

# **MAR GREGORIOS COLLEGE OF ARTS & SCIENCE**

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## **DEPARTMENT OF ENGLISH**

**SUBJECT NAME: COMMUNICATIVE ENGLISH II**

**SUBJECT CODE: LZ12A**

**SEMESTER: II**

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## UNIT I

### LISTENING/SPEAKING/READING/WRITING

- In the Listening and Speaking section of this unit the focus is on listening to “complaints” (in a formal context) and listening to “problems and offering solutions” (informal).
- “Complaints” call for “action” to be taken after the facts have been ascertained.
- With regard to listening to “problems”, the listener has to practice active listening and “offer solutions” or “suggest ways” by which the problem can be solved.
- The onus to solve the problem is not on the listener. Decision-making rests with the one who shares the problem and seeks solutions.
- Listening and responding to complaints (formal situation) Complaints could be made in a forum or individually.
- The healthy practice of listening and responding to complaints is deeply ingrained in the administrative system of our country.
- The village panchayat is a forum where complaints are received and issues resolved. Such meetings take place even in a modern office environment.
- Here again the aim of the meeting is to discuss issues raised and sort out problems. Complaints could also be made by individuals over the phone.
- The complaints made over the phone usually pertain to products and services.
- In case you have a problem with an item you have purchased online, you could call the customer care centre of that company and make your complaint.
- With services provided by the government such as electricity and water, there is a number designated for receiving complaints from the public.
- **Here is a list of expressions used in making a complaint:**
- I’m sorry to say this but...
- I have a complaint to make...
- There seems to be a problem with...
- I’m afraid there is a slight problem with...
- Sorry to bother you but...
- I’m not satisfied with...
- Wouldn’t be a good idea to...
- There appears to be something wrong with...
- I was expecting... but...
- Sorry to bother you but...
- **Some expressions used in accepting a complaint:**

- I'm so sorry, but this will never happen again.
- I'm sorry, we promise never to make the same mistake again.
- I can't tell you how sorry I am.
- I wish it had never happened.
- **Rejecting a complaint:**
- Sorry, there is nothing we can do about it.
- Sorry but it's not our fault.
- I'm afraid there isn't much we can do about it.

### **Listening to Problems and Offering Solutions (Informal):**

- Being a good listener can take you far in your career and relationships. In the context of college life, you might be required to listen to the problems of a classmate or friend.
- Later, when you move into professional life, you might have to listen to clients. If you choose social work or counselling as a profession, your ability to "listen to problems and offer solutions" will determine your success with people who seek your help.
- Understanding what a person is trying to convey requires the skill of active listening. Active listening is the process of listening attentively while someone else speaks, paraphrasing and reflecting back what is said.
- Active listening involves more than just hearing someone speak. When you practice active listening, you are fully concentrating on what is being said.
- You listen with all of your senses and give your full attention to the person speaking.
- **Some of the features of active listening are:**
  - • Being neutral and non-judgmental
  - • Listening with patience
  - • Giving verbal and nonverbal feedback, i.e. signs of listening (e.g., smiling, eye contact)
  - • Asking questions (but not too often and only at the right moment)
  - • Reflecting back what is said
  - • Asking for clarification
  - • Summarizing
- **The responses of the person listening to another's problems could be categorised as:**
  - A) Expressions showing understanding and sympathy
  - B) Expressions used when one gently disagrees
  - C) Expressions to show that you have grasped the problem being shared



- D) Expressions used in offering solutions
- E) Expressions used as positive reinforcement
- **A. Expressions showing understanding and sympathy could include:**
  - • I understand what you are going through
  - • I sympathise with you
  - • This is what anyone in your place would feel
  - • This is indeed a difficult situation.
- **B. Expressions used when one gently disagrees:**
  - • You have a point. But could you look at it from a different angle?
  - • I'm afraid that might not be a helpful approach
  - • I'm afraid that you won't get far with that approach
  - • Do you think that would solve your problem?
- **Expressions to show that you have grasped the problem being shared:**
  - • I get what you are saying
  - • Allow me to sum up what you have said
- **Expressions used in offering solutions:**
  - • I would suggest that you.....
  - • Why don't you.....
  - • Since you have worked out the options, you must now choose one of them
  - • You need to take a decision/step
  - • You must refrain from taking this step/doing this
  - • That decision would be most ill-advised. I hope you will reconsider.
  - • Considering the merits and demerits, the options before us are.....

### Reading

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

### The Seasons of Life

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

was a great distance away. The first son went in the winter, the second in the spring, the third in the summer, and the youngest son in the fall. When they had all gone and come back, he called them together to describe what they had seen. The first son said that the tree was ugly, bent, and twisted. The second son said no – it was covered with green buds and full of promise. The third son disagreed, he said it was laden with blossoms that smelled so sweet and looked so beautiful, it was the most graceful thing he had ever seen. The last son disagreed with all of them; he said it was ripe and drooping with fruit, full of life and fulfilment. The man then explained to his sons that they were all right, because they had each seen but one season in the tree's life. He told them that you cannot judge a tree, or a person, by only one season, and that the essence of who they are – and the pleasure, joy, and love that come from that life – can only be measured at the end, when all the seasons are up. If you give up when it's winter, you will miss the promise of your spring, the beauty of your summer, and the fulfilment of your fall. Don't judge a life by one difficult season. Don't let the pain of one season destroy the joy of all the rest.

- **WRITING**
- **Writing a Paragraph on Proverbial Expressions**
- **PARAGRAPH WRITING**
- **Parts of a Paragraph**
- Topic Sentence
- Supporting Sentences
- Concluding Sentence
- **The topic Sentence** is the first sentence of the paragraph. It states the main idea reflecting the topic of the paragraph. The topic sentence should also convey what the rest of the paragraph will be about. **The Supporting Sentences** that follow the topic sentence provide details, explanations or examples to support the topic sentence. These sentences expand on the main idea and are connected in a logical manner. Transition words and phrases are used to emphasise on the inter related progress of ideas. **The Concluding Sentence** sums up the main idea and the supporting ideas presented. It is almost similar to the topic sentence but expressed in different words stating the conclusion.

### **What are Proverbs?**

- Proverbs are the traditional sayings of a country; short sentences that offer wisdom and are considered as advice to lead a good life.
- Sometimes proverbs are used in everyday communication to convey a meaning or a message to the listeners. Proverbs are like moral teachings in short sentences to convey the importance of values essential for achieving success and happiness in life.
- There are proverbs that are specific to a place which reflect the lifestyle or customs of that place.

- Thus, proverbs based on different cultures and regions inform about diversity in humanity as well as uphold universal values of truth, self-discipline, honesty, personal integrity, kindness, the importance of hard work etc.
- Proverbs are also used for effective communication as sayings in a single sentence instead of using long speeches for moralising purpose.
- The advantage of using a proverb also lies in giving a message in a nutshell.

Proverbial Expression	Meaning
<b>The early bird catches the worm</b>	Do things promptly. If you are late, you will be a loser.
<b>Make hay while the sun shines</b>	Make best use of the opportunity
<b>Rome wasn't built in a day</b>	Work consistently (regularly)
<b>All that glitters is not gold</b>	Don't be fooled by appearances
<b>A stitch in time saves nine</b>	Attend to problems immediately (If the tear is not mended immediately it will expand and become bigger)
<b>A rolling stone gathers no moss.</b>	Positive meaning: Keep moving. Don't stop Negative meaning: If you keep moving, you will gather nothing.
<b>Empty vessels make more noise</b>	Those who are not capable make the most noise.
<b>Look before you leap</b>	Check before you take a step
<b>Time and tide wait for no man</b>	Time keeps moving. It doesn't stop for anyone.

1. **Make hay while the sun shines.** The given proverb means that one should make use of the opportunity available in order to make one's life better. The importance of using the sunshine to finish the process of making the hay is emphasised to indicate how one should never miss appropriate chance given to one to accomplish one's dream. Therefore....we have to utilize the few opportunities that we get in our life that have limited validity with regard to time. Hence, good opportunities should be acted upon immediately when they are found. The world has become an intensely competitive place. We should not ignore opportunities and wait for next.

2. **Where there is a will, there's a way.** The given proverb talks about the importance of perseverance. As an important virtue, individuals are always encouraged to believe in their willpower. In other words, self-confidence and determination always make an individual overcome the difficulties and struggles in life. Therefore... without determination and strong will power, a man cannot achieve anything. To reach success, we should have dedication and

interest in work. We will have to create the will so that we can achieve our goal and be successful in our life.

