



Communicative English

(For Students of Arts & Science Colleges)



Semester 1

TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION
(TANSCHE)

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PREFACE

This textbook on Communicative English envisioned under the leadership of the Hon. Chief Minister of Tamilnadu, Thiru. Edappadi K.Palaniswami by the Honorable Minister for Higher Education Thiru. K.P. Anbalagan, and Principal Secretary to Government, Department of Higher Education, Selvi. Apoorva, I.A.S., is a pioneering venture and strategic intervention in higher education in Tamil Nadu. It has been prepared with the unstinted support of Thiru. Vivekanandan, I.A.S. Member Secretary, TANSCHÉ (Tamil Nadu State Council for Higher Education)

Tamil Nadu has the distinction of having the highest GER (Gross Enrolment Ratio) of 50 %, in higher education in the country: this figure attests to the efforts of the government to empower the youth of the state by enhancing access to higher education.

The Communicative English textbook has been prepared with a view to enrich and equip the student entering college: having the wherewithal to cope with the demands of education in an institution of higher learning and making the most of the opportunity of tertiary education, with the learning tools provided in the textbook should prove to be a life transforming experience for the students entering college and set them on the path to realizing their full potential.

The confluence of the stakeholders' (students') motivation and the facilitators' (teachers') dedication is bound to produce amazing results.

Unit I**(20 hours)**

1. Listening and Speaking

- a. Introducing self and others
- b. Listening for specific information
- c. Pronunciation (without phonetic symbols)
 - i. Essentials of pronunciation
 - ii. American and British pronunciation

2. Reading and Writing

- d. Reading short articles – newspaper reports / fact based articles
 - i. Skimming and scanning
 - ii. Diction and tone
 - iii. Identifying topic sentences
 - iv. Reading aloud: Reading an article/report
 - v. Journal (Diary) Writing

3. Study Skills - 1

- e. Using dictionaries, encyclopedias and thesaurus

4. Grammar in Context:

Naming and Describing

- Nouns & Pronouns
- Adjectives

1. LISTENING AND SPEAKING

1. INTRODUCING YOURSELF AND OTHERS

INTRODUCING SELF

How do you introduce yourself in college?

The first impression is the best one! You have heard this popular adage, haven't you?

You would want to make a good impression whenever you meet people the first time, wouldn't you? The first thing you would do is introduce yourself. Let's see what we need to say and how we can say it in several different ways depending on where and whom we are meeting. Imagine you are meeting a group of fellow students in college for the first time and the instructor/teacher asks you to introduce yourself.

What to include in your introduction:

| | |
|---------------------------|---|
| Your name | <p>My name is Murgesh Vadivel.</p> <p>My name's Ragini Pillai.</p> <p>I'm Suresh Gopinathan</p> <p>I'm Ismail.</p> <p>I'm Priyanka Sundar....</p> <p>I'm Rajalakshmi, people call me Raji.</p> <p>Never say, "Myself Rajiv". This is wrong.</p> |
| The school you studied in | <p>I studied at GRT school.</p> <p>I have completed my schooling at MMT, Vellore.</p> <p>I studied in the prestigious Vivekananda Vidyalaya in Coimbatore.</p> <p>I studied in a famous school in Mysore, the Sri Vidyalaya.</p> <p>I am a proud product of the Chennai School.</p> <p>I studied in the same school in which our former President, APJ Abdul Kalam studied.</p> |

| | |
|-------------------------------------|--|
| <p>The place you live/come from</p> | <p>I'm from Vellore. I live in T Nagar I live in Gopal Nagar while my home town is in Trichy. I come from Madurai. I'm put up in the hostel on campus I come from Delhi. I am staying at my aunt's I come from Meenakshi's abode, Madurai. I come from the mango district, Salem. (Remember not to use My native place is)</p> |
| <p>A little about your hobbies</p> | <p>I'm deeply interested in football, I was part of my school team I love playing the sitar I take a special interest in philately and I have 2000 stamps of 175 countries. Folk music has always fascinated me. I have been learning Karagattam for the past five years. I like watching tennis and cricket: they are my favourite sports.</p> |
| <p>A few details of your family</p> | <p>We are six at home, including me I have two siblings. I have a sister, who is older to me I have a brother younger than I. I have a brother and two sisters. All my siblings are older than me. I have four siblings, I am the youngest. I am the only child. I live with my grandparents.</p> |

How to Introduce Yourself:

Remember to wish people first. Formal ways of greeting are:

- Good day!
- Good Morning!
- Hello!

Informal Greeting: Hi!



Activity

Speak about yourself for about a minute or two. You may want to write it down, just to get the sequence right and it will give you a lot of confidence before you start speaking. Relax and smile when you present yourself!

A few hints about formal and informal situations:

You cannot speak the same things and in the same manner with everybody. Depending on the people and purpose of the meeting, you can broadly classify the instances as formal, casual and informal. When you are with your family and friends an informal approach is acceptable. However, in the communication between a teacher and a student, a service provider and customer, an employer and an employee, the engagement is a formal one. A casual tone is used among peers and also among people who are familiar with each other. So depending on whom you are meeting and why you are meeting them, you need to be selective about what you say about yourself.

Remember a rule of thumb, the more formal the situation, the less personal details you should share as an introduction.

- Do not talk about your family when you are speaking about yourself at a conference, meeting or a job interview.
- Do not talk about your hobbies/ special interest in an interview, unless asked to do so.
- Do not talk about your ambitions when you meet people at a party, meeting or official get-togethers.

There will be several occasions in college when you will have to introduce yourself. The following are a few instances on the campus when you will have to introduce yourself when you meet people for some work. In all likelihood, the Principal or your HOD may not recognise you. It is always better to make a brief introduction before you request them to do something for you.

Example:

1. With the HOD:

Good afternoon Sir/Madam

I'm Priya from II year BSc Physics, I wish to enrol in the Science Quiz being conducted by our department.

2. With the Principal:

Good evening Sir, I'm Rajesh from the department of Chemistry. I am in the first year. I am applying for a scholarship. Sir, could you please attest my application form?

Task 1

Choose any two instances from the list below and make notes (based on the examples given above) of what you would be saying and then present it to the class:

1. With the language teacher in the staffroom
2. With a fellow student in the canteen
3. With students/ volunteers of your club, team, group etc.
4. With the chief librarian
5. At a competition registration desk
6. With a guest at college

Task 2

There are several other instances when you might have to speak about yourself. So gear up, and choose any two of the following as an exercise in introducing yourself. Remember to greet the person you approach and give appropriate details:

1. At the Bank Manager's
2. At the hotel reception
3. At a ticket booking counter
4. With a new neighbour
5. At a conference, where you are presenting a paper

Many a time you may have to send an email or a text message from your mobile phone to a person whom you are meeting/contacting for the first time. Here again, you have to introduce yourself.

Task 3

1. Draft a text message that you will be sending through WhatsApp to a guest whom you wish to invite for an event organised by your club. This is the first message you are going to send him/her.

2. Compose a message to your English teacher seeking clarification of a doubt with regard to the lesson taught in class.

Tips on Composing Your Bio-note

There might be occasions when you have to speak about yourself/ provide a small write-up (bio-note) to help a programme compere introduce you to an audience. For this purpose you need to acquaint yourself with writing a bio note.

Example:

Arun is a well-known wildlife photographer and also has a trekking club. To join his trekking programmes you need to book well in advance. Here is Arun's bio-note on his web page:

Arun Vaidyanathan, had the opportunity of living and travelling in different parts of India due to his father's job in the Indian army. From the freezing peaks of the Himalayas to the frothing waters of the Bay of Bengal, Arun has traversed the Indian landscape. He took to photography even as a teenager and won a prize for "the best young wildlife photographer" in a competition organized by National Geographic. Arun loves the solitude of the hills, valleys and quiet coastal regions. He is also an outgoing and people-centric person, which accounts for the interesting trips he plans to share with people knowledge of the various terrains where he has trekked.

To know what's next on Arun's Adventures, you can check his itinerary given below.



Task 4

1. Write a bio-note about yourself to publish on your blog in about 120 words.
2. Write a short note about yourself to add to your profile on social media like Facebook and Twitter in about 160 characters.
3. Write a bio note that you would send along with an article/poem/short story that you would like to publish.

How to use an "attention grabber" in introducing yourself:

You can be a little innovative by starting with an attention-grabber. People who use this method do not start with their name. Instead, they begin with

- A story/anecdote
- A joke
- A fact about a place/period in history

Here is an example of providing information about a place and using that to introduce yourself:

This is a familiar story: There was a time when two eagles soared above a Shiva temple which was atop a hill. They would come every day at lunch time, and the priest at the temple would give them food. It became a ritual. According to legend, these eagles were not ordinary eagles, but two rishis whom a curse had transformed into birds.

You must have guessed which place I am referring to. Yes, it is Thirukalukundram. Kazhugu as you know is the Tamil word for 'eagle'. I come from this place, Thirukalukundram. My name is Loganathan.

Task 5

Use an attention grabber – a story/anecdote/joke to introduce yourself.

B.SPEAKING ABOUT OTHERS: INTRODUCING OTHERS

While introducing a friend or a classmate include the person's name in full, avoid nicknames or short names that you address them with. State some nice things about the person but never speak about their personal likes and dislikes. Again, depending on the context, include relevant information.

For Example,

While introducing a classmate or friend :-

Good morning, meet my friend/classmate, Krishna.

He is an ace football player and he is a part of the college team.

When you need to introduce a guest at a formal gathering :-

Good Morning. It gives me immense pleasure to introduce Ms Valli Damodaran, the CEO of Star Alliance, a prestigious business amalgamation. She has been with Star Alliance for the past 15 years and has held several responsibilities...

When you need to introduce a resource person

Good Afternoon, I am pleased to introduce Prof. Ganesh, Head, Department of Indian Theatre, University of Texas....

Pre Task

- a. Introduce a friend/classmate to others in the class.
- b. Imagine a guest/resource person is visiting your class and introduce him/her.

Task 1

- a. Write down a formal introductory note on a famous personality, who is visiting your college for an event. This introduction will go on the brochure/ notice board with the schedule of events
- b. You are on the editing board of a college e-mag, write a bio note on the contributors of articles, poems and short stories.

LISTENING FOR SPECIFIC INFORMATION

Listening is a significant component of the skill set which comprises the four skills: listening, speaking, reading and writing. It is akin to one of the important tools in a toolkit. Listening involves paying close attention to what is being said. While hearing is an involuntary and casual activity, listening is a voluntary and serious activity and therefore has to be planned deliberately. What observation is to "seeing", "listening" is to hearing. You must have heard the expression, "Observe. Keep your eyes wide open". So also you need to "keep your ears wide open" or have "sharp ears" to pick up what is being said.

Before listening

- Think about the topic of the text you are going to listen to. What do you already know about it? What could possibly be the content of the text? Which words come to mind that you already know? Which words would you want to look up?
- If you have to do a task on the listening text, check whether you have understood the task correctly.
- Think about what type of text you are going to listen to. What do you know about this type of text?

While listening

- It is not necessary to understand every single word. Try to ignore those words that you think are less important.
- If there are words or issues that you don't understand, use your 'general knowledge' as well as the context to find out the meaning.
- If you still don't understand something, use a dictionary to look up the words or ask someone else for help.
- Focus on key words and facts.
- Take notes to support your memory.
- Paying attention to "intonation" (rising and falling tone) and "stress" (words which the speaker lays stress on) can help you understand what you hear.
- Try to think ahead. What might happen next? What might the speakers say? Which words might they use?

After listening

- Think about the text again. Have you understood the main points?
- Remember the speculations you made before you listened. Did you predict right?
- Review your notes.
- Listen again to difficult passages.

Listening challenges

There are many difficulties an individual may face in understanding a talk/lecture or conversing in a second language. The speaker, the situation and the listener can all be the cause of these difficulties. Contributing factors include the speaker talking quickly, background noise, a lack of visual clues, the listener's limited vocabulary, lack of knowledge of the topic, and an inability to distinguish individual sounds. Students should listen and be able to understand the main idea of what is said, as well as specific details. Here are some of the main skills involved in listening, together with a brief description of what each skill involves.

1. Predicting content

Our knowledge of the world helps us anticipate the kind of information we are likely to hear. When we predict the topic of a talk or a conversation, all the related vocabulary stored in our brains is activated to help us understand what we are listening to. Depending on the context – a news report, a university lecture, an exchange in a supermarket, one can often predict the kind of words and style of language the speaker will use. If you are taking a listening test, skim through the questions first and try to predict what kind of information you need to listen out for. A question beginning 'How many..?' will require you to listen for a specific number or quantity of something.

For example, imagine you have just turned on your TV. You see a man in a suit standing in front of a large map with the symbols of the sun, clouds and thunder. What is he about to say? Most likely, this is going to be a weather forecast. You could expect to hear words like 'sunny', 'windy' and 'overcast'.

TASK 1

Watch or listen to a recorded TV program or clip from YouTube. Pause after every few sentences. Try to predict what is going to happen or what the speaker might say next.

2. Listening for the gist

Information comes in a sequence and in that sequence of information, there are content words such as nouns, adjectives and verbs that can help you form a picture and we often call this listening for the gist. For example, words like 'food', 'friends', 'fun', 'park' and 'sunny day' have their own meanings, but when you hear the words in sequence, they help form the context of a picnic. Mind maps are one of the best ways to jot down information while listening to get the gist of it.

Pre Task

Find a short video with subtitles on a topic that interests you. Use the title to help you predict the content and then listen for content words. Go back, and

listen again with the subtitles. How much did you understand the first time? Return to the video a week later and try again.

3. Listening for details

When listening for details, you are interested in a specific kind of information, perhaps a number, name or object. Anything that does not sound relevant can be ignored. This helps to narrow down your search and get specific details. In a listening test, if you are asked to write down the age of a person, listen for the words related to age like old, young, years, date of birth, etc. or a number that could represent that person's age. If it is a conversation, wait to hear someone begin a question with 'How old...?'

Pre Task

Listen to a weather report to get details about the weather, or you could follow the sports news to find out the latest scores.

4. Inferring meaning

Imagine you are a tourist in a country unaware of the foreign language. In a restaurant, you hand over a credit card to pay the bill, but the server seems to say something apologetic in response. Even though you don't understand his words, you can probably conclude that the restaurant doesn't take credit cards, and you need to pay with cash instead. This is the technique of inferring meaning: using clues and prior knowledge about a situation to work out the meaning of what we hear.

Similarly, we can infer the relationship between people from the words they use, without having to find out directly. For example, read the following conversation:

A: Shyam, did you do your homework?

B: I did, sir, but left my notebook at home.

A: That's a terrible excuse. You'll never pass your exams if you are careless.

We can infer from the use of the words 'homework' and 'exams' that this is a conversation between a student and his teacher. By using contextual clues and our knowledge of the world, we can guess what is being said, who is speaking and what is taking place.

Tasks

1. Choose a short audio track that presents information that may be easily summarized, like a news report. Summarize the main points in one or two sentences. It is not important to deliver details, like numbers, names or statistics but rather express the main point in a concise manner.
2. Listen to a biographical documentary. A number of them are available on YouTube and prepare a short list of questions like *what, when, where, how* type. Listen for these details and report the answers after listening. (On YouTube you will find interesting and brief biographies of eminent people, in a series titled Mini Bio. For example, <https://www.youtube.com/watch?v=Y94s85-Crew> is about the explorer Ferdinand Magellan.)

NB: <https://www.esolcourses.com/content/topicsmenu/listening.html> is a valuable link where you can access free online listening tests used for IELTS training purposes

PRONUNCIATION (WITHOUT PHONETIC SYMBOLS)

i. Essentials of Pronunciation

Pronunciation in the English language could be a challenge to non-native speakers as it is different from our Indian languages where there is a direct correspondence between the letter and the sound. For example, we don't understand why "tough" has this spelling, when it could be easier for us to pronounce if it were spelt as "tuf".

There are three aspects to the sounds of the English language, they are consonant sounds, vowel sounds and diphthongs (vowel glides).

Why is it important to work on one's pronunciation?

First of all, correct pronunciation makes you sound good. Also, it makes communication more effective.

Minimal Pairs and Diphthongs

As you are aware of consonant and vowel sounds, a brief note on diphthongs and minimal pairs will be helpful with regard to "sounding good"

The following pairs of words are examples of minimal pairs:

Pin, Bin

Mine, Nine

Uncle, Ankle

It is important to be trained in proper articulation of sounds through an exercise in minimal pairs as this will guard us from wrong pronunciation.

There are times when people pronounce typhoid (pronounced as typhoid) as 'typhoid'. Sometimes 'pant' is pronounced as 'fant'. These errors in pronunciation can be avoided. Some of the common pitfalls in pronunciation tend to be the interchanging of the 'p' and 'b' sound. How would the words 'Post' and 'Pin' sound if the 'p' sound is interchanged with 'b'. It would sound like 'boast' and 'bin'.

Diphthongs

Diphthongs are also called 'vowel glides' because during their articulation there is a movement from one vowel to another. Notice the vowel glide in the following words:

| | | | | |
|------|------|---------|-------|------|
| Here | wait | tourist | boy | rear |
| Show | my | few | align | |
| Cow | hair | fate | fake | few |

Listen (on the internet) to the way these words are pronounced. You will find that there is a music to it. Native speakers of English articulate the diphthongs unconsciously and they sound good! On the other hand Indian speakers tend to cut short the vowel glide. Practice vowel glides if you want to sound really good! (Please note that practising vowel glides is not a slavish imitation of native speakers, but a genuine appreciation of the music of the language).

Short Vowels and Long Vowels

Regard and appreciation for the music of the English language can be seen in one's interest in understanding the difference between short vowels and long vowels.

| Vowels | | | |
|---------------|--------|----|-------|
| ɪ | pit | ɔ: | born |
| e | pet | u: | boon |
| æ | pat | aɪ | bite |
| ɒ | pot | eɪ | bait |
| ʌ | but | ɔɪ | boy |
| ʊ | book | əʊ | toe |
| ə | mother | aʊ | house |
| i: | bean | ʊə | poor |
| ɜ: | burn | ɪə | ear |
| ɑ: | barn | eə | air |

(The above chart with symbols is for the teachers' reference only)

Long vowel sounds are denoted by a marker which looks like a colon (:).

The difference in the way the vowels are pronounced in the following pairs of words is the difference between short and long vowels:

| | |
|------|-------|
| Kiss | keys |
| Ship | sheep |
| Good | food |
| Bull | boon |

Imagine replacing the short vowel in 'good' with a long vowel sound: it sounds awful.

If you replace the long vowel sound of 'sheep' with a short vowel sound, it will sound like 'ship'

Commonly mispronounced words

- 'Tier' sounds the same as 'tear' (shedding tears when you cry). It is wrongly pronounced as 'tyre' (i.e. the tyre of a car/bike)
- Pronunciation (It is pr-nun-ciation. People often say pr-noun-ciation, which is not correct)
- Buffet (it is boo-fey. 'Boo' as in 'loose' and 'fey' as in 'fake')

What if you mispronounce?

Here are a few illustrations to show you that you could convey the wrong meaning if you don't pronounce correctly.

1. Dessert and Desert: When you order a sweet dish after a meal, you are ordering dessert(dizz-urt). On the other hand, if you travel to a country in the Middle East, you are going to a desert (dez-urt). Notice the difference in spelling as well.

2. Scrap and Scrape: Be careful about how you pronounce these two words. In 'scrap' the 'rap' rhymes with 'tap' and in 'scrape' the 'rape' rhymes with 'tape'. Often people complain that a course which is not good should be "scraped", when they actually mean that it should be "scrapped". "Scrap" and "scrape" are two different words which differ in pronunciation. "Scrape" means 'to drag' or 'pull' a hard or sharp implement across. Example: Remove the green tops from the carrots and scrape them.

3. Suite: A suite is a set of rooms designated for one person's or a family's use or for a particular purpose. For example, "Book a suite at the Taj." This word sounds exactly like "sweet", but those who are not aware of the correct pronunciation, pronounce it as "suit" (as in "suitcase").

i.American and British Pronunciation

Differences in American and British pronunciation could be listed as follows:

DIFFERENCES IN STRESS IN BRITISH AND AMERICAN ENGLISH

- adult
- ballet
- brochure
- garage
- vaccine
- advertisement
- hospitable

SOME WORDS ENDING IN -ILE ARE DIFFERENT IN BRITISH AND AMERICAN ENGLISH

- agile
- fertile
- hostile
- mobile
- versatile

IN SOME WORDS, THE LETTER "A" IS PRONOUNCED DIFFERENTLY IN BRITISH AND AMERICAN ENGLISH

- bath
- laugh
- class
- chance
- ask
- after
- can't
- example

THE SOUND OF "R" IS STRONGER IN AMERICAN ENGLISH

- hard
- were
- ear
- pure
- more
- chair
- bar

THE -IZATION ENDING IS DIFFERENT IN BRITISH AND AMERICAN ENGLISH

- civilization
- organization
- authorization
- globalization

THE LETTER "T" IN THE MIDDLE OF A WORD CAN BE PRONOUNCED LIKE A FAST "D" IN AMERICAN ENGLISH

- better
- water
- hated
- writing
- bottom
- native
- artificial
- notice

**The whole idea of working
on your pronunciation is
to
SOUND GOOD**



READING AND WRITING

READING AND WRITING:

READING SHORT ARTICLES – NEWSPAPER REPORTS/FACT BASED ARTICLES

The focus of this lesson on reading comprehension is to give you a few tips to ensure that you don't miss the point/s being made in any article that you are reading. With regard to reading a newspaper report/fact based article, you need to hone your skills in relation to

- i) Skimming and scanning
- ii) Diction and tone
- iii) Identifying topic sentences

Read the newspaper article given below. While you read, practice the skills of skimming and scanning. **Skimming** refers to the process of reading only the main ideas within a passage to get an overall impression of the content of a reading selection. With reference to this article you can skim with the following guidelines:

Note the title of the article

Read the introduction or the first paragraph

Read the first sentence of every other paragraph

Read the summary or the last paragraph

Scanning

Is there specific information you are looking for?

Anticipate how the answer will appear and look for clues that might help you locate the answer. For example, if you are looking for a date, you can scan the paragraph for numbers.

The article given has a couple of dates.

Wednesday, October 14, 1964

Prehistoric Tools

By **MARY STAMP**
Emerald Staff Writer

Prehistoric eskimo tools and semi-subterranean houses have been uncovered in Katmai National Monument in southwest Alaska by Don Dumond, assistant professor of anthropology, and crews of graduate. The excavation took four summers.

Most of the work has been done on the Brooks River which runs a mile and a half between Brooks and Naknek Lakes, and at Kukak Bay on the Pacific Coast on the other side of a mountain range. The diggings have been made under research grants from the National Science Foundation and under research contracts with the National Park Service.

Prehistoric Occupation

In 1960 plans for the diggings were begun by Luther S. Cressman of the anthropology department, now professor emeritus, according to Dumond.

That year Dumond and another anthropologist went to Alaska expecting to spend a year at Brooks River to study the salmon run as compared with past years. Records dated back to 1880.

"To our surprise we found a good deal of evidence of prehistoric occupation," Dumond related. "The stuff (tools) looked like it was 4,000 or 5,000 years old and was similar to the stone implements from further north by the Bering Strait. "It looked like we had a chance of making a sequence of southwest Alaska."

The following year, Dumond took five others to Alaska with him—three were on the Brooks River and three on the Naknek River 30 miles away.

1,000 Year Gap

"That year we got the rudiments of a sequence of tools to represent most of the periods from 2,000 B.C. to 1,800 A.D. when the Russians arrived," Dumond said. "Except there was a gap between 1000 B.C. and the year zero."

After skipping a summer, Dumond took a crew of six with him again in 1963—two surveyed the interior part of the monument and five worked at Brooks River to try to fill up the 1000-year hole. The latter group found 26 more dates with radio carbon.

"We were surprised that we got things from southwest Alaska

Having engaged successfully with this article with the tips you have been taught on skimming and scanning, could you answer the following questions?

1. Where did the anthropologists find the prehistoric Eskimo tools?
2. In the vicinity of which river were these tools located?
3. What is the timeline of this excavation project?

A Note on Diction and tone:

Diction in writing is the word choice used in a piece of writing. It can give a particular **tone** to the writing, depending on the specific words chosen. Aside from individual word choice, the overall tone, or attitude, of a piece of writing should be appropriate to the audience and purpose. The tone may be objective or subjective, logical or emotional, intimate or distant, serious or humorous.

The newspaper article given is related to a research project. The tone is formal and objective.

Identifying Topic Sentences:

Every paragraph should include a topic sentence that identifies the main idea of the paragraph. A topic sentence also states the point the writer wishes to make about that subject. Generally, the topic sentence appears at the beginning of the paragraph. It is often the paragraph's very first sentence.

Could you identify the topic sentences of the newspaper article on Pre Historic Tools?

With your newly acquired skills in reading (skimming and scanning), read the article given below:

Syria Deeply

Dona

December 21, 2012



In January 2009, Al Jazeera launched a pioneering initiative: At the time, restrictions imposed by the Israeli military in Gaza prevented international news outlets from reaching the Strip and reporting from within. Al Jazeera, which had the advantage of being the only news outlet with a correspondent on the ground, came up with a creative solution by making its exclusive footage available to be used, remixed, translated and re-broadcasted by everybody, including competitors.

Three years later, a similar situation is happening with Syria. Shortage of news is dramatic and reports from within the country are rare and often require that journalists' lives are put at risk in order to gather information. This is why it is key to have initiatives such as Syria Deeply, a news aggregator launched two weeks ago by a team of journalists and technologists headed by seasoned reporter Lara Setrakian.

Syria Deeply is a news platform that aims to redesign the user experience of the Syria story, for greater understanding and engagement around a complex global issue.

This is a major step in crisis reporting and will allow a wider audience to become more aware of the dramatic situation in Syria, fostering a better understanding of a complex issue by adding context and historical information to the headlines.

"I believe technology is the key to getting more and better news to a broader audience," says Setrakian. Open licensing can support this process and spread more and better understanding on Syria-related issues.

(<https://creativecommons.org/2012/12/21/syria-deeply-cc-licensed-news-aggregator/>)

Now, answer the following questions:

1. What is noble about the initiative of Al-Jazeera in a world where "competition" is the name of the news industry?
2. Explain the term "news aggregator".
3. Why is technology "the key to getting more and better news to a broader audience"?

READING ALOUD: READING A PIECE OF WRITING/AN ARTICLE/REPORT

Reading Aloud: Where it begins

Children love a bedtime story. Most parents narrate stories to their children. It is a wonderful practice. However, from the point of view of developing language/communication skills, reading aloud to children has great benefits. As Carl Sagan says, *"One of the greatest gifts adults can give – to their offspring and to their society – is to read to children."*



A brief note on reading aloud to children/students:

1. Develops stronger vocabulary

Language is acquired primarily through listening. When you read aloud, the listener has the opportunity to hear new words in new contexts and this helps in building vocabulary and a stronger awareness of how to use the language for self-expression.

2. Builds connections between the spoken and written word

When you read aloud the learner begins to see how printed words are closely connected to spoken words. It is not always the case that the printed word reflects the spoken word. But there are occasions where sound and sense are connected. The listener is also able to come up with a string of words which rhyme with the spoken word: though these rhyming words are not connected to each other in terms of meaning, listing them is also a great way to build vocabulary.

3. Provides enjoyment

Both children and adults enjoy being read to. The auditory impact of words is relished when someone reads aloud and this practice lights the spark of a lifelong love of reading.

4. Increases attention span

It might be beneficial to note that unlike watching television, reading or being read to, promotes a slower unfolding of events and ideas. This enhances the listening skill, i.e. the ability to pay attention and concentrate: repeated exposure to "listening" has an influence on increasing one's overall attention span.

5. Influences ways of thinking

A well written book exposes you to sophisticated language: When you are regularly exposed to sophisticated language or a well-crafted piece of writing, your way of thinking also undergoes a change because words are basically concepts.

IMPROVING FLUENCY BY READING ALOUD

The practice of reading aloud has a bearing on your fluency. You might wonder how this happens.

Silent reading doesn't exercise your vocal organs (lips, tongue, and throat). Reading aloud does that. The practice of reading aloud, is not only for school children. Even adults can benefit from the exercise of reading aloud. Coming to the question of the correspondence between reading aloud and improving your fluency, here are some points:

1. It brings clarity to your voice
2. It improves pronunciation
3. It boosts confidence and reduces hesitation
4. It is the training ground for public speaking.
5. It is a practice ground for the most important aspects of effective speech, i.e. intonation, pause, emphasis and pace.

How often should you read aloud?

You can devote five or ten minutes a day to reading aloud.

How do I go about this daily exercise?

- The first question is, "What should you read?" You can choose a passage from the newspaper or a short story. You could search the internet for "anecdotes" or "motivational quotes" (you can prepare a list of motivational quotes on a given topic, and read them aloud).

You can read aloud a list of quotes in the manner suggested below:

I have listed a few quotes on bravery:

Mahatma Gandhi said, "Bravery is not a quality of the body: it is of the soul."

According to Robert Anthony, "The opposite of bravery is not cowardice, but conformity."

Thomas Fuller wrote, "Fear can keep a man out of danger, but only courage can support him in it."

You may add more quotes to the list given.

- Check online for the correct pronunciation of words if you have doubts regarding pronunciation
- Use the voice recorder on your mobile phone to record your voice.
- List the areas where you need to improve with regard to the following:
 - Pronunciation
 - Intonation
 - Pause
 - Emphasis
 - Pace (not too fast and not too slow)

How often should I read out loud?

- You can start with a session of five minutes per day.
- Increase it to two sessions of five minutes per day.

- Settle into a 10 minute per day session on a regular basis.

Exercise:

In the classroom a group of students can volunteer to read aloud this motivational poem:

Don't Quit

by

John Greenleaf Whittier

Voice 1: When things go wrong as they sometimes will,

Voice 2: When the road you're trudging seems all up hill,

Voice 3: When the funds are low and the debts are high

Voice 4: And you want to smile, but you have to sigh,

Voice 5: When care is pressing you down a bit,

ALL: Rest if you must, but don't you quit.

Voice 1: Life is strange with its twists and turns

Voice 2: As every one of us sometimes learns

And many a failure comes about

Voice 3: When he might have won had he stuck it out;

Voice 4: Don't give up though the pace seems slow—

Voice 5: You may succeed with another blow.

ALL: Success is failure turned inside out—

Voice 1: The silver tint of the clouds of doubt,

Voice 2: And you never can tell just how close you are,

Voice 3: It may be near when it seems so far;

Voice 4: So stick to the fight when you're hardest hit—

ALL: It's when things seem worst that you must not quit

Reading Short Articles, Newspaper Reports and Fact Based Articles.

The best role models you can have when it comes to reading aloud are from newsreaders. Their job requires presence of mind, good pronunciation and command of the language.



Some practical tips for reading from the newsroom:

- Read your script and get familiar with it before you read aloud.
- Do not stare into the page while you read. Take in a couple of words at a glance and look at the audience to which you are presenting the text. Repeat this activity, with every group of words you “take in at a glance.” In other words, this is the three-step process which you have to repeat:

Take in words at a glance

Look up and present to the audience

Take in the next set of words at a glance

Voice Modulation and Intonation are of utmost importance. Without mastery of these two aspects, your listeners will find you boring. **Voice Modulation** is when you control or adjust the volume of your voice to softer and louder tones in order to make an impact and the attention of your listeners to what you are trying to convey. **Intonation** is the rise and fall of your voice,

arising from the words/syllables that are stressed and not stressed in your utterance.

Exercise:

1. Select a brief newspaper report and read it aloud
2. Select a small passage on an achiever in the field of sports/medicine/any other and read it aloud.
3. Prepare a list of quotes on any topic of your choice and read them aloud.

A Little Theatre

Taking part in dramas and plays is a great way of building your ability to read aloud or speak in a public forum. Theatre activities help you to hone your voice modulation, intonation and pronunciation. Read this excerpt (a modern version of a famous passage) from Shakespeare's *As You Like It*. It is a conversation between Orlando and Rosalind (who are lovers) about Time:

ORLANDO : Why didn't you say "the swift steps" of time instead of the "lazy foot"? Wouldn't that have been just as appropriate?

ROSALIND : No. Not at all, sir. Time travels at different speeds for different people. I can tell you who time strolls for, who it trots for, who it gallops for, and who it stops cold for.

ORLANDO : Okay, who does it trot for?

ROSALIND : Well, it trots for a young woman between the time she gets engaged and the time she marries: the time that's passed may only be a week, but it always feels like seven years.

ORLANDO : Who does time amble for?

ROSALIND : For a priest who doesn't know his Latin or a rich man who is free

from the gout. The one sleeps easily because he isn't up late studying and the other lives merrily because he's free from pain. The first lacks the burden of intense, exhausting study, and the second is spared the burden of heavy, exhausting poverty. Time ambles for both men.

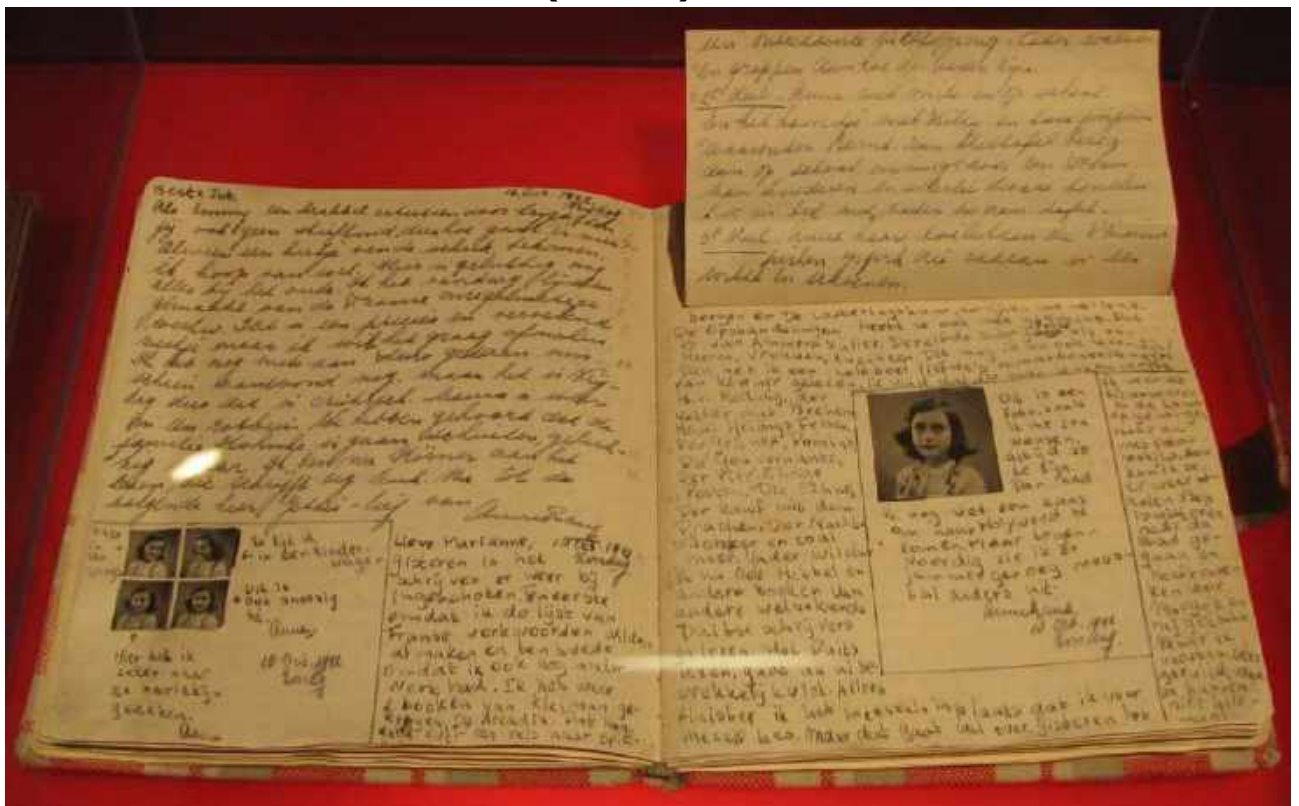
ORLANDO : Who does it gallop for?

