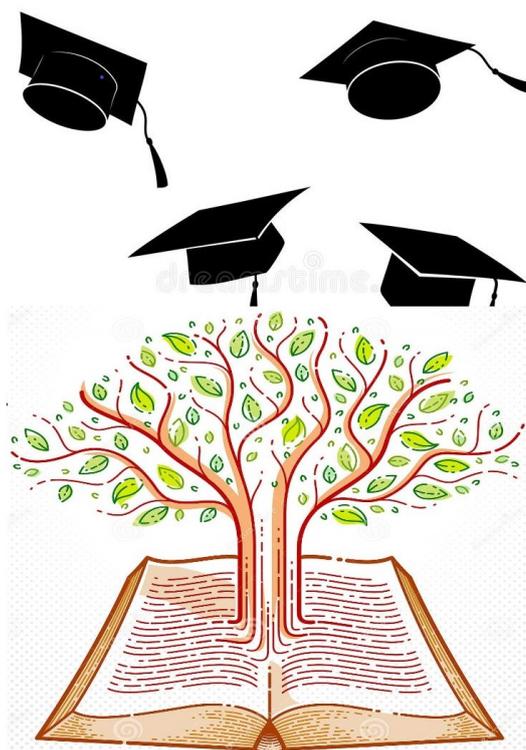




**COMMUNICATIVE
ENGLISH
SEMESTER-II**



**Tamil Nadu State Council For Higher Education
(TANSICHE)**

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PREFACE

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

Having achieved the highest GER (Gross Enrolment Ratio), of 50% in higher education in the country, a key indicator of horizontal growth/access to higher education, Tamil Nadu endeavours to fortify this achievement with vertical growth, i.e. by focusing on quality/excellence in higher education. Given the fact that language proficiency is integral to the learning process, the Communicative English courses for Semester 1 and II have been designed to address the competencies that every student needs to acquire in the first year of the undergraduate programme itself.

Communicative English(Semester II) has built on the competencies developed in Semester 1 and has much to offer the progressive student and the committed teacher.

Unit I

(18 hours)

1. Listening and Speaking

- a. Listening and responding (to complaints – formal situation)
- b. Listening to problems and offering solutions (informal)

2. Reading and writing

- a. Reading aloud (brief motivational anecdotes)
- b. Writing a paragraph on a proverbial expression/motivational idea.

3. Word Power/Vocabulary

- a. Synonyms & Antonyms

4. Grammar in Context

- Adverbs
- Prepositions

LISTENING AND SPEAKING

In the Listening and Speaking section of this unit the focus is on listening to “complaints” (in a formal context) and listening to “problems and offering solutions” (informal). “Complaints” call for “action” to be taken after the facts have been ascertained. With regard to listening to “problems”, the listener has to practice *active listening* and “offer solutions” or “suggest ways” by which the problem can be solved. The onus to solve the problem is not on the listener. Decision-making rests with the one who shares the problem and seeks solutions.

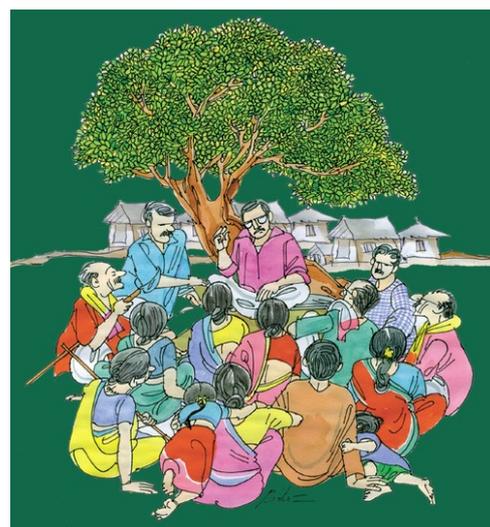
Listening and responding to complaints (formal situation)

Complaints could be made in a forum or individually

Making Complaints in a Forum

The healthy practice of listening and responding to complaints is deeply ingrained in the administrative system of our country. The village panchayat is a forum where complaints are received and issues resolved.

Such meetings take place even in a modern office environment. Here again the aim of the meeting is to discuss issues raised and sort out problems.



Complaints could also be made by individuals over the phone. The complaints made over the phone

usually pertain to products and services. In case you have a problem with an item you have purchased online, you could call the customer care



centre of that company and make your complaint. With services provided by the government such as electricity and water, there are numbers designated for receiving complaints from the public. Here are two samples of conversations pertaining to lodging complaints.

1. In A Forum

The Councillor of Washermanpet visits his ward. The meeting has been arranged by the residents of Alwarnagar of Washermanpet. Examine the conversation given below to learn phrases and expressions used in making complaints and responding to complaints. They are in italics.

Alwarnagar Secretary: Vanakkam, residents of Alwarnagar. It is our privilege to have with us Thiru.Venkatesan, the Councillor of our ward. He has responded to our letter in which we have expressed

all the needs of our nagar. He has visited our nagar *today to listen to us and address all the outstanding issues.*

Councillor: Thank you Thiru. Srinath, Secretary of the Alwarnagar Welfare Association. *I have made time to get a first hand account of the issues you are facing and will do my best to solve them.*

Arunkumar (Resident): Vanakkam sir. I am Arunkumar, residing at 12th Cross Street. *I would like to bring to your attention the drains that are blocked: that is why rainwater stagnates in the street. If you had done some work on preparedness for the monsoon, by clearing these drains, we wouldn't have faced this problem.*

Councillor: Sir. *You have rightly pointed out one of the causes for flooding of the streets. I would also like to inform you that prior to the arrival of the monsoon, clearance of storm drains was undertaken. You, who have lived in this area for more than twenty years know that many of the old independent houses are replaced by residential apartments. This a major reason for the flooding of this locality. We should work towards increasing the capacity of these drains.*

Ramesh (Resident): Sir, first of all let me congratulate you on becoming the Councillor. *Sir. I have a complaint to make regarding our ration shop. The queue at the ration shop is endless. It is pathetic to see people standing in long queues. Could you use your good offices to get one more ration shop for our nagar and more staff in each ration shop so that the disbursement is quick?*

Councillor: Mr. Ramesh, *I agree with you. I shall make arrangements for an additional ration shop in this locality and post additional staff. Quick disbursement will solve the problem of long queues*

Sudha (Resident): *Sir, I would like to bring to your notice that our nagar has not received the flood relief package. Other localities have received the money as well as the materials for flood relief.*

Councillor: Madam, this relief is given only to areas designated as BPL (Below the Poverty Line). I'm afraid, this locality doesn't fit into that category.

President: *Madam, I also made enquiries and I fully agree with the statement made by our Councillor. I also wish to add that we received the relief given in Phase 1. I understand that in Phase 2*

the government has restricted the supply of money and materials only to BPL areas.

Friends, our Councillor has made time to be with us this morning.

As he has another meeting in 15 minutes from now, he will take

leave of us. *Please feel free to bring the civic needs of our*

Alwarnagar to me and my fellow office-bearers. Thank you.

(Councillor waves goodbye and leaves)

Making a Complaint over the phone:

Cool Net Service: Hello, this is Cool Net Customer Service. How can I help you?

Customer: I want to register a complaint regarding my internet service.

Cool Net Service: What is the problem sir(madam)?

Customer: My connection snapped suddenly. It happened about 30 minutes ago.

Cool Net Service: Could you give me your customer number?

Customer: Yes, my customer number is 7654-321.

Cool Net Service: Let me check to see if we have already received a report. Well.....It hasn't been reported sir (madam). Give me a moment. Could you be on the line? I will check it out. The windy weather could have caused some disruption.

Customer: Yes, I will wait

Cool Net Service: I got in touch with the operator in your area. He says that a lot of trees have fallen due to the storm. The technical team will be at the site in a few minutes. They'll fix things up soon. You should be able to get your connection in an hour's time.

Customer: Thank you.

Here is a list of expressions used in making a complaint:

I'm sorry to say this but...

I have a complaint to make...

There seems to be a problem with...

I'm afraid there is a slight problem with...

Sorry to bother you but...

I'm not satisfied with...

Wouldn't be a good idea to...

There appears to be something wrong with...

I was expecting... but...

Sorry to bother you but...

I want to complain about...

I'm afraid I've got a complaint about...

I have to make a complaint about...

I don't understand why...

Excuse me but there is a problem...

Would you mind...?

Some expressions used in accepting a complaint:

I'm so sorry, but this will never happen again.

I'm sorry, we promise never to make the same mistake again.

I can't tell you how sorry I am.

I wish it had never happened.

Rejecting a complaint:

Sorry, there is nothing we can do about it.

Sorry but it's not our fault.

I'm afraid there isn't much we can do about it.

Activities:

1. Work in pairs for the following conversations:
 - a) Between a resident of an area and the EB office regarding power failure
 - b) Between a customer and an online service provider regarding a product (clock/mobile phone/any other), which has not arrived
 - c) Between a diner at a restaurant and the hotel manager about the food that is not of a good quality.
 - d) Between a customer and a furniture shop owner about a defect in a new piece of furniture discovered by the customer when the piece arrived.
 - e) Between a parent and a teacher. The parent complains that the teacher is too harsh with the child for not learning mathematics. The teacher complains that the child is not cooperating with the teacher.
- NB: The above exercises may also be taken as exercises in dialogue writing.

Listening to Problems and Offering Solutions (Informal)

Being a good listener can take you far in your career and relationships.

In the context of college life, you might be required to listen to the problems of a classmate or friend. Later, when you move into professional life, you might have to listen to clients. If you choose social work or counselling as a profession, your ability to “listen to problems and offer solutions” will determine your success with people who seek your help.

Understanding what a person is trying to convey requires the skill of *active listening*. Active listening is the process of listening attentively while someone else speaks, paraphrasing and reflecting back what is said. Active listening involves more than just hearing someone speak. When you practice active listening, you are fully concentrating on what is being said. You listen with all of your senses and give your full attention to the person speaking. Some of the features of active listening are:

- Being neutral and non-judgmental
- Listening with patience
- Giving verbal and nonverbal feedback, i.e. signs of listening (e.g., smiling, eye contact)
- Asking questions (but not too often and only at the right moment)
- Reflecting back what is said
- Asking for clarification
- Summarizing

In this way, active listening is the opposite of passive hearing.

With regard to language proficiency, our focus is on the diction used in offering solutions. The responses of the person listening to another's problems could be categorised as

- A) Expressions showing understanding and sympathy
- B) Expressions used when one gently disagrees
- C) Expressions to show that you have grasped the problem being shared
- D) Expressions used in offering solutions
- E) Expressions used as positive reinforcement.

Expressions showing understanding and sympathy could include:

- I understand what you are going through
- I sympathise with you
- This is what anyone in your place would feel
- This is indeed a difficult situation.

Expressions used when one gently disagrees:

- You have a point. But could you look at it from a different angle?
- I'm afraid that might not be a helpful approach.
- I'm afraid that you won't get far with that approach.
- Do you think that would solve your problem?

Expressions which show that you have grasped the problem being shared

- I get what you are saying
- Allow me to sum up what you have said

Expressions used in offering solutions

- I would suggest that you.....
- Why don't you.....
- Since you have worked out the options, you must now choose one of them
- You need to take a decision/step
- You must refrain from taking this step/doing this
- That decision would be most ill-advised. I hope you will reconsider.
- Considering the merits and demerits, the options before us are.....

Comprehension:

1. Explain what is meant by "active listening".

Exercise:

A person who is deep in debt shares his problem with a friend. The following paragraph is an excerpt from the advice given by his friend.

Refer to the expressions listed in the lesson and fill in the blanks with suitable expressions:

You have incurred this heavy debt. I understandthrough. You say that you have taken the loan for your brother's wedding and that all your family members should share this burden. You have a But could you look at it from a different.....? You have just said that none of your family members are concerned about the loan which you have taken in your name. To take another loan on higher interest to settle your debts would be most You musttaking this step. However, you need to take ato settle your loans. You said that you have some jewellery and some land as well. Since you have worked out the....., you must now choose one of them.

READING AND WRITING

Reading

You must have known the basic techniques of effective reading based on the exercises and tasks given last term. So, let us do a bit of loud reading in order to enunciate language effectively and to comprehend the meaning.

Read the passage below as a group activity. Five people can read this as there are five characters and each can read a part. The entire class can read the passage in five groups, each group taking one part.

The Seasons of Life

There was a man who had four sons. He wanted his sons to learn not to judge things too quickly. So he sent them each on a quest, in turn, to go and look at a pear tree that was a great distance away.

The first son went in the winter, the second in the spring, the third in the summer, and the youngest son in the fall.

When they had all gone and come back, he called them together to describe what they had seen.

The first son said that the tree was ugly, bent, and twisted.

The second son said, "No – it was covered with green buds and full of promise."

The third son disagreed, he said it was laden with blossoms that smelled so sweet and looked so beautiful, it was the most graceful thing he had ever seen.

The last son disagreed with all of them; he said it was ripe and drooping with fruit, full of life and fulfilment.

The man then explained to his sons that they were all right, because they had each seen but one season in the tree's life.

He told them that you cannot judge a tree, or a person, by only one season, and that the essence of who they are – and the pleasure, joy, and love that come from that life – can only be measured at the end, when all the seasons are up.

If you give up when it's winter, you will miss the promise of your spring, the beauty of your summer, and the fulfilment of your fall.

Don't judge a life by one difficult season. Don't let the pain of one season destroy the joy of all the rest.

(<https://livelifehappy.com/live-life-happy-stories/>, accessed on 13.12.20)

Tasks from the passage read.

1. Highlight the words for which you do not know the meaning.

2. Before referring to the dictionary, read the passage again and see whether you can guess the meaning of the unknown word and then check with the dictionary.
3. Read the passage more than once.

Exercises:

1. Find out the pronunciation of "pear." (Use an online aid)
2. Find out the difference between dropping and drooping.
3. Write a condensed version of the story and read it aloud.
4. Which season of life would you prefer and why?

WRITING

Writing a Paragraph on Proverbial Expressions

PARAGRAPH WRITING

Parts of a Paragraph

- Topic Sentence
- Supporting Sentences
- Concluding Sentence

The topic Sentence is the first sentence of the paragraph. It states the main idea reflecting the topic of the paragraph. The topic sentence should also convey what the rest of the paragraph will be about.

The Supporting Sentences that follow the topic sentence provide details, explanations or examples to support the topic sentence. These sentences expand on the main idea and are connected in a logical manner. Transition words and phrases are used to emphasise the interrelatedness of ideas.

The Concluding Sentence sums up the main idea and the supporting ideas presented. It is almost similar to the topic sentence but expressed in different words stating the conclusion.

Writing paragraphs on proverbial expressions:

Proverbs

What ornaments are to attire, proverbial expressions are to speech. They are great accessories. They lend style and charm to one's way of speaking.

What are Proverbs?

Proverbs are the traditional sayings of a country; short sentences that offer wisdom and are considered as advice to lead a good life. Sometimes proverbs are used in everyday communication to convey a meaning or a message to the listeners. Proverbs are like moral teachings in short sentences to convey the importance of values essential for achieving success and happiness in life. There are proverbs that are specific to a place which reflect the lifestyle or customs of that place. Thus, proverbs based on different cultures and regions inform about diversity in humanity as well as uphold universal values of truth, self-discipline, honesty, personal integrity, kindness, the importance of hard work, and so on.

Proverbs are also used for effective communication as sayings in a single sentence instead of using long speeches for moralising. The advantage of using a proverb also lies in giving a message in a nutshell.

Example:

Write a paragraph on the proverb given, in about eight to 10 lines:

The proverb, "As you sow, so will you reap" can be explained thus:

The metaphor of sowing the seed in agriculture is used here, to indicate the personal involvement and hard work of farming as labour which is essential to get a good harvest to reap. This proverb has two interpretations. Firstly, it conveys the message that if you work hard, you will get good results. Whether it is wealth or intellectual enrichment, it is important to put in enough efforts to ensure good results. The benefit of a

good harvest for monetary benefits is emphasised here. Similarly, in any life situation that requires personal dedication and hard work, the reward is assured depending on the intensity of one's efforts. The other meaning is that, whatever we do to others will come back to us as well. If we wish good for others and have good will for others, we will also get good will from others. If a person helps another person who requires help, according to the proverb, he or she will also be helped at the right moment when the help is required. The virtue of being kind and compassionate towards other human beings is emphasised through this proverb. When a person commits evil against another person, someday that evil will be returned to him or her.

A list of the common proverbs used in everyday communication is given below.

Proverbial Expression	Meaning
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The early bird catches the worm	Do things promptly. If you are late, you will be a loser.
Make hay while the sun shines	Make best use of the opportunity
Rome wasn't built in a day	Work consistently (regularly)
All that glitters is not gold	Don't be fooled by appearances
A stitch in time saves nine	Attend to problems immediately (If the tear is not mended immediately it will expand and become bigger)
A rolling stone gathers no moss.	Positive meaning: Keep moving. Don't stop Negative meaning: If you keep moving, you will gather nothing.
Empty vessels make more noise	Those who are not capable make the most noise.
Look before you leap	Check before you take a step
Time and tide wait for no man	Time keeps moving. It doesn't stop for anyone.
Two wrongs don't make right	Justifying the wrong deed by doing something to approve of it, doesn't make it right.
A friend in need is a friend in deed	A friend who helps you in your hour of need is a true friend
Haste makes waste	If you do things in a hurry, you could create more loss.
You can lead the horse to the water, but you cannot make it drink (This expression is often used by	You can advise a person about what is good for him/her, but you cannot make the person do it.

parents and teachers!)	
The pen is mightier than the sword	The written word is very powerful.
When in Rome, be a Roman	When you live in a certain place, adopt the culture of that place.
Tough times don't last: tough people do	Bad times are not forever. But strong people survive bad times
No man is an island.	We cannot isolate ourselves. Life is such that we should be connected with others (family, neighbours, colleagues and so on)

The following is a brief write-up on the proverbial expression, "Better safe than sorry"

Better Safe Than Sorry



We live in times when we often hear the expression, "better safe than sorry". The expression is also used in relation to safety measures like installing a fire extinguisher in buildings. In the event of a mishap, like an accident or contracting a disease because one was not careful, we end up regretting the consequences of not taking precautions. The same principle

applies to wearing a helmet while driving. In relation to Corona virus, we are cautioned time and again to wear masks, use sanitizers and practice physical distancing. (The phrase "social distancing" is not quite accurate as we are socially connected through the online mode and the distance between us is "physical" and not "social").



Task 1

Complete the following paragraphs written on the proverbs selected, in your own words, adding about five lines:

1. Make hay while the sun shines.

The given proverb means that one should make use of the opportunity available in order to make one's life better. The importance of using the sunshine to finish the process of making the hay is emphasised to indicate how one should never miss an appropriate chance given to one to accomplish one's dream. Therefore...

2. Where there is a will, there's a way.

The given proverb talks about the importance of perseverance. As an important virtue, individuals are always encouraged to believe in their willpower. In other words, self-confidence and determination always make an individual overcome the difficulties and struggles in life. Therefore...

Task 2

Write a paragraph on any two of the proverbs given in the list above in not more than eight lines.

Use the plan suggested below:

1. Explain or express your understanding of the given proverb
2. Comment on how the proverb conveys a moral value or a basic philosophy to follow in one's life.
3. Summarise your ideas and insights in realising the positive effects of the proverb for the good of the society.
4. Conclude by making a personal statement about your belief in the effectiveness of the proverb.

WORD POWER: SYNONYMS AND ANTONYMS

Read the following exchanges out loud. Pay special attention to the words italicised. What do you think connects them?

1. RAVI: I think the rava dosas in Saravana Bhavan are very *tasty*. What do you feel, Ahmed?
 AHMED: I agree. Those rava dosas are *yummy*. In fact, all their dosa varieties are *delicious*.

PETER: Mmmmm... yes, but have you tried the new Dosa Joint at the corner of the street? Those dosas are simply *mouth-watering*.

2. RAMYA: How did you find the question paper today? I thought it was very *difficult*.

SARA: Yes, I too found it *tough*.

TARA: You're both right. I found it *challenging* as well.

The words *yummy*, *tasty*, *delicious* and *mouth-watering* are synonyms. The same observation applies to the words *difficult*, *tough* and *challenging*.

The word "synonym" is borrowed from the Latin word (*synōnymum*) which in turn was borrowed from the Greek word *synōnymon*: "syn" meaning, "together/similar/alike" and *-ōnym* meaning, "name"

We use synonyms for a number of reasons. Very often, we use synonyms when we want to stress a point. In both the exchanges above, every new word re-emphasises the first point. In the first exchange, "yummy" and "mouth-watering" add to what Ravi is saying about the dosas in Saravana Bhavan; in the second, "tough" and "challenging" do the same to what Ramya says about the question paper.

Another reason for using synonyms is to avoid repeating the same words. Especially, when we write, it is a good practice not to use the same word or phrase too often. Using synonyms will make sure that our writing is elegant. For example, consider the following paragraph:

The audience found the film very interesting. Many of them said that the story was very interesting and that the suspense also made the movie interesting.

This can be rewritten in the following way:

The audience found the film very interesting. Many of them said that the story was very absorbing and that the suspense kept them glued to their seats.

As you can see, synonyms can either be a single word (one synonym of interesting is absorbing) or a phrase (another synonym of interesting is keeping people glued to their seats). If the word "very" substituted with synonyms we could have "extremely interesting" and "absolutely absorbing".

If we are looking for synonyms for a word, the best available source for reference is a thesaurus – a physical one or an online one. A thesaurus is a book that gives the synonyms of words along with some other information. Almost all major dictionary publishers also publish thesauruses – Oxford, Merriam Webster, Roget etc. all have very good thesauruses we can use. Nowadays, many of these have their own websites are online. For example, <https://www.merriam-webster.com/thesaurus> is the link for the Merriam Webster thesaurus. The Advanced Oxford Dictionary is also available as an app that you can download on your devices. Keeping a thesaurus ready for use is always helpful when we write.

Most thesauruses have a number of synonyms for a single word. Which of these synonyms should we use? That will depend entirely upon the context in which you are using the word. For example, in the second exchange between Ramya, Sara and Tara, different synonyms of the word “tough” are used. As the context of this word is a question paper of an examination, relevant words such as “difficult” and “challenging” can be used. However, “strenuous” and “arduous” are also synonyms of “difficult” or “tough”. But it will not make sense that the question paper was arduous or strenuous; these are words that can be used in the context of a work that is undertaken. We can say that a journey was arduous or that carrying the heavy box upstairs was strenuous. So, before choosing the appropriate synonym, make sure that you use it in the right context.

Activity 1

For each of the following phrases, choose the word from the list that comes closest in meaning to the word in italics. The first one is done as an example for you. Use a thesaurus wherever needed.

1. *Arduous* journey
(a) *difficult* (b) easy (c) interesting (d) using a vehicle
2. *Ability* to perform
(a) ease (b) capability (c) difficulty (d) machine
3. An *articulate* person
(a) beautiful (b) artistic (c) eloquent (d) irritating
4. *Doggedly*
(a) dog-like (b) animalistic (c) with a bark (d) determinedly
5. *Vibrant* session
(a) full of energy (b) enjoyable (c) interesting (d) boring

6. *Precious* metal
(a) necessary (b) regular (c) valuable (d) dangerous
7. To *assist* someone
(a) help (b) threaten (c) meet (d) stand with
8. To share a *unique* bond
(a) typical (b) simple (c) hard (d) special
9. A *vicious* animal
(a) large (b) deliberately harmful (c) friendly (d) small in size
10. To *startle*
(a) starry (b) surprise (c) terrify (d) upset

Activity 2

In each of the following sentences, a word or phrase is italicised. From the list of words/phrases given in brackets, choose the correct one that can replace the italicised word/phrase. The first one is done as an example. Again, use a thesaurus if needed.

1. The *firmament* was beautiful; looking up, we were amazed at the beauty all around us.
(a) sky (b) ceiling (c) roof (d) tall tree
2. The new game looks interesting. I'm going to *give it a try*.
(a) ignore it (b) attempt it (c) talk about it (d) play
3. Their mansion is *enormous*.
(a) very large (b) very small (c) well-built (d) ugly
4. The GDP of the country *shrunk* after the lockdown.
(a) increased (b) decreased (c) became famous (d) produce
5. The scientist *established* that his idea had been correct all along.
(a) decided (b) worried (c) proved (d) wrote
6. I met her when I was taking a *stroll* in the park.
(a) move (b) jog (c) walk (d) run
7. The man in the orange robe warned me that the journey to the top of the mountain could be *perilous*.
(a) easy (b) difficult (c) interesting (d) dangerous
8. I was *contemplating* calling my friend when she arrived.
(a) thinking about (b) trying to (c) beginning to (d) ignoring
9. My sister was being very *candid* about herself when she admitted that she used to be addicted to gaming.
(a) angry (b) sad (c) truthful (d) slow to speak
10. The minister *declined* the industrialist's invitation to attend the ceremony.
(a) agreed to (b) got angry with (c) refused (d) disagreed with

Activity 3

Some words in the following passage are italicised. Replace each of the italicised words with a suitable synonym from the list given at the end. The passage is an excerpt from "The Case for Samosa as a National Snack" by Nasir Salam

There was a *debate* recently on what should be India's national dish or item of food. Someone came up with the *tasteless* (pun intended) idea of khichdi. Really? This *flavourless*, colourless *mishmash* of rice and lentils as our national food? All it does is to remind you of those days when you were sick in bed and *advised* by doctors and members of your family to consume it because it is "light" and "easily digested".