## WORD POWER

### SYNONYMS AND ANTONYMS

# SYNONYMS AND ANTONYMS

WORD	SYNONYMS	ANTONYMS	WORD	SYNONYMS	ANTONYMS
Huge	big, vast	small, tiny	Long	prolonged	short
Humiliate	embarrass, mortify	honor, dignify	Magnify	enlarge	reduce, minimize
Idle	lazy	busy	Maximum	highest	minimum, least
Immature	childish	mature, adult	Mean	intend, aim	pleasant, nice
Impartial	neutral	prejudiced	Migrant	immigrant	immovable
Imperative	vital, crucial	unnecessary	Minor	slight, small	major
Independent	individualistic	dependent, unsure	Negligent	irresponsible	conscientious
Insane	mad	sane	Nice	pleasant	unpleasant
Intelligent	clever	ignorant, dense	Numerous	many	few, scanty
Internal	interior	external, outer	Oblivious	unaware	mindful, aware
Irrelevant	immaterial	relevant	Observe	notice	ignore, disregard
Join	connect	separate	Offend	upset	please, delight
Keep	remain, stay	discard	Optimistic	positive	pessimistic
Large	big	small	Ordinary	usual, normal	unusual
Least	smallest	most	Outstanding	excellent	insignificant

# Synonyms, Antonyms & Homonyms List



Homonym			Antonym			Synonyms		
Abel	–	Able	Accidental	–	Intentional	Large	–	Big
Accede	–	Exceed	Arrival	–	Departure	Exit	–	Leave
Accept	–	Except	Arrive	–	Depart	Present	–	Gift
Addition	–	Edition	Artificial	–	Natural	Alike	–	Same
Adds	–	Adz	Beginning	–	End	Stone	–	Rock
Check	–	Czech	Behind	–	in front of	Last	–	Final
Clique	–	Click	Below	–	Above	Easy	–	Simple
colonel	–	Kernel	Best	–	Worst	False	–	Untrue
Coolie	–	Coulee	Better	–	Worse	Difficult	–	Hard
Coughers	–	Coffers	Beautiful	–	Ugly	Mistake	–	Error
Crepe	–	Crape	Big	–	Small	Occur	–	Happen
Dyeing	–	Dying	Birth	–	Death	Trip	–	Journey
Fare	–	Fair	Bitter	–	Sweet	Sad	–	Unhappy
Fate	–	Fete	Black	–	White	Good	–	Fine
Flu	–	Flew	Blunt	–	Sharp	Infant	–	Baby
Graham	–	Gram	Body	–	Soul	Select	–	Choose
Graphed	–	Graft	Bore	–	Amuse	Accurate	–	Correct
Heroin	–	Heroine	Boring	–	Exciting	Always	–	Forever
Hertz	–	Hurts	Borrow	–	Lend	Connect	–	Join
Hew	–	Hue	Centre	–	Outskirts	Clarify	–	Explain
Hey	–	Hay	Far	–	Near	Fast	–	Quick
Hi	–	High	Fast	–	Slow	ill	–	Sick
Higher	–	Hire	Fat	–	Slim	Near	–	Close
Hoard	–	Horde	Fear	–	Courage	Start	–	Begin
Moan	–	Mown	Floor	–	Ceiling	Raise	–	Lift
Moat	–	Mote	Hate	–	Enjoy	Under	–	Below

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GRAMMAR

ADVERB AND PREPOSITIONS





# What is an Adverb?

An adverb is a word that improves the adjective, the verb which relates to place, time, circumstance, etc.

Where?	How?	When?	How often?	How Much?
✓ There	✓ Fast	✓ Today	✓ Always	✓ Fairly
✓ Here	✓ Slowly	✓ Soon	✓ Daily	✓ Quite
✓ Inside	✓ Easily	✓ Later	✓ Often	✓ Very
✓ Back	✓ Weekly	✓ Now	✓ Once	✓ Rather
✓ Far	✓ Badly	✓ Tonight	✓ Usually	✓ Almost
✓ Nearby	✓ Well	✓ Yet	✓ Yearly	✓ Just
✓ Indoor	✓ Fast	✓ Then	✓ Seldom	✓ Too
✓ out	✓ Quietly	✓ Early	✓ Rarely	✓ Deeply

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TYPE	ADVERBS	EXAMPLE
<b>Adverbs of Frequency</b>	always, sometimes, often, usually, frequently, rarely/hardly ever, never, generally, etc.	<ul style="list-style-type: none"> <li>• She <b>normally</b> eats three meals a day.</li> <li>• I <b>usually</b> buy all my vegetables at the market.</li> </ul> 
<b>Adverbs of Manner</b>	cheerfully, efficiently, painfully, carefully, slowly, badly, easily, well, quickly, etc.	<ul style="list-style-type: none"> <li>• The children were playing <b>happily</b> with their toys.</li> <li>• The police dealt with the incident very <b>efficiently</b>.</li> </ul>
<b>Adverbs of Time</b>	now, yesterday, soon, later, yet, tomorrow, already, tonight, today, then, last month/year, etc.	<ul style="list-style-type: none"> <li>• She'd <b>already</b> gone when we got there.</li> <li>• I'm going to hang out with my friends <b>tomorrow</b>.</li> </ul>
<b>Adverbs of Place</b>	off, above, abroad, far, on, away, back, here, out, outside, behind, in, down, downstairs, etc.	<ul style="list-style-type: none"> <li>• His children go <b>everywhere</b> with him.</li> <li>• Let's open the box and see what's <b>inside</b> it.</li> </ul>
<b>Adverbs of Degree</b>	quite, too, entirely, very, extremely, rather, almost, absolutely, just, barely, deeply, etc.	<ul style="list-style-type: none"> <li>• I'm not <b>absolutely</b> certain I posted it.</li> <li>• He was <b>quite</b> agreeable to accepting the plan.</li> </ul>
<b>Adverbs of Evaluation</b>	apparently, clearly, fairly, frankly, fortunately, honestly, hopefully, carelessly, etc.	<ul style="list-style-type: none"> <li>• David is <b>clearly</b> unhappy to be here.</li> <li>• <b>Frankly</b>, I think the Internet is overrated.</li> </ul>
<b>Conjunctive Adverbs</b>	accordingly, besides, equally, further, hence, namely, next, now, additionally, etc.	<ul style="list-style-type: none"> <li>• I don't want to go; <b>besides</b>, I'm too tired.</li> <li>• <b>Furthermore</b>, they had not consulted with her.</li> </ul> 

## Comparative Adverbs

- A comparative adverb compares 2 actions.
- When comparing 2 actions add -er to the adverb.
- Use more instead of adding -er if the adverb ends in -ly
- NEVER use more with the -er form of the adverb.

USING COMPARING ADVERBS		
POSITIVE	COMPARATIVE	SUPERLATIVE
soon fast near early	sooner faster nearer earliest	soonest fastest nearest earliest
happily greedily joyfully certainly beautifully carefully	more happily more greedily more joyfully more certainly more beautifully more carefully	most happily most greedily most joyfully most certainly most beautifully most carefully
far well badly little much	farther better worse less more	furthest best worst least most

Most one-syllable & some two-syllable adverbs add -er or -est.

Most 2-syllable (or more) adverbs use more & most to compare.

A few are just weird.



## List of Adverbs in Which -er and -est May Be Added



Adverb	Comparative	Superlative
fast	faster	fastest
slow	slower	slowest
quick	quicker	quickest
early	earlier	earliest
bright	brighter	brightest
high	higher	highest

## PREPOSITIONS

A preposition combines with a noun or pronoun to show location, time, or movement

### LOCATION

above  
behind  
below  
beside  
between  
by  
in  
inside  
near  
on  
over  
through

I am **in** the pool.



### TIME

after  
before  
by  
during  
from  
on  
past  
since  
through  
to  
until  
upon

We will meet **after** swimming lessons.



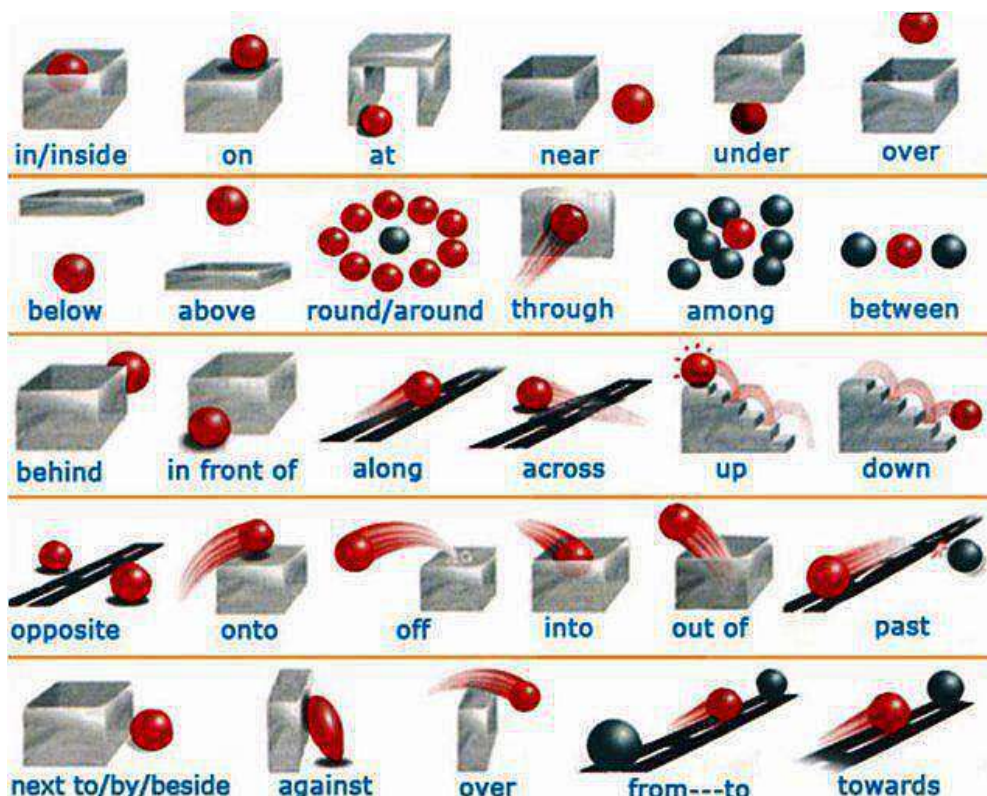
### MOVEMENT

against  
along  
down  
from  
into  
off  
on  
onto  
out of  
toward  
up  
upon

I am getting **out of** the pool.







## PREPOSITION LIST

**Preposition** a word that shows the relationship between a noun or a pronoun and some other word or element in the rest of the sentence.