ROSALIND : For a thief on his way to the gallows. Such a man walks as slowly as possible and, even so, gets there too soon.

ORLANDO : Who does it stand still for?

ROSALIND : For lawyers on vacation, because they sleep their holidays away, with no sense of how time moves.

JOURNAL (DIARY) WRITING



Picture: Diary entry by Anne Frank

(https://commons.wikimedia.org/wiki/File:Anne_Frank_Diary_at_Anne_Frank_Museum_in_Berlin-pages-92-93.jpg)

Journal/diary writing is of great significance in human life. *The Diary of a Young Girl* also known as *The Diary of Anne Frank* proved to be an invaluable document and moving story of the Holocaust, occasioned by Hitler's agenda to exterminate the Jews. Anne Frank was a Jewish teenager, who with her family was in hiding for two years during the Nazi (Hitler's forces) occupation of the Netherlands. They were soon caught by the Nazi's in 1944. Anne died of typhus in a Nazi concentration camp. The only survivor in this family was her father Otto Frank. A person named Miep Giles found Anne's diary and gave it to her father after World War II was over. The diary has been published in more than 60 languages.

With regard to developing our own writing skills, diary writing could play crucial role. Diary entries should not only be about routine activities like:

- I woke up at 5 am today
- I had a bath
- I prayed to God
- I had my breakfast
- I went to college.....

and so on. Apart from these entries, the journal should reflect your thought-life or what you feel about the happenings in your world. Here is an excerpt from the diary of Anne Frank. This was written from her place in hiding:

November 19th 1942: Mr. Dussel has told us much about the outside world we've missed for so long. He had sad news. Countless friends and acquaintances have been taken off to a dreadful fate. Night after night, green and grey military vehicles cruise the streets. They knock on every door, asking whether any Jews live there. If so, the whole family is immediately taken away. If not, they proceed to the next house. It's impossible to escape their clutches unless you go into hiding. They often go around with lists, knocking only on those doors where they know there's a big haul to be made. They frequently offer a bounty, so much per head. It's like the slave hunts of the olden days.....I feel wicked sleeping in a warm bed, while somewhere out there my dearest friends are dropping from exhaustion or being knocked to the ground. I get frightened myself when I think of close friends who are now at the mercy of the cruelest monsters ever to stalk the earth. And all because they're Jews.

(<https://alphahistory.com/holocaust/anne-frank-diary-1942-44/>)

There is a difference between reading about the Holocaust through a history textbook and “feeling” the reality through the diary entries of Anne Frank. Please get yourself a copy of this wonderful life-changing book.

How can you begin writing your diary?

As mentioned earlier, merely entering routine activities like the time you woke up/prayed/ate/what you ate doesn't help with regard to developing your power of expression. Your teacher can guide you in the early stages of your venture in writing your diary. Teachers who encourage students to hone their writing skills through the practice of diary writing encourage the students to document/write their experiences by giving them some thought-provoking questions like:

- Did you have any experience that upset you? Did you feel like writing about it?
- Did you witness something on the road/in your neighbourhood that made you think about human life/ society?
- Did something in the natural world (birds, squirrels, trees, sky....) catch your attention? Did you reflect on the beautiful/soul-stirring sight?
- What were the thoughts that crossed your mind when you watched the news on TV? Write your response to any piece of news that made you think deeply.

Alluding once again to the Diary of Anne Frank, we see that she expressed her feelings of sadness about what was happening to the Jewish people in Hitler's regime.

What is a diary in your life's journey?

Your diary is an important document, if not for society, for you in your individual journey. You can look back on your entries and see how far you have come. You can revisit happy and sad moments in your life. You can be strengthened by the lessons you learnt from your experiences.

Here are some quotes about the practice of keeping a diary:

- Keep a diary and someday it will keep you – Mac West

- What is a diary as a rule? A document useful to the person who keeps it. Dull to the contemporary who reads it and invaluable to the student, centuries afterwards, who treasures it. - Walter Scott
- I have often been downcast but never in despair; I regard our hiding as a dangerous adventure, romantic and interesting at the same time. In my diary, I treat all the privations as amusing - Anne Frank
- One advantage in keeping a diary is that you become aware with reassuring clarity of the changes which you constantly suffer. - Franz Kafka

STUDY SKILLS – I : USING DICTIONARIES, ENCYCLOPAEDIAS & THESAURUS



Dictionarys

A dictionary is of immense value in building your vocabulary. A learner's dictionary such as the *Oxford Learner's Dictionary* or the *Oxford Advanced Learner's Dictionary* (OALD) is recommended. The OALD provides

- Synonyms
- Collocations (words which go together)
- Phrasal verbs and idioms
- Topic dictionaries
- Wordlists
- Guided activities to improve your writing

1. *The Oxford Learner's Dictionary of Academic English* (OLDAE) is useful for students as the meanings of words vary when used in the technical sense. For example, the OLDAE defines the word 'significance' in the context of statistics as 'the extent to which a result is different from what would be expected from random variation or errors'. This is a technical definition. When required, you can use subject labels pertaining to your discipline to help you skip quickly to the meaning that fits your context. For example, the meaning of 'reaction' under the subject label 'chemistry' is more technical than the general meaning.

If you are looking for a bilingual dictionary, ensure that you go in for a standard one. The Oxford English-English-Tamil Dictionary is used not only by learners but translators as well.

Use the Thesaurus

A thesaurus is a type of dictionary in which words with similar meanings are arranged in groups.

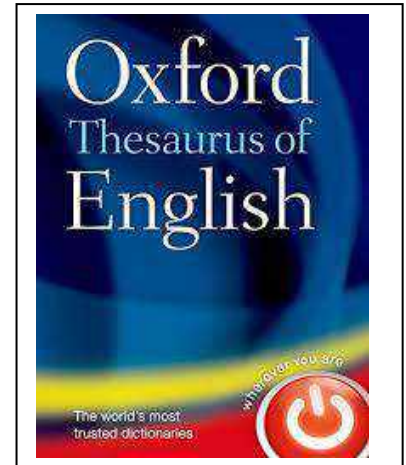
A thesaurus provides a list of synonyms.

A synonym is a word or phrase that means exactly or nearly the same as another word or phrase.

For example, *shut* is a synonym of *close*.

A thesaurus is also handy in finding antonyms

(the opposite). When you write reports or articles, a thesaurus will come to your aid and help you to avoid repeated use of a word. You will also realize as you get familiar with using the thesaurus that you will get into the habit of using the most appropriate word for what you wish to express.



Encyclopaedia: The best way to begin research

You must have heard that “smart work” is as important as “hard work”. Using an encyclopaedia is “smart work”. You must have guessed by now why an encyclopaedia is the place to begin your research. In short, it is a time-saver and helps you to a wider range of resources. If you have to map what an encyclopaedia can do for you, your map will look like the central nervous system. The encyclopaedia can connect you so extensively and so intrinsically. These are the reasons why the use of an encyclopaedia is highly recommended when you embark on an assignment or project.

- Encyclopaedias are catalogues of topics.
- Most encyclopaedia articles are short (saving you time!).
- Subject experts have condensed it down, usually to one or two pages. (on the other hand the same topic might be covered in 900 pages in a book).
- The information is authentic vis-à-vis, information on many open sources on the internet such as Wikipedia.

- Encyclopaedia articles mention and define search terms you can use in database searches (concepts, names, processes).
- Online encyclopaedias have hyperlinks to related subjects and that is why it is like the central nervous system! The connections are intricate and extensive, encompassing all knowledge.
- Encyclopaedias give you a list of references /further reading.

GRAMMAR IN CONTEXT: NAMING AND DESCRIBING

NOUNS & PRONOUNS

Lesson 1

Nouns, as you know are “naming words”. Before we explore how we can enrich our knowledge of nouns and their use, let's engage with a motivational story:

Motivational Text:

The Potatoes, The Eggs and The Coffee Beans

“Once upon a time a daughter complained to her father that her life was miserable and that she didn't know how she was going to make it. She was tired of fighting and struggling all the time. It seemed just as one problem was solved, another one soon followed.

Her father, a chef, took her to the kitchen. He filled three pots with water and placed each on a high fire. Once the three pots began to boil, he placed potatoes in one pot, eggs in the second pot, and ground coffee beans in the third pot.

He then let them sit and boil, without saying a word to his daughter. The daughter, moaned and impatiently waited, wondering what he was doing.

After twenty minutes he turned off the burners. He took the potatoes out of the pot and placed them in a bowl. He pulled the boiled eggs out and placed them in a bowl.

He then ladled the coffee out and placed it in a cup. Turning to her he asked. ‘Daughter, what do you see?’

‘Potatoes, eggs, and coffee,’ she hastily replied.

‘Look closer,’ he said, ‘and touch the potatoes.’ She did and noted that they were soft. He then asked her to take an egg and break it. After pulling off the shell, she observed the hard-boiled egg. Finally, he asked her to sip the coffee. Its rich aroma brought a smile to her face.

‘Father, what does this mean?’ she asked.

He then explained that the potatoes, the eggs and coffee beans had each faced the same adversity– the boiling water.

However, each one reacted differently.

The potato went in strong, hard, and unrelenting, but in boiling water, it became soft and weak.

The egg was fragile, with the thin outer shell protecting its liquid interior until it was put in the boiling water. Then the inside of the egg became hard.

However, the ground coffee beans were unique. After they were exposed to the boiling water, they changed the water and created something new.

‘Which are you,’ he asked his daughter. ‘When adversity knocks on your door, how do you respond? Are you a potato, an egg, or a coffee bean?’

(Source: <https://www.moralstories.org/struggles-of-our-life/>)

Exercise 1

As the focus of this lesson is ‘naming’ (i.e. use of nouns) and describing (use of adjectives), can you list the nouns and adjectives in the story you have read?

Exercise 2

Using the nouns you are familiar with from the passage given, complete the following sentences

1. A person for whom cooking is a profession is known as a _____
2. There is a proverbial expression which says, "Don't add fuel to the _____"
3. This endless argument is like asking, "Which came first, the chicken or the _____?"
4. The empowered woman doesn't spend her life in the _____: just cooking and cleaning _____ and pans.
5. You should be emotionally strong in times of _____

Exercise 3

Using the adjectives you are familiar with from the passage given, complete the following sentences

1. Having lost her wallet, she felt _____
2. Handle with care: _____glassware inside.
3. _____garam masala is sprinkled before serving.
4. There are two types of water, _____water and _____water.
5. He complained of _____fever.

NOUNS

Nouns are naming words. They could be names of people, animals, places, things, ideas, feelings and concepts.

TYPES OF NOUNS

Proper Noun and Common Noun

| | |
|--------------------------------------|---------------|
| <u>Karthik</u> is an intelligent boy | (proper noun) |
| Karthik is an intelligent <u>boy</u> | (common noun) |
| <u>Chennai</u> is a city | (proper noun) |
| Chennai is a <u>city</u> | (common noun) |

Concrete Noun and Abstract Noun

| | |
|--|-----------------|
| The artist has his <u>brush</u> and <u>paint</u> | (concrete noun) |
| There is <u>fish</u> in the <u>tank</u> | (concrete noun) |
| When <u>adversity</u> knocks on your door, how do you respond? | (abstract noun) |
| The egg had lost its <u>fragility</u> | (abstract noun) |

Collective Noun

The police controlled the mob
 I live with my family
 The crowd gathered

Countable Noun and Uncountable Noun

I have many books (countable noun: plural allowed)

You have a lot of knowledge (uncountable noun: no plural)
 Apples are good for health (countable noun: plural allowed)
 Milk is also good for health (uncountable noun: no plural)

Exercise 4

List some of the nouns that you already know

| Proper Nouns | Common Nouns | Concrete Nouns | Abstract Nouns | Collective Nouns | Countable Nouns | Uncountable Nouns |
|--------------|--------------|----------------|----------------|------------------|-----------------|-------------------|
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Enrich Your Vocabulary:

In the motivational story, *The Potatoes, The Eggs and The Coffee and The Beans*, there are two key words (nouns) – ‘chef’ (a professional) and ‘adversity’ (a circumstance), which is also an abstract noun.

Here are some words from the world of a chef

- Related to food preparation and varieties: cuisine, menu, gourmet, ingredients, dishes (food items)
- Action words – heat, bake, grill, sauté, roast, knead (dough), stir, fry, chop, mince, boil, grind, powder, garnish
- Words related to taste: spicy, bland, tangy, sour, tasty, insipid, crunchy, soft, palatable

‘Adversity’ is a circumstance. Find the synonyms for ‘adversity’ and ‘prosperity’
 Make a list of ten abstract nouns (For example: love, childhood, bravery)

Express Yourself

1. Describe some of the cuisines (in India or other parts of the world)
 (Suggestion: The teacher can divide the class into zones and each can choose a cuisine of a region. For example, North Indian cuisine, South Indian cuisine, Greek cuisine, Thai cuisine, Italian cuisine etc. The students can explore different types of cuisine and make a group presentation before the class)

Work in pairs

1. Describe to your partner, your favourite dish, how it is prepared and how it tastes.
2. Talk to your partner about any one of the abstract nouns you have listed.

LESSON 2

Motivational text:

"To become really good at anything, you have to practice and repeat, practice and repeat, until the technique becomes intuitive." Paolo Coelho

ASPECTS OF NOUNS

In this section we will be considering the following aspects of nouns namely, 'number', 'gender' and 'case'.

Number

| S.No | How to form the Plural | Singular | Plural |
|------|--|---|--|
| 1. | By adding 's' after the noun | Book, pen, lamp | Books, pens, lamps |
| 2. | By adding 'es' after sibilant sounds of 'ch', 's', 'sh' and 'x' | church, bus, brush, box, | Churches, buses, brushes, boxes, |
| 3. | By substituting 'y' when it is 'preceded by consonant with 'ies' | City, county, country | Cities, counties, countries |
| 4. | By adding 's' to a word which ends with 'y' and is preceded by a vowel sound | Boy, toy, joy | Boys, toys, joys |
| 5. | By substituting 'fe/fe' with 'ves' when the 'f/fe' ending is preceded by a vowel | Wife, thief | Wives, thieves |
| 6. | By adding 's' for a word ending with 'f' and where 'f' is preceded by a vowel | Roof | Roofs |
| 7. | By adding 's' or 'es' to a word ending with 'o' | Disco, tomato | Discos, tomatoes |
| 8. | Irregular plural forms | Man, child, mouse, tooth, goose, foot, ox | Men, children, mice, teeth, feet, oxen |
| 9. | Precede these words (scissors, trousers, | A pair of scissors A pair of trousers | |

| | | | |
|-----|---|-------------------------------|---------------------------------|
| | shorts) which always have a plural form with "a pair of" | A pair of shorts | |
| 10. | Certain collective nouns are always used as plurals | People, cattle | |
| 11. | Some nouns have the same form in both singular and plural | Sheep | |
| 12. | The case of compound nouns like daughter-in-law, son-in-law | Daughter-in-law Son-in-law | Daughters-in-law Sons-in-law |

No Singular Form & No Plural Form

| No Singular Form | No Plural Form |
|--------------------|----------------|
| Cattle | News |
| Trousers | Information |
| Scissors | Measles |
| Pliers | Furniture |
| Police | Baggage |
| Glasses/Spectacles | Advice |
| Pants | Knowledge |
| Shorts | Rubbish |

Task 1

Fill in the blanks from the list of words given above (No Singular Form & and No Plural From)

1. My mother is a good seamstress. She needs a new pair of _____
2. You can cut the wire. I have a pair of _____ in my tool kit
3. I'll be going to the beach in a pair of _____
4. I am not able to read without my _____
5. The television is awash with _____ about the President's visit
6. Of the new _____ we got for our home, I like the sofa.
7. Some people do not listen to the _____ given by their well-wishers.
8. The _____ is on the notice board.
9. The flight arrived on time. But our _____ came late.
10. The _____ are the law enforcing agency.

Task 2

Fill in the blanks with the Singular/Plural

| Singular | Plural |
|----------|--------|
| | Feet |
| Knife | |

| | |
|------------|-------|
| Baby | |
| Watch | |
| | Teeth |
| | Media |
| Shelf | |
| Dictionary | |
| | Taxes |
| Industry | |

Gender

In human beings

| | |
|------------------------|-----------------------|
| Masculine form of noun | Feminine form of noun |
| Father | Mother |
| Husband | Wife |
| Son | Daughter |
| Nephew | Niece |
| Uncle | Aunt |

Among animals

| S.No. | Animal | Male | Female | Young |
|-------|---------|--------------|-----------|----------------|
| 1. | Ass | Jackass | Jenny Ass | Foal of an ass |
| 2. | Chicken | Rooster/Cock | Hen | Chick |
| 3. | Deer | Buck | Doe | Fawn |
| 4. | Dog | Dog | Bitch | Pup |
| 5. | Sheep | Ram | Ewe | Lamb |
| 6. | Goose | | | |
| 7. | Whale | | | |
| 8. | Swan | | | |
| 9. | Horse | | | |
| 10. | Rabbit | | | |

Complete the list given above (Fill in the blanks from S.No.6 to10)

Case

| Subjective Case/ Nominative Case | Objective Case/ Accusative Case | Possessive Case (By adding apostrophe) |
|--|--|---|
| Senthil likes Vijayan (Who likes Vijayan?) | Senthil likes Vijayan (Whom does Senthil like?) | This is Senthil's pen (Whose pen?) |
| The lion attacked the deer (What attacked the | The lion attacked the deer (What did the lion attack?) | This is the lion's den (Whose den?) |

| | | |
|--------|--|--|
| deer?) | | |
|--------|--|--|

- When a noun is used as 'subject', it is in the 'subjective/nominative case' and answers to the questions 'who' and 'what'
- When a noun is used as 'object', it is in the 'objective/accusative case' and answers to the questions 'whom' and 'what'
- Guidelines for forming the possessive case are as follows:
 - By adding apostrophe + s to singular nouns, e.g. Senthil's pen, lion's paws, boss's room
 - By adding apostrophe + s to plural nouns, e.g. men's college, women's college
 - By adding only apostrophe after the 's' in plural nouns, e.g. boys' school

Enrich Your Vocabulary:

The motivational text at the beginning of Lesson 2 states, "To become really good at anything, you have to practice and repeat, practice and repeat, until the technique becomes intuitive." (Paolo Coelho).

1. What is meant by "intuition"?
2. Explore how you can use these words: vision, foresight, astute, perceptive, acumen

Express Yourself:

1. Gender is one of the aspects of nouns. Even the animal world (in most cases) has different names for male and female of the same species (E.g. lion, lioness). The human world is also divided into 'man' and 'woman'. Does the human world have a gender divide which cannot be bridged? Share your views.

LESSON 3

Motivational text:

"A boss says, "Do that". A leader says, "Let's do this." - Jeremy Kingsley

PRONOUNS

Pronouns are used instead of nouns. For example, "Mohan is a cricketer. He plays for the state.". Here "he" is a pronoun because it refers to Mohan.

I. Personal Pronoun

The pronouns, I, We, You, He, She, It, are called personal pronouns because they refer to the particular person(s) discussed in that sentence. Different forms (Cases) of the personal pronoun are used according to the position of its usage, like that is j

| Subject form | Object Form | Possessive Adjective form (Possessive Case) | Possessive Pronoun form (Genitive Case) |
|---|-------------------------------|---|--|
| First person | | | |
| I am a student | The teachers like me | This is my class This is our class | Mine is interesting Ours is interesting |
| We are students | The teachers like us | | |
| Second Person | | | |
| You are a student | The teachers like you | This is your class | Yours is interesting |
| | | | |
| Third Person | | | |
| He is a student | The teachers like him | It is his class | His is large |
| She is a student | The teachers like her | It is her class | Hers is large |
| It is a cat | Children like it | This is its tail | Its is white |
| They are students | The teachers like them | It is their class | Theirs is large |
| Nouns are always Third person | | | |
| Balu is a student | The teachers like Balu | It is Balu's bag | Balu's is red |
| Question Words (Interrogative Pronouns) | | | |
| Who What | Whom Where | Whose Which | --- --- |

From the above chart you can infer that pronouns take different forms in different positions. Consider the sentence, "He is a good student, and the teachers like him." Both 'he' and 'him' refer to the same person, but different forms and cases are used because 'He' is a subject and 'him' is an object. Not only personal pronouns, but other types of pronouns (given below), have cases depending on the structural position of their usage in a sentence.

II. Reflexive Pronouns: They are the pronouns used as objects in sentences wherein the action of the subject reflects upon the subject itself as illustrated below:

I hurt **myself**

You hurt **yourself**

He hurt **himself**

We hurt **ourselves**

You hurt **yourselves**

They hurt **themselves**

She hurt **herself**

It hurt **itself**

III. Emphatic Pronoun/Intensive Pronoun: They are the pronouns used to refer to the **subject** itself for emphasis as illustrated below:

| | |
|---|--|
| I myself prepared the food. | I prepared the food myself . |
| We ourselves prepared the food. | We prepared the food ourselves . |
| You yourself prepared the food. | You prepared the food yourself |
| You yourselves prepared the food. | You prepared the food yourselves . |
| He himself prepared the food. | He prepared the food himself . |
| She herself prepared the food. | She prepared the food herself . |
| They themselves prepared the food. | They prepared the food themselves . |

IV. Reciprocal Pronouns

When there is an exchange of some kind between two people, the reciprocal pronouns 'each other' and 'one another' are used. There is very little difference between 'each other' and 'one another' and we can normally use them in the same places.

Love one another/ Love each other

We phone each other/one another regularly

We've known each other/one another for twelve years.

V. Demonstrative Pronouns: Demonstrative pronouns are 'pointers': they point out/point to something as seen in the examples given below:

This is interesting

These are interesting

That is wonderful

Those are wonderful

VI. Indefinite Pronouns: Indefinite pronouns can refer to everybody/everything of a group of nouns in a general way as illustrated below:

Everybody likes a good meal You cannot trust **anybody**
(Everybody is used in a positive sentence and 'anybody' here is used to convey a negative message)

Somebody will be interested in it.

Nobody can do this

Everything will be done

He cannot do **anything**

(Everything conveys a positive meaning here and anything in this sentence conveys a negative meaning)

Something is going to happen

Nothing can stop him

One should have hope

None can be so good

All are singing

Some are good

You can meet any of them
please

Each may donate as they

Few will object to this

Many will appreciate this.

Other indefinite pronouns include the following:

enough, fewer, less, little, much, several, more, most, both, either and neither

Some of these pronouns like 'few and many' are used for countable nouns and other others like 'little and much' for uncountable nouns.

VII. Distributive Pronouns

Distributive pronouns refer to all persons/things in a group of nouns but one at a time as illustrated below:

I will give you a chocolate, **each**
chocolate

Each of them will get a

We can buy apples at Rs.20/- **each**
for Rs.20/-

We can buy **each** apple

Either of them can participate.

I like **neither** of them.

VIII. Interrogative Pronouns: When the possible question of words of pronouns, namely 'who, whom, whose, what and which,' are used in questions, they are called interrogative pronouns.

IX. Relative Pronoun: Relative pronouns are similar to interrogative pronouns, but used in clauses.

Exercise 1

Imagine that Ravi is your friend and that you are relating something about him to an acquaintance. Choose the correct personal pronoun from the one given in brackets to complete what you have to say about Ravi:

Ravi and I have been buddies for ages. Now ____ (I/my/me) am a Professor at Chemistry at Guru Nanak College and _____ (he/his/him) is a Professor of Chemistry at Vivekananda College. _____ (We/ us) met two decades ago. Our families also became friends. _____ (he/his/him) father and my father were colleagues at the Southern Railway office. ____ (We/us) lived in the Railway Quarters and so did _____ (they/their/them). When _____ (they/their/them) bought _____ (they/their/them) own house, they moved out of the quarters. A few years later _____ (we/us) bought our own house and went to live there. ____ (Our/we/us) friendship didn't fade. Both of _____ (we/us) joined the same college and the same course as well! I used to share my class notes with _____ (him/he) when he couldn't make it to college. He also shared _____ (he/his/him) with me, whenever required. We studied together, but did _____ (our/we/us) projects independently. He got the first prize for ____ (he/his/him) and I got the second prize for _____ (me/mine). When Ravi congratulated me, he said, "I like _____ (you/your) project. ____ (it/its) awesome." I replied, "I think _____ (you/yours) is the best. You deserve the first prize."

Exercise 2

Fill in the blanks with a suitable reflexive pronoun or emphatic pronoun:

1. I _____ learned painting
2. I taught _____ painting.
3. They put _____ into unnecessary trouble by fighting with their neighbours
4. She blamed _____ for her poor performance
5. The dog hurt _____

Exercise 3

Fill in the blanks with suitable reciprocal pronouns:

1. At the end of the tennis match the players congratulated _____
2. Friends should support _____
3. Love _____
4. Siblings should care for _____
5. In a crisis we should be there for _____

Exercise 4

Fill in the blanks with suitable demonstrative pronouns, indefinite pronouns or distributive pronouns. Choose the appropriate form from the list given below.

all, anybody, each, either, everybody, everything, few, many, neither, nobody, none, nothing, one, somebody, such, that, this, these, those.

1. You should not give it to _____
2. _____ is welcome.
3. _____ are welcome.
4. _____ father nor mother responded to the call from the Principal.
5. _____ parent can sign to acknowledge receipt of the report card.
6. Donate your books to the Book Bank or Library. They might be useful to _____.
7. Give _____ child a notebook and a pencil.
8. Buddha gave up _____ for his spiritual quest.
9. _____ is my wife and _____ are my children.
10. _____ The mangoes on _____ tree are not as good as _____ from the other tree.

Enrich Your Vocabulary

1. The motivational text, "The boss says, "Do that". A leader says, "Let's do this." is an insight into what makes a person a good leader.

You can add to this word list of the qualities of a good leader:

- i. Respectful
- ii. Responsible
- iii. Systematic
- iv. Organized
- v. Transparent

2. Refer to Martin Luther King Jr's "I Have a Dream" speech (<https://www.americanrhetoric.com/speeches/mlkhaveadream.htm>) and observe his use of 'I' and 'We'. Make two lists of sentences - one list of sentences where he uses 'I' and the other list showing his use of 'We'

Express Yourself

1. Read this story and comment on the moral of the story:

It's Not My Job

This is a story about four people named Everybody, Somebody, Anybody and Nobody. There was an important job to be done and Everybody was sure that Somebody would do it. Anybody could have done it, but nobody did it. Somebody got angry about that, because it was Everybody's job. Everybody thought that Anybody could do it, but nobody realized that Everybody wouldn't do it. In the end Everybody blamed Somebody when Nobody did what Anybody could have done!

(<https://www.englishclub.com/grammar/pronouns-notmyjob.htm>)

2. An egotist often uses the pronoun 'I'. Often an egotist is jokingly referred to as an "'I' specialist." S/He boasts about himself/herself and 'I' occurs frequently in their speech. Write five sentences which form the speech of an egotist.

ADJECTIVES

Adjectives, as you might already know, are words that are used to describe or modify nouns or pronouns. Adjectives give more information about a noun or pronoun.

Listen to this song from the famous film *The Sound of Music*. Sing along and enjoy it.

<https://www.youtube.com/watch?v=urCTUyKzTzc>

Raindrops on roses
 And whiskers on kittens
 Bright copper kettles and warm woolen mittens
 Brown paper packages tied up with strings
 These are a few of my favorite things
 Cream-colored ponies and crisp apple strudels
 Doorbells and sleigh bells
 And schnitzel with noodles
 Wild geese that fly with the moon on their wings
 These are a few of my favorite things
 Girls in white dresses with blue satin sashes
 Snowflakes that stay on my nose and eyelashes
 Silver-white winters that melt into springs
 These are a few of my favorite things
 When the dog bites
 When the bee stings
 When I'm feeling sad
 I simply remember my favorite things
 And then I don't feel so bad
 Raindrops on roses and whiskers on kittens
 Bright copper kettles and warm woolen mittens
 Brown paper packages tied up with strings
 These are a few of my favorite things
 Cream-colored ponies and crisp apple strudels
 Doorbells and sleigh bells and schnitzel with noodles
 Wild geese that fly with the moon on their wings
 These are a few of my favorite things
 Girls in white dresses with blue satin sashes
 Snowflakes that stay on my nose and eyelashes
 Silver-white winters that melt into springs
 These are a few of my favorite things
 When the dog bites
 When the bee stings

When I'm feeling sad
 I simply remember my favorite things
 And then I don't feel so bad

(Songwriters: Oscar Hammerstein / Richard Rodgers)



Can you recognize the "favourite things" depicted in the picture? (Hint: The images are in the same order as they are in the song)

Exercise 1

List the 'describing words' in the song Favourite Things

1. List the phrases where there is only one adjective before the noun. (Examples: favourite things, white dresses.....)

2. In some phrases, two adjectives precede a noun as in "bright copper kettles". You should be able to spot four such phrases.
3. There are two hyphenated adjectives. One is "cream-coloured". Spot the other one.
4. Raindrops is a noun and a compound word. Can you spot the other two compound nouns in the song?
5. In these expressions "feeling sad" and "feel bad" the words "sad" and "bad" are adverbs/adjectives (Tick the right answer)

Exercise 2

1. "These are a few of my favourite things" is a refrain in the song. What is the difference between "These **few** are my favourite things" and "These are **a few** of my favourite things"?
2. The song says, "When I'm feeling sad, I simply remember my favourite things and then I don't feel so bad."

Substitute the word sad with other adjectives from the list given below and form more sentences of your own in the following structure:

When I'm feeling _____, I _____.

(for example: When I'm feeling lonely, I listen to music.)

lonely happy unhappy angry excited anxious bored

3. Fill in the blanks with words which describe the "favourite things" or "favourite" people young children, teenagers and adults turn to when they feel sad. The first one is done as an example.

| Young Children | Teenagers | Adults |
|--------------------------|----------------------|---------------------|
| <u>Cuddly</u> toys | _____ food | _____ books |
| _____ games | _____ music | _____ TV programmes |
| _____ dress (girl child) | _____ friends | _____ food |
| _____ friend | _____ mother/father | _____ friends |
| _____ sweets | _____ brother/sister | _____ dress |
| _____ parent | _____ games | _____ companion |

If you would like to strengthen your knowledge of adjectives and the place of an adjective/s in a sentence, you have to explore the following:

1. Where adjectives go in a sentence
2. Adjectives with '-ing' and '-ed'
3. Adjective order
4. Adjectives of quantity (many, much, few, little)

5. Comparative and superlative adjectives
6. Intensifiers

1. Where adjectives go in a sentence

Most adjectives can be used **in front of a noun**:

Deepak and his wife have a **beautiful house**.

They saw a very **exciting film** last night.

Or **after a link verb** like be, look or feel:

Their house **is beautiful**.

That film **looks interesting**.

Exercise 3

In some of the sentences given below the adjective is in the wrong place.

Correct those sentences

- I saw a really good movie last night.
- My brother has got two young children.
- I didn't know your mother Chinese was.
- Are you OK? You look terrible!
- I've just bought a new printer.
- This food doesn't very good smell. How old is it?
- They're building a factory big next to our home.
- Russia can be a country very cold in the winter.
- Sorry, can you stop the car? I feel sick.
- I'd like to see that new Hindi film. It interesting sounds.

Adjectives with '-ing' and '-ed'

A lot of adjectives are made from verbs by adding *-ing* or *-ed*:

-ing adjectives

The commonest *-ing* adjectives are:

amusing, annoying, boring, exciting, disappointing, interesting

shocking, surprising, frightening, tiring, worrying,

Examples:

I saw a very **interesting** programme on TV today.

That film was absolutely **boring**.

-ed adjectives

The commonest *-ed* adjectives are:

annoyed, excited, bored, frightened, closed, tired, delighted, worried,
disappointed

Examples:

We had nothing to do. We were really **bored**.

I didn't really enjoy the film. Most of the time I was **bored**.

Exercise 4

Choose from the '-ing' and '-ed' adjectives' given in the box

delighted, annoying, boring, frightening, amusing, exciting, frightened, excited, bored, annoyed,

When we travelled this summer, in the same compartment, there was a family travelling with their little girl. We enjoyed her company. She was _____ing. We were _____ted to listen to her. On the other hand, there were a few people who spoilt our journey. They were _____ing because they talked loudly after 9 pm (which is bedtime). We were _____ed with them and so were the others who travelled in that compartment. The train passed through the Western Ghats. It was _____ning when we travelled through tunnels. It was also _____ing. That is what adventure is. We are _____ned when it is scary and _____ted when it is over. There's one thing, we can say forsure. The journey was not _____ing. We were not _____red even for a moment.

Adjective order:

i). Two adjectives:

We often have two **adjectives** in front of a **noun**:

a beautiful young woman

a fierce black panther

*that **intelligent young** man*

Exercise 5

Match the adjectives and the noun:

| Adjectives | Noun |
|--------------|------------|
| lazy little | Bread |
| poor old | mango |
| crazy young | strawberry |
| big old | soup |
| creamy white | mansion |
| tasty red | artist |
| sweet juicy | beggar |
| old stale | boy |

ii) Two adjectives which are hyphenated:

part-time, long-term, second-hand, half-hearted, far-fetched, time-consuming, well-known, hand-made, good-looking, world-famous, hard-working, broad-minded, bad-tempered, broken-hearted, self-confident, low-paid.

