

Generic English (L2)

**I Semester BA/BSW/Music/B.F.A /B.V.A and
Other Courses under the Faculty of Arts**



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FOREWORD

The Generic English workbook for I semester UG (Arts, Science, Commerce & Management programmes) has been designed with the dual-objective of inducing literary sensibility and developing linguistic skills in students.

I congratulate the Textbook Committee on its efforts in the selection of the literary pieces and preparation of the material for grammar and usage. I thank the Director of Prasara and Printing Press, the Assistant Director of Prasara and their personnel for bringing out the textbook neatly and on time.

I hope the text will motivate the teachers and the students to make the best use of it and develop literary sensibility as well as linguistic skills.

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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: Illuminations - I General English Text book published by Prasaranga.

Unit -I

Receptive Skills: Reading Skills and Listening Skills

Module- 1 Comprehension

INTRODUCTION:

The word comprehension means the ability to understand what you listen or what you read. It is an exercise which aims at improving or testing one's ability to understand a language.

Important Strategy to Solve Comprehension Passages

- Read the passage as fast as possible.
- Get involved with the paragraph to understand it.
- Underline important lines or parts of the passage to answer the questions. It will also help to understand the main idea of the passage or the tone or mood of the author.
- Try to translate a complex line in an easy one in your own words and your own language. This will help you in analyzing the main idea of the paragraph and in seeking the cause and effects of the passage.
- Underline or mark the keywords. These will help you to discover the logical connections in the passage and help in understanding it better.
- Try to understand some certain unfamiliar words by reading the line thoroughly. The theme of the line will make you understand the meaning of the words.
- Determine the main idea, tone or mood, inferential reasoning, and other details from the paragraph.
- Do not assume anything based on your personal belief.
- Look back at the paragraph when in doubt.
- Read the questions and all the alternative provided and choose the most appropriate one.

SAMPLE PASSAGES:

PASSAGE-1

The **Pro Kabaddi League**, currently known as **Vivo Pro Kabaddi League** for sponsorship purpose, is a professional-level Kabaddi league in India. It was launched in 2014 and is broadcast on Star Sports.

The leagues inception was influenced by the popularity of the Kabaddi tournament at the 2006 Asian Games. The format of the competition was influenced by Indian Premier League. The Pro Kabaddi League uses a franchise-based model and its first season was held in 2014 with eight

teams each of which having paid fees of up to US\$250,000 to join. There were doubts over whether the PKL would be successful, noting that there were many leagues attempting to emulate the IPL's business model and success, and that unlike cricket, there were relatively fewer well-known players in Kabaddi. However, it was also noted that kabaddi was widely played in grassroots community settings, and could thus attract a wide variety of rural and metropolitan viewers for advertisers to target if the league gained significant traction.

The Inaugural season was seen by 435 million viewers, Mashal sports placing it just behind the total-season viewership of the 2014 Indian Premier League season, while the inaugural championship was seen by 86.4 million viewers. Star Sports, the PKL's broadcaster, subsequently announced in 2015 that it would acquire a 74% stake in the league's parent company Mashal Sports.

For the 2017 season, the PKL added four new teams, and changed its format to split the teams into two divisions known as "zones".

Read the passage and choose the most appropriate option

Q1. When was the professional kabaddi league (PKL) started, who was the broadcast partner and what is it currently called?

- a) 2014, Zee Tv, Verizon Premier Kabaddi League
- b) 2014, Start Tv, Vivo Premier Kabaddi League
- c) 2015, Star Sports, Verizon Pro Kabaddi League
- d) 2014, Start Sports, Vivo Pro Kabaddi League

Q2. What is the ratio of the total number of viewers of the inaugural season vs. inaugural championship?

- a) 5:1.5
- b) 1:5
- c) 5:1
- d) 5:4

Q3. Why was there a doubt that PKL would not be a success?

- a) There were many leagues attempting to emulate the IPL's business model and success
- b) There were fewer kabaddi players known to the public
- c) Either (a) or (b)
- d) Both (a) and (b)

Q4. In what context is the word "zones" used in the passage?

- a) Disunions
- b) Divisions
- c) Neighborhood
- d) Directions

Q5. Because kabaddi is played at grassroots community level, which kind of viewers it could possibly attract?

- a) Only rural viewers
- b) Only urban views

- c) Rural and metropolitan viewers
 - d) It would garner no viewers at all
- Answers

Q1 – d

Q2 – c

Q3 – d

Q4 – b

Q5 – c

PASSAGE-2

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.

Q1. What is the difference between the approaches of Socrates and Aristotle?

- 1) Aristotle felt the need for repetition to develop good habits in students; Socrates felt that students need to be constantly questioned
- 2) Aristotle felt the need for rote-learning; Socrates emphasized on dialogic learning
- 3) There was no difference
- 4) Aristotle emphasized on the importance of paying attention to human nature; Socrates emphasized upon science

Ans1. The first option is correct – their approaches were different and this difference is quite explicitly explained in the fourth paragraph

Q2. Why do educationists consider philosophy a 'weak and woolly' field?

- 1) It is not practically applicable
- 2) Its theoretical concepts are easily understood
- 3) It is irrelevant for education
- 4) None of the above

Ans2. The first option is correct because educationists believe that philosophical abstractions are not suitable for practical application.

Q3. What do you understand by the term 'Perennialism' in the context of the given comprehension passage?

- 1) It refers to something which is of ceaseless importance
- 2) It refers to something which is quite unnecessary
- 3) It refers to something which is abstract and theoretical

4) It refers to something which existed in the past and no longer exists now

Ans3. The first option is correct because the term comes from the root word 'perennial' – which means ceaseless.

Q4. Were Plato's beliefs about education democratic?

- 1) He believed that only the rich have the right to acquire education
- 2) Yes
- 3) He believed that only a select few are meant to attend schools
- 4) He believed that all pupils are not talented

Ans4. The second option is correct – Plato's beliefs were democratic but not his suggested practices

Q5. Why did Aquinas propose a model of education which did not lay much emphasis on facts?

- 1) Facts are not important
- 2) Facts do not lead to holistic education
- 3) Facts change with the changing times
- 4) Facts are frozen in time

Ans5. The third option is correct – facts do change with the changing times, hence, they are not of the utmost importance when aiming for holistic education.

Passages for Practice:

Passage - 1

Today I Rabindranath Tagore complete eighty years of my life .As I look back on the vast stretch of years that lie behind me and see in clear perspective the history of my early development, I am struck by the change that has taken place both in my own attitude and in the psychology of my countrymen -- a change that carries within it a cause of profound tragedy. Our direct contact with the larger world of men was linked up with the contemporary history of the English people whom we came to know in those earlier days. It was mainly through their mighty literature that we formed our ideas with regard to these newcomers to our Indian shores. In those days the type of learning that was served out to us was neither plentiful nor diverse, nor was the spirit of scientific enquiry very much in evidence. Thus their scope being strictly limited, the educated of those days had recourse to English language and literature. Their days and nights were eloquent with the stately declamations of

Burke, with Macaulay's long-rolling sentences; discussions centered upon Shakespeare's drama and Byron's poetry and above all upon the large-hearted liberalism of the nineteenth-century English politics. At the time though tentative attempts were being made to gain our national independence, at heart we had not lost faith in the generosity of the English race. This belief was so firmly rooted in the sentiments of our leaders as to lead them to hope that the victor would of his own grace pave the path of freedom for the vanquished. This belief was based upon the fact that England at the time provided a shelter to all those who had to flee from persecution in their own country. Political martyrs who had suffered for the honour of their people were accorded unreserved welcome at the hands of the English. I was impressed by this evidence of liberal humanity in the character of the English and thus I was led to set them on the pedestal of my highest respect. This generosity in their national character had not yet been vitiated by imperialist pride. About this time, as a boy in England, I had the opportunity of listening to the speeches of John Bright, both in and outside Parliament. The large-hearted, radical liberalism of those speeches, overflowing all narrow national bounds, had made so deep an impression on my mind that something of it lingers even today, even in these days of graceless disillusionment.

Q1.From the first paragraph, give asynonym for 'deep':

- 1.Perspective
- 2.Profound
- 3.tragedy
- 4.Psychology

Q2.What helped the Indians to conceive of a notion of the English men?

- 1.Their advanced weaponry
- 2.Their literature
- 3.Their orders
- 4.Their administration

Q3.Who could read and gain from English literature?

- 1.The educated Indians
- 2.All the Indians
- 3.Only writers such as RabindranathTagore
- 4.None of the above

Q4.From the third paragraph, give an antonym for 'victorious'

- 1.Victor
- 2.Vanquished

3. Belief

4. Persecution

Q5. Whose speeches did Tagore listen to, as a boy?

1. Shakespeare

2. Byron

3. John Bright

4. Macaulay

Passage 2

Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped to unlock the secrets of the atom.

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she

never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

1. The Curies' _____ collaboration helped to unlock the secrets of the atom.

1. friendly
2. competitive
3. courteous
4. industrious
5. chemistry

2. Marie had a bright mind and a _____ personality.

1. strong
2. lighthearted
3. humorous
4. strange
5. envious

3. When she learned that she could not attend the university in Warsaw, she felt _____.

1. hopeless
2. annoyed
3. depressed
4. worried
5. None of the above

4. Marie _____ by leaving Poland and traveling to France to enter the Sorbonne.

1. challenged authority
2. showed intelligence
3. behaved
4. was distressed
5. Answer not available

5. _____ she remembered their joy together.

1. Dejectedly
2. Worried
3. Tearfully
4. Happily
5. Irefully

Passage-3

The Trojan War is one of the most famous wars in history. It is well known for the 10-year duration, for the heroism of a number of legendary characters, and for the Trojan horse. What may not be familiar, however, is the story of how the war began.

According to Greek myth, the strife between the Trojans and the Greeks started at the wedding of Peleus, King of Thessaly, and Thetis, a sea nymph. All of the gods and goddesses had been invited to the wedding celebration in Troy except Eris, goddess of discord. She had been omitted from the guest list because her presence always embroiled mortals and immortals alike in conflict.

To take revenge on those who had slighted her, Eris decided to cause a skirmish. Into the middle of the banquet hall, she threw a golden apple marked “for the most beautiful.” All of the goddesses began to haggle over who should possess it. The gods and goddesses reached a stalemate when the choice was narrowed to Hera, Athena, and Aphrodite. Someone was needed to settle the controversy by picking a winner. The job eventually fell to Paris, son of King Priam of Troy, who was said to be a good judge of beauty. Paris did not have an easy job. Each goddess, eager to win the golden apple, tried aggressively to bribe him.

“I’ll grant you vast kingdoms to rule,” promised Hera. “Vast kingdoms are nothing in comparison with my gift,” contradicted Athena. “Choose me and I’ll see that you win victory and fame in war.” Aphrodite outdid her adversaries, however. She won the golden apple by offering Helen, daughter of Zeus and the most beautiful mortal in the land, to Paris. Paris, anxious to claim Helen, set off for Sparta in Greece.

Although Paris learned that Helen was married, he nevertheless accepted the hospitality of her husband, King Menelaus of Sparta. Therefore, Menelaus was outraged for a number of reasons when Paris departed, taking Helen and much of the king’s wealth back to Troy. Menelaus collected his loyal forces and set sail for Troy to begin the war to reclaim Helen.

1. Eris was known for _____ both mortals and immortals.

1. scheming against

2. creating conflict amongst
3. feeling hostile toward
4. ignoring
5. comforting

2. Each goddess tried _____ to bribe Paris.

1. boldly
2. effectively
3. secretly
4. carefully
5. honestly

3. Athena _____ Hera, promising Paris victory and fame in war.

1. disregarded the statement of
2. defeated
3. agreed with
4. restated the statement of
5. questioned the statement of

4. All the god and goddesses had been invited to -----

1. Wedding celebration
2. Naming ceremony
3. House warming celebration
4. Birthday celebration
5. Carnation celebration

5. Who promised "I'll grant you vast kingdoms to rule,"

1. Tania
2. Eries
3. Hera
4. Helen
5. Peleus

Module- - 2

REFERENCING SKILL, BROCHURE, ADVERTISEMENT AND PICTURE READING.....Referencing skill is one of the receptive skill.

Referencing is the way that you must acknowledge the sources of information that you use in your assignments, reports and dissertation. This includes ideas, theories, quotations, facts and figures, with illustrations and even diagrams that are originally created by someone else.

In fact, reference skills are cross-curricular skills that are part of the scope and sequence of many academic areas – language, arts, science, history and mathematics. You really can call them learning skills

Referencing skill helps you to avoid plagiarism. Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without acknowledgement. All published and unpublished materials, such as manuscript, printed or electronic form.

IMPORTANCE OF REFERENCING SKILL

- To distinguish your own ideas from those of someone else.
- To cite different points of view.
- To validate what you are writing, by referring to documented evidence. ...
- To inform readers of the scope and depth of your reading.

Types of referencing skills.

There are two internationally recognized systems for identifying sources, such as

1. Modern Languages Association system - MLA
2. American Psychological Association system- APA

MLA Format

MLA style is a referencing method developed by the Modern Language Association. It consists of two parts: a brief in-text citation in the body of your essay and a detailed list of the “Works Cited” at the end of the work.

Last Name, First Name. Title of Book. Edition used. Place of publication: Publisher, Year of publication. Medium of publication.

For Example

1) Book with one author

Aprilson, Andy. *The Emergency Budget Task Force Handbook*. Mississippi: Haberdasher, 2001. Print.

2) Book with two authors

Bringham, Darrin E., and Sally Knope. *Resting Heartbeat Science*. 12th ed. Alahandro: Spaghetti, 2001. Print.

3) Journals/periodicals

Authors(s) Name in full.(family name and personal name)The title of the Article.Title of the periodicals, volume-, year, page no.

Ex: Ambler, Charles. "Alcohol, Racial segregation and popular politics in Northern Rhodesia". *Journal of African History*. 312(1990) 295-315.

APA Format

Another popular International system for Identifying sources is American Psychological Association (APA) system

The APA referencing skill is an "author-date" style, so the citation in the text consists of

- The author(s) name. Use only the surname of the author(s) followed by a comma
- The year of publication given wholly or partly in round brackets.
- Title of the book.Capital letter for the subtitle also.
- City of publication.
- Publisher.

For Books:

Arnold,F(1981) *College English: A silent-way approach*. Japan. Don Press.

For Journals:

Cohen D.N. (1984) *Historical TEFL: a case study*. *RELC Journal*. S1(1)30-52.

TASK 1:

Using the following details write a Bibliography in either MLA or APA format

Title of the book: New approaches to Language Teaching

Publisher: Oxford University Press

Author: Ram Narayan Gupta

Place of Publication: New Delhi

Year: 1995

TASK 2: Using the following details about an article published in a journal write a Bibliography in either MLA or APA format.

Journal : ELT Quarterly

Volume : 36(4)

Author: LathaBannerjee

Year of Publication: 2008

Title of the Article: Teaching without lecturing

Page Numbers: 237-241

QUESTIONS:

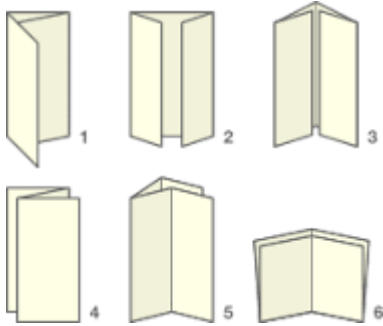
- 1) What are reference skills?
- 2) What are the types of referencing?
- 3) What is APA reference format?
- 4) What is MLA reference format?
- 5) What is plagiarism?
- 6) What is the importance of referencing skill?

BROCHURE

A Brochure is a sales piece designed to promote a certain product or service and to provide potential customers with information. However, brochures can also be written for many other occasions. The most common purposes for brochures are listed below:

- answering frequently-asked-questions
- offering brief “how-to” information
- showing pros or cons

- explaining a procedure to a reader
- giving potential clients an entire overview of a company's portfolio
- encouraging a client to purchase a particular product instead of another



A brochure is an informative paper document (often used for advertising) that can be folded into a template, pamphlet, or leaflet. A brochure is usually folded and only includes summary information that is promotional in character

Significance of brochure



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

Brochure writing tips

1. Determine the audience for your message.
2. Your brochure may be directed towards specific groups, such as potential clients, sponserers, the media, or a broad audience.
3. Decide on the purpose of your brochure: persuading, informing, entertaining, etc.
4. Brochure should be brief and informative.
5. Try to be concise and accurate.

