



# Module on Communication Skills in English

**Distance Education Programme – Sarva Shiksha Abhiyan  
(DEP-SSA)**

(An IGNOU-MHRD, Govt. of India Project)  
Maidan Garhi, New Delhi – 110 068  
and

**Sarva Shiksha Abhiyan (SSA)**  
Thiruvananthapuram, Kerala –695 033



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*Distance Education Programme (DEP) is a major intervention in Sarva Shiksha Abhiyan (SSA) focusing on “strengthening training through distance learning”. SSA calls for the training of a large no. of teachers and other personnel to bring out qualitative improvement in elementary education. As face-to-face approach or the cascade model would be inadequate to carry out the enormous task of training and recurrent training of those associated with elementary education. DEP has envisaged to facilitate the process. The programme through distance education provides in-puts and materials for training and capacity building of teachers and other functionaries in curricular, contextual, and pedagogical areas.*

*DEP-SSA has created by the Ministry of HRD, Department of School Education and Literacy, Govt. of India as national center for distance education activities under SSA on 1<sup>st</sup> July, 2003 and implemented by IGNOU, New Delhi in all states and UTs of the country. It provides technical support to the states enabling them to adopt distance education as an integral part of SSA. It aims at imparting need-based local specific in-service training for teachers and other functionaries directly involved in elementary education programme.*



# Communication Skills in English

## Guidance

**Dr S. S. Jena**  
Project Director  
DEP-SSA, IGNOU  
New Delhi

**Prof. B. Vijayakumar**  
State Project Director  
Sarva Shiksha Abhiyan  
Kerala

## Coordination

**Dr Manoj Kumar Dash**  
Programme Officer  
DEP-SSA, IGNOU  
New Delhi

**Sh. John Philips**  
Asst. Programme Officer  
Sarva Shiksha Abhiyan  
Kerala

## Editor

**Prof. Anju Sahgal Gupta**  
School of Humanities  
IGNOU, New Delhi

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Thiruvananthapuram, Kerala 695 033

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## Academic Coordination

---

<b>Dr S. S. Jena</b> Project Director Officer DEP-SSA, IGNOU IGNOU	<b>Prof Anju Sehgal Gupta</b> School of Humanities IGNOU	<b>Prof. J. P. Mittal</b> Sr Consultant DEP-SSA, IGNOU	<b>Dr. M. K. Dash</b> Programme DEP-SSA,
--	--	--	--

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## Unit Writers

---

<b>Prof. Jagtar Chawal</b> Barkatullah university Bhopal Madhya Pradesh	<b>Ms Urmil Guliani</b> Principal KVS, R. K. Puram New Delhi	<b>Ms Neelima Sharma</b> Education Officer Dist: North east New Delhi
<b>Sh. S. K. Gangal</b> Education officer (Retd.) CBSE, New Delhi	<b>Sh J. K. Gangal</b> Education Officer (Retd.) KVS, New Delhi	<b>Ms Falguni Chakraborty</b> ELT Consultant Vidya Bhaban
<b>Ms Indu Bala</b> Former Principal DTEF School R. K. Puram, New Delhi	<b>Ms Shefali Roy</b> ELT Consultant New Delhi	

---

## Design and Development

---

<b>Format Editing</b> Prof. Anju Sahgal Gupta Takkur School of Humanities Programmer IGNOU, New Delhi	<b>Proof Reading</b> Ms Rosalis Ms Sapna Mireda	<b>CRC Preparation</b> Ms Premalata Lingwal SOH, IGNOU	<b>Cover Design</b> Ms Kashish Computer DEP-SSA, IGNOU
--	---	--	---

## *Secretarial Support*

All Support Staff  
DEP-SSA, IGNOU

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# Communication Skills in English

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## **From Vice-Chancellor's Desk**

To be able to speak fluently in English is a fond desire of millions of Indians, especially as English is a very important international language for communication. English is also viewed as a symbol of growth and prosperity in this sub-continent, because English is our Second Language.

As teacher, it is our duty to fulfill these desires of the teeming millions and that in the world –class standard of the language. To do this, we must be able to hone our own skills regularly.

The training module, which the DEP-SSA has developed for enhancing proficiency in English for primary and upper primary teachers, will serve the purpose. The DEP-SSA's Endeavour should ideally have a cascading effect, generating more similar programmes, and thus benefiting teachers from all over the country.

Kerala, which has the highest literacy rate in the country, has pioneered the effort of the teachers' self improvement with a view to meeting the SSA dates. I congratulate them. I greatly hope their teachers will find the module interesting and workshop useful for classroom efforts. I also congratulate SSA Kerala, especially its Project Director, Dr B. Vijayakumar, for conceptualizing the endeavour

I congratulate Dr S. S. Jena, Project Director of DEP-SSA, and his team members for coming out with the training module on time to keep the deadline and Professor Anju. S. Gupta for editing the material for elementary teachers.

The thank the module writers and master trainers from other universities, colleges, and schools who, as always, have contributed so willingly along with IGNOU for this noble cause. I am confident that this joint effort will lead to capacity enhancement and better standards in our school education.

**Prof. V. N. Rajasekharan pillai**

Vice Chancellor & Chairman, Advisory Committee

DEP-SSA, IGNOU

**New Delhi 110 068**

The importance of learning English has been gaining importance at all levels. Though mother tongue is the main focus of learning at primary and upper primary levels, it is also equally important to develop such language skill among learners in English for their future education. Even though the literacy is not the major problem in the state of Kerala, but the most of the teachers associated at the primary and Upper Primary Level are found to be deficient in communicative English. This has posed a major problem for the learners to be well versed with English Learning. Keeping this in view, it is thought appropriate to equip the teachers involved at primary and upper primary level, more specifically, the English language teachers, in communicative English. As a result, the SSA, Kerala has devised a strategy to expose these teachers through a condensed course in communicative English with the support of DEP-SSA and with the objective to raise their proficiency in these skills.

The module developed by DEP-SSA on communicative English emphasizes in dealing with the skills related to reading, writing, listening, pronunciation, communication, asking questions, and using technology for language learning etc. I hope our teachers engaged at primary and upper primary level will derive utmost benefit from these training module and help our learners to raise their proficiency in English.

I take this opportunity to thank the team of DEP-SSA, IGNOU, New Delhi and express my sincere gratitude to Prof. V.N. Rajasekharan Pillai, Vice-Chancellor, IGNOU for giving necessary leadership to the project and for materializing to come out this training module.

My sincere gratitude goes to Dr. S.S. Jena, Project Director, Dr. M.K. Dash, Programme Officer, Prof. M.L. Koul former Project Director, DEP-SSA for concretizing the effort. Most importantly, I place in record the support extended by Prof. Anju Sehgal Gupta, Professor, School of Humanities, IGNOU and her team for bringing out this training module.

I am sure this effort will be another milestone in empowering teachers of SSA Kerala.

**Dr. B. Vijayakumar**  
State Project Director  
**SSA, Kerala**

## Preface

Sarva Shiksha Abhiyan (SSA) is a flagship programme of Govt. of India with the objective to universalize elementary education by improving human capabilities to all children through extending community owned quality education in a mission mode. It gives emphasis not only to the capacity building of individual and institutions at district, state and national levels, but also **empowers** them to bring reforms to improve efficiency of the delivery system. Keeping in view the potentiality of distance education as a mode to reach large number of target groups in a limited span of time in a sustainable manner, the Distance Education Programme (DEP) of SSA has been conceived as a national component under the leadership of Indira Gandhi National Open University (IGNOU), New Delhi. The activities undertaken by DEP-SSA mostly empower teachers for their effective participation in curriculum-related activities with greater focus on classroom processes and design such inputs to develop their human potentialities.

The imporcond language has been gaining importance after globalization in recent years. Even though a variety of learning materials have been designed and developed, varied techniques to learn and teach English have been tried out in different context, but a successful model is yet to emerge for our school children. This has also led the teachers to take a backseat in the process of curriculum transaction as they also lack such skills for effective communication in the classroom process. Realizing the importance of this fact, the SSA, Kerala has intended to give basic orientations to its elementary teachers on raising their proficiency in English. The present module focuses not only on such skills required for listening, reading and writing English, but also emphasizes on the skills as required for correct pronunciation, articulation and understanding using both print and non-print media. It has been thought appropriately to use blended approach, both distance and face-to-face mode, to empower these teachers for enhancing their proficiency in English. The specific objectives of this module are :

1. To built the capacity of teachers on communication skills in English for their effective transaction of English language at elementary level.
2. To focus on enhancing the specific proficiencies related to pronunciation, understanding and articulation in English language.
3. To develop analytical ability using English, so as to express social concerns.
4. To facilitate teachers in organizing classroom activities related to language learning in general and English as particular.

I hope at the end of the training programmes, we should be able to achieve some of these objectives as conceived during the pilot phase for the state of Kerala

I take this opportunity to express my gratitude to the module writers and the experts involved in transacting the module in a workshop mode. My sincere gratitude goes to Prof. Anju Sahgal Gupta, Professor in English, School of Humanities, IGNOU for her unstinted support in designing, development and editing the module.

I owe my sincere thanks and indebtedness to Prof. V.N. Rajasekharan Pillai, Vice-Chancellor, IGNOU and Chairman Advisory Committee, DEP-SSA for

**Communication  
Skills in English**

providing effective support for designing and implementation of this training module. My appreciation and gratitude go to Dr. B. Vijayakumar, State Project Director, SSA, Kerala, Dr. K.N. Anandan, Consultant State Project Office, SSA and Sh. John Phillips, Asst. Programme Officer, Teacher Training and in-charge of Distance Education activities for the state for their support, both academically and financially.

I hope this module will be of useful to the teachers and empower them for organizing their earning activities in the classroom.

**Dr. Sitansu S. Jena**  
Project Director  
DEP-SSA, IGNOU  
New Delhi

## **About the Module**

Welcome to the programme on Communication Skills in English. In the course of these 10 days, we will be attempting some of the activities in this course material, but there will be many more tasks that we will do together.

As teachers of English, we are always striving to improve our English, so that we can better role models for our students. For this purpose, we watch appropriate T.V. programmes in English, read fiction and non-fiction, consult dictionaries and thesaurus and we also sometimes attend training programme which would help us gain greater facility in English as well as be better teachers.

The question that you might ask is – after this 10 days programme – will I be able to speak and write correctly and fluently? Your concerns are valid and the truth is that this is merely an awareness raising programme so that you can on your own develop the skills to improve your English.

Our aim while producing this programme is to help you use language skills in real life situations, expressing concerns about social issues which beset our society. While we will often be concentrating on a particular skill, essentially we are following an integrative approach where more than one skill is used.

The grammar sections are there to help you write correctly and with accuracy. This will, in fact, teach you the skill of editing. For the listening and speaking skills there is an audio recording that you must listen to and when instructed repeat after your teacher. This will improve your stress, intonation as well as your general pronunciation. It will aid in making you fluent in the language and improve your confidence greatly.

We hope you enjoy the Course and find it useful.

We would be very happy to get feedback from you so that we can improve it for other sessions.

**Prof. Anju Sahagal Gupta**  
School of Humanities  
IGNOU, New Delhi

## **Acknowledgements**

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# UNIT 1: GREETINGS AND INTRODUCTION

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## Structure

- 1.0 Objectives
- 1.1 Warm up
- 1.2 Formal and Informal Introduction
- 1.3 Reading Comprehension
- 1.4 Vocabulary
- 1.5 Grammar
- 1.6 Listening (Dialogue)
- 1.7 Pronunciation
- 1.8 Writing
- 1.9 Speaking: Body Language
- 1.10 Summing Up
- 1.11 Answers

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## 1.0 OBJECTIVES

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After going through this unit, you will be able to :

- Illustrate how to greet and introduce each other in both formal and informal situations;
- Describe the techniques pertains to greetings, which will help you improve your reading skills;
- complete activities which will familiarize you how greetings are done in other cultures;
- substitute the present tense verb 'Be' and subject-verb agreement which will improve your editing skills;
- assess the importance of dialogues for improving the intensive listening skills;
- analyse the nuances of English pronunciation better because you would understand that there is no correlation between English spelling and sounds;
- identify points relating to effective use of body language as a teacher and make a presentation on it.

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## 1.1 WARM UP

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- i In your school who do you call by their surnames and who by their first names?
- ii How do you introduce yourself to a new colleague in the school?
- iii How do you greet them when you meet them a) at home; b) at a party; and c) at a get together?

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## 1.2 FORMAL AND INFORMAL INTRODUCTION

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Introduction can be both formal and informal. We use different styles of language and mannerisms in each case.

- a **Informal Introduction:** Imagine you have never met the teachers in your group.

Find out about your partner.

- The names of the group members.
- Schools where they teach.
- The subjects they teach.
- Teaching experience.
- Hobbies.
- Likes and Dislikes.

Now introduce yourself to the entire group of participants to familiarize yourself with them. Try to know as many participants as possible.

- b **Formal Introduction:** Now introduce yourself and your partner to the participants.

You will find the following words/phrases/expressions useful.

- 'I'm Sheela' or 'I'm Sheela Sen'.
- She is Mrs. Geetha Sridhar'.
- She teaches at \_\_\_\_\_
- Mrs. Kannan teaches English at Modern School, Trichi.
- Mrs. Geetha has been teaching at \_\_\_\_\_ for \_\_\_\_ years.
- Mrs. Sridhar, I'm delighted to meet you.

### Some Dos and Don'ts

- Do not introduce yourself like this - "Myself, Anju/ Mrs. Gupta."
- Do not ask, 'What is your good name?'
- Do not introduce yourself like this "My name is \_\_\_\_\_."
- Just say, "I am Anita Sethi." "She is Mrs. Anupama Pillai."
- Introduce a colleague like this "I would like to introduce my colleague, Mrs. Sunita Joseph."
- Exchange polite conversation about the new person's stay in your city by saying 'I hope you have a very pleasant stay in Cochin.'

### Activity 1

- A Read the following excerpts from conversations between people in formal situations, if they are correct, mark with a tick ( ✓ ) If they are incorrect, mark with a cross (X).

Rewrite the incorrect sentences correctly.

- 1 I am please to meet you.  
(When you meet someone for the first time.)

- 2 I would like to meet Mrs. Sinha.  
(When you go to a new school/office and want to meet the person named.)
- 3 Myself, Anjali.  
(When you introduce yourself to someone.)
- 4 I am Mrs. June Hope.  
(When you introduce yourself to someone.)
- 5 Yes, thanks. I had a very good flight.  
(A polite reply to a question asked.)
- 6 I am Julie. What is your good name?  
(During introductions)
- 7 Let me introduce Mrs. Sunitha Joseph to you. She is from Scottish High School. (During introductions)
- 8 I am busy now. Don't disturb me now.  
(When a stranger makes an inquiry at a new workplace.)
- 9 Yes, this is my first visit. Have you visited here before?  
(During introductions)
- 10 I've come to meet Mr. Ashok.  
(Inquiring about a person you are going to meet for the first time.)
- 11 Could you please wait for a minute? Let me find out where Mrs. Mohan is at the moment. (In answer to an inquiry)

**B (Informal)** Work in pairs and practice the following introductions:

Amina: Hello, I am Amina.

Jane: Hello, Amina, I'm Jane. I'm pleased to meet you.

Amina: So am I. Hi! Once again.

**C (Formal)** Work in groups of three and practice the following introduction:

Mr. Raj Mohan: Good Morning, Mr. Phillips. I am delighted to meet you. I would like to introduce my colleague Mrs. Rita Rana.  
Mrs. Rana, this is Mr. Dough Phillips from our Head Office in Trivandrum.

Mr. Dough Phillips: Good Morning, Mrs. Rana, I am delighted to meet you.

Mrs. Rita Rana: Good Morning Sir, I hope you have a very pleasant stay in Delhi.

Mr. Dough Phillips: I'm sure I will.

- D Read how we introduce an invited Chief Guest or VIP at a formal function.

‘Good evening, ladies and gentlemen, I have great pleasure in introducing our Chief Guest for the evening, Mrs. V. Swaminathan, Director, Regional Office, Chennai Region, Central Board of Secondary Education. Madam, we are indeed delighted to have you with us today.’

Using the above format, introduce the following guests at a formal function.

- i Mr. K. Ganguly, Chairman, Kerala Board of Secondary Education at your School Annual Day.
- ii Dr. K.P. Aggarwal, noted Heart Specialist at the inauguration of Health Week in your school.
- iii Dr. Rajni Sinha, English Studies Officer, Chennai at a three day workshop on Developing Communication Skills.

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### **1.3 READING COMPREHENSION**

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#### **Greeting People**

Read the following passage:

Hello!

Hi!

Namaste

Assalam ale kum

Bonjour

Everyday we greet people. We greet our family members when we wake up in the morning; we greet our friends and teachers at school; we greet people at work; we greet people from whom we buy our bus or train ticket, a cup of coffee or newspaper. If it is a friend’s or a loved one’s birthday we greet them in a special way. If it’s a special day, a festival or celebration, we wish our loved ones in a special way too.

Greetings are a vital part of any language. While learning a second language one of the first things we learn is how to greet people.

Think about greeting different people on different occasions. How do you normally greet people? Does the form of greeting change in different situations? Is the greeting different when it is a stranger, or someone of a different gender or an older person? Does the form of the greeting vary from one part of the country to another?

Greetings acknowledge the existence of another human being. Greeting a person means taking the time to relate to a person in a personal way. Greetings may be conveyed through words, spoken or written and through gestures. While a quick “Hello!” or “Hi!” conveys a casual spoken greeting; shaking hands, embracing or hugging a person, kissing people on the cheeks or joining one’s hand in a simple ‘namaste’ are some of the gestures people across the world employ to greet people from different cultures.



While, the shaking of hands in U.S.A. is a fairly formal way to greet people you meet for the first time, in India, you will find that men do not shake hands with women, especially older women. Touching people’s feet, especially, an older person’s, is a more favoured form of greeting, especially in rural India.

Wherever you are in the Arab world, greetings and leave takings are an important part of any Arabic conversation. They tend to be more elaborate than in the West. Even when addressing a stranger, it is customary to greet him/her and take your leave using standard polite expressions.

It is normal when meeting someone socially for the first time, and when meeting anyone you already know (even if you just bump into them in the street), to follow the initial expression of greeting by asking after their health.

**Activity 2**

A Answer the following questions.

- i List a few situations from everyday life of greeting people.

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.....  
.....  
.....

ii What is the purpose of a greeting?

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iii What are some of the ways in which people greet one another in different cultures?

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iv If you have to interact with people from a different culture what are some of the things that you may have to learn?

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.....  
.....  
.....  
.....

v How are forms of greeting in the western world different from forms of greeting in the Arab world?

.....  
.....  
.....

B Complete the following sentences using ideas from the passage given above.

i Some of the people we greet everyday are .....

.....

ii Some greetings are .....while others are.....

- iii “Hello” and “Hi” are examples of .....
- iv Some examples of gestures used to greet people are .....
- v In general, the initial expression of greeting is followed by .....

## **1.4 VOCABULARY**

### **Vocabulary 1**

#### **Activity 3**

- A Find words from the text which are similar in meaning to the words given below:
- i Essential
  - ii Differ
  - iii Recognize
  - iv Communicated
  - v Movements made with hands, head or face
  - vi Detailed
- B Given below are a few gestures and words used for greeting. Complete the table by providing information about them.

<b>Greeting/ Gesture</b>	<b>Nature of greeting/ gesture</b>	<b>Occasion/ Situation</b>	<b>People with whom the greeting may be used</b>
Hello	Informal	Common greeting; Used when meeting someone for the first time that day	Used for anyone; older, younger or peer group.
Bonjour	Informal	Hello in French	
Namaste		A form of greeting in India by joining one’s hand together	
Shaking Hands	Formal		
Good Morning		Used only in the morning, before noon	
What’s up?			Used between friends or equals

### **Vocabulary 2**

#### **Individual work**

In order to be a successful teacher you need **personal, social** and **professional** qualities. You will find words related to these qualities in the box given

below. Put the words in their appropriate lists. You will find that some words fit into more than one list.

• kind	• motivator	• leadership
• soft spoken	• guide	• approachable
• friendly	• receptive to new idea	• dedicated
• cooperative	• positive	• inspiring others
• hardworking	• persuasive	• ready to learn
• creative	• firm	• mentor
• helpful	• ready to change	• ability to empathize
• encouraging	• ready to experiment	• professional
• punctual	• role model	• leader
• affectionate	• innovative	• mentor
• understanding	• able to meet challenges	• conflict management
• personal	• social	• sympathetic
• accessible	• friendly	

**Activity 4**

From the list above, say which three qualities from each list (personal, social, professional) are most important to succeed as a teacher.

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Why are these qualities most important according to you?

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**Activity 5**

Fill in the blanks in the following sentences choosing words from the box of Activity 4. The first is done for you.

Note that there may be more than one word that fits in some blanks. Choose the one that appears most appropriate to you. You may need to change the form of the word.

- i Mr. Ahmed is very **punctual**. He reaches school on time everyday.
- ii Rama is a good leader. She is able to get the \_\_\_\_\_ of all the teachers she works with.

- iii Mrs. Vimmy Singh was awarded the best teacher as she was found to be \_\_\_\_\_ and always brought new ideas into her teaching.
- iv Miss Rawat is liked by her students because she is \_\_\_\_\_ and \_\_\_\_\_.
- v Being a friendly person, Amit Arora is easily \_\_\_\_\_. People do not hesitate to talk to him about their problems.
- vi The Principal of the school is a wonderful person. She is \_\_\_\_\_ and \_\_\_\_\_ due to which she motivates the teachers to excel in their profession.
- vii If a teacher is \_\_\_\_\_ she can win over students and make them \_\_\_\_\_ and \_\_\_\_\_.
- viii If you want to resolve conflicts you must be \_\_\_\_\_ and \_\_\_\_\_.

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## 1.5 GRAMMAR

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**The grammar section is primarily for creating awareness which will be useful for editing your written work. Do read it if you are shaky on some aspects of English language.**

### **The Simple Present Tense: Verb ‘to be’**

Words such as *think, make, lead, decide, recycle* are termed verbs and each describes an action. They are also often referred to as action words. A sentence is incomplete without a verb. There are however, some verbs which do not describe any action.

Study the following sentences:

There **are** many reasons why we should recycle waste.

It **is** not practical to do so.

This meal **was** delicious.

These wrist watches **are** very expensive.

I **am** pleased to meet you.

People **were** enjoying the match.

The verbs in the above sentences are: *is, are, am, was* and *were*.

These verbs are derived from the verb ‘*BE*’. There are 8 forms of the verb ‘*BE*’:

*is, am, are, was, were, be, been, being.*

*is, am, are* represent the three present tense forms of the verb ‘*BE*’.

These verb forms are generally used in descriptive sentences where no action is being described.

The verb '*am*' is used when the subject is the first person singular. Example:

- I am very hungry.
- I am very happy to see you.
- I am here for ten days.

The verb '*is*' is used when the subject is in the third person singular. Example:

- This place is delightful.
- This is a wonderful party.
- This is a good training programme.

The verb '*are*' is used when the subject is plural or in the second person. Example:

- My classmates are just wonderful.
- You are a very gracious hostess.
- They are all teachers of English.

The verbs '*was*' and '*were*' are used in the past tense.

### **Activity 6**

Read the following text carefully. Pay special attention to the underlined words.

There are many reasons why we should recycle household waste. The main reason is to avoid using up valuable resources. However, I do not think the government should make it compulsory for people to recycle their waste.

If the government makes a law that all households must recycle their rubbish, it could lead to more problems. For example, how can you check that people are recycling everything? It is not practical to do this. Moreover, people should be allowed to decide for themselves whether to throw something away or to recycle it.

### **Subject –Verb Agreement**

A finite verb in a sentence must always agree with its subject in number and person. When the subject is singular, the verb must be singular and when the subject is plural, the verb must be plural.

Read the following examples:

- 1 Tom and Mary are ready.
- 2 I am writing a story these days.
- 3 He has bought a new car.
- 4 All the brothers are excellent speakers.

In the examples above, it is quite easy to identify whether the subject is singular or plural. Sometimes it is difficult to decide whether the subject is singular or plural. A number of such cases are discussed here.

### **Singular Subjects that Look Plural**

Some subjects look plural in number though they are singular. These subjects take singular verbs.

- i There are certain nouns which end in *s* and look plural, but they are singular in number. They take singular verbs. Example:

Mumps is a disease with painful swelling generally caught by children.

Some more words which are singular but look plural are:

economics, physics, optics, news, measles, rabies, diabetes, athletics, mathematics, electronics, genetics, mechanics.

- ii Often a proper noun looks plural in form, but it stands for one object and it takes a singular verb. Example:

Atma Ram and Sons is a well-known publishing company.

- iii When two nouns are joined with *and* refer to the same person or thing, or suggest one idea, they take a singular verb. Example:

My philosopher and guide is dead.  
Rice and curry is my favourite meal.

- iv When the subject is a unit of measurement or a mathematical equation, the verb used is singular. Example:

Ten years is a pretty long time.  
I don't need so much. Two kilograms is enough for me.  
Seventy-five miles is a long distance to travel on foot.

- v When two singular subjects are joined by *either-or*, *neither-nor*, they take a singular verb. Example:

Either John or William has stolen my book.  
Neither my father nor my mother was present at the party.

- vi The following pronouns are always singular and they take singular verbs: another, anybody, anyone, anything, each, either, everybody, everyone, everything, many a one, neither, nobody, no one, nothing, somebody, someone, something. Example:

Neither of the films was good.  
Everything depends on the weather.

### **Subjects that are Plural**

- i The following pronouns are always plural and take plural verbs:

both, many, few, several.

Example:

Many come to see the Taj Mahal. Few go away disappointed.

- ii Two and more singular nouns joined by *and* make a plural subject, they take a plural verb. Example:

Delhi and Mumbai are the most polluted cities of India.  
The Red Fort and the Jama Masjid were built by Shahjahan.

- iii The following nouns are always plural in form and therefore take plural verbs:

trousers, pants, shorts, pliers, spectacles, drawers, socks, riches, binoculars, scissors.

Example:

Your binoculars look very powerful.  
These scissors are not sharp enough to cut this wire.

- iv When two subjects are joined together by *or*, *either-or*, *neither-nor*, and one of them is plural, the verb must be plural and the plural subject must be placed nearest to the verb. Example:

Neither Akhil nor his friends were able to do this sum.  
Either Rita or her friends have to do this work.

- v When two subjects joined together by *or*, *either-or*, or *neither-nor* are of different numbers, the verb agrees with the subject nearest to the verb. Example:

Neither you nor I am responsible for this mistake.  
Either he or you have to play this part.

### **Activity 7**

Rewrite the following sentences choosing the correct form of the verbs given in the brackets:

- i Each of the thieves \_\_\_\_\_sent to jail. (was/were)
- ii Neither of them \_\_\_\_done the sum. (have/has)
- iii Sahib Singh and Sons \_\_\_\_a well-known sports company. (is/are)
- iv Hard Times \_\_\_\_written by Charles Dickens. (were/was)
- v Five and four \_\_\_\_\_nine. (are/is)
- vi Five hundred rupees \_\_\_\_\_a big amount for him. (is/are)
- vii This girl or that boy\_\_\_\_thrown the stone. (has/have)
- viii Sons and Lovers \_\_\_\_\_a famous English novel. (are/is)
- ix Rice and curry \_\_\_\_\_easy to cook. (are/is)
- x Fifteen days \_\_\_\_\_a very short period. (is/are)

- xi Many \_\_\_\_\_ called for the interview. Few \_\_\_\_\_ selected. (was/were)
- xii Everyone \_\_\_\_\_ well-dressed. (was/were)
- xiii Someone \_\_\_\_\_ played a trick on you. (have/has)
- xiv Either the father or his sons \_\_\_\_\_ to pay the fine. (has/have)
- xv Neither he nor they \_\_\_\_\_ to blame. (is/are)

### Activity 8

- i Read the following newspaper report carefully. Do you notice any errors in the report?
- ii Discuss the errors made by the reporter with your partner.
- iii Edit the report and rewrite it.**
- iv Compare your version (revised) with the revised versions of others in the group.
- v Arrive at a consensus on changes required.
- vi Present the revised report to the participants on a chart/OHP/computer.

### 'Taare Zameen Par' is India's Entry to the Oscars

Aamir Khan has done it again. His film 'Taare Zamin Par' have been selected as India's official entry for the Oscars. One of the jury members, Marathi filmmaker Mahesh Kothari say, "It were a unanimous choice of the members. TZP had chosen because it has cinematic excellence and content."

When interviewed, the actor – producer –director said, "I is really happy that TZP was been selected to represent India. It were a film that is very close to my heart. It sensitized me as a parent and as a person. The film have affected audiences in India and across the globe".

## 1.6 LISTENING (DIALOGUE)

### Activity 9

We greet people differently in different situations. Listen to the following dialogues and match them with the situations given below:

#### Situations

- 1 Conversation at the new workplace: making inquiries.
- 2 Introducing people at a party.
- 3 Introducing and welcoming new people/teachers at the school.
- 4 Unexpected casual meeting.
- 5 Conversation over telephone: Taking a message

#### Dialogues

- I**
- Amina Khan: Hello Mrs. Gupta. It's nice that you've come.
- Anjali Gupta: Thank you. I'm glad to be here, too. Let me introduce my friend Kavita. Kavita's just come from Bangalore. Kavita, this is Mrs. Khan. Mrs. Khan is Headmistress of the Primary School, where I teach.

**Communication  
Skills in English**

Amina: Welcome to Trivandrum, Kavita. I'm glad you've come. Hope you enjoy yourself here.

Kavita: Thank you so much, Mrs. Khan.

**II**

Sahil: Hi Shaheena!

Shaheena: Oh Hi, Sahil! What are you doing here?

Sahil: Glad to meet you here. It's my mother's birthday at the end of the week and I have come here to get a gift for her. What are you doing here?