Exercise 6

Find as many associations as you can for each of the hyphenated words given: (the first one has been done for you)

| Adjective | Associated Noun |
|----------------|---|
| broken-hearted | lover, friend, mother, brother, father, sister, wife, |
| self-confident | |
| hard-working | |
| bad-tempered | |
| low-paid | |
| world-famous | |
| time-consuming | |
| well-known | |
| broad-minded | |
| long-term | |

Some adjectives give a general opinion.

To describe almost any noun, we can use the following adjectives:

good, nice, awful, bad, beautiful, important, lovely, brilliant, wonderful, strange, excellent, nasty

*He's a **good/wonderful/brilliant/bad/dreadful** person*

*That's a **good/wonderful/brilliant/bad/dreadful** book.*

Some adjectives give a specific opinion.

We only use these adjectives to describe particular kinds of noun, for example:

| Food | Furniture | Buildings | People | Animals |
|--|---|--|--|--|
| delicious tasty tasteless sumptuous bland, spicy cold, warm | comfortable uncomfortable regal expensive cheap old, new impressive | tall lofty spacious impressive imposing stately old new | clever, intelligent, friendly, hostile benevolent, cantankerous venomous vindictive, helpful, unhelpful, kind, unkind, dependable responsible, generous, aggressive, assertive arrogant, audacious annoying, irritating smart | fierce clever intelligent friendly hostile ferocious huge, large, small, big, |

We usually put a general opinion in front of a specific opinion:

a **nice tasty** *soup*

a **nasty uncomfortable** *armchair*

a **lovely intelligent** *animal*

We usually put an opinion adjective in front of a descriptive adjective:

A **nice red** *dress*

a **silly old** *man*

those **horrible yellow** *curtains*

Adjectives after link verbs

We use some adjectives **only after a link verb**:

For example: The bus **was late**

The following adjectives are used after a link verb:

afraid, ill, alive, alone, asleep, content, glad, ready, sorry, sure, unable, well

For instance,

1. The child **was afraid**

2. He **is content** with what he earns.

Some of the commonest *-ed* adjectives are normally used only **after a link verb**:

annoyed, bored, finished, pleased, thrilled :

Our teacher **was ill**.

My uncle **was very glad** when he heard the news.

The policeman **seemed to be very annoyed**.

Sometimes we have **three** adjectives in front of a noun, but this is **unusual**:

a **nice handsome young** *man*

a **big black American** *car*

that **horrible big fierce** *dog*

It is **very unusual** to have **more than three** adjectives.

Adjectives usually come in this order:

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | The rest of the sentence |
|-----------------|------------------|------|-------|-----------|--------|---------------|----------|-----------------------------|
| General opinion | Specific opinion | Size | Shape | Age | Colour | Nationality | Material | |
| That nice | Handsome | | | young man | | | | joined the army |
| The | | Tall | | | black | Arabian horse | | turned out to be the winner |

Comparative adjectives

We use **comparative adjectives** to show change or make comparisons:

*This bike is certainly **better**, but it's far **more expensive**.*

*I'm feeling **healthier** now.*

*We need a **bigger** house.*

We use *than* when we want to **compare one thing with another**:

*Sneha is two years older **than I***

("Sneha is two years older than me" is also correct)

*Delhi is much bigger **than** Bangalore.*

*He is a better player **than** Ganguly.*

*Australia is a bigger country **than** New Zealand.*

When we want to **describe how something or someone changes** we can use two comparatives with *and*:

*The balloon got **bigger and bigger**.*

*Everything is getting **more and more expensive**.*

*Grandfather is looking **older and older**.*

We often use *the* with comparative adjectives to **show that one thing depends on another**:

***The sooner** you do your work, **the better** for us.*

(= When you do your work soon, it is better.)

***The higher** they climbed, **the colder** it got.*

(= When they climbed higher, it got colder.)

Superlative adjectives

We use *the* with **superlative adjectives**:

*It was **the sunniest day** in December.*

*Everest is **the highest mountain peak** in the world.*

*That's **the best film** I have seen this year.*

*I have three sisters: Rekha is **the oldest** and Anjali is **the youngest**.*

How to form comparative and superlative adjectives

We usually add *-er* and *-est* to **one-syllable words** to make comparatives and superlatives:

| | | |
|------|--------|---------|
| Cold | Colder | Coldest |
|------|--------|---------|

| | | |
|-----|-------|--------|
| Old | Older | Oldest |
|-----|-------|--------|

If an adjective **ends in -e**, we add *-ror-st*:

| | | |
|--------------|---------------|----------------|
| <i>nice</i> | <i>Nicer</i> | <i>Nicest</i> |
| <i>large</i> | <i>Larger</i> | <i>Largest</i> |

If an adjective **ends in a vowel and a consonant**, we double the consonant:

| | | |
|------------|---------------|----------------|
| <i>big</i> | <i>bigger</i> | <i>Biggest</i> |
| <i>fat</i> | <i>fatter</i> | <i>Fattest</i> |

If an adjective **ends in a consonant and -y**, we change *-y* to *-i* and add *-er* or *-est*:

| | | |
|--------------|----------------|-----------------|
| <i>happy</i> | <i>happier</i> | <i>Happiest</i> |
| <i>silly</i> | <i>sillier</i> | <i>Silliest</i> |

We use *more* and *most* to make comparatives and superlatives for most two syllable adjectives and for all adjectives with three or more syllables:

| | | |
|--------------------|-------------------------|-------------------------|
| <i>Careful</i> | <i>more careful</i> | <i>most careful</i> |
| <i>Interesting</i> | <i>more interesting</i> | <i>most interesting</i> |

However, with **these common two-syllable adjectives**, you can **either** add *-er/-r* and *-est/-st* or use *more* and *most*:

| | |
|-----------------|-----------------|
| <i>common</i> | <i>narrow</i> |
| <i>cruel</i> | <i>pleasant</i> |
| <i>gentle</i> | <i>polite</i> |
| <i>handsome</i> | <i>simple</i> |
| <i>likely</i> | <i>stupid</i> |

He is certainly **handsomer** than his brother.

His brother is handsome, but he is **more handsome**.

She is one of **the politest** people I have ever met.

She is **the most polite** person I have ever met.

The adjectives **good**, **bad** and **far** have irregular comparatives and superlatives:

| | | |
|-------------|------------------------|--------------------------|
| <i>good</i> | <i>Better</i> | <i>Best</i> |
| <i>bad</i> | <i>Worse</i> | <i>Worst</i> |
| <i>far</i> | <i>farther/further</i> | <i>farthest/furthest</i> |

- **Intensifiers**

We use words like *very*, *really* and *extremely* to make **adjectives** stronger:

It's a **very** interesting story.
 Everyone was **very** excited.
 It's a **really** interesting story.
 Everyone was **extremely** excited.

We call these words **intensifiers**. Other intensifiers are:

| | |
|----------------------|---------------------|
| <i>amazingly</i> | <i>particularly</i> |
| <i>exceptionally</i> | <i>remarkably</i> |
| <i>incredibly</i> | <i>unusually</i> |

We also use *enough* to say more about an adjective, but *enough* comes **after** its **adjective**:

If you are seventeen, you are **old enough** to drive a car.
 I can't wear those shoes. They're not **big enough**.

Intensifiers with strong adjectives

Strong adjectives are words like:

We do not normally use *very* with these adjectives. We do not say something is *very enormous* or someone is *very brilliant*.

| | |
|--------------------|---|
| very big | <i>Enormous, huge</i> |
| very small | <i>Tiny</i> |
| very clever | <i>Brilliant</i> |
| very bad | <i>Awful, terrible, disgusting, dreadful</i> |
| very sure | <i>Certain</i> |
| very good | <i>Excellent, perfect, ideal, wonderful, splendid</i> |
| very tasty | <i>Delicious</i> |

With strong adjectives, we normally use intensifiers like:

| | |
|----------------------|----------------|
| <i>absolutely</i> | <i>really</i> |
| <i>completely</i> | <i>quite</i> |
| <i>exceptionally</i> | <i>totally</i> |
| <i>particularly</i> | <i>utterly</i> |

The film was **absolutely awful**.
 He was an **exceptionally brilliant** child.
 The food smelled **really disgusting**.

◦ Intensifiers with comparatives and superlatives

We use these words and phrases as intensifiers with **comparative adjectives**:

| | |
|--------------------|---------------------|
| <i>much</i> | <i>a great deal</i> |
| <i>far</i> | <i>a good deal</i> |
| <i>a lot</i> | <i>a good bit</i> |
| <i>quite a lot</i> | <i>a fair bit</i> |

*He is **much older** than me.* ("He is **much older** than I" is also correct)

*New York is **a lot bigger** than Boston.*

We use *much* and *far* as intensifiers with **comparative adjectives in front of a noun**:

*France is **a much bigger country** than Britain.*

*He is **a far better player** than Ronaldo.*

We use these words as intensifiers with **superlative adjectives**: *easily*, *by far*, *much*:

*The blue whale is **easily the biggest** animal in the world.*

*This car was **by far the most expensive**.*

Unit II

1. Listening and Speaking

- a. Listening with a purpose
- b. Effective Listening
- c. Tonal Variation
- d. Listening for information
- e. Asking for Information
- f. Giving Information

2. Reading and Writing

1. a. Strategies of Reading:
Skimming and Scanning
- b. Types of Reading:
Extensive and Intensive Reading
- c. Reading a prose passage
- d. Reading a poem
- e. Reading a short story
2. Paragraphs: Structure and types
 - a. What is a Paragraph?
 - b. Paragraph structure
 - c. Topic Sentence
 - d. Unity
 - e. Coherence
 - f. Connection between Ideas: Using Transitional words
and expressions
 - g. Types of Paragraphs

3. Study Skills II:

Using the Internet as a Resource

- a. Online search:
- b. Know the keyword:
- c. Refine your search:
- d. Guidelines for using the Resources:
- e. e-learning resources of Government of India
- f. Terms to know

4. Grammar in Context

Involving Action-I

- a. Verbs
- b. Concord

1. Listening and Speaking

Warm up:

- What is your response when your friend cracks a joke?
- When your lecturer is teaching a lesson, how do you listen?
- As a listener did you listen in the same way to the joke and the lecture? Obviously not.
- Is there something about the way we tune in as listeners in different contexts?

a. Listening with a purpose:

Your way of listening varies according to the purpose for which you listen. Look at the purpose for listening and the ways of listening:

| Purpose of Listening | Way of Listening |
|---|---|
| Listening for enjoyment | You maintain eye contact, show you understand and react to what is being said |
| Listening to learn something new | Focus on ideas that are new and think about what you already know |
| To understand the speaker's point of view, and share your ideas | Listen carefully, observant to find an opportunity to share your ideas |
| To solve a problem | Listen closely and identify goals and problems; build on those ideas |
| To follow directions | Listen for words such as first, second, finally; take notes |

b. Effective Listening: Make a conscious effort to tune in to the speaker

- focus on the content
- look for familiar words
- Identify the "chunks" of words that give the core meaning of the utterance.

There are four strands of Oracy: Physical (voice and body language), Linguistic (vocabulary, right language use), Cognitive (content, reasoning and structure) and Social and Emotional (audience awareness, confidence in speaking, listening and responding, working with others).

Take a look at the voice element of the Physical. It refers to

- Tonal variation
- Fluency & pace of speaking
- Clarity of pronunciation
- Voice projection

The speaker's intonation and pausing assist you while you listen. Pay attention to the tonal variations.

c. Tonal Variation:

Speech without tonal variation is incomplete and monotonous. So improve your ability to recognise tonal variation.

It is associated with the pitch variation of the voice. A 'tone' is a certain pattern in the pitch of a person's voice which is meaningful in any discourse. It reflects the moods and attitudes of the speaker -- confident, hesitating, agreeing, disagreeing, referring, proclaiming etc., and this helps the listener in deducing the speaker's intended meaning.

Falling tone:

Convey information in a matter-of-fact way:

I live in Tamil Nadu

He is twenty years old.

Wh-questions asked in a casual or neutral way:

Where do you live?

When did you come?

Commands:

Close your books and listen.

Take it away.

Exclamatory:

How nice of you!

What a pity!

Tag questions - When the speaker expects the listener to agree with him:

It's good, isn't it?

They are pretty, aren't they?

Rising tone:

In general questions:

Have you read the novel?

Would you please pass the salt?

Wh-questions when asked with involvement and interest:

When did you arrive?

What did you say?

Yes/No and questions seeking information with polite deference:

Did you like the gift?

Why didn't you join us at lunch?

Falling-Rising Tone:

Doubt or uncertainty (i.e. when you are uncertain what the answer might be)

Have we nearly finished?

Did he know she was there?

Implied meaning in a statement

Well I remember her face (but not her name)

Activity 1:

Listen to the following utterances and identify the tone associated with each of these.

1. What a wonderful surprise!
2. Do you have white sheets?
3. They are heavy, aren't they?
4. Shut the door.
5. Where do you work?
6. Did they ever tell him the truth? (uncertain)
7. Turn left at the junction.
8. Keep quiet.
9. Leave this column blank.

10. What did the manager say? (with polite deference)

Activity 2

Practice the above utterances and check if you are using the right tone.

d. Listening for information

Listen to the following conversation:

Sneha: Hi, I just came to give you the cake I made...

Rajan: Wow, looks yummy...thank you...

Sneha: What's the hurry? Are you going somewhere?

Rajan: Yeah, I'm planning to go to the College Readers' Club.

Sneha: Oh, I didn't know about it.... Where is it?

Rajan: It's on the Trunk Road, near the Hill Station Mall... There's so much reading and fun there.

Sneha: Is the club open on all days?

Rajan: No, only on weekends, from 3 p.m. to 7 p.m.

Sneha: What sort of reading taste does it cater to?

Rajan: A wide range - fiction, non-fiction, travelogues, fantasy.... you can even find newly published books.

Sneha: Can we borrow books?

Rajan: No lending: You are permitted to read in the library..... There's more to it than the library: they have film screening, group discussions and Quiz programmes which provide us an enjoyable learning experience... Even if you miss going there for a week, no worries, you will find the events updated on the Club webpage.

Sneha: I wish I were a member there...

Rajan: Anyway, it's not too late. All that you need is your college ID card for getting a membership.

Sneha: Is there any membership fee?

Rajan: No, only the College ID card ... It's mandatory.

Sneha: Fine then. Let me quickly go home and get my ID... I'll be back in five minutes....Wait for me... I'll join you.

Rajan: Sure.

Exercises:

A). Complete the following sentences:

1. Rajan was getting ready to go to _____.
2. Sneha hasn't joined the Club yet, because she _____.
3. _____ is mandatory to get membership in the Club.
4. The Club gives an _____ learning experience.
5. The Club functions on weekends from _____.

B). State whether true/false:

Sneha brought a cake for Rajan.

Sneha's house is very far from that of Rajan's.

When Sneha came, Rajan was taking a nap.

Sneha decides to join the Club immediately.

The Club asks for a membership fee of Rs. 200.

C). Answer the following questions:

1. Where is the College Readers' Club located?
2. Does the library lend books?
3. What are the events that are held in the Club?
4. What sort of books can one find in the library?
5. If a member has not visited the Club for a month, how will he/she know about the events?

e. Asking for Information

Phrases used:

In ordinary conversation

1. Do you know..... ?
2. Do you happen to know.....?
3. Can/Could you tell me?

4. I'd like to know....
5. Do you have any idea.....?

Formal Occasions

1. I wonder if you could tell me
2. I should be interested to know....
3. I hope you don't mind my asking, but.....

Very Informal (among close friends):

1. Any clue....?
2. Any idea.....?

Activity 1:

Frame five questions using the above phrases.

f. Giving Information:

You can start with one of the following phrases

- Formal:
 - I'd be happy to answer that.
 - It'd be a pleasure to help you.
- Informal:
 - Sure.
 - No Problem
 - Let me see.

If you have no information to help with, you can indicate your inability by using one of the phrases given below:

- Formal:
 - I'm afraid I don't have the answer to that.
 - I'd like to help you. Unfortunately, I don't know about it".
- Informal
 - Sorry, I can't help you out.
 - Sorry, but I don't know that.

Activity 2

There is an Exhibition of homemade products being held in the city.

Vandhana **asks** the salesman who comes to distribute sample products **for information** about the products.

Fill in the gaps and complete the conversation:

Vandhana: _____ Sir, how long will the exhibition go on?

Salesman: It's open till October 30th. _____ Sundays too Ma'am.

Vandhana: Oh Good. What _____?

Salesman: We've got a range of homemade items, utility products, homemade masalas, indigenous health drinks and other such items.

Vandhana: _____

Salesman: We sell organic products too.

Vandhana: Nice to know. _____ herbal plants?

Salesman: Yes, a few plant varieties, we do have. But the point is, they get sold out very fast... so if you need to buy herbal plants, please don't delay.

Vandhana: Sure sir. _____ to know if Kokum is available?

Salesman: Yes, _____ and we have ordered for more, as the stock is getting over.

Vandhana: _____ Kokum rinds per Kg?

Salesman: Just a minute, please. (He looks at the catalogue) It's Rs.300/- per Kg.

Vandhana: Thank you. _____ some tangy Jamun, Hmm.... blackberry squash. Is it available?

Salesman: Yes, it's the _____. (He hands over a packet to

Vandhana)... Kindly accept this sample of homemade snacks.
All that we have is of great quality. Do not miss the opportunity
Ma'am. We appreciate your patronage.

Vandhana: Thank you I'll definitely make it this Sunday.

Activity 3:

Role play: Ask for information about

1. The procedure to apply for a College ID card.
2. A programme in which you wish to participate.
3. A new product that you wish to buy.

Take turns and continue the activity with you being the respondent.

2. READING AND WRITING

Skill: Reading

Warm-up:

- What kind of books do you enjoy reading?
- Are there any books that you found boring?
- How do you go about reading your textbooks? Do you find them easy to read and comprehend?

1. a. STRATEGIES OF READING: SKIMMING AND SCANNING

Skimming and Scanning are useful skills of reading that will help the reader in reading effectively and comprehending the needed information precisely.

In an academic setting, when a book is prescribed, readers tend to skim through description as well as unimportant information, and focus on the passage which is most relevant to the assignment or a term paper on hand. The required information will then be read intensively.

Hence the function of skimming is to get an overall grasp of the text and to gather the required information

Skimming Methods

When you are reading using skimming skills, you will predominantly use the following

- Titles, subtitles or the headlines
- Contents
- Introduction
- Synopsis
- Chapter beginnings
- Paragraph
- Bold/Italicised words

Review questions

Conclusion

This strategy of skimming will be useful when you have to write a term paper for which you have to consult a large number of books. Using the above said methods of skimming you will be able to select the books that you might use. Also skim for titles and subtitles to narrow down to your academic requirement. When you are skimming through various books and websites for your assignment, remember to make a note of the sources either in a notebook or in a document on your computer.

Activity 1

Group activity: The teacher pairs the students in the class. In each pair, one is A and the other B. A reads through the text for 7-10 minutes silently and writes a title for each paragraph. **The maximum time given to A is 15 minutes.** The passage worked upon by A (with titles for paragraphs), should be read by B. **Time allotted to B is only 3-5 minutes.** The following passage can be used for this activity.

Questions and instructions to the students in 'A' category:

1. What is the main topic of the passage?
2. Give a suitable title to the passage given.
3. Give a subheading for each paragraph?
4. What difficulties did you face while reading?

SAY NO TO DRUGS



(<https://pixabay.com/vectors/no-drugs-sign-healthy-forbidden-156771/>)

Drug usage often escalates into abuse. How this happens is not surprising. At a very basic level this happens when the person concerned feels a desperate need to deal with stress or to get a momentary high or to just 'fit in' with his/her peers (which is often the case of youngsters). It soon reaches a stage where it becomes a crutch on which the person is dependent: it reaches a stage where the person begins to believe that his/her survival depends on drugs.

Popular media is one of the major influences on youngsters who have resorted to doing drugs: it is glorified in some television serials and films. Quite often great artists and intellectuals are depicted as people who were misfits in the world system and indulged in drugs to rise above their frustrations with conservative society. For youngsters it becomes a thrilling and seductive affair: they are easily misguided easily because of their relative lack of experience in life. At times, the knowledge of risk factors related to drug abuse can also lure people into using these harmful substances. In certain instances people gain this knowledge from their own families or immediate surroundings and are obviously driven – due to some reason or the other – to give it a try and before they know it, it becomes an addiction.

Brain damage is one of the fallouts of drug abuse and this consequentially affects every other aspect of life of the person who is addicted. The communication system of the human brain is primarily affected: the ways in which nerve cells send, process and receive information is disturbed. One of the ways in which drugs achieve this is by copying the natural chemical messengers of the human brain and over stimulating the brain's reward circuit. Drugs such as heroin and marijuana are structured in the same way as chemical messengers known as neurotransmitters. These neurotransmitters are produced naturally by the human brain. As a result of this similarity, the drugs can fool the receptors of the human brain and activate the nerve cells in such a way that they send some abnormal messages.

Drug abuse is associated with euphoric behaviour, which is why users keep on repeating the same action of drug abuse. When this pattern continues the brain tries to adapt to the usage by reducing its own dopamine production as well as dopamine receptors. The user tries to adapt to this

through drug abuse so that his/her dopamine production level can be brought back to a level that seems normal to him/her.

The old adage "Prevention is better than cure" applies to drug abuse as well. Medical practitioners are quite positive about the effectiveness of prevention programmes. According to medical experts and practitioners, it is one affliction which can be easily prevented. Prevention programmes involving families, schools and the immediate communities are important in this regard. Media also has to behave like a responsible power – the media ought to understand its' role in this context and play a positive role by resisting the urge to earn millions by romanticising and glorifying drug abuse. It needs to highlight the alarming and abysmal consequences of drug abuse. It is important that the youth are made to feel that drug usage itself is harmful in every conceivable way and only then will they stop using them and prevent others in their peer group from doing the same.

While "prevention" work is necessary, it is also necessary to reach out to people who have already gone down the road of drug abuse and are highly into it. The treatment for a drug abuser normally depends on the kind of drug that the person has been using. It is said that the best treatments normally emphasise on phenomena related to the individual's life. This includes areas such as medical, psychological and work-related needs as well as issues in relationships with other people in the person's life.

Questions to individual students in 'B' category:

1. Did the title and sub headings help you read faster?
2. Did they help you in understanding the content better?
3. What are the main issues in the above passage?
4. Were you able to grasp the meaning of the passage in five minutes?

NB: The passage given is only a sample. For effective use of the exercise, the teacher may select and distribute copies of a passage that the students have not seen.

SCANNING

This is a reading skill used for finding out a specific piece of information in a text which has a lot of information. It is a reading strategy where a reader discards a lot of unwanted information, but searches for very specific

information. In skimming an entire text is read fast to get the general information of the text: in scanning the text is used to extract specific information.

Steps to effective Scanning

The reader has to first ascertain how information in a particular text has been classified. This is an effective step in scanning for information from a source.

In some texts information is presented chronologically, as in history books: some texts arrange the information topically, that is the 'Contents' are based on the topics: reference books and edited books are classified topically.

TYPES OF READING: EXTENSIVE AND INTENSIVE READING

Extensive Reading

By definition, extensive reading is "reading for pleasure". Those who love to spend hours with a book are said to engage in extensive reading. In this practice of reading, the reader does not stop to look at the meaning of every unknown word as it hinders the flow of reading. However, the practise of extensive reading is known to improve fluency.

While extensive reading can help in learning English as a second language, learners tend not to go in for extensive reading primarily due to the length of books. For a beginner who sets out to read, it is best to start with short stories that are easily understandable. For example O. Henry's short stories have a very interesting twist in the end. Rabindranath Tagore is also one of the finest short story writers. His stories are filled with humanism and pathos. Choose a good short story to start with and this will slowly help you read novels.

Intensive Reading

Intensive reading happens when a reader reads a text, carefully and intently with absorbed concentration with a view to extract specific information. Intensive reading helps different readers in various contexts. For a person who is learning English as Second Language this becomes an effective tool to learn grammar from a short text or a poem. For those who aspire to clear competitive exams, the practice of intensive reading goes a

long way: these exams test ones' ability to grasp ideas and as well as the ability for logical thinking and reasoning.

A researcher does intensive reading when he/she has to do a review of literature for their research work. A humanities researcher reads through research articles and tries to find a research gap and also find a theoretical framework for her research. A science researcher looks at the findings of earlier researches, studies the scientific methods and then decides on his/her field of research inquiry.

Exercise 1:

Read the following passage and answer the questions.

One of the most popular literary figures in American literature is a woman who spent almost half of her long life in China, a country on a continent thousands of miles from the United States. In her lifetime she earned this country's most highly acclaimed literary award, the Pulitzer Prize, and also the most prestigious form of literary recognition in the world, the Nobel Prize for Literature. Pearl S. Buck was almost a household name throughout much of her lifetime because of her prolific literary output, which consisted of some eighty - five published works, including several dozen novels, six collections of short stories, fourteen books for children, and more than a dozen works of nonfiction. When she was eighty years old, some twenty - five volumes were awaiting publication. Many of those books were set in China, the land in which she spent a great part of her life. Her books and her life served as a bridge between the cultures of the East and the West. As the product of those two cultures she became (as she described herself), "mentally bifocal." Her unique background made her an unusually interesting and versatile human being. As we examine the life of Pearl Buck, we cannot help but be aware that we are in fact meeting three separate people: a wife and mother, an internationally famous writer and a humanitarian and philanthropist. One cannot really get to know Pearl Buck without learning about each of the three. Though honoured in her lifetime with the William Dean Howell Medal of the American Academy of Arts and Letters, in addition to the Nobel and Pulitzer prizes, Pearl Buck as a total human being (not only a famous author) is a captivating subject of study.

- 1.** What is the author's main purpose in the passage?
(A) To offer a criticism of the works of Pearl Buck.
(B) To illustrate Pearl Buck's views on Chinese literature

- (C) To indicate the background and diverse interests of Pearl Buck
- (D) To discuss Pearl Buck's influence on the cultures of the East and the West

2. According to the passage, Pearl Buck is known as a writer of all of the following EXCEPT

- (A) novels (B) children's books (C) poetry (D) short stories

3. Which of the following is NOT mentioned by the author as an award received by Pearl Buck?

- (A) The Nobel Prize (B) The Newberry Medal
- (C) The William Dean Howell Medal (D) The Pulitzer Prize

4. According to the passage, Pearl Buck was an unusual figure in American literature in that she

- (A) wrote extensively about a very different culture
- (B) published half of her books abroad
- (C) won more awards than any other woman of her time
- (D) achieved her first success very late in life

5. According to the passage, Pearl Buck described herself as "mentally bifocal" to suggest that she was

- (A) capable of resolving the differences between two distinct linguistic systems
- (B) keenly aware of how the past could influence the future
- (C) capable of producing literary works of interest to both adults and children
- (D) equally familiar with two different cultural environments

6. The author's attitude toward Pearl Buck could best be described as

- (A) indifferent (B) admiring (C) sympathetic (D) tolerant
- (Passage taken from TOEFL Practice Test 47- January 1993)

Exercise 2:

Let us now try and do an intensive reading of Emily Dickinson's poem which is both simple and complex at the same time. Answer the questions given below.

"HOPE" IS THE THING WITH FEATHERS

"Hope" is the thing with feathers -

That perches in the soul -

And sings the tune without the words -

And never stops - at all -

And sweetest - in the Gale - is heard -

And sore must be the storm -

That could abash the little Bird

That kept so many warm -

I've heard it in the chillest land -

And on the strangest Sea -

Yet - never - in Extremity,

It asked a crumb - of me.

(<https://www.poetryfoundation.org/poems/42889/hope-is-the-thing-with-feathers-314>, accessed 30.05.20)

Grammar

1. In what tense is the poem written?
2. Pick out the helping verbs?
3. List out the main verbs.
4. Pick out the adjectives.
5. What is the conjunction used very often?

Vocabulary

Find out the meaning of the following words and write what part of speech they belong to.

1. perches
2. gale
3. sore
4. storm
5. abash

Comprehension Questions

- a) Look up the meaning of the word, "metaphor" and explain how metaphor is used in the poem?
- b) What does the poem say about the way the bird sings?
- c) Identify a pair of synonyms in the poem.
- d) How are the words, "chillest", "strangest" and "Extremity" connected in the poem?
- e) Does hope ask for anything in return?

READING A SHORT STORY

THANK YOU, MA'M
by
LANGSTON HUGHES

Pre-reading Activity:

- Think of the last kind act that you did – a random act of kindness. It may be a simple thing, like that of opening the door for someone who

had luggage in both hands

- How did you feel and what was the reaction of the other person?
- Think of any act of kindness which you've seen
- Volunteer to share these incidents with the class

Know the author:

Langston Hughes is an African American writer, whose poems, plays and novels made him popular in the 1920's. He is often called the "Poet Laureate of Harlem". Harlem is a section of New York City in northern Manhattan. Hughes wrote on the experiences of African Americans.



"When people care for you and cry for you, they can straighten out your soul" Langston Hughes

THANK YOU, M'AM

by

Langston Hughes

She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance so, instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up. The large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she

reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.

After that the woman said, "Pick up my pocketbook, boy, and give it here." She still held him. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Firmly gripped by his shirt front, the boy said, "Yes'm."

The woman said, "What did you want to do it for?"

The boy said, "I didn't aim to."

She said, "You a lie!"

By that time two or three people passed, stopped, turned to look, and some stood watching.

"If I turn you loose, will you run?" asked the woman.

"Yes'm," said the boy.

"Then I won't turn you loose," said the woman. She did not release him.

"I'm very sorry, lady, I'm sorry," whispered the boy.

"Um-hum! And your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"

"No'm," said the boy.

"Then it will get washed this evening," said the large woman starting up the street, dragging the frightened boy behind her.

He looked as if he were fourteen or fifteen, frail and willow-wild, in tennis shoes and blue jeans.

The woman said, "You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?"

"No'm," said the being dragged boy. "I just want you to turn me loose."

"Was I bothering *you* when I turned that corner?" asked the woman.

"No'm."

"But you put yourself in contact with *me*," said the woman. "If you think that that contact is not going to last awhile, you got another thought coming. When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones."

Sweat popped out on the boy's face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half-nelson about his neck, and continued to drag him up the street. When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette-furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, "What is your name?"

"Roger," answered the boy.

"Then, Roger, you go to that sink and wash your face," said the woman, whereupon she turned him loose—at last. Roger looked at the door—looked at the woman—looked at the door—*and went to the sink*.

Let the water run until it gets warm," she said. "Here's a clean towel."

"You gonna take me to jail?" asked the boy, bending over the sink.

"Not with that face, I would not take you nowhere," said the woman. "Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook! Maybe, you ain't been to your supper either, late as it be. Have you?"

"There's nobody home at my house," said the boy.

"Then we'll eat," said the woman, "I believe you're hungry—or been hungry—to try to snatch my pocketbook."

"I wanted a pair of blue suede shoes," said the boy.

"Well, you didn't have to snatch *my* pocketbook to get some suede shoes," said Mrs. Luella Bates Washington Jones. "You could of asked me."

"M'am?"

The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do dried it again, the boy turned around, wondering what next. The door was open. He could make a dash for it down the hall. He could run, run, run, run, *run!*

The woman was sitting on the day-bed. After a while she said, "I were young once and I wanted things I could not get."

There was another long pause. The boy's mouth opened. Then he frowned, but not knowing he frowned.

The woman said, "Um-hum! You thought I was going to say *but*, didn't you? You thought I was going to say, *but I didn't snatch people's pocketbooks*. Well, I wasn't going to say that." Pause. Silence. "I have done things, too, which I would not tell you, son—neither tell God, if he didn't already know. So you set down while I fix us something to eat. You might run that comb through your hair so you will look presentable."

In another corner of the room behind a screen was a gas plate and an icebox. Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse which she left behind her on the day-bed. But the boy took care to sit on the far side of the room where he thought she could easily see him out of the corner of her eye, if she wanted to. He did not trust the woman *not* to trust him. And he did not want to be mistrusted now.

"Do you need somebody to go to the store," asked the boy, "maybe to get some milk or something?"

“Don’t believe I do,” said the woman, “unless you just want sweet milk yourself. I was going to make cocoa out of this canned milk I got here.”

“That will be fine,” said the boy.

She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table. The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him. Instead, as they ate, she told him about her job in a hotel beauty-shop that stayed open late, what the work was like, and how all kinds of women came in and out, blondes, red-heads, and Spanish. Then she cut him a half of her ten-cent cake.

“Eat some more, son,” she said.

When they were finished eating she got up and said, “Now, here, take this ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto *my* pocketbook *nor nobody else’s*—because shoes come by devilish like that will burn your feet. I got to get my rest now. But I wish you would behave yourself, son, from here on in.”

She led him down the hall to the front door and opened it. “Good-night! Behave yourself, boy!” she said, looking out into the street.

The boy wanted to say something else other than “Thank you, m’am” to Mrs. Luella Bates Washington Jones, but he couldn’t do so as he turned at the barren stoop and looked back at the large woman in the door. He barely managed to say “Thank you” before she shut the door. And he never saw her again.

(https://archive.org/stream/ThankYouMam/ThankYouMam_djvu.txt accessed on 01.07.20)

GLOSSARY:

Pocketbook: purse or handbag

Slung: Hung or thrown loosely

Frail: lacking in strength; weak

Ain't: a short form of am not, is not, are not, has not, or have not.

The characters speak in a dialect, a different form of English

Willow-wild: slender, graceful, and flexible like a willow tree

Half nelson: a wrestling hold using one arm

Kitchenette: furnished room -- a room with a small kitchen

Blue suede shoes: men's shoes made of soft leather; stylish shoes

Presentable: fit to be acceptable; suitable to be seen by others

Mistrusted: doubted

Barren: empty; bare; having no life; dull or uninteresting.

RESPONDING TO THE TEXT:

Exercise 1

Here is a list of words that refer to the actions/reactions of Mrs. Jones and Roger. Tabulate these in the corresponding columns. The first one is done for you.

| | | |
|------------------|--------------------|------------------------|
| Dragged | shook | bending over the sink |
| snatched | struggled | jerked |
| whispered | frightened | went behind the screen |
| sweat popped out | left the door open | looked at the door |

| Mrs. Jones | Roger |
|------------|-------|
| Dragged | |

Exercise 2

Choose the correct answer:

1. Roger tries to snatch Mrs. Jones's pocketbook because
 - a. he is hungry
 - b. he wants to buy blue suede shoes
 - c. he wants to buy a shirt

2. Mrs. Jones works
 - a. in a hotel beauty shop
 - b. at a restaurant
 - c. in a library
3. Why doesn't Mrs. Jones call the police?
 - a. Roger returned the pocketbook
 - b. she wants to help Roger change his ways
 - c. Roger is afraid of the police

4. Roger offers to go to the store for Mrs. Jones because
 - a. Mrs. Jones wants cake
 - b. he wants to get her dinner
 - c. he wants to show her that he can be a good person and be trusted

5. Mrs. Jones doesn't ask Roger about himself because
 - a. she doesn't care for him
 - b. she is tired after work and wants to rest
 - c. she doesn't want to embarrass him.

