed at young moms should look and feel different from a brochure aimed at recent retirees.
- **Select an appropriate format:** Based on your target audience, determine the format of the brochure. The format includes such elements as the size, type of paper, and number of folds. You may also want to think about how the brochure will be distributed. Will it be mailed or handed out at an event?
- **Determine the type of information to include:** The information that is included varies from one brochure to the other. The brochure may include the organization's mission statement, product features, charts and graphs, instructions, photos, and a logo. To help decide what to include, think about what purpose the brochure serves. Is it to remind a prospect about the basics of your business or is it to sell a specific service or product, in which case you'll want to make sure your prospective customer knows what to do next: visit your website, enter a code, call a specific phone number, etc.
- **Lay out the content.** The key is to keep your brochure design simple and effective. Too much information may cause the brochure to appear cluttered. As a result, your message will be lost. Limit the number of colours used to between two and four and use each colour consistently. For example, use one colours for the headings and subheadings, and another for general text.

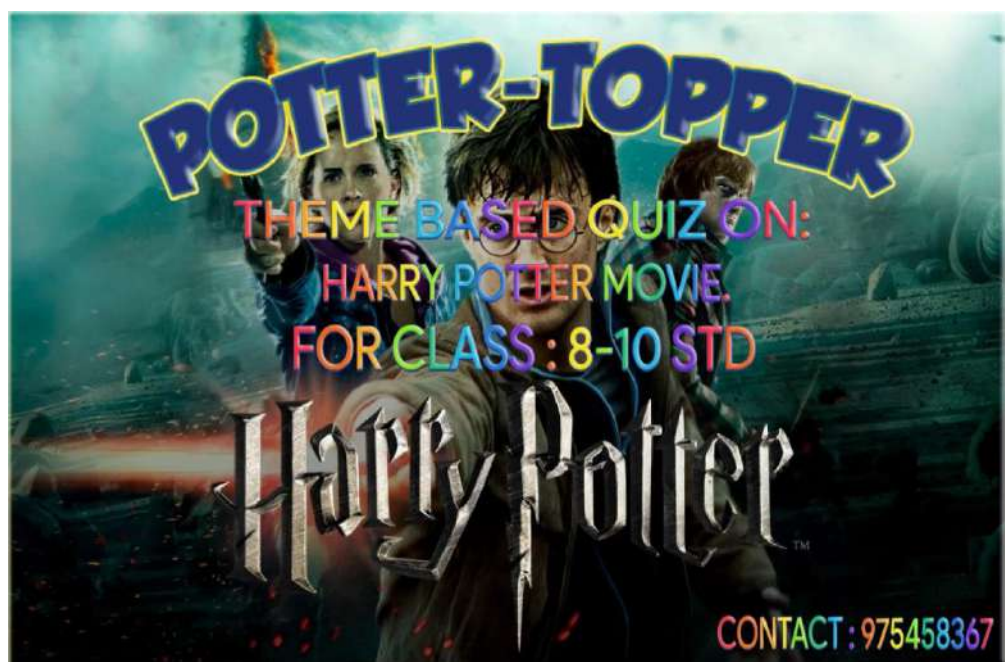
Example of Brochure:

Exercise:

Prepare a brochure for an Inter Collegiate Fest.

Prepare a brochure regarding the courses in your college.

Prepare a brochure on various committees/forums/cells of your college.



Module 3: Job-Oriented Reading – Applications, Emails 3hrs

Job Oriented Reading

This unit aims at the young learners who are learning English and are interested in developing English language skills for employability and workplace contexts. It will help job seekers and young professionals with the English they need.

Objectives:

- To enable the learners to write cover letter to respond to a job advertisement.
- To enable learners how to write professional E-mails & Memos

Cover Letter

Cover letters are meant to provide context for the resume and provide detailed examples of how your relevant experience has been utilized in similar situations. Unlike a resume which focuses on your experience, cover letters are meant to state several key skills relevant to the position you are applying for.

Opening Paragraph

- Introduce yourself and the purpose of your letter
- Write why you want to work at that organization.
- State what position you are applying for and how you learned of the opportunity
- If you have networked with anyone at the organization, mention who you spoke to.
- Write what skills you will bring to the organization.

Middle Paragraphs (there should be no more than two or three paragraphs)

- Introduce one or two skills that prove that you are a good fit
- Describe the places you have demonstrated that skill (ex: internships, work, school etc.)
- Choose one or two examples/stories that illustrate how you used that skill.

Closing Paragraph

- Thank the hiring manager for their time
- Re-express your interest in the role
- Demonstrate knowledge of the employer
- Mention that you look forward to hear from them.

Sample Cover Letter

Jagdsish Josh

Xyz

MelisMorris

LaForce + Stevens

41 East 11th Street

6th Floor, New York, NY 10003

Dear Ms. Morris,

I am writing to apply to the Spring 2016 public relations internship at LaForce + Stevens. The agency's innovative digital branding strategies, especially for high-end fashion clients, are redefining the industry, particularly in its work with Perry Ellis. My experience in public relations and background in fashion design would make me a great fit for the fast-paced LaForce + Stevens team.

As an account executive at PRLab at Boston University, I created a social media strategy for my client Ben & Jerry's. I collaborated with other account executives to integrate innovative ideas into our online brand conversations to engage potential and existing followers. Throughout the semester, we have increased social media followers by 45% and engaged the community—especially the thousands of Boston-area students—in the brand through traditional and social media. In addition, I built a media list for Ben & Jerry's of contacts in local, college, and national media to gain more earned coverage for the brand. So far, two local papers have published articles based on the press kit I assembled and pitches I wrote to journalists.

In addition to my social media experience, I have been designing and making clothes for years in class and on my own. I understand the demands of the fashion industry and have the keen sense of style necessary to create brand strategies that compellingly represent high-end fashion brands. From my public relations experience and background in fashion, I would be an enthusiastic, creative asset to the public relations department here.

I look forward to talking to you further about my skills and qualifications for the spring 2016 public relations internship at LaForce + Stevens. I can be reached by phone at (617) 353-3490 and email at dmeagle@bu.edu. Thank you for your time and consideration.

Sincerely,

Jessica Jones

Email & Cover Letters

Some jobs require you to email your resume and cover letter. When you have to submit your applications this way, it is common to include a short note. If you're supposed to email jobs@bigcompany.com, send the application there, but include the name of the hiring manager—whoever you addressed your cover letter to.

- **Keep it formal**
- Be polite and courteous.
- **Keep it short.**
- Elaborate explanations and introductions don't belong here. Two sentences are plenty; three is more than enough.
- **Include the job title in the email body and subject.**
- Make sure the application ends up in the right folder. Tell them how (file format) and where (attached) they'll find the important docs (resume + cover letter).
- **Include your contact info and name.**
- Put your name and contact info in the body of the email and the email signature.
- **Sample note when emailing your application.**

Email Etiquettes

- Email is an important part of most company's daily operations so crafting well-written, thoughtful and accurate emails contributes to effective communication. Employees should practice appropriate email etiquette when communicating professionally with colleagues, customers or other stakeholders.
- **What is email etiquette?**
- Email etiquette is the use of appropriate language, conventions and formality in an email. Business emails usually demand formal language and strict adherence to proper grammar and spelling. Using appropriate email etiquette shows the email's recipient that you care about your relationship with them, you value your professionalism and you represent the company for which you work well.

Sample E-Mail Cover Letter

Dear Ms. Hiring-Manager,

I am pleased to submit my application for the account associate position at Big Ads Firm. My resume and cover letter are attached in a PDF. Please contact me at myemail@bu.edu if there is a problem with the file.

Thank you for your consideration, Hopeful Applicant

Hopeful Applicant myemail@bu.edu 617-753-27363

[Linkedin.com/in/hopefulapplicant](https://www.linkedin.com/in/hopefulapplicant)

Module 4: Listening Skills, Active and Passive listening 1hr

LISTENING

Listening is the most important of all aspects of communication. In fact, listening precedes communication. It occurs more frequently on the job than even speaking, reading or writing. The new model of work, based on teamwork, requires more effective listening skills than before for greater combination.

What is listening?

Listening is hard work and is more than just sitting passively and observing a speaker's words. "Listening is a highly complex process by which spoken language is converted to meaning in the mind".

Listening has been identified as one of the 7 habits of highly effective people. This definition implies that listening is a skill that can be cultivated and developed, just like speaking, reading or writing. Listening is often thought to be synonymous with hearing. The difference is that hearing is a passive process, whereas listening is active. It means being alert to, and understanding the meaning behind the speaker's words. While listening, one is engaged in processing the information, reconstructing the information, and also giving meaning to the information.

Types of Listening

Discriminative Listening: to identify the difference between the sounds.

Comprehensive Listening: To comprehend the meaning of these sounds.

Evaluative Listening: It involves in making judgement about what the speaker is saying. We listen critically and try to assess what is being said as good, bad, worthy or unworthy.

Appreciative Listening: This is in the form of paying selective attention to certain kinds of information which might be relevant to us, in order to reach our needs and goals.

Emphatic Listening: We try to put ourselves in the speakers place and understand the beliefs, goals and feelings behind the speaker's words.

Therapeutic Listening: the listener goes beyond merely emphasizing with the speaker and tries to help him to change or develop in some way by diagnosing the problem at hand and offering a remedy or solution.

Dialogue Listening: This involves listening and learning through dialogue. This implies that listening is a two-way, rather than a one-way process.

Passive listening is **one-way communication** where the receiver doesn't provide feedback or ask questions and may or may not understand the sender's message.

Module 5: Listening to Job interviews and Conversations 2hrs

Effective Listening: Listening to job Interviews

- Judge the content—not the appearance or delivery of a speaker.
- Avoid making a judgement until the message is complete. Avoid listening only for facts, by listening to the central theme and ideas.
- Be flexible when taking notes: take fewer notes and use different systems of note taking depending on the speaker.
- Overcome the temptation to fake attention by working hard to listen and assuming an active listening stance lean forward and make an eye contact.
- Resist distraction by fighting or avoiding them, learn how to concentrate.
- Seek out difficult materials rather than avoiding it.
- Keep an open mind when confronted with an emotional word with which you are uncomfortable.
- Capitalise on the fact that thought is faster than speech. Use the thinking –speaking time difference to summarize mentally with evidence, and then between the lines.

A Good listener:

- *Considers all evidence before jumping to a conclusion.
- *Takes notes when listening, in order to recall information or understand a difficult idea.
- * Concentrates on what the speaker is saying and not on unrelated thoughts.
- *Is willing to consider the opinions of others.
- *Listens openly when others disagree with him.
- * Encourages others to express their ideas, instead of occupying centre stage.
- * Is curious about other people and their ideas.
- * Does not interrupt others, or change the topic to suit his purpose.
- * Makes the speaker feel comfortable while talking.
- * remembers important ideas given by others, even when he is busy.
- * Does not pretend to understand, when he is confused.
- *recognises that people may change over time and have something new to offer.

* tries to find solutions to others' problems.

*Knows when to speak and when to listen.

Module 6: Comprehensive Listening 3hrs

Listening to Short text

Listen to the short text and mark the correct answer.

Hint: Teachers can read any passage and ask question based on it:

Example:

1. Saravanan, what time does the presentation start? At _____
a. 8.30 b. 9.30
2. How much did your laptop cost? It cost _____
a. 20000 b.40000
3. How many people were in the seminar hall. There were about _____this evening?
a. 560 b.650
4. How far is Chennai from here? Oh, it must be over _____miles.
a. 450 b. 550
5. Sorry, how do you spell your name? It's spelt _____
a. Vinodh b. Vinoth

Listening to Announcements

When you listen to a particular news item that interests you, you may listen for all the details, while on certain occasions, you may listen for more specific information. When you stand at a railway station, a bus terminus or an airport, you listen to announcements. You want to find out when the bus or train is expected to arrive or leave or want to know the platform the bus or train will arrive on.

Listen to these announcements heard at a railway station and answer the following questions below:

1. You are at the Jammu railway station waiting to receive your friend from Delhi.
Listen to the announcement at the station and find out on which platform the Thiruvananthapuram –Jammu Tawi express will arrive.
2. Platform number:_____
3. Listen to the following announcement and write down the following details:
4. A. name of the train _____
5. Train number_____
6. Bound towards_____
7. Arrival on platform number_____
8. Expected time of arrival_____

Listen to these announcements at a bus station and find out the following:

- a. Bangalore –Cochin Super Deluxe Express Scheduled departure time _____
- b. Bangalore –Chennai Super Deluxe Express Scheduled departure time:_____
- c. Expected departure time_____

4. Listen to this announcement heard at the Srinagar airport and find out the status of the following flights:

a. 9w467 Srinagar- Delhi

Status: on time delayed Reason for delay:_____

b. IA 320 Srinagar –Delhi

Status: on time delayed Reason for delay

Listening to news

We listen to news on the radio or television to learn about events in different parts of the world. When we listen to a news bulletin, we do not listen to every news item for the full details. The manner in which we listen to a news bulletin is similar to the way in which we read a newspaper. News items are read selectively. For example, you may know the result of the cricket match that was played yesterday. But, may not know who won the man of the match award So we scan the newspaper or listen to the news bulletin only for that piece of information.

Listen to the news bulletin and identify the correct option:

Long distance/ local call rated will be reduced nominally/ substantially.

STD rates are expected to fall by 70%-80%, 60%-70%

The new rates have already come into effect/ will be announced in a week/were announced a week ago. _____

Listen to the short extraction from a news bulletin and find out the answer to the questions below:

- a. Did the Ministry of petroleum and Natural gas agree to the demand from oil companies for a hike in prices?
- b. Yes /no_____
- c. What was the reason for the decision?_____ -

Listening to Dialogues in the following passage choose the best answer:

1. In the 21st cen the success of the company depends on _____
 - a. Its people and their creativity
 - b. Company
 - c. Only people
 - d. Children
2. What is the better way to stimulate creativity?
 - a. By using laptops
 - b. Newspaper
 - c. By reading books
 - d. Mobiles.

3. According to survey, what kind of books inspired several leaders?
a. Children stories b. Articles c. Novel and poetry d. Fiction
4. What does successful managers require?
a. Passive imaginations b. dreams c. laptops d. Active imaginations
5. The telecommunications company “Orange” setup a project called
a. Talk books at Work b. Books at works c. Work at Books d. Talking books

b. Listen to the following passage and choose the best answer:

Grass

“Vast areas of the earth is covered with grass. Of the 15 major crops that stand between us and starvation, are grasses. No matter where you live, it would be hard to walk outside door and not find grass within a very short distance. Grass is immensely common and important.”

There are misconceptions about grass around “they have no flowers” but this is not true. Grass do not have flowers just as roses and daisies. The only difference is that they are small and inconspicuous and differ slightly in structure. They have no colour and they all look alike are the misconceptions.

The fruit of the grass family- the grain is a concentrated source of protein, carbohydrates and minerals. Being dry it is easy to store and transport and thus it has become a major source of food for humans. The green leafy part of the grass which we cannot digest, can be eaten by cows and other animals. So even if we eat hamburger, we are still eating grass. If we eat sugar, we are eating another product of grass family. The sugarcane plant. And in the far east, another grass bamboo is used for everything from food to construction material.

One of the most extra-ordinary features of grass growth is the root system. Sometimes as much as 90% of the weight of the grass plant are in the roots. The concentration of starch and energy below the ground, helps the grass to survive grazing and burning and it reduces water loss.

Answer the following questions:

1. Do grass help to prevent us from starving?
2. It would be hard to walk outside door and not find grass within a very short distance would mean _____
3. List the misconceptions about grass
4. Give two characteristics that make grass an important food.
5. What is the factor that enables grass to survive so well?

Module – 7

Performance Activity: Role Play, Extempore, Group Discussion

Role Play

Role-playing means pretending to be someone else, and this is why it is also known as pretend-play. It is effective as well as a flexible tool that helps to make sense of theory through practical experience. It can be a conscious decision for an adopted role or an unconscious one to fulfil a social one.

Role-play objectives

Some of the role-playing objectives are described below –

- It is a fact that when your thought-process is unclear, it will result in muddy outcomes, whereas when you are sorted, it will lead to clear outcomes. The role-playing objective is to be clear from the onset about what you want from that experience
- Role-playing can be used to develop your skills or assess the existing ones. The role-playing objective is to understand an individual or group's competency levels.
- The role-playing objective is to provide the same level of challenge to all the members of a particular group to demonstrate their level of skills in a given situation.

Conclusion:

Role-playing has been used as an essential learning tool for a very long time. Most of the individuals take part in the “what if: the scenario in life.

We project ourselves in imaginary situations where we anticipate outcomes, rehearse performances, and then deal accordingly in real-life. People are certainly better at handling various situations.

Samples of Role Playing:

Telephone Conversation

Speaking on the phone is different to a face-to-face conversation because one relies solely on language to communicate. Get the students who are practicing to **sit back to back** in order for this to work properly. There is a whole range of ideas which one can use to act this out. Examples include: *phoning to make a complaint, speaking to a friend or inquiring about a job position.*

Job Interview

Many are learning English in order to improve their career prospects. As a result, **a job interview role play is an excellent way to get the class learning that all important**

material. Again, this can be *scripted* or *non-scripted*. A good idea would be to have the interviewer have a list of set questions, and the students can take it from there.

Extempore

Extempore forms an important part of admission process in a number of B-schools. In this article, we shall try to understand the various challenges in an extempore speech, and how to manage these challenges through a superior performance.

Understand the challenge:

- An extempore speech is an impromptu speech which the candidate is required to make on a topic given there and then. No prior preparation is permissible.
- An extempore presentation tests the candidate on the following:-
- Ability to think off the feet: Since the candidate is required to speak on the spur of the moment, it gauges the candidate's ability to think, organize and speak there and then.
- Analysis of the topic and identification of the issue to be addressed: An extempore has a huge probability of going in a random and directionless manner if proper analysis does not precede the speech. The candidate is advised to understand the key issues which need to be addressed and then logically position them to create a coherent and well knitted presentation.
- Idea generation: The biggest challenge in an extempore speech is to come out with a quick sequence of ideas. This assumes even stronger proportions because of limited time available for the task.
- Prioritization and sequencing to display logical thinking: The challenge is not just to speak under time pressure, but also to make logical sense through systematic and rational listing of ideas. This becomes even more critical if the topic is an abstract one and hence dependent on one's perception.
- Ability to connect with the panel: Conventionally, the time available for an extempore presentation ranges from one to five minutes. In this limited time span, the candidate is expected to do justice to the topic, which is more likely to happen if he connects well with the panel.
- Communication skills: These are important as the effectiveness of the presentation is critically determined by communication skills – both verbal and non-verbal. While

articulation, fluency and modulation are key determinants of verbal effectiveness; energy, eye contact and gestures mark the efficacy of non-verbal connect.

- Overall presentation skills- like body language, confidence, poise & composure – also have an important role to play in enhancing the quality of the extempore speech.

Mental Preparation:

- Know what to speak before delivering speech. Ponder over the topic for some time and prepare the flow of delivery. Your previous extempore practice sessions would surely help here.
- Understand the audience - the direction they are most likely to accept, helps in framing the flow of speech.

Handle mental blocks smartly:

- Handle the situation gracefully and avoid being nervous.

Control on speech:

- Don't get emotional, avoid getting too personal on sensitive matters and don't deviate from the topic.

Presenting both sides:

- In case of controversial topics, the candidate may choose to explore both sides.

3 Steps to Making an Extempore Speech Successfully

As extempore speeches involve no preparation and practice, you are likely to brighten up, “Wow! I don’t need to get prepared for my speech!” Don’t push your luck! There are some effective steps on how to make a spontaneous speech look well-prepared.

1. Extend Your Knowledge Every Day
2. Broaden Your Personal Experience
3. Cope with Anxiety over Public Speaking

Extempore- Factual Topics

An exhaustive list of latest extempore topics:

- Demonetization
- Getting real on climate
- IT: Boon or Bane
- The most needed reform in India
- Is India capable of assuming responsibility in the East?
- Cheap Labour in India
- Women make better managers than men
- Objectives of business
- Time Management
- Higher education in India

Module – 7

Performance Activity: Group Discussion

Group Discussion

Group Discussion is a methodology or in a simple language you may call it an interview process or a group activity. It is used as one of the best tools to select the prospective candidates in a comparative perspective. GD may be used by an interviewer at an organization, colleges or even at different types of management competitions.

A GD is a methodology used by an organization to gauge whether the candidate has certain personality traits and/or skills that it desires in its members. In this methodology, the group of candidates is given a topic or a situation, given a few minutes to think about the same, and then asked to discuss the topic among themselves for 15-20 minutes. Freshersworld.com brings you an elaborate section for GD as you had ever seen anywhere else. It is a very useful tool to screen the candidate's potential as well as their skills.

GD evaluation is done by the subject experts based on the discussions. A report will be prepared on analysing the facts at the end of the discussion.

Some of the personality traits the GD is trying to gauge may include:

- Communication skills
- Interpersonal Skills
- Leadership Skills
- Motivational Skills
- Team Building Skills
- Analytical /Logical Skills
- Reasoning ability
- Different Thinking
- Initiative
- Assertiveness
- Flexibility
- Creativity
- Ability to think on ones feet

Why GDs are implemented commonly:

The reason why institutes put you through a Group discussion and an interview, after testing your technical and conceptual skills in an exam, is to get to know you as a person and gauge how well you will fit in their institute. GD evaluates how you can function as a part of a team. As a manager or as a member of an organization you will always be working in teams. Therefore how you interact in a team becomes an important criterion for your selection. Managers have to work in a team and get best results out of teamwork. That is the reason why management institutes include GD as a component of the selection procedure.

Topics:

Expectation kills happiness

E-Voting: Pros & Challenges

Life without Phone

COVID-19

OTT vs Theatre

Money or Happiness – Can money make us happy?

Module – 8

Introducing Oneself

Objective: -

- * The first theme is intended to introduce the idea that identify and self-identification.
- * It can be understood by students in a variety of ways including place, interests, ethnicity, gender faith and beliefs.
- * It gives students an opportunity to explore their own identity.

How do you introduce yourself?

Let us discuss some general tips on how to give a good self-introduction.

- a. A Smile goes a long way. Wear a smile when you go for an interview
- b. Greet everyone. A simple 'hello' can showcases your etiquettes.
- c. Introduce when you reach the venue. Inform the concerned person or at the reception of your arrival.

Introduce oneself, whether in a professional capacity or a casual one, is vital to how people ...will perceive you for the following interaction that take place. It is essential to create a near accurate image of yourself in their mind that they feel comfortable and courteous while interacting with you and yet considering that you know what you do.

Whether to say" Hi, I am XYZ" and scratch your head, or say I am this and that is not confident indication of who you are. The right introduction is not too long or too short. Your introduction does not have to be completely technical or professional. But what does it have to do have to be? How do you introduce yourself in the right capacity, professionally or otherwise? How do you engage people in your introduction, so they listen and pay attention to who you are? Let's dive right in this personality building presentation tips to answer all these questions.

Self-introduction tips.

A Self is any form of interaction that tells who you are, what you do, and what others need to know. Since others vary in every single case, the last part is interchangeable, but the first two parts mostly remain the same. A good self- introduction covers all three parts within a limited set of words so people can understand who they are interacting with.

A few situations where you are required to introduce yourself are: -

- * Giving an interview or interviewing somebody.
- * Meeting somebody new in a professional or casual gathering.
- * Meeting people at a meeting.
- * Hiring somebody.
- * Building new connection.

Traditionally and quite successfully, the professional self-introduction requires your name (who you are), your occupation (what you do) or what you intend to be if you are not working right now, and lastly some facts that will create a nice impression on the person you are interacting with (what others need to know about you).