Shaheena: Oh, what a coincidence! It's my mother's birthday early next week. I have come here to shop for a present for her too! Why don't we look for something for our mothers together?

Sahil: That's a great idea. I was thinking of buying her a wrist watch.

Shaheena: I could buy my mother a watch too. Shall we go to the "Watches Section".

**III**

Sameer: Hello! I'm Sameer.

Mahendra: Hi! I'm Mahendra. You are new here, aren't you?

Sameer: Yes, I've joined the school today. Have you been teaching here long?

Mahendra: Not very long. I joined this school a year ago. Welcome to the school. I hope you like it here.

Sameer: Thank you.

Mahendra: Come, I'll introduce you to some teachers here. She's Tina Kumar. Tina, this is Sameer. He has joined our school today in place of Sunita who left last month.

Tina: Hello! Nice to have you in the school.

Sameer: Thanks.

**IV (In the library)**

Mahendra: Hello! I'm Mahendra. I'm the new English teacher.

Kamal Tiwari: Hi! I'm Kamal Tiwari. I'm the librarian. Can I help you?

Mahendra: Well I'm actually looking for some books. Could you tell me where ELT reference books are kept?

- Kamal: Sure. They're kept in the third book shelf on your right.
- Mahendra: Thanks, Mr. Tiwari. I'm also looking for Grammar for Beginners written by Dorothy King published by Cambridge publishers. Do you have the book?
- Kamal: Yes, we have it. You can find it in the bookshelf that is kept at the far end of the library.
- Mahendra: Thank you so much.

## V

- Atul Batra: Hello! Can I speak with Anita Khurana?
- Rahul Khurana: Well, Anita is not at home. May I know who is on the line?
- Atul Batra: I'm Atul Batra calling from HDFC Bank. I'm doing a survey for the bank and wanted to ask Anita Khurana a few questions. Mrs. Anita Khurana is one of our preferred customers.
- Rahul Khurana: I'm Anita's brother. I'm afraid Anita will be back quite late at night. You can call tomorrow morning and speak with her. I'll leave a message for her.
- Atul Batra: Thank you so much

## Practice

In pairs of three, practice the conversation you've listened to. Try to make your conversation natural and fluent

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## 1.7 PRONUNCIATION

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### Relationship between Sound and Spelling

It is a well known fact that English spelling does not always indicate how an English word should be pronounced. There is, in other words, no one-to-one correspondence between the letters of the Roman alphabet and the sounds of English. While English has 44 sounds, the alphabet has only 26 letters. So the alphabet is overburdened. And worse still, even in the face of a scarcity of letters, many of them are sometimes squandered in representing the same sound. These two factors together result in a good deal of confusion, as is illustrated below:

- 1 Listen to the following words in which the same letter stands for many different sounds. Repeat each word:  
*ch* machine, monarch, chief  
*a* late, last, fat, woman, village, water, what  
*ough* though, through, bough, thought, thorough, cough
- 2 Now listen to some words in which the same sound is represented by different letters or combinations of letters.

i The *n* sound is represented by the letter or letters:

<i>n</i>	as in	<i>neck</i>
<i>nn</i>	as in	<i>funny</i>
<i>gn</i>	as in	<i>sign</i>
<i>kn</i>	as in	<i>know</i>
<i>pn</i>	as in	<i>pneumonia</i>

ii The vowel sound in the word *get*, is represented by the letter or letters:

<i>ea</i>	as in	<i>head</i>
<i>ei</i>	as in	<i>leisure</i>
<i>eo</i>	as in	<i>leopard</i>
<i>a</i>	as in	<i>many</i>
<i>ai</i>	as in	<i>said</i>
<i>ie</i>	as in	<i>friend</i>
<i>u</i>	as in	<i>bury</i>
<i>ue</i>	as in	<i>guess</i>

iii The vowel sound in the word *tea* is represented by the letter or letters:

<i>ea</i>	as in	<i>beat</i>
<i>ie</i>	as in	<i>brief</i>
<i>eo</i>	as in	<i>people</i>
<i>e</i>	as in	<i>scene</i>
<i>ee</i>	as in	<i>seen</i>
<i>ey</i>	as in	<i>key</i>
<i>i</i>	as in	<i>machine</i>
<i>oe</i>	as in	<i>foetus</i>
<i>ei</i>	as in	<i>receive</i>
<i>uay</i>	as in	<i>quay</i>

3 Listen to some words in which one letter stands for a sequence of two sounds. Listen to each word and repeat it.

i The letter *q* stands for a combination of the *k* sound as in *key* and the *w* sound as in *watch*. Example:

question	square
quiet	squash
quite	queer

ii The letter *x* stands for a sequence of the *k* sound as in *kite*, and the *s* sound as in *sea*. Example:

excuse	box
excite	exercise
excess	

iii The letter *x* stands for a sequence of the *g* sound as in *go* and the *z* sound as in *zoo*. Example:

<i>exact</i>	<i>exist</i>
<i>examine</i>	<i>exert</i>

- iv The letter *u* sometimes stands for the sequence of a consonant followed by a vowel. Example:

*unit*  
(*n.*) *use*  
*utilize*

- 4 Some letters in words are silent. In other words, they are not pronounced. Listen to them carefully and repeat each word.

- i *b* is silent in the spelling *mb* and *bt* occurring in the final position in words. Example:

thumb	bomb	debt
comb	climb	doubt
tomb		doubt

- ii *d* is silent in the spelling sequence *dj*. Example:

adjective	adjoin
adjust	adjacent
adjourn	

- iii *g* is silent in the spelling sequences *gm* or *gn*. Example:

phlegm	gnarl	champagne	sign
paradigm	gnash	poignant	resign
	gnat	physiognomy	assign
	gnaw		

- iv *h* is silent in the spelling sequence *gh* and in the word - final position. Example:

ghost	ah
aghast	eh
ghetto	oh

- v *k* is silent in the word – initial spelling sequence *kh*. Example:

knee	knob	know
knock	knife	

- vi *l* is silent before *k* and in the word – final spelling sequences *lk* and *lm*. Example:

walk	balm
talk	palm
folk	calm

- vii *n* is silent in the word – final spelling sequence *mn*. Example:

column  
condemn  
solemn

- viii *p* is silent in the word – initial spelling sequences *pn* and *ps*. Example:

pneumonia          psalm                  pseudonym  
pneumatic          psychology

*p* is also silent in the final spelling sequence *pt*.

ix *t* is silent when it occurs between *s* and *l*, and *s* and *e*. Example:

castle	listen
wrestle	fasten
bustle	glisten
wrestle	

x *w* is silent in the final position, in the initial spelling sequence *wr* and sometimes the initial spelling sequence *wh*. Example:

saw	write	who
raw	wrest	whole
claw	wrist	whose
blow	wreck	whom
snow	wrap	
show		

The following exercise will help you take a closer look at the difference between spelling and sound.

### Activity 10

Look at the following words, pronounce each word, and then write down the number of letters and the number of sounds it has. Follow the example given below:

Call	Number of letters: 4	Number of sounds: 3	
1 colony	2 receive	3 shelf	4 possess
5 relax	6 seize	7 command	8 plays
9 college	10 surround	11 philosophy	12 theory
13 follow	14 reign	15 psychology	16 boast
17 rough	18 knowledge	19 pretty	20 bright

It is quite evident from the examples and the exercise given above that if we wish to represent the pronunciation of English words unambiguously, the Roman alphabet is inadequate, and is used inefficiently for spelling English words. To get over this problem, therefore a special set of phonetic symbols has been devised, so that a given symbol represents one, and only one sound, and a given sound is always represented by the same symbol.

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## 1.8 WRITING

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### Writing A Dialogue

#### Activity 11

Read the dialogue between these teachers. Fill in the blanks suitably and then speak the dialogue as a role play activity.

Mrs. Dixit: I think staff training is very important if we want to improve teaching standards in English.

Ms. Mandal: I agree with you. Our teachers need to update their skills through regular need-based in-service courses.

Mr. Sharma : Well, I'm afraid (1)\_\_\_\_\_with you. In my opinion in-service training is a waste (2)\_\_\_\_\_. If teachers need to learn anything, they can (3)\_\_\_\_\_.

Miss Dixit: That (4)\_\_\_\_\_to some extent, but with new theories of teaching English, all teachers (5)\_\_\_\_\_courses from time to time. If they are not exposed to the latest teaching practices they will stagnate.

Mrs. Sharma: I'm (6)\_\_\_\_\_. After all if they've been teaching for some years now, they should know (7)\_\_\_\_\_. Don't forget they are trained teachers.

Mrs. Dixit: But when they attend training courses they can (8)\_\_\_\_\_skills. Besides, they can make their (9)\_\_\_\_\_

Miss Mandal: After all, we give them so many inputs during these courses.

Mrs. Sharma: Well, we could (10)\_\_\_\_\_, I suppose.

Miss Dixit: Alright then, let us draw a plan for a ten day course in improving communication skills of teachers.

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## **1.9 SPEAKING: BODY LANGUAGE**

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The 'presence' that a teacher has in the classroom is crucial in determining 'how much' learning takes place and 'how well' learning takes place. Being relaxed yourself and ensuring that students too learn in a tension free atmosphere is extremely important.

More than what behaviour reveals, it is the non-verbal behaviour that is of significance. Self respect, confident behaviour and tone and eye contact are some positive indicators.

Some of the ways in which body language can improve the desired atmosphere within the class are:

- 1 Keeping eye contact with the student you are talking to, and with every student in the class;
- 2 Standing 'tall' and walking in with head held high, instead of shuffling in, head bowed;
- 3 Having a calm, relaxed face – smiling and laughing easily;
- 4 Using facial expressions that show you are listening and responding to what the student is saying;
- 5 Smiling and nodding when a student is saying something;

- 6 Walking around the class when a discussion is going on;
- 7 Walking towards the person who is talking;
- 8 Capturing and holding attention of the class through exaggerated movements when explaining something;
- 9 Using your voice appropriately in different situations, e.g. whispering when required along with gestures;
- 10 Using inclusive language such as, yesterday we read about ..... and
- 11 Wearing smart and comfortable clothing.

Your body language should show that you are willing to lead without bullying. Avoid the following as they are signs of indifference and casualness:

- 1 Do not slouch;
- 2 Do not look out of the window while teaching/while students are completing an assigned task;
- 3 Do not wear very informal clothing such as jeans and a T-Shirt;
- 4 Do not remove your shoes and sit in class;
- 5 Do not fold your arms and speak to the class;
- 6 Do not keep playing with your pen/fingers while teaching/listening to students;
- 7 Do not sit with your face/jaw on your hand with a faraway look in your eyes; and
- 8 Keeping your hands in your pockets or tying your tie loosely around your neck are indicators of a careless/casual attitude.

### **Activity 12**

Get into groups. Each group must make a presentation on using Body Language effectively in the classroom.

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## **1.10 SUMMING UP**

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In this unit, you have learnt to greet people both in formal and informal situations, read and understood a passage pertaining to greetings in different cultures and listened to dialogues where people greeted and introduced each other.

The vocabulary section dealt with words, mainly adjectives, which described qualities which help us relate to people positively in personal, social and professional spheres. The Grammar section which is primarily to be used for

editing purposes concentrated on the simple present tense (verb 'be') and subject-verb agreement. The Pronunciation section describes the relationship between sound and spelling in English. Please refer to the CD when you practice words from this section. Finally, we have given you points on body language which will help you be effective teachers.

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## **1.11 ANSWERS**

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### **Warm Up**

- i Principal, Vice-principal, headmistress, senior teachers and elderly teachers by surnames. Teachers who I am friendly with, who are of my age group, who I work with closely by their first names.
- ii By telling him/her my full name, what grades I teach, etc.
- iii
  - a at home – very informally (hug)
  - b at a party – more formally
  - c at a get together – formally

### **Activity 2**

- A i When we wake up in the morning we greet our family members, we greet friends and colleagues at school or at work, we greet strangers who sell us things or give us information, we greet our loved ones on special occasions, we greet people at social gatherings/parties.
  - ii Greetings help us relate to people in a personal way and recognize their existence. The specific occasion, the cultural context, the age and gender of the person being greeted, influence how people greet one another.
  - iii In the United States of America people shake hands as a formal way of greeting; in India people use the gesture of folding one's hands in a 'Namaste', in many parts of India, people touch the feet of older persons; in Arab countries even strangers are greeted using standard polite expressions.
  - iv One of the important things to learn is specific forms of greetings of each culture and how they may vary on specific occasions and according to age, gender, etc.
  - v Greetings and leave taking are more elaborate in the Arab world than in the West.
- B**
- i Some of the people we greet everyday are friends, family members, people at work, people from whom we buy things, etc.
  - ii Some greetings are formal while others are informal.
  - iii "Hello" and "Hi!" are examples of informal greetings that we use to greet friends and peers.

**Communication Skills in English**

- iv Some examples of gestures used to greet people are shaking hands, touching feet, joining hands in a namaste, embracing or hugging people etc.
- v In general the initial expression of greeting is followed by asking about the person's health.

**Activity 3**

- A
- i essential vital
  - ii differ vary
  - iii recognize acknowledge
  - iv communicated conveyed
  - v movements with hands, head or face gestures
  - vi detailed elaborate

B We give below the table duly completed:

<b>Greeting/ Gesture</b>	<b>Nature of greeting/ Gesture</b>	<b>Occasion/situation</b>	<b>People with whom the greeting may be used</b>
Hello	Informal	Common greeting; used when meeting someone for the first time that day	Used for anyone; older, younger or peer.
Bonjour	Informal	'Hello' in French	Used for anyone; older, younger or peer.
Namaste	Formal	A form of greeting in India by joining ones hands together	Used as a mark of respect for elders or senior colleagues at work, etc.
Shaking Hands	Formal	A fairly formal way of greeting people you meet for the first time. Common in the Western world	Anyone one meets formally, At work place or socially.
Good Morning	Formal/ Informal	Used only in the morning, before noon	May be used with anyone.
What's up	Informal	As a response to 'Hey', 'Hello' or 'Hi'	Used between friends or equals

#### Activity 4

##### Personal

##### Social

##### Professional

Punctual  
Creative  
Disciplined  
Soft Spoken  
Helpful  
Hardworking  
Encouraging  
Dedicated  
Positive  
Kind  
Affectionate

**Note:** There may be an overlap of qualities. Some qualities may come under two headings.

#### Activity 5

- i cooperation
- ii innovative/ready to experiment.
- iii soft spoken/encouraging/ understanding, kind/affectionate (any other that can be justified).
- iv approachable.
- v dedicated/inspiring/innovative.
- vi understanding/compassionate/friendly/affectionate/hardworking/dedicated.
- vii open-minded/ready for change/ positive.

#### Activity 7

- i was
- ii has
- iii is
- iv was
- v is
- vi is
- vii has
- viii is
- ix is
- x is
- xi were, were
- xii was
- xiii has
- xiv has
- xv are

#### Activity 9

- 1 IV
- 2 I
- 3 III
- 4 II
- 5 V

**Activity 10**

<b>Word</b>	<b>Number of letters</b>	<b>Number of sounds</b>	<b>Word</b>	<b>Number of letters</b>	<b>Number of Sounds</b>
1	6	6	11	10	8
2	7	5	12	6	4
3	5	4	13	6	4
4	7	5	14	5	3
5	5	6	15	10	8
6	5	3	16	5	4
7	7	6	17	5	3
8	5	4	18	9	5
9	7	5	19	6	5
10	8	6	20	6	4

**Activity 11**

- 1 I don't agree.
- 2 of time and energy/money.
- 3 do so without attending an in-service course/take a short course in a particular skill on their own.
- 4 may be true.
- 5 have to be trained through (these) specially designed.
- 6 not sure/not sure I agree with you.
- 7 how to teach well/ the latest methodology too.
- 8 update their skills/improve.
- 9 teaching more interesting/ teaching more innovative by experimenting with new ideas.
- 10 give it a try/try bringing a change in their teaching.

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## UNIT 2: USING LANGUAGE AT SCHOOL

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### Structure

- 2.0 Objectives
- 2.1 Warm Up
- 2.2 Filling Up a Questionnaire
- 2.3 Interacting with Students at School
- 2.4 Reading Comprehension: Doing Away with Exams
- 2.5 Vocabulary
- 2.6 Writing
- 2.7 Grammar and Usage: Modal Auxiliary Verbs
- 2.8 Pronunciation: Sounds of English
- 2.9 Summing Up

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### 2.0 OBJECTIVES

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After going through this unit, you will be able to :

- discuss amongst yourselves about teachers you liked/did not like.
- Demonstrate the positive ways of interacting in the students using role play as one of the strategies.
- pronounce correctly and practice the vowels of English.
- Illustrate effective reading skills and select different types of questions which will support you to infer and attempt an analysis..
- Modify your vocabulary by using words in context and doing a crossword puzzle.
- Rewrite and practice the modal auxiliary.

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### 2.1 WARM UP

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#### Activity 1

See the clipping of ‘Taare Zameen Par’ and discuss the following:

- how do you handle “difficult” children?
- are children really “difficult”?
- and any other issues arising out of the film.

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### 2.2 FILLING UP A QUESTIONNAIRE

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#### Activity 2

Recall the days when you were a student of an elementary class (I to VIII) and answer the following questions by ticking off the relevant column in the response sheet. The ‘Yes’ in the response sheet indicates the reason for liking your teacher, whereas ‘No’ indicates the reason for disliking your teacher. The ‘I don’t know’ column indicates that you don’t know whether you liked or disliked the teacher for the given reason.

Having filled in your response sheet, exchange it with your friend's response sheet to know her/his views on the subject.

	<b>The Teacher I liked/didn't like</b>	<b>Yes</b>	<b>No</b>	<b>I don't know</b>
1	One who frequently talked to me and solved my immediate problems.			
2	One who patted me with appreciation and gave words of encouragement.			
3	One who never appreciated me publicly.			
4	One who never insulted or scolded me.			
5	One who never encouraged me to do things after knowing my weaknesses.			
6	One who always advised me without hurting my ego.			
7	One who never bothered about my performance and didn't care to advise me how to better my performance next time.			
8	One who always spoke in a polite way.			
9	One who made fun of me by discussing my weaknesses.			
10	One who always spoke in the language that I could understand.			
11	One who always explained things and instructions clearly.			
12	One who was neither too strict nor too lenient to me.			
13	One who didn't have too many 'don'ts' for the students.			
14	One who clearly visualized what the students wanted to do or didn't want to do at a particular time in the class.			
15	One who respected me, my personality, my ideas, and my friends.			
	<b>Total Number:</b>	<b>Yes</b>	<b>No</b>	<b>I don't know</b>

### **Activity 3**

Think of your favourite teacher. Why did you like her/him? What were her/his special qualities? Write a paragraph on your favourite teacher. Then think of the teacher whom you liked the least. Write *one* thing that s/he did that you still remember and it still hurts.

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## **2.3 INTERACTING WITH STUDENTS AT SCHOOL**

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### **Activity 4**

- A Discuss the kinds of interaction that normally take place in a classroom. For example, issuing instructions, giving advice, and so on.
- B Discuss the vocabulary, structures, modals (if any) used for these interactions.

For RPs: Elicit from participants the different kinds of interactions that take place in the classroom.

The teacher interacts with the students in or outside the class for the following main purposes:

### **1 Issuing Instructions + Advice**

The following words and expressions used by a teacher have been received well by the students:

- i Please, take out your English book, note-book and pencil.
- ii Make a straight line, please.
- iii Please talk quietly, one at a time.
- iv Could you close the door, please, it is very cold outside.
- v Could you copy the words from the board quickly?
- vi Thank you.
- vii That's nice of you.

### **2 Making Suggestions**

It has been experienced that words and expressions like: Let's ....., Shall we ....., Why don't you....., It would be a good idea if....., immediately establishes a bond between the teacher and the students, which is a prerequisite for effective learning. Example:

- i Let's go on a picnic, it is very pleasant today.
- ii Now that we have completed our project work, shall we go to the movies?
- iii Why don't you attend the yoga camp, you badly need it.
- iv It would be a good idea if we all meet the principal after school.

### **3 For Appreciating**

Appreciating a person even for small achievements lays a strong foundation for bigger success. The following words and expressions have been found extremely useful and effective in encouraging students to better their performance: Well done! Keep it up! Beautiful! Wonderful! Fantastic! Highly impressive! You are fabulous! (Simply) Unbelievable! I'm indeed highly impressed! So thoughtful of you! etc.

### **4 For Encouraging**

The following words and expressions go a long way to encourage even an ordinary student to improve his or her performance:

- i I never knew you speak/write so well!
- ii You can do still better than this.
- iii You are really creative, and if you just improve your spelling...
- iv There's a lot of potential in you, you need to tap it.

## 5 Showing displeasure or disapproval

We often find it difficult to accept criticism sportingly. At times, we are so allergic to it that it defeats the purpose for which the criticism was made or displeasure shown. Students are no exception to it. The following are some of the words and expressions that students find difficult to digest. These should be avoided.

- i Disappointing.
- ii Untidy.
- iii Poor work.

**Note:** Avoid using negative remarks in all circumstances as they don't serve the purpose for which they are meant i.e. improving the students. Express your displeasure or disapproval tactfully, without hurting the ego of your students. You could use comments like the following:

- Perhaps you may like to do it again.
- Please use the dictionary to check your spelling.

### Activity 5

Read the following dialogue. Does this kind of interaction actually happen in the classroom? Make this dialogue more plausible and natural and then enact a role play.

### Role Play

**(The teacher enters the class. The students stand up to greet her. She responds to their greeting and makes certain enquiries from them.)**

Teacher: Which of you have not yet submitted your project in English?

(Many students raise their hands.)

Teacher: Ruhan, what is wrong with you? You are the monitor of the class. The class-monitor is supposed to be the role-model for the rest of the students of the class.

Ruhan: Sir, I couldn't complete it due to the hospitalization of my father. I think I will take another two-three days to complete it. I'm awfully sorry for the delay.

Teacher: Alright, I'm sorry that your father was ill. How is he now? But, would you please finish this work quickly within two-three days? I will feel happy if others also finish their project work within the minimum possible time and submit their project by the end of next week. I'm afraid I will not be able to give you more time than this. You know how particular our principal is about the submission dates. I'm sure you would not like my position to go down in the eyes of our principal.

Ruhan: Sir, don't worry about anything. We would not let you feel small. We are extremely sorry for the delay. Kindly forgive us this time. I'll definitely submit the project work of the entire class next week.

Teacher: Thank you for your assurance. Would you please honour this assurance?

Ruhan: Definitely Sir, Thank you very much.

Teacher: Now, let's learn to produce the vowel sounds correctly, which is so important for effective communication.

---

## 2.4 READING COMPREHENSION: DOING AWAY WITH EXAMS

---

Dear Papa,

This is in answer to your letter about my transgression. Yes, my first rank slipped to the second. You advised that I should think before answering the papers. Yes, the operating word 'think' did make me reflect and these are the results of those reflections.

Father, we've never really been close and I can't rightly say you've been my friend, philosopher, guide, etc. yet, I would like you to be aware of my thoughts. They are very important to me. You are highly educated and you provide very well for the family. But in your departmental store, do you apply Pythagoras' Theorem or Newton's Law of Gravity? For that matter, does your doctor friend or your lawyer brother?

Papa, my grandfather speaks of a carefree and beautiful childhood, of days spent in plucking mangoes and guavas from their orchards, of picnics on the banks of the river where the men cooked mouth-watering food, of playing marbles and *gilli-danda*. From his talk, it seems, studies were an ancillary subject: and living and experiencing, the major subject. Father, is he fibbing? Or is it possible that the world has turned topsy turvy in just about 70 years?

Papa, my grandmother is semi-literate. Yet, she is at peace with her pots, pans, her flowers and garden, her *Bhagvad Gita* and scriptures. My mother, highly qualified, is highly strung, tense and nervous. Do you think literacy makes us restless, afraid and frustrated?

Oh Papa, last week, my rose plant almost died. Some pests. I asked my Biology teacher what I should do to save it. And she was cross. She said, "Go ask the guy who keeps gardening things. He'll tell you". We learn about pesticides but we do not know how to use them. Oh father, it matters not to me why the apple does not fall upwards, nor do I care what Archimedes did. What matters to me is that my rose plants remain healthy. When there is a fuse in my house I should know how to do something about it. I should know how to make a desk for myself with my carpenter's tools. Instead I learn about hypotenuse, relational square roots.....

Papa, once I asked my grandmother how she got to be so wise. Do you know what she said? By living and experiencing. And she laughed as though I had asked something which was so obvious. Are we living Papa? Or is life bypassing us? What I fear is that if I were to meet Newton face to face, I would fail to recognize him, so busy am I learning about him! You know, just like that boy, Vinu, in that award winning film. He prattles on-"the Hibiscus is

red”- a hundred times, but in his book, he colours it yellow. Are we missing out on the essence of life?

Anyway Papa, do you know where I lost that quarter mark that brought about my fall? It was a fill-in-the blanks. I held that I was invited to tea and my teacher was adamant that he was invited for tea.

A matter of grammar. And Papa, if he says George Bush is the President of India, it will have to be so. If he says the sun rises in the west, so be it: and if he says the earth is flat, it will be, my Papa. At least on my answer papers. My first rank is at stake, you see. Still, my dearest Papa, I shall keep your advice in mind and try not to lose any quarter marks.

As always,  
Your ever obedient son,  
Rahul

P.S.: Your eyes will not see this anguished plea, my father. This was only to lighten my over-burdened heart. It is not all arteries and muscle. It feels too.

(from: *The Hindu*)

### **Activity 6**

- 1 Answer the following questions:
  - i How intimate was the relationship between the father and son? Pick out the lines which reflect your answer.
  - ii Write five lines on the childhood of Rahul’s grandfather. What do you think Rahul’s childhood is like?
  - iii In what ways is Rahul’s mother different from the grandmother?
  - iv What does Rahul think is wrong with his education? What would he really like to learn?
  - v What do you think is Rahul’s opinion about his biology and English teacher? Discuss.
  - vi On receiving this letter Rahul’s father immediately picks up the telephone and says ..... Write out the telephone conversation.
- 2 What do you think is Rahul’s father’s reply to the letter? Write out the reply.

---

## **2.5 VOCABULARY**

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### **Activity 7**

- 1 Complete the sentences using suitable words from the box below:

semi-literate	tense	slipped	ancillary	transgressions
reflect	fibbing	adamant	at stake	experiencing

- i Industrial production has \_\_\_\_\_ from 15% to 10% this year.
- ii I’ve had a chance to \_\_\_\_\_ and I’ve realized that I should have been kinder.

- iii Aneesha put her reputation \_\_\_\_\_ in order to save her criminal husband.
- iv The mother was \_\_\_\_\_ that her son should not learn driving before the age of eighteen.
- v It is by \_\_\_\_\_ both happiness and sorrow that we can live a full life.
- vi Rita always gets \_\_\_\_\_ before her exams and therefore does not perform as well as she can.
- vii Instead of concentrating on the main issues, all the \_\_\_\_\_ matters were discussed.
- viii Nobody believes Asha because she is always \_\_\_\_\_.
- ix My grandmother was \_\_\_\_\_ but wise in all her ways.
- x The Principal asked the unruly boys to apologize in writing for their \_\_\_\_\_.

2 Complete this crossword puzzle with words related to examinations.

- i estimating the performance of students
- ii anxiety before an examination
- iii a candidate appearing for an examination
- iv the decision of an examiner in terms of numbers or grades to show how a student has performed in an examination
- v different courses of study that are taught in a school or college
- vi information/comments on one's performance in any activity
- vii a decision about the quality of the performance of students
- viii a way of working, organizing or doing something in which you follow a fixed plan
- ix how well one does in an activity.
- x when the performance is extremely good.

	i	A				S		M			T
	ii			T		E		S			
	iii		E			M				E	E
	iv			M				S			
	v	C				I			L		M
	vi	F			D	B			K		
	vii			V			U				N
	viii				S			T		M	
	ix	P			F			M			C
	x		E			E				N	

---

## 2.6 WRITING

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### Activity 8

Imagine you are Rahul's father. After the telephone conversation you decide to write a letter to Rahul. What would you write? Write your letter and read it to the other participants.

---

## 2.7 GRAMMAR AND USAGE: MODAL AUXILIARY VERBS

---

**The grammar section is primarily for creating awareness which will be useful for editing your written work. Do read it if you are shaky on some aspects of English language.**

- 1 Modals or Modal Verbs or Modal Auxiliaries, such as May, Might, Can, Could, Must, Ought to, Shall, Should, Will, Would are verbs that can be used to convey more than one function. These verbs convey the meanings of possibility, probability, capacity and ability, certainty, intention, necessity/obligation, offers, permission, prediction, requests, suggestions/advice.
- 2 **These verbs are used:**
  - i To seek or grant permission or make requests (may, might, can, could)
  - ii To express intention on the part of the speaker (will, shall, would)
  - iii To make predictions about the present and future (will, would, could)
  - iv To express obligation/compulsion/necessity (should, must, have to, need to)

**Note:** 'Might' is rarely used to make a request.

- 3 Besides the above modal verbs there are some other verbs which are used like modal verbs. These are: dare, used to, had better, have to, need to.
- 4 Modal verbs do not take 's' in the third person singular e.g. Her friend may know her latest address.
- 5 Modal verbs are always followed by a verb in the infinitive form without 'to'.

### **Modals Seeking / Granting Permission (May, Might, Can, Could)**

Read the following dialogue between an anxious son, Rahul and the doctor attending on his father in the Apollo Hospital.

Rahul: Could I see my father, Pradeep Kumar, Doctor? (*making a request*)

Doctor: I'm afraid, you can't see him now. You can see him after two hours. He is still sleeping after the operation. (*granting permission*)

Rahul: Doctor, how is he after the operation? Could I see him through the peep-hole at least, doctor? (*making a request*)

Doctor: Yes, of course. You can also go inside the room along with the nurse on duty. (*granting permission*)

Rahul: May I also take my mother along with me to see my Father? (*seeking permission*)

Doctor: Yes, you may. But please don't speak to the patient. He needs complete rest after this major operation. (*granting permission*)

Rahul: Can my mother stay with the patient till he recovers, doctor? (*seeking permission*)

Doctor: She may, but I might not be able to issue an extra attendant's pass for it.

