

Series Editor
Sharda Kaushik

Communicating Effectively
in
English

Book 3

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Abhishek Publications
Chandigarh

Acknowledgements

Dr. Sharda Kaushik, Director, Regional Institute of English, has been a source of support, strength and inspiration all along. With her experience and expertise, she has gone beyond the role of an editor and has played the role of a mentor by providing invaluable inputs on the choice of themes, words, structures and style during the preparation of the script. In spite of not being a co-author, she has spent more time on the script than an editor. Besides, she permitted me to use her scripts submitted to CNN World Report Programme for Listening Comprehension. I am deeply indebted to her for all that she has been: editor, critic and mentor.

My parents have been in the background in all the assignments I have handled so far. Despite the distance keeping us apart, they have been close to my heart. My mother's truthfulness and self-righteousness and my father's unselfish innocent affection for me have constantly shaped my thoughts and actions. Without their love and affection, I wouldn't have been what I am today. I take this as an opportunity to pay my heartfelt gratitude to them.

My wife Asha, sons Abhishek and Abhijeet have allowed me to continue my work without any interruption by sacrificing their comforts and withholding their demands. I extend my thanks to them.

I am also extremely thankful to the Editors of *The Tribune*, *Hindustan Times* and *The Times of India* for giving us the permission to use the articles published in their newspapers. Our thanks are due to the writers for having written such wonderful articles and inspiring us to include them in the textbook. Some of the articles have been slightly modified to simplify them and adapt them to the requirements of a government organization. We expect the writers to bear with us for this change in their articles.

While preparing the script, I have been benefited from some articles on the net and books by different authors. I acknowledge my indebtedness to all the authors and the publishers of these resources.

Finally, I express my hearty gratitude to all my well wishers and friends who have propped me and boosted my morale in times of stress and anxiety.

Abhilash Nayak

Foreword

Communicating Effectively in English (Book III)

Current times are a witness to an unprecedented rise in the number of people aspiring to learn English all over the world. So varied are the backgrounds of learners and their competence levels that the market has registered an acute shortage of suitable teaching and learning materials to meet their specific needs. The present series is a package of **carry to classroom** resources meant for quick adoption in language learning programmes.

Prepared in response to the requirement stated by the Haryana Technical Board of Education, this text is a part of the series of books to be brought out to help students of science and technology acquire a command over the English language.

Communicating Effectively in English (Book III) focuses on the more elementary needs of learners and covers communication for everyday use. Taking up Functional English in select situations of verbal communication and written communication, the text concentrates on vocabulary development through passages meant for reading comprehension. It addresses areas of grammar where beginner level learners tend to commit errors frequently.

While the text has been essentially designed for entrants to degree/ diploma programmes, it should prove useful as a bridge course to members of the general public.

Sharda Kaushik

Series Editor

Preface

The consistent growth of English over the years is indicative of the significance it has in molding the way we live, think and act. Being the most widely adopted mode of global communication, it has permeated all areas of modern life. A good command over communication skills in English is perceived as a ticket to success in life because it enhances learners' personality and adds to their employability. In response to the increased demand of English in the globalised world, many boards and universities have either made changes in their syllabi or have replaced the old syllabi with new communicative ones.

This text book has been developed to help the learners enhance their ability to use contemporary English with accuracy and fluency in both spoken and written modes of communication. The materials and samples have been carefully chosen to provide them exposure to real English in academic and social situations and help them fulfill their communicative needs. The materials used in this book are only samples, teachers are at their liberty to adapt them to their own classroom situations, modify them or borrow similar materials to encourage the students to improve their interpersonal communication skills.

The book consists of five sections:

Section I : Listening Skills

Section II: Oral Communication Skills

Section III: Reading Skills

Section IV: Writing Skills

Section V: Grammar and Usage

These five sections are followed by three appendices:

Appendix A: Vocabulary Learnt

Appendix B: Model Question Papers

Appendix C: Tape Scripts for Listening Comprehension

Section I is designed to provide training to the students in Listening Skills and sub-skills. Scripts prepared for World Services Report of CNN by Dr Sharda Kaushik have been used to provide this training. Exhaustive exercises have been provided to test the students in listening comprehension, vocabulary, pronunciation and grammar.

Section II deals with the use of language in everyday life, in formal, semi-formal and informal contexts. The emphasis is more on fluency, so initially the teacher should not interrupt the flow of thoughts of students for making corrections. In fact, students should be encouraged to speak English without getting too concerned with the errors they might commit. This will boost their confidence and enhance their proficiency in the use of the language in different social situations to perform certain pre-determined functions. In course of their practice in the use of the samples given, students are expected to make lexical choices and fulfill their communicative needs in a given social situation. Each unit has multiple exercises to help the students have enough practice in the use of English for the chosen function.

Section III exposes the students to samples of authentic language from contemporary writers and aims at fine-tuning the Reading Skills and sub-skills of students and readying to read different kinds of texts efficiently and effectively. Each of the texts has been heavily glossed and simplified to facilitate the comprehension of students and help them have a taste of modern language. More importantly, the topics chosen have the potential to make students aware of different values and issues in life and respond to them both critically and creatively. Questions on Reading Comprehension, vocabulary, grammar, reference skills, properly used, will acquaint the students with the different ways language can be explored and understood.

Section IV on Writing Skills deals with formal and informal letters. It aims at providing the tools and techniques for written communication in English. The sample letters included in the units, written in lucid free-flowing language, have been selected from everyday situations and help students understand different kinds of formal and informal letters. The exercises given at the end of every section provide opportunity to the learners to express themselves freely and accurately with clarity, conciseness and coherence.

Section V, the last section has been devoted to Grammar and Usage. The topics included in this section (like Adjectives, Modals Auxiliaries, Infinitives and –ing Forms, Noun Clauses) are quite familiar to the students but these are some of the areas where they face problems. The topic “Tenses of the Verb” has been included again to consolidate the understanding of the students and provide them enough practice in the use of the verbs. Proper care has been taken to explain the concepts through illustrative examples, contextual tasks and activities. Exercises in “Check your Progress” have been provided at the end of every section to facilitate adequate practice in grammar and usage. Besides, ample exercises have been given at the end of every unit to consolidate the learning of students.

Appendix A contains a consolidated list of all the words covered in various units under Reading Skills. It aims at making a ready reference available to the students and teachers to check their understanding of the vocabulary learnt.

Appendix B contains two Model Question Papers to help the students get an idea of the type of questions they can expect in the term-end examinations. Teachers are also expected to benefit from this by referring to it at the time of designing question papers for internal assessment as well as term-end examinations.

Appendix C contains the Tape Scripts scripted by Dr Sharda Kaushik for CNN World Report to be used by the teachers for reading aloud in the class and testing the ability of the students in listening comprehension.

In the preparation of the text, all efforts have been made to make it as self-contained and self-instructional as possible. However, there might be a few areas where the needs of the learners might have been overlooked. Students and teachers using this book are requested to provide their constructive suggestions to improve the usability of the textbook in future editions.

Abhilash Nayak

Instructions to the Teachers

1. *Communicating Effectively in English-III* attempts to:

- expose the students to standard texts, help them respond to texts in a structured way through pre-designed exercises on listening comprehension, vocabulary, grammar and pronunciation.
- enhance the communicative competence of the learners by acquainting them with the basic modes and codes of communicative functions such as demanding explanations, agreeing and disagreeing, giving suggestions and advice, stating preferences and talking about past experiences in informal, semi-formal and formal contexts.
- inculcate good reading habits among students by exposing them to a variety of texts in contemporary English and by engaging them in activities designed to hone their language skills.
- help the students understand the format and style of writing formal and informal letters and use them for fulfilling their day-to-day needs.
- teach grammar in context through tasks and activities based on real-life situations.

2. Using the Text

2.1. Communication Skills

Many of the exercises in the book have activities in which learners are expected to speak. As teachers, you should play the role of a facilitator, allowing the students enough free-space to listen to, think about and respond to the texts. While reading out the texts to the students, please confirm the pronunciation of individual words and conform to the conventions followed in connected speech. Let your style of reading be a model for them and inspire them to emulate you. While reading out the text to the students, ensure perfect silence inside the class and see that all students get a chance to listen to the words twice (when you read out) and then ask them to repeat. Use a standard dictionary like the *Oxford Advanced Learner's Dictionary* (preferably a recent edition) to check the phonetic transcription and pronunciation of the words. When students respond to the questions on listening comprehension, ask them to write down some of the answers and speak out the rest.

2.2. Using Role-play Activities

There are quite a few role-play activities in the units under Oral Communication Skills and Reading Skills. Here, students are to be paired up with their partners to play the parts of two persons in a dialogue. Divide the entire class into pairs; in case a student is left out, ask one of the partners of a bright group to finish first and pair up with him/her. You can divide them into pairs randomly, according to their roll numbers or any other method which you feel is convenient and effective. Ask them to study the dialogue carefully before they get into role-play mode. Set a time limit and be particular about the time limit. When the pairs are ready, ask them to start the dialogue. While learners are engaged in the role-play, monitor

their activity by walking around the class and ensure that each student is an active participant. Observe their body language, pronunciation, voice modulation and fluency speed in communication. Note down the common pitfalls and deal with them thoroughly in a general session later. You can also provide inputs on the performance of individual students. Do not interrupt their dialogue. Any interruption will make them extra-conscious and will adversely affect their performance.

2.3. Group Work

All the reading texts are followed by activities for honing speaking skills. While administering the activities on speaking skills, encourage the learners to use vocabulary and expressions they have come across in the text and to express themselves freely and fluently. Some of the activities involve group work. While engaging the students in Group Work, divide the class into groups of five or six depending upon the strength of the class and the activity. Then ask the students to select a leader for every group and tell them about the role of the group leader. Now, explain the task to them and set the time limit. Encourage all the group members to participate in the discussion. Monitor each group by moving around in the class and ensure that no group misuses this as an opportunity to create mischief. Do not correct their mistakes in between. Observe their body language, pronunciation, voice modulation and speediness in communication. Note down the common pitfalls and deal with them thoroughly in a general session later. You can also provide inputs on the performance of individual students. After the groups are ready with their versions, instruct the group leader to present the arguments/opinions/suggestions of his/her group and ask the other students to listen attentively. Repeat this for each of the groups. After every presentation, give enough time to the students to put questions to the group leaders and discuss.

When all the presentations are over, sum up the session by providing feedback on the performance of the learners, as individuals and as groups, common errors and the way the activity was conducted. Afterwards, you can ask students to suggest ways to improve the activity, if they feel it necessary.

2.4. Giving Feedback

Giving feedback at the end of each activity—individual, role-play, group work — is as important as designing and administering the activity. Feedback provided to the students on their strengths and weaknesses functions like signposts, telling them the direction in which they are moving. Through this you not only boost their confidence but also suggest ways to improve their communication skills. But be careful while giving feedback. Positive feedback can work wonders but continuous negative feedback may demotivate someone and force him/her to withdraw from the teaching-learning situation altogether. If someone has regular or specific problems, talk to him/her individually and try to find out the sources for such problems and deal with them carefully.

2.5. Reading Skills

While teaching the prescribed units, encourage the students to read the text silently within a stipulated time limit. Each of the units has been divided into two

sections to reduce the burden on the students. Take care of the following things while dealing with these texts.

- Deal with them individually first and then collectively. Pre-teach a few lexical items beforehand if you think it necessary.
- Ask them to read the text thoroughly with the aid of the glossary because exercises and activities at the end of each section require a thorough understanding of the text.
- Instead of paraphrasing the text for them, inculcate reading habits in students so that they experiment and struggle with the text to comprehend it.
- If it is not possible to use all the activities for developing Speaking Skills, use some of them and ask the students to work out the rest individually during free time.
- Train them in using different kinds of reading speeds according to the purpose of reading and the density of information.
- Sensitize learners to understanding the structures and vocabulary in the context.
- The texts prescribed for reading aim at promoting critical understanding of the issues and values relevant to our times. Engage them in interactive sessions as much as possible to shape up their thoughts and actions.
- Wherever possible, use audio-visual aids to facilitate the understanding of students.
- Make students use new vocabulary, expressions, etc in situations of their own by speaking and writing.
- Use some mother tongue, if unavoidable.
- Ask students to transfer information, wherever possible, into some visual formats, eg. make charts, graphs, tables, draw figures, scenes, etc.
- Encourage students to write down the answers of some questions under reading comprehension as homework.

2.6. Writing Skills

Under this section, two main types of letters have been discussed. Try to acquaint the students with the formats and style of formal and informal letters. After they have worked on both the letters, have a thorough discussion on the similarities and the differences between the two. Provide them adequate practice in the use of formal and informal letters. The texts provided in the book are only samples. You can use similar materials from external sources to provide practice.

While correcting the errors, avoid using a red pen. This may discourage the learners and keep them away from the activities. Mark the errors categorically. On the cover page of the answers, for example, you can indicate the areas where the person has been weak. For a person with too many errors in spellings, you can write **Sp**, a codeword for an error in spelling. You can use similar codes for errors in other areas. You can make a list of such codes and discuss it with the students before you start using them. Focus more on the process than on the product. Encourage them to write more and more without bothering too much about accuracy and appropriacy. Correct the assignments regularly and provide positive feedback on their performance. If you have anything negative to convey, convey it in a polished way. You can discuss an answer orally to tell the students the right way to develop ideas for an answer.

2.7. Grammar and Usage

Revise the topics of grammar covered in the previous semesters before taking up the topics prescribed for Semester III. While revising these topics, take the help of exercises in Book-1 and Book-2 or use similar materials from external sources. All the topics prescribed for this semester are familiar to the students but they are also the problem areas for students. While dealing with these topics, focus more on the usage than on the rules. Give examples from real life contexts to make the discussion more lifelike, relevant and realistic. The activities and exercises given at the end of every section and unit are designed to consolidate the understanding of the learners. Work out the exercises on Check your Progress immediately after the section is over. Don't take up all activities at a time. Do them in a phased manner so that students are not frightened away. You are free to add more exercises on similar lines. Encourage them to use the rules of grammar in their everyday use of English.

2.8. Evaluation

Teaching without evaluation is always incomplete. Try to conduct regular internal assessment to watch the progress of students and remedy your teaching strategies, if needed. Two model question papers are provided at the end of the book to help you evaluate the learner's performance in communication skills: Reading Skills (Vocabulary included), Writing Skills and Grammar and Usage. Listening Skills, Oral Communication Skills are to be taken up separately through Viva-voce mode. Great care needs to be taken to make the testing authentic, reliable and valid.

In a communicative teaching situation, the role of the teacher is the most important. With a proactive, resourceful and progressive teacher, THE text can be a great success. Happy teaching ahead!

Abhilash Nayak

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DETAILED SYLLABUS FOR SEMESTER III

Rationale

Communication is an essential tool for success in modern life. This is the reason why we need to understand both the process of communication and the product of communication. In order to make the product useful, we have to ensure the smoothness of the process. The message has to be coded in comprehensible language so that it doesn't leave a chance for miscommunication or misunderstanding. One has to be good at both spoken and written modes of communication to be successful in personal and professional life. A person may be a good speaker but a few lapses in his official drafts may land him in trouble. Similarly one may be a very good writer of English, still he may fumble while asking for a sheet of paper. Poor communication or lack of communication can jeopardize one's plans whereas good communication skills can help us hide our inherent weaknesses and get an added advantage over others. Good communicators are good friends, happy parents, successful employees and ideal human beings. The course in ***Communicating Effectively in English*** has been designed to produce civic-minded, competent communicators. To that end, students must demonstrate oral as well as written communication proficiency. These include organizational and interpersonal communication, public address and performance.

Objectives of Course in Communicating Effectively in English for the Second Year (III & IV Semesters) are to help learners:

- * Understand the importance of communication.*
- * Acquire the skills of active listening and responding to a text read out to them.*
- * Understand the linguistic choices required for interpersonal communication in informal, semi-formal and formal contexts and perform different social functions.*
- * Acquire different strategies of reading texts, understanding contemporary English and responding to them critically and creatively.*
- * Enhance their confidence by providing opportunities for oral and written expressions.*

DIVISION OF MARKS

Skills and Language Elements	Mode of Examination	Marks Allotted
Listening and Speaking Skills	Viva	50
Reading Skills (with vocabulary)	Written	35
Writing Skills	Written	35
Grammar and Usage	Written	30
Total		150

1. Listening Skills (6 hours)

Listening for Details

Responding to Listening Excerpts

2. Developing Oral Communication Skills (6 hours)

Demanding Explanations

Agreeing and Disagreeing

Advising

Stating Preferences

Talking about Past Experiences

* Review topics covered in Semester I & II under Oral Communication Skills.

Listening and Oral Communication Skills will be tested for 50 marks.

3. Grammar & Usage (9 hours)

Adjectives

Modal Auxiliary Verbs (will, shall, would, should, can, could, may, might and must)

Non-finites (Infinitives & -ing Forms)

Tenses (Present Continuous, Present Perfect, Past Continuous, Past Perfect)

Noun Clauses

*Two units revising the topics discussed during the first and second semesters (Punctuation, Articles, Framing Questions, Verbs, Word Formation, Prepositions, Pronouns, Determiners, Conjunctions, Questions and Question tags, Tense: Simple Present, Simple Past)

4. Developing Writing Skills (9 hours)

Letter Writing

Formal Letter: Enquiry, Complaint

Informal Letter

5. Reading Skills (10 hours)

Vocabulary Enhancement

Techniques of Reading: Skimming, Scanning, Intensive and Extensive Reading

Note: The Reading Skills of the learners (along with vocabulary enhancement) will be taken up through reading thematic articles/essays and/or stories.

Section I
LISTENING SKILLS

UNIT-I

FEMALE FOETICIDE

Listen to the text being read out once to you by your teacher and answer the questions under Task-I.

Task-I: Complete the following sentences by filling in the blanks with suitable words and phrases.

1. Five _____ and _____ organisations have come together to promote partnership policing.
2. Under this project, the _____ and the _____ work together to address social issues.
3. The Indian partners in this project are _____ and _____.
4. The partners from UK in this project are _____, _____ and _____.
5. The Mohali Club demanded _____ at a rally.
6. The recent census shows that the _____ in India is getting thinner.
7. The _____ has proved to be a boon to those families who don't want a daughter.
8. If it is a female foetus, it is _____.
9. The youth will generate enough energy and end the evil practice of _____.
10. The Punjab Human Rights Commission has declared _____ as violation of human rights.

Now, listen to the text read out once again and take down points before you answer the questions under the following tasks.

Task-II: Answer the following questions in about fifteen words.

1. What do you mean by 'partnership policing'? How do you find it different from the regular police services?
2. What have the partners of partnership policing done in Punjab and other north Indian states?
3. What is the main focus of the police and teenagers working together?
4. What is the project called?
5. How will the project affect the youth?
6. Why is the female population getting thinner? Which two states of India have been mentioned as those with less female population than the national average?
7. What does an ultra-sound machine do?
8. How do you think this evil can be done away with?
9. What will happen if sex discriminations continue at this rate?
10. What does the narrator say about the youth involved in the project?

Task-III: Four meanings have been provided for each of the words given below. Tick mark the one which is closest in meaning to the words in the passage.

1. promote
(a) enhance (b) encourage (c) increase (d) inspire

2. *especially*
(a) chiefly (b) generally (c) particularly (d) importantly
3. *tremendous*
(a) huge (b) great (c) enormous (d) significant
4. *boon*
(a) blessing (b) advantage (c) benefit (d) reward
5. *aborted*
(a) rejected (b) destroyed (c) cancelled (d) declined
6. *generate*
(a) produce (b) create (c) encourage (d) promote
7. *forward*
(a) ahead (b) progress (c) advance (d) proceed
8. *violation*
(a) disobedience (b) indifference (c) negligence (d) carelessness
9. *menace*
(a) danger (b) threat (c) evil (d) nuisance
10. *involved*
(a) engaged (b) participated (c) included (d) immersed

Task-IV: Against each of the words, write at least two words which rhyme with it. Look at the example before you start working on them.

Example: set-pet, net, bet

<i>protection</i>	<i>matter</i>	<i>show</i>	<i>want</i>	<i>forward</i>
<i>five</i>	<i>round</i>	<i>boon</i>	<i>right</i>	<i>made</i>

Task-V: Form at least three new words with the words given by adding/deleting prefixes and suffixes. Look at the example before you start working on them.

organisation: organise, organiser, organising

<i>partnershi</i>	<i>commissio</i>	<i>generation</i>	<i>identify</i>	<i>selective</i>
<i>p</i>	<i>n</i>	<i>population</i>	<i>confident</i>	<i>promising</i>
<i>social</i>	<i>tremendous</i>			

Words for Practice in Pronunciation

Read the following words aloud with proper stress and accent. Take the help of a dictionary if you are not sure of the pronunciation of any of the given words.

aborted	evil	machine	promising	technique
boon	foeticide	made	promote	through
commission	foetus	matter	protection	tremendous
confident	forward	menace	rally	violation
enough	generate	organisation	selective	wealth
entire	generation	partnership	social	youth
especially	identifies	population		

UNIT-II

KASHMIR

Listen to the text being read out once to you by your teacher and answer the questions under Task-I.

Task-I: The statements given below describe different aspects of Kashmir. But they have not been put in proper sequence. Put them in proper sequence.

1. A state no longer with a definite composition.
2. The two Prime Ministers, Zulfikar Ali Bhutto and Indira Gandhi, signed a pact to resolve the Kashmir conflict bilaterally.
3. A state whose roots are dug up everyday.
4. Kashmir, a bone of contention.
5. A state with uprooted villages and orphans.
6. Time rolled on to see Bhutto's daughter in the seat of power, local politics changed her voice, she began to sing a new song.
7. It was 1947 when Pakistan was scooped out of India as an all Muslim state.
8. A state peppered with bullets and bunkers.
9. Pakistan claimed Kashmir too.
10. Kashmir has been bleeding for more than a decade now.

Now, listen to the text read out once again and take down points before you answer the questions under the following tasks.

Task-II: Answer the following questions in about twenty five words.

1. Why does the narrator say, "the music the waters play, the silence the mountains wear could be deceptive"?
2. What do you mean by "Kashmir has been bleeding for more than a decade"?
3. Why did the Prime Ministers of India and Pakistan sign a pact after the 1971 war?
4. Do you agree with what Benazir Bhutto says in her speech? Give reasons for your answer.
5. Was there a change in the attitude of other political leaders of Pakistan in the later years? If your answer is in the negative, explain.
6. How has the progress in science affected bilateral ties?
7. What has been the result of the continuous conflict between the two nations?
8. What are the different solutions tried by the governments of the two countries?
9. What is the opinion of the ordinary citizens?
10. How can we make peace happen?

Task-III: Try to guess the meaning of the idiom/phrasal verb from the context in the following sentences and tick mark against the meaning that you find the closest to the idiom/phrasal verb.

1. A state peppered with bullets.

- (a) filled (b) destroyed (c) stained (d) wounded
2. A state whose roots are *dug up* everyday.
(a) searched for (b) discovered (c) explored (d) found
 3. Kashmir, a *bone of contention*.
(a) reason for agreement (b) reason for disagreement (c) reason for fight (d) reason for tension
 4. It was 1947 when Pakistan was *scooped out of* India as an all Muslim state.
(a) made out of (b) carved out of (c) created out of (d) formed out of
 5. Time *rolled on* to see Bhutto's daughter in the seat of power.
(a) flowed (b) passed (c) moved on (d) existed
 6. They *moved on* the tradition of sabotaging attempts of peace.
(a) discussed(with) (b) continued(with) (c) existed(with) (d) tried(with)
 7. Tension began to *spill over*.
(a) increase (b) overflow (c) decrease (d) rise
 8. They have even learnt to *flex their nuclear muscles* much to the annoyance of the mighty west.
(a) fight strongly (b) enrich (c) show power (d) use properly
 9. Be it *pulling down* villages, torturing men, raping women.
(a) burning (b) destroying (c) dislocating (d) looting
 10. Allegations and counter allegations are *flung across* the borders.
(a) passed across (b) thrown across (c) put across (d) swung across

Task-IV: Each of the words given below has a prefix and/or suffix attached to it. Detach the prefix and/or suffix from the word and write the original word. Look at the example before you work on the words.

Word: uprooted: up (prefix) + root+ ed (suffix) **Root Word:** *root*

1. *bilaterally*
2. *resistance*
3. *political*
4. *unanimously*
5. *Indian*
6. *tension*
7. *annoyance*
8. *allegation*
9. *diplomatic*
10. *government*

Task-V: The following section contains the notes for the passage that you have just heard. But all the points in the notes are not complete. Provide the missing points and complete the notes.

1. Kashmir: Present condition

Nature-not happy any more
 Battered by the people of both the countries
 State with.....
 State peppered with bullets and bunkers
 A state without a.....
 A state whose

Kashmir-a bone of contention

2. Creation of Kashmir

1947-Pakistan created out of India as an all Muslim state

Claim-----

Signing of pact between Indira Gandhi and Zulfikar Ali Bhutto

Benzair Bhutto

A different voice of Benzair

3. Benzair Bhutto on Kashmir

Increase in

Kashmiri political parties –against the continuation of Indian rule in Kashmir

Demand for

4. Kashmir over the Years

Sabotage of peace plans by leaders

Increase in tension between two countries since 1999

Waste of.....

Enrichment of two countries with.....

Results-pulling down of villages,.....men,.....women

Continuation of allegations and counter allegations

5. Solutions to the Problem

Diplomatic meetings, joyrides in the bus,, elections for popular governments, surrender of militants

Peace-need of

Cultural exchanges,....., media power

Words for Practice in Pronunciation

Read the following words aloud with proper stress and accent. Take the help of a dictionary if you are not sure of the pronunciation of any of the given words.

allegations	conflict	glacier	orphans	sabotaging
annoyance	contemplate	intensity	pact	scooped
battlefield	contention	Kashmir	peppered	signed
bilaterally	decade	lobbying	politics	silence
bleeding	definite	longer	popular	solution
bone	different	mountain	precious	torturing
bunkers	diplomatic	muscles	progress	raping
claimed	exchange	music	refined	unanimously
coaxing	flung	nuclear	resistance	uprooted
composition	frostbite	ordinary	resolve	usher

Unit-III

ROSE FESTIVAL

Listen to the text being read out twice to you by your teacher and answer the questions that follow.

Task-I: Answer the following questions in about twenty to twenty five words.

1. *Why does the narrator say that Rose Garden is the host for the Rose Festival?*
2. *What does rose symbolise?*
3. *What do you mean by 'labour of love on display'?*
4. *What are the different competitions organised at the Rose festival?*
5. *What, according to you, inspires mothers to groom their toddlers to take part in the competitions?*
6. *How does the Antarakshri competition contribute to the success of the festival?*
7. *What does the Rose Quiz test?*
8. *What does the City Administration invest in?*
9. *How does the Administration justify the festival?*
10. *What, besides flowers and garden, are the additional elements that make the Rose Festival more enjoyable?*

Task-II: The following words have been taken from the text that you have just heard. Four options have been given for the words opposite in meaning to them. Put a tick mark against the right option.

1. *privileged*
(a) important (b) deprived (c) ignored (d) neglected
2. *arrive*
(a) come (b) go (c) depart (d) leave
3. *eternal*
(a) immortal (b) mortal (c) temporary (d) earthly
4. *splendour*
(a) glory (b) ugliness (c) paleness (d) dullness
5. *tough*
(a) difficult (b) easy (c) flexible (d) lucid
6. *converged*
(a) come together (b) go away (c) diverged (d) dispersed
7. *spend*
(a) expend (b) invest (c) earn (d) deposit
8. *beautiful*
(a) ugly (b) fair (c) attractive (d) unattractive
9. *promote*
(a) raise (b) discourage (c) encourage (d) exclude
10. *added*
(a) contributed (b) increased (c) decreased (d) lessened

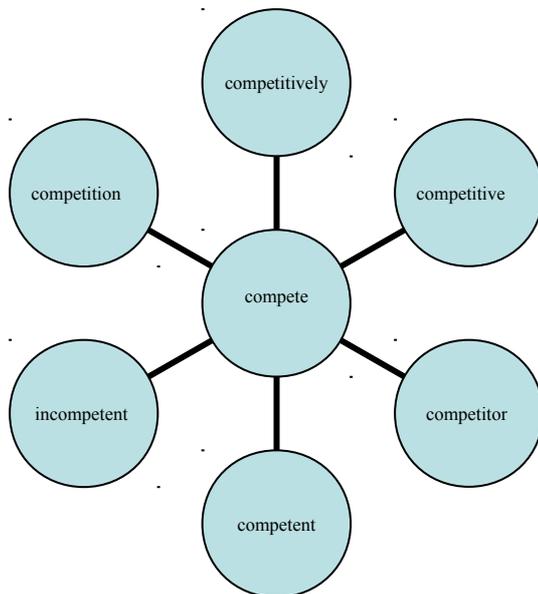
Task-III: *The following is a list of things that happen during the Rose Festival.*

1. *Competitions for cut flowers, potted seasonal plants, bonsai, cacti*
2. *Selection of Rose Prince and Rose Princess*
3. *Antarakshri Competition*
4. *Rose Quiz*

Now, complete the table by providing all the missing information about the participants and the usefulness of these competitions.

SI No	Name of the Competition	Participants	Usefulness
1	<i>Competitions for cut flowers, potted seasonal plants, bonsai, cacti</i>		
2	<i>Selection of Rose Prince and Rose Princess</i>		
3	<i>Antarakshri Competition</i>		
4	<i>Rose Quiz</i>		

Task-IV: *Form as many words as possible from the the following words. Put them in the form of word-webs as has been done below. Look at the word-web for 'compete' before you proceed.*



1. administer
2. participate
3. beauty
4. celebrate
5. literature

Task-V: Work in groups of four and discuss the following topics.

1. Importance of festivals
2. Significance of flower festivals
3. Significance of competitions
4. Role of administration in public life
5. Role of citizens in maintaining the environment

Words for Practice in Pronunciation

Read the following words aloud with proper stress and accent. Take the help of a dictionary if you are not sure of the pronunciation of any of the given words.

administration	certificate	festivities	literature	seasonal
ambience	citizens	festivity	population	splendour
attired	competition	forum	potted	toddlers
based	contest	grooming	privileged	tough
beautiful	converged	invests	recreational	ushering
bonsai	cultural	judgment	reflective	wild
caters	display	labour	reign	wonders
celebration	eternal	laurels	resident	zing

UNIT-IV

HOLLA MOHALLA

Listen to the text being read out once to you by your teacher and answer the questions under Taks-I.

Task-I: Complete the following sentences by filling in the blanks with suitable words and phrases.

1. Holla Mohalla has been celebrated for.....at....., the birth place of
2. During the festival of Holla Mohalla, the Nihang Sikhs, dressed in.....and.....perform mock battles.
3. They were the favourite soldiers of the tenth Sikh Guru,, the founder of.....
4. 'Holla' meansand 'Mohalla' means,
5. Political parties come and brief the public on.....
6. The.....of the Sikhs is carried in a procession through the streets of
7. 'Langars' orrun day and night providing.....free of charge.
8. Kaar Seva that is.....takes care of all chores.
9.and.....find easy customers in women and children.
10. The evenings entertain visitors with.....

Now, listen to the text read out once again and take down points before you answer the questions under the following tasks.

Task-II: Answer the following questions in about fifteen words.

1. Where is Hoola mohalla celebrated?
2. What do you think is the significance of such celebrations?
3. Who is the founder of the Khalsa religion?
4. What is the function of the congregation held at Anandpur Sahib?
5. What could be the reason for carrying the holy scripture in a procession?
6. What could be the social significance of Langars and Kaarseva?
7. What do women and children find interesting?
8. What do people do when night descends?
9. How do people behave at the time of departure?
10. Why is the Anandpur Sahib important for the Sikhs?

Task-III: Replace the underlined words/phrases in the following sentences with one of the options given in brackets and rewrite them.

1. The Nihang Sikhs, dressed in flowing frocks (frocks which are layered/ frocks which touch the ground) and bright turbans perform mock battles.
2. Political parties come and brief (tell something in short/ caution/ describe before) the public on their policies.

3. The congregation serves as the platform (stage /forum/arena) for many practices of Sikh traditions.
4. Kaarseva that is a voluntary service takes care of all the chores (works/duties/ assignments).
5. As night descends (moves/comes down/arrives), people crawl into the camping sites.
6. Traditional (customary/conventional) clothes and jewellery find easy customers in women and children.
7. It continues to play a significant (important/necessary) role in the life of the people of Punjab.
8. The visitors depart (leave/embrace/speak) promising to meet sometime again.

Task-IV: In the words given below, you will find two or more than two consonants coming together. Underline them and against each of the words, write at least one word which rhymes with it and has more than two consonants coming together. Look at the example before you start working on them.

Example: three: spree

<i>hundred</i>	<i>birth</i>	<i>traditions</i>	<i>addressed</i>	<i>street</i>
<i>fifty</i>	<i>crawls</i>	<i>congregation</i>	<i>through</i>	<i>most</i>

Task-V: Form at least three new words with the words given by adding/deleting prefixes and suffixes. Look at the example before you start working on them.

Word	New Word-1	New Word-2	New Word-3
popularisation (example)	popular	popularise	populist
<i>tradition</i>			
<i>perform</i>			
<i>religion</i>			
<i>political</i>			
<i>community</i>			
<i>entertain</i>			
<i>cultural</i>			
<i>historical</i>			
<i>continue</i>			
<i>decision</i>			

Words for Practice in Pronunciation

Read the following words aloud with proper stress and accent. Take the help of a dictionary if you are not sure of the pronunciation of any of the given words.

almost	community	descends	martial	providing
camping	congregation	entertain	perform	scripture
carried	crawl	favourite	platform	significant
catch	cuisine	historical	practices	traditional
celebrated	decisions	important	procession	turbans
chores	depart	jewellery	promising	voluntary

UNIT-V

AMRITSAR

Listen to the text being read out twice to you by your teacher and answer the questions that follow.

Task-I: Answer the following questions in about twenty to twenty five words.

1. *What has Wagah been a witness to?*
2. *What does Amritsar mean?*
3. *Where is Harmandir Sahib located?*
4. *What does Harmandir Sahib enshrine?*
5. *How has Harmandir Sahib acquired the name Golden Temple?*
6. *How are the walls of the temple inlaid?*
7. *Where does one find the prasad or offerings? What is the belief of the people in regard to the prasad?*
8. *How is the Durgiana Temple designed?*
9. *Who established the Akal Takht? Why is it significant?*
10. *How does singing of hymns improve the quality of life?*

Task-II: The following words have been taken from the text that you have just heard. Four options have been given for the words opposite in meaning to them. Put a tick mark against the right option.

1. *pertaining to*
(a) regarding (b) related to (c) similar to (d) linked with
2. *vitiate*
(a) disturb (b) violate (c) interfere (d) intervene
3. *tranquillity*
(a) a state of disturbance (b) state of peace (c) cool and calm ambience (d) peaceful environment
4. *causeway*
(a) main road (b) side road (c) raised narrow path across water (d) inner tracks
5. *enshrines*
(a) covers (b) carries within it (c) makes something sacred (d) locates
6. *overlaid*
(a) shown (b) put on top of (c) hidden with a cover (d) decorated
7. *inlaid*
(a) decorated with wood or metal (b) covered up with something (c) laid inside (d) dressed
8. *obeisance*
(a) gift money (b) respect (c) disrespect (d) religious reverence
9. *sprinkle*
(a) put water on somebody's head (b) soak oneself with water (c) take a dip in water (d) throw drops of water over somebody
10. *fascinated*
(a) attracted (b) impressed (c) liked (d) interested

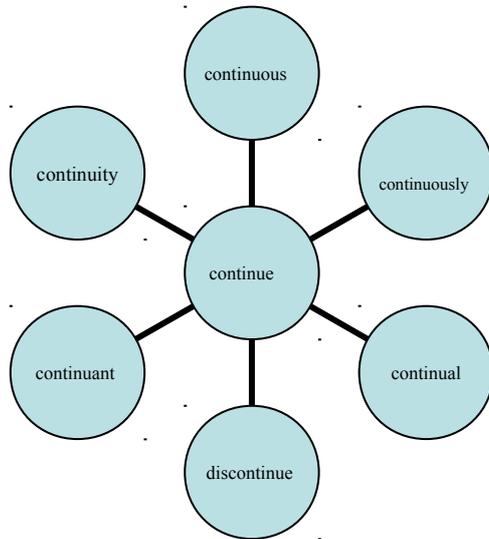
Task-III: Complete the table by providing all the missing information about the things/ places.

Sl No	Name of the place/thing	Location	Description
1	<i>Wagah Border</i>	<i>Between and</i>	Witness to the steps being taken to normalise relations between and.....
2	<i>Amritsar</i>	<i>Near Border</i>	Literally means ‘Pool of
3	<i>Harmandir Sahib</i>	<i>Amritsar</i>	<ul style="list-style-type: none"> • matchless..... and • built by fifth Guru, • enshrines the..... • attracts large number of • half of the temple overlaid with • the walls of the temple are inlaid with.....,
4	<i>Prasad</i>	<i>Counter outside the temple</i>	• Believed to be.....
5	<i>Durgiana Temple</i>	<i>Near Harmander Sahib</i>	<ul style="list-style-type: none"> • Dedicated to..... • Designed similar to the architectural pattern of.....
6	<i>Akal Takht</i>	<i>Golden Temple</i>	<ul style="list-style-type: none"> • Established by the sixth Guru.....in..... • Supreme seat of.....
7	<i>Four Doors</i>	<i>Golden Temple</i>	• Everyone from all over the world is

Task-IV: Look at the use of passive voice in the first sentence. Then fill in the blanks in the following sentences with the correct form of the verb given in brackets and complete the sentences.

1. Just twenty miles east of the Wagah is situated Amritsar.
2. The temple(build) by the fifth Guru, Guru Arjun Dev.
3. Nearly half of this temple.....(overlay) with pure gold leaf.
4. The walls of the Golden Temple(inlay) with semi- precious stones, frescoes and glass work.
5. Prasad or offerings(to make) to God can.....(to collect) from the counters outside.
6. These offerings(take in)(to bless) by God.
7. Durgiana Temple(design) in similar architectural pattern as the Golden Temple.
8. One has reason(to fascinate) by the Akal Takht.
9. Akal Takht(establish) by the sixth Guru, Guru Hargovind.
10. Everyone all over the world(welcome).

Task-V: Complete the word-web for the following words. Look at the word-web for 'continue' before you proceed.



1. nation
2. collect
3. authority
4. motivate
5. head

Words for Practice in Pronunciation

Read the following words aloud with proper stress and accent. Take help of a dictionary if you are not sure of the pronunciation of any of the given words.

abode	dedicated	important	overlaid	situated
adult	derive	leading	pertaining	solace
architecture	designed	located	pool	soul
authority	devotees	loosing	prayer	sprinkle
away	dip	marble	provides	stand
blessed	established	matchless	reason	supreme
causeway	faith	motivates	region	tranquillity
challenges	fascinated	nectar	returning	troubled
complex	heart	obeisance	seat	ushers
counter	heavy	offerings	semi-precious	welcome
covered	hymns	offers	shrine	witnessed

Section II
ORAL
COMMUNICATION
SKILLS

Unit-I

DEMANDING EXPLANATIONS

1.1. Introduction

Things don't always happen as per our expectations. When there is a mismatch between our expectations and the real events, we are dissatisfied and demand explanations from those who have not been able to perform as per our plans.

The language used for demanding explanations usually has a note of authority about it and therefore may sound a little rude. The use of words such as 'please' and 'kindly', modals like 'could' and 'would' in place of 'should' and 'shall' can help to subdue the authoritative note but then the demand may come across more as a suggestion or perhaps, a request.

This unit concentrates on giving practice in demanding explanations. In most cases, the demand for explanations may be expressed through simple statements or interrogative structures with indirect questions built into them. The degree of politeness or rudeness that we intend to convey through our message depends on the kind of structures we make use of.