On the one hand you are bed-ridden with no contact with the outside world and not much *to look forward to* for the day, and then comes khichdi. A watery mixture of overcooked cereals, that still tastes bland even after adding huge amounts of desi ghee and heaps of mango achaar. I refuse to vote for khichdi!

... as a north Indian I am deeply *biased* and my vote is for the samosa, a triangular piece of pure happiness! This deep-fried packet of potatoes and peas wrapped in kneaded dough is an *absolute* delight. As soon as you take a bite it melts in your mouth, with a combination of *crispy* dough and mushy mixture of potatoes and peas *exploding* in your mouth like fireworks.

Samosa is the comfort food one can rely on anytime. Whether it is a summer afternoon, rainy August or wintry December, samosa never disappoints. You can be an *overworked* employee, a tired mother, a stressed-out student—samosa always provides comfort. One bite and all your worries melt away. *Consume* it with tea or coffee, with chutney or ketchup, with friends or colleagues, and it always works. The love for this deep-fried delight has been *exported* to other countries as well by the Indian diaspora.

(Source: <https://www.thehindu.com/opinion/open-page/the-case-for-the-samosa-as-national-snack/article22384690.ece> Published in *The Hindu Open Page* on 7 January 2018 and accessed on 30 Nov 2020)

Argument	Transported	Hotchpotch	Crunchy	Anticipate
Flat	Bursting	Chips	Taxed	Prejudiced
Bland	Asked	Instructed	Mélange	Busy
			See in front	Eat

Antonyms

While you were looking up the thesaurus to find synonyms for words, you would have noticed another set of words below the synonyms marked 'ant.' or 'antonyms'. If you had looked at the words you would have guessed that an antonym is a word that is opposite in meaning to any given word.

Just like synonyms, we need to choose antonyms also carefully, keeping in mind the context of the sentence. Let us re-read the same two exchanges as we did for our last session; this time, instead of agreeing with each other, the speakers will have different and opposite opinions.

1. RAVI: I think the rava dosas in Saravana Bhavan are very tasty. What do you feel, Ahmed?

AHMED: Oh no. Those rava dosas are tasteless. In fact all their dosa varieties are vapid.

PETER: You're being very harsh, Ahmed. but have you tried the new Dosa Joint at the corner of the street? Those dosas are simply mouth-watering.

2. RAMYA: How did you find the question paper today? I thought it was very difficult.

SARA: Really? I'm surprised. I thought it was quite easy.

TARA: I wouldn't say it was exactly easy, Tara. I found it a bit tough too.

In these exchanges, you will notice that when one person disagrees, s/he uses the antonym of the word used by the previous speaker. For example, tasteless and vapid are antonyms of tasty and mouth-watering. Similarly, easy is an antonym of difficult and tough.

The word antonym comes from two Greek words – 'anti' meaning "against" and "onuma" meaning, "name"

Activity 1

Use the thesaurus to find the antonyms of the following words.

1. Lengthen
2. Depart
3. Become visible
4. Enormous

5. Persuade
6. Make clear
7. Darken
8. Angelic
9. Cruel
10. Hardworking

Activity 2

In each of the following sentences, a word or phrase has been underlined. From the choices given, select the closest antonym for it.

1. The detectives found the evidence very illuminating.
 (a) delightful (b) unclear (c) too many (d) sad
2. My physics teacher used an interesting experiment to teach us that magnetic like poles repel.
 (a) rebel (b) go away (c) attract (d) mix
3. The plane could not take off at the scheduled time.
 (a) taken in (b) give off (c) give on (d) land
4. The edges of the furniture were smooth.
 (a) rough (b) silky (c) spiky (d) sharp
5. The explorer undertook a very arduous journey.
 (a) difficult (b) dangerous (c) easy (d) long
6. The doctor was very concerned about that patient.
 (a) worried (b) careful (c) indifferent (d) careless
7. The high pressure in the bogs preserved the specimen.
 (a) destroyed (b) saved (c) coloured (d) whitened
8. The class made sure that they included the special student in all their activities.
 (a) added (b) liked (c) excluded (d) played with
9. My uncle used to own a very vicious dog.
 (a) gentle (b) cruel (c) friendly (d) good
10. The young girl obeyed everything her grandmother told her.
 (a) agreed with (b) ignored (c) liked (d) enjoyed

Activity 3

In the following passage, some words are *italicised* and some are underlined. From the list given at the end, replace the italicised words with suitable synonyms and the underlined words with suitable antonyms.

The fact that everybody enjoys a good mystery *explains* why magicians are such popular entertainers. We all know that a magician does not really *depend on* 'magic' to perform his tricks, but on his *ability* to act at great speed. However, this does not prevent us from enjoying

watching a magician produce rabbits from a hat or swallow countless eggs.

Probably, the greatest magician of all time was Harry Houdini who died in 1926. His real name was Ehrich Weiss, but he *adopted* the name Houdini after reading a book which greatly *influenced* him. This had been written by a famous magician called Robert-Houdin. Houdini *mastered* the art of escaping. He could free himself from the most difficult locks in seconds. No one knows how he did this. But there is no doubt that he had made a close *study* of every type of lock invented. He would carry a small needle-like tool tied to his leg. He used this tool as a *substitute* for a key.

Houdini once asked the Chicago police to lock him in prison. They tied him in chains and locked him up, but he freed himself in a short time. The police *accused* him of having used a tool and locked him up again. This time, there were chains around his neck, waist, wrist, and legs—but again, he escaped in a few minutes. Houdini had probably hidden his ‘needle’ in a wax-like substance and *dropped* it on the floor in the passage. As he went past, he stepped on it so that it *stuck* to the sole of his foot. His most famous escape, however, was altogether surprising. He was tied and enclosed in a wooden box. The lid of the box was nailed. The box was dropped into the sea in the New York harbour. In one minute, Houdini had untied himself and was able to come up to the *surface* of the sea. When the box was brought up and opened, the chains were found inside.

depth	absolve	simple	placed inside
totally	examination	had an effect	replacement
charged	became proficient in	clarifies	picked up
slowly	competence	rely	certainly
inside	disliked	discharged	permit

GRAMMAR IN CONTEXT

Adverbs and Prepositions

Adverbs

Read the passage given below and make a note of the words highlighted:

Sports Day at GAC

Our college is often referred to as GAC. There is no need for expansion of this abbreviation. Everyone in the city and around know that it is Government Arts College. Sports Day in our college is a spectacular event. After every Sports Day, the local newspapers are awash with colourful photographs of the event and a report highlighting the sports talent in our college.. Usually, a distinguished personality, most often a high-ranking IPS officer is the Guest of Honour.

Though it is Sports Day, there is also a cultural extravaganza showcasing traditional folk arts like karagam and poikal kuthurai. They also have demonstration of yoga. Silambam, a traditional sports is also presented. Apart from these, the students make exciting presentations and formations through aerobics. The karagam performers move rhythmically to the music.

While watching the aerobics performance, my heart skipped a beat, when the students **daringly** performed the act of jumping through the ring of fire. They **bravely** performed the act of fire-breathing.

In Silambam, the sticks are wielded **dextrously**. The ability to move **swiftly** is most basic to all sports performances. The aerobics demonstration was performed **energetically**: the transitions from one exercise to another were done **quickly**. One of the sportsmen in our college is a national champion in rifle-shooting. He gave a



scintillating performance by **rapidly** firing at 100 air balloons

and he was right on target for all 100. Our college also has a champion in tight-rope walking. Without faltering the tight-rope walker **slowly** and **steadily** performed the act. The gymnasts also held the audience spell-bound as they **gracefully** displayed their skills.



Did you notice that the words highlighted are related to actions? These words are adverbs.

An adverb by definition is a word that describes or gives more information about a verb, adjective, adverb, or phrase.

Let's enrich our knowledge of adverbs by learning

- Adverbs of Manner
- Comparative and superlative adverbs

Adverbs of manner are usually formed from **adjectives** by adding **-ly**:

In the passage Sports Day at GAC, the adverbs highlighted are adverbs of manner.

Here are some more examples of adverbs of manner:

1. They are badly affected by the virus
2. We can easily move the cupboard to the other end of the room
3. The doctor gently told them that their father's condition was worsening.
4. Carefully go through the accounts.
5. He spoke angrily

A few adverbs of manner have the same form as the adjective:

Example:

They all worked hard.

She usually arrives late/early.

I hate driving fast.

Exercises:

Choose the appropriate adverb from the options given:

1. The aeroplane landed _____ on the runway.
(shyly/safely/delightfully)
2. The judge told him to answer the questions _____.
(truthfully/sleepily/casually)
3. The cab driver drove _____. I was scared.
(gently/recklessly/funnily)
4. If you want to be fit, eat _____. (greedily/healthily/frugally)
5. Misers save money by living _____. (frugally/lavishly/cheerfully)
6. Spendthrifts live _____. (frugally/slowly/lavishly)
7. Models and film actors dress _____. (simply/stylishly/shabbily)
8. The beggar was _____ dressed.
(stylishly/interestingly/shabbily)
9. It was a grand wedding. The venue was decorated _____.
(exquisitely/cheaply/badly)
10. The doctor who is an expert, examined the patient _____.
(thoroughly/painfully/badly)

Comparative and Superlative Adverbs:

Before you engage with comparative and superlative adverbs you can get acquainted with (or refresh your knowledge of) "Degrees of Comparison" which are shown in the table below:

Positive	Comparative	Superlative
He is a good athlete	He is a better athlete	He is the best athlete
It is a cold day	It is a colder day	It is the coldest day

An expression like "more slowly" (formed from the adverb, "slowly") is a comparative adverb. Comparative adverbs are used to show change or make comparisons

Examples:

- I drink water more often in summer.

- I am working harder after my failure in the last exam.
- She spoke more quickly as her temper was going up.

Superlative Adverbs:

An expression like “most carefully” (formed from the adverb “carefully”) is a superlative adverb. It is used to show who (or what) has performed an action in a specific manner to the greatest or least degree.

Examples:

He spoke most convincingly

He was least interested.

Exercises:

1. They arrived _____
 - more early than we
 - earlier than us
 - earlier than we
2. Could you please drive _____
 - more slowly
 - slower
 - most slowly
3. I forget things _____ nowadays
 - More often
 - Oftenly
 - Often more
4. The students are working _____ as the exam is approaching
 - Hardly
 - Harder
 - Lazily
5. We sanitize our hands _____ in these days of the pandemic
 - much less
 - much more often
 - much
6. Since you are my best friend, I will do this _____ for you,
 - more happily
 - most happily
 - quite happily

7. The prisoner went into his cell _____
- more willingly
 - most unwillingly
 - more joyfully
8. I will bring the cakes for the party as I live _____ to the bakery
- Closest
 - Closer
 - Close
9. One who _____ wins the race
- works
 - works hardest
 - works enough
10. The eagle _____ during a storm
- soars highest
 - soars nearer
 - flies lower

The use of than with comparative adverbs:

We often use than when it comes to comparative adverbs

Elderly people remember their youth more than the recent past.

Make a note of the intensifiers and mitigators that are used with comparatives. The expressions listed below are intensifiers.

Some intensifiers are:

Much, far, a lot, a great deal, quite a lot.

Example:

I forget things much more often nowadays.

The following expressions are mitigators (to "mitigate" means to make something less severe or difficult. In other words, to lower or reduce)

a bit, slightly, rather, a little, a little bit, just a little bit.

Example:

She began to walk a bit more quickly.

Words and phrases as intensifiers with superlatives:

The following words serve to intensify a superlative adverb. Note that we often put "the" in front of the adverb.

Example:

In our class, Hema works by far the hardest.
Of the three brothers, Balu easily runs the fastest.

Exercises:

Fill in the blanks with the appropriate word:

1. She is _____ the sweetest of the four girls (by chance/by far/by and by)
2. Of the three businessmen, Suraj is _____ the wealthiest (easier, easiest, easily)
3. After her parents arranged individual tuition she learnt _____ quickly (a bit more, little, nicely)
4. You can cook _____ quickly if you have a three-burner stove. (far, far more, far and more)
5. You can make it _____ more interesting with visuals. (a great deal/ deal/ great)

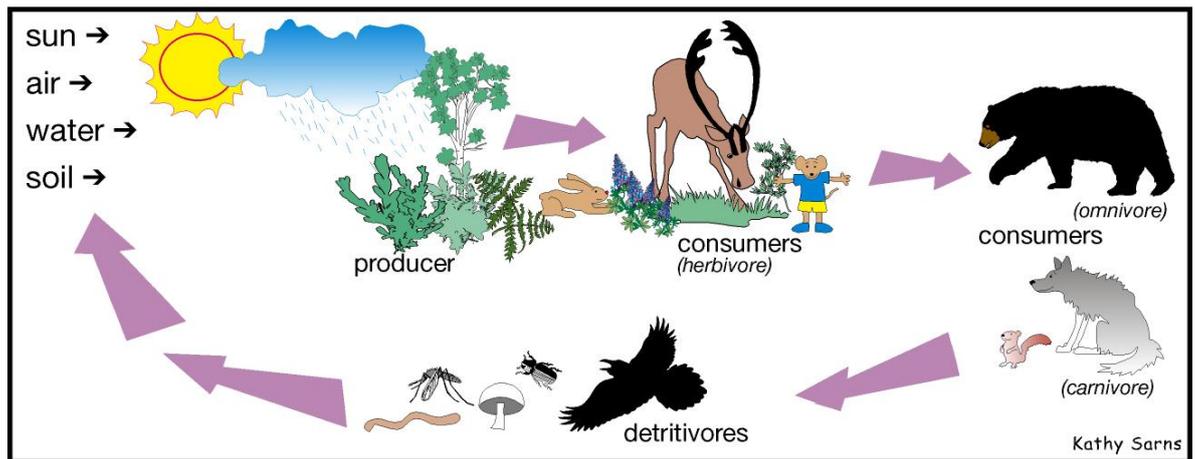
PREPOSITIONS

Everything about Life is Relational

From the moment of birth **to** final breath, relationships comprise our lives. A child is born **into** the world. He/she is born **to** parents. If the child has siblings he/she grows **along** with them. When a person leaves the world he goes **to** the grave.

Apart from relationships, we also know that everything in the world exists in relation to something else: For instance the fruit is **on** the tree. The tree is rooted **in** the ground. The branches of a tree are **above** the ground and they seem to branch **into** the sky.

You might have learnt about the food chain in your biology class.

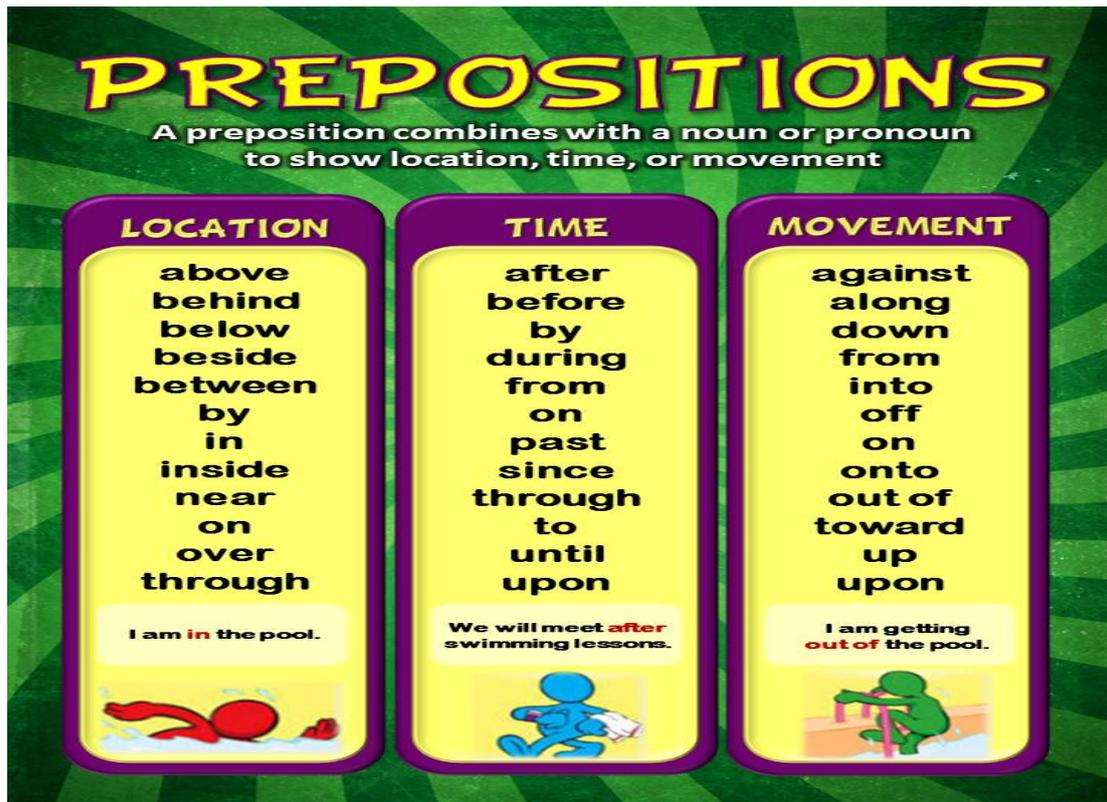


The sun shines **on** the earth. The moisture rises **up** from the earth **into** the atmosphere, where clouds are formed and the rain which falls **on** the earth, nourishes the grass and herbs. Herbivores feed **on** grass and plants, while carnivores **in** the forest feed **on** these herbivores and other creatures.

The words highlighted in this passage are prepositions.

A preposition is a word that indicates the relationship between a **noun** and the other words of a sentence. They explain relationships of sequence, space, and logic between the object of the sentence and the rest of the sentence. They help us understand order, time connections, and positions.

Let's look at the use of prepositions today!



Let's begin with the Preposition of time

When did it happen?

Think about an important event in your life and begin writing about it. You can begin your paragraph by supplying the details in the template below and continue to complete it and share it with your class.

I was at/on/in _____ (place) when it happened. It was at _____ (time) on _____ (day). It was in _____ (month), in _____ (year). I remember that I felt _____ (how did you feel?).

Preposition of time	Explanations	Example
On	Days	Many shops don't open on Sundays.
In	months / seasons / year morning / evening / afternoon period of time	I visited Italy in July, in spring, in 1994 In the evenings, I like to relax. This is the first chocolate I've had in three years.
At	Night weekend (British English) used to show an exact or a particular time:	It gets cold at night. What did you do at the weekend? There's a meeting at 2.30 this afternoon / at lunch time.
Since	from a particular time in the past until a later time, or until now	England have not won the World Cup in football since 1966
For	used to show an amount of time.	I'm just going to bed for an hour or so.
Ago	back in the past; back in time from the present:	The dinosaurs died out 65 million years ago.
Before	at or during a time earlier than	She's always up before dawn.
To	used when saying the time, to mean before the stated hour	It's twenty to six.
Past	telling the time	Fivepast ten
To	until a particular time,	It's only two weeks to

	marking end of a period of time	Christmas.
From	used to show the time when something starts	The museum is open from 9.30 to 6.00 Tuesday to Sunday.
till / until	up to (the time that)	We waited till / until half past six for you.
By	not later than; at or before	She had promised to be back by five o'clock.

Fill this College Times questionnaire:

Answer the questions. Write a time, day, month or year. The first one is done for you.

- When do you leave for college? I leave for college at 8.00 am.
- When do you get back home? _____
- What time do you eat lunch? _____
- What days don't you go to college? _____
- When do you have your holidays? _____
- When did you last take a day off? _____
- When do you have to take your exams? _____
- When did you first come to this college? _____
- When is the busiest time of the year for you? _____
- When is the slowest time of year for you? _____

Here are some commonly used prepositions and their uses.

In

a. We often use *in* with *the morning, the afternoon and the evening.*

I usually wake up early in the morning.

There is no flight to Mumbai in the afternoon.

Jyothi goes to work in the evening.

b. We use *in* with the names of months, seasons, years and centuries.

Shivani is leaving for France in January.

She knows that France will be cold in winter.

She first went to France in winter in January.

She is studying Indo-French relations in the twentieth century.

c. We also use *in* when we refer to a specific week.

We may not be in London in the last week of November.

d. We usually use *in* with spaces that have three dimensions – length, breadth and depth.

A: Have you seen my phone?

B: I think you have left it in the car.

A: Where is Arin?

B: He is in the school.

On

a. We use *on* with the names of days and specific dates and before phrases such as Wednesday morning, Saturday evening and ... the morning of.

I think they are leaving on Monday morning.

We are meeting them on the fourth of September.

People woke up on the morning of January to see all around.

At

a. The preposition *at* has many uses. One of its common uses is to indicate time.

Let's leave at ten.

The train is expected at 10.00 pm.

We will speak at lunchtime.

b. We use *at* when we use "the end".

The story has a sudden twist at the end.

c. We use *at* to say where something or somebody is or where something happens.

Mom is not at home.

She is already at work.

We had to change at Pune.

d. We also use *at* to say where a person works or studies.

Imaya has been at Wipro for 3 years.

He is at Johns Hopkins University, USA.

e. We use *at* with words that describe specific events or places where the events happen.

Everyone was quiet at breakfast.

We had lunch at the new restaurant.

f. We use *at* with the beginning, the end, the top, the bottom and the side.

At the beginning of the ceremony, all of us stood up for prayer.

My name was at the top of the list.

g. We use *at* to state the age at which somebody does something.

I left my village at the age of 16.

She learnt swimming at 10.

h. We also use *at* to specify the rate of speed.

The car was going at 100 kms per hour.

The wind blew at a speed of 200 kms per hour.

Use this to mind map to remember a few preposition of time and place





Task 1

Fill in the blanks with "in/on/at".

1. When you are _____ the road, obey traffic rules.
2. Stop _____ traffic junctions, when the signal turns red.
3. Do not touch any un-attended baggage _____ the rail or bus stations.
4. He is _____ Kerala at the moment.
5. Why don't you sit _____ the floor?
6. We met her _____ the IIT in New Delhi.

From/till/until

- a. We use *from* to indicate the beginning and *to /till/until* to indicate the end of an action.

Children started playing cricket from 3 p.m.

Children played cricket from 3 p.m to 6 p.m.

We started swimming in the pool from 2 p.m.

The crowd cheered until the end of the game.

Goodbye till we meet again.

We swam in the pool from 2 pm till the sunset.

By

- a. We use *by* to mean not later than the time mentioned.

Can you return the book by Monday?

By 11 a.m, we had crossed Chennai.

- b. We use *by* to mean near, at the side of or beside somebody or something.

She sat by the phone and waited for the call.

He stood by the door.

The little boy slept by his mother. (=beside)

An old woman sat by me. (=beside)

c. We use *by* to show who or what does, causes or creates something. This is usually done in passive constructions.

The fire was caused by a short circuit.

The play is an adaptation of Macbeth by Shakespeare.

d. We use *by* to show how or in what way something is done.

This part of the building is powered by solar energy.

Can I pay by card?

She goes to work by the metro.



Task 2

Complete the sentences using *until* or *by*.

1) Can you mail the report to me _____ Monday morning?

2) Let us wait _____ Dad comes back home.

3) Would you like to wait in this cabin _____ the manager is in?

4) I don't think I can reach you _____ 8 p.m.



Task 3

Write a sentence about each ruler using *from..to / till/ until*.

1) 1526-1530 Babur. Babur ruled from 1526- 1530.

2) 1530-1540 Humayun. _____.

3) 1556-1605 Akbar. _____.

4) 1605-1627 Jehangir. _____.

Since

a. One of the common uses of *since* is to mean from a point of time in the past until a later point of time in the past or until now.

How long have you been in Pune?

I have been here since 2009.

What a terrible weather!

It has been like this since Monday.

b. We use *since* after the present perfect tense or the present perfect continuous tense. After *since* we always use a specific point of time such as *10 p.m* , *Sunday, July 2010* and *15th century*.

Our M.D. has been in town since Tuesday.

It has been raining since ten this morning.

Schools have been closed since last Friday.

For

a. One of the common uses of *for* is to indicate a period of time during which something happened. It tells us how long an action lasted.

I will be away for just 2 days.

Deepthi has been living in Kerala for six years.

She is going to Delhi for five days.

Note: *For* is used after any tense.

Task 4



Correct the mistakes.

- 1) It has not rained since a week.
- 2) The repair work will last since a month.
- 3) I haven't slept well since two days.

Task 5



Write sentences using *since*.

- 1) He met with an accident. His fever started then.
He has had fever since he met with an accident.
- 2) I moved into this house in 2009. I have lived in this house then onwards.

- 3) He left for the US in January. We have not heard from him after that.

Before, after and during

- a. We use *before* to mean "earlier than somebody or something".

Always wait for people to exit an area before you enter.

In case of fire, exit the building before you SMS your friends about it.

- b. We use *after* to mean "later than something".

They left soon after dinner.

We met again after nine years.

- c. We use *during* to mean "all through" or "at some point in a period of time".

Please do not use your mobile phones during the lecture.

I met him during my summer internship.

Note: *Before*, *after* and *during* are always followed by a noun phrase: *before* Diwali, *after* the flood, *during* the journey.

While

- a. We use *while* to connect two sentences. So, it is also a conjunction. We use *while* to mean during the time that something is happening.

