

# ENGLISH & COMMUNICATION SKILLS-1

## DETAILED CONTENTS

### UNIT-1 Reading

#### Techniques of reading: skimming and scanning

Reading is the basic foundation on which the academic skills of individuals are built. As we all know the paramount importance of reading. It is given the top priority in primary education especially.

Many believe that reading is a true measure of a person's success in academics. Most of the subjects taught to us are based on a simple concept – read, understand, analyze, synthesize, and get information. So one can't deny that reading is one of the most desired skills.

Reading is a method of communication that enables a person to turn writing into meaning.

It allows the reader to convert a written text into a meaningful language with independence, comprehension, and fluency, and to interact with the message.

Reading is a great habit that can change human life significantly. It can entertain us; amuse us and enrich us with knowledge and experiences narrated.

There exist some reading techniques, which if mastered at a growing stage can help us, be better and far more comprehensive readers.

These skills might not necessarily be learned as rigid theories or rules but if understood well once they can definitely enhance the reading skills and increase the quality and quantity of output that we get from after reading.

There are few reading techniques and styles:

- 1 *Scanning.*
- 2 *Skimming.*
- 3 *Active Reading.*
- 4 *Detailed.*
- 5 *Speed.*
- 6 *Structure-Proposition-Evaluation*
- 7 *Survey-Question-Read-Recite-Review.*

We can use different reading techniques in different situations and as per our requirements.

## 1. Reading Technique-Scanning

Scanning is reading rapidly in order to find specific facts. Scanning is a reading technique to be used when we want to find specific information quickly. In scanning, we have a question in our minds and we read a passage only to find the answer, ignoring unrelated information.

We also can say that Scanning through the text is a reading strategy that is used for getting some specific points by looking at the whole text.

For highlighting the important points of a book the readers can skim through the summary or the preface or the beginning and end chapters of that book.

For example,

This technique is used for looking up a name from the telephone guidebook.

Now the question arises how we can scan a paragraph or the desired text. One should follow these simple steps to scan the text.

### **How to Scan:**

- \* State the specific information you are looking for.
- \* Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.
- \* Use headings and any other aids that will help you identify which sections might contain the information you are looking for.
- \* Selectively read and skip through sections of the passage.

## 2. Reading Technique-Skimming

Skimming is a strategic, selective reading method in which we focus on the main ideas of a text. While skimming, we deliberately skip text that provides details, stories, data, or other elaboration.

This reading technique is used for getting the gist of the whole text. This technique is generally used during reading a newspaper or magazine. Under this technique, we read quickly to get the main points and mostly skip over the details.

It is useful in getting a preview of a passage before reading it in detail or reviving understanding of a passage after reading it in detail.

## **How to skim:**

- \*Read the title.
- \* Read the introduction or the first paragraph.
- \* Read the first sentence of every other paragraph.
- \* Read any headings and sub-headings.
- \* Notice any pictures, charts, or graphs.
- \* Notice any italicized or boldface words or phrases.
- \* Read the summary or last paragraph.

## Questions for practice:

- 1Q. How can you say reading is a skill?
- 2Q. How is reading useful for us?
- 3Q. Which techniques are popular for enhancing reading skills?
- 4Q. Explain Skimming.
- 5Q. Which steps should be followed to do skimming?
- 6Q. Explain Scanning.
- 7Q. Which steps should be followed to do scanning?

## **Extensive and Intensive reading**

The Joy of reading is being able to consume all forms of written material unrestricted. whether you're worried about your reading speed or your ability to grasp concepts quickly, You can become a proficient reader with practice. Develop the habit of reading everything from novels to business reports. If you want to get the most out of your reading experience, you should practice extensive reading.

### Extensive reading

Extensive reading is an approach to language learning in which long text and a large amount of material are read by the students for general understanding. Extensive reading is a type of reading where one engages with different types of reading material. These materials can be fiction, non-fiction, work-related documents, newspaper articles or even statistical data. At work, there are complex business reports to read, numbers to make sense of and emails to write.

Extensive Reading has been used for Beginner-Level Language Learners. It helps to familiarize them with reading material and build the ability to understand new words and frame sentences. It will help in getting a general understanding of the text and improve language skills.

Extensive Reading helps us polish our reading ability. One can try to read as much and as widely as possible. It's better not to restrict ourselves to the same type of sources. Some examples of Extensive Reading are Newspapers, Blogs And E-Magazines.

### How To Read Extensively

1. Develop an Interest In Reading
2. Improve Reading Comprehension
3. Read Widely
4. Improve Vocabulary

### Advantages of Extensive Reading

1. Students become better readers.
2. It helps in learning more vocabulary
3. It improves writing skills.
4. It improves overall language competence
5. Students become more motivated to read.
6. It helps in developing learner autonomy.
7. Students become more empathic

Extensive Reading will help us tackle complex sentences and words that are hard to understand. Even if one doesn't become an avid reader or a book lover, one can still develop reading skills to improve our performance at work.

### Intensive Reading

Intensive Reading is a reading method wherein learners are supposed to read the short text carefully and deeply so as to gain maximum understanding. Intensive reading involves learners reading in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills. The learners read a short text and put events from it into chronological order

Intensive Reading is one of the most critical skills we can develop to get a better understanding of information. When we have to read a report for work. For example, we

can't just skim it and call it a day. We have to get a deeper understanding of what's written, assess the purpose and evaluate the results to make sense of it. We'll be able to strengthen our reading comprehension, vocabulary and language skills.

### How to Read Intensively

In school, it was easier to read in bulk and still understand everything. This is primarily because we had more time and fewer worries related to our future. Today, we get distracted for a good hour if someone so much as rings the doorbell. Here are some ways to develop the habit of Intensive Reading.

One can follow these steps:

1. Taking Notes
2. Break down The Reading Process
3. Apply what you've learnt

### Advantages of intensive reading

1. It improves the power of expression.
2. The students develop the skill of questioning and answering.
3. The students become interested in looking into details of the text.

Exercise - 1

Read the following passage carefully and answer the questions that follow.

Abraham Lincoln was born in 1809 in northern Kentucky. At the time of his birth, Kentucky was part of the western frontier of the U.S. his father was a farmer and at one point he was relatively wealthy. However, when young Abraham was only seven years old, his father lost his land. The family moved to Indiana, where his mother died when he was nine. When he was a young man, Abraham's family moved to Illinois.

Abraham had little formal education growing up. He loved to read, so he educated himself. In Illinois, he studied law by reading law books. He became a lawyer in 1837 in Springfield, Illinois.

Lincoln's political career began early and he served in the state legislature and in the U.S. House of Representatives. He was a gifted speaker. He won national attention for his speeches against slavery during several debates. This led to his nomination for the presidency, which he won in 1860.

President Lincoln's election angered the southern states and seven of them announced they would leave the U.S. and form their own government. In 1861, South Carolina troops fired artillery at Fort Sumter, a U.S. military fort. This began the civil war. The war would be the central feature of Lincoln's presidency.

Lincoln's goal through the war was to reunite the North, known as the Union, with the South, known as the confederacy. As commander-in-chief, he selected the Union generals to lead the army. He issued the emancipation proclamation in 1863, which signaled freedom for the slaves.

Lincoln was re-elected in 1864. After four long years, the Union won the Civil war in April 1865. Lincoln's goal to reunite the country had come true, but he would not live to see it. Just six days after the end of the war, on April 15, 1865, President Lincoln was killed by John Wilkes Booth. He was the first American President to be assassinated. He is remembered today for his wisdom, compassion and patriotism.

A. Now answer the following questions:

- a) When was Abraham Lincoln born?
- b) When did his family move to Indiana?
- c) When did he become a lawyer?
- d) For which quality did Lincoln win national attention?
- e) What angered the southern states?
- f) Where did the South Carolina troops fire?
- g) What was the central feature of Lincoln's presidency?
- h) What was Lincoln's goal?
- i) What signalled freedom for the slaves?
- j) When and by whom was President Lincoln killed?

B. State whether the following statements are true or false:

- a) When young Abraham was nine years old, his father lost his land.
- b) He studied law in Illinois.
- c) South Carolina troops fired artillery at Fort Sumter, in 1862.
- d) President Lincoln was assassinated on April 15, 1865.
- e) Lincoln's goal to reunite the country has not come true.

C. Write the antonyms of the following words:

- i. War
- ii. Lost

- iii. Freedom
- iv. Birth
- v. Young

## Exercise-2

Read the following passage carefully and answer the questions that follow.

From the beginning of my education, Miss Sullivan made it a practice to speak to me as she would speak to any hearing child; the only difference was that she spelled the sentences into my hand instead of speaking them. If I did not know the words and idioms necessary to express my thoughts, she supplied them, even suggesting conversation when I was unable to keep my end of the dialogue.

The process was continued for several years, for the deaf child does not learn in a month or even in two or three years, the numberless idioms and expression used in the simplest daily intercourse. The little hearing child learn these from constant repetition and imitation. The conversation he hears from his home stimulates his mind and suggests topics and calls forth the spontaneous expression of his own thoughts. This natural exchange of ideas is denied to the deaf child. My teacher realizing this, determined to supply the kinds of stimulus I lacked. This she did by repeating to me as far as possible, variations of what she heard, and by showing me how I could take part in the conversation. But it was a long time before I ventured to take the initiative and still longer before I could find something appropriate to say at the right time. The deaf and the blind find it very difficult to acquire the amenities of conversation. How much more this difficulty must be augmented in the case of those who are both deaf and blind! They cannot distinguish the tone of the voice or, without assistance, go up and down the gamut of tones that give significance to words, nor can they watch the expression on the speaker's face, and a look is often the very soul of what one says.

A. Now answer the questions:

- a) Who made it a practice to speak to the writer?
- b) What was the only difference?
- c) What did Miss Sullivan do when the writer was unable to keep up her end of dialogue?
- d) For how long was this process continued?
- e) How does a child with little hearing ability learn?
- f) What is denied to the deaf child?

- g) What did the teacher determine to supply?
- h) What is difficult for the deaf and the blind?
- i) What can the deaf and blind child not distinguish?
- j) Who cannot watch the expression on the speaker's face?

B. State whether the following statements are true or false:

- a) She spelled the words into her arm.
- b) The conversation that a child hears in his home stimulates his mind.
- c) A look is often the very soul of what one says.
- d) It was not a long time before I ventured to take the initiative.
- e) The deaf and blind can distinguish the tone of the voice.

C. Write the antonyms of the following words:

- Natural
- Possible
- Significant
- Appropriate
- Up

Question Bank:

1. What is extensive reading?
2. Give four advantages of extensive reading?
3. What is intensive reading?
4. Which steps should be followed for intensive reading?
5. Give advantages of intensive reading.

## **Homecoming-R.N.Tagore**

Long Questions

Q1. Discuss the character- sketch of Phatik.

Ans: Phatik Chakravarti is the hero of the story home- coming. He is the ringmaster among the boys of the village. He is always full of mischief which is why his mother always scolds him for his indifferent behaviour. His mother describes him as lazy, disobedient, and wild.

Phatik is afraid of his mother. He told his mother that whatever Makhan said was not always right. But his mother had faith in Makhan. Phatik was overjoyed to visit Calcutta as he would be able to avoid his tyrant mother.

Phatik is generous by nature. When he leaves for Calcutta, he gives his fishing rod, a big kite and marbles to Makhan.

Phatik is a sensitive boy. When he realizes that he is an unwelcome guest at his uncle's house, he is depressed. In the beginning he tries to please his aunt but to no avail.



We can say that Phatik is a simple village boy who spent his time in mischief, unaware of his mother's trouble. His is the story of a teenage boy who is childish in behaviour. Through his character the writer has tried to depict the predicament of a teenage boy.

Q2. Narrate Phatik's experience in the school.

Ans: Phatik could not adjust in the new school as there was no other boy as backward as Phatik. He gaped and stayed silent when the teacher asked him a question. He could not mix-up with the boys and did not play with them. He found it very difficult to prepare lessons even with the help of a textbook, because of which he was punished daily. His condition became so miserable that even his cousins did not want to own him.

Q3. Write the summary of the chapter Home- Coming by Rabindranath Tagore.

Ans: Homecoming is the tale of a 14 years old Bengali boy who was a nuisance to his mother, was sent away for studying and died then unloved and longing for his home. There has not been a single person in India who did not weep after reading this Tagore story.

The boy grew up lazy, wild and violent and thought about doing new mischiefs every day.

Phatik Chakravathi's father died very early. He grew up lazy, wild and disobedient. His younger brother Makhan Chakravathi was quiet, good and fond of reading. Phatik thought about doing new mischiefs every day. One day he and his retinue of boys pushed into the river a wooden log meant to be shaped as the mast of a boat. Makhan, objecting to this and sitting firmly on the log, was thrown to water along with the log. At home, when he was questioned about this, he beat not only his brother but his mother also. It was then that his uncle from Calcutta City arrived. He agreed to take the boy along with him to Calcutta to be educated there. The boy was only glad to leave, but the mother was only half-relieved and half-sad.

He missed the meadow, mountain, and river in his native village, became a failure at school and began to always ask when holidays would come.

Phatik's uncle had three sons of his own and his aunt did not like this new addition to their family. A 14 years old boy will have his own problems too. He was fast growing up. He was neither a child nor a man, crossing the line in between. He missed the meadow, mountain, and river of his native village. Therefore, it was no wonder he became a failure at school. He answered no questions, was beaten badly daily at school and ridiculed by all including his cousins. He grew impatient about returning to home and began always asking, when the holidays would come.

In his delirium, he talked about things in his native village, asked his mother not to beat him anymore and called out fathom-marks which steamer-sailors in his native village river did.

One day Phatik lost his lesson book and was scolded and abused by his aunt. It served as the last hurt to break him. On a rainy afternoon after school, feeling fever and headache, he sought shelter somewhere and did not return home. He did not want to trouble his aunt anymore. Police help was sought the next day. They found him and brought him home, shivering and falling into a delirious state. He talked about things in his native village, asked his mother not to beat him anymore and called out fathom-marks which steamer-sailors in his native village river did. He moved restlessly, his hands beating up and down. His condition seemed critical to the doctor, and his mother in the village was sent for. When his mother arrived moaning and crying, and

calling his names, he was nearing his eternal home which is Heaven. His last words were Mother, the holidays have come.

Q4. How does the writer explain the predicament of a fourteen-year-old boy?

Ans: The writer explains that there is no worse nuisance than a boy at the age of fourteen is neither ornamental nor useful. If he talks with a childish lisp he is called a baby and if he answers in a grown up way he is called impertinent. He is also at a growing age, growing out of his clothes with indecent haste, his voice also grows hoarse. When he talks with elderly people, he is either unduly forward, or sometimes he feels shy of his own existence. Being a teenager is a very strange experience for anybody.

#### Short Questions

Q1. Why did mother beat Phatik?

Ans: Makhan had spoiled Phatik's plan of rolling away the log. He sat down on the log to save his regal dignity before his friends, Phatik ordered to roll the log while Makhan was sitting on top of it. In this process, Makhan got hurt and told his mother that Phatik had beaten him. So, their mother beat Phatik.

Q2. Why did Bishamber take Phatik with him?

Ans: When Bishamber asked his sister about the two boys, she told him that Phatik was disobedient, lazy and wild. On the other hand, Makhan was a good boy who was fond of reading. She further told him that Phatik was a perpetual nuisance. So, he thought that he could make her sister easy by taking a phatic along with him. So, he offered to educate Phatik by taking him along to Calcutta.

Q3. Was Phatik's aunt happy with his arrival?

Ans: Phatik's aunt was not pleased with his unnecessary addition to her family. She found her own three boys quite enough to manage. She was terribly upset and considered Bishamber's act as foolishness.

Q4. Why did Phatik want to go back home?

Ans: To avoid the atmosphere of neglect and insult, Phatik one day summoned up all his courage and left the house of his uncle. He wanted to go back to his village friends. He also missed his mother. He wanted to see her. He wanted to live again in the open country and fresh air among those who really loved him. He wanted to go back to the people whom he belonged to.

#### Very Short Questions

Q1. What was the new mischief that got into Phatik's head?

Ans: Phatik decided that they should all work together to shift the log from its place and role it away. The owner would be angry, and they would all enjoy the fun.

Q2. Did Phatik realize that he was unwelcomed in his uncle's family?

Ans: Yes, after some time Phatik realized that he was an unwelcome guest.

Q3. What was the name of Phatik's younger brother?

Ans: Makhan was Phatik's younger brother.

Q4. What were Phatik's last words to his mother?

Ans: Phatik's last words were, "Mother, the holidays have come".

Question Bank:-

1. What is the significance of the title "Home-Coming"?
2. Who is responsible for Phatik's death?
3. What did Phatik remember about his village?
4. What is the message of the story?
5. How did Phatik's life change after coming to the city?
6. Why was Phatik unhappy in Calcutta?
7. Who is the protagonist in the story?

### **Life Sketch of Sir Mokshagundam Visvesvaraya**

1) Long answer type questions:

a. Describe the early life and education of Sir M. Visvesvaraya.

Ans. Sir M Visvesvaraya was an eminent engineer, statesman and scholar. He was born on 15th September 1861 in a Telugu Brahmin family in Muddenahalli village of Chikkaballapur district. His father Mokshagundam Srinivasa Shastry was a renowned Sanskrit scholar. He lost his father at the age of 12. As he came from a humble background, he supported himself by giving tuitions to the children of a rich family. He studied up to Middle standard in Chikkaballapur. He passed matriculation from Central College High School, Bengal in 1876. He graduated from Madras University in 1880. He was awarded a scholarship from Mysore government that enabled him to pursue further studies. Then, he joined the College of Engineering at Pune. Here he topped the Licentiate Examination in Civil Engineering. He received the Berkeley Prize for this achievement.