Rahul: That's not very important for us, doctor. We need only your permission. Bye, doctor.

Doctor: Bye, Rahul.

## Activity 9

### Write a letter

Work with a partner. Imagine that you want to visit a museum with your class. Write a polite letter to the museum director. In your letter, make requests and ask permission to do the following things:

- You want to see a special collection or department – for example, the dinosaur.
- You want permission to take photographs.
- You want the director to arrange for a museum tour with a guide for two hours.
- You want to know the cost of the tour for a group of thirty pupils.

### Modals Expressing Ability or Inability

(can, could, is/was/will be able to)

Study the following sentences to know about modals of ability/capability.

- i Some 2-3 months back I could work for 8-10 hours at a stretch without feeling tired, but now I am not able to work even for two hours. (*expressing ability and inability*)
- ii When I was learning violin I couldn't play it smoothly, but now I can play it very comfortably. (*expressing ability and inability to play violin*)

- iii When I started learning English I couldn't speak even a single sentence in English correctly, but now I can speak in English for hours together without committing any mistake. (*expressing ability and inability*)
- iv When I was a child I could run very fast, but now I am not able to run due to pain in my knees. (*expressing ability and inability*)
- v I can dance well, but yesterday I was not able to dance due to severe headache. (*expressing ability and inability*)

**Note:** We use 'can' to indicate a rather permanent ability whereas 'be able to' is used to indicate a temporary ability/inability. E.g. she is not a tall girl and so cannot touch the fan over her head, but when she stands on a table she is able to touch it.

### **Activity 10**

#### **Guessing Game**

Work as a class. Make a list of 10 objects that would be useful or necessary in a jungle, for example: a knife, a box of matches, a sleeping bag and so on. One pupil leaves the room. The class chooses one object from the list. When the pupil returns he/she must guess the object by asking only three questions with *can you / could you / ....?*

Pupil: Can you cut with it?

Class: Yes, you can. Or No you can't.

---

## **2.8 PRONUNCIATION: SOUNDS OF ENGLISH**

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- 1 There are 44 sounds in English language, but unfortunately there are only 26 letters of the alphabet to represent them. As such, people whose mother tongue is other than English find it extremely difficult to produce these sounds correctly – their pronunciation is often faulty. This necessitates the learning of phonetic symbols on the part of all those who are keen to speak English correctly.
- 2 Further, the variation in the pronunciation of consonants may not cause much difference in the meaning of the words, but the production of vowel sounds does, if they are not properly and distinctly pronounced.
- 3 It may also be noted that a, e, i, o, u are only vowel letters and not just sounds. The following are the Vowel sounds, with their universally understood transcriptions. These are 20 in number.

#### **The Consonants of English**

English has 24 consonant sounds in all. Listen carefully to the following consonant sounds and look at the symbol that represents each sound. Repeat the key word.

Sl. no.	Symbol	Key Word
1	/p/	as in <u>p</u> en
2	/b/	as in <u>b</u> ed
3	/t/	as in <u>t</u> ea
4	/d/	as in <u>d</u> eed
5	/k/	as in <u>c</u> at
6	/g/	as in <u>g</u> et
7	/tʃ/	as in <u>ch</u> in
8	/dʒ/	as in <u>J</u> une
9	/m/	as in <u>m</u> an
10	/n/	as in <u>n</u> et
11	/ŋ/	as in <u>br</u> ing
12	/f/	as in <u>f</u> un
13	/v/	as in <u>y</u> eil
14	/θ/	as in <u>th</u> ink
15	/ð/	as in <u>th</u> en
16	/s/	as in <u>s</u> ale
17	/z/	as in <u>z</u> oo
18	/ʃ/	as in <u>sh</u> ip
19	/ʒ/	as in <u>plea</u> sure
20	/h/	as in <u>h</u> at
21	/l/	as in <u>l</u> ake
22	/r/	as in <u>r</u> est
23	/j/	as in <u>y</u> ard
24	/w/	as in <u>w</u> atch

### Learning the Consonant Symbols

Notice that of these symbols only seven - tʃ, dʒ, ŋ, θ, ð, ʃ, ʒ are not familiar and need to be learnt. The other symbols are the same as the letters of the alphabet. Though the symbol /j/\* is the same as the letter j of the alphabet, it is pronounced as in the first letter of the word yard.

Now listen to those sounds and sound distinctions that constitute problems for Indian learners from different parts of the country.

#### i Consonants /f/ and /v/

Listen to the following words with /f/ and repeat them.

##### **/f/**

fallacy	afford	brief
favour	prefer	calf
fertile	refine	leaf
fiend	refuse	proof
photo	trophy	graph

It is necessary to maintain a distinction between /f/ and /v/ and /v/ and /b/. To practice the difference between them, listen to the following pairs of words and repeat each pair.

\* The slanting lines are used to differentiate the sound from the spelling.

/f/	/v/
fail	veil
fine	vine
file	vile
foil	voile
off	of
leaf	leave

**/v/ and /b/**

To practice the difference between /v/ and /b/, listen to the following pairs of words on the audio recording and repeat them.

/v/	/b/
vet	bet
vote	boat
vow	bow
curve	curb
van	ban
very	berry/bury

- ii **Consonants /s/ and /z/, /ʃ/ and /ʒ/, /tʃ/ and /tʒ/, /z/ and /dʒ/** are contrastive and we must make a distinction between each pair.

Listen to the difference between /s/ and /z/ in the following pairs of words and repeat them in pairs.

/s/	/z/	/s/	/z/
sip	zip	peace	peas
sue	zoo	rice	rise
seal	zeal	place	plays

Make a list of other pairs to distinguish between /s/ and /z/.

**Note:** The plural forms of nouns, the 3<sup>rd</sup> person singular forms of verbs and the 3<sup>rd</sup> person possessive forms of nouns are pronounced in the following three ways.

- a /ɪz/ after the consonants /s,z,ʃ,ʒ,tʃ,dʒ/

kisses	bushes	messages
horses	garages	Raj's
Alice's	watches	judges
Dickens's	witches'	
	fetches	

- b /s/ after the consonants /p,t,k,f,θ/.

caps	Dick's
stops	chiefs
it's	laughs
pats	Ruth's
pots	cat's
hits	

c /z/ after all other consonants and all vowels

boys	man's	loves
rag	China's	plums
leaves	officers'	runs
buds	employees'	saves
goes	she's	flies

### /s/ and /ʃ/

First listen to some words with the consonant /ʃ/ and repeat them.

/ʃ/

chassis	machine	moustache
ship	marshal	crash
shine	official	brush
shock	partial	flash
sugar	brochure	crèche
shudder	position	smash

Now listen to the difference between /s/ and /ʃ/ in the following pairs of words and repeat each pair.

/s/	/ʃ/	/s/	/ʃ/
self	shelf	parcel	partial
sift	shift	ass	ash
sign	shine	mess	mesh
sip	ship		

### /s/ and /tʃ/

Generally, Indians from the north-eastern region find it difficult to make a distinction between /s/ and /tʃ/, and /ʃ/ and /tʃ/.

Listen to the following pairs of words with /s/ and /tʃ/ and repeat them in pairs.

/s/	/tʃ/
seat	cheat
seek	cheek
side	chide
sill	chill
hiss	hitch
sore	chore

### /ʃ/ and /tʃ/

To practice the difference between /ʃ/ and /tʃ/, repeat the following pairs of words.

/ʃ/	/tʃ/
share	chair
sheet	cheat
shin	chin

ship	chip
shoes	choose
shop	chop

Another distinction which it is important to make is between /z/ and /dʒ/. Look at the following pairs of words and listen to them. Then repeat each pair.

/z/	/dʒ/
zoo	jew
pays	page
rays	rage
hues	huge
zealous	jealous
zest	jest

Write down as many words as you can with the consonants /ʃ/ and /tʃ/, and /z/ and /dʒ/. Read all the words aloud taking care to maintain the distinction between each pair.

- iii** Another sound we find difficult to produce is /ʒ/ as in pleasure. In place of this consonant, most Indian speakers tend to use the consonants /dʒ/ as in jam, /z/ as in zoo, or /j/ as in yes. Listen to the following words with /ʒ/ and repeat them.

/ʒ/

casual	barrage
confusion	camouflage
division	garage
occasion	massage
provision	prestige

- iv** /r/

In the Standard British English the consonant /r/ as in ring, wrong, wrap, current, generally does not occur in the final position in words. The letter r in the final position in words such as actor, higher, butter is pronounced as /r/ only when they are followed by vowel sounds in connected speech as for example in the following phrases.

The actor + in a play  
Higher + and higher  
Butter + and cheese

In American English on the other hand, r in the spelling is pronounced as /r/ in all positions.

- v** /v/ and /w/

The consonant /w/ as in watch, is different from the consonant /v/ as in view. In India, most of us tend to use the Hindi consonant /व/ for both /w/ and /v/:

Listen to the difference between the two sounds in the following pairs of words, and repeat each pair.

/v/	/w/
vale/veil	whale
vane/vein/vain	wane
veal	wheel/weal/we'll
veered	weird
vent	went
verse	worse

Write down some more pairs of words to practice the difference between /v/ and /w/.

### Activity 11

A Look at the following sets of words. You hear only one word of each set of three on the audio recording. Tick the word you hear.

i	fan	ban	van	ii	pace	page	pays
	ferry	berry	very		bus	budge	buzz
	foil	boil	voice		cease	siege	seize
	feign	bane	vain		race	rage	rays
	fail	bail	veil		gorse	gorge	gauze
iii	seep	cheap	sheep				
	sip	chip	ship				
	sore	chore	shore				
	sin	chin	shin				
	sue	chew	shoe				

B Write down five words (other than the words we have used as examples) to illustrate each of the consonants.

/ʃ, tʃ, f, dʒ, v, z, s, w/.

.....

\* Please consult answer to (11A) at the end of the pronunciation section.

### Vowel Sounds (20)

Listen to the following vowel sounds and look at the symbol that represents each sound. Repeat the key word.

1	I	as in	bit, kit, pit, sit, lip, bill, mill, kill
2	i:	as in	sea, see, key, seat, beat, meet, meat
3	e	as in	pet, get, men, set, hen, ten, bend
4	æ	as in	pat, hat, cat, rat, man, apple, tap
5	ɑ:	as in	car, arm, calm, father, last, heart
6	ʌ	as in	cut, but, hut, rub, must, rust, tub

**Communication Skills in English**

7	ɒ	as in	pot, lot, got, top, hot, nod, blot
8	ɔ:	as in	core, bought, sought, caught, court
9	ʊ	as in	put, look, shook, hook, cook, hood
10	u:	as in	boot, hoot, coup, tooth, loot
11	ɜ:	as in	curse, rehearse, search, cur, burst
12	ə	as in	about, again, announce, attain, account

**Double Vowel Sounds (Diphthongs)**

Combination of two vowel sounds is called diphthong. While producing these sounds the voice glides from one vowel to another. For all purposes they are vowels only. These are 8 in numbers. So the total vowel sounds are 20 (12+8)

1	/eɪ/	as in	pain, page, bay, say, tray, play
2	/aɪ/	as in	buy, bye, sky, my, tie, fly, guy
3	/ɔɪ/	as in	boy, noise, soil, oil, boil, toil
4	/ɪə/	as in	peer, beer, seer, tier, mere, cheer
5	/ɛə/	as in	there, tear, bear, pear, clear, care
6	/ʊə/	as in	moor, cure, pure, tour, sure, poor
7	/əʊ/	as in	go, so, blow, home, comb
8	/aʊ/	as in	cow, now, how, bow, loud, sound

Practice these minimal pairs.

1	/i:/	/ɪ/
	seat	sit
	heal	hill
	reach	rich
	green	grin
	meals	mills
2	/ɪ/	/e/
	will	well
	tin	ten
	sit	set
	hid	head
	miss	mess

3 / eɪ / / e /

main men

saint sent

fail fell

raid red

wait wet

4 / e / / æ /

men man

ten tan

send sand

guess gas

lend land

5 / ʊ / / uː /

pull pool

full fool

should shooed

6 / aɪ / / ɔɪ /

buy boy

tie toy

tile toil

file foil

bile boil

7 / əʊ/oː / / ɒ /

coat cot

note not

road rod

soaks socks

won't want

hope hop

rob robe

**Using Language  
at School**

**Answer to Activity 11 A**

i	van	ii	page	iii	sheep
	ferry		buzz		sip
	boil		cease		sore

vain

rays

chin

fail

gauze

shoe

Listen to the poem and then recite it yourself.

***Walking Tall***

Whenever I see  
A new block go up,  
I think of us as kids,  
Impatient to grow;  
How slow it seemed at first,  
The others so far ahead,  
Above –  
Almost out of sight.  
(Would we ever reach your height?)  
Then, overnight,  
There we were  
Up there among the best of them,  
And there we remain –  
Stuck on the top  
Of our separate buildings

**(Alan Maley)**

**Activity 12**

Read the poem. Get into groups and discuss your impression of it.

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**2.9 SUMMING UP**

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In this unit, you have seen some clippings of the movie ‘Taare Zameen Par’ and discussed issues emerging from them. You have introspected about your own school days and about the teachers you liked/disliked. The Reading passage which is in the form of an unwritten letter from a distressed son to a father further dealt with issues relating to our rather unsatisfactory education system where marks are privileged over true learning. Modals are often used in our interactions with students and have been discussed in some detail in the Grammar section. The pronunciation part deals with the consonants and vowels of English with an emphasis on those areas which cause difficulty to Indian learners of English. The poem given at the end is for you to recite and enjoy.

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## UNIT 3: USING ENGLISH AT SCHOOL

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### Structure

- 3.0 Objectives
- 3.1 Warm Up
- 3.2 Reading Comprehension (Passage 1)
- 3.3 Reading Comprehension (Passage 2)
- 3.4 Grammar
- 3.5 Writing
- 3.6 Summing Up

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### 3.0 OBJECTIVES

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After going through this unit, you will be able to :

- Explain the correct ways of interacting with colleagues, administrators and parents;
- Integrate the reading of texts in the reading speeds;
- Select using right words in the context;
- Demonstrate and practice the use of modal auxiliary;
- Describe about your school through enhanced writing skills; ;
- Illustrate more vowels and diphthongs.

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### 3.1 WARM UP

---

#### Narration 1

On the way to school, Saniya looked at the speedometer – the needle was almost at 80. She tightened her grip on the accelerator. The air whistled into her ears through the small gap between the helmet and her head. The cold morning breeze fell on her face.

Reaching the school, she heard the ringing of the bell. The 150 meters stretch, from the parking shed for the two wheelers to the office room, was covered in a single breath.

At the office a memo was waiting for Saniya.

“Saniya, did you see the memo?” Asha, her colleague, asked her.

Saniya raised her eyebrows interrogatively.

‘A memo?’ ‘Where is it?’

Her voice sounded unseemingly rough.

Soon the peon came with the memo. She has been given charge of 12 B. The notorious class of the school. Asha who was in charge of that class has been transferred to another class.

Saniya looked up at the peon. “Why this sudden change?” she asked.

“May be the principal has faith in your ability.” Asha replied in a mocking tone. Though she was about to continue, Saniya’s sharp glance silenced her.

Asha slipped away from the staff room. Saniya rushed to the principal’s room.

**Activity 1**

Participants get into groups and prepare a conversation between the Principal and Saniya. Each group must enact their version of the conversation. You may use some expressions from the enrichment box.

**Activity 2**

**Enrichment Box:** The participants’ attention may be drawn towards the following expressions.

- Thank you : Thank you indeed; Thank you so much TO THANK
- I’m sorry : APOLOGIZING
- Could you... MAKING REQUESTS
- Would You....
- I’m afraid EXPRESSING DISAPPROVAL
- I fear
- I think.. EXPRESSING ONE’S OPINION
- I feel
- As far as I’m concerned
- Just a minute.... DISCUSSIONS/INTERRUPTING
- Could I interrupt you here ....
- Could I make a point ....
- Excuse me, before you go on, could I....
- Let’s....
- Why don’t we.... MAKING SUGGESTIONS
- Should we not ....
- Shall we ....
- That’s wonderful AGREEING/SUPPORTING OTHERS’ OPINION
- I fully agree with you
- That’s what I also feel
- I’m afraid I don’t agree DISAGREEMENT
- I don’t think so
- I ‘m afraid we are digressing
- That’s not the point, Sir/Madam

### Activity 3

Have a role play in which there is a staff meeting focusing on interaction with the principal and colleagues. The issues / agenda is given below:

#### Issues/Agenda

- Holding Annual Sports Day/Prize distribution
- Allocation of Duties
- Proposals –Discussion
- Resistance/Supporting suggestions or orders/accepting the assignment

<p><b>For RP:</b> To prepare cue cards for the Principal, staff secretary, those who support or oppose.</p>
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## 3.2 READING COMPREHENSION (PASSAGE 1)

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### Passage 1

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

My business here is to teach you, and I shall do my best to make my teaching as interesting as possible. If any time I say anything which you do not understand or with which you do not agree, I would be pleased if you would let me know. Most of you will be leaving school within six months or so.... Bearing that in mind, I have decided that from now on you will be treated, not as children, but as young men and women, by me and each other. When we move out of the state of childhood certain higher standards of conduct are expected of us.....

As from today there are certain courtesies which will be observed at all times in this classroom. Myself you will address as 'Mr. Braithwaite' or 'Sir' – the choice is yours; the young ladies will be addressed as 'Miss' and the young men will be addressed by their surnames.....

There was a general gasp at this, from boys and girls alike.

Potter was the first to protest.

Why should we call 'em 'Miss', we know 'em.

What is your name?

Potter.

I beg your pardon.

Potter, Sir. (The *Sir* was somewhat delayed.)

Thank you, Potter.....

You should remember, Potter, that in a little while all of you may be expected to express these courtesies as part of your jobs, it would be helpful to you to become accustomed to giving and receiving them.

**E.R. Braithwaite (Source: I-the people' published by NCERT Dec' 98)**

**Activity 4**

A Answer the following questions:

- i What is the situation described in this passage?
- ii What freedom did the speaker (I) give to the students on the very first day?
- iii What reason did the speaker give for expecting higher standard of conduct from the others?
- iv What is the minimum courtesy that each one should observe in the classroom?

Ladies should be addressed as \_\_\_\_\_

Young men should be addressed as \_\_\_\_\_

B Do you think such a text would interest the children of today? Discuss.

**Vocabulary Practice 1 (Word Power)**

Same word used in different context may mean different. Insist on contextual meaning. Example:

Make out what Mr. Braithwaite meant when he said: "My business here is teaching .....and I shall do my best to make my teaching interesting....."

Here the word 'Business' means 'concern' or 'responsibility' not commercial activity involving buying and selling.

Similarly, the expression 'state of childhood' has different meaning: condition, state, not government or political organization.

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**3.3 READING COMPREHENSION (PASSAGE 2)**

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**What makes a good teacher?**

Look at the following ideas and say which ones are important in your opinion to be a good teacher:

- Knows his/her subject very well.
- Gives interesting lessons.
- Makes sure the classroom is tidy and attractive.
- Always prepares his/her lessons.

Now work with a partner to add at least four more characteristics of a good teacher.

Now, read the following passage and answer these questions:

- i Who are the teachers?
- ii Who are the pupils?
- iii What is the reason behind the scheme?
- iv How successful is it?

### **Passage 2 - The Teenage Teachers**

The best way to learn is to teach. This is the message emerging from experiments in several schools in which teenage pupils who have problems at school themselves are tutoring younger children – with remarkable results for both sides.

According to American research, pupil-tutoring wins ‘hands down’ over computerized instruction and American teachers say that no other recent innovation has proved so consistently successful.

Now the idea is spreading in Britain. Throughout this term, a group of 14-year-olds at Trinity Comprehensive in Learnington Spa have been spending an hour a week helping children at a nearby primary school with their reading. The younger children read aloud to their tutors (who are supervised by university students of education) and then play word games with them.

All the 14-year-olds have some of their own lessons in a special unit for children who have difficulties at school. Though their intelligence is around average, most of them have fallen behind on reading, writing and maths and, in some cases this has led to truancy or bad behaviour in class.

Jean Bond, who is running the special unit while on sabbatical from Warwick University’s education department, says that the main benefit of tutoring is that it improves the adolescents’ self-esteem. “The younger children come rushing up every time and welcome them. It makes the tutors feel important whereas, in normal school lessons, they often feel inadequate. Everyone benefits. The older children need practice in reading but, if they had to do it in their own classes, they would say it was kids’ stuff and be worried about losing face. The younger children get individual attention from very patient people. The tutors are struggling at school themselves so, when the younger ones can’t learn, they know exactly why.”

The tutors agree. “When I was little, I used to skive and say I couldn’t do things when I really could,” says Mark Greger. “The boy I’ve been teaching does the same. He says he can’t read a page of his book so I tell him that, if he does do it, we can play a game. That works.”

The younger children speak warmly of their new teachers. “He doesn’t shout like other teachers,” says eight-year-old Jenny of her tutor, Cliff McFarlane who, among his own teachers, has a reputation for being a handful. Yet Cliff sees himself as a tough teacher. ‘If they get a word wrong’, he says, ‘I keep them at it until they get it right.’

Jean Bond, who describes pupil tutoring as an ‘educational conjuring trick’, has run two previous experiments. In one, six persistent truants, aged 15 upwards, tutored 12 slow-learning infants in reading and maths. None of the six played truant from any of the tutoring sessions. “The degree of concentration they showed while working with their tutees was remarkable for pupils who had previously shown little ability to concentrate on anything related to school work for any period of time,” says Bond. The tutors became ‘reliable, conscientious, caring individuals’.

Their own reading, previously mechanical and monotonous, became far more expressive as a result of reading stories aloud to infants. Their view of education, which they had previously dismissed as ‘crap’ and ‘a waste of time’, was transformed. They became firmly resolved to teach their own children to read before starting school because, as one of them put it, ‘if they go for a job and they can’t write, they’re not going to employ you, are they?’ The tutors also became more sympathetic to their own teacher’s difficulties, because they were frustrated themselves when the infants mucked about’.

In the seven weeks of the experiments, concludes Bond, ‘these pupils received more recognition, reward and feelings of worth than they had previously experienced in many years of formal schooling.’ And the infants, according to their own teachers, showed measurable gains in reading skills by the end of the scheme.

**(From an article in *the Sunday Times* by Peter Wilby)**

## Activity 5

Now complete these statements by choosing the answer which you think fits best.

- A The majority of the tutors in the Trinity experiment are pupils who
- i cause discipline problems for their teachers.
  - ii frequently stay away from school.
  - iii are below standard in basic skills.
  - iv are unable to read or write.
- B According to the writer, the tutors wouldn't normally practice reading in class because
- i they would find it humiliating.
  - ii they wouldn't be able to concentrate.
  - iii their teachers wouldn't consider it necessary.
  - iv their teachers would get impatient with them.
- C The main reason that the tutors make such successful teachers seems to be that
- i they enjoy being the centre of attention.
  - ii they can relate to their pupils' problems.
  - iii they are never strict with their pupils.
  - iv their pupils enjoy playing games with them.
- D Pupil tutoring is described as 'an educational conjuring trick' because
- i no one understands why it works so well.
  - ii it has caught the attention of the media.
  - iii educational authorities are suspicious of it.
  - iv it is a simple idea with extraordinary results.
- E The most significant result of the experiments so far carried out seems to have been that the tutors
- i learnt to overcome their fear of reading aloud.
  - ii improved their pupils' ability to concentrate.
  - iii benefited from an increase in their self-respect.
  - iv came to see the importance of the writing skill.

## Vocabulary Practice 2

Choose the word or phrase which best completes each sentence.

- i I took a course in shorthand and typing with a (n) ..... to applying for a secretarial job.  
A intention      B project      C view      D purpose
- ii He's ..... a bit with his history classes so I've arranged for him to have private tuition.  
A straining      B struggling      C fighting      D dragging

- iii You have managed to bungle every task I've given you so far. .... I am prepared to give you one last chance.  
A Notwithstanding B Regardless C Furthermore  
D Nevertheless
- iv He was a most effective speaker and his audience seemed to ..... on his every word.  
A catch B limping C fumbling D hobbling
- v Numbers in the Sanskrit evening class have ..... rather badly. We may have to close it.  
A dwindled B deteriorated C reduced D lessened
- vi I don't take ..... to being disobeyed. That's a warning!  
A well B kindly C gently D nicely
- vii The most important ..... that he was responsible for was the use of video in teaching.  
A novelty B innovation C reformation  
D introduction
- viii She's fallen rather ..... with her schoolwork since she's been swimming competitively.  
A below B back C down D behind
- ix I can't imagine why he's been missing classes and getting poor marks. He's normally so .....  
A conscientious B attentive C laborious D observant
- x My decision to leave university after a year is one I now ..... regret.  
A painfully B harshly C heavily D keenly

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### 3.4 GRAMMAR

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**The grammar section is primarily for creating awareness which will be useful for editing your written work. Do read it if you are shaky on some aspects of English language.**

#### **Modals of obligation/compulsion/necessity**

*(should, ought to, must, have to/have got to, need to)*

Study the following dialogue between two friends to know about the use of modals of obligation/compulsion/necessity.

Basu: Radha, where are you going all alone at this time of night ? You mustn't go out alone late at night. Don't you know that it is not safe these days to move alone like this?

Radha: I know, but what can I do? I'm looking for a taxi. I have to take my brother to the hospital. He is down with flu and high fever.

Basu: Well in that case, you ought to have given me a ring. I would have been there at your house in less than 10 minutes. But you mustn't invite unnecessary risk to your life like this.

Radha: Thanks for your advice! But you needn't worry about me unnecessarily. Since I am used to staying alone, I think I can manage my affairs myself, without anybody's help.

**Note:** In the above dialogue 'would' is the modal of indication, whereas 'can' indicates ability. The rest of the modals used herein are modals of compulsion or obligation.

### **Must, Have to/Have got to**

Both '*must*' and '*have to*' should be used to express necessity/obligation/compulsion but are used in different contexts.

Example:

- i You *must* wear woolen clothes in winter to be warm.
- ii You *must* go for a regular morning walk to lose weight.

In the above sentence the speaker feels that a particular action is necessary.

Now look at the following sentences:

- i We *have to* win this match to be able to survive in the series.
- ii We *have to* clear the entrance test to get admission in English Honours.
- iii We *have to* reach the school at 9.00 a.m., everyday, but today I have got to reach by 8'o clock due to rehearsal for the annual function.

Here in these sentences the use of '*have to*' indicates compulsion to get the desired result.

'*Have got to*', however, indicates temporary compulsion.

**Note:** '*Must*' is used to express compulsion/necessity in the present tense. It is not used in the past tense.

### **Mustn't, Needn't**

'*Mustn't* or *Must not*' is used to imply that something is bad, so you should not commit the action/deed.

'*Needn't* or *Need not*' is used to indicate that the suggested action is not necessary.

Example:

- i You *mustn't* invite him to the party. He is a big bore.
- ii You *needn't* come to the airport to see me off. I can manage on my own.

**Note:** We can also use '*don't need to*' or '*don't have to*' in place of '*needn't*'.

### Should and Ought to

Both '*Should* and *Ought to*' convey similar meaning. They express some kind of duty or obligation. They are mostly interchangeable.

Study the following example:

- i You *ought to* look after your aged parents well.
- ii We *should* treat others well before we expect them to treat us well.

**Note:** *ought to* has an objective meaning whereas *should* expresses more subjective meaning.

### Need to

Study the following sentences to know how '*need to*' is used.

- i You don't look well. You *need to* go for a thorough medical check up.
- ii You are getting late for the show. You *need to* hurry up to avoid public wrath.
- iii You have put on a lot of weight. You *need to* exercise daily.

*Need to* is used to describe actions of immediate necessity.

### Modals Indicating Intentions (*shall, will, would*)

#### Shall

Study the following sentences:

- i I *shan't* delay him unnecessarily. (*expresses intention*)
- ii We *shall* be one of the advanced countries of the world by 2020. (*expresses intention*)
- iii You *shall* not touch my car anymore. (*expresses strong insistence/strong volition*)
- iv The canteen contractor *shall* provide eatables at the rate fixed by the principal. (*expresses strong insistence/strong volition*)

#### Will

Study the following sentences:

- i I *will* give you lift if you want. (*expresses willingness*)
- ii I *will* accompany you to the police station to file an FIR. (*expresses willingness*)
- iii I *will* convey my decision within a week. (*expresses intention*)
- iv We *won't* report this case to the police. (*expresses intention*)
- v She *will* complete the homework before she goes out to play. (*expresses insistence*)

## Would

Study the following sentences:

- i *Would* you share your problem with me? (*polite offer/invitation*)
- ii *Would* you forgive me for this delay? (*expresses willingness*)

## Modals of Prediction (will, would, could)

These modals are used to make forecasts or predictions about the present and future. They are also used to guess something. Example:

- i You *will* make new business contacts this week. (*weekly forecast*)
- ii Virgoans *will* have a lot of monetary gains this year. (*yearly forecast*)
- iii Next year she *will* marry a person of her choice. (*to refer to something that is inevitable*)
- iv (a knock on the door) That *must* be the plumber. (*certainty*)
- v That *will* be the plumber. (*prediction*)
- vi That *would* be the plumber. (*prediction*)
- vii That *could* be the plumber. (*lesser possibility*)

**Note:** 'Would' indicates a prediction which is less likely to be true than 'Will' does.

## May/Might

### Activity 6

A Answer the following questions with suitable suggestions, using *may* (or *might*) and the words in brackets. The first one is done for you.

Terry: Why is John wearing sun glasses? It's not sunny.

You: (have some problem with his eyes) He may have some problem with his eyes.