1.2. Sample

Dialogue-I (informal)

(Goutam and Geeta talk about the Gymnasium being closed for a day)

Goutam: *The Gymnasium seems to be closed today.*

Geeta: *Oh! How can they do that? I'd come with such hopes.*

Goutam: *I think they had put up a notice about it day before yesterday.*

Geeta: *But why couldn't they have made an announcement while everybody was there in the Gym?*

Goutam: *Hey, they are not rule-bound to do that. We are supposed to have a look at the Notice Board before we leave for home everyday. Come on, Geeta. Let's not make such a fuss over it.*

Geeta: *So does that mean we waste our time and energy like this?*

Goutam: *I think the Manager is the right person to answer all your questions.... Come on. Let's ask him about it.*

...(at the Manager's office)

Manager: *Hello Ma'am, Hello Sir, what can I do for you?*

Geeta: *Hello, Sir. We came all the way from college for our regular exercise. Why is the gym closed today?*

Manager: *Umm ... But we had put up a notice about it.*

Geeta: *We always leave from the cafeteria side of the gym while the Notice Board is on the other side.*

Manager: *But everyone else managed to read the notice.*

Geeta: *Yes, but you could have still made an announcement about it. How could you cause so much inconvenience to us?*

Manager: I'm sorry, Ma'am. This won't happen again.

Geeta: That's okay. I'll make sure I don't miss the Notice Board next time.

Dialogue-II (informal)

(Smriti and Alok have a discussion on sharing a room)

Smriti: You have been screaming for sometime now. Why can't you please be quiet, Alok?

Alok: Oh, I have been practising the dialogues; I am supposed to learn them by heart.

Smriti: Well, does that mean you should practise them at the highest pitch of your voice? You know dear-I'm preparing my lecture for tomorrow.

Alok: But I need to practise. How can you stop me from doing that?

Smriti: Then please go to the other room.

Alok: And will you be kind enough to tell me why? Don't we have an equal right over this room, Smriti?

Smriti: Of course, we do. But that doesn't justify disturbing your partner. Hope you get that clear.

Alok: OK, I'll lower the volume. I hope that will be all right for you.

Smriti: So sweet of you. You are such a treasure.

Dialogue-III (semi -formal)

(Amit confuses Prajna for his friend Priya's sister, Shriya)

Amit: Excuse me, are you Priya's sister Shriya?

Prajna: What makes you mistake me for her?

Amit: She too is tall and fair. Just like you. Even her eyes and the hair style match yours.

Prajna: Does that mean I am Shriya? Why can't you make a distinction?

Amit: Can you tell me why you are so upset about it? I was just a little confused.

Prajna: I am scared of talking with strangers. I am sorry if I sounded rude. I didn't mean to upset you, as a matter of fact.

Dialogue-IV (formal)

(Mr Sachdeva talks to the Manager, Customer Care about a defective computer)

Receptionist: What can I do for you, Sir?

Mr Sachdeva: I wanted to meet the Manager, Customer Care.

Receptionist: He is over there. Sitting next to the Manager.

(Mr Sachdeva moves to the Cabin where the Manager is seated).

Manager: Can you tell me about your problem, please?

Mr Sachdeva: I bought a computer from your showroom last week. But it has started giving me trouble. Can you tell me why it is so?

Manager: That's not a problem. We can replace it with a new one if we can't put it in order.

Mr Sachdeva: Does this mean I will be getting a new one?

Manager: Our engineer will check it out. If we can manage it with one or two minor repairs, we don't have to replace it.

Mr Sachdeva: Why can't you give me a new one straight away? I can't wait. I have a whole lot of work piling up.

Manager: I'm afraid we can't give you a new one straight away. That's not our

policy. I hope you understand our problem. We cannot replace any equipment without looking at the problem.

Mr Sachdeva: *That's all right. But when will you be able to send your engineer?*

Manager: *Certainly before this evening.*

Mr Sachdeva: *Great. I'll be home. Thank you.*

Manager: *It's our duty, Sir.*

Dialogue-V (formal)

(Amisha talks to the Manager (HRD) to ask for leave for one day)

Amisha: *Sir, I wanted to talk to you about my leave for tomorrow.*

Manager (HRD): *Well, Amisha, I think you have already taken three days of leave this fortnight.*

Amisha: *Can't I take leave for one more day, please?*

Manager (HRD): *Casual Leave is not a matter of right, you see.*

Amisha: *Does that mean I won't be granted leave for tomorrow?*

Manager (HRD): *I don't mean to say that but at the same time I would like to tell you that when employees stay away from work, it upsets the entire routine of the office. No team leader wants this to happen often you know.*

Amisha: *Does it mean that an employee in a private company must work within so many restrictions?*

Manager (HRD): *It would be nice if you met the Managing Director and talked about it.*

Amisha: *Okay, Sir. I will. That's if you don't mind it.*

1.3. Key Vocabulary/ Phrases

The following structures are frequently used to demand explanations.

Can you tell/explain me why... /Why is it that...

How come... /Does this mean...

We must ask for explanation in a polite way, as far as possible. We usually do this by using the following phrases to introduce or conclude the sentences. The words 'please' and 'kindly', in particular, help us to be polite.

Please explain why.../Kindly tell me.../Will you please let me know...

Could you tell me.../Please throw light on...

It would be nice of you if you could.....

You are requested to.....

Examples:

1. **Please, can you tell me why** you haven't repaired my computer yet?
2. **I don't understand why** you haven't repaired my computer yet.
3. **Can you explain me, please, why** you haven't repaired my computer yet?
4. **Why is it that** you haven't repaired my computer yet? I needed it so badly.
5. **How come** you haven't repaired my computer yet?
6. **Does this mean** you haven't repaired my computer yet?
7. **Do you (really) expect me to believe** you weren't able to finish the work on time?
8. **It would be nice of you** if you explained me the theorem.
9. **Will you please let me know** the price of this saree?
10. **Kindly tell me** the difference between a main verb and an auxiliary verb.

1.4. Grammar Input

We can see that in the above sentences, **subordinate interrogative clauses** have been used to introduce the sentences demanding an explanation. The first part of the sentence has the inverse word order [HV (Helping Verb)+ S(Subject)+MV(Main verb)+O(Object).....] whereas the second part of the sentence (the main clause) follows the normal word order for statements. The examples which have a question mark at the end are actually indirect questions. The questions used for demanding explanation can be either **Wh-Type questions** (4-5) or **Yes-No Type questions** (1, 3, 6, 7).

Practice

Look at the following dialogues. Some of the words and phrases are missing in the sentences. Provide the missing links and complete the sentences.

(Sumeet talks to the shopkeeper about repairing his mobile)

Sumeet: Can you repair this mobile, please?

Shopkeeper: I am afraid I can't.

Sumeet: I don'twhy.....

Shopkeeper: I am sorry but I have many works pending. I have to clear them before I take any new work.

Sumeet: Why.....?

Shopkeeper: I am helpless. In our shop, we always follow the principle of honesty with the customers.

Sumeet: But does that.....

Shopkeeper: No, I never said that. You might want to leave your mobile.....

Sumeet: Can you give it in the afternoon?

Shopkeeper: I'm afraid I can't You can come and enquire about that. Hopefully, it will be done.

Sumeet: I'll be here before lunch.

Shopkeeper: All right.

(Asha and Neetu talk about the bad behaviour of their boss)

Asha: Neetu, I

Neetu: You can't blame him without understanding the real cause.

Asha: Why can't he

Neetu: May be he is upset because of personal reasons.

Asha: But that doesn't mean

Neetu: I think he will apologise for that.

Asha: Does that

Neetu: Can you tell me whysuch a behaviour.

Asha: May be he has some personality disorder.

Neetu: Could be possible.

1.5.3. (A villager and the Tehsildar argue on the issue of a Caste Certificate)

Villager: I had applied for a Ration Card on the 10th of last month. But I haven't received it yet. Can you please tell me why.....?

Tehsildar: I'm afraid I'm not looking after caste certificates.

Villager: You can't evade

Tehsildar: Kindly go and meet the Administrative Officer. He might be able to help you.

Villager: I have approached the Administrative Officer. He says that

Tehsildar: But I cannot do that now. I have to.....

Villager: Do you expect me to believe that in any case.

Tehsildar: Yes.

Villager: Then give me a form, please. I'll collect the certificate from the Sub-Collector's office.

Tehsildar: You can't.....

Villager: I will.

1.5.4. (Jaspreet talks to the Goldsmith on ear-piercing)

Jaspreet: You said that piercing the ears wouldn't cause me any pain.

Goldsmith: I don't remember.....

Jaspreet: How could you forget

Goldsmith: I might have said that it'd not be as painful as the piercing done by others.

Jaspreet:.....?

Goldsmith: We use sophisticated imported equipment and anti-septic measures before we pierce somebody's ears.

Jaspreet: But I had a lot of pain.

Goldsmith: I don't understand why you are so upset about it.

Jaspreet: You've never had..... Otherwise you would have understood my plight.

Goldsmith: I'm sorry about that though I still believe it's for no fault of mine.

1.5.5. Look at the situations given below and develop dialogue between the characters involved so as to show that one demands an explanation from the other.

(1) Your landlord asks you to pay for the electricity bill but he doesn't show you the bill. Ask for an explanation.

(2) You have purchased grocery from a store but the person at the counter doesn't give you a bill. Ask for a bill and ask him to explain the reason for his behaviour.

(3) You had given your dress to a tailor for stitching. While trying out, you see that the dress doesn't fit you at all. You demand an explanation for his carelessness.

(4) Your pet dog was roaming around near the gate and was picked up by the municipality personnel as it didn't have a halter (leather belt) round its neck. You are in the municipality office to demand an explanation for their behaviour though you are to blame.

(5) Your neighbour has been troubling you a lot by playing music at a high pitch. You send a message of request to them to stop this practice but they don't stop. Ask for an explanation from your neighbour when you meet him next since you are hurt about it.

UNIT-II

AGREEING AND DISAGREEING

2.1. Introduction

English is a polite language. Even when we think that someone is wrong about something, we don't say anything to his face. We coat our language with sweet and polite words so that our message is properly put across in a gentle way. One of the many ways to present a message is to put it indirectly. In everyday communication with our family, friends and people in the office we come across many situations where we are supposed to show our agreement or disagreement with what people say. Our response to a particular situation is indicative of our positive or negative approach to the statement/ opinion/ suggestion or expression in question. Similarly people may respond to our suggestions/ opinions/ comments positively, negatively, politely or rudely. It is those special expressions of agreement and disagreement which make speech polite or impolite.

In this chapter we shall discuss the different ways of agreeing and disagreeing politely.

2.2. Samples

Dialogue-I (informal)

(Tushar and Trishna discuss the bad weather.)

Tushar: Doesn't this weather seem a little boring?

Trishna: I don't think so. I rather love such weather.

Tushar: It's neither too bright nor cloudy.

Trishna: True, I agree with you. But that doesn't make it boring.

Tushar: One can't do anything.

Trishna: I don't agree with what you say.

Tushar: I know you'll try to refute whatever I say.

Trishna: It's okay. Let's go out and play badminton.

Tushar: Sure. I'll be happy to join you in that.

Dialogue-II (informal)

(Manisha and Manab discuss the status of modern women)

Manisha: I think, women today are luckier than they were earlier.

Manab: I don't think so. All the changes you see are rather superficial. The control is still in the hands of their husbands or male relatives.

Manisha: But more and more women do get into great jobs these days.

Manab: That's true. Of course. But where does the salary go?

Manisha: Do you think all that a woman earns goes into the pockets of the men folk? I don't agree with you on this point. In today's world, women do spend more and do make intelligent choices about their marriage, their career and their lifestyle.

Manab: In spite of these minor feats, they are still in difficult times. Look at this, for instance. Even in the advanced states like ours, the male-female ratio is depressing. We are still fighting to save the girl child.

Manisha: Yes, I can see a point in your argument but you have to see it from a different perspective.

Manab: All that I want to say is that in spite of all our claims, there are so many things concerning women which need to be improved. Don't you think so?

Manisha: Yes, I do. We should look at things from a more realistic point of view.

Dialogue-III (semi-formal)

(Harpreet invites her neighbour to accompany her to the fair)

Harpreet: Auntie, are you coming along with us to the fair?

Auntie: I am afraid I won't be able to do so. I have a lot of things to look after.

Harpreet: I think you can do them after we come back. It'll take us no more than two hours. Don't you think so?

Auntie: Certainly not. Sanjita will be back home before evening and your Uncle will be here within half an hour.

Harpreet: Can't you leave the keys with the gatekeeper?

Auntie: I really don't think that's right. You can't trust everybody.

Harpreet: That's there, of course. No problem. I'll take Arpita along.

Auntie: Certainly. That suits me.

Dialogue-IV (semi-formal)

(Ramneet and Rachael talk about suicide among students)

Ramneet: I think, students commit suicide because they lack the moral courage to face challenges in life.

Rachael: No, that's not the only reason that drives them to suicide. There may be many other factors which lead people into it. An unfriendly home-environment can also be equally responsible for such incidents.

Ramneet: Don't you think this happens more in families where both the parents are busy with their jobs and have less time for their children.

Rachael: I can't agree with you on this. Even with homemakers, one may not be happy and may decide to end his life. Everything depends on how you manage your affairs, most of all, stress.

Ramneet: What are you trying to bring into the discussion?

Rachael: If you keep brooding over things, you will find everything unpleasant. On the other hand, if you face life as it comes your way, you will be a winner.

Ramneet: Absolutely right. A positive attitude to life solves many of our problems and we see life in its brighter hues.

Rachael: Yes, nothing like a sunny temperament.

Dialogue-V (formal)

(Mrs Sharma talks to Mr Rawat on the submission of a proposal)

Mrs Sharma: I think we should submit the proposal before Friday. The Head Office

would be closed on Saturday.

Mr Rawat: *I think so too. But it may take me some time. I have to finalise the tables and graphs for our production.*

Mrs Sharma: *How much time do you need for that? Do you think you would require some assistance?*

Mr Rawat: *I don't think so. I can do it on my own.*

Mrs Sharma: *Are you sure?*

Mr Rawat: *Of course. You can depend on me.*

Mrs Sharma: *Well then, get started.*

Dialogue-VI (formal)

(Mr Nanda, the Union Leader, talks to the Chief Engineer about the termination of workers.)

Mr Nanda: *Good morning, Sir. I am Mr Kamal Nanda, President of the Employees Union.*

Chief Engineer: *Good morning. Tell me. What can I do for you?*

Mr Nanda: *We have come to request you to extend our period of contract. It's expiring next month. We hear that a new group of workers is being deployed to carry out the pending work. We are sure you can do something about it.*

Chief Engineer: *No. I am sorry to say so but it's impossible.*

Mr Nanda: *Please, Sir, you can't say that. You have to do something for us.*

Chief Engineer: *But my hands are tied. I cannot take any decision on my own.*

Mr Nanda: *You have to. Otherwise, our families will starve.*

Chief Engineer: *Well, I'm afraid I don't want to give you any false hopes. I don't think any thing is possible now. This decision has been taken at a higher level.*

Mr Nanda: *Sir, please do try.*

Chief Engineer: *I'll certainly try.*

Mr Nanda: *May God bless you.*

2.3. Key Vocabulary/ Phrases/Structures

The kind of vocabulary or structures we use for expressing our agreement or disagreement with something depends on the degree and quality of agreement and disagreement. We can agree/disagree with someone strongly or mildly or simply remain neutral.

Look at the following phrases and structures to know more about them.

2.3.1. Structures Used for Showing Agreement

I share your view/opinion on...

Sure, I'm of the same opinion.

Yes, you're absolutely right. (strong agreement)

I couldn't agree with you more. (strong agreement)

You are so right. /Absolutely.

I totally/completely/fully agree/I agree entirely.

That's exactly what I say.

I'm with you on that /I see eye to eye with you.

I concur with...That's the way I see it too.

I agree with you/I agree /So do I/ Me too.

Good idea/I think that's a good idea.

2.3.2. Points to Ponder

- We use **so** + **auxiliary/modal verb** + **pronoun** to agree with a positive statement:
I like books on social themes.
So do I.
- We use **nor/neither** + **auxiliary/modal verb** + **pronoun** to agree with a negative statement:
I don't like cheap novels.
Nor do I. /Neither do I.
- While expressing *negative* agreement, we use *neither* in place of *so*, and *either* in place of *too*.
A: I'm not worried.
B: Neither am I. / I'm not either.
- We should notice that *neither* is used with positive verbs and *either* is used with negative verbs. When no verb is used, *neither* is more common:
Neither do I.
I don't either.
Me neither.
- *Too* usually comes at the end of the sentence and *so* at the beginning. We follow the inverse word order with *so*.
A: I'm hungry.
B: So am I. / I am too. / Me too.

2.3.3. Structures Used for Showing Mild Agreement

I see your point, but...,
I agree/concur to some extent, but...
Yes, but on the other hand...
OK, but I'm not entirely convinced...
Sure, but perhaps you should look at the other side of the coin.
I agree with you up to a point, but...
That's quite true, but...
I agree with you in principle, but....
Well, yes, maybe it should.
If you say so.

2.3.4. Structures Used for Showing Disagreement

I totally disagree.
I don't see eye to eye with him.
I must agree to differ.../ I beg to differ from you on this point...
I have a different opinion about this/I can't subscribe to that view.
That's just not true.
No way! Absolutely not!
I'm not sure I agree with you.../I don't think...
I don't agree at all /I totally disagree/ I couldn't agree with you less.
I disagree /I don't think so/ (No.) That's not right.
Yes, but.../(I'm sorry, but) I don't agree.
I think somewhat differently.
Don't you think we can put it in another way?
I wonder if this is really so.

2.3.5. Points to Ponder

- We show our disagreement by stressing a word for emphasis.
A: I don't like old books.
B: Well, I do.
- When we disagree with someone, we sound more polite by using the phrase **I'm afraid...**
I'm afraid I don't agree/ I disagree/ I can't agree with you/ I don't share your opinion/ I look at it somewhat differently.
- If we disagree with a suggestion, it is polite to give a reason.
Would you like to come up for a coffee?
I'd love to but it's late.
Let's go to the cinema this evening.
I'm afraid I can't. I've got to go to work early tomorrow.
- While responding to opinions, we can agree with them, disagree (politely or rudely) with them, ask for more information, or show that we do not want to discuss the matter.
That book is really good.
Yes, I really enjoyed it. (agreeing)
I can't say it's my favourite. (disagreeing politely)
I don't read books much. (not wanting to discuss it)
- We must notice that asking for more information is often a polite way of disagreeing.
That book is really good.
Oh, do you think so?/What did you like about it?/You didn't think it was a bit long?
- It is impolite to directly confront an opinion.
Well, I think it is a big bore.
No, it's too long and boring.
It's the worst book I've read this year.
- We use **pronoun + auxiliary/modal verb + not (-n't)** to disagree with a positive statement:
I like tea without sugar.
I don't.
- We use **pronoun + auxiliary/modal verb** to disagree with a negative statement:
I don't like tea with sugar.
I do.
- When agreeing to an opinion with a **question tag**, we cannot use **yes** or **no** alone since they are considered impolite. We should answer with **yes, no** and then the subject pronoun and auxiliary.
He wouldn't do that, would he?
No, he wouldn't.
- We can show our mild disagreement by asking questions/challenging the opinion/adding some new information to it.
Sale of tobacco should be banned.
Do you think so? Why that one in particular?
Well, it is challenging. Isn't banning it rather extreme?
- In order to show our disagreement in an indirect way, we can refer back to the opinion of other people to counter the opinion or comment.

*That book should be banned.
It is one of the most popular books of the year.
Many people think it is a classic.*

2.4. Practice

2.4.1. Show your agreement or disagreement with the following statements. Try to provide the reasons for your agreement or disagreement.

- (1) *Women shouldn't opt for armed services.*
- (2) *Beauty lies in the eye of the beholder.*
- (3) *Education should be privatized.*
- (4) *People should be involved in all major decisions of the government.*
- (5) *Scientists will be able to find life on Mars.*
- (6) *Teachers are the pillars of society.*
- (7) *Vegetarianism is the way of the world.*
- (8) *Those who believe in God work with more efficiency.*
- (9) *Plants also have life just like human beings.*
- (10) *People who live in glass houses should not throw stones at others.*
- (11) *Fragrance of flowers can heal many of our ailments.*
- (12) *Women can deal with stressful situations better than men.*
- (13) *Wise people think before they act whereas fools think after they act.*
- (14) *Rich people should give a part of their income to charity.*
- (15) *Animals are more faithful than human beings.*

2.4.2. Fill in the blanks in the following statements with the expressions of disagreement.

- (1).....a good brand of perfume. You should have gone for an imported one.
- (2).....I'd rather change my job than work for a person like him.
- (3) (c) I can see your point here but.....view. You have to change the house for better facilities.
- (4) (d) It seems to me that any future in this job. We'd better change the job as soon as possible.
- (5) (e) I agree with your points on adult education but I tend to.....you on your views on higher education.

2.4.3. Fill in the blanks in the following sentences with the expressions of agreement.

<p><i>Yeah, I can see it. Of course, it is From my point of view, this is the right thing we should do. I completely agree with you on this matter I am sure she'll love to have it.</i></p>
--

- (1)it is. How can you say that it's not important?
- (2) Well, I I don't have any contrary views.
- (3) I have heard her talking about it many times.
- (4) It's great to see them working together.
- (5) Or else, we'll have to regret it later.

2.4.4. Complete the dialogues by providing expressions of agreement and disagreement.

(1) Sheila: Hi Ravi, don't you think we should have a holiday tomorrow?

Ravi: We have already had many holidays this week.

(2) Abhishek: These days you can't trust anybody.

Sangeeta:any ground for this comment. I have so many friends who help me in need.

(3) Teacher: Shilpa has done a wonderful thing. She has written a book on our school.

Students:, Sir, we read about it in the newspaper today.

(4) Matilda: There should be uniform for students in every educational institution.

Robin:Otherwise, how can we identify students of a particular educational institution? Besides, it spreads the message of equality and uniformity.

(5) Mother: Most of the girls prefer to marry NRIs.

Daughter:?I am going to marry an Indian, born and brought up in India.

2.4.5. Provide dialogues expressing agreement or disagreement with the following situations.

1. Kishore tells Rakhi that India is responsible for the food crisis in the world. But Rakhi has a different opinion.
2. Tara says that commercial films are harmful for children. Tripti agrees with his statement.
3. The village panchayat says that love marriage shouldn't be allowed. But the police say that boys and girls are free to choose their partners.
4. Karuna tells her friend that jobs at call centres are risky and should be avoided. But her friend Shamina disagrees with her.
5. Mr Panda tells his wife that too many friends end up wasting your precious time. His wife also thinks along the same line.

Unit-III

GIVING ADVICE AND SUGGESTIONS

3.1. Introduction

We seek someone's advice when we are unable to decide the right action in a particular situation. Similarly, while responding to somebody's request for some advice we take all factors into consideration and give the best possible solution. In both the cases, we focus upon selected structures so that we can put our message across to the addressee. If the message is wrongly understood or wrong advice is given, it can add to the problem instead of solving it.

Let's find out the structures by studying a few dialogues dealing with such situations.

3.2. Samples

Dialogue-I (informal)

(Amrit talks to his mother about his headache)

Amrit: Mom, I have a terrible headache.

Mother: Take rest for some time. You'll be okay. You have been working hard on your assignments since the morning.

Amrit: That doesn't seem to be the case. I am sweating very badly and am also somewhat uncomfortable.

Mother: In that case, we should go to a doctor.

Amrit: I am scared of doctors. They prescribe too many medicines and then it takes months to recover.

Mother: Don't worry. I'll take you to our family doctor. He'll give you just the medicine you need. But why do you generalize? There are many doctors who don't believe in too many medicines.

Amrit: I can't help it. My friends keep talking about it.

Mother: That's not the right way to look at things. Before you give your opinion, think of its positive as well as negative aspects.

Amrit: Thank you, Mom. I'll remember this.

Dialogue-II (informal)

(Nitika and Nisha talk about women's garments)

Nitika: Nisha, tell me what I should wear for the party?

Nisha: I think you should put on a salwar kameez. That suits you fine.

Nitika: I was planning to try out jeans and a matching top instead.

Nisha: Fine, but jeans make you look a little overweight.

Nitika: What if I go for skin tight jeans?

Nisha: Of course, skin-tight jeans could be a better alternative. But why are you averse to a salwar kameez?

Nitika: That makes me look older than I am.

Nisha: Not at all. You'll look more graceful in that.

Nitika: Oh, but I can't decide the colour.

Nisha: You have a fair complexion. You'd better go for a darker hue.

Nitika: Why a darker one?

Nisha: That helps you look slim and petite.

Nitika: Thank you for your suggestion, Sweetie.

Dialogue-III (semi-formal)

(Chandan and Mrs Shrivastav talk about an insurance agent)

Chandan: Excuse me, Madam. Where do I find Mr Chopra, my Insurance Agent?

Mrs Shrivastav: He should be there in his chamber. But why would you want to see him, if I may ask so?

Chandan: I just wanted to check when my next premium is due.

Mrs Shrivastav: I think you don't need to meet him for that.

Even the person at the enquiry counter can tell you about that. You just tell him the policy number and he will tell you the due date and the exact premium amount.

Chandan: But I don't have the policy number.

Mrs Shrivastav: In that case, only the agent can help you. I'll ring him up. You can go there and meet him...

Chandan: Thank you, very much.

Dialogue-IV (semi-formal)

(Ravinder and Mr Aggarwal talk about the book stores in the city)

Ravinder: Mr Aggarwal, can you suggest to me a good book store in this city?

Mr Aggarwal: What kind of books do you want to purchase?

Ravinder: And why would you ask me this?

*Mr Aggarwal: Because different book stores specialize in different kinds of books. **The Knowledge Centre**, Sector-22, deals with all kinds of books for competitive exams whereas **Kid's Corner**, Sector-14, deals with Children's books. **Book House**, Sector-17 has books for higher classes. You should go to a store that meets your needs.*

*Ravinder: I wanted to purchase books for my children. Do you think I should go just to **Kid's Corner**?*

Mr Aggarwal: Not in particular. You can try elsewhere. But that's the best book store for kids. If I were in your place, I'd prefer the one that specializes in children's books.

Ravinder: I'll go to that store. I ought to go to the store that can give me all the books.

Dialogue-V (formal)

(Student and teacher talk about the submission of assignments)

Student: When do I submit my assignments, Sir?

Teacher: You can submit it tomorrow or day after tomorrow. Remember to write your name and enrolment number at the top of the assignment.

Student: Could you please allow me to submit it before the weekend? I have some

guests coming to visit my Grandpa and Grandma.

Teacher: You can. But in no case, should it cross that time limit. Nobody may be able to evaluate it afterwards.

Student: I'll try my best. But just in case, God forbid, I am not able to complete it before Friday?

Teacher: No more extensions. You might be penalized for the delay.

Student: I won't let it happen.

Teacher: I am sure, you'll be able to do it. All the best.

Student: Thank you, Sir.

Dialogue-VI (formal)

(Anuja and Ankit talk about the farewell party bash)

Anuja: Ankit, do you know that we all have been invited to the Farewell Party bash?

Ankit: I know. What's new about it? This happens every year.

Anuja: I have been asked to speak on the occasion. But I don't know what to speak about.

Ankit: In my opinion, you should focus on the things that we learnt during our stay in this campus.

Anuja: Can you please make a list of them for me?

Ankit: Well, you should be able to make a list on your own. Of course, I don't mind doing it.

Anuja: What do I speak at the beginning and at the end?

Ankit: For that you'd better refer to a good book on making speeches.

Anuja: Thanks. Nice idea. Do suggest me one.

Ankit: Sure.

3.3. Key Vocabulary/ Phrases

There are a number of structures used for giving advice in English. Look at the following phrases and their structures:

I don't think you should work so hard.

You ought to work less.

You ought not to work so hard.

If I were you, I'd work less.

If I were in your position, I'd work less.

You had better work less.

You shouldn't work so hard.

Whatever you do, don't work so hard.

I'd rather you worked hard...

3.3. Grammar Input

Some of the modals and structures used for giving advice are given below. Study them carefully and try to relate them to the examples you have practised so far.

3.3.1. Should and Ought to

We frequently use **should** (both in its affirmative and negative forms) to give advice or recommendation or say what is right or good in our opinion. **Should** is not as strong as **must** or **have to**.

You should know the rules. (It is good for you.)

You must know the rules. (You will be in trouble if you do not follow the rules.)

We don't usually use **ought to** in the negative, **shouldn't** is preferred. We use **Should or Ought to + Have + Verb** (Past Participle). Contractions with **should** are common, especially in spoken English.

My friends were not happy with my comments. I should've been careful.

I feel tired. I shouldn't have walked so much.

I slipped on the floor. I ought to have been careful.

It is common to use **I think** and **I don't think** with **should**:

I think you should spend more time with your parents.

I don't think it's the right way to solve the problem.

3.3.2. Had Better

We use this structure in spoken English, usually in **the contracted form**. We use **the base form** of the main verb after **had better**, and its negative - **had better not**,

You'd better return the answer scripts to the lecturer.

You'd better not tell anyone that you found them.

3.3.3. If I were you

This version of the second conditional is often used when giving advice, especially in spoken English. In the second clause, we use **would** - contracted to **d** - and **wouldn't**. After **would** and **wouldn't**, we use **the base form** of the **infinitive** of the verb:

If I were you, I'd/I would finish my studies now.

3.4. Exercises for Practice

3.4.1. Look at the following situations and provide the advice that each of the situation demands.

1. Your brother hasn't been keeping well. You want to advise him to take care of his health. Develop a dialogue between both of you and discuss the points you would prefer to include.
2. One of your friends took admission after one month from the date of commencement of classes. He hasn't been able to understand some of the lessons. Imagine what you both would be talking about.
3. You are late for the class for the fifth time. The teacher cautions you not to repeat this.
4. Your father hasn't been keeping well. The doctor has come to examine him. Imagine the health tips that the doctor would be giving to your father. Tell about it to your friend.
5. Akshata wants to go for modeling but is not able to make up her mind. The stories of scandal have terrified her out of her spirits. She comes to you for advice. Guide her on the right course of action.
6. A friend of yours wants to invest in the stock market but you think it's not wise. Advise him against this.
7. Your sister is going to Bhubaneswar to attend the National Integration Camp. Give her some tips about how to behave herself in a new place.

8. A friend of yours is going to present a paper at a Paper Reading Competition. Tell him/her what he/she should do to perform well.
9. The people of your colony have started a people's club to take care of the local problems. As the Secretary of the club, tell people what they should do to keep the club growing and thriving.
10. Your neighbour's son wants to buy a laptop. Advise him on the brand and the configurations.

3.5. Look at the conversation passages given below and supply the missing links to make them complete.

3.5.1. Practice Dialogue

(Anchit and his father talk about a course on Personality Development)

Anchit: Daddy, I'm planning to join evening classes on Personality Development.

Father:it's too early to start them?

Anchit: But father, my exams are over and I have nothing to do.

Father:concentrate more on General Knowledge and Aptitude Tests.

Anchit: I think Personality Development programmes are equally important.

Father:you focused on things which are really important to you. Personality Development Programmes are important only when you are thorough with your theories.

Anchit:but most of my friends are opting for it.

Father:any objection if you join the course but the best thing to do now is to maintain a balance between your immediate needs and long term needs.

Anchit: I understand your point of view now.

3.5.2. Practice Dialogue

(Vipin and Anandita talk about exam-related stress)

Vipin: I haven't been able to sleep properly for the last three days.

Anandita: Are you unwell?

Vipin: No. Exams are on my mind all the time and they keep me worried all the time.

Anandita: Do you think worrying over exams will solve your problems? If you keep on thinking about a problem, it multiplies.

Vipin;in a situation like this?

Anandita: First of all, you take care of your health. Then, Iyou to try yoga or meditation.

Vipin: Don't you think it is simply a waste of time?

Anandita: How can you say that? Many people have gained from yoga and meditation.

Vipin: I can also give it a try. But what do I do about my studies?

Anandita:about them. I'll take care of it. I'll give you my notes and will clarify the doubts.

Vipin: I am really lucky to have a friend like you.

3.5.3. Practice Dialogue

(Mr Sharma talks to Mr Mathur about his son's problems in Mathematics)

Mr Sharma: Mr Mathur, my son has not been doing well in Mathematics for quite some time. I have really been worried about him.

Mr Mathur: What's his problem?

Mr Sharma: Very strange. He understands everything but he doesn't get good marks.

Mr Mathur: What was his percentage like in the last pre-board exams?

Mr Sharma: Around forty.

Mr Mathur: How much does he practice everyday?

Mr Sharma: For around half an hour or sometimes a little less.

Mr Mathur: There lies the problem. As I see it, he needs a lot of practice. He practise for at least one hour a day. If a person....., he seems to understand everything but he doesn't understand anything.

Mr Sharma:..... that he cannot put the theories into practice?

Mr Mathur: Yes. Ask him to practise from whatever sources he can. You will see the difference in one month.

Mr Sharma: Thank you, very much.

3.5.4. Practice Dialogue

(Madhumita and Minakshi talk about the problems of being a Paying Guest)

Madhumita: Priyanka, I need accommodation in this city. I have been looking for single rooms but I haven't been able to find one. for Paying Guest accommodation, too.

Minakshi: There is no harm in staying in somebody's house as a paying guest. But youcheck a few things before you finally stay there.

Madhumita: What are they?

Minakshi: First of all, make enquiries about the history of the family. If the family has a spoilt child, s/he can destroy your peace of mind. If it's a boy, he will return home late and make a big noise. If it's a girl, she will drag you into other problems.

Madhumita:then?

Minakshi: Youthe help of police to know about the family. Second, youclear about the rules and regulations. Some families are very fussy about paying guests bringing in friends.

Madhumita: You have really shown me the right way. Or else, I might have got trapped. Thanks.

Minakshi: Take care.

3.5.5. Practice Dialogue

(Discussion between Varun, an unemployed graduate and the Industry Promotion Officer)

Varun: Sir, I am a graduate in Arts. I tried my hands at different jobs but didn't go very far. I am about to cross the age limit for government jobs. Please advise me.

IPO:....., you can apply for a loan under the Prime Minister's Rojgar Yojna and go for self-employment.

Varun: But Sir, I have my doubts about being selected for the loan.

IPO: Youabout that. I'll look into that. You just take the form from me, fill in the form and attach all the necessary documents.

Varun: How much will I be getting?

IPO: One lakh. It's a small amount but it is enough to get started.today is the best day for that. Take a form now and give it to me before evening.

Varun:I should meet you in between?
IPO: No,..... I'll let you know when the loan is sanctioned.
Varun: Thank you, Sir.

Unit-IV

STATING PREFERENCES

4.1. Introduction

Human beings are different from animals because they are able to think and make choices. It is the choices we make in life that determine the quality of life we get to live. Our likes and dislikes, our preferences for a set of things over another set of things tell others what we have been able to make of life or what we can make of it. In order to state our preferences, we make use of different language structures. Let us study them one by one.

4.2. Samples

Dialogue-I (informal)

(Mrs Singh and Mr Singh talk about the menu for dinner)

Mr Singh: What's the menu for tonight?

Mrs Singh: What will you prefer? Plain Chappatis or Roomali Roti?

Mr Singh: I would go for rice. You can ask the children about their preferences.

Mrs Singh: Rupinder, what's your choice?

Rupinder: I'd like to have both.

Paras: What about some fried rice and raita?

Mrs Singh: Who's going to prepare all these items?

Rupinder: I can help you.

Mrs Singh: Well, dear, I'd prefer to work by myself than have you as my assistant. You won't be able to handle it.

Mr Singh: Can I be of any help?

Mrs Singh: You all can play carom. I'd prefer to do things at my own pace.

All: Sure. Go ahead. We were only trying to help.

Dialogue-II (informal)

(Mrinal and Anup talk about an evening party)

Mrinal: Anup, what are you doing this evening?

Anup: I am going to meet a few old friends of mine. They have all come from Kolkata, where I grew up.

Mrinal: Why don't you call them over to our club?

Anup: I'd like to spend my time with them. Even they would prefer to spend the evening with a new group of people.

Mrinal: Would they like to play a game of chess or tennis with us?

Anup: I am not sure. I'll have to ask them.

Mrinal: In that case, you can do one thing. You spend the evening with your friends and later join us for dinner.

Anup: That's a wonderful idea.

Dialogue-III (semi-formal)

(Deveshar is in his sister's house. His sister's mother-in-law talks to him about his choice of career.)

Mrs Sethi: I think you have already completed your +2. What are you planning to do?

Deveshar: Daddy wants me to become an engineer and Mummy wants me to become a doctor.

Mrs Sethi: Why don't you consult a career counselor?

Deveshar: I had consulted one but he was of no help.

Mrs Sethi: What would you prefer?

Deveshar: I'd prefer to go for Management.

Mrs Sethi: You can do that even after becoming a doctor or an engineer. Which career option do you like, engineering or medicine?

Deveshar: I'm not sure. May be ...out of the two a doctor's profession seems more attractive to me.

Mrs Sethi: Then ask your parents to try for that.

Deveshar: Thank you for your advice.

Dialogue-IV (semi-formal)

(Manoj and Neetu at a restaurant)

Manoj: Hi Neetu, what a surprise to see you here.

Neetu: Hi, what brings you here?

Manoj: I come here everyday. That should have been my question.

Neetu: What will you have, cold drinks or lassi?

Manoj: Neither.

Neetu: What do you mean?

Manoj: Nothing much. I just want a cup of hot coffee. That will cheer me up.

Neetu: I usually prefer lassi on such days but I can manage with hot coffee.

Manoj: No way. You must take what you like.

Neetu: Thanks for being caring.

Dialogue-V (formal)

(Mrs Desai at a Jeweller's Shop)

Mrs Desai: Is there someone to show me studs for the nose?

Salesman: What would you prefer Ma'am, the ones with semi-precious stones or diamonds?

Mrs Desai: Oh, I'm not sure if I want to wear semi-precious stones. I'd like to have a look at the diamond studs.

Salesman: Do you want to see studs of all sizes or just the small ones?

Mrs Desai: You can give me whatever suits me.

Salesman: I think, these finely cut African diamond studs will match you skin.

Mrs Desai: What's the price?

Salesman: Nothing much. It's only ten thousand per pair.

Mrs Desai: Sounds good to me. How do I make the payment? By cheque or cash?

Salesman: Anyone will do but we will prefer cash.

Mrs Desai: Here it is. Pack them for me.

Salesman: Thank you, Ma'am.

Dialogue-VI (formal)

(Mr Chawla and Manager in a bank)

Manager: How can I help you, Mr Chawla?

Mr Chawla: I wanted to have a look at the Insurance policies on offer.

Manager: There are many of them. Which ones would you prefer? The ones with money back facility or the ones without that?

Mr Chawla: What about the Endowment policies?

Manager: We also have them but usually people prefer to opt for these two types of policies.

Mr Chawla: Then I will go for money back policies.

Manager: In that case, you could go for the new policy Hum Apke Saath Hain which is for twenty five years and gives you money back after four years.

Mr Chawla: That should be great. Let me sign the papers then.

4.3. Key Vocabulary/ Phrases

Sometimes we need to state a preference when someone makes a suggestion, offers something or asks our opinion on what to do. Often people ask for our opinion and we state it freely. At other times, when people make an offer, we may have to state a preference politely because we do not want to do what has been suggested and would rather do something else.

Would you like to see a film tonight?

I'd rather go dancing. How does that sound?

Why don't we have some South Indian food?

Well, I'd prefer North Indian. What do you think?

What do you think we should do now?

If it were up to me, I'd leave the place immediately and call the police.

We have two hours at our disposal. What shall we do now!

I think we should go to the lake.

Why don't we go to the lake?

Let's go to the lake.

How about going to the lake?

4.3.1. Structures

We use the following structures to express our preferences for the things that we need or do in life.

I'd rather +verb (Base Form)

I'd prefer +to+ Verb (Base Form)

I'd prefer+ verb+ ing

Why don't we +verb (Base Form)

How about + verb+ ing
If it were up to me, I'd + verb (Base Form)
I think we should +verb (Base Form)
Let's+ verb (Base Form)

4.4. Grammar Input

As seen in the structures mentioned above, most of the preferences we make is done by use of the infinitives (to+ verb or base form of the verbs) or –ing forms (verb+ ing) to express our preferences. We use expressions or phrases like ‘I prefer/I'd prefer/I think/ How about/ Why don't we/If it were up to me’, often followed by one of the modals like ‘would/should’ to introduce expressions indicating our preference for a particular thing, person, activity or quality.