2) Write about the contribution of M Visvesvaraya as a public servant.

Ans. Sir M Visvesvaraya was appointed as Assistant Engineer in 1884 in the Public Works Department in the state of Bombay. He served diligently for twenty-four years and retired as superintending Engineer in 1908. During his tenure of service, he evolved a new design of automatic floodgates system. They were initially installed at Khadakvasla reservoir near Pune in 1903. He got a patent for the design but refused to accept any royalty from the government. Later, the system of flood gates was implemented on other dams also.

3) Write a short note on M Visvesvaraya's contribution to Hyderabad city.

Ans. Sir M Visvesvaraya joined Hyderabad Government in April, 1909. He designed a flood control and drainage system for Hyderabad city that was hit by unprecedented floods in 1908. He prepared a plan for flood control. He submitted a proposal for replanning of the city introducing a modern drainage system as well as gardens, roads and other additions both practical and beautiful. This work brought him into prominence at an all-India level.

4) Write a note on MV's major contribution to Mysore state.

Ans. Sir M Visvesvaraya joined Mysore state as Chief Engineer in 1912. He also served as Dewan from 1912 to 1918. The project of Krishna Sagar Dam was constructed under his supervision. The dam created the biggest reservoir in Asia at that time.

5) Why is M. Visvesvaraya called the father of modern Mysore state?

Ans. Sir M. Visvesvaraya is called the father of modern Mysore state because of his holistic approach for the development of the state. The Krishanraj Sagar dam led to irrigation schemes and power generation. This in turn became a catalyst in agricultural and industrial growth. Apart from engineering works, he also helped in the establishment of major industries. Of these, the most notable are Mysore Iron & Steel Works at Bhadravati, Mysore Sandal Oil Factory and Mysore Soap Factory. Thousands of people got employment in the state.

6) Write a short note on major awards that M Visvesvaraya received in his career.

Ans. Sir M. Visvesvaraya has been acknowledged as one of the foremost engineers in India. He devoted his life and services to the country for a creative tomorrow. During his life span, he received various awards and honors. He got Berkeley prize for being on top of the list of successful candidates in the Licentiate Examination in Civil Engineering. He was appointed Knight Commander of the Order of the Indian Empire by King George V in 1915 for his contribution to society. He was given Honorary Membership of London Institution of Civil Engineers for 50 years. He was also elected member of the Indian Science Congress. He was conferred Bharat Ratna in 1955 for his untiring services to the nation.

#### Question Bank

1. When was M Visvesvaraya born?
2. On which day Engineer's Day is celebrated in India?
3. Who is known as the father of Indian engineering?
4. In which state M Visvesvaraya served as Dewan?
5. Write the name of alma mater of M Visvesvaraya.
6. Why did he get the Berkeley prize?
7. Where was the automatic floodgates system first installed?
8. Which project made M Visvesvaraya popular at an all-India level?
9. Which dam created the largest reservoir in Asia?
10. Write a short note on Krishnaraja Sagar Dam.
11. Why was M Visvesvaraya called upon to serve in Hyderabad state?
12. Write a short note on the inspirational qualities and habits of M Visvesvaraya.

### **Life Sketch of Dr Abdul Kalam**

#### Long Questions

Q1. Write a brief life sketch of APJ Abdul Kalam.

Ans: Dr. APJ Abdul Kalam (Avul Pakir Jainulabdeen Abdul Kalam) was born on 15th October 1931 in the temple town of Rameswaram, located in Tamil Nadu. He was born to a very poor Tamil Muslim family. His father was a boatman, and an imam in a local mosque, and his mother was a housewife. Due to poverty, Dr. Abdul Kalam had to sell newspapers in his early childhood to run his family, but he was a hardworking and sharp student. He started his schooling from

Schwartz Higher School in Ramanathapuram. He then moved on to complete his graduation in physics from the University of Madras and after that to study aerospace technology from the Madras Institute of Technology. Dr. Kalam started his career as a scientist from the Aeronautical Development Establishment of DRDO and worked under the eminent scientist Vikram Sarabhai. He started his contribution as a scientist in 1969 when he was the project director of India's first satellite Launch Vehicle (SLV-III) used to launch the satellite Rohini in 1980 and is considered the developer of the Polar Satellite Launch Vehicle. He also played a crucial role in the development of Agni and Prithvi missiles. Dr. Kalam was the Chief Scientific Adviser to the Prime Minister in 1992 when the Pokhran-II nuclear tests were conducted. In 2002, Dr. Kalam was elected as the 11th President of India. He had received the title of 'People's President.' During his tenure as President, he had rejected the mercy plea of the Dhananjay Chatterjee, convicted of brutal rape and murder. He was only the third President to be awarded the Bharat Ratna. He also imposed President's rule in Bihar in 2005. However, he did not file for Presidency for a second term and instead returned to the field of academics and continued to do so till his death in 2015.

Q2. What were the struggles of APJ Abdul Kalam in his childhood?

Ans: Living on the island of Rameswaram, APJ Abdul Kalam was born to a poor fishermen family where the elders struggled hard to make both ends meet. But the humble man he is, he did not term them as "struggles"; rather "experience". Poverty never stopped him from reaching heights he wanted to reach. With his zeal he turned the darkness of his house with no electricity into an ever-dazzling light. Studying under the dim streetlights, he never let anything stop him to gather knowledge. In his autobiography he told the story of his childhood tuition teacher who had only one condition- that little Kalam must reach there before dawn after having a bath. And Kalam was never late, even for once.

### Short Questions

Q1. How did Abdul Kalam die?

Ans: On 27 July 2015, Kalam travelled to Shillong to deliver a lecture on "Creating a Livable Planet Earth" at the Indian Institute of Management Shillong. While climbing a flight of stairs, he experienced some discomfort, but was able to enter the auditorium after a brief rest. At around 6:35 p.m. IST, only five minutes into his lecture, he collapsed. He was rushed to the nearby Bethany Hospital in a critical condition; upon arrival, he lacked a pulse or any other signs of life. Despite being placed in the intensive care unit, Kalam was confirmed dead of a sudden cardiac arrest at 7:45 p.m.

Q2. What was Dr. Kalam's career after graduation?

Ans: After graduating from the Madras Institute of Technology in 1960, Kalam joined the Aeronautical Development Establishment of the Defense Research and Development Organization (by Press Information Bureau, Government of India) as a scientist after becoming a member of the Defense Research & Development Service (DRDS). He started his career by designing a small hovercraft but remained unconvinced by his choice of a job at DRDO. Kalam was also part of the INCOSPAR committee working under Vikram Sarabhai, the renowned

space scientist. In 1969, Kalam was transferred to the Indian Space Research Organization (ISRO) where he was the project director of India's first Satellite Launch Vehicle (SLV-III) which successfully deployed the Rohini satellite in near-earth orbit in July 1980; Kalam had first started work on an expandable rocket project independently at DRDO in 1965.

#### Very Short Questions

Q1. What is the full name of Abdul Kalam?

Ans: Abdul Kalam's full name is Avul Pakir Jainulabdeen Abdul Kalam.

Q2. What is his nickname?

Ans: Abdula Kalam's name is Missile Man.

Q3. What is the birth and death date of APJ Abdul Kalam?

Ans: APJ Abdul Kalam's birth date is October 15, 1931 and death date is July 27, 2015.

Q4. What is the educational qualification of Kalam?

Ans: Kalam was Bachelor of Science in Physics from Saint Joseph College in (1954) and had a degree in Aerospace Engineering (1960).

Q5. Which island is named after Dr. APJ Abdul Kalam?

Ans: Wheeler Island in Odisha is named after Dr. APJ Abdul Kalam.

Q6. What was Kalam's dream about his career before he stepped into scientific research?

Ans: Kalam's aim about his career before he stepped into scientific research was to become a fighter pilot.

#### Question Bank

1. Why A.P.J. Abdul Kalam is an inspiration?
2. What was Kalam's dream in life?
3. What is the slogan of Abdul Kalam?
4. What are the main qualities of Abdul Kalam?
5. Write about the contributions of Abdul Kalam.
6. How Abdul Kalam made the world a better place?
7. Why is Adul Kalam called 'The Missile man of India'?
8. What was Kalam's vision for India?
9. What is Abdul Kalam famous for?
10. What is the message of Abdul Kalam for the youth?

### **Narayan Murthy's speech at LBSNA, Dehradun**

I. Short Answer type questions:

a. What was the topic of Narayana Murthy's speech at LBSNA?

ANS- The topic of speech was: The Role of Western Values in Contemporary India.

b. What is the challenge to form a progressive community?

ANS- The challenge to form a progressive community is to strike a balance between the interests of an individual and that of a society.

c. Write two pillars of the cultural value system.

ANS- The two pillars of the cultural value system are loyalty to family and loyalty to community.

d. What is the primary difference between Western people and Indians?

ANS- The western people have better societal orientation as compared to Indians. Indians are ignorant about their responsibility towards society.

e. What is the trait of accountability?

ANS- The trait of accountability means that one is accountable for one's deeds irrespective of his position or status in society.

f. What does the concept of dignity of labour refer to?

ANS- The dignity of labour is the philosophy that all types of jobs are respected equally, and no occupation is considered superior and none of the jobs should be discriminated against on any basis.

g. How is professionalism important in dealings?

ANS- Professionalism is important as it leads to non-interference of personal relations in professional dealings. It leads to competence in work.

II. Long Answer type questions:

1. How does the value system help in the progress of society?

Ans. The value system is a set of norms that instills trust, confidence and commitment among the members of society. It teaches an individual decent and desirable behaviour whereby he learns to keep the interests of society over his own interests. This societal orientation of individuals and sound values lead to the holistic progress of society.

2. Which aspect of Indian culture has been appreciated by Narayana Murthy?

Ans. Narayana Murthy has appreciated Indian culture for its deep-rooted family values. The parents make big sacrifices for their children and support their children until they become independent. On the other hand, children also consider it their duty to look after their parents in old age. The siblings in the family have mutual respect and enjoy a strong bond. The institution of marriage is also considered as a sacred union. In joint families every member works for the welfare of the family. The love and affection among the family members serve as a critical support mechanism in times of crisis.

3. Why has the speaker expressed concern for Indians' approach towards community?

Ans. Narayana Murthy has expressed concern for our poor societal orientation. In spite of our good family values, we have failed to reflect these values in the public domain. Indians keep their self-interest over the interest of society. The western people care and sacrifice more for their society as compared to Indians. As a result, the quality of life has failed to enhance in spite of the advancements made in different fields.

4. Write a short note on the root cause of corruption as well as its impact on society.

Ans. The root cause of corruption is the priority of one's own interest over the interest of the society. The western society is relatively free from corruption. But in India corruption, tax evasion, cheating and bribery have percolated deep into our system. For instance, contractors bribe officials and construct low-quality roads and bridges. As a result of such dubious practices the society loses in the form of substandard services provided to the people. Unfortunately, such behaviour is overlooked by all.

5. Write a short note on the central theme of Narayana Murthy's speech at LBSNA.

Ans. Narayana Murthy delivered this speech on the topic: The Role of Western Values in Contemporary India. In his speech, he has made many observations regarding Indian culture and societal practices at large. He has compared the values practiced in Indian society with those in the west. The western people are more responsible and careful about their society. They sacrifice their own interest for the interest of society. But in India, we fail to reflect such an approach in the public domain. We have failed to assimilate moral values in public conduct. As a result, our society is lagging behind in terms of quality of life. If we want to improve as a nation, we must imbibe the good moral values practiced in western countries.

#### Question Bank

1) Very short answer type questions:

- A) Write the full form of LBSNA.
- B) Who is Narayana Murthy?
- C) What is a value system?
- D) What is the primary difference between the Western and Indian people?
- E) What holds us back from solving community matters?
- F) What does Aristotle's words: "We are what we repeatedly do ", mean?
- G) Who was Al Barouni ?
- H) Why didn't Indian pundits talk to Al Barouni ?
- I) Dignity of labour is an integral part of which society?
- J) Do Indians hesitate in asking favours from stranger

2) Short Answer Type Questions.

- 1) "Indians become intimate even without being friendly." Describe the behaviour of Indian people with reference to the given statement.
- 2) Describe the role of apathy in solving community problems.
- 3) What is intellectual arrogance?
- 4) How do western people deal with contractual obligations?
- 5) What did a professor in a US university talk about Indian students?
- 6) What is intellectual honesty?
- 7) Explain the words of the speaker: Maximum welfare of maximum people.



## Unit 2

### Fundamentals of Communication

#### Concept and Process of Communication

The term communication is derived from the latin word “communis” which means “common”. Thus, communication stands for sharing ideas in common. Man is a social being. Communication is important to everyone to exist in society. A large share of our time is devoted to communication. We share our thoughts, ideas and feelings with individuals and groups of people. Communication plays an important role in the development of mankind, society and in the economic growth of the country. According to Ferry and Franklin “Communication is the art of developing and attaining understanding between people. It is the process of exchanging information and feelings between two or more people and it is essential to effective management.

#### The Process of Communication

Communication is the process of exchange of ideas, facts, opinions and manners by which the receiver of a message shares and understands it with another. It is a process that connects the sender with the receiver. It is the whole sequence of transmission and interchange of facts, ideas, feelings etc. Process is a course of action. The process of communication is made of several elements or components. These components are interrelated to form the model of communication. The components of the process of communication are as follows.

- 1) Message
- 2) Sender
- 3) Encoding
- 4) Communication Channel (Medium)
- 5) Receiver
- 6) Decoding
- 7) Feedback

- 1) Message

Message is a piece of information spoken or written to be passed from one person to another. It is a subject matter of communication. It may involve any fact, idea, opinion, figure or information. It comes in the mind of the sender, speaker or communicator.

- 2) Sender

Sender is the person who sends or conveys the message. He is known as the communicator or sender. There is always a communicator or sender in the process of communication. The sender begins the communication. He may be an individual, a group or an organization. The

sender must have a clear picture in his mind about what he wants to communicate. For example, a lecturer delivering a lecture in the class room is a sender of a message.

### 3) Encoding

When an idea comes in the mind of the sender, he puts it in a manner in which the receiver may understand it. Giving a thought a form of language which can be understood by the receiver is called encoding.

### 4) Communication Channel

Channel is the means or medium of communication by which a message is transmitted to the receiver. After encoding the message, the sender chooses the method to give information to the receiver. It can be written, spoken, through sign or body language.

### 5) Receiver

Receiver is the person who receives the message. Without the receiver the process of communication is incomplete. He may be a listener or reader or viewer of the message. He not only receives the message but understands it and gives feedback.

### 6) Decoding

Decoding is the process of translating an encoded message into understandable language. The receiver converts the symbols, words or signs received from the sender in his own easy language to get the complete meaning of the message.

### 7) Feedback

Feedback is the receiver's response to the sender's message. It is the last but important element in the process of communication. It is the reversal of the communication process where receiver becomes the sender and the sender becomes the receiver. It helps the sender to know that the message has been received and understood by the receiver in a manner it was sent to be understood.

### Question Bank

- 1.What is the definition of the process of communication?
- 2.Name any four components of the communication process.
- 3.What is the role of feedback in communication?
- 4.What is the difference between encoding and decoding?
- 5.What do you understand by the term message?

## Types of Communication

Language is the most powerful tool of communication. It is used to convey messages easily. There are two types of communication:

- 1) Verbal Communication
- 2) Non-Verbal Communication

1) Verbal Communication: The communication done by using language or (words) is called verbal communication. It is further divided into two parts:

- a) Oral Communication
- b) Written Communication

The term or word oral means anything related to the mouth. Oral communication is a form of communication in which the message is transmitted in spoken form. In oral communication the sender and the receiver exchange their ideas through speech, either in face to face conversation or through some mechanical or electrical device.

The forms or the modes of the oral communication are - face to face communication, meeting, conference, seminar, radio, T. V., lectures, interviews, telephone etc.

### Advantages of Oral Communication

- i) It is faster than the written conversation.
- ii) Oral communication helps in getting a quick response from the receiver.
- iii) It is more effective because in this process, the sender and the receiver share their ideas on one to one basis.
- iv) It is more effective because one can make gestures and use body language to convey the ideas and feelings.
- v) It is useful when the information has to be kept a secret between the sender and the receiver.
- vi) It is useful when the receiver is illiterate.
- vii) It is useful when some messages are to be given to a large number of people.
- viii) It is more flexible because ideas and counter ideas can be exchanged and debated ..... upon.

### Disadvantages of Oral Communication

- i) It may not be possible in areas where there are no means of communication available.
- ii) It cannot serve as an authentic piece of record unless the conversation is recorded.
- iii) It may fail in certain situations and create misunderstanding because of the immediate response from the receiver where the sender and the receiver are in disagreement with each other; such disagreements can lead to arguments.

### Written Communication

The communication in which the information is exchanged in the written or printed form is known as written communication. It is the most formal of all types of communication. Written communication is transmitted by written words in the form of letters, reports, handbooks, memos, circulars, cards, magazines, etc. and these days through emails. It is helpful to keep a record of communication with the advancement of technology. These days scope of written communication has become global with the availability of electronic means like e-mail and fax.

#### Advantages of Written Communication

- i) Written communication is useful when the messages are of permanent nature.
- ii) It is useful when the message is long and lengthy.
- iii) It is helpful even when the receiver is in any part of the world
- iv) It is useful when the message contains figures and pictures or data.
- v) It is helpful when the message is difficult to transmit orally.
- vi) It is useful for the receiver because he gets sufficient time to understand the message and respond appropriately.
- vii) Written communication is useful for keeping a record in the future.