Try to cover the most important things that others need to know about you by wrapping them up in these three clues. First impression is the last impression.

A good introduction with anybody will help you build connections and acquaintances. It will assist you in providing the necessary details while ensuring it does not sound like a speech, whether it is a written interaction or spoken one.

In cases where you don't have somebody to introduce yourself, you must offer a proper self-introduction that's engaging and remarkable in a way that the other party remembers who you are the next time you come across. It helps in making the right impression. A positive first introduction goes a long way in ensuring that you will be considered solidly.

How to introduce yourself?

Stick to the context. The essential thing to understand before introducing yourself is the context of the situation you are in. The place, environment and gathering matters.

Every case is different, so it is better that you understand whether it's a professional introduction that you require or a casual one. If it is a professional one, then you need to understand the room. Hence all scenarios vary, and it is important that you consider the context.

In the case of professional setting. Talk about who you are and what you do. The first tip in any professional setup is to introduce yourself by telling your name and telling what you do. Telling your professional title by a simple sentence of what you do is a nice way to introduce yourself to such gatherings.

Make it relevant. Take care of the context. It is by far the essential tip for any introduction. You cannot be talking about technology in an environment that has nothing to do with it and vice versa.

Talk about your contribution. In professional setting, it is Paramount that you talk about what you bring to the table. You build your value by talking about how you have contributed to the project or the company since the new people or the people outside your circle will not know what your construction are.

1. Sahana: Hi! I 'm Akansha. I'm in the Communicative class.

Akansha: Hi! I 'm Sahana. I 'm in the same class.

2. Suman: Good Morning Sir. I am Suman. I was working in Accenture.

Manager: Good Morning Suman. What can I do for you?

3. Trainer: Good Evening students. I am Dr.Sudha, your new trainer.

4. Alok: Good Evening, Ladies and Gentlemen. I would like to introduce Mr. Varun, MLA of Malleshwaram.

Let us study the above examples. In the first example Sahana is introducing herself to another student. Hence, she uses a friendly and informal language.

In the second example Suman introduces himself to the manager. Observe that the language is formal. So also, in the third example where the teacher is introducing himself to the company.

In the fourth example Alok introduces the chief guest to the audience. Note that, the language used is formed as in example 2 and 3.

Introducing oneself is an important aspect of communication. We must provide exact information about ourselves and others which creates way for effective communication.

The different ways of greeting are.

1.Hi! How are you?

2. Hi! Pals?

3. Hi! Glad to see you.

4. How are you.

5. Nice to meet you- Nice to meet you too.

6. Good "morning, afternoon, evening, night, bye".

7. Hello! How are you? I am fine thanking you.

8. Great, happy, good, super (your ideas).

Writing Practices.

1.Hello Sir/Madam,

It's my pleasure to speak with you. I am (your name) _____. Basically, I belong to (city name) _____. I have been living in (city name) _____ for (number of years/month) _____. Now I stay here with my family. Besides my parents, there is a younger brother in my family. Currently, I am exploring jobs opportunities in the (domain name) _____ as I have recently is finished (Degree) name _____ from (university name) _____.

2.Exercises.

Let me introduce myself.

1. Hi my name is_____.
2. I 'm from _____(country).
- 3.I live in _____(city).
- 4.My birthday is on _____.
- 5.Myfavorite sport is _____.
- 6.Myfavorite subject is _____.
- 7.My hobby is _____.
8. I like _____movies.
9. I study English because _____.
- 10.I don't like _____.

3.Introduce yourself

My name is _____. I live in _____. I 'm from _____I am _____year old. I was born in _____. I'm married/not married. I have/ I don't have children. My job is _____ my favoritecolor is _____ my dream is _____ my hobbies are _____makes me happy _____and _____ makes me sad. My best quality (personality) is_____.

4.Introducing Yourself

You meet Aakash, a new student in your town. Can you answer his question?

1. Hello my name is Akash. What is your name?

A._____.

2. My surname is Singh. What is your surname?

A _____.

3.I came from Paris. Where do you come from?

A._____.

4. I live in Switzerland. Where do you live?

A. _____.

5.I am 30-year-old. How old are you?

A._____.

5. Writing practice.

Write a short paragraph to introduce yourself to your teacher and classmates. Remember to include information such as Where you come from, what language you speak, What you do in your free time and What kind of person you are.

-----.

Module – 8 Giving Information

Some phrases used to ask information.

1. Can you tell me...?
2. Could you tell me...?
3. I'd like to know...
4. Dye knows...
5. (Got / Have you) any idea...?
6. Could anyone tell me...?
7. (Do / would) you happen to know...?

8. I don't suppose you (would) know...?
9. I wonder if you could tell me....
10. I wonder if someone could tell me....

Getting Information

When getting or receiving information, you may be watching for a variety of clues to gather meaning: not only verbal or written information, but nonverbal behavior as well. If you are not careful, facts will be forgotten or distorted. This is because both the individual sending and the person receiving the information may unintentionally obscure the message.

There are two ways you can ensure that the information you receive will not be forgotten or distorted:

- Take notes. Always write down key information received.
- Repeat back what you think you heard the person say.

While you may think you understand what you think you heard, you may in fact have gotten it totally wrong. Clarify and verify! In a communication exchange, the sender controls what and how is said, or the content of the message. The recipient controls what is heard and the feedback given.

To encourage good communication, you need to encourage others to speak freely.

- Show interest by leaning forward, paying attention, nodding in agreement, taking notes, and so forth.
- Greet new ideas with interest.
- Give the individual your undivided attention.
- Maintain eye contact.
- Use the individual's name.
- Smile, relax, and be friendly.

Retrieving Information

Information received may have to be recalled later. There are many ways to store and retrieve information. Today, we naturally think of computers as a means for storing and retrieving information. The medium is not as important as what you write and how you store the information. You can employ a variety of methods to help you remember details, including notetaking, repeating back, memorization, and mnemonic devices.

Giving Information

When giving information, use all five senses whenever possible. In addition,

- Speak clearly.
- Use language that everyone understands.
- Vary your tone and pace.
- Move from the general to the specific.
- Use visuals— charts, maps. And diagrams.

- Eyeball the listener.

Encourage two-way flow ask questions and get them asking questions of you. Don't pass judgment on the question or the questioner. Use feedback and reflective listening to keep your verbal and non-verbal communication in sync. Take notes of the main ideas and review your notes soon afterwards to make sure they continue to make sense.

Exercises.

I. What enquiries would you make in each of the following situations.

1. You want to know the exact location of planetarium?
_____.
2. You want to know the arrival time of Shatabdi express?
_____.
3. You want to go to KIA you are in Yelahanka?
_____.
4. You want to know about a course in college?
_____.
5. You want to know how to start a piggy account in a post office?
_____.

II. Frame appropriate questions for the given responses.

Q. _____.

A. We offer CMA, ACCA and Aviation in the college.

Q. _____.

A. Please go to counter No.4.

Q. _____.

A. We have Scholarship facilities to the students.

Q. _____.

A. About three hours journey by bus.

Q. _____.

A. Yes! We offer a 50% discount until Nov 10th.

Unit:8 Giving Instructions

We often need to describe how to do various tasks, and, in the process, we are required to give certain instructions.

In this unit, we look into various ways of giving instructions. For convenience's sake, we classify instructions into three types.

- Using a Device
- Describing a task
- Utilizing general services.

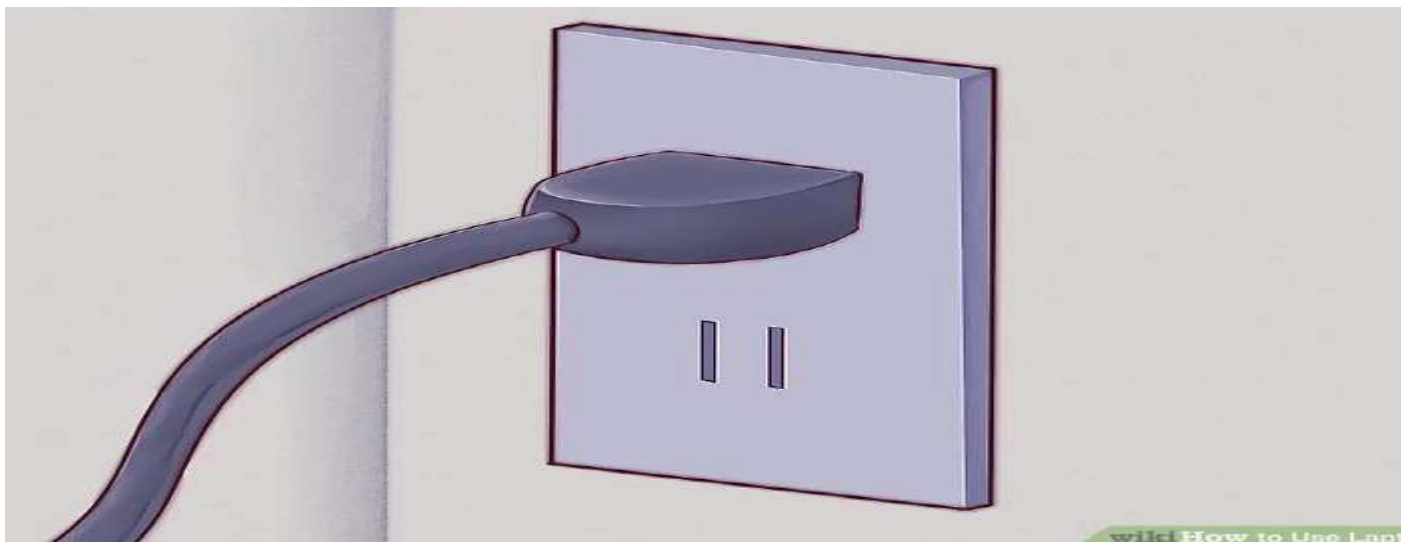
I. Read the following instructions and answer the questions given below each set of instructions.

A. Using a device

Part 1

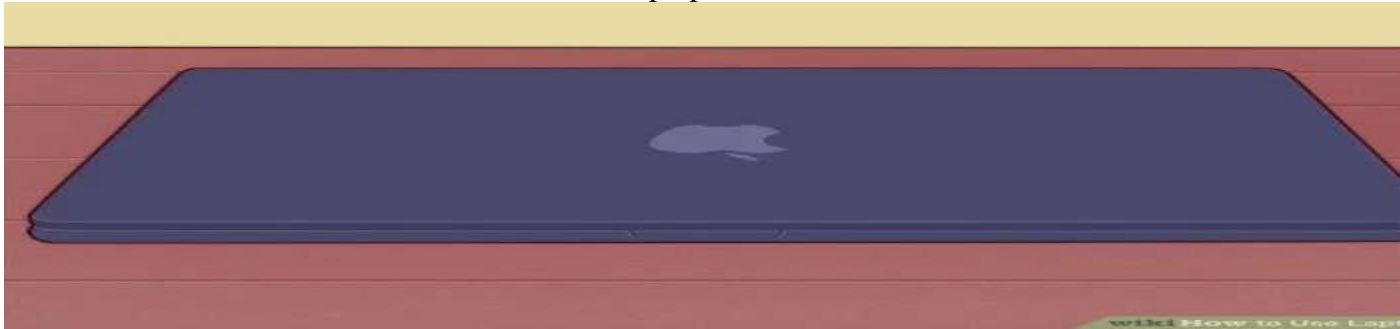
Setting Up Your Laptop

1. **If you are using the laptop in your home, find an outlet and plug the charger in.** Laptop computers run on batteries that can deplete rapidly, especially if you're using your laptop intensively. Unless you're somewhere remote or foreign where you absolutely have to go without, it's better to leave your laptop plugged in.



2. **Place the bottom part of the laptop on the table/desk you are sitting in front of.** They're called "laptops" because they can go on your lap, but that doesn't mean that it's always the best or right place. Try to find a comfortable angle for your wrists and hands - this might mean moving the laptop around until you find the best position for you.

- Don't place your laptop on soft, fuzzy, or shaggy surfaces that can block its vents. Most laptops have fan vents located on the sides and bottom that should be left unblocked for the laptop to run.

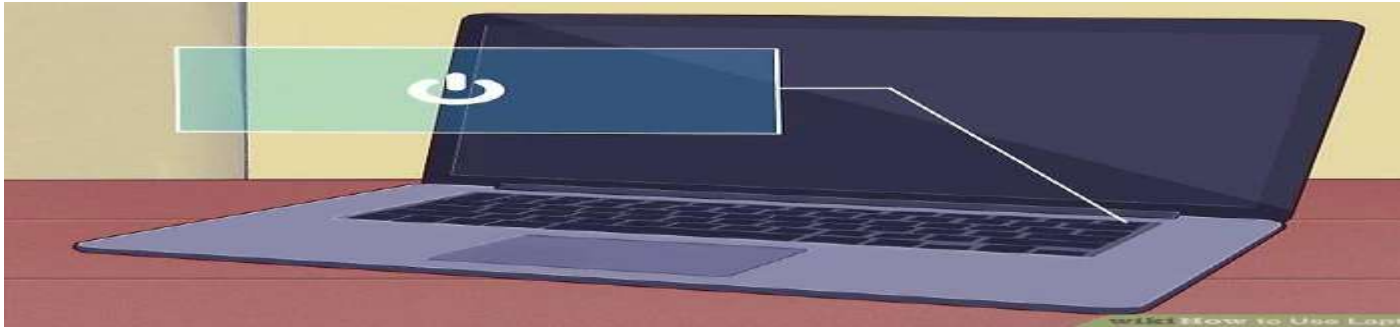


3. Lift the lid to open up until the screen looks comfortable for you. Most laptops have some type of clasp or latch which allows the screen to open.

- If the laptop won't open, don't try to force it! Look for a latch instead. You shouldn't have to force the screen open.
- Do not pull back the lid too far. A 45-degree obtuse angle is the most the laptop should be open to. The lid or hinge mechanism may be damaged or broken if pulled back any further.



4. Find the power button and turn it on. On most laptops, the power button is located slightly behind the keyboard. The power button is usually marked with the universal symbol for 'power on', a circle with a line going halfway through it.



5.Wait for the laptop to boot up. Since laptops are designed for portability as well as computing power, your laptop may have specialized hardware that will cause it to take longer to boot up than a desktop or smart phone.



6. Use the laptop's pointing device. On most computers, this is a flat, touch-sensitive area called a *touchpad* which will allow you to use your finger as your mouse. Simply slide one finger on the touchpad area to move the cursor.

- Many touchpads are multi-touch - using multiple fingers will produce different user interface actions than using just one. Experiment with your laptop by dragging one, two or three fingers across it and trying different 'gestures' or movements with your fingers.
- Lenovo laptops may use a small, red joystick-like button called a "TrackPoint" located in the middle of the keyboard between the 'G' and 'H' keys. Use it just like a very sensitive joystick for just your finger.
- Some older laptops may have a trackball. Rolling the ball on a trackball will cause the mouse pointer to move around.
- Some laptops are equipped with a pen interface. A pen will be attached to the laptop in these cases. Hover the pen over the screen to move the pointer and press the pen to the screen to click.
- Do you find laptop pointing devices tiny and difficult to use? You can always attach a mouse to a laptop. Locate the laptop's USB port and attach a mouse if you'd like to use one. The laptop will automatically recognize the mouse and make it ready for you to use.



7

Use the touchpad's left click button as your primary mouse button. On most touchpads, you can click using a button located on the bottom left of the touchpad.

- Some touchpads may allow you to tap lightly on the pad surface to click.
Experiment - you might discover additional functionality to your laptop you didn't know you had.



8

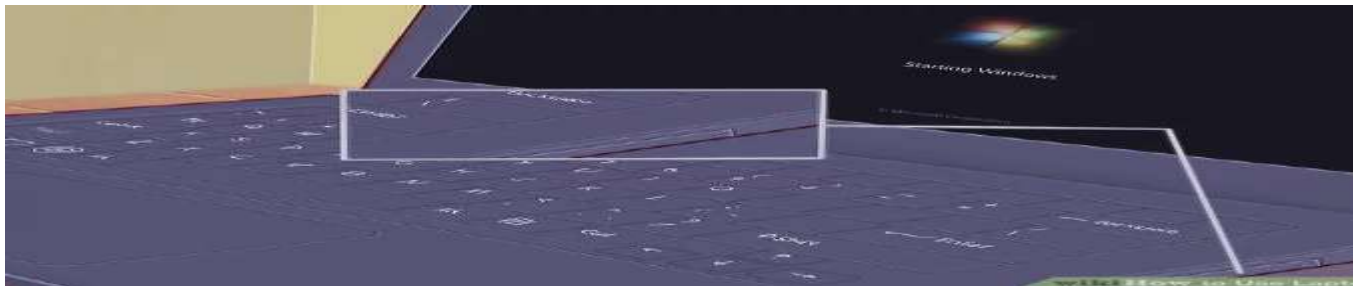
Use the touchpad's right click button as the secondary mouse button. You'll do anything involving a "contextual menu" or a "right click" by just pressing the right click button located at the bottom right of the touchpad.



9

Locate your laptop's optical drive if it has any. If your laptop is not a 'netbook' it probably has an optical drive which you can use to install software or play music. The optical drive is usually located on the right or left side of the laptop.

- In Windows and Mac OS, you can open the optical drive by pushing the small button on it, or by right clicking the optical drive icon in your operating system and selecting "Eject".



1. What is the given set of instructions about?

2. Are the given instructions personally to you or in general?

3. Are pronouns like 'you', 'I', 'they' etc. used in the instructions?

4. Are the required instructions easy to follow?

B. Describing a Task

Maggie Noodles.

Cooking time 10minutes.Serves 3-4



Ingredients:

Maggi – One family packet

Water – A cup and a half

Beans- hand bunch

Carrot -hand bunch

Peas- hand full

Salt to taste

Pepper powder -1\2 teaspoon

Maggi masala packet

Method:

1. First take a pan
2. Next, add oil to the pan
3. Then, add all the cut vegetables
4. Once the vegetables are cooked, add 6 glasses of water
5. When the water comes to boil, add the Noodles Cake to the pan.
6. Cover it with a lid for a minute.
7. After a minute, uncover the lid and add the tastemaker to the pan.

- 8.Mix it well.
9. Later without breaking the Noodles.
- 10.Switch off the flame when all the Water boils.
- 11.Finally garnish with coriander leaves.
- 12.Enjoy the hot Maggi in this lovely weather!

i. What is the task described in the instructions given above?

ii. Identify the verbs which relate to the process of cooking.

iii. Identify words or expressions which indicate different stages in the instructions.

iv. Are the instructions easy to follow? Why?

B. Utilizing general services

How to Write Inland Writers?

First write the sender's name as well as the address in two lines.

Subsequently the next set of lines in the letter (3-4 lines) is for the recipient's address.

Next the sender can write the content in the empty parts (typically 4 parts) in the letter.

Fold the letter as instructed.

Lastly, the letter is now ready to send.

i. How is this set of instructions different from 'A' or 'B'? What does it help you do?

ii. Give examples of other services that we use in our daily lives.

iii. Identify verbs which are related to services.

- iv. Give examples of other verbs with which you are familiar while using any service.
-

2. Match the expression from column 'A' with their specific categories in column 'B'.

A	B
Expressions	Categories
1. First, firstly; initially; in the beginning; first of all, etc.,	Expressions indicating the intermediate stage.
2. Finally, eventually; lastly; in the end etc.,	Expressions indicating the concluding stage
3. Secondly, next; then; subsequently etc.,	Expressions showing manner or purpose
4. Carefully, gradually; with care; gently; swiftly; in a careful manner; such that; to etc.,	Expression indicating the beginning or first stage

3. Read and familiarize yourself with verbs used for specific purposes.

a. Verbs related to cooking

Cook, grill, broil, barbecue, gratin, bake, roast, stew, caramelize, steam, saute, peel, beat, toast, poach, microwave, simmer, scramble, glaze, add, slice, drain, dice, pour, mix, break, grease, carve, combine, knead, chop, stir, mince, measure, dissolve, stir-fry....

b. Verbs related to using services

Affix, apply, attach, attest, book, collect, check, check in\out, enclose, fill in, file, deposit, staple, send, submit, stick, sign, seal.

c. Verbs related to using Devices.

Log in, sign-in, hook up, power up, turn on, boot up, start up, set up, pull down, click on, scroll up/down, run out of, back up, print out, hack into, go down, wipe out, pop up, plug in, sign up, key in, opt in\out, filter out, turn off\shut down\power down, go online\offline.

4. Giving below are set of jumbled up Instructions. Rearrange them appropriately -by numbering them from step by step -to form complete sets of instructions.

a. To replace the light bulb.

Thirdly, screw in the new light bulb Remember turn off the electricity before touching any cables. Secondly, remove the lightbulb

Finally turned the electricity on and switch on the light Firstly, turn off the electricity

b. How to use Optra India.

Secondly, pay application fees and complete the application form.

Lastly, Login to <https://www.optra-india.com/welcome> portal and pay college fees.
Student Pre- Admission Login Page. Select Institute

Next, Enter basic details on college website.

First Confirmation SMS with login details from college to pay fees.

c. How to plant a seed

Then water wisely Next keep soil warm First fertilize Finally choose a container

Lastly, plant at the proper depth Secondly give seedlings enough light

Thirdly, start with quality soil. Sow seeds in sterile, seed starting mix or potting soil available in nurseries and garden centers.

5. Read the situations given below and write simple instructions to do the following.

a. How to change the pin code of Google Pay\Phone Pay.

b. How to prepare PPT's.

c. How to join a Club.

d. How to deactivate Instagram.

e. How to search for a topic in google.

a. How to change the Gas Cylinder.

-
-
- b. How to download vaccination certificate.

Module – 9: Phrases

Objective:

- Meaning of phrases.
- Difference between phrases and sentence.
- Types of phrases.
- Importance of phrases.

What is a Phrase?

A phrase is any collection of related words that, unlike a sentence, has no combination of subject-predicate. The words in a phrase function together so that the phrase itself acts as a single part of speech. Phrases can never stand alone as sentences.

For example,

He is playing with his toy.

A phrase can be written as a noun, verb, adverb, adjective, or preposition in a sentence. The function of a phrase is based entirely on its structure. On the basis of their functions, phrases are divided into various types-

1. Noun Phrase

It functions like a noun in a sentence with all its other determiners that modify the noun. The noun is the headword of the sentence and others are put after or before the noun.

A noun phrase consists of a noun as the headword and other words (usually modifiers and determiners) that come after or before the noun. The complete phrase serves as a noun in a sentence

Noun Phrase = noun + modifiers

Examples

- She is wearing a beautiful saree.
- She brought herself a watch.

A sentence can also contain more noun phrases.

For example

The girl with green eyes bought a cute cat.

2. Adjective Phrase

An adjective phrase is a group of words along with its modifiers, that functions as an adjective in a sentence. An adjective phrase works as an adjective to transform (or tell about) a noun or a pronoun in a sentence.

Examples

- He is wearing a strong flowery perfume.
- Cinderella looked gorgeous in her white gown.

Prepositional phrases and participle phrases also serve as adjectives so we can also call them adjective phrases when they function as an adjective. In the above sentence

3. Prepositional Phrase

These phrases are the most used phrases. These will be found everywhere, in a sentence, clause, and even phrases. The preposition phrase always begins with a preposition and noun and pronoun is its objects. Such as, in the room, from the shop to the library, etc.

The object of a preposition can possess its own modifiers, which also are part of the prepositional phrase.

For example-

- The women in suffocating attire looked tired and annoyed.
- He sat by the rushing river to write his poem.

4. The Participle Phrase

This phrase begins with a past or present participle followed by its modifiers and determiners.

They can be also used as adjectives.