4.5. Practice

4.5.1. Respond to the offers given to you in the following situations.

- 1. Your father is planning to visit Bhopal on an official tour and would like to take you along. He asks his Secretary to find out your preference about the mode of conveyance.*
- 2. Your parents consider your sister at 25 old enough to get married and would like to know her opinion through you about the kind of man she would like to marry.*
- 3. Your brother has taken up a new job and is not happy with it. When you ask him for the reason he tells you why he would prefer to leave that job and take a new one. Tell your father about your brother's preferences.*
- 4. You and your friend are tired of playing basketball everyday. You would prefer to tell the sports teacher about the kind of games you would like to play and suggest they be introduced in the Institute.*
- 5. You are the Secretary, Drama Club of your Institute. You have been asked to talk to your friends and suggest the changes to be incorporated in the infrastructure of the auditorium. Tell the Principal what changes the students would prefer.*

4.5.2. Look at the dialogues and provide the missing links to complete them.

(1) Practice Dialogue

(Mr Banerjee and Mr Mohanty talk about the need for socialization)

Mr Banerjee: Hello, Mr Mohanty, how long have you been in Chandigarh?

Mr Mohanty: Now let me see when we moved in here. Yes. I have been here since 1980.

Mr Banerjee: But we have never met each other during all these years.

Mr Mohanty: Ito keep myself indoors on holidays and concentrate on my pending work.

Mr Banerjee: Butto meet friends and hve some fun on such days. It can help us grow beyond our immediate environment.

Mr Mohanty: Well, isn't it nice to spend them the way we like to rather than what books of wisdom might have to say.

Mr Banerjee: That's so true.

(2) Practice Dialogue

(Mrs Gupta and the doctor talk about an operation)

Mrs Gupta: When are you planning to conduct the operation?

Doctor: It could be either in the morning or in the afternoon. When do you.....?

Mrs Gupta: in the afternoon because I would like to have my husband here by my side at the time of the operation.

Doctor: But I am sorry to inform yo, Ma'am that we don't allow outsiders inside the operation theatre.

Mrs Gupta: Then Imeet him before I am taken to the operation theatre.

Doctor: Sure. Granted.

Mrs Gupta: One more request.

Doctor: Tell me without hesitation.

Mrs Gupta: I my operation as it happens.

Doctor: Sorry. We won't be able to allow that either. You can see the recorded one after the operation is over.

(3) Practice Dialogue

(Mr Prasad and a carpenter talk about the repair of a window)

Mr Prasad: Can you set this window right for me?

Carpenter: What exactlyto do?

Mr Prasad: I want the glass panes to be replaced. They are dirty and broken.

Carpenter: Nowadays glass panes come in different colours and thicknesses. You have to suggest the right type of material to me.

Mr Prasad:the thick smoky glass.

Carpenter: What about the hinges and the handles?the steel ones or the brass ones?

Mr Prasad: I think the brass ones would last longer and they won't rust.

Carpenter: They don't rust but they look ugly after a few years of use.

Mr Prasad: In that case, let's go for the steel ones. Now, tell me when are you going to work on it?

Carpenter: When.....?

Mr Prasad: At the earliest.

Carpenter: I'll be here before ten o'clock.

Mr Prasad: Thank you.

(4) Practice Dialogue

(Mrs Kaur and Mrs Khosla talk about the admission of their children)

Mrs Khosla: Mrs Kaur, which school are you planning to send your son to?

Mrs Kaur: Depends on the percentage of marks he gets in the Board exams. If he gets more than ninety percent, I will send him to a school in Delhi. But if he gets less than eighty percent, Ito admit him in a local school.

Mrs Khosla: But you have to do some spade work before you take the decision. Have you found out the cut off marks of different schools in Delhi?

Mrs Kaur: I have made some enquiries. And my findings are disappointing for me. Nowhere less than ninety percent. I am unable to decide what to do.

Mrs Khosla: Nothing to be disheartened about. Even small town schools are very good. I have decided to put my daughter in this very town. That will save not only her time but also my money.

Mrs Kaur:a try for the Delhi schools before I decide for one here.

Mrs Khosla: We should do..... Their preferences are more important than ours.

UNIT-V

TALKING ABOUT PAST EXPERIENCES

5.1. Introduction

In our interaction with people, we often talk about things which happened earlier. They could either be events or stories or habits and actions of people at some point of time or across a period of time. As the activities in such sentences relate to past time, we have to choose the correct aspect of tense used in particular contexts. Our choice of the verb form depends on the shade of meaning we want to convey.

Look at the dialogues given below and try to differentiate between the different degrees of formality involved in using English for talking about the past.

5.2. Samples

Dialogue-I (informal)

(Roopa and Sambit talk about a cricket match)

Roopa: Hi Sambit, Where have you been all through the day?

Sambit: I was there with my friends at the Cricket stadium in Mohali.

Roopa: What were you doing there?

Sambit: Don't you know there was a match between Kings Eleven and Knight Riders?

Roopa: I know that but I don't have much interest in cricket. Was it exciting?

Sambit: Of course. There was not single person who left half way through the match.

Roopa: Who were the winners?

Sambit: Obviously, Kings Eleven.

Roopa: Well, haven't they already won three matches out of five? Yuvraj Singh has been a good captain indeed.

Sambit: How can you say you have no interest in cricket? You know everything about it.

Roopa: I keep a track of things happening in cricket but I am not mad about it.

Sambit: That's great! I have become an addict, almost. I forget to have meals during the world cup matches.

Roopa: You should keep yourself away from such temptations.

Sambit: That's true-I should.

Dialogue-II (informal)

(Smita and her mother talk about the gardener)

Mother: What were you doing in the garden for such a long time?

Smita: I had been watching the birds being fed.

Mother: Who was feeding them?

Smita: Who else could do it? It was Mohan, our gardener.
Mother: But I remember you telling me that you had a project to work on.
Smita: Mohan has promised to help me complete the project.
Mother: Don't be funny. How can Mohan help you with your project?
Smita: I give him the ideas and he puts in the labour on them. You remember, last time also he had made it on his own when I was ill.
Mother: I remember, but I still have my doubts...
Smita: Oh, he is a wonderful worker. He is not educated but he knows how to take things to perfection.
Mother: Do as you wish. Though I'd rather you did it yourself.

Dialogue-III (semi-formal)

(Karan and a gentleman talk about an accident)

Karan: Can you tell me where the accident took place yesterday?
Gentleman: How does that interest you, if you don't mind my asking you so?
Karan: The man who was injured in the accident is a friend of mine.
Gentleman: Oh, I'm sorry about that. This is the place where the accident happened. Can you see the blood stains?
Karan: I can see them now. Can you tell me how it happened?
Gentleman: Your friend was coming from the front at high speed. Seeing a truck in front of him all of a sudden, he couldn't control his vehicle and banged into the truck. But he fell in a slow motion. By the way, how is he now?
Karan: Well, not too bad. Though yesterday he was in quite a state. But fortunately doctors say that he is doing well now.
Gentleman: Thank God!

Dialogue-IV(semi -formal)

(Arpita and Mr Rao talk about story telling)

Arpita: Hello Uncle, Good Morning!
Mr Rao: Good Morning, Arpita. Are you done with your homework?
Arpita: Yes, there wasn't much of it. I could finish it by 9 O'clock.
Mr Rao: Have you had dinner?
Arpita: Yes, we had an early dinner today.
Mr Rao: OK, then what brings you here?
Arpita: It seems you have already forgotten about it.
Mr Rao: What are you talking about? I am sorry but I am unable to understand what it is all about.
Arpita: Well, let me remind you of it. Last Sunday you had promised me a story and it's Wednesday today, if you please.
Mr Rao: Is it so? I didn't remember it at all. I'd forgotten all about it. I am actually a little tired. Can we put it off until next Sunday?
Arpita: No problems. Good Night.
Mr Rao: Good Night.

Dialogue-V (formal)

(Akanksha and Mrs Mishra talk about a late night party)

Akanksha: I hope you had a nice time at the party yesterday?

Mrs Mishra: *I wish I had but things turned against me. I couldn't find any of my friends there.*

Akanksha: *Then, how did you spend your time?*

Mrs Mishra: *I went on taking snacks, snaps and strawberries till I met an old colleague of mine.*

Akanksha: *Thank God! Finally you had someone to talk to.*

Mrs Mishra: *But that too didn't last long. She vanished in the crowd when her husband arrived.*

Akanksha: *Too bad!*

Dialogue-VI (formal)

(Teacher and Students pay tribute to the victims of the earthquake in China)

Teacher: *Good Morning, everybody!*

Students: *Good morning, Sir.*

Teacher: *First of all, let's observe two minutes silence.*

Students: *Sir, may we know the reason?*

Teacher: *Don't you know about it? There was an earthquake in China. It is said to have killed more than twenty thousand people.*

Students: *We heard about it when we were getting ready for school. So we couldn't get the details.*

Teacher: *Property worth crores of rupees has been destroyed.*

Students: *Can't the scientists do something to stop it from happening.*

Teacher: *Scientists are trying hard and have been able to predict its occurrence.*

Students: *In India too thousands of people died when earthquakes struck Maharastra and Gujrat.*

Teacher: *Science should, in fact, protect us from natural disasters.*

Students: *That would be wonderful.*

Teacher: *Let's get started with the prayer now.*

Students: *All right, Sir.*

Key Vocabulary/ Phrases

While talking about the past, we don't follow any fixed pattern of structures. However, the following are some of the oft used structures. Study them carefully and see how they have been structured.

1. *All that I could do was(Past Simple)*
2. *Did you ever see the host coming to you?(Past Simple)*
3. *I didn't intend to hurt anybody but unfortunately my words were misinterpreted and I was misunderstood.(Past Simple)*
4. *My sister was putting her clothes in the washing machine when the calling bell rang. (Past Simple and Past Continuous)*
5. *There was nothing for the fire people to save. Everything had turned to ashes by the raging fire.(Past Simple and Past Perfect)*
6. *This is the time when the Superman kills the witch and saves children from imminent danger. (Present Simple: historical present)*
7. *I have been walking in the rain, look, my hair is wet. (Present Perfect Continuous: past action continuing until the present)*
8. *I have had an operation. You can see the scars on my hand. (Present Perfect: effect/impact of the past action visible on the present)*

We can conclude by having looked at the above examples that both the past tense forms (1-5) and present tense forms (6-8) can be used to talk about the past events. However, our focus on a particular structure gives it the meaning we intend to convey.

5.4. Grammar Input

As we see, we can discuss past actions/events/activities by using different verbs and sentence patterns. We can use the present perfect (*have had*) and present perfect continuous (*have been walking*) to talk about things which have already been done or are in progress/are relevant until the moment of speaking. Whereas we use past simple (*could do/did you see/didn't intend/bell rang/was*) to talk about the completion of an action in the past. Past continuous (*was putting*) and perfect (*had turned*) can also be used to talk about the way the work was in progress or something which occurred in the past and had relevance only in the past.

Practice Exercises

Look at the dialogues given in the following exercises and provide the missing phrases and sentences to make them complete.

5.5.1. Practice Dialogue

(Reema and Seema talk about a day without any classes)

Reema: I didn't see you in the college yesterday. Where were you?

Seema: Ito Ludhianain the morning but I.....before evening.

Reema: Wea lot of fun in the college.

Seema: What.....?

Reema: We.....any classes. We.....much of the time in the canteen and then played basketball for quite a long time.

Seema: But what.....the occasion?

Reema: Everyone busy with some office work; I.....that the Director.....visiting the college in a day or two.

5.5.2. Practice Dialogue

(Gaganjeet and Paramjit talk about a murder and burglary)

Gaganjeet: What happened in the market in Sector-10 yesterday?

Paramjit: Some unidentified persons.....in a car, into one of the garment stores andthe manager then and there.

Gaganjeet:he seriously injured?

Paramjit: He.....to PGI in an ambulance but he.....there. The same ambulance..... He is on the mend now.

Gaganjeet: Good!police.....anyone in this regard?

Paramjit: No oneyet. But the police are hopeful that they.....able to nab the killers very soon.

5.5.3. Practice Dialogue

(Simran and Sanjot talk about practical classes)

Simran: Did you attend the practicals yesterday?

Sanjot: Of course, I But why.....me?

Simran: Because I want to borrow your lab manual. I want to know what experimentyesterday. Can you briefly tell me about the experiment?

Sanjot: Nothing to worry. It.....a very tough experiment. The teacher just the different laws of reflection.

Simran: I'll try to understand it from your manual. If I don't understand, I take your help.

Sanjot: Most welcome.

5.5.4. Practice Dialogue

(Mandeep and Pradeep talk about a cricket match)

Mandeep: Do you know that our students scored 350 runs in the Cricket Match against the students of City College of New Delhi?

Pradeep: I know that the match.....in our stadium. But Itime to go there and see the match. The match.....very exciting.

Mandeep: It.....really exciting. Onethe match to believe it. There.....a lot of thrill. The opposition team.....it very hard to chase the score and finally defeated.

Pradeep: Who.....the trophy?

Mandeep: None other than the Chief Minister. Healso delighted to see our players playing so well.

Mandeep: I am sure, a couple of our players.....for the national cricket team.

Pradeep: I too think so.

Practice Dialogue

(Monalisa and Rohini talk about a hairdo)

Monalisa: When did you go for this new hairdo?

Rohini: Only yesterday.

Monalisa: Where did you get it done?

Rohini: At the New Laurel's. The hair dresser there is an expert.

Monalisa: But hevery cruel. How could he.....it so short? You.....lovely in long hair.

Rohini: You know my hairvery fast. Iget it back in a few months. Tell me honestly, how do I look in this new hairdo?

Monalisa: You look different but the earlier one.....better. In the earlier one, youlike a graceful college going girl but in this new look you look like a school boy.

Rohini: That's what I!

Monalisa: I salute your whims. Ha, ha!

5.5.6. Look at the situations given below and develop dialogues between the persons indicated in the question.

(1) Tell your friend what you did to celebrate your birthday. Use appropriate tense forms to match the actions with their timings.

(2) You want to know from your cousin what he/she did to improve his/her spoken English.

- (3) Your father was to return from a long tour yesterday. But he was held up somewhere. At home, all of you got worried about him. Tell your father on his return what you all thought about him when he didn't turn up at the expected time.
- (4) Arushi and Amrit are two childhood friends. They meet after a long period, ie after ten years. Imagine what they might have talked about and write it in the form of a dialogue.

Section III

READING SKILLS

UNIT-I

ALL GIVE AND NO TAKE

Ravi Kalia

[The world recently celebrated the Mother's Day to pay homage to all mothers who have been symbolic of everything divine: purity, integrity, strength of character, selfless love and sacrifice. In this world of give and take, how many of us think about the contribution of women, particularly mothers, to our growth as human beings?]

MOTHER'S DAY, like Levi's jeans, is a typically American invention that has been accepted globally. Celebrated on the second Sunday of May, it's a day to remember a mother's **sacrifices** and love for a child. I remember my world was so wonderfully complete and safe in those late afternoons of early childhood in Punjab that I could have hardly asked for anything else. After lunch, mother and son would sit down in some shaded corner of the house, and she would read me from story books or tell about her own history as she **flipped** through the family photo album. That was long years ago when there was no air-conditioning and only a few people had electric fans; we had one table fan. The house was kept cool by hanging wet **khas-khas** on the outside of windows that would cool the dry hot air as it blew through them.

*Whenever the power failed, we would sit out on the verandah, under the large fixed fan formed of cloth **stretched** on a rectangular frame and **suspended** from the ceiling. A **relic** from **feudal** India, it generated air as the punkha-wallah pulled the punkha with a rope tied to one of his toes **reclining** on his back with his legs crossed over, he **swung** the punkha with his foot. As he **dozed off**, the punkha would come to a standstill. But Sheela Kalia continued with her story until the end.

To her friends at Indraprastha College and later at St Stephen's--among them the well-known journalist Khushwant Singh and late Air Chief Marshall P.C. Lal- she was known as 'Nellie Beckaya'. Mother **majored** in English. She liked the old, uninteresting prose of Chaucer. Shakespeare didn't interest her, although she admired his sense of tragedy. And she enjoyed Shelley's poetry. And she explained to me that girls studied to be assets to their husbands. **Consequently**, they either studied home economics or English so that they had the necessary home skills and social graces.

She was my father's editor, and fixer of my misplaced **modifiers** in my childhood prose.

Still, Nellie showed her independent **feminist** side when she walked out of the class of one Professor Barker, who **habitually** walked into the classroom with his pipe **dangling** out of the right corner of his mouth, seated himself in the chair, and stretched his legs up on the table with his shoes facing the students. Her protest brought the '**unmannerly**' practice to an end.

Mother was born in Etawah in Uttar Pradesh on July 24, 1919, when the Raj was at its **prime** and British India looked safe in the hands of Viceroy Chelmsford (1916-21). 1919 was a notable year: women got the right to vote in some European countries; New Zealand allowed women the right to stand for parliamentary elections. It was also the year in which Brig. Gen. Reginald Dyer committed the **massacre** at Jalianwala Bagh. But education and the arts, not politics, became mother's passion.

Nellie became a mother to her three **siblings** after her mother died. Her father, Jang Bahadur Beckaya, a **displaced** Kashmiri Pandit, and **excise** officer in the United Provinces, hired a German governess to watch over the children because he travelled so much in his job. Mother matriculated from Woodstock at Landour, near Mussoorie. Founded in 1854 by Anglican women, Woodstock's campus offered rich **flora and fauna** which made her fall in love with nature. In 1922, Woodstock turned co-educational, and its influences shaped her **cosmopolitan** outlook toward all religions. Mother would pray in a church, in a mosque, in a temple and I remember religious leaders and fakirs of different sects visiting home.

Glossary

sacrifices: an act behind which there is no selfish interest

flipped: turned over

khas-khas: one type of desi fans

stretched: extended/spread over an area

suspended: hanging from the top

relic: an object used as token of memory of old times

feudal: related to the practice of feudalism (a social system in the Middle ages in which people are provided land and protection under a nobleman)

reclining: lying down on one's back

swung: moved from one side to the other side

dozed off: slept

majored: studied something as a main subject at the college or university level

consequently: as a result of

modifiers: a word or group of words that gives additional information about another word

feminist: people who support the cause of women's liberty

habitually: as a matter of habit

dangling: hanging

unmannerly: bad-mannered

prime: most important

massacre: mass murder, mass execution

siblings: children born of same parents

displaced: shifted from one place to another place, which one is not too happy about
excise: a government tax on some goods made, sold or utilised in a country
flora and fauna: plant vegetation and animal life
cosmopolitan: open-minded

Reading Comprehension-I

Answer the following questions in about twenty five words.

1. *Why is the Mother's Day celebrated?*
2. *How does the writer express his love for his mother?*
3. *How did the punkha-wallah handle the 'large fixed fan'?*
4. *How did Nellie Beckaya, the author's mother, explain the education of girls?*
5. *How did Nellie help her son and her husband?*
6. *How did Nellie show her feminist side?*
7. *How was the year 1919, the year Nellie was born, significant?*
8. *Why did Nellie play a mother to her siblings?*
9. *What did Jang Bahadur Beckaya do after Nellie's mother died?*
10. *How did Nellie's school change her attitude to nature and promote her cosmopolitan outlook?*

Read on.....

All Kashmiri Pandits are interrelated by birth or marriage. But my grandfather had **ties** with the Saprus, the Katjus and the Nehrus, which allowed mother to move around in Anand Bhavan in Allahabad and also meet political **icons** of her time on either the dance floors of the Raj or at parties. Much later in life when she was visiting me in Los Angeles, she provided personal **impressions** of M.A. Jinnah to his American biographer Stanley Wolpert, happy to talk about her impressions of Quaid-e-Azam.

In good humour I called her a relic of the Raj, and she countered that I would never understand those times. Her **cross-cultural** experiences provided the **nuance** not to view the Raj in **stark** colours, long before Prime Minister Manmohan Singh was to admit to the 'benefits' of British rule in Oxford in 2005. In 1931, Gandhi had noted in Oxford that he would cut India off from "the Empire ... entirely," but not "from the British nation ... if I want India to gain and not to **grieve**". Mother's generation understood the nuance that has been lost on many people today.

Mother couldn't continue with her studies in the US because my grandfather worried that she wouldn't find a husband who was more qualified than her. She was 27, way past the marriageable age for girls in those days, when she married my father, a Saraswat Brahmin from the Punjab Civil Service. Marriage **transformed** mother's world. In those early years after Independence, **civil servants** were expected to engage in the effort to fight poverty and **promote** literacy.

Jackie Kennedy Onassis, who lost an infant son and a **still-born** daughter, once remarked that no mother should ever have to bury her child. Mother lost two sons in one lifetime. The family **fell on hard times** with my father's illness in the 1960s. Mother sold her jewellery to send us to school, particularly the girls. My parents started a pre-school and several of her students grew into successful people.

Hers was a long life in which she had seen the world transform from gramophones to iPods, typewriters to computers, no-phones to cell-phones, **penny post** to e-mail, Austin Morris to Tata Nano, moonlit walks to moon landings, penicillin to **organ transplants**, Raj to Swaraj, **rationing** to **consumerism**, and so much more.

Mother **exemplified** motherhood. She gave without any hesitation, asking nothing in return. She accepted good days with **humility** and bad days with **equanimity**. I'm not too sure if we returned her love in equal measure. Following my brother's death in 2005, she went down in health and spirits. She had borne five children, lost two sons, and cared for two grandsons. Once she had told me about her grandfather who had **passed away** in his sleep. She prayed for a similar end. On April 5 she was sitting on the verandah in the evening. She leaned back and closed her eyes for the last time. She was almost 89. Happy Mother's Day, Mom!

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Courtesy: *Hindustan Times*, 12 May 2008

Glossary

ties: connections

icons: symbols

impressions: ideas/thoughts

relic: a memorable thing

cross-cultural: related to more than one culture

nuance: tone, shade which is subtle and may not even be noticed

stark: too different, too obvious

grieve: cry over

transformed: changed

civil servants: bureaucrats/ administrative officers

promote: encourage something to happen faster

still-born: born dead

fell on hard times: went through difficult times

penny post: post for which you pay very little

organ transplants: to take an organ from one part of a person/animal's body and place it in another

rationing: giving just a small amount as much as is just enough

consumerism: spending too much time and money on things one can do without--it is a modern culture followed by some societies these days

exemplified: showed with an example

humility: not showing pride

equanimity: balance

passed away: died

Reading Comprehension-II

Answer the following questions in about twenty five words.

1. *What allowed Nellie to move around in Anand Bhawan in Allahabad and also meet political icons of her times?*
2. *Why does the author call his mother 'relic of the Raj'?*

3. *Why does the author say that her mother's 'generation understood the nuance that has been lost on many people today'?*
4. *Why did Mahatma Gandhi want India 'to gain and not to grieve'?*
5. *Why couldn't Nellie continue her studies?*
6. *How did Nellie's marriage change her course of life?*
7. *Why does the author quote Jackie Kennedy Onassis while talking about his mother?*
8. *When did Nelly's family fall on hard times?*
9. *How did Nellie see the world change before her eyes?*
10. *Why does the author say that his mother exemplified motherhood?*

Activity-I (Vocabulary)

The following words are taken from the text. Guess their meaning from the context and write them down in the box provided. Then compare their meaning with the dictionary meaning.

Sl. No	Words	Guessed Meaning	Dictionary Meaning
1	invention		
2	feudal		
3	generated		
4	standstill		
5	victory		
6	governess		
7	cosmopolitan		
8	impression		
9	relic		
10	transplant		

Activity-II (Reference Skills)

Read the following sentences and find out the references for the words underlined in each of the sentences.

1. *I remember my world was so wonderfully complete and safe in those late afternoons of early childhood in Punjab that I could have hardly asked for anything else.*
2. *Whenever the power failed, we would sit out on the verandah, under the large fixed fan formed of cloth stretched on a rectangular frame and suspended from the ceiling.*
3. *As he dozed off, the punkha would come to a standstill.*
4. *She explained to me that girls studied to be assets to their husbands.*
5. *Consequently, they either studied home economics or English so that they had the necessary home skills and social graces.*
6. *She was 27, way past the marriageable age for girls in those days, when she married my father, a Saraswat Brahmin from the Punjab Civil Service.*

7. Jackie Kennedy Onassis, who lost an infant son and a still-born daughter, once remarked that no mother should ever have to bury her child.
8. Hers was a long life in which she had seen the world transform from gramophones to iPods, typewriters to computers, no-phones to cell-phones, penny post to e-mail, Austin Morris to Tata Nano, moonlit walks to moon landings, penicillin to organ transplants, Raj to Swaraj, rationing to consumerism, and so much more.
9. She accepted good days with humility and bad days with equanimity.
10. Once she had told me about her grandfather who had passed away in his sleep.

Activity-III (Grammar)

Each of the following sentences is a complex sentence, with one main clause and one sub-ordinate clause. Identify the main clauses and subordinate clauses. One has been done for you as an illustration.

1. *Mother's Day, like Levi's jeans, is a uniquely American invention that has been accepted globally.*
Main Clause: *Mother's Day, like Levi's jeans, is a uniquely American invention.*
Subordinate Clause: *that has been accepted globally.*
2. *Whenever the power failed, we would sit out on the Verandah.*
3. *As he dozed off, the punkha would come to a standstill.*
4. *Shakespeare didn't much move her, although she admired his sense of tragedy.*
5. *She countered that I would never understand those times.*
6. *Mother couldn't continue with her studies in the US because my grandfather worried that she wouldn't find a husband who was more qualified than her.*
7. *Jackie Kennedy Onasis, who lost an infant son and a still-born daughter, once remarked that no mother should ever have to bury her child.*

Activity-IV (Information Transfer)

Read the second paragraph of the passage (marked with an asterisk) and draw a picture of the actions described there.

Activity-V (Speaking Skills)

1. *The author pays tribute to his mother on the International Mother's Day. Imagine you are in a hostel staying away from your mother. Recollect your impressions of your mother and share them with your partner.*
2. *Women play a crucial role in shaping our personalities, yet we don't pay back to them in terms of our gratitude. Do you agree with this? Exchange your views with your friends in your group.*
3. *Nellie saw the world transform from gramophones to iPods. What changes have you noticed in your life time? Discuss them with your partners.*

4. *Nellie didn't advocate any particular religion or way of life, she was cosmopolitan. How do you like your lifestyle? Share your reactions with your friends in your group.*
5. *In the essay we have read, we see Nellie as a woman with independent thinking and action. Some people think of free and powerful women as a myth whereas some others view it as a reality. What do you think? Share your views with your partner.*

List of Words for Practice in Pronunciation

accepted	disapproved	hardly	modifiers	sectional
although	displaced	hues	moonlit	servants
assets	dozed	humility	motherhood	shaded
autonomy	economy	humouredly	nuance	siblings
biographer	electric	icons	parliamentary	standard
borne	engage	impressions	particularly	standstill
ceiling	entirely	independent	passed	still-born
celebrated	equanimity	infant	passion	stretched
co-authored	exemplified	influences	penicillin	suspended
committed	expected	interrelated	penny	swung
computers	feminist	jewellery	politician	through
conditioning	feudal	landour	promote	transformed
consequently	flip	leaned	provinces	transplants
consumerism	gramophones	literacy	qualified	unique
cosmopolitan	grandfather	marriageable	reclining	unmannerly
countered	grieve	massacre	rectangular	verandah
cross-cultural	habitually	misplaced	relic	worried
dangling	hard		representative	

UNIT-II

SPACE, THE FINAL FRONTIER

Stephen Hawking

[Science has brought to us many wonders but we are still looking for more. Where does our exploration end? We hardly think of that. All our efforts at discovering wonders of the world have remained confined to the earth. The space is still an unexplored zone for us.]

Why should we go into space? What is the justification for spending all that effort and money on getting a few **lumps** of moon rock? Aren't there better causes here on Earth?

In a way, the situation was like that in Europe before 1492. People might well have argued that it was a waste of money to send Columbus on a **wild goose chase**. Yet, the discovery of the new world made a great difference to the world. Just think, we wouldn't have had a Big Mac or a **KFC**.

Spreading out into space will have an even greater effect. It will completely change the future of the human race and maybe determine whether we have any future at all. It won't solve any of our immediate problems on Planet Earth, but it will give us a new point of view on them. Hopefully, it would unite us to face a common challenge. This would be a long-term **strategy**. We could have a base on the Moon within 30 years or reach Mars in 50 years and **explore** the moons of the outer planets in 200 years. By 'reach', I mean with man or, should I say, manned space flight. We have already driven Rover and landed a probe on Titan, a moon of Saturn. But if one is considering the future of the human race, we have to go there ourselves.

Going into space won't be cheap, but it will take only a small proportion of world **resources**. NASA's budget has remained **roughly** constant in real terms since the time of the Apollo landings. But it has decreased from 0.3 per cent of the US's **GDP** in 1970 to 0.12 per cent now. Even if we were to increase the international **budget** 20 times to make a serious effort to go into space, it would only be a small fraction of the world's GDP. There will be those who argue that it would be better to

spend our money solving the problems of this planet, like climate change and pollution, rather than wasting it on a possibly **fruitless** search for a new planet. I am not **denying** the importance of fighting climate change and global warming. But we can do that and still spare a quarter of a per cent of the world's GDP for space. Isn't our future worth a quarter of a per cent?

We thought space was worth a big effort in the 60s. In 1962, President Kennedy committed the US to landing a man on the Moon by the end of the **decade**. This was achieved just in time by the Apollo 11 mission in 1969. The space race helped to create a **fascination** with science and led to great **advances** in technology, including the first large-scale **integrated circuits** that are the basis of all modern computers. However, after the last Moon landing in 1972, with no future plans for further manned space flight, public interest in space **declined**. This went along with a general disagreement with science in the West because, although it had brought great benefits, it had not solved the social problems that increasingly occupied public attention.

A new manned space flight programme would do a lot to bring back public interest for space and for science generally. Robotic missions are much cheaper and may provide more scientific information, but they don't catch the public imagination in the same way, and they don't spread the human race into space which I am arguing should be our long-term strategy. A goal of **a base on the Moon** by 2020 and of a man landing on Mars by 2025 would restart a space programme and give it a **sense of purpose** in the same way that President Kennedy's Moon target did in the 1960s. A new interest in space would also increase the public standing of science generally. The **low esteem** in which science and scientists are held is having serious results. We live in a society that is increasingly becoming dependent on science and technology, yet fewer and fewer young people **long to go** into science.

Glossary

lumps: masses

wild goose chase: doing something without any purpose

KFC: Kentucky Fried Chicken, the two together stand as symbols of globalization-we find their presence in different parts of the world

strategy: way of doing something

explore: search to find new things about

resources: money, people, their time, their thinking, etc

roughly: nearly/almost

GDP: Gross Domestic Product

budget: statement/document showing details of income and expenditure

fruitless: useless

denying: refusing

decade: period of ten years

fascination: attraction

advances: achievements

integrated: put into/ linked to

circuits: complex networks

declined: refused in a polite manner

a base on the moon: a set up on the moon

sense of purpose: sense of direction
low esteem: not enough respect shown
long to go: want to go very badly

Reading Comprehension-I

Answer the following questions in about twenty five words.

1. *What will be the effect of spreading into the space?*
2. *Why does the author say that simply sending Rover/probe to other planets/satellites is not enough?*
3. *How does the writer establish that spending on trips/flights to space is important?*
4. *The author wants us to balance our expenditure on the problems on earth and our mission to space. Do you agree with him? Why or why not?*
5. *What did the president Kennedy commit to the people in the US in 1962?*
6. *When and why did the public interest in space decline?*
7. *What was the reason for the people's general disagreement with science?*
8. *How does Hawking justify the need for manned space flight programme?*
9. *What does Hawking expect the scientists to achieve in future? Why?*
10. *What does Hawking say regarding the role of science and scientists in modern society?*

Read on.....

Knock, knock. Who's there?

What will we find when we go into space? Is there **alien** life out there, or are we alone in the universe? We believe that life arose on its own, on the Earth. So it must be possible for life to appear on other suitable planets, of which there seem to be a large number in the **galaxy**.

But we don't know how life first appeared. The **probability** of something as complicated as a DNA molecule being formed by **random collisions** of atoms in ocean is **unbelievably** small. However, there might have been some simpler **macro** molecule that can build up the DNA or some other macro molecule capable of **reproducing** itself. Still, even if the probability of life appearing on a suitable planet is very small, since the universe is **infinite**, life would have appeared somewhere. If the probability is very low; the distance between two independent occurrences of life would be very large. However, there is a possibility known as **panspermia** that life could spread from planet to planet or from **stellar** system to stellar system carried on **meteors**. We know that Earth has been hit by meteors that came from Mars, and others may have come from further **afield**. We have no evidence that any meteors carried life, but it remains a possibility. An important feature of life spread by panspermia is that it would have the same basis that would be DNA for life in the neighbourhood of the Earth. On the other hand, life occurring on its own and by itself would be extremely unlikely to be DNA-based. So watch out if you meet an alien. You could be **infected** with a disease against which you have no resistance.

One piece of **evidence** which can be **observed** on the probability of life appearing is that we have **fossils** from 3.5 billion years ago. The Earth was formed 4.6 billion years ago and was probably too hot for about the first half billion years. So life

appeared on Earth within half-a-billion years of it being possible, which is short compared to the 10 billion year lifetime of an Earth-like planet. This would suggest either panspermia or that the probability of life appearing independently is reasonably high. If it was very low; one would have expected it to take most of the 10 billion years available. If it is panspermia, any life in the solar system or in nearby stellar systems will also be DNA-based.

While there may be **primitive** life in another region of the galaxy, there doesn't seem to be any advanced intelligent beings. We don't appear to have been visited by aliens. I am **discounting** reports of UFOs. Why would they appear only to **cranks** and **weirdos**? **Furthermore, despite** an **extensive** search by the SETI (Search for Extra-**Terrestrial** Intelligence) project, we haven't heard any alien TV quiz shows. This probably indicates that there are no alien civilisations at our stage of development within the radius of a few hundred **light years**.

The strong and silent type

Why haven't we heard from anyone out there? There could be three possible explanations of why we haven't heard from aliens. First, it may be that the probability of primitive life appearing on a suitable planet is very low. Second, the probability of primitive life appearing may be **reasonably** high, but the probability of that life developing intelligence like ours may be very low. Just because evolution led to intelligence in our case, we shouldn't assume that intelligence is an unavoidable consequence of Darwinian **natural selection**. It is not clear that intelligence provides a long-term **survival** advantage. Bacteria and insects will survive quite happily even if our 'intelligence' leads us to destroy ourselves.

This is the third possibility. Life appears and in some cases develops into intelligent beings, but when it reaches a stage of sending radio signals, it will also have the technology to make nuclear bombs and other weapons of mass destruction. It will, therefore, be in danger of destroying itself before long. Let's hope this is not the reason we have not heard from anyone. Personally, I favour the second possibility that primitive life is **relatively** common, but that intelligent life is very rare. Some would say it has yet to occur on Earth.

*Stephen Hawking is a theoretical physicist and is the Lucasian Professor of Mathematics at the University of Cambridge. He is the author of **A Brief History of Time**. This is an edited extract of the lecture he delivered on April 21 at the George Washington University, Washington DC, as part of the 50th anniversary NASA lecture series.*

Courtesy: *The Tribune*, 25 April 2008

Glossary

alien: person from outside the planet earth

galaxy: the system of stars that contains the sun and its planets

probability: possibility

random collisions: striking against each other following no definite order

unbelievably: in a manner which can hardly be believed

macro: on a larger scale

reproducing: creating
infinite: limitless
panspermia: the belief that life could spread from planet to planet or from stellar system to stellar system carried on meteors
stellar: connected with the stars
meteor: one of the cosmic bodies made up of rocks which makes a bright line as it passes through the earth's atmosphere
afield: far away from home
infected: causing a reaction by coming in contact
evidence: proof
observed: seen carefully
fossils: dead cells of animals and plants saved in the form of coal
primitive: barely-civilized life
discounting: not considering
crank: a person with strange ideas; can be called half crazy
wierdo: a person who behaves or looks in a strange way
furthermore: moreover
despite: in spite of
extensive: wide
terrestrial: from the planet earth
light year: unit of measurement to measure the distance between earth and sun
reasonably: to a degree that is fairly good but not very good
natural selection: selected as per their existence in nature
survival: to be able to live
relatively: in relation to others around it

Reading Comprehension-II

Answer the following questions in about twenty five words.

1. *What does the author say about other planets?*
2. *What, according to Hawking, is the probable reason for the appearance of life?*
3. *What is panspermia?*
4. *Is it possible that meteors contain life?*
5. *What is the evidence which can be observed to show that there was life millions of years ago?*
6. *Why does the author say that panspermia or the probability of life occurring independently is reasonably high?*
7. *Why does the writer believe that there doesn't seem to be any advanced intelligent beings?*
8. *What does the writer say about the UFOs?*
9. *What are the three possible explanations of why we have not heard from aliens? Why does the author prefer to support the second explanation?*

Activity-I (Reference Skills)

Each underlined word in the sentences below stands for someone or something. Name the persons/things represented by each of the underlined words.

1. *In a way the situation was like that in Europe before 1492.*

2. This would be a long term strategy.
3. But, if one is considering the future of the human race, we have to go there ourselves.
4. Going into space won't be cheap, but it will take only a small proportion of world resources.
5. This was achieved just in time by the Apollo mission in 1969.
6. This went along with a general discussion with science in the west because, although it had brought great benefits, it had not solved the social problem.
7. They do not spread the human race into space which I am arguing should be our long term strategy.
8. If it was very low, one would have expected it to take most of the 10 billion years available.
9. Why would they appear only to cranks and weirdos?
10. This probably indicates that there are no civilizations at our stage of development within the radius of a few hundred light years.

Activity-II (Dictionary Reference Skills)

Look up the following words in a dictionary and find out the different words which can be formed from them. One has been done for you as an illustration.

Change → changeable, changeability, changing, unchangeable, changed, changeless, changeover

1. difference
2. determine
3. international
4. fruit
5. include
6. enthusiasm
7. probability
8. resistance
9. intelligent
10. destruction

Activity-III (Grammar)

In the following sentences we have nouns/noun phrases qualified by adjectives. Underline the adjectives and circle the nouns they qualify.

1. Aren't there better causes here on earth?
2. It won't solve any of our immediate problems on planet earth.
3. Hopefully, it would unite us to face a common challenge.
4. NASA's budget has remained roughly constant.
5. A new manned space flight programme would do a lot to restore public enthusiasm for space and for science generally.
6. The probability of something as complicated as a DNA molecule being formed by random collision of atoms in ocean is very small.
7. If the probability is very low, the distance between two independent occurrences of life being there on its own would be very large.

8. *If it is panspermia, any life in the solar system or in nearby stellar systems will also be DNA based.*
9. *It may be that the probability of primitive life appearing on suitable planet is very low.*
10. *I favour the second possibility that primitive life is relatively common. But that intelligent life is very rare.*

Activity-IV (Speaking Skills)

1. *The title reads "Space, the Final Frontier". Do you agree with this? Discuss in groups.*
2. *Hawking has remarked that we have to spend money on mission to space, apart from fighting climate change and global warming. What do you think? Should the world think of forming a base in space when everything is not OK. on this planet?*
3. *Recall a few films on aliens, like Koi Mil Gaya. Do you think aliens exist on other planets? Support your answer with arguments. Share your views with your partner.*
4. *Kalpna Chawla from Karnal has been a role model for us because of her success as a scientist in NASA and her subsequent flight to the space. Discuss your dreams with your partner.*
5. *Darwinian theory of Natural Selection establishes the survival of the fittest. Do you think this theory holds good in our times? Share your views with your partner.*
6. *Have you heard of Suneeta Williams? Tell your partner about her and a few events related to her?*

List of Words for Practice in Pronunciation

achieved	despite	generally	panspermia	series
advanced	destroy	global	percent	serious
advances	destruction	goose	personally	seriously
afield	determine	greater	physicist	situation
against	development	heard	planets	solar
alien	difference	immediate	pollution	space
although	discounting	importance	possibility	spontaneously
anniversary	discovery	increasingly	possibly	spreading
appeared	dissension	independently	primitive	standing
argued	driven	indicates	probability	stellar
assume	effort	inevitable	probe	strategy
attention	elsewhere	infected	problems	suitable
available	emissions	infinite	profound	survive
bacteria	evidence	information	progarmmes	technology
budget	evolution	insurance	project	terrestrial
caption	exists	integrated	proportion	theoretical
challenge	explanations	intelligent	public	therefore
chase	explore	interest	purpose	thousands
cheaper	extensive	international	quarter	universe
circuits	extremely	issuing	radius	unlikely
civilization	fascination	justification	random	warming
climate	fewer	landings	reasonably	waste
collisions	fighting	lumps	reignite	wasting
committed	flight	macro	relatively	weapons

compared complicated considering constant cranks decreased delivered denying	fossils fraction fruitless further furthermore future galaxy	manned molecule nearby nuclear observational occupied occurrences ourselves	remained reproducing resistance resources restore robotic roughly scientific	weirdos whether won't worth
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UNIT-III

TURNING WALKS INTO WATTS

Dr Paul Singh

[We go on using energy without ever bothering where it comes from. Each unit of energy consumed by us adds to the total consumption of energy and exhausts the resources. It is high time we shifted our attention to alternative sources of energy.]