#### Disadvantages of Written Communication

- i) It may create confusion in the mind of the receiver and to clear that confusion there may be a lot of to and fro exchange of information which may be time consuming.
- ii) Once the message has been dispatched, there is little scope for amendments.
- iii) If the written communication is poorly drafted, it may create misunderstanding and confusion in the mind of the receiver.

#### Questions

Q.1 State whether following statements are true or false. Furnish true answers, if false.

- a) A message has to be in a written form.
- b) Written communication is a verbal form of communication.
- c) Oral communication is more expensive than a 'WhatsApp' message
- d) Formal communication is temporary in nature.

Answer key: (a) It can be in written or spoken form.

(b) It can be in verbal form.

(c) It is less expensive.

(d) It is a permanent nature.

Q.2 Fill in the blank.

a) The subject or form that deals with the way people use time dimension in communication is known as .....

b) Type of communication where official rules, procedures and chain of command are practiced is called ..... communication.

Answer key: (a) Chronemics (b) Formal

Q.3 Choose the correct answers.

- a.1) Written communication is cost effective.
- a.2) Written communication is useful when a record is required to be kept.
- a.3) Written communication can be used along with gestural communication

- b.1) In nonverbal communication speaking skills are very important.
- b.2) Nonverbal communication cannot convey the whole message.
- b.3) Eye movements are not part of nonverbal communication.

Answer key: (a) 2 (b) 2

Q.4 What do you understand by communication channel? Answer in two/three sentences.

Q.5 Why is feedback an important component of the communication process? Answer in two/three sentences.

Q.6 What are the important basic skills of communication? Elaborate.

.What are the limitations of non-verbal communication?

Question Bank

1. What is the difference between verbal and non-verbal communication?
2. What is the difference between oral and written communication?
3. Write any five examples of non-verbal communication.
4. What is the difference between kinesics and proxemics types of communication?
5. What are the advantages of written communication?
6. What are the utilities of oral communication?

## **BARRIERS TO COMMUNICATION AND OVERCOMING STRATEGIES**

**MISCOMMUNICATION:** Miscommunication is a ruined form of communication. What is to be communicated does not get communicated and an obstructed form of the message is transmitted.

### **COMMON CAUSES OF COMMUNICATION BARRIERS:**

#### **1. At Sender's Level in :**

- (i) Formulating thought, ideas and message.
- (ii) Encoding the message.

#### **2. At Receiver's Level in :**

- (i) Receiving the message.
- (ii) Decoding the received message.
- (iii) Understanding the message.

### 3. At Transmission Level

### 4. At Feedback level

#### **TYPES OF BARRIERS:**

1. Semantic or Language Barriers
2. Organizational Barriers
3. Psychological Barriers
4. Physical Barriers

**Semantic Barriers:** Semantic is the study of words or their meanings. The semantic barriers are those barriers which are related to language.

#### **The chief semantic barriers are as under:**

- (i) **Different Languages:** Employees at organization have no common language. And this acts as a barrier while communicating ideas and feelings.
- (ii) **Wrongly Expressed Message:** This barrier occurs when we choose wrong words; when we make frequent repetitions or when sentences are not logically connected. In the English language one word may have more than one meaning.  
e.g. Give me water to drink (here water means a glass of water).  
The water dispute of Punjab and Haryana (here water means river water of river).
- (iii) **Faulty Translation:** In an organization, employees cannot have the same language. And this requires a translator. If the translator does not translate properly then the message is not communicated in the desired sense.
- (iv) **Poor Vocabulary:** If one does not have good vocabulary then one cannot use the right word in the right place. And the message is not communicated in the desired sense.
- (v) **Use of Technical Language:** Some people like engineers have their separate technical language. And everybody cannot understand that language. Hence, technical language can be a barrier to communication.

#### **Organizational Barriers:**

Organizational structure affects communication in many ways. Some major organizational barriers are as under:

- (i) Organizational Rules and regulations: If an organization has strict rules then sometimes, employer's hesitate to send some of the important messages. This acts as a barrier to communication.
- (ii) Hierarchical Relationship: The greater the difference in hierarchical position, the greater is the communication gap between the employees and executives.
- (iii) Complexity in Organizational Structure: more number of managerial levels in an organization results in delay in communication and information gets changed before it reaches the receiver. Thus, more the number of managerial levels in an organization, more ineffective the communication becomes.
- (iv) Non – conducting of Staff Meetings: In organizations where meetings and conferences are missing, free flow of communication is interrupted and communication gap between the employer and employees widens.
- (v) Wrong Choice of Channel: There are many mediums and channels of communication available, like face-to-face, oral communication, telephonic, e-mail etc. Each channel is not suitable in every situation. So proper care must be taken while selecting the channel. Otherwise, it will create a barrier.
- (vi) Less Organizational facilities: Organizational facilities mean making available stationery, telephone, translator etc. Where these facilities are lacking, communication will not be timely and clear.

**Psychological Barriers**: Psychological barriers arise from motives, emotions, social values, different perceptions etc. These create a psychological distance, cause misunderstanding among people and hinder the communication process.

- (i) Selective Perceptions: Everybody has different perceptions based upon their sensory receptors. We see what we want to see and not what other wants to convey.
- (ii) Premature Evaluation: It is human tendency that we try to evaluate quickly. We do not listen or read the whole, but try to infer from a certain part of the message. As a result, effective communication does not take place because of premature evaluation. This barrier can be overcome by empathic listening.
- (iii) Different Comprehension of reality: Each person has unique sensory receptors. As a result, everybody sees reality in his own desired way.

- (iv) Attitude of Superiors: The attitude of superiors affects the flow of communication. If the superiors lack confidence in themselves as well as in their subordinates, they will try to conceal, colour or filter the information.
- (v) Attitude of Sub-ordinates: The negative attitude of subordinates also affect the communication flow. Their inferiority complexes, unwillingness to share information and fear of action are the obvious barriers to communication.
- (vi) Poor Listening: Poor Listening is one of the psychological barriers in effective communication. Most of the people just hear and do not listen attentively. If they listen, they listen selectively- taking the 'desired part' and ignoring the 'undesired part' of the message. This poor listening greatly affects communication flow.

### **Physical Barriers**

Physical barriers are those barriers which are caused due to the faulty physical conditions.

- (i) Noise : Any disturbance or interference that reduces the clarity and effectiveness of communication is called noise.
- (ii) Improper time: Improper timing also hinders the process of communication, e.g. an order to execute an urgent work may cause resentment in the employees and that will be an obstruction in the path of effective communication.
- (iii) Distance: The distance between sender and receiver acts as a barrier in the communication process as the sender will have to speak loudly to convey the message. Similarly, in import export transactions because of distance of miles, communication may be ineffective if proper use of e-mail, fax and telephone is not made.
- (iv) Inadequate or overloaded information: Inadequate information falls short to convey the message and overloaded information distracts the reader's attention and dilutes the theme of the message.

### **Overcoming strategies for barriers to communication**

1. Clarity of Objective:  
The objective of the communication must be clear. The sender should be clear of the idea.
2. Language:



Simple and easy language should be used. Meaning of the technical word must be explained.

3. Proper planning:

Proper messages must be planned before they are communicated to the receiver.

4. Use of Visual Aids:

Use of projectors, slides and charts can make the communication more effective.

5. Feedback:

Feedback helps the sender to improve his message. It helps in strengthening the communication process.

6. Overcoming Distress:

If the sender and the receiver have amicable and friendly relations with each other, transmission of the message will be more effective.

7. Improvement in Listening Skills:

Development of listening skills is an important tool that improves the communication process.

8. Overcoming Noise:

While communicating, noise should be avoided to increase the efficiency of the communication.

9. Training Managers:

Managers should be trained beforehand to understand the different cultures and languages.

10. Overcoming Emotions:

The communicators must understand the emotions of others before communicating.

11. Overcoming Prejudices:

Focus must be on the message and not on the messenger to overcome the prejudices.

12. Attentiveness:

Attention is necessary for clear transmission of ideas, thoughts or information to each other.

13. Choice of Medium:

Choosing the right medium of communication is necessary for effective communication.

14. Organizational Structure:

Due care must be taken to have reasonable levels while designing the organizational structure.

**Multiple choice Questions: (1 mark)**

1. Semantic barriers are related to:

- a) language
- b) traffic
- c) speed
- d) history

Ans) a

2. Organizational barriers arise due to

- a) language
- b) organizational structure
- c) Psychology
- d) physical disturbance

Ans) b

3. Noise is a

- a) psychological barrier
- b) organizational barrier
- c) physical barrier
- d) semantic barrier

Ans) c

4. Taking the 'desired part' and ignoring the 'undesired part' of the message is

- a) attentive listening
- b) selective listening
- c) pretended listening
- d) emphatic listening

Ans) b

5. Physical barriers are caused due to

- a) the faulty physical conditions
- b) wrong use of language
- c) thinking process
- d) oral communication

Ans) a

**Objective Questions: (2 marks)**

1. What is miscommunication?

Ans) Miscommunication is a ruined form of communication. What is to be communicated does not get communicated and an obstructed form of the message is transmitted.

2. Give any two barriers of communication.

- Ans) i) Semantic or Language Barriers
- ii) Organizational Barriers

3. What are semantic barriers?

Ans) The semantic barriers are those barriers which are related to language.

4. How do organizational barriers arise?

Ans) Organizational barriers arise due to the structure of the organization.

5. What are the causes of psychological barriers?

Ans) Psychological barriers arise from motives, emotions, social values, different perceptions etc.

6. Define physical barriers?

Ans) Physical barriers are those barriers which are caused due to the faulty physical conditions.

7. How does noise act as a physical barrier?

Ans) Any disturbance or interference caused due to noise reduces the clarity and effectiveness of communication.

8. What is selective listening?

Ans) Selective listening is taking the 'desired part' and ignoring the 'undesired part' of the message

**Subjective questions: (4 marks)**

1. What are the common causes of barriers to communication?

**Ans) At Sender's Level in :**

- i) Formulating thoughts, ideas and messages.
- ii) Encoding the message.

**At Receiver's Level in :**

- i) Receiving the message.
- ii) Decoding the received message.
- iii) Understanding the message.

**At Transmission Level**

**At Feedback level**

2. What are semantic barriers? Explain any one.

Ans) The semantic barriers are those barriers which are related to language.

**i) Different Languages:** Employees at organization have no common language. And this acts as a barrier while communicating ideas and feelings.

**ii) Poor Vocabulary:** If one does not have good vocabulary then one cannot use the right word in the right place. And the message is not communicated in the desired sense.

3. What are psychological barriers? How does selective perception behave as a psychological barrier?

Ans) Psychological barriers arise from motives, emotions, social values, different perceptions etc.

Everybody has different perceptions based upon their sensory receptors. We see what we want to see and not what others want to convey.

4. How does distance act as a physical barrier?

Ans) The distance between sender and receiver acts as a barrier in the communication process as the sender will have to speak loudly to convey the message. Similarly, in import export transactions because of distance of miles, communication may be ineffective if proper use of e-mail, fax, telephone is not made.

### **Question Bank**

1. What are barriers to communication? Explain any two barriers to communication.
2. What are the strategies to overcome the barriers to communication?
3. Name the different classifications of barriers to communication.
4. How do you define noise as a barrier?
5. What are emotional barriers?
6. How can we improve our communication?
7. What are psychological barriers?

## **Speaking Skills :Significance and essentials of spoken communication**

### **What are speaking skills?**

The ability to speak confidently and fluently is a speaking skill.

Speaking skills help us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand.

Speaking is an interactive process where information is shared by the speaker and understood and acted upon by the listener.

The ability to speak clearly and effectively is very significant. Man is a social animal and he maintains his social relations mainly through spoken language. He feels more comfortable while expressing his views through speech only. It is a very important communication skill. But a speaker needs to make his message clear, meaningful and easily understandable to the receiver. Effective speech has become an important asset in this busy modern world. Much of our time is spent speaking formally and informally. We speak to express our needs, ideas and thoughts to others. A good speaker matches his ideas with meaningful, relevant and impressive words.

### **The four elements of speaking skills**

#### 1. Vocabulary:

We first need to know the right words to develop our speaking skills. Vocabulary development begins when we are infants, as we learn to describe the world around us and communicate our needs.

Vocabulary development is where we understand the meanings and pronunciations of words necessary for communication. When we understand what a word means, we can check what the word or sentence means. This is so important to keep up a conversation. If we understand what the other person is saying and we know what vocabulary to say back, we are halfway there to communicating effectively.

To be fluent in a language, we need to have a vocabulary of around 10,000 words.

#### Grammar:

You may think that grammar is something we only need for written language. But grammar includes lots of important areas for spoken language such as an understanding of tenses and the correct way to structure sentences. Grammar helps us to convey information in a way that the listener will recognise and understand.

#### Pronunciation:

Understanding how to correctly pronounce words is another important element of speaking skills. We learn how to pronounce words by listening to those around us, such as our parents, friends and teachers. Pronunciation varies from country to country, and even city to city!

#### Fluency:

Fluency in spoken language is something that naturally develops as children go through school, as they are using and practising speaking skills every day. Reading widely (and out loud) is a good way to improve fluency as it introduces children to new vocabulary and reinforces their knowledge of the spoken language.

Fluency is the ability to hear words and understand them straight away.

### **Why are speaking skills important to learning?**

Speaking skills are one of the most important skills we learn, as they allow us to communicate with others and express our thoughts and feelings. Speaking skills can be separated into formal and informal speaking skills, and we use both types of speaking skills in a variety of contexts throughout life.

Informal speaking skills are important for conversations with friends and family, helping us to form emotional connections. Formal speech, on the other hand, is necessary for workplaces, in presentations or for conversations with people you don't know. Formal language is important as it helps us to make a good impression on people and communicate politely.

### **The Significance Of Speaking Skills**

You might think that you're never going to lead an army or coach a cricket team. So why would you need to practice speaking skills? The fact is, such skills will come in handy not only at your workplace but also in your personal life. Here's how:

#### **1. Getting Them To Say 'Yes'**

One of the objectives of speaking effectively is the ability to persuade: when you need your manager to back your idea, when you want your team to work longer hours or when your spouse needs convincing to watch your favorite movie. These are all instances that require effective speaking.

The whole point of speaking skills is to be able to sway people's opinions. It's to get them to act in alignment with your goals.

#### **1. Developing A Career Edge**

Being an effective speaker separates you from the corporate herd and pitches you as a valuable resource for your company. It, of course, gives you an edge over your colleagues.

Effective communicators get special treatment because they are often asked to represent the company. They're the ones meeting the important clients, negotiating and closing deals, and building a reputation for the company.

For example, when you need to impress a new client, you send your best salesperson. You won't send in someone new or inexperienced. The best salesperson is almost always your best speaker.

When it's time for promotions and bonuses, speakers are rewarded first. Companies invest significantly in their training. They're the ones who get groomed for leadership posts.

## **2. Holistic Communications Development**

Speaking skills hold a special place of value. Good speakers are also good writers for they would have written several drafts of each speech.

Good speakers are also those who can connect and empathize with people. This makes them approachable and authentic. Often, people gravitate towards them for support and advice.

They are also readers, as reading helps expand the vocabulary and develop the flair for using suitable words for different situations.

Thus, practicing speaking skills leads to the development of writing, listening, and reading skills too.

## **3. Becoming An Expert**

Effective speaking signals subject matter expertise because of the research that the making of a good speech would involve. That is why a good speaker is also regarded as a leader and influencer.

Popular intellectuals such as Barack Obama and Richard Dawkins are all good speakers. When they talk, we believe them. We trust them to know what they're talking about. To rise to a position of fame and influence, having effective speaking skills is a must.

## **4. Feel Like A Boss**

Establishing a genuine connection with the audience gives a sense of accomplishment. Listening to the audience's applause is a great boost for self-esteem. Being appreciated by the audience is like receiving a gift for all the hard work that a speaker puts in.

## **Characteristics of a Good Speaker**



## **1. Good Organization**

### **2. Preparation**

- a. Speak from clear, comprehensive lecture notes.
- b. Practice your presentation for voice, language, and timing.
- c. Do not read your presentation.

### **3. Confidence**

- a. Do not begin with an apology for your knowledge or your English. If you lack confidence in yourself, the audience will perceive it and lose confidence in you, too.
- b. Be thoroughly prepared and familiar with your material; preparation creates confidence.
- c. Pause occasionally. Never be afraid to stop speaking for a moment.
- d. Speak at a normal, slow rate. Do not rush.

### **4. Responsiveness**

- a. Start your presentation with a smile. You will put your audience at ease.
- b. Make eye contact with members of the audience. Do not talk to the back wall, the table, or your notes. Find a few friendly, encouraging faces in the different parts of the audience and talk to them.
- c. Check to see whether the audience is following you.
- d. Make sure you talk with, not at, your audience. Talking at an audience comes across as talking down to them.

### **5. Clarity**

- a. Be sure the organization of your talk is clear to the audience.
- b. Make short, simple and specific statements.
- c. Strive for a smooth transition from one point to the next.
- d. Use visual support to illustrate and clarify difficult points. Visuals should complement the oral presentation. Visuals should not be used as substitutes for commentary, nor should they require overly complex explanations.

### **6. Enthusiasm**

- a. When something is important, say it slower and louder.
- b. Try to communicate to the audience.

### **Question Bank:**

1. What is speaking skill?
2. Why are speaking skills important for learning?

3. How is speaking skill important for developing a career edge?
4. What role do speaking skills play to make you feel like a boss?
5. Give any two characteristics of a good speaker.

