



GOVERNMENT OF TAMIL NADU

**DIPLOMA COURSE IN
ENGINEERING & TECHNOLOGY**

COMMUNICATIVE ENGLISH – I

FIRST SEMESTER

**A publication under Government of Tamilnadu
Distribution of Free Text book Programme
(NOT FOR SALE)**

**Untouchability is a sin
Untouchability is a crime
Untouchability is inhuman**

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GOVERNMENT OF TAMILNADU**

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Government of Tamil Nadu

First Edition - 2024

(Published Under Regulation 2023)

Content Creation

Directorate of Technical Education
© DOTE 2024
<https://dte.tn.gov.in/>

Printing & Publishing

This book has been printed on 60 G.S.M. paper.
Printed by web offset at:

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THE NATIONAL ANTHEM FULL VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata
Punjaba-Sindhu-Gujarata-Maratha-
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-jaladhi-taranga
Tava Subha name jage, TavaSubhaasisa mage,
Gahe tava jaya-gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya jaya he.

-Rabindranath Tagore

SHORT VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya jaya he.

AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

Thou art the ruler of the minds of all people,
Thou dispenser of India's destiny.
Thy name rouses the hearts of the Punjab, Sind,
Gujarat and Maratha, of Dravida, Orissa and Bengal
It echoes in the hills of the Vindhyas and Himalayas,
mingles in the music of the Yamuna and Ganges
and is chanted by the waves of the Indian Sea.
They pray for Thy blessings and sing Thy praise
The saving of all people waits in Thy hand,
Thou dispenser of India's destiny.
Victory. Victory, Victory to Thee





THE NATIONAL INTEGRATION PLEDGE

“I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation.”

“I further affirm that I shall never resort to violence and that all differences and disputes relating to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means.”

INVOCATION TO GODDESS TAMIL

Bharat is like the face beautiful of Earth clad in wavy seas;
Deccan is her brow crescent-like on which the fragrant ‘Tilak’ is the blessed
Dravidian land.
Like the fragrance of that ‘Tilak’ plunging the world in joy supreme reigns
Goddess Tamil with
renown spread far and wide.
Praise unto You, Goddess Tamil, whose majestic youthfulness, inspires awe and
ecstasy





PREFACE

The language experts have framed the curriculum catering to the requirements of the diploma level students to learn the language. They have also introduced a graded framework of syllabus focussing on the Listening, Speaking, Reading, and Writing Skills.

A novel method of presentation has been so devised as to correlate the teaching of literature, grammar, and composition with the LSRW skills. Communicative skills are important at the workplace, and the manifestation of technical knowledge depends upon the individual's good communicative skills.

For strengthening the language skills and to improve the effective communicative skills, the curriculum has been prepared meticulously, making this book reader-friendly.

The practice modules related to LSRW skills would improve the reading skills of the learners, their comprehending ability enhancing the vocabulary and writing skills.

This book will prove to be a good resource material for the learners and will provide special guidance for acquiring accuracy in the competency of the language.

The new method of the curriculum presentation will make the study of language delightful, appealing, interesting, and enjoyable to the learners for a successful career path ahead.

- AUTHORS

COMMUNICATIVE ENGLISH - I

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SYLLABUS

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Practicum					

Introduction:

Language is a means of self-expression and one of the prime tools of communication. Communicative fluency augments one's personal, academic, social and professional life. The present syllabus, focuses on four Communication Skills, viz. Listening, Speaking, Reading and Writing, enables the students at the Diploma level to gain confidence and fluency in communication which in turn would enhance them to face their career commitments with globalized standards.

Course Objectives: The objective of this course is to enable the student to -

1. Use English confidently for practical purposes across the curriculum.
2. Express ideas in clear and grammatically correct usage
3. Plan, organize and present ideas coherently using cohesive devices.
4. Analyze, interpret, infer and evaluate ideas and respond appropriately.
5. Enable learners to communicate effectively and appropriately in real-life situations.

Course Outcomes:

After the successful completion of this course, the students will be able to

- CO 1:** Apply spoken English in various contexts, including conversations, lectures, and audio recordings.
- CO 2:** Demonstrate fluently and accurately in spoken English, using appropriate vocabulary & grammar, and engaging in conversations, discussions, and presentations.
- CO 3:** Communicate effectively in English, demonstrating coherence, organization, and clarity in their spoken / written communication.
- CO 4:** Develop critical thinking skills by analyzing and evaluating the information presented in English, expressing opinions, and supporting arguments in a logical and coherent manner.
- CO 5:** Practice the language learning process, identify areas for improvement, and seek opportunities for further language development outside the classroom.

CO/PO Mapping:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1						3	2
CO2						3	2
CO3						3	2
CO4						3	2
CO5						3	2

3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy:

The instructional strategy for Communicative English classes employs a learner-centred and communicative approach that focuses on active student participation and engagement. Here are some key strategies to be followed:

- **Communicative Activities:** Design and facilitate activities that encourage students to actively use the language in meaningful and authentic contexts. This can include role plays, language games, discussions, debates, group projects, and problem-solving tasks.
- **Pair and Group Work:** Incorporate pair and group work opportunities to promote student interaction and collaboration. This allows them to practice and reinforce their language skills through communication with their peers.
- **Authentic Materials:** Utilize authentic materials such as news articles, videos, podcasts, and real-life texts to expose students to genuine language use and cultural contexts. This helps develop their comprehension and critical thinking skills while expanding their vocabulary and cultural awareness.
- **Task-Based Learning:** Implement task-based learning activities where students work on specific tasks or projects that require them to use English for a real-world purpose. This approach fosters language acquisition

through meaningful communication and problem-solving.

- **Language Input and Output Balance:** Ensure a balance between language input (exposure to new vocabulary, grammar structures, and examples) and language output (opportunities for students to produce language). This balance allows students to build both receptive (Listening & Reading) and productive language skills (Speaking & Writing)
- **Use of Technology:** Incorporate technology tools and resources, such as language learning apps, online platforms, interactive multimedia, and virtual communication tools, to enhance engagement and provide additional language practice opportunities.
- **Multimodal Approaches:** Engage students through a variety of modalities, including listening, speaking, reading, and writing, as well as incorporating visual aids, gestures, and real-life examples. This caters to different learning styles and reinforces language learning through multiple channels.
- **Regular Assessment and Reflection:** Incorporate formative and summative assessments to gauge student progress and provide targeted feedback. Encourage students to reflect on their language learning journey, set goals, and actively monitor their own progress.



Unit I	EXPRESSIVE ENGLISH	9 periods
THEORY	'Night of the Scorpion' by Nissim Ezekiel	3 periods
FOCUS ON	Differentiating Open Class Words - (Noun, Verb, Adjective, Adverb) (Based on the poem)	
PRACTICAL	(Lab / Activity)	6 periods
LISTENING	Simple and short poems on NATURE (Selected poems will be given) Identification: Nouns, Adjectives, Rhyming Words	
Ex #1	Listening to poems on NATURE and Identifying Nouns, Adjectives and Rhyming Words Short poems on Nature of 8 – 10 lines to be given. Students will be asked to listen to the audio played / poem read and identify the nouns, adjectives and rhyming words used in the poem. Listening practice is to be given. (To be recorded in the Record Note Book)	
SPEAKING	Word Game (Essential words to be given) (Nouns, Verbs, Adjectives, Adverbs) Oral practice is to be given.	
READING	Tongue Twisters (Selected 20 sentences will be given) Oral practice is to be given.	
WRITING	Academic Letters (Model Letters to be given) Written practice is to be given.	
Unit II	CREATIVE ENGLISH	9 periods
THEORY	'A River' by A.K.Ramanujan	3 periods
FOCUS ON	Usage of Main Verb / Auxiliary Verb/ Modal Verb and Tenses	
PRACTICAL	(Lab / Activity)	6 periods
LISTENING	General simple/short poems on MOTIVATION / SOFT SKILLS (Selected poems will be given) Fill ups: a) Information Gaps b) Main Verbs/Modal Verbs Listening practice is to be given.	
SPEAKING	Useful Expressions (Greetings, Requesting, Asking / Eliciting information, Offering Suggestions / Opinions)	
Ex #2	Speaking - Useful Expressions - Students will be asked to give suitable expressions according to the context given. Speaking practice is to be given (To be recorded in the Record Note Book)	
READING	Comic Strips, Small Conversations. Oral practice is to be given.	
WRITING	Sentence Making using Substitution Table (Based on Tenses) Writing practice is to be given.	



Unit III	EFFECTIVE ENGLISH		9 periods
THEORY	PROSE COMBINED WITH LSRW SKILLS	3 periods	
FOCUS ON	Linkers & Connectives		
PRACTICAL	(Lab / Activity)		
LISTENING	Short Story on Moral Values (Identifying Linkers) Listening practice is to be given.	6 periods	
SPEAKING	Just a Minute Talk (JAM) (Selected Topics can be given) Speaking practice is to be given		
READING	General Paragraph on Moral Values (Selected passages is to be given)		
Ex #3	Reading General Paragraph on Moral Values Students will be asked to read the given passage on Moral Values with proper Stress and Intonation. Reading practice is to be given. (To be recorded in the Record Note Book)		
WRITING	Note Taking/Summarization (Based on the General Paragraph given). Written practice is to be given.		
Unit IV	SITUATIONAL ENGLISH		
THEORY	PROSE COMBINED WITH LSRW SKILLS	3 periods	
FOCUS ON	Spotting the Errors in the given sentences		
PRACTICAL	(Lab / Activity)		
LISTENING	General Conversations Framing Sentences (Based on the words used in the conversation) Listening practice is to be given.	6 periods	
SPEAKING	Introducing Oneself/Others.		
Ex #4	Speaking practice is to be given (To be recorded in the Record Note Book)		
READING	Reading General Paragraphs and identifying main points (Skimming) Reading practice is to be given.		
WRITING	General Paragraph Writing (5 lines) (Hints to be given) Writing practice is to be given.		





Unit V	FUNCTIONAL ENGLISH		9 periods
THEORY	PROSE COMBINED WITH LSRW SKILLS	3 periods	
FOCUS ON	Passive Voice		
PRACTICAL	(Lab / Activity)	6 periods	
LISTENING	General passages related to technology (Comprehension Questions) Listening practice is to be given.		
SPEAKING	Product description Speaking practice is to be given.		
READING	Reading technical passages and identifying specific points (Scanning) (Model passages for reading are to be given) Reading practice is to be given.		
WRITING	Paragraph Writing (6 - 8 lines) Writing with a suitable Topic Sentence, Explanatory Sentences, Examples and using Linking words (TEEL Model)		
Ex #5	Writing paragraph using TEEL model Students will be asked to write a paragraph using the TEEL model of giving the Topic Sentence, Explanatory Sentences, Examples and using Linking words Writing practice is to be given. (To be recorded in the Record Note Book)		
	Total Periods		





Suggested List of Students Activity:

1. **Role Plays:** Assign students different roles or scenarios and have them engage in conversations or situations to practice speaking and listening skills.
2. **Information Gap Activities:** Create activities where students need to exchange information with each other to complete a task or solve a problem. This encourages communication and collaboration.
3. **Descriptive Presentations:** Ask students to give presentations about a specific topic, describing it in detail and using appropriate vocabulary and language structures.
4. **Language Games:** Incorporate language learning games like word puzzles, vocabulary quizzes, charades, or language board games to make learning enjoyable and interactive.
5. **Problem-Solving Tasks:** Provide real-life or hypothetical problems that students must solve through discussion and collaboration. This encourages critical thinking and effective communication.
6. **News Discussions:** Bring in current news articles or videos for students to discuss and express their opinions on various topics.
7. **Collaborative Writing:** Assign group writing tasks where students collaborate to create a story, report, or presentation. This promotes teamwork and helps improve writing skills.
8. **Simulations:** Create simulated scenarios or real-life situations where students must use English to navigate and interact, such as ordering food in a restaurant or booking a hotel room.

Text Books:

1. “Cambridge English Skills: Real Listening and Speaking” by Miles Craven
2. Writing Better English for ESL Learners” by Ed Swick
3. “English Grammar in Use” by Raymond Murphy

Reference:

1. “Practical English Usage” by Michael Swan
2. “Oxford Basics – Simple Reading Activities” by Jill Hadfield, Charles Hadfield
3. “Oxford Basics – Simple Speaking Activities” by Jill Hadfield, Charles Hadfield

Web-based/Online Resources:

1. <https://www.bbc.co.uk/learningenglish/>
2. <https://www.fluentu.com/>
3. <https://www.englishclub.com/>

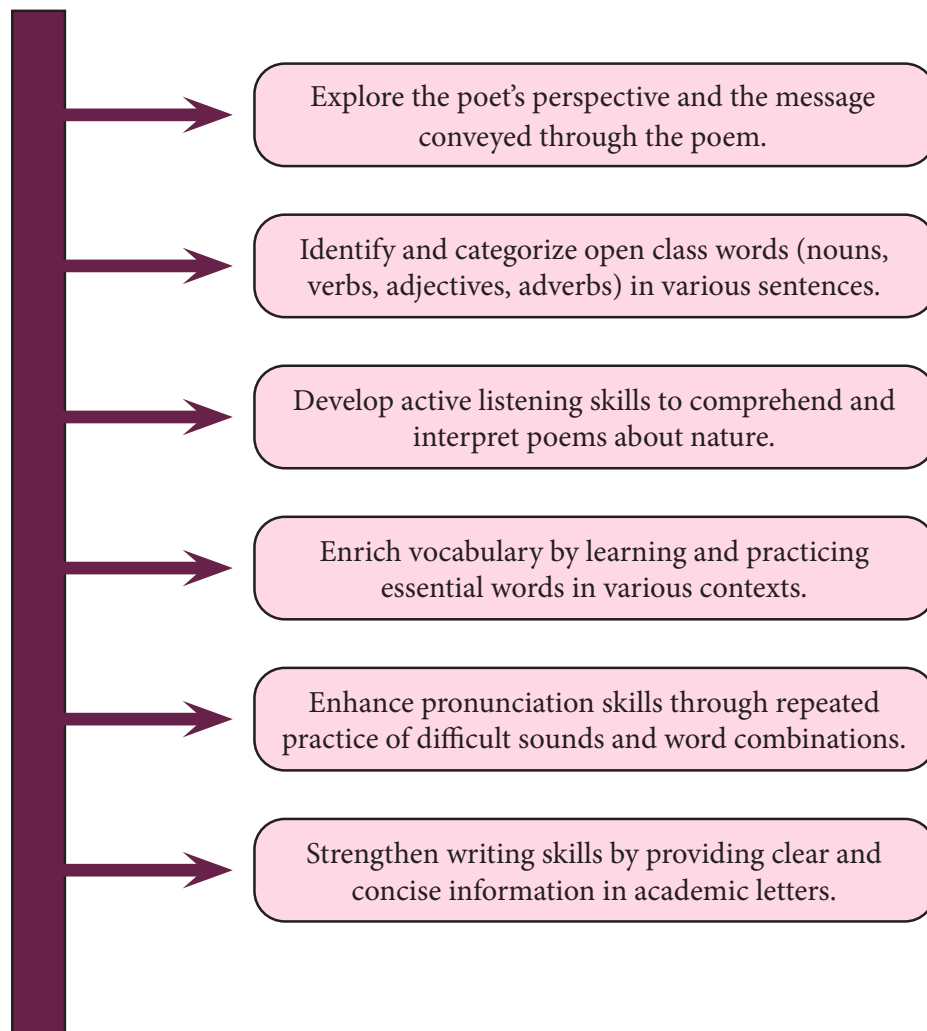
UNIT I

EXPRESSIVE ENGLISH



Learning Objectives:

At the end of this unit, the students shall be able to –





Preparatory Task

Glossary

1. **Scorpion:** A small arachnid with a venomous sting at the end of its tail.
2. **Evil Spirit:** A malevolent supernatural being or force believed to cause harm or misfortune.
3. **Swarm:** A large group of insects or other small creatures, moving together.
4. **Barefoot:** Without wearing any shoes or socks.
5. **Superstition:** Belief in supernatural forces, often leading to irrational or unfounded practices.
6. **Tongs:** Scissor-like tool used for gripping and picking up things.
7. **Diabolic Tail:** Refers to the scorpion's venomous stinger, considered dangerous or evil.
8. **Spectral Glow:** A ghostly or otherworldly light.
9. **Dun-colored:** Having a dull brownish-gray color.
10. **Folk Beliefs:** Traditional beliefs and customs passed down by ordinary people within a culture.
11. **Penance:** An act of self-punishment or suffering to atone for sins or wrongdoing.
12. **Expectant:** Eagerly anticipating or awaiting something.
13. **Unseeing:** Not able to see or perceive; unaware.
14. **Gaze:** A steady, fixed look or stare.
15. **Naked Hillock:** A small, bare hill or mound.
16. **Sorcerer:** A person who practices magic or witchcraft.
17. **Paralyzed:** Unable to move or act.
18. **Ravings:** Incoherent or wild speech, often associated with madness or extreme emotion.
19. **Anklets:** Ornamental bands worn around the ankles.
20. **Indignant:** Feeling anger or annoyance at perceived unfair treatment.





NIGHT OF THE SCORPION

- *Nissim Ezekiel*

I remember the night my mother
was stung by a scorpion. Ten hours
of steady rain had driven him
to crawl beneath a sack of rice.

Parting with his poison - flash
of diabolic tail in the dark room -
he risked the rain again.

The peasants came like swarms of flies
and buzzed the name of God a hundred times
to paralyse the Evil One.

With candles and with lanterns
throwing giant scorpion shadows
on the mud-baked walls
they searched for him: he was not found.
They clicked their tongues.
With every movement that the scorpion made his
poison moved in Mother's blood, they said.

May he sit still, they said
May the sins of your previous birth
be burned away tonight, they said.
May your suffering decrease
the misfortunes of your next birth, they said.
May the sum of all evil
balanced in this unreal world

against the sum of good
become diminished by your pain.
May the poison purify your flesh

of desire, and your spirit of ambition,
they said, and they sat around
on the floor with my mother in the centre,
the peace of understanding on each face.
More candles, more lanterns, more neighbours,
more insects, and the endless rain.
My mother twisted through and through,
groaning on a mat.
My father, skeptic, rationalist,
trying every curse and blessing,
powder, mixture, herb and hybrid.
He even poured a little paraffin
upon the bitten toe and put a match to it.