It has long been a dream of scientists in the field of **bio- mechanics** to produce energy from human movements. The energy stored in the body fat is huge and equal to a battery that weighs more than a ton. To **tap** this power, the earlier efforts have included **shoe-mounted devices** and systems that channel the energy from the **bouncing motion** of a **backpack**. These systems, however, have so far been able to produce less than a watt of energy and further their designs needed a thorough understanding of how people walk.

Scientists in Canada and the US have developed a **generator**, which can be mounted on the knee. It consists of an aluminum **chassis** and generator mounted on a **orthopedic knee brace**, which produces electrical power from the **swing** of a walking person's knee. It looks like a simple knee brace and produces power from part of the **stride**. According to its creator, J. Maxwell Donelan, professor at Simon Fraser University in British Columbia, the device works like the way that some **hybrid-electric** cars produce electricity from braking. The development of this biomechanical energy producer is reported in February 2008 edition of the journal **Science**.

When we take a stride, there is a **periodic motion** of the leg e.g. **acceleration** and **de-acceleration** of the leg. Energy is required in both; for moving and braking. During walking, energy is distributed at various places that go waste. We have to make up for this distribution by performing work with our muscles. When we slow down the knee at the end of swinging of the leg, most of that energy normally is just wasted. It is this energy, which can be utilised for generating electricity by the knee brace generator.

The device does not **capture** the motion throughout the entire period of the stride because that would cause a **dragging feeling** with each step. To avoid this drag, the gear system of the device **disengages** at the beginning of the step and re-engages as the leg swings back from a stride. This means that the only drag occurs at the end

of the stride, when muscles are actually working to slow the leg down. It does not **detract** from the energy required for moving forward. And in fact, by slowing down the leg at that stage of the stride, it ends up **relieving** the muscles, below.

Glossary

bio-mechanics: the science of movement and force involving animals

tap: make use of

shoe-mounted: put on top of a shoe and tied to it

devices: instruments/equipment

bouncing motion: a movement in which something goes up and down

backpack: a bag on the back

generator: an electric equipment used to produce energy

chassis: body

orthopedics: in respect to body parts dealing with bones and joints

knee brace: belt like thing used over the knee

swing: move from one side to another; sideways movement

stride: a step taken with legs moving from one side to the other

hybrid-electric: cars which use multiple techniques

periodic motion: repetitive strides or repetitive movements

acceleration: increase in movement

de-acceleration: reducing speed of movement

capture: catch hold of

dragging feeling: feeling of being tired or exhausted

disengages: loosens and separates

detract: to make something less good or enjoyable

relieving: giving relief/or making it easy

Reading Comprehension-I

Answer the following questions in about twenty five words.

1. *What has been the dream of scientists in the field of biomechanics?*
2. *What have been the earlier efforts to tap the energy stored in the body?*
3. *Why have these efforts not been successful?*
4. *What have the scientists in the US and Canada developed?*
5. *How does the knee brace generator work?*
6. *What happens when we take a stride?*
7. *Why doesn't the generator capture the motion throughout the entire period of the stride?*
8. *What does the machine do to avoid the drag?*
9. *When and why does the only drag occur?*
10. *How does it relieve the muscles below?*

Read on.....

According to Max Donelan and **colleagues**, the device is set in such a way that de-acceleration of leg could generate power without requiring much more energy from the person.

It is found that one minute of walk can produce electricity sufficient to power a cell-phone for 10 minutes. The 3.5-pound device on each leg can produce about 5 watts of electricity. With one generator on each knee, people walking on a **treadmill** are able to generate about 5 watts of power. The power generated could be stored in a battery.

The first practical use for the generator is likely to be the power for artificial limbs. Although, the device won't reduce demand for oil, coal or gas power, the energy while walking will not **go waste** and can be used to recharge iPods, cell phones, portable GPS devices, laptops, computers, and some medical devices like **insulin pumps** or **prosthetic limbs**. The device could be used to power computers in remote regions where electricity is **scarce**.

In another research reported in the journal Nature, the US scientists have developed a **microfibre** fabric capable of generating electricity. It produces enough current to **recharge** a cell phone, iPod and MP3 music player. If the fibre is made into a shirt, it could harness power from its wearer simply by walking around. This fabric consists of a **nanogenerator**, which takes the advantage of the **semi-conductive** properties of tiny wires of zinc oxide. The wires are formed into pairs of brush like structures and shaped like a baby-bottle brush. One of the fibres in each pair is **coated** with gold so as to act an **electrode**. When a person **strolls**, the **bristles** brush together due to the body movement and **convert** the mechanical energy into electricity.

These devices could prove to be a **boon** to **hikers** and soldiers, who have to carry heavy batteries (30 pounds) to run their high-tech gear for a 24-hour mission. These devices could be used either to **replace** batteries or extend their life, which might **ease the burden** on soldiers and increase their abilities in the field.

The human body is a battery, which can be recharged with food. It is reported that there is about as much useful energy in a 35-gram **granola** bar as in a 3.5-kilogram lithium-ion battery. Finally, there is a saying—"Killing two birds with a stone," which proves true here. So, go for a stroll in morning and evening to power your **gadgets** and keep yourself fit.

Courtesy: *The Tribune*, 2 May 2008

Glossary

colleagues: people someone works with in an office

treadmill: exercise machine for walking

go waste: to be out of use

insulin pumps: pumps used to put insulin (an artificial chemical used to control the amount of sugar absorbed by blood) into the mouth

prosthetic limbs: artificial limbs like the Jodhpur foot

scarce: hardly enough

micro-fibre: something made of material with very thin texture

recharge: charge again

nanogenerator: a very small generator

semi-conductive: something having the properties of carrying electricity

coated: covered

electrode: either of the two points by which an electric current enters or leaves a battery or an electric equipment

strolls: walks

bristles: very thin and long structures, like the bristles of a tooth-brush

convert: change from one form to a different form

boon: blessing

hiker: a person who goes on long walks for pleasure

replace: put something in place of another

ease the burden: reduce the burden/make the burden less

granola: made of grains and/or nuts

gadgets: equipment

Reading Comprehension-II

Answer the following questions in about twenty five words.

1. *Why does the de-acceleration of leg generate power without requiring additional energy from the person?*
2. *How much of electricity is produced by one minute of walk?*
3. *How can the 5 watt power generated by the 3.5 pound device on each leg be utilised?*
4. *What is likely to be the first practical use for the generator?*
5. *What are the different gadgets/equipment which can be recharged with the power generated from such a generator?*
6. *How can the generator be useful in remote regions?*
7. *What is the microfibre fabric developed by the US space scientists capable of?*
8. *What all can be done with the help of microfibre fabric?*
9. *What can the microfibre fabric do when it is made into a shirt?*
10. *How can the human body be recharged?*

Activity-I (Grammar)

You must have noticed that the passage contains different aspects of the verbs in present tense. Now read the sentences given below and complete them with the appropriate form of the verbs given in brackets.

1. *The energy stored in the body fat _____ (be) immense.*
2. *Scientists in Canada and the US _____ (develop) a generator.*
3. *It _____ (look) like a simple knee brace and _____ (harness) the power from part of the stride.*
4. *The development of this bio-mechanical energy _____ (report) in February 2008 edition of the journal **Science**.*
5. *When we _____ (take) a stride, there _____ (be) a periodic motion of the leg.*
6. *The device _____ (capture) the motion throughout the entire period of the stride.*
7. *It _____ (not detract) from the energy required for moving forward.*
8. *This fabric _____ (consist) of a nanogenerator.*
9. *One of the fibres in each pair _____ (coat) with gold.*
10. *So, _____ (go) for a stroll in the morning and evening to power your gadgets and _____ (keep) yourself feet.*

Activity-II (Dictionary Reference Skills)

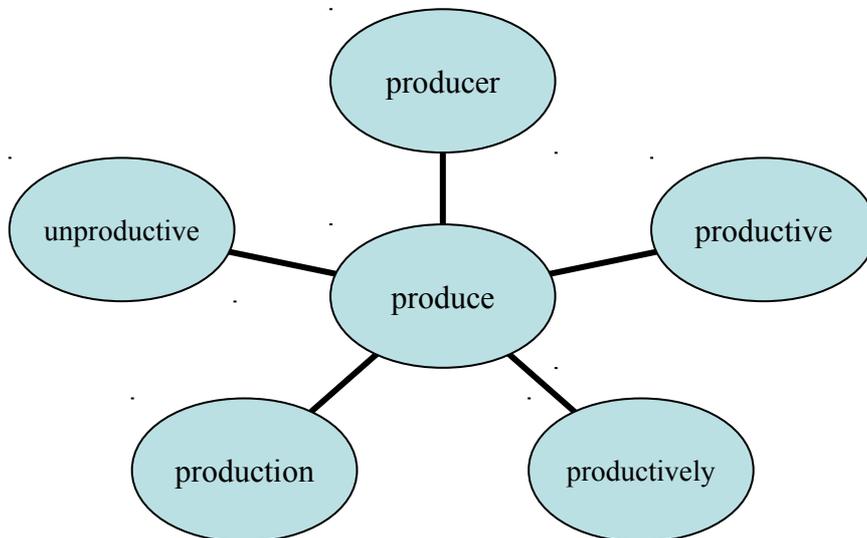
Refer to a Dictionary of Synonyms and Antonyms and find out the synonyms and antonyms of the following words. One has been done for you as an illustration.

include → synonym: involve
antonym: exclude

1. *simple*
2. *motion*
3. *capture*
4. *avoid*
5. *forward*
6. *acceleration*
7. *enough*
8. *remote*
9. *advantage*
10. *recharge*

Activity-III (Vocabulary)

More than two words can be formed with each of the following words. Write as many words as possible in the circles given in the word-web. One has been done for you as an illustration.



	Produce
1	producer
2	production
3	productivity
4	productively
5	unproductive

1. *person*
2. *electricity*
3. *generator*
4. *relieving*
5. *addition*
6. *power*
7. *recharge*
8. *movement*
9. *reported*
10. *extend*

Activity-IV (Speaking Skills)

1. *The writer talks about generating energy through the movement of our legs. Do you think this is a viable option? Share your views with your partner.*
2. *Work in groups of five and discuss the different ways in which energy can be conserved.*
3. *The writer talks about two alternative sources of energy. Think of other alternative forms of energy and discuss them with your friends in groups.*
4. *There is mention of a microfibre fabric which can be used to generate energy. Supposing that you get an opportunity to wear such a shirt, what will be your reaction? Share your reaction with your partner.*
5. *What will be your reaction if your Institute makes it mandatory for everyone to use the knee-mounted device? Share your views with your partner.*

List of words for Practice in Pronunciation

abilities	burden	engages	movements	scarce
acceleration	channel	fat	muscles	scientists
according	chassis	forward	nano-generator	shaped
actually	coated	further	normally	shoe-mounted
additional	colleagues	gadgets	orthopedic	slowing
aluminium	conductive	generator	performing	soldiers
backpack	convert	granola	person	stride
battery	detract	harness	portable	strolls
bio-mechanical	developed	harvester	properties	structures
bio-mechanics	device	hikers	prosthetic	sufficient
boon	dissipated	hybrid	recharged	swinging
boon	dragging	included	relieving	systems
bouncing	efforts	insulin	remote	throughout
brace	electricity	lithium	replace	treadmill
braking	electrode	microfibre	requiring	understanding
bristles	energy	morning	research	waste
brush				weighs

UNIT-IV

CHANGING TRAITS

Turning the ugly duckling into the proverbial swan is the 'in' thing today. Transformation Gurus are on the most wanted list of many wannabes.

Nona Walia

[How often have we considered if something could be done to change the way we think and behave! Well, we now have people responding to our needs, changing us the way we want to be.]

Welcome to Self-help Inc. The Makeover Culture has **gripped** India like never before. At the Factory of Personality Change, you can change the **traits** you dislike in yourself!

Our **obsession** with self-improvement has just taken a new turn. There is an awareness in individuals that they can change their “inner traits”. The **transformation** gurus are making sure the **uptight** guy learns **to cut loose**; the quiet, shy girl becomes the life of the party. The mantra is: got a personality **flaw**, you can fix it!

Self-help is **sweeping** India. Mind you, we're not talking about those who teach you how to walk straight and talk right. You could choose from made-to-order traits like positivity, kindness and loyalty.

You can almost buy a trait you desire off-the-shelf. Now, it becomes easier to free yourself from an **introverted temperament**, stand up to bosses and have better relationships. “You can reform your personality. If you're rigid, you can learn to be flexible. First, you need to understand your personality type, ask yourself. ‘Who am I?’ ‘What do I want to be?’ Awareness is the key to change.” says a trainer from Bangalore.

From Indore to Nashik, Jaipur to Jaisalmer, Chennai to Bangalore people are going to the personality gurus to develop skills that will help them **thrive** and survive. **Obviously**, the 4,500 self-help titles on certain websites haven't satisfied the thirst for self-improvement. Want to quick-fix a trait, just call your personality pundit!

Glossary

gripped: become very important for a certain society

trait: quality

obsession: strong liking for

transformation: great and sudden change

uptight: anxious or angry about something

to cut loose: to become relaxed

flaw: weakness

sweeping: covering a wide range of

introverted temperament: prefer to be by oneself, not meet too many people, not try hard enough to make friends

obviously: clearly

thrive: be successful

Reading Comprehension-I

Answer the following questions in about twenty five words.

1. *What can we do at the factory of personality change?*
2. *What has happened to our obsession with self-development?*
3. *What is the new awareness in individuals?*
4. *What all can the transformation gurus perform?*
5. *What is today's mantra?*
6. *What are the choices for changing our personality available to us?*
7. *The author says, “You can almost buy a trait you desire off-the-shelf.” What does she mean?*
8. *What does the trainer from Bangalore say regarding the change of one's personality?*
9. *Why are people everywhere going to the personality gurus?*

10. What should we do when we want to quick-fix a trait?

Read on....

Here's how it works: A super-successful director of a company has a problem dealing with his wife and child at home. He's anxious about personal relationships, almost violent. He goes to a personality pundit, who makes him walk on hot coals at 1100 degrees. It was a walk that changed his life. He lost his negativity and anxiety.

An **archer** can't ever shut his mind. He tries the 'Pink Elephant' technique: don't fight unwelcome thoughts. Welcome them, then sort them.

Meet Limba Ram, famous archer, winner of Arjuna Award and Asian Championship. He had **bouts of self-doubt**. When he couldn't **untangle** his fears, he went to a personality coach. Says Limba Ram, "I lost my **drive**. I did this Matrix exercise-spoon bending. It helped me fight my anxiety and **empowered** me."

The 'Me Generation' **therapists** believe in the cult of positive psychology. They're helping people put passion back into their lives. We asked Sonia Verma (name changed), 47 year old mother of a son, just **divorced**, why she felt the need to change herself, "The turning point was when my son's school called, I realised that my behaviour was affecting my child's behaviour," was her reply.

In New Delhi, there is an Institute which can help you acquire a **made-to-order** personality. "People want to change themselves through classes like set-me-free which help them change their negative traits," says a personality development teacher.

It seems, as offices become new spaces of **Darwinian struggle**, only those survive who can win friends and influence their superiors. A Guru says, "It's all about enhancing your positive traits. I'm surprised how everyone is **evaluating** their attitude and trying to appear positive."

Psychology Today reports that personality changes the way doctors talk about the biological set point for weight as well. **Motivational guru** Shiv Khera agrees, "We can change our personality, as it is a **composite** of many things – conduct, communication, attitude, body language. It's a process not an event."

The first transformative experience is to change the way you'll react. With new behaviours come new experiences. But can personality be changed forever, or will you go back to being the person you were? "Some individuals transform for life. You can **cultivate** a certain trait and you won't forget it so easily as it'll bring new experiences," adds an expert who runs a transformation centre.

Well, it seems, **sculpting** one's personality isn't impossible. It's not about being 'someone else', but just a more positive and **enhanced** individual. All you need to do is to choose from the **menu** of 'hot, spicy' traits you want in yourself, and ask a transformational coach to work on 'you'!

Attitudes you can modify

Anger and Violence: Control your negative emotions
Ego: Be aware of your actions.
Jealousy: Forgive. Be calm.
Low Self-Esteem: Do things that will improve your self-worth.
Anxiety: Trust yourself.
Diffidence: Set new targets each day.
Courage: You should do things which help you speak out and **stand up to** situations.

Courtesy: *The Times of India*, 4 May 2008

Glossary

archer: person who shoots with a bow and arrows
bouts of self-doubt: to feel lack of confidence in oneself often
untangle: sort out
drive: power/interest/force to move ahead
empowered: given strength or power
therapist: doctor
divorced: separated from one's husband or wife
made-to-order: designed as per the needs of users
Darwinian struggle: struggle for survival, survival of the fittest
evaluating: assessing, judging the value of something
motivational guru: person who inspires to give up bad things and take up the good
composite: blend/mixture
cultivate: practice
sculpting: creating
enhanced: increased
menu: list of food items available in a hotel
self-esteem: opinion about oneself
diffidence: over-confidence
stand up to: face boldly

Reading Comprehension-II

Answer the following questions in about twenty five words.

1. What problem did the successful director of a company have? How did he benefit from the advice/training of a personality pundit?
2. How did Limba Ram, the archer, transform his life?
3. What do the New Generation therapists believe in? What do they do?
4. Why did Sonia Verma, the forty seven year old mother of a son and a divorced woman, feel the need to change herself?
5. What do you understand by 'made-to-order' personality? What does it involve?
6. Why does the writer say that offices have become new spaces of Darwinian struggle?
7. What does Shiv Khera say on the transformation of personality.
8. What is the first transformative experience?
9. Can personality be changed for ever?
10. What is the possibility of sculpting one's personality? How is it done?

Activity-I (Dictionary Reference Skills)

Read the sentences given below. Then look up the underlined words in the dictionary and find out the part of the speech of the words used in the context.

1. The makeover culture has gripped India like never before.
2. Now, it becomes easier to free yourself from an introverted temperament.
3. If you are rigid, you can learn to be flexible.
4. We are not talking about those who teach you how to walk straight and talk right.
5. It was a walk that changed his life.
6. I lost my drive.
7. Offices have become new spaces of Darwinian struggle.
8. Some individuals transform for life.
9. You can cultivate a certain trait.
10. It is not about being 'someone else', but just a more positive and enhanced individual.

Activity-II (Grammar)

Fill in the blanks in the following sentences with prepositions.

1. Our obsession-----self-improvement has just taken a new twist.
2. You could choose-----made-to –order traits.
3. Awareness is the key-----change.
4. He goes-----a personality pundit.
5. He had bouts-----self-doubts.
6. People want to change their personalities -----classes like set-me-free which help them change their negative traits.
7. We can change our personality, as it is a composite-----many things.
8. -----new behaviours come new experiences.
9. **Psychology Today** reports that personality charms the way doctors talk----- the biological set point for weight as well.
10. All you need to do is to choose---- the menu of 'hot, spicy' traits you want----- yourself.

Activity-III (Vocabulary)

At the end of the essay, some attitudes and the way they can be modified is given. In the box given below, these attitudes have been provided. Provide solutions and complete the box.

Attitude	Solutions
Ego	
Anger and Violence	
Anxiety	
Low Self-Esteem	
Jealousy	
Diffidence	
Courage	

Activity-IV (Speaking Skills)

1. The writer claims that it is possible to change our personality through taking training from personality coaches. Do you think it is possible? Share your views with your partners.
2. Why do we feel that we need to transform our personality? Have you come across any situation which has forced you to think about this? Share your views with your partner.
3. Do positive traits help us to grow in life? Share your views with your partner.
4. Do you agree with the statement “Our personality is a-process, not an event”? Share your views in your group.
5. “Sculpting one’s personality is not impossible.” React to this statement and share your views with your partner.
6. Think of one trait that you don’t like in your personality. What would you like to change it with? Discuss it with your partner.

List of Words for Practice in Pronunciation

affecting	cult	introverted	psychology	thirst
anxiety	divorced	kindness	pundit	trait
anxious	duckling	language	reform	transformation
archer	empowered	loyalty	self-improvement	transformative
attitude	enhancing	makeover	sort	twist
awareness	evaluating	motivational	spaces	ugly
behaviour	flaw	negativity	spicy	unwelcome
biological	flexible	obsession	spoon	uptight
bouts	forever	passion	sweeping	violent
coach	generation	personal	technique	wannabe
communication	individuals	personality	temperament	
composite	influence	positivity	themselves	
conduct (n.)	inner	process (n.)	therapists	

UNIT-V

NET GAINS AND LOSSES

Cyber technology has changed the way we communicate, and the way we look at the world and people.

Brinda Dasgupta

[The Internet is one of the nicest gifts of science: it has provided us anything that we had ever imagined in our lives. But is that all? It has also filled our lives with many things we had never dreamt of. Like every gift of science, it has turned to be a play thing of the mischief mongers. Let’s find out how.]

Robin George Collingwood, the famous British historian, once wrote, “Every new generation must rewrite history in its own way.” He perhaps had not much of an idea of how much he would be proved correct, more than 50 years after his death. For if you look at the millions of people **blogging in cyberspace**, if you look at the huge

number of Facebook profiles, and if you take a peek at the vast source of knowledge, namely Wikipedia, you shall realise that we are rewriting history in our own way.

We are making the world a much smaller place, sharing even the most **insignificant** details of our lives online, and we are **shattering** all the boundaries of time and space-truly, a **revolution** in every sense of the word. And we have the World Wide Web to thank for it.

The web makes people from different regions come together, agree and disagree, help each other for no hidden reason. Indeed, we are sharing everything, right from poems to pictures, from online gifts to book **reviews**. Yes, the Internet has become the source for practically anything. And it has made the world a **tiny** place. For instance, a girl studying in London can switch on her webcam and talk to her parents sitting in Delhi. A Writer could give tips to **aspiring** writers all over the world through 'chat'. And the best part is, this method of communication is very **cost-effective**.

Talent shows are all very well, but we must know about the **amateur** writers out there, each blogging furiously about tiny details of their lives, their opinions and their day's activities. 'Tygr Tygr Burning Bright', says a blogger's display name. His blog talks about his experiences at the university, his cooking, his girlfriend, how it is impossible to create a folder called 'CON' on the computer, and other such **random banter**. Having won awards for his blog, and with over 125 blog posts to his credit, Tygr is just the **tip of the iceberg**. There are millions of other such people making up what we now call the 'blogosphere'! Amateur poets even put up their poems online, inviting comments and criticism from others.

Of course, the same goes for some **wannabe** filmmakers, who post their short films on YouTube, the **massive** site that caters to all sorts of video music, movies, home clips, and countless others. Lionel, an aspiring filmmaker, says, "I have posted a few short movies that I've directed myself, and the comments pouring in make me feel that I'm not alone." Of course, YouTube, apart from being a medium for displaying different sorts of talent, is also a site where any one wanting to watch practically about anything would go.

Abhijan Barua, a student of journalism at University of Glamorgan in Wales, says, "Here at college, I don't have much access to music, so when I get song **recommendations** from my friends, it's YouTube that I run to. I can listen to songs, and watch videos for free! It's been a blessing in **disguise**." Truly, it has. Look at the statistics. Users upload 65,000 new videos to the site everyday. A couple of years ago, they watched 10 million videos a day, now it's gone up to 100 million. The numbers speak for themselves. Even big companies are **catching on** to this video **phenomenon** -the most notable being Google Inc, which bought YouTube in October 2006, for \$1.65 billion.

Glossary

blogging: putting one's thoughts and ideas in personalized site

cyberspace: space available on the net

insignificant: not of much importance

shattering: breaking
revolution: something that has brought about a great change
reviews: looking at books, articles and films to judge their strong and weak points to understand them better
tiny: very small
aspiring: desiring to be
cost-effective: if something is cost-effective it gives us great value for less money
amateur: a beginner, one who is not an expert
random banter: friendly remarks or jokes posted irregularly
tip of the iceberg: a small part of a big thing that is hidden
wannabe: want to be
massive: huge
recommendations: suggestions about the best thing to do
disguise: in a different dress/attire/in a hidden form
catching on: wanting to adopt, taking in
phenomenon: things that happen around us

Reading Comprehension-I

Answer the following questions in about twenty five words.

1. *How has George Collingwood proved correct?*
2. *How have we shattered the boundaries of time and space?*
3. *“The Internet has become the source of practically anything.” Explain.*
4. *How has the Internet made the world a tiny place?*
5. *The author says that amateur writers often blog on ‘random banter’. Do you agree with her? Provide reasons for your answer.*
6. *What is a blogosphere?*
7. *How does the net help the young filmmakers?*
8. *How is the YouTube useful to its visitors?*
9. *What is Abhijan’s experience with YouTube?*
10. *Which phenomenon has prompted Google Inc to purchase YouTube?*

Read on...

If YouTube is the **haven** for video watchers, then Wikipedia is its equivalent when it comes to information. With a staggering number of over 2,154,000 articles, it ranks among the top 10 most visited websites worldwide, being the fastest and most popular source of information available online. The operation of Wikipedia is based on a Wiki **engine**, and the website runs primarily on donations, both **monetary** and **literary**, from unknown well-wishers dedicated to making the Internet a friendlier space. However, critics have questioned its **reliability**, saying that its open nature can be taken advantage of, for promoting incorrect information, and even **posting** of abuse. However, Wikipedia articles are very closely **monitored**, and mistakes are corrected almost immediately, whereas mistakes in the Encyclopedia Britannica can only be corrected in its next edition.

Says 19-year-old Soumya Rajat Mukherjee, a Wikipedia fan, “I turn to Wikipedia for all questions - and I've never been **disappointed**. Its ‘open-source’ has

been criticised, but I think that's partly the reason why Wikipedia has achieved such a status, because anyone and everyone can contribute articles.”

Next, meet Joyeeta, a political science student. She is a loyal user of both Orkut and Facebook, and regularly updates her profile, keeps in touch with friends in distant places, and posts pictures of herself to let everyone know how she is doing. These social networking sites are wonderful. They help us **keep in touch with** friends who live far away, Orkut with its **scrapbooks** ensures that we are always in touch, and Facebook has so many fun applications to experiment with," she reports. But she also admits, "Of course, there are **downsides** to everything. Some sites have low levels of privacy-anyone and everyone can view your pictures, and know all about your lives. Hence, it's essential to keep limits on the information you post online.”

True, with the rise of cyber crime, one can never be too careful. One such danger is Google Earth, where anyone can post his or her address on an online map. Not only can they post their addresses, they can also post others' addresses. "It's **frightening!**" says Tina, who discovered her own address posted on Google Earth a few months back. "I erased it immediately, but it could be posted again, and I can't keep on monitoring the site, can I?"

Most people have shockingly little idea of the dangers online. "Every time you put up your picture, beware that other users might copy it, and change it into something **objectionable** –perhaps even put it on adult sites. "Stay away from giving out personal information online--it could be used for unlawful purposes," Joyeeta warns. And this goes for all the users of social networking sites as well. Never ever accept **random** friend requests from unknown users-it's dangerous."

Another downside is the amount of **pirated stuff** available-music, movies, you name it. **Depriving** the rightful companies of their **royalties**. P2P sharing networks like LiveWire and Torrent are used by thousands of people to download stuff that they do not want to spend money on, thereby being guilty of **copyright** violation. While this Internet revolution has been a boon in more ways than one, it is also true that it has its shortcomings. However, with users exercising a little caution and control, they have more advantages than disadvantages to get from this technology.

Courtesy: *The Tribune*, 12 April 2008

Glossary

haven: dependable place

engine: the machine

monetary: dealing with money

literary: dealing with literature

reliability: being dependable

posting: ideas/thoughts put on the net

monitored: controlled

disappointed: frustrated/hopeless

keep in touch with: stay connected; share information

scrapbooks: files where one puts his personal impressions of things and persons

downside: negative points

frightening: fearful

objectionable: that which people object to/don't like

random: not coming in by any order or planning

pirated: duplicated without proper permission

stuff: things

depriving: taking something from somebody by force/through illegal means

royalties: profit amount received by people for their intellectual and creative works

copyright: law protecting the right of the creators/writers/publishers over their writings/creations/publications

Reading Comprehension-II

Answer the following questions in about twenty five words.

1. *How does the author compare YouTube with Wikipedia?*
2. *How does Wikipedia operate?*
3. *What do the critics say about the reliability of Wikipedia?*
4. *What is the difference between Wikipedia and Encyclopaedia Britannica in terms of information?*
5. *What is the experience of Soumya Rajat Mukherjee's experience with Wikipedia?*
6. *What is Joyeeta's impression of Orkut and Facebook?*
7. *Joyeeta says, "There are downsides of everything". Explain with reference to the use of Orkut and Facebook.*
8. *How has Google Earth turned out to be a threat to people?*
9. *What warning does Joyeeta give to the users of social networking?*
10. *How can the users of the Internet gain maximum benefit?*

Activity-I (Grammar)

In the sentences mentioned below, connectors have been deliberately removed. Fill in the blanks with connectors and complete the sentences.

1. *Robin George Collingwood perhaps had not so much of an idea of _____ he would be proved correct.*
2. *It has made the world a tiny place. _____, a girl staying in London can switch on her webcam _____ talk to her parents sitting in Delhi.*
3. *Talent shows are very well, _____ but we must know about all amateur writers out there.*
4. *There are millions of other people making up _____ use now call 'blogosphere'.*
5. *_____, the same goes for wannabe filmmakers, _____ post their short films on YouTube.*
6. *YouTube is a site _____ anyone wanting to watch practically about anything would go.*
7. *_____ I get song recommendations from my friends, it is YouTube that I turn to.*
8. *Its open source has been criticised, _____ I think partly the reason why Wikipedia has achieved such status.*
9. *They help us keep in touch with friends _____ live far away.*

10. _____ this Internet revolution has been a boon in more ways than one, it is also true that it has its shortcomings.

Activity-II (Vocabulary)

Match the words in Column A with their meanings in column B.

Column A	Column B
(a) furiously	(1) within no time
(a) blink	(2) appearance/cloak
(b) tiny	(3) huge
(c) display	(4) act of doing good to others
(d) amateur	(5) new/inexperienced
(e) massive	(6) fearful
(f) aspiring	(7) wanting to be/willing
(g) disguise	(8) show
(h) philanthropy	(9) very small
(i) frightening	(10) enthusiastically

Activity-III (Dictionary Reference Skills)

In the examples given below, a suffix has been used to form nouns from verbs/nouns.

- generate +ion → generation*
- revolve +ion → revolution*
- communicate +ion → communication*
- criticise +ism → criticism*
- journal +ism → journalism*
- recommend + ation → recommendation*
- inform +ation → information*
- operate +ion → operation*
- edit +ion → edition*

Now, form at least five more words with each of the affixes used above. Refer to a dictionary to know more about different affixes used for making new words.

Activity-IV (Speaking Skills)

1. The writer says, “We are rewriting history in our own way.”. What do you think? Share your views with your partner.
2. The net has helped us shatter the boundaries of time and space. How has it changed our lifestyle? Exchange your ideas with your partner.
3. The blogosphere gives an opportunity to all amateur artists to post their creations on the net. Do you think it really gives them a chance to grow? Share your opinion with your group.
4. Young people have been the main victims of the Internet abuse. Do you think the cyber laws should be stricter to control such an abuse? Share your views with your group.

5. *The author concludes the essay with the comment, “ With users exercising some caution and control, they have more advantages than disadvantages from this technology.” What do you think? Discuss with your partner.*

List of Words for practice in Pronunciation

access	cost-effective	frightening	movies	royalties
achieved	countless	furiously	networking	scrapbooks
advantages	create	generation	notable	sharing
amateur	credit	girlfriend	objectionable	shattering
apart	criticism	glance	parents	shockingly
aspiring	cyberspace	iceberg	perhaps	sorts
available	depriving	idea	phenomenon	source
banter	disadvantages	immediately	popular	staggering
blessing	disagree	impossible	pouring	statistics
blogger	disappointed	information	practically	studying
blogging	discovered	insignificant	primarily	switch
blogosphere	disguise	instance	profiles	technology
boundaries	distant	inviting	proved	tiny
caters	encyclopedia	knowledge	purposes	university
clips	ensures	literary	random	unlawful
communication	equivalent	making	realize	updates
companies	essential	massive	recommendations	wannabe
contribute	exercising	messages	reviews	watching
copyright	fastest	millions	revolution	webcam
correct	filmmakers	monetary	rewrite	wikipedia
corrected	friendlier	monitored		worldwide

UNIT-VI

THE WAY OF ALL FLESH

Abhishek Singhvi

[Do we always think of our religion while carrying out activities in life? Then why do we rely so heavily on our religious connections while having food? May be we have been conditioned by our surroundings to feel so. The simplefolk accept the prescriptions, the wise challenge them and the smart manipulate them.]

The **fuss** over what we eat offers some **indication** of how important eating habits are to Hindus. At some level, we still view meat-eating as less holy than vegetarianism. We will not serve meat on a day when there is a **puja**. Dedicated non-vegetarians will turn vegetarian for **navaratri**.

I have no problem with religious **restrictions** on food even if they seem **illogical** in this day and age. But it troubles me a great deal that even those Hindus who make a **fetish** out of vegetarianism are unable to offer any strong defence of the vegetarian principle. I'll respect somebody who says, "Look, it is my religion and that is all that matters" or somebody who says that perhaps, because of childhood **conditioning**, he or she cannot bring themselves to eat meat. Similarly, it is fine to say that you simply don't like meat or to say that no matter how illogical it seems, you won't eat duck because you always think of a row of ducks you saw crossing the street or that you won't eat **snails** because you once had a pet snail. (Think about it: Would you eat a dog? That's just as illogical).

But there is a strong intellectual case for vegetarianism. It goes: Let's take the basic equality principle which says that 'all men are created equal.' When we say that, what do we mean? All men are not equal. Some are cleverer. Some are fatter. And yet, the basis of a **liberal** society is that we are equal before the law, equally able to elect a government (one vote each) etc.

That's because the equality principle is not a statement of fact. Rather, it is a moral **assertion**. What we are saying is that all men (and women, who, by the way, were denied the vote by the framers of the US Constitution) are deserving of equal treatment and **consideration**. Thus, you may be smarter than me but you still have the same one vote that I do. You may be the son of a millionaire or a minister but if you commit a murder, you will be treated like anybody else.

So far, so good. Now, extend the equality principle to animals. I see you **protesting**: but animals are different.

Are they? In what way? That they are not as intelligent as us? Perhaps. But intelligence is not a **relevant** characteristic while using the equality principle; we treat those of varying intelligence on par. To quote the vegetarianism advocate Peter Singer: "If possessing a higher degree of intelligence does not allow one human being to use another for his or her own ends, how can it allow humans to use non-humans for the same purpose?"

You could argue that this is not just a question of intelligence. There are many other differences between animals and humans. But the vegetarian **lobby** grants that. We don't say that animals are the same as humans, it argues, or that they should be treated the same way. For instance, your son needs education. So you'll send him to college. But your dog does not want or need a BA, so he can stay at home.

But there is one thing that your son and your dog share and that is a desire to avoid pain - this desire is common to all **sentient** creatures. So all that the vegetarians ask is that, in this one important respect, in which we are all alike, we grant animals their desire to be free from pain (and of course death - rarely do sentient creatures desire death).

To some extent, we already accept this. Why else would we have laws **preventing** cruelty to animals? Why do we have an SPCA (Society for the Prevention of Cruelty to Animals)? The problem is that we restrict this - entirely illogically - to

certain animals, such as dogs, horses, cats and those we meet in our daily lives. Why shouldn't we extend it to all sentient creatures?

It's a difficult argument to **refute**. We can say that animals are incapable of reason. But then, so is an infant. But we wouldn't let him be killed. Almost any argument about animal **incapacity** can be refuted by pointing to the severely retarded, the **handicapped** and the **demented**, all of whom we regard as worthy of keeping alive.

Glossary

fuss: too much talking over something

indication: signal

puja: the Hindu way of worshipping Gods and Goddesses

navaratri: celebrations for Goddess Durga continuing over a period of nine days

restriction: to stop someone from doing something

illogical: not lawful

fetish: strong liking for something

conditioning: making things happen in a desired way to make it a habit

snails: one type of insect creeping on the ground

liberal: open-minded

assertion: strong belief

consideration: sympathetic view of something

protesting: showing that you don't like something

relevant: valid

lobby: group working for a common cause

sentient: anybody/anything which can feel

preventing: stopping from happening

refute: disagree with something

incapacity: not having the capacity to do something

handicapped: not being able to do something

demented: behaving in a crazy way because someone is extremely worried or upset

Reading Comprehension-I

Answer the following questions in about twenty five words.

1. *Why does the writer say that eating habits are important to Hindus?*
2. *What is it that troubles the writer a great deal?*
3. *What, according to the writer, are some acceptable reasons for vegetarianism?*
4. *“The equality principle says that all men are created equal but are not equal in reality.” Explain.*
5. *How are we equal despite our differences?*
6. *How does the writer compare human beings with animals on the principle of equality?*
7. *Which quality is common to all sentient beings?*
8. *What argument do the vegetarians put forth for not killing animals?*
9. *What does the writer say about prevention of cruelty to animals?*
10. *Is it right to argue that animals are incapable of reason? Why?*

Read On.....

The only way out is to make an **arbitrary** distinction. We can say that we have decided our laws about avoiding pain and **preserving** life apply only to humans. And that's it.

Well, yes, and no. That's what the framers of the US Constitution and the Bill of Rights did. When they said "All men are created equal", they really only meant men. They left out women.

If we are to make these arbitrary distinctions, then how are we any better than people who denied rights to women, and even, in the case of the empire, our own ancestors? Arbitrary distinctions are all very well but they are morally **dubious**.

This is such a strong **philosophical** case for vegetarianism that it is almost impossible to refute. You can argue that animals kill each other all the time; this is the natural order. Sure. But do you want it said that you base your moral **code** on the animal kingdom? Because if you do, then not only are you no better than an animal but lots of other criminal activities would be okay.

Plus, there's one other factor. Ours is a species that can survive without eating meat. A vegetarian tiger would soon be a dead tiger. A vegetarian human being would be LN Mittal or Anil Ambani. So, if we don't need to eat meat to survive, then what possible moral justification can there be for causing pain and death to other sentient beings? Just the fact that we like the taste of tandoori chicken is not really good enough.

It's such a strong philosophical case that it surprises me that so few of our home-grown vegetarians bother to make it. Instead of arguing for vegetarianism at the level of the mind, they base their arguments on **woolly-headed** religion or dubious nutrition.

Of course, there are problems with vegetarianism in real terms. The biggest one is that even if you never eat another sentient being again, you will still be responsible for loss of life. The wheat and vegetables you eat will have been grown in fields where **pesticides** are used. God knows how many 'pests' died for your *chappati*. When the wheat was being harvested, the combine killed all field mice that happened to live on the farm, and the tractor wheel **crushed** countless other animals.

The reality is that the process of creating food even through agriculture - **involves** some loss of life, no matter what you do. To say that as long as you don't eat the flesh of the animals and birds that died, you are pious, is silly. If you eat the grain and vegetables that came out of this murder, you are just as much of a murderer.

But assume that, in theory, you grow your own food entirely organically and are sure that no animals died along the way; would you be keeping to the motto that all sentient beings are created equal? I think you would.