6. Use proper graphics to enhance the brochure.
7. Colorful, bright paper attracts attention and is more interesting to read.
8. Avoid too many colours and pictures.
9. Make the brochure look too flashy.
10. Add a call to action at the end of your brochure. You can ask your readers to make a phone call, visit a website for more details, or purchase a sample of your product.
11. Finally Proof read and edit the brochure.

Key Points to Consider

1. Pay attention to the covering page and information in it.
2. Be creative in the look of the Brochure.
3. The use of testimonials in the brochure can increase its credibility in the readers' eyes. A testimonial is a quote from a satisfied customer. Specify the client's full name, job position, state, and the city of residence, or else the testimonial may seem fake.
4. Brochures add credibility to your company. People tend to believe that if a company produces printed materials, it is more trustworthy.

A brochure should contain the following.

- Don't ignore the basics when creating a brochure;
- it should include standard information, such as
- company name,
- at least two types of contact information,
- a logo and tagline.
- It should also include a headline on the front and two or three
- brief items
- outlining benefits your organization can provide.
-

Exercises:

- 1) What is a Brochure?
- 2) What is the main objective of a Brochure?
- 3) What information should be there in a Brochure?
- 4) Mention a few steps for writing a Brochure?

ADVERTISEMENTS AND PICTURE READING

An Advertisement (or “ad” for short) is the promotion of a product, brand or service to a viewership in order to attract interest, engagement and sales. Advertisements is anything that draws good attention towards these things come in many forms, from copy to interactive video, and have evolved to become a crucial feature of the app marketplace. It is usually designed by an advertising agency for a sponsor or brand and made public by various media. Ads appear on television, radio, newspapers, magazines and billboards in streets Sand cities.

OBJECTIVES OF ADVERTISEMENT

Advertising has three primary objectives:

- To inform.
- To persuade.
- To remind.

Informative Advertising creates awareness of

- Brands.
- Products.
- Services, and
- Ideas.

It announces new products and programs and can educate people about the quality and benefits of new or established products.

Scope of Advertising

- **Increases awareness:** Advertising research increases the knowledge about the market, which helps in building a brand campaign.
- **Analyzes changing market:** Knowing your customer is very important for any business. ...
- **Public feedback:** Advertising research records the feedback of your audience.

Features of Advertising are as follows:

- **Paid form of communication:** ...
- **Non-personal presentation of message:** ...
- **Promote idea about the products and services of a business:** ...

- Issued by an identified sponsor:
- Promotion of Sales: ...
- Introduction of New Products: ...
- Support to Production System: ...
- Increasing Standard of Living: ...
- Public Image: ...
- Support to Media: ...
- Benefits to Manufacturers and Traders: ...
- Benefits to Customers

Picture Advertisement and it's Role

An image ad consists of an image that you provide featuring information about your business, services, or products. When people click anywhere on your ad, they'll be taken to your website. Image ads can appear on web pages and other places in the Display Network

The Role of Picture in Advertising.

Poor images portray bad impression. When used cleverly, images can help drive more visitors to your website, encourage social shares and brand interaction, and ultimately help you to achieve your business goals.

There are 3 types in Advertising

- Display Advertising.
Display advertising is defined as a mode of online advertising where marketers use banner ads along with other visual ad formats to advertise their product on websites, apps or social media.
- Video Advertising.
Video advertising encompasses online display advertisements that have video within them, but it is generally accepted that it refers to advertising that occurs before, during and/or after a video stream on the internet.
- Mobile Advertising.
Mobile advertising is a form of advertising via mobile phones or other mobile devices. It is a subset of mobile marketing, mobile advertising can take place as text ads via SMS, or

banner advertisements that appear embedded in a mobile web site.

Importance of Advertising.

Advertising- helps in launching many new products in the market. Thus,

- The consumers become aware about the products available in the market.
- Purchasing these products helps in raising their standard of living.
- Advertising raises the demand for the product and hence
- The level of the production goes up.

Answer the following questions in about one or two sentences each.

- 1) What is Advertisement?
- 2) What are the types of Advertisements?
- 3) Write the importance of Advertisements?
- 4) What is picture Advertisements?
- 5) Mention 3 types of Advertisements?
- 6) What is the importance of Advertising?
- 7) What is Display Advertising?

PICTURE READING



Picture Reading is one of the activities that will support the development of early literacy skills. Apart from developing observation skills, visual thinking, confidence to read, analysing skills, picture reading is always a fun activity.

Purpose of Picture Reading

Increasing Engagement – Picture books allow teachers and parents to spend time discussing the story, pictures and words. This gives young readers confidence and allows them to talk about what they see on the page, what happened in the story, what the characters are doing and which events have unfolded.

Importance of Picture Reading

Picture reading for young readers are building blocks that promote literacy, vocabulary skills, sentence structure and story analysis. ... The rhythm and rhyme of picture reading makes them easy to understand and fun to read aloud, allowing students to learn words quickly.





School



Read the passages and answer the questions.

Hello! My name is Peter. I am eight years old. I go to school in Hong Kong. I study six subjects. They are English, Chinese, maths, science, Art and PE. I love Chinese. It is my best subject. I like English too! However, I don't like maths. It is my worst subject. I think maths is very difficult.



Hi! I'm Kimmy. I'm ten years old. I go to school in Japan. I like school because I enjoy learning new things. My favourite subject is Art because I love to draw pictures, especially cartoons. I like English but I prefer Japanese. My best subject is music. I always get high marks in my tests.



1. How old is Peter? _____
2. Where does he live? _____
3. Which subject does Peter like best?

4. Why does Peter not like maths?

5. Where does Kimmy live? _____
6. Kimmy hates Art. True or false? _____
7. Which subject does Kimmy prefer, English or Japanese? _____
8. Which is Kimmy's best subject, music or art? _____

Name: _____
Class: _____

Part A: Read.



This is May. She's ten years old. She's tall and thin.
She's got long brown hair. She's got brown eyes.
She can sing and dance. She can't swim.

Every Monday, May reads Chinese books with her friends.
Every Tuesday, she rides a bike to school. On
Wednesdays, she plays music at school. On Thursdays, she
sings English songs with her friends. Every Friday, she
cooks eggs at home.

Part B: Write the day please.



Part C: True or False.

1. May reads Chinese books. _____
2. May rides a bike to school on Fridays. _____
3. She plays music at home. _____
4. She plays music at school on Wednesdays. _____
5. She cooks pizza. _____

Part D: Please answer Yes or No.

1. Does May ride a bike on Mondays? _____, _____.
2. Does May sing English songs? _____, _____.
3. Does May cook on Fridays? _____, _____.
4. Does she play music on Wednesdays? _____, _____.
5. Does May read Chinese books on Tuesdays? _____, _____.

Answer the following questions

- 1) What is Picture Reading?
- 2) What is the purpose of Picture Reading?
- 3) What is the Importance Reading?

Describe the Picture given below

Exercise:1



Exercise:2



Module- -3

DATA INTERPRETATION

What is Data?

Data is information. It is facts or statistics collected together for reference or analysis.

What is Data Interpretation?

Once the data has been analyzed, the next progressive step is to interpret the data. Data interpretation is the process of assigning meaning to the processed and analyzed data.

Data interpretation is the process where analyzed data or cleansed data is viewed through a frame that can assign meaning to that data and allow us to draw relevant or meaningful conclusion. So, it is a step that comes after a data analysis that we use to make a decision.

1. **Renuka conducted a survey to find out how teenagers spend their free time. Based on the findings given below, write a short composition titled “Teenagers and Their Pursuits” along with your ideas and conclusion in 80 words.**

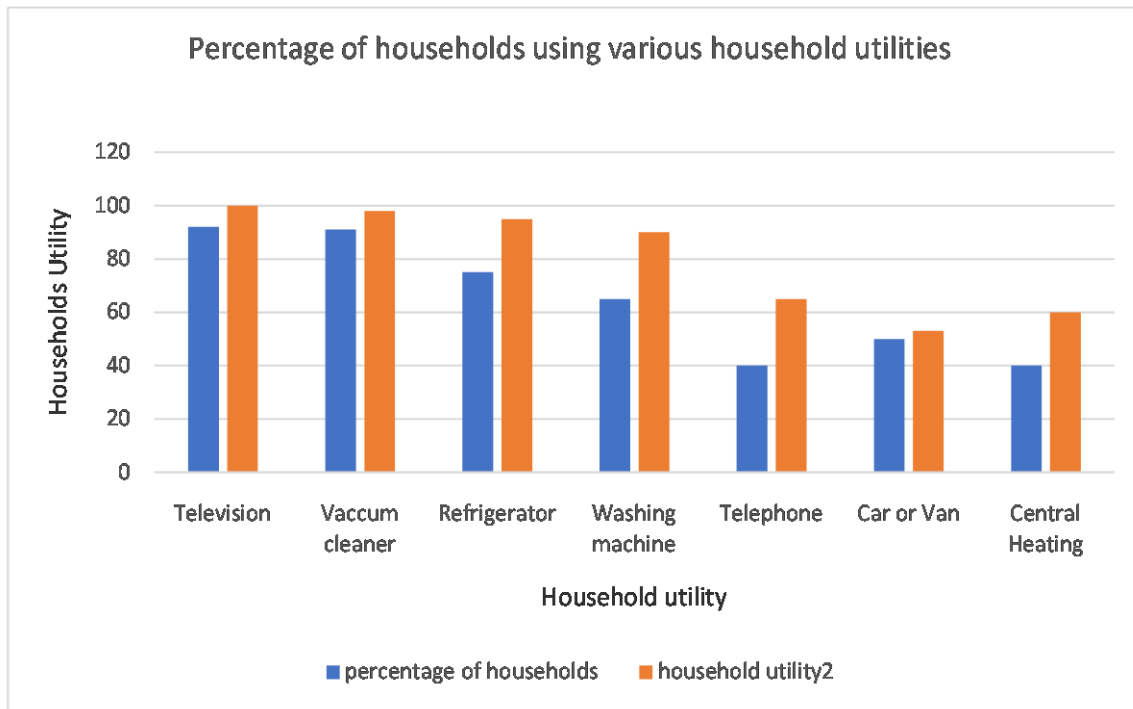
No	Nature of Activity	Time spent
----	--------------------	------------

1	Watching sports on TV	10%
2	Watching movies, serials on TV	40%
3	Playing outdoor games	5%
4	Reading	25%
5	Talking to friends	15%
6	Hobbies	5%

Teenagers and Their Pursuits

The survey, which was conducted recently presents a gloomy picture, since teenagers (40%) are spending their maximum time glued to the ‘idiot box’, watching serials, which are harmful. Sports appears to have taken a backseat since only 10% are watching sports and only 5% are playing outdoors, maybe due to lack of playgrounds. Hardly any square time is kept for creative pursuits and hobbies. The craze is talk to friends on mobile or telephone. The silver lining is that at least 25% teenagers are reading books, newspapers and are utilising their time meaningfully.

2.Survey was conducted on percentage of households using various household utility products and the result is evident in the bar-chat given below. The following bar-chart and write the

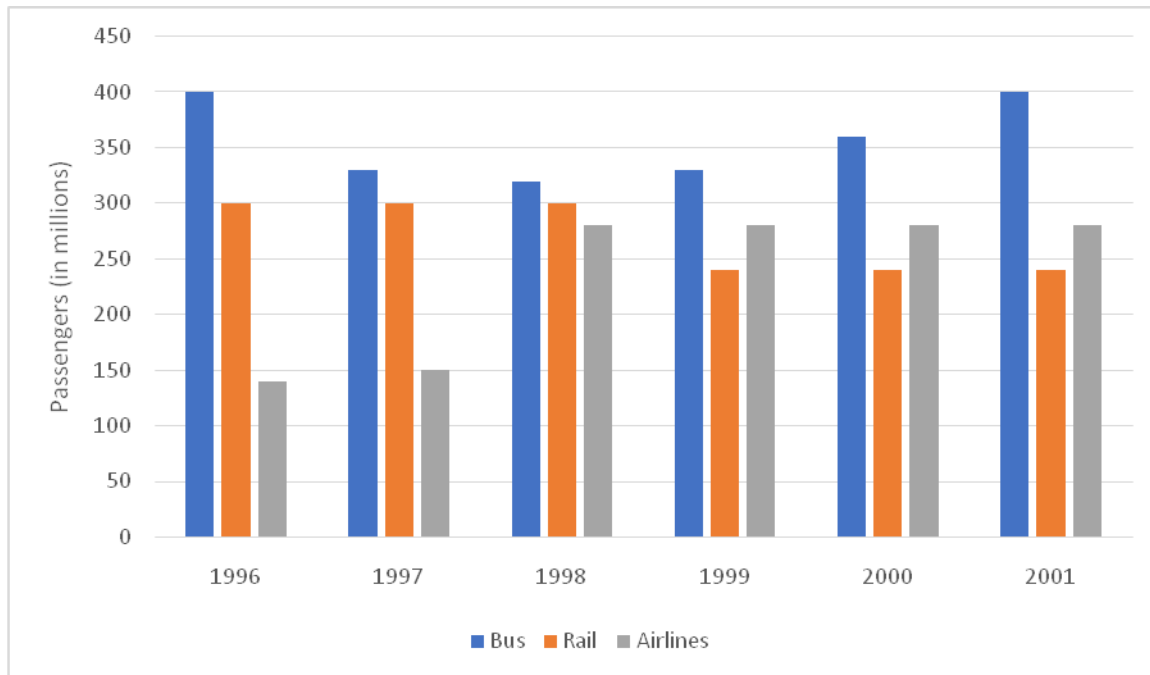


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holds

. 2000 . 1997

3. Sarah Ibrahim conducted the following survey, as part of her project, on the various modes of public transport. Using the information given below, write a paragraph on the topic “The various modes of public transport” in 80 words. Give valid suggestions and reasons for the change in the preferences of people.

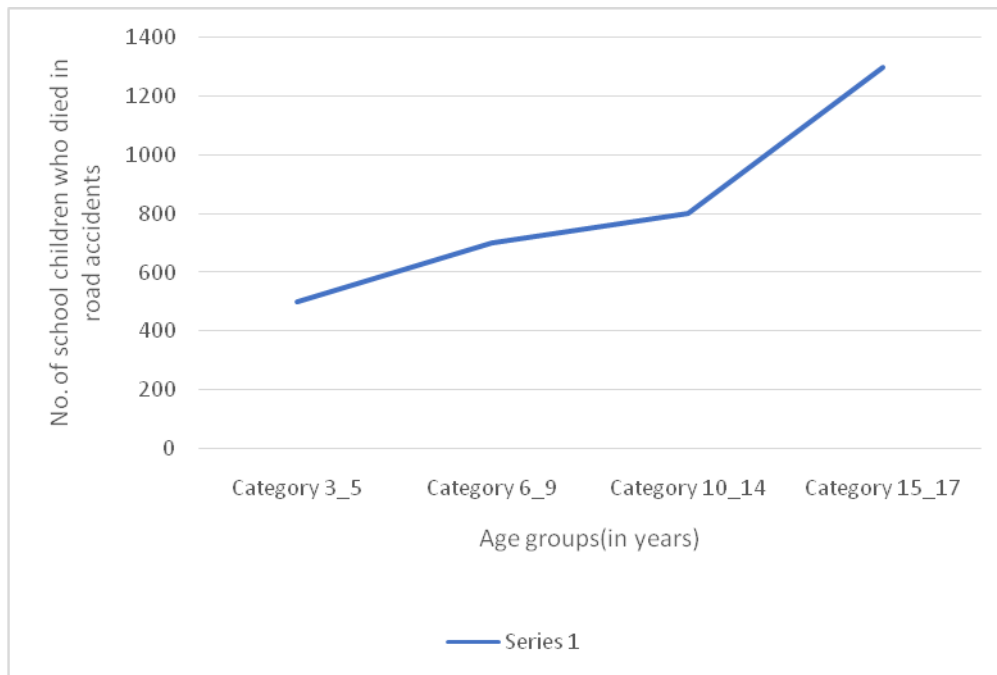


The various Modes of Public Transport

Ans.