Exercise 3:**RECALL:**

1. What was Mrs. Jones's initial reaction when the boy tried to snatch her pocketbook?
2. What does she say she would teach Roger?
3. What do Mrs. Jones and Roger talk about during their meal?

MAKING INFERENCES:

1. When Mrs. Jones makes dinner, Roger sits far away from her purse. Why?
2. What does Roger say when he leaves the apartment? Why can't he say more?
3. Identify the details to support Roger's poverty and his rough home life.

INTERPRETING:

1. Why does Mrs. Jones say that she has "done things too"?
2. What is meant by the expression "Shoes got by devilish ways will burn your feet"?
3. What more does Roger want to say, other than just "Thank you"?

EVALUATIVE:

1. How does Mrs. Jones's kindness to Roger change him? Provide evidence from the text.

CRITICAL THINKING:

Point of view refers to the perspective or vantage point from which a story is told. When a story is told in the first person, the narrator is a character in the story. In a third-person narration, the narrator stands outside the story. The story 'Thank You, M'am' uses third person point of view.

1. How do you think Roger would tell the story of his meeting with Mrs. Jones?

APPLYING:

1. Read through the quote given near the author's picture. How do you relate the quotation and the story?

PARAGRAPHS: STRUCTURE AND TYPES

Every form of writing, except poetry and drama, is presented in paragraphs.

What is a Paragraph?

A paragraph has a group of sentences and all these sentences are usually related to a common idea. As a sentence is insufficient to explain an idea, there is a necessity to compose a paragraph. Usually, a paragraph is composed keeping in mind **one main idea**. To compose paragraphs easily, students can adopt the "**One para, One idea**" formula.

Structure:

A paragraph can be structured in many ways depending on various purposes. But, normally, any paragraph should have **three important components**. Firstly, at the beginning of any paragraph, the main idea of the paragraph should be stated or introduced. Secondly, the main idea should be explained. Thirdly, supporting details should be included to strengthen the explanation or the main idea.

Read the following paragraph to see whether all three components are present:

Busyness is a great enemy of relationships. We become preoccupied with making a living, doing our work, paying bills and accomplishing goals as if these tasks are the point of life. They are not. The point of life is learning to love—God and people. Life minus love equals zero.

Look at the beginning of the paragraph, that is, the first sentence of the paragraph.

"Busyness is a great enemy of relationships."

This sentence is the most important one in the paragraph because it introduces or states the main idea or theme or the subject of the paragraph. All the other sentences revolve around the main idea: busyness is a great spoiler in relationships.

Here, the first sentence of the paragraph is said to be the **topic sentence** as this sentence states or introduces the topic or subject or main idea of the paragraph. Usually, the topic sentence comes at the beginning of a paragraph. That is, the first sentence of the paragraph happens to be the topic sentence most of the time. A good topic sentence should be concise and emphatic.

Secondly, many activities that keep us busy all the time lead to the sacrifice of relationships and these are explained in the paragraph.

Thirdly, as a result of busyness, how loving others and God is affected is stated and it serves as the supporting point of the main idea.

Unity

A paragraph should have **unity**. The sentences in a paragraph are connected, both in meaning and structure. In a good paragraph all the supporting sentences work together to develop the main idea. Unity of a paragraph can be achieved by meaningful **sequencing of sentences**. Each sentence should lead logically to the next and they should be in the best order.

Coherence:

Coherence means the correct fitting of ideas in a paragraph. That is, coherence belongs to the relationship of its ideas. To have genuine coherence of ideas, these three factors are very important: relevance, right

order and inclusiveness. Relevance means every idea or point must be related to the topic. No irrelevant idea is included.

The presentation of points in the correct order is the second important factor. The ideas or points may be relevant in a paragraph. But, if they are not arranged in the right order, then the paragraph cannot be coherent. The relevant sentences in a paragraph should be well organised and arranged in such a way that the ideas should be placed in the paragraph in the order of relative importance. That is, place the idea in the best possible place in the paragraph.

Inclusiveness means all the vital points or ideas must be included, and on any account, they should not be omitted.

Flow is a matter of style and it can be seen on the surface. That is, it is visible in the explicit words and phrases and the grammatical patterns that link one sentence to another.

The following paragraph is a good example of good flow:

There are three kinds of book owners. The first has all the standard sets and best-sellers-unread, untouched. (This deluded individual owns wood pulp and ink, not books.) The second has a great many books—a few of them read through, most of them dipped into, but all of them as clean and shiny as the day they were bought. (This person would probably like to make books his/her own but is restrained by a false respect for their physical appearance. The third has a few books or many—every one of them dog eared and dilapidated, shaken and loosened by continual use, marked and scribbled in from front to back. (This man owns books.)

Connections between ideas: Using transitional words and phrases

Transitional words and phrases function as connectors between ideas and serve as a means to achieve coherence. They are the words and phrases that make a transition from one idea to another. The following table includes some frequently used transitional words and phrases.

| Place | Time | Importance | Cause God | Contrasting ideas | Comparing ideas. |
|--------------|-------------|-------------------|------------------|--------------------------|-------------------------|
| above | before | First | as a result | although | Also |
| down | after | | | | |
| inside | at last | Last | because | in spite of | Another |
| next | at | | | | Similarity |
| across | once | Mainly | consequently | on the other hand | Too |
| here | first | | | | |
| over | thereafter | More | so that | but | |
| to | eventually | | | | |
| around | finally | important | since | instead | |
| before | next | | | still | |
| under | meanwhile | Then | | however | |
| around | then | To begin | therefore | | |
| in | | with | | yet | |
| | | | | | |

Types of Paragraphs:

Paragraphs are composed in different ways, depending on the purposes for which they are composed. The following are some of the important types of paragraphs. In each model, the central idea is the Olympics, but it is treated in different ways, depending on the purpose – description, sequence, comparison and contrast, cause and effect, persuasion, argumentation. We will set out to acquaint ourselves to address each of these purposes.

Description:

Description forms a very important part of writing. We may have to describe a sunset, an instrument or a machine, an accident, a character, and so on. The following paragraph describes the Olympic symbol:

The Olympic symbol consists of five interlocking rings. The rings represent the five continents – Africa, Asia, Europe, North America and South America – from which athletes come to compete in the games. The rings are coloured black, blue, green, red, and yellow. At least one of these colours is found in the flag of every country sending athletes to compete in the Olympic games.

This paragraph begins with a topic sentence. As the paragraph is about the Olympic symbol, the first sentence introduces the Olympic symbol and then states that the symbol consists of five interlocking rings. And then the next sentence goes on to say that these five rings represent five continents from which athletes come to compete. The next sentence says about the colours of the rings. Finally, the connection between the colour of the ring and the flag of the country is pointed out in the paragraph. This is a well-knit paragraph. It is written in a lucid style.

Sequence:

Sometimes, we will have to present certain things sequentially, that is, in a logical order or sequence. For instance, writing a biography, describing an accident and writing about manufacturing a product which involves a process. All these writings follow a logical or chronological order or a sequence of presentations. Read the following paragraph:

The Olympic Games began as athletic festivals to honour the Greek gods. The most important festival was held in the valley of Olympia to honour Zeus, the king of the gods. It was this festival that became the Olympic Games in 776 B.C. These games were ended in A.D. 394 by the Roman Emperor who ruled Greece. No Olympic games were held for more than 1,500 years. Then the modern Olympics began in 1896. Almost 300 male athletes competed in the first modern Olympics. In the games held in 1900, female athletes were allowed to compete. The games have continued every four years since 1896 except during World War II.

You can find from your reading that all the events starting from the origin of the Olympic Games to the present development have been presented sequentially. The order of events has been maintained strictly. The appearance of the years in ascending order - 776 B.C., A.D. 394, 1896, 1900- indicates that the paragraph sticks to the chronological order.

Comparison and Contrast:

Comparison plays a vital role in one's life. Drawing a comparison between two things that are alike is unavoidable. In any comparison, we talk about things that are similar whereas in contrast, we speak of the dissimilarities between the things or objects of comparison. For example, we can compare and contrast the ocean and a lake.

Here is a paragraph in which a comparison is made between the ancient and the modern Olympic games:

The modern Olympics is very unlike the ancient Olympic games. Individual events are different. While there were no swimming races in the ancient games, there were chariot races. There were no female contestants and all athletes competed in the nude. However, the ancient and modern Olympics are also alike in many ways. Some events, such as the javelin and discus throws, are the same. Some people say that cheating, professionalism, and nationalism in modern games are a disgrace to the Olympic tradition. But according to the ancient Greek writers, there were many cases of cheating, nationalism, and professionalism in their Olympics too.

After going through the paragraph, you may have noticed the writer's analysis of the similarities and differences between the ancient and modern Olympic games. A careful reading of the paragraph points to the fact that the writer devotes the first half of the paragraph to discuss the dissimilarities between the modern and ancient Olympic games and the second half focuses on the similarities between them.

This very paragraph can be composed differently. That is, devoting the first half to speak of the similarities between the ancient and modern Olympic games and the second half to the dissimilarities between them.

Cause and Effect:

"What we sow, we reap." is a familiar proverb. According to the proverb, sowing is the cause and reaping is the effect or result. Cause and effect are inseparable. If a student spends many hours daily to study his/her lessons, he/she will score good marks. Hard work is the cause and scoring good marks is the result.

The paragraph given below is a good example to illustrate cause and effect:

There are several reasons why so many people attend the Olympic Games or watch them on television. One reason is tradition. The name Olympics and the torch remind people of the ancient games. People can escape the ordinariness of daily life by attending or watching the Olympics. They like to identify with someone else's sacrifice and accomplishment. National pride is another reason, and an athlete's or a team's hard-earned victory becomes a nation's victory. There are national medal counts and people keep track of how many medals their country's athletes have won.

This paragraph lists various reasons or causes for people attending or watching Olympic games on television and the benefits that they get.

Persuasion:

There are many occasions where we have to persuade others for a good cause or their good. Read the following paragraph and analyse how the writer has composed the paragraph effectively:

Our school has arranged a big Food Festival on Monday. Every year the proceeds of the festival are given to charities such as home for the aged, orphanages, home for the physically and/or mentally challenged and cancer hospitals. A student of the 7th standard approaches his/her neighbour to get some food tokens so that their financial assistance will be of great help to the needy and underprivileged. He/she succeeds in his/her attempt to sell some food tokens.

The persuasive power of the writer can be seen in this paragraph.

Argumentation:

In any argumentative paragraph, the writer presents his/her viewpoints providing evidence in support of his/her stand. Various reasons, facts, statistical data, research results and personal experience may be brought in as evidence.

A powerful paragraph of argumentation is presented below:

There is a notion that people who have money, beauty, coveted position and popularity are the happiest and the most fortunate. But the following declarations disprove the commonly-held notion. A Texas millionaire confided: "I thought money could buy happiness—I have been miserably disillusioned." A famous film star broke down: "I have money, beauty, glamour and popularity. I should be the happiest woman in the world, but I am miserable. Why?" A top British social leader said, "I have lost all desire to live, yet I have everything to live for. What is the matter?" The reason is there are better and nobler things than these that give us purpose in life and lasting happiness.

Exercise 1

Answer the following questions:

1. What is a topic sentence?
2. Write a note on the structure of a paragraph.
3. Mention at least two types of paragraphs.
4. Give at least one example to explain cause and effect.
5. What are the transitional words/phrases that indicate comparison of ideas?

Exercise 2

Write a paragraph on the following topics:

1. My dream home
2. Ban of plastics
3. A stitch in time saves nine.

Study Skills II: Using the Internet as a Resource

Warm up:

Time Flies! It really does! You are a college student now! Till just a month ago, you were in a School for Boys/Girls. Today you are in a college for Men/Women. You've taken a leap from one world to another. In your new world, college, you will listen to lectures, present assignments and seminars. Your teachers in college will have higher expectations of you. Especially with regard to your assignments and seminars you will be expected to do independent work. Moreover, you ought not to keep your mind like a blank slate before a lecture. A good student always prepares ahead for the lecture.



Pxfuel.com

The Internet is a definite resource you can turn to. The Internet is a global computer network which not only offers excellent communication facilities but also serves as a source of a vast range of information. When online one can interact and share information. There are a plenty of websites which one can view and access. Search Engines make it easier for the user to find the relevant websites. The popular Search Engines are Google, Bing, Yahoo, DuckDuckGo, Baidu and Internet Explorer.

Let us learn how to access the information from the websites.

Online search:

- Choose the word or words that best describe the topic you're looking for.
- Go online and type the chosen keyword or keywords into the search field and press the Enter key.
- Search results will appear. A list of possible leads from websites with web addresses appears.
- Click on the required entries and the link will take you automatically to those web pages.

Know the keyword:

- Be clear about what you are looking for and decide on the key search word
- If you choose a general keyword, the search result will be a huge list
- Choose specific word/words

Activity 1:

Search for the keyword(s) given below:

- a. Mask
- b. Computer
- c. Tamil Nadu

Refine your search:

Narrow your search by including more keywords. This will fetch you more relevant results.

For example, if you enter the word 'cooker' you will find many number of sites with information on 'cooker'. With more keywords in the search string such as 'solar cooker' , 'box type solar cooker' and 'box type solar cooker Tamil Nadu', you find that fewer pages are listed and relevant results are displayed.

Check if the keyword you've chosen occurs in any field other than the one that you are working on. If that is the case, use at least one keyword that applies specifically to your topic.

For example, if you are looking for the word 'crane' – the machine, how will you go about it? The word 'crane'-- belonging to two different fields --- that of Zoology and Construction, refers to a particular bird and a particular machine. Your search string should include at least one keyword from the field of construction. It can be 'Truck crane'. This will show the information only with regard to crane used in building construction.

Activity 2:

a. Search for the keyword(s) given below and note down the number of entries displayed

cooker

solar cooker

box type solar cooker

box type solar cooker Tamil Nadu

b. Search for the keyword(s) given below and check if you get the relevant information

crane

Truck crane

c. If you are looking for 'crane' from the field of Zoology, how will you refine your search?

Extend your search.

By using the word 'OR ' inserted between the two keyterms you can extend your search.

Example, if your search is 'Computer OR TV', the search result will

show you pages that include only the keyword Computer, pages that include the word TV and also the pages that include both of your keywords Computer and TV.

Limit your search

By typing the word 'AND' between two keywords you can limit your search and get relevant pages. For example, with the same keywords used above, search for Computer AND TV. You will get the pages that include both Computer and TV and not the pages that contain only of one these keywords.

Be precise in your search

use double inverted commas " " to be more specific. For example, "types of solar cooker" will only list pages where these words appeared together.

Activity 3:

- a. Search for the keywords given for the tasks above
- b. Search using the following keywords
Mango OR pickle
Mango AND pickle
"Mango pickle"

Guidelines for using the Resources:

You have learnt how to access information from the internet, but that is not the end of it. You should also know how to use the information. Reference and reading will help you to understand your topic better. Surf the net for information but acknowledge your source. If you use someone else's material without crediting the source, it amounts to plagiarism. Plagiarism is totally unacceptable. By definition, "Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material,

whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

(<https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=>)

Now that you are sensitised to the issue of plagiarism, here is a checklist of what you should do when you use information:

- Acknowledge every source of information either as a quote or in reported speech citing the source of information.
- When you take information from the internet, it should be a reliable source (a published article). For. e.g. Wikipedia is not a source which can be quoted.
- Provide the Bibliography.
- Expressing your thoughts and point of view is important. Originality is the key to a successful presentation.
- Reference work is essential. When you refer to books on the subject, you will see that some of your thoughts have already been expressed.
- Every piece of writing should have three parts – Introduction, Body and Conclusion
- Focus on the information you are looking for. You don't have to read a reference book from cover to cover. If the 'Contents' page does not have what you are looking for, check the Index and you will find the page number of the subject/topic of interest to you.

e-learning resources of Government of India

Audio-Video e-content

1. SWAYAM offers courses from Class 9 to Post Graduation with rich e-learning content in the form of e-Tutorial, Audio, Video and Virtual labs.

<https://swayam.gov.in/>

2. NPTEL (National Programme on Technology Enhanced Learning)

Largest online repository for web and video courses in engineering, basic sciences and selected humanities and social sciences subjects

<http://nptel.ac.in/>

3. CURRICULUM CLASSES offers digital content in 87 UG subjects as per model syllabi of UGC ; Visual, web and text based learning material ; Self-paced learning opportunity

http://cec.nic.in/cec/curriculum_class (You tube Channel
<https://www.youtube.com/user/cecedusat>)

4. DIKSHA (Digital Infrastructure for Knowledge sharing) provides video courses and practise tests for students and teachers of Class I to Class XII. School curriculum based courses prepared by NCERT, CBSE, State boards etc.

<https://diksha.gov.in/>

5. **e-skill india** provides online courses across all sectors ranging from Beauty, Agriculture to IT-ITES and BFSI.

<https://www.eskillindia.org/>

Digital content: access journals and e-books

6. **National Digital Library of India** offers learning content for users from Primary to Post Graduate Levels across all disciplines Content available in multiple formats (Audio, Video, Web, Dataset, Report, Book, Thesis, Album etc.

<https://ndl.iitkgp.ac.in/>

7. **e-Pathshala** offers e-textbooks and supplementary books of NCERT for all subjects for Classes I to XII in English, Hindi & Urdu Offers e-Resources like audios, videos, interactive images, maps, question banks etc. in English and Hindi

<http://epathshala.nic.in>

8. **e-PG Pathshala** is a gateway to all Post graduate courses. Offers curriculum based, and interactive e-content in 70 subjects across all disciplines of social sciences, arts, fine arts, and humanities, natural & mathematical sciences

<https://epgp.inflibnet.ac.in/#>

9. **Sakshat** is a one stop education Portal that offers: Learning content across disciplines in the form of audiovisual tools, web, e-books, ejournals etc. Educational material to learners from Kindergarten to PhD.

<http://media.sakshat.ac.in/nmeict/econtent.html#>

10 **e-kalpa** offers distance e-learning programs on Design. It also offers Digital Design Resource Database including the craft sector.

(Information accessed from www.dsource.in & www.ncs.gov.in - National Career Service Portal on 15.07.20)

TERMS TO KNOW

Blog: A web-based log or a website that is maintained by an individual or a small group who update the site with their own observations and opinions. Blogs contain posts that are informal in nature.

Copyright: It refers to the exclusive and assignable legal right given to the originator over the created work, for a fixed number of years.

Podcast: Audio files or audio visual files which are published on the Internet in a fileformat. It can be downloaded and listened offline.

URL: (Uniform Resource Locator) It refers to the unique location/address associated with every web page or a website that is displayed on the Internet. Example: <https://www.ielts.org/about-the-test>.

QR code: Quick Response code, represented as a pattern of small black and white squares, contains information encoded in it. When one scans it with one's cell phone, the information it contains can be deciphered. If

Static URL Code is encoded, one will be taken to the web site immediately.

Website – It refers to a collection of related web pages identified under a single domain name.

WWW – The World Wide Web – usually called the Web – refers to a collection of websites that one can access through the Internet.

Activity 4:

Read the following and fill the check list box with a **√** if **yes**, and with a **×** if **No**.

- Plagiarism is a disciplinary offence.
- Acknowledging the source used is not necessary.
- Checking the Index of a book will not help in selecting a book of reference.
- Copyright protections apply even to the images posted online.
- Swayam is one of the e-learning resources of Government of India
- e-Pathshala offers e-resources like audios and videos.
- Podcast means recommended books
- QR code is star-shaped
- Blogs are formal in nature
- Bibliography means booklovers.

GRAMMAR IN CONTEXT

Involving Action - 1

Verbs

Verbs, as you know are action words. But before we get to talk about it, let us go to places where the action is. First of all, are you hungry? Then let us head for the bakery and see how they make yummy pastry.



Making Puff Pastry:

Puff pastry is **made** from hundreds of paper-thin layers of butter **trapped** between hundreds of paper-thin layers of dough. In the oven, the liquid in both the butter and the dough rapidly **evaporates**, **puffing** the individual layers skyward. The butter **melts** into the dough, **turning** it golden and crispy.

Getting to this end result takes a little work. First, you **make** a “lean” dough

of just flour and water — it's considered lean because it contains no fat. Then you **wrap** this dough around a block of cold butter. **Roll** it out, **fold** it up like a letter, roll it out, fold it up, and **repeat**. At the end of this whole process, you will have **created** all the paper-thin layers that make puff pastry puff.

Task :-

Fill in the blanks with suitable verbs underlined in the above passage:-

1. Chapati is _____ of wheat flour.
2. A cat survived after being _____ underwater in an air pocket for nearly four hours.
3. Water _____ as gas on heating.
4. The chimney was _____ out clouds of smoke.
5. Great heat _____ iron.
6. Vasanth's hair is _____ gray.
7. You can't _____ an omelette without breaking eggs.
8. _____ all your glasses in newspaper.
9. She was chomping on a bread _____.
10. _____ the paper along the dotted line.
11. I'm sorry-could you _____ that?
12. The boom has created job opportunities.

Do you love riding your bike? Hope you enjoy reading this excerpt from a biker's diary.



I hardly need to state that biking is a passion: The first tiny touch of counter steer to **initiate** the turn, **feeling** rather than **seeing** the road as it curves in from the left and then **dipping** a shoulder into my own turn as it starts, **shadowing** the road's moves, **squeezing** in power, feeling it tighten, feeling the grip from the tyre as surely as running the palm of a gloved hand along the tarmac.

I think all biker's will agree. This is not about going from point A to B. I'm not going anywhere, in the sense that the point of this journey is the journey. It's Sunday morning and the weather is pleasant. This is going out for a ride just for the sake of the ride.

Task :-

You can select from the verbs given in the box to narrate the experience of riding/driving (either your experience or someone else's), a bike, car, or cycle.

viewing, slowing down, manoeuvring, shifting gear, seeing, racing, speeding, accelerating, applying the brake, cruising, stopping, pedalling, watching, crossing, turning

Action Words or Verbs

A verb is a word that describes action or a state of being. The second part of this definition is important, as many believe that verbs are always action words that can be visualized. This is true of action verbs: run, walk, play, jump, sing, scream, etc.

However, there are also linking verbs, and these types of verbs do not express action; instead, they express identity, classification, or existence.

(The following are the most common linking verbs: is, am, was, were, are, and verb phrases ending in be, been, being.)

Verbs often change their form as different endings are added to them. These endings are changed to show a verb's relationship to time. This is referred to as verb tense.

Revising writing to include verbs that are lively and express action is a fantastic way for students to improve their prose. Consider what the actions are in a sentence and choose the most expressive, powerful verbs to convey those actions. For example:

The band appeared on the scene.

The band erupted onto the scene.

Regular and Irregular Verbs

A regular verb is one that follows the pattern of taking *-ed* for the simple past and past participle (or *-d* if the verb ends in *-e*; smoke smoked).

Irregular Verbs

A verb in which the past tense is not formed by adding the usual *-ed* ending. Examples of irregular verbs are *feel (felt)*; and *go(went)*.

| Infinitive | Present | Past | Perfect |
|------------|---------|--------|---------|
| Be | Is | Was | Been |
| Become | Becomes | Became | Become |

| | | | |
|--------|---------|---------|-----------|
| Begin | Begins | Began | Begun |
| Break | Breaks | Broke | Broken |
| Bring | Brings | Brought | Brought |
| Buy | Buys | Bought | Bought |
| Catch | Catches | Caught | Caught |
| Choose | Chooses | Chose | Chosen |
| Come | Comes | Came | Came |
| Cost | Costs | Cost | Cost |
| Cut | Cuts | Cut | Cut |
| Dig | Digs | Dug | Dug |
| Do | Does | Did | Done |
| Draw | Draws | Drew | Drawn |
| Drink | Drinks | Drank | Drunk |
| Drive | Drives | Drove | Driven |
| Eat | Eats | Ate | Eaten |
| Fall | Falls | Fell | Fallen |
| Find | Finds | Found | Found |
| Fly | Flies | Flew | Flown |
| Forget | Forgets | Forgot | Forgotten |
| Get | Gets | Got | Got |
| Give | Gives | Gave | Given |
| Go | Goes | Went | Gone |
| Have | Has | Had | Had |
| Know | Knows | Knew | Known |
| Let | Lets | Let | Let |

| | | | |
|-------|---------|--------|---------|
| Lie | Lies | Lay | Lain |
| Make | Makes | Made | Made |
| Pay | Pays | Paid | Paid |
| Put | Puts | Put | Put |
| Read | Reads | Read | Read |
| Run | Runs | Ran | Run |
| Say | Says | Said | Said |
| Sell | Sells | Sold | Sold |
| Sit | Sits | Sat | Sat |
| Speak | Speaks | Spoke | Spoken |
| Spend | Spends | Spent | Spent |
| Stand | Stands | Stood | Stood |
| Teach | Teaches | Taught | Taught |
| Tell | Tells | Told | Told |
| Take | Takes | Took | Taken |
| Write | Writes | Wrote | Written |

Task 1

Fill in the blanks with the correct past tense form of the verb

(irregular verbs)

1. I _____ (lose) my wallet in the train compartment.
2. David _____ (not injure) his ankle.
3. While playing cricket, Raghu hit a 'sixer' and it _____ (break) a window.
4. Sheila's new handbag _____ (not cost) a lot of money.

5. He _____ (get) this book from the district library.
6. The complex had a basement parking where we _____ (park) our car.
7. Ann _____ (cut) her wrist.
8. The vase _____ (fall) off the table.
9. The porcelain cup _____ (not break).
10. We _____ (sell) our brand new car.
11. We _____ (buy) a second-hand car.
12. The telephone _____ (not ring).
13. The children _____ (go) to school.
14. The fielder _____ (catch) the ball.
15. The woman _____ (not kneel) down.
16. Our dog _____ (run) onto the road.
17. Jyoti _____ (not write) a letter.
18. I _____ (buy) a new mobile phone last week.
19. We _____ (drive) to a theme park yesterday.
20. Yesterday Dad _____ (not take) me to the mall.
21. Erum _____ (give) Aarthi a chocolate.
22. Jagan and Jaya _____ (not go) to the temple.
23. Her ring _____ (cost) ten thousand rupees.
24. The diabetic man _____ (not add) sugar to his coffee.
25. She _____ (not throw) the ball over the net.

Task 4

Verbs in Proverbs

Read the following proverb. Write down all the verbs in it. Then explain in your own words what the proverb means. For example, "You cannot prevent the birds of sorrow from flying over your head, but you can prevent them from building nests in your hair."

Verbs

1. Cannot prevent
2. Flying
3. Can prevent
4. Building

Explanation of proverb

People cannot stop bad/sad things from happening to them, but they have control over how long they allow the bad/sad things to make them feel sad.

1. "People who live in glass houses should not throw stones."
2. "Hope for the best, but prepare for the worst."
3. "Don't bite the hand that feeds you."
4. "A penny saved is a penny earned."
5. "You can lead a horse to water, but you can't make him drink."

Verbs and their synonyms

In Unit 1 you were encouraged to use the dictionary and the thesaurus. A thesaurus helps you with synonyms. As most of us are connected to the internet, it is easy to find synonyms with the help of an online thesaurus. You must note that synonyms are don't mean exactly the same thing. Some words are suited to some contexts. For instance, "look" and "peer" are synonyms. But both don't mean exactly the same. So, if you are looking for a word which syncs exactly with what you have in mind, you should consult a thesaurus.



1. Blink: to look at with disbelief, dismay, or surprise or in a cursory manner
2. Browse: to look at casually
3. Consider: to look at reflectively or steadily
4. Contemplate: to look at extensively and/or intensely
5. Dip (into): to examine or read superficially
6. Eye: to look at closely or steadily
7. Fixate (on): to look at intensely
8. Gape: to look at with surprise or wonder, or mindlessly, and with one's mouth open
9. Gawk: see gape
10. Gawp: see gape (generally limited to British English)
11. Gaze: to look steadily, as with admiration, eagerness, or wonder
12. Glare: to look angrily
13. Glimpse: to look briefly
14. Gloat: to look at with triumphant and/or malicious satisfaction
15. Glower: to look at with annoyance or anger
16. Goggle: to look at with wide eyes, as if in surprise or wonder

17. Leer: to look furtively to one side, or to look at lecherously or maliciously
18. Observe: to look carefully to obtain information or come to a conclusion, or to notice or to inspect
19. Ogle: to look at with desire or greed
20. Outface: to look steadily at another to defy or dominate, or to do so figuratively
21. Outstare: see outface
22. Peek: to look briefly or furtively, or through a small or narrow opening
23. Peep: to look cautiously or secretively; see also peek (also, slang for "see" or "watch")
24. Peer: to look at with curiosity or intensity, or to look at something difficult to see
25. Peruse: to look at cursorily, or to do so carefully
26. Pore (over): to look at intently
27. Regard: to look at attentively or to evaluate
28. Rubberneck: to look at in curiosity
29. Scan: to look at quickly, or to look through text or a set of images or objects to find a specific one
30. Skim: see scan
31. Stare: to look at intently
32. Stare (down): to look at someone else to try to dominate
33. Study: to look at attentively or with attention to detail
34. Watch: to look carefully or in expectation
35. Wink: to look at while blinking one eye to signal or tease another person

Source: <https://sites.google.com/site/dailystoryspider/some-informative-articles/writing-help/35-synonyms-for-look>

Task 5

List 3 to 5 synonyms of your choice for the following verbs:

1. Buy
2. Prepare
3. Smile
4. Create
5. Grow

CONCORD

The synonyms for concord include

| | | | |
|----------|-------------|-----------|-----------|
| accord | amity | calmness | |
| | chime | | |
| comity | concert | consensus | |
| | friendship | | |
| goodwill | peace | placidity | rapport |
| serenity | tranquility | tune | unanimity |

Explore the use of these words.

You will find that they are associated with

- Music (harmonious, pleasant music) as in "chime"
- Peaceful relationships as in "friendship", "goodwill",
- Good vibes in teamwork as in "rapport", "unanimity", "consensus", "amity"
- The feeling of peace as in "tranquillity", "serenity", "placidity", "calmness"

- Working together is invoked in “concert” (as in “concerted effort” to make something successful)
- Speaking with one voice as in “unison” (“singing in unison”, “cheering in unison”, “shouting in unison”)



This picture denotes peace and harmony

The antonyms of concord are

agitation disagreement discord
disharmony

disturbance hatred hostility
disunity

The Cambridge English dictionary defines ‘concord’ as “agreement and peace between countries and people”. It also states that in language it is “the

situation in which the words in a sentence match each other according to the rules of grammar, for example, when the verb is plural because the subject of the sentence is plural." Concord in Grammar means the agreement between the subject and the verb or the agreement between a verb/predicate and other elements of clause structure.

When there is 'disharmony' in sentence construction, it is jarring and most unmusical. Spoken or written English should be characterised by 'Concord'.

Examples of lack of 'Concord' (presence of discord)

- The boys **comes** to the market everyday
- I **knows** her very well
- The government **have** implemented.



There are three types of concord:

1. Grammatical concord
2. Proximity concord
3. Notional concord

Grammatical concord refers to the agreement in number between a verb and its subject. A singular subject takes a singular verb and a plural subject also takes a plural verb e.g.

- a. Rekha loves Rumi
- b. They love her

Proximity concord as the term suggests, means "nearness or closeness". Hence, proximity concord is a situation where two nouns (one singular and the other plural) are likened by "OR" or "NOR". In this case the verb agrees with the noun that is nearer to it. E.g.

- a. The individual player or the 'members' of the team 'are' to be blamed.
- b. The members of the team or the individual 'is' to be blamed.

Notional concord, as the name implies, is about the notion of the user based on his previous knowledge about the meaning or conventional use of the word or expression. It usually applies when the speaker uses a plural verb

with a collective noun or singular verb with a subject that has plural features. **Notional concord is based on meaning rather than form.** E.g.

- a. Australia are playing with India next week.
- b. My family are not supportive of this venture.
- c. Pearl's admiration and love for her lover is boundless.

The examples above are based on the notion of the speaker i.e. what he means and not how the sentence is formed. For instance, in example 'b' above, the speaker may mean that the collection of his family members are present which the speaker considers each of them separately to form a plural subject.

Let us study these three types of Concord in depth:

Grammatical Concord

The basic rule of subject-verb concord is that a singular subject takes a singular verb and a plural subject takes a plural verb. And it is needful to establish this fact that singular verbs are inflected with suffix '-s' while plural verbs maintain the base form. Simply put, a singular verb ends with an 's' and a plural verb has no 's'.

Verb

| Singular | Plural |
|----------|--------|
| Reads | Read |
| Looks | Look |
| Climbs | Climb |

Rules of grammatical concord:

1. Singular subjects take singular verbs.

- A critical **situation calls** for a brave approach.
- The **period** between baggage checking and boarding **is** sometimes stressful.
- **Anxiety breeds** disaster.

2. Plural subjects take plural verbs.

- The **students wake** up late on holidays.
- Serious **issues call** for serious approaches.
- The budding **cricketers** on the pitch **play**
- **What you see and how you react determine** the result.

- **My father and his friend believe** in smart investment.

Note: The focus is on the subject of the verb, not what comes in between the subject and the verb.

3. When a subject is joined to another noun by subordinator, focus on the first noun and disregard the subjoined noun or noun phrase.

- **The Director** alongside other members **visits** the Centre for Children regularly.
- **The College Union President**, as well as, other students never **follows** the rules.
- From the examples above, we have two nouns in each subject slot as highlighted below:
 - The **Director** alongside other **members** ...
 - The **College Union President**, as well as, other **students**...

The subjoined nouns are *members*, and *students*. Going by the rules, the focus of the expression is on *Director*, and *College Union President*. Hence, they determine the nature of the verbs. Moreover, the sentence can be restructured thus for further clarity:

- Alongside other members, the Director visits the Centre for Children regularly.
- Along with other students, the College Union President, never follows the rules.

So, the main subject determines the status of the verb.

Other examples:

- The **man** with his children **attends** to customers.
- The **soldiers** as well as the vigilante team **watch** over the small community.

4. When more than one is used as a subject of a verb in simple present tense, the verb should be singular because the headword is one.