So why don't we spend more time on the intellectual case for vegetarianism? I suspect it's because, in India, vegetarianism is too closely linked to religion. Rare is the vegetarian who refuses to eat animals on **ethical** grounds. And when you do find such a person, he or she turns out to be an animal rights activist. And those people make no **headway** (though they make some nice calendars).

I'm not a vegetarian - or rather, I am one, only on Tuesdays. But I can see the arguments for vegetarianism. And I wish we would debate them more.

Courtesy: *Sunday Magazine, Hindustan Times*, 13 April 2008

Glossary

arbitrary: something done without proper plan or reason

preserving: protecting

dubious: doubtful and usually not in a good way

philosophical: thinking in a deep and calm way about something serious or difficult

code: a rule

wooly-headed: foolish

pesticides: drugs that kill pests/insects spoiling crops

crushed: killed under pressure

involves: includes

ethical: moral

headway: great achievement

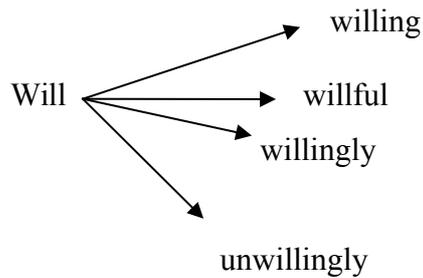
Reading Comprehension-II

Answer the following questions in about twenty five words/as few words as possible.

1. How does the writer justify animal's right to live?
2. Why does the writer say that we make an arbitrary difference in our laws about avoiding pain and preserving life?
3. Why does the writer say that the framers of the US constitution and the Bill of Rights were not careful about equality?
4. Why does the writer call 'arbitrary distinctions' 'morally dubious'?
5. What argument does the writer provide to prove that the natural order of animals killing animals is not the reason for killing them?
6. Why does the writer say that a vegetarian human being would be LN Mittal or Anil Ambani?
7. What argument does the writer provide for being a vegetarian?
8. How does the writer establish the superiority of the philosophical base for vegetarianism over the religious one?
9. Why does the writer claim that being a vegetarian without causing loss of life is not possible?
10. Is it really possible to concentrate on the intellectual case for vegetarianism?

Activity-I (Dictionary Reference Skills)

Look up the following words in a dictionary and try to form as many words as possible. One has been done for you as an illustration.



1. *respect*
2. *consider*
3. *treat*
4. *equal*
5. *exploit*
6. *logic*
7. *distinct*
8. *survive*
9. *real*
10. *person*

Now use them in sentences of your own.

Activity-II (Vocabulary)

One word/phrase in each of the sentences below is underlined. Replace the underlined word or phrase with the most suitable option from amongst the four choices given.

1. The fuss over what we eat offers some indication of how important dietary habits are to the Hindus.
(a) discussion (b) unnecessary talk (c) important talk (d) gossip
2. Because of the childhood conditioning, we cannot bring ourselves to eat meat.
(a) tradition (b) care (c) control (d) upbringing
2. There is a strong intellectual case for vegetarianism.
(a) the practice and belief of eating vegetables and plants
(b) the practice and belief of eating eggs, meat, fish etc
(c) the practice of eating both plants and animals
(d) the practice of eating minerals
3. The basis of liberal society is that we are equal before the law.
(a) open (b) free (c) independent (d) controlled
4. Intelligence is not a relevant characteristic while using the equality principle.
(a) necessary (b) valid (c) important (d) related
5. It's a difficult argument to refute.
(a) reject (b) turn down (c) refuse (d) decline
6. The only way out is to make an arbitrary distinction.
(a) thoughtless (b) careless (c) abrupt (d) unplanned
7. They base their arguments on woolly-headed religion or dubious nutrition.
(a) not dependable (b) defective (c) suspicious (d) doubtful
8. The tractor wheel crushed countless other animals.
(a) captured (b) killed under pressure (c) thrashed (d) destroyed
9. Rare is the vegetarian who refuses to eat animals on ethical grounds.

- (a) strange (b) uncommon (c) scarce (d) unpopular

Activity III (Grammar)

Identify the non-finite verb(s) in each of the following sentences and underline them.

1. At some level, we still view meat-eating as less holy than vegetarianism.
2. Dedicated non-vegetarians will turn vegetarian for *navaratri*.
3. And yet, the basis of a liberal society is that we are equal before the law, equally able to elect a government.
4. But there is one thing that your son and your dog share and that is a desire to avoid pain.
5. It's a difficult argument to refute.
6. Almost any argument about animal incapacity can be refuted by pointing to the severely retarded, the handicapped and the demented, all of whom we regard as worthy of keeping alive.
7. We can say that we have decided our laws about avoiding pain and preserving life apply only to humans.
8. Ours is a species that can survive without eating meat.
9. So, if we don't need to eat meat to survive, then what possible moral justification can there be for causing pain and death to other sentient beings?
10. Instead of arguing for vegetarianism at the level of the mind, they base their arguments on woolly-headed religion or dubious nutrition.

Activity-IV (Speaking Skills)

1. *The author claims that it's not possible to be a strict vegetarian. Do you agree with him? Discuss with your partner.*
2. *Get into groups and discuss your choices in food.*
3. *The writer puts both human beings and animals in the category of human beings. Do you find any strong base for this argument? Get into groups of five and discuss.*
4. *The author says, "Rare is the vegetarian who refuses to eat animals on ethical grounds." What do you think? Discuss in groups.*
5. *Do you think there should be any restriction on dietary habits? Discuss with your partner and share your views.*

List of Words for Practice in Pronunciation

accept	crossing	headway	pesticides	severely
agriculture	defence	holy	philosophical	silly
alike	demented	illogical	pious	similarly
almost	denied	important	possible	smarter
ancestors	desire	incapable	preceded	snails
arbitrary	different	incapacity	preserving	society
argument	distinction	Indians	principle	species
arguments	dubious	indication	process	statement
assume	education	instance	protesting	stay
avoid	empire	instead	purpose	street

avoiding biggest birds bother calendars causing certain characteristic cleverer closely college combine commit conditioning consideration countless course	entirely equal equality ethical exclude extend extent extremist factor farm fatter fetish followed fuss handicapped harvested	intellectual involves jewish justification kingdom liberal lobby logical matters millionaire minister moral morally murderer natural necessarily nutrition organically	rather reality refusal refuses refute refuted regarding relevant religion religious respect responsible restrict restrictions retarded sentient serve	strong surprise suspect tandoori terms treated treatment vegetables vegetarianism wheat wooly-headed
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Section IV

WRITING SKILLS

Unit-I

FORMAL LETTERS

1.1. Introduction

In this modern world of globalisation, communication skills are the latest buzz words to do the rounds indicating that connectivity is the new ‘mantra’ of success. Within the setting, letters continue to be one of the major sources of human communication. Depending on the their format and the type of functions they

perform, letters can be of various types: personal or informal letters, formal business letters, formal official letters, letters to the editors of news papers, applications for jobs, etc.

Formal or official letters require us to put all the relevant details like writer's address, addressee's address, formal salutation, subject of the letter, reference details, body of the letter, and formal complementary close. While writing them, we need to be very careful about content, wording and layout because it is a good test of our written communication skills and speaks for us as well as our employer. Through a letter like this, we should be able to create a good impression. On the other hand, informal letters don't require us to follow so many formalities. They just contain the writer's address, sometimes even the name is enough, an intimate salutation, the message in the body of the letter and an informal intimate close.

1.2. General Features of Letters

Letters should have some common features which will make them presentable, communicable and useful. Some of the accepted features of the letters are:

- Properly planned structure with a clear-cut beginning, middle and end
- Grammatical and stylistic appropriacy
- Lucid and relevant vocabulary
- Short, compact and clear sentences
- Logical connection between components
- Clear message
- Perfect balance between the tone of the letters and the underlying purpose

1.3. Things to Avoid in Good Letters

While writing letters we should always try to avoid:

- ***Faulty and confused format***: If we follow a semi-block format (the sender's address, complementary close and signature are put on the right hand side whereas the Receiver's address, subject, body, identification initials and Courtesy Copy are put on the left) and we follow it throughout. In the case of block format, all the lines start from the left hand margin without any indention.
- ***Use of all caps***: We don't use all caps for any of the headings, other than the title of a lesson or topic. If we are using it, it is just like yelling at somebody.
- ***Use of words and phrases that speak of colonial legacy***: We usually avoid words and phrases like 'beg', 'hereby', 'herewith', etc.
- ***Use of aggressive language and slangs***: Language can be more harmful than a weapon. If we use impolite and aggressive language to write to someone, it will not only hurt the person involved but also spoil our reputation. Nobody prefers to have any dealings with a person who does not have any civic sense. Even in personal letters, we can be sentimental, emotional and angry, but we should control our language.
- ***More words where less would have been better***: We are often found to be obsessed with the habit of using circumlocutory (round-about) language, putting something in an oblique manner. For example, It's better to say, just '*Thank you for.....*' in place of '*We'd like to extend our thanks to you for.....*'. Given below

are some phrases and sentences which have been cut short to make them look more forceful and appropriate.

Phrases and sentences we use	Phrases and sentences recommended
1. <i>I am writing this letter to ask you if you could please send</i>	1. <i>Please send</i>
2. <i>Please find enclosed herewith the letter of Agreement</i>	2. <i>I am enclosing the Letter of Agreement</i>
3. <i>Don't hesitate to contact this office....</i>	3. <i>Contact this office.....</i>
4. <i>on the subject of/with regard to/in connection with/in this regard</i>	4. <i>about</i>
5. <i>This is to inform you that we are going to start.....</i>	5. <i>We are going to start.....</i>
6. <i>at an early date</i>	6. <i>soon</i>
7. <i>the undersigned</i>	7. <i>me</i>
8. <i>with a view to</i>	8. <i>to</i>
9. <i>I will be only too pleased to....</i>	9. <i>I will be pleased</i>
10. <i>For your information, we enclose</i>	10. <i>We enclose</i>

- **Empty words and phrases:** A few words and phrases, like the ones given in the table above, are used just to decorate the letters. As brevity is the soul of any good writing, let us avoid this practice of using empty and unnecessary words. People don't have time to read excess matter. The phrase 'as a matter of fact', for example, is always avoidable, because it always comes before the fact.
- **Multiple messages:** Letters, especially formal letters, are meant to convey our messages in clear and courteous language. If we put two messages together, it is very much possible that neither of them would be addressed.
- **Poor punctuation, spelling and grammar:** There is an increasing trend to avoid punctuation marks in the addresses, salutation and complementary close. However, punctuation is an important element in the body of all good letters. Similar is the case with spelling and grammar. A letter with defective punctuation, spelling and grammar gives a bad impression about the writer.

1.4. Structure of a Formal Letter

Usually a formal letter has the following constituent parts:

- **Return/Sender's Address:** If we are writing on a letterhead, we don't need to mention this. Otherwise, we must include our name, address, phone number and e-mail ID.

- **Date:** Address of the sender is usually followed by the date. We write the date followed by the month and the year. For example: 25 May 2008. We may avoid using punctuation marks.
- **Reference Line:** If the recipient specifically requests for some information, we refer to his letter here. First of all we mention the reference No and then write the date:

Re: Your letter No:.....Dated:.....

- **Inside Address:** While typing the name and address of the person and/or company to whom we are sending the letter, we have to be extra careful. Wrong spellings in the names may offend the addressee whereas wrong address may land the letter nowhere. If we plan to include an Attention Line, we may omit the name from the inside address. We repeat the same name and address on the envelope.
- **Attention Line:** At this place, we type/include the name of the person who we want to mark the letter. Many people avoid this practice because in case of the addressee's absence, others think this letter to be personal and don't open it. Hence our work gets affected.
- **Salutation:** How we address the addressee depends on the relationship with him or her. We usually use Mr. or Ms. with the last name to show respect, but we can write the full name of the person if there is personal relationship between the sender and the addressee. Sometimes names and genders of people might be confusing but we should never guess. We must use the names of people, only after we have confirmed on the correctness of spelling of their names and their gender. Some common salutations are

Ladies/Gentlemen

Dear Sir/ Dear Sir or Madam

Dear [Full Name]

- **Subject Line:** We don't need to type the subject line in capitals unless the company or the person we are writing to demands it so. The subject has to be as brief as possible (preferably not more than ten words). If there is a **Reference Line**, we may not actually need the subject.
- **Body:** The body of the letter should have an introduction, a middle and a conclusion. If we want to confine everything to one paragraph, we can do so by devoting the first few lines to introduction, the next few lines to description of the topic and the last few lines to conclusion. But the body has to be compact: all ideas connected to each other in a logical way.
- **Complimentary Close:** What you write here depends on the tone and degree of formality. For example,
Yours faithfully (formal)
Yours sincerely/Sincerely yours/Sincerely (typical, less formal)
Truly yours (polite, neutral)
Cordially yours (friendly, informal)

- **Signature Block:** After the **Complimentary Close**, we sign our name. Whether we write the title or not, the choice depends on the relevance and degree of formality. Examples:

Hiteishi Bhardwaj, Manager

P. Ashok, Director, Technical Support

- **Identification Initials:** If someone else types the letter for us, then we can ask the person to include three of our initials in all uppercase characters, then two of his or hers in all lowercase characters. If we type it on our own we don't have to write the initials. They are implied. Examples;
 - JAD/cm*
 - JAD:cm*
 - clm*
- **Enclosure Notation:** Under this, we write about the supporting documents we provide with the letter to justify our claim or facilitate our work. It's wise to write the kind of documents enclosed with reference numbers.
 - Enclosure: (1) Draft for Rs.....Drawn on:.....Dtd:.....(Anex-1)
 - (2) Attested photocopies of certificates and mark sheets (Annex-II)
- **CC:** Stands for courtesy copies (formerly carbon copies). Here we write the names of people to whom we send copies, in alphabetical order.

1.5. Sample Letter

<i>Sender's Address</i>	14 Golden Moments Madhya Marg Chandigarh
<i>Date</i>	25 May 2008
<i>Inside Address</i>	The Manager (Circulation) Abhipsa Creations Taneja Towers 112 Connaught Place New Delhi
<i>Greeting or Salutation</i>	Dear Madam
	Sub: Online Sale of Paintings: Terms and Conditions
<i>Introductory Paragraph</i>	Our organization is an NGO working for the promotion and welfare of local artists in Chandigarh. The artists affiliated to our organization get opportunities to meet each other at regular intervals and share their themes, thoughts and creations. We are planning to sell their creative works online.
<i>Body of Letter</i>	Our organization has been working for the last ten years and has the support of the government as well as the political leaders of this area. However, the artists have failed to find a platform to put up their paintings on sale.
	In your recent advertisement for the online sale of paintings, you have invited business

partners to work on a collaborative basis. We are willing to be your partner in this enterprise. Could you please provide us the terms and conditions for such a partnership?

Final Paragraph

Please ensure that we receive the terms and conditions well in advance so that we are able to contact you soon for an agreement. Please fix up a date for our meeting and agreement.

*The Closing
Signature Line*

Yours sincerely

Hiteishi Bhardwaj
Manager, Public Relations

Encl(s)

Annual Report for the year 2006-2007

1.5.1. Exercise for Practice

- (a) *Write a letter to the Principal of your Institute informing him about the need to establish a Reading Room near the library.*
- (b) *Your village has witnessed a number of accidents in the recent months. Write a letter to the District Collector about the increasing rate of accidents near your village and provide some possible suggestions .*
- (c) *You have been selected to play for the Cricket team of your state. Write a letter of thanks to the Director, Sports, Haryana Government for appreciating your talent and giving you an opportunity to play for the state.*
- (d) *Your sister is a post-graduate in Commerce. Your parents are looking for a groom for her. Write a letter to the Coordinator, Prajapati Marriage Bureau, Sonapat to register her name and provide you information on eligible grooms. You will tell them about her age, abilities and aspirations/expectations.*

1.6. Letters of Inquiry

We write Inquiry letters when we need some information from an external agency, especially about the facilities, pay scale, terms and conditions for a job, official documents, the availability of goods/items/leaflet/brochure/catalogue/prospectus of a business organization/educational institutions, quotations on prices/invoices, delivery times and deadlines of products/ items/ services, duration of a course, fees, facilities.

Some of the useful phrases for writing such letters are:

- *In response to your advertisement in.....Dated:.....*
- *We have gone through your advertisement and are interested in purchasing.....*
.....

- *We will be thankful to you if you could send the leaflet/brochure/catalogue/prospectus.....before the deadline.*
- *I am enclosing a self-addressed stamped envelope for this purpose.*
- *I'll bear the expenses for the packing/postage and other expenses.....*
- *I am enclosing a draft for Rs.....*
- *Your early response in this regard is highly solicited.*
- *We look forward to an early response from you.....*

1.6.1. Things to Remember

Since we expect help from someone in such letters, we need to design the letter in such a way that we can attract the addressee's attention in a positive way and receive a favorable response.

While writing an Inquiry letter we must:

- ***Introduce ourselves:*** At the outset, we must tell the addressee about our status or position (such as student, researcher, interested consumer, etc.) and how we got to know about him/her/the item/organization.
- ***Be courteous:*** We have to be as courteous as possible because we are asking the reader to do us a favour, at the cost of his/her time and/or resources.
- ***Be specific:*** We shouldn't ask for too many things at a time. Similarly we shouldn't ask for information that is easily available, either on the Internet or in the local market. We should make the inquiry as specific as possible
- ***Make the letter self-explanatory:*** An enquiry letter should adequately explain what exactly we require from the addressee and what we expect him/her to do for us.
- ***Be patient:*** We should allow an expected amount of time for the person, company, or organization to respond to our inquiry. We may write down the date by which we expect the response to reach us. Then we can write a reminder or a follow-up letter or make a phone call.
- ***Be trustworthy:*** In case of sensitive issues, we must mention that the information provided would be kept confidential and should be kept confidential at the other end. Once we lose trust, it is very difficult to get it back.
- ***Be a facilitator:*** While writing a letter of enquiry, we must see that the addressee doesn't have any problem in complying with our request. We can do this by offering to pay for the cost of photocopies or mailing costs, enclosing a self-addressed, stamped envelope and providing the necessary supporting documents.
- ***Be accessible:*** In your letter of enquiry include contact information (phone number/e-mail address) to help the addressee contact you in case of emergency.
- ***Ensure correctness:*** Before you send a letter, read it thoroughly to check for spelling and grammatical correctness. Anything that is left as an error in a letter leaves a lasting impression on the reader.
- ***Be thankful:*** Immediately after receiving the reply to our inquiry, we should make it a point to send a thank you note to the person, appreciating the gesture and mentioning how much we have benefited.

1.6.2. Sample Letter of Inquiry

141 Sutlej Apartments
Maur Vihar
Ludhiana

26 May 2008

Registrar
Kurukshetra University
Kurukshetra

Sub: Information about PG Diploma Courses

Dear Sir

I read about your advertisement in Hindusthan Times dated 20 May 2008 for admission into different courses for the academic session 2008-2009. I am a Postgraduate in English with 58% marks and am planning to do some career oriented course.

I am interested in applying for one of the Postgraduate Diplomas but I don't know whether I am eligible for them or not. The advertisement contained the names of the courses but it did not provide any details about eligibility conditions. Could you please send me the details of the courses offered for which I am eligible? I am enclosing a self-addressed stamped envelope for this purpose.

An early action will be appreciated.

Yours faithfully

Asmita Aggrawal

1.6.3. Exercise for Practice

- (1) *You want to admit your brother/sister in a reputed public school. You want to know about the faculty and the facilities available for children. Write a letter to the Principal of the school asking him to give information on the faculty and the facilities available. You may give details about the marks and educational background of your brother/sister.*
- (2) *Your uncle wants to purchase a two wheeler for his daughter but he is not sure whether there are any discounts or not. Write a letter to the Manager, Hero Honda Sales and Service Centre, Karnal to inform you about the admissible discounts.*
- (3) *You had deposited Rs 5000/- in National Savings Certificate Scheme last year. But you have misplaced the NSC somewhere. Write a letter to the Post Master General, Chandigarh to know whether it is possible to get a duplicate NSC or*

to find out about the mode through which the payment can be made on the date of maturity of the certificate.

- (4) *You want to order a few books from Sahitya Akademi, New Delhi-1. Write a letter to the Sales Manager asking him if the books are available in stocks.*
- (5) *You have seen an advertisement where a pharmaceutical company has claimed that it can treat cancer. Write a letter to the Managing Director of the company asking him to tell you the grounds upon which they make such claims.*

1.7. Responses to Letters of Inquiry

Responses to inquiries, like the letters of inquiry, should be dealt with carefully. Each and every word used in the response letter should be carefully picked up and the letters should be used to impress upon the sender/customer that our relationship with them is important to our organisation.

1.7.1. Points to Remember

While writing responses to the letters of inquiry, we should take care of the following points:

- We must express apology for whatever wrong has happened, even if we are not responsible for it.
- We must tell the sender what has been done to address his problem.
- We must appreciate the interest shown by the sender in the company/product/services/institution/courses, etc. Then we must provide what we have been asked to (i.e. brochures/catalogues/ reports/ or any other helpful information sought).
- We should clearly describe any action that we expect the person to perform and the reason(s) for such a suggestion.
- If we cannot personally answer queries, we must ensure that the right person has been contacted and the needful has been done. This can be intimated to the sender in the response. If nothing is possible, we should express regrets for not being able to help the sender, and try to provide him/her the contact information of someone who can help.
- In a response letter, we can also include additional information about our organization/products/services, or the subject matter of the inquiry.
- While closing such letters, we can say that we would be happy to help the reader in the future if he/she needs further assistance or by wishing him/her well in his/her endeavor or project, etc.

1.7.2. Sample Response Letter

Registrar

Kurukshetra University
Kurukshetra

26 May 2008

Ms Asmita Aggarwal
141 Sutlej Apartments
Mayur Vihar
Ludhiana

Sub: Information about PG Diploma Courses

Dear Madam

Thanks for your query regarding the eligibility conditions for admission into different PG Diploma courses for the academic session 2008-2009. I am pleased to know that you are a Postgraduate in English with 58%.

I am sorry for the inconvenience caused to you due to the incomplete advertisement. You can apply for any of the Diploma courses offered by the university. All the Diplomas are of one year duration. I am sending a list of all the courses with the details about the eligibility conditions, duration and programame fees. I hope this serves your purpose.

You are welcome to contact this office any time you need our help.

Yours faithfully

Dr Abanindra Sharma

PA to Registrar

1.7.3. Exercises for Practice

Look at the sample **Inquiry Letter** (1.6.2) and the corresponding **Response Letter** (1.7.2). Now, write the responses to all the letters that you wrote under 1.6.3. Try to respond to all the points you wrote in your inquiry letters.

1.8. Letters of Complaint

Complaint letters are the most challenging kind of letters because they demand a perfect control over our emotions and feelings in response to a particular dissatisfying situation. In a letter like this, we want to express our dissatisfaction over a product/service/course/person, yet we cannot be aggressive. At best we can use direct and firm, but courteous words to accomplish what we want to.

1.8.1. Points to Remember

While writing letters of complaint we should:

- **Understand the problem:** We must understand that most of the errors in a particular product or service are unintentional, and most businesses/organizations/persons are keen to address and clear up complaints to maintain their reputation.
- **Be brief.** While drafting the complaint, we must make the complaint to the person(s) involved/concerned and directly state the reason(s) for the complaint. The letter should be restricted to one page, and written in short, clear, coherent and compact paragraphs.
- **Be honest and straightforward:** As we are making a complaint against somebody, we need to be careful. We must include sufficient details to back up our claim and show that we are making a genuine complaint.
- **Be patient and polite:** We must communicate clearly, but respectfully and courteously, that we are dissatisfied with the item/ service. However, we should maintain a firm but respectful tone, and avoid aggressive, accusing language.
- **Provide evidence:** We should send only photocopies of receipts and other documents, and retain all originals. We should also keep a copy of the letter for records.
- **Remain focused:** If the letter focuses on a single individual, we should avoid making generalizations about the company or organization.
- **Be tactful and respectful:** If we need to make a complaint to or about people that we will still have contact with on a regular basis, the letter needs to accomplish its purpose without destroying the relationship. Use tact, and be direct, but respectful.
- **Be accessible:** We should include our contact information (name, address, phone number, and e-mail address), if desired, so that the person(s) can reach us to discuss any questions or concerns.
- **Put down your expectations:** We should clearly indicate what the reader can or should do to address our complaint, and specify how long we are willing to wait for our complaint to be resolved. We should be reasonable in our expectations.
- **Send Reminders:** If the first letter does not bring action, we should assume a stronger but still courteous tone in the next one. If two or three letters do not resolve the problem, send one to the president or CEO of the company or entity. In each case, we should be firm but polite.

1.8.2. Sample Letter of Complaint

224/A Paradise Multiplex
Gurgaon
20 May 2008

The Manager
Miracles Cosmetics
553 Southern Area
Okhla Industrial Complex
New Delhi

Sub: Supply of defective products

Dear Sir

Your company has been true to its name for the last twenty-five years. Its trusted

name has attracted millions of customers to its products, particularly the recently launched haircare products. We have also been your regular customers since long. But one recent experience has not been too good and we would like to raise queries.

Last week, I purchased the shampoo *Miracles* and as a family we all started using it round the week. Within a week of its use, we have started losing a lot of hair and the colour of our hair has also started to change resulting in embarrassment. I am sure, by now you would have received complaints from many other customers. I hope you will immediately check the production of the shampoo. Kindly also compensate me for the loss.

I propose you send an executive to me at the earliest, preferably before the end of this month, to discuss the matter in detail and decide the amount of compensation. This will save us from unnecessary bother.

I request you for prompt positive response in this regard.

Yours sincerely

Tanmay Mohanty

Encl: Attested photocopy of the bill for the Shampoo

1.8.3. Exercises for Practice

(a) You purchased a Motorola Mobile set last week on a warranty of two years. It has started giving problems. Write a letter to the Manager, Customer Care to replace the set with a new one.

(b) You had dinner in one of the reputed restaurants of Chandigarh but you are not happy with the kind of services you got there. You had ordered for fried rice but you were given plain rice, the daal was not of good quality and there was a lot of oil in the dishes. Worst of all, there were a few strands of hair in the ice-cream. Write a letter to the Manager, Hospitality to look into the matter and compensate you properly.

(c) You purchased a Children's Encyclopedia from a stall at the Book Fair in Ambala. You could not check it properly as it was packed in a box. On reaching home, you discovered that many of the pages were not properly printed, some pages were missing and the pictures were not clear. Write a letter to the Manager, Chetna Publishers, Amritsar to do the needful.

(e) You had a haircut in one of the lead unisex parlours in your city. But soon after the haircut you had itching all over your scalp and were unable to sleep properly. It could only subside after you consulted a trichologist/dermatologist. Lodge a complaint with the Manager, Glamour Beauty Parlour to compensate you for the distress that you have undergone.

1.9. Response to a Complaint Letter

Responses to complaint letters, like the complaint letters, should be properly worded and should convey our message in a convincing manner.

Miracles Cosmetics
553, Southern Area
Okhla Industrial Complex
New Delhi

25 May 2008

Tanmay Mohanty
224/A Paradise Multiplex
Gurgaon

Sub: Supply of defective products

Dear Sir

Thanks for your words of concern and appreciation of our company and its products. I am surprised and shocked to know about the traumatic experience that your family has undergone due to one of our defective products. We are extremely sorry for the pain and loss that you have suffered.

We are still at a loss to understand the reasons behind such a mishap. This has never happened in the history of the company. The recently launched haircare products have been developed by a team of experts with technical assistance from one of the lead cosmetic producers of Germany. No complaint has been registered from any part of India. It's from your area we have received a couple of complaints. I am afraid some supplier in your area has played mischief and replaced the original products with fake ones. We have set up a team to look into the matter and take suitable action against the mischief mongers.

We have also set up another team to look into the complaints and decide the compensation to be paid to the customers. They will contact all the victims/affected people and negotiate the compensation to be paid to them. We are trying our best to adequately compensate you and bring back your trust in the company and its products.

Once again, we are sorry for the humiliation and embarrassment you have experienced due to using our product. Our executive will get back to you soon.

Yours sincerely

Abinash Malhotra
Manager, Customer Care

1.9.2. Exercise for Practice

Look at the sample **Complaint Letter** (1.8.2) and the corresponding **Response Letter** (1.9). Now, write the responses to all the letters that you wrote under 1.8.3. Try to respond to all the points you wrote in your **Complaint Letters**.

UNIT-II

INFORMAL LETTERS

2.1. Introduction

Informal letters are meant to convey our intimate feelings to our near and dear ones. They include letters written to our friends, relatives, close acquaintances and love letters. While writing such letters we have to be careful in choosing our words. As we put down our thoughts on pen and paper, we cannot mix our messages. We cannot write a story of our success while sending a letter of condolence to a friend over his mother's death. In such letters, we prefer to use a personal style using abbreviations (understandable by the writer and the receiver only), incomplete sentences, the first person and second person pronouns more often. Of course, we cannot use slangs, particularly the unpalatable and offensive ones, while writing to our elders. The language used in an informal letter is always controlled by the relationship that exists between the sender and the addressee.

Informal letters can be letters of invitation, request, complain, apology, praise, condolence, advice, suggestion and consultation. While reading an informal letter, our friends and relatives should be able to see our virtual presence in front of them. The language used in the letter should be suggestive enough to bring the readers back or carry them forward to a place where they can think of an actual meet. In simpler terms, the letter should be a replica of a real life situation. Informal letters can be very brief as well as very long, depending upon the purpose they serve. If we are inviting a friend of ours for a birthday party, we don't have to write a long letter describing the various arrangements made for the party. But two close friends, when parted, can write long letters to each other.

2.2. Structure of an Informal Letter

Informal letters, also known as **friendly/personal** letters, and social notes normally have the following parts.

- **Heading:** Under heading, we include the address. In the last line, we write the date, month and the year. While including the date month and the year, we can write the date first, followed by the month and the year (without any punctuation). Then we can also skip a line after the heading and continue with the greeting.
- **Greetings:** We begin a friendly letter by capitalizing the expressions of greetings and the noun representing a name or a relationship (father, uncle etc). We can either end the greeting with a comma or leave it without a comma. While greeting someone, we can use the word 'dear' with the name of the addressee or the relationship of the addressee with the writer. Sometimes we can even end our personal greetings with an exclamation mark for emphasis.)
- **Introduction:** The introductory paragraph is the most important part of the letter as it sets the tone of the letter. Through the introduction, we connect with the addressee by way of reference to some incident in the past or a previous letter in which the addressee wanted to know about the incident.
- **The Body:** This is the main text of the letter. It can have a clear-cut beginning, middle and end or it can be a single paragraph. In this part, we put down the

message we want to convey. Normally in a friendly letter, we indent the beginning of paragraphs. However, now there is a practice of not indenting paragraphs. If we do not indent the paragraphs, we leave out a line between paragraphs. We also leave out a line after the greeting and before the close. In this part of the letter we *describe* an event/ place/person, *ask for* information or help, *persuade* someone to do something or *pass on* information or instructions.

- **Final Paragraph:** In the last paragraph, we usually provide our concluding remarks. We can put down some personal feelings or just review the points in brief and tell the reader what we expect him/her to do for us. It indicates that we are going to close the letter.
- **Complimentary Close:** In this part, we conclude the letter with a few words in a single line. We usually end it with a comma but these days we see letters where there are no commas after the complimentary close. It is indented to the left just like the heading. We leave out one to three spaces (two is usual) for the signature line. The complimentary close we use depends on our relationship with the addressee. In informal letters, we often use ‘Take care’, ‘Cheers’, ‘Yours’, ‘Love’ etc. While writing to friends and acquaintances, we prefer ‘Yours sincerely’, ‘Yours truly’ ‘Love’, ‘Best wishes’. But when writing to elders/seniors or persons respected much more, we use phrases like ‘Best regards’, ‘Warm regards’ ‘Yours lovingly’ etc.
- **Signature Line:** The signature line is meant for our name and signature. So we type or print our name here. Then we put our signature above the line but below the close. The signature line and the handwritten signature are indented to the same column as the close. If the letter is somewhat informal, we may omit the signature line.
- **Postscript:** If we forget to put down something in the body of the letter and want to write it, we put it under a postscript, beginning it with **P.S.** and ending it with our initials.

2.3. Informal Letters: A Few Points to Remember

Now let us have a look at the various aspects of an informal letter.

2.3.1. Format

We must choose the right format for an informal letter. As we have already discussed, an informal letter does not have to rigidly follow a fixed format. It may differ from person to person. Earlier we used to follow the semi-block format for writing personal and informal letters but nowadays there is an increasing demand for fully blocked format where we indent all paragraphs to the left even in informal letter writing.

2.3.2. Punctuation

(a) **Commas:** We should use the commas correctly.

- *after the salutation (optional)*
- *after introductory clauses*
- *to separate items in a series*
- *after the complimentary close(optional)*

- before question tags
- after introductory words or phrases

(b) Capitalization: We capitalize all necessary words in an informal letter.

- the month of the date (*May, June etc*)
- the salutation (*Dear Dikshya, ..., Dear Supreet*)
- the first word of the informal letter (*Thank... ,*)
- names of nations (*India, Australia, Great Britain*)
- holidays (*Summer Holidays, Holi*)
- any other word that we want to highlight
-

2.3.3. Contractions and Abbreviations

We use contractions, which are perfectly acceptable in informal letters.

I'll, don't, won't, you've, asap, etc.

2.3.4. Language

While writing an informal letter, we are expected to follow formal and accurate rules of grammar. However, the extent of use of grammar depends on the relationship between the writer and the recipient. As for style, we use personal language (use of first personal or second personal pronominal equivalents for the participants involved in the act of communication) to show our intimacy with the audience(the addressee).

We use informal, colloquial and conversational language to maintain the informal tone. Therefore, we avoid shift in tone and style and keep up pace with the natural flow of language.

2.3.5. Correct Use of Pronouns

We use pronouns with clear reference to their antecedents (the nouns which they replace).

2.3.6. Use of Parallelism

We use parallelism wherever possible to impart a sense of balance to the letter. This is possible in constructions with the structures '*either...or*' '*neither....nor*', '*as good as*' '*not only...but also*'.

2.4. Samples of Informal Letters

2.4.1. Informative Letters

Ashiana
Lohiya Apartments
Garden Road
Rohtak (**Heading**)

5 November 2007(**Date**)

Dear Preeti (**Greeting**)

Oh, I missed you so much during the holidays this year! Shimla is so different from Delhi that I don't feel like going back. I'm excited to know that our vacations are to be extended. Why don't you come here and join us? (**Introduction**)

I've already got some new friends here but none of them is as good as you!

The beauty and serenity of the place keep me attached to it. But I miss you! We are planning to visit all the nearby areas within a week. Tell your parents to send you over. We all will have a nice time together. **(Body)**

Life is very different here. You won't believe that our days start at 8 am and end at 10 pm. Nice way to spend time. I have a lot of fun with my friends here. My parents have also been very supportive. **(Body)**

That's all for today. I must go to bed now. My parents have already given me two calls. Write back to me soon and give me all the news. I miss you so much. **(Final Paragraph)**

Love **(Closing)**

Anamika **(Signature)**

2.4.2. Letters of Invitation

222 Bikash Vihar
Hisar

Dear Ruchita

We haven't written to each other for a long time. What keeps you so busy these days? As you know, I've been busy with my summer assignments and got to submit them before this weekend. I'm sure, you still have one month of holidays and you don't know what to do with them. You must be getting bored with your routine work. Here is a suggestion for you. I think it will suit you.

Come down to Faridabad for a few days and have some fun-filled days. This break will help you forget all your stress and fill you with fresh energy. These days my sister/brother is back home from his/her studies. We'll all have a nice time together.

Think over it and let me know asap. If you want, I can send you the tickets by courier.

Convey my regards to Uncle and Auntie and love to your sister Sanchita.

Lots of love

Vishakha

2.4.3. Letters of Congratulation

124 Nirman Housing Complex
Bhiwani

Dear Ananya

Congratulations! Finally you have proved that you are worthy of your name. You are really peerless, I am proud of you.

Right since the day your exams got over, I'd been praying to God that you should

stand first in the city. Finally God has listened to our prayer and has given you what you deserved long since. An unbeatable 97%! Uncle and Auntie are really lucky to have a daughter like you! May God bless you to be successful all along your life!

What are your plans? During our last meet, you'd been telling me that you'd go for medicine. Undoubtedly it's a noble profession but I hope to see you as a senior bureaucrat. Get ready for Civil Services and I am quite certain you'll be able to crack it.

Congratulations again! Drop me a reply with all your plans for future. May be I can help you in making a choice.

Convey my regards to Uncle and Auntie.

Love

Abhipsa

2.4.4. Letters of Condolence

60 Officers Colony
Jind

Dear Nishant

We are terribly shocked and shattered to know about Auntie's death all of a sudden. She was not even ill for a week. Does a person die of a minor illness like fever? How can God be so cruel to you and your family? Your mother has been dead for three days but I still can't believe it. She is still the same loving, caring, affectionate Auntie for me. I can see her coming towards me with a smile, hugging me and welcoming me with a warm kiss on my forehead. The smile, the warmth, the affection: everything is there. Only her touch is missing.

Our deep condolences are with you and your family. May God let her soul rest in peace and give all of you the strength to manage things on your own. I have never seen uncle entering the kitchen and you don't even know how to get a glass of water yourself. Don't lose heart. May be God wants to test you. Try to face the situation boldly and come to terms with reality. We'll be there whenever you need our help. Mummy wants you both to come down here to Ambala and stay with us until the shock subsides. If you agree to this, Papa can go to your place and bring you in his car. We can study here together for one year.

Convey our heartfelt condolences to your Papa.

Bye for today. Write back to me on my suggestion.

With best wishes

Anubhav

2.4.5. Letters of Apology

Paradise
Netaji Subhash Bose Marg
Kuruksetra

22 April 2008

Dear Manshi

Are you still upset for what I told you in the canteen today? I know you are quite annoyed with me. That's the reason why I couldn't dare to face you and ask for verbal apology. You're an angel when you are at peace with yourself, loving and forgiving. But when you are at the height of your anger, I avoid meeting you. No one knows you better than I do.

I can't imagine how I could use such words for you. I should have been more careful with my choice of words. But I honestly say that I didn't mean to offend you. I wanted to teach a lesson to that naughty Natasha. She always tries to make fun of me and I, you know, can't tolerate this insolence. I used harsh words for her but you took it upon yourself. I still say that I didn't mean to hurt you. If you still feel that I have hurt your feelings, I'm sorry. I know you're a very good girl and you won't take it to heart.

If you forgive me, just give me a smile when you meet me next, wherever it may be. Until then I'll have to repent over my rude behaviour. I am even ready to ask for forgiveness just before you, not others.

I hope I've been able to convince you. This much for today.

Best wishes

Arushi

2.4.6. Exercises for Practice

(A) Match the phrases 1-10 in column A with the purposes A-J in column B:

- | <i>A</i> | <i>B</i> |
|--|---|
| 1. <i>That reminds me,...</i> | A. <i>to finish the letter</i> |
| 2. <i>Why don't we...</i> | B. <i>to apologize</i> |
| 3. <i>I'd better get going...</i> | C. <i>to thank the person for writing</i> |
| 4. <i>Thanks for your letter...</i> | D. <i>to begin the letter</i> |
| 5. <i>Please let me know...</i> | E. <i>to change the subject</i> |
| 6. <i>I'm really sorry...</i> | F. <i>to ask a favor</i> |
| 7. <i>Love,</i> | G. <i>before signing the letter</i> |
| 8. <i>Could you do something for me?</i> | H. <i>to suggest or invite</i> |
| 9. <i>Write soon...</i> | I. <i>to ask for a reply</i> |
| 10. <i>Did you know that...</i> | J. <i>to ask for a response</i> |

(B) Write letters to your friends/relatives/acquaintances as per the directions given.

(a) Your friend has some trouble with his/her tutor. She is unable to follow whatever the tutor says. Write a letter to him/her advising him on the course of action he/she should take.

(b) You stay in the hostel and your parents live in the village. You have come to know from your father's letter that your mother hasn't been keeping well for the last one week. Write a letter to your mother to take care of her health.

(c) Your cousin has sent you a nice Mobile on your birthday. Write a letter of thanks to him/her and tell him/her how much you like the gift.

