

Generic English

(L2)

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



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

Module -1

Skimming, Scanning, Personal Reading and Travelogue Reading 3hrs

Objectives: To Become a Better Reader

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

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

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

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

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

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

Skimming:

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

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

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

Examples of Skimming:

1. Skimming in Everyday Life

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

1. Skimming for Point of View

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

Example:

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

Does the writer like dogs at home? No!

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

Scanning:

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

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

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

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

Example of Scanning:

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

SHOPPING LIST

Milk ButterIce cream BreadBananas Broccoli Rice Potatoes Oranges

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

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

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

Personal Reading (Personal Responses to Reading):

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

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

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

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

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

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

Some prompts for personal reading:

This reading reminds me of...

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

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

Travelogue Reading:

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

Examples of Travelogue:

A Trip to Coorg Hill Station, Scotland of India

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

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

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

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

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

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

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

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

Distance from Bangalore to Coorg - 260 kms.

Lyon: The City of Two Rivers

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

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

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

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

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

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

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

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

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

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

Exercises:

Skim the following paragraphs and answer the questions.

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

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

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

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

Is the writer for or against learning other language?

Scan the following paragraphs and answer the questions.

I. PHOBIAS

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

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

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

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

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

What's the treatment?

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

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

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

2. A phobia ...

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

3. Phobias ...

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

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

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

5. Peladophobias ...

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

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

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

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

A) Arachibutyrophobia B) Arachnophobia C) Amathophobia

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

Clever, Home, Unite, Distress, Marriage, early

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

Module - 2

Academic Reading, Reference Materials, Editorials and Brochures

Objectives: Using variety of formats for effective academic reading.

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

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

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

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

Academic Reading:

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

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

The steps involved are:

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

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

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

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

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

Why is academic reading beneficial?

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

Reference Materials:

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

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

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

Print reference books:

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

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

Use reference sources to:

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

Examples of Reference Sources:

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

Editorials:

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

Importance of Editorials:

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

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

Types of Editorials:

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

Example of Editorial:

Selfie obsession is not far from becoming a medical problem

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

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

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

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

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

Brochures:

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

Tips for Designing a Brochure:

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

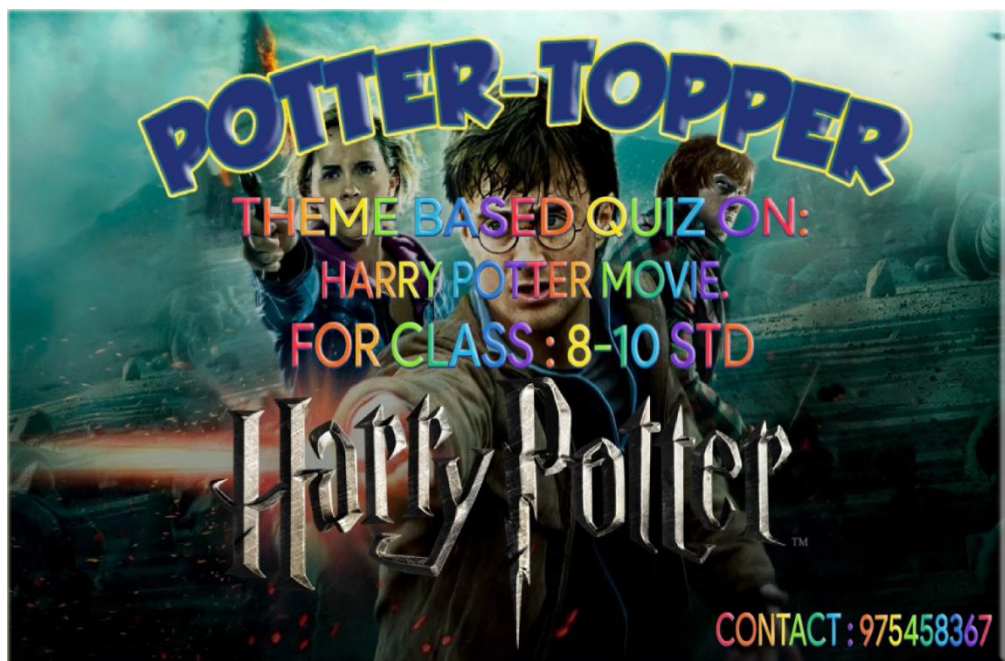
Example of Brochure:

Exercise:

Prepare a brochure for an Inter Collegiate Fest.