I watched the flame feeding on my mother.
I watched the holy man perform his rites to tame
the poison with an incantation.
After twenty hours
it lost its sting.

My mother only said
Thank God the scorpion picked on me
And spared my children.



Nissim Ezekiel: An Introduction

Nissim Ezekiel (1924-2004) was a prominent Indian poet, playwright, editor, and art critic. He is considered one of the foundational figures in post-independence Indian English poetry. Born in Bombay (now Mumbai), Ezekiel studied literature in India and later pursued his higher education in London. His poems often explored themes of identity, cultural conflict, spirituality, and the complexities of human relationships. Ezekiel's writing style was characterized by its wit, humor, and keen observations of everyday life, making his poetry accessible to a wide audience.

Summary of the Poem "Night of the Scorpion"

"Night of the Scorpion" is one of Nissim Ezekiel's most famous and widely anthologized poems. The poem presents a vivid and dramatic account of a





night in the poet's childhood when his mother is stung by a scorpion. Set in a rural Indian village, the poem captures the superstitious beliefs and rituals of the villagers, as well as their communal spirit during times of crisis.

The poem is narrated in the first person by the poet himself, who recollects the event with a mix of personal and detached perspectives. The night is described as oppressive, with rain pouring down relentlessly. Suddenly, a scorpion, probably driven by the rain, finds its way into the poet's house.

The villagers rush to help and surround the mother, who is in excruciating pain from the scorpion's sting. They perform various traditional rituals and chants to counter the venom's effects and ward off evil spirits. The poet observes the scene with a sense of detachment, describing the villagers' actions and their beliefs, which he views with a mix of skepticism and wonder.

Despite the intensity of the situation, the poem maintains a tone of irony and humor, often characteristic of Ezekiel's writing. The poet's father is portrayed as a rational man who remains unaffected by the villagers' rituals and continues to focus on practical matters. He uses a burning flame to distract the scorpion and prevent it from attacking others, while the villagers are engrossed in their superstitious practices.

In the end, the poem takes an unexpected turn. The scorpion escapes, and the mother's pain eventually subsides. The villagers interpret this as a positive sign, believing that the scorpion has taken away the mother's sins with it as it left.

"Night of the Scorpion" explores themes of human response to fear, suffering, and the contrast between superstition and rationality. It presents a captivating narrative of a dramatic event in the poet's life and offers insight into the cultural and social aspects of rural India.

Give short answers to the following questions.

1. Who is the central character in the poem?

2. What event occurs in the "Night of the scorpion"?

3. Where does the scorpion sting the mother?

4. How do the villagers respond to the mother's plight?





5. What is the mother's reaction to the scorpion's attack?
6. Why do the villagers use candles and lanterns during the night?
7. What does the poet compare the villagers' emotions to?
8. How long does the mother suffer from the scorpion's sting?
9. What do the villagers believe caused the scorpion's attack?
10. What phrase do the villagers keep repeating during the ordeal?



DIFFERENTIATING OPEN CLASS WORDS

There are hundreds of words in the English language, and each one serves a purpose. Each word has a certain function in a phrase or a sentence. Some words are used to name things, some to combine sentences, and some to demonstrate action. Parts of speech is the umbrella term for all the tasks carried out by words in

the English language. Nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections are the eight different parts of speech in English. A sentence's meaning and intent are strongly influenced by each word that is used.



8 PARTS OF SPEECH

NOUN

A **noun** names a person, place, thing or idea.

Examples

dog, cat, horse, student, teacher, apple, Mary etc.

ADVERB

An **adverb** tells how often, how, when, where. It can describe a verb, an adjective or an adverb.

Examples

loudly, always, never, late, soon etc.

VERB

A **verb** is a word or group of words that describes an action, experience.

Examples

realize, walk, see, look, sing, sit, listen etc.

ADJECTIVE

An **adjective** describes a noun or pronoun.

Examples

red, tall, fat, long, short, blue, beautiful, sour etc.

PREPOSITION

A **preposition** is used before a noun, pronoun, or gerund to show place, time, direction in a sentence.

Examples

at, in, on, about, to, for, from etc.

CONJUNCTION

Conjunctions join words or groups of words in a sentence.

Examples

and, because, yet, therefore, moreover, since, or, so, until, but etc

PRONOUN

Pronouns replace the name of a person, place, thing or idea in a sentence.

Examples

he, she, it, we, they, him, her, this, that etc...

INTERJECTION

Interjections express strong emotion and are often followed by an exclamation point.

Examples

Bravo! Well! Aha!
Hooray! Yeah! Oops!
Phew!

Some word classes are OPEN, which means that additional terms may be included as necessary. For instance, the class of nouns has the potential to be endless due to the fact that it is always growing as a result of new technological advancements, the creation of new goods, and the exploration of novel concepts. For instance, advancements in computer technology in the late 20th century gave rise to numerous new nouns including Internet, website, URL, CD-ROM, email, newsgroup, bitmap, modem, and multimedia. Additionally, new verbs have been used: Right-click, double-click, reboot, download, and upload. Though less frequently, new words can also be added to the adjective and adverb classes to increase their vocabulary.

On the other hand, we never create new conjunctions, prepositions, or determiners. Words like of, the, and but are included in these classes. They are known as CLOSED word classes because they are composed of finite sets of words that are never expanded (even though some of their constituents may undergo long-term spelling changes). Within the open noun class, the pronoun subclass is also closed.

IDENTIFY THE OPEN CLASS WORDS USED IN THE POEM “NIGHT OF THE SCORPION”

To help you choose the nouns from a given poem, here are some tips.

1. **Identify objects and things:** Look for words that represent tangible entities, such as people, places, animals, or physical objects. These are likely to be nouns in the poem.
2. **Look for naming words:** Nouns are often words that give names to people, places, or things. They can be common nouns (e.g., night, eye, flame) or proper nouns (e.g., Scorpion, Sister, Father) that specifically refer to particular entities.
3. **Pay attention to subjects and objects:** Consider the words that act as subjects or objects in sentences. Typically, these words will function as nouns. For example, in the line “The villagers came to thank the father,” “villagers” and “father” are the nouns.
4. **Note descriptive words:** Nouns are often described or modified by adjectives. Look for words that describe or provide more information about the nouns in the poem.



5. **Consider contextual meaning:** Understand the meaning of the poem as a whole and how certain words contribute to the overall message or imagery. If a word represents a specific person, place, or thing in the poem's context, it is likely a noun.

To identify verbs in the poem, follow these tips. You will be able to gain a better understanding of how the poet uses action words to convey the narrative and emotions in the poem.

1. **Recognize Action Words:** Verbs are action words that express what someone or something is doing. Look for words that describe actions, events, or states of being.
2. **Pay Attention to Sentence Structure:** Verbs are often the main elements that determine the structure of a sentence. Look for subject-verb combinations to identify verbs.
3. **Identify Verb Tenses:** Pay attention to the different verb tenses used in the poem, such as present, past, or future. This will help you identify verbs in their various forms.
4. **Look for Helping Verbs:** Helping verbs, also known as auxiliary verbs, accompany the main verb to create different tenses or moods. Examples include "is," "am," "are," "was," "were," "has," "have," "had," etc.
5. **Check for Infinitives:** Infinitives are verb forms that begin with "to," such as "to run," "to sing," or "to dance." They can function as nouns, adjectives, or adverbs in a sentence.
6. **Identify Participles:** Participles are verb forms that end in "-ing" (present participle) or "-ed" (past participle). They can function as adjectives or be part of verb phrases.
7. **Consider Gerunds:** Gerunds are verb forms that end in "-ing" and function as nouns in a sentence. For example, "swimming" in "I enjoy swimming."
8. **Look for Verb Phrases:** Verb phrases consist of a main verb and one or more helping verbs. They help to convey complex actions or events. For example, "will go," "has been singing," or "had been waiting."
9. **Analyze Action Lines:** Focus on lines in the poem where actions are described. Verbs often

appear in these lines, illustrating the events or emotions in the poem.

To identify adjectives in the poem, follow these tips. You will be able to gain a deeper understanding of how the poet uses descriptive language to create vivid imagery in the poem.

1. **Understand the Role of Adjectives:** Adjectives are descriptive words that modify nouns or pronouns, providing more information about them. They describe the quality, size, shape, color, emotion, or other attributes of the noun.
2. **Look for Descriptive Words:** Scan the poem for words that provide additional details about the nouns or pronouns. These words are likely to be adjectives.
3. **Check for Articles:** In English, articles like "a," "an," and "the" often precede adjectives. For example, "the dark night" or "a fierce scorpion."
4. **Identify Comparative or Superlative Forms:** Adjectives often have comparative (-er) or superlative (-est) forms to compare the degree of a quality. For instance, "brighter" or "tallest."
5. **Pay Attention to Suffixes:** Some adjectives have specific suffixes that make them easy to recognize, such as "-ful" (beautiful), "-less" (fearless), "-ous" (courageous), etc.
6. **Analyze Descriptions:** Look for lines in the poem where the poet describes objects, people, or emotions in detail. Adjectives are commonly used in such descriptions.

To identify adverbs in the poems, consider the following tips. You will be able to understand how the poet uses these words to enhance the meaning and description within the poem.

1. **Spot "-ly" Endings:** Many adverbs end in "-ly." Look for words that modify verbs, adjectives, or other adverbs and end in this suffix, such as "quickly," "softly," "happily," etc.
2. **Locate Words Modifying Verbs:** Adverbs often modify verbs, expressing how an action is performed. Identify words that answer questions like "how," "when," "where," or "to what extent" in relation to the verb.



3. **Check for Intensifiers:** Some adverbs intensify the meaning of adjectives or adverbs. Words like “very,” “extremely,” “quite,” “too,” and “so” are examples of such intensifiers.
4. **Look for Adverbs of Time and Frequency:** Adverbs that indicate when an action takes place or how often it occurs can be found in the poem. Examples include “now,” “then,” “soon,” “always,” “often,” “never,” etc.
5. **Identify Adverbs of Place and Direction:** Adverbs that describe the location or direction of an action can be present in the poem. Words like “here,” “there,” “up,” “down,” “near,” and “far” are examples.
6. **Analyze Lines with Descriptive Details:** Adverbs are used to provide more information and detail in the poem. Focus on lines where the poet adds descriptions to events or actions.
7. **Identify Adverbial Phrases:** Adverbial phrases are groups of words that function as adverbs. For instance, “in a hurry,” “at once,” “with care,” etc.
8. **Pay Attention to Comparatives and Superlatives:** Adverbs often have comparative and superlative forms, similar to adjectives. Look for words like “better,” “best,” “more,” “most,” “less,” “least,” etc.
9. **Watch Out for Single-Word Adverbs:** Some adverbs are single words, such as “not,” “here,” “soon,” “then,” etc. Pay attention to their usage in the poem.

PAIR AND GROUP WORK

COMPLETE THE WORD GRID WITH THE OPEN CLASS WORDS FROM THE POEM. SOME ARE ALREADY COMPLETED FOR YOU.

(Please note that the selection and categorization of words as nouns, verbs, adjectives, and adverbs may vary depending on interpretation and context.)

NOUN	VERB	ADJECTIVE	ADVERB
Night	Thanked	Yellow	
Scorpion	Said	Diabolic	Swiftly
Eye	Crawled	Strange	Relentlessly
Sister	Dipped	Intense	
Villagers	Watched		
Lantern			





LISTENING TO POEMS ON NATURE

Listening to poems on nature provides a multitude of emotional, intellectual, and psychological benefits. It offers a means of relaxation, connects us to the natural world, and enriches our understanding of the environment and our place in it. It can offer a range of benefits, including:

- **Relaxation and Stress Relief:** Poems about nature often have a calming and soothing effect. Listening to such poems can help reduce stress, anxiety, and promote relaxation, providing a mental escape from the hustle and bustle of daily life.
- **Connection with Nature:** Nature poems can evoke imagery and sensations related to the natural world. They allow listeners to connect with nature, even if they are not currently in a natural setting, fostering a sense of appreciation and awe for the environment.
- **Enhanced Creativity:** Nature poems often use vivid and imaginative language to describe landscapes, flora, and fauna. Listening to such poetry can stimulate creativity and inspire one's own artistic expressions.
- **Increased Empathy:** Poems about nature often explore the delicate balance of ecosystems and the interdependence of living beings. Listening to these poems can foster empathy and a sense of responsibility towards the environment.
- **Improved Language Skills:** Listening to poems can enhance language comprehension and vocabulary. Exposure to different styles of poetry and figurative language can also improve literary appreciation.

Rhyming words

Rhyming words are words that have the same or similar ending sounds, particularly in their final stressed syllables. They can occur at the end of lines in poetry or at the end of words in regular sentences. Rhyming words are an essential element of poetry and can create a sense of rhythm and musicality in the text. By paying attention to sounds and patterns in words, you can easily identify rhyming words in poetry or regular sentences. Rhymes add a poetic and musical quality to the language, making it more enjoyable to read or listen to.

Here's how to identify rhyming words:

1. **Listen Carefully:** When reading or listening to a poem or text, pay attention to the sounds of the words at the end of each line or sentence. Rhyming words will have similar sounds.
2. **Look for Similar Spellings:** Rhyming words often have the same or similar spellings at their end. For example, words that end in "-at" like "cat," "hat," and "bat" are rhyming words.
3. **Identify Vowel Sounds:** Rhyming words usually have the same vowel sounds in their final stressed syllables, even if the consonants are different. For example, "goat" and "boat" have the same "-oat" sound.

Listen to the short and simple poems on NATURE and identify nouns, adjectives and rhyming words used in the poem and write them against the column provided.

1. In the meadow, flowers bloom,
Sunlight casts a golden gloom.
Birds sing with joyful glee,
Nature's beauty sets us free.



	WRITE YOUR ANSWERS HERE
Nouns	meadow, flowers, sunlight, gloom, birds, glee, Nature's beauty.
Adjectives	golden, joyful.
Rhyming Words	bloom, gloom, glee, free.

2. Autumn leaves in colors bright,
Nature's canvas, pure delight.
Whispers of the breeze so mild,
Nature's charm, forever wild.

	WRITE YOUR ANSWERS HERE
Nouns	leaves, colors, canvas, delight, whispers, breeze, Nature's charm.
Adjectives	autumn, bright, mild, pure, wild
Rhyming Words	bright, delight, mild, wild.

3. Rivers winding, waters flow,
Through the woods, they gently go.
Nature's symphony, soft and sweet,
A melody that can't be beat.

	WRITE YOUR ANSWERS HERE
Nouns	
Adjectives	
Rhyming Words	

4. Mountains tall, reaching high,
Touching clouds in the sky.
Nature's majesty, grand and bold,
A sight to behold, untold.

	WRITE YOUR ANSWERS HERE
Nouns	
Adjectives	
Rhyming Words	





Reading Skills

TONGUE TWISTERS

“Fuzzy Wuzzy was a bear, Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn’t very fuzzy, was he?”

Try articulating this sentence. Is it easy to say? No. Sentences like this are called as Tongue Twisters. Tongue twisters are a great way to practice and improve pronunciation and fluency. A sentence or series of words that is hard to say correctly is called a tongue twister. For the learners of English, tongue twisters are a fun way to work on one or two sounds at a time to get the pronunciation just right. Start by saying the tongue twister slowly, then try to speed up. Once you can say a tongue twister through, try to say it twice or three times in a row for a bigger challenge.

Here are some simple tongue twisters in English:



1. He threw three balls.
2. A really weird rear wheel.
3. A proper copper coffee pot.
4. Red leather, yellow leather.
5. “What ails Alex?” asks Alice.
6. Little Lola Lop licked a lollipop.
7. Twelve twins twirled twelve twigs.
8. Bring the brown baked bread back.
9. A big blue bucket of blue blueberries.
10. She sells sea shells by the sea shore.
11. A cup of proper coffee in a coffee cup.
12. Can an active actor always actually act accurately?
13. I saw a saw that could out saw any other saw I ever saw.
14. Chester Cheetah chews a chunk of cheap cheddar cheese.
15. A box of biscuits, a box of mixed biscuits and biscuit mixer.

16. Hungry Henry hit heavy Harriet over the head with a heavy hammer.
17. How can a clam cram in a clean cream can?
18. Six slippery snails slid slowly seaward.
19. I scream, you scream, we all scream for ice cream!
20. If two witches would watch two watches, which witch would watch which watch?



Writing Skills

ACADEMIC LETTERS

Preparatory Task

Elicit the ways of communications from the student

Encourage them to tell all types of communication

Ask them to tell the types of the letters

ACADEMIC LETTERS

In this technological modern-day life, though we have so many means of communication like telephone, mobile phone, radio, television, Facebook, Twitter, e-mail, WhatsApp etc., to communicate our ideas, none of them can replace letters which are the traditional means of communication.

Letters are the effective messages. Every student should know how to write letters precisely to the point. The students must acquire the art of letter-writing to use them in their day-to-day life both academically and personally. We can see the format for Academic Letters below



Leave Letter

From
Name,
Register No.,
Year,
Name of the institution.

To
The Head of the Department,
Name of the Department,
Name of the institution.

Respected Sir/Madam,

I am suffering from viral fever. So, I could not attend the classes for the next 4 days. Please accept this request and kindly grant me leave from (start date) to (end date).

Thanking you.

Date :
Place :

Yours obediently,
Signature
(Name in capital letters)

Medical Leave Letter

From
Name,
Register No.,
Year,
Name of the institution,
place.

To
The Head of the Department,
Name of the Department,
Name of the institution,
place.

Respected Sir/Madam,

It is respectfully stated that I am running a high fever and doctor diagnosed my condition with malaria. I feel drowsy and going through severe headache and body pain. My doctor has advised me to take bed rest for a week. Hence, I humbly request you to grant me medical leave for a week from (date) to (date). In this regard, I am enclosing herewith the medical certificate issued by the Registered Medical Practitioner for your kind perusal. I hope to recover soon and make up for the lost work.