- More than one woman was in the queue.
- More than one fruit was shared among the children.

5. When two nouns refer to one person at the subject position, the verb should be singular, of course, because it is one person.

See these:

- **My husband and partner** never **goes** late for meetings.

Here the speaker's husband is also her partner. So, one pre-modifier *us* is there for both nouns as it is one person. Compare, "My husband and my partner never go late to meeting". Here, the speaker is referring to two different people.

- **The President and Commander-in-chief of the armed forces** **defends** the country.
- **The class captain and best student** of our set **is** just too proud.

Note: Always check for the pre-modifier when you have two nouns in the subject slot. When the nouns refer to one person, we use one pre-modifier.

6. When an indefinite pronoun pre-modifies a subject or acts as the main subject, the verb should be singular.

- **Everyone loves** to be acknowledged.
- **Every** boy and girl **loves** his or her parent.
- **Nobody cares** for everybody's job.
-

7. Some nouns end with 's' but they are singular. You need to be careful because they are meant to go with singular verbs.

- **Measles is** dreadful.
- **Mathematics was** a problem in my school days.
- **Statistics was** the only course available.

8. When a relative/adjectival clause qualifies a noun, the verb in the relative/adjectival clause works with the noun it qualifies.

For instance, 'One of the **boys** *that sit in the front row* has been suspended'. 'sit' in the relative clause agrees with 'boys' as the relative clause, 'that sit in the front row' qualifies the noun, 'boys'. Then, the main verb in the sentence 'has' agrees with 'one'.

The meaning here is: Of the many boys who sit in the front row, only one has been suspended.

Other examples:

- Algebra is one of the **topics** that **confuse**
- Dr.Arun is one of the **lecturers** who **teach** well

9. When a generic reference is used with the definite article 'the' as a subject of the verb, the verb should be plural.

Generic reference is used when you make a reference to all the members of a class of people or things.

Examples:

- The **rich** also **cry**.
- The **less privileged** **look** after one another.
- **The young** **dream**
- **The wise** don't talk too much.

10. When a result of a survey is issued or reported, caution should be exercised to avoid error of overgeneralization.

For instance,

- One in ten **prefer** coffee to tea'; Not, 'One in ten prefers coffee to tea'.
- One in every five boys **go** to the local cinema.

11. When an uncountable noun is introduced with a quantifier or percentage, it attracts a singular verb. In the same vein, when a countable noun is introduced in percentage, it goes with a plural verb.

- A quarter of the land **is** occupied by squatters.
- Two cups of wheat flour **is** enough for the chapathi.
- Only ten percent of people in the world actually **believe** in superstitions.
- A two-third of the IPKF forces were involved.

12. When a modal auxiliary verb precedes a main verb, the verb maintains the base form.

- The child might **come**
- She came in so that we could **discuss** the issue.
- The matter should **go** to court.

13. Mandative Subjunctive: Mandative Subjunctive is used to express a demand, requirement, request, recommendation or suggestion. When it is

used with either the singular or the plural subject, the verb takes the base form:

- I recommend he attend the seminar alone.
- I pray she come early tomorrow.
- The board suggests the chairman resign immediately.

Proximity Concord

Proximity concords are a type of subject-verb agreement in which we have two or more subjects in a sentence joined together by '**either.....or, neither.....nor, not only.....but also**'. The rule of proximity concord states that the verb in the sentence should always agree with the subject closer to the verb hence the name proximity concord. Remember what I told you about proximity? It means nearness in distance.

Let us look at the examples of proximity concord below:

- Either Jyoti or her children are in the house.

From the sentence above you can see that we have two subjects '**Jyoti**' and '**children**'. The first subject '**John**' is singular whereas the second '**children**' is plural. We have a plural verb '**are**'. The reason we used a plural verb '**are**' is because of the fact that we are dealing with a proximity concord here, and the rule of proximity concord states that verb in the sentence should always agree with the subject closest to it. Of the two subjects we have in the sentence '**John**' and '**children**' you can clearly see that '**children**' is closer to the verb '**are**' than '**John**' is. So we make sure that the plural subject '**children**' agrees with the plural verb '**are**'.

Some other examples of proximity concord:

- Either the **boys** or the **girl** goes to school.
- Neither **Jagan** nor the **laborers** are at work.
- Not only the **students** but also the **teacher** is unhappy about the results.

- Neither the **principal**, nor the **teacher**, nor **anyone else** *likes* the result.

From the examples above, the subjects of the various sentences have been made bold. The verbs have also been indicated in italics. Each verb agrees with the subject that is closer to it. If the subject is plural then the verb automatically is plural; if the subject is singular then the verb is also singular.

Notional concord

Here under notional concord we consider the relationship between collective nouns (e.g. committee, team etc.) and their verbs. With collective nouns, the context determines whether the verb is singular or plural. If the noun is taken as a unit, then the singular verb will be used but if the members in the group are seen as separate. Then, the plural will be used.

Examples:

- The committee meets once in a year.
- The committee contribute to relief work.
- The jury vote according to their consciences.
- The jury was dissolved after the case.

Exercises

A) In each of the following sentences supply a verb in agreement with its subject:

1. The cost of vegetables _____ risen.
2. That night every one of the drama troupe _____ overjoyed.
3. One of those people _____ stolen the jewellery.
4. No news _____ good news.
5. An entrepreneur and a humanitarian _____ passed away.
6. Three-fourths of the city _____ flooded.
7. Three Men in a Boat _____ written by Jerome K. Jerome.

8. The Financial Advisor and accountant _____been summoned for enquiry.
9. The ebb and flow of tides_____influenced by the moon.
10. Each of the talented dancers _____awarded a cash prize.

B) Fill in the blanks with the correct form of the verb given in brackets:

Vivek has gone to the bank. He _____(want) to take out some money. First he _____(have) to fill in a form for a new cheque book as all the cheques leaves in the old book _____(has) been used. He needs to _____(make) out a cheque for the amount he _____(have) to pay as rent. The manager as well as the counter clerks _____(try) to persuade him to use an ATM card.

C) Choose the correct form of the verb that agrees with the subject.

1. Jyotsna and her brothers (is, are) at school.
2. Either my brother or my father (is, are) coming to the meeting.
3. The rats and the cats (is, are) ancient enemies.
4. Either my shoes or your gloves (is, are) always on the floor.
5. Ganesh and Thanesh (doesn't, don't) want to see that movie.
6. Bertilla (doesn't, don't) know the answer.
7. One of my sisters (is, are) going on a trip to Benares.
8. The man with five dogs (live, lives) on my street.
9. The movie, (take, takes) about three hours to watch.
10. The players, as well as the coach, (want, wants) a break.
11. Either answer (is, are) acceptable.
12. Every one of those books (is, are) expensive.

13. Nobody (know, knows) the trouble I've been through to get here.
14. (Is, Are) the news on at nine or ten?
15. Statistics (is, are) John's favorite subject, while Mathematics (is, are) Aruna's favorite subject.
16. Hundred rupees (is, are) the price of a movie ticket these days.
17. (Is, Are) the stationery in this cupboard?
18. Your pants (is, are) at the laundry.
19. There (was, were) fifteen lemons in that basket. Now there (is, are) only one left!
20. The committee (decides, decide) these matters.

Unit III**(16 hours)**

1. Listening and Speaking

- a. Giving and following instructions
- b. Asking for and giving directions
- c. Continuing discussions with connecting ideas

2. Reading and writing

- a. Reading feature articles (from newspapers and magazines)
- b. Reading to identify point of view and perspective (opinion pieces, editorials)
- c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.

3. Grammar in Context:

Involving Action – II

- Verbals - Gerund, Participle, Infinitive
- Modals

1.LISTENING AND SPEAKING

a.Giving and following instructions

Giving instructions:

When you instruct someone to do something step by step, you would use the following structures:

First, you...

Then, you...

Next, you...

Lastly, you...

Starting out:

When your emphasis is on how to begin a process/procedure, you can use the following structures:

The first thing you do is...

Before you begin, (you should...)

The best place to begin is...

I would start by...

Continuing:

After that,

The next step is to...

The next thing you do is...

Once you've done that, then...

When you finish that, then...

Finishing:

The last step is...

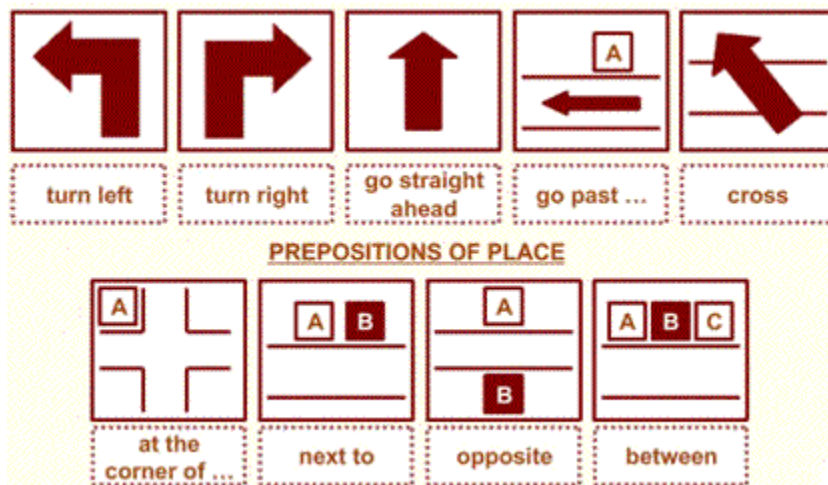
The last thing you do is...

In the end,...

When you've finished,...

When you've completed all the steps,...

b. Asking for and giving directions



(<https://www.tes.com/lessons/KkiShW1MYrJddw/asking-and-giving-directions-places>)

Using Imperatives in giving directions:

Some of the imperatives used in a sentence while giving directions are:

| | | |
|------------|------------|----------------|
| Go to | Turn right | Go straight on |
| | Walk along | Go down |
| Go up | Walk up | Go along |
| Go through | Go round | Go over |

Here is a sample of English sentences used when giving directions to a place:

Salma: Please tell me how to get to your house?

Radhika: Are you coming by bus or by train?

Salma: I am coming by train. Could you tell me the easiest way of getting to your house?

Radhika: Board the Thiruvallur (Fast) at Central Station. It will reach Perambur Station in 10 minutes. Get off at Perambur Station. Outside the station you will find a 'Share-Auto' stand. These autos ply in two directions:

one towards Vyasarpadi and the other towards Madhavaram. Board the one going to Madhavaram and ask for Lakshmi Talkies. The auto driver will charge you twenty rupees for this stretch (Perambur Station to Lakshmi Talkies)

Salma: From Lakshmi Talkies, how do I get to your place?

Radhika: When you alight from the 'share-auto', you will see "Lakshmi Talkies", an old movie theatre.

Salma :Okay

Radhika: Adjoining Lakshmi Talkies is ThirumuruganKoil Street. Enter this street and turn into the fifth street on your right. It is called Nathan Street.

Salma: Is that where your house is?

Radhika: Not exactly.

Salma: Could you send me the location on Google maps, please? I don't know the area.

Radhika: Sure. But don't panic. It is easy to locate. After you enter Nathan street, you will find Cheerios Bakery on the right. My house is right above Cheerios Bakery.

Salma: Sounds delicious. Thank you. By the way, the landmarks are interesting (Lakshmi Talkies and Cheerios Bakery). I'm sure I can find the place!

Exercise 1

Fill in the blanks given in the sentences below choosing a suitable imperative from the selection given below:

| | | | | |
|---------|------------|----------------|------------|------------|
| Go to | Turn right | Go straight on | Walk along | Go |
| down | Go up | Walk up | Go along | Go through |
| Go over | Go across | Stop at | Go round | |

1. Can you tell me how to reach the nearest hospital?

-----the street corner and on your left is the hospital

2. I need to buy a pen. Where is the stationery shop in this area?

There is a stationery shop if you ----- Gandhi road, next to the fruits shop.

3. Is there a temple nearby?

No. But there is one when you ----- the hill 15kms from here.

4. Does this train go to Yercaud?

No. All trains ----- Salem.

5. Have you travelled by train from Mumbai to Pune?

Yes. All trains ----- the tunnel on that route.

6. Is there a library in this block?

Yes, if you ----- to the first floor, it's on your right.

7. My friend has hurt herself. Is there a nurse's room in this school?

_____ to the Reception. The attender will take you.

8. Aruna's parents want to meet the warden. Can you tell me where to find her?

----- the corridor till you reach the Hostel Mess. She is there.

9. Excuse me, Can you tell me the way to the nearest bank?

----- the street, the bank is between the Photo studio and the Opticals.

10. How far is the train station from here?

----- to the Cake shop, its two blocks from there.

Exercise 2

Fill in the blanks choosing an appropriate word from the list given:

| | | |
|------------|----------|------|
| can't miss | straight | turn |
| take | on | |

1. If you go up to the fifth floor, you'll find his office _____ your right as you come out of the elevator.
2. Go to the end of the road and _____ left by the traffic lights.
3. _____ a right just after the supermarket.
4. You _____ his house, it's painted bright pink!
5. Go _____ up to the end of the road.

Exercise 3

Match the words and phrases given in the columns below, form meaningful sentences. The first one is done for you:

The boys are dancing to the music.

| | | | |
|-------------|-------------|---------|--------------|
| The boys | are dancing | out of | the space |
| They | is flying | along | the street |
| The players | is walking | across | the fence |
| The girls | is passing | over | the stadium |
| The bird | are coming | round | the bridge |
| The boat | are going | past | the volcano |
| He | is coming | under | the bus stop |
| They | is jumping | through | the music |
| The dog | are riding | from | the forest |
| Lava | are running | to | the sky |

c. Continuing discussions with connecting ideas

Connectives are used in and between sentences. They allow us to be more precise about the relationships between statements in a sentence or between sentences. Particular phrases and words serve different functions in connecting ideas and arguments. Different clauses or words can signal or

'signpost' additional or similar information, opposition or contrast, concession, cause or effect, emphasis, clarification, or a relationship in time or sequence. Some useful examples of each are categorised by function in the following section. Note that most of these terms can also be used to start new paragraphs. However, some of them need to be incorporated into fuller sentences to be effective as paragraph openers.

For example, if you use "notwithstanding" as a paragraph opener you may have to add other words to provide more information as in "Notwithstanding a lack of natural resources, the region has ..." Addition – to add an idea additionally, and, also, apart from this, as well (as), in addition, moreover, further, furthermore, too Condition – to provide a condition if, in that case, provided that, unless

For comparison – to show how things are similar: correspondingly, equally, for the same reason, in a similar manner, in comparison, in the same way, on the one hand, similarly, too...

For contrast – to show how things are different alternatively: although, but, conversely, despite, even so, even though, however, in contrast, in spite of, instead, on the contrary, contrary to, nevertheless, nonetheless, notwithstanding, on the other hand, rather, still, though, yet, whereas, while...

For emphasis – to put forward an idea more forcefully again: in fact, interestingly, indeed, it should be noted (that), more important(ly), most importantly, to repeat, (un)fortunately, unquestionably...

For illustration – to provide examples: a further instance of this is..., an example of this is..., for example, for instance, such as, thus, as follows...

Connecting sentences

A common way to link sentences is with the basic words - and, but, so and because.

Academic language offers alternative words and phrases to ensure your sentences flow well.

And – in addition, additionally, moreover, apart from this, as well (as), further, furthermore

But – alternatively, conversely, despite, although, even though, however, on the other hand, in contrast, on the contrary, nevertheless, nonetheless

So – accordingly, as a result/consequence, consequently, for this reason, hence, therefore, thus

Because – due to, a/the consequence of, the result of, for, since, the effect of

Most of these words join two independent clauses, and they follow similar punctuation and grammar rules.

Connecting ideas

A strong essay links ideas in a way that a reader can follow the progression of an argument without losing focus or becoming confused. Sometimes information needs to be repeated to highlight the angle being developed. At other times, concepts must be explained or clarified by providing examples.

To repeat/simplify – in other words, simply put, to put it differently / another way

To show similarities – similarly, in a similar manner, correspondingly, in the same way, equally, for the same reason

To give examples – for example, for instance, a further instance of this is..., an example of this is..., such as

To contrast – although, even though, however

To show emphasis – interestingly, indeed, it should be noted (that), (un)fortunately, more important(ly), most importantly, unquestionably

Cause and Effect: Hence, therefore, thus, so, because, due to, consequently and as a result.

- Lalita never studied for her exams **therefore** she couldn't pass.
- Everyone loves spring **because** colourful flowers bloom.
- Ram usually eats at home, **because** he likes home cooked meals.

Addition: Along with, moreover, also, too, as well as that, besides.

- It is too early now. Besides, it is raining heavily.
- Ramya is intelligent; **moreover**, she is very hardworking.

Contrast: Unlike, nevertheless, nonetheless, in contrast (to), whereas, alternatively, even so.

- My sister is completely **unlike** me.
- **Whereas** the animals suffered due to the flood, the humans were rescued.

Summary: To summarize, in short, briefly, in conclusion, to sum up, altogether, in summary and to conclude.

- **In conclusion** the meeting was a failure.
- The officer addressed the safety issue **briefly** in the meeting.

Comparison: Similarly, just like, equally, likewise, just as, same as, compare to, in the same way.

- Football is a physical activity in the same way as chess being a mental activity.
- Compared to the health benefits of Yoga, walking as an exercise has limited benefits.

He is very clever, **further**, his father is very rich.

I think apples are good. **Likewise**, i think oranges are good.

Lots of animals, like **for example** lions eat meat.

You can be **both** mother **and** business woman.

What do you like **besides** the apple?

I think you should **eventually** change your style.

Exercise 1

Using the examples given above, frame sentences with list provided to form sentences using the connective words

Fill in the blanks using the wordlist given below:

| | | | | |
|-------------|------------------|-------------|-------------|----------|
| therefore | instead | in spite of | despite | likewise |
| | otherwise though | | furthermore | |
| nonetheless | | whereas | | unless |

- Please call your grandmother on her birthday, _____ she'll get upset.
- Her son looks a lot like his father, _____ her daughter looks like her.
- We enjoyed ourselves, _____ the bad weather.
- I'm no athlete: _____ I'm terrible at sports
- _____ streaking and tinting one's hair seem trendy nowadays, they have actually been around since ancient times, and are practiced in many cultures.
- I'll phone you if I receive any more information and you can do _____.

READING AND WRITING

READING AND WRITING

a. READING FEATURE ARTICLES (FROM NEWSPAPERS AND MAGAZINES)

Here is a feature article. Observe how it is written.

Harmony in Diversity: A Tribute to Gadag



(Picture: <https://indiarailinfo.com/arrivals/gadag-junction-gdg/507>)

Gadag, a small town in the Gadag district of Karnataka shines a beacon of light in today's world where divisiveness makes headlines. The people of Gadag are an epitome of religious harmony. The Veeranarayana Jumma Masjid Trust of Gadag, (the name says it all) is a shining example of communal harmony which has lasted for 70 years.

The trust handles celebrations for all the Hindu and Muslim festivals, and also other activities run by both communities in the city. It manages the Veeranarayana temple as well as the Jumma Masjid. Members of the trust management belong to both the communities, with Hindus and Muslims taking turns to manage it each year. The members take decisions about how to jointly celebrate the festivals of both the religions in a grand manner, with everyone joining in the festivities for Eid, Deepavali, Ganesh Chaturthi, Dasara and other occasions.

The influence of the VeernarayanaJumma Masjid Trust is salutary, spreading to neighbouring places: people from surrounding towns and districts come here to see the Ganesha festival, wherein many Muslims carry the deity's idol, chanting, "Ganeshabappamoraya". Every year on ShivajiJayanti, Muslim youths serve lemon juice to hundreds of Hindus who take out a procession on the main streets of Gadag. Dasara is also celebrated in a unique way here. It begins with the trust president worshipping the Banni tree, after which hundreds of people belonging to both the religions exchange 'banni' and take out a rally. The functions also involve distribution of food to everyone. Donations pour in for these interfaith celebrations.

One of the trustees stated, "It's a unique organisation, and I am happy to be a part of it. Over the past seven decades, there have been no issues or quarrels among us, as our ancestors have showed the perfect path to follow". The Jumma Masjid is built between Veernarayana temple and Trikuteshwara temple. The latter is located 1 km away from the Veernarayana temple, and the mosque is situated very close to the Trikuteshwara temple.

"While the Veernarayana temple follows the Vaishnava tradition, the Trikuteshwara temple follows the Shaiva tradition, and the Jumma Masjid is sacred for Muslims. They have a common trust for administration and organisational purposes, which is a rare thing to find in the whole world," Though the trust was registered in 1949, people here have been working for preserving the heritage and communal harmony for centuries.

"We are proud to say that we are united in Gadag. We have a mosque situated between two historic temples. We all get together during Hindu and Muslim festivals. During Ramzan and Eid, we call our Hindu brothers, and give them Sheer Khurma, which is called Surkumbha here. It

resembles 'shavigepayasam' but we add more dried fruits," he explains, talking about how they learnt the mutual way of celebration from their ancestors. "It is a normal thing for us. But people residing in other towns are surprised to know about this," says Abdul, a social worker in this town.

Another social worker, Bharath, agrees, saying, "People from neighbouring districts have a shocked look after seeing the communal harmony here. During Shivaji Jayanthi, 20-30 Muslim youths distribute panaka (sweet lemon juice) to their Hindu brothers. During Ramzan, many Hindus observe a fast, and they eat together during Iftar. The younger generation is also following this tradition. Hindus of the area also organize Ayyappa pooja with the help of their Muslim brethren, who sponsor 25 Ayyappas for their tour to Sabarimala,"

Winning accolades three years ago, a tableau depicting the message of communal harmony of Gadagwas selected among 40 participants to bag the first prize in the Mysuru Dasara festival competition. The tableau depicted the models of the Veeranarayana temple, Trikuteshwar temple and the Jumma Masjid, along with figures of a Hindu and Muslim hugging each other. At the front was displayed the message, 'Stop hating and start loving'. Artist Ravi Shishuvinahalli, who led the tableau-making team in 2017, says, "We decided on the theme of communal harmony as Gadag has a history about it."

Answer the following questions:

1. How is the Veeranarayana Jumma Masjid Trust different from other religious trusts?
2. What is the writer's perspective on religious harmony?

Some tips on writing feature articles:

Here are some basic tips for people who are new to feature writing:

- Cover the essential elements of who, what, when, where, how and why
- Put the most important things at the beginning, preferably in the first paragraph
- Plan out what you are going to say beforehand
- Look at your chosen theme carefully. Consider the questions suggested and attempt to answer some of them
- But remember: you need an "angle" - a way to focus your feature. You can't answer all of those questions. This is journalism, and journalism needs to be new and original. That's why an "angle" is important: even if your topic has been covered in the past, there will always be something new to say.
- You need quotes. But if these quotes have been gathered by someone other than you, and in particular if they have already been published, you MUST say where they came from. If you don't, this is plagiarism and you will be disqualified.

(Source: <https://www.theguardian.com/global-development-professionals-network/2013/mar/27/tips-for-writing-a-features-article>)

NB: The Guardian is a good online resource to improve your knowledge on various subjects.

Task:

Write a feature on "unorganised labour" (sellers in markets, vendors, small entrepreneurs) in the Indian context

OR

Write a feature on the culture of physical fitness which is gaining ground (gyms, yoga centres, early morning/evening scene on the road with joggers, parks and beaches that are venues for fitness activities).

**b. READING TO IDENTIFY POINT OF VIEW AND PERSPECTIVE
(OPINION PIECES, EDITORIALS ETC.)**

Here is a piece of editorial writing. Make a note of the topic and the style in which it is presented.

Refugees, Legality and Humanity

The circumstances surrounding the death of a Sudanese man, whose body was found on a beach near Calais, is a reminder of what is at stake for migrants trying to cross the Channel and enter Britain. The refugee, Abdufatah Hamdallah, was trying to reach England in a dinghy, using shovels for oars. His makeshift boat capsized and he was found dead on the beach at Calais. French authorities announced his death with "great sadness". As fate would have it, his request for asylum was rejected by France and was the reason for the risky journey he undertook across the Channel.

Sadly, immigration policies seem to lump traffickers, smugglers and asylum seekers together.

Another instance of asylum seekers perishing is that of at least 45 people who died in a shipwreck off the coast of Libya. Among them were five children. The same plight was faced by another boat of refugees near the Canary Islands. These stories are a grim reminder of the hazards faced by those who flee their homes and countries in search of a better life for themselves and their children.

The plight of the Rohingya refugees is closer home. While religious intolerance and internecine warfare make "home" a place of terror, people who have the pluck and daring to flee and make their journey across hazardous terrain in search of another homeland, often pave their path with tears and blood.

It is obvious that the claim to humanitarian help is shelved by conjuring ghosts of traffickers and smugglers. Heaven knows that the immigration

authorities and the government can distinguish between these categories. But, isn't it easy to take cover under legality? Whither humanity!

Answer the following questions:

1. Why do people seek "asylum" in foreign lands?
2. Do immigration authorities make an **error of judgement** in relation to asylum seekers or do they "take cover under legality"?

Understanding what an editorial is all about:

Having engaged with that heart-wrenching editorial on the plight of refugees, let us turn our thoughts towards the essentials of writing an editorial.

What is an editorial?

An editorial expresses your opinion about any current topic or issue, aiming to persuade readers to see the world from your perspective. The nice thing about editorials is that—unlike other types of formal writing—you are entitled to presenting your point of view. That doesn't mean that you don't need evidence. To form a compelling argument, you have to include proof to back up your bold claims

How do you put together an editorial?

Here is a step-by-step guideline on how to put together an editorial.

The essential Parts of an Editorial

Editorial topic

Title

Intended audience

Purpose of your editorial

Topic sentence

Supporting details (facts, opinions, analogies/examples, statistic data, etc.)

Opposing viewpoints

Weaknesses of opposing viewpoint

Conclusion

As a reader, how do you approach an editorial?

To form opinion on an editorial, the following aspects need to be considered

Topic

Introduction

Stance
 Proof
 Opposing argument
 Solution

Task:

Write a brief editorial on how COVID 19 has impacted the employment scenario

OR

Write a brief editorial on merits and demerits of the online classroom.

d. Descriptive writing – writing a short descriptive essay of two to three paragraphs.

Look at the following snippets of “descriptive writing”

- My dog's fur felt like silk against my skin and her black colouring shone, absorbing the sunlight and reflecting it back like a pure, dark mirror.
- The sunset filled the sky with a deep red flame, setting the clouds ablaze.
- The waves rolled along the shore in a graceful, gentle rhythm, as if dancing with the land.

Did you notice that these descriptions are “evocative”? They evoke images/scenes/create pictures in your mind. You are able to feel the dog’s fur and visualize the sunset and the waves.

Descriptive writing is a literary device in which the author uses details to paint a picture with words. This process provides readers with descriptions of people, places, objects, and events through the use of suitable details. The author also uses descriptive writing to create sensory details as a means of enhancing the reading experience. If done effectively, the reader

will be able draw a connection through the use of sensory details that include seeing, hearing, smelling, touching, and tasting. These techniques will assist you in becoming not only a better writer, but will also make your writing more engaging for readers.

Descriptive Writing Techniques

The primary objective of descriptive writing is to provide a clear picture of the place, people or thing in the reader's mind. The writer provides enough details to evoke the senses. A reader can feel the environment of the text through senses like seeing, hearing, smell, taste, and touch. Descriptive writing may be found in travel writing, biographies, poetry, diary writing, nature writing, memoirs and novels.

Some types of descriptive writing present information in chronological order. If you are describing a person, start with his appearance, nature, and background. If you are describing a place, tell your readers about the atmosphere, environment, which part of day or night and such small but interesting pieces of information: these small things are very useful to make a text excellent and keep readers engaged.

When we talk about ideal descriptive writing, it should have nouns, adjectives and strong action verbs. These three things bring life to the text and only then a writer can create images in the mind of readers. Most of the forms of descriptive writing are colourful and hold a vivid description of sensory details. These details play a key role in forming the image in the reader's mind. For the reader it could prove to be an escape from the drudgery of daily life: this escape is through art – a piece of descriptive writing.

Use of figures of speech:

Last but not least is the use of simile, metaphor, and analogy. These

things are like the final touch-up to the writing. Without them, a piece of descriptive writing will remain incomplete.

Using the most appropriate words:

Finding a word which matches what you actually have in mind is not easy. That is why you need to use a thesaurus (explained in Unit 1 of this book) The first words that occur are not always the best. For example the use of "nice" and "really" in these sentences:

"We had a really nice dinner,"

Sounds better when you say,

"We enjoyed a tasty meal"

"The children had a great time at the circus"

Sounds better when you say,

"The children shared a thrilling night at the circus".

Variety makes writing interesting: adjectives are only one way of improving descriptions. Careful choice of verbs can help too.

What do you want to describe?

As you get started on your descriptive essay, it's important for you to identify exactly what you want to describe. Often, a descriptive essay will focus on portraying one of the following:

- a person
- a place
- a memory
- an experience
- an object

Ultimately, whatever you can *perceive* or *experience* can be the focus of your descriptive writing.

Why are you writing your descriptive essay?

Example: Imagine that you want to write a descriptive essay about your

grandfather. You've chosen to write about your grandfather's physical appearance and the way that he interacts with people. However, rather than providing a general description of these aspects, you want to convey your admiration of his strength and kindness. This is your reason for writing the descriptive essay. To achieve this, you might focus one of your paragraphs on describing the roughness of his hands, roughness resulting from the labor of his work throughout his life, but you might also describe how he would hold your hands so gently with his rough hands when having a conversation with you or when taking a walk.

Planning your descriptive essay:

- What or who do you want to describe?
- What is your reason for writing your description?
- What are the particular qualities that you want to focus on?

Drafting your descriptive essay:

- What sights, sounds, smells, tastes, and textures are important for developing your description?
- Which details can you include to ensure that your readers gain a vivid picture given from your perspective?

Revising your descriptive essay:

- Have you provided enough details and descriptions to enable your readers to gain a complete and vivid perception?
- Have you left out any minor but important details?
- Have you used words that convey your emotion or perspective?
- Are there any unnecessary details in your description?
- Does each paragraph of your essay focus on one aspect of your description?
- Are your paragraphs ordered in the most effective way?

Consider these two descriptions of a room:

- "The room was square with a window along one side. It had four chairs and a TV and video. There was a drinks cabinet and computer in the corner. The carpet was red and the ceiling cream."
- "The room was brightly lit by a large window and housed several modern pieces of electrical equipment but the effect was softened by a drinks cabinet and a warm red carpet."

A Sample of Descriptive Writing

There is a forest at the outskirts of the village. We have received two hundred acres of land in the forest as a grant from the government of Orissa to run the Post-Basic School, out of which thirty acres have been levelled with the help of bulldozers. Now, the brick-laying activity is going on. The students are assisting the labourers in these activities. The school for the time being, is being run in a three-roomed house and a tent. During the morning hours, we lay bricks and collect firewood from the forest for the oven. In the afternoon, we study our lessons under the shade of a Mahula tree beside the house.

It is very cold here, even more than at Angul. The students do not have enough warm clothes. While returning from the forest we collect roots and stumps of dead trees. We light a bonfire in the courtyard with those stumps. Towards the last part of the night, when it is too cold to have any more sleep, the children warm themselves around this bonfire.

The natural beauty of the place fills our tough living conditions with the requisite sweetness. The hills surround us like a blue wall. We get a lot of food for thought while roaming under the open sky and clean air. At present, the forest wears a dishevelled look with lopped up trees, bushes and weeds. Someday a school building will be built here, housing a library and the laboratories for science and agricultural sciences.

(Excerpt from *Letters From a Forest School*, by Hittarranjan Das,

pages 1-2)

Observations about the descriptive passage:

- The sequence of events is described: land granted by the government and brick-laying activity which has commenced
- The make-shift school is described
- The daily routine of the people involved in this project is described
- The climatic conditions are described
- The raw and untamed natural beauty of the place is described
- A picture of how this place will change with the coming of buildings is described.

Task

Write a descriptive piece on a favourite dish (food item)

OR

Write a descriptive piece on the produce (fruits, vegetables, eggs, etc) sold at your local market

Involving Action – II
VERBALS – GERUNDS, PARTICIPLES, INFINITIVES

Before we get into the subject of Verbals, let us meet the Happies/
 the Happy Family



Eating is a favourite pastime of the Happies. They love to camp outdoors and have a barbeque. Planning an excursion comes easily to Mr. and Mrs. Happy. Mr. Happy is the family chef. Working on the menu for their outdoor family time is his job. He loves to cook for his family. While Mr. Happy is a foodie, Mrs. Happy is a fitness freak. Trekking is her passion. She selects the place for their excursion. Packing up the gear for trekking is her part of the planning and getting the food supplies ready is Mr. Happy's job. Mrs. Happy is a good singer. While rocking baby Bonny to sleep, she sings for him. She is also a great storyteller. While sitting around the campfire, she tells everyone beautiful stories about great adventures. The children, Joy, Twinkle, Rocky, Luna, Bobby and baby Bonny have a rollicking time with the outings planned by their parents.



Observe the following expressions

Eating.....is a pastime

Planning an excursion

Working on the menu

These are gerund phrases

Notice these expressions

While rocking

While sitting

These expressions are called participles

And finally, look at the structure of these expressions:

To camp

To cook

These expressions are called "infinitives"

You will now learn what goes into the making of a gerund, a participle and an infinitive.

Verbals:-

There are certain applications of nouns which may sound like verbs, but actually function as nouns. These are called "verbals" or verbal nouns.

They are gerunds, infinitives, and participles. Let's discuss them here.

Gerunds

A gerund is a verbal that ends with "-ing" and functions as a noun. The "-

ing” is attached is a verb, but the application is such that the total word becomes a noun.

Compare the following sentences

1. Rajini is gardening
2. Rajini’s hobby is gardening.

In the first sentence, the word “gardening” is clearly the main verb in the sentence and is talking about the action of gardening. But in the second sentence, the word “gardening” is treated as the name of Rajini’s hobby.

So if we were to construct questions in such a manner that the sentences mentioned above become answers to them, the questions will be –

1. What is Rajini doing?
2. What is Rajini’s hobby?

As you can see, the first question asks for the action (What is Rajini *doing?*), but the second question asks for the name of Raj’s hobby (What is *Rajini’s hobby?*). In the second sentence, the action becomes the noun.

- Reading is a good pastime. (Gerund — traveling)
- They complimented me on my cooking. (Gerund — cooking)
- His favourite hobby is painting. (Gerund — painting)
- He has been booked for drunk driving. (Gerund — drunk driving)

A gerund phrase is a group of words that function as a gerund. In the following sentences, the underlined phrases are gerund phrases–

- Climbing Mount Everest is easier than what we are climbing right now.
- Talking to my dog is more soothing to me than having a bowl of ice-cream.