The survey throws an interesting light on people’s preferences for travel from 1996 till 2001. Travelling by bus is still the most popular mode, though its popularity decreased in 1997-98, since then it has grown in popularity. The decrease was due to a rise in air travel. The return to bus travel is due to the **steep** rise in fares of **air** travel. Rail travel remained steady from 1996 to 1998 but declined from 1999- 2001 and is not very popular with the public.

4. ‘Road Safety Week’ is being observed all over India. You are the head-boy of your school and you have to write a short paragraph, on the subject of ‘Road Safety for school children,’ Study the graph given below, showing the number of schoolchildren who lost their lives in road accidents recently. You are further aggrieved because there are two more public schools in the vicinity and traffic is really thick during school timings. So, write a paragraph in 80 words giving practical solutions.



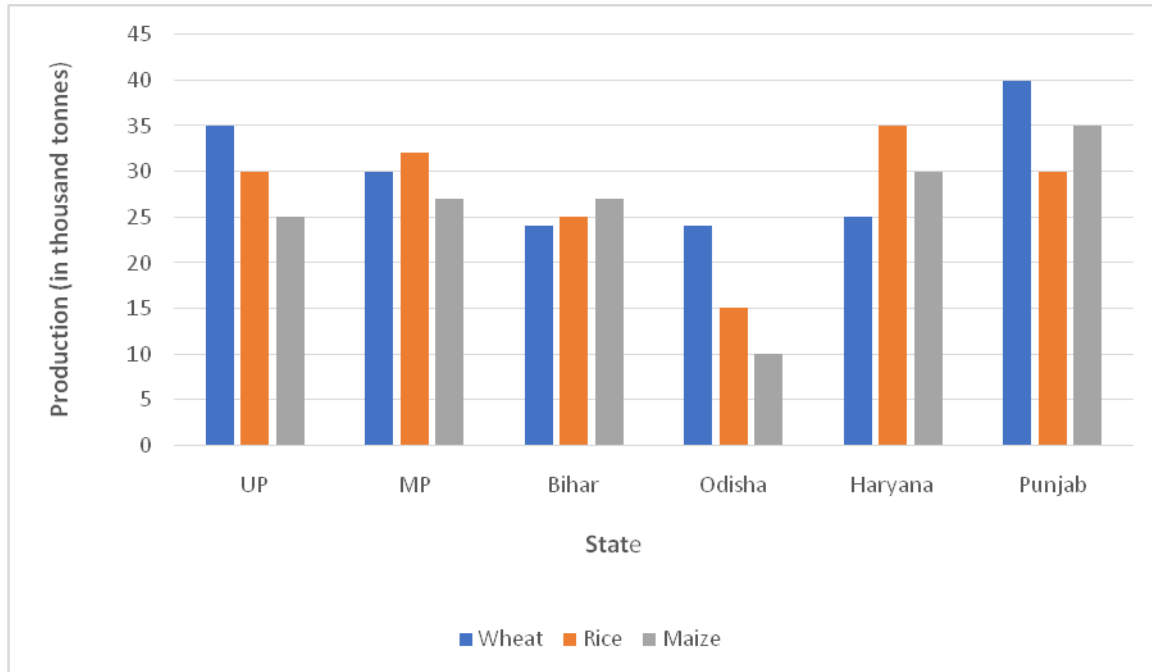
5. Abhinav Arya collected the following information during his survey for his General studies project on the production of two-wheelers in India.

Study the table given below and write a paragraph in 80 words on the 'The craze for two-wheelers in the present times.

Year	Scooters	Motorcycles	Mopeds	Total
2004-2005	642083	302520	449688	1394291
2005-2006	725735	429037	445694	1600466
2006-2007	766620	430366	406084	1603067
2007-2008	833802	461955	460398	1756155
2008-2009	1225895	809087	621035	2656017

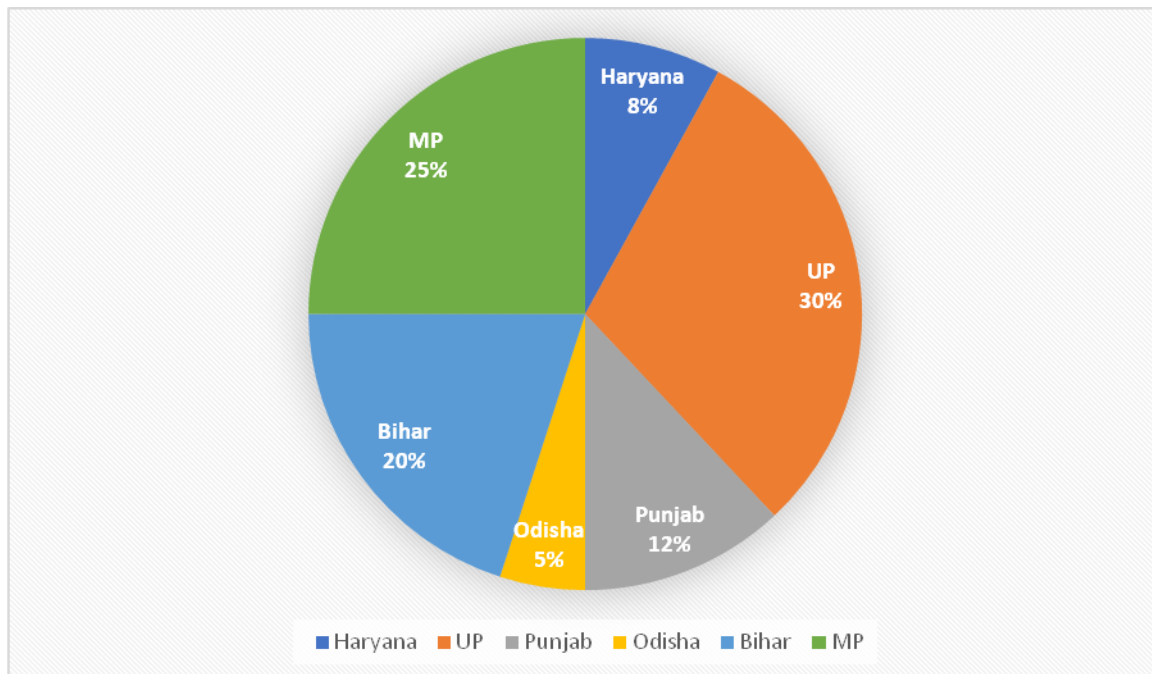
6. Study the given bar graph and pie chart to answer the following questions.

The bar graph shows the production (in thousand tonnes) of Wheat, Rice and Maize in different states.



The pie- chart shows the percentage of agricultural land in the given six states.

Productivity $\frac{\text{Total production}}{\text{area of agricultural land}}$



1. The productivity of which state is the maximum?

1. Bihar 2. Haryana 3. Punjab 4. UP 5. MP

2. The production of the which state is the maximum?

1. Bihar 2. MP 3. Haryana 4. UP 5. Punjab

3. The production of wheat in Punjab is what per cent more than the production of Maize In Odisha?

1. 350% 2. 250% 3. 300% 4. 200% 5. 400%

4. What was the ratio of the production of Rice in Bihar to the production of Wheat in Haryana?

1. 2:3 2. 3:2 3. 2:1 4. 1:1 5. 1:2

5. If MP exports 40% of Rice at the rate of Rs.30 per kg and UP exports 30% of Rice at the rate Of Rs.32 per kg, then what is the ratio of the income from the exports?

1. 65:48 2. 31:42 3. 43:54 4. 57:62 5. 1:2

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

Expenditures of a Company (in Pesetas) per Annum Over the given Years.

Year	Item of Expenditure				
	Salary	Fuel and Transport	Bonus	Interest on Loans	Taxes
1998	288	98	3.00	23.4	83
1999	342	112	2.52	32.5	108
2000	324	101	3.84	41.6	74
2001	336	133	3.68	36.4	88
2002	420	142	3.96	49.4	98

1. What is the average amount of interest per year which the company had to pay during this period?

- A. 32.43 B. 33.72
C. 34.18 **D. 36.66**

2. The total amount of bonus paid by the company during the given period is approximately what percent of the total amount of salary paid during this period?

- A. 0.1% B. 0.5%
C. 1 % D. 1.25%

3. Total expenditure on all these items in 1998 was approximately what percent of the total expenditure in 2002?

- A. 62%
- B. 66%
- C. 69%**
- D. 71%

4. The total expenditure of the company over these items during the year 2000 is?

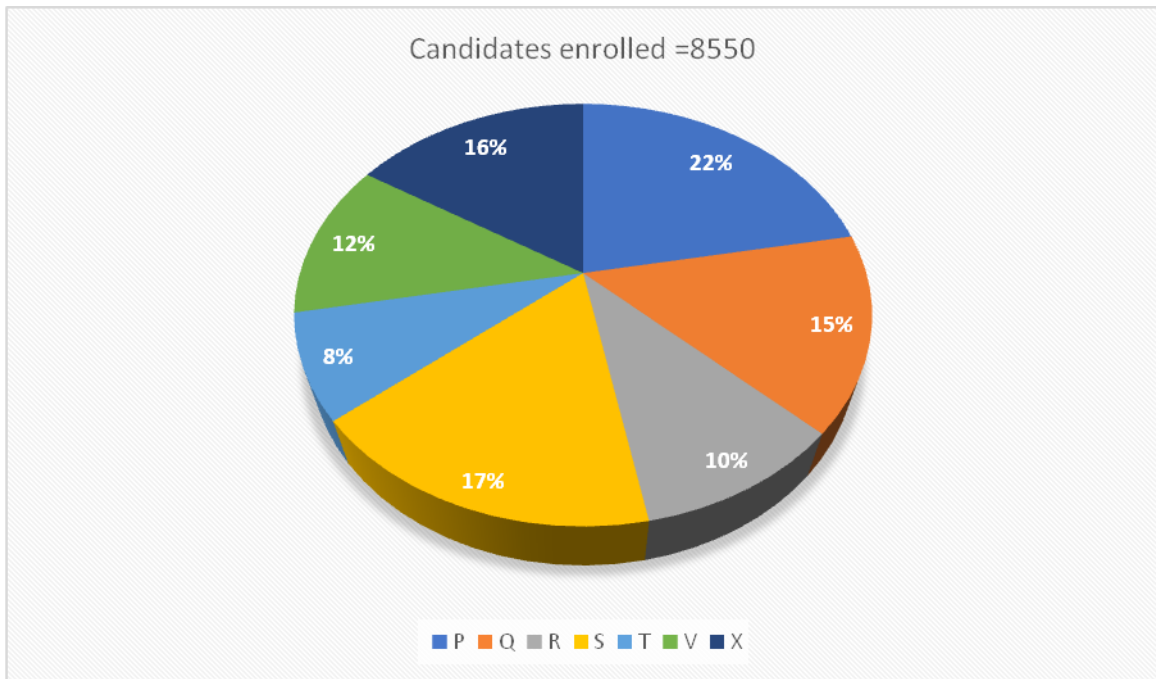
- A. 544.44**
- B. 501.11
- C. 446.46
- D. 478.87

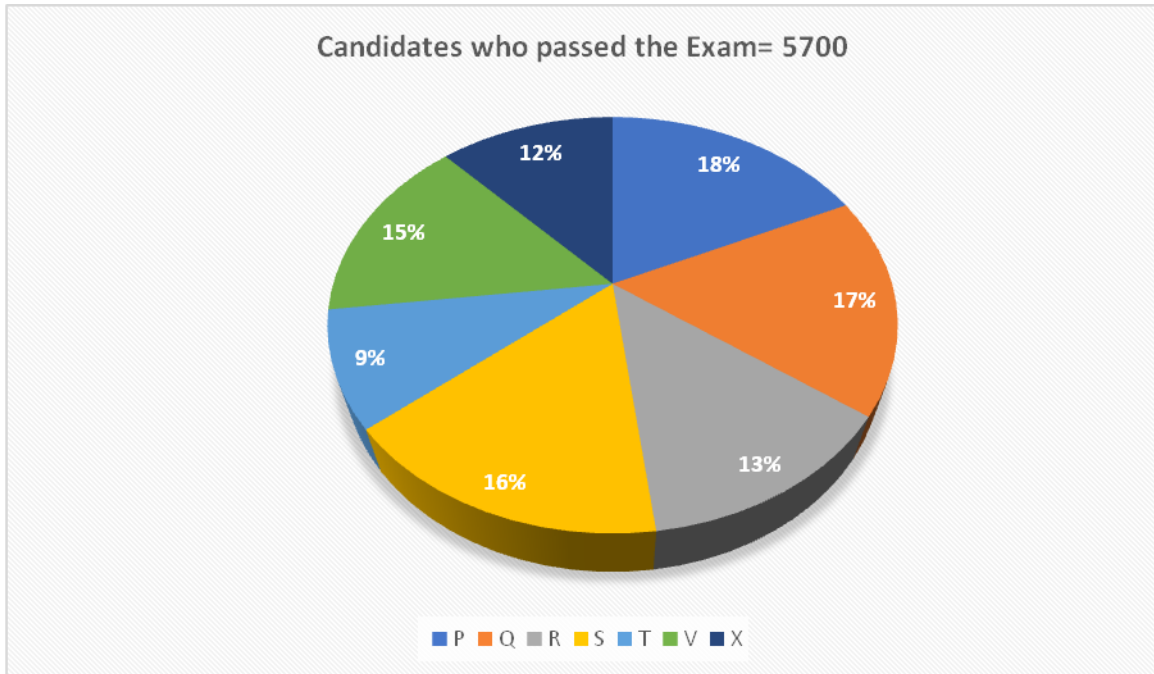
5. The ratio between the total expenditure on taxes for all the years and the total expenditure on fuel and Transport for all the years respectively is approximately?

- A. 4:7
- B. 10:13**
- C. 15:18
- D. 5:8

8. Study the following graph carefully and answer the questions given below:

Distribution of candidates who were enrolled for MBA entrance exam and the candidates (out of those enrolled) who passed the exam in different institutes:





1. What percentage of candidates passed the exam from institute T out of the total number of Candidates enrolled from the same institute?

A. 50% B. 62.5% C. 75% D. 80%
2. Which institute has the highest percentage of candidates passed to the candidates enrolled?

A. Q B. R C. V D. T
3. The number of candidates passed from institutes S and P together exceeds the number of Candidates enrolled from institutes T and R together by:

A. 228 B. 279 C. 399 D. 407
4. What is the percentage of candidates passed to the candidates enrolled for institutes Q and R together?

A. 68% B. 80% C. 74% D. 65%
5. What is the ratio of candidates passed to the candidates enrolled from institute P?

A. 9:11 B. 14:17 C. 6:11 D. 9:17

Module- 4

Listening vs Hearing

Communication is a psychological, emotional and behavioural process that asks one to make multiple, interdependent decisions about how one will use verbal and non-verbal messages to generate meaning. L-S-R-W is the four skills of language learning, a set of four capabilities that allow an individual to comprehend and produce spoken and written language for proper and effective interpersonal communication. Speech and writing involve production on the part of the user hence they are called Productive Skills. Listening and Reading are Receptive Skills. In this chapter let us look at the difference between Hearing and Listening.

The Ear which acts as a medium to absorb sound waves and pass them to the brain to perceive and decipher them. Without the ear, an individual cannot hear any sounds. Only when we have the ability to hear, it will help us in communicating back properly. Hence, the ear plays a vital role in the way we communicate with the outside world. And hearing is one of the most crucial sense which we possess.

There are two different concepts involved when it comes to the activity of perceiving these sound waves. One is hearing and the other one is listening. Hearing is the inherent ability of the individual to distinguish a sound. It is all about the inherent potential of the individual to recognize the sound. It may not be correct to say that the individual has understood the information conveyed on the context of hearing alone.