Thanking you.

ently,
Date :

Yours obedi-
Signature



Asking for a Bona fide Certificate

From
Name,
Register No.,
Year,
Name of the institution.

To
The Principal,
Name of the institution.

Respected Sir/Madam,

Sub. : Bona fide Certificate – Requested – Regarding

I am a student doing I year Diploma in (branch of study) in our institution. As my technical paper has been selected for presentation in the State Level Technical Symposium to be held at (Name) Polytechnic College, Madurai on (date), I humbly request you to issue me a bona fide certificate. I hope that you will gratify my request and issue me the certificate at your earliest.

Thanking you.

Yours obedi-

ently,

Date :

Place :

Signature

(Name in capital letters)

Letter of Apology for Misbehaviour

From
Name,
Register No.,
Year,
Name of the institution.

To
The Principal,
Name of the institution.

Respected Sir/Madam,

Sub.: Letter of Apology

I extend my sincere apologies to your kind office for not following the rules and regulations of our polytechnic college. I understand that my behaviour was inappropriate and I apologize for behaving with my teacher in such a bad manner. I now realize that rules are for the betterment of students and it is a duty of every student to follow them. I promise that this type of bad behaviour and carelessness won't be ever shown again by me. Once again I feel sorry for my behaviour and humbly request you to pardon me.

Thanking you.

Yours obediently,

Signature

(Name in capital letters)

Date :

Place :



Try Yourself:

1. Draft a letter to your Head of the Department requesting him / her to grant leave citing health reasons.
2. Write a letter to your Principal asking him to issue you a bona fide certificate for the purpose of participating in a cultural event organized by another polytechnic college.
3. Draft an apology letter to the Principal of your polytechnic college for your misbehavior at college hostel.
4. Write a letter to the Head of the Institution requesting him / her to issue your Transfer Certificate.

Night of the Scorpion

<https://poemotopia.com/nissim-ezekiel/night-of-the-scorpion/>



Open Class Words

<https://www.lancaster.ac.uk/fass/projects/stylistics/topic2a/3wordclass.htm>



Tongue Twisters

<https://www.engvid.com/english-resource/50-tongue-twisters-improve-pronunciation/>



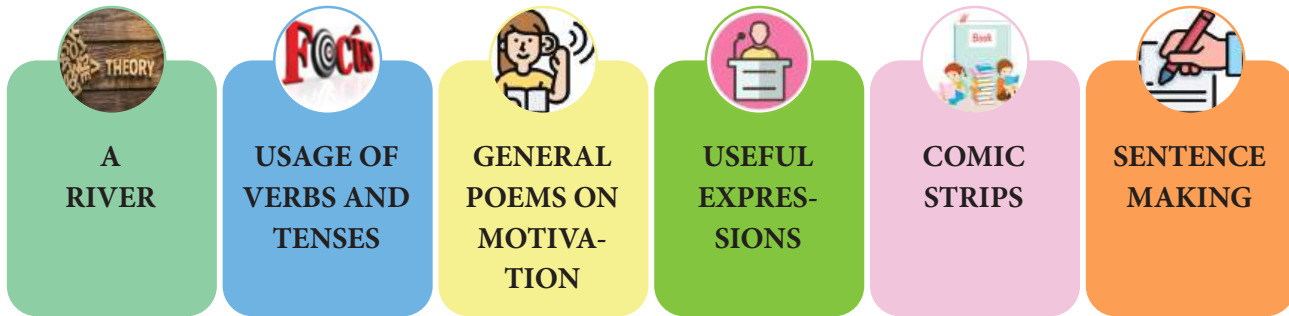
Academic Letters

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



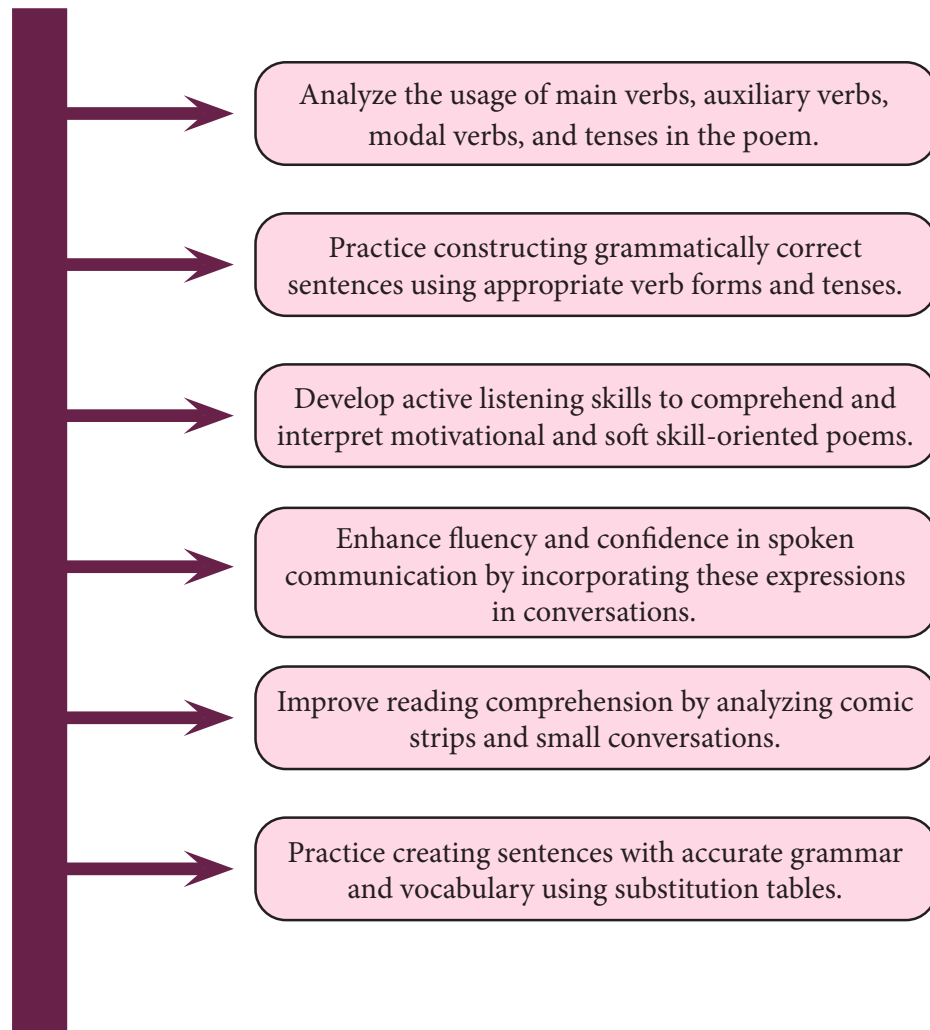
UNIT II

CREATIVE ENGLISH



Learning Objectives:

At the end of this unit, the students shall be able to –





A River by A.K.Ramanujan

In Madurai,
city of temples and poets,
who sang of cities and temples,
every summer
a river dries to a trickle
in the sand,
baring the sand ribs,
straw and women's hair
clogging the water gates
at the rusty bars
under the bridges with patches
of repair all over them
the wet stones glistening like sleepy
crocodiles, the dry ones
shaven water-buffaloes lounging in the sun
The poets only sang of the floods.



He was there for a day
when they had the floods.
People everywhere talked
of the inches rising,
of the precise number of cobbled steps
run over by the water, rising
on the bathing places,
and the way it carried off three village houses,
one pregnant woman
and a couple of cows
named Gopi and Brinda as usual.



The new poets still quoted
the old poets, but no one spoke
in verse
of the pregnant woman
drowned, with perhaps twins in her,
kicking at blank walls
even before birth.

He said:
the river has water enough
to be poetic
about only once a year
and then
it carries away
in the first half-hour
three village houses,
a couple of cows





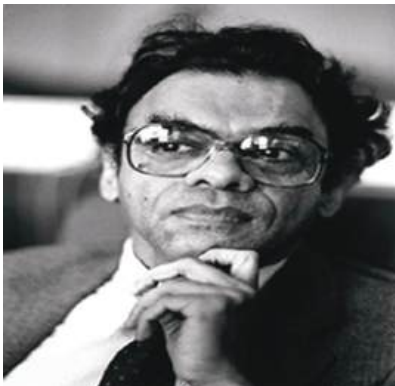
named Gopi and Brinda
and one pregnant woman
expecting identical twins
with no moles on their bodies,
with different coloured diapers
to tell them apart.

SUMMARY

'A River' by A K Rammanujan describes how poets of the past and present have romanticized the Vaigai River in Madurai.

The poem begins with the speaker stating that every year, every poet sings the same songs about flooding, and of the empty riverbed. When it is empty, all its hidden items are exposed. The poets have always sung about this period and the other in which the flood happens. But, they don't show their empathy on the ones who are affected in their poems.

In the next stanzas, the speaker relays the words of the citizens of this area as they describe what happened this year. Houses were washed away, as were two cows and a woman who thought she was pregnant with twins. The speaker derides the old and new poets for not caring enough to look deeper into their environments.



ANNOTATIONS

1. Who sang of cities and temples.....

a. Who sang of the cities and temples?

The poets of old and new sang of the cities and temples.

b. Which city is the poet writing about?

The poet is writing about Madurai.

2. A river dries to a trickle in the sand,

Baring the sand ribs, straw and women's hair.....

a. What happens to the river during summer?

The river dries with a trickle of water flowing, baring the sands dunes formed like that of the human ribs.

b. Mention the ugly sights of the riverbed.

In summer the river is covered with straws and women's hair that clog the rusty water gates. The poor maintenance of the famous Vaigai river is projected here.

3. The wet stones glistening like sleepy crocodiles,
the dry ones

shaven water buffaloes lounging in the sun.....

a. Give the metaphors used for the stones lying on the riverbed.

The wet stones look like the sleepy crocodiles and the dry stones like that of water buffaloes relaxing.

b. How is the poet referring to the river in reality?

The river as the other poets put it gives the beauty of creation whereas A K Ramanujan shows the filth, lack of maintenance, unhealthy environment, and the stark reality of the river.

4. He was there for a day..... named Gopi
and Brinda as usual.

a. Who is 'He' referred to in the second stanza?

He is referred to the poet.



- b. What were the people excited over during the floods?

The people were only excited about the rising level of the water and the number of roughly placed steps submerged at the bathing place.

- c. Were the people of the village worried about the loss of livestock, human and houses?

No, the people were casual when three village houses, a couple of cows and a pregnant woman were washed away in the floods. This was a normal phenomenon every monsoon.

5. The new poets still quoted the old poets..... even before the birth.

- a. What are the similarities between the new and the old poets?

Both the new and the old poets were totally ignorant of the misery around them but continued the romance of the river flowing. The new were quoting the old poets' work. Both the poets are apathetic to the human sufferings.

- b. In what way is A K Ramanujan different from the other poets?

A K Ramanujan too came to this city during the rainy season to write on the river, but he was shocked to see the suffering and havoc caused by the floods which he couldn't ignore. Whereas the other poets write about the beauty of the river when it is full during the monsoon season showing no concern on the destructions caused by the floods.

- c. Describe the imaginations of the poet on the pregnant woman who lost her life.

The poet has used imagery in this poem, stating the chances of twins in the womb thus resulting in the loss of three human lives. The picture of twins kicking on the walls of the womb while the mother is drowning shows the pathos of life even before the birth of people.

6. He said: the river has water enough..... To tell them apart.

- a. What are the two seasons mentioned in the poem?

The rainy and the summer season are mentioned in the poem.

- b. What is the condition of water in the river? Water is full and poetic only once a year.

- c. Elucidate the humour in the last stanza.

The poet does not give any identity of the pregnant woman but gives names of the cows as Gopi and Brinda to convey the importance of cows as sacred to the villagers. He also highlights the identical twins to tell them apart only with different coloured diapers.

- d. What does 'the unborn twins', 'expecting identical twins' symbolize?

The unborn twins symbolise the suffocating sufferings and struggles of people that start before birth. Expecting identical twins symbolises the hope and happiness of life.



Usage of Main Verb / Auxiliary Verb/ Modal Verb and Tenses

Look at the two sentences given below:

1. I go to the zoo.
2. I am going to the zoo.

In the first sentence, the verb 'go' shows the action in the present, whereas in the second sentence the verb shows an action in the present, that is still in progress. Now what is the role of 'am' in the sentence. It helps to create the singular first person and expresses the time of action in the present, and in progress, conjugating the verb. It is called a helping verb.

Some of the other helping verbs are 'is' 'are', 'was', 'were' 'has' 'have' 'do' 'does' 'did' 'will'. These helping verbs are called Auxiliary verbs. They either support a main verb or act as a verb by itself. The auxiliary verbs are mainly of the BE family (am, is, are, was, were), the DO family (does, do, did) and the HAVE family (has, have, had)

[action verb] I **did** my homework already.

[auxiliary verb] I **did** not **want** to go home.

[action verb] I **have** a selfie with Shah Rukh Khan.

[auxiliary verb] I **have waited** a long time for this.

Below are the different tenses that use auxiliary verbs.

FUTURE TENSES (Will)

All future tenses, including the simple future tense, show events that have not happened yet but will happen later. Unlike the past and present tenses, the future tense alone does not follow subject – verb agreement, so you don't have to worry too much about conjugation.

- She **will** start her work by noon.

CONTINUOUS TENSES (Be)

The continuous tenses, show an ongoing action not yet completed. The continuous tenses use a conjugated form of the auxiliary verb '**be**' along with the present participle (-ing form) of the main verb.

- I **am** working in the shed.
- She **was** studying all night.
- They **will be** sleeping when you arrive.

PERFECT TENSES (Have)

The perfect tenses are used for events that have already happened but still have significant consequences later. The perfect tenses use a conjugated form of the auxiliary verb '**have**' along with the past participle form of the main verb.

- By the time you get off work, the movie **will have** started already.
- They **have** just finished class and are getting ready for recess.
- I **had** forgotten about the birthday party until I saw the calendar.

Auxiliary verbs aren't just used for verb tenses. They also play vital roles in a variety of other functions in English, listed below.

Negatives (do)

In negative statements using the word *not*, use a conjugated form of the auxiliary verb *do* together with the base form of the main verb.

- She **doesn't** understand algebra.
- We **did** not hear the bell.
- Using the negative word *never* does **not** require an auxiliary verb.
- She never understands algebra.

LEARN AND PRACTISE

SUBJECT	AUXILIARY VERBS					
	TO BE		TO HAVE		TO DO	
<u>PRONOUN</u>	Present Tense	Past Tense	Present Tense	Past Tense	Present Tense	Past Tense
I	Am	Was	Have	Had	Do	Did
YOU	Are	Were	Have	Had	Do	Did
HE/SHE/IT	Is	Was	Has	Had	Does	Did
WE	Are	Were	Have	Had	Do	Did
THEY	Are	Were	Have	Had	Do	Did
NOUN Boy/City (Singular)	Is	Was	Has	Had	Does	Did
Boys/Cities (Plural)	Are	Were	Have	Had	Do	Did

Besides the three main auxiliary verbs, there's also a special type of auxiliary verb called **modal auxiliary verbs**.

Modal auxiliary verbs, or simply modal verbs, change the grammatical mood of a sentence. That means you can use modal verbs to express different meanings of the main verb, such as showing possibility ("It **might** rain"), ability ("It **can** rain"), necessity ("It **must** rain"), or suggestion ("It **should** rain"). Moreover, the modal verb *will* is necessary to express all future tenses ("It **will** rain").

In case of modal verbs, they don't conjugate the main verb. The verb remains in the base form.

Eg: Ravi **writes** well.

Ravi **can write** well.

However, the modal verbs *can* and *will* both change for the past tense: *can* becomes *could* and *will* becomes *would* (when discussing the future relative to the past).

When I was a kid, I **could** do somersaults without getting dizzy.

I didn't know when we met that she **would** become my wife.

Yes/no questions (do, have, and modal verbs)

In English, yes/no questions use an auxiliary verb **unless the main verb is *be*** or the tense is continuous. If the main verb of the question is not *be*, we add either the conjugated form of *do* or a modal verb at the beginning of the clause. If the question uses a perfect tense, a conjugated form of *have* is used instead.

Are you there? (main verb *Be*)

Is it raining? (tense is continuous)

Did you take the dog out?

Can you come to the movie tonight?

Have you eaten yet?

LEARN AND PRACTISE

Modal Verb	Usage	Example
Can	Ability	I can do several things at the same time.
	When something is possible	Miracles can happen.
	Permission	You can go now.
	Informal requests	Can you come for a minute?
Could	Past form of "can"	She said she could pay for us as well.
	Polite requests	Could you move your bag, please?
	Possibility	It could be that he missed the train.
May	Possibility	It may rain tomorrow.
	Ask or give permission (formal)	May I speak?
Might	Past form of "may"	He said he might change his mind.
	Possibility	This might fail.
Must	You have to do it	You must obey the law
	It's very logical or very likely to happen	They left so early, they must be home by now.
Must not/ Mustn't	You are not allowed to do it	You mustn't smoke in here.
Shall	Future for "I" and "we"	I shall see him tomorrow.
	Questions and suggestions for "I" and "we"	Let's continue, shall we?
Should	The right thing to do	She should call the police.
	Advice	What should I do? You should stop thinking about it.
	What is likely or expected to happen	We should be back by midnight.
Will	Future action or states (not plans)	Prices will go up next summer.
	Promises and intentions	It's alright, I'll pick it up.
Would	Past form of "will"	He told me he would come.
	Imagined situations	What would you do if you were him?
	For polite requests, offers and invitations	Would you please sit down? Would you like some tea? We are meeting with Sarah next Saturday, would you like to come along?
	To say what you want to do or have	I would like a piece of cake.
Ought to	The right thing to do	You ought to apologize.

Frame yes/no questions for the following responses:

1. Yes, I am an Indian.
2. No, they don't live in Delhi.
3. Yes, you are dancing well.
4. No, she doesn't know swimming.
5. Yes, the students have been to the exhibition.