Important

A gerund cannot be used in a sentence that doesn’t have a main verb and the gerunds never use punctuations.

Infinitives

An infinitive is a verbal noun that functions either as a noun, adjective, or adverb and is formed by adding "to" + a verb in its simple form.

Compare the following sentences

- Binoy hates to wait.
- Binoy likes to paint.

In these two sentences, you can see that the main verbs are "hates, likes" but the parts "to wait, to paint" are infinitives.

The gerund form of both the sentences –

- Binoy hates waiting.
- Binoy likes painting.

Important

- In other words, taking away the "-ing" part of a gerund and adding a "to" before it makes it an infinitive.
- If the infinitive or infinitive phrase is used in the beginning of a sentence, it uses a comma.

For Example

- To arrive on time, Shyam took the metro.
- To master your aim, you must practice daily.

Participles

A participle is a verbal that is used as an adjective and uses either "-ing", "-ed", "-en", "-d", "-t", "-n", or "-ne" as per the root word.

A participial phrase is a group of words consisting of a participle and nouns or pronouns that together function as participles –

- Removing her shoes, Annie jumped into the river.
- Ayesha noticed her dog running along the road.

Important

If a sentence begins with a participial phrase, a comma should be placed after the phrase. Also, a participial phrase must be placed as close to the noun it describes, to prevent confusion.

- While talking to Sanjay, I smiled at Radha.
- I smiled at Radha, while talking to Sanjay.

In these sentences, it's not clear who is talking to Sanjay if we miss the commas, hence when it comes to participial phrases, we need to use it as close to the noun that is doing the action.

Exercise 1:-

Use the appropriate Gerund or Infinitive:

1. Would you mind _____ me the sauce. (pass)
2. The doctor promised _____ the report as soon as possible. (read)
3. I had a hard time _____ the situation to my boss. (explain)
4. Jansi had some problems _____ without glasses. (read)
5. My schoolmates were happy _____ me at the reunion. (see)
6. My grandchildren are likely _____ up at any time. (show)
7. The woman denied _____ the crime. (commit)
8. Their memories of _____ in the hills will stay with them forever. (travel)
9. Gladys has always been afraid of _____. (fly)
10. _____ is good for your health. (swim)

Exercise 2:-

Complete the sentences with the correct form of GERUNDS and INFINITIVES.

1. She suggested _____ (go) to the museum.
2. They plan _____ (start) college in the December.
3. I don't want _____ (leave) yet.
4. Jay decided _____ (study) medicine.
5. Some girls dislike _____ (sew).
6. I promise _____ (meet) you tomorrow.
7. We discussed _____ (go) to the beach, but in the end we stayed at home.
8. She agreed _____ (bake) the cake.
9. I don't recommend _____ (take) a flight: it's too expensive!
10. We hope _____ (visit) our children next month.

Exercise 3:-

Combine the following pairs of sentences by using participles.

1. His handwriting was illegible. His children couldn't figure out what he had written.
2. We make some friendships in our travels. They are over with the journey.
3. The sun had risen high. The birds stopped their morning chorus.
4. I walked along the road. I saw a mongoose.
5. Shekar lost all his money in gambling. He became a pauper.
6. I took the cue from the prompter. I was able to carry on with my part in the play.
7. The thieves stole the jewellery. They escaped.
8. We met a girl. She was travelling in our compartment.
9. The wedding hall was decorated with flowers. It looked beautiful.

10. The motorist was over-speeding. The cops caught him.
11. The cat found the door open. It crept inside.
12. The police saw the fugitive. He was standing on the banks of the river.
13. He cried at the top of his voice. He rushed down the stairs.
14. We had worked for several hours. We came out of the office.
15. The troops routed the enemy. They marched home triumphantly.

MODALS

Modals (also called **modal verbs**, **modal auxiliary verbs**, **modal auxiliaries**) are special verbs which behave irregularly: they are different from normal verbs like "work, play, visit..." They give additional information about the **function** of the main verb that follows it. They have a great variety of **communicative functions**.

Here are some characteristics of modal verbs:

- They never change their form. You can't add "s", "ed", "ing"...
- They are always followed by an infinitive without "to" (that is, the bare infinitive.)
- They are used to indicate modality - allow speakers to express certainty, possibility, willingness, obligation, necessity, ability

Here is a list of modal verbs:

can, could, may, might, will, would, shall, should, must

The verbs or expressions **dare, ought to, had better**, and **need not** behave like modal auxiliaries to a large extent and may be added to the above list

Use of modal verbs:

Modal verbs are used to express functions such as:

- a. Permission
- b. Ability
- c. Obligation
- d. Prohibition
- e. Lack of necessity
- f. Advice
- g. possibility
- h. probability

(Except for "Prohibition", modals play a significant role in refining conversation and making our expressions polite)

We use **can** to ask for permission to do something:

Can I ask a question, please?

Can we go *home* now?

could is more formal and polite than *can*:

Could I ask a question please?

Could we go home now?

may is another more formal and polite way of asking for permission:

May I ask a question please?

May we go home now?

We use **can** to give permission:

You can go home now if you like.

You can borrow my pen if you like.

may is a more formal and polite way of giving permission:

You may go home now, if you like.

We use **can** to say that someone has permission to do something:

We can go out whenever we want.

Students can travel free.

may is a more formal and polite way of saying that someone has

permission:

Students may travel free.

POLITE WAYS OF SPEAKING

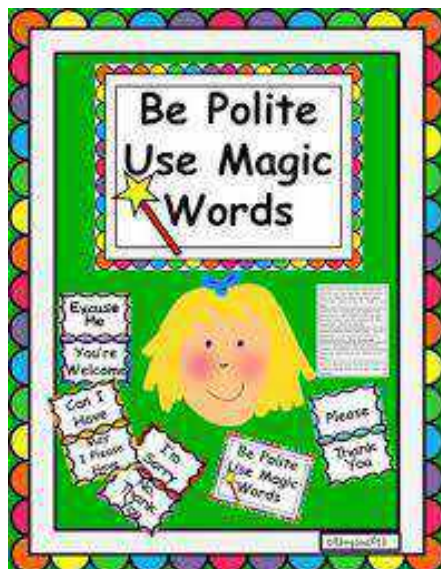
Compare

| Polite | More direct |
|--|---|
| It's kind of cold in here, isn't it? Could we close the window? | It's cold in here. Let's close the window. |
| Could you just turn the radio down a little, please ? | Turn down the radio. |
| Your playing could possibly be improved. | You must improve your playing. |
| You may need to spend more time working a little bit on the rhythm. | You need to spend more time working on the rhythm |

Task 1

Make the following sentences more polite by using- *Please/ can you/ could you/ would you/ would you mind/*

- Fill in this form.
- Bring us some water.
- Send them an email.
- Shut the window.
- Switch off your cell phones.



Examples of modal verbs

Here is a list of modals with examples:

| Modal Verb | Expressing | Example |
|-----------------|--------------------------------|--|
| Must | Strong obligation | You must stop when the traffic lights turn red. |
| | Logical conclusion / certainty | He must be very tired. He's been working all day long. |
| must not | Prohibition | You must not smoke in the hospital. |
| Can | Ability | I can swim. |
| | Permission | Can I use your phone please? |
| | Possibility | Smoking can cause cancer. |
| Could | Ability in the past | When I was younger I could run fast. |
| | Polite permission | Excuse me, could I just say something? |
| | Possibility | It could rain tomorrow! |

| | | |
|-------------------|---|--|
| May | Permission | May I use your phone please? |
| | Possibility, probability | It may rain tomorrow! |
| Might | Polite permission | Might I suggest an idea? |
| | Possibility, probability | I might go on a holiday to Australia next year. |
| need not | Lack of necessity/absence of obligation | I need not buy tomatoes. There are plenty of tomatoes in the fridge. |
| | Advice | You should / ought to revise your lessons |
| | logical conclusion | He should / ought to be very tired. He's been working all day long. |
| had better | Advice | You 'd better revise your lessons |

Exercise 1:

Fill in the correct modal verb:

- Jaguars _____run really fast. (can/might/may)
- I _____go for the wedding reception, but I'm not sure.
(might/can/must)
- I think you _____go out and meet new people. (should/mustn't/must)
- You _____come with us if you don't want to. (mustn't/don't have to/mightn't)
- This is a secret between you and me, so we _____tell anyone.
(mightn't/don't have to/ mustn't)
- It's dangerous to go into deep water if you _____swim. (cannot/may not/ shouldn't)
- I feel miserable, so I _____stay at home (can/may/have to)
- I _____go out later with my parents but I don't really know.
(might/should/can't)
- All passengers _____(needn't/ can/ mustn't) remain in their seats and _____(mustn't/ might not/ don't have to) use their mobile phones.
- To get a driving license you_____ be over 18. (may/can/have to)

Exercise 2:

Choose the most appropriate answer for expressing the idea specified in parentheses.

1. I speak to Mr. Shyam, please? (Formal polite request)
 - Can May Would Would you mind if
2. you open the window, please? It's hot in here. (Polite request)
 - Could Couldn't Won't Wouldn't
3. Would you mind if I your dictionary for an hour or so? (Polite request)
 - borrowed will borrow would borrow
4. Would you mind if I come to your party? (Asking for permission)
 - didn't won't wouldn't
5. Could I use your cell phone, please? – Sorry, you . (Permission not given)
 - can't couldn't mustn't won't

Exercise 2

Fill in the appropriate modal

1. If you are the owner of this purse, you _____ be able to tell us how much money is there in it. (**should/ shall/ need**)
2. I _____ do something to help my family. (**ought / must / need**)
3. _____ you come with me? (**shall / may/ will**)
4. The traveller felt that he _____ be going on, but pity held him back. (**need/ / will/ought to**)
5. _____ I open the window? (**Should/ will/ ought to**)
6. If they started last evening, they _____ be here soon. (**should/ can/ must**)
7. In the not-so-distant future, sparrows _____ become extinct. (**should/ could/ need**)
8. You _____ work overtime to make up for it. (**must/ ought/ would**)

SUMMING UP

MODAL VERBS

| Type | Modal Verbs | Examples |
|-------------|------------------------|---|
| ABILITY | Can, Could | <ul style="list-style-type: none"> • David can speak three languages. • He could speak fluent French when he was 5. |
| PERMISSION | Can, Could, May | <ul style="list-style-type: none"> • Can I sit in that chair please? • Could I open the window? • May I borrow your dictionary? |
| ADVICE | Should | <ul style="list-style-type: none"> • You should visit your dentist at least twice a year. • You should try to lose weight. |
| OBLIGATION | Must, Have to | <ul style="list-style-type: none"> • I must memorize all of these rules about tenses. • You have to take off your shoes before you get into the mosque. |
| POSSIBILITY | Might, May, Could, Can | <ul style="list-style-type: none"> • It looks nice, but it might be very expensive. • Richard may be coming to see us tomorrow. |

Unit IV**(16 hours)**

1. Listening and Speaking
 - a. Giving and responding to opinions
2. Reading and writing
 - a. Note taking
 - b. Narrative writing – writing narrative essays of two to three paragraphs
3. Grammar in Context:

Tense

- Present
- Past
- Future

1. LISTENING AND SPEAKING

j. GIVING AND RESPONDING TO OPINIONS

Pre Task

Read the following exchange aloud, playing the roles of the characters.

I. An exchange between friends:

THOMAS: I think Adyar Ananda Bhavan has the best masala dosa in all the city. Wouldn't you say so?

AYESHA: I disagree. I think Saravana Bhavan serves the best masala dosas. The idlis in Adyar Ananda Bhavan are heavenly though.

RITHIKA: I feel both of you are wrong. There is a small restaurant called Dosa Corner at the corner of my street. I really believe the dosas there are really tasty. And their masala dosas are yum.

THOMAS: Ah yes, Rithika, I agree with you. I have eaten at Dosa Corner once and I really liked their dosas. Ayesha, I think you once told me you have eaten there. Don't you remember?

AYESHA: Yes, of course. I completely agree with both of you. The dosas were very tasty. I have also eaten idlis in Babu Mess that's right next to it; the idlis were extremely soft and tasty.

II. An exchange in the marketing department of a company

SARIKA: The reports on this ad campaign have been very positive. I believe it would be a good idea to continue with it for some more time. What do you all feel?

DAVID: I agree with Sarika. Since the reports have been positive, I don't think we should remove the campaign and spend more money in making a new one.

KAMINI: In my opinion, I feel we should remove the campaign soon. While the reports have been positive, there is also a feeling that the ideas in it are old-fashioned.

DAVID: From my perspective, the positive aspects are greater than the negative ones. Our company cannot afford to spend money on a new campaign. What are your thoughts on that, Sarika?

SARIKA: I couldn't agree more with you, David. The company just cannot afford to spend money on a new campaign. Perhaps once our revenue has picked up, we can think of a new campaign.

Use the dictionary to find the meanings of the following words. Some of the words/ phrases may have more than one meaning.

- (1) Ad campaign (2) afford (3) perspective (4) revenue

Identify phrases from the above dialogue that are used

- (a) **while asking for an opinion** (wouldn't you say so?/ What do you all feel?/ What are your thoughts on that?)
 (b) **before / while giving an opinion** (I think/ I feel/ I really believe/ In my opinion/ From my perspective)
 (c) **while agreeing or disagreeing with another's opinion** (agreeing: I agree with you/ I completely agree with you/ I couldn't agree with you more) (disagreeing: I disagree/ I feel both of you
 (d) are wrong)

TASK 1

Read the exchanges once again. Do you notice that the kinds of phrases used in the two conversations are different from each other? The first conversation is between friends and is informal in nature. The second conversation takes place in an official set up and is formal in nature. Because of this difference, the kinds of phrases used are also different. Below you will find common formal and informal phrases used for the three aspects related to asking, giving and responding to opinions. In the blanks provided, add some more phrases you can think of.

(a) Phrases used while asking for opinion

| Formal | Informal |
|-------------------------------------|---|
| What are your thoughts on.... | What do you say? |
| Would you say that..... | What do you feel? |
| Would you agree,..... | Sarika? (using the name of the person from whom you are asking for the opinion) |
| Do you think it's a good idea to... | Do you think it's a good idea to... |
| Where do you stand on the | Do you agree? |

| | |
|----------------------------------|--|
| issue of | |
| Can you share your opinion on... | |
| | |
| | |
| | |

(b) Phrases used while giving an opinion

| Formal | Informal |
|---------------------------------------|------------------------|
| In my opinion... | I feel that.. |
| I firmly believe that... | I really think that... |
| It is my (humble) opinion that... | I believe... |
| From my perspective/ point of view... | I would say that... |
| In my view... | |
| It seems to me that... | |
| | |
| | |

(c) Phrases used while agreeing / disagreeing

| Formal | Informal |
|--|---------------------------|
| Agreeing | |
| Yes, I agree with you... | I agree with you... |
| I think you're right | You're right |
| I couldn't agree more | I couldn't agree more |
| | Me too |
| | Definitely |
| | Of course |
| | |
| | |
| Disagreeing | |
| I'm afraid I don't agree with you | Oh, no. I feel |
| I have to disagree with you | No, you're wrong. I think |
| I'm sure you're right, but I feel... | Yeah, but... |
| I beg to differ | |
| Don't you think it might be better | |

| | |
|--|--|
| | |
| | |
| | |

You would have already noticed that some phrases can be used in both formal and informal contexts. For example: "Do you agree?" or "I think ..."

TASK 2

Complete the following using phrases for asking for, giving opinions and agreeing and/ or disagreeing with opinions.

1.

Arpita: You have been away from your family for a long time.
 _____ you should move back home with your family.

Bhaskar: _____. I really miss my wife and daughter.

2. Press reporter: _____ about the government's
 decision to hike fuel prices?

Opposition Leader: _____ that the move is wrong.
 _____ that the fuel prices should
 be cut.

3. Sahana: _____ Switzerland is the best place to
 visit for our summer vacation. _____?

Tarun: _____. Why should we go all the
 way to Switzerland? We have lovely hill stations in India.

Dinesh: _____. We can go to
 Missouri or Dehradun instead.

4. Activist 1: _____ it is important to treat all
 creation with respect and _____ believe it is wrong
 to test cosmetics on animals.

Entrepreneur: _____. Animals are
 different from us. And how else can we find out if the cosmetics are
 safe for us?

Activist 2: _____ with that point
 of view. Science has grown so much. _____

believe we can find a more humane way of finding out how safe cosmetics are.

Use the dictionary to find the meanings of the following words. Again, some words may have more than one meaning. Identify which meaning is used in the dialogue above.

(1) hike (2) move (3) entrepreneur (4) humane

Asking for, giving opinions and agreeing and/ or disagreeing with opinions- II

You would have noticed that when you are giving your opinion or agreeing with or disagreeing with others' opinions, you can do so with varying degrees of firmness. For example, we can either say "I agree with you" or "I *really* agree with you" or "I *fully* agree with you". You can see that the last two expressions are stronger than the first in expressing agreement. Other ways of adding strengths to views are:

- I **strongly** believe...
- I **truly** feel... or
- In my **honest** opinion...
- I firmly **believe**...
- I **simply cannot** agree with you.
- Do you **really** think...

Can you think of more ways of adding strength to your views?

Activity

Work in groups of four and have a debate on the following topics. Make sure that you use the phrases we have studied for asking for, giving, agreeing and disagreeing with opinions. Also make sure that there are at least two people agreeing to the topic and two people disagreeing. Remember that you don't need to come to a conclusion. Finish the discussion in about ten minutes.

1. Is animal testing on cosmetics necessary?
2. Are Indian systems of medicine better than allopathy?
3. Should children be taught only in the mother tongue?
4. Should village cuisine be promoted in cities?
5. Should food delivery services be encouraged?

READING AND WRITING

a. NOTE TAKING - I

Most of us take notes when we read our text books or any reference book. If the book is our own, we may make notes on the margins; if the book is borrowed from the library, we will make notes in our notebooks.

Think about how you take notes—what do you include when you make notes? How do you write? What do you do with the notes you have made?

Pre Task

From the following list, place a tick against sentences that are true about note taking.

1. We use full sentences.
2. We use abbreviations.
3. We put down in short sentences everything that is there in the passage.
4. We put down only the important points.
5. We make use of our notes to plan an essay.
6. We throw away our notes as soon as we make them.

As you would have noticed, sentences 2, 4 and 5 are true about note-taking.

TASK 1

Read the following passage:

William Shakespeare, the famous British dramatist and poet lived from 1564 to 1616. He was born in a village called Stratford-upon-Avon and moved to London where he wrote plays for a theatre group called Lord Chamberlaine's Men. His plays were performed in a theatre called The Globe and were very successful. Later in his life, Shakespeare returned to Stratford-upon-Avon where he died quite a rich man.

Shakespeare wrote 39 plays, five narrative poems and 154 sonnets. He wrote three kinds of plays—comedies, tragedies and histories. Among his famous comedies are *The Comedy of Errors*, *As You Like It*, *Twelfth Night* and *A Midsummer Night's Dream*. *Hamlet*, *Othello*, *Romeo and Juliet* and *King Lear* are some of his tragedies while *Richard II*, *Henry IV*, *Henry V* and *Richard III* are history plays. Apart from these, he also wrote plays based on Roman history like *Anthony and Cleopatra* and *Julius Caesar*. His plays have been translated into many languages and are still performed the world over.

After reading the passage,

1. Underline the words/ phrases you think are important.
2. What kind of a passage do you think it is?
 - a. It describes a process
 - b. It gives facts
 - c. It gives opinions

Once you know what the important points in the passage are, it is time to arrange them in a way that will make it easy to read and reuse. Since the passage given above has a lot of facts, there are at least two formats on which you can put down the notes you have taken on the passage.

The outlining method

In this method, points are grouped according to relationship and importance. To do this,

- First list the main points
 - Then indent the related points under it
(to indent means to add extra space between the margin and the place where the line starts. The bullet point above is indented)

Below you will find notes based on the passage. Some parts have been done for you. Fill in the blanks using the model.

William Shakespeare

- Life
 - 1564-1616
 - Born and died: Stratford-upon-Avon
- Career—plays
 - Perf. in London
 - At _____
 - written for _____ Men
- Works
 - 39 plays
 - Comedies
 - Example: *As You Like It, A Midsummer Night's Dream*
 - Tragedies
 - Example: *Hamlet, King Lear*
 - Histories
 - Example: _____
 - Roman plays
 - Example: _____
 - Five narrative poems
 - _____

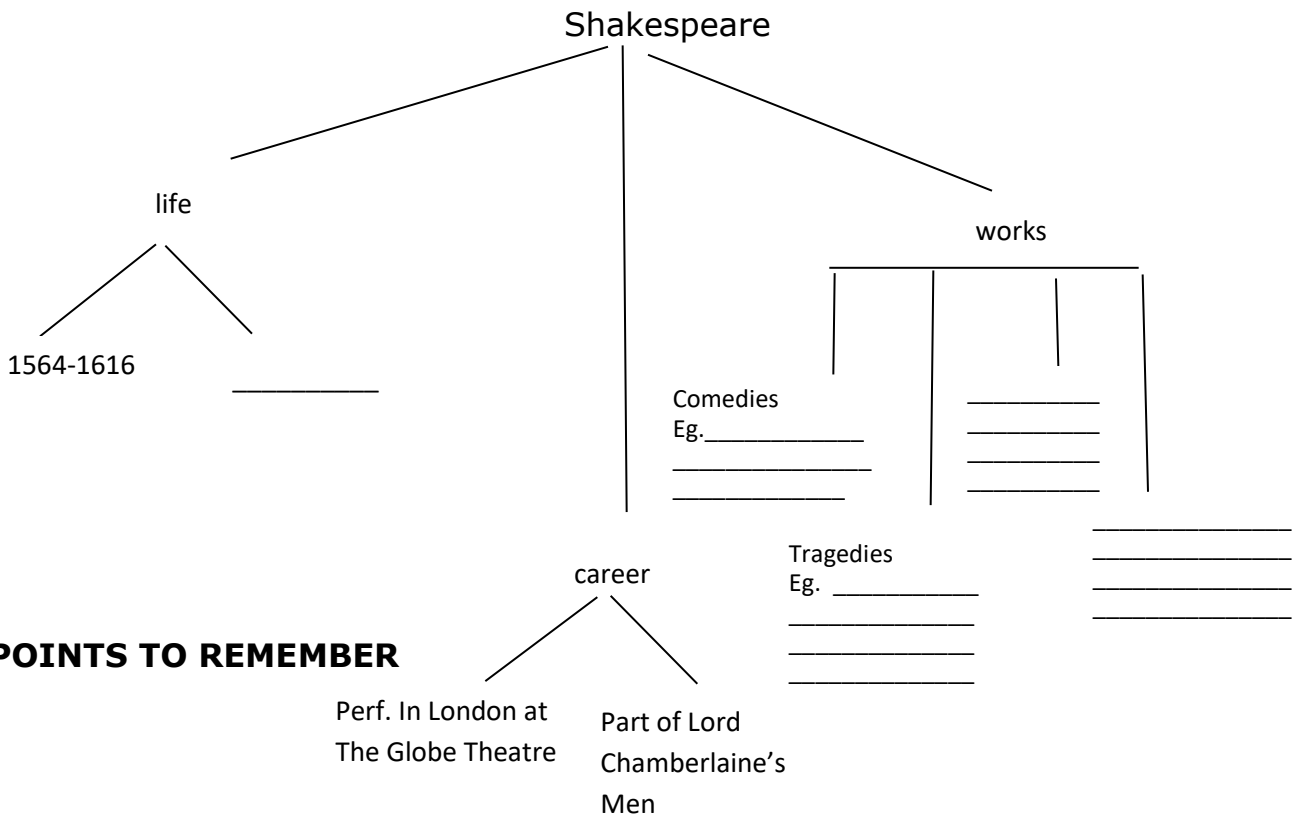
It is important to make it clear what the main point is and what the points being grouped under it are. For this, use specific kinds of symbols—you can use I, II, III etc. for the main points and for further groupings, you can use 1, 2, 3.../ i, ii, iii... / a, b, c etc. This means the third heading of the note above will look like this:

III. Works

1. 39 plays
 - a. Comedies
 - i. Eg: *As You Like It, A Midsummer Night's Dream*
 - b. Tragedies
 - i. Eg: *Hamlet, King Lear*
 - c. Histories
 - i. Eg: _____
 - d. Roman plays
 - i. Eg: _____
2. Five narrative poems
3. 154 sonnets

I. Mapping Method

In this method, arrows are used to connect ideas to a central point. Using this method, notes to passage on Shakespeare would look something like what is given below. Fill in the blanks provided to complete the notes.



POINTS TO REMEMBER

- Notice that the passage is not divided into sections such as 'life', 'career' and 'works'. This is something we can do to better organise our notes.
- Also notice that no full sentences are used in the notes.
- Not all examples given in the passage are reproduced in the notes.
- Notice also that 'eg.' is used instead of example and perf. is used instead of performed. These are abbreviations or short forms. We can use a number of short forms while making notes, but it is always a good idea to use universally used abbreviations. Below is a list of such abbreviations that you can use. Add any more that you can think of. Remember that when you are using an abbreviation, you need to put a fullstop at the end of the abbreviation—eg.,perf., etc.

- & for and
- >, < for greater than or less than
- = for equal to
- etc. for etcetera
- Govt. for government
- Lib. For library
- Lab for laboratory
- Ad for advertisement
- _____
- _____
- _____
- _____
- _____

IMPORTANT TIPS

- Read the passage fully first before beginning to make notes on it.
- While reading the passage, it helps to underline important points.
- It may also help if you divide the passage into categories—like we did in the passage on Shakespeare
- Do not copy sentences from the passage. Always rewrite them in your own words.
- Make sure your notes are focused and organised—you will be using your notes to write essays or study for exams.

TASK 2

Now read the following passages and make notes from it. You can use either of the formats discussed above.

The World Health Organization began a DDT spraying program which virtually eliminated malaria. But other things began to happen. Besides

killing mosquitoes, the DDT killed other insects that lived in the houses, such as flies and cockroaches. These insects were the favourite food of geckos (small lizards). And so when the geckos ate the dead insects, they died from DDT poisoning. Similarly, the house cats ate the dead geckos and cockroaches, and they too died from the DDT poisoning. As a result, the rat population rose sharply, and the human population of Borneo began to die from a type of plague carried by fleas on the rats. In order to deal with the emergency, thousands of cats were parachuted into the island, in what was called 'Operation Cat Drop'.

(adapted from:

<https://www.who.int/mediacentre/news/releases/2006/pr50/en/>)

Note Taking - II

The passage from which you made notes in the previous task was fact based. We will now look at how we can make notes from other kinds of passages.

TASK 1

Read the following passage describing how chocolate is made:

How is chocolate made?

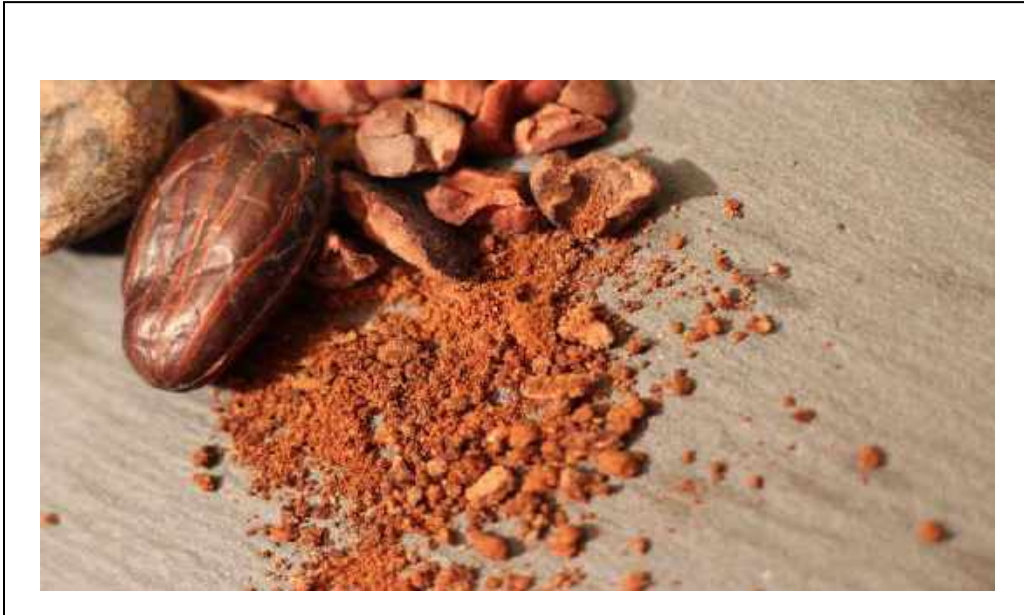
Have you ever wondered where chocolate comes from? Well, chocolate is made from beans which grow in pods on the Theobroma cacao tree. These trees grow in several different countries and the flavour of the beans varies depending on where they come from. The beans also vary in flavour, depending on the age of the tree.



(Picture: https://commons.wikimedia.org/wiki/File:%C3%81rbol_Cacao.JPG)

After the beans have been collected and dried, they are transported to chocolate factories. There, the beans are weighed and separated by type so

that the manufacturer knows exactly what kind of cacao is going into the chocolate. This ensures the flavour of the chocolate is consistent over time. Some manufacturers use up to twelve types of cacao, depending on the flavour of chocolate they want to create.



(Picture: <https://www.needpix.com/photo/1211899/cocoa-cacao-chocolate-food-sweet-brown-ingredient-plant-tropical>)

Once weighed, the cacao beans are roasted in large ovens for up to two hours. The heat not only dries and darkens the beans, but also brings out their flavour. Next, the cacao beans are cracked, and then winnowed – that is, the broken shells are blown away, which leaves the crushed pieces of cacao beans, called ‘nibs’. These are edible but do not taste very pleasant. The cacao nibs are then crushed and ground into a thick paste called chocolate liquor. This is bitter and not very smooth or creamy. To improve the flavour, the manufacturer mixes in things like sugar, vanilla and milk.

You could eat this mixture, and it would taste pretty good, but it wouldn’t quite have the right texture. So the manufacturer runs the mixture through steel rollers and then it is ‘conched’. This is a process which involves putting the mixture in a machine that mixes and mashes the chocolate. Conching can last a few hours for cheaper chocolate, and up to six days for more expensive types.

Finally, we have chocolate!

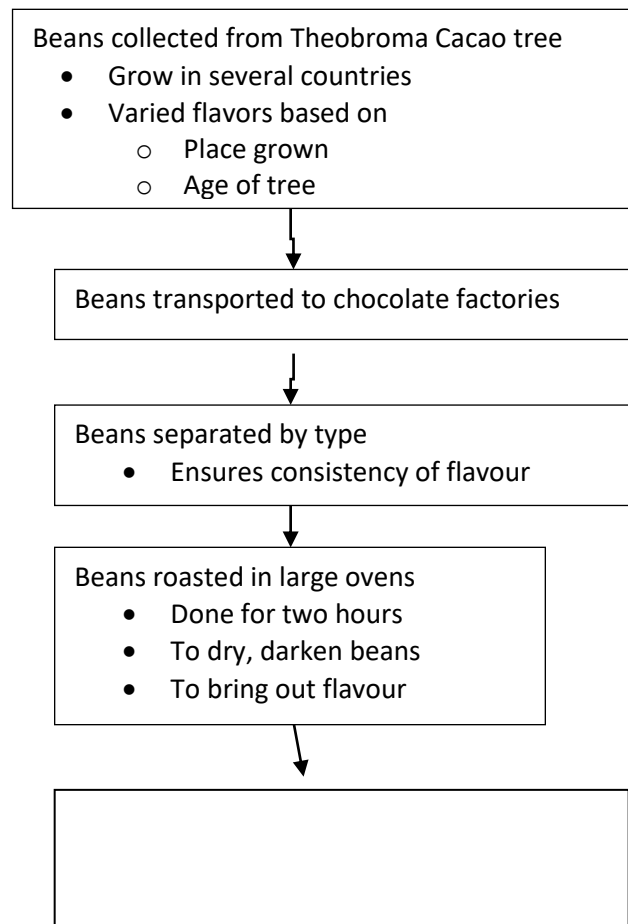
(passage sourced from Cambridge International Examination Question Paper 2015. © UCLES 2015)

Use the dictionary to find out the meanings of the following words. Some of the words have more than one meaning. Identify the meaning that is relevant in the passage. Once you have found out the meanings of the words, make sentences of your own with these words.

(a) Ensure (b) flavour (c) edible (d) quite (e) pretty

When you need to make notes from a passage such as this, a flowchart model is helpful. This is because a flowchart allows you to place the various components of a process in the correct place. Within each of the boxes in the flowchart, you can also add bullets or numbered points to add related information. Part of the notes made on this passage using the flowchart model could be like what is given below. Complete the flowchart.

HOW CHOCOLATES ARE MADE



TASK 2

Read the following passage on tea:



(Picture: <https://pixabay.com/photos/search/green%20tea%20plantation/>)

Tea is the common name for a family of mostly woody flowering plants, and for one of its important genera. The tea plant itself is a native of Southeast Asia. The tea brewed from the dried leaves of this plant has been drunk in China since perhaps the 28th century BC and certainly since the 10th century BC, from which time written records of its use survive. It was first brought to Europe by the Dutch in the early 17th century AD. After the introduction of tea there in 1657, England became the only European country of tea drinkers rather than coffee drinkers. Tea was introduced into North America by early settlers but was heavily taxed by the British, eventually resulting in the well-known Boston Tea Party of 1773, and it has never competed successfully with coffee as the staple beverage. Tea is drunk by about half of the world's population; China, India, Indonesia, Sri Lanka, and Japan are the main producers.