Listening skill is your ability to understand meaning. When someone speaks to you understand what they want to say. Focused listening skill is your ability to hear particular sounds. Each language has a set of sounds: these are the vowels and consonants specific to the language.

The difference between hearing and listening is that listening deals with understanding or perceiving the sound waves which has an in-depth meaning. But this is not the case with the hearing because we are not aware of what has been conveyed.

Listening is the process in which the sound waves are recognised and deciphered by the brain. This happens only when we start paying attention to the sound waves, we receive. Therefore, listening turns out to be a voluntary process. It is something which we need to consciously aware of, to interpret the sound waves.

Listening is not a continuous process. It requires attention and concentration on what we hear.

Since our mind tends to get distracted easily for small things, listening can be acquired only through constant practice. It is a skill which can be learnt and strengthened as we keep working on it. Hence, listening can be termed as a voluntary process carried out by the individual.

Students learn to listen for a variety of purposes such as to determine a speaker's intended message, being able to thoughtfully respond to a speaker's message and to appreciate music.

Difference between Hearing and Listening

Hearing is the act of **perceiving sound and receiving sound** waves or vibrations through your ear.

Hearing is one of the five senses and **it just happens all the time – whether you like it or not** – unless you have a hearing problem

Hearing simply happens.

Hearing is a skill where **you use your ears only**. It one of the five senses.

Hearing is an **involuntary act** where you simply receive vibrations through your ears.

Physiological

Subconscious level

Concentration is not required

Listening is the act of **hearing a sound and understanding** what you hear.

Listening **Requires concentration** so that your brain processes meaning from words and sentences.

Listening leads to learning.

Listening **uses different senses**, like the sense of hearing, seeing, or sense of touch.

Listening is a skill that lets the sound you hear go through **your brain to process the meaning of it**.

Psychological

Conscious level

Concentration is required

The 5 main types of Listening are

- a. Discriminative Listening
- b. Comprehensive Listening
- c. Informational Listening (Listening to Learn)
- d. Critical Listening (Listening to Evaluate and Analyse)
- e. Therapeutic or Empathetic Listening (Listening to understand Feeling and Emotion)

Discriminative Listening

Discriminative listening grows from childhood to adulthood. As we grow older the ability to distinguish different sounds improves and also the subtleties of the sounds such as recognising foreign languages, distinguishing between regional accents and clues to the emotions and feelings of the speaker.

Comprehensive Listening

Comprehensive listening involves understanding the message or messages that are being communicated. It is the fundamental to all listening sub- types. In order to use the comprehensive listening and gain understanding the listener has to use appropriate vocabulary and language skill avoiding complicated language or technical jargon. Comprehensive Listening is complimented by non-verbal communication such as the tone of voice, gestures and other body language.

Informational Listening (Listening to Learn)

All types of Listening are active that require concentration and a conscious effort to understand, Informational Listening is less active as we listen to learn or be instructed by taking in new information and facts not criticising or analysing. Informational Listening, in formal set up such as work meetings and in education is accompanied by note-taking so that it can be reviewed later.

Critical Listening (Listening to Evaluate and Analyse)

Critical Listening is much more active behaviour than informational listening and involves problem solving or decision making. Critical Listening is like critical reading that includes analysis of the information received with what we already know or believe and analysing opinion and making a judgement. It is also important to have an open-mind and not be biased by stereotypes or preconceived ideas which would help to become a better listener and broaden the knowledge and perception of other people and strengthen the relationships.

Therapeutic or Empathic Listening (Listening to understand Feeling and Emotion)

Empathic Listening involves attempting to understand the feelings and emotions of the speaker. Empathy is a way of deeply connecting with another person that involves a realisation and understanding of another person's point of view. Counsellors, therapists and some other professionals use therapeutic or empathic listening to understand and ultimately help their clients. This type of listening does not involve making judgements or offering advice but gently encouraging the speaker to explain and elaborate on their feelings and emotions.

Common Barriers to Listening

- Trying to listen to more than one conversation at a time
- You find the communicator attractive/unattractive
- You are not interested in the topic/issue.
- Not focusing
- Feeling unwell or tired
- Identifying rather than empathising
- Sympathising rather than empathising

- You are prejudiced or biased
- You have preconceived ideas or bias
- You make judgements
- Previous experiences
- Preoccupation
- Having a Closed Mind

Common Barriers to Hearing

- Distance from the signal of interest (Speech, music etc)
- Background noise
- Reverberation

Non- verbal communication such as no eye contact, posture and lack of gesture can be hinderance to the listening skills.Thus, listening skill plays a vital role in effective communication.

Answer the following Questions

1. _____ plays a vital role in the way we communicate with the outside world.
2. What are the two different concepts involved in perceiving sound waves?
3. _____ is not a continuous process.
4. Listening is a voluntary process. True/False

5. Listening consists of _____ types

- a. 4 b.3 c.5 d.6

6. What is Therapeutic or empathic Listening?

7. What is meant by Critical Listening?

8. Write any two barriers to listening?

9. Give any two barriers to hearing?

10. Listening leads to learning True/False.

11. _____ listening grows from Childhood to adulthood.

- a. Comprehensive b Discriminative c. Emphatic d. Critical

12. Hearing is an _____ ability of the individual to distinguish a sound.

Module- -5

Verbal and Non-Verbal signs of Active Listening. 4hrs.

Introduction: Language and Communication play a very significant role in man's life. Communication can be done in two ways. One is Verbal and another is Non- Verbal Communication. In simple meaning, Verbal Communication refers to the use of words or speech sounds, while Nonverbal Communication refers to communication that occurs through means other than words such as Body Language, Gestures and Silence. Many people assume that verbal communication refers only to spoken communication whereas Non Verbal Communication refers to expression of body language.

Refer Table for classification :

	Verbal communication	Non-verbal communication
Oral	Spoken Language	Laughing, Crying, Coughing, etc.
Non Oral	Written Language/ Sign Language	Gestures, Body Language, etc.

Verbal Communication refers to the utilization of words to express ourselves in front of other people. It is an inclusion of both spoken and written communication. Although most people prefer verbal communication to describe only spoken communication. The verbal part of communication refers to the words that we choose and how they are heard and interpreted.

It is indeed crucial to learn that good oral communication cannot be fully ignored from non-oral communication in the form of our body language, tone of the sound, and expressions of the face. Speaking with clarity, being silent and focused, being well behaved, and following some of the general rules of behaviour altogether will help in the process of oral or verbal communication.

In many personal meetings between people, the starting time of conversation is very important because the first impression has an impact on further success and future communication. Listening actively is also a crucial skill. But, when we communicate, we are likely to spend much more energy on what we are going to say than what we are going to listen to other people.

Examples of Verbal Communication

1. **Written communication** is what we write in the form of words.
2. **Listening skills** on how we listen to others.

3. **Mediated communication** includes the world wide web for searching data.
4. **Non-verbal communication is all about** body language, confidence, etc.

Types of Verbal communication

1. **Interpersonal-** Interpersonal Communication takes place between two people and is thus a one-to-one conversation.
2. **Intrapersonal -** Intrapersonal Communication is very confidential and restricted to oneself.
3. **Small group conversation-** Small-Group Communication happens only when there are more than two people involved.
4. **Public communication-** Public Communication takes place when one person talks to many people

Advantages of Verbal Communication:

5. Saves a lot of time.
6. Saves money too.
7. Get feedback quickly.
8. Most convenient method.
9. Clarity of method.
10. Ease of preparation...

Verbal communication skills

There are basically two communication skills widely accepted. They are known as Effective speaking and active listening.

Effective speaking involves three major areas, i.e., what words we choose, how we use those words, and how we connect it with nonverbal communication.

All these factors affect the spread of our message and how well it is received and understood by our audience.

1. Effective speaking involves how well we choose our words.
2. Active listening involves how patiently we hear others.

3. These factors affect the transmission of messages.
4. Saves a lot of time and money.
5. These skills bring a positive response.

How to Improve Verbal Communication Skills?

Strong skills in verbal communication are of high importance to everyone. They are very crucial in both our personal and professional life.

When we speak with clarity and confidence, along with some stoppage, then we will be able to get the respect of others and build a good image. This is of very high importance in meetings of businessmen.

1. Thinking before speaking what to say.
2. Being clear and precise.
3. Confidently speaking.
4. Active listening.
5. Taking care of nonverbal communication.

Characteristics of verbal communication

Verbal communication has some characteristics for the effective exchange of information. Some of the characteristics of verbal communication are as follows:

- Language is governed by rules
- Meanings are in people not in words.
- Completeness in information
- Clearness in speaking
- Self-awareness of the content
- Information is most reliable in verbal communication

Components of verbal communication

For effective communication, everyone should aware of the skills of verbal communication and it has some components like the pitch of the voice, tone of the voice, the cadence of the voice which is useful for correct message delivery to other people. Some of the components of verbal communication are:

- Pitch of the voice
- Speed of the voice
- Tone
- Language
- Grammar

Uses of verbal communication

For interacting with one person to another one must use any kind of communication to convey the message. Verbal communication is one that kind of communication system. There are many uses of verbal communication. Some of the uses of verbal communication are:

- Understanding of message is accurate
- Saves time
- Helps in interviews
- Increases degree of formality
- Feedback comes quickly

Non-Verbal Communication

We the Human Beings communicate in two ways, using language and without using language. When we use language for communication it is verbal Communication and without using any language or speech sound we can communicate to others. That is called as Nonverbal Communication.

Some examples of Nonverbal Communication:

Shaking the head sideways = saying No

Finger on the lips = a suggestion to keep quiet

Communication of information by use of body language such as gestures by hand, facial expressions, eye contact, etc. is called **non-verbal communication**. **Non-verbal Communication** gives us insights into the feelings of a person or a group.

Non-Verbal Communication can be done through various modes.

As an example of Body Language, the crossing of arms is considered to be a sign of anxiety. Good Posture, like keeping the shoulders back and spine straight, is a sign that a person is alert and involved in the ideas one is presenting. A poor posture may indicate a lack of interest, anger, or frustration to the other party.

Gestures in **Non-Verbal** vary across boundaries, communities, cultures, and countries. Hand gestures have always to be used in a very balanced manner. Too much of hand gestures may convey that you are a highly emotional human being. Keeping an open palm while explaining is positive Non-Verbal Communication.**communication**

Facial Expressions in **Non-verbal Communication** involves use to facial muscles, movement of eyebrows, and mouth to convey an emotion. Making eye contact is a sign of confidence. However, the gaze should be balanced enough and not make anyone uncomfortable or cause intimidation. While communicating with someone who has tight lips or is frowning as you speak, you must pause to clarify your point as this kind of facial expression reflects a negative emotion. On the other hand, if someone listened to you with a soft smile and raised eyebrows that can be perceived as a positive response.

Touch is the mode of Communication under **Non-Verbal Communication**, which reflects support. However, touch should always be used as a positive emotion and never to express any kind of negative emotion like anger or frustration.

Professional Dressing is also a form of **Non-Verbal Communication**. From the colours to the fabric of the textile, the neatness of hairstyle, subtle accessories, makeup, and perfume are all forms of **Non-Verbal Communication**.

Exercise-1

Nonverbal Sign	Message Conveyed
Nodding one's head	Conveys agreement, yes
Glaring	
Shaking head vigorously	

Keeping one's head down	
Holding a tight fist	

Exercise-2

Audio Signal

Audio Signal	Message Conveyed
Horns of Vehicles	
	Give way, medical emergency

Exercise-3

Visual Signal

Visual sign	Message Conveyed
	Smoking not allowed
Skull with crossed bones	

It is possible to explain these occurrences when we understand that we use a wide variety of nonverbal communication categories such as **Kinesics** (body language), **Proxemics** (communication through personal spaces), **Paralanguage (voice qualities)**, **Chronemics** (use of time) and dress. In fact, communication experts have found the following break up in a given communication context:

- Verbal communication = 7%
- Bodily movements, gestures etc = 55%
- Voice tone, inflection etc. = 38%

These details are both surprising and interesting. They suggest that only a fraction of human communication takes place verbally. It is clear that we do not communicate through words alone.

Kinesics: A study of how communicate through our movements, gestures, guided by our feelings and emotions convey wide of disinterestedness, boredom, fear, horror, nervousness, anger,

Carefully observe communication interaction that takes place between important and fearless than the other. A good example consciousness expressed through body language is that superior officer soldier standing front of him. The soldier invariably stands at attention whereas the officer is relaxed, with his arms and legs comfortably moving about. The soldier's body is tense suggesting a sign of subservience. The same situation prevails in any other organization when a junior employee has to appear in the presence of a senior manager. Thus. body language clearly shows the status and role relationship. Let us see how the different parts of our body send out messages.

1) Face: One of the most important organs that is capable of conveying several kinds of message is the face. This is why it is said "face is the index of mind". Whatever we feel deep inside is reflected on our faces. Surprise, confusion, happiness and disgust are some of the messages conveyed through our facial expressions. Perhaps, it is because it can convey our feelings and attitudes that emoticons and smileys are used frequently in our emails and mobile texting (SMS).

ii) Eye contact: Eye contact is of great importance in face-to-face communication. The first thing we notice about the person we are communicating with is the person's face. The eyes along with

the eyebrows, eyelids and the size of the pupils communicate our deepest feelings. In different situations our eyes adopt different positions and shapes. This is how we come to have fixed eyes, evasive eyes, eyes staring hard, smiling eyes and so on in keeping with our feelings and attitudes. for e.g. raised eyelids communicate surprise.

Exercise-4

Now try to fill in details in the following exercise

Message Conveyed	Description of the Position
Anger	
Hurt	
Lying	

iii) Gestures: Movements of our limbs, back and head are called gestures. They too communicate effectively and meaningfully. For e.g., pounding of the fist on the table shows anger and impatience, while fingers folded and thumb raised indicate success, making a V sign with the second and the third fingers of the hand suggest victory.

iv) Head: One of most important communicators in a face-to-face interaction is the way people hold their heads. We are often told that we must hold our head high which is a sign of honour, self-respect and confidence. A head held stiffly or drawn too far backwards could point to arrogance. While listening, nodding the head indicates we are attentive and is also a sign that encourages the speaker to go on.

v) Body posture: What we think about ourselves and how we relate to others is reflected in the way we hold our bodies and postures. Drooping shoulders are suggestive of failure, hurt and lack of confidence. We hear sports commentators commenting on positive' or 'negative' body language of the players. Also notice the postures of the team members of a losing team.

Proxemics: We have seen already that we do not communicate through words alone. These messages may originate from different sources. One such source is the physical space around us that communicates in a unique manner. Communication experts have made serious studies of this

dimension and termed it 'proxemics'. It is concerned with studying how we communicate using space around us. At times, it is also called 'space language'. Experts demarcate distance between us and the person/s with whom we wish to communicate.

i) Intimate space: most of our actions originate within this area. It is only our family members, close friends that are allowed to enter this space. Not many words may be used when we communicate verbally. This space is suitable for highly confidential conversations and decisions regarding sensitive matters.

i) Personal space: it is in this space that we interact with people with whom we may not be intimate but have a personal interest or such contexts where we may choose not to be intimate. Communication in this space is mostly relaxed, casual and personal in nature and style.

(ii) Social space: this space is used mostly for formal interactions and relationships with people in this circle are purely formal and official. Communication in this area is dominated by reason, logic and planning. This is the most important dimension in our professional lives.

iv) Public space: communication in this circle is more formal than in social space. We adopt an attitude of detachment and objectivity of approach. We raise our voice so as to be heard by a large group.

Using the information given here, analyse your classroom behaviour for e.g. where do you prefer to sit (close to teacher or as far as possible)? Do you sit there as a matter of choice (i.e., are there enough benches in the class or more than required)? Do you feel comfortable sitting there?

In an interview, if you have a choice, where would you prefer to sit?

Time Language (Chronemics): In this mode of nonverbal communication, we convey messages to others by showing them what time means to us. We often hear people saying 'time is money'. It is for this reason that a person arriving late for an interview will never be entertained by the interviewers. Time management has become one of the vital components of overall management. Moreover, most jobs and tasks assigned to us have time frames called. "deadlines".

What is your attitude to:

Your teacher who always comes late to the class? Do you take her/him seriously?