TENSES

1. Teacher **teaches** English grammar.
2. Teacher is **teaching** English grammar now.
3. Teacher **taught** English grammar yesterday.
4. Teacher **will teach** English grammar tomorrow.

In the above sentences, the verb has undergone changes in their form with reference to time. The action performed is understood based on the situation at a particular time. This form of verb is called tense. They are primarily divided into present tense, as in the first and second sentences. Past tense, as in the third sentence and the future tense as in the fourth sentence. Auxiliary verbs indicate the tenses in a sentence. When a verb form has more than one auxiliary, it is the first auxiliary that is marked for tense and not the main verb.

Hence, we shall learn nine tense forms, as follows:

Past tenses

Simple Past

We use the simple past to show actions completed in the past, with no extra emphasis.

For regular verbs, you form the simple past tense by adding the suffix *-ed* to the end of the verb (or just *-d* if the past tense verb already ends in an *e*).

Be careful of irregular past tense verbs, however. These don't follow the normal rules and use their own unique forms for the past tense. For example, the past tense of the irregular verb *go* is *went*.

Regular verbs: I **picked** up the glass, but it **dropped** from my hand.

Irregular verbs: This morning I **went** to the store, but I **forgot** the milk.

Past Perfect

[*had*] + [past participle (V_3)]

What if you're talking about two different actions in the past and want to show that one happened before the other? The past perfect, shows the past action that happened earlier than another one.

She **had arrived** at the office before she realized it was Sunday.

Past Continuous

[*was/were*] + [present participle]

Use past continuous to show an ongoing action in the past, especially if the action was interrupted by another action. It's also used for habitual actions that occurred in the past but not in the present. It's usually used with adverbs like *always* or adverb phrases like *all the time*.

I was reading a book, when the door bell rang.

As kids, my friends and I **were** always **getting** into trouble.

PRESENT TENSES

Simple Present

The simple present is the most basic of the English tenses. It's used for individual actions or habitual actions in the present.

Often the simple present is just the root verb with no changes or additions. The main exception to this is when the subject is third person and singular. In this case you add the suffix *-s*. If the verb ends in *o*, *ch*, *sh*, *th*, *ss*, *gh*, or *z*, you add *-es*. If the verb ends in a consonant and *y* (and the subject is third-person singular), drop the *y* and add *-ies*.

I attend the meeting on all Saturdays.

My brother **carries** the groceries while my sister **stays** on the sofa.

Present Perfect

[*have/has*] + [past participle V_3]

It is used to describe a few different types of actions, including:

the same action completed multiple times in the past and likely to be completed again

an action completed very recently (usually with *just or now*)

Additionally, the present perfect can be used to emphasize the significance of a completed action, especially one that happened over time.

We **have tricked** him every April fool's day since we were kids.

Ramesh has completed his homework now.

Present Continuous

[*am/is/are*] + [present participle]

Use the present continuous to show an action happening right now or in the near future.

I **am watching** the movie Titanic for the fifth time!

We **are eating** pizza tonight.

root form of the main verb. (Note that if the action will happen in the **near future**, you can use the present continuous instead.)

She **will be** president one day.

Future perfect

[*will*] + [*have*] + [past participle V3]

The future perfect shows an action that will be completed in the future by a specified time. Because it depends on another time, the future perfect is often used with words like *by, before, at, or when*.

By the time you read this, I **will have** already left.

She **will have eaten** lunch before her sister even wakes up.

Future continuous

[*will*] + [*be*] + [present participle]

Use the future continuous tense for future actions happening over a period of time, especially when a specific time is mentioned. The future continuous tense also shows more certainty and likelihood than the simple future.

By this time tomorrow, I **will be drinking** margaritas on the beach.

We **will be attending** a meeting from noon until 3 p.m.

FUTURE TENSES

Simple Future

Use the simple future for actions that have not happened yet but will later. To form the simple future, just place the modal verb *will* before the

TENSES	PAST	PRESENT	FUTURE
SIMPLE	I played (V2) You Wrote He/she/it went We/they sang [V (Past form)]	I play (V1) You write He/she/it goes We/they sing [V/Vs]	I will play You will write He/she/it will go We/they will sing [will + V]
CONTINUOUS	I was playing You were playing He/she/it was going We/they were singing [was/were + V ing form]	I am playing You are writing He/she/it is going We/they are singing [am/is/are + V ing form]	I will be playing You will be writing He/she/it will be going We/they will be singing [will be + V ing form]
PERFECT	I had played You had written He/she/it had gone We/they had sung [had + V (past participle form)]	I have played (V3) You have written He/she/it has gone We/they have sung [has/have + V (Past participle form)]	I will have played You will have written He/she/it will have gone We/they will have sung [will have + V (Past participle form)]

VII. Fill the table with sentences using the subject SHE and verb EAT

TENSE	PAST	PRESENT	FUTURE
SIMPLE		She eats	
CONTINUOUS			
PERFECT			

VIII. Identify the tense in each sentence:

1. A river *dries* to a trickle.
2. The poets who *sang* of cities and temples.
3. Straw and woman's hair are *clogging* the Watergates.
4. People everywhere *talked* of the inches rising.
5. The way it *carried* off three village houses.
6. The new poets still *quoted* the old poets.
7. No one *spoke* in verse of the pregnant woman drowned.
8. It *carries* away in the first half hour three village houses.
9. One pregnant woman *is expecting* identical twins with no moles on their body.
10. Twins in her *were kicking* at blank walls even before birth.

IX. Fill in the correct form of the PRESENT TENSE (simple and progressive)

Dear Editor!

I _____ (WRITE) this letter because it _____ (SEEM) to me that far too many changes _____ (TAKE) place in my country these days, and, as a result, we _____ (LOSE) our identity.

I _____ (LIVE) in a small town but even this town _____ (CHANGE) before my eyes. For example, town authorities _____ (BUILD) a burger place where my favourite restaurant used to be. Our culture _____ (BELONG) to everybody, and I _____ (NOT UNDERSTAND) why the town leaders _____ (NOT DO) to preserve it. They simply _____ (NOT CARE).

In fact, I _____ (THINK) of starting an action group. I _____ (APPEAR) on a TV show on Friday evening to make people aware of how importance this issue is. It's time for us to start doing something before it _____ (GET) too late.

X. Past Tense – Simple or Progressive: Fill in the correct form.

1. George _____ off the ladder while he _____ the ceiling. (fall, paint)
2. Last night I _____ in bed when I suddenly _____ a scream. (read, hear)
3. Ann _____ for me when I _____. (wait, arrive)
4. Maisie _____ up the kitchen when John _____ her to marry him. (clean, ask)
5. The house _____ £ 150,000 in 2003. (cost)



6. The fire _____ at six in the morning. (still burn)
7. Columbus _____ America over 500 years ago (discover)
8. She _____ not interested in the book because she _____ it (be, not understand)
9. _____ at school yesterday? (you be)
10. She _____ the piano very well when she _____ young (can play, be)
11. She _____ a bright yellow dress when I _____ her last (wear, see)
12. We _____ to have a cup of tea. (decide)
13. Then we _____ the cafe and _____ good bye (leave, say)
14. I _____ the fire at six and it _____ brightly when Tom came in at seven. (light, still burn)
15. When I _____ she _____ lunch. She said she always _____ lunch at 12:30. (arrive, have, have)

XI. Fill in the correct verb forms

My friend, Hari, has always been fat, but things _____ (GET) so bad recently that he decided to go on a diet. He _____ (BEGIN) his diet a week ago. First of all, he _____ (WRITE) out a long list of all the foods which were forbidden. The list included most of the food he _____ (LOVE): butter, potatoes, rice, milk, chocolate, sweets and so on. Yesterday, I _____ (PAY) him a visit.

I _____ (RING) the bell and was not surprised to see Hari as fat as ever. He _____ (LEAD) me to his room and hurriedly _____ (HIDE) a large parcel under his desk. He was very embarrassed. When I _____ (ASK) him what he _____ (DO) he _____ (SMILE) guiltily and then _____ (PUT) the parcel on the desk. He _____ (SHOW) me the contents of the parcel. It contained five large bars of chocolate and three bags of sweets!



Short Poems on Motivation Skills

Varied definitions are given to poetry by great writers. According to Wordsworth, "Poetry is the spontaneous overflow of powerful feelings". Dylan Thomas says: "A good poem helps to change the shape of the universe, helps to extend everyone's knowledge of himself and the world around him". T.S.Eliot is of the opinion that genuine poetry can communicate before it is understood. In general, poetry is a form of creative writing that evokes

an emotional response in the reader through the language used by the poet in a special way. Keeping these views in mind, 4 poems are given to students for listening activity. The audio tracks of the poems will be played to students and questions will be given to answer.



POEM: 1

THE ROAD NOT TAKEN

- ROBERT FROST

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

(Note: Audio track of the poem is available in www.poetryfoundation.org)

1. Listen to the following poem and fill in the information gaps.

Two _____ diverged in a yellow wood,
And sorry I could not travel both
And be one _____, long I stood
And looked down one as far as I could
To where it _____ in the undergrowth;
Then took the other, as just as fair,
And having perhaps the better _____,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them _____ about the same,

2. Listen to the following poem and fill in the blanks with the correct form of the verb given in brackets

Two roads _____ (diverge) in a yellow wood.

And sorry I could not _____ (travel) both
And be one traveler, long I stood

And _____ (look) down one as far as I could

To where it bent in the undergrowth;

Then _____ (take) the other, as just as fair,
And having perhaps the better claim,

Because it was grassy and wanted wear;

Though as for that the passing there
_____ (wear) them really about the same,

3. Listen to the following poem and fill in the blanks with the correct auxiliary verb.

Two roads diverged in a yellow wood,

And sorry I _____ not travel both

And be one traveler, long I stood

And looked down one as far as I _____

To where it bent in the undergrowth;

Then took the other, as just as fair,

And having perhaps the better claim,

Because it _____ grassy and wanted wear;

Though as for that the passing there

_____ worn them really about the same,

And both that morning equally lay

In leaves no step had trodden black.

Oh, I kept the first for another day!

Yet knowing how way leads on to way,

I doubted if I _____ ever come back.

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your
master;
If you can think—and not make thoughts your
aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:
If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;

If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common
touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,

Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

(Note: Audio track of the poem is available in
www.poetryfoundation.org)

1. Listen to the following poem and fill in the information gaps.

If you can _____ your head when all about
you
Are losing theirs and blaming it on you,
If you can trust _____ when all men doubt
you,
But make allowance for their doubting too;
If you can _____ and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't _____ way to hating,
And yet don't look too good, nor talk too
_____:

2. Listen to the following poem and fill in the blanks with the correct form of the verb given in brackets

If you can _____ (keep) your head
when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt
you,
But _____ (make) allowance for
their doubting too;
If you can wait and not be tired by waiting,
Or being _____ (lie) about, don't
deal in lies,
Or being _____ (hate), don't give way to
hating,
And yet don't look too good, nor
_____ (talk) too wise:

3. Listen to the following poem and fill in the blanks with the correct auxiliary verb.

If you _____ make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;

If you _____ force your heart and nerve and
sinew
To serve your turn long after they _____
gone,
And so hold on when there _____ nothing
in you
Except the Will which says to them: 'Hold
on!'

POEM: 3

“HOPE” IS THE THING WITH FEATHERS

- EMILY DICKINSON

“Hope” is the thing with feathers -
That perches in the soul -
And sings the tune without the words -
And never stops - at all -

And sweetest - in the Gale - is heard -
And sore must be the storm -
That could abash the little Bird
That kept so many warm -

I've heard it in the chilliest land -
And on the strangest Sea -
Yet - never - in Extremity,
It asked a crumb - of me.

(Note: Audio track of the poem is available in www.poetryfoundation.org)

1. Listen to the following poem and fill in the information gaps.

“Hope” is the thing with feathers-
That perches in the soul -
And sings the tune without the _____ -
And never stops - at all -

And sweetest - in the Gale - is heard -
And sore must be the _____ -
That could abash the little Bird
That _____ so many warm-

I've heard it in the chilliest _____ -
And on the strangest _____ -
Yet - never - in Extremity,
It asked a crumb - of me.

2. Listen to the following poem and fill in the blanks with the correct form of verb given in brackets.

“Hope” is the thing with feathers -
That _____ (**perch**) in the soul -
And _____ (**sing**) the tune without the
words -
And never stops - at all -

And sweetest - in the Gale - is heard -
And sore must be the storm -
That could abash the little Bird
That _____ (**keep**) so many warm -
I _____ (**hear**) it in the chilliest land -
And on the strangest Sea -
Yet - never - in Extremity,
It _____ (**ask**) a crumb - of me.

3. Listen to the following poem and fill in the blanks with the correct auxiliary verb.

“Hope” _____ the thing with feathers -
That perches in the soul -
And sings the tune without the words -
And never stops - at all -

And sweetest - in the Gale - _____ heard -
And sore _____ be the storm -
That _____ abash the little Bird
That kept so many warm -

I _____ heard it in the chilliest land -
And on the strangest Sea -
Yet - never - in Extremity,
It asked a crumb - of me.

POEM: 4

INVICTUS

- WILLIAM ERNEST HENLEY

Out of the night that covers me,
Black as the pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.

In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.

Beyond this place of wrath and tears
Looms but the Horror of the shade,
And yet the menace of the years
Finds and shall find me unafraid.

It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate,
I am the captain of my soul.

(Note: Audio track of the poem is available in
www.poetryfoundation.org)

1. Listen to the following poem and fill in the information gaps.

Out of the _____ that covers me,
Black as the pit from pole to pole,
I thank whatever _____ may be
For my unconquerable _____.

In the fell clutch of circumstance
I have not winced nor cried _____.
Under the bludgeonings of chance
My _____ is bloody, but unbowed.

2. Listen to the following poem and fill in the blanks with the correct form of the verb given in brackets.

Out of the night that _____ (cover) me,
Black as the pit from pole to pole,
I _____ (thank) whatever gods may be
For my unconquerable soul.

In the fell clutch of circumstance

I have not _____ (wince) nor _____ (cry) aloud.

Under the bludgeonings of chance

My head _____ (be) bloody, but unbowed.

3. Listen to the following poem and fill in the blanks with the correct auxiliary verb.

Out of the night that covers me,
Black as the pit from pole to pole,
I thank whatever gods _____ be
For my unconquerable soul.

In the fell clutch of circumstance

I _____ not winced nor cried aloud.

Under the bludgeonings of chance

My head is bloody, but unbowed.

Beyond this place of wrath and tears

Looms but the Horror of the shade,

And yet the menace of the years

Finds and _____ find me unafraid.

It matters not how strait the gate,

How charged with punishments the scroll,

I _____ the master of my fate,

I _____ the captain of my soul.



USEFUL EXPRESSIONS

GREETINGS

To THINK

- How do you greet people?
- What are the different greetings for different occasions?

To KNOW:

Greetings are friendly or polite expressions that you say, when you meet or welcome someone. Greetings play a significant role in developing one's inter-personal skills. It helps to acknowledge others thereby establishing rapport. It also promotes a positive working atmosphere.

Greetings help:

- to establish connections
- to show respect
- to promote communication
- to create a positive environment.

As, Greetings vary across cultures, understanding and using appropriate greetings is very important.

To LEARN:

Here are some useful expressions for greeting:

Informal/friendly greetings:

- Hello!
- Hi!
- Hey there!
- Howdy!

Formal/Business greetings:

- Welcome!
- Good morning!
- Good afternoon!
- Good evening!
- Greetings!
- Salutations!

Formal conversation starters:

- How do you do?
- How are you?

Responses to conversation starters:

- How do you do?
- Very well.
- Fine, thank you.

When meeting someone:

- How are you doing?
- How have you been?
- What's up?
- What's going on?
- How's everything?
- How's your day going?
- How are things with you?
- How's it going?
- What's new?
- How is life ?
- Nice to see you
- It's great to meet you!
- It's good to see you !

When meeting someone after a while:

- Good to see you again!
- It's been a long time.
- It's been a while.
- Long-time no see!

Closing a conversation:

- Good night!
- See you later.

To NOTE:

Remember, the choice of greeting may vary depending on the level of formality, cultural norms,

and the relationship between the individuals involved.

To APPLY:

I. Match the occasion/situation with the appropriate greeting:

Sl. No	Occasion	Greeting
1	End of the week-day	See you later
2	Graduation day	Many more happy returns of the day
3	Meeting after a long time	Congratulations
4	Birthday	Have a great week-end
5	Closing a conversation	It's been a while

II. Fill in the following conversations using phrases of greeting:

• **Conversation 1:**

A: _____ morning!
 B: Good morning! How _____ today?
 A: I'm _____ well, thank you. How about you?
 B: I'm _____, thank you for asking. Have a _____ day!

• **Conversation 2:**

A: ___ there!
 B: Hello! How's it _____?
 A: Not too bad. What _____ you?
 B: I'm _____, thanks. Any exciting plans for the day?
 A: Just catching up with some friends. Have a _____ day!

• **Conversation 3:**

A: Hey, _____ to see you!
 B: Hi! It's nice to _____ too. How have you been?
 A: I've been good, thanks. How _____ yourself?
 B: _____ good. What have you been up to lately?
 A: Just working and spending time with family. _____ care!

• **Conversation 4:**

A: _____ tings!
 B: Hey there! How _____ with you?
 A: Things are going well. How _____ you?
 B: I'm doing _____, thanks. Any exciting news to share?
 Person A: Nothing major, just enjoying the day. Have a _____ one!

III. Create a dialogue with two exchanges for the given situation, as given in the example below (Make use of the phrases used for responses to conversation starters)

Example :

Lakshman : Good morning, John.
John: Good morning. How are you Lakshman?
Lakshman: I am doing good. What's up?

John: Nothing much.

- Meeting your boss in the office cabin
- Meeting your cousin in a family function
- Meeting your school friend after a long time
- Meeting your HoD in the Department
- Meeting your neighbour in a community meeting
- Meeting your friend in a stationery shop
- Meeting your grocery shop owner
- Meeting your teacher in a book fair
- Meeting your aunt in a get-together
- Meeting your colleague in a theatre
- Meeting the sanitary worker of your area

To ACT:

IV. Get into pairs and practice the conversation written for the above exercise.

To REFLECT:

- What did you learn from this lesson?