Prepare a brochure regarding the courses in your college.

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



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

Job Oriented Reading

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

Objectives:

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

Cover Letter

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

Opening Paragraph

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

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

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

Closing Paragraph

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

Sample Cover Letter

Jagdsish Josh

Xyz

MelisMorris

LaForce + Stevens

41 East 11th Street

6th Floor, New York, NY 10003

Dear Ms. Morris,

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

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

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

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

Sincerely,

Jessica Jones

Email & Cover Letters

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

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

Email Etiquettes

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

Sample E-Mail Cover Letter

Dear Ms. Hiring-Manager,

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

Thank you for your consideration, Hopeful Applicant

Hopeful Applicant myemail@bu.edu617-753-27363

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

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

LISTENING

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

What is listening?

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

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

Types of Listening

Discriminative Listening: to identify the difference between the sounds.

Comprehensive Listening: To comprehend the meaning of these sounds.

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

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

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

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

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

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

Module 5: Listening to Job interviews and Conversations 2hrs

Effective Listening: Listening to job Interviews

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

A Good listener:

*Considers all evidence before jumping to a conclusion.

*Takes notes when listening, in order to recall information or understand a difficult idea.

* Concentrates on what the speaker is saying and not on unrelated thoughts.

*Is willing to consider the opinions of others.

*Listens openly when others disagree with him.

* Encourages others to express their ideas, instead of occupying centre stage.

* Is curious about other people and their ideas.

* Does not interrupt others, or change the topic to suit his purpose.

* Makes the speaker feel comfortable while talking.

* remembers important ideas given by others, even when he is busy.

* Does not pretend to understand, when he is confused.

*recognises that people may change over time and have something new to offer.

* tries to find solutions to others' problems.

*Knows when to speak and when to listen.

Module 6: Comprehensive Listening 3hrs

Listening to Short text

Listen to the short text and mark the correct answer.

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

Example:

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

Listening to Announcements

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

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

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

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

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

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

- a. 9w467 Srinagar- Delhi

Status: on time delayed Reason for delay: _____

- b. IA 320 Srinagar –Delhi

Status: on time delayed Reason for delay _____

Listening to news

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

Listen to the news bulletin and identify the correct option:

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

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

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

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

- a. Did the Ministry of petroleum and Natural gas agree to the demand from oil companies for a hike in prices?
- b. Yes /no _____
- c. What was the reason for the decision? _____ -

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

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

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

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

Grass

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

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

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

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

Answer the following questions:

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

Module – 7

Performance Activity: Role Play, Extempore, Group Discussion

Role Play

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

Role-play objectives

Some of the role-playing objectives are described below –

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

Conclusion:

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

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

Samples of Role Playing:

Telephone Conversation

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

Job Interview

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

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

Extempore

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

Understand the challenge:

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

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

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

Mental Preparation:

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

Handle mental blocks smartly:

- Handle the situation gracefully and avoid being nervous.

Control on speech:

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

Presenting both sides:

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

3 Steps to Making an Extempore Speech Successfully

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

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

Extempore- Factual Topics

An exhaustive list of latest extempore topics:

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

Module – 7

Performance Activity: Group Discussion

Group Discussion

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

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

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

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

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

Why GDs are implemented commonly:

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

Topics:

Expectation kills happiness

E-Voting: Pros & Challenges

Life without Phone

COVID-19

OTT vs Theatre

Money or Happiness – Can money make us happy?

Module – 8

Introducing Oneself

Objective: -

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

How do you introduce yourself?