(d) Your friend has invited you to his/her sister's marriage. But you have your chemistry practicals on that day. Write to your friend expressing your inability to attend the marriage and promise him/her that you would be visiting his/her house after the exams are over.

(e) Your college/institute celebrated the Silver Jubilate function on 20th last. Write a letter to your father describing your experience/all that you saw and did on that day.

(C) Read the following letter and complete it by filling the blanks with necessary words/phrases/expressions.

112 Gandhi Nagar
Gurgaon

26 May 2008

Hi Jasmine

WAYN? It's been a while since you wrote to me. I hope you are OK. Let me break the silence/ice and let you know what all is happening here.

Well, the most important thing first. Anindita has got a new job. At the beginning, we thought that she wouldn't be able to cope up with the new Job. But..... God ! She's doing wonderfully well in her job. A great solace to Uncle and Auntie at their age. They had been Next is her marriage. Uncle and Auntie are a little tense about that. Now only her marriage is the hurdle..... But I am sure, things will be alright One has to be positive and keep looking ahead.

As for me, Following the same beaten path. And, what about you these days? Are for a modeling school. I know that you won't admit defeat. Keep up..... I like it! May your wishes be granted!

Write to me whenever you can step out of your world of dreams!

Best of luck

Divyasha

Section V
GRAMMAR

UNIT-I

ADJECTIVES

1.1. Introduction

Adjectives are descriptive words; they give additional information about the nouns/pronouns. They generally come before the words they describe but sometimes we also find them used after the words they describe. We use adjectives to decorate our description of people, places, things, processes and make them interesting. We can often use two or more adjectives together (a **beautiful Indian** painting).

Look at the following sentences and see how the adjectives have been used in each of them. All the adjectives in the examples have been put in bold.

*Ashish painted a **beautiful** picture.*

*Smita wrote an **interesting** story.*

*The **tall** boy ate up all the **ripe** mangoes.*

*Modern girls are **smart** and **sophisticated**.*

***Many** people believe that **global** warming will make life **miserable** in future.*

As we see, the adjectives describe the nouns that follow them. In the first example, for instance, the adjective 'beautiful' describes the noun 'picture'.

We can modify an adjective by an adverb, or a phrase or clause functioning as an adverb. In the following sentence, for example, the word 'properly' (an adverb) modifies the adjective 'tuned'.

*My father likes **properly-tuned** modern music.*

Some nouns and participle phrases can also act as adjectives. In the following sentence 'blast' is a noun whereas 'heart-rending' is a present participle used as an adjective.

*Akash heard the **heart-rending** shrieks of the **blast** victims.*

We can also use past participles as adjectives.

*The houses **damaged in the fire** looked ugly.*

1.1.1. Check your Progress

(A) Use the right adjective and rewrite the sentences.

1. Sharmistha has long and _____ hair. (curly/happy/slim/late).
2. He drives a bright red sports car. It's very (wild/shallow/fast/tall).
3. Today, the weather's going to be (hopeful/blue/urgent/warm).
4. This house is _____ (awkward/electric/large/fat) and old.
5. I'm feeling really _____ (late/long/happy/round) today.
6. The food at this supermarket is always _____ (gentle/hopeful/empty/fresh).
7. Her new husband is very _____ (high/smart/urgent/relaxing).
8. Take care of this letter, it's _____ (urgent/round/blonde/fresh).
9. I had a brilliant holiday. It was really _____ (relaxing/loving/low/straight).
10. I have fallen in love with a _____ (closed/beautiful/delayed/wooden) woman.

(B) Underline the adjective(s) in each sentence. If there is no adjective, write 'none' against the sentence.

1. *People who speak ill of others are not dependable.*
2. *My new English teacher is a genius.*
3. *The cricket match was boring for some but interesting for many.*
4. *Reading classics is a favorite pastime of mine.*
5. *The place where the accident occurred is very close to my house.*
6. *My sister knows the place where the thief hid the ornaments.*
7. *You have your problems and I have mine.*
8. *My teacher was very helpful to all.*
9. *This is the nicest gift I have ever received from a friend.*
10. *Your answers are not at all convincing.*

1.2. Structure of Adjectives

1.2.1. Adjective Proper

These adjectives have a simple structure. They are directly used to describe the objects or persons or places: **nice, honest, active**

Sometimes we can convert a noun into an adjective and place it before another noun: *(a three-) day (course), (a five-) rupee (note)*. In English, we also have the convention of using participles as adjectives. Both **present participles** (verb+ ing) and **past participle** or third forms of verbs (verb+ ed) can be used as adjectives:

(an) enchanting (show), (the) drinking (water), (their) polished (shoes), (a) married (woman), (her) sweet-tempered (husband)

We also commonly derive adjectives from the nouns with the addition of suffixes to them.

*I don't like your **childish** (child+ ish) mannerisms.*

*It is **foolish** (fool+ish) of him to talk like this.*

*I like the **angelic** (angel+ic) grace in her beauty.*

*I love to have **Chinese** (China+ese) food at weekends.*

1.2.2. Compound Adjectives

While forming compound adjectives, we usually put one simple-word adjective with a **participle adjective** (either the present participle or the past participle is used as another component).

*ever-lasting, open-ended, well-chosen, back-biting,
well-groomed, close-knit, smart-looking*

Often, we tend to make use of more than two words in a single compound word and use it as an adjective.

a good-for-nothing fellow, a fit-in-all dress, a touch-me-not policy

1.2.3. Check your Progress

Arrange the words in brackets in the correct order so as to get complete sentences.

1. *All children (playing/of/tired) wanted to take rest.*
2. *The book(him/his /friend/gifted) was written by Chetan Bhagat.*
3. *Money is something (attracts/that/everybody).*
4. *She doesn't know (to/ask/for/what).*
5. *Nowadays we find a lot of (friends/weather/fair) who have nothing to share.*
6. *Everybody participated in the discussion because it was (ended/open).*
7. *I don't like girls (no/with/sense/etiquette/of).*

8. *The lady (accused/murder/of) lives a solitary life.*
9. *Everyone was mesmerised by her (beauty/angelic).*
10. *The host seems (please/eager/to) everybody.*

1.3. Kinds of Adjectives

1.3.1. Possessive Adjectives

A **possessive adjective** looks like a **possessive pronoun** (*my, our, your, his, her, its, their*). We can distinguish between them by the simple fact that possessive adjectives function as adjectives and modify nouns/noun phrases whereas possessive pronouns don't take any adjectives.

*She cannot lend **her** book today.*

In this sentence, the possessive adjective *her* modifies *book* which also functions as an object of the verb *lend*. We cannot use the possessive pronoun form *hers* to modify a noun or noun phrase.

We can make use of the other possessive pronouns in a similar manner.

*You should attend to **your** problems; don't worry about **mine**.*

*A donkey knows the weight of **its** burden.*

1.3.2. Demonstrative Adjectives

The **demonstrative adjectives** (*this, these, that, those, and what*) are similar to the demonstrative pronouns. They are used as adjectives to modify nouns or noun phrases. Look at the following sentences:

*Can you play **these** games on the computer?*

*Where did you put **those** toys?*

In the above examples, all the words in bold italics are **demonstrative adjectives** describing the nouns (*work, apartment, games, toys*) that follow them.

1.3.3. Interrogative Adjectives

Interrogative pronouns stand on their own whereas **interrogative adjectives** (like *which* or *what*) modify a **noun** or **noun phrase**.

***Which** books did you read for your exams?*

***What** diary are you looking for?*

In both these examples, *which* and *what* modify the nouns following them.

1.3.4. Indefinite Adjectives

An **indefinite adjective** looks like an indefinite pronoun but it is not. The indefinite adjective modifies a noun, pronoun, or noun phrase(s) whereas an indefinite pronoun is used independently.

***Many** students face problems with communication skills.*

In the above sentence, the indefinite adjective 'many' modifies the noun 'students'. Now, look at the following sentences. The word put in bold italics indicates the indefinite adjective.

*You can take **any** gift that you like.*

*I found **a few** stones lying on the table.*

***All** children love to listen to stories.*

1.3.5. Attributive and Predicative Adjectives

On the basis of their occurrence, adjectives can generally be classified into the following kinds:

(a) **Attributive Adjectives**

(b) **Predicative Adjectives**

Attributive adjectives are part of the **noun phrase** headed by the noun they modify. In English, attributive adjectives usually come before their nouns in simple phrases, but often follow their nouns when the adjective is modified or qualified by a phrase acting as an adverb. Look at the examples below:

*My mother made five **delicious** omelettes for us.*

*My mother made five omelettes **delicious** enough to be eaten.*

Predicative adjectives are linked through **linking verbs** to the noun or pronoun they modify. These are the adjectives which are found to be used after verbs (**subject +verb +adjective**).

Look at the examples below:

*This dress is **Indian**.*

*The work did not seem **impossible**.*

*You look **nice**.*

*Honey tastes **sweet**.*

Most adjectives can be used both **attributively** (before the noun) and **predicatively** (after the verb **be, seem, look, taste, smell, feel** etc).

*I have seen a **wonderful** spot for picnic.*

*The spot I have seen for picnic is **wonderful**.*

But there are some adjectives that can be used only in one way.

1.3.6. Emphasizing Adjectives

We can emphasize our feelings about something by using emphasizing adjectives:

*a **complete** failure... the **very** essence...*

***absolute** pleasure... ...at the **very** beginning/end of ...*

*in **utter** despair... in **entire** agreement with...*

*a **total** failure... **outright** rejection...*

*a **perfect** equilibrium... **true/genuine** pleasure to...*

***pure** bliss... **sheer** nonsense*

1.3.7. Check your Progress

1. Your neighbour's daughter has been missing for the last one week. He doesn't know how to write an advertisement for Missing Persons. Draft an advertisement for him in the space provided below.

GIRL MISSING	
	PHOTO

You can take the help of some adjectives from the adjective bank given below.

active/attractive/beautiful/black/blonde/blue/bold/boring/bright/brown/brunette/careful/cheap/cosmopolitan/crumpled/conservative/curly/damp/dark/dangerous/dramatic/exciting/fair/fascinating/fast/fat/fearless/fit/fine/fragile/friendly/fun-loving/funny/gentle/golden/good/good-looking/handsome/homely/gorgeous/green/grey/grey-haired/happy/hopeful/large/little/lively/long/long-haired/loving/mysterious/old/pale/passionate/pink/pointed/posh/pretty/private/purple/quick/quiet/rich/romantic/round/sad/short/shy/simple/slim/special/straight/tall/terrified/wavy/white/wild/wonderful/yellow/young

1.4. Adjective Order

Attributive adjectives usually occur in a specific order: adjectives describing **size** generally precede adjectives describing **age** (little old, not old little), which in turn generally precede adjectives describing **color** ("old green", not "green old"). The order of adjectives given below is the normal or natural one. But this order is not rigid, and we can change the order for emphasis. Look at the following conversations:

Conversation-1

A: *I want to buy a square table.*

B: *Do you want a new square table or an old square table?*

Conversation-2

A: *I want to buy a new table.*

B: *Do you want a round new table or a square new table?*

1. The general order is: **opinion, fact**. Opinion is what we **think** about something whereas **fact** is what is definitely **true** about it.

a pretty Indian girl (not an Indian pretty girl)

2. The normal order for fact adjectives is **size, age, shape, colour, material, origin**.

We may remember **SASHCMO** to remember the order.

a small, new, spherical, white, plastic Japanese toy

1.4.1. Check your Progress

Put the adjectives in the following sentences in the right order.

1. *I want to meet the (little /boy/ sweet) tomorrow.*
2. *The little doll had a (new/nice/yellow) frock.*
3. *My friend wore a (silk/blue/nylon) tie for the farewell bash.*
4. *The weather is (dry/unpleasant/boring).*
5. *The course you are taking sounds (interesting/new/useful).*
6. *The dishes that my mother cooked were (new/south-Indian/delicious).*
7. *The clown at the circus was wearing a (big/green/and yellow) hat.*
8. *She introduced me to (very/smart/two) people at the conference.*

9. *My father purchased a/an (old/ huge/damaged) building.*
10. *The old lady found a (small/leather/imported) purse under the dining table.*

1.5. Comparison of Adjectives

Adjectives and adverbs are used in different degrees of comparison. When comparing two items (people/places/things), we use the **comparative** degree. We usually add the suffix **-er** to the adjective to obtain its form in the comparative degree. However, longer adjectives don't take **-er** with them to form their comparatives. They take **more** with them to form their comparatives. Irregular adjectives don't fall into this pattern.

*The DPI's office is a **tall** building.*

*But the office of the Irrigation Bhawan is **taller** than the DPI's office.*

*Shipla is **beautiful**.*

*Her sister is **more beautiful** than her.*

Similarly, when comparing more than two items (people/places/things), we use the **superlative** degree. We usually add the suffix **-est** to the adjective to obtain its form in the superlative degree. However, longer adjectives don't take **-est** with them to form their superlatives. They take **most** instead. Irregular adjectives don't fall into this pattern.

*The Chief Speaker gave a **long** speech.*

*But the minister's speech was the **longest**.*

*The Ivory Towers is the **tallest** building in this city.*

*Abhinandan is a **good** hotel.*

*But the Taj is the **best** hotel in this city.*

Irregular Forms: There are some adjectives which don't have any regular forms for their comparative and superlative degrees.

good-better-best, bad-worse-worst, little-less-least

far-farther-farthest, much-more-most, far-further-furthest,

old-elder-eldest, old-older-oldest, many-more-most

1.5.1. Check your Progress

Put the adjectives in brackets in their appropriate degrees to match with the nouns they qualify.

1. *The (good) physicians of the kingdom were called to treat the princess.*
2. *Seema writes good poems but her sister writes (good) ones.*
3. *You won't find a scholar like him in the (far) end of the world.*
4. *India is (developed) than China.*
5. *All the passengers in the train had a (narrow) escape.*
6. *There are many beautiful cities in India but Chandigarh is the (beautiful).*
7. *All the trees in the forest looked ugly but the plants in the pond were (ugly).*
8. *My sister is (intelligent) than me.*

9. Akbar's religious policy was the (good) among all.

10. Mumbai is (congest) than many other cities of India.

1.6. Adjective Patterns

Each of the following prepositions can be used with multiple adjectives with different shades of meaning.

- **about**

*The teacher is **angry about** my regular absence.*

*We are **excited about** the new course to be started in this Institute.*

*Why are you so **anxious about** your results?*

- **at**

*Sagarika is **annoyed at** her father's unwillingness to support her education.*

*Those who are **excellent/good at** studies may not be excellent in everything in life.*

*Why are you **surprised at** my new proposal?*

- **by**

*We are **impressed by** Salman Khan's new TV Programme 'Das Ka Dam'.*

*You don't have to be **surprised by** his tricks.*

*We are **bored by** his old jokes.*

- **for**

*Calcutta is **famous for** sweets.*

*Who do you think is **responsible for** this tragedy?*

*This job is not **suitable for** me.*

- **from**

*Why were you **absent from** the class for a week?*

*This book is **different from** your book in many respects.*

*Green vegetables keep us **safe from** diseases.*

- **on**

*Are you **keen on** joining a course in fashion technology?*

*India is heavily **reliant on** Iran for oil.*

*We are not **dependent on/upon** anyone for survival.*

- **of**

*My parents are not **aware of** my problems.*

*We are **sure/certain/confident/critical/suspicious of** our success in this endeavour.*

*Are you **capable/incapable of** this problem?*

- **to**

*I am **thankful to** you for being generous/kind/polite to me.*

*I am **accustomed to** hard work; this assignment will not be a problem for me.*

*We shouldn't be **rude/cruel to** our fellow beings.*

- **towards**

*The Principal was **friendly towards** all teachers.*

*My boss is **lenient towards** the old employees.*

- **with**

*My brother was **angry with** me (at my disclosing the secret).*

*I am **satisfied/dissatisfied/pleased/displeased with** your style of working.*

*I am not **happy with** these developments.*

Note: We **agree with** somebody (me) but we **agree to** something/some condition/state (at my disclosing the secret). We can't write "She was made angry by me" because it sounds awkward.

1.6.1. Check your Progress

Use suitable prepositions with the adjectives and complete the sentences. You may use more than one preposition in each sentence and discuss the change in meaning.

1. Are you ashamed.....admitting your guilt?
2. We are not accustomed rough roads.
3. We are not keen..... joining the summer school.
4. Indians are liberalglobalization.
5. Are you still upset your results?
6. I am angry your useless proposal.
7. She is sorryher misbehaviour.
8. How long have they been absent.....the camp?
9. I am delighted.....your dealings.
10. I am not interestedyour personal matters.

1.7. Exercises for Practice

(1) Identify whether the underlined words are adverbs or adjectives.

1. The old lady goes on fasts frequently.
2. How can a circle be converted into a straight line?
3. She is a sociable person and can impress everyone with her friendly behaviour.
4. People in Punjab work hard.
5. We all had a lively discussion on the pitfalls of democracy.
6. Everyone prays to God when they face difficult times.
7. She always looks for quick solutions to her problems.
8. Those who run fast win the race.
9. My friends accepted the invitation in a friendly spirit.
10. Why don't you go straight?

(2) Mrs Sharma wants to visit Shimla during the summer vacation. She wants to know about the place before planning a visit to the place. Write a brief description of the place for her to help her know the details. Try to include information on the physical features, availability of food, hotel facilities and places to be visited. Use as many adjectives as you can to make your description interesting.

You can take hints from the following points:

- The place-its many-sided beauty-the sky-touching mountains, the movement of clouds-the beauty of the hotel on the hilltop
- Categories of hotels available for different classes
- The food-peculiar North Indian food-Chinese food-South Indian food
- Temples, churches, old buildings, government buildings etc

(3) Tomorrow is the Farewell Party of your Institute, being organized by the First Year and Second Year students in honour of the Final Year students. As you are the Cultural Secretary of the Students Union, you have been given the assignment of writing one-line write-ups on every outgoing student, to be presented at the Farewell Party to each of them. Prepare them in advance to avoid any embarrassment. You can take the help of a dictionary to find some new adjectives. Three of them have been done for you.

- Amit-industrious but sociable
- Abhipsa-shy and graceful
- Bipasha-smart and outgoing

UNIT-II

MODAL AUXILIARIES

2.1. Introduction

In our day to day existence, we make use of language to cater to different situational needs. **Verbs** help us to express many actions that we carry out in thoughts, words or deeds. Simple verbs are not sufficient to meet our needs. Hence we use **helping verbs** or **auxiliary verbs** such as *will, shall, may, might, can, could, must, ought to, should, would, used to, need* along with main verbs to express shades of time, mood and voice.

These helping verbs or auxiliary verbs are mainly divided into the **Principal Auxiliaries** and **Modals** on the basis of their usage. *Be, have* and *do* are the **Principal Auxiliaries** whereas *can, could, may, might, must, ought to, have to, shall, should, will, would, need, dare* and *used to* are **Modals** or **Modal Auxiliaries**.

2.2. Modal Auxiliaries

Modals show the probability and advisability of actions or requests. They may have past and present tense forms, but they do not indicate the tense. On the other hand, they indicate our attitude/judgment/interpretation (or **mood**, hence the name **modal**) about the likelihood of an action that is being expressed. They are mainly designed to express the speaker's point of view with regard to his subject.

Modals are special verbs which behave very differently from normal verbs. Here are some important differences:

- While using modals, we don't have to bother about subject-verb agreement.
I/he/she/you/they can read.
- Modals are not marked for tense. The past forms of the modals are used to indicate tentativeness or politeness rather than past time.
Could you please lend me your bicycle?
- Modals cannot co-occur with each other. We cannot have *will, can* or *may should* or any other combination of modals.
- Modals do not take **-s** in the third person.

*My mother **can** cook non-vegetarian food.*
*Ashutosh **must** do the work by Monday next.*

- We use "not" to make modal verbs negative.
*The villagers **shouldn't** trust the quacks.*
*Your uncle **may not** turn up for the function.*

2.3. Can, Could, Be Able to

Can and *could* are modal auxiliary verbs whereas *be able to* is not. We group *be able to* with *can* and *could* for convenience.

2.3.1. Can

Can is usually used to express:

- **Ability in the Present** : We can also use *can* to talk about present decisions about future ability.
*My sister **can** play all kinds of computer games.*
*I **can** lift a motorbike with my hands.*
- **Requests**: We often use *can* to make a request to somebody to do something or to give orders though it is very rare). The use of *can* in this way is informal (mainly between friends and family members).
***Can** you bring me a glass of water?*
- **Permission**: Note that we also use *could*, *may*, *might* for permission. The use of *can* for permission is informal.
***Can** I do my homework in your room?*
- **Possibility/ Impossibility**
*The guests **can** be waiting in the waiting room.*
- **Opportunity**
*If the minister agrees to it, I **can** share my sorrows with him.*

2.3.2. Could

Could is used to express:

- **Possibility**: *Children **could** be playing in the garden now.*
- **Past ability**: *I **could** run five miles at a stretch when I was a kid.*
- **Suggestions**: *You **could** try a different medicine if it doesn't work.*
- **Requests**: We often use *could* in a question to ask somebody to do something. The use of *could* in this way is formal and polite/respectful.
***Could** you please send me the documents by courier?*
- **The conditional form of 'can'**: *If the boys had been careful, they **could** have avoided the accident.*

Could not suggests that it is impossible for something to happen. *Might not* suggests you do not know if something happens.

*Julie **might not** have taken the book.* (May be she hasn't taken the book)
*Julie **could not** have taken the book.* (It's impossible that she has taken the book)

We use *could* (positive) and *couldn't* (negative) for general ability in the past. But when we talk about one special occasion in the past, we use *be able to* (positive) and *couldn't* (negative). Look at these examples:

General	Specific Occasion
----------------	--------------------------

<i>I could speak English before I went to school.</i>	<i>The house was on fire. The firemen were able to rescue all the inmates.</i>
<i>I could speak English before I went to school.</i>	<i>The prison was on fire. The firemen couldn't rescue all the inmates.</i>

2.3.3. Be able to

We use *be able to* to express **ability**. *Can* and *could* have no infinitive form. So we use *be able to* when we want to use other tenses or the infinitive.

Look at these examples:

*I have **been able to** speak English since I was five. (present perfect)*

*You **will be able to** speak German by this time next year. (future time)*

*I would like to **be able to** drive a car. (infinitive)*

Notice that *be able to* is possible in all tenses, for example:

*I **was able to** speak...*

*I **will be able to** speak...*

*I **have been able to** speak...*

2.3.4. Can versus May

The use of *can* to express permission depends on the level of formality of the context. *Can* can be used in virtually any situation to express or ask for permission but to give permission, we can use both *may* and *can*.

*Student: **Can** I go out now, Sir?*

*Teacher: I don't know whether you **can** or not, but you **may**.*

2.3.5. Check your Progress

Read the following conversation carefully. Provide the missing modals to complete the conversation.

Teacher:you solve the problems from Algebra?

Student: Isolve them during my school days but I.....do them now. But I ask you one question, sir?

Teacher: Why not? You.....

Student:you please suggest to me a shortcut to remember these long formulae?

Teacher: Write the formulae on a sheet of paper and keep it in front of you all the time. In a week, you.....learn all the formulae.

Student: In that case, I.....also beat others.

Teacher: Of course, you

2.4. Have To

In general, *have to* expresses *impersonal obligation*. The subject of *have to* is obliged or forced to act by a separate, external authority.

Have to is used to express:

- **Certainty:** *The girl in blue **has to** be Juliet. She usually puts on a blue dress on such days.*
- **Obligation:** *I **have to** be in the office by 9 am today.*

- **Necessity:** *I have to return all the books by Monday.*

Do not have to suggests that someone is not required to do something whereas *must not* suggests that you are prohibited from doing something.

You **must not** drive fast. (The traffic rules don't allow you to do it)

You **don't have to** drive fast. (You have plenty of time at your disposal)

When we want to indicate *lack of obligation in the present*, we use *don't have to / doesn't have to / needn't*:

He **doesn't have to** do that work; it has been given to someone else.

You **needn't** attend extra classes. They are meant for weak students.

But when we want to indicate *lack of obligation in the past*, we use *didn't have to* and to indicate *lack of obligation in the future* we have *won't have to*:

I **didn't have to** go to the classes yesterday. It was a holiday.

I **won't have to** go to the classes tomorrow as our new teacher would be on leave.

We cannot use **haven't / hasn't / hadn't** in this context.

2.5.

Must (subjective obligation)

We often use *must* to say that something is essential or necessary, for example:

I must go.

Must expresses *personal obligation*. Being subjective, it expresses what the speaker thinks to be necessary. In other words, we can say that the obligation is the opinion or idea of the person speaking. In fact, it is not a real obligation as it is not imposed from outside.

We can use *must* to talk about the *present* or the *future*. Look at these examples:

I must do it now. (present)

I must finish this work tomorrow. (future)

We cannot use *must* to talk about the past. We use *have to* instead.

2.5.1. Must not/ Mustn't (prohibition or absence of obligation)

Must not expresses prohibition - something that is 'not permitted, not allowed'. The prohibition can be subjective (the speaker's opinion) or objective (a real law or rule). We use *must not* to say that something is not permitted or allowed.

Tourists must not throw nuts at the monkeys. (instructions for visitors in a zoo)

You must not use so much of sugar in your tea. (subjective)

Like all auxiliary verbs, *must* cannot be followed by *to*.

We can use *must not* to talk about the **present** or the **future**:

Tourists must not make fun of the local people. (present)

I mustn't do it again. (future)

As we have seen, *must* is used to express:

- **Certainty:** *That must be the postman. Usually he comes at this time.*
- **Prohibition:** *Kavita, you must not leave your purse at the Reception Counter.*
- **Strong Recommendation:** *You must do exercises regularly to reduce your fat.*
- **Necessity:** *Visitors must sign in the Visitor's Register before they enter the auditorium.*

2.5.2. Check your Progress

Write 'have to'/'don't have to'/'don't need to' or 'must'/'mustn't' in the blanks and complete the sentences.

1. *You have been bleeding for an hour. You.....must consult a doctor immediately.*
2. *I..... reach the Airport before 10 am. My friend is coming by the 9:45 Flight from UK.*
3. *.....I obey whatever you say?*
4. *You.....go to the college when there is a strike.*
5. *Mothers.....be too bothered about their daughters these days. They can take care of their chores.*
6. *You have already been admitted. You..... purchase another form.*
7. *My fatherbe in the bank before 10:30. The manager has fixed the time.*
8. *Surindergo to the party; she won't have any friends there.*
9. *All the teachers in a collegetake leave on the same day.*
10. *We..... cast our votes in favour of anybody; no one is reliable.*

2.6. May and Might

May and *might* as auxiliaries can cause some trouble for us. So, let us be a bit careful about their use. When used in the context of granting or seeking permission, *might* is the past tense of *may*. *Might* is considerably more tentative than *may*.

May *I work on a different computer?*

*If I've done my work in time, **might** I take leave tomorrow?*

We can use *may* and *might* to indicate possibility in the present and future.

But we prefer **might + have + past participle** to indicate possibility in the past:

*You **may/might** get a chance to resubmit your assignment.*

*My friends **might** have helped me in this matter.*

2.6.1. May

May is most commonly used to express possibility. It can also be used to give or request for permission, although this usage is becoming less common.

*Tushar **may** be in the library. (Possibility)*

*Children, you **may** leave the laboratory when you are done with your work. (Permission)*

***May** I use your pen? (Request for Permission)*

2.6.2. Might

Might is mainly used to express:

Possibility: *Shahil **might** be in the canteen.*

- **Past form of may in the conditional**
- **Suggestion:** *You **might** like to see our new auditorium.*
- **Request:** ***Might** I use your bike for sometime?*
- **Conditional:** *If I had no classes, I **might** have accompanied you.*

2.6.3. Check your Progress

Read the sentences given below and respond to them by using the jumbled words provided in the brackets.

1. *I am in need of a job.* (you/try/may/elsewhere)
2. *There are dark clouds in the sky.*(rain/it/today/may)
3. *She didn't consider my proposal. She repented later.*(a /gainer/might/she/be/ if/proposal/considered/my/she)
4. *I'm looking for a hotel.* (help/I/may/you/?)
5. *Why didn't you reply my mail?* (my/busy/ might/I/office/be/with/work)
6. *I can't find my spectacles. Have you seen them?*(might/on /be /they/table/ your/study/ lying/)
7. *We want to use the calculators.* (may/students/not/calculators/ use/ examination/the/inside/hall)
8. *I have some business with Sushant. Do you know where he is?* (playing/may/ tennis/ be/he/Sports/Centre/the/in)
9. *I don't like these umbrellas. Can you show me something different?* (afraid/there/am/I/be/may/any/be/not)
10. *I have a bad toothache.* (a/may/doctor/consult/you)

2.7. Will and Would

Will and *would* are mostly interchangeable, but there are differences. *Will* has more uses than *shall* in everyday usage.

2.7.1. Will

Will can be used to express:

- **willingness**
I will put your books on the shelf if you find my dictionary.
- **intention** (especially in the first person):
I will write a letter to you in this regard.
- **prediction**
Specific: *The Chief Guest will not come.*
Timeless: *She will spoil your plans.* (characteristic)
Habitual: *The nights will be colder in winter.*

2.7.2. Would

Would can also be used to express:

- **Willingness**
Would you please leave your bag with the receptionist?
- **Insistence** (rather rare, and with a strong stress on the word *would*):
You saw the result! You would want me everywhere and children got neglected.
You couldn't stay out of it. You would want a finger in every pie. No wonder.
- **Characteristic activity**
At home, she would always act like a boss.
- **A hypothetical meaning**
College students would scream with joy like school kids if they were given unexpected holidays.
- **A sense of probability**
I hear footsteps downstairs. That would be the watchman.

Would is mainly used to form the conditional verb forms, the past equivalent of *will* and to indicate repetition in the past.

*If he were successful in his professional life, he **would** be happier.*
(conditional)

*I believed that the girl **would** come first in class.* (past of *will*)

*If we came across each other, we **would** recall our childhood memories.*
(repetition)

2.7.3. Check your Progress

Look at the following situations and respond to them by using the jumbled words given in brackets.

1. *My father has been in this job for the last ten years.* (get/promoted/he/ in/years/ two/would)
2. *Rashmita has not been doing well in the class.* (fail/again/she/will/year/this)
3. *I thought about the problem for hours.* (would/so much/not/think/I/ place/were/ if/I/were/your)
4. *Have you ever done exercises?* (I/when/in/Shimla/I/was/ exercises/do/ would/ everyday)
5. *All the players are well prepared for the match.* (time/this/win/they/ match/ will/the)
6. *I could not hear what he said.* (that/said/he/would/join/not/he/the/strike)
7. *Poverty is a curse on humanity.* (way/this/let/continue/will/not/we/it/forever)
8. *The groom has no respect for women.* (him/will/marry/not/I)
9. *Someone is knocking at the door. It is only six o' clock.* (milkman/be/it/would/the)
10. *It is raining outside.* (get/wet/will/if/go/you/out/you)

2.8. Shall and Should

2.8.1. Shall

Shall is used to indicate future action. It is most commonly used in sentences with *I* or *we*. In formal English, *shall* is used to express inevitability or predestination. Using *shall* in second and third persons indicates some kind of threat to or promise about the subject:

*You **shall** act as I desire.*

*The matter **shall** be discussed in the Board Meeting.*

We seldom use *shall* for anything other than polite questions (request for permission) in the first-person:

***Shall** we wait here until evening?*

***Shall** I book three tickets for you for the evening show?*

We can use *shall* with third-person and second-person constructions in formal situations to express obligation:

*The dealers **shall** be responsible for any defective goods.*

*The Director **shall** deal with the shortage of human resources.*

Shall is used for the following

***Shall** I pack up your things?* (suggestion)

*I **shall** never come in your way.* (promise)

*He **shall** be the winner in the end.* (predestination)

*I think he **shall** face the music for the mischief he has played.* (inevitability)

2.8.2. Should

Should is most commonly used to make recommendations or give advice. It can also be used to express **obligation** as well as **expectation**.

*When you suffer from regular headaches, you **should** consult a doctor.*
(recommendation)

*You **shouldn't** depend upon your friends so much.* (advice)

*I **should** return his laptop before evening.* (obligation)

*By this time tomorrow, she **should** be in Hyderabad.* (expectation)

2.8.3. Check your Progress

Look at the following situations carefully. Respond to them by using the jumbled words given in brackets.

1. *It is already 10 O'clock.* (Shamita/back/home/should/by/time/this/be)
2. *Education is meaningless if it doesn't teach civil behaviour.* (behaviour/civil/steps/schools/take/teach/to/should)
3. *Ashmita turns eighteen tomorrow.* (shall/it/as/celebrate/usual/she)
4. *You can't keep doing this boring work.* (shall/as/do/you/wish/I)
5. *All the planes are on time today.* (should/Ankita/be/inside/the/now/by/plane)
6. *All the children are hungry.* (give/food/them/to/should/possible/soon/as/you/as)
7. *I don't have anyone to support me in my business.* (stand/you/shall/I/by/ need/ your/in)
8. *I am going to join my new job tomorrow.* (befriending/careful/ should/you/ be/ in/people)
9. *Passengers are worried about the delay in the departure of the train.* (patient/ they/ be/should)
10. *I am not able to carry this luggage.* (carry/shall/luggage/I/the/you/for/?)

2.9. Exercises for Practice

1. Fill in the blanks with suitable modal auxiliaries. You may add an occasional word where needed.

1. He _____ pay the fees today. The date has been extended.
2. You _____ have said that to her; she felt very bad about it.
3. You _____ move in the dark; a lot of poisonous snakes live around here.
4. Excuse me, _____ I speak to the Principal, please?
5. Tendulkar _____ play wonderful matches even at this age.
6. _____ you speak French well when you were in Paris?.
7. The minister _____ have solved his problem but he didn't make a request.
8. People driving on the roads _____ obey traffic rules.
9. We _____ wait long for him; he arrived immediately after we reached there.
10. You _____ spend so much money on a petty thing like this; you _____ need it for your children's education.
11. You _____ worry about this problem again; I'll look after this.
12. I rammed into a wall, but luckily I _____ open the car door and escape.
13. She tried her best to get a promotion but she _____ ..
14. _____ I carry your things to your room?

15. You _____ take a short cut; the show will begin in five minutes.

2. Study the situations given below and frame the sentences as directed.

Situation 1: You are visiting your uncle's place. You find your aunt and uncle absent. The servant comes and asks you to wait in the drawing room. But you want some water. What would you say to her?

Situation 2: You are at one of the local restaurants with your brother. You want to have breakfast. What would you say to the waiter?

Situation 3: You are at the park with your friends. All of a sudden one of your friends falls ill. You want to take him to a nearby hospital but you don't have your conveyance. You see a gentleman parking his car by the park. What would you say to him?

Situation 4: You are at the Sports Store, planning to purchase track suits for yourself. You want to see the varieties and the latest designs. What will you say to the sales person?

Situation 5: You are on your way to the Polytechnic where you study. You are late for the class. At this time you see your professor coming that way. You want him to give you a lift in his car. What will you say to him?

3. Complete the following sentences using the words listed in the box given below. You can make use of their negative forms as well. Also you can add an occasional word when needed.

can, could, have to, must, might, should

1. Alok's train was delayed by eight hours. He _____ be very tired after such a long journey. He _____ prefer to have a break in journey here before he leaves for Mumbai.
2. All the citizens of a city _____ behave sensibly to make it a centre of attraction for the tourists.
3. Taking a new dose of medicine _____ be risky for you; you _____ consult a doctor before you make any changes.
4. Small children _____ be allowed to play on the roads because anybody _____ hit them and run away.
5. Smita: _____ I put off this work until Saturday?
Suresh: No, you cannot.
6. The new house of Prof Sharma is marvellous! It _____ cost him his life's earnings.
7. People living in flats _____ ensure that their vehicles are properly locked as they _____ easily be stolen.
8. Arundhati _____ dance Odissi when she was thirteen but now due to lack of practice she has forgotten most of it. Now, she _____ only manage with a few mudras/steps.
9. The Minakshi Temple is a point of attraction here. You _____ see it before you leave. You _____ not get a chance to visit this place again.
10. You _____ apply so much oil to your hair; you _____ invite dust into it.

4. Read the following story and rewrite it by using suitable forms of verbs given in brackets.

There was once a miserly Brahmin who (be) a master of all Vedas. He (can) recite the slokas (incantations) from any of the Vedas and (get) appreciation from people. One day, he was returning from the King's court when he (hear) a loud noise from above. At first he thought, "It (must) be a noise coming from heaven." He (look) up into the sky but (not see) anything. Then he (guess) that it (be) the noise created by the people living in the village up the hills. When he was about to make a move, he (notice) two bears coming out of a hole. He (hurry) to the nearest hamlet, (forget) all the slokas (incantations) and (be able to) save his life. On seeing him, people thought that he (must) teased the bears to cause their anger. Since that day he (never dare) to come out alone during summer afternoons.

UNIT-III

NON-FINITES (INFINITIVES AND -ING FORMS)

3.1. Introduction

Non-finites are verb forms, words that seem to carry the idea of action or being but do not function as true verbs. They are **non-finite** because they indicate **unfinished** or **incomplete** actions. Due to their similarity with the verbs in structure, we also call them **Verbals**. **Infinitives, Gerunds and Participles** are three main **non-finite** verb forms which have wider application in the language. They don't undergo any change of form during the change of tense or number of the subjects.

In the following sections, we shall be discussing the non-finite verbs one by one.

3.2. Infinitives

An **infinitive** is a non-finite verb form. Usually it has the form **to+ verb** but it can also be used without 'to'. When it has the 'to+ verb' form, we call it a **full infinitive** whereas when it doesn't take 'to' with it, we have a **zero/bare infinitive**.

An **infinitive** can function as a noun, an adjective, or an adverb. Since infinitives are derived from verbs, they do express actions. When infinitives function as adjectives and adverbs, they are usually found preceding nouns and pronouns in sentences, and when they function as nouns, they are used as **subjects, direct objects and objects of prepositions**.

To talk ill of others is a bad habit.

*I wish **to congratulate** you on your success in this new project.*

We generally find two main forms of the infinitive:

- the **Present Infinitive**
- the **Perfect Infinitive**.

A **present infinitive** describes a present condition.

*I like **to read** story books.*

The **perfect infinitive** describes a time earlier than that of the verb.

*I would love **to have purchased** that house.*

3.2. 1. Zero Infinitive

When the infinitive doesn't take a 'to' with it, we have a **bare/zero infinitive**.

The **zero infinitive** is used:

- **after most auxiliaries** (e.g. *must, can, should, may, might*)
*She **can't go** with you.*
***Shall I carry** your books?*
***Would you come** with me now?*
*We **must finish** this job today.*
- **after verbs of perception**, (e.g. *see, hear, feel*) [**verb + object + zero infinitive**]
*She **felt the doctor touch** her forehead.*
*He **saw her slip** into the tunnel.*
*We **heard them cry** for help.*
*They **saw us walk** towards the lake.*
- **in the construction with 'let'** [**let + person + verb**] This construction means: to allow somebody to do something.
***Let me explain** the problem.*
*I **let her use** my geometry box.*
*Don't **let others make** a fool of you.*
- **in the construction with 'make'** [**make + person + verb**]
This construction means "to force someone to do something."
*My sister **made me drink** that bitter tonic.*
*Who **made you leave** that old job?*
*I **made my friends wait** for me.*

3.2.2. The Split Infinitive

An **infinitive** is said to be **split** when a word (often an adverb) or phrase comes between the 'to' of the infinitive and the root of the verb: **to kindly see/to boldly do** being the most famous of its kind. Many people say that split infinitive should not be divided because it is a single unit. However, many readers find a single adverb splitting the infinitive to be acceptable.