- How do you feel when you greet someone?



REQUESTING

There are occasions when we have to ask others to do things for us. It is an essential that we learn how to make requests. Direct requests such as 'Open the window' may sound rude. It is important to be able to make requests appropriately in different situations.

- How to make requests?
- How to respond to requests?

Request:

- Can you shut the door?
- Could you shut down the system?
- Do you mind shutting the window?
- Would you mind shutting the window, please?

Response:

- Of course
- Certainly
- Right away
- In a minute
- I'm sorry, I can't because...
- I'm afraid I can't because...

Exercise:

I. Rewrite the following imperatives into polite requests:

Example:

- Turn on the light.
 - Could you turn on the light
1. Open the door. (To a stranger in the train)
 2. Send me a mail on this. (To a classmate)
 3. Lend me your bicycle.(to your neighbour)
 4. Give us some notes on this topic(to your teacher)
 5. Buy me a drink (to your friend)

II. Work with your partner and make appropriate requests in each of the situations given below.

1. Your car breaks down. You want a passer-by to push it.
2. You are travelling by train. You want a co-passenger to move a little and make room for a friend of yours.
3. You have been asked to submit an assignment tomorrow. You need one more day to finish it. You want to ask your teacher for extra time.
4. You want one of your colleagues to drop you home on his way back home.
 - "Do you mind...?"
 - "Would you mind...?"
 - "Could I...?"
 - "Would it be ok if...?"
 - "Would it be possible...?"
 - "Would you be willing to...?"
 (allearsenglish.com)

MAKING REQUESTS - ASKING SOMEONE TO DO SOMETHING FOR YOU

These are the three most common ways for making requests:

- "Could you open the door for me, please?"
- "Would you mind opening the door for me, please?"
- "Can you open the door for me, please?"

Speaking tip:

- **could** and **can** are followed by the verb without **to**. (See page on [modal auxiliary verbs](#) for more grammar information.)
- **Would you mind** is followed by the verb and **-ing**.



MAKING REQUESTS – ASKING IF YOU CAN DO SOMETHING

Here are the four most common ways for making requests (when you want to do something):

- “Can I use your computer, please?”
- “Could I borrow some money from you, please?”
- “Do you mind if I turn up the heating?”

- “Would you mind if I turned up the heating?”

Speaking tip:

- **Could** is more polite than **can**.
- **Do you mind if...** is followed by the verb in the **present tense**, but **would you mind if...** is followed by the verb in the **past tense**.

When you're using these two sentences, don't use **please**. It's already polite enough! (english-at-home.com)

POLITE EXPRESSIONS

Polite Expressions for Making Requests and Asking for Favours

Making routine requests is pretty easy for English learners. For these everyday requests, we don't need formal, indirect language. A simple question with *can* or *could* is just fine.

But what about if you are making a special request or asking for a huge favour.

For these situations, we can't use the same language that we would use for a routine request.

Instead, we need one of the following polite expressions.

I was wondering if...

Using past tenses instead of present tenses is one technique for softening our language and making a request less direct (and therefore more polite).

We can use *I was wondering if...* for big requests that we've had some time to think about.

Here are some examples:

- “My car broke down this morning and I had to take a taxi. I was wondering if you could give me a ride home after work. I think my house is on your way.”
- “I need to get to the bank by 4 p.m. I was wondering if I could leave work a few minutes early today so I can be sure I get there in time.”

- “I was wondering if we could do a brief review before we take the test today. There are a few things I'm not 100% sure of.”

Notice that we use **could** and not **can** in these requests.

I was hoping...

This is another expression we can use to make a polite request. Since *I was hoping...* isn't a question, we sometimes follow the expression with a question such as *Would that be okay?* or *Would that be a problem?*

Here are some examples:

- “I know you're really busy right now with your classes, but I was hoping you could help me do my research paper this weekend. Are you available?”
- “I just found out that my best friend is going to be in town next week. I was hoping to take Friday off so I can spend the day with her. Would that be okay?”
- “I was hoping you could host Christmas at your house this year. Work is really crazy for me, and I honestly don't know if I'll have time to plan a party. Would that be a problem?”

Notice that we use **could** and not **can** in these requests.

Do you think you/I/we could?

This is another expression that we often use to politely ask for a favour.

Here are some examples:

- “My husband and I will be on vacation next week. Do you think you could get our mail for us while we’re out of town?”
- “It’s really difficult for me to get here at 7:30 a.m. Do you think we could change the meeting time to 8 a.m.?”
- “I’m applying for a new job. Do you think I could use you as a referral?”

Would it be possible to...?

This is another common expression for politely asking for a favour.

Here are some examples:

- “Would it be possible to bring our children to the party? We haven’t been able to find a babysitter.”
- “Would it be possible to change my appointment to next Friday instead of this

Friday? I just found out I have to travel for work on Friday.”

- “We are a bit behind schedule on this project. Would it be possible to push back the deadline a day or two? It’s going to be really difficult to finish on time, and we want to make sure we do quality work.”

Would it be a problem if...?

To make the request polite, we use the simple past form of the verb after this expression.

Here are some examples:

- “Would it be a problem if we took your car instead of mine? Mine isn’t as comfortable on long drives.”
- “Would it be a problem if I left a few minutes early today? My daughter has her dance recital tonight and I have to help her get ready.”
- “My car won’t start. Would it be a problem if I left it in the parking lot overnight? I can have it towed tomorrow morning.” (Get more vocab.com)



OFFERING SUGGESTIONS AND OPINIONS

Phrases for offering suggestions and opinions are essential for effective communication and collaboration. Introducing your opinion or giving your suggestion with a phrase sets the tone of your opinion/suggestion. Phrases for suggestion guides the listener to understand the kind of suggestion you are sharing and phrases of opinion, will clarify if the opinion you are sharing is **your own opinion, an opinion taken from someone else or an opinion from a well-researched article.**

Here are five points highlighting their importance:

- **Contribution to Decision-making:** Offering suggestions and opinions allows you to actively participate in decision-making processes. By sharing your insights, perspectives, and ideas, you contribute

to the collective pool of knowledge and help shape the direction and outcome of discussions. Your suggestions can bring fresh perspectives and alternative approaches to problem-solving too.

- **Fostering Collaboration:** Phrases for offering suggestions and opinions create a collaborative environment where individuals feel comfortable expressing their thoughts. This promotes open dialogue, encourages others to contribute their own suggestions, and fosters a sense of teamwork and shared ownership in finding solutions or making decisions.
- **Diverse Perspectives:** Everyone brings their unique experiences and viewpoints to the table. Phrases for offering suggestions and

opinions enable the inclusion of diverse perspectives. This diversity can lead to richer discussions, creative solutions, and a broader understanding of the subject matter. Embracing different opinions helps avoid groupthink and encourages innovative thinking.

- **Personal and Professional Growth:** Expressing your suggestions and opinions allows you to develop and refine your own ideas. It gives you the opportunity to articulate your thoughts, receive feedback, and engage in constructive discussions. By actively participating in sharing your suggestions, you enhance your communication skills, critical thinking abilities, and self-confidence.
- **Strengthening Relationships:** Phrases for offering suggestions and opinions can strengthen relationships with colleagues, friends, or acquaintances. When you provide valuable input, it shows that you value their perspectives and respect their ideas. Engaging in respectful discussions can build trust, mutual respect, and stronger connections with others.

Overall, phrases for offering suggestions and opinions play a vital role in effective communication, collaboration, and personal growth. They encourage active participation, foster creativity, and contribute to building stronger relationships. By sharing your thoughts and ideas, you contribute to a more inclusive and productive environment.

Phrases you can use to offer suggestions:

1. How about...?
2. Have you considered/tried...?
3. I (would) (strongly)suggest/ advise that ...
4. May be we could...
5. You could try
6. If I was/were you, I'd ...
7. In my experience, ... works really well.
8. It's generally best/a good idea to...
9. One idea is to ...
10. One thing you could/should/have to do is ...
11. The best/most important thing (to do) is to ...
12. My suggestion/advice is (to)
13. What if we tried...?
14. It might be a good idea to.../It's usually a good idea to...
15. I recommend that we...
16. Let's think about...
17. Why don't we/you...?
18. It could be beneficial to...
19. I propose that we...
20. How do you feel about...?
21. One option could be...
22. Let's explore the possibility of...
23. Have you thought about...?
24. I'd like to suggest...
25. We might want to consider...
26. An alternative approach could be...
27. Can I offer a suggestion?
28. In my opinion, we could...
29. You probably/definitely/really should ...
30. If that happened to me/In that case/If I had that problem, I'd ...
31. My (main/personal) recommendation is/ would be ...
32. You'd better ...
33. In this (kind of) situation, I (would) always recommend/advise ...
34. Have you thought about ...?
35. Make sure you (don't) ...
36. The sooner you ... the better.
37. Whatever you do, ...
38. Your only option is to ...
39. You have no choice but to ...
40. A piece of advice from ...
41. It might be an old wives' tale, but ...
42. If I was/were in your place, I'd .../ If it was/were me, I'd ...

Phrases for offering opinions:

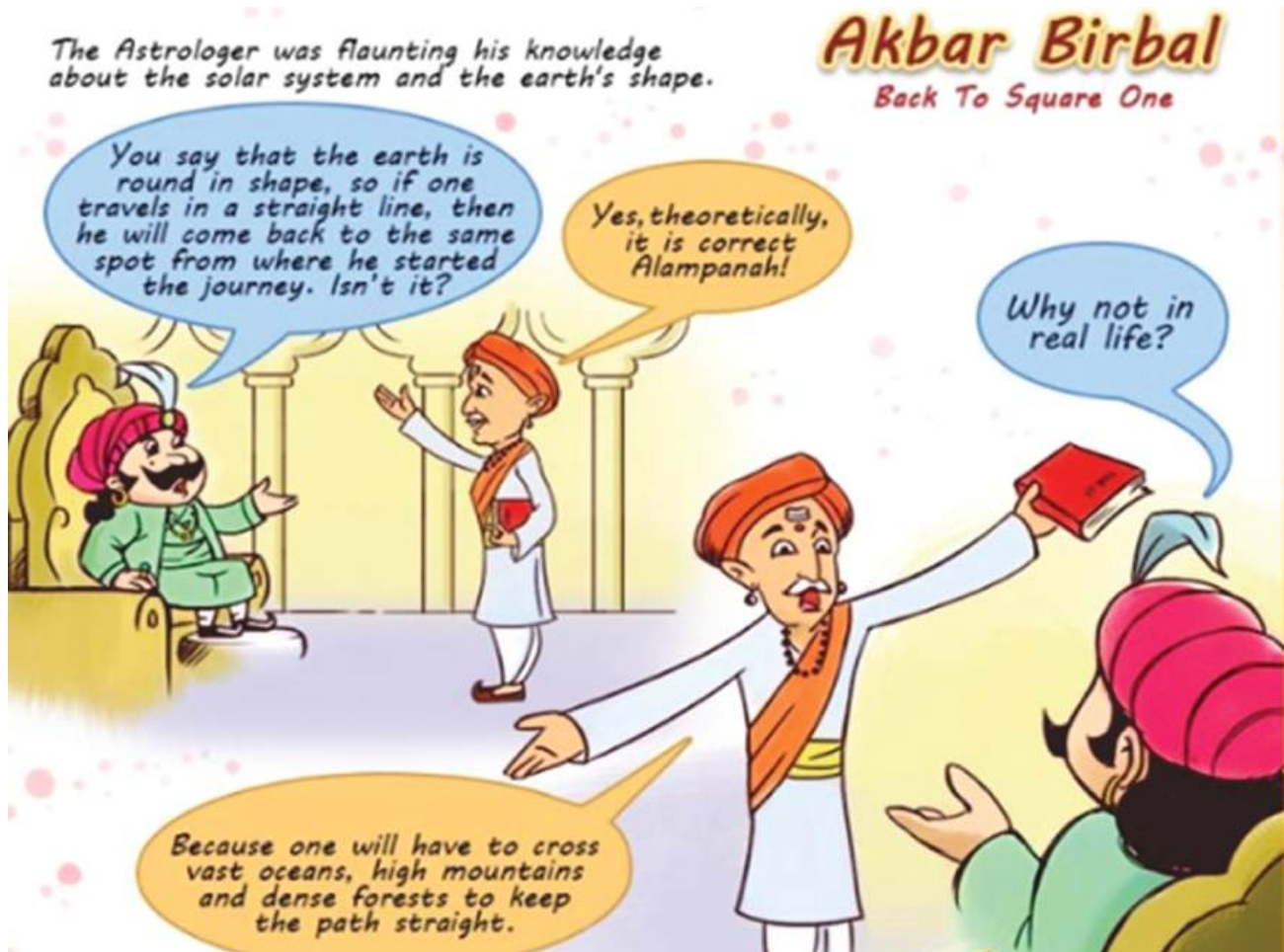
1. In my opinion...
2. From my perspective.../ Speaking from my perspective
3. I believe that...
4. In my view...
I guess that.../ I bet that...
I assume that.../I gather that...
5. Personally, I think.../Personally, I feel that..
Speaking personally.../My impression is that
I would argue that/ I would say that...
6. It seems to me that...
I am sure that.../I am certain that
7. I'm of the opinion that...
8. If you ask me.../I would say that
9. As far as I'm concerned...
10. It's my belief that...

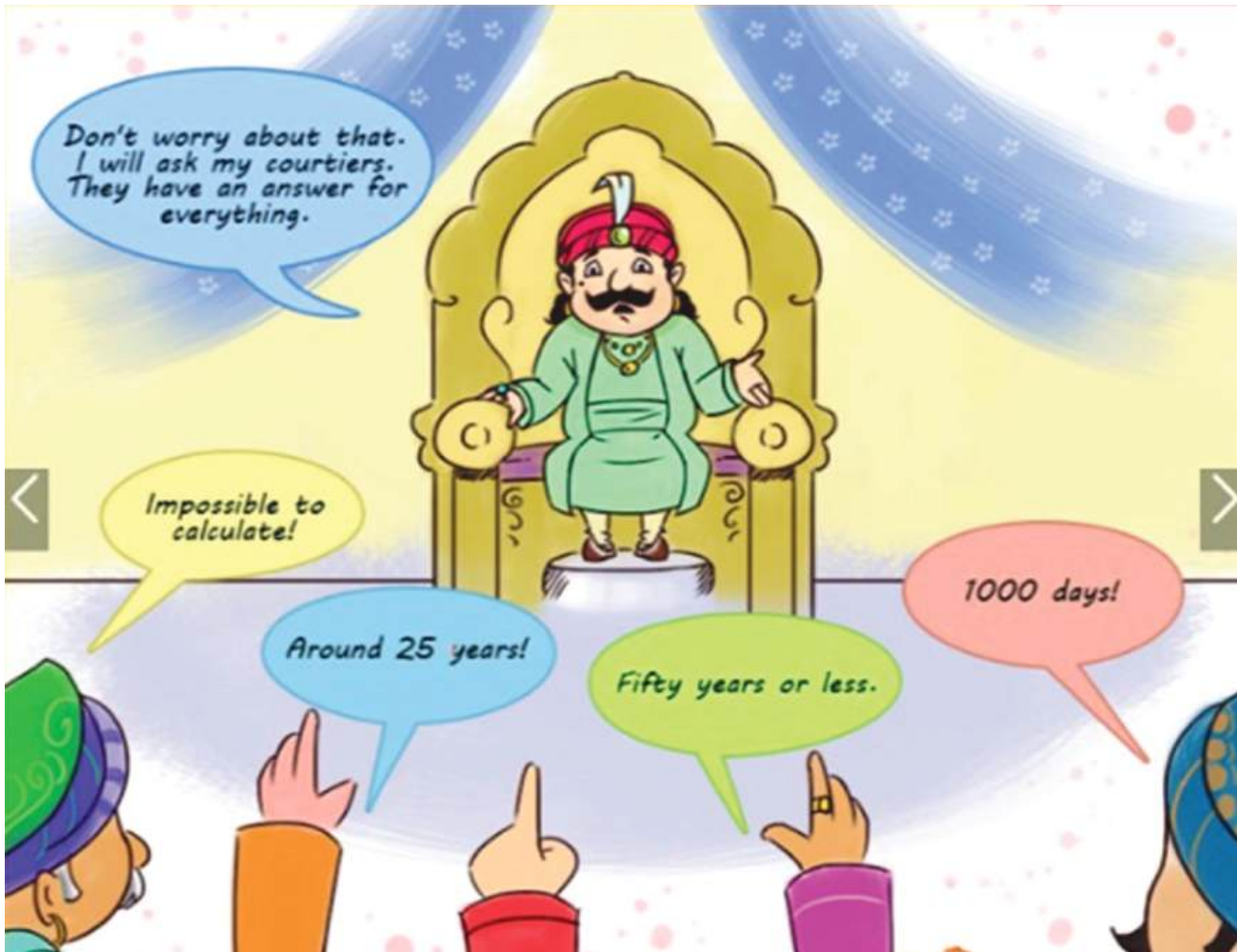
11. From where I stand...
12. In my experience...
13. I have a strong feeling that.../I have a feeling that
14. It's clear to me that...
15. I'm inclined to think that...
16. I have a different opinion on...
17. In my honest assessment...
18. My take on this is...
19. I would argue that...
20. I feel strongly that...

To NOTE:

- Remember to offer suggestions respectfully and consider the context and the individuals involved.
- Express your opinions respectfully and be open to hearing differing viewpoints.