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

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

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

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

Self-introduction tips.

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

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

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

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

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

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

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

How to introduce yourself?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The different ways of greeting are.

1.Hi! How are you?

2. Hi! Pals?

3. Hi! Glad to see you.

4. How are you.

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

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

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

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

Writing Practices.

1. Hello Sir/Madam,

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

2. Exercises.

Let me introduce myself.

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

3. Introduce yourself

My name is __. I live in __. I 'm from __ I am ____ year old. I was born in __. I'm married/not married. I have/ I don't have children. My job is __ my favorite color is __ my dream is __ my hobbies are __ makes me happy __ and __ makes me sad. My best quality (personality) is __.

4. Introducing Yourself

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

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

A. _____.

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

A _____.

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

A. _____.

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

A. _____.

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

A. _____.

5. Writing practice.

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

Module – 8 Giving Information

Some phrases used to ask information.

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

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

Getting Information

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

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

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

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

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

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

Retrieving Information

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

Giving Information

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

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

- Eyeball the listener.

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

Exercises.

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

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

II. Frame appropriate questions for the given responses.

Q. _____.

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

Q. _____.

A. Please go to counter No.4.

Q. _____.

A. We have Scholarship facilities to the students.

Q. _____.

A. About three hours journey by bus.

Q. _____.

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

Unit:8 Giving Instructions

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

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

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

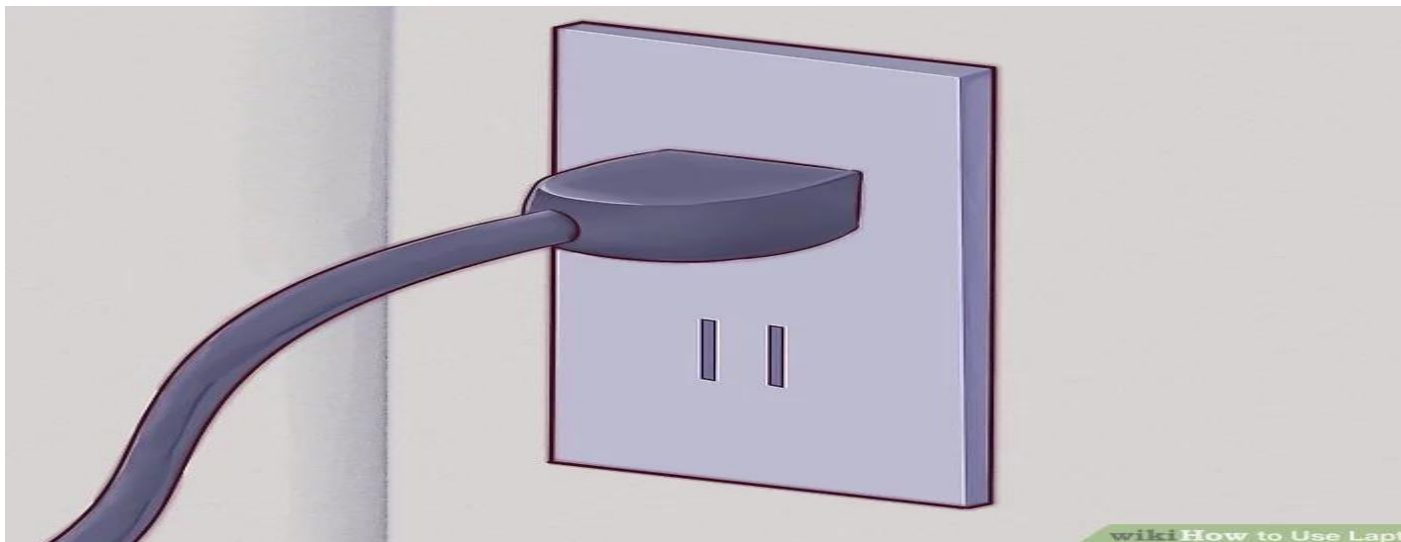
I. Read the following instructions and answer the questions given below each set of instructions.