- |              |              |           |             |                  |
|--------------|--------------|-----------|-------------|------------------|
| • with       | • of         | • about   | • within    | • out            |
| • at         | • to         | • like    | • along     | • around         |
| • from       | • in         | • through | • following | • down           |
| • into       | • for        | • over    | • across    | • off            |
| • during     | • on         | • before  | • behind    | • above          |
| • including  | • by         | • between | • beyond    | • near           |
| • until      | • despite    | • after   | • plus      | • in spite of    |
| • against    | • towards    | • since   | • except    | • regarding      |
| • among      | • upon       | • without | • but       | • with regard to |
| • throughout | • concerning | • under   | • up        | • because of     |

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### UNIT II

#### LISTENING AND SPEAKING

Listening to famous speeches and poems

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

### **Kinds of Speeches:**

- A speech could be made, at both formal and informal occasions, to inform, persuade, or entertain.
- Speeches by historians and scientists are largely informative.
- Entertaining speeches are given at informal gatherings like dinner parties, team parties and weddings to raise a toast.
- These are not meant to teach anything to the audience. These speeches rely heavily on anecdotes and humour while in the other kinds of speeches they may be used sparingly.
- **Types of Speeches**
- Based on the type of delivery speeches could be classified as:
  1. Speech from memory
  2. Delivery based on a manuscript
  3. Extempore
  4. Impromptu

Although speeches could be composed and delivered in different ways, they generally follow a **common format**.

- **The introduction** contains a hook to draw the audience's attention. It highlights what would be spoken about in the speech, the purpose and prepares the audience to pay attention to what is to follow. The hook may be an anecdote, a joke, or interesting facts or statistics that is gripping.
- **The body** has the main points supported by details, real time examples, or statistics. In a persuasive speech the speaker presents arguments and counterarguments to convince the audience in believing their point of view.
- **The conclusion** summarises the key points made and ends with a powerful thought. The speaker makes an appeal for a specific action or motivates the audience to decide in the concluding remarks of a persuasive speech. The easiest way to learn to make a good speech is to learn from examples. History is filled with landmark speeches made by world's top leaders and performers.
- **Making Short Speeches**
- **Welcome Speech**

- A Welcome speech signals the commencement of any event or occasion that requires a formal opening. A meeting, a conference, a workshop, or a celebration could be officially opened with a welcome speech.
- 1. Greet everybody
- 2. Acknowledge and welcome important guests
- 3. Welcome all the guests, mention the name of the event/occasion and its host and thank them for being there
- 4. Present a brief introduction of the host - the institution, the organization, the founder
- 5. Introduce the occasion
- 6. Introduce the Chief guest
- 7. Conclude with a remark that makes everybody feel comfortable and look forward to what is in store.
- **A few tips that you could follow while preparing a welcome speech:**
  - 1. Brevity: Keep it short! A welcome speech should not be long. It is recommended that one does not speak for more than three minutes.
  - 2. Prepare a list of names and designations of people who have to be welcomed. Make a list of groups of people who have to be thanked and welcomed.
  - 3. Practise pronouncing the names of guests, organisations and places that you not familiar with.
  - 4. Introduce the event and highlight its significance both for the organisers and those who are participating.
  - 5. Introduce the chief guest and special invitees.
  - 6. Thank the organisers, sponsors and others and welcome all.
  - 7. Avoid redundancy like , “one and all present here”, “on my own behalf”
  - 8. Do not use too many adjectives, for example, “ it is a great privilege to have amidst us the super star of the ceremony, the shining and dazzling and ever bright Mr Manimaran”.
- **Vote of Thanks**
  - A “vote of thanks” speech is a concluding speech at an event. It is proposed by the host to thank all the people who helped to organise the event, the guests and people who have participated. Generally, it is a speech made to express gratitude.
- **Structure of a Vote of Thanks**
  - 1. Greet everybody
  - 2. Briefly talk about the successful completion of the event
  - 3. Thank the important guests and speakers



- 4. Thank the hosts of the event/occasion
- 5. Thank all the members who helped organize the event – the team behind the scenes
- 6. Thank the sponsors
- 7. Thank all the participants
- 8. Include any concluding remark

## READING AND WRITING

### Writing opinion pieces

- The ability to articulate your opinion is one of the skills required of social and professional life.
- The ability to articulate one's opinion with clarity of thought and good diction is one of the marks of an educated mind: writing which is based on one's power of observation and analytical thinking is very powerful.
- This unit on writing opinion pieces will teach you to express yourself on any subject of your choice like travel, food, films and books.

What do you mean by opinion?

An opinion is considered

- A thought or a feeling about someone or something.
- A judgement made about something or someone.
- A view or a point of view...
- A belief or a value
- **Diary writing** gives you an opportunity to describe events of the day or write your reflections on them.
- Writing opinion pieces builds on the practice you have with diary writing.
- However, writing an opinion piece is writing that comes from a reflective and well-informed mind.
- **Op-Ed** is the short form of “**opposite the editorial.**” The Cambridge English dictionary defines Op-Ed as “a piece of writing that expresses a personal opinion and is usually printed in a newspaper opposite the page on which the editorial is printed”.
- It represents the opinion of a writer on an issue of relevance, which could range from lifestyle (like interest in travel, cuisine, fitness) to more serious writings expressing opinions on social trends and politics.
- **Distinguishing characteristics of an opinion piece**
  - It is short – not more than 750 words (this is short when compared to the lengthy editorials in newspapers)
  - It has a clearly defined point of view and is characterised by “clarity” in thinking.



- The topic is usually stated in the first paragraph .
- It is well/adequately researched. Even though it expresses a personal standpoint, the writer does adequate background study to substantiate his/her point of view. The research might involve fieldwork – going to the scene, interviewing people and such work or, using library and reliable internet resources. Though it is an opinion piece, the writer has the obligation to write responsibly.
- An opinion piece carries the “voice” of the writer. “Voice” here refers to the writer’s beliefs and convictions. It also refers to the style of writing, which could be descriptive, humorous, or informative, among other possibilities.

### Organic farming

Organic farming can be defined as an agricultural process that uses biological fertilizers and pest control acquired from animal or plant waste. Organic farming was actually initiated as an answer to the environmental sufferings caused by the use of chemical pesticides and synthetic fertilizers. In other words, organic farming is a new system of farming or agriculture that repairs, maintains and improves the ecological balance.

#### Advantages of Organic Farming

- **Economical-** In organic farming no expensive fertilizers, pesticides, HYV seeds are required for the plantation of crops. Therefore, no extra expense.
- **Good return on Investment-** With the usage of cheaper and local inputs, a farmer can make a good return on investment.
- **High Demand–** There is a huge demand for the organic product in India and across the globe, generating more income through export.
- **Nutritional-** As compared to chemical and fertilizer utilized products, organic products are more nutritional, tasty, and good for health.
- **Environment-Friendly-** The farming of organic product is free of chemical and fertilizers, so it doesn’t harm the environment.

### READING POETRY

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

### Harlem

**By Langston Hughes**

What happens to a dream deferred?

Does it dry up like a raisin in the sun?

Or fester like a sore—

And then run?

Does it stink like rotten meat?

Or crust and sugar over—

like a syrupy sweet?

Maybe it just sags like a heavy load. *Or does it explode?*

**Harlem** ---It is a proper noun, name of a place.

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

### **WORD POWER: IDIOMS AND PHRASES**

1. Susanna was on cloud nine when she found that she had won the scholarship. Ans: **extremely cheerful**

2. When his father asked Dennis who ate the cookies, Dennis spilled the beans and said that his brother had done it. Ans: **revealing the secret**

3. It is raining cats and dogs outside; the roads are completely waterlogged. Ans: **unusually heavy rain**

4. My sister is so busy that I get to see her only once in a blue moon. Ans: **rarely**

5. Shanta was the apple of her grandmother's eye; the elderly woman would do anything the little girl wanted. Ans: **someone who cherishes one above all others**

**What is an idiom?**

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

### Why do we use idioms?

- Using idioms makes our writing interesting and vibrant. 'I see my sister once in a blue moon' reads better than 'I see my sister very rarely';
- using idioms makes our writing nearly always less formal and more sophisticated

### Where can we find idioms?

- There are a number of dictionaries of idioms such as the Oxford Dictionary of English Idioms. [www.theidioms.com](http://www.theidioms.com) and [www.idioms.online](http://www.idioms.online) have a large collection of idioms.
- The major difference between an idiom and a proverb is that a proverb gives advice, while an idiom does not.
- Grammatically, proverbs are often complete sentences, whereas idioms are most often phrases that need to be included within a sentence

## GRAMMAR

### CONJUNCTIONS AND INTERJECTIONS

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

Conjunctions are divided into two classes:

#### Co-ordinating and Subordinating

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

The chief Co-ordinating Conjunctions are

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

Some Conjunctions are used in pairs.

Either ---- or

Neither ----- nor

Both ----- and

Not only ----- but also

whether ----- or

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

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

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

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

either ..... or

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

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

## **SUBORDINATING CONJUNCTIONS**

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

**The crop failed                      because there was no rain.**

**Main clause**

**Subordinating clause**

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

Hence the Conjunction introducing the dependent or subordinate clause is called a Subordinating Conjunction.