Your friend who always is on time?

Your teacher asking you to submit an assignment within a week?

It is important to pay attention to nonverbal communication because:

- It makes us aware that communication is continuous and takes place even when we are not talking
- It helps us not to miscommunicate' or communicate what is not intended.
- In an interview, the interviewer will be looking for messages that could convey your suitability, interest, confidence level and sincerity.

10 Tips to improve non-verbal communication:

- Pay Attention to Nonverbal Signals
- Look for Incongruent Behaviours
- Concentrate on Your Tone of Voice When Speaking
- Use Good Eye Contact
- Ask Questions About Nonverbal Signals
- Use Signals to Make Communication More Effective and Meaningful
- Look at Signals as a Group
- Consider Context
- Be Aware That Signals can be Misread
- Practice, Practice, Practice

What is active listening?

Active Listening as its name suggests that actively listening to others. It means fully concentrating on what is being said rather than just passively hearing the message of the speaker. It also involves listening with all senses as well as giving full attention to the speaker. It is important the active listener is also seen to be listening, otherwise the speaker may conclude that what they are talking about is uninteresting to the listener. Active listening includes a number of verbal as well as nonverbal signs. However, all of these signs may not be a correct fit for every situation. For example, crying loudly does not fit the hilarious situation.

Comprehension

I Answer the following questions in a word, phrase or a sentence: 1 Mark

1. Expand the abbreviation of LSRW.
2. Give any two examples of verbal communications.
3. Give any two examples of Nonverbal Communications
4. Verbal communication can be improved by _____
 - a. Active listening
 - b. Passive listening
 - c. Non understanding
 - d. Mis understanding
5. What is Gesture?
6. Give examples of facial expressions
7. What is proxemics?
8. What is Kinesics?
9. What is Chronemics?
10. What is Interpersonal communications?
11. What is Intrapersonal Communications?
12. What is Public Communication?

I. Answer the following questions in two or three sentences each: 2 Marks

1. What is Communication?
2. Name the types of communications.
3. What is verbal communication?
4. What is Nonverbal communication?
5. What are the advantages of Verbal Communication?
6. What are the advantages of Nonverbal Communication?
7. Differentiate between Verbal and Nonverbal Communication.
8. What is active listening?
9. Name the types of Verbal Communications.
10. What are the disadvantages of Verbal Communications?
11. Describe the characteristics of Verbal Communication.
12. What are the barriers of Verbal Communication?
13. Mention the Component of Verbal Communication.
14. What are the barriers of Nonverbal Communication?

Module- 6

Listening Activities - Listening to pre-recorded audios on interviews and conversations.

Listening is the ability to accurately receive and interpret messages in the communication process. It is a key to effective communication which helps us improve L-S-R-W. Chomsky says, “Listening is the biological process one could acquire in the mother’s womb.”

Types of Listening

Discriminative Listening: to identify the difference

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 speaker's place and understand the beliefs, goals and feelings behind the speaker's words.

Therapeutic Listening: the listener goes beyond merely empathizing with the speaker and tries to help him to change or develop in some way by diagnosing the problem 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.

Effective Listening:

- 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 few notes and use different systems of note

taking depending on the speaker.

- Overcome the temptation of 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.

- Capitalize 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 center 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.
- * Recognizes 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.

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, 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 at a railway station and answer the questions given below. Use the following link for the announcement.

<https://youtu.be/gSOtG9zrUVE>

1. You are at the railway station waiting to receive your friend. Listen to the announcement at the station and find out on which platform the train will arrive and depart.
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 answer the questions given below. Use the following link for the announcement.

<https://youtu.be/ShyZ3uzz4eE>

- a. Miraj – Pune Super Deluxe Express Scheduled departure time _____
- b. Miraj – Pune Super Deluxe Express Scheduled departure time: _____
- c. Expected departure time _____

4. Listen to the announcement heard at the Airport and write a report in your own words.

<https://youtu.be/OLHjW2PTzo>

Listening to the 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, you 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 summarize the news in your own words.

https://youtu.be/aeI9kZ0_chM

Assignment

1. Listen to an audio Interview of any great personality.
2. Listen to an English song.
3. Listen to a recipe.
4. Listen to audio clippings.
5. Listen to any of the You Tube videos.

Unit-II

Productive Skills: Speaking Skills and Writing Skills

Module- - 7

Introducing Oneself / Others

Introducing oneself and others is an important aspect of communication. It refers to a clear, confident, and concise introduction. It should explain one's identity, personality and what things should be known to others. Introducing oneself includes the name and essential details about them. Besides, they also include facts creating an ideal impression to the person.

A good self-introduction as a student will help in gaining new acquaintances. Therefore, students should be able to cover important aspects of themselves, while self-introducing to anyone. When people don't have anyone else to introduce them to, they must be confident enough to introduce themselves. The self-introduction can impact students on their mentors and friends to develop an ideal personality. In addition, it helps to build a positive impression and aids in making better connections in the future.

Brainstorming Session -

- Importance of introducing oneself
- Samples of introducing oneself (role play in the classroom)
- What points to be considered while introducing oneself?

A good self-introduction must include the following:

- While introducing, start with a smile on your face and greet the person or audience to whom you are introducing yourself.
- After greeting, begin with your Name and Place. If necessary, add family details to the introduction.
- Be brief about educational details, from sharing areas of interests, hobbies, ideas and inspiration.
- Share your prior experiences if any, if it is during an interview.
- Give details about the skills.
- Share past experiences, and finally, express your gratitude.

Below are a few samples of introducing oneself

1. Suma: Hi, I'm Suma. I'm in first HEP Class.

Sushma: Hi, I'm Sushma. I'm in the same class.

Suma: My name is Suma. What's your name?

Sushma: Glad to meet you Suma.

2. Suma: Good morning Sir, I am Rakesh. I am studying in first year HEP.

Principal: Good morning, Suma. Tell me what can I do for you?

3. Teacher: Good morning, students. I am Dr. Vasudha, your new Science teacher.

4. Rahul: Good Evening, Ladies and Gentleman. I would like to introduce Mr. Xavier, MD of HLC Bank.

Let us study the given examples. In the first example, Suma is introducing herself to another student. Hence, she uses a friendly and informal tone.

In the second example, Suma introduces herself to the Principal. You can observe that the language used is formal. It is the same in the third example where the teacher is introducing herself to the class.

In the fourth example, Rahul introduces the Chief Guest to the audience. Observe that the language used is formal as in examples 2 and 3.

Introducing oneself during an interview

Good morning Sir/Madam. I am Asha, born and brought up in Bangalore. I have scored 77% in S.S.LC from Little Angels English Medium High School and 85% in II PUC from SSWN Junior college. Currently, I'm in my final year at Flavia college of Arts and Science. I believe my strength is my optimistic attitude to take up challenges and accept both success and failure in a balanced way to move forward. My short-term goal is to find a platform to expand my career and grow with the organization. And my long-term goal is to be the cause of the organization's success. Thank you for providing me an opportunity to introduce myself.

Breaking the ice

“**Break the ice**” is a common English expression. It means “to get comfortable with someone.”

There are many ways to start talking to someone new.

Here's the easiest one: just say hello and your name.

Ramya: Hi, I'm Ramya.

Smitha: Hello, I'm Smitha.

(offer your hand if possible)

Haseena: Hello, I'm Haseena.

(Shake hands)

Thara: Glad to meet you. I'm Thara.

You can also begin by using common greetings like Hi, Hello, good morning, good evening etc.,

Useful Phrases for Introducing oneself / Others

- **Informal Situations**

Greeting / Introducing

Response

My name is ...

I'm.....

Hello/ Hi! I'm Suma

Hello, you must be Sushma

I'm Suma

Hello / Hi I'm Sushma

Formal Situations

Good Morning Sir/ Madam

I am Anitha

Good Morning!

I would like to introduce myself

I'm Ms. / Mr.

Let me introduce myself; I'm ...Pleased to meet

Good Morning, Anitha

Good Morning Madam/ Sir

It was Great meeting you

Task 1:

It is your first day in a new college. How would you **Introduce yourself** to -

- a. The other new students in your class.

- b. To Your Professor

- c. How would you introduce yourself as a NSS Volunteer in a pulse polio program?

- d. As a cultural representative in an inter college cultural fest.

- e. As a captain of a team

Task 2:

Imagine you are a final year B.A student attending an interview for the post of content developer in an advertising company, through the placement cell of your college. Respond to the following questions by the interviewer.

- a. Introduce yourself.
- b. What makes you suitable for this post?

Introducing others

Here are a few expressions to introduce others:

- Jack, please meet Rakesh.
- Jack, have you met Rakesh?
- I'd like you to meet Leela.
- I'd like to introduce you to Mary.
- Meet Ms. Divya our new team leader.
- I would like to introduce, Dr. Asha the chief Guest of the day.

Useful responses when introducing yourself or other people:

- Nice to meet you.
- Pleased to meet you.
- Happy to meet you.
- How do you do?

- When introducing yourself or other people in a formal situation use full names.

Informal

Formal

Jack, meet Asif

Good Morning Mr. Jack. Meet Mr. Asif

Jack, this is Asif

Let me introduce Mr. Asif

Have you met Asif, Jack?

I would like to introduce Mr. Asif

Do you know Asif, Jack?

It gives me great pleasure / privilege / to

Introduce our Resource Person Mr. Asif

Task:

How will you introduce –

a. Your Parents to your Principal

b. Your friend to your mother

c. Your new Boss to your team

d. The Chief Guest to the Audience

Making Requests

When we make request, we ask someone for something, or we ask someone to do something. There are different ways of asking for something. We usually ask for something in a polite and indirect way. For example, using can, could, would you mind if and may, depending on the context.

Commonly used Expressions for making requests

- Can you give me the book please?
- Could you please take off your raincoat?
- Could you please take me to the dentist?
- Would you be kind enough to repair my computer?
- Do you think you could take me to the supermarket?
- Could I ask you to take me home?
- Would you mind telling me what happened?
- Can you please close the door?
- Would you mind switching off the fan?

Examples of conversations making requests

Conversation 1

Arjun: Hi, tell me.

Pavan: Hello, Could You turn the music down, please? It's one o'clock and I'm trying to sleep.

Arjun: Oh, sorry. Is that better?

Pavan: Yes, thanks. Perhaps I can get some sleep now. Good night.

Conversation 2

Anitha: **I'm sorry, do you mind if I leave early today?** I have to take my friend to the doctor.

Boss: What's the matter with her?

Anitha: She has cold and fever. That's why I'm going to take her to the doctor.

Boss: Oh, I see. Sure, go ahead. Good that you informed me.

Conversation 3

A: David, do you have your mobile phone with you?

B: Um... yes. Why?

A: can I borrow it please? I need to make a quick call to my mother.

B: OK, you can have it.

Task 1:

Match the sentences (a-h) with the correct reactions (1-8).

- | | |
|---|---|
| a. Can I have a glass of water? | 1. Yes of course. About what? |
| b. Is it OK if I make a phone call? | 2. Oh, sorry, I said we only have Rs.50 tickets left. |
| c. Could you say that again, please? | 3. Well, all right. If it's a local call. |
| d. Can I speak to you for a moment? | 4. Oh sure. The remote is on the table. |
| e. Do you mind if I look at your books? | 5. Well, not really. Why can't you come? |
| f. Is it OK if I miss the class tomorrow? | 6. Of course, there's a bottle in the fridge. |
| g. Could you move a little, please? | 7. Yes please. You can borrow some if you want. |
| h. Do you mind if I turn off the TV?
down. | 8. Yes, sorry. I didn't realise you wanted to sit |

Task 2:

How will you make requests in the following situations -

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 repeat it for you.
5. The person behind you is talking all the time during the class.
6. You are watching TV but you can't hear because the volume is very low. Your friend has the remote.
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.

Offering Help

Offering help is an expression to offer help to someone. The purpose is to offer assistance politely for someone who is doing some work.

Conversational phrases you need to know while offering help in a polite manner

- Can I get you something (some coffee, some water etc.)?
- Shall I help you with ... (your project, homework etc.)?
- Would you like to ... (drink some coffee, go for a walk)?
- Do you want me to have a look ... (at your project etc.)?
- I'd be glad to help (e.g. you with the wedding preparation)
- I'd be happy to assist (e.g. you with your assignment)
- I am happy to be at your service.
- How can I help you?

Examples of phrases to accept help

- Yes, please, I'd love to
- If you wouldn't mind
- Thank you, that would be great!
- Thanks a lot

Examples of phrases to decline help politely

- It's okay, I can do it myself.
- Don't worry. I'll do it.
- No, thank you.

Practice the dialogues by using useful phrases below:

Offering help	Accepting an offer help	Declining an offer of help
Can I help you?	If it's no trouble for you.	I'm very grateful to you for your offer, but...
Could I help you?	If you don't mind.	No, don't worry (about)...
Do you think I/ we can help you?	Oh, yes. Please.	No, I can manage. Thank you.
How about...?	Etc.,	No, please don't bother.
I'll do it for you.		Thank you very much for your offer, but...
If there is anything I/ we can do, please do let me/ us know.		Etc.,
Is there anything I can do?		
May I help you?		
What can I do for you?		

Etc.,

Example Conversation of offering help

Between friends in a Train

Gopal: It's very cold tonight.

Raghav: Yes. May I close the window?

Gopal: Oh yes, please.

Raghav: Why don't you wear a sweater?

Gopal: Oh, I forgot to bring mine. I didn't really expect it to be so cold.

Raghav: I can give you one if you don't mind. I have one more in my suitcase.

Gopal: That's very kind of you.

Raghav: How about a cup of hot tea?

Gopal: No, thank you.

Task

How would you offer help in the following situations?

1. Offer seat to a senior citizen in a city bus
2. Offer a cup of coffee/tea to a guest
3. Offer to carry a bag/ luggage of your friend during journey
4. Offer to help your colleague in office work
5. Offer to help your friend in improving his/her language skills
6. Offer a bottle of water to a fellow traveler.
7. Offer help to a blind boy to cross the busy street.
8. Offer lunch to your friend who has forgot his/her lunch box.

Congratulating others

It is an act of expressing pleasure at another person's success or good fortune. A big achievement is a perfect chance to remind someone how talented, hard-working and deserving they are by congratulating them.

Formal ways of Congratulating others

1. Congratulations on your well-deserved success.
2. Heartfelt congratulations to you.
3. Warmest congratulations on your achievement.
4. Congratulations and best wishes for your next adventure!
5. So pleased to see you accomplishing great things.
6. Sincere congratulations on your hard-earned success.
7. You are a proof that good things come to those who are willing to sacrifice to reach a worthwhile goal. Words can't express how proud I am!
8. You have the creativity and determination to do whatever you can dream. I hope you feel proud today and confident in your ability to rise to your next challenge.
9. Celebrating the dedication, you've shown on the way to this achievement. You've earned every bit of the success you're enjoying.

- Please note: The more specific your compliment, the more meaningful it will be to your recipient.
- A few adjectives used while congratulating - Wonderful, Amazing, Impressive, Awesome, Beautiful etc.,

Task

How would you congratulate others in the following situations?

1. Your friend on his achievement in sports
2. Your colleague on winning the best employee award in office
3. Your sister / brother for being the university topper
4. Your teacher for being awarded the best teacher award

5. Your father for his promotion in office
6. Your friend for being awarded the best outgoing student award
7. Your teacher for being promoted as Principal.

Making Enquiry

What is “Enquiry”?

An enquiry is a single question or may be a series of questions. We normally make enquiry/enquiries in social conversation in order to get information from the other person; for example, “*What is your name?*” or “*Where do you come from?*”. We also make enquiries when we want to get information about traveling, working etc.,

A few Phrases for making enquiry

Excuse me, can you please tell me the timings of....

May I know the college timings?

Could you please tell me the way to market?

Can you please help me to open a bank account? (help desk)

Would you provide me information about the job fair?

Sample conversation of making enquiry in a railway station

Railway-Enquiry: Good Morning.

Passenger: Good Morning.

Railway-Enquiry: Yes, please, how can I help you?

Passenger: I lost my luggage in the train yesterday.