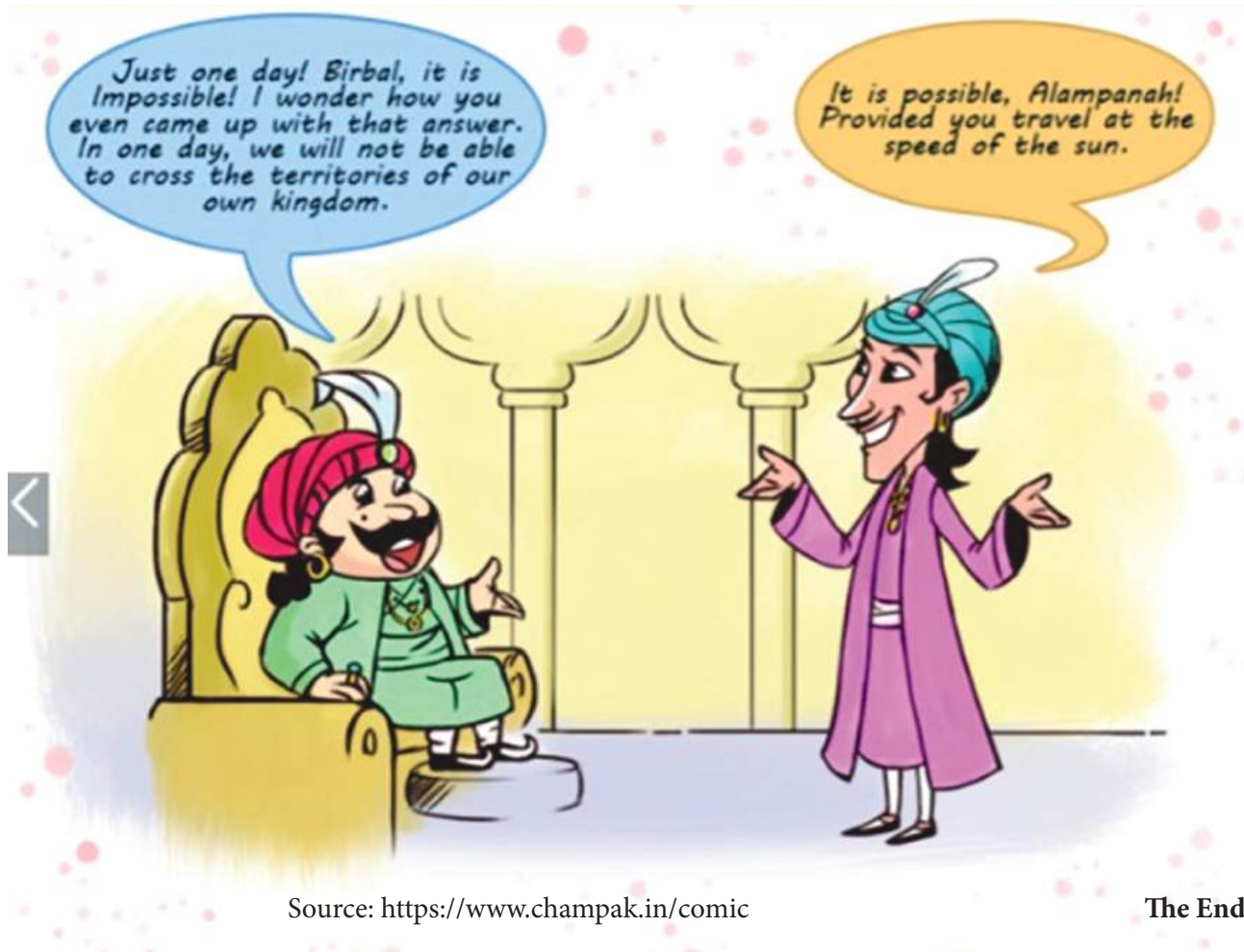
AKBAR BIRBAL - BACK TO SQUARE ONE





Everybody said something or the other but Birbal kept quiet.







A River

<https://poemanalysis.com/a-k-ramanujan/a-river/>



Application of Modal Verbs

<https://www.youtube.com/watch?v=Nk9nQwoCFig>



Usage of Main Verb and Auxiliary Verb

<https://grammary.in/main-verb-and-auxiliary-verb/>



Useful Expressions

<https://www.fluentu.com/blog/english/common-english-phrases/>



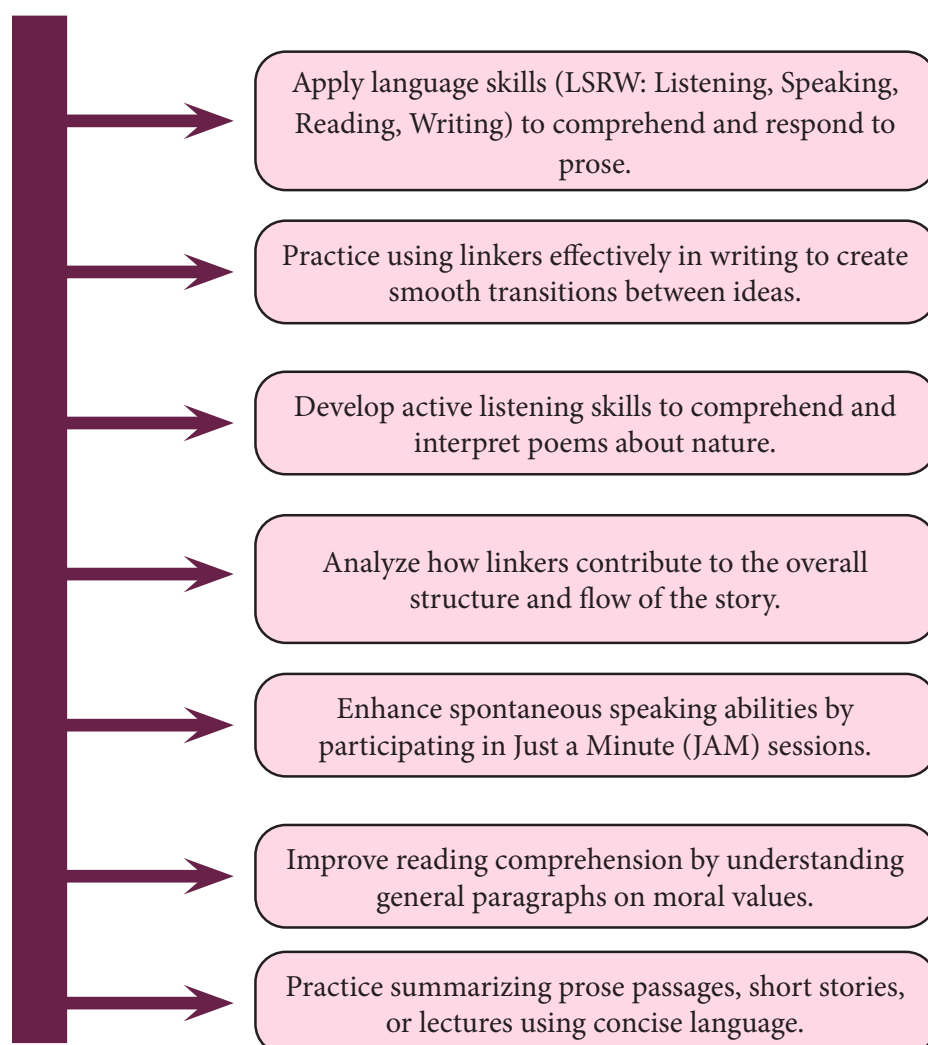
UNIT III

EFFECTIVE ENGLISH



Learning Objectives:

At the end of this unit, the students shall be able to –





PROSE COMBINED WITH LSRW SKILLS

ROBOTICS

Preparatory Task: Researching Robotics Advancements

Preparatory Task

Conduct research on recent developments and applications of robotics in various industries.

INSTRUCTIONS:

1. Use reliable online sources, scientific articles, and technology news websites to gather information on the latest advancements in robotics.
2. Focus on the following areas:
 - a. Robotics in manufacturing: Explore how robots are used in factories to automate processes, increase efficiency, and improve product quality.
 - b. Robotics in the medical field: Investigate the applications of surgical robots and their impact on medical procedures and patient outcomes.
 - c. Domestic robotics: Look into robotic devices used in households for cleaning, entertainment, or companionship.
 - d. Ethical considerations: Examine the ethical and societal implications of increased robot adoption, including concerns about job displacement and economic impacts.
3. Take notes on key findings and interesting facts in each area.

Robotics

Robotics is a rapidly evolving field that combines engineering, computer science, and artificial intelligence to create intelligent machines that can perform various tasks autonomously or with minimal human intervention. These robots are designed to mimic human actions and interactions, making them versatile tools in a wide range of industries.

One area where robotics has made significant strides is manufacturing. Industrial robots are now commonly used in factories to assemble products, weld components, and perform repetitive tasks with high precision and efficiency. By taking over these labor-intensive jobs, robots have not only increased production rates but also improved the overall quality of manufactured goods.

Another exciting application of robotics is in the medical field. Surgical robots, for instance, allow surgeons to perform intricate procedures with enhanced precision and control. These robotic systems use advanced sensors and cameras, providing surgeons with a detailed view of the operation area and the ability to make minute adjustments with greater accuracy, resulting in safer surgeries and faster recovery times for patients.

In recent years, the use of robotics has expanded beyond industrial and medical settings. Robotic assistants, like home-cleaning robots and personal companions, are becoming more prevalent in households. These domestic robots can vacuum floors, mow lawns, and even engage in basic conversations with their owners. While they may not be as sophisticated as the robots seen in sci-fi movies, these consumer-grade robots are paving the way for a future where humans and machines coexist harmoniously in our daily lives.

However, the rise of robotics also raises important ethical and societal questions. As robots become increasingly capable of performing complex tasks, concerns about job displacement and the impact on the workforce have emerged. There is a need to strike a balance between the benefits of automation and the potential challenges



it poses to the job market and the economy as a whole.

In conclusion, robotics has undoubtedly revolutionized various industries, offering unprecedented levels of automation, efficiency, and precision. As technology continues to advance, it is crucial for us to address the ethical and societal implications of widespread robot adoption. By doing so, we can harness the full potential of robotics while ensuring that these intelligent machines serve humanity's best interests.

LANGUAGE FOCUS

Exercise 1: Vocabulary

Fill in the blanks with the appropriate words from the passage:

1. Robotics is a _____ field that combines engineering, computer science, and artificial intelligence.
2. Industrial robots are used in factories to _____ products, weld components, and perform repetitive tasks.
3. Surgical robots allow surgeons to perform _____ procedures with enhanced precision and control.
4. Robotic assistants, like home-cleaning robots, are becoming more prevalent in _____.



LINKERS AND CONNECTIVES

Words and phrases need to be connected for a variety of reasons. For example, you may want to make a comparison, contrast, show purpose or demonstrate condition. Most of the connectives, words that form the connection, are used to join two clauses together or start a new sentence expanding on the previous statement.

Linkers are words or phrases that connect words, phrases, sentences or ideas, or paragraphs. Linkers are also known as connectors or linking words. For

5. Concerns about job _____ and the impact on the workforce have emerged with the rise of robotics.

Exercise 2: Grammar

Identify the tense forms of the verbs in the following sentences:

1. Robotics is a rapidly evolving field.
2. Industrial robots are now commonly used in factories.
3. Surgical robots allow surgeons to perform intricate procedures.
4. Concerns about job displacement have emerged with the rise of robotics.

Exercise 1: Comprehension

Answer the following questions based on the passage:

1. What are the main fields where robotics has made significant strides?
2. How do surgical robots benefit surgeons and patients?
3. What are some examples of domestic robots mentioned in the passage?
4. What are the ethical concerns associated with the rise of robotics?

instance, the three basic linkers in English are: and, because, and but. Linkers are usually placed at the beginning or in the middle of a sentence.

Linkers & Connectives are the logical bridge between words, sentences, and paragraphs. Coherence is achieved when sentences and ideas are connected and flow together smoothly. Linkers and connectives help to have coherence.

COMMONLY USED LINKERS AND CONNECTIVES

1. Additive words:

Also, and, as well as, at the same time as, besides, equally important, further, furthermore, in addition, likewise, moreover, too, not only... but also.

2. Amplification words:

As, for example, for instance, in fact, specifically, such as, that is, to illustrate We create cohesion at all these levels (word, phrase, sentence and paragraph), in order to direct the readers' attention to the development of our argument.

3. Repetitive words:

Again, in other words, that is, to repeat

4. Contrast words:

But, conversely, despite, even though, however, in contrast, notwithstanding, on the one hand / on the other hand, still, although, though, whereas, yet, nevertheless, on the contrary, in spite of this.

5. Cause and effect words :

Accordingly, as a result, because, consequently, for this reason, since, as, so, then, therefore, thus

6. Qualifying words:

Although, if, even, therefore, unless

7. Example :

For example, for instance

8. Emphasising words:

Above all, more/most importantly

9. Reason words:

For this reason, owing to this, therefore

10. Order words:

Afterwards, at the same time, before, firstly/secondly, formerly, lastly, finally, later, meanwhile, next, now, presently, today/yesterday/last week/next year, subsequently, then, until, ultimately, while, historically, in the end, eventually.

11. Explanation:

In other words, that is to say

12. Attitude:

Naturally, of course, certainly, strangely enough, surprisingly, fortunately, unfortunately, admittedly, undoubtedly

13. Summary:

Finally, in conclusion, in short, to summarise

USE PRONOUNS TO LINK SENTENCES :

Pronouns are used to link or connect sentences by referring to preceding nouns and pronouns. Pronouns can also help create paragraphs that are easy to read by eliminating wordiness and unnecessary repetition.

Example: Mr. Senthil agreed to meet the members of the workers' union before he signed the contract. He was interested in hearing their concerns about the new insurance plan.

USE SYNONYMS TO LINK IDEAS AND CREATE VARIETY :

Synonyms are words that have the same or nearly the same meaning as another word. They provide alternative word choices that can add variety to an essay and can help eliminate unnecessary repetition.

Example: Teenagers face an enormous amount of peer pressure from friends and schoolmates. As a result, many young adults are exhibiting signs of severe stress or depression at an early age.

Use Parallel Structures to Link Ideas, Sentences, and Paragraphs

Parallelism is the use of matching words, phrases, clauses, or sentence structures to express similar ideas. Parallel structures allow the reader to flow smoothly from one idea, sentence, or paragraph to the next and to understand the relationships and connections between ideas.



Example: i) Usually, the children spend the summer weekends playing ball in park, swimming in the neighbor's pool, eating ice cream under the tree, or camping in the backyard.

ii) At the museum, the class attended a lecture where the speaker demonstrated how the Native Americans made bows and arrows. They also attended a lecture where a sword smith demonstrated how the Vikings crafted swords

Here are some examples that illustrate the importance of connecting your ideas more effectively in writing:

The hotel is famous. It is one of the most well-known hotels in the country. The latest international dancing competition was held at the hotel. The hotel spent a lot of money to advertise the event. Because the hotel wanted to gain international reputation. But not many people attended the event. **(The connection of ideas is not very good.)**

The hotel, which is one of the most well-known hotels in this region, wanted to promote its image around the world by hosting the latest international dancing competition. Although the event was widely advertised, not many people participated in the competition. **(The connection of ideas is better than in the first example.)**

The latest international dancing competition was held at the hotel, which is one of the most wellknown hotels in this region. The hotel spent a lot of money on advertising the event since it wanted to enhance its international reputation; however, it failed to attract many people. **(The connection of ideas is better than in the first example.)**

- **Even though;** I won't go to the party **even though** I was invited.
- **While;** **While** she was walking I was running.
- **When;** He had climbed many mountains **when** he was a boy.
- **So that;** You are very late **so that** we can not start the lesson.

- **Once;** **Once** I start I must continue.
- **After;** Mary arrived **after** Alex left.
- **Unless;** You don't need to go **unless** you want to.
- **Since;** **Since** I see you, I am better.
- **Whether;** I don't know **whether** she'll be admitted to the university.
- **Whereas;** I use water when making pasta **whereas** my mom uses eggs.
- **Even if;** **Even if** Alex earned a big salary, he would not buy a fast car.
- **Provided;** They can listen to music **provided** they disturb nobody.
- **Because;** We can not go on holiday, **because** we don't have enough money.
- **Rather than;** A company is stronger if it is bound by love **rather than** by fear.
- **Before;** **Before** I have breakfast, I always have a shower.
- **Wherever;** They can go **wherever** they want.

CONNECTORS IN ENGLISH

As you learn English grammar rules and grammar topics, you encounter many new topics. These include tenses, verbs, passive – active sentences, adjectives, adverbs, connectors and many more. Moreover, these issues are just some of the first things that come to mind. You try to learn all the rules to be able to speak English in the most correct way, but sometimes some topics remain in the background and attention to these issues are rarely given. Therefore, words such as articles, prepositions, connectors are mixed very much together or their usage and meanings are easily forgotten.

However, these patterns are very important with their features that add meaning to sentences, provide integrity and combine. For this reason, Connectors in English and their meanings should be carefully considered. Let us examine the

connectors, which will help you much more than you expected, what each means and where they are used. The most commonly used and frequently used connectors in the connectors table are coordination connectors. “And”, “or”, “for”, “but” are among the most well known coordination connectors.

AND

This connector, it is used to connect words and sentences. It acts as a link between words and phrases that follow each other, involve parallel actions or discourses and is one of the main connectors used for fluent speech. For example:

- It was a fluent **and** very good speech.
- Samara went office to get her coat **and** came back for the dinner.

OR

- Coordination is a connector, it means expressing situations similar to each other and is generally used to report alternatives. For example: Is it better to stay home or go out?

FOR

This is also an important coordination connector. When used for conjunction between two sentences, a comma is placed before. For example:

- Thendral didn't go to home, for Thendral was feeling tired.
- My brother gets angry with Malathy for she never cleans her room.

BUT

This connector is preferred to explain the correct subject and generally indicates contrast. It usually indicates an unexpected situation after the first sentence. In some cases it is also used to mean excluding. For example:

- Students worked very hard, but students couldn't pass the maths exam.

YET

It is a very important connector. It is used to accurately describe a particular situation and means to express contrast. For example:

- You have been working in this office for more than 15 years, yet you don't like to work here.
- The class has not gathered, yet they can start running.
- They went to New York for their holiday, yet they could have to go to London.

SO

This is a coordination connector that needs attention. Used to describe the conclusion part of a topic or situation. It usually indicates results.