### **LISTENING SKILL: SIGNIFICANCE AND ESSENTIALS OF LISTENING**

Listening is one of the four vital linguistic skills that help to attain knowledge and understanding in communication. The other three linguistic skills are reading skills, writing skills and speaking skills. In present times, listening skill has gained prominence in learning process. Human beings are gifted with hearing ability at birth. So, hearing is always confused with listening. Hearing is mere reception of sounds whereas listening is the analysis of sounds to reach a conclusion. Hearing is a passive act while listening is active. Listening is a deliberate skill that one has to acquire with practice.

Listening helps a student to master a language through which he attains knowledge in other subjects also. It helps to attain knowledge and develops critical thinking. Not only in student life but in personal and professional life also, it plays an important role. Effective listening helps in sharing emotions, ideas and experiences. It prevents miscommunication in human relations.

### **ESSENTIALS FOR EFFECTIVE LISTENING**

Listening is a deliberate activity that helps to gain knowledge and critically analyze the given content. It is an art that one has to master with practice. In order to hone the listening skill, one should practice the following techniques for effective listening-

- The listener should have an open mind to receive the message .He should sit alert and try to maintain eye contact with the speaker showing his willingness to listen.
- The effective listening depends on the intensity of interest taken by the listener.
- Don't be prejudiced regarding the speaker or his message until you have listened to it completely.
- Employ critical thinking while listening.
- Don't interrupt the speaker unnecessarily.
- Try to link the content with your previous knowledge for better understanding.
- Observe the non-verbal clues of the speaker to understand the message.

Listening is an interpretative skill. In our daily life we listen to many words and texts through T V, computer, internet, music-system, mobile phone and human interactions. We spend our maximum time listening to others. Listening is usually done to obtain information, share experiences, solve problems etc. In organizations listening assumes more importance because policies are framed based on the information gathered by listening to subordinates. Good listening is an art that can be cultivated. A good listener knows the art of getting much more than what the speaker is trying to convey. Good listening always demands concentration of mind.

#### **Question Bank**

- 1.What is Listening Skill?
2. How can we make our listening effective?
- 3.What are the different types of listening?
- 4.Write any four barriers to listening.
- 5.What is the importance of listening in communication?

## Unit 3

### Grammar and Usage

Learning Objectives:

- The primary objective of this Unit is to introduce the learners to the basic elements of English grammar. Each section of the Unit deals with a different grammatical component, its types and usage in varied situations through appropriate examples. To check the understanding of each concept, and provide practice to the learner, exercises have been provided at the end of every section.

#### 2.1 Nouns

Noun is a part of speech that denotes a person, a place, a thing, an idea, a quality or an emotion. The English word 'noun' is derived from the Latin word "nomen" which means "name". Every language has words that are nouns. Examples:-

Person : Krishan, Kumar, teacher, boy, patriot, soldier.

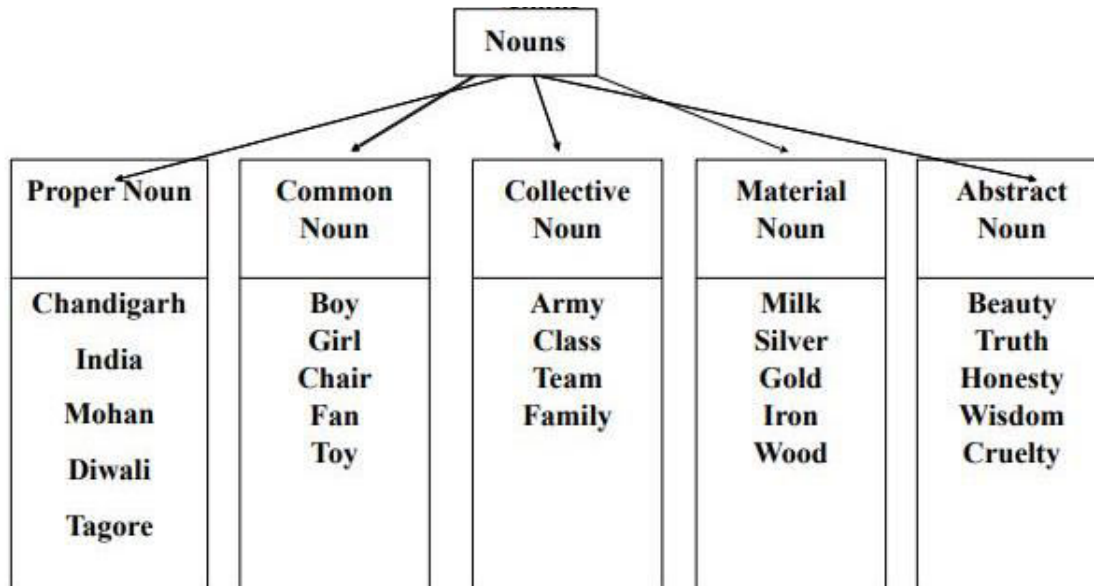
Place : Hostel, park, kitchen, India, Delhi.

Thing : Copy, book, hat, silver,

Idea : Art, democracy, diplomacy, monarchy

Quality: Truth, falsehood, justice, greed.

Emotion: Love, hatred, fear, joy



Kinds of Nouns:

There are five kinds of Nouns:

1. Proper Noun
2. Common Noun
3. Collective Noun
4. Material Noun
5. Abstract Noun

1. A Proper Noun is the name of a particular person, place or thing; as: Tagore, Chandigarh, India, the Ramayana, Diwali, Christmas.

A Proper Noun always begins with a capital letter. Adjectives formed from Proper nouns also begin with Capital letters; as: English, Indian

2. A Common Noun is the name given to any person, place or thing of the same class or kind; as: Boy, men, hen, hat, chair, lake, toy, tiger, girl, book.

3. A Collective Noun denotes several persons or things regarded as one group; as: Army, team, class, team, committee, family, crowd, jury

4. Material Noun is the name of the material or substance of which things are made; as: Milk, silver, gold, wheat, silver, rice

5. An Abstract Noun is the name of a quality, state, action, an art or science:

- Quality-Truth, beauty, honesty, wisdom
- State-Youth, manhood, childhood
- Action-Hatred, jealousy, theft
- Art-Painting, photography, music
- Science-Mathematics, Physics, Botany.

NOTE- Proper, Common, Collective and Material Nouns are Concrete Nouns because they denote things having material forms. They can be seen, heard, touched, tasted or smelt. The Abstract Nouns, however, denote things which cannot be seen, heard, tasted, touched or smelt.

Proper, Collective, Material and Abstract Nouns can also be used as Common nouns; as:

- a) Socrates was a Greek philosopher. (Proper)
- b) Dr. Radhakrishnan was the Socrates of India. (Common)
  - Parveen is the captain of our hockey team. (Collective)
  - The Principal ordered all the hockey teams to reach the Gandhi ground. (Common)
- c) This cinema is built of stone.(Material)

- d) He threw stones at the police.(Common)
- Beauty needs no ornaments. (Abstract)
  - Meena is a beauty. (Common)

Note:

- An Abstract Noun is used as a Proper Noun when it is personified.
- O Death ! where art thou?

An Abstract Noun when used as a Proper Noun always begins with a capital letter.

- Abstract Nouns may also be used as Collective Nouns to represent a group.
- The youth of the country is going astray.

#### Exercise-1

Choose and classify Nouns in the following sentences:

1. The Taj is built of marble.
2. Kalidas is the Shakespeare of India.
3. The ring is made of gold.
4. Truth conquers in the long run.
5. The committee is of one mind.
6. He has lost his bunch of keys.
7. The lion is a beast of prey.
8. I saw a snake in the woods.
9. The crowd was out of control.
10. Health is wealth.

#### Exercise-2

1. I read The Tribune daily.
2. Life! O sweet Life!
3. Who does not admire beauty?
4. Laughter is the best medicine.
5. Indira Gandhi was a great woman.
6. This woman has three sons.
7. The restaurant is open.
8. The dog barked at the cat.
9. Elephants never forget anything.
10. Money doesn't grow on trees.
11. Follow the rules.
12. Love is a wonderful emotion.
13. My mother looks a lot like my grandmother.
14. Throw the ball.
15. Please close the door.

## Numbers

There are two numbers in English

1. The Singular
2. The Plural

A Noun that denotes one person, place or thing is said to be in Singular number e.g. book, man, knife etc. It is generally denoted by the use of definite state.

Noun that denotes more than one person, place or thing is said to be in the Plural number e.g. books, men, knives.

## Gender

The form of noun which shows whether what is spoken of is of male sex, female sex or no sex is called Gender. There are four genders in English:

1. Masculine Gender
2. Feminine Gender
3. Common Gender
4. Neuter Gender

1. Masculine Gender shows that the Noun belongs to the male sex e.g. Son, father, king, lion.

2. Feminine Gender shows that the noun belongs to the female sex e.g. Daughter, mother, queen, aunt etc.

3. Common Gender shows that the noun is common to both the sexes e.g. Parent, servant, orphan, child etc.

4. Neuter Gender shows that the noun is the name of a lifeless object e.g. Room, chair, tree, table, pen, shop.

## Exercise-1

Rewrite the following sentences after changing the Nouns in brackets into plural numbers:

1. The (buffalo) were stung by (bee).
2. (Child) love (holiday).
3. The (hero) were loved by both (man) and (woman).

4. New (furniture) has arrived.
5. The king had four (wife).
6. (He) bought (a knife) yesterday.
7. The (policeman) caught the (thief).
8. (He) pushed the (child) out.
9. (People) loved their (hero).
10. The (book) were arranged on the (table).

#### Exercise-2

Choose the correct form of the Verbs given in brackets.

1. Mathematics (are, is) a difficult subject.
2. Alms (are, is) given to the needy.
3. Many people (do, does) not know this.
4. I bought two (dozen, dozens) eggs.
5. His trousers (was, were) short in length.
6. Do you like Wordsworth's (poetries, poetry).
7. He bought new (furniture, furnitures).
8. India's second (inning, innings) is not yet over.
9. This news (is, are) true.
10. The (scenery, sceneries) of Kashmir is beautiful.

### **Pronouns**

Pronoun means 'for a noun'. It is a word used instead of a noun. It is of the same person, gender and number as the noun for which it is used. The noun to which a pronoun refers is called its antecedent.

1. Anu is an intelligent girl. She has won a scholarship.
2. Parents are a blessing. We should respect them.
3. There lived a rich man in a town. He had four sons. They were very obedient.

In these sentences, 'she', 'we', 'them', 'he' and 'they' are pronouns.

#### Kinds of Pronouns

Pronouns are of the following types:

1. Personal Pronouns - I, we, me, us, my, our, you, he, she, it, they, them etc.
2. Reflexive Pronouns - Myself, ourselves, herself, himself, themselves.
3. Relative Pronouns - Who, which, whom, what, that.
4. Interrogative Pronouns - Who, whose, whom, which, what

5. Indefinite Pronouns - Some, any, anyone, none, everyone, all, few, many, other, another
6. Distributive Pronouns - Each, either, neither, every.
7. Demonstrative Pronouns -This, that, these, those.

#### 1. Personal Pronoun

A personal pronoun is a pronoun that stands for a person or persons. As there are three persons, Personal Pronouns are also of three types.

- First Person Pronoun stands for the person or persons speaking e.g. I, my, me, we, our, us, mine, ours.

- Second Person Pronoun stands for the person or persons spoken to e.g. You, your, yours, yourself, yourselves, thou, thy, thine.

- Third Person Pronoun stands for the person or persons spoken of e.g. He, she, it, they, his, her, him, hers and theirs.

Read and compare the following sentences:

1. This camera is yours.
2. A friend of mine went there.
3. That house is ours.

In these sentences, yours, mine and ours are Possessive pronouns.

This is your camera.

- My friend was there.
- That is our house

In these sentences, your, my and our are called Possessive Adjectives because they are placed before Nouns and qualify them like Adjectives.

Note:

- A Personal Pronoun must be of the same number, gender, and person as the noun

1. Munna made a noise. He was punished.
2. The boys came late. The professor fined them.

- When a Collective Noun is taken as a whole, the Personal Pronoun should be in singular number; as,

1. The class has gone to its room.
2. The committee is holding its meeting.
3. The jury has given its verdict



## The Use of 'it'

It is the third person in singular number and is used for of neuter gender, animals and birds, e.g.

1. The dog is a faithful animal. It keeps watch at night.

2. I saw a lovely child. It was weeping.

- It and its are used to refer to lifeless things.
- It may refer to the whole of a preceding statement.

She has failed again. I expected it.(her failing)

- It can be an impersonal pronoun, supplying a subject for various verbs e.g.

It is 8 O'clock now. It is my turn now.

- It is common as an introductory subject, standing for a clause, an infinitive or a general.
- It is not clear why he wants to go.
- It is better to leave her to herself.
- It is also used as an impersonal pronoun to show natural phenomena, weather condition, time, distance, and sometimes, the complement of a verb; as,
  - It is very hot today.It is Sunday today.
  - It is noon now.
  - It is our duty to serve the country.
  - It was I who served him.

Note:

- When two Singular nouns joined by 'and 'are preceded by 'each' and 'every', both, the Pronoun and the verb should be singular e.g. every teacher and every student was in his place.

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- When two or more singular nouns are joined by or, either....or, neither.....nor, the Pronoun is Singular e.g.

- Neither Sham nor Harman brought his book.
- Neither Vinod nor Prem did his work.
- Either Sham or Gopal has lost his pen.

- But when a Plural noun and a Singular Noun are joined by either....or, neither....nor, the Pronoun is Plural e.g.

- Either Sohan or his friends failed in their work.
- Neither the Principal nor the other members of the staff did their work.

- The case of Pronouns after 'than' and 'but' should be as under.

- He is older than I.(am)
- I know you more than he. (knows you)
- You know him more than I. (know him)

## 2. Reflexive Pronouns/Emphatic Pronouns

A Pronoun that reflects the action of the Subject on the subject itself is called Reflexive Pronoun.

Forms of Reflexive Pronouns:

Reflexive Pronouns are formed by adding - 'self' to Pronouns of the Singular number (e.g. my, your, him, her, it) and - selves to Personal Pronouns of the Plural number (our, your, them).

- a. I enjoyed myself.
- b. He has hurt himself.
- c. She burnt herself.

Note:

A Reflexive Pronoun is never used as subject in place of a Personal Pronoun.

Incorrect : He and myself went there.

Correct : He and I went there.

Read the following sentences:

I myself heard her shouting (I and no-one else).

We ourselves are to blame (We and no-one else)

He himself has one it (He and no-one else)

In all these cases, the Reflexive Pronouns are used for the sake of emphasis. Hence, they are called Emphatic Pronouns.

## 3. Relative Pronouns

A Relative Pronoun refers to a noun or pronoun, which joins two sentences. The Noun to which it refers or relates is called its Antecedent;

Read the following pairs of sentences

- a. I met a boy. He gave me a book.

I met a boy, who gave me a book.

- b. This is the car. I bought it yesterday.

This is the car which I bought yesterday.

Here, the Pronouns who and which not only stand for the nouns 'boy' and 'car' but also join two sentences like a Conjunction. Such pronouns are called Related Pronoun because they relate or refer to the Noun preceding them.

- a. I saw the house which he has bought.
- b. He is the man whom we punished.

A Relative pronoun should be placed as near its antecedent as possible.

- a. Incorrect:-The boy was fined who stole my pen.
- b. Correct:- The boy who stole my pen was fined.

A Relative Pronoun must agree with its antecedent in Number, Gender and Person; as,

It is she who stole my book.

Who, whom, whose are used for persons only; as,

- a. The girl who speaks the truth is always loved.
- b. I know the man whose son was lost.

Which is used for lifeless things, animals and infants; as,

- a. This is the camera which my father bought for me.
- b. The baby which was ill, has died.
- c. Bring me the letter which the peon brought.

Sometime the antecedent of a Relative Pronoun is omitted; as,

- a. Those, whom the gods love, die young.
- b. Sincere were the prayers that we said.

Who can be used in the Nominative, and which can be used in both Nominative and Objective cases.; as,

Use of 'That'

1) That is used in speaking of persons, animals and lifeless things. It is never used in the possessive case and is never preceded by a preposition; as,

- This is the camera that my father bought for me.
- The hat that I bought this morning has been lost.

2) After Adjectives in the Superlative degree, as,

- This is the richest man that I have ever seen.

3) After the words- all, some, nothing, none, nothing, only, any, the few, the little etc.

- a. All that glitters is not gold.

b. There was none that didn't love him.

4) After the interrogative Pronouns-Who, which and what; as,

a. What troubles you?

b. Which is the book that you like the best?

The use of Relative Pronoun (what, as, but)

I) 'What' is used for things only, never for persons. Its antecedent is seldom expressed.

a) What was said is right.

b) I shall hear what he has to say.

II) 'As' is used as a Relative Pronoun after 'as such' or 'as the same'; as,

a. He is such a boy as I hate.

b. This is the same house as we occupied last year.

III) 'But' is used as a Relative Pronoun in the sense of 'who not' 'which not' etc., as,

a. There was none but wept. (who didn't weep)

b. There was none but sold. (which was not sold)

4. Interrogative Pronouns (Who, whose, whom, which, what)

An Interrogative Pronoun is a pronoun that is used in asking a question e.g.

Who, whose, whom, which and what are Interrogative Pronouns.

- 'Who', 'whose' and 'whom' are used for persons only; as,

- Who is knocking at the door?

- Whom do you want to see?

- Whose is this pen?