Jill: Why didn't Jane come to the party last night?

You: (have a row with her boyfriend) \_\_\_\_\_

Sue: Why is Alan in such a bad mood today?

You: (sleep badly last night) \_\_\_\_\_

Roy: Why is Shelley looking under the desk?

You: (drop something) \_\_\_\_\_

Jill: Where can I put my bag?

You: (be under the bed) \_\_\_\_\_

Zoe: Why hasn't any body said 'Happy Birthday' to me?

You: (plan a surprise) \_\_\_\_\_

Tim: Why does Henry look so miserable?

You: (have some bad news) \_\_\_\_\_

**Communication  
Skills in English**

Ella: Why isn't Sophie in the office today?  
you: (work at home) \_\_\_\_\_

John: Why didn't Rosemary come to the movies last night?  
You: (feel tired) \_\_\_\_\_

B Look at these pieces of advice and complete the sentences explaining why the advice should be followed. Use *may* or *might*. The first two are done for you.

i You should reserve a seat on the train when you travel on bank holidays.  
*If you don't, you may have to stand up for the whole journey.*

ii You'd better not carry that heavy suitcase.  
*If you do, you might injure your back.*

iii You should carry a map when you visit London.  
*If you don't, \_\_\_\_\_*

iv You should check the timetable before you leave for the station.  
*If you don't, \_\_\_\_\_*

v You ought not to eat too many cream cakes.  
*If you do, \_\_\_\_\_*

vi You'd better invite your 'difficult neighbour' to your wedding.  
*If you don't, \_\_\_\_\_*

vii You should have your car serviced regularly.  
*If you don't, \_\_\_\_\_*

viii You shouldn't go to a party the night before your exam.  
*If you do, \_\_\_\_\_*

ix You ought to arrive punctually for work.  
*If you don't, \_\_\_\_\_*

x You should eat plenty of fresh fruits and vegetables.  
*If you don't, \_\_\_\_\_*

C Complete the answers to the following questions. Use *must*, *can't* or *might* with any other words you need. The first two are done for you.

Tony: Can that be James phoning at this hour? It's gone midnight!  
You: It might be him. He said he'd phone if he passed his exam.

Sally: Who's that going into the shop?  
You: It must be the cleaners. They always do the floors before we open.

Bill: Is that your sister's fur coat?  
You: It \_\_\_\_\_. She never wears real fur.

Clive: I can't remember where I put my briefcase.

You: It \_\_\_\_\_. You often leave it there.

Dina: Where did Adam get that new guitar? He hasn't got any money.

You: It \_\_\_\_\_. After all, it was his birthday last week.

Eddy: Why did Moira ignore me at the party last night.

You: She \_\_\_\_\_. She wasn't wearing her glasses.

Fred: Do you think Cindy told the boss I left work early yesterday?

You: She \_\_\_\_\_. She left early yesterday too.

Heidi: Who was that man leaving the library? It looked like Peter.

You: It \_\_\_\_\_. They are so alike that people sometimes mistake them for one another.

Heidi: Are you sure? I really thought it was Peter.

You: It \_\_\_\_\_. He's in hospital.

D Write a sentence for each of these situations using *must/can't/may/might have*. The first two are done for you:

i Yesterday was payday. I don't believe you're short of money already.

You can't have spent all your pay already.

ii It was Linda's suggestion to go for a meal. Surely she doesn't think I'm going to pay for it all?

She can't think I'm going to pay for it all.

iii George has been engaged to Kay for three months. Today he received a box with the engagement ring in it and all his letters to her.

Kay.....

.....

iv When Tina got back home, she couldn't find her purse. Perhaps a pickpocket stole it.

A pickpocket.....

v Isabel said she was short of money, but she's just moved into a new flat! Her uncle owns property in this area.

She.....

vi This parcel is making a ticking noise – throw it out of the window! I'm sure it's a bomb.

It .....

vii I don't know who would send me an alarm clock for a present. My brother sometimes plays practical jokes on people, so perhaps it's from him.

It.....

viii Anna's always such a punctual person. The meeting started half an hour ago but she's not here. I know the traffic's very bad this morning.

She.....

E Fill the gaps in the sentences with *must* (n't), *need*(n't) or *should* (n't).

i We've run out of paperclips. I .....get some more in the morning.

ii You.....finish that report tonight if you're too tired. Midday tomorrow is the deadline.

iii What are you doing here? .....you be at the meeting downtown?

iv He really.....have told his brother about this deal. It was supposed to be absolutely confidential.

v You.....clean the office because we are not using it today, but could you tidy the shelves in the storeroom, please?

vi You.....make so much noise. We'll be asked to leave otherwise.

vii I'm going to be in trouble. I .....have posted these yesterday afternoon and completely forgot.

viii You.....have typed this – a handwritten note would have been quite adequate.

ix The meeting's finished. We.....find out what's been decided any moment now.

F Complete the second sentence using the correct form of *must*, *need*, *should* or *have to* without changing the meaning.

i It is vital to wear a helmet when you ride a motorbike.  
You must wear a helmet when you ride a motorbike.

ii I expect we'll get the contract because we offered the best price.  
We offered the best price so we.....

iii It isn't necessary for us to spend a long time in the museum if it's not interesting.

We .....

- iv It was wrong of you to speak of my mother like that.  
You .....
- v She promised to phone me before lunch. It's seven o'clock now.  
She.....by now.
- vi I made far more sandwiches than we needed.  
I.....so many sandwiches.
- vii It's essential that my father doesn't find out what I've done.  
My father.....
- viii In my opinion it would be wrong for them to move house now.  
I don't think they .....
- ix My sister offered me a lift so it wasn't necessary for me to call a taxi.  
As my sister offered me a lift, I .....
- x I suggest it's a good idea to check the timetable before we leave.  
We.....

**Acknowledgement:** These activities have been taken from *“Intermediate English Grammar Supplementary Exercises”* by Louise Hashemi with Raymond Murphy, Cambridge University Press, 1995.

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### 3.5 WRITING

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Being at school does not necessarily mean that you are satisfied with everything that happens at your school. There may be ways to improve things that you are unhappy about. Think about what you like and dislike about your school. Complete the following table. Discuss your ideas with your partner before you write them down.

Things I like about my school	Things I am not sure about	Things I would like to change

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## **3.6 SUMMING UP**

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This unit primarily deals with interactions with your colleagues and the Principal and we have listed the expressions that you may like to use from time to time with them. We have included two reading passages from school situations – both of them pertaining to “different” children and ways of handling them positively. The Writing section is an activity where you can introspect about the school you are teaching in and think about ways to bring about a change.

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## UNIT 4: ASKING QUESTIONS

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### Structure

- 4.0 Objectives
- 4.1 Warm Up
- 4.2 Listening Comprehension
- 4.3 Reading Comprehension
- 4.4 Grammar: 'wh', Inverted, Negative and Tag Questions
- 4.5 Vocabulary
- 4.6 Listening and Speaking: Role Play, Interviewing People
- 4.7 Writing: Preparing a Questionnaire for An Interview
- 4.8 Pronunciation: Stress Patterns in Words
- 4.9 Recitation
- 4.10 Summing Up
- 4.11 Answers

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### 4.0 OBJECTIVES

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After going thorough this unit, you will be able to :

- predict the role questions play in communication;
- interpret the meaning of different questions;
- examine questions in context and understand their import, purpose and expected responses;
- integrate vocabulary required to ask questions for various purposes;
- apply your knowledge of grammar to frame questions;
- demonstrate your ability to form questions for an interview;
- compose asking and answering questions in different contexts;
- design to use appropriate stress patterns in words.

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### 4.1 WARM UP

---

What am I thinking of?

Here is a guessing game for you to play. You must ask yes/no questions to find out what it is. Here is an example:

- A: I am thinking of something. Can you guess what it is?  
B: Is it in this room?  
A: No, it isn't.  
B: Can you eat it?  
A: Yes, I can.  
B: Do you cook it?  
A: No, Not normally.  
B: Is it a fruit?  
A: Yes, but I don't know its name.  
B: Is it round?  
A: Yes.  
B: Would you need a knife for it?  
A: Yes.  
B: Is it orange in colour?

- A: Yes.  
B: Is it an orange?  
A: Yes, you're right.

Your cleverness is in asking specific questions to guess it quickly. You may play this game in small groups too.

You just did an activity that needed you to ask questions, listen to the response and think of the next question without much lapse of time. You and your teacher had an exchange in which you were participants in communication. Both needed to pay attention and respond almost immediately. Moreover, there was an information gap to be filled. Curiosity was the motivating factor in this interchange. Hope you found it interesting.

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## **4.2 LISTENING COMPREHENSION**

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### **Listening to questions**

In daily life, we need to listen to various things which come to us in different utterances at varying speeds and accents. The length of the utterance too varies. Sometimes we need to listen carefully, trying to catch the details, as in announcements, but most of the time we only listen in order to understand the gist or the main points. We remember the gist and not the exact words of the speaker. In fact, we listen just as we read. We do not pay attention to every bit of the utterance. We note the structures and the basic flow of the speech, predicting, conjecturing, observing body language and paying attention to intonation and stress in order to comprehend the actual import of what we hear. At points we may interrupt the speaker and ask questions to make sure we understand. At times the speaker may repeat himself/herself.

You will now listen to an excerpt from a story. Listen and answer the questions given at A.

Listen to the excerpt, this time a little carefully, pausing the player if required, and answer the questions at B.

### **Listening Text**

One day, Sadhan Babu returned from his office to find a large, square parcel lying on his table. His first reaction was to think it had come to him by mistake.

His belief grew firmer when he discovered the parcel bore no name on it.

‘Who brought it here?’ he asked his servant.

‘Someone came this afternoon and left it with Dhananjay. He said it was for you’

Dhananjay worked for another tenant on the first floor, Shoroshi Babu.

‘Did he say who had sent it? What does it contain?’

‘No idea, sir.’

‘Well!’

Sadhan Babu sat down on his bed and stared at the packet. It seemed big enough to hold a large-sized football. But it was impossible to guess who had sent it.

**For RP:** What do you expect the packet to contain? Why do you think so? Listen further to our story.

He rose from the bed and picked it up. How heavy it was ! At least five kilos.

Sadhan Babu tried to remember the last occasion when he had received a parcel. Ah yes, about three years ago, an aunt of his had sent him some mango cake. She had died six months later. He had no close relatives left. He never received more than a couple of letters a month. So a parcel was a rarity indeed. If only there was a note on it! But who knows—perhaps the sender had indeed enclosed a note and Dhananjay had lost it. He must speak to Dhananjay. Sadhan Babu decided to talk to Dhananjay.

**For RP:** Why did he believe that Dhananjay had lost the note? What do you expect to be Dhananjay's answer?

Sadhan Babu went downstairs. Dhananjay was busy pounding spicy masala when Sadhan Babu found him. He left his work and came to meet Sadhan Babu.

'Er... Did someone leave a parcel with you today saying it was for me?'

'Yes, sir.'

'Was there a note with it?'

'Why—no!'

'Did he say where he was from?'

'He did mention a name – Madan, I think, he said.'

'Madan?'

'Yes, that's what he said.'

There was no one called Madan among Sadhan Babu's acquaintances. Heaven knows what the man had actually said. Dhananjay was undoubtedly an idiot.

'Was there no letter or any other paper with the parcel?'

'Yes, there was a receipt. My Babu signed it.'

'You mean Shoroshi Babu?'

'Yes, sir.'

But Shoroshi Babu could not help either. He had indeed signed the receipt for Sadhan Babu, but did not notice the name of the place the parcel came from.

Sadhan Babu returned to his own room. It had grown quite cool in the evening. Winter was round the corner. And so was Diwali. Crackers and rockets had started going off in all directions.

Boom! There went a cracker. And, in that instant, a cold shiver went down his spine.

A time bomb!

Could there be a time bomb inside the parcel? God – it could go off any minute and end his days on earth!

**For R P:** What do you think the parcel actually contain?

*From 'Sadhan Babu's Suspicions' by Satyajit Ray  
The Puffin Book of Funny Stories, © Penguin Books India Ltd.*

**Activity 1**

A. Based on your understanding of the passage you just listened to, complete the sentences below.

i Sadhan Babu needed to make so many enquiries about the packet because

.....  
.....  
.....

ii What was the information that Sadhan Babu wanted to know about the packet:

- a Who.....
- b Who.....
- c What.....
- d Did it have an .....
- e Was there a .....along with it.

iii Only one fact was clear from all the questioning. Sadhan Babu learnt that it had been sent by a person called

.....

iv Since Sadhan Babu was unable to get vital information about the packet he wondered if the packet

.....

v The detailed enquiries that Sadhan Babu made show that he was a/an

.....

vi Shoroshi Babu had not noticed the name of the place or other details on the receipt because

.....

**B Answer the questions given below.**

i 'Who would send him such a packet?' What does this question mean?

.....  
.....

ii *'Did he say who had sent it? What does it contain?'* What do these two questions in quick succession show about Sadhan Babu's state of mind?

.....  
 .....

iii *'Er....did someone leave a parcel with you today saying it was for me?'* What is the function of this question? Initiating conversation or having a confrontation?

.....  
 .....

iv *'Yes, there was a receipt. My Babu signed it.'*  
*'You mean Shoroshi Babu?'*  
 What is Sadhan Babu doing here? Enquiring or confirming?

.....  
 .....

v What does the question *'Could there be a bomb inside?'* actually connote?

.....  
 .....

### 4.3 READING COMPREHENSION

Here is a passage for you to read. Read it and answer the questions that follow.

#### Reading Passage

'Officer!' said Mr. Fang, throwing the paper one side, 'What's this fellow charged with?'

'He's not charged at all, your worship,' replied the officer. 'He appears against the boy, your worship.'

His worship knew this perfectly well, but it was a good annoyance, and a safe one.

'Appears against the boy, does he?' said Fang, surveying Mr. Brownlow contemptuously from head to foot. 'Swear him!'

Mr. Brownlow's indignation was greatly roused; but reflecting perhaps, that he might injure the boy by giving vent to it, he suppressed his feelings and submitted to be sworn at once.

‘Now,’ said Fang. ‘What’s the charge against the boy? What have you got to say, sir?’

‘I was standing at a bookstall’ – Mr. Brownlow began.

‘Hold your tongue, sir?’ said Mr. Fang. ‘Policeman! Where’s the policeman? Here, swear this policeman. Now, policeman, what is this?’

The policeman, with becoming humility, related how he had taken the charge; how he had searched Oliver, and found nothing on his person; and how that was all he knew about it.

‘Are there any witnesses?’ inquired Mr. Fang.

‘None your worship,’ replied the policeman.

Mr. Fang sat silent for some minutes, and then, turning round to the prosecutor, said in a towering passion, ‘Do you mean to state what your complaint against this boy is, man, do you not? You have been sworn. Now, if you stand there, refusing to give evidence, I’ll punish you for disrespect to the bench.’

**Activity 2**

A Answer the questions based on your understanding of the passage you read.

i Where is the event taking place? Mention the sentences that indicate this.

.....  
.....

ii Who has been charged? Who is the complainant?

.....  
.....  
.....

iii Who is Mr. Fang? What kind of a temperament does he seem to have? Pick the sentences that illustrate this.

.....  
.....  
.....

iv During the whole conversation, does the actual charge come through? Why?

.....  
.....  
.....

v Does the case have any witnesses? Why does Mr. Fang need witnesses?  
.....  
.....  
.....

B Find the following.

i Pick the question(s) in the passage that is/are asking for information.  
.....  
.....  
.....

ii Pick the question(s) that is/are being used for confirmation. How do they begin?  
.....  
.....  
.....

iii Pick the questions which have a tag at the end. What purpose does the tag serve?  
.....  
.....  
.....

iv Suppose Mr. Fang had asked, 'Aren't there any witnesses?' what would it have meant?  
.....  
.....  
.....

v 'Do you mean to state what your complaint against this boy is, man, do you not?' This question indicates that Mr. Brownlow wanted to pursue the case aggressively. (Say whether the statement is true or false.)  
.....  
.....  
.....

---

**4.4 GRAMMAR: 'WH', INVERTED, NEGATIVE AND TAG QUESTIONS**

---

The grammar section is primarily for creating awareness which will be useful for editing your written work. Do read it if you are shaky on some aspects of English language.

## Why and What Questions

**For RP:** Elicit from the participants the reasons why people ask questions through questions like:

When do we ask questions?

Do we always ask question to get information?

We ask questions for various purposes. These are:

- Seeking information
- Initiating conversation
- Seeking confirmation
- Seeking approval
- Requesting
- Making suggestions
- Even for making a statement as you have seen in the listening passage.

Having discussed the different purposes the RPs then ask the participants to think of different kind of questions.

The expected list of types of questions is given below.

- 1 'Yes/No' questions which are also inverted questions and begin with a verb. (Did he say who sent it ?). These seek confirmation.
- 2 'Wh' questions which are used to seek information begin with question words like 'who, why, what, when, where and how'.
- 3 Questions in order to make requests. These begin with modals. 'Would you mind/Could you.../May I....'
- 4 Questions beginning with 'Shall....' are often used to make suggestions. 'Shall we stop for a cup of tea?'
- 5 Tag questions which are used for confirmation like 'You don't like coffee much, do you?'
- 6 Statements spoken with a rising tone to indicate enquiry as 'Madan?'  
We use the mark of interrogation in writing for such questions.

We need to remember that body language plays quite a significant role in conveying our actual meaning based on our mood, relationship with the listener and our feelings. Hence an inappropriate body language may convey a meaning we had not intended to convey.

### 'Wh', Inverted, Negative and Tag Questions

Now that we have heard and read different kinds of questions let us look at their structures.

- i 'Wh' questions : Question word + verb + noun phrase + mark of interrogation
- ii Inverted questions (Yes/no) : Verb (auxiliary) + noun + main verb + noun phrase + mark of interrogation

- iii Negative questions : Question word + verb + not + participle + prepositional phrase + mark of interrogation
- iv Requests as questions: Modal+ noun+ verb+ noun phrase
- v Tag questions : Inverted question+ verb (or verb+ not)+ noun+ mark of interrogation

**Activity 3**

A Complete the conversation below using appropriate question words.

Gurjeet, Sumita and Rehana have decided to play detectives and find out who drops funny notes in their mail boxes. They are waiting for the culprit near Rehana's house. Sumita has not come yet. Put in appropriate question words to complete the questions that Gurjeet asks.

**Gurjeet:** \_\_\_\_\_ is Sumita? \_\_\_\_\_ is she late?

**Rehana:** Oh, she had to go somewhere.

**Gurjeet:** \_\_\_\_\_ did she go at this time?

**Rehana:** To the stationers.

**Gurjeet:** To the stationers? \_\_\_\_\_ for?

**Rehana:** She wanted to buy a hand lens. To help us read the handwriting better.

**Gurjeet:** Ah, that makes sense. But \_\_\_\_\_ at this time? Couldn't she have gone earlier?

**Rehana:** She was busy reading 'How to be a good detective'.

**Gurjeet:** Hahaha. She will make a good detective, won't she?

B Ramani has damaged his cell phone. He takes it to the nearby electronics shop for repair. Put in a verb (positive or negative) to complete the questions. There may be more than one possible answer.

**Ramani:** Good afternoon, sir. \_\_\_\_\_ you sell cell phones?

**Mr. Pillai:** Yes, we do. What kind do you want?

**Ramani:** Oh no. I don't want to buy any. \_\_\_\_\_ you repair cell phones as well?

**Mr. Pillai:** Not really. But perhaps I can help you? (Takes the cell phone from Ramani's hands) \_\_\_\_\_ it ring?

**Ramani:** No it doesn't.

**Mr. Pillai:** \_\_\_\_\_ you tried sending a message with this?

**Ramani:** Yes, I did. It shows nothing.

**Mr. Pillai:** \_\_\_\_\_ you check this out with the receiver of your message?

**Ramani:** Oh, I didn't think of that. \_\_\_\_\_ it totally gone?

**Mr. Pillai:** I can't tell for sure. Leave it with me for some time. I shall check it out.

**Ramani:** \_\_\_\_\_ you give me a receipt for this?

**Mr. Pillai:** For this run down cell phone? If you insist, I will.

**Ramani:** \_\_\_\_\_ you offended?

**Mr. Pillai:** No, just pulling your leg. (Laughs)

- C An outing for the teachers is being planned. Mrs. Garima Singh, Ms. Poonam Choudhary and Mr. Rakesh Jena are in charge. They are discussing the outing. Read the conversation and complete it using appropriate modals or other auxiliary verbs.

**Garima Singh:** Let's look at the opinion poll regarding the choice of place for the outing. Who \_\_\_\_\_ given in the response yet?

**Poonam Choudhary:** As per my list about eight have not responded. \_\_\_\_\_ everyone informed?

**Rakesh Jena:** I guess so. We put up the notice and distributed the opinion sheet. Everyone promised to respond by yesterday morning. Why \_\_\_\_\_ we ask Mohan to go round and ask these eight people orally?

**Garima Singh:** \_\_\_\_\_ it be better if we waited for a day?

**Rakesh Jena:** \_\_\_\_\_ we waited for a day already. I wonder if that'll help.

**Poonam Choudhary:** See, everyone's busy with the evaluation. \_\_\_\_\_ we give them a little more time?

**Rakesh Jena:** I don't know. You decide.

- D David is having problems with his parents. There seems to be a complete break down in communication. David seeks the help of the school counsellor. Here is part of the conversation he had with her. Complete the sentences by inserting appropriate question tags. The first one is done for you.

**Aditi:** Sit down, David. You are in XI B, aren't you?

**David:** Yes, ma'am.

**Aditi:** What is bothering you, David?

**David:** It is about my parents. They don't understand me one bit. I hope you will understand \_\_\_\_\_?

**Aditi:** Yes, David. I shall try to if you tell me exactly what the problem is. They don't scold you too often, \_\_\_\_\_?

**David:** Oh, they nag me all the time. Nothing I do seems right to them. We have terrible arguments. At times I refuse food because I am so angry.

**Aditi:** That doesn't make your mother very happy, \_\_\_\_\_? And starving oneself out of sheer anger is no solution, \_\_\_\_\_?

**David:** Yes, ma'am.

**Aditi:** You will tell me, honestly all the issues of discord, \_\_\_\_\_?

**David:** Okay.

E Mariam is traveling in a train. Soon she gets an old lady as a companion on the next berth. The lady needs a lot of help. Here is the conversation between the lady and Mariam. Complete her requests and offers with appropriate question words.

**Lady:** Hello, my dear. \_\_\_\_\_ you help me with the suitcase? It's rather big and I can't move it alone.

**Mariam:** Sure Ma'am. (Drags it inside the compartment)

**Lady:** \_\_\_\_\_ you please put it under the seat? I would need to take my medicines out in the night.

**Mariam:** (Pushes it under the seat) \_\_\_\_\_ that be all right?

**Lady:** Yes, dear. Thank you.

**Lady:** I'm afraid I am bothering you a bit. \_\_\_\_\_ you please close the window, if you do not mind? Dusty air is bad for my asthma.

**Mariam:** Not at all Ma'am. Here. Is that fine?

**Lady:** Oh, thanks once again. \_\_\_\_\_ you like some tea? I am going to buy some at the station.

**Mariam:** Yes, please. Thank you.

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## 4.5 VOCABULARY

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### Activity 4

Replace the underlined words with those from the box to change the meaning of the questions.

Should/shouldn't	whose	when	need	would
could/couldn't	have	is	can	how

- i Would you be surprised if you learnt that the person who invented 'Hotmail' is an Indian?
- ii Shouldn't I come tomorrow to assist you in your work?
- iii Which T-shirt do you wear for your matches?
- iv When does the show begin?
- v Isn't this an ambitious move?
- vi Could you switch off the air conditioner?
- vii How can we get to Timbuktu?
- viii Shall we have the speech now?
- ix Haven't you done well!
- x Why doesn't she come in uniform?

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## 4.6 LISTENING AND SPEAKING: ROLE PLAY, INTERVIEWING PEOPLE

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### Role Play, Interviewing People:

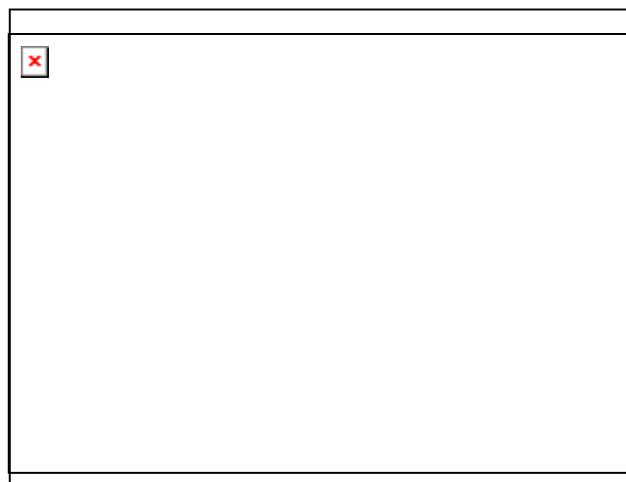
In pairs or groups of three play the roles of:

- Gurjeet and Rehana
- Ramani and Mr. Pillai
- Mrs. Garima Singh, Ms. Poonam Choudhary and Mr. Rakesh Jena
- Aditi and David

### Activity 5

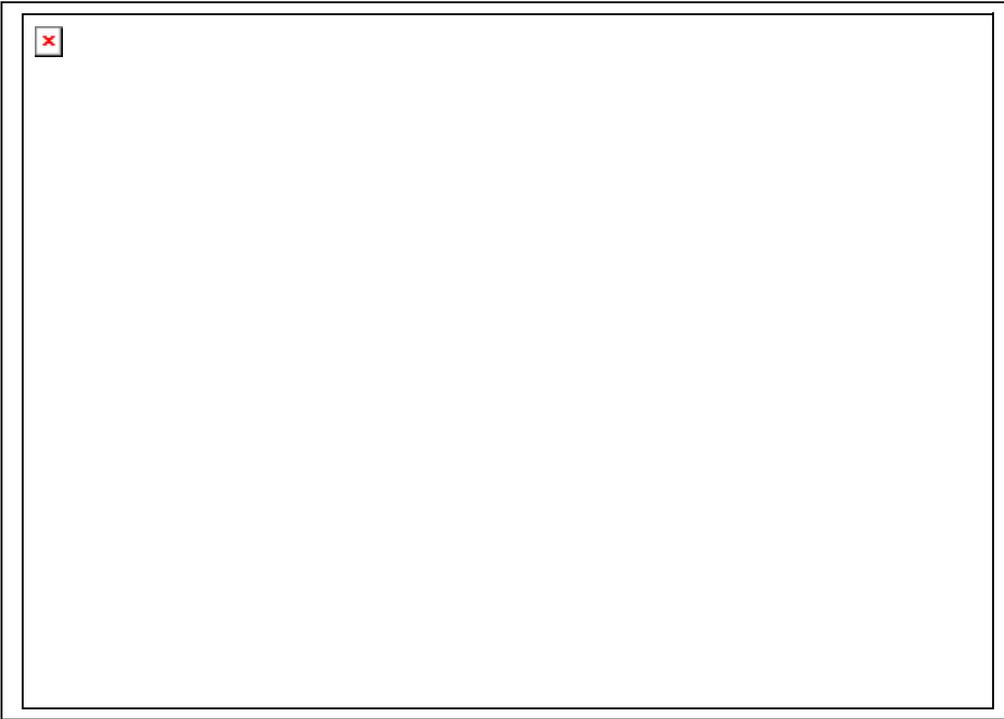
Look at the pictures below. Imagine what the persons in the pictures are saying to each other. One is asking a question and the other is responding. Play their roles.

Scene 1

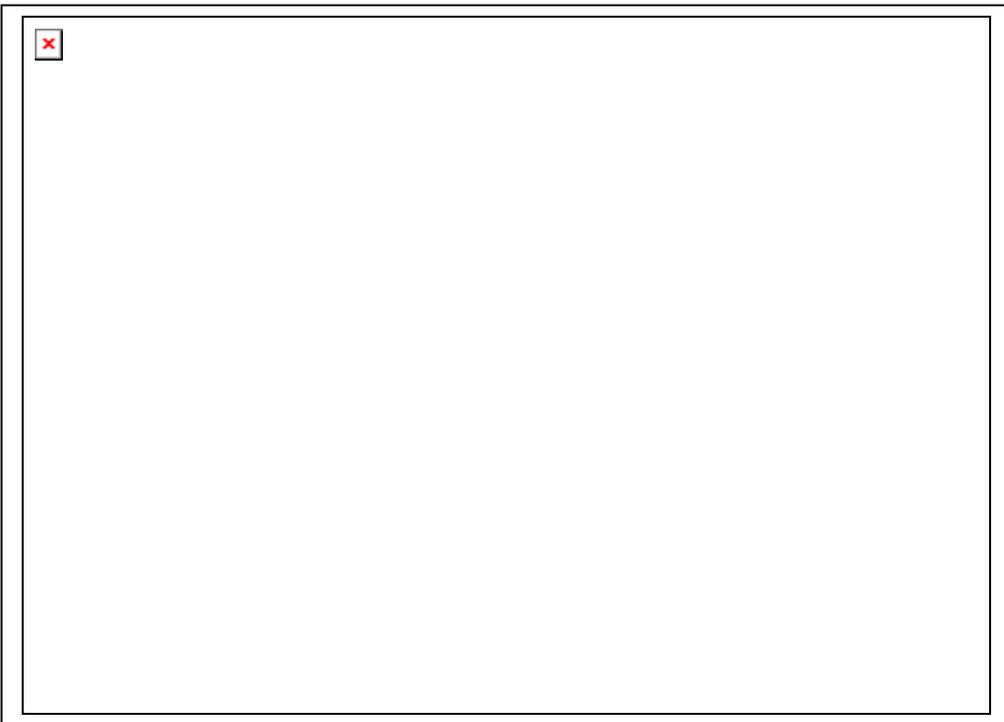


Scene 2

Asking Questions



Scene 3





**Opinion Poll on Global Warming**

Personal Information:

Name:.....Age :.....Sex : M/F

Profession: .....