For example:

- She was stuck in a small, dark room when she was little, so she's afraid of the small and dark room.

NOR

Attention should be paid even if it is a connector that is not used much. This connector is used to indicate negative situations. Indicates that neither alternative is given in the sentence. In this structure, the sentence can be overturned and the sentence after the “nor” connector part can be arranged in the question structure. For example:

- Thiru never asked for extra bonus, nor Thiru ever needed bonus.
- Shanthi can't afford to live in this home, nor does she want to.

EVEN THOUGH

This connector is used to tell another event against a situation. For example:

- Even though he is very successful in football, his father wants him to play basketball.

THOUGH

This connector is used to describe another situation, just like 'even though'. For example:

- Though Micheal wasn't very handsome, the girls always preferred Micheal.

ASSUMING THAT

It is used to describe a situation and compare it with another event. For example:

- Paul hopes to go on a very long vacation, assuming that he has passed all his lessons.

BEFORE

It is used to switch to another event before one condition occurs. For example:

- He had a meeting with his friends for a while before leaving school.

TILL

It means until another event takes place. For example:

- She won't leave home till her uncle comes.

Fill in the blanks with appropriate linkers or connectives.

Exercise 1:

1. She loves to read, _____ she also enjoys watching movies.
2. The weather was terrible; _____, we decided to cancel the outdoor event.
3. He studied hard for the exam; _____, he passed with flying colors.
4. I have a meeting at 10:00 AM; _____, I can meet you for lunch afterward.
5. The concert tickets were sold out; _____, we couldn't attend the show.

Exercise 2:

Rewrite the following sentences using appropriate linkers or connectives.

1. I want to go to the party. I have to finish my assignment first.
Rewrite: I want to go to the party _____ I have to finish my assignment first.
2. The team won the match. They celebrated their victory.
Rewrite: The team won the match _____ they celebrated their victory.
3. It was raining heavily. The kids played indoors.
Rewrite: _____ it was raining heavily, the kids played indoors.
4. He missed the bus. He was late for work.
Rewrite: _____ he missed the bus, he was late for work.
5. The restaurant is famous for its pasta. The restaurant is always crowded.
Rewrite: The restaurant, _____ famous for its pasta, is always crowded.

Exercise 3:

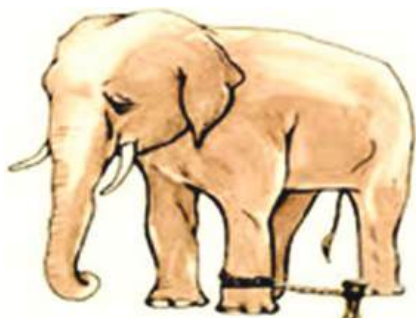
Connect the sentences using the given linkers or connectives.

1. _____, I will call you as soon as I get home. (Afterward)
2. She loves to bake cakes; _____, she often brings them to the office. (consequently)
3. The movie was excellent; _____, it won several awards. (likewise)
4. He had a flat tire; _____, he couldn't make it to the party on time. (therefore)
5. I enjoy hiking; _____, I prefer mountain trails. (however)



SHORT STORY ON MORAL VALUES

Story 1: THE ELEPHANT ROPE



When walking through an elephant camp, a man noticed that the elephants were only secured with a small rope that was tied around one ankle. He wondered why the elephants didn't break free from the rope, as the elephants were certainly strong enough to do so.

He asked a trainer why the elephants didn't try to break free, and the trainer responded by saying that they use the same size rope for baby elephants all the way up to adulthood. Because they're too small when they're babies to break free from the rope, they grow up being conditioned that the rope is stronger than they are. As adults, they think the rope can still hold them, so they don't try to fight it.

THE MORAL:

The elephants in this case are experiencing learned helplessness. This phenomenon occurs when someone has been conditioned to anticipate discomfort in some way without having a way to avoid it or make it stop.

After enough conditioning, the person will stop any attempts to avoid the pain, even if they see an opportunity to escape.

If you go through life thinking that you can't do something just because you have failed at doing it in the past, you're living with a fixed mindset.

Identifying linkers in the given passage:

When walking through an elephant camp, a man noticed that the elephants were only secured

with a small rope that was tied around one ankle. He wondered why the elephants didn't break free from the rope, as the elephants were certainly strong enough to do so.

Story 2: THE BOULDER AND THE GOLD



There once was a king who decided to do a little experiment. He had a giant boulder put right in the middle of the street. He then hid near the boulder to see who, if anyone, would try to move it out of the way. First, some wealthy merchants walked by. They walked around the boulder, complaining that the king hasn't been maintaining the roads very well.

Next, a peasant walked by, heading home with his arms full of food for his family. When he noticed the boulder, he put his groceries down and attempted to move it out of everyone's way. It took him a while to move it, but he eventually succeeded.

After the peasant gathered up his groceries to carry on home, he noticed a bag lying in the middle of the road, just where the boulder once was.

He opened the bag to find that it was stuffed full of gold coins, along with a letter from the king saying that the bag's gold was a reward for the peasant to keep.



The king gave this gift because the peasant had taken the time and energy to move the boulder out of the road for the convenience of others who would be traveling the road in the future.

THE MORAL:

The peasant in this story was taught by the king that every obstacle you face offers an opportunity to improve.

If you're able to push through moments that are challenging, you may end up being much better off than you were before you started trying.

This story also offers a lesson of personal responsibility.

If you see a job ahead of you, don't leave it for the next person to do. Rather, step up and get the job done to help the people who come after you.

Identify linkers in the given passage:

Next, a peasant walked by, heading home with his arms full of food for his family. When he noticed the boulder, he put his groceries down and attempted to move it out of everyone's way. It took him a while to move it, but he eventually succeeded.



Speaking Skills

JAM (JUST A MINUTE TALK)

“Just A Minute Talk” is a kind of speaking activity. It is an impromptu speech. It means “speaking on a topic without preparation”. In this activity, a student will be asked to stand before other students and speak for a minute on the given topic. The topic will be given on the spot or 30 seconds before he / she starts to speak.

Topic 1 : MY FAMILY



Good morning, everybody. Today I am going to talk on the topic “**My Family**”. There are four members in my family. They are my father, my mother, my brother and I. My father is a farmer. My mother is a home maker. I am studying in a polytechnic college. My brother is studying in a school. We live in a village. My parents made me a better person. They are my first teachers. My father is the backbone of our family. He guides us to go in the right path. I love my family.

Thank you.

Topic 2 : MOBILE PHONE



Good morning, everybody. Today I am going to talk on the topic “**Mobile Phone**”. The mobile is an electronic device. It is used to communicate with others. People use mobile phone for online banking, online shopping, etc. Students use it for sending text messages, pictures, videos, emails, etc. Mobile phone has some negative aspects too. Over use of mobile phone causes health problems. This sometimes leads to depression and mental disorder. Many accidents are due to the use of mobile phone while driving. So let us use mobile phone for genuine purpose only.

Thank you.

Topic 3 : MY HOBBY



Good morning, everybody. Today I am going to talk on the topic “My Hobby”.

My hobby is reading books. Books are storehouse of information. Reading books enriches our knowledge further. I have been reading books since my childhood. There are different kinds of books available in libraries. I have read many books. Good books inspire me in many ways. They help me to develop positive attitude. They also help me to learn new things in the world and develop self-confidence. In fact, books are my best friends. So I spend my leisure time by reading books.

Thank you.

Topic 4 : EDUCATION



Good morning, everybody. Today I am going to talk on the topic “Education”. Education is an

important tool which changes one’s life. It is a life-long process. It makes a man read and write. It is an important factor in getting a decent job. It teaches the value of discipline to human beings. It helps to improve one’s knowledge. Important innovations such as computer, internet, television, medicine, etc., are due to education. Education plays a vital role in human life to mould one’s personality. It is a basic right of every human being in this world.

Thank you.

(Source: <https://www.toppr.com/guides/essays/importance-of-education/>)

Topic 5 : NEWSPAPER



Good morning, everybody. Today I am going to talk on the topic “Newspaper”.

Newspaper is a form of printed media. It is a powerful mode of mass communication. It is used to spread information among people. A newspaper contains articles on various topics such as education, entertainment, politics, business, etc. Govt announcements, weather forecasts and employment related information are also published in the newspaper. A newspaper has articles on quiz, essay, current affairs, etc. They are very much useful to students. Newspaper helps to inculcate the habit of reading in students.

Thank you,

(Source: <https://www.toppr.com/guides/essays/importance-of-education/>)



Reading Skills

GENERAL PARAGRAPH ON MORAL VALUE(TALK)

Moral values play an essential role in the life of human beings. In fact, they help to build their character. Learning moral values starts from childhood. Parents are responsible for inculcating moral values in the minds of their children. Then, schools and colleges play a vital role in moulding their character.

To teach moral values in schools, various activities such as telling moral stories to students, allowing them to read books on moral values, etc., are given to students. Moral values make students go in the right path and be successful in life.

Passage – 1 : HONESTY

‘Honesty is the best policy’ says an old adage. To be honest is to be trustworthy and true to others. An honest person never tells a lie and cheats a person. One must be practised to be honest from childhood. It is the duty of parents to teach their children what is correct and what is wrong. Being true to parents, teachers and others will help a child to develop honesty. Honesty plays an integral part in a man’s life. Being honest will strengthen relationship and build trust. An honest man is the noblest work of God.

Passage – 2 : RESPECT

Respect is one of the most important human values. Parents must instruct their children how to respect others. Respect must be given not only to elders but also to all other people. Everyone deserves to be respected. We should not interfere with others’ private affairs and must respect their rights. Everyone should respect every religion, culture, etc., We must respect others by being fair and just with them. A good citizen will respect people regardless of how they treat him/her. Respect is an essential ingredient that helps to develop strong relationship with others.

Passage – 3 : SHARING

Sharing is an essential human value. One must share his/her possessions with people who are in need. Sharing one’s knowledge and ideas enriches his/her knowledge further. It helps to develop creativity. Sharing is a selfless attitude. Selfishness will lead to enmity whereas sharing will build strong relationship. Sharing is the quality of generosity. In teamwork sharing is an essential element, since it brings the desired result i.e., success. Sharing the ideas of each one to others will promote a healthy atmosphere. ‘Happiness shared is doubled and sadness shared is halved’ is an old saying.

Passage – 4 : CO-OPERATION

Dictionary says, ‘Cooperation is the act of working together with someone for a common purpose or benefit’. Cooperation must start from home. We must cooperate with family members. Cooperation is needed in society too. It is very important in team work. It plays a vital role in team building. We must accept others’ point of view, while working in a team. One should be prepared to listen to the conflicting or opposing ideas of other persons. Cooperation exists in honouring differences. Cooperation in a team leads to achieve the common goal. It helps to achieve the desired outcome. It develops positive attitude.

Passage – 5 : KINDNESS

Kindness is an important human value. It makes the world peaceful. It is needed not only to human beings but also to every living creature. Every religion teaches us to be kind to others. Kindness helps to build strong relationship. It leads to forgiveness. It develops positive attitude. It helps to improve physical and mental health. Kindness helps to resolve many conflicts. It makes a man very polite. Being kind does not cost anything. It is a selfless act. It brings happiness and satisfaction when it is shown to others. Kindness is needed to lead a peaceful life in this world.



Writing Skills

NOTE TAKING/ SUMMARIZATION

Note Taking:

Note taking is the practice of capturing and recording essential information from various sources, such as lectures, books, articles, meetings, or discussions, in a concise and organized manner. It involves extracting key points, concepts, ideas, and details while omitting less relevant or redundant information. Note taking serves as a tool to aid comprehension, retention, and later reference of important content.

1. **Lecture Notes:** During a classroom lecture, a student takes notes on the professor's explanations, key concepts, and relevant examples, organizing the information into bullet points and headings for easy reference when studying.
2. **Book Notes:** While reading a textbook, a reader jots down important definitions, chapter summaries, and noteworthy quotes in the margins or in a separate notebook to review later.
3. **Meeting Notes:** In a business meeting, an employee records key decisions, action items, and discussions, ensuring that all important points are captured for future reference.
4. **Research Notes:** A researcher documents their findings, methodologies, and observations while conducting experiments, interviews, or surveys to maintain an accurate record of their work.

Summarization:

Summarization, on the other hand, is the process of condensing a larger piece of text, speech, or information into a shorter version while retaining its core meaning, main ideas, and significant details. Summarization aims to capture the essence of the original content in a succinct form, making it easier for readers or listeners to grasp the central concepts without going through the entire source material. It involves selecting the most relevant

and impactful information and presenting it in a coherent and easily digestible manner.

1. **News Article Summary:** A journalist condenses a lengthy news article about a recent event into a concise summary highlighting the main facts, causes, and consequences of the event.
2. **Book Summary:** A publisher creates a brief overview of a novel's plot, characters, and themes to provide potential readers with a glimpse of the book's content.
3. **Movie Synopsis:** A film critic writes a short synopsis of a movie, outlining the basic storyline and highlighting the most compelling aspects of the film.
4. **Scientific Paper Abstract:** A scientist writes an abstract for their research paper, summarizing the study's objectives, methodology, results, and conclusions in a brief and coherent manner.
5. **Meeting Minutes:** After a team meeting, a designated individual drafts meeting minutes, capturing the main discussion points, decisions made, and action items assigned, providing a concise record of the meeting's outcomes.

EXAMPLE:

Passage - 1 : HONESTY

'Honesty is the best policy' says an old adage. To be honest is to be trustworthy and true to others. An honest person never tells a lie and cheats a person. One must be practised to be honest from childhood. It is the duty of parents to teach their children what is correct and what is wrong. Being true to parents, teachers and others will help a child to develop honesty. Honesty plays an integral part in a man's life. Being honest will strengthen relationship and build trust. An honest man is the noblest work of God

Note Taking:

Honesty is best policy – Honest – trustworthy
- no lying or cheating - Practice from childhood -
parents teach - Builds relationships – trust - noble
trait



Summarized Version:

“Honesty is best. It means being truthful, trustworthy, and not lying or cheating. Parents teach right from wrong. Honesty builds relationships, trust, and is noble.”

EXERCISE:

Passage – 2 : RESPECT

Respect is one of the most important human values. Parents must instruct their children how to respect others. Respect must be given not only to elders but also to all other people. Everyone deserves to be respected. We should not interfere with others’ private affairs and must respect their rights. Everyone should respect every religion, culture, etc., We must respect others by being fair and just with them. A good citizen will respect people regardless of how they treat him/her. Respect is an essential ingredient that helps to develop strong relationship with others.

Note Taking:

Summary:

Passage – 3 : SHARING

Sharing is an essential human value. One must share his/her possessions with people who are in need. Sharing one’s knowledge and ideas enriches his/her knowledge further. It helps to develop creativity. Sharing is a selfless attitude. Selfishness will lead to enmity whereas sharing will build strong relationship. Sharing is the quality of generosity. In teamwork sharing is an essential element, since it brings the desired result ie., success. Sharing the ideas of each one to others will promote a healthy atmosphere. ‘Happiness shared is doubled and sadness shared is halved’ is an old saying.

Note Taking:

Summary:

Passage – 4 : CO-OPERATION

Dictionary says, ‘Cooperation is the act of working together with someone for a common purpose or benefit’. Cooperation must start from home. We must cooperate with family members. Cooperation is needed in society too. It is very important in team work. It plays a vital role in team building. We must accept others’ point of view, while working in a team. One should be prepared to listen to the conflicting or opposing ideas of other persons. Cooperation exists in honouring differences. Cooperation in a team leads to achieve the common goal. It helps to achieve the desired outcome. It develops positive attitude.

Note Taking:

Summary:

Passage – 5 : KINDNESS

Kindness is an important human value. It makes the world peaceful. It is needed not only to human beings but also to every living creature. Every religion teaches us to be kind to others. Kindness helps to build strong relationship. It leads to forgiveness. It develops positive attitude. It helps to improve physical and mental health. Kindness



helps to resolve many conflicts. It makes a man very polite. Being kind does not cost anything. It is a selfless act. It brings happiness and satisfaction when it is shown to others. Kindness is needed to lead a peaceful life in this world.