Sometimes it is quite possible to have a split infinitive. There is nothing wrong, really, with a sentence such as the following:

*He thinks he'll be able **to easily grab** his father's practice.*

Look at one more example:

*He wanted **to easily grab** his father's practice. (acceptable in informal contexts).*

*He wanted **to grab** his father's practice easily. (revised for formal contexts)*

3.2.3. Check your Progress

1. Rewrite the sentences using the verb in brackets.

1. She has lost her job. (*seem*)

2. Ann was accepted to work there. (*seem*)

3. *He is working hard. (appear)*
4. *They have been watching TV all afternoon. (seem)*
5. *Tom missed the train. (appear)*
6. *They are moving to a new house. (seem)*
7. *She found the solution. (claim)*
8. *It has been raining hard. (appear)*
9. *She is reading a magazine. (pretend)*
10. *Subrat gets violent sometimes. (tend)*

2. Fill in the blanks with the correct form of the infinitive. The first one has been done for you as an example.

1. *The weather seems..... (improve). Let's go out.
The weather seems to have improved. Let's go out.*
2. *She appears (work) on her composition for hours.*
3. *She has decided (accept) my offer.*
4. *I'm hoping (leave) by then so I won't be able to come with you.*
5. *This carpet is filthy; it really needs (clean) soon.*
6. *The waste from the power station is said(pollute) the atmosphere for months.*
7. *It will be much too hot (wear)a coat.*
8. *You must have been thirsty(drink) all that water.*
9. *He appears (injure) as a result of the fight.*
10. *You're not expected (pay) the whole amount today.*

3.3. Gerunds

Gerunds are **verbals** that function as nouns and have an '–ing' ending. As they are derived from verbs and have an '–ing' ending, they do express action. They may occur as one word, or they may be part of a **gerund phrase**. Just like the nouns, they can be used in sentences as:

- **Subject**
Painting is my favourite pastime.
- **Direct Object**
We love reading.
- **Object Of Preposition**
You can reduce weight by walking.
Similarly Gerund phrases can also be used as:
- **Subject**
Sleeping by the sea beach is heavenly for the tourists.
- **Direct Object**
I cannot tolerate you being so stubborn.

A **gerund** usually never requires any punctuation with it.

3.3.1. Verbs Normally Followed by the Gerund

Verbs Followed by a Gerund <i>I appreciate planning in advance.</i>				
<i>acknowledg e</i>	<i>delay</i>	<i>fancy</i>	<i>miss</i>	<i>resist</i>
<i>admit</i>	<i>deny</i>	<i>finish</i>	<i>omit</i>	<i>resume</i>
	<i>describe</i>	<i>forbid</i>	<i>permit</i>	<i>risk</i>

<i>adore</i>	<i>detest</i>	<i>get through</i>	<i>postpone</i>	<i>spend</i>
<i>advise</i>	<i>discuss</i>	<i>have</i>	<i>practice</i>	<i>(time)</i>
<i>anticipate</i>	<i>dislike</i>	<i>imagine</i>	<i>quit</i>	<i>suggest</i>
<i>appreciate</i>	<i>dread</i>	<i>involve</i>	<i>recall</i>	<i>tolerate</i>
<i>avoid</i>	<i>endure</i>	<i>justify</i>	<i>recommend</i>	<i>understand</i>
<i>can't help</i>	<i>enjoy</i>	<i>keep</i>	<i>regret</i>	<i>waste</i>
<i>complete</i>	<i>escape</i>	<i>mention</i>	<i>report</i>	<i>(time)</i>
<i>confess</i>	<i>excuse</i>	<i>mind</i>	<i>resent</i>	
<i>consider</i>				

*I keep **writing** letters to my friends.*

*Do you mind **moving** a little aside?*

*I imagine **meeting** you at your place sometimes.*

3.3.2. Adjective + Preposition+ Gerund

In some sentences, we see the adjectives followed by a preposition and a gerund. Look at the following examples.

<i>afraid of</i>	<i>We are afraid of getting trapped in the snow.</i>
<i>angry about/at</i>	<i>The teacher was angry at my coming late.</i>
<i>bad at</i> <i>good at</i>	<i>One who is bad at speaking cannot be a good orator.</i>
<i>disappointed about/at</i>	<i>My father is disappointed at spending an idle life.</i>
<i>excited about</i>	<i>We are excited about going on a tour to Europe.</i>
<i>famous for</i>	<i>Lata Mangeskar is famous for singing melodious songs.</i>
<i>fed up with</i>	<i>She is fed up with being given a lower job all the time.</i>
<i>fond of</i>	<i>I am fond of buying books in exhibitions.</i>
<i>happy about/at</i>	<i>Smita is not happy about leaving this place.</i>
<i>interested in</i>	<i>Are you interested in doing some social work?</i>
<i>keen on</i>	<i>I am keen on working on an innovative project.</i>
<i>proud of</i>	<i>We are proud of being Indians.</i>
<i>sick of</i>	<i>They are sick of doing this work for years.</i>
<i>tired of</i>	<i>I'm tired of waiting for you.</i>
<i>used to</i>	<i>We are used to being treated like this.</i>

3.3.3. Gerunds and Present Participles

Both the present participle and the gerund are formed by adding ‘-ing’ to a verb. But the participle does the job of an adjective while the gerund does the job of a noun. Compare their use in the following sentences:

*The soldiers, **lying wounded in the field**, wanted to be helped.*

***Lying dead like this** won't help you much.*

Whereas the participle **lying** modifies the subject (**the soldiers**) in the first sentence, the gerund phrase **lying dead like this** is the subject of the second sentence.

3.3.4. Check your Progress

Use the correct forms of the verbs given in brackets and complete the following sentences.

1. *The servant admitted (take) my purse.*
2. *Are you not afraid of (copy) in front of the invigilator?*
3. *I remember (speak) to her mother before she died.*
4. *The snake (lie) dead on the terrace is not dangerous.*
5. *We are not crazy about (participate) in this competition.*
6. *The little boy came (run) towards me.*
7. *You don't worry; I remember (check) your answers before I leave for the vacations.*
8. *She is not sorry about refusing me any help.*
9. *This (write) pad is not usable; give me another one.*
10. *Our parents are not on speaking terms; but we keep (wish) each other whenever we meet.*

3.4. Infinitives and Gerunds

3.4.1. Comparing Gerunds and Infinitives

The difference in the form of gerunds and infinitives is quite clear. Look at the following lists.

Gerunds: *swimming, hoping, telling, eating, dreaming*

Infinitives: *to swim, to hope, to tell, to eat, to dream*

Confusion between **gerunds** and **infinitives** occurs primarily in cases in which one or the other functions as the direct object in a sentence. In English some verbs take gerunds as verbal direct objects exclusively while other verbs take only infinitives and still others can take either. Some of such verbs are listed below.

3.4.2. Verbs that take only infinitives as verbal direct objects

<i>agree</i>	<i>decide</i>	<i>expect</i>	<i>hesitate</i>
<i>learn</i>	<i>need</i>	<i>promise</i>	<i>neglect</i>
<i>hope</i>	<i>want</i>	<i>plan</i>	<i>attempt</i>
<i>propose</i>	<i>intend</i>	<i>pretend</i>	

*I propose **to start** a new school for girls.*

*We intend **to postpone** this meeting until next week.*

*He attempted **to answer** all the questions but he couldn't.*

*She promised **to help** me in times of need.*

3.4.3. Verbs that take only gerunds as verbal direct objects

<i>Deny</i>	<i>risk</i>	<i>delay</i>	<i>consider</i>
<i>can't help</i>	<i>keep</i>	<i>give up</i>	<i>be fond of</i>
<i>Finish</i>	<i>quit</i>	<i>put off</i>	<i>practice</i>
<i>Postpone</i>	<i>tolerate</i>	<i>suggest</i>	<i>stop (quit)</i>
<i>Regret</i>	<i>enjoy</i>	<i>keep (on)</i>	<i>dislike</i>
<i>Admit</i>	<i>avoid</i>	<i>recall</i>	<i>mind</i>
<i>Miss</i>	<i>detest</i>	<i>appreciate</i>	<i>recommend</i>
<i>get/be through</i>	<i>get/be tired of</i>	<i>get/be accustomed to</i>	<i>get/be used to</i>

*The Chairman admitted **taking** bribe.*
*I suggest **going** to a new restaurant this time.*
*I dislike **begging** before others.*
*We regret **doing** this time and again.*
*I am used to **being** treated like this.*

3.4.4. Sense verbs that take an object plus a gerund or a simple verb

Certain sense verbs (like feel, hear, see, observe) take an object followed by either a **gerund** or a simple verb (infinitive form minus the word to). With many of the verbs that follow the object, the use of the **gerund** indicates *continuous action* while the use of the **simple verb** indicates a *one-time completed action*.

With the **infinitive** we are more interested in the action itself and whether it was completed or not: *I saw her cross the road.* (I was there when she went from one side of the road to the other). But if we say, *I saw her crossing the road*, we simply mean that *we saw her going from one side to the other side*. We are not sure whether she reached the other side or not).

<i>feel</i>	<i>hear</i>	<i>notice</i>	<i>watch</i>
<i>see</i>	<i>smell</i>	<i>observe</i>	

We watched him jumping over the wall. (continuous action: We saw him doing it.)

*We **watched** him **jump** basketball.* (complete action)
*I felt my pulse **beating** rapidly.* (continuous action)
*I **felt** my pulse **beat** rapidly.* (one-time complete action)
*My mother **heard** the children **crying** for alms.* (continuous action)
*My mother **heard** the children **cry** for alms.* (one-time action)

3.4.5. Gerund or Infinitive?

In the following section, we have a list of verbs which show a clear difference in meaning when they are used as **infinitives** and **gerunds**. Verbs marked with an asterisk* can also be followed by a *that-clause*.

Come, forget, go on, mean*, regret*, remember, stop, try*
(A) Come

Come + gerund is like other verbs of movement followed by the gerund, and means 'the subject is doing something while moving'.

*The bull came **rushing** towards the speeding vehicle.*

Come + to-infinitive means 'something happens or develops, mostly outside the subject's control'.

*At first I didn't believe what he said. Now, I have **come to believe** his words.*

*How did you **come to do** it in such a short time?*

*This word has **come to mean** something different now.*

(B) Forget, Regret and Remember

When these verbs are followed by a **gerund**, the gerund refers to an action that happened earlier:

*I **remember posting** your letter (= I did it and I remember it now)*

*I **forget carrying** my key everyday. (I carry the key but I look for it)*

Forget is frequently used with 'never' in the simple future form:

*I'll never **forget meeting** my favourite writer Shashi Deshpande.*

When these verbs are followed by a **to-infinitive**, the infinitive refers to an action happening at the same time, or later:

*I **remember to post** your letter (= I haven't done it and I will do it in a while.)*

*I **forget to carry** my keys everyday. (I regularly forget it.)*

(C) Go

Go on + gerund means 'to continue with an action'.

*He **went on speaking** for two hours and everyone became restless.*

*I can't **go on working** so hard; I have to change my style of work.*

Go on + to-infinitive means to continue with the next action.

*He placed his proposal before the committee and then **went on to explain** its implications for the company.*

(D) Try

Try + gerund means 'to experiment with an action'.

*If you have problems sleeping, you could **try doing** some yoga before you go to bed, or you could **try drinking** some warm milk.*

*'I can't get in touch with Karan.' 'Have you **tried e-mailing** him?'*

Try + to-infinitive means to make an effort to do something. It may be something very difficult or even impossible:

*The surgeons **tried to save** his life but he died on the operation table.*

*We'll **try to phone** at 6 o'clock, but it might be hard to find a public telephone.*

*Elephants and mice have to **try to live** together in harmony.*

(E) Mean

Mean + gerund expresses what the result of an action will be, or what will be necessary.

*If you want to live in Delhi that will **mean experiencing** a lot of stress every moment.*

Mean + to-infinitive expresses an intention or a plan:

*Did you mean **to dial** this number?*

*I **mean to finish** this job by the end of the week!*

*Sorry - I didn't **mean to hurt** you.*

3.4.6. Verbs that can take both Infinitives and Gerunds (with no or little difference of meaning)

Some verbs can be used by either the **ing-form** or **to-infinitive**. There is not much difference in meaning, for example:

begin, bother, continue, hate, like, love, prefer, stand
*He started **to do** things so fast that we couldn't believe it.*
*He started **doing** things so fast that we couldn't believe it.*

3.4.7. Infinitives and Gerunds as Nouns

 Both **gerunds** and **infinitives** can be nouns, which means they can do just about anything that a noun can do. Although they name things, like other nouns, they normally name activities rather than people or objects. Here are five noun-uses of gerunds and infinitives (and one additional non-noun use, the adjective complement).

Gerunds and infinitives can both function as:

1. **Subject:**

***Playing cricket** is my favourite pastime.*

***To play cricket** is my favourite pastime.*

2. **Subject Complement:**

*My favourite pastime is **to play cricket**.*

*My favourite pastime is **playing cricket**.*

3. **Appositive:**

*My aim, **to be an engineer**, is less likely to be achieved.*

*My aim, **being an engineer**, is less likely to be achieved.*

4. **Object of a Preposition:**

*She wrote a newspaper article about **dealing with college recruiters**.*

*She thanked her coach for **helping her to deal with the pressure**.*

Two prepositions, *except* and *but*, sometimes take an **infinitive**.

*The committee had no choice **except to elect** Mr Dhaliwal President.*

*What is left for us **but to pack up** our things and say good bye to everybody?*

3.4.8. Check your Progress

1. **Put the verbs in brackets into the correct form of the infinitive or the -ing form.**

1. I suggest (call) the cinema to find out what time the film begins.

2 It's no use (try) to make excuses. She won't believe you.

3 I look forward (see) the artwork in the museum's latest exhibition.

4 She spent a long time (talk) on the telephone so she didn't finish her chores.

5 Farah enjoys (listen) to classical music.

6 To tell you the truth, I don't know how (dance).

7 We were happy (hear) that our holidays were being extended.

8 The couple plan (announce) their engagement later today.

9 Will you let me (read) you some parts to tell me if you like them?

10 We saw him (paint) the fence as we walked past his house.

2. **Put the verbs in brackets into the infinitive or -ing form.**

1 A: I'll never forget ... traveling.... (travel) across Nepal.

B: Yes, but you forgot (send) me a postcard, didn't you?

2. A: I hate (ask) you, but can you help me with the housework?

B: Sure, but remember I hate (do) the vaccuming.

3. A: The door wants (fix).

B: I know. I wanted (ask) the carpenter to come and have a look but I forgot.

4. A: I'm sorry (put) you in such a difficult position.
 B: It's OK. I'm sorry for (shout) at you.
5. A: I'd prefer (spend) this weekend at home.
 B: Really? I prefer(go out) whenever I've got free time.
6. A: Did he go on (talk) about the same boring topics all night?
 B: No, he went on (show) us his holiday photos.
7. A: Don't be afraid (talk) to her in French.
 B: I can't. I'm afraid of (make) mistakes.
8. A: I meant (tell) you there's a job vacancy at the chemist's.
 B: Well, I won't apply if it means (work) at the weekend.
9. A: Why don't you try..... (take) a different medicine if you're still ill?
 B: I think I'll just try(get) some more sleep.
10. A: Let's (have) something to eat.
 B: Again? I wish you'd stop (eat) so much !

3.5. Participles

A **participle** is a verb form used as an adjective to modify nouns and pronouns. **Participles** are verbals that usually function as adjectives. Since they are derived from verbs, they do express actions or state of being. As adjectives, they usually come before the nouns and pronouns in a sentence. There are three types of participles: **present participles, past participles and perfect participles.**

Present participles have an **-ing** ending. The following sentence contains both a present and a past participle:

*The couple, **confused and complaining**, were taken to the Counsellor's chamber.*

Complaining is a **present participle**, formed by adding **-ing** to the present form of the verb **complain**. 'Confused' is a past participle, formed by adding **-ed** to the present form of the verb 'confuse'. Both participles modify the subject, 'couple'.

Past participles end in **-ed, -en, -d, -t, or -n**, as in the words *asked, eaten, saved, dealt, and seen*. However, irregular verbs have various past participle endings (for instance, *thrown, forgotten, built, flown* etc).

***Washed by the flood**, the houses looked ugly.*

***Injured in the accident**, I wanted some medicine.*

***Flown by an Indian Airlines airplane**, he was very happy.*

***Blown by the wind**, the roof was of no use to anyone.*

Perfect participles have the form **having+ been+ verb (Past Participle)** and are used to modify nouns.

***Having seen blood on my shirt**, my mother fainted.*

***Having been a supporter of your cause**, I'll never say no to any of your requests.*

***Having been interested in politics**, Amitabh Bachan had contested from Amethi.*

***Having been devastated by the earthquake**, the Chinese people needed international help.*

3.5.1. Check your Progress

Combine the following pairs of sentences with the help of participles or participial phrases.

1. I was annoyed with his constant complaints. I dismissed him in the end.
2. He was a victim of treachery two times in his life. Hence he didn't trust anyone easily.

3. *In the evening, we saw the birds. The birds were flying happily without any fear.*
4. *Children saw the Chief Guest getting down from his car. They all started clapping.*
5. *The artist painted the picture with much difficulty. Then he displayed the painting in his studio.*
6. *The old man was weak and helpless. He wanted someone to be by his side at the time of his death.*
7. *We were late for the match. We were ready to apologise.*
8. *The Chinese were devastated by the earthquake. They changed their approach on many international issues.*
9. *The young woman was beautiful and intelligent. That's why she was very arrogant.*
10. *Saroj got his father's moral support. He started his new venture with a big shot.*

3.6. Exercises for Practice

1. **Fill in the blanks with the correct form of the infinitive or -ing form.**

(1) Ordering ... (order) your own meal in a restaurant may soon be a thing of the past. In Bombay, at an Indian restaurant, the waiter, Tarun, claims to be able (2) (choose) the right dish for each customer. After (3) (work) for many years in South Indian restaurants, Tarun noticed that different people prefer certain types of food. "Women appear (4) (like) milder foods and rich, creamy sauces while men seem (5) (enjoy) spicier foods," he says. Tarun makes his choices by (6) (chat) to his customers - but not about their tastes in food. What he does first is (7) (find out) what kind of personality the customer has. After (serve) an Onion Dosa and Sambar, Tarun was happy (9) (see) that his customer was very satisfied. One gentleman particularly enjoyed (10) (drinking) spoonfuls of rasam.. Tarun spends a lot of time (11) (observe) his customers. Once, a young couple argued throughout the meal. Tarun avoided (12) (give) them a sour dessert. He served them a sweet dessert instead, and after that they couldn't stay angry with each other. People aren't accustomed (13).....(be/served) meals that are not of their own choice, but Tarun seems (14) (know) exactly what people will like. This restaurant is certainly worth (15) (visit).

2. **Fill in the blanks with the correct form of the infinitive or -ing form.**

Steam trains were replaced by electric ones years ago, so when the newspaper I work for heard that the Black Admiral had been restored, they decided (1) ..to send.. (send) me on its first trip. I didn't object to (2) (go) even though I generally dislike (3) (travel) by train. In fact I was looking forward (4) (see) something I had never seen before. When I arrived at the station I saw lots of people (5) (celebrate) the rebirth of the Black Admiral, and I was glad (6) (be) part of the party. At 2 o'clock everyone was ready (7) (board) the train. I settled myself into a compartment where I was soon joined by an old man who claimed (be) one of the original workers on the Admiral. He claimed (9)(work) for a penny a day, and told me how much he had hated (10) (be/covered) in coal dust all the time. His family had been too poor (11)(buy) more than the basic necessities. It was a sad

story, but it was a pleasure (12) (listen) to him. At every station people were waiting (13) (greet) the train, and it was exciting (14) (see) the spectators' faces as the past seemed (15) (come) alive again. If all trains were as appealing as the steam engine, I would choose (16) (travel) by train all the time.

3. Fill in the blanks with the correct form of the infinitive or -ing form.

For Pradeep (1) ... to agree ... (agree) to go on a walking holiday was very surprising. He usually hated (2) (do) outdoor activities of any kind. We thought we'd have difficulty in (3) (persuade) him but it was his idea (4) (set off) the very next day. We suggested (5) (go) to Shimla as it would be the best place (6) (find) hotel rooms each night. Though we'd have preferred (7) (take) the coach, Pradeep encouraged us (8) (travel) by train. We decided (9) (meet) at the station early the next morning as we wanted (10) (be) in Chandigarh by midday. Imagine the look on our faces when Pradeep arrived on a huge, brand-new motorbike. "Do you think I'll be allowed (11) (take) it on the train?" he said. "It needs (12) (run in) and this holiday's the ideal time (13) (do) it!"

UNIT-IV

TENSES OF THE VERB

4.1. Introduction

A **verb** indicates the time of an action, event or condition by changing its form. Through the use of a **sequence of tenses** in a sentence or in a paragraph, it is possible to indicate the complex temporal relationship of actions, events, and conditions. There are many ways of categorizing the twelve possible verb tenses. The verb tenses may be categorized according to the time frame: past tenses, present tenses, and future tenses.

4.2. Verb Tense: Aspect

Verb tenses may also be categorized according to aspect. **Aspect** refers to the nature of the action described by the verb. There are three aspects: indefinite (or simple), complete (or perfect), continuing (or progressive).

The three **indefinite tenses**, or **simple tenses**, describe an action but do not state if the action is finished:

- the Simple Past (*I went*)
- the Simple Present (*I go*)
- the Simple Future (*I will go*)

A verb in the **indefinite aspect** is used when the beginning or ending of an action, an event, or condition is unknown or unimportant to the meaning of the sentence. The indefinite aspect is also used to indicate a habitual or repeated action, event, or condition.

The three **complete tenses**, or **perfect tenses**, describe a **finished** action:

- the Past Perfect (*I had gone*)
- the Present Perfect (*I have gone*)

- the Future Perfect (*I will have gone*)

A verb in the **complete aspect** indicates that the end of the action, event, or condition is known and the verb is used to emphasize the fact that the action is complete. The action may, however, be completed in the present, in the past or in the future.

The three **incomplete tenses**, or **progressive tenses**, describe an **unfinished** action:

- the Past Progressive (*I was going*)
- the Present Progressive (*I am going*)
- the Future Progressive (*I will be going*)

A verb in the **continuing aspect** indicates that the action, event, or condition is ongoing in the present, the past or the future.

It is also possible to combine the complete tenses and the incomplete tenses, to describe an action which was in progress and then over.

- the Past Perfect Progressive (*I had been going*)
- the Present Perfect Progressive (*I have been going*)
- the Future Perfect Progressive (*I will have been going*)

4.3. The Function of Verb Tenses

In the Second Semester we had covered the Simple Present and the Simple Past. In this semester, we will be discussing the Present Continuous (Progressive), the Present Perfect, the Past Continuous (Progressive) and the Past Perfect only. The rest of the tense forms will be taken up in other semesters in future.

4.3.1. Present Tense

(A) The Present Progressive

While the simple present and the present progressive are sometimes used interchangeably, the **present progressive** emphasizes the continuing nature of an act, event, or condition. Each of the following sentences emphasizes the on-going nature of the action.

*We **are looking** for the first paperback editions of all of Taslima Nasrin's book Dwikhandita.*

*The union members **are pacing up and down** in front of the factory.*

*Zee TV **is broadcasting** the hits of the 70s this evening.*

The habitual or normal course of action is represented by the present simple whereas a change in the routine course of action is indicated by the use of the present progressive.

*Everyday I **go** to college by bus but today I **am going** to college in my father's car.*

*The boy **sells** peanuts everyday but today **he is selling** newspapers.*

The present progressive is occasionally used to refer to a future event when used in conjunction with an adverb or adverbial phrase, as in the following sentences.

*The doors **are opening** in 10 minutes.*

*Classes **are ending** next week.*

(B) The Present Perfect Tense

The **present perfect** tense is used to describe action that began in the past and continues into the present (until the moment of speaking) or has just been completed.

It is often used to suggest that a past action still has an effect upon something happening in the present.

*They **have not delivered** the documents we need.*

This sentence suggests that the documents were not delivered in the past and that they are still undelivered.

*The health department **has decided** that all high school students should be immunized against meningitis.*

The present perfect in the above sentence suggests that the decision made in the past is still of importance in the present.

*The government **has cut down** university budgets; consequently, the dean has increased the size of most classes.*

Here both actions took place sometime in the past and continue to influence the present.

*The cold wave **has lasted** three weeks in Northern India.*

In this sentence, the writer uses the present perfect to indicate that a condition (the cold wave) began in the past and continues to affect the present.

*Harpreet **has dreamt of** India dominating over the whole world in IT Sector.*

Here the action of 'dreaming' has begun in the past and continues into the present.

*I **have been** a fan of Peter England shirts since my college days.*

4.3.2. Check your Progress

1. Rewrite the following sentences by using the correct tense of the verbs given in brackets.

1. Aruna (go) to the temple in the morning everyday but today she (go) in the evening.
2. At the moment, I (write) letter to my father; I'll call you when I (finish).
3. Tapas (stay) in the hostel for the last four months; how is it possible that you (not know) about it?
4. The managers of this match (already gain) whatever they wanted (gain); they (not bother) whether they (get) any extra money or not.
5. Akash (send) one thousand rupees every month to his mother; but this month he (spend) two thousand on gambling. He is not able to decide what to do. Today he (send) an e-mail to his friend (give) the money to his mother on his behalf.
6. Rich people hardly (bother) what (happen) to the poor. This struggle between the haves and the have nots (go on) for centuries. But ultimately, it is the fittest who (survive).
7. I (bet) you can't guess her age; she (go) to the gym for the last ten years. That's the reason why many people (confuse) her with her sister. And she (be) very proud of it.
8. All shrewd politicians (speak) the same language; they (speak) sweet words as long as they (need) you. But the moment you (fulfill) their need, they (not recognize) you at all.
9. Presently they (work) on the problem. Everyone (believe) that they will come out with a solution at the end.

10. What can a person (do) when whatever he (plan) is spoiled by God?

2. You have been asked by your teacher to give an account of the things that you do everyday in about 200-250 words. Use the skills for writing a diary and include as much detail as possible. You have to make use of the present tense throughout. However, you can shift to other tenses when you really feel the need.

4.3.3. Past Tense

(A) The Past Progressive Tense

The **past progressive** tense is used to describe ongoing actions in the past. These actions often take place within a specific time frame. While actions referred to in the present progressive have some connection to the present, actions referred to in the past progressive have no immediate or obvious connection to the present. The ongoing actions took place and were completed at some point well before the time of speaking or writing. Each of the verbs in the following sentences is in the past progressive tense.

*The cat **was walking** along the garden path.*

This sentence describes an action that took place over a period of continuous time in the past. The cat's actions have no immediate relationship to anything occurring now in the present.

*Leena **was telling** a story about the exploits of a friend when a branch broke the window.*

Here the action "was telling" took place in the past and continued for some time in the past.

*When the recess bell rang, Jaspreet **was writing** a poem on the blackboard.*

This sentence describes actions (*rang* and *was writing*) that took place sometime in the past, and emphasizes the continuing nature of one of the actions (*was writing*).

*Between 1942 and 1944 the Frank and Van Damm families **were hiding** in an Amsterdam office building.*

In this sentence, the action of 'hiding' took place over an extended period of time and the continuing nature of the hiding is emphasized.

(B) The Past Perfect Tense

The **past perfect** tense is used to refer to actions that took place and were completed before the moment of speaking in the past. It is often used to emphasize that one action, event or condition ended before another past action, event, or condition began. Each of the verbs in the following sentences is in the **past perfect**.

*Mimansa arrived at 5 pm but Mr. Singh **had closed** the store.*

All the events in this sentence took place in the past, but the act of closing the store takes place before Mimansa arrives at the store.

*After we located the restaurant that Jasmine **had talked** about, we ate supper there every Friday.*

Here the phrase 'had talked' precedes the finding 'location' of the restaurant. Both actions took place sometime before the moment of speaking or writing.

*The heat wave **had lasted** three weeks.*

While the sentence "The heat wave has lasted three weeks" suggests that a condition began in the past and continues into the present, this sentence describes an action that began and ended sometime in the past ('had lasted'). By using the past

perfect the writer indicates that the heat wave has no connection to any events occurring in the present.

*After he **had learned** to drive, Abhishek felt more independent.*

Here the learning took place and was completed at a specific time in the past. By using the past perfect rather than the simple past ('learned'), the writer emphasizes that the learning preceded the feeling of independence.

4.3.4. Check your Progress

1. Fill in the blanks in the following sentences to complete them.

1. What(do) when the roof collapsed?
2. Uday(submit) the application for loan before the manager called him.
3. How long you(work) in that school by the time you were asked to resign?
4. When he left his room in the night, he(feel) as if someone..... (walk) by his side.
5. Nobody(guess) what was there in the packet. It was Rinku who (make) the correct guess.
6. My father(water) the plants when the calling bell rang.
7. Many people (die) from sun strokes before the government started emergency services.
8. We(be not) used to that kind of life before. We (regret) our decision every moment of our stay there.
9. Mr Manikchand was the last person to leave the theatre; everyone except him(leave) the place before the show was over.
10. Most of my friends (attend) Sarif's birthday party but nobody(enjoy) any item.

2. You went to Kulu last week with your friends on a trip. Describe in brief about your friends, what all you did there and how you felt about this experience. Use all aspects of past tense to complete the description. You can make use of other tense forms but keep them to the minimum.

4.4. Exercises for Practice

1. Select one of the choices given and complete the sentences.

1. The expert predicted that with the drought _____.
(a) there was a famine(b) there would be a famine(c)there will be another famine(d)there can't be a famine
2. I _____ studying for the TOEFL by Sunday.
(a) finished(b) will finish(c) finish(d) should have finished
3. I found the grammar book while I _____ at the bookstore.
(a) shopped(b) shop(c) was shopping(d) had been shopping
4. There are fire trucks outside. What do you think _____ ?
(a)is happened(b)has happened(c)would happen(d)did happen
5. I really enjoyed that new restaurant but I can't remember _____.
(a)what was it called(b)what is called(c)what it was(d)how it was called
6. Could you tell me when _____?
(a)the next train leaves(b)will the next train leaves(c)leaves the next train(d)is leaving the next train

7. _____ since you were home for the holidays?
 (a) it has how long been (b) how long it has been (c) It has been how long (d) How long has it been

2. Fill in the verbs in the correct tenses into the gaps.

- A: What (you, do)when the lights went out?
 B: I (pour)oil into the pan.
- I came to Chandigarh six months ago. I started my economics course three months ago. When I return to Delhi, I (study)for nine months and I (be)in Chandigarh for exactly one year.
- In the last hundred years, traveling(become) much easier and very comfortable. In the 19th century, it (take)..... two or three months to cross North America by covered wagon. The trip(be) very rough and often dangerous. Things..... (change) a great deal in the last hundred and fifty years. Now you can fly from New York to Los Angeles in a matter of hours.
- Everyday I..... (wake) up at 6 o'clock, (eat) breakfast at 7 o'clock and(leave) for work at 8 o'clock. However, this morning I (get) up at 6:30,(skip) breakfast and..... (leave) for work late because I(forget) to set my alarm.
- Right now, Varinder(read) the newspaper and Katrina(make) dinner. Last night at this time, they..... (do) the same thing. She (cook) and he..... (read) the newspaper. Tomorrow too at this time, they(do) the same thing. She(prepare) dinner and he (read)the newspaper. They are very predictable people!

3. Fill in the verbs in the correct tenses into the gaps.

- Ito the cinema yesterday. (to go)
- Funny12 next week. (to be)
- My friendto music every evening. (to listen)
- Theytheir car. It looks new again. (to clean)
- Listen! Mrs Sayalthe guitar. (to play)
- Hehis arm two weeks ago. (to break)
- Theya test now. (to write)
- Wea film tomorrow evening, but we haven't got the tickets yet. (to watch)
- WeTV when it started to rain. (to watch)
- I wanted to visit you yesterday, but youat home. (not/to be)

5. Choose the right answer for each of the blanks.

- Manisha _____ at school for two weeks.
 (a) hasn't been (b) hadn't been (c) isn't been (d) haven't been
- Steve left and he didn't say where _____.
 (a) was he going (b) is he going (c) he went (d) he was going
- The train is very late. It _____ two hours ago.
 (a) was supposed to come (b) must have come
 (c) should have come (d) had better come
- Sweta bought new shoes _____ on her vacation.
 (a) just before she was to go (b) before she was just going
 (c) before she had gone (d) while she went

5. _____ to Jasper for the past several years.
(a) I don't go (b) I'm not going (c) I haven't gone (d) I haven't been going
6. There was a big storm yesterday. I was playing golf when it _____.
(a) had hit (b) hit (c) was hit (d) was hitting
7. I wish that we _____ a house when we have enough money saved.
(a) could buy (b) had bought (c) will buy (d) are buying
8. Are you sure the teacher _____ use the projector?
(a) knows to (b) knows the (c) knows how to (d) knows how
(d) were used to smoke
9. You _____ me, because I didn't mean that.
(a) must misunderstand (b) must be misunderstanding
(c) must have misunderstood (d) had to misunderstand
10. If it _____ snow, we cannot go shopping.
(a) wouldn't (b) doesn't (c) didn't (d) won't

UNIT-V

NOUN CLAUSES

5.1. Introduction

While studying the Independent Clauses under Semester-II, we had studied the sentences and the clauses that they can contain. To be more specific, sentences in any language can be **simple, compound or complex**, depending upon their structure. It is important to understand the different types of sentences before we study the noun clauses.

A sentence contains at least one **clause**. A sentence which contains just one independent clause is called a **simple sentence**.

I am a student.

We celebrate Holi in March every year.

I want to finish my homework before I go out to play.

There is a mango tree in the middle of the garden.

My sister is doing engineering in National Institute of Technology, New Delhi.

We can see that in all the above sentences, there is one single **finite verb** which controls the subject. When we join two independent clauses with the help of **coordinating conjunctions** (*and, both, but, still, not only...but also, either ..or, neither ...nor, so, therefore, thus etc.*), we have **compound sentences**.

*My mother can cook biriyani **but** she cannot make dosa.*

*Anuja goes to her office everyday **and** does her work sincerely.*

A sentence which contains one independent clause or main clause and one or more **dependent/ subordinate clauses** is called a **complex sentence**. The two clauses are joined by the **subordinating conjunctions** (*as, as if, for, since, unless, until, if, whether, though, even though*) which vary from sentence to sentence.

Dependent/ subordinate clauses are mainly of three basic types, depending upon the function they perform in individual sentences. The clauses which perform the function of adjectives are called **adjective clauses**; the clauses which perform the function of adverbs are called **adverb clauses**, and those that perform the function of nouns are called **noun clauses**.

A dependent clause cannot be a full-fledged sentence by itself. It can have one of the following structures:

- **Subordinator (the subordinating conjunctions) + Subject + Predicate**
*I can see **that her hair is long and wavy**.*
*This is the bag **which he had lost in the park**.*
*She cannot be suffering from depression **since she has never preferred to stay single**.*
- **Subordinator (subject)+ Predicate**
*The lady **who lives across the road** is a doctor.*
*He would accept **whatever is given to him**.*
*Runita purchased the saree **which had red and white stripes all over**.*
*This is the building **which the government donated to an NGO to run a school**. (adjective clause ‘which the government donated to an NGO to run a school’ modifies the noun ‘building’)*
*Can you tell me **why the minister resigned yesterday**? (The **adverb clause** why the minister resigned yesterday is used in place of an **adverb of reason**)*
*I don't know **what you want from me**. (The noun clause what you want from me has been used in place of a noun, an object of the verb know)*

5.2. Noun Clauses

5.2.1. Definition

Noun clauses are usually introduced by the subordinating conjunctions like what, that, which, whether, who etc. If the clause is replaceable by a noun, **it**, **this** or **that**, then we can say that it is a **noun clause**. Look at this sentence.

***That he is a fool** is known to everybody,*

We can see that the part in bold italics (That he is a fool) is replaceable by **this/it**. Alternatively, we can start the sentence with It is known to everybody and end with that he is a fool.

We can combine two independent clauses by changing one to a noun clause. How we choose a noun clause marker depends on the type of clause we are changing to a noun clause:

To change a **statement** to a **noun clause** we use **that**:

Shah Rukh Khan is a good actor.

Everyone knows it.

When we combine them, we have:

*Everyone knows **that Shah Rukh Khan is a good actor**.*

5.2.2. Sequence of Tenses in Sentences Containing Noun Clauses

When the main verb (the verb in the independent clause) is **present**, the verb in the noun clause is:

- **future** if its action/state is going to take place later
*We think **that by 2010 India will export rice to many European countries**.*
- **present** if its action/state is existent or happening at the same time
*We think **that India is self-reliant in the production of rice**.*

- **past** if its action/state has already taken place

*We think **that India has already consumed a lot of rice.***

When the main verb (the verb in the independent clause) is past, the verb in the noun clause is:

- **was/were going to** or **would + verb (first form)** if its action/state is going to happen after sometime.

*The people in the coastal areas feared **that the cyclone would be devastating.***

*She said **that she was going to join a new job within a month.***

- **perfect** if its action/state is earlier.

*We assumed **that Mr Malhotra had accepted the job willingly.***

If the action/state of the noun clause is still in the **future** (that is, after the writer has written the sentence), then a **future** verb can be used even if the main verb is past.

*The astronaut said **that people will live on other planets someday.***

5.2.3. Reduction of Noun Clauses to Infinitives

When we use will, should, can in the noun clauses to express commands/requests for action /permission/questions, we can replace the clause by infinitive (to+ verb) phrases.

*My boss told me **that I should resign.** (= He told me to resign)*

*He asked me **that I should take rest.** (= He asked me to take rest)*

*I'm not sure **how I can solve this problem.** (= I'm not sure how to solve this problem)*

*Sukhpreet wanted **that I should consult a doctor.** (Sukhpreet wanted me to consult a doctor).*

5.2.4. Check Your Progress

Combine the following pairs of sentences with the help of Noun Clauses.

1. *She told a lie to her friend. Everyone knows this.*
2. *Where are you living these days? I want to know this.*
3. *Everyone wondered. The problem was difficult to solve.*
4. *The satellites get light from the sun. The scientists have proved it.*
5. *What do you do next? That's important to us.*
6. *You have cheated everyone. It's very surprising.*
7. *People cannot take things for granted. We must understand this.*
8. *You can take any book of your choice. This is up to you.*
9. *You are angry for some reason. I don't know this.*
10. *You are very reliable. This quality of yours pleases me most.*

5.3. Types and Functions of Noun/Nominal Clauses

Nominal clauses or noun clause, on the basis of their structure and function, can be divided into the following categories:

- **That clauses**
- **Interrogative sub-clauses**
- **Nominal relative clauses**
- **Nominal to-infinitive clauses**
- **Nominal-ing clauses**

Each of these clauses can be used as the subject, direct object, subject complement, appositive, object of a preposition and complement/object of an adjective.

5.3.1. That Clauses

That-clauses perform the same functions in sentences that nouns do. ‘**That**’ does not have any function within a **noun clause** (unlike adjective clauses). It simply introduces the clause and can sometimes be omitted.

The union leader told the members (that) he would fight for their rights.

It surprised him that his own brother had betrayed him.

That-clauses can be used as the *subject, object and complements of verbs, objects of prepositions and adjectives:*

1. Subject of a Verb

When **that-clauses** are used as the subjects of verbs, they are placed at the beginning of a sentence and are introduced by conjunctions like **what, that** and **whether**.

That everybody hates criminals is clear from this survey.

2. Object of a Verb

In a complex sentence with a transitive verb in the main clause, the subordinate noun clause functions just like the object of the transitive verb.

All my colleagues think that I have got this promotion through unfair means.

3. Subject Complement

Everyone has the assumption that inflation will come down.

4. Adjective Complement

We are sure that inflation will come down very soon.

5. Appositive

Your assumption, that inflation will come down, is unbelievable.

Check Your Progress

Combine the following sentences with that clauses.

- 1. You are a very good driver. I know this.*
- 2. She is a good friend of yours. I guess it.*
- 3. The world is going to face a third world war. Everyone has this belief.*
- 4. The tribal people have a very difficult life. We cannot accept this.*
- 5. The teacher has not given me proper marks. I am certain of it.*
- 6. The corporate sector is growing day by day. This is a well known fact.*
- 7. The leaders are not bothered about their people. It is clear from this research.*
- 8. Tushar cracked the IIT in one chance. This surprised his family and friends.*
- 9. You are not ready to listen to me. It's a pity.*
- 10. I could complete the work in two days. My boss couldn't believe this.*

5.3.3. Interrogative Sub-Clauses

Interrogative sub-clauses are generally introduced by wh-words. They look like wh-questions.

Wh-words: *how, what, when, where, which, who, whom, whose, why*

Wh-words have a function within a noun clause, just as they do in adjective clauses, and, therefore, cannot be omitted ... even when they are not the subjects.

I wonder who(m) he handed over the letter.