Feeling the fresh air, Jim realized that he had reached the valley.

In the preceding sentence, the present participle “feeling” inducts the participle phrase, which includes the participle’s object (air) and its modifiers (the fresh). This participle phrase pretends as an adjective changing the subject of the sentence (Jim).

The enemies, trapped by the soldiers, threw down their guns.

Here, the past participle “trapped” starts the participle phrase “trapped by the soldiers” The entire phrase serves as an adjective transforming the subject of the sentence (soldiers). Notice the phrase-within-a-phrase here. “By the soldiers” is a prepositional phrase modifying the participle trapped.

Phrases can act as modifiers in other phrases.

5. The Gerund Phrase

Gerund phrase might look like a participle phrase as they too begin with the -Ing form of the verb along with its object and modifiers. But the gerund phrase always serves as a noun in a sentence and not as an adjective.

Like other nouns, a gerund phrase can act as the subject of a sentence, the object of a verb or preposition, or complementary of a linking verb.

In the following example, the gerund phrase “Riding the Spanish bull” acts as a noun and is the subject of the verb “terrified.”

Riding the Spanish bulls, terrified Hugh.

6. The Infinitive Phrase

An infinitive phrase has an infinitive (for example, to sleep, to have walked, to consider, to throw) along with its objects and modifiers. Infinitive phrases usually serve as nouns, though they can also be used as adjectives and adverbs.

In this sentence, “To dance freely” is an infinitive phrase acting as a noun. It is the subject of this sentence.

Next, the infinitive phrase “to spend foolishly” acts as an adjective modifying the noun money.

He had plenty of time and money to spend foolishly.

These were the type of Phrases, and the following exercise will help you practice.

Exercise

Underline the phrases and identity the type of phrase.

- 1) Jenny gave the neatly packed gift box to her mother.
- 2) Can we adopt that little brown spotted dog?
- 3) Josh enjoys watching volleyball matches.
- 4) The green and red balloons look perfect.
- 5) During the bud ride I talked with my seat mate.
- 6) The carpenter slipped of the ladder.
- 7) The country of Burma isolates itself from the west.
- 8) Ben rode on his new foam surfboard.
- 9) In summer we eat dinner on the porch.
- 10) Pictures moving across the screen came later.
- 11) At noon we all went to lunch.

- 12) It was a very old joke.
13) I made the cookies by hand.
14) The car travelled at a high speed.
15) I looked under my bed.

Unit-9 Clauses.

Objective:

- Learning about clauses is very important in grammar.
- A clause is something that helps us, in the form of spoken words or written text.
- Clauses help you direct the attention of the reader so that your sentences are understood.

Clause

A **clause** is comprised of a group of words which includes a subject and a finite verb. A clause contains only one subject and one verb. The subject of a clause can be mentioned or hidden, but the verb must be apparent and distinguishable.

A **clause** “a group of words containing a subject and predicate and functioning as a member of a complex or compound sentence”

Example:

- I graduated last year. (One clause sentence)
- When I came here, I saw him. (Two clause sentence)
- When I came here, I saw him, and he greeted me. (Three clause sentence)

Types of Clauses

Clauses are mainly of two types:

- Independent Clause
- Dependent Clause

Independent Clause

An **independent clause** functions on its own to make a meaningful sentence and looks much like a regular sentence.

In a sentence two independent clauses can be connected by the **coordinators: and, but, so, or, nor, for*, yet***.

Example:

- He is a wise man.
- I want to buy a phone, **but** I don't have enough money. (Two independent clauses)
- He went to London **and** visited the Lords. (Subject of the second clause is 'he,' so "he visited the Lords" is an independent clause.)
- Alex smiles whenever he sees her. (One independent clause)

Dependent Clause

A **dependent clause** cannot function on its own because it leaves an idea or thought unfinished. It is also called subordinate clause. Dependent clauses help the independent clauses complete the sentence. A dependent clause alone cannot form a complete sentence.

The **subordinators** do the work of connecting the dependent clause to another clause to complete the sentence. In each of the dependent clause, the first word is a subordinator. Subordinators include relative pronouns, subordinating conjunctions, and noun clause markers.

Example:

- When I was dating Diana, I had an accident.
- I know the man who stole the watch.
- If you don't eat, I won't go.
- He is a very talented player though he is out of form.

Dependent clauses are further divided into three types.

1. Noun Clause
2. Adjective Clause
3. Adverb Clause

Noun Clause

"A dependent clause that functions as a noun in a sentence is called noun clause." A noun clause performs same function as a noun in a sentence.

Example.

What he did made a problem for his family.

In above sentence the clause "what he did" functions as a noun, hence it is a noun clause. A noun clause works as a noun that acts as a subject, object, or predicate in a sentence. A noun clause starts with words "that, what, whatever, who, whoever, whomever."

Examples.

Whatever you learn will help you in future. (Noun clause as a subject)

Now I realize **what he would have thought**. (Noun clause as an object)

Adjective Clause

"A dependent clause that functions as an adjective in a sentence is called adjective clause."

An adjective clause works like adjective in a sentence. The function of an adjective is to modify (describe) a noun or a pronoun. Similarly, a noun clause modifies a noun or a pronoun

Example

He wears a shirt **which looks nice**.

The clause "which looks nice" in above sentences is an adjective clause because it modifies noun "shirt" in the sentence.

An adjective clause always precedes the noun it modifies.

Examples

I met the boy **who had helped me**.

An Apple **that smells bad** is rotten.

Adjective clause begins with **relative pronoun** (that, who, whom, whose, which, or ,whose)and is also **relative clause**.

Adverb clause

"A dependent clause that functions as an adverb in a sentence is called adverb clause "

The subordinating conjunctions used for adverb clauses are as follows.

Time: **when**, whenever, since, until, before, after, while, as, by the time, as soon as Cause and **Effect:** because, since, now that, as long as, so, so that,

Contrast: although, even, whereas, while though,

Condition: if, unless, only if, whether or not, even if, providing or provided that, in case

Examples.

Don't go **before he comes**.

He takes medicine **because he is ill**.

Although he tried a lot, he couldn't climb up the tree.

You can achieve anything **provided that you struggle for it**.

Exercise

I. Identify the sentence below as an independent clause or a dependent clause.

- 1) The boy calmly took his test.
- 2) Walked to the park.
- 3) After the show.
- 4) For the last time.
- 5) John hit the basketball.
- 6) I did not remember my homework.
- 7) In the small town.
- 8) After the fact.
- 9) The man went on a vacation.

10) The poet received many awards

II. Add a subordinate clause to each independent clause below to complete each sentence:

- 1) _____, I looked for my missing baseball.
- 2) _____, we won the game.
- 3) _____, the food was wonderful.
- 4) _____, all the students listened quietly.
- 5) _____, I will tell you the truth.
- 6) _____, remember to bring your bag.
- 7) _____, I will pay for your ticket.
- 8) _____, we all got soaked on the ride.
- 9) _____ when you won the award.
- 10) _____, I have found success.

Module – 10: Paragraph Writing- tenses, Concord, subject verb Agreement, Idioms and Phrases 3 hrs

Tenses

The tense of a verb shows the time of an action or event. A verb may refer to Present time, past time and future time.

1. The simple present is used:

- a. To express what is actually now taking place: as,

Here comes Ashoka. See, how it rains.

- b. To express habitual truth

She gets up early in the morning

- c. To express universal truth

The sun rises in the East.

d. To express future action:

The school reopens on Nov 6th.

2. The present continuous is used to express an action going on at the time of speaking:

A The boys are playing football.

Note: this tense is used to mark an action that will happen in the future as I am leaving to Delhi tomorrow.

3. Present perfect is used:

a. To express an action that has just completed: as,

The Sun has set. The train has just arrived.

b. To express a past action the results of which still continuous:

I have lived in Mumbai for ten years.

c. To express future perfect when such words as when, before, as soon as, after are used before it : as,

I shall go there after I complete my degree.

I will attend the meeting as soon as I have finished my letter.

4. The Present Perfect Continuous: Shows that the action began in the past is continuing up to the present time : as,

I have been working for two hours.

Note: In Present perfect continuous tense, we use since to indicate point of time and period of time as , since morning, since last night, since Tuesday, since February, since 1947, since 8 o'clock.

5. Simple past is used:

To express that something was done or took place in past time: as,

I met him Yesterday.

To express a habitual action in the past: as,

The Hindu widows burnt themselves along with their husbands.

To express an action actually going on at the time stated: as,

While they walked, we fished.

6. Past Continuous means that the action was still going on in the past time referred: as,
When I called her, she was sleeping.

7. Past perfect is used to denote an action which had been completed at some point in the past time before another action was commenced: as,

The train left when they reached the station.

The patient had before the doctor came.

8 The past perfect continuous “I had been writing for an hour when you came to see me”. Shows that the action of writing had continued for a certain time previous to the point of past time arrived.

She had been singing for two hours when you came.

9. Simple future denotes an action that is about to take place or an action that will take place in the future: as,

I shall see you on Monday.

10. Future continuous denotes that an action going on at some point in future time : As,
she will be singing then.

11. Future perfect denotes that an action will be completed at some point of time in the future: as,

I shall have done the work before you come.

I hope you shall have washed your face before you come into the class again.

12. The future perfect continuous: ‘I shall have been writing’ means that the action of writing whether finished or unfinished will have been in progress for some time. As, Ashok will have been living in Jaipur for ten years by the end of this month.

Solved Examples:

1. I have not written the letter yet (Incorrect. I did not write the letter yet)
2. Columbus discovered America. (Incorrect. Columbus has discovered America)
3. The servant did not come when called (Incorrect. The servant has not come when called)
4. I wrote to him yesterday. (Incorrect. I have written to him yesterday.)
5. The old man died of cold last night. (Incorrect. The old man has died of cold last night.)
6. We went to the cinema last night. (Incorrect. We had gone to the cinema last night.)
7. The train had left before we reached the station. (Incorrect. The train left before we reached the station.)
8. She told me that she had been ill for six days. (Incorrect. She told me that she was ill for six days.)

Exercise: Select the correct form of the Verb shown in brackets in each sentences and write in the space given:

1. She (went, has gone) to Agra yesterday.
2. She (has told, told) me a story just now.
3. The train (left, has left) an hour ago.
4. It (is raining, has been raining) all night.
5. He (failed, had failed) last exam.
6. I (heard, have heard) the news just now.
7. I remember (to meet, having met) her before.
8. Walkcarefully lest (you should fall, you may fall)
9. I (Have written, wrote) a letter to her yesterday.
10. By this time tomorrow we (Shall reach, shall have reached) home.

Agreement of the verb with the Subject/ Concord

A verb must agree with its subject in Number and Person I e, the verb should be of the same number and Person as the Subject

Two or more Singular Subjects joined by ‘and’ take a plural verb: as

Mohan and Rohan have passed

He and his brother were absent.

He and I are great friends.

Time and tide wait for none.

Note: 1 Sometimes two subjects are regarded as representing one idea, and then the verb is singular as,

Slow and steady wins the race.

Bread and butter is a wholesome food.

Early to bed an early to rise. Makes a man healthy, wealthy and wise.

2. If two Singular Nouns refer to the same person or thing, the verb must be Singular as,

The poet and philosopher is dead. (here poet and philosopher refer to the same person)

The orator and Statesman has arrived.

Note :If the article is used only once then the two nouns refer to the same person and the verb used is singular. But if the article is mentioned twice, then two distinct persons are intended, and the verb following must be in the Plural Number, as,

The poet and the philosopher are dead.

The orator and the Statesman have arrived.

3. If two Singular Nouns are joined by *and* are preceded by each or every the verb is Singular, as,

Each day and each hour brings us a fresh energy.

Every man and every woman in the village was happy.

4. Two or more Singular Subjects connected by or, nor, either.. or, neither...nor, take a Singular verb, as,

Either Aditya or Ankita is in the class.

Neither Sharan nor his brother was present there.

Neither iron nor coal is to be found in that country.

Neither praise nor blame seems to affect her.

Neither he nor I was mistaken.

Any boy or girl sees it at once.

Note: 1. When one of the Nouns or Pronouns joined by or, nor is in the Singular and the other in the Plural, the verb should be Plural and the Plural Subject should be placed near the verb: as,

John or his brothers are to blame.

Neither Afzal nor his friends were present.

2. If two Subjects joined by or Nor, are of different persons, the verb agrees in person with the Subject nearest to it, as,

Neither my brother nor I am happy.

But it is better to write as-

Either you are telling a lie, or he is.

Neither is my brother happy, nor am I.

5. If two Nouns are joined by with or as well as, the verb agrees with the first Noun, ie, if the first Noun is Singular, the verb must be Singular even if the Second noun is plural: as,

Raman as well as his friend, has won the prize.

Iron as well as gold is found in India.

Kindness as well as mercy allows it.

The king, with all his ministers, was killed.

6. A Collective Noun takes a Singular or Plural verb according to the sense. If the idea of oneness is expressed, the verb must be Singular, if the individuals of the collection are thought of, verb must be Plural.

The jury (men of the jury) were divided in their opinions.

The jury (one body) has elected its President.

The Council meets today in the Music hall.

The council that met in the music hall were divided.

The multitude was frightened at the sight of the lion.

7. Either, neither, each, every, one may a must be followed by a verb in the Singular: as, either of the two applicants is suitable.

Neither of the two applicants is suitable.

Each of these girls has done his best.

Each of these substances is found in India.

Each one of these men is reliable.

Every one of the boat's crew was drowned.

Many a man is tempted by gold.

8. Errors due to proximity: Often the verb is made to agree in Number with a noun near it instead of its proper subject. This should be avoided.
- a. The behaviour of the children were excellent (here were must be was in order to agree with behaviour)
 - b. Not one of his lectures have ever been printed. (the subject is one, not lectures, therefore, have should be has)
 - c. By that time two weeks salary were due. (here again, the Subject is Salary, not weeks therefore , were should be was)

- d. The quality of the mangoes was (not were) good.
- e. The cost of all these articles has (not have) risen.
- f. A series of lectures has (not have) been arranged on the subject.
- g. A variety of pleasing objects charms (not charm) the eye.
9. When a plural noun denotes some specific quantity or amount considered as a whole the verb is generally Singular: as,

Two-thirds of the city is in ruins (not are)

A thousand rupees is a good sum (not are)

Four weeks is a good holiday (not are)

Similarly with titles of books and names of sciences:

The Arabian nights is an interesting book (not are)

The United States has a big army (not have)

Physics is an interesting science (not are)

Mathematics is a difficult subject (not are)

10. A relative Pronoun always agrees in Number and Person with its antecedent: as,

I am a man who always seeks (not seek) others' welfare.

He is one of those men who know (not Knows) everything.

Exercise: Select the correct form of the verb shown in brackets in each sentence and write it in the space given:

1. One of the boys (was/were) punished.
2. Neither the children nor their mother (were/ was) admitted.
3. All that glitters (is/are) not gold.
4. Two and two (make/makes) four.
5. Meena as well as her friend (is/ are) guilty.
6. A hundred kilometres (is/are) a good distance.
7. The great poet and novelist (is/ are) dead.

8. Each of the boys (was/were) given a prize.
9. The quality of the mangoes (were/was) not good.
10. None but the children (were/was) admitted.
11. Two thousand rupees (is/are) a good sum.
12. Slow and steady (win/wins) the race.
13. A large number of women (was/were) present at the meeting.
14. More than forty boys (was/were) present in the class.
15. None but the brave (deserve/deserves) the loot.

Idioms and Phrases

What is Idiom? An idiom is an expression that takes on a figurative meaning. An idiom is a commonly used expression whose meaning does not relate to the literal meaning of its words. An Idiom is an expression whose meaning is not predictable from the usual meanings of its constituent elements. It is also specific to language.

1. **At the eleventh hour** (at the last moment) the meaning of the idiom at the eleventh hour is at the last moment, idiomatically we can write the sentence like this..... Krishna prepared for the final exams only at the **eleventh hour**.

2. **Build castle in the air** (form imaginary plans) the meaning of the idiom **Build castle in the air** is to form imaginary plans idiomatically we can write the sentence like this.....Most of the people who build castle in the air meet with misfortune.

3. **Dare devil** (daring and fearless person) the meaning of the idiom. **Dare devil means to be** daring and fearless person idiomatically we can write the sentence like this.....Kriti is a young and dare devil person who will certainly get into trouble.

4. **Earn one's bread** (secure sufficiently for a happy life) the meaning of the idiom **Earn one's bread** means to be secured sufficiently for a happy life, idiomatically we can write the sentence like this.....Sudhir found it difficult to earn his bread with a low income.

5. **From the bottom of one's heart** (Most sincerely) the meaning of the idiom **From the bottom of one's heart** means Most sincerely, idiomatically we can write the sentence like this.....The kind words Smruthi uttered came from the bottom of her heart.

6. **Hale and hearty** (perfect health)the meaning of the idiom **Hale and hearty**means to be in perfect health idiomatically we can write the sentence like this..... My brother who is hale and hearty decided to go for trekking

7. **In broad day light** (where there is bright light)the meaning of the idiom**In broad day light** meanswhere there is bright light idiomatically we can write the sentence like this..... Even though the robbery was committed in the broad day light nobody noticed it.

8. **Keep one's chin up** (face trouble with courage and determination) the meaning of the idiom **Keep one's chin up**is to face trouble with courage and determination idiomatically we can write the sentence like this.....In the 5000metre race Rashid was behind, but he kept his chin up and came out first in the end.

9. **Make up one's mind** (decide, determine)the meaning of the idiom **Make up one's mind**is to decide, or determine idiomatically we can write the sentence like this.....Laksh made up his mind to go to Kailas Parbhat.

10. **Nick of the time** (in correct time)the meaning of the idiom **Nick of the time**means in correct timeidiomatically we can write the sentence like this..... The minister reached the school at the nick of the time to preside over the meeting.

Fill in the blanks with suitable idioms given in the brackets:

(**Leaps and bounds, blow one's own trumpet, catch one's breath, call spade a spade, eagle-eyed, icy look , bird's eye view, be in good books, hard nut to crack, against the grain**)

1. According to Ramesh accepting bribe is _____
2. The Kashmir problem is still a _____
3. Sindhu did her work sincerely and so she was in the _____ her manager.
4. Whenever there is flood or earthquake anywhere in India, our Ministers fly over the affected areas to have a _____of the disaster.
5. Rajesh is a rich landlord who finds pleasure in _____
6. The sight of the terrible accident on Nelamangala road _____for some time.
7. Inspite of the displeasure of his friends Birbal was brave enough to _____in the meeting of the council.
8. Mr. Smith is an _____officer and clerks can hide nothing from him.

9. When Kumar visited Rajesh at his bungalow he only gave him an_____
10. Soon after the new Government took charge in India, the agricultural progress was by _____

Chapter 11-Speech Writing

Speech is an oral form of communication, a formal address to an audience about a given topic.

Speech is intended for:

- Cultural /social events
- Informative - to pass on some information
- Entertainment - stand-up comedy

To deliver a good speech it requires prior preparation:

- Know the purpose - Educate, inspire, argue - your goals will result appropriately.
- Keep the language simple
- Structure the speech properly
- Cite a quotation correctly
- Collect information about whom /what you are speaking.
- Use active voice.
- Prepare the speech without errors.

Read a few examples of good speeches – Martin Luther King, Nehru, APS Abdul Kalam.

Steps to be followed:

- Introduce yourself
- Main message
- Explanation
- Conclusion, end confidently.

Welcome speech is given by the host, at the beginning of an event to show his/her gratitude towards the guest.

- Should contain introduction of the chief guest, his work, achievements and contribution.
- Convey gratitude towards the guest for taking time and making his presence.
- Should conclude with welcoming everyone present for the event.

Some welcoming words:

- I am extremely proud to welcome
- I am overwhelmed to get this opportunity to welcome
- I feel proud and honoured to welcome
- With immense affection and admiration I welcome
- I am immensely pleased to welcome.

Example of welcome speech:

Good morning /afternoon/evening to everyone present here.

I am XXX from final year XXX. I am extremely over whelmed to get this opportunity to welcome you all, on this auspicious occasion of Alumni meet of our esteemed institution.

I feel proud to be a part of this event and also happy to have the honour of welcoming the Chief Guest, Professor XXX who needs no introduction. She has been working towards connecting young minds to their success and achievement. She is the dean of the most renowned institution functioning under the Government of Karnataka. She is known for her wonderful administration and is responsible for the high achievement for the institution, she is in charge of. Apart from this, she is a philanthropist who renders selfless service to the society.

We are extremely grateful to her for accepting our invitation to be a chief guest for this happy occasion.

With immense affection and admiration I will come all the parents, invitees who made efforts to join us today I am extremely happy to welcome all the teaching and non-teaching staff present here today.

Finally, I welcome all the students present here to make this event huge success.

Welcome one and all.

Inaugural speech is made at an inauguration of any cultural or social event. It could also be done for the opening ceremony of any new office Store or a company.

Inaugural address should contain the following

- Inspirational thoughts
- Motivation for the betterment of the individual and institution
- Some examples of great minds who made the nation proud

Good morning/afternoon/evening to everyone present here, it is my greatest honour and privilege to give the inaugural address today on your official opening of this school/college.

I am particularly happy to be with young minds which will be a value addition to the future of our country and have the great responsibility in your hands. You have to make up your mind to give the best to your great nation.

Many great minds have treaded this path to take our country to greater heights. As your learning begins you will discover, the knowledge to acquire is vast. There is a well-equipped house of knowledge which will enable you acquire it day after day. By the time you live this temple of learning, you will be equipped for your bright future. Have the perseverance and determination to unleash the potential in you. The inspiring lessons that your teachers will provide will let you off as a holistic person, to face many challenges in your future life. Make use of this opportunity through your hard work, which will never let you down.

‘Time and tide wait for no man’ so grab the chance and unleash your potential to make your parents, your institution and your nation proud. Go for higher education with higher purpose. Wishing you all the best for your new beginning.

I thank you for giving me this golden opportunity to spend some valuable time with you.

Wishing you the best of luck.

Vote of thanks: It is an official speech, where the host will thank everyone present for the occasion at the end of the event.

- Thank the chief guest

- The organiser
- Thank all the people who attended the event/meeting to make it successful
- Thank all those who helped you, directly and indirectly.

Some words of gratitude:

- I am extremely proud to propose the vote of thanks
- I am overwhelmed to present the vote of thanks
- I feel proud and honour to present the vote of thanks
- With immense affection and admiration I thank
- It is my pride and privilege to thank.

Example of Vote of Thanks:

Good morning/afternoon/evening to one and all,

It is an honour to have been asked to propose the vote of thanks on this happy occasion of the Alumni meet of our esteemed institution.

I am extremely grateful for our honourable/ respected Chief Guest XXX an educationist par excellence, who kindly accepted our humble invitation to be present with us, today. We had an opportunity to listen to your thoughts which will be an inspiration for us in our future.

I extend my sincere thanks to our Principal XXX who provided all the support for us to make this event happen. Your thoughts in words have enlightened us and have shown a new path.

I am thankful to our Alumni XXX who inspired us to take the road not taken by many. I mention with the deep sense of appreciation to all the teaching and non-teaching staff for their graceful presence. I am short of words to describe their involvement and willingness to take the task of completion, beyond their comfort zone. My sincere thanks to all the members of the Alumni for your rock solid support, for this event.

A big thank you to each one of you, who made the Alumni meet memorable to all of us.

Thank you

Farewell speech: A farewell address is a speech given by an individual leaving the position or place. It is used by public figures such as politicians or even some individuals, who are leaving their present position in order to upgrade themselves or to retire.

Example of Farewell speech:

Good morning/afternoon/evening to all of you,

Working here has been an enriching experience. I am thankful for the skills I have acquired here. After being with you it has made me a more complete and a well-rounded person.