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

The chief Subordinating Conjunctions are:

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

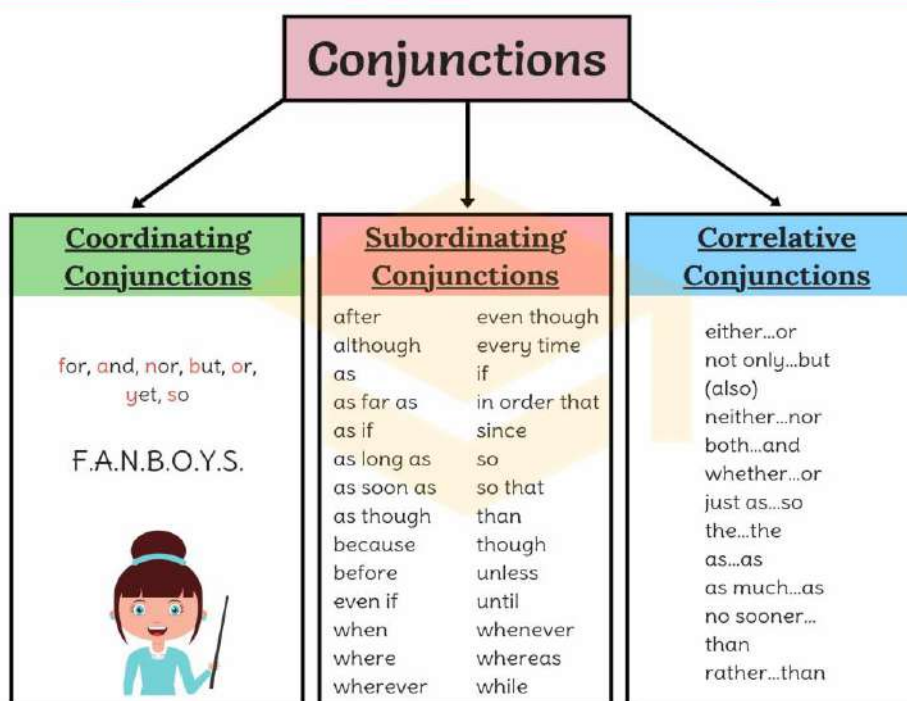
Subordinating Conjunctions may be classified according to their meaning, as follows:- Time, Cause or Reason, Purpose, Result or Consequence, Condition, Concession and Comparison



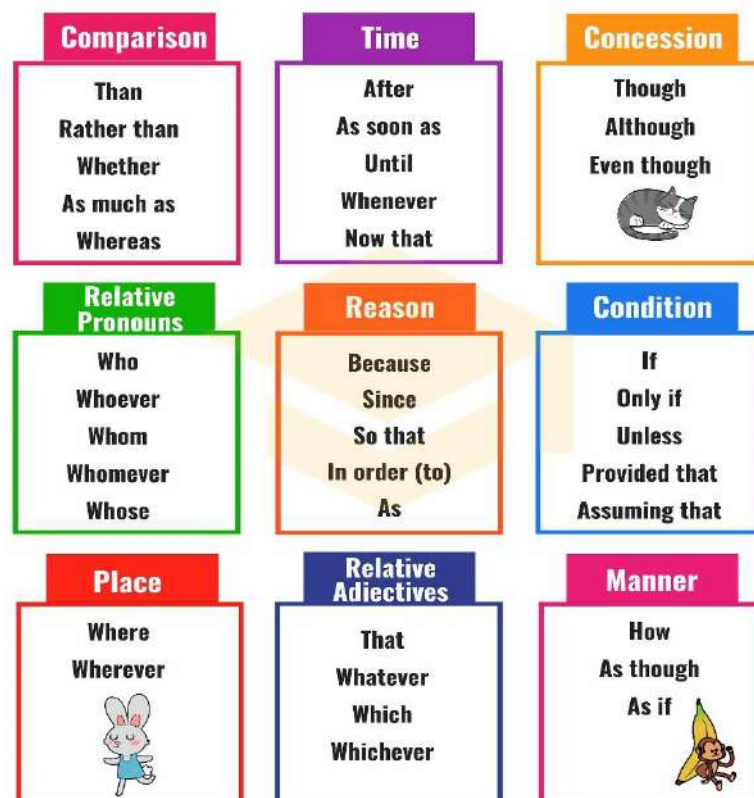
# COORDINATING CONJUNCTIONS

CONJUNCTION	EXAMPLE
<b>For</b>	We listened eagerly, <b>for</b> he brought news of our families.
<b>And</b>	She didn't speak to anyone, <b>and</b> nobody spoke to her.
<b>Nor</b>	I don't expect children to be rude, <b>nor</b> do I expect to be disobeyed.
<b>But</b>	They rushed to the hospital, <b>but</b> they were too late.
<b>Or</b>	I will go shopping, <b>or</b> I will go camping.
<b>Yet</b>	Kelly was a convicted criminal, <b>yet</b> many people admired him.
<b>So</b>	I was feeling hungry, <b>so</b> I made myself a sandwich.

## Types of Conjunctions in English



## SUBORDINATING CONJUNCTIONS



## THE INTERJECTION

Interjections is a part of speech used to express sudden emotions like happiness, surprise, grief and sympathy. An Interjection is not grammatically related to the other words in a sentence.

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

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

Here is a list of few Interjections in use:

Hi	Hurrah	Alas	Hush
Ah	Hey	Well	Wow
Oh	Ouch	Gosh	

Examples:

Hello !

What are you doing there?

Ah ! Have they gone?

Oh ! I got a fright.

Ouch! That hurts!

Well, I think that is my argument.

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

### UNIT III

#### LISTENING AND SPEAKING

##### a. Listening to TED Talks:

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

- Listening to a TED talk infuses you with positive energy and positive thinking. In short, you are ‘inspired’!

**Write few phrases to start a conversation.**

- I want to interact with you about why we need to work harder to achieve today....
- Few weeks back I saw something that I thought I would never tell anyone but I feel obliged to discuss it here...
- You will have a chance to add a few months of life span as you watch this talk...
- When I was in the boy scouts, I got a chance to meet a rare and exquisite creature...
- Albert Einstein said that ....
- Do you think it is possible to overcome procrastination just by blindly working...
- Imagine yourself ten years from now...

**Write few phrases/sentences to close a conversation.**

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

**What is a Presentation?**

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

**Write few tips to make a good presentation.**

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

A successful presentation lies in the efficient use of textual content, verbal content and visual content. The preparation of the textual content is the first step in the preparation of presentation. The textual content refers to the verbal content.

**What are the 5Ws and 1H for a successful presentation?**



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

### **Pro and Cons of modern media culture**

#### **Pros**

##### **Improves efficiency for Business**

The best advantage of any technology is that it increases the efficiency of a business process.

We can perform more tasks in less time. From shared drives to emails, communication, coordination, execution and implementation of a lot of business processes has become swift and hassle-free, all thanks to technology.

##### **Saves time**

A very obvious advantage of technology is that it saves time. As we are able to complete a task in lesser time, we can utilize the time saved for other important activities. With the help of technology a lot of activities such as cooking, cleaning, working, commuting are accomplished faster.

##### **Better communication**

In earlier times, communicating with a person belonging to a different part of the world was difficult. Think about it! Think back to the time when people had to communicate using pigeons or letters, something that took days or weeks! However today the world has come closer and one can easily connect with a person sitting in another corner of the world, all thanks to technology.

##### **Reduces cybercrime risks**

The biggest benefit of technology is to the cyber world. AI ([Artificial intelligence](#)) algorithms are qualified to detect a change in patterns that are unique from the normal pattern.

#### **Cons**

Besides the advantages discussed above, there are also some disadvantages of technological advancements:

##### **Extreme dependability**

With each passing day, we are becoming more and more dependent on technology for almost every task without even realizing it. A common example of this is using a cab service. Another example is using GPS to know the directions of any desired location. A lot of people today do not bother learning or memorizing directions because they depend on Google Maps for it. In a lot of ways, that's not a good path we're going down!

##### **Expensive**

Although technology is already a part of many people's lives, there are still some people out there who cannot afford some technologies. Many technologies that are being used by the organizations are expensive. As a result, one of technology's biggest cons is that it can only be used by those who can afford it.

### **Shortage of jobs**

With technology, the efficiency of a task has increased tenfold and this is the reason why the technology might be able to replace humans soon. An increase in technology is going to ensure that tasks that humans could do earlier can now be achieved by machines and technology. Thus, creates shortage of jobs.

### **Malfunctions**

The biggest disadvantage of technology is that all are machine driven. And a minor lapse in the functioning can create a situation that cannot be controlled. So, a minor malfunction may cause a complete failure which can cost a human life as well.

### **What are the common barriers for Effective Presentation?**

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

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

### **How do you start a presentation?**

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

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

All the world's a stage, said Shakespeare in his *As you like it*. Today I am going to talk about the role of integrity and consistency in making a human being in this digital era.....

- You may begin with telling a story relevant to the topic
  - a. During the 1960s in India...
  - b. In the mid 18<sup>th</sup> Century India had ....

- You may also quote an article that you read yesterday/couple of weeks ago/ a month earlier etc
- a. In an article that I read in *The Hindu* yesterday...
- b. In a conference that I attended last year on ....
- c. When India was struck by the Tsunami in December 2004.....
- Make use of quotations for beginning a speech:
- a. “If Winter comes, can Spring be far behind” said Shelley once. These words by Shelley are most apt to begin our reflections on the importance of positive thinking.

### What are the Do's and Don'ts in preparing an effective Power Point presentation?

#### Do's:

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


#### Don'ts:

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

**THIS IS AN EXAMPLE OF A BAD SLIDE.**

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

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





### **What are the common signs in Stage fright in Presentation?**

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

### **How do you overcome stage fright?**

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

### **What are the techniques we can use while delivering a Speech?**

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

- Maintain a relaxed upright posture
- Don't rush through the presentation. Pace your presentation with pauses in reasonably regular intervals.
- Make sure of your pronunciation and enunciation
- Avoid high pitched voice
- Ensure the pronouncing of the last syllable of every word.
- Avoid monotony of voice
- Follow interactive method
- Read the mind of the audience through their body language



- Strictly avoid reading from the slide but explain the main points covered in the slide
- Finally presence of mind and natural humour will add spice to your presentation.