I was watching T.V. The power went off.

The power went off while I was watching T.V.

The prepositions *before* and *after* and the conjunction *while* can be followed by an -ing form of a verb.

Before leaving the aircraft, please check your belongings.

After speaking to the doctor, she went out and bought the medicines.

Task 6



Complete each sentence using *before*, *after* or *while* and a verb from the box.

Before, after, while	leaving home	doing the dishes
parking the car	taking the picture	sleeping
turning at the sharp curves	entering the bank	

- a) The road is slippery. Be careful while turning at the sharp curves.
- b) _____, we went into the mall.
- c) _____, I checked all the doors and windows.
- d) He snores loudly _____
- e) She went to have a shower _____
- f) _____, I checked my wallet.
- g) _____, the photographer checked the intensity of light.

below, above, under, over, in front of, behind, opposite, between, among

a. We use these prepositions to talk about the position of a person or a thing in relation to another person or thing.

b. We use *below* and *above* to mean to a lower or higher level or position than somebody or something.

The water is below knee level.

The water is above knee level.

c. We use *opposite* to mean on the other side of somebody or something, usually facing them. We use *in front of* to mean outside but not opposite.

The two cars are opposite each other.

The small car is in front of the big car.

The cars are in front of the house.

d. We use *under* to mean "a position below something". We use *over* to mean "a position higher than but not touching something or somebody".

The mechanic is under the car.

He jumped over the hurdle.

e. We use *behind* to mean “at the back of somebody or something”. We use *between* to mean in the space separating two or more points, objects, people, etc.

The old man is behind the wall.

The man is standing between the two pillars.

f. We use *among* to mean with many things or people.

She was sitting among the children

Task 7



Complete the sentences using *above*, *below*, *opposite*, *under*, *over* or *between*.

- 1) The baby elephant is _____ the two big elephants.
- 2) There is a painting _____ the T.V.
- 3) The aircraft is flying _____ the clouds.
- 4) The man is standing _____ the aircraft.
- 5) We made the shelves in the space _____ the window.
- 6) The two men are pulling in the _____ direction.

across, along, down, into, off, over, out of, past, round, though, under, up

a. All these prepositions indicate the direction of movement.

The children are walking across the road. The girl is jogging along the road.

He is bending down.

The kids are jumping into the water.

The fish is coming out of the water. through a keyhole.

The naughty boy is looking

The bus is going off the road.

The car is going past a red light.

The woman is walking under a ladder. The dogs are jumping over the fence.



Task 8

1) Fill in the blanks with the correct prepositions.

a) A monkey walked ___ my living room when I was reading the newspaper. Suddenly the steam _____ the pressure cooker went _____. The monkey got scared and ran _____ of the room _____ the rear door.

b) Last summer we made a trip _____ Darjeeling. The journey _____ the hills _____ the toy train was exciting. A few children got scared when the train went _____ tunnels. The train became slow as it started climbing _____. I could see a few people jumping _____ the train and getting _____ it again at the next curve. It was indeed a sight to see the train going _____ sharp curves.

about, with, of

a. We use *about* to mean "on the subject of somebody or something". This preposition is usually used with verbs such as *hear, know, speak, talk* and *think*.

Did you hear about the accident?

I knew nothing about it until I reached Bangalore.

I want to speak to you about something important.

They love to talk about partying all the time.

I think we should think about moving to a better house.

b. We use *with* to mean "in the company or presence of somebody or something".

She went on a trip with her friends.

c. We use *with* to mean using something.

I lost my key. I managed to open the lock with a wire.

d. We use *with* to mean having or carrying something.

I want to buy a jacket with a hood.

He looked at me with a sense of guilt.

e. We use *of* to mean belonging to , relating to , or connected with.

The highlight of the show is at the end.

I always dreamed of being rich and famous.

f. *Of* is used to indicate reference.

This is a picture of my family.

g. *Of* is used to indicate an amount or number

I drank three cups of milk.



Task 9

Fill in the blanks with the correct prepositions.

- 1) I was _____ a few of my colleagues.
- 2) Do you have any news _____ the match?
- 3) I'm calling _____ my order Number.120.
- 4) Can we talk _____ next week's reception?
- 5) She bought two packets _____ sweets.



Task 10

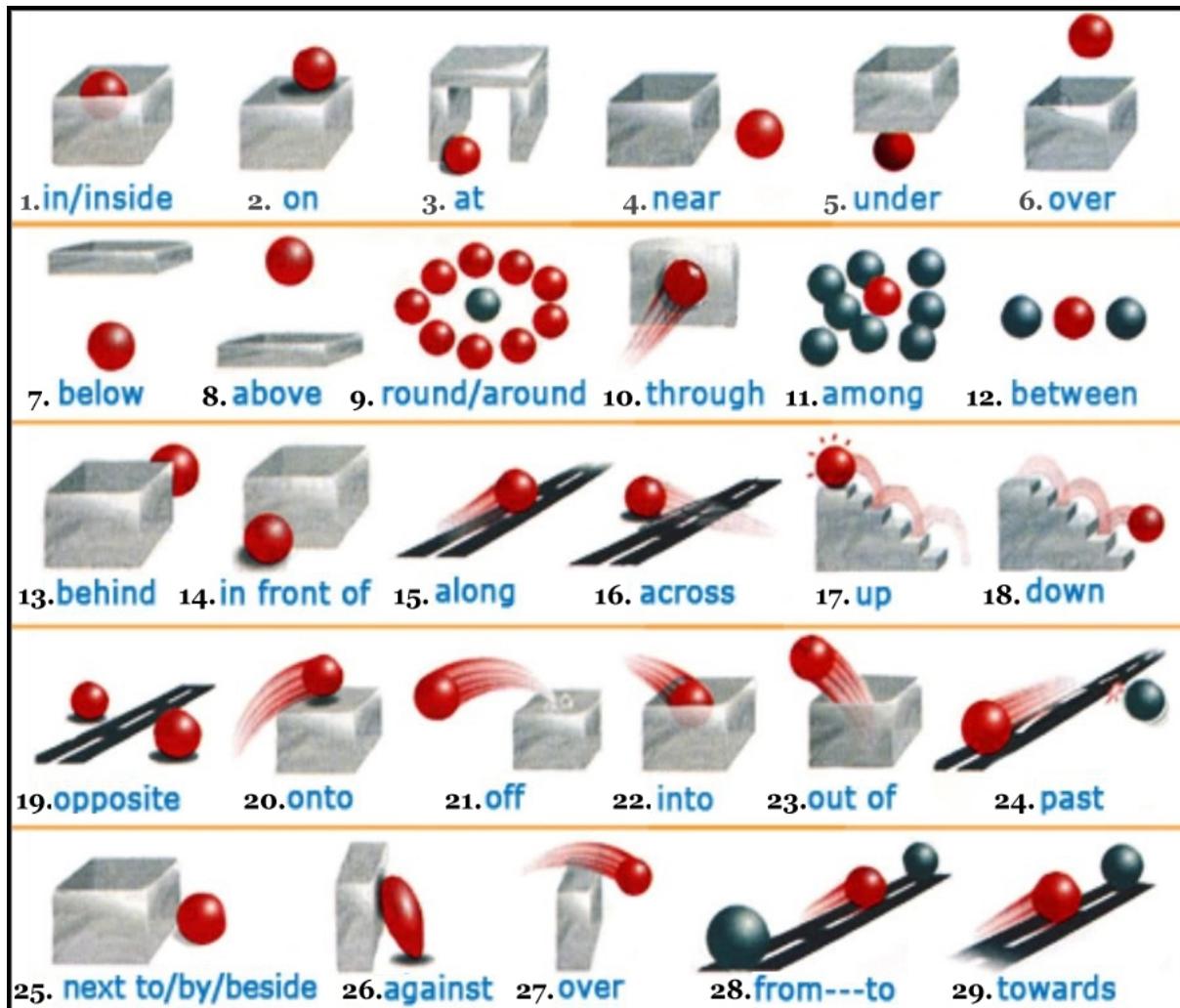
Choose the correct prepositions.

- 1) We are late. So you think we should go in /by a taxi?
- 2) She is living by/with an old classmate of hers.
- 3) Are you looking for a jar by/with a handle?
- 4) The dog sat at/by the fireplace.
- 5) The water level in the dam rose at/by 2 cms every hour.
- 6) Do you know anything of/about their plan?



Task 11

Practise the prepositions in the diagram with your teacher using the objects in your classroom.



Unit II

(20 hours)

Listening and Speaking

- a. Listening to famous speeches and poems
- b. Making short speeches- Formal: welcome speech and vote of thanks. Informal occasions- Farewell party, graduation speech

1. Reading and Writing

- a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic)
- b. Reading poetry
 - b.i. Reading aloud: (Intonation and Voice Modulation)
 - b.ii. Identifying and using figures of speech - simile, metaphor, personification etc.

2. Word Power

- a. Idioms & Phrases

3. Grammar in Context

Conjunctions and Interjections

LISTENING AND SPEAKING

1. Listening and Speaking

a. Listening to famous speeches and poems

Lesson One

A speech is usually a formal address delivered to an audience. Great speeches are excellent examples of ideas well expressed. Listening to speeches by people from various walks of life on variety of subjects will not only increase your vocabulary but will also make you familiar with the different ways in which one uses one's tone and body language to communicate ideas effectively.

Kinds of Speeches:

A speech is given at both formal and informal occasions, to inform, persuade, or entertain. Speeches by historians and scientists are largely informative. A speech which is meant to persuade an audience could be made by managers during a sale's pitch or by politicians to encourage people to vote in favour of something or take some actions. Entertaining speeches are given at informal gatherings like dinner parties, team parties and weddings to raise a toast and these are not meant to teach anything to the audience. The speeches rely heavily on anecdotes and humour while the other kinds of speeches may be used sparingly.

There is no hard and fast rule that one needs to adhere to while preparing a speech. However, to fulfil one's purpose and to communicate effectively one should equip oneself to both prepare and deliver speeches. You would come across several occasions both now, while in college and later in your career, when you may have to deliver a speech. For instance, you may have to prepare a speech for an event in college – a welcome speech or deliver the vote of thanks, or a speech to share the concept note of an event, or for an oratorical competition. Most of you would make a seminar presentation in the classroom or summarise your project at a viva-voce.

Types of Speeches

Based on the type of delivery, speeches could be classified as:

1. Speech from memory
2. Delivery based on a manuscript
3. Extempore
4. Impromptu

Although speeches could be composed and delivered in different ways, they generally follow a common format. The introduction contains a hook to draw the audience's attention. It highlights what would be spoken about in the speech, the purpose and prepares the audience to pay attention to what is to follow. The hook may be an anecdote, a joke, or interesting facts or statistics that is gripping. The body has the main points supported by details, real time examples, or statistics. In a persuasive speech the speaker presents arguments and counterarguments to convince the audience in believing their point of view. The conclusion summarises the key points made and ends with a powerful thought. The speaker makes an appeal for a specific action or motivates the audience to decide in the concluding remarks of a persuasive speech.

The easiest way to learn to make a good speech is to learn from examples. History is filled with remarkable speeches made by world's top leaders and performers.

Activity 1

Research on the internet to make a list of a few famous orators and the occasions at which they made their most popular speech.

Example:

Jawaharlal Nehru – A tryst with Destiny -Delivered on the eve of India's Independence

Activity 2

Pre-Listening Activity:

1. Search on the internet and find out who is Malala?
2. In which year was she awarded the Nobel Prize?
3. Discuss some qualities of Malala, the young achiever, that you would like to emulate.

Listening Practice: Listen to the Nobel Peace Prize acceptance Speech by Malala Yousafzai The transcript of the speech is given below.

<https://www.youtube.com/watch?v=c2DHZlkUI6s>

Activity 3: Familiarize yourself with the key components of a good speech by analysing one.

Discuss these questions which would help you analyse the speech and familiarise you to some important elements of a well-structured and confidently delivered speech.

1. *What type of speech is it?*
2. *Do you think Malala has prepared the entire speech in advance?*
3. *Based on your listening to the speech, do you think Malala had an idea about her audience? Explain your stance.*
4. *Is she reading out every line from a manuscript?*
5. *Has she memorised every line that she has spoken?*
6. *Does Malala use any anecdote in her speech?*
7. *Identify if there is a clear structure to the speech?*
8. *What does she say in the introduction?*
9. *Identify words and phrases that suggest it is an introduction.*
10. *What supporting points does she use in the body of her speech?*
11. *Are there phrases that suggest that she is referring to another speaker who has probably preceded her presentation?*
12. *List out words and phrases Malala repeats. Why do you think she uses repetition?*
13. *Pick out phrases and sentences in the speech that point out that Malala has used humour in her speech.*
14. *Identify the rhetorical questions that Malala uses in her speech and explain why she use these devices.*
15. *How does she conclude her speech?*

Transcript of Malala's Speech

Bismillah hir rahman ir rahim.

In the name of God, the most merciful, the most beneficent.

Your Majesties, Your royal highnesses, distinguished members of the Norwegian Nobel Committee. Dear sisters and brothers, today is a day of

great happiness for me. I am humbled that the Nobel Committee has selected me for this precious award.

Thank you everyone for your continued support and love. Thank you for the letters and cards that I still receive from all around the world. Your kind and encouraging words strengthen and inspire me. I would like to thank my parents for their unconditional love. Thank you to my father for not clipping my wings and for letting me fly. Thank you to my mother for inspiring me to be patient and to always speak the truth – which we strongly believe is the true message of Islam. And also thank you to all my wonderful teachers, who inspired me to believe in myself and be brave.

I am proud, well in fact, I am very proud to be the first Pashtun, the first Pakistani, and the youngest person to receive this award. Along with that, I am pretty certain that I am also the first recipient of the Nobel Peace Prize who still fights with her younger brothers. I want there to be peace everywhere, but my brothers and I are still working on that.

I am also honoured to receive this award together with Kailash Satyarthi, who has been a champion for children's rights for a long time. Twice as long, in fact, than I have been alive. I am proud that we can work together and show the world that an Indian and a Pakistani, they can work together and achieve their goals of children's rights.

Dear brothers and sisters, I was named after the inspirational Malalai of Maiwand who is the Pashtun Joan of Arc. The word Malala means grief stricken", sad", but in order to lend some happiness to it, my grandfather would always call me Malala – The happiest girl in the world" and today I am very happy that we are together fighting for an important cause.

This award is not just for me. It is for those forgotten children who want education. It is for those frightened children who want peace. It is for those voiceless children who want change.

I am here to stand up for their rights, to raise their voice... it is not time to pity them. It is time to take action so it becomes the last time, so it becomes the last time that we see a child deprived of education.

I have found that people describe me in many different ways.

Some people call me the girl who was shot by the Taliban.

And some, the girl who fought for her rights.

Some people, call me a "Nobel Laureate" now. However, my brothers still call me that annoying bossy sister. As far as I know, I am just a committed and even stubborn person who wants to see every child getting quality education, who wants to see women having equal rights and who wants peace in every corner of the world.

Education is one of the blessings of life—and one of its necessities. That has been my experience during the 17 years of my life. In my paradise home, Swat, I always loved learning and discovering new things. I remember when my friends and I would decorate our hands with henna on special occasions. And instead of drawing flowers and patterns we would paint our hands with mathematical formulas and equations.

We had a thirst for education, because our future was right there in that classroom. We would sit and learn and read together. We loved to wear neat and tidy school uniforms and we would sit there with big dreams in our eyes. We wanted to make our parents proud and prove that we could also excel in our studies and achieve those goals, which some people think only boys can.

But things did not remain the same. When I was in Swat, which was a place of tourism and beauty [and which] suddenly changed into a place of terrorism, I was just ten then. More than 400 schools were destroyed. Women were flogged. People were killed. And our beautiful dreams turned into nightmares.

Education went from being a right to being a crime.

Girls were stopped from going to school.

When my world suddenly changed, my priorities changed too.

I had two options. One was to remain silent and wait to be killed. And the second was to speak up and then be killed. I chose the second one. I decided to speak up.

We could not just stand by and see those injustices of the terrorists denying our rights, ruthlessly killing people and misusing the name of Islam. We decided to raise our voice and tell them: Have you not learnt, have you not learnt that in the Holy Quran Allah says: if you kill one person it is as if you kill the whole humanity? Do you not know that Mohammad, peace be upon him, the prophet of mercy, he says, do not harm yourself or others".

And do you not know that the very first word of the Holy Quran is the word Iqra", which means read"?

The terrorists tried to stop us and attacked me and my friends who are here today, on our school bus in 2012, but neither their ideas nor their bullets could win. We survived. And since that day, our voices have grown louder and louder. I tell my story, not because it is unique, but because it is not. It is the story of many girls.

Today, I tell their stories too. I have brought with me some of my sisters from Pakistan, from Nigeria and from Syria, who share this story: My brave sisters Shazia and Kainat who were also shot that day on our school bus. But they have not stopped learning. And my brave sister Kainat Soomro who went through severe abuse and extreme violence, even her brother was killed, but she did not succumb.

Also my sisters here, whom I have met during my Malala Fund campaign: my 16-year-old courageous sister, Mezon from Syria, who now lives in Jordan as refugee and goes from tent to tent encouraging girls and boys to learn. And my sister Amina, from the North of Nigeria, where Boko Haram threatens, and stops girls and even kidnaps girls, just for wanting to go to school.

Though I appear as one girl, one person, who is 5 foot 2 inches tall, if you include my high heels. (It means I am 5 foot only) I am not a lone voice, I am not a lone voice, I am many.

I am Malala. But I am also Shazia.

I am Kainat.

I am Kainat Soomro.

I am Mezon.

I am Amina. I am those 66 million girls who are deprived of education. And today I am not raising my voice, it is the voice of those 66 million girls.

Sometimes people like to ask me why should girls go to school, why is it important for them. But I think the more important question is why shouldn't they, why shouldn't they have this right to go to school.

Dear sisters and brothers, today, in half of the world, we see rapid progress and development. However, there are many countries where

millions still suffer from the very old problems of war, poverty, and injustice.

We still see conflicts in which innocent people lose their lives and children become orphans. We see many people becoming refugees in Syria, Gaza and Iraq. In Afghanistan, we see families being killed in suicide attacks and bomb blasts.

Many children in Africa do not have access to education because of poverty. And as I said, we still see, we still see girls who have no freedom to go to school in the north of Nigeria.

Many children in countries like Pakistan and India, as Kailash Satyarthi mentioned, many children, especially in India and Pakistan are deprived of their right to education because of social taboos, or they have been forced into child marriage or into child labour.

One of my very good school friends, the same age as me, who had always been a bold and confident girl, dreamed of becoming a doctor. But her dream remained a dream. At the age of 12, she was forced to get married. And then soon she had a son, she had a child when she herself was still a child – only 14. I know that she could have been a very good doctor.

But she couldn't ... because she was a girl.

Her story is why I dedicate the Nobel Peace Prize money to the Malala Fund, to help give girls quality education, everywhere, anywhere in the world and to raise their voices. The first place this funding will go to is where my heart is, to build schools in Pakistan—especially in my home of Swat and Shangla.

In my own village, there is still no secondary school for girls. And it is my wish and my commitment, and now my challenge to build one so that my friends and my sisters can go there to school and get quality education and to get this opportunity to fulfil their dreams.

This is where I will begin, but it is not where I will stop. I will continue this fight until I see every child, every child in school.

Dear brothers and sisters, great people, who brought change, like Martin Luther King and Nelson Mandela, Mother Teresa and Aung San Suu Kyi, once stood here on this stage. I hope the steps that Kailash Satyarthi and I have taken so far and will take on this journey will also bring change – lasting change.

My great hope is that this will be the last time, this will be the last time we must fight for education. Let's solve this once and for all.

We have already taken many steps. Now it is time to take a leap.

It is not time to tell the world leaders to realise how important education is – they already know it – their own children are in good schools. Now it is time to call them to take action for the rest of the world's children.

We ask the world leaders to unite and make education their top priority.

Fifteen years ago, the world leaders decided on a set of global goals, the Millennium Development Goals. In the years that have followed, we have seen some progress. The number of children out of school has been halved, as Kailash Satyarthi said. However, the world focused only on primary education, and progress did not reach everyone.

In the year 2015, representatives from all around the world will meet in the United Nations to set the next set of goals, the Sustainable Development Goals. This will set the world's ambition for the next generations.

The world can no longer accept, the world can no longer accept that basic education is enough. Why do leaders accept that for children in developing countries, only basic literacy is sufficient, when their own children do homework in Algebra, Mathematics, Science and Physics?

Leaders must seize this opportunity to guarantee a free, quality, primary and secondary education for every child.

Some will say this is impractical, or too expensive, or too hard. Or maybe even impossible. But it is time the world thinks bigger.

Dear sisters and brothers, the so-called world of adults may understand it, but we children don't. Why is it that countries which we call "strong" are so powerful in creating wars but are so weak in bringing peace? Why is it that giving guns is so easy but giving books is so hard? Why is it, why is it that making tanks is so easy, but building schools is so hard?

We are living in the modern age and we believe that nothing is impossible. We have reached the moon 45 years ago and maybe will soon land on Mars. Then, in this 21st century, we must be able to give every child quality education.

Dear sisters and brothers, dear fellow children, we must work... not wait. Not just the politicians and the world leaders, we all need to contribute. Me. You. We. It is our duty.

Let us become the first generation to decide to be the last, let us become the first generation that decides to be the last that sees empty classrooms, lost childhoods, and wasted potentials.

Let this be the last time that a girl or a boy spends their childhood in a factory.

Let this be the last time that a girl is forced into early child marriage.

Let this be the last time that a child loses life in war.

Let this be the last time that we see a child out of school.

Let this end with us.

Let's begin this ending ... together ... today ... right here, right now. Let's begin this ending now.

Thank you so much.

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Activity 4

Listen to the following speeches and analyse them. While listening to them pick out phrases, words and sentences that you may wish to use while preparing a speech of your own.

1. Sundar Pichai Inspirational Video
https://www.youtube.com/watch?v=m050iy5_2ng

2. BTS speech at the United Nations
<https://www.youtube.com/watch?v=oTe4f-bBEKg>

Lesson Two

Listening to Poems

Listening to a poem read aloud is both a source of entertainment and learning. A poem is meant to be reading aloud reveals the poems rhythmic, melodic, and alliterative qualities.

Listening to authors read their own work brings us very close to the work's tone. Listen to recordings of poems to read along with them. It will help you to tune in with the appropriate rhythm to reveal the meaning of the poem.

Activity 1

Listen to the "The Road Not Taken" BY ROBERT FROST read by Dana Gioia and discuss it.

<https://www.poetryoutloud.org/competing/listen-to-poems/>

Activity 2

Listen to any poem of your choice and practice reading it and present it aloud in your class.

You will find the audio of a variety of poems at Poetry Foundation.org

https://www.poetryfoundation.org/poems/browse#page=1&sort_by=recently_added&filter_poetry_audio=1

Making Short Speeches

Welcome Speech

A Welcome speech signals the commencement of any event or occasion that requires a formal opening. A meeting, a conference, a workshop, or a celebration could be officially opened with a welcome speech. Being the first item in a programme, the welcome speech has to be planned with extra care as it sets the tone of the day's proceedings.

How will you structure a welcome speech? Here is the sequence that you should adopt:

1. Greet everybody
2. Acknowledge and welcome important guests
3. Welcome all the guests, mention the name of the event/occasion and its host and thank them for being there
4. Present a brief introduction of the host - the institution, the organization, the founder
5. Introduce the occasion
6. Introduce the Chief guest
7. Conclude with a remark that makes everybody feel comfortable and look forward to what is in store.

A few tips that you could follow while preparing a welcome speech:

1. Brevity: Keep it short! A welcome speech should not be long. It is recommended that one does not speak for more than three minutes.
2. Prepare a list of names and designations of people who have to be welcomed. Make a list of groups of people who have to be thanked and welcomed.
3. Practise pronouncing the names of guests, organisations and places that you not familiar with.
4. Introduce the event and highlight its significance both for the organisers and those who are participating.
5. Introduce the chief guest and special invitees.
6. Thank the organisers, sponsors and others and welcome all.
7. Avoid redundancy like , "one and all present here", "on my own behalf".

8. Do not use too many adjectives, for example, “ it is a great privilege to have amidst us the super star of the ceremony, the shining and dazzling and ever bright Mr Manimaran”.

Expressions for Welcoming:

- a warm welcome...
- hearty welcome...
- cordial welcome...
- delighted to welcome...

*We are honored to have... We are honoured with the presence of
A long pending desire has been fulfilled today with the presence of Mr.
..... in our midst, I welcome you, sir*

Vote of Thanks

A “vote of thanks” speech is a concluding speech at an event. It is proposed by the host to thank all the people who helped to organise the event, the guests and people who have participated. Generally, it is a speech made to express gratitude. However, one could express very briefly a few concluding remarks about the event’s proceedings. Remember this is probably the last item of the event so keep it short and sweet.

Structure of a Vote of Thanks

1. Greet everybody
2. Briefly talk about the successful completion of the event
3. Thank the important guests and speakers
4. Thank the hosts of the event/occasion
5. Thank all the members who helped organize the event – the team behind the scenes
6. Thank the sponsors
7. Thank all the participants
8. Include any concluding remark

Some useful Expressions for Vote of Thanks

On behalf of the college, I thank...

I extend my heartfelt thanks to...