A. Using a device

Part 1

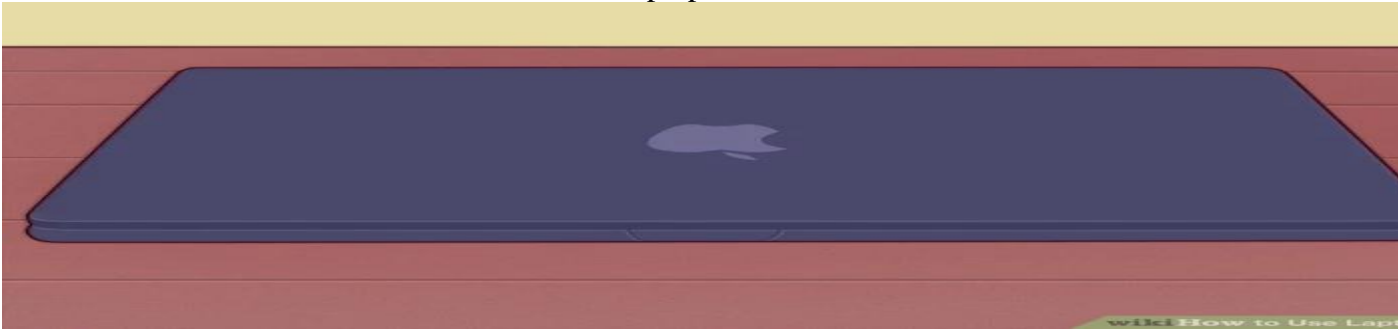
Setting Up Your Laptop

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



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

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

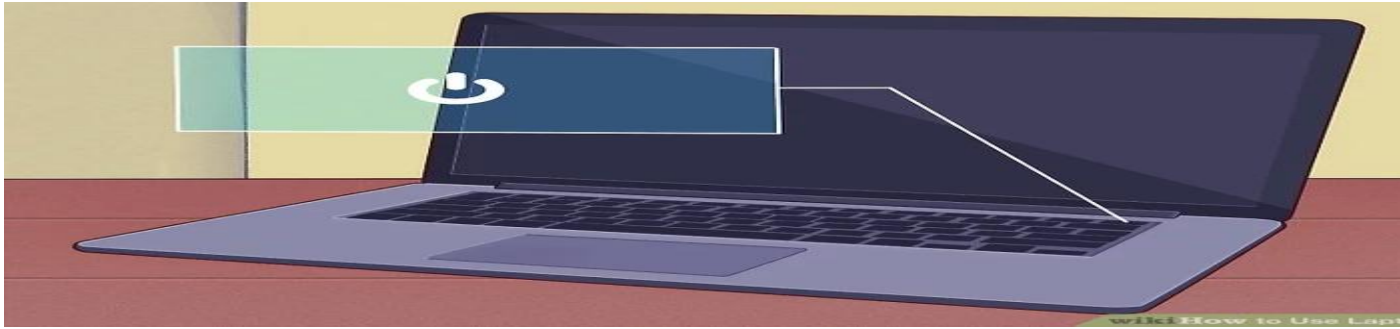


3. Lift the lid to open up until the screen looks comfortable for you. Most laptops have some type of clasp or latch which allows the screen to open.

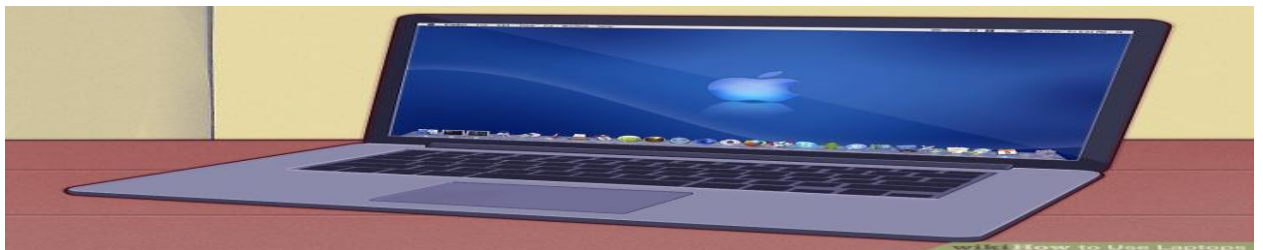
- If the laptop won't open, don't try to force it! Look for a latch instead. You shouldn't have to force the screen open.
- Do not pull back the lid too far. A 45-degree obtuse angle is the most the laptop should be open to. The lid or hinge mechanism may be damaged or broken if pulled back any further.