Residential Address: .....

Office Address: .....

.....

Any other information: .....

.....

Understanding of the concept of global warming

1. ....

2. ....

3. ....

4. ....

5. ....

Suggestions:

6. ....

7. ....

8. ....

9. ....

Now ask your questions to other members of your group and complete your Questionnaire. Collate the data in the form of an informal report. Remember that we need to be very polite when we approach someone for such polls. We need to request them for their time and thank them for giving us the time at the end. We also need to greet them very politely.

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**4.8 PRONUNCIATION: STRESS PATTERNS IN WORDS**

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Consonants and vowels combine to form a word. Every English word must have at least one vowel, but it may or may not have a consonant sound. A vowel, in other words, is central to a word. A consonant, on the other hand, is optional. The words *eye*, *ear*, *oh*, *ah*, for example, have only one vowel but no consonants. *All*, *cat*, *spoil*, *spilt*, on the other hand, have one, two, three and four consonants respectively, in addition to one vowel each.

All three words have only one vowel each and are therefore words of one syllable each. However, many English words have more than one vowel and therefore have more than one syllable. In other words, there are as many

syllables in a word as there are vowels. For example, the words *thirteen* (thir-teen) and *shortage* (short-age) have two vowels and therefore two syllables each, the words *disappear* (dis-ap-pear) and *educate* (e-du-cate) have three vowels and therefore three syllables each.

Listen to each of the following words and repeat it.

Here are a few examples of words stressed on different syllables. Listen to each word and repeat it.

**i Words stressed on the first syllable:**

<b>Two-syllable words</b>	<b>Three-syllable words</b>	<b>Longer Words</b>
'husband	'literature	'aristocrat
'stomach	'character	'benefactor

**ii Words stressed on the second syllable:**

<b>Two-syllable words</b>	<b>Three-syllable words</b>	<b>Longer Words</b>
Nar'rate	ap'pendix	par'ticipant
Bal'loon	ef'ficient	ri'diculous

**iii Words stressed on the third syllable:**

<b>Three syllable words</b>	<b>Four-syllable words</b>	<b>Longer Words</b>
Guaran'tee	appli'cation	irre'sponsible
Engi'neer	appa'ratus	satis'factory

**iv Words stressed on the fourth syllable:**

	civili'zation
exami'nation	mechani'zation
partici'pation	inferi'ority

The above lists clearly show that stress in individual words has to be learnt individually.

**Functional Stress**

There are a number of two syllable words (but certainly not all of them) which function both as noun (or adjective) and as verb, e.g., conduct, convict, etc. Whenever such words occur in sentences, the stress is (a) on the first syllable when they are used as noun or adjective, and (b) on the second syllable when used as verb. The following examples illustrate the point.

Listen carefully to the stress on the words in italics:

- i (a) Her '*conduct* is good (noun)  
(b) She *con'ducts* herself well. (verb)
- ii (a) What is our '*import* policy? (adjective)  
(b) We *im'port* this item from the USA. (verb)
- iii (a) He was '*present* here yesterday (adjective)  
(b) Please *pre'sent* your case (verb)

- iv (a) Tell me the '*object*' of your visit. (noun)  
 (b) I *ob'ject* to your proposal. (verb)
- v (a) The '*convict*' was arrested (noun).  
 (b) He was *con'victed* by the judge (verb).

### Activity 7

Make the stressed syllables in the **italicized** words in the following sentences. You can also listen to these sentences on the audio recording.

- i How many students are *absent* today?
- ii He *absented* himself from the meeting.
- iii They *bartered* farm products for machinery.
- iv Try to *channel* your abilities to something useful.
- v Two parties have *combined* to form a government.
- vi The general *commanded* his men to attack the city.
- vii He seems *content* just to sit in front of the television all night.
- viii He *contented* himself with light snacks even though he could have had a full meal.
- ix I like the style of this book but I don't like the *content*.
- x Everything in her story is correct to the smallest *detail*.

### Different Patterns of stress in related words

Primary stress on first syllable	Primary stress on second syllable	Primary stress on third syllable	Primary stress on fourth syllable
'photograph	pho'tographer	photo'graphic	
'democrat	de'mocracy	demo'cratic	
'diplomat	dip'lomacy	diplo'matic	
'family	fa'miliar		famili'arity
'mechanism	me'chanical	mecha'nician	mechani'zation
	e'xamine		exami'nee
			exami'nation

---

## 4.9 RECITATION

---

Read the poems aloud with appropriate stress and rhythm.

### 1 From the Book of Questions

Tell me, is the rose naked  
 Or is that her only dress?

Why do trees conceal  
The splendor of their roots?

Who hears the regrets  
Of the thieving automobile?

Is there anything in the world sadder  
Than a train standing in the rain?

**Pablo Neruda**

**2 Questions**

Why is the rocking horse rocking?  
Why does it rock in the windless air  
Of the sunny verandah – why  
Does it rock when there's no one there?

Why is the swing door swinging?  
Why does it swing at the foot of the stair ?  
Why, like the chair, does it keep on moving  
Back and forth, when there's no one there?

Why is the door bell ringing? Why  
Does it ring through the empty flat  
When there's nobody pressing the button  
And nobody stand on the welcome mat?

Something has happened here. What can it be?  
Why have they all gone away like this?  
Why are the windows all open? And why  
Does that record keep turning, hiss upon hiss....?

*Source – Learning to Communicate. Course book 7, S.K. Ram and Paul Gunashekar. Oxford University Press, 1998.*

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**4.10 SUMMING UP**

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You have seen in this unit that questions play an important role in communication. They are used to ask for information, seek confirmation, make requests, seek approval and make suggestions. They make the daily conversation lively and are said with a rising or a falling tone. Through the different skills (LSRW) we have given you ample opportunity to practice asking and answering questions. The poems further extend the theme of questions.

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## 4.11 ANSWERS

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### Activity 1

A

- i Sadhan Babu needed to make so many enquiries about the packet because *it came in his absence. Moreover he was not expecting any packet.*
- ii The basic information about the packet included:
  - a Who *had sent it?*
  - b Who *brought it/carried it?*
  - c What *did it contain?*
  - d Did it have an *address?*
  - e Was there a *note* along with it?
- iii Only one fact was clear from all the questioning. Sadhan Babu learnt that it had been sent by a person called *Madan, someone he did not seem to know.*
- iv Since Sadhan Babu was unable to get vital information about the packet he wondered if the packet *was dangerous or contained a bomb to harm him.*
- v The detailed enquiries that Sadhan Babu made show that he was an *anxious person / a fussy person.*
- vi Shoroshi Babu had not noticed the name of the place or other details on the receipt because *it appeared harmless* and he was merely doing a neighbourly duty.

Asking Questions

B

- i The question means that he did not expect anyone to send him any packet. He was not used to receiving packets.
- ii This shows how anxious he was on getting an anonymous packet. He was a suspicious person.
- iii '*Er...did someone leave a parcel with you today saying it was for me?*' This question has been used to initiate conversation.
- iv What is Sadhan Babu doing here? Enquiring or confirming?  
Confirming.
- v It reveals the state of mind of Sadhan Babu. It also tells us what type of person he is.

### Activity 2

A

- i It is taking place in the office of the magistrate, Mr. Fang. Sentences like 'What's this fellow charged with' and the address ', your worship', the term 'officer' and 'policeman' all indicate that they are in the smaller court of the magistrate.

- ii A young boy has been charged. Mr. Brownlow is the complainant.
- iii Mr. Fang is the magistrate. He seems to be a pompous person with an irascible temper.
  - a 'surveying Mr. Brownlow contemptuously from head to foot. 'Swear him!'
  - b 'Hold your tongue, sir?' said Mr. Fang.
  - c Now, if you sand there, refusing to give evidence, I'll punish you for disrespect to the bench.
- iv No. Mr. Brownlow is not allowed to proceed with his complaint.
- v No there aren't any witnesses. Without witnesses Mr. Fang cannot verify the truth of either Mr. Brownlow or the boy's statements.

B Find the following:

- i Pick the question/s in the passage that is/are asking for information.
  - a '...what's this fellow charged with?'
  - b 'What's the charge against the boy?'
  - c 'What have you got to say, sir?'
  - d 'Where's the policeman?'
  - e 'Now, policeman, what is this?'
- ii Pick the question/s that is/are being used for confirmation. How do they begin?
  - a 'Appears against the boy, does he?'
  - b 'Are there any witnesses?'
  - c 'Do you mean to state what your complaint against this boy is, man, do you not?'
- iii Following two questions have a tag at the end:
  - 'Appears against the boy, **does he?**'
  - 'Do you mean to state what your complaint against this boy is, man, **do you not?**'

The tag serves the purpose of confirming the fact stated, or seeking consensus.
- iv It would have meant that he knew there were no witnesses. It would have also meant that witnesses were important in the case.
- v No, it appears that Mr. Brownlow is in two minds or is dithering. This is causing the magistrate some irritation.

**Activity 3**

A Complete the conversation below using appropriate question words.

**Gurjeet:** Where is Sumita? Why is she late?

**Rehana:** Oh, she had to go somewhere.

**Gurjeet:** Where did she go at this time?

**Rehana:** To the stationers.

**Gurjeet:** To the stationers? What for?

**Rehana:** She wanted to buy a hand lens. To help us read the handwriting better.

**Gurjeet:** Ah, that makes sense. But why at this time? Couldn't she have gone it earlier?

**Rehana:** She was busy reading 'How to be a good detective'.

**Gurjeet:** Hahaha. She will make a good detective, won't she?

**Asking Questions**

## B

**Ramani:** Good afternoon, Sir. Do you sell cell phones?

**Mr. Pillai:** Yes, we do. What kind do you want?

**Ramani:** Oh no. I don't want to buy any. Do you repair cell phones as well?

**Mr. Pillai:** Not really. But perhaps I can help you? (Takes the cell phone from Ramani's hands) Does it ring?

**Ramani:** No it doesn't.

**Mr. Pillai:** Have you tried sending a message with this?

**Ramani:** Yes, I did. It shows nothing.

**Mr. Pillai:** Did you check this out with the receiver of your message?

**Ramani:** Oh, I didn't think of that. Is it totally gone?

**Mr. Pillai:** I can't tell for sure. Leave it with me for some time. I shall check it out.

**Ramani:** Will you give me a receipt for this?

**Mr. Pillai:** For this run down cell phone? If you insist, I will.

**Ramani:** Are you offended?

**Mr. Pillai:** No, just pulling your leg. (Laughs)

## C

**Mrs. Garima Singh:** Let's look at the opinion poll regarding the choice of place for the outing. Who hasn't given in the response yet?

**Ms. Poonam Choudhary:** As per my list about eight have not responded. Wasn't everyone informed?

**Mr. Rakesh Jena:** I guess so. We put up the notice and distributed the opinion sheet. Everyone promised to respond by yesterday morning.

Why don't we ask Mohan to go round and ask these eight people orally?

**Mrs. Garima Singh:** Wouldn't it be better if we waited for a day?

**Mr. Rakesh Jena:** Haven't we waited for a day already. I wonder if that'll help.

**Ms. Poonam Choudhary:** See, everyone's busy with the evaluation. Shouldn't we give them a little more time?

**Mr. Rakesh Jena:** I don't know. You decide.

D **Aditi:** Sit down, David. You are in XI B, aren't you?

**David:** Yes, ma'am.

**Aditi:** What is bothering you, David?

**David:** It is about my parents. They don't understand me one bit. I hope you will understand, won't you?

**Aditi:** Yes, David. I shall try to if you tell me exactly what the problem is. They don't scold you too often, do they?

**David:** Oh, they nag me all the time. Nothing I do seems right to them. We have terrible arguments. At times I refuse food because I am so angry.

**Aditi:** That doesn't make your mother very happy, does it? And starving oneself out of sheer anger is no solution, is it?

**David:** Yes, ma'am.

**Aditi:** You will tell me, honestly all the issues of discord, won't you?

**David:** Okay.

E **Lady:** Hello, my dear. Could you help me with the suitcase? It's rather big and I can't move it alone.

**Mariam:** Sure Ma'am. (Drags it inside the compartment)

**Lady:** Would you please put in under the seat? I would need to take my medicines out in the night.

**Mariam:** (Pushes it under the seat) Would that be all right?

**Lady:** Yes, dear. Thank you.

**Lady:** I'm afraid I am bothering you a bit. Could you please close the window, if you do not mind? Dusty air is bad for my asthma.

**Mariam:** Not at all Ma'am. Here. Is that fine?

**Lady:** Oh, thanks once again. Would you like some tea? I am going to buy some at the station.

**Mariam:** Yes, please. Thank you.

#### Activity 4

- i Wouldn't/Should you be surprised if you learnt that the person who invented 'Hotmail' is an Indian?
- ii Need/Could/Couldn't I come tomorrow to assist you in your work?
- iii Whose T-shirt do you wear for your matches?
- iv How does the show begin?
- v Is this an ambitious move?
- vi Would you switch off the air conditioner?
- vii When can we get to Timbuktu?
- viii Could/Couldn't/Shouldn't we have the speech now?
- ix Have you done well?
- x Why shouldn't/would she come in uniform?

#### Asking Questions

#### Activity 6

- i What is your name?
- ii How old are you? Could you tell me your age?
- iii Can I have your residential address?
- iv Could you please give me your official address?
- v We are doing a survey on global warming. What do you understand by global warming? What does it mean to you?
- vi Do you feel there are any repercussions of global warming on the weather?
- vii Do you think your life has been affected in any way?
- viii What do you think will happen in the future if this goes on?
- ix What do you think should be done?
- x What would you do as an ordinary citizen to reduce global warming?
- xi Can you give any other suggestions for people to follow?
- xii Would you mind if we use your personal information in the data?

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## UNIT 5: DESCRIBING EACH OTHER

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### Structure

- 5.0 Objectives
- 5.1 Warm Up
- 5.2 Describing Pictures of Objects and People
- 5.3 Describing an Event/Incident/Experience
- 5.4 Grammar: Active – Passive Voice
- 5.5 Describing Processes
- 5.6 Pronunciation: Stress in Connected Speech
- 5.7 Summing Up

---

### 5.0 OBJECTIVES

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After going through this unit, you will be able to :

- plan different activities where you describe each other, objects, events and incidents;
- prepare to read two passages which describe events in the lives of people;
- select active-passive voice and the past tense which will enable you to edit your work.
- describe about stress in connected speech.

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### 5.1 WARM UP

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#### Activity 1

**Objective:** Describing each other so as to know each other. This activity can be taken up as the first activity to get the participants to be familiar with each other.

**Time:** 15 mts.

**Preparation:** Blackboard and Chalk

**Procedure:** Write the three questions on the blackboard.

- i What is your name?
  - ii Where do you come from?
  - iii Talk about one thing you like and one thing that you really dislike.
- Ask each participant to ask his/her partner the above mentioned questions.
  - Give participants 3-4 minutes for this activity.
  - Ask A to describe B in a positive way.
  - Then ask B to describe A.

Plenary: It is an enjoyable activity based on the principle of “Information Gap”. Participants and students meeting for the first time get acquainted with each other.

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## **5.2 DESCRIBING PICTURES OF OBJECTS AND PEOPLE**

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### **Activity 2**

Time: 30 Minutes

Material: Pictures either from magazines or drawn and written instructions

Preparation: Collect 16-20 pictures of single objects or people from magazines or draw them. The pictures should form pairs of identical objects or people. You can paste them on old cardboards or covers of discarded notebooks. Put all the pictures into an envelope together with the instructions for the game. Note how many pairs there are. One set of pictures will be needed for each pair of learners.

Procedure:

- i Ask participants/students to sit in pairs.
- ii Mix all the pictures and lay them on the table upside down.
- iii Ask each pair to come and pick up one picture.
- iv The picture should not be shown to the other partner.
- v Each participant/student describes his/her picture to the partner without letting the partner see it.
- vi Participants/students can also ask questions.
- vii If it is found that each pair has a similar picture, they place them on the table.
- viii If the cards are a pair they put them on one side.
- ix If the cards are not a pair they put them back into the pack.

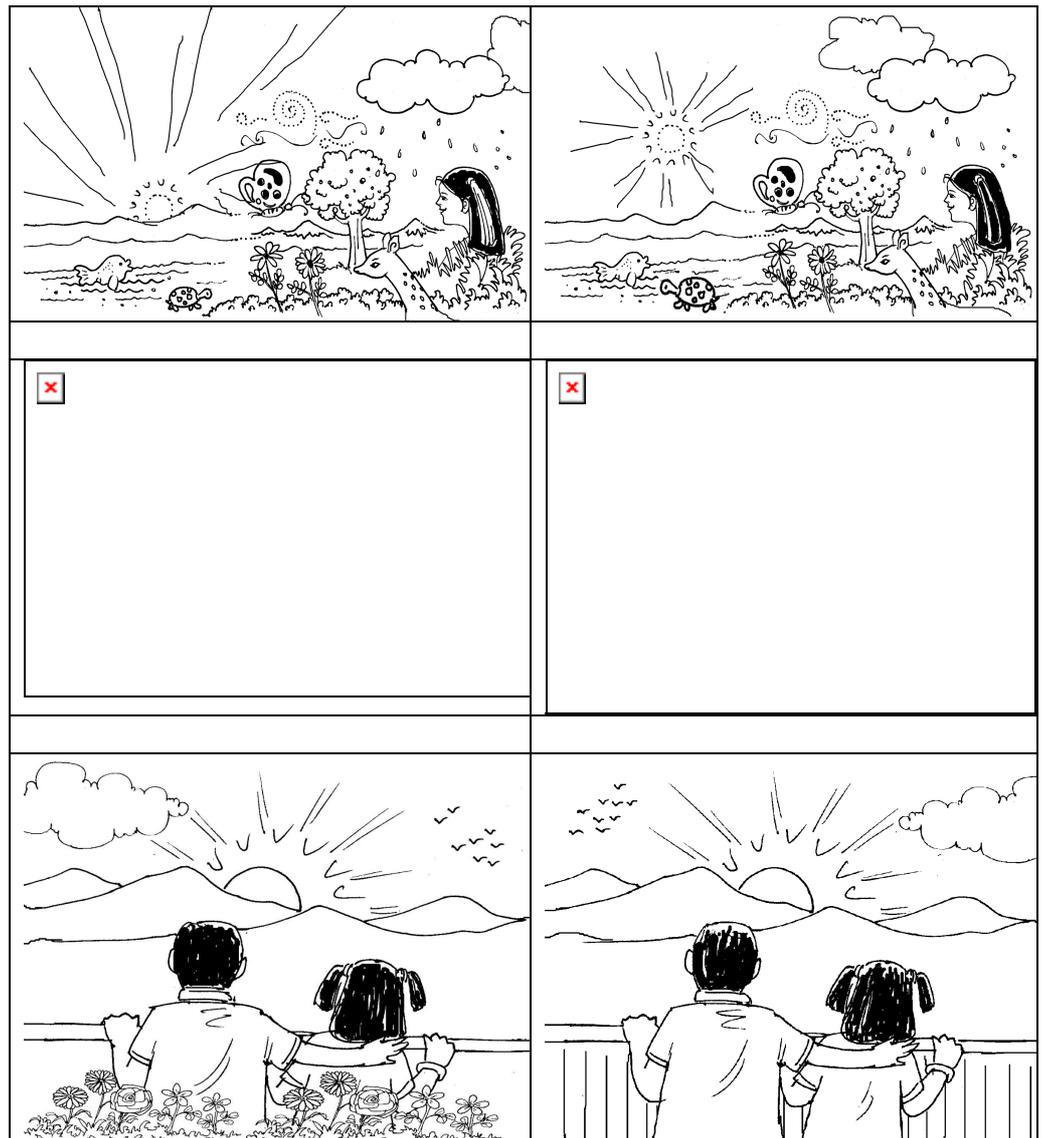
Grammar: RPs may write on the blackboard, the tense which is to be used, example:

There is a  
There are  
The boy is  
The dog is chasing the cat, etc.

Plenary: Draw attention of participants on the auxiliary verbs of the Present Simple and Present Continuous Tense.

**Source: Games for Language Learning**

**(Andrew Wright, David Batteridge and Michael Buckby, Cambridge)**



**Activity 3**

**Objective:** Describing pictures, asking questions, making comparisons, encouraging, praising and criticizing.

**Skills:** Listening, Speaking, Writing

**Time:** 30 minutes

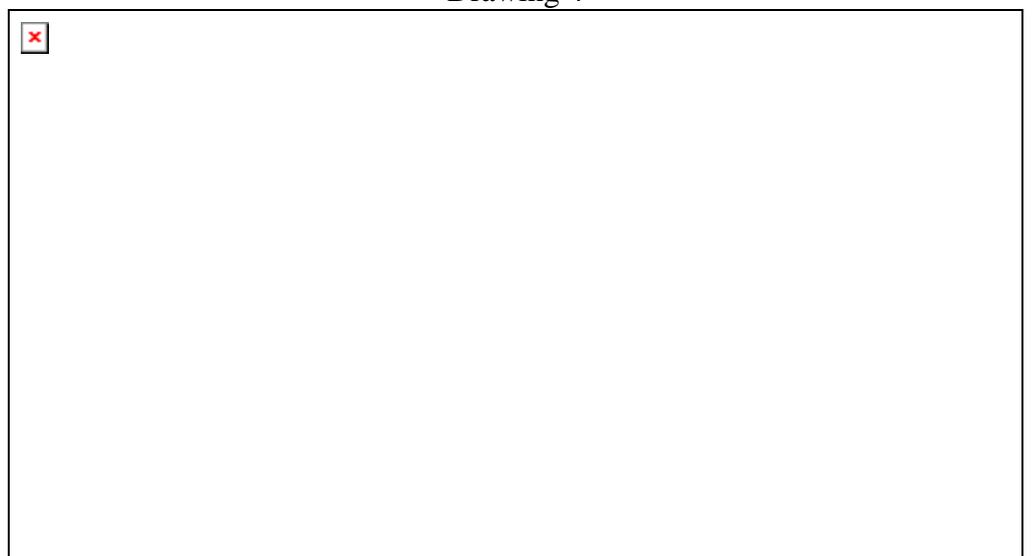
**Material:** Magazine pictures or line drawings, paper and pencils.

**Preparation:** Select from magazines any pictures which show a number of different objects. The objects should be clear in shape and pictures should preferably not include people. It is usually amusing if the objects are bizarre in some way – but this is not essential.

**Procedure :** Distribute one picture to each pair. Ask student A to describe the picture to B.



Drawing 4



**B** should take a paper and pencil.

As **A** describes the picture to **B**, **B** draws it on the paper.

Example:

A: There is a square table in the picture. It is in the middle of the picture.

B: About here?

A: Yes... Well, a little further down.

B: Is it like that?

A: No, not quite, the legs are too long.

When **A** and **B** have finished describing and drawing, then the original and the copy should be compared.

- **Variation 1:**

Then **B** is asked by **A** to add details to the existing picture. To produce the nearly complete picture you would have to take a line drawing and make enough photocopies of it for half the class. Then white out parts of the same drawing before making copies for the other half of the class. **A** would get the complete picture and **B** the incomplete picture.

- **Variation 2:**

This variation involves descriptive writing. Each learner is given a picture to describe in writing. When the descriptions are ready, they are exchanged with a neighbour, who must then try to make a drawing based on the description. When the drawings are complete, they may be compared with the originals and the differences discussed. Similarly questions can be asked to complete the pictures.

**Plenary:** Discuss the communicative skills involved in these activities like: speaking, listening and writing.

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### **5.3 DESCRIBING AN EVENT / INCIDENT / EXPERIENCE**

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#### **Activity 4**

Objective : Describing an Event/Incident/Experience

Time: 01 Hour

Skills: Reading and Writing

Preparation: On the blackboard write the following

- How you went to school.
- What time did the school start and finish
- Your uniform (if you had one)
- Your classroom
- Your teacher
- Others

**Procedure:**

- Ask participants to read the text.
- Elicit from the class any specific memories of individual experiences of their first day at school.
- Ask each participant/student to work individually to make a list of things which might be included in an account of a first day at school.
- Divide the class into pairs and ask each pair to compare and discuss their points.
- Finally organize the participants into groups of four. Each member from a different pair to ensure the widest possible exchange of ideas.
- Each student/participant should then have a comprehensive list of points to think about as he/she starts drafting a personal experience of “First day at school”.

**Text 1 (You can also listen to it on your CD)**

**First Day**

But I was still shy and half paralyzed in the presence of a crowd and my first day at the new school made me a laughing stock of the classroom. I was sent to the blackboard to write my name and address. I knew my name and address, knew how to write it, how to spell it; but standing at the blackboard with the eyes of the many boys and girls on my back made me freeze inside and I was unable to write a single letter. ‘Write your name’, the teacher called to me. I lifted the white chalk to the blackboard and as I was about to write, my mind went blank; I could not remember my name, even the first letter. Somebody giggled and I stiffened.

‘Just forget us and write your name and address,’ the teacher called.

An impulse to write would flash through me, but my hand would refuse to move. The children began to titter and I flushed hotly.

‘Don’t you know your name?’ the teacher asked.

I looked at her and could not answer. The teacher rose and walked to my side, smiling at me to give me confidence. She placed her hand tenderly upon my

shoulder. 'What's your name?' she asked. 'Richard' I whispered. 'Richard what?'

'Richard Wright.'

'Spell it.'

I spelled my name in a wild rush of letters, trying desperately to redeem my paralyzing shyness.

'Spell it slowly so I can hear it,' she directed me.

I did.

'Now, can you write?'

'Yes, ma'am.'

'Then write it.'

Again I turned to the blackboard and lifted my hand to write, then I was blank and void within. I tried frantically to collect my senses but I could remember nothing. A sense of the boys and girls behind me filled me to the exclusion of everything. I realized how utterly I was failing and I grew weak and leaned my hot forehead against the cold blackboard. The room burst into a loud and prolonged laugh and my muscles froze. I sat and cursed myself. Why did I always appear so dumb when I was called upon to perform in a crowd? I knew how to write as well as any pupil in the classroom, and no doubt I could read better than any of them, and I could talk fluently and expressively when I was sure of myself. Then why did strange faces make me freeze? I sat with my ears and neck burning, hearing the pupils around me whisper, hating myself, hating them.

**Source: Writing by Tricia Hedge, ELBS with Oxford University Press.**

## **Text 2**

Here is an autobiographical account of Dr. A.P.J. Abdul Kalam's life – an extract from *Wings of Fire*. Read the account and follow a similar procedure in the classroom as Activity 4.

Time: 30 Minutes

### **Wings of Fire: An Autobiography of A.P.J. Abdul Kalam with Arun Tiwari**

I was born into a middle-class Tamil family in the island town of Rameswaram in the erstwhile Madras state. My father, Jainulabdeen, had neither much formal education nor much wealth; despite these disadvantages, he possessed great innate wisdom and a true generosity of spirit. He had an

ideal helpmate in my mother, Ashiamma. I do not recall the exact number of people she fed every day, but I am quite certain that far more outsiders ate with us than all the members of our own family put together.

My parents were widely regarded as an ideal couple. My mother's lineage was the more distinguished, one of her forebears having been bestowed the title of 'Bahadur' by the British.

I was one of many children – a short boy with rather undistinguished looks, born to tall and handsome parents. We lived in our ancestral house, which was built in the middle of the 19<sup>th</sup> century. It was a fairly large pucca house, made of limestone and brick, on the Mosque Street in Rameswaram. My austere father used to avoid all inessential comforts and luxuries. However, all necessities were provided for, in terms of food, medicine or clothes. In fact, I would say mine was a very secure childhood, both materially and emotionally.

I normally ate with my mother, sitting on the floor of the kitchen. She would place a banana leaf before me, on which she then ladled rice and aromatic sambhar, a variety of sharp, home-made pickles and a dollop of fresh coconut chutney.

The famous Shiva temple, which made Rameswaram so sacred to pilgrims, was about a ten-minute walk from our house. Our locality was predominantly Muslim, but there were quite a few Hindu families too, living amicably with their Muslim neighbours. There was a very old mosque in our locality where my father would take me for evening prayers. I had not the faintest idea of the meaning of the Arabic prayers chanted, but I was totally convinced that they reached God. When my father came out of the mosque after the prayers, people of different religions would be sitting outside, waiting for him. Many of them offered bowls of water to my father who would dip his fingertips in them and say a prayer. This water was then carried home for invalids. I also remember people visiting our home to offer thanks after being cured. My father always smiled and asked them to thank Allah, the benevolent and merciful.

The high priest of Rameswaram temple, Pakshi Lakshmana Sastry, was a very close friend of my father's. One of the most vivid memories of my early childhood is of the two men, each in his traditional attire, discussing spiritual

matters. When I was old enough to ask questions, I asked my father about the relevance of prayer. My father told me there was nothing mysterious about prayer. Rather, prayer made possible a communion of the spirit between people, “When you pray,” he said, “you transcend your body and become a part of the cosmos, which knows no division of wealth, age, caste or creed.”

My father could convey complex spiritual concepts in every simple, down-to-earth Tamil. He once told me, “In his own time, in his own place, in what he really is, and in the stage he has reached – good or bad – every human being is specific element within the whole of the manifest divine Being. So why be afraid of difficulties, sufferings and problems? When troubles come, try to understand the relevance of your sufferings. Adversity always presents opportunities for introspection.”

“Why don’t you say this to the people who come to you for help and advice?” I asked my father. He put his hands on my shoulders and looked straight into my eyes. For quite some time he said nothing, as if he was judging my capacity to comprehend his words. Then he answered in a low, deep voice. His answer filled me with a strange energy and enthusiasm:

“Whenever human beings find themselves alone, as a natural reaction they start looking for company. Whenever they are in trouble, they look for someone to help them. Whenever they reach an impasse, they look to someone to show them the way out. Every recurrent anguish, longing, and desire finds its own special helper. For the people who come to me in distress, I am but a go-between in their effort to propitiate demonic forces with prayers and offerings. This is not a correct approach at all and should never be followed. One must understand the difference between a fear-ridden vision of destiny and the vision that enables us to seek the enemy of fulfillment within ourselves.”