Our gratitude is due to...

I cannot thank everyone enough...

I specifically thank....

We are grateful to...

Making Short Speeches: Informal Occasions

Speeches grace occasions, whether they are formal or informal. Informal occasions are like birthday parties, wedding anniversaries, farewell parties (at the college or workplace), to name a few.

Sample Speeches

1. Birthday Felicitations

On this happy occasion of the celebration of the 40th birthday of our dear friend Sudhir, I have been asked to say a few words. First of all, let me congratulate Sudhir on maintaining his youthful appearance after completing four decades. Birthdays are also occasions for thanksgiving. We thank God for Sudhir who is a gift to his parents, his wife and friends.

As, Sudhir's friend, I would like to share a few words about his unique personality. I have the privilege of knowing him for 35 years. Our association goes back to 1st standard at the Government school at Dindivanum. We lived in the same village and went to the same school. Sudhir's parents. Thiru and Tmt. Soundirarajan have earned the respect of the entire village because they brought up their son very well.

Rarely can you find people who have studied together from class 1 to graduation. But Sudhir and I have that rare privilege. It is a big challenge to encapsulate 35 years of friendship in three minutes. Nor do I wish to dampen the celebratory spirit of this occasion with a long speech. But, as I said earlier, I would like to say a few words as thanksgiving, both to God and the wonderful people in Sudhir's life.

Sudhir and I come from a humble background. But today, we are holding good positions, thanks to the gift of education which both of us valued. We were study partners, always doing each day's homework together, when we were children. We prepared together for the engineering entrance exams and both of us got through. Sudhir opted for architecture (B.Arch), and I for Mechanical engineering. Sudhir's artistic talent led him in this direction. He is gifted with spatial perception – both outdoors and indoors - which

has made him the celebrated landscape artist, architect and interior designer that he is.

He has been blessed with a wife who shares his interest in design, only with this difference, that she is a fashion designer. The common denominator for Sudhir and his wife Anu is creativity. They are an ideal couple.

I am so grateful that Sudhir's parents, Thiru. and Tmt. Soundirarajan understood his talents and guided him in the right path. They made many sacrifices to help their son realise his dreams. Today, at 40, he is a fulfilled man.

I wish Sudhir Many Happy Returns of the Day!

Let's give Sudhir a big hand !

(Applause)

What are the points to be kept in mind while making an informal speech?

- Mention the occasion
- Mention your association/connection with those who have asked you to speak
- If it is a felicitation of an individual, mention the good qualities of the person.
- Conclude with greetings and wishes pertinent to the occasion (birthday, farewell on promotion or retirement and so on)

Activity 1: Speaking

Prepare a two-minute welcome address for the following formal events and present it.

1. Sports Day
2. Independence day Celebrations
3. A workshop organised by your department
4. Teacher's day celebrations
5. An intercollegiate competition
6. A guest lecture in your department
7. An award giving ceremony in an international event

Activity 2: Speaking

Prepare a two-minute speech to be given on the following informal occasions

1. The 25th Wedding Anniversary of a relation
2. To your juniors at a Farewell organised by them.

3. At the retirement function of a friend.

NB: The above “speaking” activities could also be given as written work.

READING AND WRITING

Writing Opinion Pieces

The ability to articulate your opinion is one of the skills required of social and professional life. One cannot make rash or baseless statements. The ability to articulate one’s opinion with clarity of thought and good diction is one of the marks of an educated mind: writing which is based on one’s power of observation and analytical thinking is very powerful. This unit on writing opinion pieces will teach you to express yourself on any subject of your choice like travel, food, films and books.

What do you mean by opinion? An opinion is considered

- A thought or a feeling about someone or something.
- A judgement made about something or someone.
- A view or a point of view...
- A belief or a value

You might recall that in Semester 1, you had a lesson on Diary Writing. The points emphasised in that lesson were that you could maintain a journal (diary) and express your thoughts and feelings about events that occurred in your day. Diary writing gives you an opportunity to describe events of the day or write your reflections on them.

Writing opinion pieces builds on the practice you have with diary writing. However, writing an opinion piece, while having a strong personal orientation, is writing that comes from a reflective and well-informed mind.

You might have come across the Op-Ed section of a newspaper. Do you know what Op-Ed stands for? Op-Ed is the short form of “opposite the editorial.” The Cambridge English dictionary defines Op-Ed as “a piece of

writing that expresses a personal opinion and is usually printed in a newspaper opposite the page on which the editorial is printed”

Today the term is used more widely to allude to a column that represents the opinion of a writer on an issue of relevance, which could range from lifestyle (like interest in travel, cuisine, fitness) to more serious writings expressing opinions on social trends and politics.

What are some of the distinguishing characteristics of an opinion piece?

- It is short – not more than 750 words (this is short when compared to the lengthy editorials in newspapers)
- It has a clearly defined point of view and is characterised by “clarity” in thinking.
- The topic is usually stated in the first paragraph
- It is well/adequately researched. Even though it expresses a personal standpoint, the writer does adequate background study to substantiate his/her point of view. The research might involve fieldwork – going to the scene, interviewing people and such work or, using library and reliable internet resources. Though it is an opinion piece, the writer has the obligation to write responsibly.
- An opinion piece carries the “voice” of the writer. “Voice” here refers to the writer’s beliefs and convictions. It also refers to the style of writing, which could be descriptive, humorous, or informative, among other possibilities.

Sample Opinion Piece

Child Health: A Nation’s Priority

Our country is home to the largest child population in the world. A substantial 41 per cent, around 450 million, are children. However, only 4 percent of the GDP is spent on their education, health and protection. Children should be recognised as a priority and the necessary budgetary allocations should be made.

It was observed that of the patients visiting government hospitals, 70 per cent were child labourers. These children are constantly exposed to smoke, dust, noxious gases, chemicals and high temperatures. As a result the lungs, eyes, and other vital organs of children are affected. The moral responsibility for the plight of these children rests with manufacturers who exploit them as inexpensive labour. If exploitation of this kind continues, we will be left with a great national liability. The working children of today are virtually the liabilities of tomorrow. A large portion of the government's budgetary allocation will have to be accorded for health care and reparations in the foreseeable future. This will have a crippling effect on the development agenda. Such oversight should be condemned strongly by all opinion holders.

The statistics in relation to children is alarming. The health indicators of children in India are among the worst in the world with only 65.3 per cent of the under-five children fully immunised. Eighty per cent of the children under three years of age are anaemic and every 3 out of 5 children are malnourished. Over nine lakh children in India die before their first birthday.

Data also suggest that India accounts for nearly 50 per cent of child brides in the world who are married before the age of 15 — threatening their personal well-being, development and, most often, their fundamental rights to health, education and freedom. What's more, the air quality in northern India has reached an alarming stage. There is a strong link between pollution and children's cognitive function. Early exposure to toxic air has lifelong consequences for them.

The Ministry of Health needs to work in collaboration with the Ministry of Women and Child Development, Labour, Education, and other agents involved with children if they have to be effective in achieving child health.

(Adapted from Op-Ed article Healthy Children Build Healthy Nations (Kailash Satyarthi <https://www.thehindu.com/sci-tech/health/Healthy-children-build-healthy-nations/article16668437.ece>)

Read the following Op-Ed articles

1. The Book in My Hand (by Ramachandra Guha).
<https://www.thehindu.com/books/The-book-in-my-hand/article16443755.ece>
2. Coordinates of Safety. (<https://www.thehindu.com/opinion/op-ed/Coordinates-of-safety/article16643102.ece>)

Write opinion pieces on the topics given below

1. Organic farming
2. Fitness Culture
3. "Reading Maketh a Full Man": The Benefits of Cultivating the habit of Reading
4. Extravagant Indian Weddings: A Waste of Money
5. Peer Pressure: A Major Distraction for Youth.

Reading Poetry

Reading poetry is certainly a different experience from reading a simple story. What makes poetry? Poetry normally employs linguistic devices like rhetorical questioning, figures of speech like simile, metaphor, and personification. Sometimes poetry can be understood at the first reading but in many cases the reader has to read deeper and also know the meanings of words which are not obvious. A seemingly simple poem may not be that simple.

Harlem

By [Langston Hughes](#)

What happens to a dream deferred?

Does it dry up

like a raisin in the sun?

Or fester like a sore—

And then run?

Does it stink like rotten meat?

Or crust and sugar over—

like a syrupy sweet?

Maybe it just sags

like a heavy load.

Or does it explode?

(<https://www.poetryfoundation.org/poems/46548/harlem>, accessed on 13.12.20)

This poem looks very simple yet it is not. Let the readers read the poem aloud.

The key word is "deferred," and let the students look up the dictionary and try to make sense of the poem.

Task 1

Making the student find meaning of key words and help them explore the meaning themselves.

Task 2

Reading poetry.

The first line is a question and all the other lines also are questions except for the last line.

The questions are always read with a rising intonation. So this poem with its many questions gives ample scope to practise how to read.

Task 3

Learning the figures of speech.

Simile is an explicit comparison with words "like," "as," and so on.

Metaphor

A comparison that is made literally, either by a verb (for example, [John Keats](#)' "Beauty is truth, truth beauty" from his "[Ode on a Grecian Urn](#)") or, less obviously, by a combination of adjective and noun, noun and verb, etc. (for example, [Shakespeare](#)'s sonnet on the "[the marriage of true minds](#)"), but in any case without pointing out a similarity by using words such as "as," "like," or "than." (https://rpo.library.utoronto.ca/glossary#letter_m accessed on 14.12.20)

Points of Discussion

Here the key term is "dream deferred,"

1. What are the similes present to portray the dream deferred?

Example : What dries up like the raisin in the sun?

The phrase "like a raisin in the sun" is a simile.

2. Is there a rhyme scheme in the poem?

3. How many similes are there?

4. Why is the phrase, "*or does it explode,*" italicized by the poet?

Task 4

The students can see the meaning of the title of the poem, "Harlem." It is a proper noun, (name of a place). If students stop with this they will not learn about the historical background.

The implication of the place Harlem has to be probed. Harlem was the cultural centre and refuge for African Americans who were discriminated against. Langston Hughes was an African American poet who lived during dark times for African Americans, whose dreams were not allowed to see the light of day. The final comparison he uses in the poem is like that of a big sand bag that sags him down. So when you are reading poetry explore the deeper meanings that are evident in the presented text.

WORD POWER: IDIOMS AND PHRASES

In the sentences given below, some phrases are underlined. What do you think these phrases mean? Try to guess the meaning from the context.

1. Susanna was on cloud nine when she found that she had won the scholarship.
2. When his father asked Dennis who ate the cookies, Dennis spilled the beans and said that his brother had done it.
3. It is raining cats and dogs outside; the roads are completely waterlogged.
4. My sister is so busy that I get to see her only once in a blue moon.

5. Shanta was the apple of her grandmother's eye; the elderly woman would do anything the little girl wanted.

In each case, the literal meanings of the phrases is not the correct one. Susanna obviously did not climb up to cloud number nine and Dennis did not take a packet of beans and spill them. The underlined phrases are idioms.

An idiom is a phrase or a group of words that has only a metaphorical or figurative meaning. The meanings of these groups of words have become an accepted part of language. For example, 'on cloud nine' means to be very happy, 'to spill the beans' is to reveal something before it is supposed to be revealed, to 'rain cats and dogs' means to rain very heavily etc. Almost every language has idioms.

Why do we use idioms?

Idioms make our writing interesting and vibrant. 'I see my sister once in a blue moon' reads better than 'I see my sister very rarely'; using the idiom makes it clear just how rarely I see my sister.

Also, using idioms makes our writing nearly less formal and more sophisticated. Saying that Shanta was the apple of her grandmother's eye is a more sophisticated and personal way of saying that Shanta's grandmother adored her.

Where can we find idioms? There are a number of dictionaries of idioms such as the Oxford Dictionary of English Idioms. www.theidioms.com and www.idioms.online have a large collection of idioms. We can use any of these, or any other online or physical resource that we have access to in order to find the meanings of idioms.

Very often, we get confused between an idiom and a proverb. The major difference between an idiom and a proverb is that a proverb gives advice, while an idiom does not. Grammatically, proverbs are often complete sentences, whereas idioms are most often phrases that need to be included within a sentence (of course, there are idioms that can function as complete sentences too – like "curiosity killed the cat". But, "Honesty is the best policy" is a proverb: it is a complete sentence and gives useful advice. "Once in a blue moon" is an idiom – it is a phrase and does not give any kind of advice.

Activity 1

Guess the meaning of the underlined idioms from the context. After that, check an online or physical resource to see if your guess was correct.

1. Winning the competition was a piece of cake for Rahul – he made it seem so effortless.
2. Tanya’s parents never had a problem with cleanliness; her room was always in apple-pie order.
3. Our quiz team was on a roll that day; we hardly got a question wrong.
4. In order to finish studying all the portions for the exam, we had to burn the midnight oil.
5. Sanaaya is as good a singer as her mother – she is a chip off the old block.

Activity 2

Each of the following pictures represents an idiom. Identify the idiom and then find out its meaning and use the idiom in a sentence. The first one is done for you. (Unless otherwise attributed, the pictures have been sourced from creative common licenses).

1		<p>Not my cup of tea. The idiom refers to something the speaker does not like. Sitcoms are not my cup of tea; I'd rather watch detective shows.</p>
2		
3		

4		
5		
6		
7		
<p>(Picture source: https://tidusminolists.wordpress.com/2018/12/17/etymology-bury-the-hatchet-the-meaning-and-origin-of-phrase/)</p>		

8		
9		
10		

Activity 3

In each of the following sentences, replace the underlined phrases with a suitable idiom. Choose the idiom from the list given at the end.

1. She has been having a difficult time with her health; be a little lenient with her.
2. The family did not know what to do when the ship carrying their cargo went missing; it was completely unexpected and they were not at all prepared for it.
3. Sarayu's fever has subsided and her body pain has also vanished. She is perfectly fine now.

4. We can't always blame only the person who takes bribes; the one who gives is also responsible. The blame lies on both sides.
5. My mother who is a workaholic keeps telling me to take breaks; she is criticizing me when she is just as bad as me.
6. I have to speak at a Conference on New Methods of Teaching English. I want to prepare well for it. I don't want to tell them what they already know.
7. Let us not worry about problems before they have happened; we will deal with them when we face them.
8. There are so many Swaminathans in our College. Finding out the address of one student named Swaminathan from among all others is going to be a very difficult task.
9. That session influenced him so much that he has completely reformed.
10. When the teacher asked Sharad if he had copied, he did not give her a straight answer; he kept avoiding the question.

cross the bridge when we come to it	turned over a new leaf	it takes two to tango
chip off the old block	carry coal to Newcastle	fit as a fiddle
cut her some slack	bolt from the blue	beat around the bush
looking for a needle in a haystack	pot calling the kettle black	

GRAMMAR IN CONTEXT

CONJUNCTIONS

Listen to the following conversation between a mother and her children:

- Mom: Its getting late. Vicky, will you have Dosai for breakfast?
Vicky: Yes ma.
Mom: What about you Raji?
Raji: I will have Dosai too ma.
Mom: Rinku, where are you.... is dosai okay for you?
Rinku: Hmm...
Mom: Quick, tell me, dosai or bread and butter?
Rinku: Bread and butter ma.
Mom: So Vicky and Raji will have dosai. I'll make it ready after
I prepare bread and butter for Rinku.

In the above conversation we find that

1. Rinku wants to have 'bread and butter'.
2. Vicky and Raji want to have dosai.
3. The mother asks Rinku if she wants dosai or bread and butter.

Look at the first sentence.

Rinku wants to have 'bread and butter'.

The word 'and' is used to join the words 'bread' and 'butter'.

Take a look at the second sentence.

Vicky and Raji want to have dosai.

Again in this sentence the word 'and' is used.

What idea does the sentence express? The sentence expresses two ideas:

Vicky wants to have dosai.

Raji wants to have dosai.

The ideas of the above two sentences are related. The sentences seem repetitive. Hence the word 'and' is used to join these two sentences. and the same idea is expressed in a single sentence.

This makes the sentence compact.

Look at the third sentence.

The mother asks Rinku if she wants dosai or bread and butter.

Here the word 'or' is used to express and join the two choices.

The words 'and' and 'or' are joining words or conjunctions. They make sentences more direct while retaining the meaning.

Conjunctions are words that join words, groups of words, or sentences.

Some commonly used conjunctions are

and	yet	
or	when	
but	though	although
because	unless	while
after	since	
before		

CLASSES OF CONJUNCTIONS

Conjunctions are divided into two classes: Co-ordinating and Subordinating

A Co-ordinating Conjunction joins together clauses of equal rank or importance.

What is a clause?

A clause has a subject and a verb. Look at the group of words in italics in the following sentences:

1. He can't succeed *without hard work*.
2. He can't succeed *unless he works hard*.

In the first sentence look at the group of words, 'without hard work'. It does not make complete sense. It does not contain a finite verb. It has no subject and predicate of its own. Hence it is a phrase. A Phrase is a group of words that is used as a single part of speech and does not contain a Subject and Predicate of its own.

In the second sentence the group of words, 'unless he works hard', contains a subject (he) and a predicate (works hard). A group of words which forms part of a sentence, and contains a Subject and a Predicate of its own, is called a Clause.

The chief Co-ordinating Conjunctions are

And, but, or, for, nor, either.... or, neither.....nor

The conjunction 'and' is used to join words and sentences that have related or similar ideas.

It means the same, similar or equal; without contrast
For example

1. It's cold and windy today.
2. He put on his cap and went out. .
3. Raji and Mahesh are neighbours.

The conjunction 'but' is used to join words and sentences that have opposite ideas.

1. He wants to watch the film but he has to complete his project.
2. She read the mail but she did not reply.

The conjunction 'but' is also used to express something that is unexpected and to express the idea of difference.

1. They played well but they lost the match.
2. Sindhu is right-handed but her brother is left-handed.

In the first sentence the idea that they would lose the match is unexpected because they played well. The conjunction 'but' makes this clear.

In the second sentence the conjunction 'but' expresses the idea of difference.

Conjunction 'or' is used to connect words and sentences in order to show choice. It is used before an alternative.

1. Would you have coffee or tea?
2. Shall we go out or shall we stay at home?

When a conjunction connects a group of three or more items (words, phrases or clauses), it is usually placed before the last member of the group.

1. He boarded the bus, got the ticket and took a seat.
2. What would you like to have? Coffee, tea or fruit juice?

Some Conjunctions are used in pairs.

Either ---- or
 Neither ----- nor
 Both ----- and
 Not only ----- but also

 whether ----- or

Conjunctions which are thus used in pairs are called Coorelative Conjunctions or Correlatives.

When conjunctions are used as correlatives, each of the correlated words should be placed immediately before the words to be connected.

He visited not only Delhi, but also Mumbai. --- Correct

He not only visited Delhi, but also Mumbai ----- Incorrect

either or Either-- Raju or Peter will take you home.

neither nor --- He was neither smart nor hard-working.

SUBORDINATING CONJUNCTIONS

Subordinating conjunctions are used to combine a main clause and a subordinate clause. A Subordinating conjunction joins a clause to another on which it depends for its full meaning. It begins a subordinate clause and connects it to an independent clause.

The crop failed because there was no rain.

Main clause

Subordinating clause

The word 'because' is used as the subordinating conjunction. It combines the main clause with the subordinating clause.

The sentence contains two clauses one of which, 'because there was no rain', is *dependent* on the other. Hence, the Conjunction introducing the *dependent* or *subordinate* clause is called a Subordinating Conjunction.

Notice how the subordinating conjunctions are different from co-ordinating conjunctions.

The subordinate conjunctions are part of the subordinate clauses they introduce. But the co-ordinating conjunctions are not part of either of the clauses they join together.

For example,

1. She was angry /but/ she listened quietly.

main clause 1

main clause 2

2. Although she was angry, /she listened quietly.

subordinate clause

main clause

The chief Subordinating Conjunctions are:

After	before	because	if	though	although	till
that/unless	as	when	where/while			

Subordinating Conjunctions may be classified according to their meaning, as follows:-

Time, Cause or Reason, Purpose, Result or Consequence, Condition, Concession and Comparison

Time

before --- Come home before it gets dark.

till ---- We shall wait till she gets the key.

after -- She entered the class after the attendance was taken.

when -- *You may join us when you are ready.*

Cause or Reason

Since -- Since there was power shutdown, we didn't complete the work.

As --- As he was in a hurry, he took an auto.

because -- She did not go to college, because she was not feeling well.

Purpose

that, so that, in order that

that --- We work hard that we may succeed in life.

so that --- I will send the documents by speed post so that you will get it tomorrow.

that

in order that -- The pamphlet was given in order that all might know the usage rules.

Result or Consequence

so that --- He is so weak that he cannot move about.

such that -- It is such a good movie that you can watch more than once.

Condition

if -- If you will fill in these columns, I can sign the form.

unless-- Do not answer unless you are sure.

Concession

though --- She listened to me patiently though he was angry.

although--- Although they played the match well, they did not win.

Comparison

than ---- He works harder than his brother does.

EXERCISE 1: Fill in the blanks with suitable conjunctions -- and, or, but, although, till, because, though

1. Prem called out to her to stop, _____ she continued walking.
2. How does the fruit taste? sweet _____ sour?
3. Is Rani playing _____ studying?
4. John _____ David went to the library yesterday.
5. I lost the prize _____ I tried my best
6. Can you buy for me pens, pencils _____ notebooks?
7. They reached late _____ their train was delayed.
8. He played well _____ scored two goals.
9. _____ he was poor he came forward to help the poor.
10. Will you wait _____ I return?

EXERCISE 1:

Combine the sentences using conjunctions given in brackets:

1. *You will pass. Work hard. (if)*
2. *I will call you. I finish my work. (when)*
3. *He will buy a bike. He will buy a car. (either...or)*
4. *He will cook. He will wash clothes. (neither nor).*
5. *Sheela is a good singer. she is also a good dancer.(not only....but also)*
6. *He waited. The train arrived. (till)*
7. *You will be late. You hurry. (unless)*
8. *It was dark. I couldn't find my bag. (so....that)*
9. *He sold the car. He was in need of money. (because)*
10. *He ran fast. He missed the train. (though)*
11. *Go to the port. You can visit the light house. (if)*

THE INTERJECTION

Listen to the conversation between two friends Dinesh and Sam. Dinesh has come from abroad and is meeting Sam after many years. First read conversation 'A' and then conversation 'B'.

A	B
<p>Dinesh: Sam, how are you? Sam: Aren't you Dinesh? Dinesh: Yes. Sam: When did you return from abroad? Dinesh: Last week Sam : Are you getting a painting? Dinesh : Yes, I picked up this one. Sam : Its nice.</p>	<p>Dinesh: <i>Hi</i> ! How are you Sam? Sam: <i>Hey</i>, Aren't you Dinesh? Dinesh: Yeah, its me ... Sam : How nice! When did you return from abroad. Dinesh: Just last week Sam : So what have you picked up? Dinesh: This painting by Ravi Varma. Sam : Wow! Its beautiful</p>

Which conversation expresses the feeling of surprise?

It is conversation B

Look at the words that are in italics. Such words are Hi! Hey, Wow! etc., are called Interjections.

Interjections are a part of speech used to express sudden emotions like happiness, surprise, grief and sympathy.

An Interjection is not grammatically related to the other words in a

sentence. An interjection is set off from the rest of the sentence by an exclamation mark or a comma. An exclamation mark indicates strong emotion. A comma indicates mild emotion.

An Interjection is a word which expresses some sudden feeling or emotion.

Here is a list of a few Interjections in use:

Hi	Hurrah	Alas	Hush	Ah	Hey
	Well	Wow	Oh	Ouch	Gosh

Examples:

Hello ! What are you doing there?

Ah ! Have they gone?

Oh ! I got a fright.

Ouch! That hurts!

Well, I think that is my argument.

Here is a list of Interjections and what they express-----

Hurrah !	huzza !	--	Joy
Aah !		---	Call for help / when scared
Ahh!		----	Realization / acceptance
Uh		---	Indicates a pause / need for more time
bravo !		---	Approval
Er		---	Not knowing what to say
Hmm		---	Thinking / hesitating about something
Hmph		----	Indicate displeasure
ha !	what !	---	Surprise
Eww		---	Dislike or disgust
Oops		---	When do something by mistake
alas !		---	Grief
Shh		----	An indication for silence
Whew		---	Amazement and/or relief
Wow		---	Surprise or admiration
Yeah		---	strong affirmation or approval

Certain groups of words are also used to express some sudden feeling or emotion:

Ah me! ----- Ah me, where shall I go?

For shame! --- For shame, leave that poor man alone.

Well done! ---- Well done! You have done a good job.

Activity 1:

Fill in the blanks with suitable interjections:

1. _____ We have won!
2. _____, Mithun! How are you?
3. _____ He is dead.
4. _____ Now I understand!
5. _____ That's really a great news!
6. _____ That's the winning goal!
7. _____ The baby is sleeping.
8. _____ We've lost the battle.
9. _____ my young friends, play the game.
10. _____ that feels wonderful.