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



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



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

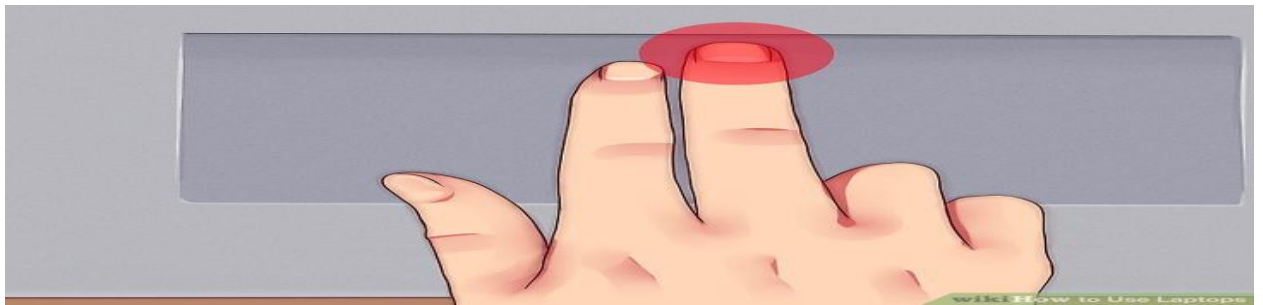
- Many touchpads are multi-touch - using multiple fingers will produce different user interface actions than using just one. Experiment with your laptop by dragging one, two or three fingers across it and trying different 'gestures' or movements with your fingers.
- Lenovo laptops may use a small, red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



7

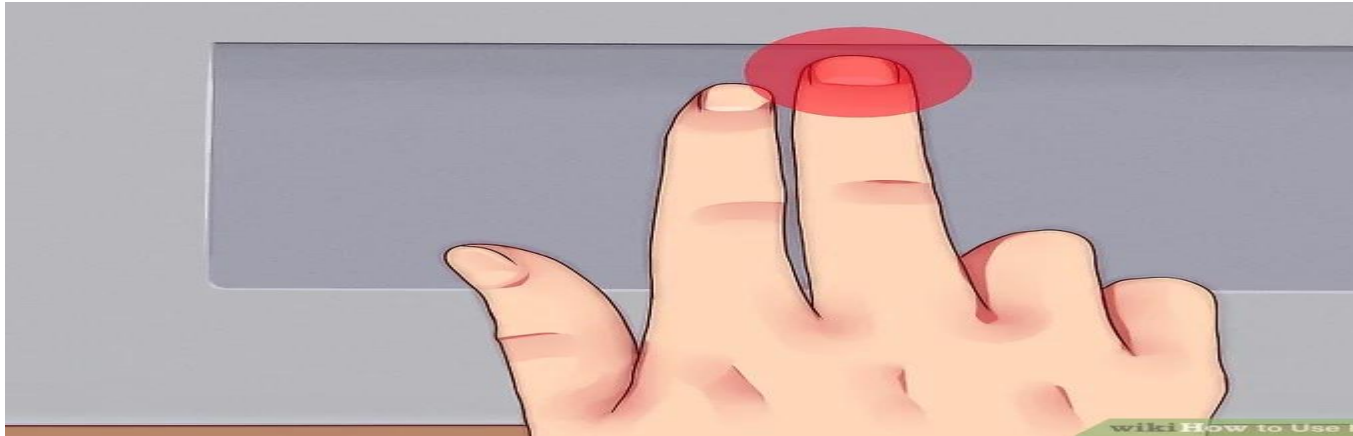
Use the touchpad's left click button as your primary mouse button. On most touchpads, you can click using a button located on the bottom left of the touchpad.