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## **5.4 GRAMMAR: ACTIVE – PASSIVE VOICE**

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**The grammar section is primarily for creating awareness which will be useful for editing your written work. Do read it if you are shaky on some aspects of English language.**

### **Activity 5**

Objective: To revise active – passive voice

- Time: 15 minutes
- Preparation: Any description using the past event, or any newspaper cutting.
- Procedure: Distribute photocopies of the text.
- Ask students to read individually and underline all the verbs.
  - Ask them to work in pairs and highlight any four verbs which are in Active Voice.
  - A few examples are given below:
    - i The Police busted this gang.
    - ii The police have arrested eleven gang members.
    - iii The eleven gang members worked in...
    - iv They normally picked eight.....
  - Ask students to change these verbs to passive voice and write them in their notebooks.
  - Ask students to read text no. 2 and repeat the same activity.

### **Text 1**

#### **Pickpockets with corporate style (Times News Network)**

**New Delhi:** They were like any other professionals, working only on week days and getting wages for their weekly offs. They also got paid holidays when they felt like taking a break. Even the work was highly organized: Each “employee” having a specialized job and a fixed formula for distribution of “profits”. But it all came to an end last week when the central district police busted this gang of pick pockets, which was being neatly run along the lines of a “company”.

The police have so far arrested eleven gang members and claim to have solved several cases of pick pocketing inside moving vehicles. The gang, which was operational for the past one year, had a healthy picking rate of around ten mobiles in a day, the police said. The eleven arrested members worked in two groups led by operational heads, Parvez Alam and Mohammad Rehan. These two, referred to by code name “machine” by other members, were the ones who actually carried out the pick pocketing. The modus operandi was simple, said DCP (Central) Alok Kumar.

“The members of the ‘company’ would encircle the target and distract him while the ‘machine’ went about the task of taking out his wallet, mobile and other valuables. They normally picked eight to ten mobiles apart from cash everyday.”

“Half of the proceeds” went to the “machine” and the rest was equally divided among other gang members, Kumar said.

The gang is so well organized that the members are treated as paid employees, getting holidays as well as weekly offs.

## **Text 2**

### **Cops seize 16 cell phones**

**New Delhi:** The central district police arrested eleven gang members and claim to have solved several cases of pick pocketing inside moving vehicles last week. Most of the members were aged between 18 and 23. They usually frequented buses plying in central and north Delhi, where they had created a big network for the disposal of stolen articles.

The stolen mobiles were sold to two “agents”, Sabir Ali and Khalid, who would in turn sell these to buyers of second-hand phones. Raids are being conducted to apprehend Khalid and other members of the gang. The cops have seized 16 mobile phones in addition to 14 SIM cards.

## **Activity 6**

After reading the story ‘Catching A Thief’ change into passive voice all the sentences in the story that are underlined. One is done for you as an example.

- i People left their doors open.  
Doors were left open. (by the people)
- ii
- iii
- iv
- v
- vi
- vii
- viii
- ix
- x

Here is another reading passage for you. Read the story and enjoy yourself.

### CATCHING A THIEF

Story: G. Radhakrishna Pillai

Source: PCM Magazine, July 2008

Mullah Nazaruddin's village was a quiet and peaceful one. There was no violence there. And there were no thefts! (1)People left their doors open when they went out. (2)Nobody took away anything. But things changed suddenly. One night, there was a theft in the village. The garden tools kept in Giazuddin's garden were stolen. The next night, some vessels were stolen from another house. There was another theft. The people were worried. They did not know what to do. They could not keep watch in the night. It was very, very cold. The villagers assembled in the market place. They talked about the thefts.

(3)"We must catch the thief" said one of them.

"Otherwise it will be difficult to live here."

"Yes," said another.

"But how do we do that?"

"Let's go and ask Mullah Nazaruddin," said Giazuddin.

"He will find a way to catch the thief."

So they went to Mullah Nazaruddin's house and told him about the problem.

"Give me two days' time," said the Mullah.

"I'll find a way to catch the thief."

The next day, a cart came and stopped in front of Mullah Nazaruddin's house.

(4)The cartman took some wooden boxes and kept them in Mullah Nazaruddin's garden.

(5)The Mullah gave him some money and he went away.

Some neighbours came there and asked, "What is there in those boxes, Mullah?"

(6)"They contain something very valuable," said Mullah Nazaruddin.

"After sometime I will keep them inside the house."

Several people came to see the boxes. Mullah Nazaruddin did not take them inside the house. At night he went to sleep. But actually he did not go to sleep. He waited behind the door.

After midnight, a man came that way. He had covered his body in a blanket. He entered the Mullah's garden and went near the wooden boxes. (7) He opened a box and put his hand in. Suddenly he cried out in pain. He fell on the ground and cried out again.

Some of the neighbours heard the cries and came there. Mullah Nazaruddin also came out and said,

“He is the thief. Catch him.”

(8)The people caught him and tied him to a tree. Then the Mullah said, “He came to steal the things in the boxes. Actually the boxes contained a beehive.”

(9)The people handed over the thief to the Sultan's soldiers.

(10)They praised the wisdom of Mullah Nazaruddin.

### **Activity 7**

Read and recite the poem given below:

#### ***I'm Only Sleeping***

When I wake up early in the morning,  
Lift my head, I'm still yawning.  
When I'm in the middle of a dream,  
Stay in bed, float up stream  
(float up stream)  
Please don't wake me,  
no, don't shake me,  
Leave me where I am, I'm only sleeping.  
Everybody seems to think I'm lazy.  
I don't mind, I think they're crazy.  
Running everywhere at such a speed,  
Till they find theirs is no need  
(there's no need)  
Please don't spoil my day,  
I'm miles away,  
And after all, I'm only sleeping.  
Keeping an eye on the world going by my window,  
Taking my time, lying there and staring at the ceiling,  
Waiting for a sleepy feeling.  
Please don't spoil my day,  
I'm miles away,

And after all I'm only sleeping.  
Keeping an eye on the world going by my window,  
Take my time.  
When I wake up early in the morning,  
Lift my head, I'm still yawning.  
When I'm in the middle of a dream,  
Stay in bed, float up stream  
(float up stream)  
Please don't wake me,  
No, don't shake me,  
Leave me where I am, I'm only sleeping.

*From: 'Poem into Poem' by Alan Maley and Sandra Moulding*

- i Talk to your partner and find out what is his/her waking up time and attitude to waking up and report to the class.

Person	Waking up time	Attitude to waking up

- ii Who do you think the speaker is and who is he/she talking about?
- iii Discuss the rhyme scheme of the poem.

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## **5.5 DESCRIBING PROCESSES**

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### **Activity 8**

- Objective: To make participants/students write description of processes.
- Time: 30 minutes
- Preparation: Recipe of Banana Puri
- Procedure: A simple example of the description of a process would be a cooking recipe. In a recipe, after the ingredients are given, the sequence of cooking it is also given.

## BANANA PURI

- Peel and mash two bananas.
  - Sieve 2 cups of maida and add ½ cup ghee.
  - Add the banana pulp, 1 cup sugar and a pinch of salt.
  - Knead into stiff dough.
  - Keep aside for one hour.
  - Knead again and divide into equal-sized portions.
  - Form into balls.
  - Roll out into thin puris and deep fry it.
  - Drain on a paper, sprinkle with little sugar and cardamom powder.
  - Serve hot.
- i Ask students to use the linking devices like *first*, *next*, *then*, etc.
  - ii Ask students to rewrite the recipe in passive voice.
  - iii Do one example on the blackboard. “First the bananas are peeled and washed, then.....”
  - iv After they have written it, ask them to underline all passive verbs and linking devices.
- Give them other topics to write e.g.
    - a Getting ready for school.
    - b Laying the dinner table, etc.

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## 5.6 PRONUNCIATION: STRESS IN CONNECTED SPEECH

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Given the fact that English sentences have both stressed and unstressed words, we ask ourselves the question: ‘How do we know which words we have to stress in a sentence?’ To answer this question, let us start by looking at the following message in a telegram:

SEND                BOOKS                SPEED                POST

The message can be understood even though it is not a complete grammatical sentence. This is so because the words used in it carry the information the sender wishes to convey. All such words that carry information and are important for meaning are generally ‘content’ words. Now, what sort of words are content words? They are: nouns, main verbs (except the verb ‘to be’) adjectives, adverbs, demonstratives, question-words (what, where, when, who, why, how, etc.) and the words yes, no and not.

**Communication  
Skills in English**

In order to expand this telegraphic message into a complete grammatical sentence we can add other words which are generally structure words. These are personal pronouns, auxiliary verbs, articles, conjunctions, prepositions, and 'to be' verbs (am, is, are was, were). Thus the expanded message would be 'Could you send me the books by Speed Post?' Since these structure words do not carry information or convey meaning, they are generally unstressed or weak, whereas content words, which do convey meaning, are generally stressed. (from Sadanand, K)

A Listen to each of the following sentences on the audio recording and put a stress mark in front of the stressed syllables in each:

- i I've heard of it.
- ii Collect them for her.
- iii Why did she go away?
- iv That's not the way to pack it.
- v I'm going to Canada tomorrow.
- vi Come and have some tea.
- vii You must promise you'll be good.
- viii We don't want to frighten them.
- ix It's absolutely impossible to open it.
- x We shan't be in time for the meeting.
- xi Buy some vegetables from the market.
- xii How much money have you got?
- xiii Who won the match yesterday?
- xiv Buy some tickets for the play.
- xv Someone has come to see you.
- xvi Hang them out to dry.
- xvii I haven't heard from him for months.
- xviii Remember me to them.
- xix She's postponed her holiday by a week.
- xx Do you think he'll be in time for the film?

B Here are some dialogues. Listen to each dialogue and then read it aloud with your partner.

- 1 A : Don't drive so fast.
- B : Why not? There's hardly any traffic here.
- A : Look at that crossing. Isn't it crowded?
- B : Oh, all right. I'll slow down.

- 2 A : It's time to go. Are you ready?  
B : Not quite. I've got to put my papers in order.  
A : You can do that later. Hurry up! Put on your shoes.  
B : Just a minute. Don't rush me.
- 3 A : We're going on a picnic. Would you like to come?  
B : I'd love to, but I'm going to be rather busy on Saturday.  
A : Can't you postpone your work?  
B : No, I'm afraid not. I'm expecting some guests. They'll be staying for a week.  
A : Oh, what a pity! You'll miss all the fun.
- 4 A : Where's the mobile phone?  
B : Isn't it in the cupboard?  
A : No, it isn't. I've looked for it everywhere.  
B : You must have left it in your office, then.
- 5 A : I'd like a room for two, please.  
B : Certainly, Madam. Let me see (pause). We can give you room sixteen. It overlooks the river. Will that be all right?  
A : That'll be lovely. I'll take it.
- 6 A : Hurry up! Everybody's waiting for you.  
B : I'm afraid I can't come with you.  
A : Why on earth not?  
B : I've 'sprained my ankle.
- 7 A : I'm absolutely famished!  
B : We'll have to look for an eating place.  
A : There's a Chinese restaurant round the corner.  
B : Oh, no! I'm tired of Chinese food. I've been eating it almost every day.  
A : Shall we go to the new Mughlai restaurant near the bridge?  
B : I'd love that.

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## **5.7 SUMMING UP**

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In this unit, you learnt all about the art of description. You described pictures of objects, people; you also read about description of events and described some events and incidents yourself pertaining to your own life.

In the Grammar section you practiced active-passive voice in context. Finally you read and enjoyed a poem by Alan Maley.

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## UNIT 6: NARRATION

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### Structure

- 6.0 Objectives
- 6.1 Warm Up
- 6.2 Reading Comprehension
- 6.3 Vocabulary
- 6.4 Grammar
- 6.5 Writing
- 6.6 Speaking
- 6.7 Listening
- 6.8 Narrative Poem
- 6.10 Answers
- 6.11 Summing Up

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### 6.0 OBJECTIVES

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After going through this unit, you will be able to :

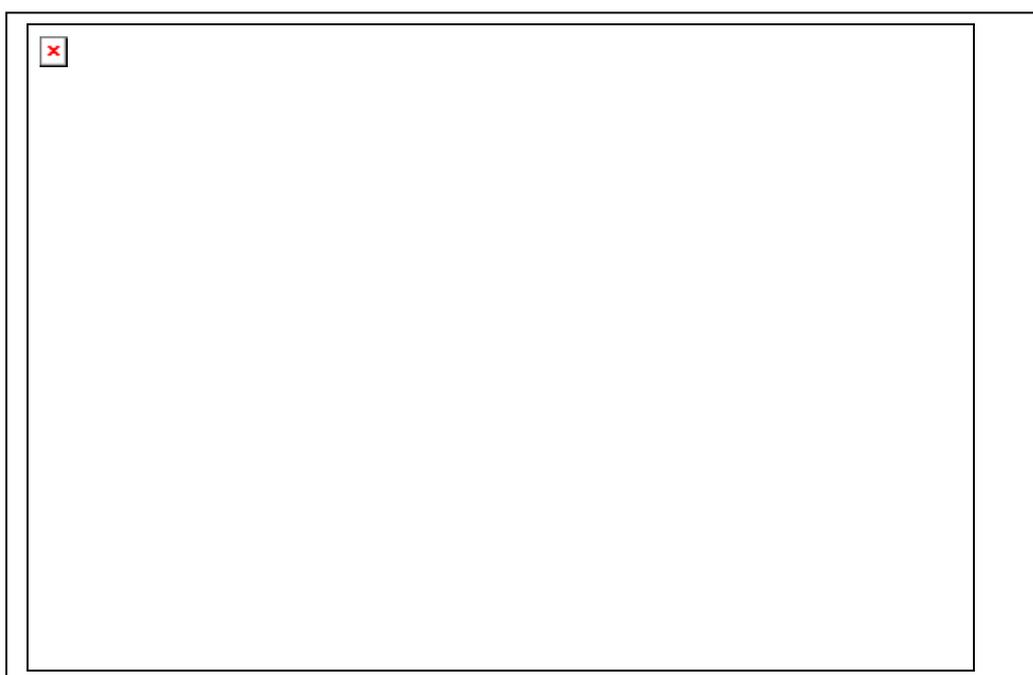
- explain basic aspects of Narration;
- identify common errors while writing a narrative;
- to compose a short story from a given outline;
- to illustrate an incident from a given cue;
- describe the use of reported and direct speech.

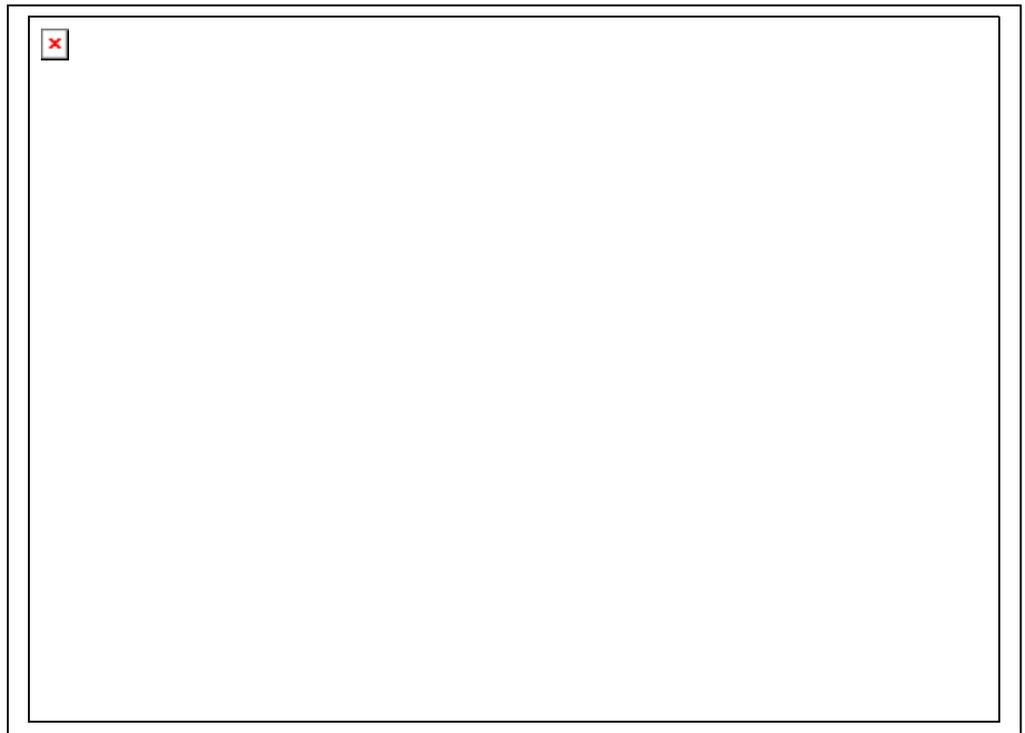
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### 6.1 WARM UP

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Look at the pictures carefully. Describe the pictures in the form of a very short story and say it aloud.





Let's review some aspects of Narration:

- Narration is the most elementary type of composition which consists of a straightforward account of real or imaginary events.
- The arrangement of facts is stated very simply.
- The facts are presented in proper sequence, generally in order of the time of events.
- These are then grouped into paragraphs according to the stages in the narrative.

**(Some common errors in writing narratives – Refer to Answers at the end of the Unit)**

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## **6.2 READING COMPREHENSION**

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*Mrs. Brown is traveling in an empty first class compartment, with a tall and well-built stranger who, she is convinced, is a dangerous murderer. Let us read the story as narrated by Mrs. Brown herself.*

### **THE MAN IN THE TRAIN**

I saw him first on the platform at Victoria station – a tall, heavy, dark-haired man, carrying a case and a light overcoat over his arm. I was sure I had seen him somewhere before. I waved goodbye to my husband who had come to see me off, and sat in a corner seat to read a magazine. Then, just as the train was about to start, the tall, dark man got in. He put his overcoat and case on the luggage rack above his head, and sat down in the seat facing me. As soon as the train started, he took out a newspaper and began to read.

I looked at him for some time over the top of my magazine. I was sure I knew him. I couldn't be wrong : that heavy face, those deep, dark eyes. Somewhere, and not very long ago....

Then suddenly I remembered – in the newspaper that morning, some pictures on the front page, and among them the picture of a man whom the police wanted to find, a man the police said was a killer. In my mind I could see those dark, frightening eyes looking at me from the page of the newspaper. Now that man was sitting here with me in an empty compartment of a train traveling at sixty miles an hour – a train that did not stop for over an hour until it got to Eastbourne.

I was frightened – very frightened. What should I do – pull the alarm cord above my head and stop the train? ‘But what shall I say to the guard when he comes?’ I asked myself. ‘I can’t be sure this is the man. If it is him, what will he do if I get up to pull the cord?’, I thought.

After a while the man put down his paper and looked out the window. As I watched him, I was more and more sure he was the man in the picture. ‘A killer who always used a knife,’ the paper had said. Then I remembered something else from the newspaper story – something about a woman killed by this man in a train.....

Afraid to move, I looked at my watch. Still another half hour before we got to Eastbourne, another half hour along with the killer.

Suddenly, I sat up.

The man’s hand was moving towards the pocket of his coat. Slowly he put his hand inside his pocket and took out a knife. Carefully, he opened the blade – pointed at the end.

I wanted to jump to my feet and scream for help. But I could not move. Fear held me. Only my eyes watched the open knife in the man’s hand. Now his other hand began to move towards his pocket.

‘He’s looking for a handkerchief to put over my mouth, so that no one will hear me,’ I thought.

But instead.....

*(Adapted from “The Man in the Train” by Frank Candlin)*

**Activity 1**

A Answer the following questions in a sentence or two.

i Where was Mrs. Brown travelling to?

.....

ii Give three words from the lesson that describe the man in the train.

.....

iii Why did Mrs. Brown find the man familiar?

.....

.....

iv What did Mrs. Brown want to do when she was frightened?

.....  
 .....

v What made Mrs. Brown sit up suddenly?

.....  
 .....

vi Why do you think the man took out a knife?

.....  
 .....

**B** Read the story ‘The Man in the Train’ once again. What do you think happened when the man moved his hand towards his pocket? Do you think he took out a handkerchief as Mrs. Brown had imagined?

Complete the story in your own words. Write it in the blank space below. (100 – 150 words)

.....  
 .....

.....  
 .....

.....  
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.....  
 .....

.....  
 .....

.....  
 .....

**Activity 2**

Match the statements in Column A with those in Column B.

1	I was sure	a	I looked at my watch.
2	Just as the train was about to move	b	to put over my mouth.
3	Afraid to move	c	I had seen him somewhere.
4	What will he do	d	the tall, dark man got in.
5	He’s looking for a handkerchief	e	if I get up to pull the cord?

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**6.3 VOCABULARY**

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**I Compound Adjectives**

Look at the following words:

a tall, heavy, dark-haired man.

In this example, ‘dark-haired’ is a Compound Adjective.

Compound Adjectives are a group of two or more words, usually written with a hyphen between them. Let us see a few more examples.

Kind-hearted, well-balanced, middle-aged, blood-red, a good-for-nothing boy

### Activity 3

Add suitable words to those in column A to make Compound Adjectives. You may write them in Column B.

A	B
Narrow	
Snow	
Left	
Good	
Long	
Old	
Brand	
Absent	
Part	

## II Words Often Misused

Read the two sentences carefully and put a tick on the correct one.

- A *high*, heavy, dark-haired man entered the train.
- A *tall*, heavy, dark-haired man entered the train.

In the above example, the word 'high' has not been used correctly. Although 'high' refers to height, it cannot be used to describe the height of a person. It is used to refer to the height of an object or thing.

The word 'high' can be used in the following way:

- The goat climbed the high mountain.

There are many such words which are often misused. Let us read them.

- rent                      hire
- accident                incident
- cool                      cold
- adapt                     adopt
- idle                        lazy
- salary                    wages
- drown                    sink
- crime                     sin
- official                  officious
- refuse                    deny

### Activity 4

Read the sentences carefully. Choose the word that is not used correctly. Rewrite the sentence using the correct word.

- i Mr. Govind is a very official person.  
.....
- ii "Take care, Subhash doesn't know how to swim. He will sink."  
.....
- iii Mother was gravely injured in an incident.  
.....
- iv In December, Shimla is very cool.  
.....
- v We rented a coolie to carry the heavy luggage.  
.....
- vi Reema will adapt a baby girl from the orphanage.  
.....
- vii The President of the company was paid very handsome wages.  
.....
- viii He refused that he had committed the theft.  
.....
- ix He's an idle boy, he loves doing nothing the whole day.  
.....
- x Eve-teasing is a serious sin.  
.....

---

## 6.4 GRAMMAR

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The grammar section is primarily for creating awareness which will be useful for editing your written work. Do read it if you are shaky on some aspects of English language.

### I The Simple Past Tense

The Simple Past Tense is used to express an action which took place in the past and is completed by the time of speaking about it.

**Form: V+ ed**

Example:

- i The man **took** out a knife.
- ii I **saw** the man on the platform.
- iii I **waved** goodbye to my husband.

## Activity 5

## Narration

Fill in the blanks with the correct form of the verbs in brackets.

We \_\_\_\_\_(sit) on the sand where breakers \_\_\_\_\_(form) straight lines in the dark blue sea. They \_\_\_\_\_(sweep) up to touch our feet while the waves \_\_\_\_\_(fall) back and the dying sun \_\_\_\_\_(make) rainbows in the sand. Ahead of us \_\_\_\_\_(is) an opal patch of cloud. The sea wind \_\_\_\_\_(blow) it away to show us a full moon behind.

## II The Past Perfect Tense

The Past Perfect Tense describes an action that had taken place before another action in the past.

**Form: had+V-ed**

Example:

- i The match had started before we reached the playground.
- ii The plane had landed when we reached the airport.
- iii The boys had run away before the Principal arrived.

## Activity 6

Fill in the blanks with the Past Perfect form of the verbs.

- i I was sure I \_\_\_\_\_(seen) him before.
- ii Rahul knew he \_\_\_\_\_(win) the lottery.
- iii The soldiers feared that they \_\_\_\_\_(lose) the battle.
- iv Mother \_\_\_\_\_(wipe) the dishes before we entered the kitchen.
- v Scooby \_\_\_\_\_(eat) the food by the time we returned.
- vi We heard that Sunil \_\_\_\_\_(score) 94% in Maths.
- vii Anuradha \_\_\_\_\_(go) when we reached the platform.
- viii Before the guests arrived, she \_\_\_\_\_(arrange) the flowers.
- ix When we reached the theatre, she \_\_\_\_\_already \_\_\_\_\_(perform) her role.
- x The shops \_\_\_\_\_(close) before the riots began.

## III Reported Speech

Reported Speech is also called Indirect Speech. Here, the actual words of the speaker are not reproduced. The speaker's words are reported after making a few changes.

Example 1

### Direct Speech

Mrs. Brown: "I'm sure I have seen him somewhere".

### Reported Speech

Mrs Brown said that she was sure she had seen him somewhere.

**Example 2**

**I will go alone to the market.**

Reported Speech:

Grandfather said that he would go alone to the market.

**Rules for Changing Direct Speech into Indirect Speech**

We make the following changes when we change from direct speech to reported speech:

- i Remove the inverted commas.
- ii Omit the comma separating the reporting verb from the actual words.
- iii Use ‘that’ to introduce the reported speech (statements).
- iv Make changes in the verb form. We make changes in the verb form when the reporting verb is in the past tense. But if the reporting verb is in the present or future (he says/He will say) no change is made in the verb form of the reported speech. Also, if the direct speech states a universal truth, there is no change in the tense of the reported speech.

Example:

The teacher said, “Water boils at 100<sup>0</sup> Celsius.”

The teacher said that water boils at 100<sup>0</sup> Celsius.

- v Make changes in the personal pronouns.
- vi Make changes in words expressing nearness and time.
- vii Change “said to” into “told” if said is followed by an object.
- viii Questions are reported without the question mark. If/whether are used.

The following tables show these changes:

**i Changes in the verb forms :**

<b>Direct Speech</b>		<b>Reported speech</b>
Simple present	becomes	simple past
Present continuous	becomes	past continuous
Present perfect	becomes	past perfect
Present perfect continuous	becomes	past perfect continuous
Simple past	becomes	past perfect
Past continuous	becomes	past perfect continuous
Past Perfect	becomes	No change
Past perfect continuous	becomes	No change
Simple future (shall, will)	becomes	simple future in past (would)
Future continuous (shall be, will be)	becomes	Future continuous in past (would be)
Future perfect (shall have, will have)	becomes	would have.....
Future perfect continuous (will/shall have been)	becomes	would have been.....
can	becomes	could
may	becomes	might
might, should, ought to	becomes	do not normally change
must	becomes	had to

ii **Changes in personal pronouns:**

<b>Pronouns in direct speech</b>	<b>Rules for changing them into indirect speech</b>
<b>First person pronouns:</b> I, we, my, our, myself etc.	Change according to the person of the subject of the reporting verb.
<b>Second person pronouns:</b> You, your, yours	Change according to the person of the object of the reporting verb.
<b>Third person pronouns:</b> He, she, it, they, his, their, them, etc.	Generally, there is no change.

If the reporting verb is not followed by an object, the object is generally considered to be the third person singular.

Example:

She said, “You are a fool.”

She said to him that he was a fool.

iii **Changes in words expressing nearness of time and place:**

this	becomes	that
now	becomes	then
these	becomes	those
here	becomes	there
ago	becomes	before
today	becomes	that day
tonight	becomes	that night
tomorrow	becomes	the next day
yesterday	becomes	the previous day/the day before
last night	becomes	the previous night/the night before
next week	becomes	the following week

**Changing different types of sentences from direct to indirect speech**

**1 Statement or Assertive Sentences**

Rina said to Tina, “I have something to show you.”
Rina told Tina that she had something to show her.

**Activity 7**

Change the following sentences into the Indirect Speech.

i He said to me, “You have not done your assignment.”

.....

- ii Priya said, “I am twenty years old.”  
.....
- iii He said, “ Mother is coming this week.”  
.....
- iv They said, “We will help you tomorrow.”  
.....
- v Mala says, “I know her.”  
.....

**2 Interrogative Sentences (Questions)**

Use ‘if’ or ‘whether’

Mrs. Saxena said to me, “Are you a vegetarian?”  
Mrs. Saxena asked me if I was a vegetarian.

**Activity 8**

Change the following interrogative sentences into the Indirect Speech.

- i He said, “Where is she going?”  
.....
- ii “What happened?”, Grandmother said.  
.....
- iii Sunil said to me, “What do you want?”  
.....
- iv “Did you see the accident?”, the policeman said.  
.....
- v “Should I wait for Prakash or go?”, Suresh wondered.  
.....

**3 Imperative Sentences (Requests, orders, commands, advice etc.)**

Given below are some Do’s and Don’ts recommended by the Government Hospital for the prevention of malaria.

- Spread anti-mosquito repellent over exposed areas of the body.
- Wear full-sleeve clothes at night, especially if out in the open.
- Fumigate surrounding areas every fortnight.
- Cover all drains.
- Ensure no stagnant water in surrounding areas.
- Treat affected person immediately with proper medical attention.
- Do not give medication without consulting a registered doctor.

**These instructions were then reported by Smt. Sarla Devi to the members of the Health Board.**

The medical authorities advised the public to use anti-mosquito repellent over exposed areas of the body. They also advised the people to wear full-sleeve clothes at night, especially if they were out in the open, and fumigate the surrounding areas every fortnight. They instructed the citizens to cover all drains and to ensure that there was no stagnant water in the surrounding areas. They cautioned people not to give medication without consulting a registered doctor, and advised them to treat the affected person with proper medical attention.