Activity 2:

Write two sentences each using interjections to express

1. Surprise
2. Joy
3. Attention
4. Grief
5. Silence
6. Dislike
7. Think about something
8. Do something by mistake
9. Admiration
10. Strong affirmation

Unit III

(18 hours)

1. Listening and Speaking
 - a. Listening to TED talks
 - b. Making short Formal presentation with PPT
 - c. Interactions during and after the presentations
 2. Reading and writing
 - a. Writing emails of complaint
 - b. Reading aloud famous speeches
 - c. Reading longer fictional / non-fictional pieces in which all the reading skills can be brought into play
 - d. Preparing short assignments
 3. Word Power
 - a. One Word Substitution
 4. Grammar in Context
- Sentence Patterns

LISTENING AND SPEAKING

a. Listening to TED Talks:

TED talks can be found on YouTube. They are on a wide range of subjects ranging from science to art and sport. TED Conferences LLC is an American media organization which was only a conference originally. However it broadened its perspective to include talks on many scientific, cultural, political, humanitarian and academic topics. TED Talks carries the slogan, "Ideas Worth Spreading". The most unique thing about TED talks is that they are not only informative, but also highly motivational. Listening to a TED talk infuses you with positive energy and positive thinking. In short, you are 'inspired'!

Activity:

Watch the following videos and listen carefully to understand how the information is properly arranged and shared:

1. The Rise of Cricket, The Rise of India by Harsha Bhogle
<https://www.youtube.com/watch?v=LbIXYEW9CSQ>
2. A Well-Educated Mind Versus a Well-Formed Mind by Sashi Tharoor.
<https://www.youtube.com/watch?v=kcW4ABcY3zI>
3. Your Body Language May Shape Who You Are by Amy Cuddly

Exercise:

1. Note how the speakers begin and end the TED talks
2. Go through the following beginning and ending phrases of TED talks and prepare a TED-talk on the topic of your interest using the following beginning and ending phrases:

A few opening phrases/sentences used in Ted Talks

- I want to interact with you about why we need to work harder to achieve today....
- Few weeks back I saw something that I thought I would never tell anyone but I feel obliged to discuss it here...
- You will have a chance to add a few months of life span as you watch this talk...

- When I was in the boy scouts, I got a chance to meet a rare and exquisite creature...
- Albert Einstein said that
- Do you think it is possible to overcome procrastination just by blindly working...
- Imagine yourself ten years from now...

Closing phrases/sentences

- ...this is how I made it possible and I use this opportunity to send out a call for action on your part.
- ...now this is the big picture I have been discussing all along
- ... let me up sum up
- ...Recognize and understand these things as early as possible to avoid them and to live a peaceful life. Thank you.
- ... all you need is to recall these few minutes everyday and say them to yourself

b. Making Short Formal Presentations with PPT:

What is a Presentation?

Presentation is a formal communication that uses both verbal and non-verbal language. There are various forms of oral presentation and they have different functions to perform. Usually short presentations are given within 15-20 minutes duration in academic and professional environment where a subject expert generally delivers the presentation to give information about the chosen topic.

Tips to make a good presentation:

- A presentation should have a definite purpose
- Prepare the content of the presentation well in advance
- Know your audience well
- Change the content and style of the presentation

- Collect adequate information and assimilate

A successful presentation lies in the efficient use of textual content, verbal content and visual content. The preparation of the textual content is the first step in the preparation of presentation. The textual content refers to the verbal content. To prepare the verbal content 5Ws and 1H formula is the best method. The 5Ws are

- What – the main idea that you are likely to present
- Why – the purpose of the presentation
- Whom – age and socio-cultural environment of the audience
- When - the time of your presentation
- Where – the venue of the presentation
- How - involvement of verbal and visual contents

Exercise:

Prepare the verbal and visual content for short presentations on the following topic:

- a. Pro and Cons of modern media culture
- b. How to learn second language in an easy way?
- c. What is feminism in the modern era?
- d. How does 80s parenting differ from current parenting
- e. Green Campus is the need of the hour
- f. Evolution of lifestyle in the internet era
- g. How to clean a house : Smart way

Common Barriers for Effective Presentation:

- Inadequate presentation
- Poor organization of the content

- Improper time management
- Length of the presentation
- Lack of practice
- Inadequate and inefficient use of visual aids

are the common barriers for the effective presentation. Overcome these barriers to make an effective presentation.

Activity:

1. Make small presentation on the following topic to identify the problems that they encounter during the presentation like stage fright, inability to coordinate the verbal and visual content.

How to start a presentation?

In making a presentation, the beginning/opening remarks are as important as the content of the presentation.

- Soon after the greetings, make sure to establish the relevance and importance of the topic in the contemporary context. You can begin with expressions like
 - a. In the current scenario...,
 - b. It's high time to think the importance of ...
- You may begin the presentation with the anecdote.

All the world's a stage, said Shakespeare in his *As you like it*. Today I am going to talk about the role of integrity and consistency in making a human being in this digital era.....
- You may begin with telling a story relevant to the topic
 - a. During the 1960s in India...
 - b. In the mid 18th Century India had
- You may also quote an article that you read yesterday/couple of weeks ago/ a month earlier etc
 - a. In an article that I read in *The Hindu* yesterday...
 - b. In a conference that I attended last year on

c. When India was struck by the Tsunami in December 2004.....

- Make use of quotations for beginning a speech:
 - a. "If Winter comes, can Spring be far behind" said Shelley once. These words by Shelley are most apt to begin our reflections on the importance of positive thinking.

Tips to prepare an effective Power Point Presentation (PPT):

Do's:

- Use proper font that is easier to read on the screen
- Check the spelling
- Include info-graphics that is easy to understand
- Include key point alone to highlight
- Let the slide be simple and elegant

Have a look at the following slide for preparing an effective PPT

Leaders tempted to delegate social media

Why?

- Too busy with other projects
- Limited familiarity with social media
- Seen as independent, add-on projects
- Underestimation of strategic complexity
- Abundance of 'well-marketed' service providers

<https://lacstraining.wordpress.com/2012/04/26/presentations-tips-for-effective-powerpoint-design/>

Don'ts:

- Don't underline and add hypertexts for short presentations
- Don't use smaller size smaller than 24
- Avoid graphic background
- Don't use animation

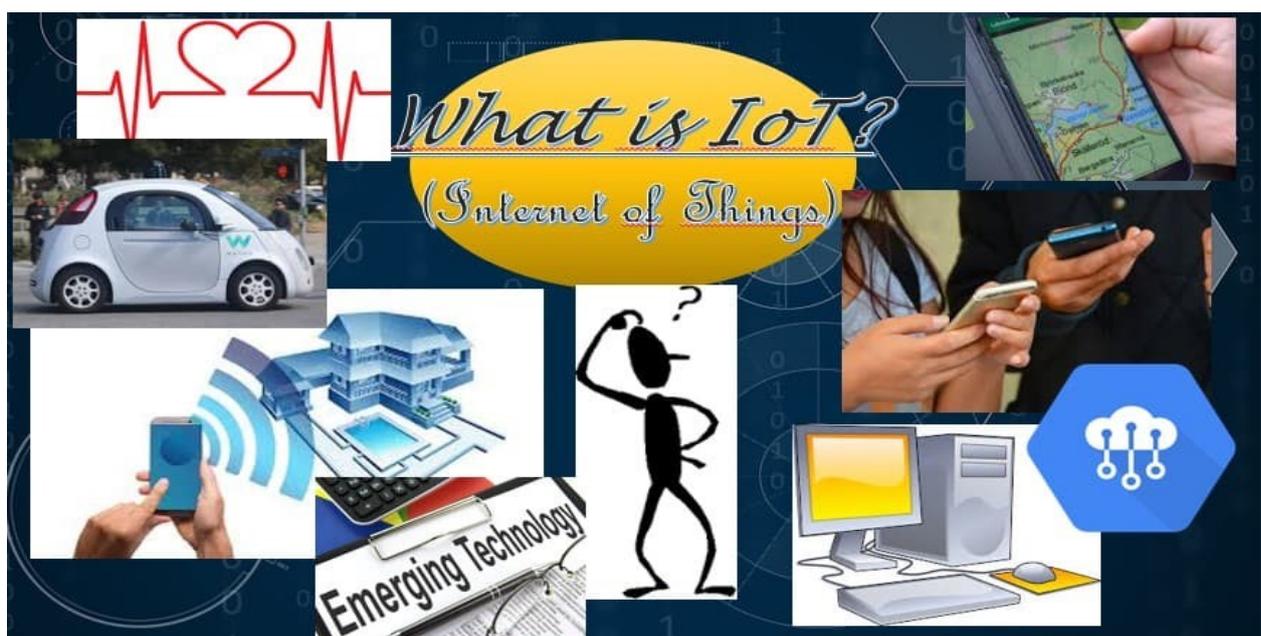
For instance, have a look at the following slides:

How to make a Good First Impression

Making a first good impression can be vital when looking for a new job. Whether we like it or not, people do judge a book by their cover. The first few seconds with someone can be critical to your career.

- Be on time. The person you are just meeting is probably not interested in your excuses, even if it is the first time you are late in your whole life. All they are going to know is that you are not keeping up with a previous agreement. The image you are leaving behind is of someone that is not reliable. Make an extra effort and make sure to arrive on time. Too early is always better than too late.
- Be prepared. Before going to your interview you should have done your research about the company, the position you're applying for, and so on. Think about what kind of questions you could be asked, and how you would answer them. In one word, practice!
- Take care of your clothes and your overall grooming. It has been said that 55% can be determined by the person's appearance. So be careful when choosing how to present yourself in an interview. Dress to impress, maintaining in mind the job you are applying to, and when in doubt, choose the most conservative choice.
- Take into consideration non-verbal communication. You might be feeling nervous, but studies have shown that people who present themselves in a more friendly, confident manner usually have better results. Something as simple as a smile can make a difference.

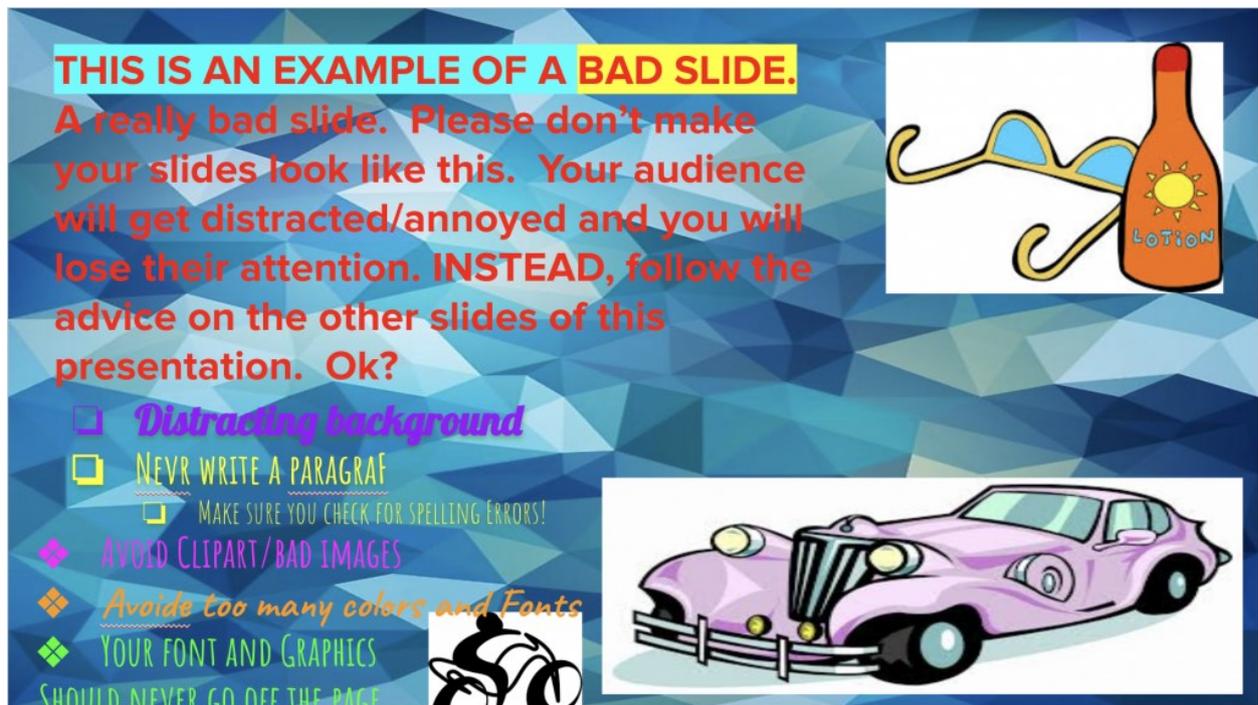
<https://interactive.america.gov/webchat-tips/>



<https://24slides.com/presentbetter/bad-powerpoint-examples-you-should-avoid/>

THIS IS AN EXAMPLE OF A BAD SLIDE.
 A really bad slide. Please don't make your slides look like this. Your audience will get distracted/annoyed and you will lose their attention. **INSTEAD**, follow the advice on the other slides of this presentation. **Ok?**

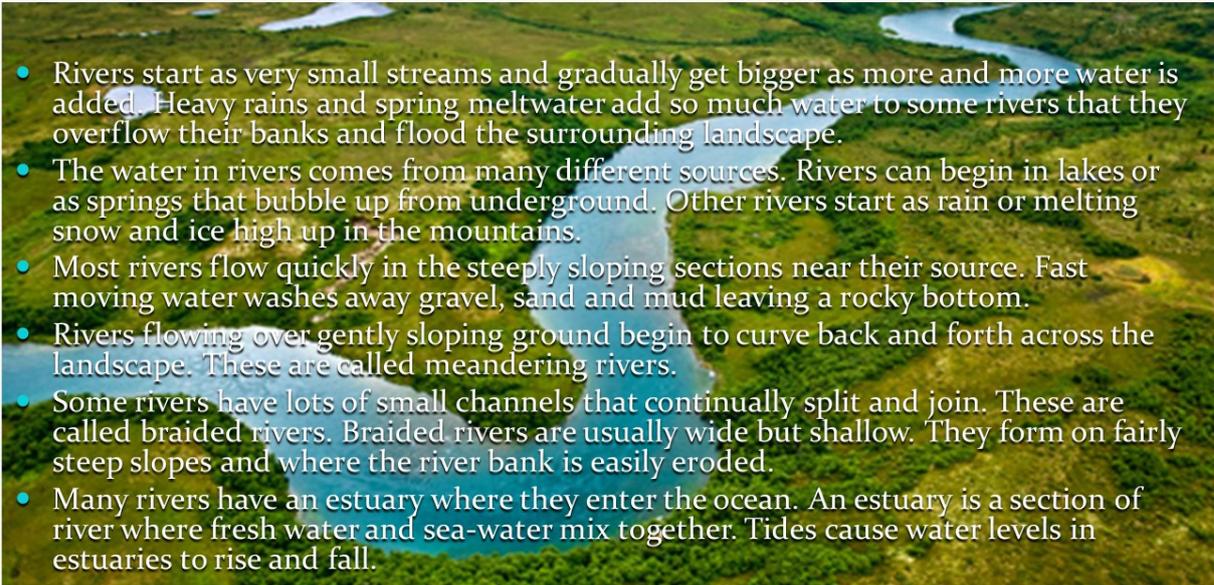
- ❑ *Distracting background*
- ❑ **NEVR WRITE A PARAGRAF**
 ❑ MAKE SURE YOU CHECK FOR SPELLING ERRORS!
- ❖ **AVOID CLIPART/BAD IMAGES**
- ❖ *Avoid too many colors and Fonts*
- ❖ **YOUR FONT AND GRAPHICS**
 SHOULD NEVER GO OFF THE PAGE



<https://interactive.america.gov/webchat-tips/>

How Rivers Are Formed

- Rivers start as very small streams and gradually get bigger as more and more water is added. Heavy rains and spring meltwater add so much water to some rivers that they overflow their banks and flood the surrounding landscape.
- The water in rivers comes from many different sources. Rivers can begin in lakes or as springs that bubble up from underground. Other rivers start as rain or melting snow and ice high up in the mountains.
- Most rivers flow quickly in the steeply sloping sections near their source. Fast moving water washes away gravel, sand and mud leaving a rocky bottom.
- Rivers flowing over gently sloping ground begin to curve back and forth across the landscape. These are called meandering rivers.
- Some rivers have lots of small channels that continually split and join. These are called braided rivers. Braided rivers are usually wide but shallow. They form on fairly steep slopes and where the river bank is easily eroded.
- Many rivers have an estuary where they enter the ocean. An estuary is a section of river where fresh water and sea-water mix together. Tides cause water levels in estuaries to rise and fall.



<https://www.emaze.com/2020/08/22/6-worst-presentation-slides-ever/>

There is a common enemy for presentation. That is "Stage Fright".

There are few signs that will confirm the presence of stage fright in an individual. They are:

- Shaking legs
- lack of focus
- negative thoughts about a performance
- "butterflies" in the stomach
- shaky voice
- dry mouth
- sweaty hands
- racing heart
- hyperventilation
- muscle tension
- fidgeting

How to overcome the stage fright?

- The first step to overcome the problem is to accept that you have stage fright.
- Practice more: Adequate amount of practice will increase self-confidence. Practice in front of your friends, family members and mirror.
- Reach the venue well in advance and make yourself familiar with the stage and audience.
- Take a deep breath if you feel anxious
- Above all the best way is to IGNORE the symptoms and focus more on the content of the presentation.

Activity:

Watch the following videos:

Academic skills – presenting effectively

<https://www.youtube.com/watch?v=qFLL-XB56UU>

Problem – Solution Presentation

https://www.youtube.com/watch?v=rtljk2C_laQ

Designing effective scientific presentations

<https://www.youtube.com/watch?v=Hp7Id3Yb9XQ>

Techniques of Delivering the Speech:

Techniques of delivering a presentation is similar to methods of making the effective speaking. A brief revisiting of the same is presented here:

- Maintain a relaxed upright posture
- Don't rush through the presentation. Pace your presentation with pauses in reasonably regular intervals.
- Make sure of your pronunciation and enunciation
- Avoid high pitched voice
- Ensure the pronouncing of the last syllable of every word.
- Avoid monotony of voice
- Follow interactive method
- Read the mind of the audience through their body language
- Strictly avoid reading from the slide but explain the main points covered in the slide
- Finally presence of mind and natural humour will add spice to your presentation.

C. Interactions during and after Presentation:

As effective presentations require sufficient skill, even interacting during and after presentation require adequate skill and awareness. Both the presenters and the listeners are expected to interact during and after presentation.

As a presenter, you may interact with the audience during the beginning of the presentation to build a rapport with them. For example you may use the following questions to the audience without intimidating them:

- Put your hands up if you are familiar with the incident I just said.
- How would you feel if you stood on the stage?
- What kind of experience did you gain after listening to the presentation?

To make your presentation more lively encourage your audience to ask questions and answer them politely. It is one of the ways to assure them that they are valued. During interactions you may use the following expressions when you respond.

1. Well, it's great question...
2. Yes, I agree with you. I think I have highlighted the same in slide no: 9...
3. Sure, I will explain...
4. No, though the idea sounds noble, it cannot be taken into consideration, because....
5. Great, I think it's time for 5 minute break...

As listeners, when there is a need for clarification on the topic, make sure to inform the presenter that you are in need of clarification by raising your hand. You can also make use of the following phrases:

1. Excuse me, Could you please explain the idea that.....
2. It is an amazing presentation. But I have certain doubts regarding....
3. Congratulations for your fantabulous presentation! I have few ideas to complement to discussion...
4. Could you explain Whatyou mean by ...
5. It is a wonderful venture, but could you please highlight how relevant your ideas will be after five years?

READING AND WRITING

WRITING EMAILS OF COMPLAINT

How to write an email of complaint:

Following points to be noted:

2. Be precise and concise
3. Use simple and polite language
4. Avoid sarcasm or threatening language
5. Add all references, documents, receipts etc.
6. Be clear about the exact intention of the complaint

Sample Email of Complaint

From: name@service provider

Subject: Complaint

Reference: Details of receipts with date, etc.

To: name@serviceprovider

Body of the email:

Dear Sir/Madam,

I wish to complain about the -----(name of the product or service, with serial number or account number) that I purchased on ----- (date and location of transaction).

The product ----- (name), -----(mention the nature of fault/misfunction)

Kindly respond regarding your plan of action, if a replacement of the ----- (product or service) is possible. If not, kindly make arrangements for a refund of the payment made towards the purchase.

Copies of the receipt and warranty details are attached for your reference. Please do the needful at the earliest.

Yours sincerely,

Tasks

Write an email of complaint about any two of the following issues:

1. To an electronic accessory company about a faulty printer delivered
2. To a Fibernet service provider regarding an intermittent internet connection
3. To an online clothing company regarding an error in the size of a dress ordered and paid for
4. To a mobile phone company regarding excessive post-paid billing received
5. To a courier service complaining regarding the delay in the delivery of a product couriered

READING ALOUD FAMOUS SPEECHES

One effective way of developing language skills is reading aloud. Even if you are not sure about the pronunciation, just read. After you overcome inhibitions about reading aloud, you can turn your attention to pronunciation practice. There are many ways of learning pronunciation. If you have a practice of reading, there are many ways of learning pronunciation. Firstly the pronunciation of most of the words can be accessed as sound files in the internet. So you can search and learn the pronunciation. Secondly listen to speeches or news reading in English. This will help you learn how to pause and read, proper pronunciation, right intonation etc. (These points were emphasised in Semester I as well).

Read the passages loudly.

Passage 1

If you want to change the world, start off by making your bed by Admiral H. Mcraven

If you make your bed every morning you will have accomplished the first task of the day. It will give you a small sense of pride, and it will encourage you to do another task and another and another. By the end of the day, that one task completed will have turned into many tasks completed. Making your bed will also reinforce the fact that little things in life matter. If you can't do the little things right, you will never do the big things right.

And, if by chance you have a miserable day, you will come home to a bed that is made — that you made — and a made bed gives you encouragement that tomorrow will be better.

If you want to change the world, start off by making your bed.

.....

It is on Wednesday of Hell Week that you paddle down to the mud flats and spend the next 15 hours trying to survive the freezing cold mud, the howling wind and the incessant pressure to quit from the instructors. As the sun began to set that Wednesday evening, my training class, having committed some "egregious infraction of the rules" was ordered into the mud.

The mud consumed each man till there was nothing visible but our heads. The instructors told us we could leave the mud if only five men would quit — just five men — and we could get out of the oppressive cold. Looking

around the mud flat it was apparent that some students were about to give up. It was still over eight hours till the sun came up — eight more hours of bone-chilling cold.

The chattering teeth and shivering moans of the trainees were so loud it was hard to hear anything. And then, one voice began to echo through the night, one voice raised in song. The song was terribly out of tune, but sung with great enthusiasm. One voice became two and two became three and before long everyone in the class was singing. We knew that if one man could rise above the misery, then others could as well.

The instructors threatened us with more time in the mud if we kept up the singing but the singing persisted. And somehow the mud seemed a little warmer, the wind a little tamer and the dawn not so far away.

If I have learned anything in my time traveling the world, it is the power of hope. The power of one person — Washington, Lincoln, King, Mandela and even a young girl from Pakistan, Malala — one person can change the world by giving people hope.

So, if you want to change the world, start singing when you're up to your neck in mud.

(<https://jamesclear.com/great-speeches/make-your-bed-by-admiral-william-h-mcraven> accessed on 14.12.20)

Listen to the above speech at this link :

<https://www.youtube.com/watch?v=3sK3wJAxGfs>

After listening to the speech, read the passage aloud again.

More Reading Passages:

The passage above is a motivational speech; there are no dramatic ups and downs. It is more persuasive. But the passage spoken by Mark Antony in Julius Caesar is an example of dramatic speech where every word of his is aimed at provoking the hearers. He uses repetition, powerful imagery, rhetorical questioning, and so on. As this speech is poetic, practice a little longer to read. You can hear the speech as spoken by Charlton Heston from the movie *Julius Caesar*

<https://www.youtube.com/watch?v=0bi1PvXCbr8>

Speech: "Friends, Romans, countrymen, lend me your ears" – *Julius Caesar*

By [William Shakespeare](#)

(from *Julius Caesar*, spoken by Marc Antony)

Friends, Romans, countrymen, lend me your ears;

I come to bury Caesar, not to praise him.
The evil that men do lives after them;
The good is oft interred with their bones;
So let it be with Caesar. The noble Brutus
Hath told you Caesar was ambitious:
If it were so, it was a grievous fault,
And grievously hath Caesar answer'd it.
Here, under leave of Brutus and the rest—
For Brutus is an honourable man;
So are they all, all honourable men—

Come I to speak in Caesar's funeral.
He was my friend, faithful and just to me:
But Brutus says he was ambitious;
And Brutus is an honourable man.
He hath brought many captives home to Rome
Whose ransoms did the general coffers fill:
Did this in Caesar seem ambitious?
When that the poor have cried, Caesar hath wept:
Ambition should be made of sterner stuff:
Yet Brutus says he was ambitious;
And Brutus is an honourable man.
You all did see that on the Lupercal
I thrice presented him a kingly crown,
Which he did thrice refuse: was this ambition?
Yet Brutus says he was ambitious;
And, sure, he is an honourable man.
I speak not to disprove what Brutus spoke,
But here I am to speak what I do know.
You all did love him once, not without cause:
What cause withholds you then, to mourn for him?
O judgment! thou art fled to brutish beasts,
And men have lost their reason. Bear with me;
My heart is in the coffin there with Caesar,
And I must pause till it come back to me.