I have learnt to take compliments direction and criticism at equal ease. I have become very open-minded and learn to value other people's opinion along with mine, to end up with great results.

I am leaving here today with a wealth of knowledge, which I will always treasure. I will take with me fond memories, valuable skills and of course, miss the working pleasure here.

Thank you for the farewell party looking forward to hearing your future success.

Exercises:

1. The inauguration of the cultural association is to be held in your college, you are asked to give a welcome speech. Draft the speech.
2. Your friend is leaving the job at an MNC to start his own company, draft a farewell speech for him.
3. You have cleared the UPSC Exam, draft an inaugural speech that you will speak to address college students.
4. As the student Secretary of your college, draft a vote of thanks speech for Teachers' day.

Generic English (L2)

**I Semester B.Sc /BCA
(Other Courses under the Faculty of Science)**



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PREFACE

The Generic English workbook designed for the I semester under-graduate students offers a series of interactive, student- friendly and skill-oriented exercises meant for a classroom learning environment. The unique feature of this workbook is that it facilitates proficiency in receptive skills, reading skills and listening skills. The workbook includes exercises which would strengthen the linguistic skills of students.

The Textbook committee has identified exercises, brainstorming sessions, and reading and listening activities that can motivate students. The committee has spared no effort to introduce useful topics for enhancement of language and communicative skills. I hope students will make use of this Workbook and equip themselves better face career challenges.

Dr. Chitra Panikkar
Chairperson
Board of Studies in English-UG
Bangalore University
Bengaluru

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5. Relations between Men and Women- Raja Ram Mohan Roy

Please Note: Refer the CONFLATIONS- I textbook published by Prasaranga.

Unit- I

Receptive Skills: Reading Skills and Listening Skills

Module - 1

READING COMPREHENSION

Although many can read, the act of reading and the act of comprehending what you read are two very different things. Reading requires the fluent parsing and blending various phonetic sounds to create words. Reading Comprehension, on the other hand, involves thinking about the words that were just read and deriving a meaning, for just those words and the text as a whole.

Without proper comprehension skills, students lack the ability to understand what they read. The point of reading isn't to make sounds in your brain or out loud, but rather, to understand important lessons, stories and arguments. Through the act of writing, our ancestors have recorded important knowledge that we can understand simply by reading. By understanding what we read, we pick up important information, understand scientific theories, past opinions and new frontiers.

Reading Comprehension Strategies:

1. Do not over-emphasize trivialities
2. Do not memorize

3. Do not read the passage first – read the questions first
4. Do not over-emphasize on vocabulary skills for RCs
5. Do not spend time on RCs that you cannot comprehend at first
6. Do not think the correct option would come from outside the passage
7. Do not rely on 'trigger words'
8. Make Notes
9. Try to preempt questions
10. Opening and Closing paragraphs require extra focus
11. Constantly question yourself while reading the passage

Exercises:

Passage 1

Philosophy of Education is a label applied to the study of the purpose, process, nature and ideals of education. It can be considered a branch of both philosophy and education. Education can be defined as the teaching and learning of specific skills, and the imparting of knowledge, judgment and wisdom, and is something broader than the societal institution of education we often speak of.

Many educationalists consider it a weak and woolly field, too far removed from the practical applications of the real world to be useful. But philosophers dating back to Plato and the Ancient Greeks have given the area much thought and emphasis, and there is little doubt that their work has helped shape the practice of education over the millennia.

Plato is the earliest important educational thinker, and education is an essential element in "The Republic" (his most important work on philosophy and political theory, written around 360 B.C.). In it, he advocates some rather extreme methods: removing children from their mothers' care and raising them as wards of the state, and differentiating children suitable to the various castes, the highest receiving the most education, so that they could act as guardians of the city and care for the less able. He believed that education should be holistic, including facts, skills, physical discipline, music and art. Plato believed that talent and intelligence is not distributed genetically and thus is to be found in children born to all classes, although his proposed system of selective public education for an educated minority of the population does not really follow a democratic model.

Aristotle considered human nature, habit and reason to be equally important forces to be cultivated in education, the ultimate aim of which should be to produce good and virtuous citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits, unlike Socrates' emphasis on questioning his listeners to bring out their own ideas. He emphasized the balancing of the theoretical and practical aspects of subjects taught, among which he explicitly mentions reading, writing, mathematics, music, physical education, literature, history, and a wide range of sciences, as well as play, which he also considered important.

During the Medieval period, the idea of Perennialism was first formulated by St. Thomas Aquinas in his work "De Magistro". Perennialism holds that one should teach those things deemed to be of everlasting importance to all people everywhere, namely principles and reasoning, not just facts (which are apt to change over time), and that one should teach first about people, not machines or techniques. It was originally religious in nature, and it was only much later that a theory of secular perennialism developed.

During the Renaissance, the French skeptic Michel de Montaigne (1533 - 1592) was one of the first to critically look at education. Unusually for his time, Montaigne was willing to question the conventional wisdom of the period, calling into question the whole edifice of the educational system, and the implicit assumption that university-educated philosophers were necessarily wiser than uneducated farm workers, for example.

1. What is the difference between the approaches of Socrates and Aristotle?
2. Why do educationists consider philosophy a 'weak and woolly' field?
3. What do you understand by the term 'Perennialism', in the context of the given comprehension passage?
4. Were Plato's beliefs about education democratic?
5. Why did Aquinas propose a model of education which did not lay much emphasis on facts?

Passage 2

The other day, a student asked me what exactly the word 'liberal' mean. She wanted to know whether 'liberalisation' promotes 'liberal' values. She had noticed that institutions of higher education, which are supposed to promote liberal values, were finding it difficult to resist ideological and commercial pressures education, which are supposed to promote liberal values, were finding it difficult to resist ideological and commercial pressures triggered by the process of economic liberalisation. So, was economic liberalism different from political liberalism? And what

do people mean when they refer to neo-liberal policies? The questions she was asking could hardly be addressed without invoking the political economy that has emerged over the last three decades.

When liberalisation of the economy started to receive common consent in the mid-1980s, few people thought of examining what it would mean for education. Then, in 1991 came the dramatic announcement of a new economic policy, accompanied by a package of steps to be taken for 'structural adjustment' of the Indian economy. The purpose of 'adjustment' was to facilitate India's integration into the global economy. Even then, education didn't receive specific attention. Some critics of the new economic policy expressed anxiety about the consequences of state withdrawal from its prime role and responsibility in sectors like education and health. The national policy on education drafted in 1986 had mostly adhered to the established state-centric view. A major review in the early 1990s vaguely resonated the new discourse of liberalisation, but offered little evidence of change in the basic perspective. The Programme of Action, announced in 1992, stopped short of admitting that the state's role in education was about to change. Nobody could imagine at that point that over the following decades, the state's role in education would change so much that the Constitution would begin to sound like rhetoric.

In order to examine what happened, we must make a distinction between school and higher education. When Prime Minister P.V. NarasimhaRao spoke about liberalisation as the central theme of the new economic policy, he also referred to the 'structural adjustment programme'. Under this programme, the World Bank offered a 'safety net' for primary education. It meant additional resources and policy guidance to enable the system to expand its capacity for enrolling children. The District Primary Education Programme (DPEP), which later mutated into SarvaShikshaAbhiyan (SSA), symbolised the 'safety net' approach. It was designed to cushion the harsh effects that 'structural adjustment' under liberalisation was expected to cause in welfare sectors like children's education and health. The DPEP and SSA efficiently served this role, creating an ethos in which children's education seemed to have become a major priority of the state. The success of these programmes emboldened the government to push the Right to Education (RTE) law through Parliament. Governments of many States registered their anxiety over their capacity to fund the implementation of RTE after the Central assistance provided under SSA runs dry.

In higher education, the new economic policy designed on the principles of liberalisation offered no safety net. From the beginning, the assumption was that higher education ought to generate its own resources. An accompanying idea was that higher education should respond to market demands in terms of knowledge and skills. Over the last three decades, these two guiding ideas have dented the established system of higher education in all parts of the country. Both Central and State universities have been starved of financial resources. Cutting down on permanent staff, both teaching and non-teaching, has emerged as the best strategy to cope with financial crunch. A complex set of outcomes, specific to different universities, makes any general analysis difficult. In some, self-financed courses, mostly vocational in nature, have provided a means of income. In others, such courses have been resisted by teacher unions. However, these unions have gradually lost their power and say because they are broken from within.

1. Which of the following offered a safety net for primary education?

2. What was the central theme of new economic policy according to the given passage?
3. What were the priorities of DPEP and SSA?
4. Which two guiding ideas have dented the established system of higher education in the country?
5. What is the accompanying idea about higher education?

Passage 3

The WannaCry ransomware attack raised perplexing questions, such as who was behind it, how did it get unleashed, and why the code was configured the way it was. The malware exploited vulnerabilities in Windows 7 that the US National Security Agency (NSA) apparently knew about for a few years.

At some point, these vulnerabilities were either leaked or electronically stolen, and in March, an entity known as ShadowBrokers made them public. Microsoft very soon released an update that removed the vulnerabilities. Windows systems have the capability to automatically install updates, but in many corporate setups, the auto-update is disabled to give IT departments more control over company machines. This left many machines vulnerable to the attack.

This is where the discussion moves out of the realm of the purely technical and becomes a matter of public debate. Despite the best efforts of software companies, their products will have flaws, including security weaknesses. Rigorous testing would prevent many exploits, but it takes too many resources to consider every possibility.

So, independent security researchers, commercial security companies and intelligence agencies such as the NSA specialise in trying to find weaknesses that were missed. Some researchers privately notify software makers when they find a vulnerability, but there are also companies that sell them; selling can be lucrative. It is believed that the FBI paid \$9,00,000 to a private company to access a locked iPhone. Intelligence agencies and even police departments have been collecting vulnerabilities known as “zero-days”. Clearly, the motivation is to protect national interest and public safety, yet it is worth asking what the trade-off is.

Security expert Bruce Schneier has criticised governments for hoarding zero-days. He argues that it is better for the common good to disclose the vulnerabilities before someone else uses them for ill. The WannaCry incident seems to bear this out. Policymakers need to dig into the claims that zero-days are effective at preventing terrorism and crime.

Disclosing vulnerabilities doesn’t help much if the software creators don’t take timely action. In general, large corporations such as Microsoft, Google or Apple have reacted quickly. They can do more to publicise vulnerabilities and fixes and highlight the risk to customers if they do not update.

Finally, a failure to update systems poses a real issue. Those individuals and organisations that did not apply Microsoft’s update were taking a risk; whether the reasons were cost, lack of attention

or negligence, their actions had an impact on others. The reasons for making computer software up to date are the same as vaccinating a population against diseases. Policymakers may want computer owners to take the same approach.

One curious aspect of WannaCry is that once it enters a computer, it tries to connect to a domain on the internet, and if it succeeds, it stops its activity. An alert cybersecurity researcher created that domain and helped slow WannaCry's spread. Researchers are puzzled why this "killswitch" was left in the code. What's worrisome is that perhaps a future variant of ransomware will try to send contents of the disk to a remote server before locking the computer, thereby stealing sensitive health or financial details, embarrassing photos or vital state secrets.

The targets may react to the ransom part of the attack and fail to see the data theft. This may have already happened. In response to an RTI, the RBI said that at least one bank was attacked by ransomware last year. If data-stealing malware targets computers in a corporate or government network, the real damage is not to the owners of the computers but the people whose data is exposed. In the case of government secrets, the entire country may be worse off.

Since the attack, the government has downplayed the effects on Indian systems. No private companies have disclosed that they were affected. However, there are many cyber attacks on a global scale and it stretches credulity to believe that Indian systems are somehow spared. The government wants to promote Digital India and internet companies want Indians to use their services and spend money online. For that, they need to build and keep the public's trust.

One way to do that is by being forthright and owning up to mistakes or breaches. It would demonstrate a level of responsibility and sophistication that people can respect.

1. How can Software companies prevent weaknesses in their softwares?
2. What are 'Zero Days'?
3. Expand RTI and RBI.
4. Why does the government promote 'Digital India'?
5. What is worrisome about the future variant of the ransomware?

Passage 4

The economic development in India followed socialist- inspired policies for most of its independent history, including state-ownership of many sectors; India's per capita income

increased at only around 1 % annualised rate in the three decades after its independence. Since the mid 1980s, India has slowly

opened up its markets through economic liberalisation. After more fundamental reforms since 1991 and their renewal in the 2000s, India has progressed towards a free market economy. In the late 2000s, India's growth reached 7.5%, which will double the average income in a decade. Analysts say that if India pushed more fundamental market reforms, it could sustain the rate and even reach the government's 2011 target of 10% . States have large responsibilities over their economies. The annualised 1999- 2008 growth rates for Tamil Nadu (9.9), Gujarat (9.6%), Haryana (9.1 0/0), and Delhi (8.9%) were significantly higher than for Bihar (5.1 0/0), Uttar Pradesh (4.4%), and Madhya Pradesh (6.5%). India is the tenth-largest economy in the world and the third largest by purchasing power parity adjusted exchange rates (PPP). On per capita basis, it ranks 140th in the world or 129th by PPP. The economic growth has been driven by the expansion of services that have been growing consistently faster than other sectors. It is argued that the pattern of Indian development has been a specific one and that the country may be able to skip the intermediate industrialisation — led phase in the transformation of its economic structure. Serious concerns have been raised about the jobless nature of the economic growth favourable macroeconomic performance has been a necessary but no sufficient stipulation for the significant reduction of poverty amongst the Indian population. The rate of poverty decline has not been higher in the post-reform period (since 1991). The improvements in some other non-economic dimensions of social development have been even less favourable. The most palpable example is an exceptionally high and importunate level of child malnutrition (46% in 2005-06). The progress of economic reforms in India is followed closely. The World Bank suggests that the most important priorities are public sector reform, infrastructure, agricultural and rural development, removal of labour regulations, reforms in lagging states, and HIV /AIDS. For 2015, India ranked 142nd in Ease of Doing Business Index, which is setback as compared with China 90th, Russia 62nd and Brazil 120th. According to index of Economic Freedom World Ranking an annual survey on economic freedom of the nations, India ranks 123rd as compared with China and Russia which ranks 138th and 144th respectively in 2012.

1) According to the passage, the economic growth has been driven by the expansion of which of which genre of services?

- 1) The services growing slower than other sectors available in the world.
- 2) The services growing more easily than other sectors available in the world.
- 3) The services growing erratically faster than all other sectors available in India.
- 4) The services growing consistently faster than other sectors available in the world.
- 5) None of these

2) Which of the following statements is true according to the passage?

- 1) More than one hundred and fifty countries are doing better than India on PPP basis.

- 2) India is doing better than 140 countries on per capita basis.
- 3) India ranked 117th on the basis of economic growth which is a setback.
- 4) India ranked 142nd in 2015 in Ease of Doing Business Index.
- 5) None of these

3. What was the opinion of the World Bank particularly on public sector reforms according, to the passage?

- A. Infrastructures development
 - B. Health reforms
 - C. Removal of labour regulations
 - D. Agricultural development
- 1) Only (A) and (B)
 - 2) only (C) and (D)
 - 3) only (B) and (D)
 - 4) only (A), (B) and (D)
 - 5) None of these

4. "Economic liberalisation have been beneficial for Indian according to the passage, which of the following statements support the given statement?

- 1) India bit by bit kicks off its markets through economic liberalisation.
- 2) India opened new markets all over world within 10 years of its initiation.
- 3) India gave a lot of employment compared to the last decade after its initiation.
- 4) India's growth rate increased by 7.5% after initiating economic liberalisation.
- 5) None of these

5. Which of the following is not mentioned in the passage regarding economic development?

- 1) Index of Economic Freedom World Ranking did an annual survey on economic freedom.
- 2) India's per capita income increased at only around 1% annualised rate.
- 3) The progress of economic reforms in India is followed closely.
- 4) Economic liberalisation is a fusion of growth and economic development.

5) None of these

Passage 5

This past decade has witnessed a surge in wildlife tourism that has doubled and tripled the tourist load in several of the more accessible national parks and reserves. But serious infrastructural shortcomings have brought us precariously close to a breakdown of the ecosystem's capacity to absorb this load. The result is an unsatisfactory tourist experience (and an opportunity to impart conservation values lost), overworked, pressurized and confused wildlife staff, and occasional man-animal confrontation crises such as man-killing by tigers. Not to speak of the ecosystem that is being battered by humans. A road area, which accommodated four vehicles a day, ten years ago, is now being used by 12 a day. The road area the wildlife population of that area has in any case gone up. A collision of interests is inevitable. An important function of wildlife refuges is to encourage tourism, recognising that it forms an ideal —hands-on method of orienting, educating and winning the hearts and minds of the general public over to conservation values and concepts. This can only be achieved by communication with tourists before and during their visits to a wildlife refuge. The —interpretation as it is generally referred to, is properly done by having an interpretation centre, consisting of photographic, written and audio-visual exhibits supplemented by free or priced literature and a person on hand to answer the queries of visitors. Tourists should perforce be routed through this facility by the simple expedient they have some time to see it while their entry permits are being prepared. The general message should be the history of the wildlife refuge as a conservation microcosm, interesting facts of some of the species it supports, and an explanation of the mechanics of an ecosystem and its relevance to man, plus codes of conduct specific to the area and to wildlife and jungles in general. This should be backed up by a cadre of trained naturalist guides, preferably from the local population, who should accompany the tourists in the refuge. In some of our wildlife refuge, very poor facilities for this sort of thing exist. In most, none exist at all. The result is tourist traffic, which is generally quite ignorant of wildlife, ecology and conservation values, who leave the refuge no wiser than when they came in. leaving behind for good measure the detritus of their presence: plastic bags, cigarette packets, bottle, paper, a lot of which is nonbiodegradable and toxic. Added to this is the fact that wildlife guards and rangers are often diverted from their normal work-monitoring and managing wildlife and the ecosystem — and made to guide tourists and generally be at the beck and call of people, irrelevant to the priorities of the wildlife refuge.

1. According to the passage, what is the main purpose of bringing tourists in the forest?
2. What according to the author, will win the hearts and minds of the general public?
3. What are the main concerns expressed by the author?
4. Explain the main reason for the near collapse of the capacity of the ecosystem of wildlife refuges?
5. Man-animal confrontation leads to _____ .

Passage 6

I have three visions for India. In 3000 years of our history, people from all over the world have come and invaded us, captured our lands conquered our minds. From Alexander onwards. The Greeks, the Portuguese, the British, the French, the Dutch, all of them came and looted us, took over what was ours. Yet we have not done this to any other nation. We have not conquered anyone. We have not grabbed their land, their culture, their history and tried to enforce our way of life on them. Why? Because we respect the freedom of others.

That is why my first vision is that of FREEDOM. I believe that India got its first vision of this in 1857, when we started the war of independence. It is this freedom that we must protect and nurture and built on. If we are not free, no one will respect us.

My second vision for India is DEVELOPMENT. For fifty years we have been a developing nation. It is time we see ourselves as a developed nation. We are among top 5 nations of the world in terms of GDP. We have 10 percent growth rate in most areas. Our poverty levels are falling, our achievements are being globally recognized today. Yet we lack the self-confidence to see ourselves as a developed nation, self reliant and self assured. Isn't this right?

I have third vision. The India must stand up to the world. Because I believe that unless India stands up to the world, no one will respect us. Only strength respects strength. We must be strong not only as a military power but also as an economic power. Both must go hand-in-hand. My good fortune was to have worked with three great minds. Dr. Vikram Sarabhai of the Dept. of space, Professor Satish Dhawan, who succeeded him, and Dr. Brahm Prakash, father of nuclear material. I was lucky to have worked with all three of them closely and consider this the great opportunity of my life. I see four milestones in my career:

ONE : Twenty years I spent in ISRO. I was given the opportunity to be the project director for India's first satellite launch vehicle, SLV3. The one that launched Rohini. These years played a very important role in my life of a Scientist.

TWO : After my ISRO years, I joined DRDO and got a chance to be the part of India's guided missile program. It was my second bliss when Agni met its mission requirements in 1994.

THREE : The Dept. of Atomic Energy and DRDO had this tremendous partnership in the recent nuclear tests, on May 11 and 13. This was the third bliss. The joy of participating with my team in

these nuclear tests and proving to the world that India can make it. That we are no longer a developing nation but one of them. It made me feel very proud as an Indian. The fact that we have now developed for Agni a re-entry structure, for which we have developed this new material. A Very light material called carbon-carbon.

FOUR : One day an orthopaedic surgeon from Nizam Institute of Medical Sciences visited my laboratory. He lifted the material and found it so light that he took me to his hospital and showed me his patients. There were these little girls and boys with heavy metallic calipers weighing over three Kgs. each, dragging their feet around. He said to me: Please remove the pain of my patients. In three weeks, we made these Floor reaction Orthosis 300 gram calipers and took them to the orthopaedic center. The children didn't believe their eyes. From dragging around a three kg. load on their legs, they could now move around! Their parents had tears in their eyes. That was my fourth bliss!

Why is the media here so negative? Why are we in India so embarrassed to recognize our own strengths, our achievements? We are such a great nation. We have so many amazing success stories but we refuse to acknowledge them. Why? We are the second largest producer of wheat in the world. We are the second largest producers of rice. We are the first in milk production. We are number one in Remote sensing satellites. Look at Dr. Sudarshan, he has transferred the tribal village into a self-sustaining, self driving unit. There are millions of such achievements but our media is only obsessed with the bad news and failures and disasters.

I was in Tel Aviv once and I was reading the Israeli newspaper. It was the day after a lot of attacks and bombardments and deaths had taken place. The Hamas had struck. But the front page of the newspaper had the picture of a Jewish gentleman who in five years had transformed his desert land into an orchid and a granary. It was his inspiring picture that everyone woke up to. The gory details of killings, bombardments, deaths, were inside in the newspaper, buried among other news. In India we only read about death, sickness, terrorism, crime. Why are we so negative?

Another question: Why are we, as a nation so obsessed with Foreign things? we want foreign TVs, we want foreign shirts. We want foreign technology. Why this obsession with everything imported? Do we not realize that self-respect comes with self-reliance? I was in Hyderabad giving this lecture, when a 14 year old girl asked me for my autograph. I asked her what her goal in life is:

She replied: I want to live in a developed India. For her, for you, we will have to built this developed India. You must proclaim.

1. Why according to Abdul Kalam must India stand upto the world?

2. What news surprised Abdul Kalam in Israel?
3. List out the achievements of India as mentioned by Kalam.
4. Why does Kalam feel lucky to have worked with the three great minds?
5. Freedom is very important according to Kalam. Explain.

Passage-7

A blog is a discussion or information site published on the World Wide Web consisting of discrete entries, otherwise called posts. The term weblog was coined by Jorn Barger. The short form, blog, was coined by Peter Merholz. It was Even Williams who used blog as both a noun and a verb (“to blog, meaning ‘to edit ones weblog or to post to one’s weblog) and devised the term blogger to refer to a person who blogs.

Until 2009 blogs were usually the work of a single individual, occasionally of a small group, and often were themed on a single subject. More recently ‘multi-author blogs (MABs) have developed, with post written by large numbers of authors and professionally edited. MABs from newspapers, other media outlets, universities, think tanks, interest groups and similar institutions account for an increasing proportion of blog traffic.

The emergence and growth of blogs in the late 1990s coincided with the advent of web publishing tools which made web publication easy even for non-technical users.

Although not a must, most good quality blogs are interactive, allowing visitors to leave comments and even a message. In that sense, blogging can be seen as a form of social- networking. Indeed, bloggers not only produce content to post on their blogs but also build social relations with their readers and other bloggers.