- 'Which' refers to things but it can also be used for persons when it implies selection; as,

- Which is your pen?

- Which of the boys stole your camera?

- Which out of these has been selected?

- 'What' is used for things or occupation, ideas or words etc.; as,

- What do you want?

- What is your father?

- What is this?

## 5. Indefinite Pronouns

Indefinite Pronouns don't refer to any particular persons or things. They refer to persons or things in a general way; as, All, none, some, few, others, one, many, enough, any etc.

- All have done their homework.
  - Both of them were present there.
  - Some of them have gone there.
  - He has enough to spare.
  - Everybody loved her.
  - One must love one's country.
- The Indefinite Pronoun 'one' is always followed by one's and never by his or her; as,  
One must do one's duty.(not his)
  - One is also used in place of a noun, before or after it to avoid repetition; as,  
This apple is rotten, give me that one.
  - None is used in Plural or Singular as the sense requires when referring to persons or Common Nouns; as,
    - None of those books was mine.
    - None but the brave deserve the award.
  - The Pronouns 'anybody, 'everybody, 'everyone ', 'each 'etc. are used for the nouns of masculine or the feminine genders according to the context; as,  
Each of those five girls has paid her fee.
  - But when the gender is not expressed, the Pronoun of the masculine gender is used.
    - Everyone must respect his parents.(not theirs)
    - Anyone can pass if he works hard.(not they)

## 6. Distributive Pronouns

Distributive Pronouns refer to persons or things, one at a time. They are always followed by verbs in Singular Number. They point to the persons or things taken individually or in separate groups; as each, every, either, neither.

- a) Each of the girls has a pen in her hand.

- b) Every student was present.
  - c) Either of these roads leads to our college.
  - d) Neither of them was wrong.
- Each means two or more persons or things taken one by one.
  - Either means one of the two or both.
  - Neither is negative of either, and means not the one and not the other of the two.

## 7. Demonstrative Pronoun

A Demonstrative Pronoun is one which points out to object to which it refers; as,

This, that, these, those, such, someone, none, same, so

- a) This is a pen.
- b) That is a box
- c) Those are books.
- d) These are my scissors; those are yours.
- e) Both study and play are necessary for a student; this makes him smart and that wise.

## 8. Reciprocal Pronouns

Each other 'and 'one another 'are called Reciprocal Pronouns as they denote mutual action.

- 'Each other' is used when speaking of two persons or things.
  - 'One another' is used when more than two persons or things are spoken of;as,
- The two brothers love each other.
  - All the five brothers quarrelled with one another.

## Exercise – 1

Fill in the blanks with appropriate pronouns:

- 1) .....stole ..... pen
- 2) Has he received the camera..... .. sent him?
- 3) There was no one..... laughed
- 4) One should be loyal to..... country
- 5) Sham is taller than.....
- 6) ..... do you think will become the president?
- 7) The boy..... came here this morning is ..... cousin.
- 8) To..... were you speaking?
- 9) Listen to..... I say.
- 10) ..... do you want?
- 11) .....whom Gods love, die young.
- 12) The two friends loved .....

- 13) Everyone likes to have.....way.
- 14) Between you and .....he is a robber
- 15) That book is .....

### Exercise – 2

- 1) He runs faster than.....
- 2) If I were.....I shouldn't do it.
- 3) This is the same pen.....you lent me.
- 4) The man .....came here was my uncle.
- 5) The two sisters loved.....
- 6) The boys ..... came late, were punished.
- 7) I visited the house ..... you've bought.
- 8) Each one of them did ..... work
- 9) You are not so clever as.....
- 10) He is known to my father and.....

### Exercise - 3

- 1) .....rang the bell?
- 2) .....shall we sit and .....shall we eat?
- 3) .....do you think is responsible for this?
- 4) This is the house..... I sold yesterday.
- 5) I will be there ..... you call me.
- 6) The four brothers loved.....
- 7) Each student did..... homework neatly.
- 8) .....does not love his country?
- 9) I shall wear.....you choose for me.
- 10) I do not know ..... he was born.

## Articles

A or An and The are called Articles. They are Demonstrative Adjectives.

A or An is called the Indefinite Article, because it is used when we do not speak of any particular or definite person or thing; as,

I saw a boy in the bazaar.

I found an inkpot lying in the room.

The is called the Definite Article, because it is used when we speak of some particular person or thing; as,

This is the boy whom I saw in the bazaar yesterday.

This is the inkpot which I found lying in the room.

As a general rule, a Common noun in a Singular number must have an article before it.; as,

He fought like a hero.

This is the book he gave me.

Correct use of "A and An"

A is used before-

I. Words beginning with the sound of a consonant; as,  
a boy, a woman, a crow.

II. Such vowels as the sound of "yu"; as,  
a unit, a university, a useful thing, a union.

III. "O" when it is used as "wa"; as,  
a one- rupee note, a one- eyed man, a one- way traffic.

An is used before-

Words beginning with a vowel sound or a silent "H", when the accent is not on the first syllable;  
as,

an eye, an ox, an idiot, an umbrella, an honest, an hour.

Use of definite article

The definite article "the" is used

1. When we refer to some particular person or thing; as,  
The house I have just bought is the spacious one.

Call the boy standing outside.

2. When a singular noun is used to indicate whole class; as,  
The cow is a useful animal.

The lion is a noble beast.

3. As an adverb in such sentences; as,  
The more the merrier.

The fewer the better.

4. Before river, ranges of mountains and group of island; as,  
the Ganges, the Indus, the Thames.

the Himalayas, the Alps.

Note/but individual mountain do not have "the" placed before them

5. Before oceans gulfs and bays; as,  
The Indian Ocean, the Red Sea, the Bay of Bengal, the Persian gulf.

6. Before the name of some provinces, countries etc.; as,  
The United States, the Deccan, The Punjab

But we say Bihar, Bengal, Assam, England, etc.

7. Before the name of certain well known book; as,  
The Bible, the Vedas, the Ramayana.

8. Before the name of newspapers, magazines etc.; as,  
The Times of India, the Hindustan Times.

9. Before the names of public buildings, institutions etc.; as,  
The Taj Mahal, the University of London, the National Museum.

10. Before the names of people, families; as,  
The English, the French, the Nehrus.



Omission of the article

The article is omitted-

1. Before common nouns used in the widest sense; as,

Man is mortal

Woman is the ornament of house

2. Before proper noun; as,

Bombay is a big city.

Akbar was a wise king.

Note- when the article is used before a proper noun, it becomes a common noun; as,

He is the newton of our day.

Bombay is the London of the east.

3. Before abstract noun used in general sense; as,

Honesty is the best policy.

He loved wisdom and virtue.

4. Before material nouns; as,

Gold is a precious metal.

Exercise of Articles

1. I want **an** apple from that basket.
2. **The** church on the corner is progressive.
3. Miss Lin speaks Chinese. (no article needed)
4. I borrowed **a** pencil from your pile of pencils and pens.
5. One of the students said, "**The** professor is late today."
6. Eli likes to play volleyball. (no article needed)
7. I bought **an** umbrella to go out in the rain.
8. My daughter is learning to play **the** violin at her school.
9. Please give me **the** cake that is on the counter.
10. I lived on Main Street when I first came to town. (no article needed)
11. Albany is **the** capital of New York State. (no article needed)
12. My husband's family speaks Polish. (no article needed)
13. **An** apple a day keeps the doctor away.
14. **The** ink in my pen is red.
15. Our neighbors have **a** cat and **a** dog.

### **Verb (Main Verb and Auxiliary Verb)**

Verbs are action words, expressing things that happen. Many verbs give the idea of action, of doing something. For example words like write, teach, sing, dance and work convey some action. But some verbs don't give the idea of action. They give the idea of existence or a state of being. For example verbs like be, appear, exist, seem, feel and belong convey a state. There can be no sentence without a verb. Even the shortest sentence contains a verb. We can make a one word sentence with a verb. A verb has an explicit or implied subject. For example:

- Professor Bhatia teaches us English. (Professor Bhatia is the explicit subject here.)
- Stop! ('You' is implicit subject here)

Example:

1. She danced well ('danced' is a verb).
2. Ram reads a book. ('reads' is verb)
3. I saw a snake. ('saw' is Kinds of Verbs:

### Auxiliary Verbs

These verbs (sometimes known as Helping Verbs) are combined with the main verb. They, however, cannot form a complete sentence on their own and require main verb to denote the action. They generally help to express ideas such as ability, probability, possibility, obligate on duty etc.

Auxiliary Verbs are as two types

(1) Primary or Main Auxiliary Verbs: These are three in number and help the main verb to show tense, possession, or negative situations or questions.

They are: be, have, do.

Correct use of primary auxiliary verbs:-

(1) Use of 'Be'

- The different forms of 'be' are -is, am, are, was, were, being, been- - 'Be' is used in the following ways:

- As helping verbs

- She is writing a letter.

- We were dancing.

- As a proper or main verb in the sense of existence:

- She is a good girl.

- He is a doctor.

- We are his friends.

- As an intransitive verb of incomplete predication:

- A dog is a faithful animal.

- Mohan is very kind.

- Be is used to make continuous tense and the passive voice

- The old man is walking slowly

- The building was destroyed by the earthquake

(2) Use of 'Have'

The forms of have are: are: have, has, had, having.

(a) As a main verb, it denotes possession or connections:

(1) I have many books.

(2) He hasn't a house.

(b) As a helping verb

- I have finished the work.

- He has done his duty.

(c) To show a habit or habitual use of a thing:

- I have dinner at ten.
- Do you have tea at five?

(d) When used with the infinitive (to) it denotes necessity or obligation from without:

- I have to be at school by ten.
- He had to work hard for the day.

(e) In the sense of getting something done by someone else:

- I have my shoes polished everyday.
- I will have my haircut tomorrow.

(3) Use of Do

The forms of Do are : do, does, did, done, doing

(a) It means to 'perform'

1. He did his work well.
2. She is doing her housework now

(b) It helps to form an interrogative sentence:

1. Do you go to school everyday?
2. Does she sing every morning?

(c) 'Do' is also used in the sense of 'be enough'

1. I don't want more money; five rupees will do.
2. Don't send me more men; three will do.

(d) It helps to form a negative sentence:

1. She sings well. (Positive)
2. She doesn't sing well. (Negative)

D) Modals or Modal Auxiliary Verbs:

They are also helping verbs which support the main verbs. However, unlike the main verbs, modals do not change their form or tense. Modals or modal auxiliary verbs are never used alone but with the main verbs. Main modals include shall, with, would, should, can, could, may, might, must, ought to, dare, need, used to

i) Use of Shall

Shall is used:-

- In the sense of simple future tense when used with the first person.
  - It shall rain today
- In the sense of request/suggestion
  - Shall we go now?
- In the sense of request
  - Shall I take this pencil?
  
- With the second and third person , shall denotes:
  - (i) A threat;
    - You shall be punished for your misdeeds.

(ii) A command;

- You shall not tell a lie.

(iii) A promise

- You shall be given a prize if you stand first in the class.

ii) Use of Will

- It denotes simple future tense when used with the second and third persons,

- He will come today.

- You will get good marks.

- In the sense of request/invitation

- Will you open the window, please?

- Will you have a cup of tea?

- With the first person will denotes a promise

- I will help you.

- We will always stand by you.

- It also shows determination

- We will win the match.

- We will always stand by you.

- We will fight till the end.

- It expresses willingness/intention/wish

- I will not tell a lie. (I don't intend to tell a lie.)

- I will come (willingness).

i) Use of Should

Should is the past of 'Shall'

- It denotes duty or obligation or necessity.

- You should obey your elders. (duty)

- You should help the needy. (obligation)

- You should exercise daily. (necessity)

- It is used in conditional sentences where it means 'in case'

- Should you go to Delhi, see my father.

- It is used after the conjunction 'lest' to express purpose/suggestion/condition.

- He ran fast lest he should miss the train.

- You should not resign. (suggestion)

- I should be glad to leave. (condition)

ii) Use of Would

- To express determination/willingness/intention

- He would study regularly.
- I would help you.
- To express habit
- She would always make excuses
- She would sit free for hours.
- To express a preference
- I would rather die than beg
- She would rather leave than be insulted.
  
- To make conditional sentences
- If he had worked hard, he would have passed the examination.
  
- To express wish
- Would you open the door, please?
- Would that I were rich!

v) Use of May

- To express possibility;
- It may rain.
- He may be at home.
  
- To denote permission;
- May I come in?
- May we go home?
  
- To express a wish:
- May you live long!
- May we all prosper!
  
- To express the purpose:
- We eat that we may live.

vi) Use of Might

- It expresses the past tense of 'may' in the indirect speech
- He told me that he might join a job.
- The teacher said that I might go home.
  
- Might is used to indicate a weak future possibility.
- If he gets money, he might go to England.
  
- To express remote possibility
- It might rain today.
- They might go tomorrow.

vii) Use of Must

'Must' is used:

- To express immediate or future obligation/compulsion/necessity/duty;
  - Soldiers must obey their commander.
  - We must serve our parents.
- To express determination;
  - I must leave for Delhi today.
  - I must succeed this time.
- To express certainty of belief/possibility;
  - He must be a scholar.
  - The doctor must be busy at this time.
- To denote inevitability;
  - Man must die.
  - Things must perish.

viii) Use of 'Can'

- To express ability or capacity;
  - I can swim very well.
  - She can eat four eggs.
- To express permission or possibility;
  - You can go now.
  - He can meet me any time.
- To express possibility;
  - He can be in the garden.
  - India can win the match.
- To convey a characteristic feature;
  - He can be irritable sometimes.
  - Dogs can be dangerous.

ix) Use of 'Could'

- It is used as a past tense of 'Can' in the indirect speech
  - He told me that I could pass.
  - He said that he could win the game.
- To refer the ability/capacity in the past
  - She could lift the box
  - He could solve the sums.
- To express a characteristic feature/habit (in the past)

- He could be very rude.
- The dog could be dangerous.
- To make a polite request
  - Could you help me, please?
  - Could you lend me some money?
- To seek permission
  - Could I take your car?
  - Could we play in your garden?

x) Use of 'Ought to'

- Ought is used to denote duty or moral obligation.
  - We ought to respect our parents.
  - You ought to have run fast.
- To express advice:
  - You ought to seek help.
  - She ought to meet her doctor.

xi) Use of 'Dare'

- It is used in the sense of 'having courage'. 'Dare' and 'not dares' is used with the third person and singular number in the present indefinite tense, in interrogative and imperative sentences.
  - How dare you go there?
  - He dares not oppose me.
- As regular verb in all tenses, to express courage:
  - He dares to stand alone.
  - He did not dare to oppose me.
- 'Dare' also means to challenge or defy. Then its past is dared.
  - Mohan dared me to fight.
  - He dares me to go there.

xii) Use of 'Need'

It is used in the sense of 'require' or 'want' in such cases its form with the third person, singular number in the present tense is 'needs'.

- Moti needs another shirt.
- He needs your help.
- Your coat needs washing.

- Sometimes 'need' denotes necessity' or 'obligation' in negative and interrogative sentences.
  - Need I stay here?
  - Needn't you report on duty now?
  
- With the third person, singular number, present tense, Need is used without 's' in negative and interrogative sentences.
  - He need not work hard.
  - Need he go to Mumbai?

### Exercises for Practice

#### Choose Main Verbs and Auxiliary Verbs:

##### Exercise - 1

1. The country is torn by factions.
2. Once Sydney Smith was asked his name by a servant and found to his dismay that he had forgotten his own name.
3. You couldn't have chosen a better day for a drive.
4. The old beggar was bitten by a mad dog.
5. He laid the book on the table.
6. Walking through the jungle, he saw a snake.
7. He beat a hasty retreat on the arrival of a policeman.
8. You must reap what you have sown.
9. His voice shook as he spoke.
10. His path was not strewn with flowers but he persevered.

##### Exercise - 2

1. The explorers were frozen to death.
2. His voice sank to a whisper.
3. Tell me, are you coming to the party?
4. They have finished the job.
5. What do you do every Sunday?
6. I want to watch TV. There is a good film on.
7. She does not want to stay at home. She wants to go out with her friends.
8. He called me twice this morning.
9. What does she do in her free time?
10. Where did they go yesterday?

##### Exercise - 3

1. She always wanted to meet him.
2. What were they doing when you came?
3. I will clean these rooms.
4. The child has broken the toy.
5. She has failed in the examination.



#### Exercise - 4

Fill in the blanks with appropriate helping/auxiliary verb.

1. They ..... be happy to see you.
2. I ..... never make this mistake again.
3. You ..... try to improve your score.
4. I ..... try to do better next time.
5. India ..... win the World Cup.
6. You ..... consult a doctor
7. .... we go for a picnic tomorrow?
8. They ..... reject the proposal.
9. I ..... dismiss you if you misbehave.
10. We ..... not move an inch.

### Tenses

The tense of a verb shows the time of an action. There are three tenses.

1. Present Tense
2. Past Tense
3. Future Tense

A verb that refers to present time is called present tense.

- I sing.
- He sings.
- You sing.

A verb that refers to past tense is called past tense.

- I sang.
- He sang.
- You sang.

A verb that refers to future time is called future tense.

- I shall sing.
- He will sing.
- You will sing.