PREPARING SHORT ASSIGNMENTS

Practice in preparing short assignments (of one paragraph or a few paragraphs) will sharpen your writing skills.

The different steps to be followed while preparing/writing a short assignment are:

Pre-write Process

Brainstorming

Organising Ideas

Rough Draft

Edit & Revise

Final Draft

Consider the style and organisation of ideas in this brief write-up on climate change

Climate change indicates that there has been change in the pattern of weather conditions in recent times compared to how it was years ago.

The explanation cites examples of 'climate change' as change in seasonal occurrence of monsoon and the consequent drastic effect on the agricultural practices of most of the farmers. It also indicates that if there is monsoon rain, it leads to heavy rainfall that only creates disaster through floods, affecting the crops as well as habitats of people. On the one hand the heat level increases, on the other hand severe frost leads to crops and animals suffering from these extreme weather conditions. Unpredictable natural disasters like tsunami, cyclones, typhoons, floods, etc lead to difficulties for human survival.

There should be an awareness among people in following necessary steps to check further damage to our environment. Hence it is important for people to understand the need to adopt the eco-friendly lifestyles to curb climate change crisis.

To write in a sustained manner, it is important to organise points relevant to the topic. By identifying the three parts to any assignment as

1) introduction 2) discussion and 3) conclusion, clarity will be established.

The conclusion, in an assignment, will sum up all the major points of discussion as well as the supporting details.

The following structure can be adopted for each paragraph

Topic Sentence
Main Idea
Supporting Idea
Supporting Idea
Concluding Sentence

You can sum up all that you have stated in your paragraphs in a concluding paragraph.

Exercises:

Write short assignments on the given topics, following the structure of 1) Introduction 2) Discussion and 3) Conclusion.

1. Youngsters spending unreasonable time on social media
2. The need for better healthcare in India
3. Reasons for your preference of a tourist place
4. A book or a movie you liked a lot
5. Your opinion on farmer's condition in India

ONE WORD SUBSTITUTION

Suggested number of sessions: 1

Read the following passage paying special attention to the phrases that are underlined and given in bold.

1. The class had a very interesting discussion on skills the other day and they found out that many of them had skills that the others did not know about. For example, Sara could use either hand with equal ease, Sandeep was a very critical judge of food while Taufiq was equally a good and critical judge of paintings. The class also found out that they had a number of hobbies between them – Catherine was a coin collector, while Shagufta acted in theatre groups, though not in a professional capacity.

You will notice that each of the phrases underlined and given in bold in the passage can be replaced by a single word. Given below are the one word equivalents for the underlined phrases:

Found out: discovered

Use either hand with equal ease: ambidextrous

A very critical judge of food: gourmet

A good and critical judge of paintings: connoisseur

Coin collector: numismatic

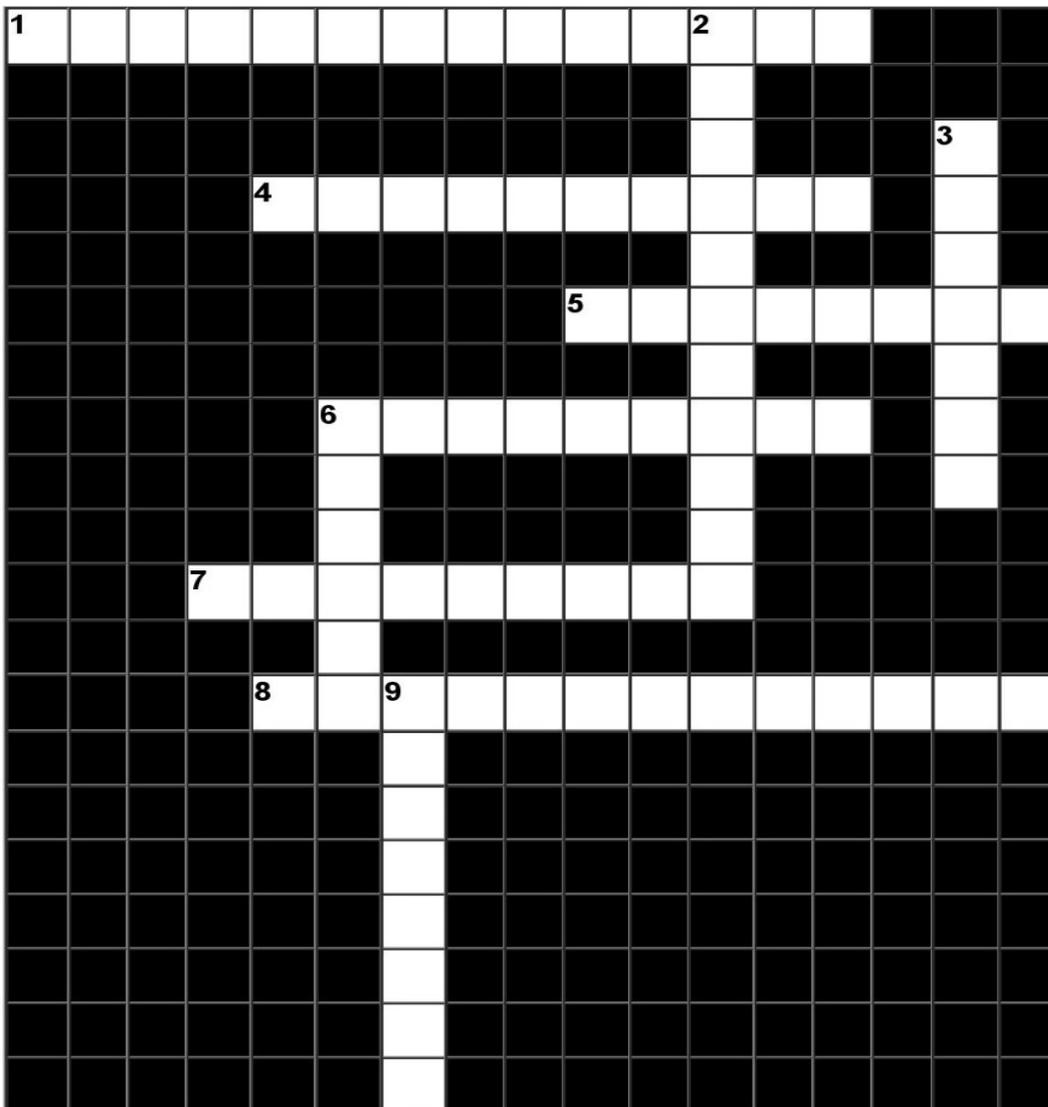
Doing something not in a professional capacity: amateur

Why do we need to know the one word substitutes?

Using one word in the place of many makes our writing more precise. This means that our meaning will be clearer if we use one word than it would be if we used many words. A shorter and crisper passage is much easier to read and understand than a passage with more words and phrases.

Activity 1

Fill in the crossword grid using the clues given.

**Across:**

- 1** People living during the same period
4 a person in love with herself/himself
5 a person who has left one country and moved to another
6 a person trained in spacecraft
7 a person employed to drive a car
8 a person who suffers from imaginary illnesses

Down:

- 2** a person who supervises in the examination hall
3 a place where grain is stored
6 a large enclosure or building for keeping birds
9 a person who can speak many languages

Activity 2

Match the phrases underlined and given in bold in the sentences in Column A to the word in Column B that best matches them.

a. Dr. Salim Ali was one of the best-known <u>experts in the study of birds</u> in India.	i. autobiography
b. When Sharan broke his hand, his parents rushed him to a <u>doctor who specialised in treating illnesses of the bones</u> .	ii. Soliloquy
c. Most religions believe in a God who is <u>all powerful</u> .	iii. communicate
d. Manish's <u>hobby is collecting books</u> .	iv. Chronic
e. That witness <u>left out</u> a lot of important details.	v. See
f. This paper has too many mistakes; the writer has <u>not been able to get the message across</u> .	vi. pharmacist
g. My grandmother often <u>fondly remembers the past days</u> when she was a young girl.	vii. Arrange
h. The character in that play <u>gave a lot of speeches no one else was nearby</u> .	viii. Yield
i. Many famous people write the <u>stories of their own lives</u> .	ix. Souvenir
j. The meeting will <u>carry on</u> in your absence.	x. Verbatim
k. That small island is <u>ruled by a person from the royal family</u> .	xi. ornithologist
l. Her wheezing has been <u>occurring repeatedly for a long time</u> .	xii. bibliophile
m. In order to study the history of the period, she visited a number of <u>places where objects from the past were stored and exhibited</u> .	xiii. Continue
n. In the darkness, I could not <u>make out</u> if it was a dog or cat in the street.	xiv. Orthopaedician
o. The Inspector said that he would <u>see to the security of the place</u> .	xv. Nostalgically
p. Tara's mother <u>owns a shop that sells medicines</u> .	xvi. Omitted
q. The government refused to <u>give in</u> to the demands of the terrorists.	xvii. Indelible
r. The scar that will be left on her arm because of the accident <u>cannot be removed</u> .	xviii. museums
s. I keep that shawl as a <u>fond reminder</u> of my trip to Iceland.	xix. monarchy
t. The editor told the reporter that the words spoken by the politician had to be quoted <u>using exactly the same words as the original speech</u> .	xx. omnipotent

Activity 3

For each the words given in bold and underlined in the following sentences identify their equivalent phrases from the list given at the end.

1. One of the first things a scholar is taught that is that it is wrong to plagiarise.
2. One of the guiding principles of any kind of writing is to write about the events chronologically.
3. We must realise that however clever or intelligent we may be we are never infallible.
4. That school has a very well equipped gymnasium.
5. We were very lucky to get a chef who was familiar with different kinds of cuisine.
6. Female foeticide has been one of the major issues in our country.
7. King Edward VIII's decision to abdicate the throne has become legendary.
8. In the stories by Richmal Crompton, William Brown's father often told him that he was incorrigible.
9. The box contained an assortment of chocolates.
10. Many spiritual leaders tell us that it is important to introspect.

Incapable of making mistakes or being wrong

Professional cook

To renounce the throne

Beyond reform

To pass off another's work as one's own

Remarkable and therefore very famous

Look inwards to examine one's motives

A collection of different types of the same thing

Killing of an unborn child (in the womb)

A room equipped for gymnastics, games and physical exercise.

In the order in which the events occurred

GRAMMAR IN CONTEXT: SENTENCE PATTERNS

Basic Sentence Pattern

In English, our sentences usually operate using a similar pattern: subject, verb, then object. The nice part about this type of structure is that it lets your reader easily know who is doing the action and what the outcome of the action is.

A subject performs the action in a sentence.

- For instance, in the sentence, "Madhan eats dosa," *Madhan* is the subject because he is the one eating the dosa.

A verb is a word that usually indicates some type of action. There are two basic types of verbs in English: action verbs and linking verbs. An action verb represents something the subject of a sentence does, whereas a linking verb connects the subject to a specific state of being. In other words, a linking verb describes a subject instead of expressing an action. Linking verbs are also known as state of being verbs, and the most common one in English is the verb *to be*.

- If we consider the above sentence, "Madhan eats dosa," the verb is *eats*, which is an action verb because it tells us what Matt does – he eats.
- In this sentence, "Madhan is hungry," our verb is *is*, which is a form of *to be*, a linking verb. Notice how Madhan does not do anything in this sentence. Instead, the verb *is* describes how Madhan feels – hungry. *Is* links Madhan with hunger.

An object usually appears after the verb. There are two (2) types of objects in the English language: direct and indirect.

- A direct object takes or receives the action of the verb. In other words, the subject of the sentence acts on the direct object.
 - The direct object in our sample sentence "Madhan eats dosa" is pizza. Madhan eats what? dosa.

An indirect object tells us to whom or for whom an action is done. To understand this concept, we need to come up with a longer sentence.

- Our new sample sentence will be, "Madhan shares the dosa with Nathan." In this sentence, our subject is Madhan, our verb is *shares*, the direct object is *the dosa*, and our indirect object is *Nathan*. With whom does he share the dosa? He shares it with Nathan.

So, remember, this is the basic pattern of an English sentence: SUBJECT + VERB + OBJECT.

Six Basic Patterns

There are six basic or simple sentence patterns:

1. Subject/Predicate, Action Verb
2. Subject/Predicate, Action Verb/Direct Object
3. Subject/Predicate, Action Verb/Adverb
4. Subject/Predicate, Linking Verb/Predicate Nominative
5. Subject/Predicate, Linking Verb/Predicate Adjective
6. Subject/Predicate, Action Verb/Indirect Object/Direct Object

Examples of the six basis sentence types:

1. Subject/Predicate, Action Verb

- The class studied.
- The students and the teacher read.
- The students sat and read.
- The students and the teacher sat and read.

2. Subject/Predicate, Action Verb/Direct Object

- The class took a test.
- The class took a test and a quiz.

3. Subject/Predicate, Action Verb/Adverb

- The class worked carefully.
- The students sit here.
- The class worked like a team.
- Before school, in the gym, the class worked like a team.
- In the gym, the class worked like a team before school.
- Like a team, the class worked before school in the gym.

4. Subject/Predicate, Linking Verb/Predicate Nominative

- The teacher is Mr. Satish.
- The teachers are Mr. Satish and Ms. Leena

5. Subject/Predicate, Linking Verb/Predicate Adjective

- The teacher is kind.
- Ms. Kalki is kind and helpful.

6. Subject/Predicate, Action Verb/Indirect Object/Direct Object

- The teacher gave the class a test.
- Mr. Satish gave Kannan and John a test.

Exercises

Identify the pattern of the following sentence:

1. He was going to the market
 - a) SVO
 - b) SVA
 - c) SVCA
2. I met my friend at the airport
 - a) SVIDO
 - b) SVOC
 - c) SVOA
3. Anitha grew tired after the dance
 - a) SVCA
 - b) SVIDP
 - c) SVOC
4. Exercise made him a healthy man
 - a) SVOC
 - b) SVIDO
 - c) SVOA
5. They named the child Kanmani
 - a) SVAC
 - b) SVOC
 - c) SVCA
6. Sheela's father is a doctor
 - a) SVC
 - b) SVA
 - c) SVIDO
7. Revathy sang me a song melodiously
 - a) SVOC
 - b) SVOA
 - c) SVIDOA
8. This bag is large
 - a) SVO
 - b) SVC
 - c) SVA
9. His mother gave him his lunch bag
 - a) SVC
 - b) SVOC
 - c) SVIDO
10. The headmaster entered the room
 - a) SVO
 - b) SVA

- c) SVC
11. Pickpockets should be punished severely
- a) SVA
b) SVC
c) SVO
12. We wear cotton clothes in summer
- a) SVOC
b) SVIODO
c) SVOA
13. I shall meet you tomorrow
- a) SVO
b) SVIODO
c) SVOA
14. He answered my question angrily
- a) SVOA
b) SVCA
c) SVIODO
15. We completed the work on time
- a) SVOC
b) SVAC
c) SVOA

Unit IV

(16 hours)

1. Listening and Speaking
 - a. Participating in a meeting: face to face and online
 - b. Listening with courtesy and adding ideas and giving opinions during the meeting and contributing concluding remarks.
2. Reading and Writing
 - a. Reading visual texts – advertisements
 - b. Writing a Brochure
3. Word Power
 - a. Denotation and Connotation
4. Grammar in Context:
 - a. Sentence Types

LISTENING AND SPEAKING

PARTICIPATING IN A MEETING: FACE TO FACE AND ONLINE

How to Prepare to be a participant of a meeting?

Meetings are an integral part of professional life. You have to equip yourself to be an active participant in meetings. Meetings are essential components as a means of constant communication with management, employees, and other stakeholders in an organization. They are an appropriate channel through which information is shared, problems are solved, and progress of projects is reviewed. Meetings could either be informal or formal. The size of a meeting could range from two people to several hundred depending on the purpose and size of the organisation. In order to be an active participant you need to do some preliminary work.

What to Do Before the Meeting

Be informed about the following:

- Purpose of the meeting-
- What items will be discussed
- Who are the people who will be attending the meeting
- Location for Face to face meeting.
- Platform and login details for Online meetings
- Start and end times

Most importantly, make sure that you know what's expected of you during the meeting, and whether you need to do any reading or other research beforehand.

What to Do During the Meeting

If the agenda is discussed at the beginning of the meeting, as any good organizer is sure to arrange, you can raise the point about something you'd like to be covered.

As items are being covered, keep an eye on the notes you jotted down beforehand about the topics of interest to you.

Avoid talking too much, as that could dilute your impact on the more important subjects.

If somebody else has already said what you wanted to say, there's no need to make the same point a second time.

If you want to show support for what was already said, you can provide an abbreviated version of the arguments, or you can simply nod or provide short verbal cues, such as, "yes," or "I agree."

When the time is right to make a point, make sure that you have the organizer's permission to speak, and then clearly state what you have to say.

Respect the rights of other people to disagree. Remember, it's not your meeting, and other people want to move on to different subjects.

If you don't agree with something, let people know how you feel, but do not monopolize the discussion.

What to Do After the Meeting

When the minutes are published, read them carefully and compare them with your own memory of what was discussed. Let the organizer know right away about any significant differences.

Make sure that you know what actions were assigned to you, and follow up on them as quickly as you can.

If you have a good feeling about the meeting, let the organizer know. After all, everybody likes to hear positive feedback.

LISTENING WITH COURTESY

Useful Courtesy Markers to follow during a meeting:

Be a little more judicious about communicating negative views about how the meeting was run and the value of the topics covered.

Phrases to help you participate in a meeting both online and offline

To Interrupt:

- *I'm sorry to interrupt but...*
- *I hate to interrupt but...*
- *I'm sorry to cut this short but...*

- *Sorry to interrupt but may I ask a question?*
- *I'm sorry for the interruption but I have a quick question.*

To seek clarification

- *I'm sorry for interrupting but I don't quite understand...*
- *Sorry for the interruption but could you repeat...*
- *This will only take a minute. Would you mind telling me...*
- *I apologize for the interruption but I have an important question about...*
- *Excuse me, could you please clarify*
- *I'm not sure if (whether) I understand what you mean by*
- *I'm sorry, I don't quite follow*

To add a point

- *May (or) Can I add something here?*
- *I couldn't help overhearing...*
- *Do you mind if I say something?*

To express an opinion

- *I firmly believe that...*
- *I'm absolutely convinced that...*
- *I'm certain that...*
- *I have no doubt that...*
- *As far as I am concerned...*
- *In my opinion,*
- *From my point of view,*
- *To my mind,*
- *In my eyes,*
- *I hold the view that,*
- *guess that,*
- *It seems to me that,*
- *I am under the impression that,*
- *It is my impression that,*
- *As far as I can say,*
- *I gather that,*

To express agreement:

- *I completely agree.*
- *I couldn't agree more.*
- *You're absolutely right.*

- *Exactly!*
- *That's just how I see it.*
- *I'm with Priya on this.*
- *Well, it depends.*
- *I agree with you up to a point, but...*
- *I agree with you in principle, but...*

To ask for inputs

- What's your opinion of...?
- What's your position/view on...?
- What do you think of...?
- Rekha, can I get your input on...?
- Murali, could you share your impression?
- *What does everyone think about...?*
- *I'd like to get your feedback on...*
- *What are your thoughts about... ?*
- *What are your views on... ?*

Concluding Remarks

- *In summary, we're going to*
- *This is what we've agreed on:*
- *So we've decided to*
- *I guess that will be all for today. Thanks for coming.*

Activity

Role Play: In groups, organise a meeting to discuss the following, ensure to use appropriate phrases from the list above.

1. An educational trip or an Industrial visit
2. An international student's conclave
3. A product launch
4. Change of college/office timings

READING AND WRITING

Reading Advertisements

There is a saying, "A picture says a thousand words." That is the power of the visual. Advertisements in print media and videos have a powerful impact.

The ability to read visual texts is natural and based on an ability called "visual literacy". Visual literacy can be cultivated further and you can be adept at "visual language"

Visual literacy is defined as, "The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words." (Dr. Diana Dumetz Carry, <https://www.literacytoday.ca/primary/reading/reading-strategies/reading-visual-texts/>)

The ability to understand the way visual language works to convey meaning is required to read visual texts. Exercising our minds in reading visual texts (photographs, advertisements, paintings, cartoons), helps us to think critically about images that constitute our world. Visual language works in very much the same way as words printed on the page because words create "word-pictures" through images, symbols, metaphors and other devices of figurative language. A visual text has to be decoded in almost the same way as a text written with words.

Reading between the Lines

Advertising is a powerful medium of communication. Advertisements not only convey a message but also persuade and coerce people in making them believe that they have to own something that they need not necessarily require. Advertisements also play a very important role in gender stereotyping. For example, a woman's traditional role in society as the homemaker is more often reinforced by advertisements. For example, most of the cleaning, cooking and washing products are essentially portrayed by a woman. At the same time, a few advertisements challenge the stereotype, like when a husband makes coffee for his wife. But advertisements for cars, bikes and house constructions invariably are represented as man's world. Today, for our discussion, let us take one such recent advertisement that challenges the deeply embedded

stereotype that women cannot handle manual work or do repairs pertaining to a vehicle.

Go through this advertisement and make a discussion of the questions that follow.

An advertisement for Horlicks. The top half shows a woman with dark hair, wearing a light-colored shirt, leaning over and using a tool to work on the wheel of a dark-colored car. The text "WHEN DID YOU GROW UP?" is written in large, bold, white letters across the top. In the bottom right corner, there is a 500g tin of Horlicks Classic Malt. The tin is blue and white with a yellow and orange stripe. Below the tin, the text "MILK | WHEAT | VITAMINS" is written in white. At the bottom of the advertisement, there is a small green logo and the text "MALT BASED FOOD".

WHEN DID YOU GROW UP?

MILK | WHEAT | VITAMINS

Horlicks is a nourishing beverage to be taken as part of a regular daily diet. Refer to pack for details.

<https://www.advertgallery.com/newspaper/horlicks-when-did-you-grow-up-ad/> accessed on 16.12.20

1. From the discussion above, explain what is meant by gender stereotyping?

2. What are the usual roles attributed to women?
3. How is this advertisement challenging the accepted stereotypes?
4. What is your opinion about this advertisement? Discuss in pairs.
5. Pick any advertisement of your choice and discuss the gender stereotyping either reinforced or challenged in it.

On a daily basis we are bombarded on all sides with various information, pictures, sounds, videos, short messages and in all, this melee, advertisements too vie for attention in your mind. So, advertisers resort to a lot of techniques to grab and hold your attention as there is a lot of competition around. You might have noticed in some places a huge billboard with just a phone number and a word, "Call." The advertiser is exploiting the curious nature of the reader to advance his or her idea.

In daily life we come across many advertisement flyers. How do we read advertisements and process the information given?

Check out this flyer and answer the given below it:

BURGERS

- CHICKEN ZINGER ₹150
- VEG ZINGER ₹130
- KRUNCHY BURGER ₹160
- ADD ₹89 FOR MEAL

RICE

- RICE BOWLZ WITH PEPSI
- VEG. STRIPS* ₹165
- POPCORN CHICKEN ₹165
- SMOKY GRILLED ₹200

CHICKEN

- HOT & CRISPY/ SMOKY GRILLED
 - 2 pc | ₹189 6 pc | ₹525
 - 4 pc | ₹360 8 pc | ₹630
- BONELESS STRIPS
- SMOKY GRILLED
- MINGLES BUCKET ₹249
 - 3 pc Boneless Strips
 - 6 pc Hot Wings
- DUO BUCKET MEAL ₹469
 - 4 pc Hot & Crispy
 - 4 pc Boneless Strips
 - 2 Pepsi Can
- DIPS BUCKET ₹479
 - 12 pc Boneless Strips
 - + 4 Dips
- BIG 8 ₹449
 - 4 pc Smoky Grilled
 - 4 pc Hot & Crispy
- CHICK & SHARE ₹365
 - Xtra Large Popcorn
 - or 5 pc Hot & Crispy
 - or 10 pc Strips
- FRIENDSHIP BUCKET ₹615 MEAL ₹660
 - 3 pc Hot & Crispy
 - 3 pc Hot Wings
 - 3 pc Boneless Strips
 - Large Popcorn
 - + 2 Pepsi Can
- TRIPLE TREAT ₹649
 - 4 pc Hot & Crispy
 - 4 pc Smoky Grilled
 - 6 pc Boneless Strips
- MEAL ₹599
 - + 4 pc Hot Wings & 2 Pepsi Can
- MEAL ₹469
 - + 3 Pepsi Can

SAVE 38%

*Prices now inclusive of all taxes

<https://www.zomato.com/hi/mumbai/kfc-dombivali-east-thane/menu>

accessed on 14.12.20

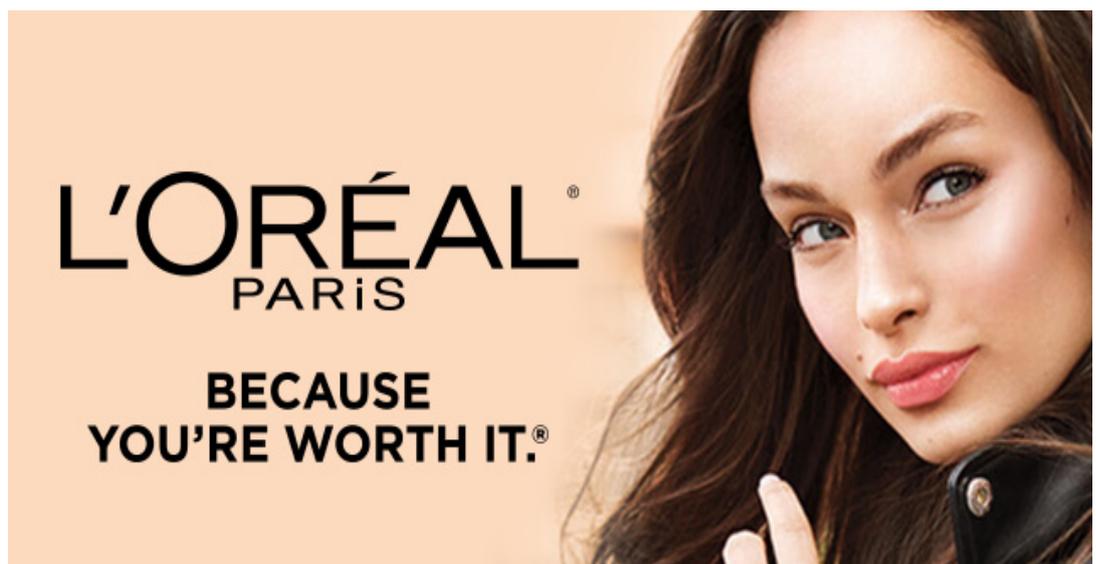
1. How do you process the information given above?
2. With which restaurant will you compare prices?
3. How is the visual appeal?
4. Does the colour red catch your attention?
5. Will you order because you are hungry or because you are smitten by the appeal of the advertisement?