It is not possible to know what he wants.

They perform the same functions in sentences that nouns do. They can be used as:

- **Subject of a Verb**

How he will pass the examination is a big question.

- **Object of a Verb**

In a complex sentence with a transitive verb in the main clause, the subordinate noun clause functions just like the object of the transitive verb.

I can't say what he is planning to do tomorrow.

- **Subject Complement**

This is what I mean.

- **Object/Complement of a Preposition**

We are not interested in what you are saying.

- **Adjective Complement**

We weren't sure which direction we were moving in.

- **Appositive**

My problem, what I should do tomorrow, has not been solved yet.

Interrogative nominal clauses can also contain **yes/no** questions. These yes/no interrogative clauses are formed with **if** or **whether**. **Whether** and **if** do not have any function within a noun clause, but we cannot omit them because they carry important information:

I wonder whether he can buy such an expensive house.

Do you know if/whether the bus to Delhi has left?

Check Your Progress

Combine the following sentences in such a way that one of them is an interrogative sub-clause.

1. *I don't know the time. He comes home at some time.*
2. *Nobody knows if he will come or not. It doesn't matter.*
3. *The police don't have any clue. The murder took place somewhere.*
4. *She cut all the mangoes in one hour. Her mother couldn't imagine this.*
5. *You are saying something. We don't have any interest in listening to it.*
6. *It may rain or it may not rain. I cannot say.*
7. *The storm was violent. No one could guess the reason.*
8. *Isha has written a book of poems. I wonder about it.*
9. *Somebody should take the leadership. I am just interested to know that.*
10. *Your house has been burgled or not burgled. I don't care about that.*

5.3.4. Nominal Relative Clauses

Nominal Relative Clauses are also introduced by **wh**-words. As we have seen, these clauses can be introduced by **wh**-words, followed by **-ever**.

Wh+ever words: *however, whatever, whenever, wherever, whichever, whoever, whomever, however*

They also perform the same functions in sentences that nouns do. They can be used as:

- **Subject of a Verb**
What you say is unbelievable.
- **Direct Object of a Verb**
*I want to see **whoever registers the names of new students.***
- **Indirect Object**
*She gave **whoever she saw** a nice gift.*
- **Subject Complement**
*Destiny is **what you make of your life.***
- **Object Complement**
*You can tell **whatever stories you know.***
- **Appositive**
*Tell me your pen name, that is, **what name your family and friends use to call you.***
- **Object of a Preposition**
*They should pay for **what they like.***

5.3.5. Check your Progress

Complete the sentences by changing the questions to noun clauses.

1. *Who is she? I don't know.....*
2. *Who are they? I don't know.....*
3. *What is that? Do you know.....*
4. *What are those? I don't know.....*
5. *Whose book is that? I don't know.....*
6. *Whose books are those? I don't know.....*
7. *What is a wrench? Do you know*
8. *Who is that woman? I wonder.....*
9. *Whose house is that? I wonder.....*
10. *What is a clause? Don't you know*

5.3.6. Nominal to-infinitive Clauses

Nominal to-infinitive Clauses perform the same functions in sentences that nouns do. They can be used as:

- **Subject of a Verb**
*For a teacher **to behave like that** is unwise.*
- **Object of a Verb**
In a complex sentence with a transitive verb in the main clause, the subordinate nominal to-infinitive clauses function just like the object of the transitive verb.
*I want everyone **to be healthy and happy like me.***
- **Subject Complement**
*Her aim is **to be an astrophysicist like S. Chandrasekhar.***
- **Appositive**
*My dilemma, **to join or not join the new job,** has been resolved.*
- **Adjective Complement**
*We are lucky **to be here on this occasion.***

5.3.7. Check Your Progress

Combine the following pairs of sentences by using infinitive clauses.

1. *Everyone should do their duty. I want this.*
2. *I am here. I am delighted about this.*
3. *I cannot decide my destination. This is my problem.*
4. *We shall meet the Prime Minister. This is my proposal.*
5. *You are our guide. It's unbelievable.*
6. *You will win this election. We are sure.*
7. *My sister wants to be a doctor. It cannot be fulfilled.*
8. *You behave in this abnormal way. It's unnatural.*
9. *Children love their parents. They want to stay close to their parents.*
10. *You have an idea to fly high. I cannot appreciate that.*

5.3.8. Nominal –ing Clauses

Nominal –ing Clauses perform the same functions in sentences that nouns do. They can be used as:

- **Subject of a Verb**

When that-clauses are used as the subjects of verbs, they are placed at the beginning of sentences and are introduced by conjunctions like what, that and whether.

Reading my poems to my friends is my passion.

- **Object of a Verb**

In a complex sentence with a transitive verb in the main clause, the subordinate nominal –ing clauses function just like the object of the transitive verbs.

She will never prefer being invited without prior notice.

- **Subject complement**

What I want now is playing a game of dice with you.

- **Object of a preposition**

I am tired of being misunderstood every time.

- **Adjective Complement**

Many of my relatives were busy finding faults with the arrangements.

5.3.9. Check Your Progress

Combine the following pairs of sentences with the help of Nominal-ing Clauses.

1. *I am your friend. So I cannot make you wait.*
2. *People look for our help. They want their problems solved.*
3. *You smoke in the public. I strongly object to it.*
4. *I am running short of money. That's what I need.*
5. *She is your best friend. She will definitely help you.*
6. *My brother helped me do my homework. I still remember it.*
7. *The saint was busy. He was digging the earth.*
8. *People like to have their food outside. I don't like it.*
9. *My friends scored more than me. My father was surprised at it.*
10. *The minister was very shrewd. He avoided our questions very cleverly.*

5.3.10. Nominal Exclamative Clauses

In main exclamative clauses, 'what' introduces noun phrases and 'how' is used otherwise. In this use, 'what' and 'how' are used as intensifiers.

*I know **what joy my results have brought to my parents.***

*I told her **how beautiful she was.***

5.4. Exercises for Practice

5.4.1. Complete the sentences by changing the questions to noun clauses.

1. *Who(m) did you see at the party? Tell me.....*
2. *Who came to the party? Tell me*
3. *Who did Heena talk to? Do you know*
4. *Who lives in that apartment? Do you know.....*
5. *What happened? Tell me.....*
6. *What did he say? Tell me.....*
7. *What kind of car does Akash have? I can't remember*
8. *How old are their children? I can't even remember.....*
9. *Where can I catch the bus? Could you please tell me.....*
10. *Who broke the window? Do you know.....*

5.4.2. You ask someone for the following information. Begin your sentences with, "Do you know..."

- A. You heard a student in the cafeteria say that today's history class is cancelled. You see a classmate. Ask her to make sure.
- B. Ankita invited you to a party for tonight, but you forgot to write down the time. You are too embarrassed to call Ankita, so you ask your friend, Manish, instead.
- C. You are at the shopping mall, and you have lost your cell phone. You ask a security guard for the location of the "lost and found" desk.
- D. You are just out of the class. You remember that you have to attend your tuition on your way home. Ask a friend to confirm this.
- E. Many of your relatives are settled in the states. You want to know from your father if you can try for the US.

5.4.3. Change the direct question (quoted) to an indirect question. Enter your answer in the text box.

1. *"What did she say?"*
She asked me
2. *"Where are you going?"*
They asked me
3. *"What time is it?"*
Can you tell me
4. *"How old are you?"*
I'd rather not say
5. *"When are you leaving?"*
Please let me know.....
6. *"What color are you selecting?"*
Would you tell me

7. *"How much do you pay for tuition?"*
Would you mind telling me
8. *"How many times have you seen that movie?"*
They asked me
9. *"Who is coming for dinner?"*
I would like to know
10. *"Who did they choose to lead the group?"*
Can you tell me

Appendix A

VOCABULARY LEARNT

abilities	attired	catch	conduct (n.)	depart
abode	attitude	caption	conductive	depriving
aborted	authority	carried	confident	derive
acceleration	autonomy	caters	conflict	descends
accept	available	caters	congregation	designed
accepted	available	causeway	consequently	desire
access	avoid	causing	consideration	despite
according	avoiding	ceiling	considering	destroy
achieved	awareness	celebrated	constant	destruction
achieved	away	celebration	consumerism	determine
actually	backpack	certain	contemplate	development
additional	bacteria	certificate	contention	detract
administration	banter	challenge	contest	developed
adult	based	challenges	contribute	device
advanced	battery	channel	converged	devotees
advances	battlefield	characteristic	convert	difference

advantages	beautiful	chase	convert	different
affecting	behaviour	chassis	copyright	different
afield	biggest	cheaper	correct	dip
against	bilaterally	chores	corrected	diplomatic
agriculture	biographer	circuits	cosmopolitan	disadvantages
alien	biological	citizens	cost-effective	disagree
alike	bio-mechanical	civilization	counter	disappointed
allegations	bio-mechanics	claimed	countless	disapproved
almost	birds	cleverer	course	discounting
almost	bleeding	climate	covered	discovered
although	blessed	clips	cranks	discovery
although	blessing	closely	crawl	disguise
aluminium	blogger	coach	entertain	displaced
amateur	blogging	coated	create	display
ambience	blogosphere	co-authored	credit	dissension
ancestors	bone	coaxing	criticism	dissipated
anniversary	bonsai	colleagues	cross-cultural	distant
annoyance	boon	college	crossing	distinction
anxiety	boon	collisions	cuisine	divorced
anxious	borne	combine	cult	dozed
apart	bother	commission	cultural	dragging
appeared	bouncing	commit	cyberspace	driven
arbitrary	boundaries	committed	dangling	dubious
archer	bouts	communication	decade	duckling
architecture	brace	companies	decisions	economy
argued	braking	compared	decreased	education
argument	bristles	competition	dedicated	effort
arguments	brush	complex	defence	efforts
aspiring	budget	complicated	definite	electric
assets	bunkers	composite	delivered	electricity
assume	burden	composition	demented	electrode
assume	calendars	computers	denied	elsewhere
attention	camping	conditioning	denying	emissions
empire	festivity	harvested	resistance	matchless
empowered	fetish	harvester	interest	matter
encyclopedia	feudal	headway	international	menace
energy	fewer	heard	interrelated	messages
engage	fighting	heart	introverted	microfibre
engages	filmmakers	heavy	invests	millionaire
enhancing	flaw	hikers	inviting	millions
enough	flexible	historical	involves	minister
ensures	flight	holy	issuing	misplaced
entire	flip	hues	jewellery	modifiers
entirely	flung	humility	jewish	molecule
entirely	foeticide	humouredly	judgment	monetary
equal	foetus	hybrid	justification	monitored
equality	followed	hymns	Kashmir	moonlit
equanimity	forever	iceberg	kindness	moral
equivalent	forum	icons	kingdom	morally
especially	forward	idea	knowledge	morning

essential	fossils	identifies	labour	motherhood
established	fraction	illogical	landings	motivates
eternal	friendlier	immediate	landour	motivational
ethical	frightening	immediately	language	mountain
evaluating	frostbite	importance	laurels	movements
evidence	fruitless	increasingly	leading	movies
evil	furiously	important	leaned	murderer
evolution	further	impossible	liberal	muscles
exchange	furthermore	impressions	licensed	music
exclude	fuss	incapable	literacy	nano-generator
Indians	future	incapacity	literary	natural
exemplified	gadgets	included	literature	nearby
exercising	galaxy	independent	lithium	necessarily
exists	generally	independently	lobby	nectar
expected	generate	indicates	lobbying	negativity
explanations	generation	indication	located	networking
explore	generator	individuals	logical	normally
extend	girlfriend	inevitable	longer	notable
extensive	glacier	infant	loosing	nuance
extent	glance	infected	loyalty	nuclear
extremely	global	infinite	lumps	nutrition
extremist	goose	influence	machine	obeisance
factor	gramophones	information	macro	observational
faith	grandfather	inner	made	obsession
farm	granola	insignificant	makeover	occupied
fascinated	greater	instance	making	occurrences
fascination	grieve	instead	manned	offerings
fastest	grooming	insulin	marble	offers
fat	habitually	insurance	marriageable	ordinary
fatter	handicapped	integrated	martial	organically
favourite	hard	intellectual	community	organisation
feminist	hardly	intelligent	massacre	orthopedic
festivities	harness	intensity	massive	
ourselves	primarily	reform	selective	standing
overlaid	primitive	refusal	self-improvement	standstill
pact	principle	refuses	semi-precious	statement
panspermia	privileged	refute	sentient	statistics
parents	probability	refuted	series	stay
parliamentary	probe	regarding	serious	stellar
particularly	problems	region	seriously	still-born
partnership	process	reign	servants	strategy
passed	process (n.)	reignite	serve	street
passion	procession	relatively	severely	stretched
penicillin	profiles	relevant	shaded	stride
penny	profound	relic	shaped	strolls
peppered	progammes	relieving	sharing	strong
percent	progress	religious	shattering	strong
perform	project	remained	shockingly	structures
performing	promising	remote	shoe-mounted	studying
perhaps	promote	replace	shrine	sufficient

person	promote	representative	siblings	suitable
personal	properties	reproducing	signed	supreme
personality	proportion	requiring	significant	surprise
personally	prosthetic	research	silence	survive
pertaining	protection	resident	silly	suspect
pesticides	protesting	resistance	similarly	suspended
phenomenon	proved	resolve	situated	sweeping
philosophical	provides	resources	situation	swinging
physicist	providing	respect	slowing	switch
pious	provinces	responsible	smarter	swung
planets	psychology	restore	snails	systems
platform	public	restrict	social	tandoori
politician	pundit	restrictions	society	technique
politics	purpose	retarded	solace	technology
pollution	qualified	returning	solar	technology
pool	quarter	reviews	soldiers	temperament
popular	radius	revolution	solution	terms
population	rally	rewrite	sorts	terrestrial
portable	random	robotic	soul	themselves
positivity	rather	roughly	source	theoretical
possibility	reality	royalties	space	therapists
possible	realize	sabotaging	species	therefore
possibly	reason	scarce	spicy	thirst
potted	reasonably	scientific	splendour	thousands
pouring	recharged	scientists	spontaneously	through
practically	reclining	scooped	spoon	through
practices	recommendations	scrapbooks	spreading	uptight
prayer	recreational	scripture	sprinkle	usher
preceded	rectangular	seasonal	staggering	ushering
precious	refined	seat	stand	ushers
preserving	reflective	sectional	standard	throughout

tiny	treated	unlikely	warming	wild
toddlers	treatment	unmannerly	waste	witnessed
torturing	tremendous	unwelcome	wasting	won't
raping	troubled	updates	watching	wonders
tough	turbans	uprooted	wealth	wooly-headed
traditional	twist	orphans	weapons	worldwide
trait	ugly	vegetables	webcam	worried
tranquillity	unanimously	vegetarianism	weighs	worth
transformation	understanding	verandah	weirdos	youth
transformative	unique	violation	welcome	zing
transformed	universe	violent	wheat	
transplants	university	voluntary	whether	
treadmill	unlawful	wannabe	wikipedia	

Appendix B

MODEL QUESTION PAPERS

MODEL QUESTION PAPER I COMMUNICATING EFFECTIVELY IN ENGLISH SEMESTER III

TIME 3 Hrs

MODE: WRITTEN

MAX MARKS: 100

Answer all questions. Figures on the right hand margin indicate marks.

SECTION A: READING COMPREHENSION

30

1. Read the following excerpt carefully and answer the questions that follow.

Stress and anxiety in children and teenagers are just as common as in adults. Parents who are under stress due to lack of time but have high expectations from children in studies and other performances cause undue stress to children. Further, children and teenagers, deprived of love and attention in their early years but burdened with family responsibilities also end up with stress. Parents, who are not emotionally available for their children or lack positive coping abilities, often increase stress in their children.

Stressed children show signs of emotional disabilities, aggressive behavior, shyness, social phobia and often lack of interest in otherwise enjoyable activities. Research tells us that children, forced to live adult life, sometimes do not follow their parents' rules (or those of society). Such children tend to respond to stressors with aggression.

Student-life coincides with adolescence, and stress can manifest in children as a reaction to the changes in life in addition to academic pressures. Children become more self-aware and self-conscious, and their thinking becomes more critical and complex. At the same time, children often lack in academic motivation and performance, as their attention is divided among a lot many things, especially creating an identity for themselves. As parents we should try to identify their problems and deal with them in a systematic and humane way.

A. Answer these questions briefly (in not more than 20 words). 20

1. Adults suffer from stress and anxiety. Are children free from these psychological problems?
2. What are some reasons of childhood and teen stress?
3. What kind of parents often increase stress among children?
4. How do stressed children behave?
5. What does research tell us about children who are forced to live like adults?
6. How do such children respond to stressors?
7. How does stress manifest in adolescence?
8. What happens to children in adolescence?
9. Why is children's attention divided at this stage?
10. How should we deal with their problems?

B. Look at the words given below and the choices given for their synonyms. Choose the option which is closest in meaning to the given word. 5

1. *familial*
(a) familiar (b) fearful (c) related to family
2. *aggressive*
(a) angry (b) attacking (c) offensive
3. *phobia*
(a) interest (b) fear (c) anxiety
4. *manifest*
(a) express (b) produce (c) come out
5. *motivation*
(a) enthusiasm (b) inspiration (c) attraction

C. Form at least two words from the following words by adding or deleting the prefixes and suffixes. 5

- (a) performance
- (b) responsibility
- (c) emotionally
- (d) enjoyable
- (e) conscious

D. Write the nouns/pronouns which stand for the underlined words in the following sentences. 5

- (a) Parents, who are not emotionally available for their children or lack positive coping abilities, often spur stress in their children.
- (b) Research tells us that children, forced to live adult life, sometimes don't follow their parents' rules.
- (c) Children become more self-aware and self-conscious, and their thinking becomes more critical and complex.
- (d) At the same time, children often lack in academic motivation and performance, as their attention is divided among a lot many things, especially creating an identity for themselves.
- (d) As parents we should try to identify their problems and deal with them in a systematic and humane way.

SECTION B: GRAMMAR 30

Do as directed.

A. Rewrite the following passage by using adjectives wherever you can. 5

It was Sunday morning; everybody at home was busy doing something. Mother was cooking rice, chappatis, paneer and dal makhni whereas father was washing his car. Vineet played badminton with Nitya in the courtyard. Our dog Tommy was also in the race and was at play with the mongoose in the drawing room.

B. Fill in the blanks with modal auxiliaries. 7

Young people often think that they...1....do everything on this earth. But at the moment of test, they...2....come out with thousand excuses. They...3... either blame their teachers or families. Or else they ...4.....simply put the blame on their times. In reality, the youth of today...5.....have respect for the old traditions but at the same time6....look for opportunities to prove their talent and be at their best. They ...7....find some lethargic people, infected with inaction still they ...8....be on the hunt for people who are filled with progressive ideas and dynamism. They ...9.....mend things which they... 10.....not earlier. A small positive act on their part ...11.....send across positive vibrations in every corner and fill the lives of people with positive energy. They ...12.....bother about the crash in the Sensex or food crisis in some remote corner of the world. They...13....concern themselves with the demands of their immediate environment and respond to them in positive, proactive ways. Instead of blaming the system or the society, they...14.....start taking up little initiatives of positive action.

C. The sentences given below are incomplete because of the blanks in them. Complete the sentences by using the appropriate form of the verbs given in brackets.

8

We ...1....(have)quite an adventure at the zoo yesterday. Mita ...2.....(cross) the fence at the Tiger park and ...3....(find) herself in danger. A tiger cub4...

(come) rushing to her. Luckily, she...5...(apply) her presence of mind and6... (start) running as quickly as she could. Finally she ...7.....(be) back into the crowd. A short while later, Daddy got ...8.....(trap) in one of the holes near the lake and Mom9...(not know) what to do. She...10... (call) up the attendants to help him out but no one ...11.....(be) nearby. I ...12...(have to) request the Security Officer to send somebody to help us. He ...13.....(be) kind enough to send one. The helper ... 14.....(come) within no time and ...15.....(take) father's leg out of the hole. We ... 16.....(decide) to come back home.

D. Use the non-finite forms of the verbs given in brackets and complete the following passage.

7

All my friends want...1.....(join) government jobs after they complete their diploma courses but I am not intent upon.....(do) such a thing. I want ...2.....(do) something which will...3.....(differentiate) me from others. ...4.....(be) a true follower of my family tradition, I am planning to ...5.....(employ) both my knowledge and skills in.....6.....(serve) the farmer community in which I have been born and brought up. I have seen my fellow people...7.....(suffer) from the pangs of hunger, ...8.....(fight) for water and9...(walk) for miles together to get fertilizers. I want ...10.....(start) an NGO which will...11.....(look after) the problems of people and ...12.....(serve) as a platform for the redressal of their grievances. I don't want my people ...13.....(curse) me for ...14.....(be) indifferent to their worries.

E. Identify the noun clauses in the following sentences.

3

1. That which is not useful to anybody can never be useful to us.
2. I want to see whatever assignments you have completed so far.
3. I hardly understand what he has been trying to say for the last one hour.
4. He never responded to whatever his employees demanded.
5. How to bell the cat is the real issue now.
6. We don't know wherever he lives these days.

SECTION C: WRITING SKILLS

35

A. Given below are the things that went wrong with you while buying a mobile phone for your friend. You want to tell the manager about this traumatic experience. Write a letter to the Manager, Modern Solutions about this.

12

- The sales girl was arrogant
- A few models were available
- No discount was given, despite the discount written on the cover
- Accessories were not properly connected
- Handwritten bill was provided

B. One of your friends had been trying for a career in modeling. You get the news that he/she has been selected by a famous advertising company for modeling. Write a letter of congratulation to him/her on this great success. 10

C. Read the following letter carefully. Look for the words, expressions or sentences which are odd, inappropriate or out of context. Remove these words, expressions and sentences and rewrite the letter. You can also change the punctuation marks to suit your version of the letter. 13

222, Astha Apartments, Narnaul, Haryana.

Dr Shrikant Sharma, MBA, Ph.D
Manager, Human Resource Deverolpment
Daksh Cyber Solutions
538, Institutional Area
Rohtak

Dear Mr. Sharma

I have joined as a Project Leader for the new initiative for schools launched by your company. This is a dream come true for me as it has given me an opportunity to live a dignified life while feeding my fantasies. On this occasion my parents would like you to join us at a dinner party they are planning to throw tonight. I hope you are not busy tonight. Since the day of my joining I have seen you to be a quiet gentleman, just happy with your own routine. I am pretty sure that you wouldn't decline my request.

Further, I wish to intimate you that I am going to attend my cousin's marriage on 25th November, 2008. I would be thankful to you if you could be kind enough to grant me leave for a week, i.e from 20-27 November 2008. Otherwise I will be forced to leave this job and look for a new one.

My conscience tells me that you will not turn down my invitation for dinner and my request for leave. You shouldn't link my invitation to dinner with my request for leave. As you are a bright and understanding officer, you will take the decision properly.

Give me a phone call after you decide upon my request.

Thanking you in advance

Yours lovingly
Sweta Singhania

MODEL QUESTION PAPER II COMMUNICATING EFFECTIVELY IN ENGLISH

SEMESTER III

TIME: 3 Hrs

MODE: WRITTEN

MAX MARKS: 100

SECTION A: READING COMPREHENSION

35

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

The kingdom of books is as vast as the universe, for there is no corner of it which they have left unexplored. There are books on every topic, be it as simple as the

composition of Sodium Nitrate or as intricate as the mechanism of a space craft rocketing towards Mars. We make use of books for spread of useful ideas, for popularizing the fruits of our research in various fields of knowledge, and for spreading our progressive views on matters concerning our fellow beings. In fact, no single product of human labour has been as helpful to the advancement of civilization as books. Books written in all languages of the world are decoratively placed in bookshelves in our homes and tastefully displayed in bookstalls and libraries.

Books didn't exist five centuries back. There were few who could read things written on materials other than paper. At that time our ancestors used rocks, pillars and parchments with a view to record thoughts and achievements in the language they then understood. Nowadays the book-producing machinery gives permanence to the work of all scientific thinkers, poets and philosophers. It also caters to the differing tastes of millions of people for whom book reading is an extremely pleasant, intellectual exercise. Moreover, the high percentage of literacy, the growth of libraries in towns and villages and the tendency of intellectuals to have their own private collection of useful books, have given birth to a number of big publishing houses. In recent years paperbacks have begun to attract the reading public. These paperbacks are generally reprints of popular fiction or of established classics or translations from foreign works which are in constant demand at all bookstalls.

1. Answer the following questions in about twenty five words.

15

- (a) Why does the writer say that the kingdom of books is vast?
- (b) How do we make use of books?
- (c) The writer says, "No single product of human labour has been as helpful to the advancement of civilization as books". Explain.
- (d) How do we display the books?
- (e) What materials did our ancestors use to write?
- (f) Why does the writer say that the modern book producing machinery gives permanence to the work of all scientific thinkers, poets and philosophers?
- (g) How does the book-producing machinery cater to the tastes of millions of people for whom book reading is an extremely pleasant, intellectual exercise?
- (h) Which factors are responsible for the birth of big publishing houses in the world?
- (i) What has happened in recent years?
- (j) Why are the paperbacks attractive to the reading public?

1. Against each of the words four options have been given. Tick mark the one which is opposite in meaning to the given word. 5

1. *simple*

- (a) easy (b) complex (c) difficult (d) smooth

1. *helpful*

- (a) useful (b) fruitful (c) harmful (d) destructive

2. *pleasant*

- (a) happy (b) painful (c) peaceful (d) unpleasant

3. *growth*

- (a) increase (b) decrease (c) death (d) disappearance

4. *constant*

(a) inconstant (b) stable (c) fixed (d) increasing

3. *Detach the prefix and/or the suffix(es) from the following words and write the root words.* 10

1. kingdom
2. advancement
3. civilization
4. decoratively
5. achievement
6. machinery
7. intellectual
8. collection
9. translation
- (10) percentage

4. *The passage contains a lot of adjectives. Underline the adjectives in the passage and write them down in your answer sheet.* 5

SECTION B

GRAMMAR

30

1. *The following is an advertisement for a missing dog. The man who drafted the advertisement didn't know how to use adjectives. Use proper adjectives and rewrite the advertisement.* 6

Dog Poppy missing since 20 June 2008. Colour not black, not white, little brown. Had a winter dress on its body. Last found near the Municipality office. Has got a halter round neck. Has never been out of home. Raised with love and care. Loves mutton and vegetables. Reacts to noise. Keeps away from street dogs. Fears water and fire but loves smell of earth. Becomes friendly with all. Informant will be awarded. Contact No: 9866834907.

2. *Provide modals (both in their affirmative and negative forms) in the blanks in the following passage and complete it.* 8

Scientists believe that the benefits of science ...1.....be extended to the general public at a cheaper cost. Ten years ago people thought that electronic items like TVs and computers...2....be expensive and general people ...3....be able to use them. But now we...4....see them being used in almost every middle class family. Those who ...5...make use of modern technology are now considered backward. In future, people across our country...6....be able to use all scientific gadgets. This ...7...sound like a dream but it is going to be a reality. But the government ...8...take all steps to take the benefits of science to every doorstep.

3. *Make use of the infinitive and –ing forms of the verbs given in brackets and complete the following passage.* 6

Festivals give us an opportunity ...1...(be) at our best. ...2.....(wear) new clothes we want ...3...(tell) the world that we are least bothered about all the

negative things ...4....(happen) around us. We dance, sing and make marry ...5... (forget) all worries and ...6....(make) the best of our lives. ...7.....(inspire) by the spirit of freedom, we don't let the miseries of life8...(overtake) our desire ...9...(see) life in all possible colours. We say,...10...(live) life fully is ... 11...(live) it joyfully. Let's ...12.....(make) everyday in life a festival day!

4. Use the correct form of the verbs given in brackets and complete the following passage. 7

My parents go to their respective offices before 10 am everyday but today they... 1...(not go). Today being my birthday, both of them ...2...(take) a day's leave to make the arrangements. Last year uncle ...3....(visit) us on this day and ...4..... (bring) me many gifts. When my uncle ...5...(arrive), my friends ...6.... (decorate) my room and mama ...7....(help) the cook prepare dishes. Before this, my uncle ...8....(visit) us on my birthday. So I ...9....(be) extremely happy and ...10.....(thank) uncle for all the nice gifts he...11.....(bring) for me. This year also Uncle ...12....(send) a message that he ...13...(come) and14....(join) us.

5. Change these sentences of direct speech into reported speech using noun clauses. 3

1. Mansi asked Amar, "Do you smoke?"
Amar said, "No, never."
2. Sitesh said to sakshi, "Have you even been to a foreign country?"
Sakshi replied, " I had been to the US only last year."
3. Teacher said, " Would you prefer to go on an excursion this year?"
All the students shouted cheerfully, "Yes, Ma'am."

SECTION C

WRITING SKILLS

35

1. Your friend has come across an advertisement for the recruitment of engineers with Diplomas. As the advertisement doesn't have any concrete information on the emoluments/salary for the said job, he wants you to write a letter of inquiry to the Director, Technical Education, Himachal Pradesh to enquire about the exact salary he will be getting. 12

2. The following letter is defective in more than one aspect. Rewrite it by making necessary corrections in its format, style and language. 12

111 Shriya Complex

Sirsa

Haryana

To

Tanisha Talwar

333/1, Dasmesh Housing Complex

Panchkula

Dear Tanisha Talwar

Sub: congratulatory message over an accident

I am very much pleased to know about your accident. Have you been injured? Nikhil tells me that you are safe and sound. I am writing this letter to confirm his message.

What about your sister? I think she was also with you. You are supposed to have taken care of her. She shouldn't be a sufferer for some mistake of yours.
Father will be visiting you tomorrow. Our visit to your place has been scheduled to start at 8am and would conclude at 4 pm. Could you please make arrangements for our stay there?

I may forget to share some good news with you. My brother's marriage has been fixed on 20 September 2008. I hope you'll join us on this grand occasion.

A line of confirmation from your side will be highly appreciated.
Thanking you in anticipation.

Yours faithfully

Akash Arora

3. Write a letter to your friend expressing your inability to attend a party he/she is throwing to celebrate his/her success in the inter-college debate competition. 11

Appendix C

TAPE SCRIPT

FOR LISTENING

COMPREHENSION

CNN WORLD REPORT

TAPE SCRIPT FOR UNIT I

FEMALE FOETICIDE

NARRATOR:

Five British and Indian organizations have come together to promote partnership policing. They have set up youth and police clubs all over Punjab and in a few other north Indian states. Here, the police and teenagers work together to address social issues, especially those related to child protection.

INTERVIEW:

The project is called *Partnership Policing through Youth Clubs*. There are five partners. From India it is Punjab Police then Punjab State Human Rights Commission, from UK it is the British council, the South Yorkshire Police and the Foreign and Commonwealth Office. We hope that it will have a tremendous effect on that younger generation, where it really matters.

NARRATOR:

This time round the Mohali club demanded equal rights for the girl child at a rally. The recent census shows that the female population in India is getting thinner specially so in Punjab and Haryana. The ultra sound machine has proved to be a boon to those families who don't want a daughter. The machine identifies the sex of the foetus and if it is a female foetus, it gets aborted. Members of the club are confident that the youth will generate enough energy and end the evil practice of female foeticide.

SIGNING OFF:

The Punjab Human Rights Commission has taken a step forward to fight the menace of sex-selective abortions. The technique is a violation of human rights. The youngsters involved in this entire project have made a promising beginning.

CNN WORLD REPORT**TAPE SCRIPT FOR UNIT II****KASHMIR****NARRATOR:**

The music the waters play, the silence the mountains wear could be deceptive. Nature here isn't happy anymore. The people of India and Pakistan have battered it; Kashmir has been bleeding for more than a decade now. A state with uprooted villages and orphans. A state peppered with bullets and bunkers. A state no longer with a definite composition. A state whose roots are dug up every day. Kashmir, a bone of contention.

It was 1947 when Pakistan was scooped out of India as an all Muslim state. Pakistan claimed Kashmir too. After the 1971 war, the two Prime Ministers, Zulfikar Ali Bhutto and Indira Gandhi, signed a pact to resolve the Kashmir conflict bilaterally.

Time rolled on to see Bhutto's daughter in the seat of power, local politics changed her voice, she began to sing a new song.

SPEECH BY BENAZIR BHUTTO:

The intensity of the resistance has grown. The Kashmiri political leadership representing over thirty parties and groups has unanimously declared that it will not contemplate any solution which implies the continuation of Indian rule. Their demand is simple, *azadi*, freedom.

NARRATOR:

So did the other leaders in later years, they moved on with the tradition of sabotaging attempts of peace. By 1999, tension began to spill over and the two countries met in the highest battlefield on earth, the Siachen Glacier, where frostbite takes as many lives as bullets. Precious lives wasted. Those who lost their loved ones, cried over them and continue to do so. As science progressed, the two countries got richer in arms, richer and more refined. They even learnt to flex their nuclear muscles much to the annoyance of the mighty west. The race goes on between India and Pakistan in just about everything. Be it pulling down villages, torturing men, raping women. Allegations and counter – allegations constantly flung across the borders.

SIGNING OFF:

So what is the solution? Different governments try different things. Diplomatic meetings, joyrides on the bus, military meetings on the mountains, elections to usher popular governments, coaxing militants to surrender. Over fifty thousand people killed. What do ordinary citizens want? Give peace a chance is what they say and there are enough on either side to make peace happen through cultural exchange, lobbying, media power. As a Pakistani woman said, "Why don't they ask women if they want a war?"

CNN WORLD REPORT

TAPE SCRIPT FOR UNIT III

ROSE FESTIVAL

NARRATOR:

The city goes wild ushering the festival of gardens. Rose garden, as always, is the privileged host. People arrive here attired in their Sunday best. Rose, the symbol of eternal love, peace and purity reigns supreme in its full splendor. Residents of Chandigarh have put up their labour of love on display. There are competitions for cut flowers, potted seasonal plants, bonsai, cacti and many others. It's time for them to throw open the glory of their gardens to public judgment. Their labour can bring them laurels, as is the case here. As part of the festivities, rose prince and rose princess are selected in three age groups. This time six hundred and eighty toddlers have converged for this tough competition. One wonders why mothers spend months grooming their little ones for it.

INTERVIEW:

... so that's why I thought that since she is beautiful she should have a forum and from there she should get a certificate too. So that in future, she will tell others that she had participated in this contest.

NARRATOR:

Antarakshari, a film based competition, adds much zing to the ambience. On the other side, the rose quiz tests older students on rose in history, botany and literature. The city administration invests money, time and energy promoting this festival year after year.

INTERVIEW:

For the Chandigarh administration: this strength of two lakh citizens participating in this rose garden festival during this one week of celebration is itself reflective of the way the festival caters to the cultural and recreational needs of the population. Accordingly, coupled with the focus on flowers, gardens, additional elements of culture and recreation have been added to the festivity. We keep the needs of the city in mind.

SIGNING OFF:

Colours, crowds, competitions. Together they form the spirit of the festival of gardens.

CNN WORLD REPORT**TAPE SCRIPT FOR UNIT IV****HOLLA MOHALLA****NARRATOR:**

For almost three hundred and fifty years, Holla Mohalla has been celebrated at Anandpur Sahib, the birth place of the Khalsa religion. It is the religion of the Sikhs, who are around two percent of the Indian population. The Sikhs are a martial community and in the past they were raised on the Khalsa tradition of warfare. During the festival of Holla Mohalla, the Nihang Singhs, dressed in the flowing frocks and bright turbans, perform mock battles. At one time, they were the favourite soldiers of the tenth Sikh guru, Gobind Singh, the founder of the Khalsa religion. 'Holla' means noisy celebration and 'mohalla' means a place, a venue. The congregation serves as the platform for many practices of Sikh traditions and culture. Political parties come and brief the public on their policies.

The holy scripture of the Sikhs is carried in a procession through the streets of Anandpur Sahib. *Langars* or community kitchens run day and night providing traditional cuisine, free of charge. *Kaar seva* that is a voluntary community service takes care of all chores. Traditional clothes and jewellery find easy customers in women and children. The evenings entertain visitors with cultural shows. As night descends, people crawl into camping sites in the parks to catch themselves some sleep, some find rest in their automobiles. And then the visitors depart promising to meet some time again.

SIGNING OFF:

Anandpur Sahib, a historical place, is three centuries old. It continues to play a significant role in the life of people of Punjab, in both its social and political aspects. Most of the important decisions regarding the Sikh community are taken here.

CNN WORLD REPORT

TAPE SCRIPT FOR UNIT V

AMRITSAR

NARRATOR:

This is Wagah border which divides India and Pakistan in this region. The Wagah border has witnessed many steps being taken up pertaining to the conflicts which continue to vitiate the atmosphere in the two nations. Just twenty miles east of the Wagah is situated Amritsar which means 'the pool of nectar', and in this pool of nectar is located Harmandar Sahib of matchless beauty and tranquility. This temple was built by the fifth Guru of the Sikhs, Guru Arjun Dev and it enshrines the holy books of the Sikhs, the Granth Sahib. A marble causeway leads to Harmandar Sahib which ushers the heavy flow of devotees every single day of the year. Nearly half of this temple is overlaid with pure gold leaf which helps it derive the name the golden temple. The walls of the golden temple are inlaid with semi-precious stones, frescoes and glass work. People of different faiths come to pay obeisance to the Granth Sahib. Before going into the temple some adult devotees like to go for a dip in the pool,

while some children make do with a sprinkle of the holy water. *Prasad* or offerings to be made to god can be collected from the counter outside and taken in to be blessed by god. Not far away from Harmandar Sahib is located a Hindu temple dedicated to goddess Durga. Durgiana temple is designed in similar architectural pattern as the golden temple. On returning to the golden temple complex one has reason to be fascinated by the Akal Takht. It was established by the sixth guru of the Sikhs, Guru Hargobind, in the seventeenth century. This is the supreme seat of the Sikh authority. Singing of hymns in the temple provides solace to the troubled soul and motivates one losing heart over challenges that life has to offer.

SIGNING OFF:

This shrine is the abode of Sikhism. The four doors leading to the complex stand for the fact that everyone from all over the world is welcome to visit this place. What is important is to keep one's head covered, to carry faith in one's heart and a prayer on one's lips.

Dr Sharda Kaushik, Series Editor

Dr Sharda Kaushik is the Director of the Regional Institute of English, Chandigarh. She is a former Fulbright Fellow and British Council Scholar. With twenty three years of experience in the field of ELT, Dr. Kaushik has contributed in a large way to the development of the Institute. She has authored two books, *Script to Screen* which is a recognized textbook in Universities and *Declaring Love in Four Languages*, co-authored with Mr. Khushwant Singh, the renowned scholar and novelist. She is the Series Editor of *Communicating Effectively in English*, a book targeted to hone the interpersonal skills of the learners besides enhancing their language competency.

Dr Abhilash Nayak

Dr Abhilash Nayak is a Senior Lecturer at the Regional Institute of English, Chandigarh. Enriched with a teaching experience of about eighteen years at

various levels, he has significantly contributed to the growth of education, ELT in particular. With additional degrees and diplomas in Teaching of English, Distance Education, Higher Education, Translation from prestigious universities like English and Foreign Languages University, Hyderabad, Indira Gandhi National Open University, New Delhi and University of Hyderabad, he has been able to integrate his knowledge with his profession to be at his best. He is widely known for his book *Kalyani Practical English Grammar*, co-authored with Prof Bijay Krishna Tripathy of Sambalpur University, Orissa, one of the eminent scholars in ELT. The book is quite popular with the higher secondary students and has been in circulation since 1997. At present he is working on a resource book on communication skills for the students and teachers of higher secondary classes.

Regional Institute of English

Established in 1963, the Regional Institute of English was set up under the GOI scheme with an objective of imparting training in English language teaching skills to the teachers of the five northern states- Jammu and Kashmir, Himachal Pradesh, Haryana, Punjab and UT Chandigarh. Since then, the Institute has expanded its activities in various dimensions, the chief one being training government in-service English language teachers in Methods of Teaching English, English Linguistics, Communication Skills, Contemporary Grammar and Usage and Communication Technology. Its main functions include framing curriculum, writing textbooks, conducting workshops, seminars and conferences in issues related to ELT. The faculty also provide consultancy and guidance in setting up multimedia language lab. With an infrastructure to suit the needs of the trainees and highly trained teaching faculty, the Institute is one of its kind in northern India.