Each of these 3 tenses have forms which have been shown in the following table:

TENSES TABLE

**TENSES TABLE**

<b>Tense</b>	<b>Indefinite</b>	<b>Continuous</b>	<b>Perfect</b>	<b>Perfect continuous</b>
Present Tense	I write a letter. You write a letter. He writes a letter.	I am writing a letter. You are writing a	I have written a letter. You have written	I have been writing a letter. You have been

		letter. He is writing a letter.	a letter. He has written a letter.	writing a letter. He has been writing a letter.
Past Tense	I wrote a letter. You wrote a letter. He wrote a letter.	I was writing a letter. You were writing a letter. He was writing a letter.	I had written a letter. You had written a letter. He had written a letter.	I had been writing a letter. You had been writing a letter. He had been writing a letter.
Future Tense	I shall write a letter. You will write a letter. He will write a letter.	I shall be writing a letter. You will be writing a letter. He will be writing a letter.	I shall have written a letter. You will have written a letter. He will have written a letter.	I shall have been writing a letter. You will have written a letter. He will have written a letter.
Present Tense Negative Sentences	I don't write a letter. You don't write a letter. He doesn't write a letter.	I am not writing a letter. You are not writing a letter. He isn't writing a letter.	I haven't written a letter. You haven't written a letter. He hasn't written a letter.	I haven't been writing a letter. You haven't been writing a letter. He hasn't been writing a letter.
Past Tense Negative Sentences	I didn't write a letter. You didn't write a letter. He didn't write a letter.	I was not writing a letter. You were not writing a letter. He was not writing a letter.	I hadn't written a letter. You hadn't written a letter. He hadn't written a letter.	I had not been writing a letter. You had not been writing a letter. He had not been writing a letter.
Future Tense Negative Sentences	I shall not write a letter. You will not write a letter. He will not write a letter.	I shall not be writing a letter. You will not be writing a letter. He will not be writing a letter.	I shall not have written a letter. You will not have written a letter. He will not have written a letter.	I shall not have been writing a letter. You will not have been writing a letter.

A detailed account of the usage of each tense and its type is as follows:

A. Simple Present

1. Simple Present Tense is used for current status/ present scenario, as
  - a) He reads in 1st year Electrical Engineering.
  - b) She lives at Hansi.
  
2. With words such as daily, everyday, every week, every Sunday etc., as
  - a) We celebrate Holi every year.
  - b) She keeps fast every Monday.
  
3. With always, never, rarely, seldom etc., as
  - a) She always speaks the truth.
  - b) He never smokes.
  
4. With hobby and habits, as
  - a) She loves gardening.
  - b) He likes swimming.
  
5. With universal truths and general truths, as
  - a) Truth wins at last.
  - b) Two and two make four.
  - c) Honesty is the best policy.
  
6. With geographical facts and scientific truths, as
  - a) The Sun rises in the east.
  - b) Water flows from high to low areas.
  - c) Water freezes at 0oC.
  - d) Magnet attracts iron.
  
7. In imperative sentences, as
  - a) Open the window.
  - b) Do not smoke in public places.
  
8. For rituals and customs, as
  - a) The Muslims bury their dead.
  - b) We light candles on Diwali.

B. Present Continuous

It is used to express an action taking place at the time of speaking.

- She is writing a letter.
- She is not writing a letter.
- Is she writing a letter?
- Are they not writing a letter?

C. Present Perfect

It is used to show an action that started in the past and has just finished.

- a) She has written a letter.
- b) She has not written a letter.
- c) Have they written a letter?
- d) Have they not written a letter?

D. Present Perfect Continuous

This tense shows the action which started in the past and is still continuing.

- a) She has been writing a letter.
- b) She has not been writing a letter.
- c) Have they been writing a letter?
- d) Have they not been writing a letter?

E. Past Indefinite Tense (Simple Past tense). It refers to an action that was completed in the past time.

- 1. For historical past, as
  - a. India got freedom on 15 August 1947.
  - b. I passed my matriculation in 2016.
- 2. For recent past, as
  - a. He met me yesterday in the market.
  - b. They bought their cricket kit last week.
- 3. For hobby, a habitual action of past, as
  - a. He went for a morning walk during his hostel days.
  - b. She kept a fast every Friday when she was in Delhi.
  - c. He loved swimming during his boyhood.

F. Past Continuous Tense

It is used to denote an action going on at some time in the past. e.g.

- a. I was driving a car.
- b. She was writing a letter.
- c. She was not writing a letter.
- d. Were they writing a letter?
- e. Were they not writing a letter?

G. Past Perfect Tense

It is used to describe an action completed before a certain moment in the past, usually a long time ago. If two actions happened in the past, past perfect is used to show the action that took place earlier. e.g.

- a. The patient had died before the doctor came.
- b. She had written a letter.
- c. She had not written a letter.
- d. Had they written a letter?

e. Had they not written a letter?

#### H. Past Perfect Continuous Tense

It is used to denote an action that began before a certain point in the past and continued up to some time in past. e.g.

- a. I had been studying in this school before I joined college.
- b. She had been writing a letter.
- c. She had not been writing a letter.
- d. Had she been writing a letter?
- e. Had she not been writing a letter?

#### I. Future Tense

Time and tide wait for no man. So, a period of time following the moment of speaking or writing is called future tense.

- a. They will play football on Sunday.
- b. I shall complete this work next week.
- c. Mohit will sing a song in the Annual Function.
- d. She will write a letter.

#### J. Simple Future

This tense tells us about an action which has not occurred yet and will occur in future.

In Future Tense, helping verb 'shall' is used with 'I' and 'we'. Helping verb 'will' is used with all others. When you are to make a commitment or warn someone or emphasize something, use of 'will/shall' is reversed; 'will' is used with 'I' and 'we' or 'shall' is used with others.

Generally speaking there is hardly any difference between 'shall & will' and normally 'will' is used with all.

Now, let us use this rule in various forms of sentences;

- a. We shall write a letter.
- b. It shall rain today.
- c. I will help her.
- d. Will she not write a letter?

#### K. Future Continuous Tense

It is used to express an ongoing or continued action in future.

- He will be distributing sweets in the temple tomorrow.

In this example, the action will start in the future (tomorrow).

We use the future continuous to talk about something that will be in progress at or around a time in the future.

Now, let us use this rule in various forms of sentences;

- a. She will be writing a letter.
- b. She will not be writing a letter.
- c. Will she be writing a letter?
- d. Will she not be writing a letter?

#### L. Future Perfect Tense

It is used to express an action which will happen/occur in future and will be completed by a certain time in future.

We use the future perfect to say that something will be finished by a particular time in the future.

- o They will have shifted the house by Sunday morning.
- o She will have written a letter.
- o She will not have written a letter.
- o Will she have written a letter?
- o Will she not have written a letter?

#### M. Future Perfect Continuous Tense

It is used to talk about actions that will commence at a fixed time in future and will continue for some time in future.

The future perfect continuous or progressive tense emphasizes the duration of an activity that will be in progress before another time or event in the future.

- a. She will have been writing a letter.
- b. She will not have been writing a letter.
- c. Will she have been writing a letter?
- d. Will she not have been writing a letter?

#### Exercise– 1

Use the correct form of the verb.

- 1. He generally -----late. ( come )
- 2. I don't like to -----tea. (take)
- 3. He did not ----- the class yesterday. (attend)
- 4. Where are you-----these days ? (live)
- 5. Beauty -----no ornaments (need)
- 6. He -----there to get the money. (go)

7. ---You --- for --- a walk daily? (go)
8. Some students -----present in the class yesterday. (be)
9. The house --- quite big. (be)
10. He ----not -----his work.(complete )

#### Exercise – 2

Use Simple Present or Simple Past Tense in the following sentences:

1. He ----an intelligent boy.
2. They----not present in the class.
3. Make hay while the sun ----(shine)
4. ----you -----(pass) your B. A. last year?
5. What --- you often-----?(do)
6. This ground ----not good for playing.
7. He --- a good swimmer at the age of five.

#### Exercise - 3

Use Present Perfect or Past Perfect Tense in the following sentences:

1. He ----( finish) his work.
2. The new stock ----just----(arrive)
3. The chief guest ----already ----(arrive) when I reached there.
4. Who has ----(break) this window pane?
5. They ----(win) the first prize.
6. They ----not----(prepare) the lunch yet.
7. I---- already ----(apply) for this post.

#### Exercise – 4

Supply a suitable verb:

1. Iron as well as coal ..... found in this area.
2. My car ..... running fast.
3. They ..... given their answers.
4. Everyone of the crew ..... dead.
5. Five rupees .....no price of it.
6. ....we sit down here?
7. You.....got good marks.
8. You .....obey your elders.
9. ....you spare some time for me?

#### Exercise – 5

Use the correct form of the verb.

1. I .....the letter before he arrived. (write)
2. He .....without any reason. (weep)
3. For a moment, he .....blank. (go)
4. They did not .....anything about them. (notice)
5. ....money grow on trees? (do)
6. He .....my company a few days ago. (leave)
7. The train .....just now. (arrive)
8. He ..... that film last week. (see)
9. The bell.... just now. (ring)
10. He .....since morning. (read)

#### Exercise – 6

Use correct form of the verb in the following sentences:

1. God .....(make) the world.
2. Bread .....(be) made of flour.
3. He .....(work) till late last night.
4. Time .....(heal) wounds.
5. I .....(write) a letter to him on Friday.
6. He .....(get) up early in the morning.
7. I .....not.....(tell) a lie.
8. They .....(go) to Delhi yesterday.
9. The dogs were .....(fight) fiercely.

#### Exercise – 7

Use correct form of the verb in the following sentences:

1. I .....(write) the letter before he arrived.
2. He .....(weep) without any reason.
3. For a moment, he .....(go ) blank.
4. They did not .....(notice) anything special about him.
5. ....(do) money grow on trees?
6. I .....(live) here for the last ten years.
7. When I first .....(meet) him, he .....(study) religion.
8. We .....(celebrate) my birthday.
9. My father .....(cook) a special dish for us.
10. Lata Mangeshkar .....(sing) very well.

#### Exercise – 8



Fill the blanks in the following sentences with appropriate tenses:

1. I .....(move) to Delhi next year.
2. The police .....(identify) the hooligans very soon.
3. Virat .....(play) the IPL series by next year.
4. She.....(post) the letter by Wednesday.
5. All my doubts .....(clear) with your help.
6. I .....(learn) my lesson of geography.
  
7. He always .....(take) his tea without sugar.
8. I .....(not post) a single letter yesterday.
9. Next month, my brother .....(come) to this part of India.

## Unit 4

### WRITING SKILLS

Significance, essentials and effectiveness of Written Communication

Significance - Writing skill is an important communication skill that helps us to write precisely and efficiently. It's a linguistic skill that helps us to express our thoughts, opinions, emotions etc. through a written medium of language.

The importance of writing skill is realized not only during academic years but also at our workplace and other aspects of life. Initially, a student is trained to hone up writing skills during his academic years. Later this skill helps a person in professional as well as personal life.

Much of professional communication is done in writing in the form of proposals, memos, reports, applications, e-mails etc. In the public domain also, a good writer can help society to understand the various important issues through his articles, essays, reports and critical analysis. So, the importance of writing skill is well established in modern society.

Importance of writing skill:

- It helps in expressing ideas clearly. So, it makes communication effective.
- It helps to organize thoughts in a logical manner.
- It provides the foundation for higher studies.
- It enhances one's social skills.

- Creative writing stimulates imagination.
- It helps to improve vocabulary and linguistic skills.
- It helps to gain knowledge.
- It improves the concentration level and helps to focus on a given topic.
- It increases self-confidence being one of the vital communication skills.

#### Essentials and effectiveness of written Communication

Written communication is one of the vital skills of communication. Most of the jobs require a person to communicate in writing, whether through email, formal letters, notes, text messages or online messaging. Written communication is used for documentation purposes in business, government and other organizations. So, we can make a written message effective through following measures-

- Make simple, short and precise sentences that are easy to understand.
- Avoid the use of jargon and complex words.
- Give proper attention to grammatical structures and spellings.
- Use active voice as it strengthens the writing and makes statements easier to understand.
- Use the right tone for writing the message, select proper format and words according to purpose of writing the message.
- Don't falter away from topic. Include words that add value to your goal. Avoid using irrelevant information.
- Don't use repetitive sentences as it may lead to confusion.
- The written message should be a complete whole giving all details required by the reader.
- Proofread the message before forwarding it to the reader.

### **Notice Writing**

A notice informs the reader of something that is to happen or has happened. A notice can be issued about a meeting in an office, organization, or change of address, commencement of a course etc. Most organizations have notice boards at prominent places throughout the offices. Most notices are meant to be pinned up or pasted on these boards. Notices issued by government departments and other big organizations also appear in various newspapers. Loss

of a thing or when a thing is found, opening and closing of public issues are also notified through press. Caution notice is given in violation of trade marks. The notices should be simple, brief and clear.

Various kinds of Notices:

- 1) Admission notice
- 2) Notice regarding change of name, address, venue timing etc.
- 3) Legal notice
- 4) Notice issued by educational institutions, organizations etc.
- 5) Public notice
- 6) Tender notice
- 7) Caution notice

Example-1

Draft a notice of a document folder lost in a train.

**LOST! LOST! LOST**

**A brown handbag of pure leather has been lost on 20<sup>th</sup> June, 2018 at 10 o'clock in train running between Mumbai Central and VT Station. The bag contains important official documents, share certificates, and Rs.5000 cash. Finder will be suitably rewarded.**

**Contact: Mr. Gupta**  
**Phone: 9874561230**

Draft a notice of a sports kit found in the stadium

**GOVT. COLLEGE, KARNAL**  
**NOTICE**

**20<sup>th</sup> June, 2018**  
**Found: A sports kit bag**  
**A sports kit bag was found in the stadium on 19<sup>th</sup> June, 2018 during the final match. Anyone who has misplaced a red sports bag may collect it from the undersigned within two days, that is, by " 22<sup>nd</sup> June, 2018.**  
**Place: Reception Counter**

**Contact: Pardeep**  
**Mobile: 9876543210**

ple-

Fig.

**N.P. College of Engineering, Karnal  
Auction Notice**

**Date:**

**Three shops in student centre complex will be auctioned on monthly licence fee basis for utility service/ eatables and student centre on 20.06.2018 at 10 AM. For details, contact the office of the President, Student Welfare.**

**K.S. Sandhu  
Director**

**GOVERNMENT POLYTECHNIC COLLEGE, KARNAL  
NOTICE  
(ARTICLES FOR THE COLLEGE MAGAZINE)**

**Students of various branches are invited to contribute articles, stories, poems, cartoons, etc. for the College Magazine 2018-19. These should be original and written in neat hand or printed.**

**These should also carry the name and class of contributing students and be handed over to the undersigned.**

**The last date is 20.06.2018.**

**Anil Kumar  
Student Editor**

Exercise for Practice

1. Being the school captain, write a notice on behalf of the Principal warning the students against bunking classes.
2. On behalf of the Manager, write a notice to be put on the notice board of the company informing the employees of the cancellation of the upcoming holidays in the wake of the targets that need to be fulfilled within a month.

3. Write a notice on behalf of the Principal informing the students about the conduct of an 'Annual Athletic Meet.'
4. Write a tender notice for supply of certain goods and for some job work.
5. Write a notice about the general meeting of members of a compa

### **Official Letter Writing**

Letter is the most commonly used medium for written communication. All of us have to write many letters in the course of our life for a variety of purposes -applying for a job, inviting people, making enquiries, placing orders, making complaints, congratulating, etc.

Broadly speaking, the letters we write can be placed in two categories: personal letters and business letters. Personal letters are written to friends, relatives and acquaintances and are informal in nature. Business letters, which also include official letters, are addressed to business firms, government or semi government offices, editors of newspapers etc. and are formal in nature. All letters, whether personal or business, follow certain conventions and it is important for us to know and follow them. These letters are the most common forms of communication within and out of an organization.

#### Forms

1. THE INTENDED FORM- This perhaps is the oldest form of a business letter. In it each line of an item (like the address) starts a little to the right of the line above it.
2. THE FULLY-BLOCKED FORMS- In this form all the lines begin from the left-hand margin. The address, the salutation, the body of the letter, the closing and the signatures are all blocked. Even the paragraphs are not indented. The division between paragraphs is marked by a line of space. Most of the letters in this section are written in this form.
3. THE SEMI-BLOCKED FORMS- It is a combination of the indented and fully-blocked forms. The body of the letter is indented while the heading, address, salutation, etc. are blocked.

#### The Various Parts of a Letter (The fully-blocked)

1. THE HEADING- It consists of the writer's address and the date. The address is written at the left hand corner of the page and the date is put just below it.
2. RECIPIENT'S ADDRESS- The receiver's address is written just as the sender's address is, below the date. A line space is left between the two.
3. THE SALUTATION- It is the form of address or the greeting for the recipient. It is written a little below the date and on the left hand side of the page.

4. THE BODY OF THE LETTER- This is the main part of the letter and should be written in simple and direct language. It should be divided into paragraphs unless it is very short. The first paragraph of the letter states the purpose of the letter or answers the question 'why' you are writing the letter. We write a letter for only one purpose, at a time, even to the same person. The second paragraph of the letter states the action required, as a result of the letter, from the recipient. It answers the question 'what' you want. If the letter is being written for the first time to a recipient, it is advisable to give a brief introduction of yourself in the first paragraph, at the beginning itself.

5. THE SUBSCRIPTION- This is the leave-taking phrase. It is written below the last line of the body of the letter near the left hand margin of the page.