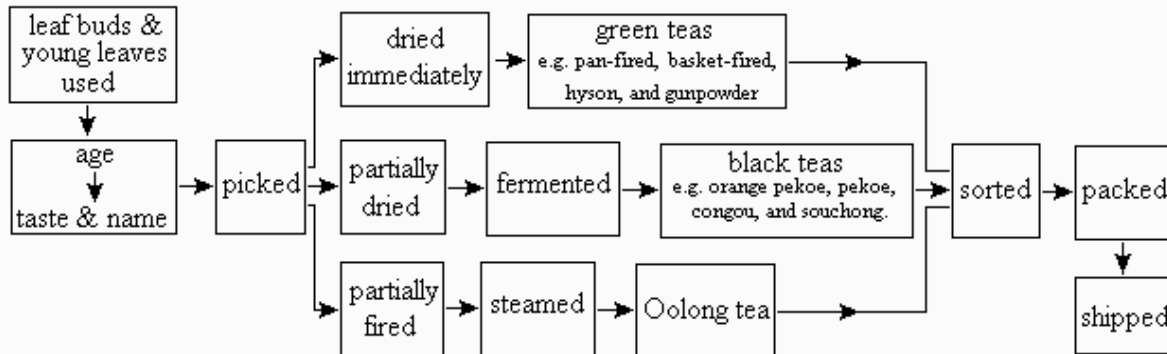
Leaf buds and young leaves are used in making tea, the age of the leaves determining the taste and name of the particular commercial variety. Thus, orange pekoe is made from the youngest leaves, and souchong from the fourth leaves. After picking, the leaves either are dried immediately and completely to produce green teas - such as pan-fired, basket-fired, hyson, and gunpowder - or are partially dried and then allowed to ferment to produce various kinds of black teas, such as orange pekoe, pekoe, congou, and souchong. Oolong tea is partially fired and then steamed, thus being intermediate between green and black teas. After being sorted, all grades of tea are packed in foil-lined chests to prevent the absorption of unpleasant odors or the loss of aroma during shipment. In China, tea is sometimes allowed to absorb the scent from various flowers; jasmine is a particular favourite.

(Source: <http://www.uefap.net/reading/reading-note-taking/639-reading-note-taking-taking-notes-example3>)

As you can see, this passage includes a process as well as a lot of facts. When making notes from such a passage, it helps if we can combine the outlining/ mapping method with the flowchart. Notes made from the above passage may look like this:

TEA

- native to SE Asia
- drunk in China since C10th BC, C28 BC ?,
- brought to Europe by Dutch C17
- intro to USA - Boston Tea party 1773
- main producers China, India, Indonesia, Sri Lanka, Japan
- Making tea:



(Source: <http://www.uefap.net/reading/reading-note-taking/639-reading-note-taking-taking-notes-example3>)

TASK 3

Read the following passage and make notes from it. You can use any of the formats we have discussed so far. You can also use a combination of the formats.

OILS

There are three main groups of oils: animal, vegetable and mineral. Great quantities of animal oil come from whales, those enormous creatures of the sea which are the largest remaining animals in the world. To protect the whale from the cold of the Arctic seas, nature has provided it with a thick covering of fat called blubber. When the whale is killed, the blubber is stripped off and boiled down, either on board ship or on shore. It produces a great quantity of oil which can be made into food for human consumption. A few other creatures yield oil, but none so much as the whale. The livers of the cod and the halibut, two kinds of fish, yield nourishing oil. Both cod liver oil and halibut liver oil are given to sick children and other invalids who need certain vitamins. These oils may be bought at any chemist's.

Vegetable oil has been known from antiquity. No household can get on without it, for it is used in cooking. Perfumes may be made from the oils of certain flowers. Soaps are made from vegetable and animal oils.

To the ordinary man, one kind of oil may be as important as another. But when the politician or the engineer refers to oil, he almost always means mineral oil, the oil that drives tanks, aeroplanes and warships, motor-cars and diesel locomotives; the oil that is used to lubricate all kinds of machinery. This is the oil that has changed the life of the common man. When it is refined into petrol it is used to drive the internal combustion engine. To it we owe the existence of the motorcar, which has replaced the private carriage drawn by the horse. To it we owe the possibility of flying. It has changed the methods of warfare on land and sea. This kind of oil comes out of the earth. Because it burns well, it is used as fuel and in some ways it is superior to coal in this respect. Many big ships now burn oil instead of coal. Because it burns brightly, it is used for illumination; countless homes are still illuminated with oil-burning lamps. Because it is very slippery, it is used for lubrication. Two metal surfaces rubbing together cause friction and heat; but if they are separated by a thin film of oil, the friction and heat are reduced. No machine would work for long if it were not properly lubricated. The oil used for this purpose must be of the correct thickness; if it is too thin it will not give sufficient lubrication, and if it is too thick it will not reach all parts that must be lubricated.

(<http://www.uefap.net/reading/reading-note-taking/636-reading-note-taking-taking-notes-example1>)

Note Taking - III

A third kind of passage you are likely to come across are passages that compare two or more items. It is useful to use tables when making notes from such passages.

TASK 1

Read the following essay and use the table provided to fill in notes from it:

PAPER BOOKS AND E-BOOKS

There is a growing concern that mass media and digital technologies have decreased the time spent on reading. Still, people all over the world still like books. Reading is a great pleasure because you have a chance to immerse into the exciting world and learn something new. Thousands of new books are published every year, and given the number of already existing books, every person has unlimited opportunities in selecting some interesting pieces of literary work. During the past several years, e-books have gained immense popularity around the world. Due to their accessibility and convenience, they easily won over the market and now successfully compete with traditional paper books. This essay will explore differences and similarities between e-books and paper books.

Despite all their visible differences, digital versions and paper books are similar in many ways. First, they both have the same text structure including the cover, title page, copyright page, table of content, chapters, etc. Second, they have the same function – provide readers with new information. Irrespective of the form, all readers use paper books and e-readers for the same purposes, that is, to study, relax, work, and learn.

At the same time, there are many differences between them too. E-books are sleek and thin, which makes them easier to carry. They have a huge capacity, meaning that users can download thousands of books in one gadget and spare themselves of the necessity of carrying large volumes. Some opponents of e-books claim that contrary to regular books, electronic devices are not so pleasant to smell and touch. They are made of plastic and metal that have no smell, whereas traditional books smell of paper, ink, dust, someone's perfumes, and many other things related to their history. Some people love old library books for this unique, authentic smell that cannot be compared to the coldness and impersonality of digital devices.

Another important difference relates to books' durability. Traditional paper books can stand the test of time. They easily withstand heat, falls, moisture, tearing, and so on, which allows to keep them for hundreds and even thousands of years. E-readers do not have this amazing quality. They are easier to carry and hold, yet they may break at any time; files kept in gadgets can be damaged by computer viruses. Besides, as technologies

develop, some e-book models come out of use, which means that a person will have to buy new models to be able to download and use digital books.

The cost is another point of comparison. While e-books themselves can be expensive, users can save much money by buying electronic versions of printed books. They often cost half the price of traditional books and can be downloaded immediately. Paper books, especially rare ones, can be very expensive and hard to find. Moreover, buying many paper books to use for a limited period of time (e.g., for studying) is impractical. At the same time, the value of some paper books may increase with time, which allows collecting and reselling them later for much profit.

To conclude, the selection of a form depends on the purpose, readers' taste, financial resources, etc. E-books and traditional books have their similarities and differences, and it seems there is no better choice. Ultimately, it is information that matters, so everything works as long as you can get it.

(adapted from <https://scoobydomyessay.com/blog/paper-books-and-e-books-compare-and-contrast/>)

Use the dictionary to find out the meanings of the following words:

- (a) Concern (b) accessibility (c) irrespective of (d) durability (e) impractical

PAPER BOOKS AND E-BOOKS

I. Similarities:

- a. _____
 b. _____
 c. _____
 d. _____

II. Differences:

| Paper Books | E books |
|-------------|---------|
| Looks | |
| | |
| | |
| Durability | |
| | |
| | |
| Cost | |
| | |
| | |

Note Taking – IV (Longer passages)

TASK 1

Now that you have learnt different methods of making notes, it is now time to move on to making notes from longer passages. Read the following passages and make notes from them using any or a combination of the formats discussed.

I.

THE ACACIA TREE



(Picture: <https://www.google.com/search?q=the+acacia+tree&tbm>)

Few exotic trees are as widely cultivated and versatile as the Acacia tree. While its unique shape and blossoms are eye-catching, the Acacia's appearance reveals just a hint of its functions. The Acacia's distinctive leaves make the tree highly distinguishable. While there are more than 800 species of the Acacia trees around the world, most feature small, finely divided green leaflets that give the stalk a fernlike appearance. Meanwhile, in other species, which grow in the desert and see very little rain, leaves are absent altogether. Instead, the stalks perform the functions of leaves and can appear as sharp spines or large thorns. Most Acacia trees have short lifespans of 15 to 30 years. Consequently, they tend to grow quickly and can reach heights in excess of 40 feet. In addition to the stunning yellow and white blooms, the Acacia produces a dry seedpod as its fruit. Each pod is about three inches long and contains five to six brownish black seeds. The

combination of its feathery leaves, globular flowers and dry seedpods creates a dramatic appearance during the tree's peak growing years.

The Acacia is one of the largest species of trees in the world with more than 800 different types growing in warm, tropical and desert-like regions of both hemispheres. The flat-topped Acacia is typically found on the savannahs of South Africa. The top of these trees resemble a ledge. The Swollen-thorn Acacias thrive in Central America; its seed pods form a notable symbiotic association with ants. Native to Hawaii, the Koa Acacia tree is known for its dark hardwood and is prized for its variety of grains which ranges from plain, to curly, to deep fiddleback. There are two types of flowering Acacias. The baileyana species of Acacias are known for their yellow flower clusters. The farnesiana species is known its spiny shrub-like appearance which contains many fragrant blossoms that attract numerous insect pollinators.

In the Indian subcontinent one of the species of acacia called Acacia Catechu is known as `Khair`. It is a medium sized deciduous tree with crooked and forked trunk. Its growth can be traced in both natural and plantation forms in most parts of the nation up to an elevation of 1300 meters above sea level. In India the Acacia Catechu is categorized mainly into three divisions: Catechu, Catechuoides and Sundra. In India the Acacia Catechu is widely found in Uttar Pradesh, Jammu, Punjab, Himachal Pradesh, Madhya Pradesh, Bihar, Orissa and Andhra Pradesh. The other species known as Acacia Catechuoides is found in the terrain region of Sikkim, West Bengal and Assam whereas the third variety also known as the `red catechu` or `lalkhair` is prevalent in Gujarat, the Deccan, Rajasthan and southern parts of Maharashtra.

The Acacia tree has an storied past, from its introduction in Europe by a herbalist to Henri IV in 1601 to its addition to various botanical gardens throughout North America in the late 1960s. The tree's eye-popping white and yellow blossoms were made popular by the early American Indians, who used them as gifts to woo unsuspecting females. The Acacia tree thorns house stinging ants who live off the tree's nectar. While giraffes and cattle love to chew on its leaves, butterflies are attracted to Acacia trees. The thorns of the Central American Bullhorn Acacias are commonly strung into necklaces and belts.

(Source: <http://www.portghalib.com/news/2017/3/acacia-tree/18/>)

Task 2

The climate of a coniferous forest depends upon where it is located. In general, the farther north the latitude, the cooler the climate. The presence of mountain ranges and oceans also affects the climate of an area. In Japan, for example, Siberian air masses bring severe winters to some forests, while other forests are influenced by warm ocean currents, and have a more tropical climate.

The most severe climate is found in the boreal forest, or taiga, where temperatures are below freezing for more than half of the year. Winter temperatures range from -65° to 30° F (-54° to -1° C), and summer temperatures from 20° to 70° F (-7° to 21° C). However, because the taiga is a land of extremes, temperatures can drop as low as -76° F (-60° C) in winter or climb as high as 104° F (40° C) in summer.

Most of the precipitation (rain, snow, or sleet) in the boreal forest comes from summer rain, which averages 12 to 33 inches (30 to 85 centimeters) per year.

Mountain forests face cold, dry climates and high winds. The higher the elevation, the harsher the conditions. Scientists estimate that for every 300 feet (91 meters) in elevation, the temperature drops more than 1° F. On Alaskan mountains, temperatures in January average about 8° F (-13° C) and in July only 47° F (8° C).

In general, northern hemisphere forests found on the northern side of mountains are shaded from the sun and the air is cooler. The forests receive more rainfall and have denser stands (groups) of trees and other plants. Forests on the southern side of mountains are drier, warmer and have less vegetation.

The redwood and Pacific Northwestern forests have a climate that is moderated by the Pacific Ocean and the coastal mountain ranges. In the Olympic Rain Forest in Washington, for example, the temperature is always above freezing in winter and is seldom higher than 85° F (29° C) in summer. Up to 145 inches (368 centimeters) of rain fall annually.

In the Mediterranean and parts of California, winters are warm and wet, while summers are hot and dry. Droughts (extremely dry periods) may be common. In the Mediterranean region, for example, winter temperatures usually do not fall below freezing.

The climate in the Southern Hemisphere forests varies, depending upon where the forests are located. In the tropics (the regions around the equator), where the forests are at higher elevations, clouds of mist may blanket them creating cool and damp conditions. In more temperate regions, such as in the mountains of Chile, conditions are drier and colder.

(adapted from *UXL Encyclopaedia of Biomes: Volume I*, by Marlene Weigel)

Task 3

THE NEW MUSIC

The new music was built out of materials already in existence: blues, rock'n'roll, folk music. But although the forms remained, something wholly new and original was made out of these older elements - more original, perhaps, than even the new musicians themselves yet realize. The transformation took place in 1966-7. Up to that time, the blues had been an essentially black medium. Rock'n'roll, a blues derivative, was rhythmic, raunchy, teen-age dance music. Folk music, old and modern, was popular among college students. The three forms remained musically and culturally distinct, and even as late as 1965, none of them were expressing any radically new states of consciousness. Blues expressed black soul; rock, as made famous by Elvis Presley, was the beat of youthful sensuality; and folk music, with such singers as Joan Baez, expressed anti-war sentiments as well as the universal themes of love and disillusionment.

In 1966-7 there was a spontaneous transformation. In the United States, it originated with youthful rock groups playing in San Francisco. In England, it was led by the Beatles, who were already established as an extremely fine and highly individual rock group. What happened, as well as it can be put into words, was this. First, the separate musical traditions were brought together. Bob Dylan and the Jefferson Airplane played folk rock, folk ideas with a rock beat. White rock groups began experimenting with the blues. Of course, white musicians had always played the blues, but essentially as imitators of the Negro style; now it began to be the white bands' own music. And all of the groups moved towards a broader eclecticism and synthesis. They freely took over elements from Indian ragas, from jazz, from American country music, and as time went on from even more diverse sources (one group seems recently to have been trying out Gregorian chants). What developed was a protean music, capable of almost limitless range of expression.

The second thing that happened was that all the musical groups began using the full range of electric instruments and the technology of electronic amplifiers. The twangy electric guitar was an old country-western standby, but the new electronic effects were altogether different - so different that a new listener in 1967 might well feel that there had never been any sounds like that in the world before. The high, piercing, unearthly sounds of the guitar seemed to come from other realms. Electronics did, in fact, make possible sounds that no instrument up to that time could produce. And in studio recordings, multiple tracking, feedback and other devices made possible effects that not even an electronic band could produce live. Electronic amplification also made possible a fantastic increase in volume, the music becoming as loud and penetrating as the human ear could stand, and thereby achieving a 'total' effect, so that instead of a passive audience of passive

listeners, there were now audiences of total participants, feeling the music in all of their senses and all of their bones.

Third, the music becomes a multi-media experience; a part of a total environment. In the Bay Area ballrooms, the Fillmore, the Avalon, or Pauley Ballroom at the University of California, the walls were covered with fantastic changing patterns of light, the beginning of the new art of the light show. And the audience did not sit, it danced. With records at home, listeners imitated these lighting effects as best they could, and heightened the whole experience by using drugs. Often music was played out of doors, where nature - the sea or tall redwoods - provided the environment.

(source: <http://www.uefap.net/exercises/writing/report/music.htm>)

b. Narrative writing – writing narrative essays of two to three paragraphs

WRITING NARRATIVE ESSAYS – I

NUMBER OF SESSIONS: 3

Session 1

Do you remember the last time someone told you a story? Or when you told someone a story? Did you enjoy the experience? What kinds of stories did you hear? What kinds of stories did you tell others?

Telling stories about ourselves and others, whether they are real stories or imagined ones, is something almost all of us like. There is something in people of all ages that enjoys a good narration.

'Narrative Essays' refers to essays that tell a story. By 'story' we do not always mean an imaginary one. We can narrate something that happened to us as a story. For example, if I had an interesting experience on my way to college today, I will narrate it to my friends or I can write it down as an interesting narrative essay.

Read the following narrative essay and consider the questions that follow.

My knees were shaking, my heart was beating fast, and I had butterflies in my stomach. I had never given a presentation in front of a whole class. Why had the teacher made it the final term project? How well I remember that day three weeks ago when she had told us about it!

"For your final term project, you will all do some research on some aspect related to plants and make a presentation on it. The presentations should be unique and original. "

We had all groaned and tried to talk our teacher out of this. But she had just stood there smiling. "If you don't try it," she had insisted, "you will never know if you can do it or not."

I had tried my best since that day to overcome my fear. I have always been afraid of speaking in front of people. If there were too many guests at home, I would make some excuse or the other to avoid speaking to them. How on earth was I going to make a presentation in front of the whole class?

I had tried to make myself feel better by finding a topic as interesting as possible about plants. I finally chose plant communication. The topic was new to me—I had never thought plants could communicate in any way. So I thought it would be interesting enough to hold the class's attention even if I got cold feet and couldn't talk well.

But now that I had to talk in front of the class, I began to sweat. I was sure I would forget what I had to say. I was even ready to tell my teacher that I had fever and avoid giving the presentation. Listening to the others make their presentations before me only made me feel worse. Their topics seemed so much better.

At that moment I glanced at the water plant I had brought with me in a bottle to show during my presentation. The leaves were bright green and the flowers a beautiful shade of purple. Something about the plant suddenly gave me courage.

So when the teacher called out my name, I went up feeling much more confident than I had in the past three weeks. "This plant," I began, "just told me not to be scared. It did not use English to speak to me, but it used a language I understand." Every head in the class looked up, interested. I had got their attention.

That first presentation I made in front of my class not only helped me overcome my stage fright and gave me more confidence; it also made me realise that we can find inspiration in places we might never have thought of.

1. Why do you think the essay was written?
2. Who is the narrator?
3. What do you think is the function of the first paragraph of the essay?

4. Who are the characters you meet in the essay? What do you know about them?
5. Where does the incident take place?
6. What do you think is the function of the last paragraph of the essay?

As you would have noticed, the essay has a purpose. It was written not only to narrate an event but also because the incident was important in some way. The last paragraph of the essay tells us that the narrator learnt an important lesson from the incident.

It is not always necessary that we should learn some lesson from an incident we write about; we can write about an incident that has affected us deeply, perhaps because it was very funny or scary or surprising. In any case, the central incident in a narrative essay has to have some significance for the narrator.

TASK 1

Think of an incident that happened to you that

- (a) surprised you the most
- (b) scared you the most
- (c) left you very happy
- (d) left you very confused
- (e) taught you a valuable lesson

The essay given above is narrated by the person to whom the incident happened. This is called first person narration.

Narrative essays are almost always written from the first person point of view. If you use the third person point of view—he/ she/ they etc.—the essay reads like a short story and therefore becomes more a piece of creative writing than a narrative essay. Narrative essays are essays in which you narrate an incident that happened to you and that is important for you.

You would also have noticed that the first paragraph of the essay creates the atmosphere. Look at the phrases used—shaking knees, heart beating fast and the idiom 'butterflies in my stomach' (this idiom means being scared; you will learn about idioms in another lesson).

TASK 2

Write down words to describe the following atmospheres. The first one is done for you.

1. **Scary**spookydarkgloomyeerie2. **Happy**

3. **Confused**

4. **Surprise**

This is just one way of starting an essay. There are other ways in which you can start essays.

- (a) You can begin by telling the readers the lesson you learnt from the incident. In the essay you just read, this comes in the last paragraph, but you can also begin with it. The essay could also have begun like this:

It was when I gave my very first class presentation that I learnt that inspiration can come from any place. The presentation also gave me the self-confidence I needed so badly.

- (b) You could also begin an essay by asking a question:
Would you ever have thought that a plant could instil self-confidence in anyone?

Even though the incident given above is narrated in the first person, there is at least one other person involved: the teacher. What do we know about the teacher?

We know that the teacher is a woman and that she can be very persuasive. However, she does not appear to be unkind--she does not scold the children for asking her to change her mind. She only encourages them smilingly. We hear her speak, but we are not told anything about how she looks or how her voice sounded. Adding these details can bring the teacher to life and make the essay more interesting. For example, instead of

‘We had all groaned and tried to talk our teacher out of this. But she had just stood there smiling. “If you don’t try it,” she had insisted, “you will never know if you can do it or not.”

we can write:

‘We had all groaned and tried to talk our teacher out of this. But she had just stood there smilingly, her short hair falling over her forehead. “If you don’t try it,” she insisted in a sweet voice, “you will never know if you can do it or not.”

Both dialogue and description are important in a narrative essay. They add details and make it easier for the reader to imagine the events being described.

TASK 3

In the essay given above, you can add a bit of description to the plant. Go ahead and try it. What plant was it? What kind of container was it kept in?

It is obvious that the incident narrated is taking place in a classroom. But the essay itself does not give us any idea of how the classroom looks or feels. The classroom is the setting for the narrative essay. Adding details to the setting, like adding details to the characters, makes the essay more interesting.

TASK 4

Include some details about the classroom in the essay above.

Session 2

Writing Narrative Essays – II

Since a narrative essay revolves around an incident, it is very important to use the correct verbs and adverbs in them. As you already know, verbs are action words and adverbs qualify verbs. Adding adverbs to verbs is like adding adjectives to nouns—they give more information and bring the incident to life. For example, in the essay given in Session 1 instead of saying: “So when the teacher called out my name, I went up feeling much more confident than I had in the past three weeks”, we can say: “When I heard my name being called, I walked to the front of the class with firm steps”; ‘with firm steps’ indicates confidence.

TASK 1

Add relevant adjectives to the following verbs. The first one is done for you.

1. **Walk**

slowly

fast (remember: not fastly)

jauntily

hesitatingly

with a spring to my step (an idiom meaning happily)

happily

2. **Sit**

3. **Think**

4. **Sleep**

5. **Wait**

A very important aspect we need to remember when writing a narrative essay is the tense we are using. Most often, narrative essays are written in the past tense. This is natural, because we usually write about an incident only after it has happened. But we can use different forms of past tense. You have already studied the simple, continuous and perfect forms of all tenses.

Writing Narrative Essays - III

TASK 1

Go back to the sample essay given in Session 1 and identify what forms of the past tenses are used and when they are used. For example, the first sentence is written in simple past tense. But when the narrator remembers the time when the teacher had given the task, past perfect tense is used. When you write your narrative essay, you can use this as a guide to choose what form of past tense to use.

TASK 2

Go back to Task 1 in Session 1 and pick any two of the incidents you had identified. You will now write a narrative essay based on these.

Write down a list of people involved in each of these incidents. Remember you need to write a short essay. So make sure you don't have more than three or four people, including yourself, in your essay. Once you have identified the people, write down brief descriptions for each one of them.

INCIDENT 1

| Person 1 | Description |
|----------|-------------|
| | |
| | |
| | |
| | |
| | |
| Person 2 | Description |
| | |
| | |
| | |
| | |
| | |
| Person 3 | Description |
| | |
| | |
| | |
| | |
| | |
| Person 4 | Description |
| | |
| | |
| | |
| | |
| | |

INCIDENT 2

| Person 1 | Description |
|----------|-------------|
| | |
| | |
| | |
| | |
| | |
| Person 2 | Description |

| | |
|----------|--|
| | |
| | |
| | |
| | |
| | |
| | |
| Person 3 | |
| | |
| | |
| | |
| | |
| Person 4 | |
| | |
| | |
| | |
| | |

TASK 3

Write the opening paragraph of two narrative essays based on the two incidents you have picked. Each opening paragraph needs to be of a different kind (we have discussed the kinds of opening paragraphs in Session 1) and must have only two to three sentences.

Session 3

Go back to the sample narrative essay given in Session 1 and notice how the writer has developed the essay. You will observe that the essay begins in the classroom, with a description of the narrator's emotions in the first paragraph. After this, the writer gives some background about the incident as well as her/ his sense of fear; so the essay goes backward in time. Once that is done, the essay returns to the classroom where it began.

There are at least two ways in which you can develop a narrative essay. You can

- (a) Narrate the events in the order in which they happened:
In this case, the essay given in session 1 will begin with the teacher announcing the project
- (b) Narrate an event as a flashback.
The essay could have been written when the narrator became a teacher and remembered the first time s/he gave a class presentation

It is important that for any kind of organisation, you use the correct form of the verbs.

TASK 1

Develop the two first paragraphs you wrote in Session 2 into narrative essays. Each essay should not exceed 500 words.

3. GRAMMAR IN CONTEXT:

Tense

- Present
- Past
- Future

SIMPLE TENSES

Most often when your assignment/test paper is corrected, you will notice that your teacher circles/underlines mistakes in relation to tense. Mastery of tense will help you to express, explain or narrate without making mistakes.

Study this passage to understand **the use of the simple present in describing facts:**

Of all the birds, the eagle is the only one which loves the storm. The eagles get excited when clouds gather. The eagle uses the wings of the storm to rise and is pushed up higher. How does it do this? The eagle instinctively finds the wing of the storm: once that happens, the eagle stops flapping and uses the pressure of the raging storm to soar and glide. It can actually rest its wings now. During such storms, all other birds hide in the leaves and branches of the trees. We can use the storms of our lives (obstacles, trouble, etc) to rise to greater heights. Achievers relish challenges and use them profitably.

Note the relationship between the subject and the verb

Example: The Eagle.....loves, clouds.....gather, the eagle finds)

(You can complete the above list)

Exercise 1

The Simple Present is used to state facts such as

- The sun rises in the east
- The earth revolves around the sun

Make a few sentences stating well known facts

Exercise 2

Describe the process by which a caterpillar becomes a butterfly (Use Simple Present Tense)

OR

Describe the process by which a tadpole becomes a frog (Use Simple Present Tense)

The Simple Present is also used to describe habitual actions/ fixed procedures

Exercise 3

Can you describe your daily routine?

Exercise 4

Give a recipe/ describe the preparation of a dish.

For example:

It is easy to prepare a cup of tea. To prepare one cup of tea, take one cup of water and bring it to a boil. Add ½ a teaspoon of tea leaf. Let it boil for a few seconds and turn off the flame. Strain the tea. Add hot milk and sugar according to your requirement.

In a similar fashion you can explain how to conduct an experiment.

SIMPLE PAST

Here is yet another inspiring story! You will notice that the **simple past and the past continuous tense** are used in this passage.

Hang in There

Nicolo **Paganini was** a well-known and gifted nineteenth century violinist. He was also well known as a great showman with a quick sense of humour. **His most memorable concert was** in Italy with a full orchestra. He was performing before a packed house and his technique was incredible, his tone was fantastic, and his audience dearly loved him. Toward the end of his concert, Paganini was astounding his audience with an unbelievable composition when suddenly **one string on his violin snapped and hung** limply from his instrument. **Paganini frowned** briefly, shook his head, and **continued to play**, improvising beautifully.

Then to everyone's surprise, a second string broke and shortly thereafter, a third. Almost like a slapstick comedy, **Paganini stood there** with three strings dangling from his Stradivarius. But instead of leaving the stage, **Paganini stood his ground and calmly completed** the difficult number on the one remaining string. Paganini's performance is an illustration of not giving up and "hanging in there".

(Source of Paganini story: <https://www.pantagraph.com/lifestyles/faith-and-values/>)

The Simple Past is used to express any action completed in a specific time in the past.

Exercise 1

Do you have an unforgettable experience like Paganini's? Narrate your experience.

FUTURE TENSE

Read this excerpt from the famous speech of Dr. Martin Luther King Jr.

I have a dream that **one day this nation will rise up** and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and **the sons of former slave owners will be able to sit down together** at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, **will be transformed into an oasis of freedom and justice.**

I have a dream that my four little children will one day live in a nation **where they will not be judged by the color of their skin** but by the content of their character.

I have a *dream* today!

The Future Tense is used for actions that will take place in the future. Make a note of what Dr. Martin Luther King Jr says about the future. He uses "will" in talking about the future

The use of "will" and "shall"

"Shall" is used to express certainty/determination

E.g. 1. If you do not save me, I shall drown

2. I shall be twenty next year ("I will be twenty next year" is also correct)

In relation to the Future Tense "shall" is used only with the first person, i.e. I/We shall.

Activity 1

Sing this familiar song

We shall overcome (2)

We shall overcome some day

Oh deep in my heart I do believe
We shall overcome some day.

Activity 2

Do you have a dream? Speak about your dream.

PRESENT PERFECT TENSE

A) Make suitable sentences using the PRESENT PERFECT TENSE, the first one has been done for you.

1. Bhavya's hair was dirty. Now it's clean. (wash)

Answer: Bhavya has washed her hair.

2. Murugan was 80 kg. Now he's 70. (lose weight)

Answer:

3. Chetan was injured yesterday. Now he can't walk; his leg is in plaster. (break)

Answer:

4. Mary Anne is looking for her little puppy. (lose)

Answer:

5. Megala is on holiday in Goa. (go)

Answer:

6. Mr.Hirachand was in Shimla last week. He's back in Chennai now. (be)

Answer:

7. Look! Our appa's bag is carrying a bag full of mangoes. (buy)

Answer:.....

8. I can't eat anything now. (eat too much)

Answer:

9. Amma is very tired. (clean / house)

Answer:

10. Sheldon and Shreya need a holiday. (work / hard / this year)

Answer:

B) Use the Present Perfect tense:

In the example given below a new sentence (in the present perfect tense) is created with the inclusion of "because". Follow this pattern to complete the given exercise.

Example:

She can't go to the party. (catch a cold)

She can't go to the party because she has caught a cold.

1. He can't move around. (hurt / leg)

.....

2. My son can't get into the house. (lose / key)

.....

3. I know this story very well. (read the book)

.....

4. I can't post the letter. (not put / stamp / on it)

.....

5. He can't drive immediately. (eat too much)

.....

6. They can't go to their village. (not save / money)

.....

7. I know her. (meet him before)

.....

8. We don't know how she is. (not hear from him)

.....

9. He won't accept a cigarette. (give up smoking)

.....

10. She can't attend the interview. (lost original documents)

.....

A) Use the Present Perfect Tense:

In the example given below a new sentence (in the present perfect tense) is created as a response to an imperative (Bring the newspaper in, please) by using the phrase "have already." Complete the exercise by providing responses to the injunctions/requests.

Example: Bring the newspaper in, please

Response: I have already brought it in.

1. You must find the files soon
Response:.....
2. Turn the TV down, please.
Response:
3. Get the guest room ready.
Response:
4. Could you pick up some groceries on the way back?
Response:.....
5. Why don't you see an ophthalmologist?
Response
6. You are suffering with a back ache. I think you should stop driving.
Response:
7. Why don't you clean the backyard?
Response:
8. Clean your shoes, will you?
Response:
9. We have guests today. Shall we make biriyani?
Response:.....
10. We should invite Ancy to the party.
Response:

D) Follow the example and do the same using YET:

Example: She has been in the shop. (buy anything) - She has been in the shop but she hasn't bought anything YET.

1. I've written to them three times. (not reply)
.....
2. I've asked you again and again. (not do it)
.....
3. I lent him one thousand rupees

last month. (not give it back)

.....
4. He lost his wallet three days ago. (not find it)

.....
5. He borrowed my book last month. (not give it back)

.....
6. She went to Los Angeles six months ago. (not return it)

.....
7. She gave me twenty rupees a week ago. (not return it)

.....
8. I finished reading my library books a long time ago. (not change them)

.....
9. She went to the bus-stop half an hour ago. (the bus / not come)

.....
10. He's still studying that lesson. (not learn it)

E) Fill in the blanks with ALREADY or YET:

1. He hasn't called us

2. They have sent the letter.

3. Samson has bought the tickets for the cricket match.

4. We have been to Trichy three times.

5. You haven't visited Tokyo

6. Has Rahim bought a new car ?

7. The train has left.

8. Has she done it ? No, not

9. A: Haven't they arrived ? B: Oh, yes. They have arrived.

10. Hurry up! The programme has started.

11. Be careful! They have painted the door.

12. Haven't you seen the movie ?

F) Follow the example and do the same using JUST:

Example: he / go out - What has he JUST done? - He has JUST gone out.

1. She / returned from the USA

.....

2. they / watch the news

.....

3. I / finish preparing dinner

.....

4. he / put on the coat

.....

5. he / catch a fish

.....

6. he / call a cab

.....

7. you / write a letter

.....

G) Put the verbs in the correct tense. Use the SIMPLE PAST or the PRESENT PERFECT:

1. Ria..... (finish) her work yet?

2. They (just / go) out.

3. you (send) the letters yet?

4. They (not / see) the film yet.

5. The plane (just / arrive).

6. you (ever / be) in a recording studio?

7. I (lose) my purse. I can't find it anywhere.

8. My handbag isn't here. Somebody (take) it.

H) Rewrite the following sentences twice, using SINCE and FOR:

Example: I haven't seen you. (Christmas / 3 days)

a) I haven't seen you SINCE Deepavalli.

b) I haven't seen you FOR 3 days.

1. We've been here. (an hour / 4 o'clock)

a)

- b)
2. She hasn't spoken to me. (2 weeks / last / last week)
- a)
- b)
3. They've lived in this street. (1970 / a long time)
- a)
- b)
4. I haven't had time to do it. (last Monday / a few days)
- a)
- b)
5. We haven't bought a new one. (ages / many years)
- a)
- b)

Unit V

(18 hours)

1. Listening and Speaking

- a. Group discussion

2. Reading and writing

- b. Reading diagrammatic information – interpretations
maps, graphs and pie charts

- c. Writing short essays using the language of comparison
and contrast

3. Grammar in Context: Voice (Show the relationship between Tense and Voice)

GROUP DISCUSSION

Where it begins:

Group Discussion need not be daunting. Just go back to the times when you sat around the table in a restaurant and discussed matters of interest with your friends. Even at home, sitting with family and sharing a meal could also be a time for interesting discussions.



(Picture: <https://www.needpix.com/photo/598828/classroom-cooperative-learning-discussion-group-work-school-students-teaching>)

Formal Discussions:

As you get ready for professional life, you should be able to participate in a discussion. Discussion is the lifeline of creative and progressive organisations. Being creative and innovative is important. But equally important is your ability to communicate your ideas in a group without feeling inhibited or without being too aggressive and offending others in the group. Participation in group discussion is indeed a skill. While arguments due to disagreements might be accepted and forgiven by friends and family, it is totally unacceptable in formal discussion.



What is Group Discussion?

Group Discussion (GD) is a methodology or in a simple language it may be called an interview process or a group activity. It is used as one of the best tools to select prospective candidates for a job or seat in an institute of higher learning.

How is a GD conducted?

In this methodology, a 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. It is a very useful tool to screen a candidate's potential and skills.

How does GD work in terms of assessment?