In education blogs can be used as instructional resources. These blogs are referred to as ‘Edublog. A typical blog combines text, images, and links to other blogs, Web pages, and other media related to its topic .The ability of readers to leave comments in an interactive format is an important part of many blogs, Most blogs are primarily textual, although some focus on art (art blogs), photographs (photo blogs), videos (video blogs or vlogs) music (MP3 blogs), and audio (podcasts). Micro blogging is another type of blogging, featuring very short posts.

There are many different types of blogs, differing not only in the type of content, but also in the way that content is delivered or written, like personal blogs, Corporate and Organizational blogs, Health blogs, Travel blogs, Gardening blogs, House blogs, Fashion blogs, Music blogs etc. Blogs are highly popular because of their utility but it goes without saying that they must be used with great responsibility.

1) Choose the opposite word of occasionally from the following:

- a) usually b) eventually

- 2) Discrete entries means _____
a) distinct entries b) distant entries
- 3) Even non-technical users can post on blogs because of _____
- 4) Bloggers not only produce content through blogs but _____
- 5) Why are Blogs highly popular?

Passage - 8

Leadership does not exist without fellowship. A leader is to be accepted by the group which the farmer is supposed to lead. To gain acceptability the leader should cause and emotive impact on the group members.

The characters exhibited by the leaders make them dear to their followers. A leader is one who effectively inspires employees to achieve worthwhile things. What character of leader motivates the followers? It's neither pomp nor show nor flattery. Pomp and show creates a sense of awe and the leader is defied rather than emulated. Flattery is unrealistic and cannot serve as a long-term motivational tool. A leader's style should be one that can be emulated by all irrespective of cadre, class and calibre. Simplicity in one's day today conduct is the only thing that can be adopted by all. When the leader is simple, he is counted as one belonging to the group of which he is the leader. That's enough to motivate people. Motivation is the innate quality that enables an individual or group, to contribute unlimitedly with limited means. It is the proud prerogative of enlightened human beings.

A Leader needs to assume the role of a guide: quintessential to fulfilling the role is knowledge and ability. Technical and administrative knowledge of the guide in balanced quantity and of the right kind are essential. He has to master the human relations aspect of administration in all detail. And when the leader is good at this ,his guidance is sought and accepted, and then he fulfills the role of a guide. The leader is a negotiator within and outside the organization. The leader shapes people and moulds character. To achieve this leader should maintain equanimity.

Equanimity is keeping oneself poised and balanced at all times. A leader is simply great, if he can mould his followers with this frame of mind.

1. Who is a leader?
2. What should a leader do to gain acceptability?
3. What motivates the followers to follow the leader?
4. How does the leader mould the character of people?
5. A Leader needs to assume the role of a guide. True/ False.

Passage -9

Vishwaditya, the king of Magadh, heard that a great physician who lived in the neighbouring kingdom had invented an edible magic substance, which, if eaten with sweetmeat, would give one long life. He invited the physician through his messengers. The physician arrived with four sweetmeat balls mixed with the magic substance. The delighted king ordered his soldiers to bring a big garland made of very attractive looking and scented flowers, and himself garlanded the physician. The physician removed the precious cloth with which he had covered the plate of sweetmeat balls. The king's joy knew no bounds at the sight of the contents of the plate. While the physician was about to offer the sweetmeat balls to the king, the court jester rushed forward, picked up a ball and began eating it. Everyone present in the court was astonished. "Take hold of the mad chap!" shouted the king. The king's bodyguards did so. The half-eaten sweetmeat ball fell from his hand. "How dare you touch the magic thing meant for me? Be ready to face the consequence-death!" The jester shed tears. "No use crying", said the king. "I am crying for you, my Lord!" replied the jester. "Why?" asked the king. "My lord, by eating only half of the magic thing, I am going to die. What will happen to you when you eat the whole of the magic thing?" said the jester. The king saw sense in what the jester said. He realized his mistake of believing in such magic things. He suitably honoured the jester.

- 1) Write the suitable title for the above passage.
- 2) Why did the king angry on Jester?
- 3) Write suitable synonym for the word Surprise, from the above passage.
- 4) What made the Jester weep with sorrow?
- 5) The king honoured the Jester for his act. True/False

Passage - 10

As high-level visits go, Prime Minister Narendra Modi's visit to Israel was bound to attract superlatives like 'historic' and 'groundbreaking'. Still, it is clear that the buzz in the relationship is on account of Mr. Modi's personal diplomatic style and his host's equally warm response.

Israel's Prime Minister Benjamin Netanyahu set the tone when he welcomed Mr. Modi at the airport together with the spiritual leaders of all the major faiths in the region, an honor traditionally reserved for the U.S. President and the Pope. Mr. Modi's trademark bear hugs were reciprocated, three at the airport, and by the time the visit ended, the TV commentators had lost count!

Mr. Netanyahu gushingly described the relationship between the two countries as "a marriage made in heaven", but behind the success was a receptive political backdrop as well as the careful planning undertaken by both sides.

Marking 25 years of establishing diplomatic relations between the two countries added to the historic character of an Indian Prime Minister's first visit to a country that had quietly emerged as a strong defense partner. There had been high-level exchanges but the Indian response was cautious. Foreign Minister Shimon Peres first visited India in 1993, and Jaswant Singh reciprocated in 2000; President Ezer Weizman came in 1997, while President Pranab Mukherji's visit only took place in 2015. The first Israeli Prime Minister to visit India was Ariel Sharon in 2003, and from the time Mr. Modi came to power, a return visit was a certainty. The two leaders had met on the margins of the UN General Assembly and continued their relationship by tweeting their greetings on Hanukkah and Diwali.

Yet, official-level exchanges between the two countries have been intensive, beginning with the visit of Foreign Secretary J.N. Dixit in early 1993. While relations between Mossad and Research and Analysis Wing had existed earlier, the strategic partnership got cemented when National Security Adviser-level dialogue was established in 1999 between Brajesh Mishra and Gen. (retd.) David Ivry. Gen. Ivry was a former Air Force chief who had led the air raid on Osirak, the Iraqi nuclear reactor, in 1981. Incidentally, Israel was one of the few countries that showed a complete understanding of India's decision to undertake the nuclear tests in 1998. This reinforced both the defense and the counter-terrorism cooperation relationship.

By 2000, India was acquiring surface-to-air missiles (Barak 1) and UAVs (unmanned aerial vehicles) from Israel. Subsequently, the refurbishing of MiG-21 aircraft employed Israeli avionics. During the 1999 Kargil war, Israel assisted with laser-guidance kits mated with gravity bombs, carried by the Mirage 2000 aircraft. With U.S. concurrence, Israel sold India the Phalcon airborne early warning system and mounted on the Russian Il-76, provided AWACS capability. Subsequent acquisitions have included Spike anti-tank guided missiles and the long range surface-to-air missiles in both the naval and land versions. Today, Israel has emerged as the third-largest defense supplier for India and accounts for over 40% of Israel's defense exports.

Commercial relations between the diamond traders in Gujarat and Israel had existed before 1992, but now annual trade grew from \$200 million to nearly \$5 billion with gems and jewelry accounting for nearly 40%. Gradually, Science and technology, agriculture, biotech, and space emerged as new areas of cooperation. Tourism provided an impetus to people-to-people relations.

India emerged as the preferred destination for young Israelis wanting to unwind after their compulsory military service and Hebrew signage in Varanasi, Manali, and Goa is a common sight. Ambassador Pavan Kapoor was being quite matter of fact when he described the Modi visit as a ‘coming out visit’ for the relationship.

1. Who was the first PM of Israel who visited India and when?
2. Mr. Netanyahu Gushingly described the relationship between the two countries as _____.
3. Today Israel has emerged as the _____ supplier for India and accounts for over _____ of Israel’s defense exports.
4. Which of the following statement is true according to the passage?
 - I. Foreign Minister Shimon Peres first visited India in 1993, and Jaswant Singh reciprocated in 2000; President Ezer Weizman came in 1997, while President Pranab Mukherji’s visit only took place in 2015
 - II. Foreign Minister Shimon Peres first visited India in 1993, and Jaswant Singh reciprocated in 2001; President Ezer Weizman came in 1997, while President Pranab Mukherji’s visit only took place in 2015
 - III. Foreign Minister Shimon Peres first visited India in 1993, and Jaswant Singh reciprocated in 2000; President Ezer Weizman came in 1998, while President Pranab Mukherji’s visit only took place in 2015
5. Now annual trade grew.....with gems and jewelry accounting for nearly 40%.

Module - - 2

Referencing Skills

Referencing in a general sense means to give credit to someone for using his or her own ideas or thoughts in a research activity. Referencing helps in gaining the originality of the ideas and thoughts used in the research activity. Failure to reference is treated as disrespect to the original author or writer and seen as a major misconduct in the area of academic research writing.

Importance of referencing in assignment writing

Making proper references provides various benefits. Some of its advantages can be cited as follows-

The major benefit of good referencing is that it authenticates the originality of the source from where we have taken our subject matter. The matter can be in the form of words, visuals, audios, numerals, facts etc. It also shows how deeply we have understood the topic on which we are working. It also recognizes the writer and his work because he or she should also be accredited for what they have done. It is an act to pay respect for the hard work and dedication and the efforts one has put into the research work.

When we provide references our readers can also analyze the information given by us on the basis of the original source. They can cross check the details from the original document. This helps us them to make an understanding of what we are trying to say in the research project and how far we are able to achieve our goal. It also helps us to support our facts in favor or in against of the said topic. When we present the true facts people can judge that how correctly we are to comprehend things in a dynamic way without losing the originality of the topic under consideration.

Referencing is also useful as it avoids the chances of plagiarism which is a type of copyright infringement issue. Using somebody else's data without his or her permission and putting our own name for the work done is known as plagiarism. Most universities and colleges cancels students project because of plagiarism. Plagiarism is considered as a legal offence. Universities and colleges have an anti plagiarism software so that it can be detected which students have plagiarism related issue in their project.

Various types of referencing

A brief synopsis

Referencing itself includes a number of different types of styles which are as follows-

APA(American Psychological Association)-

The APA style of referencing is generally known as author date style.

In this style author name is mentioned along with date and page number. This style is used at Polytechnic West. Two basic requirements of APA style are in-text citations and end-text citations. In-text citations is shown in the following format-

(Author's name, year or date of publication)

It includes information from all the resources which we have used within our document like journals, magazines, research paper etc. This is generally used when we quote some comment or quotation in our assignment. For example, Shakespeare said, "This world is a stage and we all are playing our roles here." This can be said like this,

This world is a stage and we all are playing our roles here. (Shakespeare, year in which the official statement was written 1942)

MLA

In MLA style of referencing only name of the author along with page number is shown. Here, year of referencing is not shown as in APA style of referencing. For example, (Shakespeare 56).Also, commas are not used in this.

Harvard

Harvard style of referencing is very popular among college and university students. In this also the two basic requirements is in-text citations and reference list. When we quote something directly from a resource it is in-text citations. When we mention the resources referred in our research at the end of our assignment it is known as reference list. It also gives the full description of the sources which we have used in our project.

Chicago

The Chicago style of referencing does not use in text citations and reference lists. It uses notes and bibliography and also author date. Bibliography is used when we mention each and everything that we have used in our research report. It gives detailed information about what resources we have used in our complete research project. That's why it is mentioned at the end of the report.

A bibliography is a listing of the books, magazines, and Internet sources that you use in designing, carrying out, and understanding your science fair project. But, you develop a bibliography only after first preparing a background research plan — a road map of the research questions you need to answer. Before you compose your bibliography, you will need to develop your background research plan.

Sample Bibliography: MLA Works Cited Format

Format:

Author's Last name, First name. "Title of Source." Title of Container, Other contributors, Version, Numbers, Publisher, Publication Date, Location.

Example: "Cells and Batteries." The DK Science Encyclopedia. 1993.

Dell, R. M., and D. A. J. Rand. Understanding Batteries. Cambridge, UK: The Royal Society of Chemistry, 2001.

Sample Bibliography: APA Reference List Format

Format:

Author surname, Initial. (Year). Title of book (edition). Place of publication: Publisher.

Example: Cottrell, S. (2013). The study skills handbook (5th ed.). Basingstoke: Palgrave Macmillan.

Exercises

Using the details given below frame reference list in APA and MLA format:

- 1. (2011). Banerjee, A. and Watson, T.F.**

Pickard's manual of operative dentistry ,9th edn.

Oxford: Oxford University Press.

- 2. Davidson, A. 'The Saudi Marathon Man',
The New Yorker, 16 April.**

Available at: <http://www.newyorker.com/news/daily-comment/the-saudi-marathon-man> (Accessed: 22 June 2015).

(2013)

- 3. Guy J. (2001) The view across the river: Charlottesville, Virginia:
UHarriette Colenso and the Zulu struggle against
imperialism.university Press of Virginia**

- 4. Hislop, V. (2014) The sunrise. Available at
<http://www.amazon.co.uk/kindlestore> (Downloaded: 17 June 2015).**

- 5. Homer The Iliad. Introduction and notes by D. Wright**

Translated by J. Davies..

London:(1997)

Dover Publications.

6. Lucas, G. (2004) The wonders of the Universe. 2nd edn. Edited by Frederick Jones, James Smith and Tony Bradley. London: Smiths.

7. Medicine in old age London: 2nd edn.1985

British Medical Association.

Advertising:

Advertising is the best way to communicate to the customers. Advertising helps informs the customers about the brands available in the market and the variety of products useful to them. Advertising is for everybody including kids, young and old. It is done using various media types, with different techniques and methods most suited.

Purpose of advertising:

- Advertising helps increasing sales
- Advertising helps producers or the companies to know their competitors and plan accordingly to meet up the level of competition.
- If any company wants to introduce or launch a new product in the market, advertising will make a ground for the product. Advertising helps making people aware of the new product so that the consumers come and try the product.
- Advertising helps creating goodwill for the company and gains customer loyalty after reaching a mature age.
- The demand for the product keeps on coming with the help of advertising and demand and supply become a never ending process.

Steps to create effective advertisements:

Creating an effective advertisement can seem like a daunting task, but it's doable if you take it step-by-step.

1. Choose your target audience

2. Conduct market research
3. Choose your platform and ad format
4. Decide whether you're building brand awareness or product awareness
5. Craft a memorable message
6. Gather creative assets
7. Create custom videos
8. Use striking visuals
9. Include relevant information
10. Develop a tracking system.
11. Analyze ad data and make changes

Exercise 1:

You have been asked to create an advertisement for a magazine or newspaper for a food product for teenagers. How would you create it using appropriate slogans and pictures?

Exercise 2:

Create a logo for a shoe product and give it a name. Write suitable tagline and advertise the product.

Exercise 3:

Create an advertisement for an educational loan offered by XYZ bank for students to travel and study in Foreign University. Use appropriate slogan/tagline.

Exercise 4:

Advertise eco-friendly masks with appropriate logo, slogan and product name.

Brochures:

A brochure is an informative paper document (often also used for advertising) that can be folded into a template, pamphlet, or leaflet. A brochure can also be a set of related unfolded papers put into a pocket folder or packet. Brochures are promotional documents, primarily used to introduce a company, organization, products or services and inform prospective customers or members of the public of the benefits.

Brochures are distributed in many different ways: as newspaper inserts, handed out personally, by mail or placed in brochure racks in high traffic locations especially in tourist precincts. They may be considered as grey literature. A brochure is usually folded and only includes summary information that is promotional in character.

Steps to create effective brochure:

1. Define who will be reading your brochure
2. Characterize the look/feel that will appeal to your reader
3. Determine what you need to say and how you want to say it
4. Select photos to authentically tell your story
5. Envision what the final brochure will look and actually feel like

Exercise 1:

Create a travel brochure explaining all the details about the holiday destination at Sikkim.

Exercise 2:

Develop content for a brochure about your college cultural fest, events and competitions.

Exercise 3:

Create a brochure to advertise the facilities you offer in your resort in Manipal.

Exercise 4:

Prepare a brochure to explain various activities and events organized by the Nature Club of your organization.

Exercise 5: Create a brochure inviting and informing walking enthusiasts to join the Walkathon conducted by Pink Hospital.

Module - 3**Data Interpretation**

Data Interpretation: Data interpretation is the process of assigning meaning to the collected information and determining the conclusions, significance, and implications of the findings. The goal of the interpretation of data is to highlight useful information and suggest conclusions.

While writing interpretation, one should remember to describe the facts in the best possible manner and to cover the information provided.

The analytical paragraph has to be written in around 100-120 words. So the paragraph must use clear and crisp language along with providing complete details of the chart given in the question.

Features of an analytical paragraph/Data Interpretation writing:

- It describes the given chart, table, data, graph, cues etc.
- It should be brief and comprehensive (include complete information) at the same time.
- It should state facts that are provided by the chart.
- It is necessary to make use of simple and accurate language.
- It should mention figures and quantities appropriately.
- It is appropriate to use the same tense throughout the paragraph.
- No personal observation or response should be provided.
- It would be preferable to use the passive form of the verb.

Analytical Paragraph Writing Format:

An analytical paragraph shall be divided into three parts-

- **Introduction:**
(Explain in one or two lines the subject of the graph given)
- **Body**
Explain in detail what the graph is about, use relevant figures, explain trends, make comparisons and contrasts, and divide into sub paragraphs, if required)
- **Conclusion**
(Conclude the paragraph giving the overall view or summary of the graph)

Let us discuss each of these in detail –

1. The introduction

The introduction is the first paragraph that should describe in brief what the graph is about. It should be like an opening paragraph that introduces the reader to the context of the chart given.

When writing the introductory paragraph, you need not go into the details. You just need to

mention what is clearly evident from the chart or the graph given in the question. It is best to write the introduction in one or two lines.

2. The body of the paragraph

This part of the analytical paragraph should contain details of the graph/chart given in the question. It should contain all the important information. It is extremely important to choose the significant details that should be included in the paragraph.

The body can be broken into two or three sub-paragraphs depending on the information extracted from the graph. Breaking the body into subparagraphs makes it easy for the reader to understand.

i. Organizing information: You should look for the large differences that are very prominent. You can mention the aspect which is the smallest or the largest in the data given. Any aspects that are similar should be mentioned next. You should further mention about the aspect that has remained unchanged or constant throughout.

ii. Comparing information: If the chart mentions two different parties, for example, men and women, refer to both of them in the analytical paragraph. If there is any contrast or comparison that could be drawn, you must present it effectively. If the chart is about a particular time period or highlights trends of several years, mention each year in a concise manner. If any comparison or contrast can be done for two or more years, you should write about it too.

iii. Mentioning quantities: When including numbers and figures, their accuracy must be ensured. There are a number of ways that can be used to describe quantities, for example- percentage, fraction, ratios, etc.

iv. Connecting sentences: If different information or ideas are there, you should use connectors or linking phrases to link them logically. The sentences of the paragraph should be sequential and connected rationally.

3. The conclusion

The last paragraph should summarize the idea mentioned and the information in general. It should be concluding in nature and act as the closing statement. One should keep in mind that one must not include any personal opinions, conclusions, or observations. You should simply stick to the facts.

You need not dispose of the information to write a good analytical paragraph. The key is to choose wisely the important information, organize it well, state correct facts and summarize it properly.

Useful tips for writing an analytical paragraph

For an introduction, you can start with the following phrases-

The chart given above describes

The table suggests

The line graph shows

The data given provides information about

The pie chart illustrates, etc.

For describing trends, use phrases and words like- a pattern of growth, rapidly doubled, skyrocketed, striking increase, peaked, soaring rates, declined, plummeted, leveled off, stagnated, fluctuate, starting to rise, starting to fall, drop down, slightly, etc.

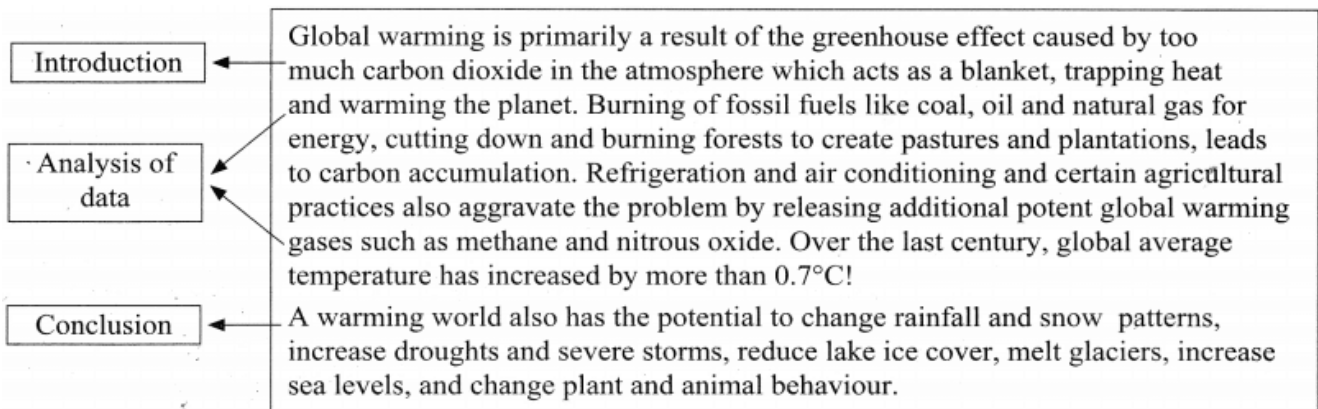
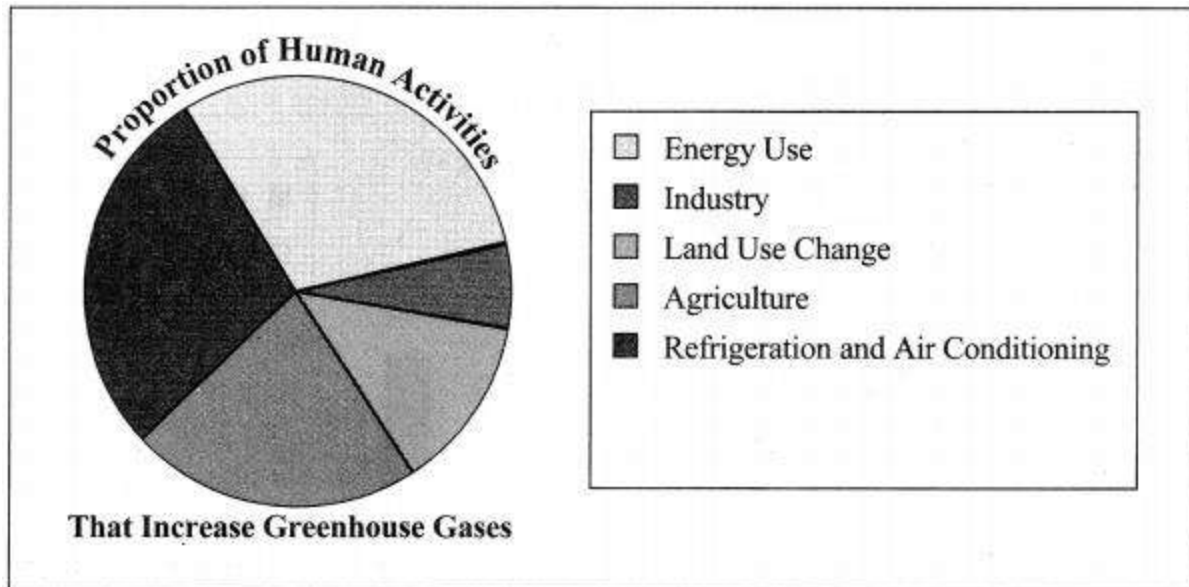
For describing quantities, use various styles like- 48% of, one-third of, nearly one-fourth of, almost 80%, majority, on average, twice as much, almost equal, the highest, the lowest, very close to 2%, roughly, approximately 5% of, just under three percent, etc.