**Activity 9**

Given below are some Travel Tips prepared by Worldwide Tours and Travels, for a group of elderly Indians travelling abroad for the first time. Read the information and write it in the Reported Speech, in the blank space provided.

- Make two photocopies of your passport and airlines ticket.
- Keep medicines in their original labelled containers.
- Carry a copy of your prescription along.
- Carry minimum number of valuables.
- Do not carry any liquid more than 100 ml in quantity. These include gels, hairsprays, lotions etc.
- Carry all toilet items in a clear plastic bag.
- Wear comfortable clothes and shoes for your flight.

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**4 Exclamatory Sentences**

Read the following sentences:

- i “What a beautiful baby!”  
He exclaimed with joy that the baby was very beautiful.
  
- ii He said, “How dreadful!”  
He exclaimed that it was dreadful.

- iii She said, “Liar!”  
She called me a liar.
- iv The notice said, “Welcome to India!”  
The notice welcomed visitors to India.

**Activity 10**

Rewrite the following in the Reported Speech.

- i “Can I offer you some biscuits?” asked Sudha.  
.....
- ii “Behave yourselves!”, said the teacher.  
.....
- iii “Please close the window”, said Fatima to her daughter.  
.....
- iv “Don’t touch the dead rats”, said the health authorities.  
.....
- v Prabhu said, “Happy Diwali!”  
.....

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**6.5 WRITING**

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**Story Writing**

The outline of a short story is given below. The story is then completed by using the outline as a guide.

Rich lady loses eyesight – tells doctor she will pay if cured – doctor is greedy – steals her furniture – lady is cured – but tells doctor cannot see – refuses to pay – doctor goes to court – lady says she cannot see her furniture – judge agrees – punishes doctor

**THE GREEDY DOCTOR**

Once upon a time, in the city of Brussels, there lived a rich, old lady named Eliza Weiss. Unfortunately, she lost her eyesight in an accident and was greatly disturbed. She consulted a doctor who said that she would have to pay a large amount if she wanted to be cured. The old lady agreed but, being very wise, she promised to pay him only if she was cured.

It took almost a month for the doctor to completely restore the woman’s eyesight. However, during this time, the greedy doctor, who always treated his patient at home, silently stole one piece of furniture with every visit. At the end of a month, he had emptied the house of all its good furniture.

Although Eliza Weiss was cured, she refused to pay the doctor his promised amount because she complained that she could not see yet. The doctor was very angry and decided to drag the old woman to court. In the Court Eliza proclaimed that she was not fully cured because she could not see her furniture. The judge understood and immediately punished the greedy doctor with a fine of 5000 pounds.

**Activity 11**

Read the outline of a true story given below and complete it. Give a suitable title also.

Five serial bomb blasts rock Delhi \_\_\_\_almost hundred injured and thirty dead\_\_\_\_young boy eyewitness\_\_\_\_sees two men in black dress\_\_\_\_they plant something inside a dustbin\_\_explodes later\_\_\_\_similar bombs planted in dustbins in various other places explode serially\_\_\_\_two unexploded bombs recovered by police near India Gate\_\_\_\_all injured taken to RML Hospital\_\_\_\_many people rush forward to help the injured.

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## 6.6 SPEAKING

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### Reporting/Narrating an Incident

Before reporting or narrating an incident, it is important to chronicle events in a sequential order.

Read the following report prepared by a TV reporter from the site of the recent bomb blasts in New Delhi

A series of bomb blasts rocked Delhi, killing 18 people and injuring over 90 on Saturday, September 13<sup>th</sup> 2008. The first blast occurred in Gaffar Market in Karol Bagh, a congested market area. Half an hour later, other blasts were reported from Greater Kailash I and Connaught Place areas. The blast in Gaffar Market was triggered by a CNG Cylinder. At Connaught Place, the blast occurred at Barakhamba Road near the Metro Station.

### Activity 12

Imagine that you are one of the survivors of the recent bomb blasts. You have lost two members of your family. Narrate the incident as it occurred and the trauma that followed. Some hints are given below to help you.

At Gaffar Market on fateful day (Sept 13th, 2008), with father and brother \_\_\_\_\_ purchasing mobile phone \_\_\_\_\_ sudden loud blast \_\_\_\_\_ thrown to one side \_\_\_\_\_ hit by shrapnel on thigh bone \_\_\_\_\_ when conscious see father and brother lying dead in pool of blood \_\_\_\_\_ own thigh hanging loose \_\_\_\_\_ rushed to hospital by some good people \_\_\_\_\_ survive trauma but mourn death of dear ones.

All three places where the bomb blasts occurred, were highly crowded market areas. It could be a huge conspiracy to target these market places during the weekend, when maximum people come out to shop. According to initial reports, these blasts were of medium intensity. Cycles and dustbins were used to plant the bombs. Security personnel and bomb disposal squads have rushed to the blast sites. Delhi and its neighbouring areas have been put on high alert.

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**ACTIVITY**

**GAME – SPIN – A – YARN**

If the class is too large, divide them into small groups. Each group will sit in a circle. One student from each group will start a story (imaginary) by saying the first sentence. For example – Once upon a time, in a faraway land, there lived an absent-minded, old-fashioned man. The next student will add another sentence – This man was a very grumpy but hard-working person.... Each student will add a sentence each to the previous one, till some logical end is reached. Students must use their imagination to make the story as interesting/amusing as possible, using as many adjectives, compound adjectives and descriptions as is feasible.

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**6.7 LISTENING**

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**Activity 13**

Listen to the following announcement made by the Coordinator of Class VII of the Bal Vidya Niketan, Madurai. Summarize the announcement and write it on the blackboard, for students to make a note in their school diaries. Fill in the relevant details as mentioned.

**SUMMARY OF THE ANNOUNCEMENT ON THE BLACKBOARD**

What	.....
When	.....
Where	.....
Departure from school	.....
Arrival at school	.....
Things to carry	.....
Important point	.....

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## 6.8 NARRATIVE POEM

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Poems also tell a story. These are called ‘Narrative Poetry’. The poems may be short or long with simple or complex stories. Narrative poems include epics and ballads. Narrative poetry is amongst the oldest forms of poetry. Many of the earliest literary works, from the epic of Homer to our very own Mahabharata, consist of narrative poems.

Let us read a simple poem of an ordinary man based on his life.

### The Daily Shuttle

He lives in a house in the suburbs  
He rises each morning at six  
He runs for the bus to the station  
Buys his paper and looks at the pics.

He always gets in the same carriage,  
Puts his briefcase up on the rack.  
Thinks miserably of his office,  
And knows he can never turn back.

He gets to his desk by nine thirty,  
Wondering what he should do.  
When the coffee break comes at eleven  
He knows he still hasn't a clue.

His lunch break is quite uninspiring,  
He sits it out in the canteen.  
It's fish and chips, mince or potatoes,  
A choice that's quite literally obscene.  
At five he runs back to the station,  
Gets in the same carriage again,  
Unfolds his evening paper,  
Pulls a veil down over his brain.

(From: Poem into Poem by Alan Maley)

### Activity 14

Using this poem as a cue, write about another ordinary life that you know, but which has more interesting dimensions.

.....

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.....

In this unit you read a story with an ambiguous ending and also learnt to interact with the story in your own way. You learnt the use of compound adjectives and about words that are often misused. In the grammar section our primary focus was on Reported Speech which you can look at for editing your work. The writing tasks involved story writing from outlines. The speaking activities also involved narrating of incidents. There was also a narrative poem at the end of the unit. After reading and interacting with this unit you should have considerably improved your narrative skills.

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**6.10 ANSWERS**

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**Common Errors in Writing Narratives****Confusion of Tenses**

- While narrating events that have taken place in the past, we naturally use the past tense. But sometimes, when we want to give a particularly vivid account, we can use the present tense, for example –

The man's hand moves towards the pocket of his coat. Slowly he puts his hand inside his pocket and takes out a knife. Carefully, he opens the blade ...

- However, it is important to note and remember that either the present tense or the past tense should be used consistently. One sentence should not be written in past with the next in the present and the third one in the past again.
- Because of this danger, it is advisable for all, except skilled writers, not to use the present tense in narratives, even for creating vividness, but to adhere to the past tense throughout.

**Activity 1**

- A
- i Eastbourne
  - ii Tall, heavy, dark-haired
  - iii She thought she had seen him somewhere before.
  - iv Pull the alarm cord above her head to stop the train.
  - v She saw the man put his hand inside his pocket and take out a knife.

**Activity 2**

1	I was sure	c	I had seen him somewhere.
2	Just as the train was about to move	d	the tall, dark man got in.
3	Afraid to move	a	I looked at my watch.
4	What will he do	e	if I get up to pull the cord?
5	He's looking for a handkerchief	b	to put over my mouth.

### Activity 3

A	B
Narrow	minded
Snow	white
Left	handed
Good	looking
Long	distance
Old	fashioned
Brand	new
Absent	minded
Part	time

### Activity 4

- i Mr. Govind is a very officious person.
- ii “Take care, Subhash doesn’t know to swim. He will drown.”
- iii Mother was gravely injured in an accident.
- iv In December, Shimla is very cold.
- v We hired a coolie to carry the heavy luggage.
- vi Reema will adopt a baby girl from the orphanage.
- vii The President of the company was paid a very handsome salary.
- viii He denied that he had committed the theft.
- ix He is a lazy boy, he loves doing nothing the whole day.
- x Eve-teaching is a serious crime.

### Activity 5

We **sat** on the sand where breakers **formed** straight lines in the dark blue sea. They **swept** up to touch our feet while the waves **fell** back and the dying sun **made** rainbows in the sand. Ahead of us **was** an opal patch of cloud. The sea wind **blew** it away to show us a full moon behind.

### Activity 6

- i I was sure I **had seen** him before.
- ii Rahul knew he **had won** the lottery.
- iii The soldiers feared that they **had lost** the battle.
- iv Mother **had wiped** the dishes before we entered the kitchen.
- v Scooby **had eaten** the food by the time we returned.
- vi We heard that Sunil **had scored** 94% in Maths.
- vii Anuradha **had gone** when we reached the platform.
- viii Before the guests arrived, she **had arranged** the flowers.
- ix When we reached the theatre, she **had** already **performed** her role.
- x The shops **had closed** before the riots began.

**Activity 7**

- i He told me that I had not done my assignment.
- ii Priya said that she is twenty years old.
- iii He said that mother was coming that week.
- iv They said that they would help me the next day.
- v Mala says she knows her.

**Activity 8**

- i He asked where she was going.
- ii Grandmother asked what had happened.
- iii Sunil asked me what I wanted.
- iv The policeman asked/enquired if I had seen the accident.
- v a) Suresh wondered whether he should wait for Prakash or go.  
b) Suresh wondered whether to wait for Prakash or go.

**Activity 9**

The travel agent advised the group to make two photocopies of their passport and airlines tickets. He also advised them to keep medicines in their original labeled containers, carry a copy of their prescriptions along, and to wear comfortable clothes and shoes for their flight. He requested them to carry minimum number of valuables and to carry all toilet items in a clear plastic bag. He warned the group not to carry any liquid more than 100 ml in quantity.

**Activity 10**

- i Sudha asked me if I wanted some biscuits.
- ii The teacher ordered the students to behave themselves.
- iii Fatima requested her daughter to close the window.
- iv The health authorities warned the citizens not to touch the dead rats.
- v Prabhu wished me a happy Diwali.

**Activity 13****ANNOUNCEMENT**

All students of Class VII are requested to pay attention to the following announcement. On Thursday, 23<sup>rd</sup> August, 2008, there will be an excursion to Valayar Botanical Park. All students are required to join the excursion. Please do not bring any school books on that day. Students will carry only the following items as mentioned:

- 1 A note pad and pencil
- 2 Tiffin
- 3 Water bottle
- 4 An empty bottle or tin to carry specimens.
- 5 Cap

The school bus will leave the school premises at 8 am and will return at 6 pm. Parents are requested to come directly to the school to pick up their wards. Light refreshments will be served at the park. Please make a note of these details in your diary.

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## UNIT 7: USE OF MEDIA IN COMMUNICATION

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### *Structure*

- 7.0 Objectives
- 7.1 Warm Up
- 7.2 Some Characteristics of Telephone Conversation
- 7.3 Formal Conversation
- 7.4 Informal Conversation
- 7.5 Letters - Informal and Formal
- 7.6 Grammar: Expressing the Future
- 7.7 Pronunciation: Falling and Rising Tone
- 7.8 Summing Up

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### **7.0 OBJECTIVES**

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After going through this unit you will be able to

- distinguish between informal and formal telephone conversation;
- differentiate between formal and informal letters;
- apply forms of future in various tasks;
- Discuss and practice the use of stress and rhythm in connected speech.

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### **7.1 WARM UP**

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Here is a game to play. Your teacher will whisper a sentence into your ear. Whisper it into the ear of your neighbour. Let it pass on until the last participant. Now, the last participant will repeat the sentence aloud. Compare the pieces of information. Here is an example.

“The thick brown clear bottle stood half-filled with sugar syrup on the shelf near the corner.” Discuss and analyze how much of this information could be passed on correctly and how much was lost. Here comes the importance of speaking and listening skills, for they focus on:

- i meaning, not words.
- ii clear enunciation.
- iii emphasizing important words.

Whenever we think of communication skills, it has a definite objective. It involves skill of speaking so that the listener listens, understands and then responds. The process of communication is complete only when the speaker speaks – listener listens – understands - responds

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### **7.2 SOME CHARACTERISTICS OF TELEPHONE CONVERSATION**

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Read the following conversation

The phone is ringing in Jill’s bed-room. Jill answers the phone.

## Conversation

Jill: 670321. Jill Harden speaking.

Jack: Oh hello, Jill, I'm Jack here.

Jill: Oh hello, Jack, How are you?

Jack: I'm fine. Thank you.

Jill: Well, what is it?

Jack: I rang to tell you that I've finally bought a dog.

Jill: Oh, when was this? It calls for a celebration.

Jack: Last week.

Jill: What breed is it?

Jack: A Labrador mix.

Jill: And does it guard the house well?

Jack: It does, but it's meant to be a retriever. When I play golf, he brings back the ball when it's out of my range.

Jill: Lucky, Jack. Must be a strong dog.

Jack: Yes, But I noticed a hairless patch on his skin two days back. Don't know where he got it from.

Jill: Better take him to the vet before it gets worse.

### Activity 1

A Now let us try to find out:

- i How does one respond when the telephone bell rings?
- ii Which word confirms that Jill knew that Jack had been trying to get a dog?
- iii Why does Jill say that he should consult a vet?

**Here is a face-to-face conversation with the same content.**

### Conversation

Jack's dog is wagging his tail in front of his master and then goes to Jack's friend Jill who is sitting on the grass nearby. The dog plays with Jill.

Jill: Nice dog! A Labrador?

Jack: Yes, mixed breed.

(Jill sees that the dog hurriedly brings back a ball thrown by Jack into a bush.)

Jill: Hm. A retriever, isn't it?

Jack: Yes

(The dog scratches itself and reveals a patch of skin with loss of hair. Jill watches the patch curiously.)

Jack: Don't know where he got it. Must have eaten oily stuff somewhere.  
 Jill: I think he's also got ticks. Better take him to a vet.  
 (The dog whines in a peculiar manner)  
 Jack: Does that sometimes.

B Compare the two conversations and discuss with your partner how they differ.

<b>For RP:</b> The two conversations above differ in a number of ways. Let's set out the differences clearly in two columns and see the changes.	
<b>Conversation 1</b>	<b>Conversation 2</b>
I've finally bought a dog. (Jack has to introduce the topic to make Jill aware of it)	Nice dog! (Jill introduces the topic first)
What breed is it? (Jill has to enquire)	A Labrador? (Jill makes a good guess)
But it's meant to be a retriever. (Jack has to inform her)	A retriever. (a good guess because she sees it retrieving the ball.)
But I noticed a hairless patch on his skin... (Jack has to inform her.)	(Jill watches the patch curiously without saying anything)
Jack doesn't notice it. So Jill can't say anything on this point.	Jill: I think he's also got ticks. (Jill sees him scratching the skin)
Jack says nothing about the whining. No context for it.	Jill looks silently on as the dog whines. 'Does that sometimes,' Jack explains.

You will notice that more description is necessary in a telephone conversation. This is obviously necessary since the object cannot be seen on the telephone. The face-to-face conversation conveys almost the same amount of information in about half the number of words.

### Activity 2

Here is a face-to-face conversation. Convert it into a telephonic one.

Manager: Just bring the file.  
 P.A.: Here it is, Sir.  
 Manager: (Quickly looking through it) Where is the letter confirming the dispatch of the consignment?  
 P.A.: Here it is, sir.  
 Manager: Very good.

---

## 7.3 FORMAL CONVERSATION

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The telephone is especially useful for various conversations of a formal nature, as it saves us the trouble of going personally to make the enquiry. For instance, when we wish to enquire from the railways about the timings of train or to inform the police about a crime, we first try to ring up.

Let's take a telephone conversation in which someone is making enquiries to get some information from the railway enquiry counter.

### Conversation

Railway Enquiry Clerk (at Bangalore Station): Good morning, Railway Enquiry.

Mr. Panda: I'd like to know what trains there are for Hyderabad.

Enquiry Clerk: 86 Hyderabad and 127 Karnataka Express

Mr. Panda: What time do they leave Bangalore?

Enquiry Clerk: Hyderabad Express at 17:00 hours and Karnataka Express at 16:16.

Mr. Panda: Every day?

Enquiry Clerk: Hyderabad Express goes every day and Karnataka Express on Wednesdays and Sundays.

Mr. Panda: Thank you.

Enquiry Clerk: You're welcome.

### Activity 3

What do you think are the features of a formal conversation? How do they differ from an informal conversation?

**For RP:** We observe that the formal conversation is brief, to the point and has clarity of thought. It runs in proper sequence and the expected response emerges. (As an activity, the conversation may be converted into role playing).

---

## 7.4 INFORMAL CONVERSATION

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Although the telephone is used extensively for business dealings and official work, it is very convenient even for conversations between friends and relatives. Let's study this informal talk on the phone:

### Conversation:

Voice: 'Yes?'

Pallavi: 'May I speak to Meenakshi?'

Voice: 'Hold on please. Let me call her. Who's calling?'

Pallavi: 'Pallavi, Pallavi Nair.'

Voice: 'Mrs. Ghosh! A certain Pallavi Nair is on the phone. She wants to speak to you.'  
(after a while)

Mrs. Ghosh: 'Hi! Pallavi. How are you?'

Pallavi: 'Fine. Thanks. You haven't forgotten, have you?'

Mrs. Ghosh: 'What?'

Pallavi: 'It's my birthday today!'

Mrs. Ghosh: 'How could I forget it? Many happy returns of the day!'

Pallavi: 'Thanks. Remember you're coming to the party at our house at 7 this evening.'

Mrs. Ghosh: 'But....'

Pallavi: 'No buts. I'll be very angry if you don't make it. Now look, I'm in such a hurry and must ring off now. Bye!'

Mrs. Ghosh: 'Bye'

Now discuss the features of an informal conversation.

**For RP:** It may be a good idea for the participants to listen to or role play the two conversations and then talk about formality and informality in telephone conversations. The concept of the register may also be introduced here.

#### **Activity 4**

Here's a business letter. Give the same message through a telephone call.

6<sup>th</sup> May 2008

From  
Senior Purchase Officer,  
Rally's Hotel,  
Bhopal

To  
Flurry's Confectionery  
Bhopal

Dear Sir,

Kindly recall our letter reference No XZ25 dated 10<sup>th</sup> April '08 placing an order for various items of confectionery for 10<sup>th</sup> May, 08.

We would like to cancel the order because the party for which the confectionery was required has been called off.

We're sorry to have given you the trouble, and assure you of continued business dealings with your firm.

Yours sincerely,  
(S. Roy Choudhury)  
Sr. Purchase Officer

It is observed that telephone serves as a medium of communication for formal as well as informal purposes. This requires a lot of training in listening and speaking skills and the techniques involved therein.

Both the speaker and the listener should be careful about:

- i Language
- ii Vocabulary suited for the purpose.
- iii Tone
- iv Alertness in responding.
- v Keep a note of points to discuss on phone (especially in formal situations).

---

## 7.5 LETTERS – INFORMAL AND FORMAL

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In this section we will distinguish between informal and formal letters as well as the different formats in both types of letters.

### Activity 5

Here are two types of letters. Go through them and discuss among yourselves the difference between the two types of letters.

Sector A/45  
Vasant Kunj  
New Delhi – 110 008

17 April, 2008

The General Manager  
Delhi Transport Corporation  
Delhi – 110 054

Dear Sir,

I am a resident of Vasant Kunj, an area rather poorly connected to the rest of the city by buses. The people most affected by this lack of bus service are school children and teachers, who find it difficult to reach a convenient bus stop in time to catch the bus to their schools.

I request the DTC to improve the bus service from this area. Specifically, could you start a direct bus service from Vasant Kunj (touching sectors A & D) to Lajpat Nagar? It would benefit at least 150 school children and teachers.

I hope you will take immediate action to solve our problem.

Sincerely

Reema Kant

15A, University Road  
Sudhir Bose Marg  
Delhi – 110 007

7 April, 2008

Dear Suresh

I have to visit Poona on some official work from 19<sup>th</sup> to 21<sup>st</sup> August. But it will also be a pleasure trip, since I would get to meet you, Meeta and the kids. I must say I'm really looking forward to this 'official' trip!

I'll be taking the Jhelum Express which arrives at Poona at 10 p.m. on 18<sup>th</sup> August. Could you meet me at the station? I'll be staying with you for about three days, if it's not too inconvenient for you.

I hope you're all well. Till we meet....

Yours,

Arun

Have you noticed the difference between the two types of letters? What are they? Talk to your partner and discuss.

Things we should know:

- i In a formal letter you may often write to someone you do not know. It is written in order to make a specific point, and every word in the letter should be relevant to the end which you wish to achieve. In an informal letter, you may dwell on several subjects and your letter may even ramble a bit.
- ii Formal letters aim primarily at conveying information. Informal, personal letters do not seek to convey information in the same sense. They often deal with private thoughts and feelings – topics that are likely to interest the person to whom they are addressed.
- iii Linguistically, there are certain features which one may find mainly in informal writing. For instance, items of vocabulary are often different in informal and formal writing. In informal letters, you will often find expressions which characterize conversation – exclamatory expressions, questions, contracted forms, etc.

Information technology has brought a revolution in the field of communication with the advent of SMS (short message service) and e-mail. Communication has become faster. However, in India most written communication is by post except for a few major cities. Most of the population depends on communication through post. Hence letters are an important medium for communication for personal needs and for official and business purposes. Writing letters to parents, siblings, relatives, friends etc. are so informal that one has total freedom to express one's emotions and feelings depending on how close the person is.

But official or business letters

- Have a definite format
- Use formal language
- Are brief and to the point.

### Activity 6

Now let us look at another letter.

Flat No. 15  
Navjivan Colony  
Mahim  
Bombay – 400 501

11 Feb. 2008

My dear Sunita and Salil,

Just a short note to tell you that we reached home in one piece – and how much we enjoyed staying with you!

This was one of the best vacations we have had in a long time – and you contributed so much to making it so. Thanks a lot for looking after us so well!

The children still keep talking about the picnic at Kempty Falls and the joy they felt while putting on their new swim-suits and splashing around in the water. We're looking forward to the photographs.

It goes without saying that we hope you'll spend the next summer with us. We'll have fun together again.

Renu and the kids send their love.

Yours,

Rajesh

### DISCUSSION IN GROUP

- Who is writing and to whom?
- When had they gone?
- Who is inviting whom?

Let the participants discuss and come up with their observations.

Let us look at another letter.

W-57, South Extension  
Chandigarh – 160 017

July 10, 2008

The Circulation Manager  
Reader's Interest  
Madras – 600 107

**Subject: Change of Residence**

Dear Sir,

I am a subscriber to Reader's Interest. My subscription No. is D2/478. I am writing to inform you that I shall be moving to a new house on 2<sup>nd</sup> July.

My new address will be:

642, Civil Lines  
Chandigarh – 160 019

Please send the future issues of the magazines at my new address. I hope we shall continue to receive them as regularly as we used to.

Sincerely  
Chitra Subramaniam

- Who is writing to whom?
- What does the writer want to convey?
- Discuss the letter in a group and present your answers.

While writing a letter, note the following from the verbal cues

- Who is writing?
- To whom it is addressed?
- What it is about?

Once the students are able to locate this important information they will be able to

- Prepare the format
- Understand the contents

**For RP:** Resource persons may devise as many situations as possible to illustrate the different kinds of letters that are written to different persons/agencies e.g.

- Business letters
- Job application
- Letters to editors
- Letters of invitation
- Letter of thanks
- Reply to letters

The grammar section is primarily for creating awareness which will be useful for editing your written work. Do read it if you are shaky on some aspects of English language.

### Will, Going to, Present Continuous, Simple Present

#### Lead in

A: Where are you spending your holidays?

B: I think we will go to Kullu Manali this year.

A: We're going to the South to Ooty.

B: When are you leaving?

A: Our flight leaves on Thursday at 6 in the morning. It reaches Chennai at about 9 and then we drive down.

#### Will

1 We use *will (or'll) + bare infinitive* to refer to the future when we make an instant or spontaneous decision to do something.

Teacher: We've run out of chalk.

Adit: Ma'am I'll go and get some.

2 We use *will (future)* after *I think* and *I don't think*.

Roshni: I think I'll go home, it's getting dark.

Rohit: I don't think I'll stay either.

3 We use *will* to make predictions.

The world of medicine *will* be very different in 2050.

4 *Will* can also be used to make request, promises, threats and offers of help.

Teacher: *Will* you give me a hand with these books?

Pupil: Of course, I *will* ma'am.

#### Present Continuous

We use the Present Continuous to talk about things we have arranged to do in the future.

What time *are you coming* back?

In the evening; but I'm not *doing* anything special after that. Are you free as well? We could go to the movies.

#### Present Simple

We can use the Present Simple to talk about programmes and timetables which refer to the future.

The President *leaves* for U.K. tomorrow night. He *arrives* at Heathrow at 6.20 in the morning.

**Going to**

1. We use *going to + bare infinitive* to talk about something we intend to do or have already decided to do:

The Nadar group of Schools is *going to* open a new branch in Rampur, U.P., this summer.

2. We can also use *going to* for making firm predictions when there is some concrete evidence that an event will take place.

We should have left much earlier; we are *going to* be late.

**Note:** Often, we can predict future events using either *going to* or *will*. However, *going to* usually suggests that the event will happen soon.

**Activity 7**

A Write a short paragraph of about 10 sentences predicting what India will be like in 2050 AD.

In 2050 India *will* be very different. It will be one of the superpowers...

You may continue or write an entirely different paragraph.

B Your exams have just got over and your holidays have begun. You realize that there are some problems areas in your life which you want to sort out.

Complete the table using *going to* or *will*. The first one is done for you.

<b>Problems</b>	<b>Solutions</b>
1. My English isn't good enough	i) I'm <i>going to</i> read a lot of books this summer.
2. I'm overweight	
3. My room is very untidy.	
4. I tend to ignore my little sister.	
5. I sleep very late in the night	
6. I watch too much T.V.	
7. I don't help in the house at all.	
8. I tend to leave the lights and fans on when I leave the room.	

C Look at the following programme of the President. Write a brief note to the press using the present tense and the present continuous.

Friday, 18th September 2008

<b>Time</b>	<b>Programme</b>
5:30 am	Departure for Ahmedabad
7:00 am	Arrival at Airport in Ahmedabad
10:30 am	Inauguration of the largest Hospital in India
12:30 pm	Meet the Chief Minister
3:30 pm	Leave for Delhi

D Some of your friends are going to participate in an inter-school debate. You have asked them what they are going to do to prepare for this event. Write their answers using various tense forms to express action in future.

- a. Rashmi: refer to reference books in the library
- b. Arzina: prepare with mother who is a journalist
- c. Naina: buy a new school uniform
- d. Sunil: sit with my friends and write it together
- e. Ajmal: download information from the Internet

E Read the extracts and complete them with Simple Past and Present Perfect.

got	was	has been	earned
hasn't eaten	brought	loved	started
have been	Had		

Have you ever dreamt of becoming famous at the age of twelve? Well, there are children who \_\_\_\_\_ famous since the age of ten or even younger. Look at Tinku Soni who \_\_\_\_\_ famous as the 'Quickphone' child. He \_\_\_\_\_ over a lakh of rupees last year. Asif Iqbal is also ten and has dreams of becoming famous too. He \_\_\_\_\_ also \_\_\_\_\_ in some T.V. commercials and has a funny story to relate. A year ago he \_\_\_\_\_ a role in a commercial for pizzas. He \_\_\_\_\_ to eat bites of pizza for a thirty second shot: At first he \_\_\_\_\_ thrilled as he \_\_\_\_\_ pizzas. But when the 'T.V. Pizza Man' \_\_\_\_\_ the pizza for the tenth time he \_\_\_\_\_ to feel sick. He now hates pizza and \_\_\_\_\_ one since then.

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## 7.7 PRONUNCIATION: FALLING AND RISING TONE

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We have already seen that words that are important for meaning are generally stressed in a sentence and those that are not important for meaning are weakened and said quickly. Of the words that are stressed or said with extra breath force one word stands out as more prominent than the others because the pitch of the voice either moves from high to low or low to high on that word. The movement of the pitch of the voice from high to low is called the falling tone. A movement of the pitch of the voice from low to high is called the rising tone.

### The Falling Tone

We use the falling tone in:

- i statements
- ii wh-questions
- iii exclamatory sentences
- iv commands
- v tag questions

Listen to the following sentences with the falling tone and repeat each sentence.

- 1 They're ar'riving this ` evening.
- 2 What a 'beautiful ` dress!
- 3 'Where have all the 'pencils ` gone?
- 4 It's 'rather 'hot in ` May, ` isn't it?
- 5 'Draw the ` curtains.
- 6 How ex ` traordinary!
- 7 'Come and 'see me to ` morrow.