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



8

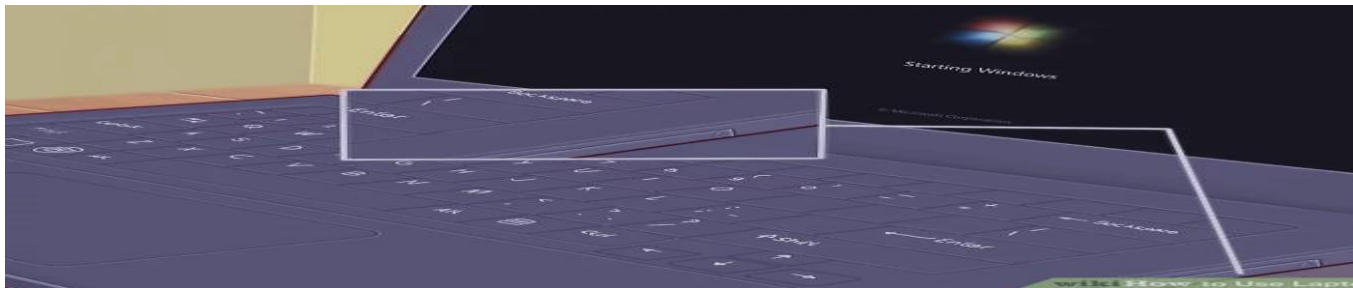
Use the touchpad's right click button as the secondary mouse button. You'll do anything involving a "contextual menu" or a "right click" by just pressing the right click button located at the bottom right of the touchpad.



9

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

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



1. What is the given set of instructions about?

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

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

4. Are the required instructions easy to follow?

B. Describing a Task

Maggie Noodles.

Cooking time 10minutes.Serves 3-4



Ingredients:

Maggi – One family packet

Water – A cup and a half

Beans- hand bunch

Carrot -hand bunch

Peas- hand full

Salt to taste

Pepper powder -1\2 teaspoon

Maggie masala packet

Method:

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

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

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

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

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

iv. Are the instructions easy to follow? Why?

B. Utilizing general services

How to Write Inland Writers?

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

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

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

Fold the letter as instructed.

Lastly, the letter is now ready to send.

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

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

iii. Identify verbs which are related to services.

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

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

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

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

a. Verbs related to cooking

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

b. Verbs related to using services

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

c. Verbs related to using Devices.

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

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

a. To replace the light bulb.

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

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

b. How to use Optra India.

Secondly, pay application fees and complete the application form.

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

Next, Enter basic details on college website.

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

c. How to plant a seed

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

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

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

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

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

b. How to prepare PPT's.

c. How to join a Club.

d. How to deactivate Instagram.

e. How to search for a topic in google.

a. How to change the Gas Cylinder.

b. How to download vaccination certificate.

Module – 9: Phrases

Objective:

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

What is a Phrase?

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

For example,

He is playing with his toy.

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

1. Noun Phrase

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

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

Noun Phrase = noun + modifiers

Examples

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

A sentence can also contain more noun phrases.

For example

The girl with green eyes bought a cute cat.

2. Adjective Phrase

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

Examples

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

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

3. Prepositional Phrase

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

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

For example-

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

4. The Participle Phrase

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

They can be also used as adjectives.

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

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

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

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

Phrases can act as modifiers in other phrases.

5. The Gerund Phrase

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

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

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

Riding the Spanish bulls, terrified Hugh.

6. The Infinitive Phrase

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

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

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

He had plenty of time and money to spend foolishly.

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

Exercise

Underline the phrases and identity the type of phrase.

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

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

Unit-9 Clauses.