Group discussion is handy because the evaluation is on a comparative basis. In a one-to-one interview or pen-to-paper test, this kind of comparative evaluation is not so easy. GD as a methodology is effective in gauging whether the candidate has the required personality traits and skills. GD evaluation is done by the subject experts based on the discussions. At the end of the discussion, a report is prepared based on the observations of the experts.

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

- *Communication skills
- *Interpersonal Skills

- *Leadership Skills
- *Motivation
- *Team-Building Skills
- *Analytical/Logical Skills
- *Reasoning ability
- *Thinking out of the box
- *Initiative
- *Assertiveness
- *Flexibility
- *Creativity
- *Ability to think on one's feet

Why do organizations prefer GD as a method of testing and evaluation?

After putting a candidate through a session where the candidate's technical knowledge and conceptual skill is tested, institutes put the candidate through the next level of testing, which is the GD. The objective is to get to know the candidate as a person and gauge how well s/he will fit in their institute, because, whatever a person's technical skill might be, s/he has to be a team player: 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.

To summarise, companies conduct group discussion after the written test to assess your

- *Interactive Skills (how good you are at communication with other people)

*Behaviour (how open-minded are you in accepting views contrary to your own)

*Participation (i.e. if you are an active speaker and fully involved in the discussion)

*Contribution (i.e. whether you put the group objective above your own)

*Verbal Communication (fluency and command of the language)

*Non-verbal behaviour (your body language)

*Confirmation to norms (whether you will abide by the rules of the organisation)

*Decision-making ability

* Cooperation

Activity:

The class teacher may divide the students into groups and choose some of the following topics for discussion:

1. Safety of industrial and construction workers
2. Making healthcare available to all
3. Using renewable energy to reduce pollution
4. Promoting the fitness culture
5. Consumer awareness
6. Wasteful expenditure at weddings
7. Nature cures versus allopathy
8. Child labour

a. READING DIAGRAMMATIC INFORMATION: INTERPRETING CHARTS, GRAPHS AND MAPS

AIM: By the end of the lesson, the learners will be able to interpret charts, graphs and maps. They will also be able to use appropriate vocabulary to describe them.

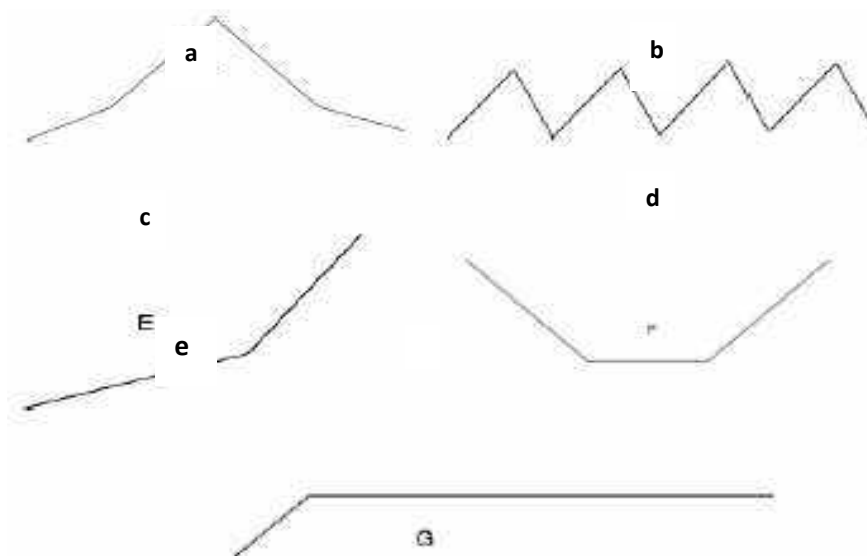
Pre Task

Let us now discuss in the class about, the kinds of data that can be represented by graphs and charts and further, the different kinds of charts and graphs (bar graphs, pie-charts etc.) Let us brainstorm to arrive at the words commonly used while talking about such data. It is possible that these words in the textbox are on your classroom board as well.

| | | |
|------------------|-----------------------|----------------------|
| cricket scores | trends in sales | existing green cover |
| decreasing | change in green cover | Increasing |
| marginal rise | steep drop | remain steady |
| Changes in trend | go up a little | fluctuate |

Task 1

Given below are five graphs depicting the run rate of the Indian cricket team in each match in a tournament. Match the graphs with the sentences that best describe them.

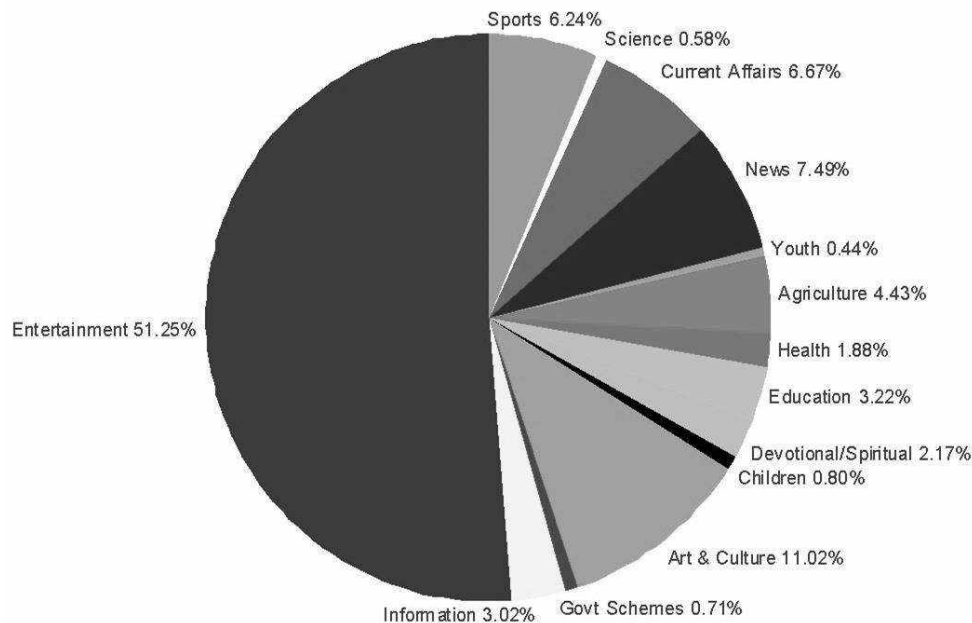


1. The run rate fluctuated through the match.
2. The run rate was very low in the beginning but it rose sharply and then remained steady.
3. They began very badly, then improved marginally and suddenly showed tremendous improvement.
4. The run rate was a bit poor in the first few overs, then it showed a sharp rise before falling.
5. They began with a high run rate but soon the run rate showed a sharp fall and remained bad for a few overs. After this, it rose sharply.

Once you have worked out the depiction of the 'run-rate', please turn your attention to Task 2

Task 2

Given below is a pie-chart depicting the percentage of people watching the various categories of TV channels in Chennai. Read the pie-chart and answer the questions.

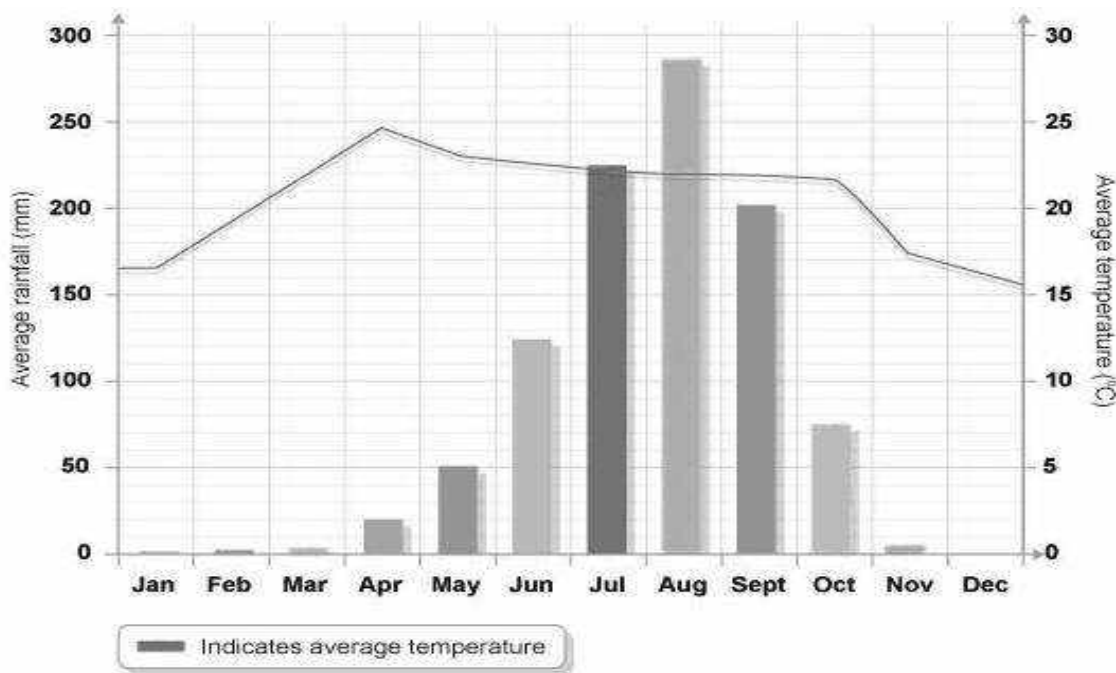


1. Which category of channels has the least viewership?
2. Discovery Culture is a new channel that deals with the art, culture and heritage of different places in the world. What percentage of viewership does the category it belongs to have?

3. Sirippoli, the Tamil comedy channel, belongs to a category that has _____ percentage of viewership.
4. Ramya's grandmother finds it difficult these days to make a trip to Velankanni. So she prefers to watch the Mass being telecast live on TV. Which category of channels will she watch? What is the viewership percentage of that category?

Task 3

Read the graph depicting average rainfall and temperature of a city through a year and answer the questions that follow.



1. Which month has recorded the highest temperature?
2. Which month has the highest amount of rainfall?
3. The peak monsoon season for this city is from _____ to _____.
4. The driest months of the year are:
5. What is the range of the average temperature?

6. Is the temperature the same all year round? If it is different, how many seasons does the location experience?
7. Which months are the warmest and which are the coldest?
8. Which months do you think the city will be most uncomfortable to live in and why?
9. With the rainfall and temperature information, briefly describe the climate of the city between May and August.

Pre Task

Let us discuss the different uses to which maps can be put. Now write these down on the blackboard/ notebook. Some of the phrases we use in relation to making a journey are: 'finding our way,' 'gauging distances' and 'identifying directions' 'finding alternate routes', 'finding specific places' (such as hotels, petrol bunks etc.). You can also list the words and phrases you have heard while using Google maps. These words should be listed out, either on the blackboard or your notebook (or both)

When you use Google maps you will come across Words / phrases such as:

Go straight for 2 km, turn right on Cathedral Road, turn left at Saidapet Signal etc.

Task: 2

Jot down all that you think "Google maps" would tell you if you sought its help to journey to another city (Bangalore/Kanchipuram)

Pre Task

- Let us discuss the various components of a map and put these down on the blackboard. Legend, scale and directions are a few components. We can also engage our minds to seek out vocabulary related to positions – words such as adjacent to, parallel to, opposite to should emerge from this. It is important to use these phrases correctly. Let us now steer the discussion to the four directions (East, West, North and South) and the four intermediate directions (North East, South West, South East and North West).
- You can also take out your college handbooks and open the page which has the College map. You can work in pairs, and complete the following activities.

Task 1

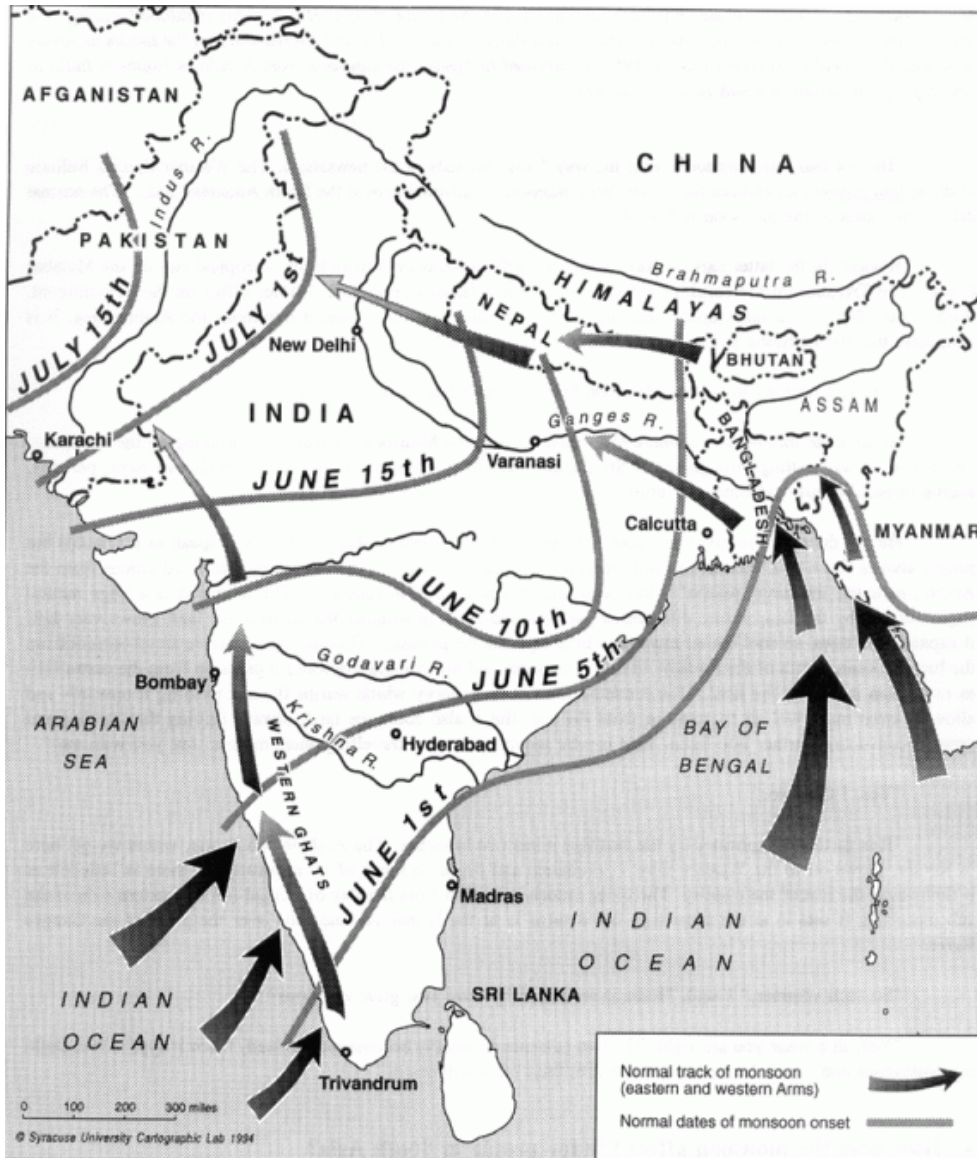
Answer the following questions.

I.

- Are there roads adjacent to the College? If so, name them.
- What is the name of the building to the East of the Main Block?
- Which is the building in the College farthest from the gate?
- Which part of the College is closest to the main road?
- How would you describe the location of the college hostel?

Task 2

Read the following map of India showing the movements of different winds over the country and answer the questions.



1. When does the monsoon usually start in Pakistan?
2. Hyderabad can expect rains to start from _____.
3. The city at the southernmost point, as seen in the map, is _____.
4. Arrange the following places in the chronological order of the onset of monsoon
 Varanasi Karachi Hyderabad Trivandrum
5. Name the river that flows between Madras and Hyderabad.
6. The monsoon that brings rains to Calcutta moves in which of the following directions?
 a. Northern b. Eastern c. Western d. Southern

b. WRITING SHORT ESSAYS USING THE LANGUAGE OF COMPARISON AND CONTRAST

Have you heard the expression, there are two sides to every coin?

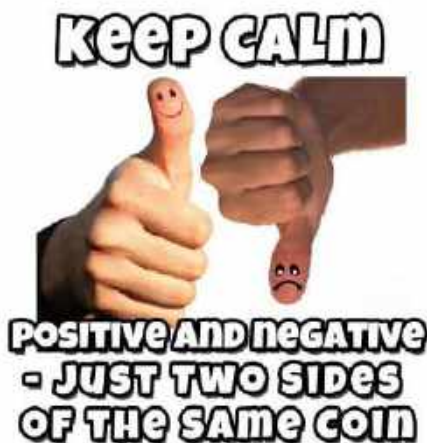
The expression is metaphorical and conveys that with regard to any issue/product there are merits and demerits, positive and negative aspects.



One of the benefits of college education is analytical and critical thinking. College education is not only about making you employable, but also about the making of an intellectual. Thinking patterns are nurtured and honed in the college environment through thought-provoking assignments, debates, oratorical competitions and essay writing contests.

The art of “using the language of comparison and contrast” comes in handy for effective presentation of intellectually stimulating ideas. It is an excellent academic/intellectual exercise. Moreover, it is a cogent way of expressing.

To compare is to examine how things are similar, while to contrast is to see how they differ. A compare and contrast essay takes into



consideration the similarities between two or more objects and the differences as well. In the academic context, with regard to college assignments and exam questions, you are often called upon to “compare and contrast”. This type of essay writing assignment is the teachers’ way of testing your understanding of theories, methods, historical periods, characters in a novel etc.

Structure

There are two main ways to structure a compare and contrast essay, namely using a *block* or a *point-by-point* structure. For the *block* structure, all the information about one of the objects being compared/contrasted is given first, and all the information about the other object is listed afterwards. This type of structure is similar to the block structure used for cause and effect and problem-solution essays.

For the *point-by-point* structure, each similarity (or difference) for one object is followed immediately by the similarity (or difference) in the other. Both types of structure have their merits. The former is easier to write, while the latter is generally clearer as it ensures that the similarities/differences are more explicit. The two types of structure, *block* and *point-by-point*, are shown in the diagram below.

Block

| |
|-------------------------------|
| Introduction |
| Object 1 - Point 1 |
| Object 1 - Point 2 |
| Object 1 - Point 3 |
| Transition sentence/paragraph |
| Object 2 - Point 1 |
| Object 2 - Point 2 |
| Object 2 - Point 3 |
| Conclusion |

Point-by-point

| | |
|---------------------|---|
| Introduction | |
| Point | 1 |
| Object 1 – Object 2 | |
| Point | 2 |
| Object 1 – 2 | |
| Point | 3 |
| Object 1 – Object 2 | |
| Conclusion | |

Compare and Contrast Structure Words

Compare and contrast structure words are transition signals which show the similarities or differences. Below are some common examples.

Compare

- Similarly
- Likewise
- also
- both... and...
- not only... but also...
- neither... nor...
- just like (+ noun)
- similar to (+ noun)
- to be similar (to)
- to be the same as
- to be alike
- to compare (to/with)

Examples

- Computers can be used to communicate easily, for example via email. **Similarly/Likewise**, the mobile phone is a convenient tool for communication.
- **Both** computers **and** mobile phones can be used to communicate easily with other people.
- **Just like** the computer, the mobile phone can be used to communicate easily with other people.
- The computer **is similar to** the mobile phone in the way it can be used for easy communication.

Contrast

- However
- In contrast
- In comparison
- By comparison
- On the other hand
- while
- whereas
- but
- to differ from
- to be different (from)
- to be dissimilar to
- to be unlike

Examples

- Computers, although increasingly small, are not always easy to carry from one place to another. **However**, the mobile phone can be carried with ease.

- Computers are generally not very portable, **whereas** the mobile phone is.
- Computers **differ from** mobile phones in their lack of portability.
- Computers **are unlike** mobile phones in their lack of portability.

Criteria for comparison/contrast

When making comparisons or contrasts, it is important to be clear what *criteria* you are using.

Study the following example, which contrasts two people.

Arun and Varun **differ** in four ways. The first difference is height. Arun is tall, **while** Varun is short. A second difference is strength. Arun is strong. **In contrast**, Varun is weak. A third difference is appearance. Arun, who is average looking, **differs from** Varun, who is handsome. The final difference is intelligence. Arun is of average intelligence: Varun, **on the other hand**, is very intelligent.

Can you see that the writer has established 4 criteria to show how Arun and Varun differ from each other?

Example essay

Below is a compare and contrast essay. This essay uses the *point-by-point structure*.

Question:

Compare and contrast methods of communication used today with those of yesteryears.

Answer:

A few decades ago letters and telephone were the means by which people communicated over long distances. Nowadays we have a whole range of

communication tools, ranging from email to instant messaging and video calls. While similarities exist between the present and previous means of communication, they differ with regard to their speed and the range of tools available. One similarity between current and previous methods of communication relates to the form of communication. In the past, written forms such as letters were frequently used, in



addition to oral forms such as telephone calls. Similarly, people nowadays use both these forms. Quite similar to the communication in the past, written forms of communication are prevalent even today, i.e. the email and text messages are 'electronic'. In addition, oral forms are still used: these include speaking over telephone, mobile phone and voice messages which are instant messaging services. However, there are clearly many differences in the way we communicate over long distances, the most notable of which is speed. This is most evident in relation to written forms of communication. In the past, letters would take days to arrive at their destination. In contrast, an email arrives almost instantaneously and can be read seconds after it was sent. While letters and telephone (booking trunk calls and later STD) were the only tools available fifty years ago, there are today vast arrays of communication methods available. These include not only the telephone, letter, email and text messages already mentioned, but also video conferences via software such as Skype or mobile phone apps such as WeChat, and social media such as

Facebook and Twitter. In conclusion, methods of communication have greatly advanced over the past fifty years. While there are some similarities, such as the forms of communication, there are significant differences, chiefly in relation to the speed of communication and the range of communication tools available. There is no doubt that technology will continue to progress in future, and the advanced tools which we use today may one day also become outdated.



Exercises:

1. Compare and contrast the economies of India and China
2. Evaluate education of women before and after Indian Independence
3. Compare and contrast online teaching and real-time classroom teaching.

GRAMMAR IN CONTEXT

THE RELATIONSHIP BETWEEN TENSE AND VOICE

Since you have already learnt(in your lesson on Verbs), about how the verb undergoes a change with tense, we can now observe another dimension, namely the relationship between 'voice' and 'tense' Let us revise what we have learned about the relationship between 'verb' and 'tense' from the example given below:

Present Tense

| Verb | Person | Simple Present | Present Continuous | Present Perfect | Present Perfect Continuous |
|------|-----------|-----------------|----------------------|--------------------|----------------------------|
| Read | I/We | I read | I am reading | I have read | I have been reading |
| | | We read | We are reading | We have read | We have been reading |
| | You | You read | You are reading | You have read | You have been reading |
| | He/She/It | He/She/It reads | He/She/It is reading | He/She/It has read | He/She/It has been reading |
| | They | They read | They are reading | They have read | They have been reading |

Past Tense

| Verb | Person | Simple Present | Present Continuous | Present Perfect | Present Perfect Continuous |
|------|--------|----------------|--------------------|-----------------|----------------------------|
|------|--------|----------------|--------------------|-----------------|----------------------------|

| | | | | | |
|------|-----------|----------------|-----------------------|--------------------|----------------------------|
| Read | I/We | I read | I was reading | I had read | I had been reading |
| | | We read | We were reading | We had read | We had been reading |
| | You | You read | You are reading | You have read | You have been reading |
| | He/She/It | He/She/It read | He/She/It was reading | He/She/It had read | He/She/It had been reading |
| | They | They read | They were reading | They had read | They had been reading |

The above examples are in the ACTIVE VOICE. The object in these expressions is implied. The whole sentence could be:

I read a book

OR

I read a magazine

OR

I read the newspaper

(Interestingly 'read' appears to be the same in print, whether in present or past tense. The pronunciation of 'read' is, as you might already know, different in the present and past tense.)

TENSE AND VOICE: SOME OBSERVATIONS

1. The position of the subject and object is interchanged when a sentence is changed from active voice to passive voice

I read a book (Active voice)

A book **is read by** me (Passive voice)

He ate mangoes (Active voice and past tense)

Mangoes **were eaten by** him (Passive voice and past tense)

I cook a meal (Active voice and Present tense)

A meal **is cooked by** me (Passive voice and Present tense)

I cooked a meal (Active voice and Past tense)

A meal **was cooked by** me (Passive voice and Past tense)

Did you notice how the 'verb' undergoes a change with change in voice?

2. The 'verb' phrase undergoes a change when the sentence is changed from active voice to passive voice

E.g. I cook a meal (Active & present tense) &

A meal is cooked by me (Passive & present tense)

EXERCISE I

Complete the following text using ACTIVE or PASSIVE forms of the verbs in the parentheses. Be careful about using the correct tense.

This is a journal entry of a Bulgarian girl. She is explaining her concerns about chicken flu. A couple of weeks ago, in Romania, chicken flu _____ (discover). I _____ (think) that it _____ (come) from Turkey,

which _____(locate) only a couple of hundred miles south of Romania. Now, people _____ (give) injections, and a lot of chickens _____(kill) for the purpose of keeping the virus from spreading. No reports of human victims _____(report) until now. A case like that definitely presents a big problem for everybody. In a society such an event may even cause mass panic. The reason I'm concerned is because my homeland of Bulgaria is a country that _____(separate) Romania and Turkey. It is really easy for the disease to find its way out of those two countries. Then the danger may become real because viruses like that can spread like wild fire and therefore get out of control long before anybody even takes notice. We all _____(know) the movie "Outbreak". The situation with the chicken flu virus cannot get that bad obviously, but it can definitely cause some damage. Therefore, precautionary matters _____(should / take) immediately in all the neighbouring countries of Romania and Turkey, plus the nations that _____(import) chickens from Turkey.

The following charts will help you understand all the nuances of changing from 'active' to 'passive' voice:

| Verb | Person | Voice | Simple Present | Present Continuo | Present Perfect | Perfect Continuou |
|-------------|---------------|--------------|-----------------------|-------------------------|------------------------|--------------------------|
| | | | | | | |

| | | | | us | | s | |
|------|-----------------------|---------------|-------------------------------|-------------------------------------|-------------------------------------|------------------------------------|---|
| Play | First person: I/We | Active Voice | I play the keyboard | I am playing the keyboard | I have played the keyboard | I have been playing the keyboard | |
| | | Passive Voice | The keyboard is played by me | The keyboard is being played by me | The keyboard has been played by me | | |
| | | Active Voice | We play the keyboard | We are playing the keyboard | We have played the keyboard | We have been playing the keyboard | |
| | | Passive Voice | The keyboard is played by us | The keyboard is being played by us | The keyboard has been played by us | | |
| | You | Active Voice | You play the keyboard | You are playing the keyboard | You have played the keyboard | You have been playing the keyboard | |
| | | Passive Voice | The keyboard is played by you | The keyboard is being played by you | The keyboard has been played by you | | |
| | | He/She/It | Active Voice | He plays the keyboard | He/She/It is playing the keyboard | He/She/It has played the keyboard | He/She/It has been playing the keyboard |
| | | | Passive Voice | The keyboard is | The keyboard | The keyboard | |

| | | | | | | |
|--|--|--|-------------------------|-------------------------------------|-------------------------------------|--|
| | | | played by him/her/it | is being played by him/her/it | has been played by him/her/it | |
|--|--|--|-------------------------|-------------------------------------|-------------------------------------|--|

PRESENT TENSE

EXERCISE I

Read this dramatic poem and notice the many sentences/phrases which are in active voice. They have been underlined for you. Try to change the underlined expressions from active to passive voice.

(Read "ye" as "you": "Ye" means "you" in old English)



He Fell Among Thieves

(By Sir Henry Newbolt)

'Ye have robb'd,' said he, 'ye have slaughter'd and made an end,
Take your ill-got plunder, and bury the dead:

What will ye more of your guest and sometime friend?'

'Blood for our blood,' they said.

He laugh'd: 'If one may settle the score for five,

I am ready; but let the reckoning stand til day:

I have loved the sunlight as dearly as any alive.'

'You shall die at dawn,' said they.

He flung his empty revolver down the slope,

He climb'd alone to the Eastward edge of the trees;

All night long in a dream untroubled of hope

He brooded, clasping his knees.

He did not hear the monotonous roar that fills

The ravine where the Yassinriver sullenly flows;

He did not see the starlight on the Laspur hills,

Or the far Afghan snows.

He saw the April noon on his books aglow,

The wistaria trailing in at the window wide;

He heard his father's voice from the terrace below

Calling him down to ride.

He saw the gray little church across the park,

The mounds that hid the loved and honour'd dead;

The Norman arch, the chancel softly dark,

The brasses black and red.

He saw the School Close, sunny and green,

The runner beside him, the stand by the parapet wall,

The distant tape, and the crowd roaring between,

His own name over all.

He saw the dark wainscot and timber'd roof,

The long tables, and the faces merry and keen;

The College Eight and their trainer dining aloof,

The Dons on the dais serene.

He watch'd the liner's stem ploughing the foam,

He felt her trembling speed and the thrash of her screw;

He heard the passengers' voices talking of home,

He saw the flag she flew.

And now it was dawn. He rose strong on his feet,

And strode to his ruin'd camp below the wood;

He drank the breath of the morning cool and sweet:

His murderers round him stood.

Light on the Laspur hills was broadening fast,

The blood-red snow-peaks chill'd to dazzling white;

He turn'd, and **saw the golden circle at last,**

Cut by the Eastern height.

'O glorious Life, Who dwellest in earth and sun,

I have lived, I praise and adore Thee.' A sword swept.

Over the pass the voices one by one

Faded, and the hill slept.



EXERCISE II

Rewrite the following sentences active voice:

1. The bill has been paid by Rohit.
2. A special dosa has been eaten by me.
3. Five miles have been cycled by us.
4. The present has been opened by me.
5. The book has not been read by them.
6. The parcel has not been sent by you.
7. This issue has not been agreed to by us.
8. The thieves have not been caught by them.
9. Have we been noticed by them?
10. The job has not been appreciated by the boss.

PAST TENSE

| Verb | Person | Voice | Simple past | Past continuous | Past perfect | Perfect continuous |
|------|--------|-------|-------------|-----------------|--------------|--------------------|
|------|--------|-------|-------------|-----------------|--------------|--------------------|

| | | | | | | |
|--------|---------------------------|---------|------------------------------------|---------------------------------------|--------------------------------------|--------------------------------------|
| Repair | First person I | Active | I repaired the car | I was repairing the car | I had repaired the car | I had been repairing the car |
| | | Passive | The car was repaired by me | The car was being repaired by me | The car had been repaired by me | |
| | WE | Active | We repaired the car | We were repairing the car | We had repaired the car | We had been repairing the car |
| | | Passive | The car was repaired by us | The car was being repaired by us | The car had been repaired by us | |
| | Second person You | Active | You repaired the car | You were repairing the car | You had repaired the car | You had been repairing the car |
| | | Passive | The car was repaired by you | The car was being repaired by you | The car had been repaired by you | |
| | Third person He/she/it | Active | He/she/it repaired the car | He/she/it was repairing the car | He/she/it had repaired the car | He/she/it had been repairing the car |
| | | Passive | The car was repaired by him/her/it | The car was being repaired by him/her | The car had been repaired by him/her | |

EXERCISE I

Fill in each blank with either the passive voice or the active form of the simple past tense of the verb in the brackets.

1. The radio _____ by Guglielmo Marconi in 1896. (invented / was invented)
2. In the 19th century, bicycles along with horses _____ (were ridden/ rode)
3. I _____ my room after the birthday. (didn't tidy/ wasn't tidied)
4. A famous painting of Ravi Varma _____ in the auction yesterday. (sold/was sold)
5. The electricians _____ the new smoke alarm system last week. (were tested/ tested)
6. All the students in our class _____ the Tamil exam. (passed/ were passed)
7. Google _____ by Sundar Pitchai. (is headed/ are headed)
8. I _____ my bag all by myself. (packed/ was packed)
9. Donald Trump _____ as President of the United States in the November 8, 2016 election. (elected/was elected)
10. Joyce _____ a second chance by the school administration. (gave/ was given).

EXERCISE II

Change the following sentences into the passive voice and underline the modified verb

1. Megha was writing a poem.
2. She made a third attempt.

3. The boy asked a difficult question.
4. She wrote an award-winning novel.
5. The terrorists blew up the bridge.
6. The police caught the thief.
7. The woman was washing clothes.
8. The masons were building the house.
9. Mother was making a cake.
10. The girl was painting a picture.

FUTURE TENSE

| Verb | Person | Voice | Simple future | Future continuous | Future perfect | Perfect continuous |
|-------------|-----------------------|--------------|------------------------------------|---------------------------------|---|---|
| Write | First person I | Active | I will/shall write a poem | I will/shall be writing a poem | I will/shall have written a poem | I will/shall have been writing a poem |
| | | Passive | A poem will/shall be written by me | | A poem will/shall have been written by me | I would/should have been writing a poem |
| | We | Active | We will/shall write a poem | We will/shall be writing a poem | We will/shall have written a poem | We will/shall have been writing a poem |
| | | Passive | A poem will/shall be written by us | | A poem will/shall have been written by us | a poem would/should have been written by us |

| | | | | | | |
|--|-------------------------------|---------|---|----------------------------------|---|--|
| | Second person You | Active | You will/shall write a poem | You will/shall be writing a poem | You will/shall have written a poem | You will/shall have been writing a poem |
| | | Passive | A poem will be written by you | | A poem will/shall have written by you | A poem would/should have been written by you |
| | Third person He/she/it | Active | He/she/ - will/shall write a poem | He/she will be writing a poem | He/she will have written a poem | He/she would /should have written a poem |
| | | Passive | A poem will/shall be written by him/her | | A poem will/shall have written by him/her | A poem would/should have been written by him/her |

EXERCISE I

Change the passive tenses into active

1. He **will be helped** by me.
2. The invitation **will be accepted** by them.
3. Mark **will be invited** by Jane to the party.
4. The puzzle **will be solved** by her.
5. The fee **will be paid** by him.
6. Two tickets **will be booked** by me.
7. Her piano **will be brought** by her.

8. A new car **will be bought** by me.

9. They **will be visited** by her.

10. He **will be killed** by them.

EXERCISE II

Read the short story and answer the following questions using the future perfect tense

Shawn is in the army. Tomorrow, he will leave home to join his troops overseas for 18 months. He will have trained for 8 months by the time he leaves. He will have worked very hard by the time he comes. By the time he returns, he is going to have been gone for eighteen months. His wife will have worried about him all that time. They will have written many letters by the time he comes home. She will be happy when he safely returns.



1. For how many months will Shawn have trained by the time he leaves to go overseas?
2. By the time he returns, for how long would he have been gone?
3. What would they have written by the time S
4. hawn comes home?