6. THE SIGNATURE- This is written below the subscription or the leave-taking phrase.

#### Forms of Salutation and Subscription

Relations	Salutation	Subscription
Blood Relations	My dear Father, Mother, Brother etc OR Dear Brother, Sister	Yours affectionately OR Yours loving son, brother, etc.
Friends	My dear Vikas OR Dear Anil	Yours sincerely OR Ever yours
Acquaintances	Dear Mr.Gupta, My dear sir	Yours truly OR Yours sincerely
A Trader	Dear Sir Dear Ms ABC PDR	Yours faithfully OR Yours sincerely
Editors of news	Sir or Dear Sir	Yours truly
To Teachers or Principal	Respected Sir/Madam	Yours faithfully

Whenever we use Mr/Ms, we have to use the surname of the recipient. We do not use professional titles like Dr/Adv.

#### FORMAT OF A COMPLETE BLOCK STYLE

Ref. No.

Sender's Address

Date

Inside Address  
(name, title, company,

Full address

Postal code)

Subject

Salutation

.....  
.....

Body of the letter

.....  
.....

(One-line space between paragraphs)

.....  
.....

Complimentary close

Name of sender  
Sender's designation  
End

CC

#### SAMPLE OF OFFICIAL LETTERS

4. Write a letter to the Municipal Commissioner to improve sanitation condition in your locality.

Alok Singla  
New Tagore Nagar  
Rohtak  
Pin Code:

July 12, 2018

The Municipal Commissioner  
Municipal Corporation  
Rohtak  
Pin Code:

Subject: About Insanitary Condition of New Tagore Nagar

Sir

I bring to your kind notice the insanitary condition of our locality. Our locality is very dirty and the streets are full of pits. Dirty water stands in them and it emits a foul smell. It is difficult to move there. The streets always stink of foul smell. People throw rubbish on the streets. The sweeper is generally very careless and comes once or twice a month.

We have brought the matter to the notice of the Sanitary Inspector also. But he has not paid any heed to it. So, I request you to look into the matter personally.

Hoping for a favourable consideration,

Thank you

Yours sincerely  
Alok Singla

5. Write a letter to the Editor of a newspaper complaining against rash driving.

34, A Block  
Vasant Kunj  
New Delhi  
Pin Code:

March 16,2017

The Editor  
The Indian Express  
New Delhi  
Pin Code:

Subject: Rash Driving –a Life Taking Pill

Sir



I would feel highly obliged if you kindly allow me to draw attention of the authorities and the people through your esteemed paper, to the hazards of rash driving.

During the last few years or so, the number of motorized vehicles in our city has increased manifold. The motorcars, buses, scooters, motorcycles ply on the roads at a great speed. Even in narrow streets, people indulge in rash driving. Perhaps it has become a fashion these days. Cars, scooters etc pass by one whizzing speedily even at a turning. They don't care if somebody is hit. The truck drivers and the youngsters are the greatest culprits in this respect.

Rash driving is a regular nuisance and is a cause of many fatal accidents daily. Many youngsters drive their vehicles without proper training. Even children without a license are allowed to drive without any check by the police. Many truck drivers ply their vehicles under the influence of wine. They hit others, as well as risk their own life.

If we want to improve things, rash drivers must be heavily fined, so that life and safety of people may be sustained. I hope you will give a little space to my views in your newspaper, so that the authorities may wake up from deep sleep.

Thank you

Yours truly

Hemant

Exercise

1. Write a letter for transfer of a savings bank account.
2. Write a letter to the Manager, State Electricity Board complaining about power failure.
3. Write a letter to the Commissioner, Municipal Corporation, drawing his attention to lack of civic amenities in your area.
4. Write a letter to the Editor about increasing incidents of crime in your city.
5. Write a letter requesting for additional bus service.

### **Email Writing**

Email stands for electronic mail. It is the most preferred means of communication because it is cheaper and faster. E-Mail can be categorized into two types:

1. Formal email: The email which is sent to an office for some official purpose.
2. Informal email: The email which is sent to a relative or friend for some personal purpose.

E-mail is an instance of written communication that is much faster compared to conventional letter writing. Nowadays, the sending of Email, be it personal or official, is very common among all. Sending an email is quite easy - be the recipient abroad or next door to us.

1. Format of an email.

- a) E-mail address of the recipient of the mail.
- b) Main subject / reason for writing the email.
- c) Salutation

2. Body of the email:

- a) Introduction
- b) Matter in detail
- c) Conclusion
- d) Courteous leave taking and closing
- e) Name, designation and contact details of sender.

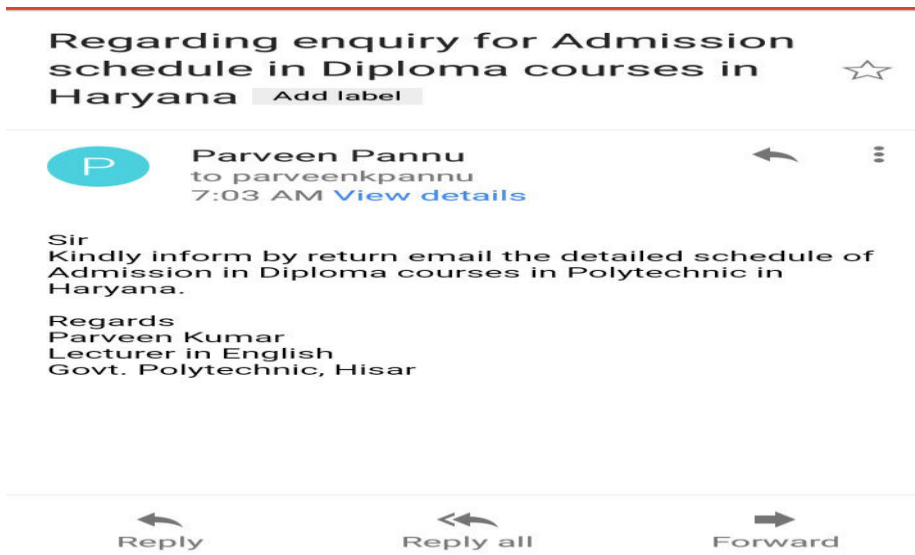
The format of an e-mail must be strictly followed in a formal email. Just like a formal letter, we use formal language in a formal email also. Use of abbreviations, short forms, slang language should be avoided in a formal e-mail. On the other hand, in an informal email, we can miss out on salutation, leave taking and designation and contact details of the sender because we are writing the mail to an acquaintance.

Guidelines to write an Email:

- 1) One should have the email address from where the email is to be sent.
- 2) The email address of the receiver must be written correctly, if there is any mistake of even a single character then the email will not be received at the receiver's end.
- 3) The sender then writes the subject of the email, it should be compact and to the point.
- 4) If the copy of the email is to be sent to another person, his/her email address should be entered in the CC option available.
- 5) Write a salutation to the receiver.
- 6) Write the content of the email in a logical, compact and correct manner. Avoid any type of mistakes.
- 7) Write complimentary close at the end.
- 8) If some other file is to be attached with the email, write it as attachment after the content of the email.
- 9) Do read the composed email before sending to check for mistakes or shortcomings.
- 10) The writer should have an email address of his/ her own, so that he/ she is capable enough to have first-hand knowledge of the process.

Sample email

**Sample email**



## Frequently used Abbreviations used in Letter Writing

The following abbreviations are widely used in letters:

asap = as soon as possible

cc = carbon copy (when you send a copy of a letter to more than one person, you use this abbreviation to let them know)

enc. = enclosure (when you include other papers with your letter)

pp = per procuracionem (A Latin phrase meaning that you are signing the letter on somebody else's behalf; if they are not there to sign it themselves, etc)

ps = postscript (when you want to add something after you've finished and signed it)

pto (informal) = please turn over (to make sure that the other person knows the letter continues on the other side of the page)

RSVP = please reply

## Paragraph Writing

Paragraph is a group of sentences based on a particular topic.

Features of paragraph writing:

1. Write down the main points and ideas related to the given topic.
2. Arrange the ideas in a logical manner.
3. Introduction is not always required in a paragraph.
4. Start the paragraph directly with the subject.
5. Keep to the given word limit.

6. Avoid repetition of ideas in a paragraph.
7. Remember to write only one paragraph in such a composition

### Paragraph Composition

A paragraph is a piece of creative composition and displays the writing ability of the writer. The basic composition of a paragraph can be elucidated as below:

#### Introduction

The introduction consists of 4-5 sentences. It states 'what' is being talked about and 'why.' The reasons for writing can be interest, information, or entertainment to be gained from the paragraph. One may choose to include a quote in the introduction, but it is not necessary.

#### Main Body

This is the main part of the paragraph. The writer describes in this portion the salient aspects of the topic, advantages or disadvantages (if any), and her/his views on the topic. Illustrations in the form of data examples from history or contemporary world, and references can be included there. It consists of approximately 15-20 sentences in all.

#### Conclusion

The composition is wound up, in this part of the paragraph no new point is added; also no repetition should be done. The writer ends the composition by rephrasing the introduction. The conclusion is always shorter than the introduction, consisting of 2-3 sentences

### **Child Labour**

Child labour is a serious problem in developing countries. We often see young boys and girls working in tea stalls, roadside restaurants, meat shops, grocery shops, small industries and private households. Anyone below the age of fourteen is considered to be a child labourer. The wages given to these children are much less compared to the wages of adult labourers. These children are also made to work for longer hours. Employing little boys and girls, enables the employer not only to save money, but also to avoid labour unrest and other work related demands. Laws in most countries forbid the practice of employing child labourers. But, as the number of poor people in our country is very large, the exploitation of the children through the practice of child labour continues. Children are made to work at a tender age when it is time for them to go to school and enjoy their childhood. The abolition of child labour will only be possible if the economic conditions of the poor families improve and the employment of adults from these families is ensured.

Important subjects for paragraph writing at the diploma level:

1. Environmental Pollution
2. Importance of Technical Education

3. Value of Games
4. Value of Discipline in Life
5. Advantages and Disadvantages of Mobile Phones
6. Relevance of Computers
7. Information Technology
8. Science—a Boon or Curse
9. Annual Function
10. A Football Match

## Netiquettes

The rules for online communication and face to face direct communication are virtually the same: In direct communication our words, gestures, posture and facial expressions communicate our thoughts and observations. But how should we express ourselves online?

Following are some rules of netiquette that will help us to successfully communicate online:-

1. **Make sure identification is clear in all communications.** Begin with a salutation and end with a signature.
2. **Review what you wrote and try to interpret it objectively.** When we speak face to face and are misunderstood, we have an on-the-spot opportunity to rephrase our words. In writing, we must strive twice as hard to be understood, as we do not have the benefit of modifying or elaborating in real time. All caps (“I’M SHOUTING”) and exclamation points (“Give me a break!!!”) can be misinterpreted as intense anger or humour without the appropriate context.
3. **If you wouldn’t say it face to face, don’t say it online.** When we are working online, we are safe behind a screen, but that’s no excuse to be ill-mannered or say things we would never say in public.
4. **Don’t assume everyone understands where you’re coming from.** Sarcasm and wit is often the spice of in-person conversation, but in online discussion, it can not only lose its edge, it can bite! Our online communication is with people of all ages and cultures who have varied backgrounds, lifestyles and geographic locations. With this in mind, we should review what we write before contributing to the conversation.
5. **Don’t spam.** Don’t take advantage of our connection with others in our online conversation to forward emails and links regarding our political/spiritual beliefs or to sell our services.
6. **Use emoticons.** Emoticons can help convey feelings that may otherwise get lost in translation, including humour, exasperation, exhaustion and even confusion.
7. **Respect others’ privacy.** Don’t give out another’s personal email address without permission.
8. **Remember, if it’s on the internet, it’s everywhere.** Don’t share personal information about yourself in a public online forum, especially something that could put your safety or security at risk.
9. **Follow the rules.** Online forums also have rules of conduct. Make a point to read them every time, as they can vary from class to class.
10. **Forgive and forget.** If you’re offended by something another person says online, keep in mind that you may have misunderstood their intentions. Give them the benefit of the doubt.

## PRACTICAL EXERCISES

Learning Objectives:

- The objective of practicals is to understand language and its practical usage in everyday life. It will help the learner in recognizing the two inevitable parts of oral communication; listening and speaking. These practicals will support self-introduction, debate, extempore, formal and informal responses, greetings, making complaints and giving and receiving information. Each section is followed by practice exercises.

### •READING

#### Comprehension Exercise

Read the passage carefully and answer the questions that follows :-

In India working women lead a life of dual responsibility if they are married and have a family . In the West many women are hard-headed careerists and are committed to their jobs. Here in India women still have traditional roles to fulfil and prefer a career to avoid domestic drudgery. There are four categories of working women in India. Some work while they are waiting for matrimony. A majority of women work because they are qualified, want a second income and a different kind of life for part of the day. A small section consists of career women. A sizable section of women are bread-winners.

It is quite apparent that with a majority of working women, the family takes precedence over the job. They prefer to stay in joint families where their children can be taken care of while they are at work. When they come back in the evenings from the relatively modern surroundings of their work-spots, their personalities have to undergo a change to accommodate the demands on their time and attention by different family members whose predominant feelings are of having been neglected. These women often do their shopping on the way from the office. They reserve their week-ends for heavy housework which will help them to cope with the rest of the week with relatively less tension. Week-ends are also reserved for spending time with their spouses and children for entertainment, family duties, visits and other such endless chores. Actually speaking they hardly have time for their personal needs. Despite the freedom and confidence of their jobs and pay packets, working women still prefer to leave the financial decision-making and budgeting to their husbands. They are unwilling to compromise on their dual burdens and prefer jobs with flexible timings. They are managing their double rolls admirably.

Now answer the following questions:-

- a) Which type of women lead a life of dual responsibility ?
- b) Where are the women hard-headed careerists ?
- c) What are the various types of reasons why women prefer to work ?
- d) What do you mean by bread-winners ?
- e) Why do working women prefer to live in a joint family ?

- f) How do they do their shopping ?
- g) What do working women do on their weekends ?
- h) What do you mean by the word 'endless chores' ?
- i) What are their burdens ?
- j) How do they manage their double roles ?

### **1. Reading Newspaper Headlines and Important Articles**

Reading skill helps in enhancing our knowledge. It helps in increasing word power and development of thoughts. Reading newspapers in the classroom provides the students not only information, but inculcates interest for the current scenario. It is the best way for developing speaking as well as reading skills.

Some important steps to be followed while reading newspaper:

1. Define the purpose for reading the newspaper.
2. Study the topic carefully and get a quick idea about that.
3. Carefully study the pictures and graphs to support the main purpose of the text.
4. While reading aloud in the classroom, the pitch, the tone, the pronunciation and the stress should be proper so that there may be improvement in oral presentation.

### **2. FUNDAMENTALS OF COMMUNICATION**

Understanding of a language comprises reading as well as listening phases. For Informal communication, which exists in oral form for most of the time, comprehending implies listening of the language, by the receiver. Listening is, therefore, an inevitable part of oral communication. The teacher should motivate his/her pupils to develop their capacity for the understanding of this kind. It may include a variety of methods, such as playing audio messages for the students in the language laboratories, according to their taste, be it sports, films, entertainment, politics, science and technology etc.

When the students listen to the audio message, the teacher should not interrupt in the middle, rather, should note down the points, which have to be explained later. Thereafter, the teacher should ask a few questions if the students have grasped the message as a whole, or it was just a superficial or pretended listening. The teacher should then explain the main points and keywords. He/she should also instruct the students not to focus on the grammar or the vocabulary of the message, but to cater for the meaning of the message.

The various exercises in the practical section are attempts to enable the students to improve their listening ability.

1. Self and Peer Introduction

There are lots of situations in our daily life when we need to introduce ourselves to others. When people join together for a meeting or conference on a single platform in formal situations in organization, the conversation always begins with self-introduction

In informal situations also, we introduce ourselves to strangers. The way we introduce ourselves reflects our personality and ability.

Giving an introduction effectively is very significant for students, particularly when they appear for interviews and presentations etc. Their confidence level and competence are observed through their way of introduction. Introduction is a mirror of complete personality.

Example of self -introduction

“Hello everybody, I am Rohit. I am pursuing my three year diploma course in Computer-engineering from Govt. Polytechnic Chandigarh. I have passed my 10th class from St.Kabir S.S.School Rohtak with 80%marks. I belong to a middle class family. My father is a businessman and my mother is a homemaker. My hobbies are playing football and reading books. I like to travel to new places and to collect knowledge about them. Positive attitude and confidence are my strengths. My dream is to become a successful Engineer in life and serve my nation with my ability.”

Introducing others

Introducing others is an important aspect of life. We should provide complete information about the person whom we are going to introduce. So we must have firsthand knowledge about the person that we introduce in formal situations.

Example of Peer Introduction

“Good morning Ladies and Gentlemen, it is my honor to introduce Mr.Vikas Ahooja, Director Apex Global Group of Institutions. Ludhiana. It is our pleasure that he is among us today in this conference and shall share his views on- how to improve the quality of technical education in the state. Mr. Ahooja is a postgraduate in Mech. Engineering from D.C.E., New Delhi. He has served in the same institution for about ten years. I hope you all will benefit yourself with the heaps of knowledge and information which he shall impart today.”

Exercise

1. On the way to market, with your father you come across your teacher. Introduce each other. You are on the way to market, with your father and you come across your teacher. Introduce them to each other.
2. Your cousin from Delhi has come to your house. As a matter of chance, your friend comes to meet you. Introduce them to each other.

**Just a minute session - Extempore**



The dictionary meaning of Extempore is done or said without preparation.

An Extempore speech is a speech that is made on a given topic without any prior preparation. Generally, the time for this type of speech is 1-5 minutes.

Tips for the Extempore:

1. It requires the candidate to speak in a limited time in a logical manner.
2. It requires thinking of the topic for some time, and a flow of delivery.
3. Proper body language should be used, since this is an oral presentation.