Objective:

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

Clause

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

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

Example:

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

Types of Clauses

Clauses are mainly of two types:

- Independent Clause
- Dependent Clause

Independent Clause

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

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

Example:

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

Dependent Clause

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

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

Example:

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

Dependent clauses are further divided into three types.

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

Noun Clause

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

Example.

What he did made a problem for his family.

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

Examples.

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

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

Adjective Clause

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

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

Example

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

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

An adjective clause always precedes the noun it modifies.

Examples

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

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

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

Adverb clause

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

The subordinating conjunctions used for adverb clauses are as follows.

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

Contrast: although, even, whereas, while though,

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

Examples.

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

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

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

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

Exercise

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

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

10) The poet received many awards

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

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

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

Tenses

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

1. The simple present is used:

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

Here comes Ashoka. See, how it rains.

- b. To express habitual truth

She gets up early in the morning

- c. To express universal truth

The sun rises in the East.

d. To express future action:

The school reopens on Nov 6th.

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

A The boys are playing football.

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

3. Present perfect is used:

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

The Sun has set. The train has just arrived.

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

I have lived in Mumbai for ten years.

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

I shall go there after I complete my degree.

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

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

I have been working for two hours.

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

5. Simple past is used:

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

I met him Yesterday.

To express a habitual action in the past: as,

The Hindu widows burnt themselves along with their husbands.

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

While they walked, we fished.

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

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

The train left when they reached the station.

The patient had before the doctor came.

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

She had been singing for two hours when you came.

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

I shall see you on Monday.

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

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

I shall have done the work before you come.

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

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

Solved Examples:

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

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

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

Agreement of the verb with the Subject/ Concord

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

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

Mohan and Rohan have passed

He and his brother were absent.

He and I are great friends.

Time and tide wait for none.

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

Slow and steady wins the race.

Bread and butter is a wholesome food.

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

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

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

The orator and Statesman has arrived.

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

The poet and the philosopher are dead.

The orator and the Statesman have arrived.

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

Each day and each hour brings us a fresh energy.

Every man and every woman in the village was happy.

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

Either Aditya or Ankita is in the class.

Neither Sharan nor his brother was present there.

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

Neither praise nor blame seems to affect her.

Neither he nor I was mistaken.

Any boy or girl sees it at once.

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

John or his brothers are to blame.

Neither Afzal nor his friends were present.

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

Neither my brother nor I am happy.

But it is better to write as-

Either you are telling a lie, or he is.

Neither is my brother happy, nor am I.

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

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

Iron as well as gold is found in India.

Kindness as well as mercy allows it.

The king, with all his ministers, was killed.

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

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

The jury (one body) has elected its President.

The Council meets today in the Music hall.

The council that met in the music hall were divided.

The multitude was frightened at the sight of the lion.

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

Neither of the two applicants is suitable.

Each of these girls has done his best.

Each of these substances is found in India.

Each one of these men is reliable.

Every one of the boat's crew was drowned.

Many a man is tempted by gold.

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

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

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

A thousand rupees is a good sum (not are)

Four weeks is a good holiday (not are)

Similarly with titles of books and names of sciences:

The Arabian nights is an interesting book (not are)

The United States has a big army (not have)

Physics is an interesting science (not are)

Mathematics is a difficult subject (not are)

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

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

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

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

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

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

Idioms and Phrases

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Chapter 11-Speech Writing

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

Speech is intended for:

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

To deliver a good speech it requires prior preparation:

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

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

Steps to be followed:

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

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

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

Some welcoming words:

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

Example of welcome speech:

Good morning /afternoon/evening to everyone present here.

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

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

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

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

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

Welcome one and all.

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

Inaugural address should contain the following

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

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

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

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

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

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

Wishing you the best of luck.

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

- Thank the chief guest

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

Some words of gratitude:

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

Example of Vote of Thanks:

Good morning/afternoon/evening to one and all,

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

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

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

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

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

Thank you

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

Example of Farewell speech:

Good morning/afternoon/evening to all of you,

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

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

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

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

Exercises:

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