For establishing a relationship or contrast, use phrases and words like- relationship between, similarly, in contrast with, in comparison to, but in the opposite case, however, whereas, when it comes to, as opposed to, while, striking difference, noticeable difference, etc.

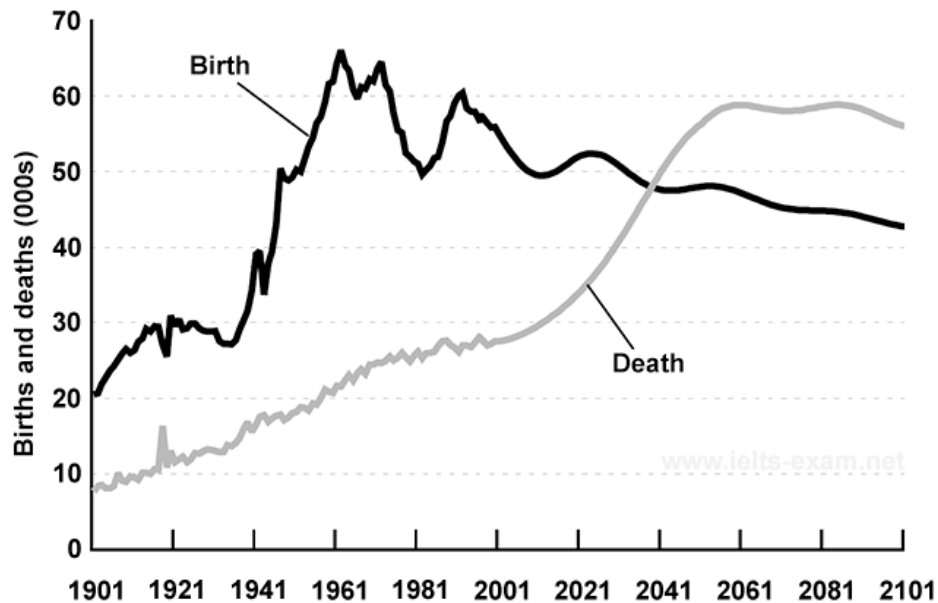
For the conclusion and other connecting phrases use- overall, subsequently, in all, in a nutshell, for the chart given, in short, striking changes, including, therefore, etc.

❖ Global weather is warming leading to Arctic meltdown. Study the following Pie chart and write a brief paragraph on factors affecting global warming, in about 100 words.

- 1) Global warming is primarily a result of the greenhouse effect caused by too much carbon dioxide in the atmosphere which acts as a blanket, trapping heat.



2) Below is a graph given showing birth and death rates in a country from 1901 to 2101. Write an analytical paragraph (100-150 words).



The graph shows birth and death rates starting from 1901 till 2101.

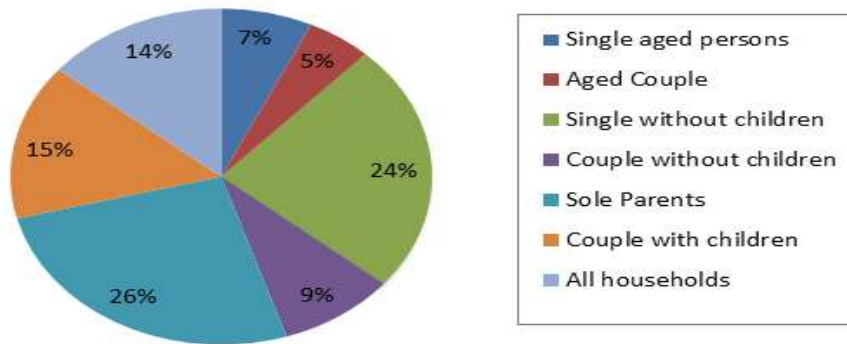
Since 1901, the birth rate has remained more than the death rate until 2041. Birth rate was 20000 in 1901 and started increasing gradually. It peaked in 1961 to around 65000. From 1961, birth rate has fluctuated multiple times between 50000 and 60000. It is expected to decline for the coming years reaching approximately 42000 by 2101.

On the other hand, the death rate stood at around 10000 in 1901 and then has increased steadily. It is expected to rise strikingly from 2021 before levelling off to approximately 60000 between 2061 and 2081. The graph indicates a slight decline in deaths in the year 2101. The graph shows the huge gap between birth rate and death during 1961 to 2001. However, this gap is expected to reduce in the later years. Overall, as opposed to the prevailing trends, the death rate will be more than the birth rate in the later half of the 21st century.

3) The pie chart shows the proportion of people and their poverty overview from Indian different households in 2021

Write an analytical paragraph to describe the poverty overview in 100-120 words.

Proportion of people from each household type living in poverty



The given pie chart illustrates seven different categories of households living in poverty in India in 2021. It is clearly evident from the pie chart that 26% of the total poverty-stricken households are those of sole parents. Single people without children account for the second highest proportion with 24%. In contrast to couples without children that accounts for just 9%, couples with children account for 15% of the poor households. Single aged persons and aged couples proportion for 12% together for poor households. Overall, 14% of all households in India were living under poverty. The younger generation had a greater poor Percentage than their aged counterparts. Couples without children had better economic conditions than those with children.

4)The following table shows details about the internet activities for six categories for different age groups. Write an analytical paragraph for the table given in around 150-200 words.

Internet Activities by Age Group

	Age group						
Activity%	Teens	20s	30s	40s	50s	60s	70+
Get News	76	73	76	75	71	74	70
Online games	81	54	37	29	25	25	32
Downloads	52	46	27	15	13	8	6
Product research	0	79	80	83	79	74	70
Buying a product	43	68	69	68	67	65	41
Searching for people	5	31	23	23	24	29	27

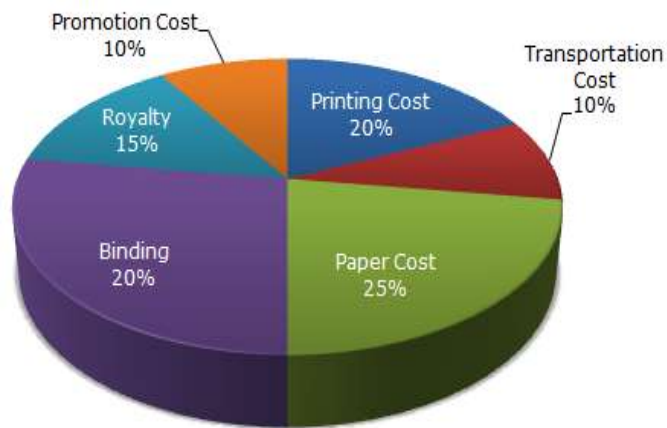
The given table suggests the internet activities of seven age groups ranging from teens to those in their seventies for six different kinds of activities. The table shows that the younger generation is more interested in online games and news, while the older generation spends time on the internet to research and buy products.

It is evident from the table that teens mainly use the internet for games (as high as 81%), news and downloads and are interested in searching for people or friends or doing any product research. The middle-age group (people in 20s to 60s) is highly interested in getting news, doing product research and buying products, the percentage ranging from 70-80%. The internet activity which gets the least time is searching for people. All the age groups spend less than 30% of their internet time on the same. The amount of time spent on downloads decreases with age and gets as low as 6% (for people in 70s).

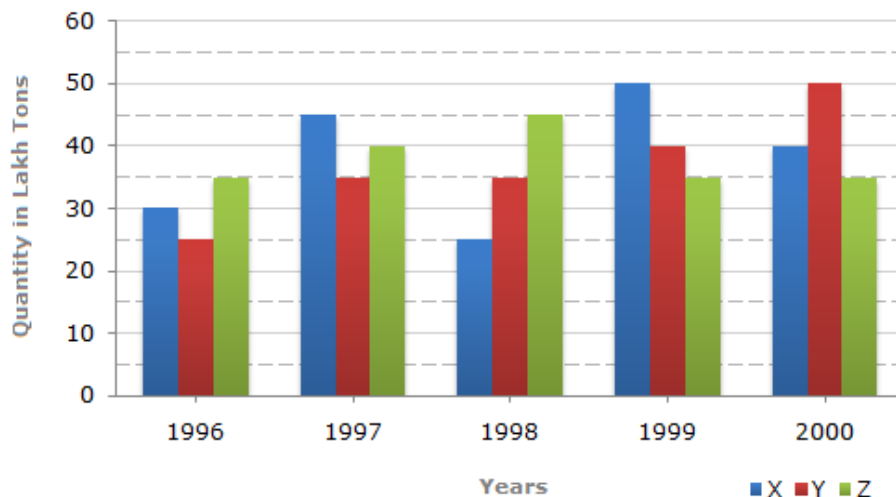
Overall, the table suggests that teenagers are most likely to spend time playing games and doing downloads. On the other side, older people are interested in researching and buying products. People spend the least amount of time searching for other people online.

Exercises:

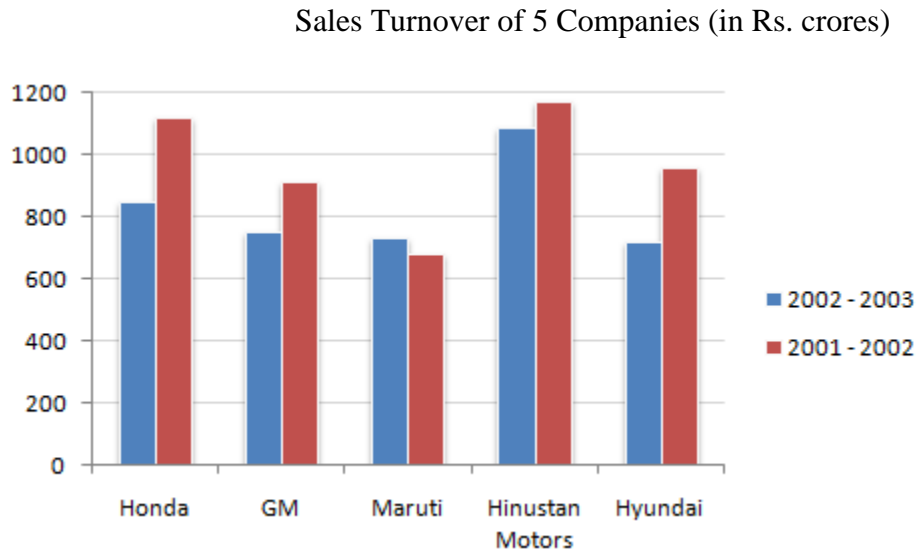
- 1. The following pie-chart shows the percentage distribution of the expenditure incurred in publishing a book. Study the pie-chart and write an analysis in a paragraph.**



2. The bar graph given below shows the data of the production of paper (in lakh tonnes) by three different companies X, Y and Z over the years. Study the graph and write an analysis in a paragraph.



3. Study the following bar chart and answer the questions carefully.



1. What is the percentage change in the overall sales turnover of the five companies together between 2001 - 2002 and 2002 - 2003 ?
2. What is the absolute change in overall sales turnover of the five companies together between 2001 - 2002 and 2002 - 2003 ?
3. Which of the companies shows the maximum percentage difference in sales turnover between the two years ?
4. What should have been the sales turnover of GM in 2002 - 2003 to have shown an excess of the same quantum over 2001 - 2002 as shown by the sales turnover of Maruti ?
5. What is the approximate difference between the average sales turnover of all the companies put together between the years 2001 - 2002 and 2002 - 2003 ?

4. Study the following table and answer the questions based on it.

Number of Candidates Appeared, Qualified and Selected in a Competitive Examination from Five States Delhi, H.P, U.P, Punjab and Haryana Over the Years 1994 to 1998

Year	Delhi			H.P			U.P				Punjab			Haryana		
	App	Qual	Sel	App	Qual	Sel	App	Qual	Sel	App	Qual	Sel	App	Qual	Sel	
1997	8000	850	94	7800	810	82	7500	720	78	8200	680	85	6400	700	75	
1998	4800	500	48	7500	800	65	5600	620	85	6800	600	70	7100	650	75	
1999	7500	640	82	7400	560	70	4800	400	48	6500	525	65	5200	350	55	
2000	9500	850	90	8800	920	86	7000	650	70	7800	720	84	6400	540	60	
2001	9000	800	70	7200	850	75	8500	950	80	5700	485	60	4500	600	75	

1. For which state the average number of candidates selected over the years is the maximum?
2. The percentage of candidates qualified from Punjab over those appeared from Punjab is highest in the year?
3. In the year 1997, which state had the lowest percentage of candidates selected over the candidates appeared?
4. The number of candidates selected from Haryana during the period under review is approximately what percent of the number selected from Delhi during this period?
5. The percentage of candidates selected from U.P over those qualified from U.P is highest in the year?

Module - 4

Listening vs Hearing

When we learn language, there are four skills that we need to acquire for complete communication. While learning native language or mother tongue, we usually learn to listen first, then to speak, then to read and write. These are called four language skills: listening, speaking, reading and writing. These are also called as macro-skills. This is contrast with micro-skills, which are the grammar, vocabulary, pronunciation etc.

These four language skills are related to each other in two ways.

i) The direction of communication.

Listening Speaking Reading Writing

ii) The method of communication

Oral or spoken communication and written communication

In this chapter we are going to discuss about the first of four language skills, listening and the difference between hearing and listening.

Hear or Listen

To hear and to listen are verbs we use to talk about our sense of hearing-using our ears. But the connotation of both is different, former is a passive process and later is active skill. Let's elaborate more on it.

Hearing

As mentioned in the dictionary, it is a process, function or power of perceiving sounds. A special sense by which noises and tones are received as stimuli. It may not be deliberate.

As soon as we wake up and walk around, we hear sounds.

- I heard a knock on the door.
- Can you speak louder? I can't hear you.

Hearing is a physical act of sound waves entering our ears and being transported to our brain. It is passive process that requires no specific efforts all the time. If your ear works and you are placed in the sound wave transmission area, you will hear it.

Listening

When we listen, we try to hear. We pay attention to every sound which enters our ear and make a meaning out of it.

- Listen! Can you hear baby crying?
- I am listening but I can't hear anything.

Listening is a skill of receiving language through ears, identifying the sounds of speech and processing them into words and sentences. It is an active skill. It requires concentration and attention. Listeners use it to comprehend different verbal and non-verbal signs. If they comprehend what a speaker has said, they can interpret and respond to the message. This is called active listening.

Active listening is the key element; that makes the communication process effective. Further, it encompasses making sounds that show listener's attentiveness and providing feedback. It has a greater influence in our lives and is used to gain information, learn and understand things.

Types of Listening

As one of the most important interpersonal skills listening can be divided into two main types

- I. Discriminative Listening-
- II. Comprehensive Listening-

I. Discriminative listening-

It is an inborn ability of human being. It developed at a very early age. It is the most basic form of listening and does not involve the understanding of the meaning of words or phrases but merely the different sounds that are produced. For example, in early childhood child can differentiate between father's voice and mother's voice.

Discriminative listening develops through childhood and into adulthood. As we grow older, we develop our ability to not only distinguish between different sounds but to recognise the subtleties in the way sounds are produced. It enables the listener to pick up the cues that indicates what a speaker is truly saying or what emotions they are trying to express.

II. Comprehensive Listening

Comprehensive skill involves the deliberate attempt to understand the message or messages that are being communicated. Comprehensive listening is when you make judgments based on what the other person says compared to what your values are and decide the course of feedback. Comprehensive listening can be elaborate better with the help of following sub-divisions

- Deep Listening- It is process of listening to learn. Deep listening occurs when you're committed to understanding the speaker's perspective. It requires the temporary suspension of judgement and a willingness to receive new information – whether pleasant, unpleasant, or neutral. Listener must pay attention to the details of the conversation and pick up many cues. These cues can include observing body language, identifying preferences and biases and perceiving values and beliefs.
- Full Listening- Full listening involves paying close and careful attention to what the speaker is conveying. This type of listening is where you aim to fully understand what the content of the conversation is. You may pause and summarize what you just heard to see if it is correct.

When the conversation is over, the speaker and listener may agree that they have full understanding of the conversation. This type of listening is useful skill while attending lectures or presentations.

- **Critical Listening.** Critical listening is an important process for understanding because it requires listener to evaluate, judge, and form an opinion on what he hears. The listener assesses the strengths and weaknesses of the content, agrees or disagrees with the information and also analyses and synthesizes material. This type of listening enables the professionals to conduct brainstorming sessions, create new solutions for the problems and debate strategies.
- **Therapeutic Listening.** It is a process of gathering information and exchanging communication from a therapeutic setting. It is also a method of improving verbal and non-verbal understanding of communication. It is a sound-based intervention method, designed to help people who experience difficulties in the processing of sensory information or regulating energy levels. It helps to improve the confidence, sensory experiences, interpersonal, social and cognitive skills. Trust and empathy are the pillar in this type of listening. It is helpful for the people who are associated with health sector.

Hearing Vs Listening

Hearing	Listening
---------	-----------

- | | |
|---|--|
| <input type="checkbox"/> Hearing refers to one's ability to perceive sounds, by receiving sound waves or vibrations through ears. Listening is something done consciously, that involves the analysis and understanding of the sounds you hear. | |
| <input type="checkbox"/> An ability | A skill |
| <input type="checkbox"/> Primary and continuous | Secondary and temporary |
| <input type="checkbox"/> Hearing is a skill where one uses ears only. It is one among five senses. | Listening involves different senses, like sense of hearing, seeing and sense of touch, |
| <input type="checkbox"/> Physiological activity | Psychological activity |
| <input type="checkbox"/> Happens at subconscious level | Happens with conscious efforts |
| <input type="checkbox"/> Concentration is not required | Concentration is fundamental |
| <input type="checkbox"/> We are neither aware nor we have any control over the sounds we hear. | We listen to acquire knowledge, receive information, comprehend, analyze and reciprocate |

Conclusion:

Hearing is the physiological process of attending to sound within one's environment. Listening, however, is a focused, concentrated approach to understanding the message a source is sending.

To be become a good listener provided multiple opportunities. Effective listening skills helps you become good student, helps to develop your interpersonal skills and it helps you to become a good orator or a speaker.

Exercise:

- Group discussion on ‘consequences of poor listening.’
- Classroom Activity- What kind of listener are you? (play an audio clip in the class containing influential speech or Ted talks available on internet- Ask students to listen the Pre-recorded audio clip- have a discussion on the audio- find out what kind of listener students are.)

Module - 5

VERBAL AND NON VERBAL SIGNS OF ACTIVE LISTENING SKILLS

Meaning of Active Listening

Active listening is the ability to focus completely on a speaker, understand their message, comprehend the information and respond thoughtfully. It is a highly valued inter-personal communication skill which ensures you to engage and later recall specific details without needing information repeated.

Objective of Active Listening Skills

One of the most critical skills in effective communication is active listening. Developing this soft skill will help you build and maintain relationships and retain information such as instructions, procedures and explanations.

Importance of Active Listening Skill

1. It helps to build connections/ relationships

Active listening helps others to feel comfortable sharing information with you. When you demonstrate your ability to sincerely listen to what others are saying, people will be more interested in communicating with you on a regular basis. This can help open up opportunities to collaborate with others, get work done quickly or start new projects. All of these things can help lead you to succeed in your career.

2. It helps you to identify and solve problems

Actively listening to others will help you detect challenges and difficulties that others are facing or problems within projects. The quicker you are able to spot these issues; the sooner you can find a solution or create a plan to address those issues.

3. It helps you increase your knowledge and understanding of various topics

As the active listening helps you retain information, it will also help to understand the new concepts better and remember what you have learned so far so that you can apply it in the future.

4. It helps you avoiding missing critical information

As the active listeners are highly engaged with the speaker, they are able to recall specific details. This is especially important when the speaker is proving instructions, training you on a new process or delivering a message you are responsible to others.

Verbal and Non-verbal Communication

Active listeners use verbal and non-verbal techniques of communication to show and keep their attention on the speaker. This not only supports your ability to focus but also helps to ensure the speaker that you are focused and engaged.

Verbal Signs of Active Listening

Positive Reinforcement:

The listener's positive words of encouragement are beneficial as they motivate the speaker. Listeners should use them sparingly so as not to distract from what is being said. E.g. 'Yes, Uh huh'.

Remembering:

The listener has to remember the key points, even the name of the speaker, can help to reinforce that the messages sent have been received and understood. i.e. listening has been successful. During longer exchanges it may be useful to make very brief notes to act as memory jog when questioning or clarifying later.

Reflection:

Reflecting is paraphrasing what the speaker has said to show comprehension. Reflection is a powerful skill that can reinforce the message if the speaker demonstrates understanding.

Clarification:

Clarification involves asking questions of the speaker to ensure that the correct message has been received. Clarification usually involves the use of open questions which enable the speaker to expand on certain points as necessary.

Summarization:

Repeating a summary of what has been said, back to the speaker is a technique used by the listener to repeat what has been said in their own words. Summarizing involves taking the main points of the received message and reiterating them in a logical and clear way, giving the speaker a chance to correct if necessary.

Non Verbal signs of active listening

Nod:

Simple nodding to the speaker as a sign of affirmation to what has been said is an apposite non-verbal sign in active listening.

Smile:

Pleasant smile is used to show that the speaker is paying attention to the speaker. It is a way of showing agreement to what is being said and expressing happiness about it. Smiles can be powerful in affirming that messages are being listened to and understood.

Avoid distracted movements:

The active listener will not be distracted and therefore refrain from fidgeting, looking at the clock or watch, playing with their hair or picking their fingernails. This is especially important when the speaker is providing instructions, training you on a new process or delivering a message you are responsible for passing to others.

ACTIVITIES ON ACTIVE LISTENING SKILLS:

I. Listen to the conversation your teacher reads out, and answer the questions that follow.

EXERCISE 1

Sangitha, a visitor introduces herself to the boss of the organization where her father works.

Sangitha: Good morning, madam.

Boss: Good morning, please get in.

Sangitha: I'm Sangitha, daughter of Mr. R.S kumar.

Boss: Oh, you're my colleague's daughter! Nice to meet you, Sangitha.

Sangitha: I'm pleased to meet you, madam. Could you permit me to speak to my father for a while?

Boss: Your father sits in the next room. I think he's there. Please go and meet him.

Sangitha: Thank you.

Boss: You're welcome.

- a. Whom did Sangitha want to meet in the office?
- b. Was Sangitha permitted to meet the person she wanted to?
- c. Where is her father's room in the office?
- d. What is her father's name?

EXERCISE 2

Ramu introduces Rahim to his friend Robert.

Ramu: Robert, this is my friend Rahim.

Robert: I'm glad to meet you, Rahim.

Rahim: Pleased to meet you Robert.

Robert: Have you been here before?

Rahim: of course, I've visited this place twice, but I know nothing except Abids Road and Hyderabad airport.

Ramu: Shall we go sight- seeing tomorrow since it is a Sunday?

Robert and Rahim: That would be wonderful!

- a. How does Ramu begin the conversation?
- b. Has Rahim visited Hyderabad earlier?
- c. What do they plan to do on Sunday?

EXERCISE 3

Two old friends bump into each other at the airport.

Harish: Excuse me, are you Rajendra by any chance?

Dr. Rajendra: Yes, I'm, how do you know me?

Harish: It surprises me that you don't know who I am.

Dr. Rajendra: well, your face looks familiar to me. Are you Harish?

Harish: That's right. I'm your old friend and currently a film actor in the Telugu film industry. Haven't you seen me in Telugu films?

Dr. Rajendra: No Harish, believe it or not, after becoming a cardiologist, I haven't watched a single Telugu movie. Anyway I'm glad that my friend has become a film star.