Exercises

1. Read this visual text, the advertisement for Mahindra's Thar and offer your comments:



2. Comment on the layout and tagline of this advertisement for "Oreal Paris.





Points to remember in preparing a brochure

1. Be focussed on the purpose of your brochure. This involves writing for an audience. If its for an academic conference, you will be sending the brochure to professors and research scholars. If it is about a product or services that are provided (servicing of cars and bikes, doorstep delivery of food, groceries), keep your customers in mind.
2. The language should be in keeping with your purpose – to give information/persuade the reader to purchase/participate.
3. In writing the text for your brochure, be concise and accurate. Write short sentences with positive language and in active voice (if you are promoting a product). You could use the passive voice when you are narrating the history of an institution or an organisation. For example, "Great Lakes college was started in 1984...."
4. With regard to graphics, don't use too many colours and images. Don't make it too flashy or cluttered
5. Give contact details clearly.

Activities

Draft the written text for the brochure of

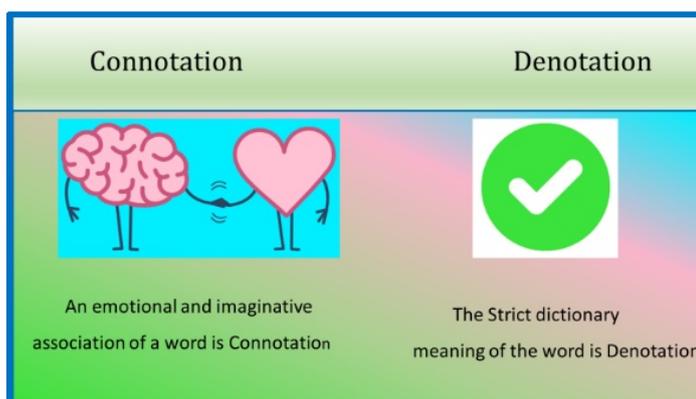
1. A cultural event of your choice.
2. An academic event of your choice
3. A product (like beauty product/ vehicle) of your choice
4. A service (like an online grocery store) of your choice.

WORD POWER: CONNOTATION AND DENOTATION

Connotations and Denotations

The *denotation* of a word or phrase is its direct meaning. Another way to think of it is as the associations that a word usually elicits for most speakers of a language, as distinguished from those elicited for any individual speaker because of personal experience.

A Connotation is a commonly understood cultural or emotional association that the same word means literally. The direct meaning is its denotation.



The *connotation* of a word or phrase is the associated or secondary meaning. It is the idea which a word invokes for a person in addition to its literal meaning. In other words, connotation of a word is an idea or feeling suggested by a particular word though it is not the direct meaning. It can be something suggested or implied by a word or thing, rather than being explicitly named or described.

A connotation is often described as either positive or negative, with regards to its pleasing or displeasing emotional connection.

For example, the words *home* and *house* have similar *denotations* or primary meanings: a *home* is "a shelter that is the usual residence of a person, family, or household," and a *house* is "a

building in which people live.” However, for many, these terms carry different associations or secondary meanings, also known as *connotations*. Many people would agree that *home* connotes a sense of belonging and comfort, whereas *house* conveys little more than a structure.

The *connotation* of a word depends on cultural context and personal associations, but the *denotation* of a word is its standardized meaning within the English language. One way to remember the difference between the terms is to take a hint from the prefixes: *con-* comes from Latin and means “together with,” reminding us that the *connotation* of a word works *with* or alongside its more explicit meaning or *denotation*.

In semantics, connotation is synonymous with intention, whereas denotation is a synonymous with extension.

Three types of connotations.

Connotations create emotional associations that can be either positive, negative, or neutral.



1. Positive connotation. Words that invoke a favorable emotional response are positive connotations. For example, describing someone ambitious as a “high-flier” or someone who is lively and curious as “youthful.”
2. Negative connotation. A negative connotation presents the person or thing in a negative perspective. For example, describing someone ambitious as a “overachiever” or someone who is lively and curious as “childish.”
3. Neutral connotation. Neutral connotations present the neutral point of view and it does not present any attached positive or negative connotation. The statement, “He is ambitious” suggests a person works hard and strives to achieve, without judgment on whether the ambition is a good or a bad thing.

Positive Connotation	Neutral Connotation	Negative Connotation
thrifty	economical	miserly
economical	inexpensive	cheap
exceptional	unusual	strange
youthful	young	childish
illustrious	famous	notorious
slender	thin	skinny
prudent	timid	cowardly
laid-back	inactive	lethargic
persevering	persistent	stubborn
overwrought	nervous	high-strung
up-to-date	new	newfangled
visionary	inventor	dreamer
save	store	hoard
hilarious	laughable	ludicrous
assertive	aggressive	pushy
employment	work	drudgery
strategy	plan	scheme
fragrance	smell	stench

Connotation is an essential part of word choice in a language. Words carry weight and can create a certain tone for a sentence, passage, scene, or entire story. Connotation is also used to draw emotion out of a language.

Connotative Words

A few examples of denotations that have positive, neutral or negative connotations are given below.

Word	Denotations	Positive connotations	Negative connotations
Youthful	Young	Childlike	Childish
Poised	Confident	Courageous	Conceited
Utilize	Use	Employ	Exploit
Merry	Happy	Elated	Maniac
Juvenile	Adolescent	Innocent	Immature
Probe	Questioning	Interested	Nosy

Choosy	Selective	Meticulous	Picky
Lean	Thin	Slim	Skinny
Forceful	Tenacious	Steadfast	Stubborn
Economical	Saving	Thrifty	Stingy
Contrast	Different	Unique	Peculiar
Elderly	Old	Vintage	Decrepit

Activity 1

Fill in the blanks with the sample responses that follow below.

- I recognized the familiar _____ of my Mom's cooking.
 Negative connotation: stench
 Positive connotation: aroma
 Neutral connotation: smell
- Idly is _____ meal.
 Negative connotation: a cheap
 Positive connotation: a thrifty
 Neutral connotation: an inexpensive
- Rahim's interest in planting trees has turned into a _____.
 Negative connotation: obsession
 Positive connotation: avocation
 Neutral connotation: hobby
- Robinhood lived in the Sherwood in a _____ deep in the woods.
 Negative connotation: shack
 Positive connotation: cabin
 Neutral connotation: hut
- Marco Polo was an _____ traveller.
 Negative connotation: foolhardy
 Positive connotation: courageous
 Neutral connotation: adventurous
- We stopped for lunch at a _____ in Chennai.

Negative connotation: small hotel

Positive connotation: café.

Neutral connotation: restaurant.

7. My friends are committed _____.

Negative connotation: tree huggers

Positive connotation: environmentalists

Neutral connotation: conservationists

8. My _____ camera has finally broken.

Negative connotation: dilapidated

Positive connotation: venerable

Neutral connotation: old

9. In a quiet and _____ way, Messi scored a goal against the opponent team.

Negative connotation: sneaky

Positive connotation: cunning

Neutral connotation: stealthy

10. The teacher was mildly intimidated by Raju's _____ behaviour.

Negative connotation: bossy

Positive connotation: confident

Neutral connotation: assertive

GRAMMAR IN CONTEXT

SENTENCE TYPES

Let's begin with a funny song!

You can sing the song in two groups, one representing HENRY and the other LIZA. Henry's speech is in regular font and Liza's in italics.



There's a Hole in the Bucket

There's a hole in the bucket, dear Liza, dear Liza,
There's a hole in the bucket, dear Liza, a hole.

*Then mend it, dear Henry, dear Henry, dear Henry,
Then mend it, dear Henry, dear Henry, mend it.*

With what shall I mend it, dear Liza, dear Liza?
With what shall I mend it, dear Liza, with what?

*With a straw, dear Henry, dear Henry, dear Henry,
With a straw, dear Henry, dear Henry, with a straw.*

The straw is too long, dear Liza, dear Liza,
The straw is too long, dear Liza, too long,

*Then cut it, dear Henry, dear Henry, dear Henry,
Then cut it, dear Henry, dear Henry, cut it.*

With what shall I cut it, dear Liza, dear Liza?
With what shall I cut it, dear Liza, with what?

*With a knife, dear Henry, dear Henry, dear Henry,
With a knife, dear Henry, dear Henry, with an knife.*

The knife is too dull, dear Liza, dear Liza,
The knife is too dull, dear Liza, too dull.

*Then sharpen it, dear Henry, dear Henry, dear Henry
Then sharpen it, dear Henry, dear Henry, sharpen it.*

On what shall I sharpen it, dear Liza, dear Liza?
On what shall I sharpen it, dear Liza, on what?

*On a stone, dear Henry, dear Henry, dear Henry,
On a stone, dear Henry, dear Henry, a stone.*

The stone is too dry, dear Liza, dear Liza,
The stone is too dry, dear Liza, too dry.

*Well wet it, dear Henry, dear Henry, dear Henry,
Well wet it, dear Henry, dear Henry, wet it.*

With what shall I wet it, dear Liza, dear Liza?
With what shall I wet it, dear Liza, with what?

*Try water, dear Henry, dear Henry, dear Henry,
Try water, dear Henry, dear Henry, water.*

In what shall I fetch it, dear Liza, dear Liza?
In what shall I fetch it, dear Liza, in what?

*In a bucket, dear Henry, dear Henry, dear Henry,
In a bucket, dear Henry, dear Henry, a bucket.*

There's a hole in my bucket, dear Liza, dear Liza,
There's a hole in my bucket, dear Liza, a hole.

*Use your head, then! dear Henry, dear Henry, dear Henry,
Use your head, then! dear Henry, dear Henry, use your head!*

(<http://www.scoutsongs.com/lyrics/theres-a-hole-in-the-bucket.html>)

Now that you have enjoyed the song, you can work on observing the types of sentences in this song.

A **sentence** is a group of words that makes complete sense.
We classify sentences into four kinds based on the meaning they convey-

Assertive /Declarative, Interrogative, Imperative and Exclamatory.

Assertive (declarative) sentences make statements.

Look at the sentence from the above song:

There's a hole in the bucket.

This is an Assertive sentence.

Examples are:

Her name is not in the team.

Her sister is in college.

Identify the other assertive sentences in the song.

Assertive sentences may be categorized into-- Affirmative and Negative

Affirmative sentences have an affirmative meaning.

Examples are:

They go to school.

I am feeling hungry.

Negative sentences have a negative meaning. They use negative words.

Examples are:

No one can predict the final outcome

He was never interested in sports.

There is no good playground.

An **Interrogative** sentence asks a question.

The following sentence from the song is an interrogative sentence--

With what shall I mend it dear Liza?

Examples are:

Do you play tennis?

Where is the Manager?

Have you ever seen this man?

Identify the other interrogatives in the song.

Imperative sentences give instructions of many kinds like orders,

commands, request, entreaty etc. 'You' is the subject of the sentences.

"Mend it" -- This sentence from the song is an imperative sentence.

Examples are:

Stop it at once.

Call the witness.

Please pass the circular.

Have some pity.

Identify the other imperatives in the song.

Exclamatory sentences express strong feelings of joy, grief, warning, concern, and fear.

"Use your head!" --- This sentence from the song is an Exclamatory sentence.

Examples are:

Hurrah! We have done it!

Alas! The President is no more!

Beware! There is a pothole in front!

Oh dear! You have fever!

Help! There is a thief in room!

Exercise 1

Read the sentences below and say whether they are assertive, interrogative, imperative or exclamatory. Note the use of punctuation.

There are only three punctuation marks which end a sentence: full stop, exclamation point and question mark. Students should note how the use of punctuation changes the tone of a sentence.

They have invited us.

What a shame!

Stop it.

She does not like knitting.

Please pass it on.

If only I could finish it in time!

This is not enough.

Nobody was happy with him.

He has only done two projects.

Is this large enough?

Oh that I were Miss Universe!

She was waiting for the bus.

Please note it down.
The parrot is a beautiful bird.
Is she waiting for us?

Exercise 2: Whole group activity

The teacher prints the four sentence types and posts them at the four corners of the classroom.

Then a sentence is read out or written on the board. Students are to move to the corner with the appropriate sentence type. Students who are in the wrong corner are OUT and leave the game.

The students who remain at the end of ten minutes are the champions!

Exercise 3: Pair Work

Students are encouraged to converse with their partners for one minute using only one type of sentence.

Exercise 4

Students can select any passage or use the one given below. They are asked to underline the sentences according to the following colour code system:

Assertive: pink

Imperative: green

Interrogative: yellow

Exclamatory: blue

Last week Ajay and I found a puppy. I named the puppy Tommy. We found him by the playground. I asked my mom, "Can I keep it?" She said, "No!" Then, she said, "Go and clean your room." While I was cleaning my room, I thought about how I could convince my mother to let me keep Tommy.

Exercise 5: Imperatives.

Use of the imperative to give instructions:

Tell the class to write detailed instructions for a simple recipe. Supply vocabulary as required.

Example:

Use the imperative to express how

To make a cup of tea

To boil an egg

To make a cup of coffee

To make a salad/ fruit salad

Or to give detailed instructions on how:

to open a door
to put on a shirt
to cross the road
to wash your face...

Students can exchange instructions and the partner could correct any mistakes or omissions.

Exercise 6: Interrogatives.

Students are asked to practice short dialogues with each other.

Example:

A: What are you doing?

B: Going outside.

A: Why? Why are you going outside?

B: None of your business.

In order to avoid boredom they could be asked to use a squeaky voice, a gruff voice, a low/ high voice.

Unit V

(18 hours)

1. Listening and Speaking
 - a. Informal interview for feature writing
 - b. Listening and responding to questions at a formal interview
2. Reading and Writing
 - a. Writing letters of application
 - b. Readers' Theatre:
 - c. Dramatizing everyday situations/social issues through skits.
(writing scripts and performing)
3. Word Power
 - a. Collocation
4. Grammar in Context: Working with Clauses

LISTENING AND SPEAKING

a. Informal Interviews for feature writing:

Interview is an oral form of presentation in which the interviewer asks questions to the interviewee to test the ability of the person. The interviewer refers to the person who asks question and the interviewee is the one who answers the questions. Job interview is a common form: it takes place in the professional environment. Few interviews are informal interviews that an individual may take up with people whom they know or come across regularly or worthy of knowing. In such interviews there is more listening on the part of the interviewer. However it calls for the skill of asking pertinent questions which trigger sharing of information by the interviewee. Though it is a fun task, it can be productive also. Based on the facts that you collected from the interview you can write feature articles for your college magazine or blogs. For such interviews use open ended questions. These types of questions will enable the interviewee to speak more freely and you will be able to gather adequate information required for your purpose as the answers will be mostly in a descriptive form and never would be one word or a sentence. Here are few examples of open- ended questions that you may use during the informal interviews:

1. Tell me about yourself
2. What made you to choose this profession?
3. What it is likes to be in college for the first day?
4. When did you decide to choose this profession?
5. Could you please share an anecdote from your college days?
6. What is your formula of success?

Exercise:

7. Imagine that you are interviewing your college principal to write a feature for your college magazine and prepare the questions.

8. Prepare few questions to interview the road-side vendors to know the impact Covid pandemic situation on their profession.
9. Prepare few sets of questions to interview Police personnel to write a feature on the stress management during work hours.

B. Listening and responding to a formal interview:

There are two stages of interview preparation that is being done before and during the interview. In an interview, the person's attitude towards life, his/her clarity of thought and logical ability, professional skills and communicative abilities are tested.

Preparing for the interview:

Before appearing for the interview, the candidates are expected to fulfil the following steps for ensuring the preparedness:

- A careful scrutiny of the advertisement to analyze the requirements of the job.
- Keep a copy of the application and make yourself familiar with the details and information included in the application.
- Revise the subject meticulously
- Choose the dress to wear on the day of interview and make sure that it properly washed and ironed.
- Arrange the necessary certificates in order and take it along with you to the interview hall.

- Listen to the questions carefully.



<https://www.thebalancecareers.com/communication-interview-questions-and-best-answers-2061251>

These are some basic questions ar interviews.

May I know your name?

Tell us about your qualification

Do you have any experience in this field?

Why do you choose this job?

For such expected question you may prepare the answers well in advance with the following phrases:

Beginning phrases for open ended questions

Open ended questions	Beginning phrases
Introducing yourself.	I am quite enthusiastic about my

	work...
What motivated you to work here?	one biggest motivation is
What is your opinion about our company?	It is a leading company, I have been following the reports in Business Times...
Tell me about your experience in the previous company.	The years I worked there was....
How would you define failure?	In my opinion, failure is
Could you share something about successful moments in your career?	A few years before,

READING AND WRITING

Writing letters of application

Letter of Application-Sample/Template:

Points to Remember:

1. Length of the letter should not exceed a page.
2. Single-spaced with a space between each paragraph. Use about 1" margins and align the text to the left.
3. Use always Times New Roman or Arial or Calibri.

A rightly formatted letter has three parts namely Salutation, Body of the letter and a Complimentary close.

Salutation- A formal way of addressing the person, to whom the letter is written

Dear Sir/Madam...

Body of the letter is divided into three short paragraphs.

First paragraph - you mention the job position or title of the job, you are applying for and the reference to the source of your

information regarding the notification or advertisement for the job was placed.

Second paragraph – Mention your qualification with reference to your academic achievements and other additional skills acquired by you with or without certification mentioned appropriately. You can also give your various other extra accomplishments that you find relevant for this job position. Any relevant work experience/internships need to be added to showcase how you are apt for this job.

Third paragraph – Thank for the opportunity to apply and assure your best in the event of being selected for the job.

Complimentary close – Sign off with a closing wish such as: Regards, yours sincerely, Best wishes, etc. followed by your name.

Task

Write a letter of application

1. To a retailer of domestic appliances for the post of a store manager.
2. To the Principal of an arts and science college, applying for the post of an Assistant Professor.
3. To an editor of a newspaper for the post of a sports reporter

RESUME

How to Write a Resume:

There are three types of Resume: Chronological Resume, Functional Resume and

Combination Resume.

<https://resumegenius.com/resume-samples/human-resources-hr-resume-example>

Chronological Resume requires the details of educational qualification mentioned from Under graduate to post graduation and other further qualifications in the chronological Order. The details of certifications or

diplomas obtained as well as internship details are to be included in chronological order.

Functional Resume focuses more on highlighting the strong features of the resume in terms of educational qualification/technical as well as soft skills acquired and mastered, and various other additional achievements/accomplishments. This type is presently more popular as it showcases the applicant's positive, job-specific qualification.

Combination Resume draws from the best of both types. It gives information about the applicant's history of education in a chronological manner while also highlighting the strong features of the applicant's many skills and internship experiences that reinforce the aptness of the applicant as a suitable candidate for the job.

Template for an Effective Resume:

Applicant's Name:
Contact Information...

Qualification Summary:

Educational Qualification:

Skill Based Training(if any):

Relevant Skills (Career specific):
(Technical Skills)

Soft Skills:

Experience Summary:

Internship History:

Short-term Job (if any):

Recent/Current Job Position:

Additional accomplishments/Achievements:

Any other Talents

Languages known: To speak, read & write

Declaration

(To declare that all the information given above are true)

Signature

References: Letters of Reference from teachers/mentors/previous employer
(Optional)

READERS' THEATRE/ DRAMATIZED READING

Just as there are different discourses in writing, there are different ways of reading too. We have so far acquainted with reading a short story, poem and how to speak to an audience.

In this section, let us see how to act in dramas. Plays and dramas require a highly stylized version of reading. When one acts in a drama their roles are spoken with a lot of intensity, intonation changes and in a loud voice. To play a part in a drama, one has to have a good grasp of the language, should know how to read the commas and periods, should speak in an understandable accent and with proper punctuation and pronunciation.

Activity

The class can be divided into groups of six and made to play each part by reading aloud. The teacher can help in the intonation and presentation of the text.

Given below is an excerpt from Luigi Pirandello's play *Six Characters in Search of an Author*. This is quite an interesting play as a playwright who wrote a play did not complete it by staging the play. So the characters of the play whom Pirandello portrays as real people go in search of a theatre director and ask him to stage them. The manager is bewildered, but the characters start playing their part right there. The actors and the original

actors are bemused, but the drama goes on. Pirandello mixes both the real and imagined and presents that life is more imagined than real or vice versa.

Door-keeper [*cap in hand*]. Excuse me, sir . . .

The Manager [*rudely*]. Eh? What is it?

Door-keeper [*timidly*]. These people are asking for you, sir.

The Manager [*furiously*]. I am rehearsing, and you know perfectly well no one's allowed to come in during rehearsals! [*Turning to the CHARACTERS.*] Who are you, please? What do you want?

The Father [*coming forward a little, followed by the others who seem embarrassed*]. As a matter of fact . . . we have come here in search of an author . . .

The Manager [*half angry, half amazed*]. An author? What author?

The Father. Any author, sir.

The Manager. But there's no author here. We are not rehearsing a new piece.

The Step-Daughter [*vivaciously*]. So much the better, so much the better! We can be your new piece.

An Actor [*coming forward from the others*]. Oh, do you hear that?

The Father [*to STEP-DAUGHTER*]. Yes, but if the author isn't here . . . [*To MANAGER.*] unless you would be willing . . .

The Manager. You are trying to be funny.

The Father. No, for Heaven's sake, what are you saying? We bring you a drama, sir.

The Step-Daughter. We may be your fortune.

The Manager. Will you oblige me by going away? We haven't time to waste with mad people.

The Father [*mellifluously*]. Oh sir, you know well that life is full of infinite absurdities, which, strangely enough, do not even need to appear plausible, since they are true.

The Manager. What the devil is he talking about?

The Father. I say that to reverse the ordinary process may well be considered a madness: that is, to create credible situations, in order that they may appear true. But permit me to observe that if this be madness, it is the sole *raison d'être* of your profession, gentlemen. [*The ACTORS look hurt and perplexed.*]

The Manager [*getting up and looking at him*]. So our profession seems to you one worthy of madmen then?

The Father. Well, to make seem true that which isn't true . . . without any need . . . for a joke as it were . . . Isn't that your mission, gentlemen: to give life to fantastic characters on the stage?

The Manager [*interpreting the rising anger of the COMPANY*]. But I would beg you to believe, my dear sir, that the profession of the comedian is a noble one. If today, as things go, the playwrights give us stupid comedies to play and puppets to represent instead of men, remember we are proud to have given life to immortal works here on these very boards! [*The ACTORS, satisfied, applaud their MANAGER.*]

The Father [*interrupting furiously*]. Exactly, perfectly, to living beings more alive than those who breathe and wear clothes: beings less real perhaps, but truer! I agree with you entirely. [*The ACTORS look at one another in amazement.*]

The Manager. But what do you mean? Before, you said . . .

The Father. No, excuse me, I meant it for you, sir, who were crying out that you had no time to lose with madmen, while no one better than yourself knows that nature uses the instrument of human fantasy in order to pursue her high creative purpose.

The Manager. Very well, -- but where does all this take us?

The Father. Nowhere! It is merely to show you that one is born to life in many forms, in many shapes, as tree, or as stone, as water, as butterfly, or as woman. So one may also be born a character in a play.

The Manager [*with feigned comic dismay*]. So you and these other friends of yours have been born characters?

The Father. Exactly, and alive as you see! [MANAGER *and* ACTORS *burst out laughing.*]

The Father [*hurt*]. I am sorry you laugh, because we carry in us a drama, as you can guess from this woman here veiled in black.

The Manager [*losing patience at last and almost indignant*]. Oh, chuck it! Get away please! Clear out of here! [To PROPERTY MAN.] For Heaven's sake, turn them out!

<https://www.ibiblio.org/eldritch/lp/six.htm> accessed on 14.12.20

Questions for Discussion:

1. The character *Father* says, "we carry in us a drama..." Do you think this is true of all people born in this world?
2. Discuss Shakespeare's famous lines, "All the world is a stage..."