Railway-Enquiry: Which train did you board?

Passenger: I was in Shatabdi Express from Delhi to Mumbai.

Railway-Enquiry: Could you please tell me in brief about your luggage?

Passenger: It was an American Tourister bag. Dark Red in colour.

Railway-Enquiry: I need your train ticket and ID proof to register your complaint.

Passenger: Sure Sir, here they are.

Railway-Enquiry: We will be in touch with you as soon as we get any update. Just give us 24 hrs.

Passenger: Thank you, sir. I will be waiting anxiously for your call.

Task

How would you make enquiries in the following situations?

1. To make a bus pass
2. To operate an ATM Card
3. To open a bank account
4. Timings of bus in the enquiry counter of the bus stand
5. To book an online railway ticket
6. Information about room availability in a resort
7. To join an English Course
8. To join a new course in College
9. About the admission fees in college
10. The reopening date of classes

Seeking Permission

If you request someone who has an authority over you, to give you permission to do something, it is known as seeking permission. When you ask for permission to use something that belongs to someone else you have to be polite. It is desirable to use the word "**please**."

Seeking Permission:

- Can I go out, please?
- May I open the window, please?
- Please, can I have a look at your photo album?
- Please, may I taste that hot spicy dish?
- Would you mind if I ask you something?
- Is it okay if I sit here?
- Would it be all right if I borrowed your mobile Phone?
- Can you please lend me Rs.100?
- Could you please repeat it?
- Can you please drop me to college?

Giving Permission:

- Yes, please do.
- Sure, go ahead.
- Sure.
- No problem.
- Please feel free.

Task:

How would you seek permission in the following situations?

1. with your parents to attend NSS Camp
2. with your friend to use her correction pen
3. with your brother to use his bike
4. with the Principal to leave early
5. with your colleague to use his laptop
6. with your mother to have lunch outside along with your friends
7. with your father to reach home an hour late
8. with your officer to take leave for a week

Sources:

www.myenglishpages.com

www.englishexercises.org

<https://testbook.com>

[English Grammar in Use by Raymond Murphy](#)

Module- 8

Giving Instructions

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

This unit is about various ways of giving Instructions. The Instructions can be broadly classified into three types

1. Using a device
2. Describing a task
3. Utilizing general services

1. Using a Device

In day today life we use various kinds of devices such as Mobile phones, laptop, tablet and house hold items like Refrigerator, Washing Machine etc. All these devices come with the Instruction Manual that has a set of Instructions on how to use the particular device. They often come in different languages which would be helpful for the users. Let us now look at the instruction on how to use a Sim Card.

Sim Card

Your Subscriber Identity Module (SIM) card contains personal information like your phone number and contacts list.

Caution: Don't bend or Scratch your SIM card. Keep it away from static electricity, water and dirt.

1. Open the back cover
2. Remove the battery from the phone

Caution: The battery cover on your phone has sharp corner edges. Be careful while removing or attaching the battery cover

3. Hold the SIM card with the gold plate facing down. Slide the SIM card under the metal tabs and into the card slot.
4. Close the cover and switch on the Phone.

a. What is the given set of Instructions about?

b. Do you think the given instructions are addressed to you personally or to everyone in general?

c. Are pronouns like you, I, Theyetc used in the Instructions?

d. How do the sentences begin? (with verbs or nouns)

B. Describing a Task

We often have to describe an experience or a task in our professional or personal life. Describing a Task is crucial as it involves lot of details hence it should be clear and precise. Let us look at the following example.

Egg Omelette

Cooking Time: 5 mins Serves :1 person

Ingredients

Eggs - 2 nos

Onion - 1 no small size

Capsicum - 1 no small size

Tomato - 1 no small size

Green chilli – 1 no

Salt – to taste

Oil/ Butter – 1 tbsp

Turmeric powder - 1 pinch

Coriander leaves - 1 tbsp finely chopped

Method

1. First wash and chop onion, tomato, chilli, coriander leaves and capsicum finely
- 2 Next, Mix everything together with salt and turmeric powder.
3. Break the eggs into a bowl and beat until frothy

4. Add all the chopped vegetables into the beaten egg.
 5. Heat the pan and add oil/ butter on a medium flame. Do not let the pan turn very hot, it will brown the omelette without cooking well.
 5. Once the pan is hot, pour the egg mixture, allow it to cook until set on a medium flame.
 6. Finally when the base firms up, flip it to the other side and cook till done.
- a. What is the task described in the instructions given above?
 - b. Identify the verbs which relate to the process of cooking?
 - c. Identify words or expressions which indicate different stages in the instructions?
 - d. Are the Instructions easy to follow?

3. Utilizing General Services

We have to make use of the General Services such as Postal, Banking and Transport services etc in our life. We often have to follow set of instructions given by these sectors that would be beneficial and helpful for the customers and public.

1. Insert your Automated Teller Machine Card in the ATM.
2. Select your language from the language options appearing on the display screen.
3. Enter the 4 digit ATM pin Number using the keypad (Do not share your ATM pin with anyone. Ensure that nobody is watching you, while you enter the pin)
4. Select the type of Transaction such as Deposit, Transfer, Withdrawal of Money etc
5. After selecting the cash withdrawal option, the screen will display different account types, select your account type such Saving Account, Current Account
6. Now, you enter your withdrawal amount and press enter
7. Now collect the cash from the lower slot of the machine.
8. After you collect the cash, you will get an option of whether you want a printed receipt of the transaction. If you want a printed receipt, click yes and close the transaction.

1. What is the above Set of Instruction about?

2. How is this set of Instructions different from A or B?

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

4. Identify verbs which are related to services

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

2. Match the expressions 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; so as to etc	Expressions indicating the beginning or first stage

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

a. Verbs related to cooking

knead, roll, spread, chop, dice, mince, cut, mix, blend, stir, sauté, fry, roast, boil, steam, bake, shred, beat, garnish, de-seed, mash, strain....

b. Verbs related to using devices

Switch off/on, turn on/off, insert, plug in, increase, decrease, push, pull, release, click, move, key in, tune, adjust, online, offline, adjust, open, close, set place, press, slide, add, hold....

c. Verbs related to using services

fill in, affix, enclose, attach, staple, attest, seal sign, file, photocopy, weigh, book, send, submit, stick, furnish, deposit, collect, check, check-in, check-out, apply, withdraw....

4. Given below are three set of jumbled up instructions. Rearrange them appropriately by numbering them in the boxes given to form complete sets of Instructions.

a. Clean Hands

next lather with soap by rubbing together

then rinse well under clean, running water

First wet your hands with running water

Lastly dry your hands using a towel

Scrub for at least 20 seconds.

b. Share live location on whatsapp

then tap on Share Live location

Lastly Tap Send

First, Open individual or group chat

Then select the length of time you would like to share your live location. Your live location will stop being shared after the selected amount of time.

Next tap on Attach and then tap on Location

3. How to deposit a cheque in a bank

Next fill in the challan with accurate details

Finally collect back the counterfoil and keep it safely

Make sure you fill in the counter foil of the challan with details of the cheque

First collect the appropriate challan from the bank

Then submit the cheque and the filled in challan at the specific counter.

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

1. You have a Rose plant, pot and mud- how do you pot the plant?

2. You have 2 slices of bread, cucumber, tomato and onions- how do you make a sandwich?

3. You have a chart paper, Sketch pens, pencil and eraser- how do you make a birthday card?

6. Write a set of instructions for the following. Each set must contain at least 5 sentences.

1. How to prepare Coffee?

2. How to download Zoom App?

3. How to get a Bus Pass?

4. How to transfer money using Gpay/Paytm/Phonepe?

5. How to get a library card?

6. How to open a saving bank Account?

7. How to download Whatapp in your mobile phone?

8. How to open a Facebook Account?

9. How to send an Email?

10. How to get a Demand Draft in the Bank?

Giving Directions

Asking for or Giving Directions are essential part of our day today life. Giving Direction is one of the important skills vital for effective communication. There may be several occasions when we need to ask for or give directions to go from one place to another.

The following are the expressions that may be helpful for asking for directions. Asking for directions should be polite and often like a request.

- a. Excuse me, could you tell me how to get to
- b. Excuse me, do you where the _____ is?
- c. I am looking for..... Can you help me?
- d. How do I get to_____?
- e. Can you please show me on the Map?
- f. Sorry, I am not from around here. Could you please tell me the way to_____?
- g. Where is the closest
- h. How can I get to.....?

The following are the words, phrases, expressions that would be useful while giving directions.

At, up, around, past, along, upto /till/until/to, through, via, between, beyond, behind, before, under, near, beside, by, across, opposite, ahead, into, on in, above, below, next to, further/ farther, distant.

In front of, not far from, as far as, in middle of, at the end of, Go straight, turn left, turn right, take a U turn, go back

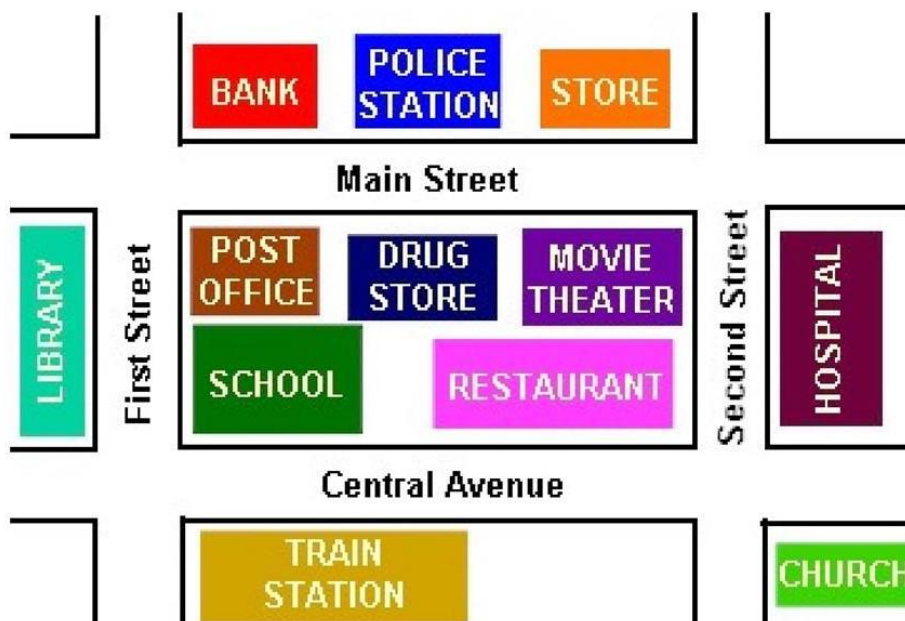
Underpass, flyover, circle, corner, main road, service road, by-lane, dead end lane, path, signal, median.

Landmarks play a vital role in giving directions. These help people to remember and confirm that they are on the right path. Landmarks like a theatre, mall, supermarket, church, temple, hospital, school, college or a park, lake, river, hillock, restaurants can be used for giving directions.

Exercise 1

1. Look at the image given below and fill in the blanks choosing the right word from the brackets to give direction.

(next to, in front of, between, Across)

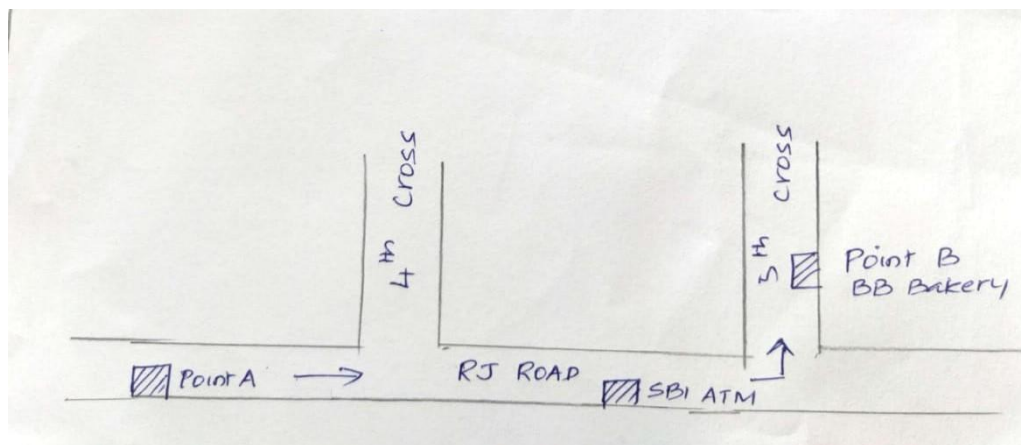


1. The Police station is _____ the bank and the store.
2. The Drug Store is _____ the Police Station.
3. The School is _____ the Restaurant.
4. The Train Station is _____ the school
5. The Drug Store is _____ the movie theatre and the post office.

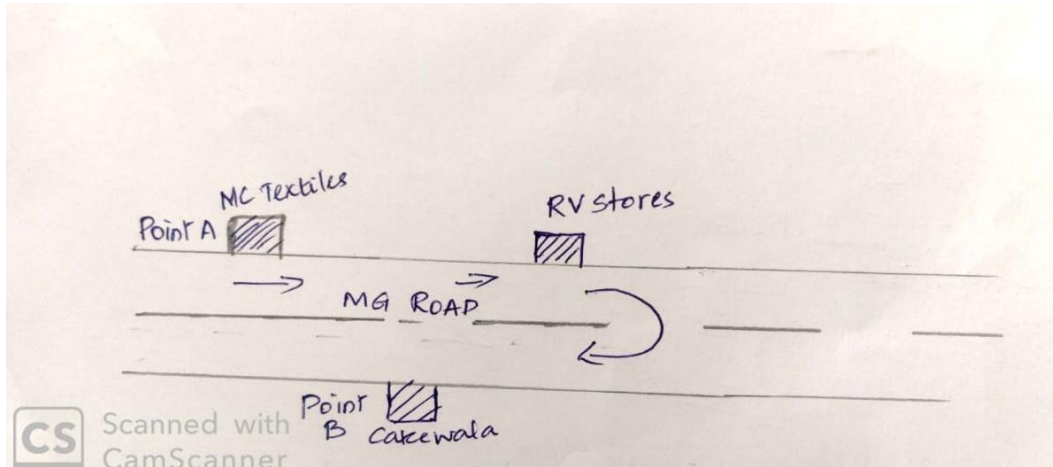
Exercise 2

Look at the maps given below and fill in the blanks choosing the right word from the brackets to give direction on how to go from Point A to Point B.

(along, straight, around, left, right, opposite, past, U-turn, at the corner, main road, across)

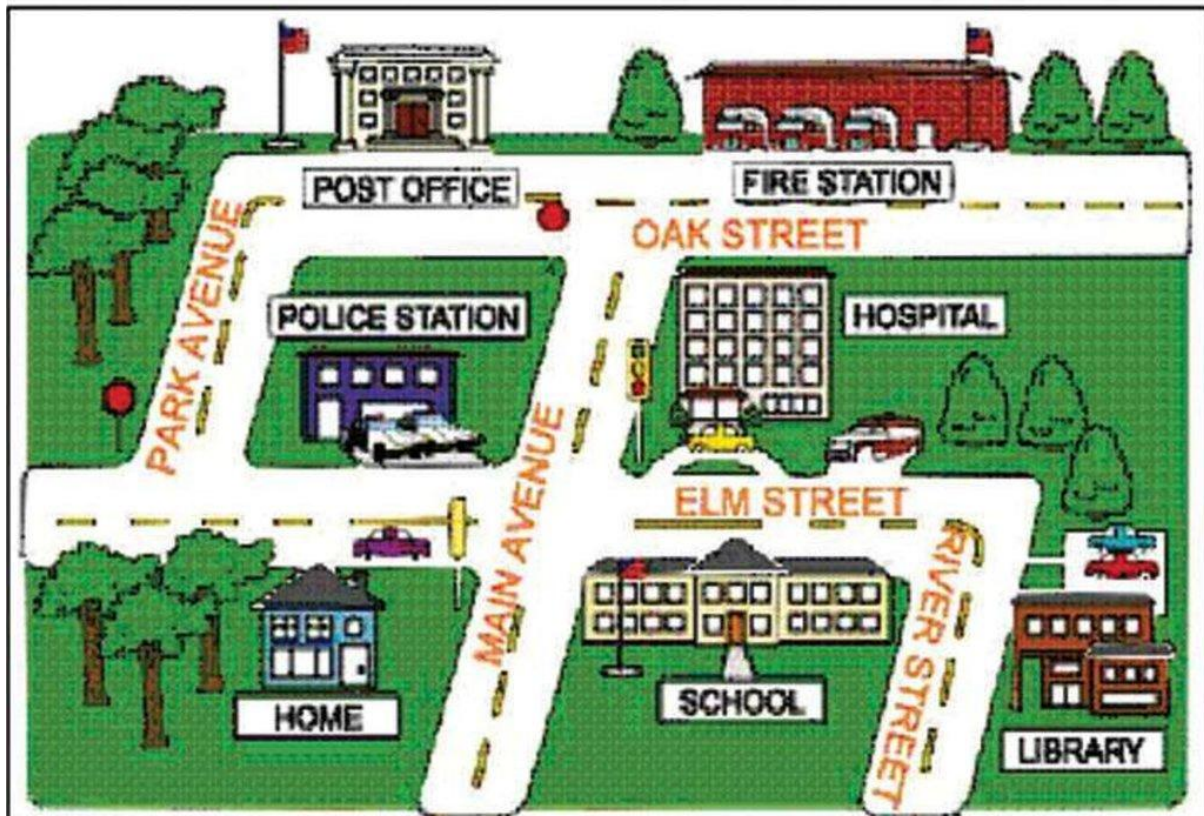


Go _____ RJ Road, Go past _____ Take a _____ on 5th cross, Point B, BB Bakery is on the _____ side.