Harish: I'm also very happy that my friend has become a cardiologist. I think its time for the flight. Let's check-in.

- a. Name the two participants in the conversation.
- b. What are they by profession?
- c. Does Dr. Rajendra watch Telugu movies regularly?
- d. Where do they meet each other?

II. Listen to the following bits of dialogue as your teacher reads them out and complete the sentences given below each.

Exercise 1

Praveen: Can you give me a lift to my office in your car?

Prathap: I'm sorry, the rear wheel is punctured and I've given my car for servicing.

- a. Praveen asked _____
- b. Prathap couldn't _____

Exercise 2

Teacher: I'm sorry to say this, but you know, your son hasn't been attending classes regularly.

Father: Thank you for informing me. I will ask him about this.

- a. The teacher informed the father _____
- b. The father told the teacher _____

Exercise 3

Customer: I'm afraid I've got a complaint about the T.V I bought from you yesterday.

Salesman: I'm sorry, sir. I will send the technician with you now.

- a. The customer came _____
- b. The salesman apologized saying _____

Exercise 4

Kruthika: Let me congratulate you on your getting selected for the I.A.S.

Kavya: Thank you. It's been my dream that I should become an I.A.s officer.

- a. Kruthika congratulated _____
- b. Becoming an I.A.s officer _____

III. Read the following dialogue between doctor and Peter and state which of the following sentences are true or false.

Doctor: Now then, what seems to be the matter?

Peter: well, I've got a sore throat. I've had it for three days now. It's really sore; it hurts when I try to swallow, and it's very painful if I try to eat anything hard, like bread or rusk and I feel a bit cold and shivery all the time.

Doctor: open your mouth and let's have a look.

Well, you have got a throat infection, but it's nothing serious. Here you are; take this to the chemists and he will give you some tablets to take. That should clear it up. If it is not better in two or three days, come and see me again.

- a. Peter has a sore throat.
- b. He feels hot.
- c. He cannot eat bread.
- d. Doctor says Peter's condition is serious.

IV. Getting Students to Predict.

Read the Short stories given below and try to predict the story line based on your listening.

(Note to the teacher: Mark some places(situations) in the story where you could stop and ask students to predict what will happen next.)

Story 1

Once there was a boy called Ali, a poor fisherman's son. As he was going home one evening, he saw an old man lying by the side of the road, seriously ill. The boy was very kind and he helped the old man to the nearest hospital. The old man thanked the boy and asked him for his name and address. The boy was ashamed to admit that his father was a poor fisherman, so he said, 'my name is Mustafa and my father is a teacher'. A few days later, the old man died in hospital and left all his money to Mustafa, a local teacher's son who helped the old man in his hour of need. Of course, because Ali had lied, he did not receive any of the old man's money.

Story 2

Once there lived an old fisherman. While fishing in the sea, he found an old brass vessel. The fisherman was very eager to see what was inside the vessel. So, he opened the lid of the vessel. Suddenly, a thick cloud of smoke came out of the vessel and took the shape of a huge genie. The fisherman was terrified. The Genie told the fisherman that he is going to kill him immediately. Then the fisherman thought of a plan to save himself. So he asked the genie to show him how he was able to fit into such a small brass vessel in spite of his huge size. Then the genie laughed and said that he can resize himself and again turned into smoke and entered into the vessel. Immediately, the fisherman closed the lid of the vessel and threw it away back into the sea. In this way, the fisherman saved his life by his cleverness.

Story 3

There was once a king named Midas. He had a large kingdom. He had many palaces but still, he was not happy. He wanted to have more gold as he was greedy. One day as he was praying, a holy man appeared. King Midas asked, 'grant me a boon, Holy man! Whatever I touch should turn into gold!'. The Holy man said, 'son, your wish is granted'. The king became very happy. He touched

his throne and it changed into gold. He touched his chairs, tables, vases and statues and all of them turned into gold. King Midas was happy beyond words. He thought he was the richest man in the world. Happily, he then ordered his dinner. As soon as he touched it, it turned into gold. The king was astonished. He could not eat or drink anything. Suddenly, his daughter rushed in. as he put his arms around her, his daughter too changed into a statue of gold. King Midas was shocked. 'oh no! I do not want any more gold. I want my dear daughter back. Holy man, take back your boon, I beg of you' he cried. The holy man appeared and gives him a bottle of water and said 'sprinkle this water on all the things that have been changed into gold'. When king Midas sprinkled the water, all the things came into their original form. King Midas was very happy now. He had learned a lesson, 'gold does not give the happiness'.

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Module - 6

Listening Activities- Listening to Pre-recorded Audios on interviews and conversation

Listening is a natural ability. A child begins listening to parents from his/her infant stage. He/ She is greeted, admired, and spoken to without any response expected. It is a common and continuous process of one-way communication where child automatically acquire the language over a period and later start producing gradually with experiences. This is the beginning of any language acquisition: listening, speaking, reading and writing.

Listening is a receptive skill. When we listen, we receive a language to comprehend and reciprocate. It helps to understand how to pronounce a word or a sentence, how to use intonation, where to place stress while speaking etc.

Listening activity can be divided in to three main stages

1. Pre-listening:

- ☐ Choosing the topic/subject you are interested in.
- ☐ Arrange the task from easy level to difficult level.
- ☐ What do you already know about the subject?
- ☐ What would you like to know?

2. While Listening:

- ☐ Identify and note down specific expressions or jargons in the language.
- ☐ Understand the intonation pattern and pronunciation

3. Post-Listening: can be divided in two:

i. Reaction to the text

- ☐ The significance of the content.
- ☐ Agreement or disagreement about topic
- ☐ Who are the target audience?
- ☐ Summarisation of the text/story/movie/song/lecture/reading/etc.

ii. Analysis of Language

- ☐ Focusing on linguistic features
- ☐ Solving comprehension problems on specific text
- ☐ It takes analysis of form of verbs from listening script or vocabulary or collection of works.

What to listen to?

If you have digital devices with the sound facility and internet, you can easily access the pre-recorded audios. Here are some suggestions for finding appropriate material for the listening skill enhancement.

- Audio books/ Stories

Internet offers plethora of audio books one can download and access offline. The books like Panchatantra stories and Aesop's fables are available freely on YouTube channels, on the websites like <http://www.audible.in>

- Listen to Native Language Speaker

Apart from conversations with your teachers and peer group, listen to the audio of the native speaker of English. These audios are freely available on internet. Listening to native speaker helps to understand the nuances in the pronunciation in better manner.

- Online listening labs and sites:

Many websites offer free listening activities. Some are organized by topic or level. You can search English Club's links to find sites that offer free audio. Or use the search terms "free audio practice" or "free English listening" and you will get ample amount of material available.

<http://www.englishclub.com/listening/>

- Podcasts:

The definition of podcast is Personal on Demand Broadcast. It is yet another way to entertain and educate. Podcasts offer regularly updated episodes of listening bites. These shows may be short or long. They may be formal or informal. They are free bites often organized around a certain topic. Most podcasts come in form of series. You can find many that are specifically made for language learners. If you have a smart-phone or mp3 player, you can subscribe the podcasts and listen to them on the go.

<https://learnenglish.britishcouncil.org/general-english/audio-series>

<https://www.bbc.co.uk/sounds/podcasts>

- Listening to English News:

All most all English news sites (National and International) offer audio or video clips to go with news stories.

- Videos/Film/TV:

Find a topic you are interested in and start watching videos. You can watch English cartoons, short videos, documentaries or movies. Some videos offer captions or subtitles. You can subscribe to the streaming services or buy a TV series on DVD so that you can control when to pause, stop, and replay certain scenes.

- Dictations:

Improve your spelling, writing and typing skills as you practise listening. Dictations can also help you learn new vocabulary in context. Various ESL (English as a Second Language) sites offer dictations for different levels. You can also practise dictations with a partner. Choose readings at an appropriate level and practise reading slowly with proper pronunciation.

- Lectures:

Many online schools offer free lectures on a variety of topics. You can listen to Ted Talks, Lectures by renowned personalities on specific topics.

- Conversations:

Listen and participate actively in the English discourse. That improves the ability of speaking and listening simultaneously.

Points for good listening

- ☐ Try to be still as you are listening.
- ☐ Ignore distractions.
- ☐ Make eye contact with the speaker.
- ☐ Try to reciprocate the point of view of the speaker.
- ☐ Refocus when you catch yourself thinking about something else.
- ☐ Concentrate on the speaker. Try not to think about what you are going to say next when another person is talking.
- ☐ Observe body language (including your own).
- ☐ Learn how to paraphrase what you have heard.
- ☐ Learn how to ask for clarification if you don't understand.
- ☐ Follow the stages of pre-listening, while-listening and post-listening

Barriers in Listening

- ☐ The speaker spoke too quickly.
- ☐ The speaker used informal language and idioms.
- ☐ The vocabulary level is too high.
- ☐ Incorrect pre-assumption about the conversation/ speech.

- ☐ The speaker has an unfamiliar accent.
- ☐ The recording is not clear.
- ☐ The recording is not audible.
- ☐ Lack of interest in the topic.
- ☐ No background knowledge.
- ☐ Strong emotional reaction to a word or point that you heard.
- ☐ Not able to provide undivided attention to your speaker /or recording

Exercise: I- Listen to the audios/ podcasts/ movies/ ted talk etc.

- 1) Log in to the <https://learnenglish.britishcouncil.org/general-english/audio-series> and listen to the audio.
- 2) Complete the tasks suggested on it.

Exercise: II- Read and record the following Transcript and follow the instruction given below.

Transcript:

Nicolaus Copernicus was born in Polish city of Torun in 1473. He was youngest of four children of a wealthy merchant. His father died when Nicolaus was ten. An uncle took him under his wing and oversaw his education at the University of Krakow. He spent several years in Italy studying medicine and law, returning in 1503 to Poland, where he joined the canonry under his uncle, who was now Prince-Bishop of Warmia.

Copernicus was a master of both, languages and mathematics. He has translated several important works as well as developed astronomical theories. The theory he outlined in *De Revolutionibus* was daunting in its mathematical complexity, so while many recognized its significance, it was not widely adopted by astronomers for practical everyday use.

Comprehension Questions:

1. Copernicus born in
 - Krakow
 - Warmia
 - Torun
2. Copernicus return to Poland in
 - 1473
 - 1503
 - 1514
3. Copernicus's uncle was
 - Mathematician and Scientist

- Merchant
- Prince-Bishop

Exercise: III - Quizzes on listening day-to-day dialogue.

Following are some examples of conversational dialogue between person 'A' and 'B'. Students need to select correct response to the statement made by person 'A'.

- 1) Would you mind holding the door please.
 - Not at all.
 - Not so much.
 - Not that I know of.
 - Not up to you.
- 2) Any idea when are the campus placement interviews are scheduled?
 - Sorry, no way.
 - Sorry, no time.
 - Sorry, no idea.
 - Sorry, no schedule.
- 3) Do you mind if I take down the number and call you back?
 - Sure, No problem.
 - Sure. I would be glad to
 - Sure. Just a minute
 - Sure. Nothing much.
- 4) Did you able to spot the tiger on your jungle safari?
 - Never get lucky.
 - No such luck.
 - Not much luck.
 - Never get sight.
- 5) Would you care for another cup of Coffee Sir/ Madam?
 - Yes, I care
 - Yes, please
 - Yes, excuse me.
 - I don't care.
- 6) What you guys are doing this weekend?
 - No way.
 - Not that I can know.
 - Nothing much.
 - Not at all.
- 7) Excuse me! Do you have these shoes in size 8?

- I am scared not.
- I am afraid so
- I am afraid not
- I am afraid no.

8) What you want for dinner, Indian or Chinese?

- Thanks a lot.
- Up to you.
- Sounds good.
- Let's eat.

9) Is this the one you are looking for?

- Yes! That's it.
- Yes! That's that.
- Yes! That's that.
- Yes! That's this.

10) Can you just wait a second?

- Be that way
- Be right back
- Be in the way
- Be that as it may

Exercise: IV- Classroom Listening activity

1) Listen to the pre-recorded audio of English song

Step 1: Pre-listening

- ☐ Brainstorming for kind of songs
- ☐ Students describe one of their favourite English songs and what they like about it.
- ☐ Student predicts some words and expressions which might be in song

Step 2: While-listening

- ☐ Students listen and find the new vocabulary.
- ☐ Students listen again and order the lines or verses.
- ☐ Students listen again to check their answers or read summary and correct the understanding.

Step 3:

- ☐ Discussion on what they liked/ didn't like about the song
- ☐ Find out would they dedicate the song to someone/ who they would dedicate the song / why?

- ☐ Write the review of the song for web blog.
- ☐ Students look for the lyrics and identify the verb forms
- ☐ Students find figurative expressions in the song.
- ☐ Students make notes of common collocations.

Unit-II

Productive Skills: Speaking Skills and Writing Skills

Module - 7

Introducing oneself/others

Introducing oneself and others is an important aspect of communication. We must provide relevant information about ourselves and others which paves way for effective communication. Introduce yourself in such a way that you will be setting yourself up to make a good impression on your new acquaintances and potential business connections.

On being introduced one can shake hands if one wishes to.

Let us study the examples given below:

1. Anil: Hi, I'm Anil. I'm studying in First year B.Sc.

Ankit: Hi, I'm Ankit. I'm in the same class too.

2. Prateesha: Good Morning Sir, I am Prateesha, studying in first year B.Sc.

Principal: Good Morning Prateesha. What can I do for you?

3. Teacher: Good Morning students, I am Dr.Jenny, your new English teacher.

4. Ashok: Good evening Ladies and Gentleman, I would like to introduce Mr.Roy, CEO of Jameson Software Technologies Ltd.

In the first example, Anil is introducing himself to another student. Hence he uses a friendly and informal language. When we speak to our peer group we can use informal expressions and one can shake hands if one wishes to. The other usages to introduce oneself and greet is:

1. Hi! How are you?
2. Hi! Happy to meet you.
3. Hi! Pal.

In the second example, Prateesha introduces herself to the Principal. The language used is formal here. So also in the third example where the teacher is introducing herself to the class.

In the fourth example Ahmed introduces the Chief Guest to the audience. Note that the language is formal as in examples 2 and 3.

If the conversation continues more details about personal information such as hobbies, native place, job, clothes, movies, pets could be provided while introducing oneself informally.

I am

I am from.....city instate of.....country.

My native place is

We are a family of.....

I have completed..... (e.g. Arts/Commerce/Science/Engineering/Medical/Management etc) degree from.....university/board with.....% marks in..... (Year....)

I am working fororganization. I work as..... (Designation).

I have been working as for years. (To tell your work experience)

My hobbies are reading, playing, cooking and gardening.

My special achievements are.....

My aim in life is to become..... (e.g. a successful teacher/writer/dancer/sportsperson etc)

This is all about myself. Thank you very much for listening to me.

The points for formal introduction are almost similar to an informal introduction. The only difference will be in the use of more formal language.

Greeting Responses that Follow an Introduction (starting with formal versions and moving to informal versions)

Greeting	Response
----------	----------

How do you do?	(It's a) Pleasure meeting you.
----------------	--------------------------------

I'm (pleased, happy, glad) to meet you.	(Pleased, Happy, Glad) to meet you, too.
---	--

(It's) (Nice, Good, Great) meeting you.	Same here.
---	------------

Greeting Responses for People You Know (starting with formal versions and moving to informal versions)

Greeting	Response
----------	----------

Good (morning, afternoon, evening) (name). Good (morning, afternoon, evening) (name).

Hello, (name). How are you?

Very well, thank you.

Hi. How are you doing?

Fine, thanks. And you?

Hi, (name). What's new?

Nothing much.

With friends who really want to know how you are, you can answer questions about how you feel truthfully. Examples: "Not very well," "I'm feeling sick," "I just lost my job."

Exercises:

1. Formulate a conversation using the hints given:

My name is _____. I am from _____. May I know your name?

My name is _____. I am from _____ and I have joined _____ course. It is _____ you. Have _____ day!

2. It is your first day at office. How would you introduce yourself to your manager?

3. You are a first year student of BA. On the first day of your college, how would you introduce yourself to your

a. Your _____ classmates

b. Your English teacher

c. Your hostel warden

4. Imagine you are a B.Com graduate attending a job interview in an MNC. Write your response to the following questions:

a. Introduce _____ yourself _____ -

b. Do you have any previous work experience?

c. Why do you think you are best suited for this job?

d. Why have you chosen our company?

INTRODUCING OTHERS

Example for informally introducing others:

1. Anil, meet Harry.....Harry, this is Anil.
2. Harry, this is Anil. Have you met him before?
3. Do you know Harry, Anil?

Example for formal introduction to others:

1. Good morning Mr.Anil, May I introduce Mr.Harry...
2. Good morning, let me introduce Mr.Harry...
3. It's an honor to introduce Mr.Raju...
4. It gives me great pleasure/privilege to introduce Mr.Harry...

Exercises:

1. How will you introduce your classmate Mary

- a. To your parents

- b. To your teacher

- c. To your gym trainer

d. To your uncle who could be her prospective employer

2. How do you introduce your family members to your friend

3. Introduce your new team member to the others

4. You are the principal of a college. Introduce a newly appointed staff member to the other faculty members.

Making enquiries/Seeking permission

All of us need to seek information from others to perform various functions in everyday life. To be successful in getting the information we require, it is necessary that we are clear and courteous in the way we ask questions. Curt and abrupt ways of asking questions may put off the person we are speaking to and not evoke the kind of response we wish to get. So it is very essential for us to know how to make enquiries politely and precisely and to thank people after they give us the required information.

Here are some tips to write a short enquiry letter or email in English. You send an enquiry when you want to know something: perhaps you want some information from a hotel about room availability or want to ask a school of English about prices.

Starting your enquiry

Dear Sir / Madam (especially in a letter when you don't know the name of the person)

In an email, you can omit "Dear Sir / Madam" and immediately start with your enquiry.

Introduction

I'm interested in an English course at your school.

I'd like some information about room availability.

I saw your brochure about adventure holidays and I'd like some more information.

I'm writing to ask about your prices.

Asking questions

How much is a double room?

How long is the PET course?

Do you have a brochure you can send me?

Is breakfast included in the price?

Do you provide airport transfers?

If you have a lot of questions

You can ask more than one question in one sentence, or ask one question with many bullet points.

In this example, "Can you" introduces two questions, and "Do you" introduces another two questions.

I'd like to book a single room for the week of 1 – 7 June. Can you confirm availability and the cost per night including breakfast?

Do you provide wi-fi and airport transfers?

In this example, "about" introduces four more questions:

I'm interested in a course at your school and I'd like more information about:

- the cost of a PET course
- accommodation with a host family
- evening activities
- class size and teachers

Ending

Thank you for your help. I look forward to hearing from you soon.

Yours sincerely / Best wishes

(your name)

Sample email enquiries:

Dear Sir/Madam

I'd like to rent a car for seven days, beginning July 10. Please can you confirm:

- the cost for a small family car, including taxes and insurance
- your exact location at Heathrow airport
- the cost for an additional driver per day

I look forward to hearing from you

Sample of face to face enquiries:

Deepak: Excuse me.

Booking clerk: Yes please.

Deepak: I want to book a ticket to jaipur.Can you provide me the form?

Booking clerk: Yeah sure.

Deepak: Okay. Can you tell me how many trains are available on this route?

Bookings clerk: Sir we have only a single train available on this route.

Deepak: Okay, and how many seats are available in this?

Booking clerk: Sir we have 18 seats left in this train.

Deepak: Can I also book a return ticket on the same day?

Booking clerk: Yes sir, for that you have to fill another form.

Deepak: Please provide me with that form.

Booking clerk: Yes sure.

Deepak: I filled both the forms. Please accept this.

Booking clerk: Sir I had booked your seat in this train.

Deepak: Thank you.

Sample Telephonic enquiry:

Anna: Good morning, Camera City. This is Anna. How may I help you?

Daniel: Hello, this is Daniel Wang calling from Image Studios. I'd like to enquire about ordering twenty handy cams, please.

Anna: Certainly. Do you have a particular model in mind?

Daniel: Yes, I'm interested in the Sony HDR-TG1.

Anna: The Sony HDR-TG1 – just a minute. Yes, this model costs US\$998, and we can offer you a discount of seven per cent for bulk purchases. Daniel: Could you send me a quote, please?

Anna: Certainly. Would you prefer to receive the quote by email, fax or post?

Daniel: Fax, please. The number is 310-789-3450.

Anna: Could you repeat the number, please? Daniel: Sure. That's 310-789-3450. Anna: 310-789-3450. And that's Daniel Wang, from Image Studios. Is that correct?

Daniel: That's right.

Anna: I'll fax you the quotation for twenty units within the next fifteen minutes, Mr Wang. Is there anything else I can help you with?

Daniel: Yes, could you also tell me when you'd be able to deliver if we place an order today?

Anna: Certainly. May I call you back with this information?

Daniel: Sure.

Anna: Thank you. Could I have your phone number, please?

Daniel: The phone number is the same as the fax, and my extension is 106. Anna: Extension 106. Thank you, Mr Wang. I'll fax you the quote right away, and call you in about thirty minutes with the estimated delivery date. Daniel: Thanks.

Anna: You're most welcome, and have a nice day.

Exercises on Face-to-face and telephonic enquiries:

What enquiries would you make in each of the following situations?

You want to know the date of commencement of college.

You want to know the features of a Samsung Pro 6 phone.

You want to know the way to Colombia Asia hospital. You are near MG Road.

How many trains on Tuesday from Bangalore to Kanyakumari?

You want to know about the placement opportunities in your college.

You want to call and find out why there is a delay in courier service.

You want to know about the education loan XYZ bank offers for students to study abroad.

To know about the fee payment procedure from Mysore University office.

To call and enquire about reservation policy in a restaurant and make a reservation.

Know about the procedure to apply for a convocation certificate from your college office.

Call the branch of your bank and know the procedure to apply for a chequebook and debit card.

To find out from travel agent the availability of tourist packages to Darjeeling in December through telephone.

2. Write an email to make the following enquiries:

To Rim-Jim Holidays to know about the cost of travel packages to Andaman and Nicobar islands.

To Muscle-build gym to know about their monthly and annual fee schemes.

To find out about the process to take up a health insurance policy.

To learn about opening a bank account.

To enquire about the luxury facilities offered by a resort to enjoy a 2 days vacation.

To enquire about the availability of a conference hall in a five-star hotel.

To enquire about the number of blackboards required for a school.

To enquire the details about an online certification programme.

To enquire about the status of the order you had placed on an online shopping portal.

Find out from the school admission board, fee structure for 1st std and other activities available for children.

Asking permission and giving permission

Polite Formal Requests

Do you mind if....

Would you mind if....

May I...

Could I possibly...

Is it possible

Is it possible for me to....

Polite Formal Responses

No, not at all

Yes you may

Yes, of course

Of course, be my guest...

Yes, it's my pleasure

Certainly be my guest....

Asking For and Giving Permission in English

Examples Of Asking And Giving Permission In English (Formal)

– Do you mind if I take off my coat it is very warm here?

– No, not at all, be my guest.

Be careful here. In the reply the first word is NO but this is not a refusal. NO is used here because we asked “do you mind” so we are actually saying “No, I do not mind” so it is a positive response.

– Could I possibly close the window it is a little cold here?

– Yes of course. Or Please help yourself.

– May I put my own furniture into the apartment?

– Yes, you may indeed. Just let me know what you would like to remove.

Polite Formal Refusals in English

I am sorry that will not be possible

I am afraid that is out of the question

I would rather that you didn't

I am afraid not

Examples of Polite Refusals in English (Formal)

– May I go to my friend's party on Saturday and stay overnight?

– I am afraid that is out of the question. We are going to see your Grandmother on Saturday and you haven't seen her for months.