Task 2

Take the story of Seasons of Life that is presented in the first unit, and give it as a group assignment to the class. Let each group be of five people, as there are five characters in the story. Let each one choose a part and memorise it and stage it as a play. Encourage the students to be creative and do backdrop of trees in different seasons. They can also manage the setting. The teacher can mark this activity as a group assignment.

WRITING SCRIPTS

DRAMATIZING EVERYDAY SITUATIONS THROUGH SKITS

Prakrithi's Journey: A Skit on Nature Conservation

Characters:

Prakrithi

Carpenter

Tree

Fish

Carpenter: Prakrithi, where are you? Would you like to accompany me to the forest?

Prakrithi: Yes appa. I'll come with you

Carpenter: You can play in the river or wander around while I chop a few trees. I have got an order to make a king size bed.

(Prakrithi and the Carpenter walk together)

Carpenter: Here we are, Prakrithi! I'll do my work of chopping and you run around and enjoy this beautiful place.

Prakrithi: Carry on appa. I'll keep myself

Tree: Prakrithi !

Prakrithi: Who's calling me? Doesn't sound like appa.

Tree: It's me, the tree, Prakrithi. I can't believe that I will soon be made into pieces and part of a table or cupboard or some such piece of furniture.

Prakrithi: I feel terrible about this. Let me talk to my father and prevent him from doing this to you.

Tree: What will you tell him?

Prakrithi: I will tell him not to be cruel to you.

Tree: Yes, not just to me, but to the entire tree world;

(Prakrithi suddenly feels something heavy on her shoulder)

Prakrithi: Hey! What is this? A fish on my shoulder?

Fish: Hello, I'm Fish. Unfortunately I am now a fish out of water.

Prakrithi: But why did you jump out of your home? The water in the river is fresh.

Fish: I jumped out to get your attention.

Prakrithi: Oh no! It seems as if we are in the midst of a crisis. I just heard a tree talking to me. Now, a fish is talking.

Fish: Prakruthi, just look at me! I have lost my sheen and I also have problems with digestion.

Prakrithi: That must be so difficult for you. How did that happen?

Fish: From your house and the entire apartment complex, the waste water from kitchens and toilets. Just come to the banks of the river where you used to play. Can you see a steady stream of black water enter?

Prakruthi: Yes, I can see and I hang my head in shame.

Carpenter: Prakrithi. I have been calling out your name for sometime now

Prakrithi: I'm sorry. But appa,..... I was talking to the same tree which you have chosen to chop down and while we were talking a fish came along. From now on the three of us, Tree, Fish and I will be good friends.

Carpenter: What about our plan to cut the tree?

Prakrithi: I'm afraid that won't work out. Tree explained to me that it he was not speaking only about himself. He showed me how many creatures have their home in his tree. There are birds which live in the burrows of a tree. They keep their young ones in these burrows. Insects and butterflies are a part of this ecosystem, the Tree. Appa. We are not only responsible for the cutting of trees: we also need to protect our water bodies from contamination."

Carpenter: So, the new way of thinking seems to suggest that I will not be able to make any furniture and my entire livelihood is lost.

Prakrithi: Appa. I also used to think that we as humans, right over creation and creatures. But this conversation has moved me and I realise that I was wrong: I have to do my part in making our planet sustainable. Thank you !

Activity:

The class can be divided into groups and each group can write a short skit on a social issue of their choice and enact it before the class.

WORD POWER

COLLOCATIONS

What is a collocation?

A collocation is a combination of two or more words that often go together. The word Collocation refers to how words are combined together to form fixed relationships. Collocation made from combinations of verb, noun, adjective etc. Collocations can be adjective + adverb, noun + noun, noun + verb, verb + noun, verb + expression with preposition and verb + adverb are the seven main types of collocation.

1. adverb + adjective

- The twins have completely different personalities.

Just as there are different discourses in writing, there are different ways of reading too. We have so far acquainted with reading a short story, poem and how to speak to an audience.



In this section, let us see how to act in dramas. Plays and dramas require a highly stylized version of reading. When one acts in a drama their roles are spoken with a lot of intensity, intonation changes and in a loud voice. To play a part in a drama, one has to have a good grasp of the language, should know how to read the commas and periods, should speak in an understandable accent and with proper punctuation and pronunciation.

2. adjective + noun

- *She reads a lot of books and has a rich vocabulary.*
- We were walking in a heavy rain.

3. noun + noun

- Peter likes to buy a sports Bike.
- The ceasefire agreement came into effect from today.

4. noun + verb

- The lion started to roar when it heard the dog barking.
- There was heavy snowfall when our plane took off.

5. verb + noun

- The prisoner was hanged for committing murder.
- I always try to do my homework in the morning, after making my bed.

6. verb + expression with preposition

- We had to return home because we ran out of money.
- When Kamali returned home after a long time, she burst into tears.

7. verb + adverb

- Salma placed her keys gently on the table and sat down.
- I vaguely remember that we were playing football when it started raining.

COLLOCATIONS			
OF	FOR	WITH	TO
• A cause of	• A check for	• Arguments with	• Access to
• A photograph of	• Reason for	• Concern with	• Addiction to
• Address of	• Admiration for	• Connection with	• Allusion to
• Advantage of	• Advertisement for	• Contact with	• An attitude to
• Awareness of	• Approval for	• Date with	• An invitation to
• Disadvantage of	• Arguments for	• Dealings with	• Approach to
• Exhibition of	• Bid for	• Difficulty with	• Change to
• Experience of	• Case for	• Involvement with	• Concern to
• Fear of	• Credit for	• Link with	• Contribution to
• Grasp of	• Cure for	• Meeting with	• Damage to
• Habit of	• Demand for	• Quarrel with	• Dedication to
• Knowledge of	• Desire for	• Relationship with	• Desire to
• Love of	• Fondness for	• Sympathy with	• Devotion to
• Member of	• Hatred for		• Invitation to
• Memory of	• Love for		• Newcomer to
• Method of	• Need for		• Reaction to

COMMON COLLOCATIONS			
Have	Break	Pay	Make
Have a bath Have a drink Have a good time Have a haircut Have a holiday Have a problem Have a relationship Have a rest Have lunch Have sympathy	Break a leg Break a habit Break a record Break a promise Break a window Break someone's heart Break the ice Break the law Break the news to someone Break the rules	Pay a fine Pay attention Pay by credit card Pay cash Pay interest Pay someone a compliment Pay someone a visit Pay the bill Pay the price Pay your respects	 Make a difference Make a mess Make a mistake Make a noise Make an effort Make furniture Make money Make progress Make room Make trouble
Save	Do	Take	Catch
Save electricity Save energy Save money Save one's strength Save someone a seat Save someone's life Save something Save space Save time Save yourself the trouble	Do business Do nothing Do someone a favor Do the cooking Do the washing up Do your best Do your hair Do your homework	Take a break Take a chance Take a look Take a rest Take a seat Take a taxi Take an exam Take notes Take someone's place	Catch a ball Catch a bus Catch a chill Catch a cold Catch a thief Catch fire Catch sight of Catch someone's attention Catch someone's eye Catch the flu
Come	Go	Get	Keep
Come close Come complete with Come first Come into view Come last Come prepared Come right back Come second Come to a compromise Come to a decision Come to an agreement Come to an end Come to a standstill Come to terms with	Go astray Go bad Go bald Go bankrupt Go blind Go crazy Go dark Go deaf Go mad Go missing Go online Go out of business Go overseas Go quiet	Get a job Get angry Get a shock Get married/divorced Get drunk Get frightened Get lost Get permission Get pregnant Get started Get the impression Get the message Get the sack Get upset	Keep a diary Keep a promise Keep a secret Keep an appointment Keep calm Keep control Keep in touch Keep quiet Keep someone's place Keep the change

Strong Collocations

Some collocations always go together. They are called Strong Collocations. Strong collocations are perfect combinations of words that sounds correct. Correct use of strong collocations shows an excellent command of the English language. Strong collocations are with words that do not match to many other words. The connection is quite strong because there are very few other acceptable options. For example, the expression "turn on the light" is a strong collocation, whereas "start a light" or "activate a light" are weak collocations.

Weak collocations are completely the reverse of this. The expression “very interesting” is commonly used, but the collocation is weak: “extremely interesting”, and “really interesting” are all acceptable substitutes.

The correct usage of some commonly used collocations are given below.

	
High earnings	Big earnings
Long-range planning	Long-time planning
Strong coffee	Heavy coffee
Heavy traffic	Large traffic
Express mail	Quick mail
Partly cloudy	Slightly cloudy
Happily married	Gladly married
Bars of soap	Bricks of soap
Round of applause	Noise of applause
Prices fall	Prices descend
Lion roars	Lion shouts
Put on clothes	Wear on clothes
Make a bed	Do a bed
Make a coffee	Do a coffee
Do the dishes	Make the dishes
Respond quickly	Respond swiftly
Comments on the work	Comments about the work
Explain to someone	Explain at someone
Drive safe	Drive secure
Choose wisely	Choose smartly

There are dictionaries such as the Oxford Dictionary of Collocations that can help you learn these common collocations.

A list of 100 commonly used collocations is given below.

1. above average - more than average, esp. in amount, age, height, weight etc.
2. absolutely necessary - totally or completely necessary
3. achieve a goal - to do what you'd planned or hoped to do
4. act suspiciously - to behave in a way that makes people suspicious
5. against the law - illegal
6. answer the door - open the door after someone knocks the door
7. arrive on time - to arrive exactly when expected or scheduled to

8. ask a favour - to ask someone for help
9. ask for directions - to ask someone to tell you the way to a place
10. bad temper - a tendency to become angry quickly and easily
11. bare essentials - things that are needed the most
12. bear a resemblance - to look like, or be similar to, somebody or something
13. big deal - something that's very important or very special
14. bitterly cold - extremely cold, of weather, wind, rain, etc.
15. blind faith - unquestioning belief in something
16. blow your nose - to clear your nose of mucus by forcing air through it
17. boost morale - to increase morale or enthusiasm within a group of people
18. break news - to tell someone bad news
19. breaking news - current news that media gives special or live coverage to
20. bring to justice - to make somebody face trial or punishment for their crime
21. call attention to - to make someone notice or consider someone or something
22. can't afford - unable to buy or do something
23. cast a spell - to use magic to make something happen
24. catch a cold - to become sick after being infected with a cold virus
25. catch a glimpse - to see something or someone for a moment only
26. change course - to go in a different direction
27. come to a conclusion - to conclude on something after thinking about it
28. come to rescue - to save someone or something from danger or failure
29. cut costs - to reduce costs
30. deafening silence - a silence that everyone notices
31. deeply rooted (in) - strongly connected to the past, esp. of beliefs or culture
32. drive crazy - to make somebody feel very annoyed or upset
33. drop the subject - to stop talking about something
34. endangered species - animals or plants in the verge of extinction
35. ethical standards - ethically acceptable levels of behaviour
36. fail miserably - to fail very badly
37. fair deal - a reasonable deal in business or a morally correct arrangement
38. familiar face - someone you know personally
39. fight a fire - to try to put out a fire
40. flat battery - a battery that no longer works, or needs recharging
41. flat tyre - a tyre that doesn't have enough air in it
42. get changed - to put on different clothes
43. get dressed - to put on clothes
44. get going - start moving / depart

45. get into trouble - to become involved in a bad or difficult situation
46. get rid of - to stop, or remove, something or someone that's annoying
47. give a hand - to give help, support or assistance
48. give way - to collapse due to weight or pressure
49. hardly any - almost none
50. hardly ever - almost never
51. have a word - to talk about something with somebody
52. keep a promise - to do what you promised to do
53. keep in touch - to have regular contact with somebody
54. keep still - to not move
55. lay the groundwork - to do preliminary work in preparation for future work
56. lose your temper - to suddenly become angry
57. make a bed - to neatly arrange the sheets, blankets and pillows on a bed
58. make a fortune - to make a huge amount of money
59. make a fuss - to create unnecessary excitement or concern about something
60. make a note (of) - to write down something so that you don't forget it
61. make sense - Idea or action that is sensible and rational and not likely to fail.
62. neat and tidy - not messy
63. nervous wreck - a person who's very stressed or nervous
64. null and void - having no legal effect or force
65. offer an explanation - to explain why something was done
66. owe an apology - If you think you owe somebody an apology
67. owe an explanation - If you think someone owes you an explanation
68. pack a suitcase - to put clothes and other possessions into a suitcase
69. pay a visit - to visit someone or something
70. pay attention - to watch closely or listen carefully to someone or something
71. point of view - a particular perspective or way of seeing things
72. pose a threat - create the threat of danger or harm
73. put on weight - to become heavier or fatter, of a person or an animal
74. put out a fire - to stop a fire from burning
75. rapid growth - fast growth, or growth in a short period of time
76. restore order - to bring back order after a period of revolt or disorder
77. room for improvement - the possibility or need for something to improve
78. root cause - the main or fundamental cause of something
79. run the risk of - to do something risky, or that could have a bad result

5. The firemen courageously jumped into the office to _____ the fire.
 a) Put out b) put off c) clear out d) stop
6. As the lawyer could not produce suitable documents, the case went _____.
 a) lost out b) empty c) null and void d) cancelled
7. Many _____ species can be found in African and Amazonian forests.
 a) Imperiled b) risky c) unlucky d) endangered
8. I haven't _____ my mind where to go for higher studies. Can you help me decide?
 a) changed over b) given into c) crossed d) made up
9. The government took a _____ in the policy on exports and imports.
 a) new idea b) U-turn c) big turn d) new thought
10. Kapil Dev and Dhoni played a _____ in winning the Cricket World Cups for India.
 a) vital role b) important role c) equal role d) good role

Activity 2

Choose the most suitable collocations.

- 1) The mobile phone is faulty / wrong
- 2) My motorcycle is quite old. So, getting spare / exchange parts is difficult.
- 3) When you are parking in the parking lot, you should not leave the engine working / running.
- 4) The fireman had to wear the breathing masks / apparatus while putting out the forest fire.
- 5) I had to walk six flights of stairs because the lift was out of order / service.
- 6) Can I ring you again / call you back?

- 7) Could you please put it into the contract, please? I would like to have it in ink / black and white.
- 8) The flora and fauna / flowers and animals of this island are unique.
- 9) The important role of detective / investigative journalism is uncovering corruption.
- 10) Please do not sing out of tune / off the tune.

Activity 3

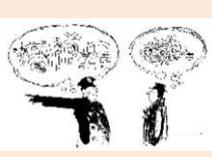
Fix the following nouns in the correct column

a difference	a break	a noise
a bath	a mess	a mistake
trouble	a drink	breakfast
the shopping	a haircut	lunch
dinner	progress	trouble
a favour	a look	someone's temperature
a phone call	nothing	money
a taxi	an effort	your best
furniture	the washing up	the dishes
your hair	your time	homework
sense	a word	business
a fortune	a risk	a word

DO	HAVE	MAKE	Take

Activity 4

Match the following sets

	Travel	Clear	Travel Light
	X-Ray	Light	
	Flat	Tidy	
	Ask for	Diet	
	Crystal	Vision	
	Neat and	Deal	

	Utterly	Ingredient	
	Active	Tyre	
	Balanced	Directions	
	Close a	Ridiculous	

GRAMMAR IN CONTEXT

Working With Clauses

“When” is a word which when articulated gives you the pleasant feeling of blowing a candle. If you want to understand the power wielded by the word, “when”, read this beautiful poem.

WHEN I HEARD THE LEARN'D ASTRONOMER

(By Walt Whitman)

When I heard the learn'd astronomer,
 When the proofs, the figures, were ranged in columns before me,
 When I was shown the charts and diagrams, to add, divide, and measure
 them,
 When I sitting heard the astronomer where he lectured with much applause
 in the lecture-room,
 How soon unaccountable I became tired and sick,
 Till rising and gliding out I wander'd off by myself,
 In the mystical moist night-air, and from time to time,
 Look'd up in perfect silence at the stars.



The experience narrated in this poem could be paraphrased in this way:

I sat in the astronomy class. I couldn't understand any of the charts or diagrams. So, I just went out and looked at the stars.

However, the poet uses the word "When" to emphasise his experience. He narrates, every part of that difficult experience, with the word, "When". He wants to emphasise what it felt like "when" he couldn't understand the charts and figures.

Note that the poem's opening line is NOT,

"I heard the learn'd astronomer..." but

"When I heard the learn'd astronomer"

I heard the astronomer (is an Independent clause)

"When I heard the learn'd astronomer"
(Dependent clause)

When the class on the stars sounded boring, the narrator chose to walk out of the class and appreciate the beauty of the stars!



The poem "When I Heard the Learn'd Astronomer" was a prelude to a more intensive discussion on the subject of clauses.

A clause is a group of words containing a subject and predicate and functioning as a member of a complex or compound sentence.

Independent and Subordinate Clauses

An independent (or main clause) expresses a complete thought and can stand by itself as a sentence. A subordinate (or dependent) clause does not express a complete thought and cannot stand alone as a sentence.

For example

Jeevan studied in the college cafeteria for his exam. (Independent clause)

When Jeevan studied in the college cafeteria for his exams, he couldn't concentrate.

Adding the dependent marker "When" before Jeevan makes the independent clause a dependent one.

Some common dependent markers are: after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while.

Examples:

- *After I met him, I was a different person.*
- *Although the tree hasn't grown to its full height, it is healthy.*
- *As I need a cup of coffee, I am heading to the restaurant.*
- *I am a successful person because a friend showed me the way.*
- *Before you leave the hall, please throw your paper cups in the dustbin.*
- *Even if you rush at 90 kmph, you will not reach on time.*
- *If you plan in advance, you will complete it well in time.*
- *In order to survive in the fashion industry you have to be fit.*
- *Since he is a close relation, we have to include him in the programme.*
- *Though her friend betrayed her, she was never angry or bitter.*

- *Unless you save on a regular basis* you will not have money in your hour of need
- *Until he got a job*, he managed to live carefully on his scholarship.
- *Whatever you do*, do it quickly
- *When the teacher enters the class*, the students become silent.
- *Whenever we go to Kerala*, we buy banana chips.
- *Whether it will be available* in the market, is not certain.
- *While you are looking for the book*, let me make you a cup of tea.

TYPES OF CLAUSES

The types of clauses are Noun clause, Adjective Clauses and Adverb Clauses

NOUN CLAUSES

A Noun Clause is a group of words which has a subject and a predicate of its own, and does the work of a Noun.

Example

I wish to get a guitar

I wish that I could get a guitar

The first group of words "to get a guitar", does not have a subject and a predicate of its own. It therefore is a phrase. This phrase is the object of the verb "wish" and hence does the work of a noun. It is a noun phrase.

The second group of words, "that I could get a guitar" has a subject and a predicate of its own. It is a clause and is the object of the verb "wish" and hence does the work of a noun. Therefore it is a noun clause.

Since the noun clause does the work of a noun, it can be"

- The subject of a verb
- The object of a transitive verb
- The object of a preposition.
- The complement of a verb.

1. The Subject of a Verb

Whether it will rain today, is not certain.

What they told you against her is not true.

Where he lives I do not know

When we will get there, is hard to predict.

2. The Object of a Transitive Verb

Let me know *if the doctor is in*

Tell me *where I can buy a microwave oven.*

No one knows *who built that temple.*

Tell me *why you didn't inform me.*

3. The object of a Preposition.

He laughed at *what the boys were saying.*

They are impressed by *what he told them.*

4. The Complement to a Verb

Life is *what we make of it.*

This was *how they became millionaires.*

Exercise 1

Replace the word in italics with suitable noun clauses:

Example:

He predicts a change in the weather

Answer: He predicts that the weather will change.

1. I know about his honesty

Answer: I know that.....

2. I heard of your success

Answer: I heard that

3. He confessed the truth

Answer: He confessed that.....

4. The College President acquainted the freshers with mode of opening a bank account for scholarships.

Answer: The college president told the "freshers" how to

5. *His departure* was expected.

ADJECTIVE CLAUSES

A group of words which has a subject and a predicate of its own, and does the work of an adjective is an adjective clause.

1. The mug *with the stains* is his
2. The mug *which has stains* is his

The first group of words, "with the stains" describes the coffee mug: it qualifies the noun "cup" and does the work of an adjective. It is an adjective phrase

The second group of words, "which has stains" also describes the mug and does the work of an Adjective; but because it has a subject and predicate of its own, it is called an adjective clause.

1. An adjective clause is introduced by a relative pronoun or by a relative adverb as in:
 The book *that I borrowed* is lost.
 The reason *why he resigned* is not known.
 We visited the home *in which the great painter lived*
 The house *where the accident took place* is near the traffic signal.
2. The Relative Pronoun or the Relative Adverb is sometimes not expressed in an adjective clause; as
 This is the lady, I met yesterday
 (Here the relative pronoun *whom/that* is understood)
 The plan you suggest suits us.
 (ere the relative pronoun *that* is understood)

Exercise 2:

Pick out the Adjective Clauses:

1. The dog that barks seldom bites.
2. The saree that you chose pleased me.
3. Akshay has a car that glides smoothly.
4. God helps those who help themselves.
5. People who live in glass houses should not throw stones.

Exercise 3

Replace the Adjective Clauses by Adjectives or Adjective

Phrases:

1. Uneasy lies the head that wears the crown.

2. Which is the path that leads to the market?
3. The day when we will receive our degrees is drawing near.
4. The reason why Smitha failed is obvious.
5. The girl who sits near me is my best friend.

ADVERB CLAUSES

An adverb clause is a group of words which has a subject and a predicate of its own, and does the work of an adverb.

They left *at daybreak*

They left *when it was daybreak*

(Both sentences speak of "when" they left)

The words in italics in the first sentence are an adverb phrase and those in the second are an adverb clause. Both the groups of words do the work of an adverb by modifying the verb "left".

And adverb clause is used as an adverb to tell us how, when, where, why, how much or under what conditions something happens or takes place.

KINDS OF ADVERB CLAUSES

An adverb clause does the work of an adverb. It can be of the following kinds:

Time

Place

Manner

Cause or Reason

Purpose

Result or Consequence

Comparison

Condition

Supposition or Concession

1. Adverb Clauses of Time

Adverb Clauses of Time are introduced by subordinating conjunctions like *when, whenever, since, before, after, till* and *as*.

- As I entered the room, people turned and looked at me.
- They *arrived after the British*.
- *Before you leave*, kindly meet me.

- Please wait *till your turn comes*.
- As soon as I heard the news I rushed to the spot.

2. Adverb Clauses of Place

Adverb clauses of place are introduced by subordinating conjunctions like *where, wherever, whence*.

The puppy followed the boy *wherever he went*.

Where the eagles soar, no bird can reach.

3. Adverb Clauses of Manner

Adverb clauses of manner are introduced by subordinating conjunctions like *as, if, and though*

- Do to others *as they have done* to you
- *As you sow, so shall you reap.*
- The cat sprang off the wall *as if it had seen a ghost*.
- He talked *as if he knew us for many years*.

4. Adverb Clauses of Cause or Reason

Adverb clauses of cause or reason are introduced by subordinating conjunctions like *because, since, that, and as*

- The child was frightened because it was lonely.
- *As he was absent, we couldn't meet him.*
- He was glad *that he met his roommate* from his college days.
- Since she procured it for me, I must pay her.

5. Adverb Clauses of Purpose

Adverb clauses of purpose are introduced by subordinating conjunctions like *that, in order that, so that and lest*.

- Work hard *that you may succeed* in your game.
- Take care *so that you don't lose* the data.
- She lives frugally *in order that she may pay her sister's tuition fees*.
- Memorials are erected *lest we forget*

6. Adverb clauses of result or consequence

Adverb clauses of result or consequence are introduced by subordinating conjunctions like *that* (normally preceded by *so* or *such* in the main clause) Sometimes, the conjunction is understood:

- He ran *so fast that he was terribly out of breath*.
- The foreigner spoke with *such a thick accent* that nobody understood him
- The place was so far off, that we set out early i

7. Adverb clauses of comparison

Adverb clauses of comparison of degree are introduced by one of the subordinating conjunctions, or relative adverbs like *as* and *then*

- She is as beautiful as she is beautiful.
- He is not as foolish as you take him to be.

8. Adverb clauses of condition

Adverb clauses of condition are generally introduced by subordinating conjunctions

- If it rains, the pitch will be spoit
- I must do my best whether I like it or not
- If I were you, I would take the trouble

9. Adverb clauses of supposition or connection

Adverb clauses of supposition or concession are introduced by subordinating conjunctions like *although*, *though*,

- He is successful though he doesn't work hard
- Although it was a holiday, he went to his office.

Exercise 4:

Underline the adverb clauses in the following sentences:

1. We must get some vinegar so that we can prepare pickle
2. Place your bag where you can locate it
3. As soon as this work is finished, I will go to sleep.
4. When we were young, we used to cycle all over town
5. She talks as though everything can change overnight.

Exercise 5:

Replace the adverb phrase with an adverb clause:

1. The soldiers fought bravely
2. The price is too high for an a second-hand vehicle.
3. Snow is lighter than ice.
4. A rose by any other name would smell as sweet.

5. They lifted the heavy box with all their might.

Exercise 6

Replace the Adverb Clause with an Adverb or Adverb Phrase:

1. The heat was so scorching that people walking barefoot suffered.
2. When the just rule, the people are happy.
3. This story is too complicated for me to remember the details
4. When she sees a lizard, she shrieks.
5. He was kind to me because I was kind to his mother.