Go _____ on MG Road, Take a _____ at RV Stores, Go _____ MG Road, Point B, Cakewala is on the _____ side

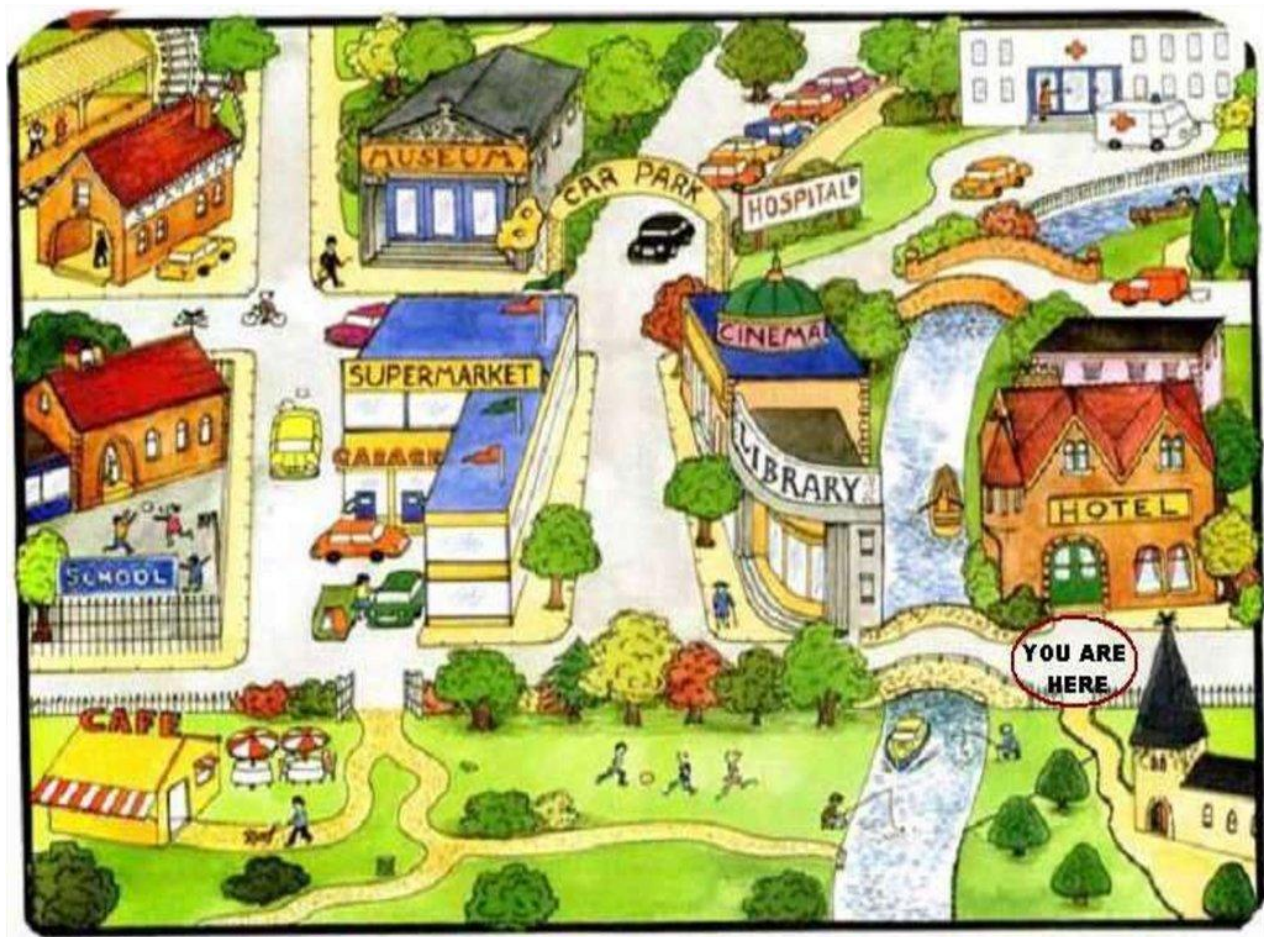
Exercise 3



Look at the map given above and answer the following questions.

1. Give directions to go to the Library from the Post office?
2. How will you get to the Fire station from the Police Station?
3. How can you reach the hospital from home?
4. Give directions to reach Post Office from School?

Exercise 4



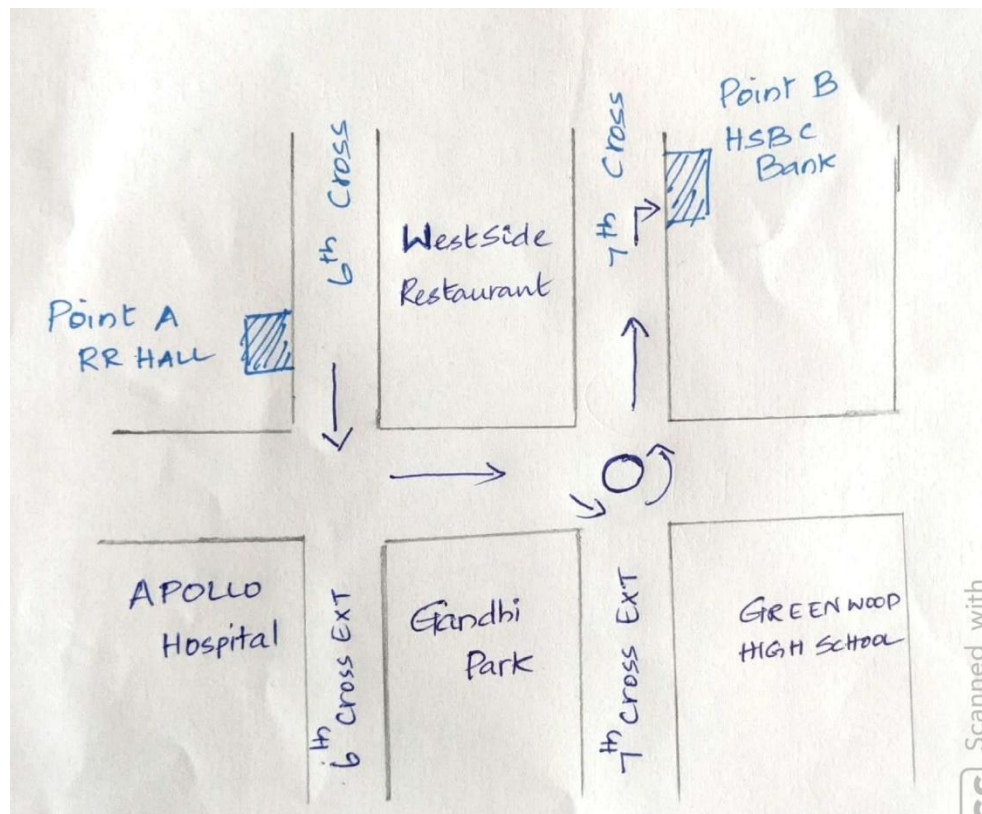
Look at the map given above and answer the following questions.

- a. How will you get to the supermarket?
- b. Give Directions to reach the Museum?
- c. How will you get to the Hospital from School?
- d. How will you get to the Museum to the Library?

e. How will you reach the Hotel from the Railway Station?

Exercise 5

Give directions to go to Point B from Point A using the Map given below.



Module-9

Concord, Question Forms, Question Tags

A. Subject–verb concord

The word ‘Concord ’means ‘agreement’ or ‘harmony’ between two or more groups. Therefore subject- verb concord refers to the relationship or the terms of agreement between the subject and verb of a sentence.

The verb of a sentence has to agree with the subject in person and in number. A singular subject takes the singular form of the verb, while a plural subject takes the plural form of the verb.

Look at the following examples:

Karuna **is** a good chess-player.

Alpesh and Deepak are good chess players.

In the first sentence, the subject ‘Karuna’ is singular and subsequently, the verb form is singular as well i.e. ‘is’. In the second sentence, the subject ‘Alpesh and Deepak’ is plural in number and subsequently, it takes the plural form i.e. ‘are.’

The plural forms of verbs retain the base form. The suffix ‘s’ is added to the base form to get its singular. For example: **walk—walks, run—runs etc.** However, this is not applicable for forms of the verb ‘be’ as can be seen in the first two examples provided.

These are a few rules of subject-verb concord:

1. When the subject is a combination of nouns, the verb takes the plural form.

Examples: Karuna and Jack **are** going to the market.

Radha and Meera **are** coming home.

‘Karuna and Jack’ forms the subject. Hence the plural form of the verb ‘are’ is used.

2. When two or more nouns are joined together with *or, nor, either—or, neither—nor*, et cetera, the verb takes a singular form if the joining nouns are singular. The verb takes a plural form if the nouns are plural.

Examples: Either Amit or Shilpa is the best athlete of this college.

Neither trains nor cars are plying today.

Neither Akshaya nor my brothers are coming home.

3. If the subject comprises a singular noun and a plural noun, then it takes a plural verb.

Example: The ball and the wickets belong to me.

4. If the subject is preceded by *each*, *every*, *one* et cetera, the verb takes the singular form.

Example: Each of the participants receives the prize.

Each of those mangoes is rotten.

Each person is an individual.

Every animal needs food.

5. In a sentence beginning with adverbs such as 'here' and 'there', if the subject is placed after the verb, the verb must agree with the noun placed after the verb.

Example: There are ten chocolates in the box.

Here is the DVD that I had promised to get you.

6. The verb takes the 'am' form of the first-person singular follows another noun or pronoun in a compound subject.

Example: Either they or I am wrong about this.

7. If the subject is a sum of currency, the verb takes the singular form.

Example: Sixteen thousand rupees is how expensive a washing machine is.

500 rupees is a high price to pay.

8. The verb takes the singular form when the subject of a sentence is a collective noun.

Example: The army is on vigilant duty now at the borders.

Most of my family is/are here.

Task: 1

Use the appropriate forms of the verbs provided in the brackets and complete the sentences given below:

- a. All of us(plans) to join in.
- b. Either you or I will (wins) this game.
- c. Here (be) your project report.
- d. Neither Sudha nor Rakesh will (goes).
- f. The amount charged for the service(be) five thousand rupees.
- g. Some of the vegetables (be) rotten.
- h. There(be) the books that I purchased from the old bookstore.
- i. Nilu and Sumati will(comes) to house.
- j. Several of my colleagues (be) disgruntled with this organisation.

Task: 2

Choose the correct subject verb combinations in the sentences below.

- a. The lady in the car (look/looks) like your mother.
- b. Most of the milk (is/are) gone.
- c. One of the flowers (has/have) wilted.
- d. Either Ram or Shyam (is/are) coming today.

e. Here (is/are) the newspaper.

f. The group of dancers (is/are) here.

g. Civics (is/are) my favourite subject.

Task: 3

Choose the right option.

1. The captain with his crew was/were drowned.
2. Many a boy is/are doing their work.
3. If you **work/will work** hard, you will pass.
4. Each of those mangoes is/are rotten.
5. Neither he nor I was/were there.
6. Either he or his brother has/have made the mistake.
7. Man and woman is/are complementary to each other.
8. Plenty of mangoes and bananas is/are available in this season.
9. A dictionary and an atlas is/are missing from the library.
10. The leader as well as his brother belong/belongs to the same tribe.
11. cats and dogs do/does not get along.
12. The brothers as well as their sister is/are good at their studies.
13. The teacher with his students has/have gone on a picnic.
14. A lot of houses has/have collapsed in the storm.
15. The children as well as their mother is/are missing.
16. A large sum of money was/were stolen.

Task: 4

Choose the correct form of the verb that agrees with the subject:

1. His pants ----- torn during the match.
 - a. Was
 - b. is

- c. Were
 - d. Are
2. Aron, together with his wife, ----- the guests of the party.
- a. Greets
 - b. Greet
 - c. Greeting
 - d. Are Greeting
3. Tweezers ----- always useful to handle small objects.
- a. May
 - b. Is
 - c. Will
 - d. Are
4. The jury ----- not convinced.
- a. Might
 - b. Was
 - c. Were
 - d. Would
5. The truthful ----- always trustworthy.
- a. Are
 - b. Was
 - c. May
 - d. Is
6. To cry ----- never the solution to any problems.
- a. Are
 - b. Were
 - c. Should
 - d. Is
7. A number of soldiers ----- injured during the war.
- a. Is

- b. Were
- c. Was
- d. Might

8. The number of deceased soldiers ----- not stored in the record book.

- a. Were
- b. Is
- c. Are
- d. May

9. A pack of tigers ----- approaching the camp.

- a. Will
- b. Were
- d. Was

10. Either she or her friends ----- responsible for this accident.

- a. Is
- b. Are
- c. Was
- d. Might

B. Question Forms

Do you know how to construct questions?

Look at these examples to see how questions are formed.

1. Is Sonal a teacher?
2. Does she eat meat?
3. When did you get here?
4. How much does a train ticket cost?

Sentence 1 and 2 are - **Yes/No questions** and sentence 3 and 4 are **Wh- questions**.

To make questions, we often put the verb before the subject. This is called inversion.

Affirmative	Question
I am late.	Am I late?
I can dance.	Can I dance?

She is sleeping.	Is she sleeping?
They have met before.	Have they met before?

There are three basic question types:

- a. **Yes/No:** the answer is “yes or no”
- b. **Question-word:** the answer is “information”
- c. **Choice:** the answer is “in the question”

Yes/No questions

Yes/No questions are those questions that expect ‘yes’ or ‘no’ as answers. These questions do not take the question words when, what, how, why, where etc.

Yes/No questions	Answer: Yes/No
Do you want coffee?	Yes, I do.
Can you drive?	No, I can't.
Has Sonu not finished her work?	Yes, she has.
Did the children go home?	Yes, they did.

Question-word questions

Sometimes we want more than yes or no for an answer. When asking for information, we usually place a question-word at the beginning of the sentence. The question-word indicates the information that we want, for example: where (place), when (time), why (reason), who/whom (person), what (thing).

Examples:

- Where do you live? In London.
- When will we have lunch? At 1 pm.
- Why are you late? I missed the bus.
- Who(m) did she meet? She met her friend.

Choice questions

Sometimes we give our listener a choice. We ask them to choose between two possible answers. So, their answer is usually in the question.

Examples:

Do you want tea or coffee? Tea, please.

Will we meet John or Sonu? Sonu.

Does she like ice cream or sweets? She likes ice cream.