### **C. Interactions during and after Presentation:**

Both the presenters and the listeners are expected to interact during and after presentation.

As a presenter, you may interact with the audience during the beginning of the presentation to build a rapport with them.

We can make use of the following questions to the audience without intimidating them:

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

### **Write few expressions while interaction.**

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

### **What are the phrases you can ask as a listener?**

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

## **READING AND WRITING**

### **WRITING EMAILS OF COMPLAINT**

#### **How do you write an email of complaint?**

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

7. To: name@service provider
8. Subject: Complaint
9. Reference: Details of receipts with date, etc.
10. To: name@serviceprovider
11. Body of the email:
12. Dear Sir/Madam,
13. I wish to complain about the -----(name of the product or service, with serial number or account number) that I purchased on ----- (date and location of transaction).
14. The product ----- (name), -----(mention the nature of fault/misfunction)
15. Kindly respond regarding your plan of action, if a replacement of the ----- (product or service) is possible. If not, kindly make arrangements for a refund of the payment made towards the purchase.
16. Copies of the receipt and warranty details are attached for your reference. Please do the needful at the earliest.
17. Yours sincerely,
18. -----

### READING ALOUD FAMOUS SPEECHES

- One effective way of developing language skills is reading aloud.
- Even if you are not sure about the pronunciation, just read.
- After you overcome inhibitions about reading aloud, you can turn your attention to pronunciation practice.
- There are many ways of learning pronunciation. have a practice of reading, there are many ways of learning pronunciation.
- Firstly the pronunciation of most of the words can be accessed as sound files in the internet.
- So you can search and learn the pronunciation.
- Secondly listen to speeches or news reading in English.
- This will help you learn how to pause and read, proper pronunciation, right intonation etc.
- **What are the different steps to be followed while preparing/writing a short assignment?**
- 
- Pre-write Process
- Brainstorming

- Organising Ideas
- Rough Draft
- Edit & Revise
- Final Draft
- **What are the three parts of an assignment?**
- 1.Introduction
- 2) discussion and
- 3) conclusion, clarity will be established.
- The conclusion, in an assignment, will sum up all the major points of discussion as well as the supporting details.
- **Define the structure of a paragraph.**

**Topic Sentence**

**Main Idea**

**Supporting Idea**

**Supporting Idea**

**Concluding Sentence**

### ONE WORD SUBSTITUTION

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

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

You will notice that each of the phrases underlined and given in bold in the passage can be replaced by a single word.

**Given below are the one word equivalents for the underlined phrases:**

Found out: discovered

Use either hand with equal ease: ambidextrous

A very critical judge of food: gourmet


A good and critical judge of paintings: connoisseur

Coin collector: numismatic

Doing something not in a professional capacity: amateur

## Why do we need to know the one word substitutes?

Using one word in the place of many makes our writing more precise. A shorter and crisper passage is much easier to read and understand than a passage with more words and phrases.



Flesh eating animals	Carnivorous
Flesh and Vegetable eating animals	Omnivorous
Plants of a particular region	Flora
Government by small groups	Oligarchy
A policeman in ordinary clothes while on duty	Plainclothesman
Storehouse of grains	Granary
Practice of talking too much about oneself	Egotism
The height of an object above sea level	Altitude
Storehouse of grains	Granary
A person who uses his strength to frighten weaker people	Bully

www.rrbportal.com

Group of Words	One Word Substitution
<b>A</b>	
Able to walk after being bedridden	<b>Ambulatory</b>
Abnormal growth in some part of the body	<b>Tumour</b>
Abnormally high blood pressure	<b>Hypertension</b>
Abnormally low blood pressure	<b>Hypotension</b>
Absence of government in a country	<b>Anarchy</b>
Absence of variety	<b>Monotony</b>
Absolute right	<b>Prerogative</b>
Accept silently or without protest	<b>Acquiesce</b>
According to custom	<b>Customary</b>

## GRAMMAR

### SENTENCE PATTERNS

#### What is the Basic Sentence Pattern? Explain.

In English, our sentences usually operate using a similar pattern: subject, verb, and then object.



A **subject** performs the action in a sentence.

- For instance, in the sentence, “Madhan eats dosa,” *Madhan* is the subject because he is the one eating the dosa.
- A **verb** is a word that usually indicates some type of action.
- There are two basic types of verbs in English: **action verbs** and **linking verbs**.
- An action verb represents something the subject of a sentence does, whereas a linking verb connects the subject to a specific state of being.
- In other words, a linking verb describes a subject instead of expressing an action.
- Linking verbs are also known as **state of being verbs**, and the most common one in English is the verb *to be*.
- If we consider the above sentence, “Madhan eats dosa,” the verb is *eats*, which is an action verb because it tells us what Matt does – he eats.
- In this sentence, “Madhan is hungry,” our verb is *is*, which is a form of *to be*, a linking verb. Notice how Madhan does not do anything in this sentence. Instead, the verb *is* describes how Madhan feels – hungry. *Is* links Madhan with hunger.

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

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

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

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

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

### Write the Six Basic Patterns

There are six basic or simple sentence patterns:

Subject/Predicate, Action Verb

Subject/Predicate, Action Verb/Direct Object

Subject/Predicate, Action Verb/Adverb

Subject/Predicate, Linking Verb/Predicate Nominative

Subject/Predicate, Linking Verb/Predicate Adjective

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

## **UNIT IV**

### **LISTENING AND SPEAKING**

#### **PARTICIPATING IN A MEETING-FACE TO FACE AND ONLINE**

##### **How to prepare to be a participant of a meeting?**

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

##### **What are the points to be followed before a meeting?**

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

##### **What are the points to be remembered during a meeting?**

- If the agenda is discussed at the beginning of the meeting, as any good organizer is sure to arrange, you can raise the point about something you'd like to be covered.
- As items are being covered, keep an eye on the notes you jotted down beforehand about the topics of interest to you.
- Avoid talking too much, as that could dilute your impact on the more important subjects.
- If somebody else has already said what you wanted to say, there's no need to make the same point a second time.
- If you want to show support for what was already said, you can provide an abbreviated version of the arguments, or you can simply nod or provide short verbal cues, such as, "yes," or "I agree."
- When the time is right to make a point, make sure that you have the organizer's permission to speak, and then clearly state what you have to say.

- Respect the rights of other people to disagree. Remember, it's not your meeting, and other people want to move on to different subjects.
- If you don't agree with something, let people know how you feel, but do not monopolize the discussion.

### **What will you do after the meeting?**

- When the minutes are published, read them carefully and compare them with your own memory of what was discussed. Let the organizer know right away about any significant differences.
- Make sure that you know what actions were assigned to you, and follow up on them as quickly as you can.
- If you have a good feeling about the meeting, let the organizer know. After all, everybody likes to hear positive feedback.

### **LISTENING WITH COURTESY**

#### **Write few useful Courtesy Markers to be followed during a meeting.**

- Be a little more judicious about communicating negative views about how the meeting was run and the value of the topics covered.
- Phrases to help you participate in a meeting both online and offline:

#### **To Interrupt:**

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

#### **To seek clarification**

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

#### **To add a point**

- *May (or) Can I add something here?*
- *I couldn't help overhearing...*

- Do you mind if I say something?

### **To express an opinion**

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

### **To express agreement:**

- *I completely agree.*
- *I couldn't agree more.*
- *You're absolutely right.*
- *Exactly!*
- *That's just how I see it.*
- *I'm with Priya on this.*
- *Well, it depends.*
- *I agree with you up to a point, but...*
- *I agree with you in principle, but...*

### **To ask for inputs**

- What's your opinion of...?
- What's your position/view on...?



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

### **Concluding Remarks**

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

## **READING AND WRITING**

### **Reading Advertisements**

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

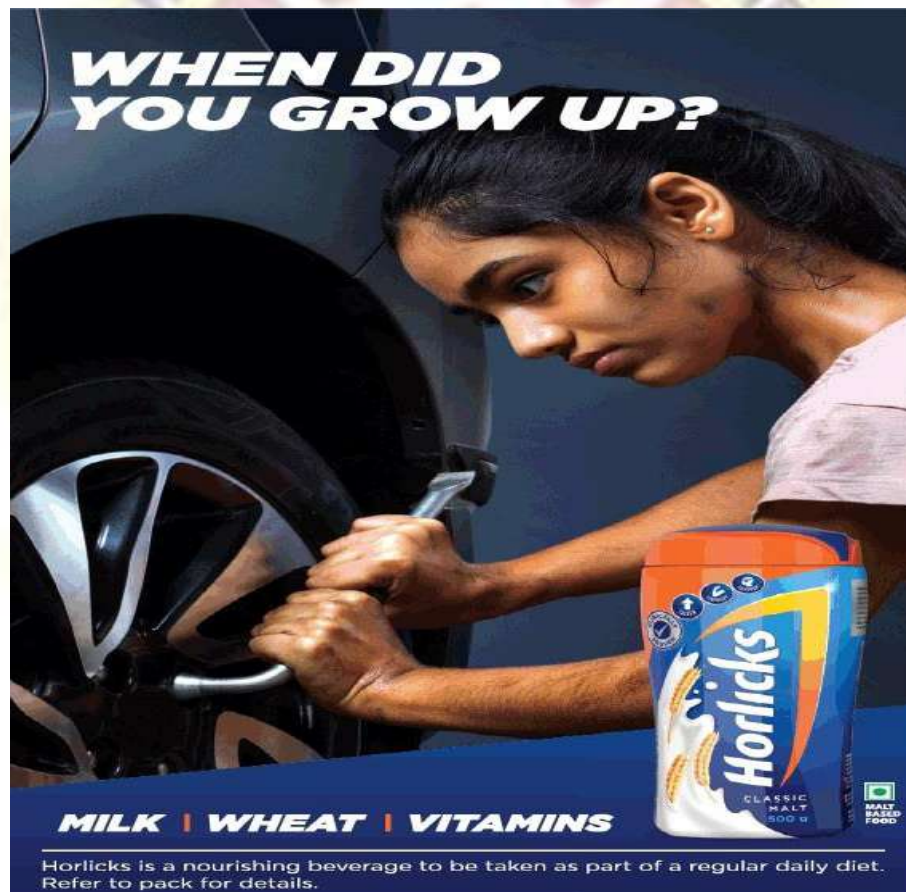
#### **Define Visual literacy.**

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

### **Reading between the Lines**

- Advertising is a powerful medium of communication.