### **The Rising Tone**

When we use a **rising tone**, our pitch starts at a lower level and then goes up to a higher level.

- a Yes/No questions
- b *Wh-* questions asked warmly
- c incomplete utterances
- d polite requests

Listen to the following sentences and repeat them. Take care to use the rising tone in each case.

#### **a Yes/No Questions**

A *Yes/No* question is one which can be answered in 'Yes' or 'No'.

- 1 Is 'father at /home?
- 2 Can I 'see the /Dean for a , minute?
- 3 Can you 'buy me an /ice-cream, , mummy?
- 4 Will you 'show me your 'new /atlas?
- 5 Can I 'borrow your /record , player?
- 6 Can you /drive?
- 7 Can you /cook?
- 8 Would it be 'possible to 'spend the /night here?
- 9 Is the 'Ahmedabad Ex'press ar'riving on /time?
- 10 'Is there any re /cording to , day?

#### **b Wh-questions asked warmly**

- 1 'What is your /father?
- 2 'Where do you /live?
- 3 'How is /mother?
- 4 'Where did you 'leave your /book?

- 5 'How ʌold are you?
- 6 'Which is ʌyours?
- 7 'When did you ʌcome?
- 8 'Where are you ʌgoing?
- 9 'Who did you ʌtalk to?

### c Incomplete Utterances

All the examples cited below have two tone-groups each. The end of the first tone-group is marked /. See how the first of the two tone-groups in each sentence is said with a rising tone.

- 1 If you 'go to ʌDelhi/ 'please 'meet my ˘ aunt.
- 2 I 'went to the 'market this ʌmorning / and 'bought a 'lot of ˘ vegetables.
- 3 As 'soon as you 'reach ʌLondon/ 'give this 'letter to the 'High Co'mmissioner.
- 4 When my 'father ʌdied, / I was 'only 'five years ˘ old.
- 5 'If I ʌsee him/ I shall 'give him a 'piece of my ˘ mind.
- 6 The 'moment you are ʌready,/ 'please ˘ phone ˘ me.
- 7 I 'don't mind 'eating ʌanywhere,/ pro'vided the 'place is ˘ clean.
- 8 If you get 'drenched in the ʌrain, / you're 'likely to 'fall ˘ ill.
- 9 I was 'terribly ʌhurt/ when my 'father 'called me a ˘ fool.
- 10 If at 'all it's ʌpossible, / I shall 'meet you at the ˘ station.

### d Polite Requests

- 1 'Pass the ʌsalt.
- 2 'Close that ʌwindow.
- 3 'Lend me a ru ʌpee.
- 4 'Shut the ʌdoor.
- 5 'Please 'carry my ʌbag.
- 6 'Buy me some ʌflowers.
- 7 'Bring some ʌlunch for me.
- 8 'Give me some ʌwater.
- 9 'Fetch me an um ʌbrella.
- 10 'Buy me a 'new ʌpen, ʌ daddy.

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## 7.8 SUMMING UP

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In this Unit, we made you aware of the differences between informal and formal telephone conversation as well as formal and informal letters. In the Grammar section we discussed the various aspects of the future and for the pronunciation task we practiced the falling and rising tone.

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## UNIT 8: PRESENTATION SKILLS

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### *Structure*

- 8.0 Objectives
- 8.1 Warm Up
- 8.2 Reading: Presentation Skills
- 8.3 Grammar: Verbs often Required in Presentations
- 8.4 Language Focus
- 8.5 Listening: Importance of Body Language in Presentations
- 8.6 Speaking: Preparing an Outline of a Presentation
- 8.7 Pronunciation
- 8.8 Study Skills: Visual Aids
- 8.9 Ending the Presentation
- 8.10 Summing Up
- 8.11 Answers

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### 8.0 OBJECTIVES

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After going through this unit you will be able to

- plan and prepare for a presentation;
- formulate action points on effective delivery;
- prepare an outlines of presentations;
- list a variety of verbs used specifically in presentations;
- show the use of signalling, signposting and listing techniques;
- identify/demonstrate the importance of body language in presentations.

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### 8.1 WARM UP

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When you give a presentation, **how** you deliver the information is just as important as **what** you say. Knowing your **subject** well and knowing your **audience** are both very important. But there are other considerations. Here are some of them. What is your opinion on these? Can you add some more to the list?

body language	notes	language
visual aids	humour	length
Confidence	voice	speed



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### 8.2 READING: PRESENTATION SKILLS

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Presentation skills are absolutely essential in almost all work areas. In order to be effective and impressive in your presentations you need to **prepare** the presentation before you actually **deliver** it. Even experts in communication need to plan and prepare their presentations in advance.

#### Activity 1

Look at these tips on Presentation skills and decide whether you would put them in **Preparation** or **Delivery**.

- i If you are not enthusiastic about what you say you cannot expect to generate interest amongst the audience; Adapt to response – don't stick to your plan unnecessarily. If you find that it is not working, alter it to adapt to the audience.
- ii Check room, seating, acoustics, OHT or Computer (depending on what you decide to use).
- iii Vary your tone and pitch. Ensure proper modulation. Everything should not be said with equal amount of stress. Certain things need to be emphasized more than others.
- iv Memorize your introduction. This will help you to sound confident and in control.
- v Try to involve the audience and respond to their reactions.
- vi Keep your sentences short and simple. Use deliberate pauses to punctuate your speech.
- vii Never talk down or up to your audience. Treat them as equals, no matter who they are.
- viii Whenever you make a really important point, pause and let the full significance of what you have said sink in.....before you move on.
- ix Don't put boring tables of figures and long lines of text on the overhead projector and read them out.
- x When showing a visual, keep quiet and give people time to take it in.
- xi Welcome questions from your audience. When members of your audience ask you a question, it is usually because they have a genuine interest in what you are saying and want to know more. Treat questions as an opportunity to get your message across better.
- xii Know the size and the knowledge level of your audience. You must not tell them what they already know.
- xiii Be clear about the purpose of your presentation – is it to inform or to persuade.
- xiv Key ideas should be emphasized – you must ensure that the importance of your key points is not lost because of over-emphasis on sub points.
- xv Don't cram – if you have a lot of information to give you could consider giving some of it through handouts rather than cram all of it into your presentation.
- xvi You must present an outline in the beginning of your presentation so that your audience knows how your presentation is structured. This should be well prepared in advance.

- xvii Rehearse your presentation in order to time it, and to become familiar with names and figures as well as any complex information you need to give to the audience.
- xviii Pay attention to your body language: eye contact; gestures; posture; movement.

<b>Preparation</b>	<b>Delivery</b>
ii) Check room, seating etc.	i) Be enthusiastic

Now check your chart with the Answer key.

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### **8.3 GRAMMAR: VERBS OFTEN REQUIRED IN PRESENTATIONS**

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**The grammar section is primarily for creating awareness which will be useful for editing your written work. Do read it if you are shaky on some aspects of English language.**

#### **Outlining Your Presentation**

It is important to present an outline of your presentation at the very beginning. This helps the audience to understand how you have structured your presentation. A presentation will be much clearer to the audience if the structure is clearly signalled.

The use of a variety of **presentation verbs** can help you to present the outline clearly, specifically and effectively.

#### **Activity 2**

Here are some verbs often required in presentations. Can you complete the outlines of the presentations below by inserting suitable verbs from the box? You may need to use some of these twice.

talking	discuss	outline	filling	sharing
bring	highlight	tell	report	start
go on to				

- i Good morning everyone. I am Aditya Sen. This morning I am going to be \_\_\_\_\_ to you about the Adult Education project taken up by our Institution. So I'll begin by \_\_\_\_\_ you in on the background of the project and then I'll \_\_\_\_\_ you up to date on the progress of the project. I'll go on to \_\_\_\_\_ what I see as the main achievements of the project.

Next I will \_\_\_\_\_ our plans for further extension of the project. In the end I will \_\_\_\_\_ you how you can become a part of this project. Please feel free to interrupt me anytime with any questions you might want to ask.

ii Good afternoon ladies and gentlemen. I am here to \_\_\_\_\_ on the results of the class X and class XII in the western zone. I will \_\_\_\_\_ with Mumbai which has the largest student population in the west. I will then \_\_\_\_\_ to Jaipur and Ahemdabad in that order.

After \_\_\_\_\_ with you information on the data collected from these cities, I will \_\_\_\_\_ in depth the implications of the results. My presentation will be followed by an open discussion on the student performance in the western zone.

**Here are some more ways of signalling the structure of your presentation. Pay particular attention to the verbs in bold.**

**Introduction**

**Greeting** Good morning ladies and gentlemen / everyone.....  
**Topic** I'd like to **talk** to you about.....  
 I'd like to **say** a few words about.....  
 I'm here to **make** a presentation on.....  
 This morning I'm going to be **talking** to you about / telling you about / **showing** you / **reporting** / taking a look at.....

**Outline** I'll be **dealing** with three areas.  
 I've divided my talk into.....  
 So I'll start off by **filling** you in on the background to / **bringing** you up-to-date on / **giving** you an overview of/ **making** a few observations about / outlining..... and then I'll go on to **discuss** in more depth / **highlight** what I see as the main / **make** detailed recommendations regarding.....  
 I **will conclude** with..... / **I will end** my presentation with..... / At the end of my presentation I **will invite** you to ask me any questions that you may have.

**Activity 3**

Join the words in A with the phrases in B to make complete sense:

- | A                 | B                     |
|-------------------|-----------------------|
| i reporting       | a you in              |
| ii filling        | b you up to date      |
| iii bringing      | c in more depth       |
| iv discuss        | d the implications of |
| v talking         | e a look at           |
| vi taking         | f on the results of   |
| vii understanding | g you through         |

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## 8.4 LANGUAGE FOCUS

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### Signposting

Signposts help to guide the audience through a presentation. Look at the phrases given below. These will help you to guide your audience through a presentation.

to move on	to go back	to summarize
to expand on	to recap	to turn to
to digress	to conclude	to elaborate on
to illustrate		

### Activity 4

Choose one of the signpost expressions from above for the following situations:

- |      |  |         |
|------|--|---------|
| i    | When you want to make your next point                  | To..... |
| ii   | When you want to change direction                      | To..... |
| iii  | When you want to refer to an earlier point             | To..... |
| iv   | When you want to repeat the main points                | To..... |
| v    | When you want to give a wider perspective              | To..... |
| vi   | When you want to give an example                       | To..... |
| vii  | When you want to do a deeper analysis                  | To..... |
| viii | When you just want to give the basic points once again | To..... |
| ix   | When you want to deviate from your plan                | To..... |
| x    | When you want to finish your talk                      | To..... |

### More Signposting

Here are some more helpful signposts which you could use in the middle stage of your presentations.

<b>Showing steps</b>	First of all let's look at.....
	Then.....
	Next.....
	Lastly.....

Visuals too are included in the middle of a presentation. In another section we shall discuss ways to present them:

### Using Visuals

Visuals like bar graphs, line graphs, pie charts, pictograms, maps, photographs, charts, PowerPoint slides are commonly used in presentations to present statistical information or to make comparisons.

**Introducing a visual** I'd like to show you.....  
Have a look at this.....  
This graph shows / represents.....  
Here we can see.....  
Let's look at this.....  
As you can see in this graph / table.....

**Comparisons** This compares  $x$  with  $y$   
Let's compare the.....  
Here you see a comparison between.....

**Conclusion** And here is some language input for the end of your presentation

**Closing** Finally, to sum up.....  
I'd like to sum up now.....  
That concludes my presentation.  
To conclude.....

### **Questions / Discussion**

At the end of a presentation you are required to invite the audience to ask any questions that they may like to ask. Alternatively you could also permit them to ask questions whenever they want in the course of your presentation. This has to be told to them in the very beginning.

**Inviting questions** Are there any questions?  
If there are any questions I'll be glad to try to answer them.  
I'll be glad to answer any questions you may have.  
Now we could have a discussion on.....

### **Activity 5**

Cross out the words in italics which are not suitable in these extracts from presentations:

- i I would like to begin with *a preview / an introduction / an outline* of the main points of my talk.
- ii The first thing I'll be *saying / telling / talking* about is why we need to change our ways of making lesson plans.
- iii I will then go on to *inform / share / confide* with you some of the viewpoints of our senior teachers.

- iv If we could just *draw / focus / attract* our attention on the major benefits of the new ways of making lesson plans.
- v I would like to *inform / state / assure* at the very beginning that this is just a proposal and not a decision.
- vi But we do need to seriously *ask / address / answer* the question of how we are going to make more effective lesson plans and implement them.
- vii I will be glad to *call / answer / invite* any questions that you may have at the end of the presentation.
- viii Please feel free to *interrupt / ask / enquire* me with any questions you may have in the course of the presentation.

---

## **8.5 LISTENING: IMPORTANCE OF BODY LANGUAGE IN PRESENTATIONS**

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### **Activity 6**

- 1 You will now hear some tips on the importance of Body Language in Presentations. Listen to the audio and match the two columns:

Slouching	Shows that you are friendly and approachable
Eye contact	Helps you to be more clear and effective
Smile	Make for better understanding
Gestures	Shows disinterest
Posture	Enhances the comfort level of the audience
Proximity	Helps counter boredom
Variation in voice	Signals interest in others

Can you explain what the speaker means by:

- i smiling is contagious
- ii invading other's space

Consult the Answer Key and compare your answer.

- 2a Listen to the beginning of a presentation on the introduction of a new course in Cinematics. Do you think it is a good introduction?
- b Now listen to the beginning of another presentation on the same topic. Which one is better and why?

Compare your analysis with the one given in the Answer Key.

---

## 8.6 SPEAKING: PREPARING AN OUTLINE OF A PRESENTATION

---

### Activity 7

Get into groups and prepare a presentation on any one of the topics given below.

- i Your town / city
- ii Television as a source of education
- iii Your favourite book / magazine

**For RP:** change topic according to interest of the participants.

---

## 8.7 PRONUNCIATION

---

### Activity 8

Here are some words that are commonly used for presentations. Mark the stressed syllable in these words and speak them out aloud. The first is done for you as example. Now listen to the audio recording and check your pronunciation. You may also refer to a good dictionary for the correct stressed syllable.

- 1 presen'tation
- 2 recommendation
- 3 expansion
- 4 supervision
- 5 efficient
- 6 sufficient
- 7 strategic
- 8 systematic
- 9 analytical
- 10 economical
- 11 typical
- 12 experience
- 13 inconvenience
- 14 potential
- 15 commercial
- 16 individual
- 17 essential
- 18 gradual
- 19 actual
- 20 responsibility
- 21 incredible
- 22 impossible
- 23 diversify
- 24 obvious
- 25 spontaneous

## 8.8 STUDY SKILLS: VISUAL AIDS

### Using Visual Aids



A variety of visual aids like flip charts, line graphs, bar graphs, pie charts, pictograms, maps, tables, diagrams, photographs, etc. can be used for presentations. Visual aids are commonly used in presentations to present information which is complex or statistical in nature.

Visual aids can make a presentation more interesting and easier to understand. They also help you to cut down on the amount of talking you have to do.

However, you must ensure that your visuals are relevant, appropriate and clear. You must never overload them with information. Effective presenters introduce and highlight visual information briefly and clearly, making sure they allow their audience time to absorb the information.

Use visuals to reinforce and clarify, and not to overwhelm the audience.

Here is a sample of a visual commonly used for presentations. In order to be able to talk about it you need language which is specifically used to describe visuals.

Let us recap the useful expressions for introducing visuals and apply them to the given visuals. The expressions are highlighted in bold. In addition, you will also be introduced to some more formulaic language useful for describing visuals.

### Table 1

**Have a look at** the following table. It shows the number of students enrolled for our different courses in the last five years. **As you** will notice the demand for our.....

Courses	1999	2000	2001	2002	2003
General English	200	180	160	100	50
Business English	35	80	140	140	210
English for Information Technology	20	60	150	80	60
English for the Hotel Industry	40	45	35	45	50

### Activity 9

How would you talk about the visual given in Table 1? Practice and record your presentation. Now listen to the sample tape script.

Listen to the tape script again and write down the terms used to describe trends in the graph.

---

## **8.9 ENDING THE PRESENTATION**

---

### **Summaries and Conclusions**

#### **Make sure you summarize:**

A summary restates the main points and emphasizes what the audience must remember. It should be brief and must not contain any new information.

#### **Create an Effective Conclusion:**

Don't just present data or summarized results and leave the audience to draw its own conclusions.

You need to state the logical consequences of what you have said. The conclusion may often contain recommendations. However, the conclusion must also be brief.

Read the two texts that follow: 1 is the summary and 2 is the conclusion. In the summary we highlight the salient points, while in the conclusion we give recommendations.

<p>1 I'd like to end by emphasizing the main points.</p> <ul style="list-style-type: none"><li>• Contrary to our expectations our students are not performing better.....</li><li>• This is mainly due to our inability to improve teaching methods....</li><li>• The students from rural areas faced various difficulties in overcoming cultural and communication barriers</li></ul>	<p>2 So what do we conclude from this?</p> <ul style="list-style-type: none"><li>• We must have specific training in communication skills especially in English.</li><li>• We must use an eclectic approach in teaching English.</li><li>• Encourage all groups of students to interact and visit each other's homes.</li></ul>
--	---

### **Questions / Discussion**



During a presentation you are required to give the audience a chance to ask questions. Your policy on questions must be stated right at the outset. While presenting the outline you should let the audience know whether they can interrupt you with questions in the course of the presentations or you would like them to ask questions at the end of your presentation. Alternatively you can invite the audience to a discussion.

Remember that when members of the audience ask you questions, it means that they have a genuine interest in what you are saying and want to know more. Treat this as an opportunity to get your message across better.

Here are some helpful clues for handling questions:

- try to anticipate questions and prepare responses in advance
- rehearse answers to difficult questions
- listen very carefully – avoid the temptation to interrupt
- make sure you understand the question - paraphrase it, if necessary; repeat it, if needed
- give yourself time to think
- **be Honest:** if you can't answer the question, say so
- keep control over the audience and don't allow any chaos
- ensure that you entertain only relevant questions
- keep a lookout for time – don't allow the question / discussion session to linger interminably
- **be polite**
- don't forget to thank the audience at the end

**Activity 10**

Here are possible ways of dealing with some of the situations mentioned in the clues above. Can you match these with the appropriate clues? Confirm your answers by looking at the Answer Key.

- i If I understood you correctly, you want to know whether this method of working has been used by any other school. Is that correct?  
.....  
.....
- ii I'm afraid I don't see the connection.  
.....  
.....
- iii To be honest, I don't have that information with me.  
.....  
.....
- iv Can we ensure that we speak one at a time please?  
.....  
.....
- v I'm afraid that's all we have time for today.  
.....  
.....
- vi Thank you for coming and for being such enthusiastic participants.  
.....  
.....

---

## 8.10 SUMMING UP

---

In this unit we have introduced you to Presentation Skills in terms of:

- how to prepare for presentations
- how to deliver effective presentations
- some linguistic skills for introducing a presentation, signposting, using visuals and concluding.

We have also dwelt on Body language, which is very important when making a Presentation.

---

## 8.11 ANSWERS

---

### Activity 1

**Preparation** ii, iv, ix, xii, xiii, xv, xvi, xvii.

**Delivery** i, iii, v, vi, vii, viii, x, xi, xiv, xviii

### Activity 2

The answers are given in bold print.

- i Good morning everyone. I am Aditya Sen. This morning I am going to be **talking** to you about the Adult Education project taken up by our Institution. So I'll begin by **filling** you in on the background of the project and then I'll **bring** you up to date on the progress of the project. I'll go on to **highlight** what I see as the main achievements of the project.

Next I will **outline** our plans for further extension of the project. In the end I will **tell** you how you can become a part of this project. Please feel free to interrupt me anytime with any questions you might want to ask.

- ii Good afternoon ladies and gentlemen. I am here to **report** on the results of the class X and class XII in the western zone. I will **begin** with Mumbai which has the largest student population in the west. I will then **go on** to Jaipur and Ahemdabad in that order.

After **sharing** with you information on the data collected from these cities, I will **discuss** in depth the implications of the results. My presentation will be followed by an open discussion on the student performance in the western zone.

### Activity 3

- |     |               |   |                     |
|-----|---------------|---|---------------------|
| i   | reporting     | f | on the results of   |
| ii  | filling       | a | you in              |
| iii | bringing      | b | you up to date      |
| iv  | discuss       | c | in more depth       |
| v   | talking       | g | you through         |
| vi  | taking        | e | a look at           |
| vii | understanding | d | the implications of |

#### Activity 4

**Signpost** expressions:

i	When you want to make your next point	To move on to
ii	When you want to change direction	To turn to
iii	When you want to refer to an earlier point	To go back to
iv	When you want to recall the main points	To recap
v	When you want to give a wider perspective	To expand on
vi	When you want to give an example	To illustrate
vii	When you want to do a deeper analysis	To elaborate on
viii	When you just want to give the basic points once again	To summarize
ix	When you want to deviate from your plan	To digress
x	When you want to finish your talk	To conclude

#### Activity 5

The suitable options are underlined for you.

- i I would like to begin with a *preview* / *an introduction* / **an outline** of the main points of my talk.
- ii The first thing I'll be *saying* / *telling* / **talking** about is why we need to change our ways of making lesson plans.
- iii I will then go on to *inform* / **share** / confide with you some of the viewpoints of our senior teachers.
- iv If we could just *draw* / **focus** / attract our attention on the major benefits of the new ways of making lesson plans.
- v I would like to *inform* / **state** / assure at the very beginning that this is just a proposal and not a decision.
- vi But we do need to seriously *ask* / **address** / answer the question of how we are going to make more effective lesson plans and implement them.
- vii I will be glad to *call* / *answer* / **invite** any questions that you may have at the end of the presentation.
- viii Please feel free to **interrupt** / *ask* / *enquire* me with any questions you may have in the course of the presentation.

#### Listening

##### Tape script The Body

Your body communicates different impressions to the audience. People not only listen to you, they also watch you. Slouching tells them you are indifferent or you do not care...even though you might care a great deal! On the other hand, displaying good posture tells your audience that you know what you are doing and you care deeply about it. Also, a good posture helps you to speak more clearly and effectively.

Now let us turn to eye contact. This helps to regulate the flow of communication. It signals interest in others and increases the speaker's credibility. Speakers who make eye contact open the flow of communication and convey interest, concern, warmth, and credibility.

Facial expressions are equally important. Smiling is a powerful cue that transmits happiness, friendliness, warmth, and liking. So, if you smile frequently you will be perceived as more likable, friendly, warm, and approachable. Smiling is often contagious and others will react favorably. They will be more comfortable around you and will want to listen to you more.

If you fail to gesture while speaking, you may be perceived as boring and stiff. A lively speaking style captures attention, makes the material more interesting, and facilitates understanding.

Attention to posture and body orientation are essential. You communicate numerous messages by the way you talk and move. Standing erect and leaning forward communicates that you are approachable, receptive, and friendly. Interpersonal closeness results when you and your audience face each other. Speaking with your back turned or looking at the floor or ceiling should be avoided as it communicates disinterest.

Now what about the space we keep from the audience? Notions of proximity vary with cultures. Cultural norms dictate a comfortable distance for interaction with others. You should look for signals of discomfort caused by invading other's space. Some of these are: rocking, leg swinging, tapping, and gaze aversion. Typically, in large rooms, space invasion is not a problem. In most instances there is too much distance. To counteract this, move around the room to increase interaction with your audience. Increasing the proximity enables you to make better eye contact and increases the opportunities for others to speak.

One of the major criticisms of speakers is that they speak in a monotone. Listeners perceive this type of speaker as boring and dull. People report that they learn less and lose interest more quickly when listening to those who have not learned to modulate their voices.

Adopted from Source: [www.nwlink.com](http://www.nwlink.com)

**Activity 6**

1

Slouching	shows disinterest
Eye contact	interest in others
Smile	shows that you are friendly & approachable
Gestures	make for better understanding
Posture	helps you to be more clear and effective
The right proximity	enhances the comfort level of the audience
Variation in voice	helps counter boredom

**i smiling is contagious**

When you smile at somebody, chances are that he / she will smile back at you. A smile spreads happiness around you as it makes others smile in response.

**ii invading other's space**

Getting so close to somebody that he /she becomes uncomfortable because of your nearness and feels that his / her privacy is being invaded.

**Tape script**

a Good morning ladies and gentlemen. I'm glad you are here to listen to me. I'd like to talk to you about our new course in Cinematics. I'm sure you will find the course relevant and interesting. It is very much in demand these days and I'm here to tell you all about it – who can join it and what you can do after a course like this. There are lots of places you can work in after learning Cinematics, but of course I won't have time enough to tell you about all of them. You can also ask me questions about the course if you want.

b Good morning ladies and gentlemen. Thanks for being here. This morning I'm going to be talking to you about a new course we have launched in Cinematics.

I'll begin by explaining what Cinematics is. I will then go on to highlight the relevance and scope of Cinematics. Next I will outline the kind of skills that the course could help you to develop. I will conclude by filling you in on information about eligibility and requirements for the course.

You are free to ask me any questions you may have, at the end of my presentation.

**Course in Cinematics**

The second outline is better because it has a clear structure. The speaker states exactly the order in which he / she will be dealing with the topic, making appropriate use of presentation verbs and connectives. He/she also states his/her policy on questions – the speaker would not like to be disturbed with questions during the course of the presentation and this is made clear at the very beginning.

**Activity 7**

**Given below are two outlines:**

**Television as a source of information and entertainment**

Good morning ladies and gentlemen. This morning I'm here to talk about the importance of television as a source of information and education. I will begin my talk with giving an overview of the popularity of television as a means of communication.

I will then go on to outline the areas in which it provides invaluable information. Next I will emphasize upon the importance of television as a popular and affordable source of education and entertainment for all age groups.

My presentation will last for 10 minutes. I will be glad to answer any questions that you may have at the end of my presentation.

### **My Favourite Magazine**

Hello friends. I'd like to say a few words about My Favourite Magazine. I've divided my talk into three parts. Firstly, I will begin by telling you which is my favourite magazine. Secondly, I will highlight the main features of the magazine. In the end I will tell you why I prefer this magazine to other magazines. I will invite you to ask me any questions you may have at the end of my talk.

*Note: The second outline is more informal than the first one. This may be used when you make a presentation before an audience where you do not need to be too formal.*

### **Activity 8**

- 1 presen' tation
- 2 recommen' dation
- 3 ex' pansion
- 4 super' vision
- 5 e' fficient
- 6 su' fficient
- 7 stra' tegic
- 8 syste' matic
- 9 ana' lytical
- 10 eco' nomical
- 11 ' typical
- 12 ex' perience
- 13 incon' venience
- 14 po' tential
- 15 co' mmercial
- 16 indi' vidual
- 17 ' essential
- 18 ' gradual
- 19 ' actual
- 20 responsi' bility
- 21 in' credible
- 22 im' possible
- 23 di' versify
- 24 ' obvious
- 25 spon' taneous

### **Activity 9**

As you will notice the demand for our Business English courses has seen a quick and phenomenal rise in the five years. On the other hand, the registration for our General English course which was the most popular in 1999 has declined dramatically to 1/4<sup>th</sup> by 2003. The English for Information Technology which peaked at 140 in 2001 has declined surprisingly. This is amazing because the number of students enrolling for the IT courses is on the rise. We must see how we can promote this course more aggressively. The number of candidates for the Hotel Industry course has been fluctuating between 40 and 50 in the last five years. In keeping with these trends.....(*fade out*).

**Activity 10**

- i If I understood you correctly, you want to know whether this method of working has been used by any other school. Is that correct?  
Answer: make sure you understand the question – paraphrase, it if necessary; repeat it, if needed.
- ii I'm afraid I don't see the connection.  
Answer: Ensure that you entertain only relevant questions.
- iii To be honest, I don't have that information with me.  
Answer: Be Honest: if you can't answer the question, say so.
- iv Can we ensure that we speak one at a time please?  
Answer: Keep control over the audience and don't allow any chaos.
- v I'm afraid that's all we have time for today.  
Answer: Keep a lookout for time – don't allow the question /discussion session to linger interminably.
- vi Thank you for coming and for being such enthusiastic participants.  
Answer: Don't forget to thank the audience at the end.

## **ACKNOWLEDGEMENTS**

Every attempt has been made to trace the copyright holders of materials reproduced in this book. Should any infringement have occurred, IGNOU apologizes and will be pleased to make necessary corrections in future editions of this book.

## **About the Module**

Welcome to the programme on Communication Skills in English. In the course of these 10 days, we will be attempting some of the activities in this course material, but there will be many more tasks that we will do together.

As teachers of English, we are always striving to improve our English, so that we can be better role models for our students. For this purpose, we watch appropriate T.V. programmes in English, read fiction and non-fiction, consult dictionaries and thesaurus and we also sometimes attend training programmes which would help us gain greater facility in English as well as be better teachers.

The question that you might ask is – after this 10 days programme – will I be able to speak and write correctly and fluently? Your concerns are valid and the truth is that this is merely an awareness raising programme so that you can on your own develop the skills to improve your English.

Our aim while producing this programme is to help you use language skills in real life situations, expressing concerns about social issues which beset our society. While we will often be concentrating on a particular skill, essentially we are following an integrative approach where more than one skill is used.

The grammar sections are there to help you write correctly and with accuracy. This will, in fact, teach you the skill of editing. For the listening and speaking skills there is a audio recording that you must listen to and when instructed repeat after your teacher. This will improve your stress, intonation as well as your general pronunciation. It will aid in making you fluent in the language and improve your confidence greatly.

We hope you enjoy the Course and find it useful.

We would be very happy to get feedback from you so that we can improve it for other sessions.

**Prof. Anju Sahgal Gupta**  
**School of Humanities**  
**IGNOU, New Delhi**

# **MODULE ON COMMUNICATION SKILLS IN ENGLISH**

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