Exercises

1. Choose the right answer from the given options and complete the questions.

(Going, like, what, where, go, have, can)

1. ----- do you live?
2. ----- you ever seen the Great Pyramids of Egypt?
3. Are you ----- to work today?
4. What time do you ----- to work?
5. ----- you see the kids from here?
6. ----- happened? You're all wet!
7. Would you ----- a cup of tea?

2. Complete the questions.

(Does, you, did, do, where, did, is, can)

1. ----- your friend a scientist? – No, he's an artist.
2. ----- Sara live in London? – No, she lives in Barcelona.
3. When ----- you get home? – I got home yesterday.
4. What time ----- you get up? – I get up at 6.00.
5. ----- the children go to the park? – Yes, they went there after school.
6. Are ----- going to the office? – No, I'm going home.
7. ----- you speak Korean? – Just a little.
8. ----- did you grow up? – I grew up I Egypt.

C. Question Tags

Pay attention to the conversation between the neighbors.

- a. You haven't seen Lisa today, **have you?** No, I haven't.
- b. It was a good film, **wasn't it?** Yes, it was really great.

Have you? and **Wasn't it?** these are question tags and they are often put on the end of a sentence in spoken English. In question tags, we use an auxiliary verb (have, was, were, will, could etc.) In

the absence of auxiliary verbs, we use **do/does/did** for present and past simple.

Note:Do/does, are present simple, whereas **did** is past simple.

Examples:

- a. Where does Lisa live?
- b. Where do you live?
- c. Sonu did the work properly.

Auxiliary verbs and their usage-

Present Tense	First person Singular/ Plural	Second person Singular/ Plural	Third Person Singular/Plural
Do	I, we	You	They
Does			He/she/it/ Lisa/ Sonu etc.
Past Tense			
Did	I, we	You	He/she/it

Pay careful attention to the following sentences:

- a. Yohani plays the piano, **doesn't she?**
- b. You seldom got the opportunity, **did you?**

Both the sentences **a** and **b** have no auxiliary verbs, so here **Do- form of the verbs** are used, (**Do/does/did**).

Normally we use negative question tag after a positive sentence and a positive question tag after a negative sentence.

Positive Sentence	Negative Question Tag
Sushmita will be soon here,	won't she?
Shraddha should pass the exam	shouldn't she?
Negative Sentence	Positive Question Tag
Raju won't be late	will he?
Ramya won't be late	will she?
They don't like us	do they?
You haven't eaten yet	have you?

Notice the meaning of **Yes** and **No** in answer to a negative sentence:

You're **not** going out today, **are you?** { **Yes.** (= Yes, I am going out)

No. (= No, I am not going out)

Note: Don't ever forget to put the question mark at the end of the question tag. (?)

Put a question tag on the end of these sentences.

1. Priya won't be late, -----?
2. You're tired, -----?
3. You travel a lot, -----?
4. Sonam doesn't know Priya, -----?
5. Sunny is on holiday, -----?
6. You can speak French, -----?
7. They won't mind if I take a photo, -----?
8. There are a lot of people here, -----?
9. Let's go out tonight, -----?
10. This isn't very interesting, -----?
11. I'm too impatient, -----?
12. You wouldn't tell anyone, -----?
13. I shouldn't have lost my temper, -----?
14. Don't drop that vase, -----?
15. Suraiya is a doctor, -----?
16. Sumana eats cheese, -----?
17. She's Italian, -----?
18. We're working tomorrow, -----?
19. They've been to Spain, -----?
20. He had forgotten his wallet, -----?
21. They'll be arriving soon, -----?
22. He can help, -----?
23. They didn't go out last Sunday, -----?
24. You hadn't been sleeping, -----?
25. They couldn't hear him, -----?

Reference

1. English Grammar in Use by Raymond Murphy, Cambridge Publications.
2. Complete English Grammar Rules, by Parlex International.

Module- 10

A. USE OF DERIVATIVES, LINKERS

In English language, derivatives are words formed from other “root or base” words. **They are one of the most powerful tools we can use to build our vocabulary quickly and easily.**

Derivatives are words formed from another word or words. The word “childish” is a derivative of the root word “child.” The word derivation comes from the Latin, “to draw off,” and its adjectival form is derivational.

There are three main types of linguistic derivatives:

1. Morphological derivation
2. Inflection
3. Etymological derivation

Morphological derivation is the one which we get when we change a root word using letter structures called **affixes**. There are at least two parts to a derivative word. For example: foolish=fool(root)+ -ish(affix).

What is an Affix?

Affix, a grammatical element that is combined with a word, stem, or phrase to produce derived or inflected forms. There are three main types of affixes: prefixes, infixes, and suffixes.

A **prefix** occurs at the beginning of a word or stem.

Examples: un-willing, dis-agree, re-elect, co-exist, nonfat, telephone, upgrade, degrade etc

.

A **suffix** occurs at the end of a root or base word. **Example:** wonder-ful, refuse-al, free-dom, sadness, punish-ment etc.

Here are a few more examples:

Dishonest

Honest = a root word meaning to speak the truth.

Dis- = a prefix used to create a negative.

Dis=honest = dishonest= a derivative that means not to speak the truth.

Honorable

Honor = is a root or base word meaning *high respect*.

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

Honor = able = honorable = a derivative of honor meaning something or someone that is respected.

Inflection

The word “Inflection” comes from the Latin term ‘inflectere’, meaning “to bend.” Inflection refers to a process of word formation in which items are added to the base form of a word to express grammatical meanings.

Inflection in English Grammar include the following:

a) The **Genitive** – ‘s.

The genitive case is predominantly used for showing possession. With nouns, it is usually created by adding ‘s to the word or by preceding it with “of.”

Examples:

Dog’s dinner, Sonu’s haircut, Dog’s bone, Men’s room, Dan’s bike, Children’s song etc.

b) The plural **-s**.

The inflection **-s** at the end of the word dogs shows that the noun is plural. **Example:** boys, cats, girls, books etc.

c) The third person singular **-s**.

The same inflection **-s** at the end of the word run shows that the subject is in the third-person singular. **For example:** He/ she runs.

d) The past tense **-d, -ed or -t**.

The inflection **-ed** is often used to indicate the past tense. **For example:** Walk-walked, listen-listened, cook-cooked, jump-jumped etc.

From the above given examples, we understand that inflections are used to show grammatical categories such as tense, person and number.

Etymological Derivation

Etymology is the study of word origins. English is a melting pot of various languages, predominately Old German, Latin, Greek, and French.

For example:

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

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

Salary: derived from the Latin word *salarium*, meaning “salt money.”

Exercises

1. Complete the following sentences using the correct form of the word given within the brackets:

- a. He used a sunscreen as ----- against the sun rays. (**Protect**)
- b. He told them ----- to leave him in peace. (**Polite**)
- c. There’s not much in the way of -----in this town – just the cinema. (**Entertain**)
- d. The restaurant turned out to be ----- cheap. (**Surprise**)
- e. Big houses are ----- to maintain. (**Expense**)

2. Complete the given sentences using the word within the brackets and the suffixes from the list given below:

(-tion, -sion, -ation, -ance, -ment, -ity, -ness)

- a. If you want to change your ----- (appear), you can get modern clothes.
- b. Can you give me a ----- (describe) of your house?
- c. The ----- (develop) of technology has changed our lives.
- d. What is your ----- (nation). I’m German.
- e. Can you tell the ----- (differ) between the twins.
- f. Do you believe in the ----- (exist) of God?
- g. I hope you will finally make the right ----- (decide).

B. Linkers

Linkers are words that relate one idea or sentence of the text with another. They connect the ideas logically. They are a means to secure that there is a logical connection in a text. They function as a way to guide the reader or listener. Linkers are especially useful when making arguments and are an important part of any type of analysis. They give direction to the writer. They make the meaning specific. So, linking words are words that join clauses into sentences.

How to choose a linker?

Meaning is the first and the most important criterion in choosing a linker. The second is the logical relation that needs to be made distinctly clear. For example, linkers like **because, so** and **therefore** express logical relations which are different from those expressed by **although, but** and **nevertheless**.

There are three main types of linking words:

- I. Conjunctions
- II. Sentence connectors
- III. Subordinators

I. Conjunctions are the most common form of linking word. They are used to join two parts of a sentence together and are generally in the middle of a sentence. There are seven co-ordinating conjunctions. These are: and, but, so, or, for, nor and yet.

Example:

1. Successful students work hard **and** they organize their time effectively.
2. I play the piano **and** I sing in the choir.

II. Sentence connectors are used to link ideas from one sentence to the next and to give paragraphs coherence. Sentence connectors perform different functions and are placed at the beginning of a sentence. They are used to introduce, order, contrast, sequence ideas, theory, data etc. Some of the important connectors are as follow:

a. Connectors of Logical or Sequential order

- Firstly, secondly, thirdly etc.

- Next, last, finally
- In addition
- Furthermore
- Also
- At present/ presently

b. Connectors of **Order of importance**

- Most / more importantly
- Most significantly
- Above all
- Primarily
- It is essential/ essentially

C. Connectors of **Contrast**

- However
- On the other hand
- On the contrary
- By (in) comparison
- In contrast

d. Connectors of **Result**

- As a result
- As a consequence
- Therefore
- Thus
- Consequently

e. Connectors of **comparison**

- Similarly
- Likewise
- Also
-

f. Connectors of **Reason**

- The cause of
- The reason for

III. Subordinators

Subordinators are linking words that are used to join clauses together. They are used at the beginning or in the middle of a sentence.

a. **Subordinators of comparison and contrast**

Although, though, even though, while, whereas.

Examples:

Hari likes tennis **whereas** Srinu prefers basketball.

Although it was raining, we still went to the park.

Even though I asked Sue for help, she refused to help me.

b. Subordinators of cause and effect

Since, so that, because.

c. Subordinators of time

After, when, until, whenever, before.

d. Subordinators of possibility

If, as if, whether, unless.

e. Subordinators of place and manner

Wherever, where, how.

Exercise

1. Rewrite the sentences using the linkers given within the brackets.

1. He exercised regularly. He didn't want to be overweight. (since)

2. There has been enough rain this year. Vegetables and fruits are expensive. (Nevertheless)

3. The artist hired a bodyguard. She didn't want to be aggressed. (In order to)

4. Hari likes tennis. Srinu prefers basketball. (whereas)

5. There was too much noise in our neighborhood. We managed to sleep. (In spite of)
6. They wanted to relax. They went to the country in the weekend. (so that)
7. It was too cold inside, so she turned on the heater. (because)
8. He has good computer skills. He wasn't considered for the job. (despite).
9. Alan and his sister don't enjoy rock music. (neither.....nor)
10. Did she visit Uncle Tom while she was staying in Belfast? (during)
11. I didn't have a shower this morning. My hair was really dirty all day. (so)
12. I love summer. I hate getting on the underground in the heat. (however)
13. I didn't eat any crisps. I ate an ice-cream! (but)
14. I thought the documentary was interesting. I would have liked to see more interviews.
(nevertheless)
15. I bought a dog. I really wanted a pet. (because)

Reference

1. English Grammar in Use by Raymond Murphy, Cambridge Publications.
2. Complete English Grammar Rules, by Parlex International.

Model Question Paper

I Semester B.A/BSW/B.Music/BFA/BVA and Other Courses Under the Faculty of Arts (2021-22 Onwards)

Generic English (L2)

Time: 3 Hours

Max.Marks: 60

Instructions to the students

1) Answer all the questions

2) Mention the question number correctly

SECTION - A

Unit I: Receptive Skills: Reading Skills and Listening Skills.

I(A). Read the following passage and answer the questions below

5X1=5

"I Have a Dream" is a public speech delivered by American civil rights activist Martin Luther King Jr. during the March on Washington for Jobs and Freedom on August 28, 1963, in which he calls for an end to racism in the United States and called for civil and economic rights. Delivered to over 250,000 civil rights supporters from the steps of the Lincoln Memorial in Washington, D.C., the speech was a defining moment of the civil rights movement.

Beginning with a reference to the Emancipation Proclamation, which freed millions of slaves in 1863, King observes that: "one hundred years later, the Negro still is not free". Toward the end of the speech, King departed from his prepared text for a partly improvised peroration on the theme "I have a dream", prompted by Mahalia Jackson's cry: "Tell them about the dream, Martin!" In this part of the speech, which most excited the listeners and has now become its most famous, King described his dreams of freedom and equality arising from a land of slavery and hatred. Jon Meacham writes that, "With a single phrase, Martin Luther King Jr. joined Jefferson and Lincoln in the ranks of men who've shaped modern America". The speech was ranked the top American speech of the 20th century in a 1999 poll of scholars of public address.

Answer the following questions:

1. What issues does Martin Luther King's speech address?

- Continuation of racism
- End to racism and civil and economic rights
- Civil rights
- Civil War

2. What pushes King to speak: "I have a dream"?

- a. He reads out the Emancipation Proclamation
- b. He is prompted by Mahalia Jackson
- c. He is overwhelmed by the crowd
- d. Lincoln had asked him to give the speech

3. From the last paragraph, give one word for "to leave"

- a. Departed
- b. Proclamation
- c. Improvised
- d. Address

4. What is the name of martin Luther King's famous speech?

- a. The Emancipation Proclamation
- b. An Improvisation
- c. A Peroration
- d. I Have a Dream

5. In front of whom does King speak?

- a. The civil rights supporters
- b. His friends
- c. Lincoln
- d. The Negroes

(B) 1. Using the following details write a proper Bibliography in either MLA or APA format. 2

Title of the Book: New Approaches to Language Teaching

Publisher: Oxford University Press

Author: Ram Narayan Gupta

Place of Publication: New Delhi

Year: 1995

2) Write the Importance of Advertisement?

1

3) Describe the Picture given below?

C. 69%

D. 71%

4. The total expenditure of the company over these items during the year 2000 is?

A. 544.44

B. 501.11

C. 446.46

D. 478. 87

5. The ratio between the total expenditure on taxes for all the years and the total expenditure on fuel and Transport for all the years respectively is approximately?

A. 4:7

B. 10:13

C. 15:18

D. 5:8

(D) Answer the following.

2

1. Write any two barriers of Listening?

2. Listening leads to learning. True/False

(E) Answer the following in a sentence each.

1x4=4

1. What is active listening?

2. Give any two examples of verbal communication.

3. Mention any two advantages of Nonverbal communication.

4. What is Kinesics?

(F) Answer the following.

1

1. 'To pay attention' is one of the characteristics of-----

A. Active speaking

B. Active Listening

C. Active Reading

D. Active writing

Unit II: Productive Skills: Speaking Skills and Writing Skills.

II. (A) Do as directed

1. Introduce your friend to your Dad.

2

2. How will you request your friend to use her laptop? 1

3. Your friend has secured First Prize in a quiz competition – Congratulate him on his success. 1

4. What enquiry would you make to open a bank account?

(B) Answer the following

1. How would you ask for directions from Kempegowda Bus station to Lalbagh? 1

2. Give a set of Instruction for the following task.

How

to

prepare

coffee?

2

3 Give directions to Reach from point B from point A

2

(C). Do as directed

1. Choose the correct form of the verb that agrees with the subject: 1x2=2

a. Aron, together with his wife, ----- the guests of the party.

- a. Greets
- b. Greet
- c. Greeting
- d. Are Greeting

b. To cry ----- never the solution to any problems

- a. Are
- b. Were
- c. Should
- d. Is

b. Choose the right answer from the given options and complete the questions. 1x2=2

(Going, like, what, where, go, have, can)

- 1. What time do you ----- to work?
- 2. Would you ----- a cup of tea?

c. Put a question tag on the end of the sentence.

1

1. Sumana eats cheese, -----?

(D) 1. Complete the given sentences using the word within the brackets and the suffixes from the list given below: 1X2=2

(-tion, -sion, -ation, -ance)

- a. Can you tell the ----- (differ) between the twins.
- b. I hope you will finally make the right ----- (decide).

2. He exercised regularly. He didn't want to be overweight. (since) (Rewrite the sentence using the linker given within the brackets.) 1

SECTION - B

III. Answer any five questions from the following.

5x2=10

(Eight questions will be given)

IV. Answer any two of the following in 80 to 100 words.

2x5=10

(Five questions are given)