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



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

**Gender stereotyping** refers to the practice of ascribing to an individual woman or man specific attributes, characteristics, or roles by reason only of her or his membership in the social group of women or men.

2. What are the usual roles attributed to women?

The traditional social **role** of **women** is that of the lady of the house, taking care of the family, being focused on children and their happiness

### 3. How is this advertisement challenging the accepted stereotypes?

A girl is doing a hard work usually done by men. It's a challenge for a small girl to do such work.



#### 1. How do you process the information given above?

The above pertains to a price list of a food outlet. It carries the price list and the food items available in the outlet.

#### 2. With which restaurant will you compare prices?

We will compare the prices with the restaurant that offers similar kind of food items.

#### 3. How is the visual appeal?

It's appetising, informative and triggers spending.

#### 4. Does the colour red catch your attention?

Yes, the colour red attracts the attention.

#### 5. Will you order because you are hungry or because you are smitten by the appeal of the advertisement?

We will order for hunger and also order additional food smitten by the appeal of the advertisement.

## WRITING

### Drafting a Brochure



The focus of this lesson is on “writing” a brochure. There are many sites where you can learn about the printing and design aspects of brochure making. Brochures are great ways of disseminating information about a programme or a product.

### Write few points while preparing a brochure

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





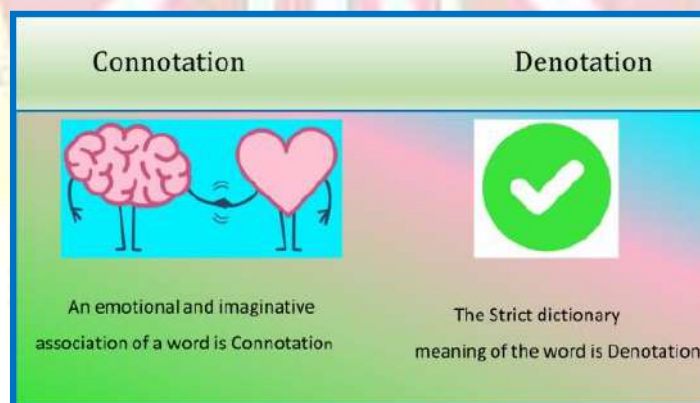


## WORD POWER: CONNOTATION AND DENOTATION

### Define denotation.

The *denotation* of a word or phrase is its direct meaning. Another way to think of it is as the association

s that a word usually elicits for most speakers of a language, as distinguished from those elicited for any individual speaker because of personal experience.



- A Connotation is a commonly understood cultural or emotional association that the same word means literally.
- The direct meaning is its denotation.
- The *connotation* of a word or phrase is the associated or secondary meaning.
- It is the idea which a word invokes for a person in addition to its literal meaning.
- In other words, connotation of a word is an idea or feeling suggested by a particular word though it is not the direct meaning.
- It can be something suggested or implied by a word or thing, rather than being explicitly named or described.

- A connotation is often described as either positive or negative, with regards to its pleasing or displeasing emotional connection.
- For example, the words *home* and *house* have similar *denotations* or primary meanings: a *home* is “a shelter that is the usual residence of a person, family, or household,” and a *house* is “a building in which people live.”
- However, for many, these terms carry different associations or secondary meanings, also known as *connotations*.
- Many people would agree that *home* connotes a sense of belonging and comfort, whereas *house* conveys little more than a structure.
- The *connotation* of a word depends on cultural context and personal associations, but the *denotation* of a word is its standardized meaning within the English language.
- One way to remember the difference between the terms is to take a hint from the prefixes: *con*– comes from Latin and means “together with,” reminding us that the *connotation* of a word works *with* or alongside its more explicit meaning or *denotation*.
- In semantics, connotation is synonymous with intention, whereas denotation is a synonymous with extension.
- **What are the three types of connotations?**
- Connotations create emotional associations that can be positive, negative, or neutral.
- **1. Positive connotation.** Words that invoke a favourable emotional response are positive connotations. For example, describing someone ambitious as a “high-flier” or someone who is lively and curious as “youthful.”
- **2. Negative connotation.** A negative connotation presents the person or thing in a negative perspective. For example, describing someone ambitious as a “overachiever” or someone who is lively and curious as “childish.”
- **3. Neutral connotation:** Neutral connotations present the neutral point of view and it does not present any attached positive or negative connotation. The statement, “He is ambitious” suggests a person works hard and strives to achieve, without judgment on whether the ambition is a good or a bad thing.

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

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

#### Connotative Words

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

Word	Denotations	Positive connotations	Negative connotations
<b>Youthful</b>	Young	Childlike	Childish
<b>Poised</b>	Confident	Courageous	Conceited
<b>Utilize</b>	Use	Employ	Exploit
<b>Merry</b>	Happy	Elated	Maniac
<b>Juvenile</b>	Adolescent	Innocent	Immature
<b>Probe</b>	Questioning	Interested	Nosy
<b>Choosy</b>	Selective	Meticulous	Picky
<b>Lean</b>	Thin	Slim	Skinny
<b>Forceful</b>	Tenacious	Steadfast	Stubborn
<b>Economical</b>	Saving	Thrifty	Stingy
<b>Contrast</b>	Different	Unique	Peculiar

## GRAMMAR

### SENTENCE TYPES

#### **Define sentence.**

A **sentence** is a group of words that makes complete sense.

We classify sentences into four kinds based on the meaning they convey-

Assertive /Declarative,

Interrogative,

Imperative

Exclamatory.

## The 4 types of **Sentence**

1 declarative. statement.

2 interrogative? question?

3 imperative. command!

4 exclamative! exclamation!

EnglishClub.com

### 4 Types of Sentences

#### **Declarative Sentence**

- Tells something.
- Ends with a period. (.)

#### **Interrogative Sentence**

- Asks a question.
- Ends with a question mark. (?)

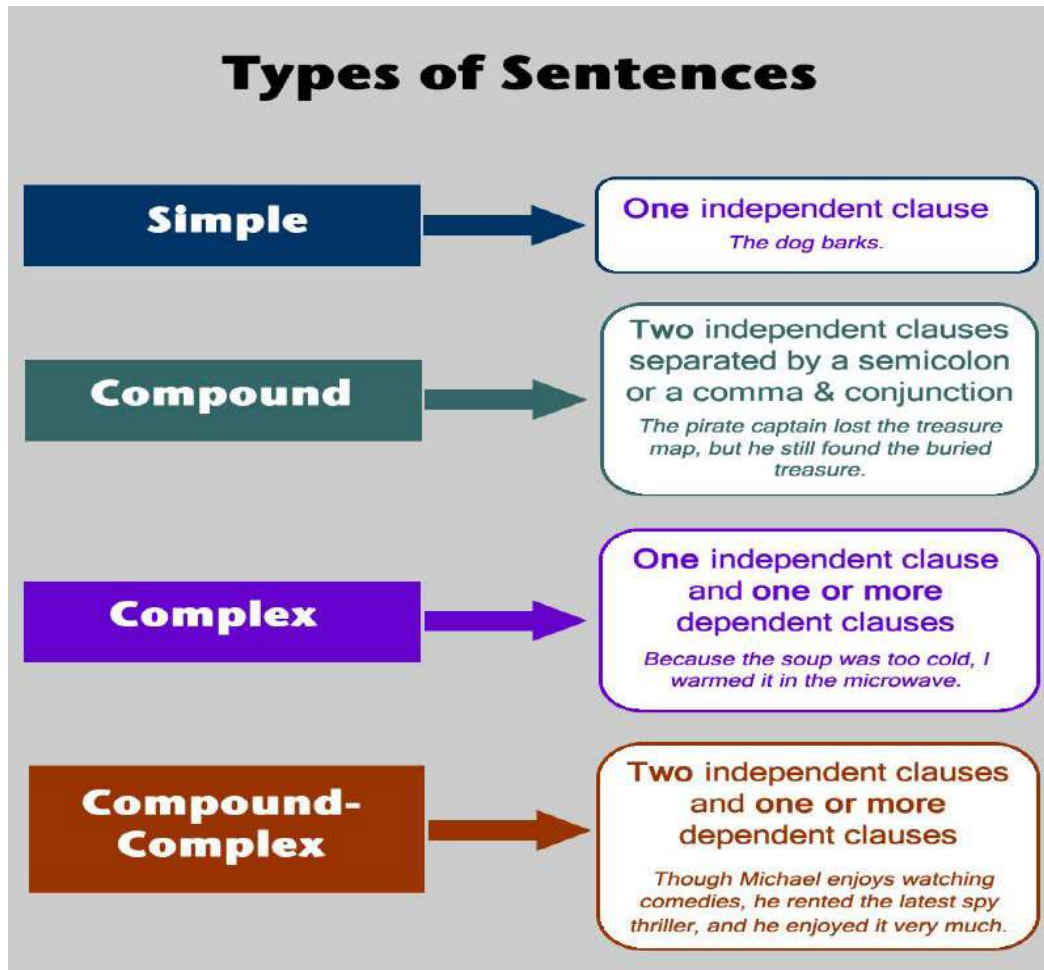
#### **Exclamatory Sentence**

- Shows strong feeling.
- Ends with an exclamation mark. (!)