– Would you mind if I took next Friday off work as I am moving apartment over the weekend and I need to get ready?

– I am afraid that will not be possible. It is the end of the month and we simply have to get those accounts closed.

– May I open the window a little?

– I would rather that you didn't. I have just recovered from the flu and I do not wish to get ill again.

Informal Requests and Whether They Are Granted or Refused

Can I have the last piece of cake?

Have you €10 you could lend me?

Yeah sure.. – (granted)

Go ahead.. – (granted)

Not a problem -(granted)

Not a chance – (refused)

Go away, no.. (refused, very rude)

Examples Of Asking And Giving Permission In English (Informal)

– Can I skip class later? I need to go to the dentist.

– Yeah sure, just make sure you tell the class teacher.

– Can I have the last piece of cake?

– Go ahead, nobody else seems to want it.

– Have you €10 you can lend me until I get to the bank?

– Yes, not a problem. Take your time pay me back next week.

Exercises:

1. Write sentences seeking permission in the following context:

- a. Go out on a weekday evening with friend.
- b. Use someone's car for the day.
- c. Use someone's cell or smartphone.
- d. Take a day or two off work.
- e. Skip school for a day.
- f. Play someone's guitar.
- i. Use someone's computer.
- f. Make a photocopy of an article in a magazine.

2. Read the conversations below and fill in the gaps with the words and phrases from the lists.

(Do you mind if I, is it OK if I, could you turn, What's the problem, here you are, telling me thanks, can I borrow, go ahead)

Conversation 1

A: Yeah?

B: Hello, turn the music down, please? It's one o'clock and I'm trying to sleep.

A: Oh, sorry. Is that better?

B: Yes, Perhaps I can get some sleep now. Good night.

Conversation 2

A: I'm sorry, leave early today? I'm going to take my cat to see the vet.

B: You're going to take your cat to the vet? What's the matter with her then?

A: Him. I don't know. That's why I'm going to take him to the vet's.

B: Oh, I see. Sure, Thanks for

Conversation 3

A: David, do you have your mobile phone with you?

B: Um... yes. Why?

A: it, please? I need to make a quick call to my mother.

B: OK,

Conversation 4

A: change seats?

B: Yes, all right.?

A: I can't see because of the sun.

B: OK, then. Why don't you sit there, next to Andrea. Where are the people?

3. Write lines seeking permission in the following contexts:

1. It's very hot in the room and you would like to open the window.
2. You need to borrow some money from a friend because you have lost your bus fare.
3. Someone's mobile phone is always ringing during a film
4. You didn't understand the address someone gave you and you would like them to spell it for you.
5. The person behind you is talking all the time during the lesson.
6. You are watching the TV but you can't hear because the volume is very low. Your friend has the remote control.
7. You would like someone to take a photo of you and your friend in front of a famous monument.
8. You can't see the timetable at a train station because a stranger is standing in front of it.

Module – 8

ASKING INSTRUCTIONS/GIVING INSTRUCTIONS

We often need to describe how to do various tasks and in the process, we are required to give certain instructions.

In this unit, we will look into various ways of giving and asking for instructions. Below is an example of various ways in which instructions maybe asked or given:

Asking for Instructions:

How do I...?

Can you show me how to...?

Do you know how to...?

How do I go about...?

What do you suggest?

What is the first step?

What is the best way to...?

Giving instructions:

First, you...

Then, you...

Next, you...

Lastly, you...

Starting out:

The first thing you do is...

Before you begin, (you should...)

The best place to begin is...

I would start by...

Continuing:

After that,

The next step is to...

The next thing you do is...

Once you've done that, then...

When you finish that, then...

Finishing:

The last step is...

The last thing you do is...

In the end,...

When you've finished,...

When you've completed all the steps,...

Example 1: Giving instructions to do a task

Here is a simple instruction to replace a light bulb

1. Firstly, turn off the electricity.
2. Secondly, remove the light bulb.
3. Then, screw in the new light bulb.
4. Finally, turn the electricity on and switch on the light.

You can also say “after that” instead of “then” and “first” / “second” instead of “firstly” and “secondly”.

Example 2: Giving instructions to do a task

How to Make a Cup of Coffee

1. First you need to buy some coffee and a coffee maker.

2. Then you have to put the water into the bottom of the coffee maker.
3. You needn't boil the water (you don't need to boil the water), cold water is fine.
4. Next you have to put the coffee in the coffee compartment and screw the top of coffee maker on.
5. After that you need to put the coffee pot onto the stove.
6. Then turn the stove on high and wait. You don't have to move the coffee pot.
7. When the water boils and goes into the upper part of the pot you then have to remove the pot from the heat.
8. Finally you pour some coffee into a cup, add sugar and milk and enjoy.

Example 3: Giving directions

Mr Jones : - Hello Mrs Adams.

Mr Jones : - Please tell me how do I get to your house?

Mrs Adams: - Are will you coming by car, bus or by train?

Mr Jones : - I will be coming by car.

Mr Jones : - Please could you tell me the easiest way of getting to your house?

Mrs Adams: - Take the M6 to London and need to come of at junction 78

Mr Jones: - London, could you spell that for me

Mrs Adams: - L - o - n - d - o - n

Mr Jones : - Thanks

Mrs Adams: - OK, then turn right at the roundabout and take the second right my house is on the left next to the local pet store.

Mr Jones : - Is that the quickest way of getting to your house?

Mrs Adams: - Yes, it is the quickest way by car.

Mr Jones : - Would it be possible for you draw me a map please, as I don't know the area very well as I am from Blackburn.

Mrs Adams: - Yes I will draw a map and send you a copy in an email with some directions we have just talked about.

Mr Jones : - Thank you so much.

Mrs Adams: - You are welcome.

Example 4: Giving instructions to use a device

Here are the basic steps you'll follow to set up almost any printer.

1. Firstly, plug in the printer's power cable and make sure it's turned on.
2. Then, connect the included cable (usually a USB cable) from the printer to the computer.
3. Next, on your computer, locate the Printer settings.
4. Look for the option to Add a printer, then follow the instructions that appear.
5. Finally, it's time to try printing something!

Exercises:

1. With the given ingredients, write in 5 steps the procedure to prepare sandwich.

Ingredients:

- a. Bread
- b. Cheese spread
- c. Cucumber
- d. Onion
- e. Tomato
- f. Mint sauce

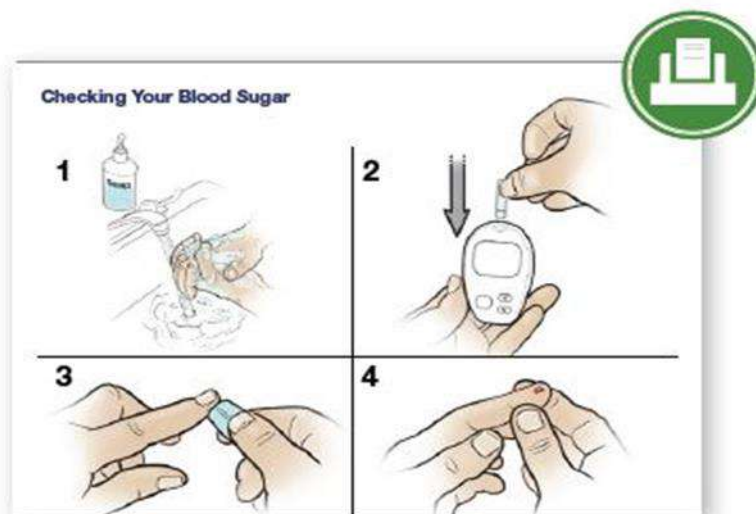
1. Looking into the picture given below, write instructions on how to use a washing machine.



2. Mr.Alan wants to visit the museum, café, post office and finally reach the bus station. Looking into the map below, give him directions to reach his destination.



3. Give instructions about how to use a glucometer using the picture given below:

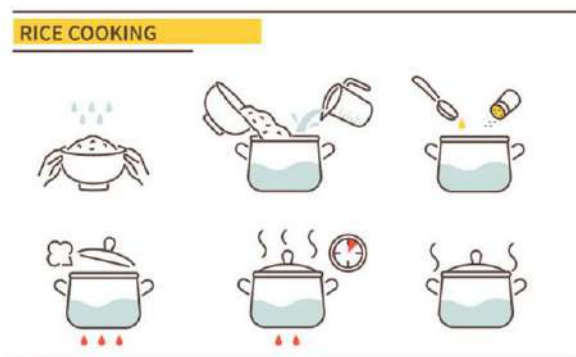


5. Fill in the blanks with appropriate verbs given in the brackets:

- a. _____ the lemons into 2 halves.
- b. _____ the lemon juice into a container.
- c. _____ half cup of sugar.
- d. _____ one liter of water.
- e. _____ well.
- f. _____ for an hour.
- g. _____ the cold lemonade on a hot noon.

(Stir, Add, Slice, Serve, Pour, Squeeze, Refrigerate)

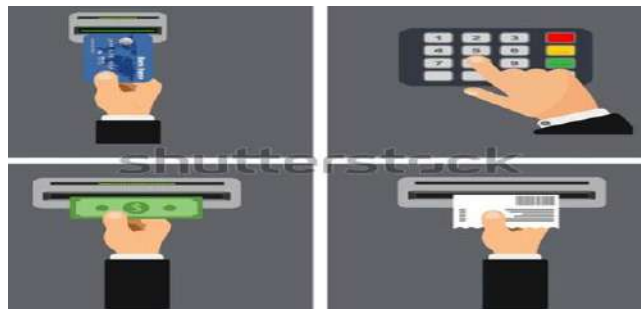
6. With help of the image given below write step by step the procedure of cooking rice in a rice cooker.



7. From the place you are, as seen in the map, direct your friend from the bank on Maple street to post office, then to music shop and finally reach the parking lot to meet you.



8. With help of the image given below, write steps on how to use ATM kiosk.



9. Let us imagine you are in the school and you want to visit the zoo, the art gallery and then to shop. How do you ask directions?



9. With the help of image given write instructions on how to prepare fried wantons.



Module – 9

Concord: Subject-Verb Agreement

The word concord means the relationship or agreement between two words in a sentence. Of all the types of concord the most important is concord of number between subject and verb. The Verb must match its subject both in person and number. Singular subjects take singular verbs and plural subjects take plural verbs.

Rules for Subject –Verb Agreement

Subject

Verb

- **Singular Subject** ----- **Singular Verb (s/es)**
- **Plural Subject(s)** ----- **Plural Verb(were/are/have)**
- **“You” is a plural subject-----Plural Verb(were, do, are, have)**
- **Singular subjects-each, ----- These words take singular Verb**

Neither, every.

Eg: The dog chases the cat

The dogs chase the cat.

The children were playing.

The child has lost her book.

The baby does not want milk.

Each of the two sums was solved

The question of concord (agreement) arises only with,

- Present tense forms of the main verb.
- Present and past tense forms of the primary auxiliary verbs; ‘be’, ‘have’ and ‘do’
- Personal pronouns**

The following table shows you how the primary auxiliary verb agrees with the personal pronoun when it (the personal pronoun) is the subject in a sentence.

‘be’

‘have’

‘do’ Main verb

Present

tense Past

tense Present tense Past

tense Present

tense Past tense Present

tense Past tense

singular I am was have had do did walk walked

plural We are were have had do did walk walked

singular You Are were Have had Do did walk walked

plural You Are were Have Had Do Did walk walked

singular He/she/it Is Was Has Had Does Did walks walked

plural they are were have Had do Did walk walked

I PERSON

II PERSON

III PERSON

Subject-verb agreement is guided by the following factors:

- i. Two subjects joined by 'and' always take a plural verb.

Eg: The boy and the girl are talking to each other.

The cat and the dog are fighting.

However, where two nouns refer to the same person or thing, the verb is singular.

Eg: The principal and science teacher has not come to the school today.

The editor and owner of the paper is the chief guest.

The verb is also singular when two singular nouns refer to one idea.

Eg: Bread and butter is delicious with a banana.

Idly and sambar is my staple breakfast.

ii. When a singular noun is followed by expression like with, as well as, along with, together with, in addition to, the verb agrees with the singular subject.

Eg: The chief minister along with the cabinet minister has arrived.

iii. A singular verb is used with indefinite pronouns like each, every, everybody, everyone, someone, anyone, no one, anybody, somebody, nobody, anything, something, everything and nothing etc

Eg: Everyone is beautiful in their own ways.

Each of the classes is performing well.

Nothing in this world happens without a reason.

Somebody has stolen my purse.

However, some indefinite pronouns like some, any, most take

(a) a singular verb with non-countable nouns

(b) a plural verb with countable nouns

Eg: some of the sugar is on the floor

Some of the apples are rotten.

A plural verb is used with indefinite pronouns like several, few, many .

Eg: Few of the students bring lunch to school.

None may be followed by either a singular or a plural verb, depending on whether a plural or a singular meaning is intended.

Eg: None but a fool wastes his time.

None but fools waste time.

iv. When subjects are connected by ‘either.....or’, ‘neither...nor’, the verb agrees with the subject closes to it.

Eg: Either Rani or her sister is a doctor.

Neither Ravi nor his friends have come.

Neither he nor I am to blame

Either you or he is to blame.

The verb also agrees with the subject closest to it sentences beginning with ‘no one’ or ‘one in’

Eg: No one except my friends have agreed to help him.

One in every ten of them are thieves.

v. Certain nouns ending with ‘-s’ or ‘-ics’ looks plural, but are singular in meaning and hence take a singular verb.

Some such nouns are news, measles, cards, tennis, politics, mathematics and economics.

Eg: The news was better than expected.

Mathematics is his favourite subject.

vi. Articles of dress, and tools, having two equal parts joined at one, also called pair nouns, are treated as plural.

Eg: my trousers are torn.

vii. Collective nouns are singular when the group works together as a single unit and plural when the members of the group are seen as a collection of people doing things as individuals.

Eg: The team runs enthusiastically.

After the game, the team were taking off their uniforms.

viii. The expression ‘one of’ is followed by a plural noun, but always takes a singular verb.

Eg: One of my cousins is a teacher.

ix. When ‘more than’ is followed by a noun, the verb agrees with subject.

Eg: More than ten students are absent.

More than one terrorist was captured.

x. Titles of books and films which have a plural subject take a singular verb.

Eg: Great Expectations was written by Charles Dickens.

A. Fill in the blanks with correct verb:

- a. The orator and statesman ____ dead (is/are)
- b. India ____ won the ODI Cricket (has/have)
- c. Each of the compartments ____ several litres of water.(contain/contains)
- d. Few of the trees _____ their leaves in spring. (lose/loses)
- e. Neither his friends nor Deepak ____ joining the tour. (is/are)
- f. No one except Rahul _____ done the work. (has/have)
- g. Mathematics _____ difficult for some students. (is/are)
- h. The council _____ in favour of athletic activities. (is/are)
- i. More than one hand _____ raised. (was/were)
- j. The Arabian nights ____ an interesting book. (is/are)
- k. Many a man ____ drowned in the sea (was/were)
- l. My jeans _____ fit me any more.(do not/does not)
- m. Soup and salad ____ too light a lunch (is/are).

B. Rewrite the following sentences using the correct form of the verb.

- a. Time and tide wait for no one.

- b. My neighbour, along with his friends, have gone to Tirupathi.

- c. A large sum of money were stolen.

- d. Lost Cities describe the discoveries of many ancient civilizations.

- e. Either the doctor or the nurse are with the patient.

- f. The class respect the teacher.

- g. Mohan's glasses is lost.

h. The jury have delivered the verdict.

i. One of the girls use a red pen.

j. More than one boy were present.

k. Most of my friends is government employees.

Question tags

A question tag is a question that comes at the end of a sentence. It is built by combining an auxiliary verb and a pronoun. We use tag questions to confirm or check information or ask for agreement.

A question tag is made up of the statement, a comma and the question clause. Example: do they? , wasn't it? , should you? , hasn't she? Etc.

How do we construct a question tag?

While creating a question tag, the verb in the statement must be taken into account. If the main clause has an auxiliary verb in it, the same verb is used in the question tag.

Types of question tags:

- **Positive question tags**
- **Negative question tags**

Note: a positive sentence will have a negative question tag and a negative sentence will have a positive question tag. Here are a few examples of the usage of question tags:

a positive statement + a negative question tag

☐ You are a student, aren't you?

☐ She is an Indian, isn't she?

☐ They are going to the park, aren't they?

a negative question tag + a positive statement

☐ Mary isn't a teacher, is she?

☐ He doesn't like tomatoes, does he?

☐ We hadn't visited this museum, had we?

We use the same auxiliary verb in the tag as in the main sentence. If there is no auxiliary verb, normal question words like do/does/did, is/was etc are used according to the context.

☐ You live in Spain, don't you?

☐ You want to come with me, don't you?

☐ This meal is horrible, isn't it?

☐ You don't know where the boss is, do you?

☐ You can swim, can't you?

We use tag questions to check whether something is true.

☐ The meeting's tomorrow at 8am, isn't it?

☐ You won't go without me, will you?

In the present form of be: If the subject is 'I' the auxiliary changes to are or aren't in the question tag.

☐ I'm sitting next to you, aren't I?

☐ I'm little red, aren't I?

With let's, tag question is shall we?

☐ Let's go to the beach, shall we?

☐ Let's have a cup of coffee, shall we?

With an imperative, the tag question is will you?

☐ Close the window, will you?

☐ Hold this, will you?

We use an affirmative tag question after a sentence containing a negative word such as never, hardly, nobody.

☐ Nobody lives in this house, do they?

☐ You have never liked me, have you?

When the subject is nothing, we use 'it' in the tag question.

☐ Nothing bad happened, did it?

☐ Nothing ever happens, _____ does it?

If the subject is nobody, somebody, everybody, no one, someone or everyone, we use ‘they’ in the tag question.

☐ Nobody asked for me, _____ did they?

☐ Nobody lives here, _____ do they?

If the main verb in the sentence is ‘have’ (not an auxiliary verb), it is more common to use ‘do’ in the tag question.

☐ You have a Ferrari, _____ don’t you?

☐ She had a great time, _____ didn’t she?

Fill in the blanks with suitable question tags:

- 1) The conference starts tomorrow, _____
- 2) You don’t know anyone in China, _____
- 3) We must be patient, _____
- 4) You can speak two languages, _____
- 5) I am late, _____
- 6) Let’s go home, _____
- 7) You will pass the exam, _____
- 8) It hasn’t rained yet? _____
- 9) Meera can speak English, _____
- 10) You listen to music, _____
- 11) We have never seen that, _____
- 12) We will wash the clothes, _____

Question forms:

Question forms in English grammar refer to those sentences which are used to ask questions in conversations.

How do we use question forms?

There are different types of question forms in English which are used according to the situation and answer expected. It consists of a question word followed by verbs, nouns etc.

Structure: Wh + H.V + Sub + Main verb.

When is she coming?

Types of question forms:

- General/Closed or yes/no questions-The expected answer is 'yes' or 'no'.

Ex: Have you washed the car?

Did they live before you?

- Special/ Wh- questions-When we want more detailed information.

(What, who, when, which, where, whose, why, how).

Question word	Function	Example
Why	Reason/explanation	Why are they walking?
What	General Information-an object/a thing	What are they doing?
Who	Information about a person	Who wrote the article?
Which	Choices/number of options.	Which car do you want?
Where	place/position	Where do you work?
Whose	Possession	Whose paper is this?
When	Time	When are you coming?
How	Manner/method/condition/quantity/quality	How did you fix the car?
• Choice questions-Gives someone a choice between possible answers. The possible answers are usually already in the question.		
Ex: Do you want mobile or tv?		
Is your car blue or black?		
• Tag questions-to confirm or check information or ask for agreement.		
Ex: You like living in Bangalore, don't you?		
She's pretty, isn't she?		
Frame 'Wh' questions to get answer for underlined word:		
1) <u>Power</u> makes people selfish.		
2) <u>Money</u> is the root of all evil.		
3) My mother reads ' <u>Deccan Herald</u> ' every day.		
4) I am from <u>Karnataka</u> .		

- 5) The grey dog is mine.
- 6) That's my younger sister.
- 7) Abdul Kalam had inspired many youngsters in India.
- 8) The mantra carries a prayer.
- 9) Nutrition has been a neglected area in Indian sports.
- 10) Alfred was greatly influenced by American films and magazines.
- 11) I have heard that piece of music.
- 12) We experience the alchemy of nature.
- 13) The audience gave the artists a standing ovation.
- 14) The king brought some water.
- 15) He works fast.

Module - 10

Linkers (Used to link large group of words):

Linkers/Connectives or linking words are the words that relate one idea or sentence of the text with another. They connect the ideas logically. Examples: but, therefore, later, moreover, accordingly etc.

Types of linkers:

PURPOSE OF LINKERS/CONNECTORS

Consequence Accordingly, as a result, due to, so then, thus, otherwise, so that, since, hence, with the result, purpose, that etc.

Exception Aside from, however, in spite of, nevertheless, excluding, despite etc

Emphasis Above all, absolutely, in truth, naturally, surprisingly, furthermore, positively etc.

Comparison & Contrast Similarly, likewise, as with, equally, in the same way, after all, in spite of, although, compared to, however, yet, whereas, instead, conversely, meanwhile, rather etc.

Time after, initially, last, lastly, simultaneously, soon, usually, thereafter, to begin with, eventually, at the same time, currently etc.

Addition additionally, further, in fact, moreover, similarly, equally, pursuing this, in the same way, likewise, and, also, again etc.

Example as an example, in this case, chiefly, particularly, such as, to illustrate, in other words, especially etc.

Sequence first, second, third..., finally, next, meanwhile, after, then, subsequently

Summary accordingly, after all, all in all, considered, therefore, to sum up, on the whole, in short, in brief, in any case, finally, as a result etc.

Linkers help to list facts chronologically, link events across time, compare and contrast sketches, explain or illustrate the main idea. Examples of usage of linkers are as follows:

- ☐ The match was delayed because of the power cut.
- ☐ Although it was raining, we went out for a drive.
- ☐ The bell rang and the students ran immediately.
- ☐ The presentation was lengthy, nevertheless, it was informative.

- ☐ It was a tiring day; moreover, there was a heavy traffic due to the protest.

Choose appropriate linkers to fill in the blanks:

(as well as, than, though, despite, because, since)

- 1) I didn't go for work _____ I was sick ,and I had to see the doctor.
- 2) She is good at sports_____ in studies.
- 3) _____ facing lot of troubles, he kept moving on and succeeded.
- 4) We shouldn't spend more _____ we earn.
- 5) We went out even _____ the weather was bad.
- 6) _____ we arrived late, all the best seats had been taken.

Question Paper Pattern

Section A – Workbook (40 marks)

- | | |
|--|-----------------------|
| 1. Comprehension passage | 5 marks |
| 2. Referencing Skill, Brochure, Advertisement,
picture reading | 2 + 3= 5 marks |
| 3. Data Interpretation | 5 marks |
| 4. Listening vs hearing and Listening activities | 5 marks |
| 5. Non-verbal and verbal signs of active listening | 5 marks |
| 6. Introducing oneself, Introducing others, Requests
Enquiries and seeking permission | 5 marks |
| 7. Giving instruction to do a task and
to use a device, giving directions | 3 marks |
| 8. Concord, question forms, question tags | 5 marks |
| 9. Use of Derivatives, Linkers | 2 marks |

Section B - Coursebook (20 marks)

- | | |
|---|-----------------|
| 1. Answer any five questions in a sentence or two.
(Students have to answer any 5 questions out of 8) | 2 x 5=10 |
| 2. Answer any two questions in a paragraph.
(Students have to answer any 2 questions out of 5) | 5 x 2=10 |