Students can be asked to present Extempore on various topics like:

- a) Youth and Politics
- b) Indian Economy
- c) Mob Culture in India
- d) Cultural Diversity

### 3.. **Situational Conversations**

#### Offering and Responding to Offers

This topic provides us practice to offer and respond to offers. When we offer something to someone, we should be polite in tone. To respond to an offer, people may accept or refuse help. There are some ways to offer help and to respond to them. Such as---May I help you ? Are you looking for something? Thank you.

Example

Your uncle comes to your house, but your parents are not present. How will you offer your uncle tea etc?

I: Good morning uncle, please come in.

Uncle: Good morning child, how are you? Where are your parents?

I: I am fine uncle. My parents have gone to the market for some work and they will come back in half an hour. Take a seat please.

Uncle: How are your studies going on?

I: Oh It's fine uncle! Would you like to have a cup of tea?

Uncle: No, thanks.

I: Is there any message for my parents? I will tell them when they come back home.

Uncle: Yes, dear. Tell your father that I have completed the task which he gave me.

I: Ok, uncle.  
Uncle: I should leave now.  
I: Bye uncle. Nice meeting you.  
Uncle: Bye child. May God bless you!

#### Exercise

Your best friend is in some trouble. Offer him help.

#### c) Congratulating

We congratulate people on their achievements. It is important to appreciate them when we congratulate them. In our social life we congratulate our friends, colleagues and relatives when they are successful or they achieve something. Some common expressions used for congratulating are - I'm glad to know about this. It is a great achievement, I congratulate you.

#### Example

Your cousin got a job in a multinational company in the USA. Congratulate him

I: Hello Saurabh, Good Morning, how are you?  
Saurabh: Good Morning, I'm fine.  
I: I want to congratulate you from the core of my heart on your glorious success that you have got a job in a multinational company in the USA.  
Saurabh: Thank you, Amit but how did you come to know about this?  
I: Your father told me about your brilliant success when I came across him in the market. Saurabh! You have made your parents really proud; it's truly the result of your hard work and blessings of your elders.  
Saurabh: Thank you very much.  
I: When are you going to the USA?  
Saurabh: I'm going next month.  
I: I want to see you before your departure.  
Saurabh: We will meet soon.  
I: Congratulations once again.  
Saurabh: Thanks a lot. See you soon.

#### Exercise

- 1) Your cousin has got admission in a good engineering college. Congratulate him.
- 2) Your friend had bought a new farm house to expand his business. Congratulate him on his success.

#### e) Apologizing, Forgiving

When we do something wrong, we can always save ourselves a lot of trouble by apologising, someone complains about us. Some samples are given below for practice.

#### Dialogue-1

(Bumping into someone)

Amit: Oops, my fault! I didn't see you.

Sonu: That's O.K.I hope you aren't hurt.

Amit: Not really.

Sonu: Thank God.

#### Dialogue-2

Alok: Hi Amit! I'm terribly sorry! I forgot to wish you on your birthday. I'm really sorry.

Amit: It's all right, Alok. No need to feel so bad about it. These things do happen.

#### Dialogue-3

Amit: I'm sorry about what I said. I didn't mean to hurt you.

Sonu: Let's forget it, shall we?

Amit : That's nice of you to say so. I promise I won't repeat it.

Sonu: Fine, let's put it at the back.

#### Dialogue-4

Mrs Kapoor: I'm sorry we couldn't make it to the party. Alok had his UPSC exam yesterday.

Mrs.Ankit: That's all right.Hope he has done well. However, we did miss you a lot.

Mrs Kapoor: He says, he has.

Mrs Sharma: Good. Let's hope for the best.

#### Exercise for Practice

Build conversations for the following situations:

1. You have borrowed an electric kettle from your neighbour. You dropped it by mistake.
2. You took your friend's notebook by mistake.
3. You promised your friend to pay the mobile bill but you forgot.
4. You borrowed a dictionary from your English teacher. Your three year old cousin has scribbled on it.
5. You borrowed a book from your friend and you have lost it. Apologize.

#### f) Complaining

Making complaints also becomes a necessity at times. It is important to remember that a direct complaint or criticism in English can sound rude or aggressive. It is best to mention a problem indirectly. Given below are some of the exercises that may help us in the situations we need to make complaints against anything or anyone.

#### Dialogue-1

Mrs Khanna: Ankit, did you pay the electricity bill ?

Ankit: Sorry mom, I forgot to.

Mrs Khanna: I'm sorry to have to say this. I think you are behaving in a very irresponsible manner. Today is the last day for payments.

Ankit: I'm really sorry, mom. I won't repeat this.

#### Dialogue-2

(on the telephone)

Seema : Is that Neetu?

Neetu: Yes. Who's this, please?

Seema: Neetu, this is Seema. I'm sorry to bother you at this hour. I think we need to discuss the project report tomorrow at the earliest. It needs to be redefined.

Neetu: OK. I'll be there at 8am.

Seema: Thanks and good night.

Neetu: Good night.

#### Dialogue-3

Vijay: Good Evening, Mr. Sam. I'm sorry to trouble you, but there is a small problem that I would like to mention to you.

Sam: What is it Mr. Chatterji?

Vijay: There seems to be a leak in your bathroom pipe and the water seeps through the roof of our house downstairs. I was wondering if you could have the pipe repaired, please.

Sam: Oh, I'm terribly sorry. I'll have the pipe repaired immediately.

Vijay: That's very kind of you, Mr. Sharma. Thank you.

Sam: I'm glad you brought the problem to my notice. Thank you.

#### Dialogue-4

Rajesh: Hello, this is Rajesh Gupta. I had paid the telephone bill last month before the due date. In spite of that the connection has been cut off. May I know why?

Baldev: Please give me the details of the bill, the date on which you paid the bill etc. I will definitely look into the matter.

### Exercise for Practice

1. Your bank has deducted your EMI twice in a month. Make a complaint to the manager.
2. The food you ordered is cold and stale. Complain about it.
3. You have been overcharged for a service. Make a complaint.

### j. Talking about likes and dislikes

To express likes and dislikes, one must be careful to use the phrases and sentences. The phrases and sentences should be such which are polite and do not offend anyone or show disrespect.

Mudit: Sanchit, do you like your college?

Sanchit: Of course, I appreciate the faculty of my college. The building is very attractive and the environment is very conducive to study.

Mudit: Sanchit, and what do you not like here?

Sanchit: There is nothing much that I dislike, but I am a little bit not satisfied with the quality of food in the hostel.

Helpful phrases and sentences for likes:

I like...

I enjoy...

I appreciate...

I relish...

Helpful phrases and sentences for dislikes:

I do not like...

I do not enjoy...

I do not appreciate it...

I do not relish...

Dissatisfied

Not satisfied

### Mock Interviews: Telephonic and Personal

Interview is a formal communication between an interviewer and a candidate for a specific purpose. The candidate aims to get an opportunity to get selected for the job, whereas the interviewer looks for the best person for the vacancy in his organization.

A Mock interview is when you set up an environment and scenario that resembles a typical interview. It is the best way for preparing for an actual interview as you prepare yourself with the right body language, the professional etiquette and practise answering the tricky questions.

Pre-requisites of Mock interview:

1. Attire or formally dressed
2. Environment resembling with actual interview place
3. Formalities
4. Practice of complex questions
5. Variety of people

Benefits of a Mock interview:

1. Reduces stress and anxiety
2. Boosts confidence
3. Prepares for behaviour based interview questions
4. Practice for perfection
5. Reduces uneasiness
6. Learn professional etiquettes
7. Increase awareness

Conduct and stages of Mock interview:

Conduct of Mock interview:

1. Filling up of job interview profile, details of qualification and experience
2. At arrival in the interview room, be calm, cool and relaxed
3. The interviewer starts asking questions
4. Active listening by the interviewer to the replies by the candidate
5. Closing the interview and thanks giving

Stages of Mock interview:

Opening section: questions regarding basic information such as education, orientation etc.

Middle section: questions regarding aptitude and subject knowledge, job experience and future plans, etc.

Summing up: The interviewer sums up the final impression of the candidate on the basis of answers given by the candidate.

Exercise

1) You have to appear for the interview for an HR Executive. Conduct a mock interview for the same.

Multiple Choice Questions:

1. When the students listen to an audio message, they should:
  - a) Ask questions in between
  - b) Speak loudly'
  - c) Not interrupt
  - d) Listen carefully
  
2. When we offer help to others, we should say:
  - a) Greeting to you
  - b) May I help you?
  - c) Please go away
  - d) Good morning
  
3. You wish to congratulate your friend, you would say:
  - a) Greetings to you
  - b) Congratulations!
  - c) May I help you
  - d) I want to see you
  
4. Your friend has lost his father, you would say:
  - a) May I help you?
  - b) I want to see you
  - c) Please go away
  - d) I am really sorry to hear about your father
  
5. You did something wrong, you wish to apologize. You would say:
  - a) How are you?
  - b) May I help you?
  - c) I am really sorry.
  - d) I want to meet you.
  
6. We wish to make a complaint. You will say:
  - a) Good Night.
  - b) Greetings to you all.
  - c) I wish to bring a problem to your notice.
  - d) I am sorry to hear that.
  
7. You wish to seek information regarding something. You would say:
  - e) There is a problem.

- f) How are you?
  - g) I wish to know about thins.
  - h) Where have you been?
8. You wish to seek permission to use someone's pen. You would say:
- a) Give your pen to me.
  - b) I wish to take your pen.
  - c) Excuse me; may I use your pen?
  - d) By all means, give your pen to me.
9. You like the opinion of a colleague. You would say:
- a) How are you today?
  - b) I do not like your opinion.
  - c) I appreciate your opinion.
  - d) I am not satisfied.
10. What are the benefits of a Mock Interview?
- a) You get to buy a new dress.
  - b) You learn informal conversation.
  - c) You learn professional etiquette.
  - d) You get a job.

#### Short Answer Questions (60-80 words)

1. Why are communication exercises necessary?
2. How should we conduct peer introduction?
3. Why should we listen to opposing viewpoints?
4. How should you deal when someone asks for information?
5. Why should we speak politely?
6. How does extempore help in overcoming language barriers?
7. Why are group discussions important in academic spheres?
8. How does reading help in enhancing our knowledge?

#### Descriptive Questions

1. What is the significance of learning through practical methods?
2. How does a proper introduction help in casting a good impression?
3. Write a short note on the significance of debate?
4. How does impolite conversation affect our routine life?
5. Good expressions get positive responses. Explain.
6. Write a short note on the significance of tone and intonation.

-----



**III. MULTIPLE CHOICE QUESTIONS:**

1. **Who is the author of 'The Portrait of a Lady'?**
  - (a) Ruskin bond
  - (b) Khushwant Singh
  - (c) Noupul
  - (d) Vikram Bhatt
2. **Who is the main character of the chapter 'The Portrait of a Lady'?**
  - (a) Writer's father
  - (b) grandfather
  - (c) grandmother
  - (d) uncle
3. **When did the author's parents leave him with his grandmother?**
  - (a) When he was a kid
  - (b) When he was an infant
  - (c) When he become a teenager
  - (d) When he failed and became a teenager
4. **Which animal/bird did the grandmother used to feed in the village?**
  - (a) Dogs
  - (b) Cows
  - (c) Sparrows
  - (d) Cats
5. **What did the author eat for breakfast?**
  - (a) A thick and stale chapatis with a little butter and sugar spread in it.
  - (b) thick bread with butter
  - (c) Upma
  - (d) rice and curd
6. **What was the turning point of the friendship between grandmother and author?**
  - (a) When he became an adult
  - (b) When his parents called them both to the city
  - (c) When he left her to live in the city with his parents
  - (d) When they stopped talking.
7. **Where did the author go to study in the city?**
  - (a) English School in motor bus
  - (b) by walking down to nearby school
  - (c) Hindi School
  - (d) Nowhere
8. **What made the grandmother unhappy about the author's new English School?**
  - (a) the fact that she could no longer help him with the lessons
  - (b) Because they were in city
  - (c) Because she didn't understand English
  - (d) Because she didn't understand English and could no longer help him with the lessons
9. **Why didn't the grandmother like music?**
  - (a) It was the monopoly of harlots and beggars and not meant for gentlefolk
  - (b) She liked only religious prayers

- (c) She liked the traditional folk music  
 (d) She thought it would distract him from studies.
0. **How did the grandmother spend her time in the city?**  
 (a) feeding dogs (b) reading scriptures  
 (c) spinning the wheel (d) talking to neighbours
1. **How did the grandmother spend her afternoon everyday?**  
 (a) by feeding hundred of sparrows (b) by taking a nap  
 (b) by talking to author's mother (d) by going to temple
2. **What happened when the author moved abroad to study for five years?**  
 (a) grandmother bid goodbye by silently kissing his forehead  
 (b) No one came to see him  
 (c) Grandmother moved back to village  
 (d) Parents moved with him
3. **What happened when the grandmother didn't pray for the first time?**  
 (a) She felt ill the next day  
 (b) She made this her routine  
 (c) She took a break and went to the village  
 (d) None of the above
14. **What was grandmother's reaction when the author was going abroad?**  
 (a) Happy (b) sad  
 (c) not even sentimental (d) Sentimental
15. **What happened when they took the grandmother's corpse away?**  
 (a) Neighbours visited them to pay condolences  
 (b) they mourned her death in her room  
 (c) birds flew away quietly  
 (d) Nothing happened
16. **How do you feel about the character of the grandmother in the chapter?**  
 (a) Emotional (b) Strong  
 (c) Selfless (d) Loving
17. **Where was the author's grandfather's portrait placed?**  
 (a) on a shelf (b) hung above the mantepiece  
 (c) put on the mantepiece (d) on a table
18. **Did the author bother to learn the morning prayers that his grandmother recited?**  
 (a) yes (b) he listened but did not bother to learn  
 (c) he could not learn (d) no

19. When was their common link of friendship snapped?
- when he went to college
  - When he went to the university, they were given separate rooms
  - when he started working
  - When he went abroad
20. What did the grandmother do in her final hours?
- Talked to everyone in the house
  - worried about everyone
  - Silently praying and telling he beads
  - went to the temple

### Answers

1. (b)    2. (c)    3. (c)    4. (c)    5. (a)    6. (b)    7. (a)    8. (d)  
 9. (a)    10. (c)    11. (a)    12. (a)    13. (a)    14. (c)    15. (c)    16. (b)  
 17. (b)    18. (b)    19. (b)    20. (a)

## IV. SHORT ANSWER TYPE QUESTIONS:

**Q.1. Was the narrator's grandmother once young and pretty? If not, why?**

OR

**How will you elaborate that the grandmother was not pretty but beautiful?**

**Ans.** It was hard to believe that the narrator's grandmother was once young and pretty. She was not pretty because she had always a wrinkled and pale face. But with her locks and spotted white dress the ceaseless telling of beads, she looked beautiful. She was beautiful in her view, voice, mind and contentment. Her noble qualities gave her a spiritual beauty.

**Q.2. Describe the grandmother's routine in the village.**

**Ans.** The narrator's grandmother used to awake him in the morning and get him ready for school. She would feed stale chapattis to the village dogs and go to temple everyday with him. In the afternoon she relaxed for a while to feed the sparrows.

**Q.3. Which changes took place in the relationship between the grandmother and the writer when they shifted to the city?**

**Ans.** The writer's parents sent for them in the city. It was the turning point of their friendship. The city life and the English school made all the difference. She did not accompany him to his school. They talked less. She became firm. She was not sentimental even when the writer was going abroad, she would feed the dogs and sparrows.

**Q.4. How did the grandmother celebrate the homecoming of his grandson?**

OR

**Describe how the grandmother celebrated the writer's return from abroad?**

**Ans.** The grandmother came to the station to receive him. She took him in her arms. In the evening she did not pray. She took him in her arms. She started to beat drum and sang songs of the home coming warriors.

**Q.5. How would you explain the last hours of the grandmother?**

**OR**

**Describe the death of the grandmother.**

**Ans.** We become pathetic, when the writer describes the last stage of his grandmother. At the last moments of her life she lay peacefully in bed praying and telling her beads. She does not waste her time in talking with each others. Suddenly her lips stopped moving and the rosary fell from lifeless fingers.

**Q.6. Describe the behaviour of sparrows at the death of the grandmother.**

**Ans.** The sparrows also joined the mourning. They sat in thousands around her body. They did not chirrup. Nor did they touch the crumbs of bread thrown to them. They flew away quietly when the dead body was carried off for cremation.

#### **V. LONG ANSWER TYPE QUESTIONS:**

**Q.1. Describe the pen picture of the narrator's grandmother.**

**OR**

**Give the character sketch of the narrator's grandmother.**

owner both in the village as well as in the city.

**Q.3. Give the summary of the chapter 'The Portrait of a Lady' by Khushwant Singh.**

**Ans.**

**Summary**

The grandmother of the author was very old. When author's parents left for the city, his grandmother took care of him. She was short, fat and had wrinkled face but she was very hard working and religious lady. Daily she used to make the author ready for the school and then accompany him to the school which was inside the temple. When they used to return home, she threw, stale cake pieces to the dogs. After some time both shifted to the city and this was the turning point in their relationship but they still shared a room. She did not like the education of English school. When the author went to railway station to see him off. Now she used for free time in spinning the wheel and feeding the sparrows in the courtyard. When the author came back after five years, he did not hope to see her again but she received him at the station. She celebrated his return by beating the drum singing songs. Her body was stained and she fell ill. She knew about her end. The death came to her while she was praying. Sparrows so loved her that they did not accept feed from author's mother and flew away.