#### **Imperative Sentence**

- Gives a command.
- Ends with a period or an exclamation mark. (. or !)





## UNIT V

### LISTENING & SPEAKING

Informal Interviews for feature writing:

#### What is an interview?

Interview is an oral form of presentation in which the interviewer asks questions to the interviewee to test the ability of the person.

#### Who are an interviewer and an interviewee?

The interviewer refers to the person who asks question and the interviewee is the one who answers the questions.

#### Define job interview.

- Job interview is a common form: it takes place in the professional environment.
- Few interviews are informal interviews that an individual may take up with people whom they know or come across regularly or worthy of knowing.
- In such interviews there is more listening on the part of the interviewer.
- However it calls for the skill of asking pertinent questions which trigger sharing of information by the interviewee.

### Few example questions that are asked in an interview.

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

### Listening and responding to a formal interview:

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

### How do you prepare for an interview?

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

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



### What are some basic questions asked in interviews?

- May I know your name?

- Tell us about your qualification
- Do you have any experience in this field?
- Why do you choose this job?
- For such expected question you may prepare the answers well in advance with the following phrases:

Open ended questions	Beginning phrases
<b>Introducing yourself.</b>	I am quite enthusiastic about my work...
<b>What motivated you to work here?</b>	one biggest motivation is .....
<b>What is your opinion about our company?</b>	It is a leading company, I have been following the reports in Business Times...
<b>Tell me about your experience in the previous company.</b>	The years I worked there was....
<b>How would you define failure?</b>	In my opinion, failure is ....
<b>Could you share something about successful moments in your career?</b>	A few years before, ....

## READING AND WRITING

### WRITING LETTERS OF APPLICATION

#### Few points while writing an application.

1. Length of the letter should not exceed a page.
2. Single-spaced with a space between each paragraph. Use about 1" margins and align the text to the left.
3. Use always Times New Roman or Arial or Calibri.
4. A rightly formatted letter has three parts namely Salutation, Body of the letter and a Complimentary close.
5. Salutation- A formal way of addressing the person, to whom the letter is written

#### What are the divisions of a letter?

Body of the letter is divided into three short paragraphs.

1. First paragraph - you mention the job position or title of the job, you are applying for and the reference to the source of your information regarding the notification or advertisement for the job was placed.
2. Second paragraph – Mention your qualification with reference to your academic achievements and other additional skills acquired by you with or without certification mentioned appropriately. You can also give your various other extra accomplishments that you find relevant for this job position. Any relevant work experience/internships need to be added to showcase how you are apt for this job.
3. Third paragraph – Thank for the opportunity to apply and assure your best in the event of being selected for the job.
4. Complimentary close – Sign off with a closing wish such as: Regards, yours sincerely, Best wishes, etc. followed by your name.

### **What are the divisions of a letter?**

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

**XYZ**

Anant Sadan,

Pune

**9th December 2019.**

**To,**

The Principal,

SMM College of Commerce,



Mulund, Mumbai.

**Subject: Application for the post of Assistant professor.**

**Respected Sir/Madam,**

I came across an **advertisement** of your college about the vacancy for the post of assistant professor in a reputed daily. I have been **working as a professor in YNB College of Commerce** at Pune for **more than five years**. I am a **post graduate** in commerce with **65% from Mumbai University**. I have **cleared NET** from the same University.

Besides, I am **student friendly as well as teachers friendly**. I always try to maintain **balance between academics and non-academics**. I **prefer** students taking more and more **hands-on experience** which will help them to **get better job opportunities in future**. For this I **conduct workshops and research projects** which give them **better understanding of the market**.

I am **enclosing my CV with this application**. Hope you will reply soon.

**Thanking you,**

Yours' sincerely,

XYZ.

RESUME

How to Write a Resume:

**What are the three types of resume?**

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

Chronological Resume requires the details of educational qualification mentioned from Under graduate to post graduation and other further qualifications in the chronological Order. The details of certifications or diplomas obtained as well as internship details are to be included in chronological order.

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

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

Template for an Effective Resume:

Applicant's Name:

Contact Information...

Qualification Summary:

Educational Qualification:

Skill Based Training (if any):

Relevant Skills (Career specific):

(Technical Skills)

Soft Skills:

Experience Summary:

Internship History:

Short-term Job (if any):

Recent/Current Job Position:

Additional accomplishments/Achievements:

Any other Talents

Languages known: To speak, read & write

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

Signature

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

## READERS' THEATRE/ DRAMATIZED READING

There are different ways of reading too. We have so far acquainted with reading a short story, poem and how to speak to an audience.

In this section, let us see how to act in dramas.

Given below is an excerpt from Luigi Pirandello's play *Six Characters in Search of an Author*. This is quite an interesting play as a playwright who wrote a play did not complete it by staging the play. So the characters of the play whom Pirandello portrays as real people go in search of a theatre director and ask him to stage them. The manager is bewildered, but the characters start playing their part right there. The actors and the original actors are bemused, but the drama goes on. Pirandello mixes both the real and imagined and presents that life is more imagined than real or vice versa.

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

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

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

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

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

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

**The Father**. Any author, sir.

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

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

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

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

**The Manager**. You are trying to be funny.

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

**The Step-Daughter**. We may be your fortune.

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

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

**The Manager**. What the devil is he talking about?

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

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

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

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

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

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

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

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

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

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

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

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

**The Manager** [*losing patience at last and almost indignant*]. Oh, chuck it! Get away please! Clear out of here! [To PROPERTY MAN.] For Heaven's sake, turn them out!

## WRITING SCRIPTS

### DRAMATIZING EVERYDAY SITUATIONS THROUGH SKITS

#### Prakrithi's Journey: A Skit on Nature Conservation

Characters:

Prakrithi

Carpenter

Tree

Fish

Carpenter: Prakrithi, where are you? Would you like to accompany me to the forest?

Prakrithi: Yes appa. I'll come with you

Carpenter: You can play in the river or wander around while I chop a few trees. I have got an order to make a king size bed.

(Prakrithi and the Carpenter walk together)

Carpenter: Here we are, Prakrithi! I'll do my work of chopping and you run around and enjoy this beautiful place.

Prakrithi: Carry on appa. I'll keep myself

Tree: Prakrithi !

Prakrithi: Who's calling me? Doesn't sound like appa.

Tree: It's me, the tree, Prakrithi. I can't believe that I will soon be made into pieces and part of a table or cupboard or some such piece of furniture.

Prakrithi: I feel terrible about this. Let me talk to my father and prevent him from doing this to you.



Tree: What will you tell him?

Prakrithi: I will tell him not to be cruel to you.

Tree: Yes, not just to me, but to the entire tree world;

(Prakrithi suddenly feels something heavy on her shoulder)

Prakrithi: Hey! What is this? A fish on my shoulder?

Fish: Hello, I'm Fish. Unfortunately I am now a fish out of water.

Prakrithi: But why did you jump out of your home? The water in the river is fresh.

Fish: I jumped out to get your attention.

Prakrithi: Oh no! It seems as if we are in the midst of a crisis. I just heard a tree talking to me. Now, a fish is talking.

Fish: Prakruthi, just look at me! I have lost my sheen and I also have problems with digestion.

Prakrithi: That must be so difficult for you. How did that happen?

Fish: From your house and the entire apartment complex, the waste water from kitchens and toilets. Just come to the banks of the river where you used to play. Can you see a steady stream of black water enter?

Prakruthi: Yes, I can see and I hang my head in shame.

Carpenter: Prakrithi. I have been calling out your name for sometime now

Prakrithi: I'm sorry. But appa,..... I was talking to the same tree which you have chosen to chop down and while we were talking a fish came along. From now on the three of us, Tree, Fish and I will be good friends.

Carpenter: What about our plan to cut the tree?

Prakrithi: I'm afraid that won't work out. Tree explained to me that it he was not speaking only about himself. He showed me how many creatures have their home in his tree. There are birds which live in the burrows of a tree. They keep their young ones in these burrows. Insects and butterflies are a part of this ecosystem, the Tree. Appa. We are not only responsible for the cutting of trees: we also need to protect our water bodies from contamination."

Carpenter: So, the new way of thinking seems to suggest that I will not be able to make any furniture and my entire livelihood is lost.

Prakrithi: Appa. I also used to think that we as humans, right over creation and creatures. But this conversation has moved me and I realise that I was wrong: I have to do my part in making our planet sustainable.

Thank you !

## WORD POWER

### COLLOCATION

#### What is a collocation? Explain.

A collocation is a combination of two or more words that often go together. The word Collocation refers to how words are combined together to form fixed relationships. Collocation made from combinations of verb, noun, adjective etc. Collocations can be adjective + adverb, noun + noun, noun + verb, verb + noun, verb + expression with preposition and verb + adverb are the seven main types of collocation.

#### 1. adverb + adjective

- The twins have **completely different** personalities.

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

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

#### 2. adjective + noun

- *She reads a lot of books and has a rich vocabulary.*
- We were walking in a heavy rain

#### 3. noun + noun

- Peter likes to buy a sports Bike.
- The ceasefire agreement came into effect from today.

#### 4. noun + verb

- The lion started to roar when it heard the dog barking.
- There was heavy snowfall when our plane took off.

#### 5. verb + noun

- The prisoner was hanged for committing murder.
- I always try to do my homework in the morning, after making my bed.

#### 6. verb + expression with preposition

- We had to return home because we ran out of money.
- When Kamali returned home after a long time, she burst into tears.

#### 7. verb + adverb

- Salma placed her keys gently on the table and sat down.

- I vaguely remember that we were playing football when it started raining.
- **Explain Strong and Weak Collocations**
- Some collocations always go together. They are called Strong Collocations. Strong collocations are perfect combinations of words that sounds correct. Correct use of strong collocations shows an excellent command of the English language. Strong collocations are with words that do not match to many other words. The connection is quite strong because there are very few other acceptable options. For example, the expression “turn on the light” is a strong collocation, whereas “start a light” or “activate a light” are weak collocations.
- Weak collocations are completely the reverse of this. The expression “very interesting” is commonly used, but the collocation is weak: “extremely interesting”, and “really interesting” are all acceptable substitutes.

<b>High earnings</b>	<b>Big earnings</b>
<b>Long-range planning</b>	Long-time planning
<b>Strong coffee</b>	Heavy coffee
<b>Heavy traffic</b>	Large traffic
<b>Express mail</b>	Quick mail
<b>Partly cloudy</b>	Slightly cloudy
<b>Happily married</b>	Gladly married
<b>Bars of soap</b>	Bricks of soap
<b>Round of applause</b>	Noise of applause
<b>Prices fall</b>	Prices descend
<b>Lion roars</b>	Lion shouts
<b>Put on clothes</b>	Wear on clothes
<b>Make a bed</b>	Do a bed
<b>Make a coffee</b>	Do a coffee
<b>Do the dishes</b>	Make the dishes
<b>Respond quickly</b>	Respond swiftly
<b>Comments on the work</b>	Comments about the work
<b>Explain to someone</b>	Explain at someone
<b>Drive safe</b>	Drive secure
<b>Choose wisely</b>	Choose smartly

A list of commonly used collocations is given below.

1. above average - more than average, esp. in amount, age, height, weight etc.
2. absolutely necessary - totally or completely necessary
3. achieve a goal - to do what you'd planned or hoped to do
4. act suspiciously - to behave in a way that makes people suspicious
5. against the law - illegal
6. answer the door - open the door after someone knocks the door
7. arrive on time - to arrive exactly when expected or scheduled to
8. ask a favour - to ask someone for help
9. ask for directions - to ask someone to tell you the way to a place
10. bad temper - a tendency to become angry quickly and easily
11. bare essentials - things that are needed the most
12. bear a resemblance - to look like, or be similar to, somebody or something
13. big deal - something that's very important or very special
14. bitterly cold - extremely cold, of weather, wind, rain, etc.
15. blind faith - unquestioning belief in something
16. blow your nose - to clear your nose of mucus by forcing air through it
17. boost morale - to increase morale or enthusiasm within a group of people
18. break news - to tell someone bad news
19. breaking news - current news that media gives special or live coverage to
20. bring to justice - to make somebody face trial or punishment for their crime

## GRAMMAR

### WORKING WITH CLAUSES

#### **Define clause and its kind.**

A clause is a group of words containing a subject and predicate and functioning as a member of a complex or compound sentence.

#### **Independent and Subordinate Clauses**

An independent (or main clause) expresses a complete thought and can stand by itself as a sentence. A subordinate (or dependent) clause does not express a complete thought and cannot stand alone as a sentence.

For example



Jeevan studied in the college cafeteria for his exam. (Independent clause)

When Jeevan studied in the college cafeteria for his exams, he couldn't concentrate.

Adding the dependent marker "When" before Jeevan makes the independent clause a dependent one.

Some common dependent markers are: after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while.

Examples:

- *After I met him*, I was a different person.
- *Although the tree hasn't grown* to its full height, it is healthy.
- *As I need a cup of coffee*, I am heading to the restaurant.
- *I am a successful person because* a friend showed me the way.
- *Before you leave* the hall, please throw your paper cups in the dustbin.
- *Even if you rush* at 90 kmph, you will not reach on time.
- **The types of clauses**
- The types of clauses are Noun clause, Adjective Clauses and Adverb Clauses.
- **NOUN CLAUSES**
- A Noun Clause is a group of words which has a subject and a predicate of its own, and does the work of a Noun.
- Example
- I wish **to get a guitar**
- I wish **that I could get a guitar**
- The first group of words "to get a guitar", does not have a subject and a predicate of its own. It therefore is a phrase. This phrase is the object of the verb "wish" and hence does the work of a noun. It is a noun phrase.
- The second group of words, "that I could get a guitar" has a subject and a predicate of its own. It is a clause and is the object of the verb "wish" and hence does the work of a noun. Therefore it is a noun clause.

Since the noun clause does the work of a noun, it can be"

- The subject of a verb
- The object of a transitive verb
- The object of a preposition.
- The complement of a verb.

**Noun Clause**


a dependent clause that  
functions as a noun

**Pepperoni** is fine with me.

↪ noun acting as subject

**Whatever you want** is fine with  
me.

↪ noun clause acting  
as subject



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## ADJECTIVE CLAUSES

### Define adjective clause.

A group of words which has a subject and a predicate of its own, and does the work of an adjective is an adjective clause.

1. The mug *with the stains* is his
2. The mug *which has stains* is his

The first group of words, “with the stains” describes the coffee mug: it qualifies the noun “cup” and does the work of an adjective. It is an adjective phrase

The second group of words, “which has stains” also describes the mug and does the work of an Adjective; but because it has a subject and predicate of its own, it is called an adjective clause.



**Adjective Clause**  
a dependent clause that functions as an adjective

The **angry** tiger snarled at me.  
↳ adjective describing tiger

The tiger **that was angry** snarled at me.  
↳ adjective clause describing tiger

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## ADVERB CLAUSES

### Explain adverb clause.

An adverb clause is a group of words which has a subject and a predicate of its own, and does the work of an adverb.

They left *at daybreak*

They left *when it was daybreak*

(Both sentences speak of “when” they left)

The words in italics in the first sentence are an adverb phrase and those in the second are an adverb clause. Both the groups of words do the work of an adverb by modifying the verb “left”.

And adverb clause is used as an adverb to tell us how, when, where, why, how much or under what conditions something happens or takes place.

## Adverbial Clause

### Definition

a group of words that functions as an adverb and that contains a subject and a verb

### Example



### KINDS OF ADVERB CLAUSES

#### The different kinds of adverb clauses

An adverb clause does the work of an adverb. It can be of the following kinds:

Time

Place

Manner

Cause or Reason

Purpose

Result or Consequence

Comparison

Condition

Supposition or Concession



## Types of adverb clause

Type	Question answered	Example
1 Time	When?	After the fruit is harvested, it is sold at the market.
2 Place	Where?	Wherever there are computers, there is Microsoft Software.
3 Cause	Why? (What caused it?)	I didn't call her because I'm shy.
4 Contrast	How? (What are the opposites?)	Although Jay has a Master's degree, he works as a store clerk.
5 Condition	Under what conditions?	If you save your money, you will be able to go to college.
6 Purpose	Why? (What's the reason?)	She took a computer course so that she could get a better job.
7 result	What's the result of ...?	The stars are so far away that they can't be seen without telescope.
8 Manner	How?	Ancient people used stars as if they were calendars.

## COLLOCATIONS

OF	FOR	WITH	TO
<ul style="list-style-type: none"> <li>• A cause of</li> <li>• A photograph of</li> <li>• Address of</li> <li>• Advantage of</li> <li>• Awareness of</li> <li>• Disadvantage of</li> <li>• Exhibition of</li> <li>• Experience of</li> <li>• Fear of</li> <li>• Grasp of</li> <li>• Habit of</li> <li>• Knowledge of</li> <li>• Love of</li> <li>• Member of</li> <li>• Memory of</li> <li>• Method of</li> </ul>	<ul style="list-style-type: none"> <li>• A check for</li> <li>• Reason for</li> <li>• Admiration for</li> <li>• Advertisement for</li> <li>• Approval for</li> <li>• Arguments for</li> <li>• Bid for</li> <li>• Case for</li> <li>• Credit for</li> <li>• Cure for</li> <li>• Demand for</li> <li>• Desire for</li> <li>• Fondness for</li> <li>• Hatred for</li> <li>• Love for</li> <li>• Need for</li> </ul>	<ul style="list-style-type: none"> <li>• Arguments with</li> <li>• Concern with</li> <li>• Connection with</li> <li>• Contact with</li> <li>• Date with</li> <li>• Dealings with</li> <li>• Difficulty with</li> <li>• Involvement with</li> <li>• Link with</li> <li>• Meeting with</li> <li>• Quarrel with</li> <li>• Relationship with</li> <li>• Sympathy with</li> </ul>	<ul style="list-style-type: none"> <li>• Access to</li> <li>• Addiction to</li> <li>• Allusion to</li> <li>• An attitude to</li> <li>• An invitation to</li> <li>• Approach to</li> <li>• Change to</li> <li>• Concern to</li> <li>• Contribution to</li> <li>• Damage to</li> <li>• Dedication to</li> <li>• Desire to</li> <li>• Devotion to</li> <li>• Invitation to</li> <li>• Newcomer to</li> <li>• Reaction to</li> </ul>