Summary:

Note Taking:

ICT JUNCTION

Linkers & Connectives

<https://www.javatpoint.com/linkers-in-english-grammar>



Linkers & Connectives

Connectors and linking words - exercises (agendaweb.org)



Short stories on Moral Values

<https://www.4recruitmentservices.com/blog/2017/08/15-motivational-and-inspiring-short-stories>



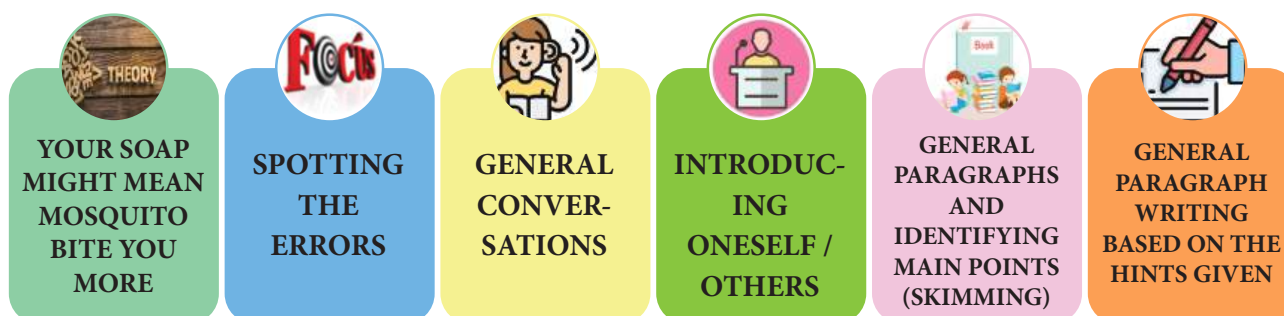
Note Taking & Summarization

<https://youtu.be/as7xe8UQEr4>



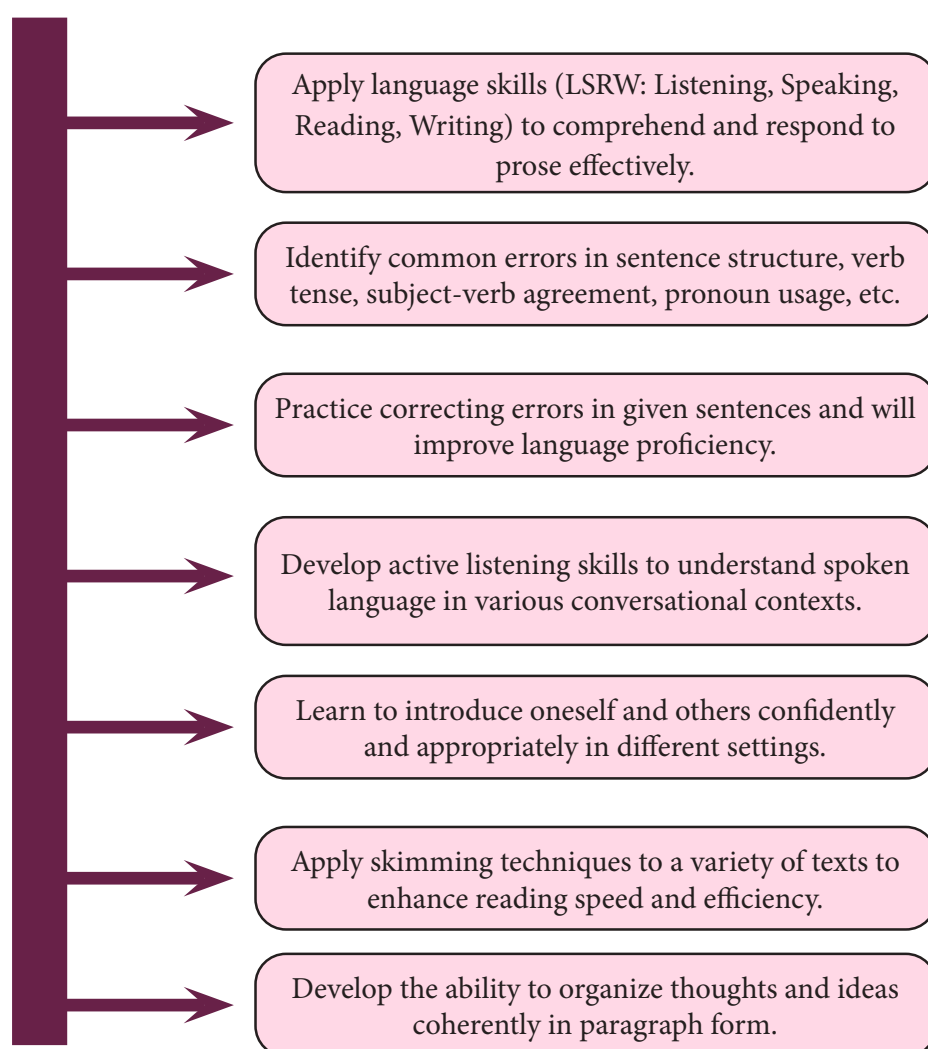
UNIT IV

SITUATIONAL ENGLISH



Learning Objectives:

At the end of this unit, the students shall be able to –



Preparatory Task

Students walk around the class and talk to other students about mosquitoes. Change partners often and share your findings.

YOUR SOAP MIGHT MEAN MOSQUITO BITE YOU MORE

Mosquitoes seem to like some people more than others. Scientists from the Virginia Tech university in the USA believe the smell of our body could attract mosquitoes. This includes our natural body odour and smells from soaps and perfumes. Some of these smells could also help to reduce the number of bites we get in the summer. The researchers said mosquitoes seemed to prefer soap with a flowery smell. The lead researcher said over 60 per cent of the smells coming from our body come from soap rather than natural body odours. He said that changing the soap we use could change how attractive we are to mosquitoes. Soap with a neutral or no smell could make us less tasty to the creatures. The researchers tested the effects on mosquitoes of four popular brands of soap. They analyzed the smell of different people after they used each soap, and when they did not wash themselves. The researchers recreated the soapy and unwashed smells and put them in two different cups in a cage full of mosquitoes. The insects seemed to prefer the flowery smells from the soapy cups. Mosquitoes may be like humans because they are attracted by floral and fruity smells. One researcher gave some advice. He said: "I would choose a coconut-scented soap if I wanted to reduce mosquito attraction." Mosquitoes are the world's deadliest creatures. The diseases they carry kill about 725,000 people a year.



Source : <https://breakingnewsenglish.com/2306/230615-soap-and-mosquitoes.html>

In pairs / groups, talk about these topics or words from the article. What will the article say about them? What can you say about these words and your life?

mosquitoes / smell / body odour / soap / perfume / summer / bites / attractive / tasty popular brands / wash / soapy / cage / fruity smells / coconut / creatures / diseases

Have a chat about the topics you liked. Change topics and partners frequently.

Give short answers to the following questions.

1. What is the name of the university the research came from?

2. What smells attract mosquitoes besides body odour and soap?

3. What could we reduce in summer by using a different soap?

4. What smells do mosquitoes prefer?



5. What kind of soap would make us less attractive to mosquitoes?

6. How many brands of soap were part of the research?

7. In what did researchers put the smell of unwashed people?

8. What was a cage full of?

9. What kind of soap did a researcher recommend we use ?

10. What's the world's deadliest creature?



Spotting the Errors

The error spotting exercises play a crucial role in language learning by enhancing language proficiency, developing attention to detail, improving critical thinking, strengthening language awareness, and building self-editing skills.

Regular practice in error spotting helps learners become more confident, accurate, and effective communicators in English Language. As

a candidate's command over English Language is tested, one must be thorough with important grammar rules and exceptions as well.

The errors may be categorized differently, like tense error, spelling error, punctuation error, parts of speech error, sentence error, article-preposition error, singular-plural error, spelling error. To be well versed in error spotting, one must be thorough with the parts of speech, punctuation, singularity plurality, helping verbs, subject verb agreement etc.

1) Punctuation:

- Its a beautiful house. (Incorrect)
- It's a beautiful house. (Correct)

When combining two words, apostrophe should be used to mark the contracted form.

2) Articles:

- Riya is a honest girl. (Incorrect)
- Riya is an honest girl. (Correct)

Here article, "an" should be used because 'h' is silent while pronouncing honest and it gives a vowel sound of 'o'.

3) Pronoun:

- One must help his siblings. (Incorrect)
- One must help one's siblings. (Correct)

A sentence should always have one type of pronoun in it. As the sentence starts with the pronoun 'One' and it should be maintained throughout the text.

4) Proper noun:

- My mother was reading times of india newspaper (Incorrect)
- My mother was reading the Times of India newspaper. (Correct)

Here, "the Times of India" is used because it is a proper noun.



5) Questions Tags:

- It's a bit early, is it? (Incorrect)
- It's a bit early, isn't it? (Correct)

A positive statement will have a negative question tag and a negative statement will have a positive question tag.

6) Singularity and Plurality:

- The spectacles is missing. (Incorrect)
- The spectacles are missing. (Correct)

Here, spectacles are one in number. Yet, we use a plural verb with them. Certain nouns like this take the plural verb because of their plural form.

Example: Clothes, Scissors, trousers, amends, spectacles, thanks.

- There is people in the town. (Incorrect)
- There are people in the town. (Correct)

Here people is a plural term in a singular form. Hence, we use a plural verb with it. Certain nouns like this being a singular form represent plurality and therefore, take a plural verb in a sentence.

Example: police, clergy, people, peasantry, cattle.

- This is a 9-meters scale. (Incorrect)
- This is a 9-meter scale. (Correct)

When a noun denoting weight, number, money, length or measure is following a number, the noun form does not change as long as another noun or pronoun follows it.

Example: Million, pair, meter, year, dozen

To Note:

1) Steps to follow:

1. Read the sentence carefully. Read it as many times as you can till you identify the error.
2. Look for spelling mistakes and then for punctuation mistakes.
3. Check for the correct usage of helping verbs and main verbs.

2) Know The Exceptions:

Many rules of grammar have exceptions to them. As many questions are based on them, make sure you make a careful note of every single exception.

To Apply:

Read and rewrite the following sentences by correcting the error:

1. Rajan has a flat at Chennai

2. He did not wrote the test last week.

3. India one the match yesterday

4. It takes me about a hour to reach the college.

5. You're not hungry already, don't you.

6. We were at the Jubilee Hotel last year, didn't we?

7. This cattle is yours.

8. I bought four dozens apples.

9. This is mine pen

10. One must not tell lies. He must always obey the elders.



Listening Skills

LISTENING TO CONVERSATIONS

Read aloud the conversations given below by turn taking and frame sentences on your own using the words that are highlighted in the conversation.

Pair Work

Conversation : Making Plans

- A: What are you doing this weekend?
 B: I don't have any plans yet. Why?
 A: I was thinking of going hiking on Saturday. **Want to join?**
 B: That sounds fun! Count me in.
 A: Great! We'll meet at the trailhead at 9 am.
 B: See you there. Can't wait!

Frame sentences on your own:

Plans _____
 Hiking _____
 Great _____

Conversation: Asking for Directions

- A: Excuse me, could you tell me how to get to the nearest subway station?
 B: Sure. Go straight down this street, then turn left at the third intersection.
 A: And after that?
 B: Walk two blocks, and you'll see the station on your right.
 A: Thank you so much for your help!
 B: You're welcome. Have a nice day!

Frame sentences on your own:

Station _____
 Straight _____
 Walk _____

Conversation : Discussing Movies

- A: Have you seen the new superhero movie that everyone's talking about?
 B: Not yet. Is it any good?
 A: It's amazing! The action scenes are mind-blowing.
 B: I'll definitely watch it then. Which theater is showing it?
 A: The one at the mall. Let's go together this weekend!
 B: Sounds like a plan. I can't wait to see it!

Frame sentences on your own:

Superhero _____
 Amazing _____
 Wait _____

Active Listening Focus

Browse through the web pages given below. Listen to the audio pod casts and enrich your articulative fluency

- <https://basicenglishspeaking.com/daily-english-conversation-topics/>
- <https://www.esl-lab.com/easy/>
- <https://www.talkenglish.com/listening/listen.aspx>
- <http://www.manythings.org/elllo/>
- <https://www.bbc.co.uk/learningenglish/english/features/6-minute-english>



Speaking Skills

INTRODUCING ONESELF / OTHERS

The following adjectives can be used for describing a person while introducing.

The Positive Adjectives:

Adaptable, adventurous, affectionate, agreeable, ambitious, amusing, brave, bright, broad-minded, calm, careful, charming, communicative, compassionate, courageous, courteous, creative, determined, diligent, diplomatic, dynamic, easy going, emotional, energetic, enthusiastic, exuberant, fair-minded, faithful, fearless, forceful, frank, friendly, funny, generous, gentle, good, hard-working, helpful, honest, humorous, imaginative, impartial, independent, intellectual, intelligent, inventive, kind, loving, loyal, modest, neat, nice, optimistic, passionate, patient, polite, powerful, practical, pro-active, quick-witted, quiet, reliable, reserved, resourceful, romantic, self-confident, self-disciplined, sensible, sensitive, shy, sincere, sociable, straightforward, sympathetic, thoughtful, tidy, tough, understanding, versatile, warm hearted, willing, witty.

Note : The following negative adjectives are not recommended for formal introductions.

Aggressive, aloof, arrogant, boastful, boring, bossy, careless, cowardly, cruel, cunning, detached, dishonest, foolish, fussy, greedy, harsh, impatient, impolite, inconsiderate, inconsistent, interfering, intolerant, irresponsible, jealous, lazy, materialistic, mean, miserly, moody, narrow-minded, nasty, naughty, nervous, pessimistic, possessive, quarrelsome, quick-tempered, rude, sarcastic, selfish, self-centred, silly, stingy, stubborn, stupid, timid, touchy, thoughtless, unkind, unpredictable, unreliable, untidy, untrustworthy, vague, vengeful, vulgar

Introducing Oneself

Good morning/ afternoon/evening _____,

I am (name). I come from (place – area). I am doing diploma in (dept) . After completing my

course I plan to(work/study). My aim is to become (goal-what you would like to achieve) and help my family, society and my country in their wellbeing. I am (what type of person you are- your character, skill, ability – what you are good at, your strength-positive points,) (If you have any negative points you can say but add as to how you are trying to overcome it).

Eg: Good morning Sir,

I am Vijay. I come from Avadi. I am doing diploma in computer engineering. I plan to continue my higher studies, after completing my diploma. My aim is to become a software engineer and help my family, society, and country in their wellbeing. I am good at programming, networking, interested in the field of artificial intelligence, I am an avid chess player, love to travel and listen to music. Above all I am a friendly person.

Introducing Your Family

Good morning/ afternoon/evening _____,

This is my father / My father's name is (name). He is (occupation) working in (institution/ organization). My mother's name is (name). She is a home maker/(occupation). I have – (nos.) brothers and (nos.) sisters. They are (studying/ working/married). My family taught me to (any good character of yours). I love to keep them happy. I love my family.

Eg: Good morning, Sir,

I have a loving family. My father's name is John. He is a charge man in Heavy vehicles Factory. My mother's name is Mary. She is a home maker. I have one sister and one brother. They are studying. I help my family in all the household chores. My family taught me to be kind, sincere and hard working. I love my family.

Introducing a friend /others

Hi/Hello _____,

He is (name). He is my (classmate/colleague/ senior). He is doing/working (details). He is (what type of person). I have known him for the last (nos.) years.

Eg: Hi _____,

He is Rakesh, is my classmate at school. He is now doing his final year degree in engineering. He is good at academics besides being a good choreographer. He solves all my difficulties. I have known him for the past eight years.



Reading Skills

SKIMMING

Skimming is a reading technique which helps to read quickly a text or document to obtain a general understanding of its content without reading it in its entirety.

Skimming involves scanning the text for headings, subheadings, keywords, and important phrases to grasp the main points or overall message.

This approach is commonly employed when dealing with voluminous information or when determining the relevance or value of a text before engaging in a thorough read.

Skimming serves as an efficient method for previewing texts, reviewing study materials, or efficiently gathering information.

In short, Skimming means quickly reading the text only to get the main ideas.

HOW DO YOU DO SKIMMING?

What is Capitalism?

The word capitalism is now quite commonly used to describe the social system in which we now live. It is also often assumed that has existed, in one form or another, for most of human history. In fact, capitalism is a relatively new social system. For a brief historical account of how capitalism came into existence a couple of hundred years ago, see Marx and Engels' Communist Manifesto. But what exactly does 'capitalism' mean?

Class Division

Capitalism is the social system which now exists in all countries of the world. Under this system, the means for producing and distributing goods (the land, factories, technology, transport system etc) are owned by a small minority of people. We refer to this group of people as the capitalist class. The majority of people must sell their ability to work in for a wage or salary (who we refer to as the working class)

The working class are paid to produce goods and services which are then sold for a profit. The profit is gained by the capitalist class because they can make more money selling what we have produced than we cost to buy on the labour market. In this sense, the working class are exploited by the capitalist class. The capitalists line off the profits they obtain from exploiting the working class whilst reinvesting some of their profits for the further accumulation of wealth

The profit motive

In capitalism, the motive for producing goods and services is to sell them for a profit, not simply people's needs. The products of capitalist production have to find a buyer, of course, but this is only incidental to the main aim of making a profit, of ending up with more money than was originally invested. This is not a theory that we have thought up but a fact you can easily confirm for yourself by reading the financial press.

The capitalists calculate that goods can be sold at a profit. These goods may satisfy human needs but those needs will not be met if people do not have sufficient money.

Attentively read the first and the last paragraphs

Read only the first sentence. "Drop down" to the end, looking for key details



1. Read the title.
2. Read the first paragraph. It will be the introduction where you can get an idea of the text.
3. Read only the first sentences of every paragraph.
4. Read all the headings and sub-headings.
5. Read the final paragraph. This will be the conclusion and the summary of the text.

COMMUNICATIVE ACTIVITIES

Read the following passage and identify the main idea.

1. *Before the introduction of the computer search, library research was a long and tedious task. Now, instead of spending long hours looking through the card catalogue and periodical indexes for books and articles on your subject, you can have a computer do the looking for you. All you need to do is give your subject to the computer. This is not as easy as it sounds, however, because you must know exactly what your subject is, searches its memory for books and articles about your subject. It takes less than a second for the computer to complete its search. Finally, it prints a bibliography—a list of the authors and titles of the books and articles it has found—for your subject.*

What is the main idea of this paragraph?

Choose from the options given below.

- a. Library research is a long and tedious task.
 - b. A bibliography is a list of authors and titles of books and articles.
 - c. A computer can find books and articles for you
 - d. A computer search can save time in library research.
2. *The Chola dynasty was one of the longest-ruling dynasties in history. The earliest datable references to this Tamil dynasty are in inscriptions from the 3rd century BC left by Ashoka, of the Maurya Empire (Ashoka Major Rock Edict No.13). As one of the Three Crowned Kings of Tamilakam, the dynasty continued to govern*

over varying territory until the 13th century BC. The heartland of the Cholas was the fertile valley of the Kaveri River, but they ruled a significantly larger area at the height of their power from the later half of the 9th century till the beginning of the 13th century. The whole country south of the Tungabhadra was united and held as one state for a period of three centuries and more between 907-1215 AD.[2] Under Rajaraja Chola I and his successors Rajendra Chola I, Rajadhiraja Chola, Virarajendra Chola and Kulothunga Chola I the dynasty became a military, economic and cultural power in South Asia and South-East Asia. [3] The power of the new empire was proclaimed to the eastern world by the expedition to the Ganges which Rajendra Chola I undertook and by the naval raids on cities of the maritime empire of Srivijaya, as well as by the repeated embassies to China.[4] The Chola fleet represented the zenith of ancient Indian sea power.

What is the main idea of this paragraph?

3. *It's hard to imagine what things were like before there was money, but such a time did exist. During these times people exchanged goods using the barter system. The word barter means to trade. People using the barter system traded things instead of buying and selling them. So if you were a rice farmer, you would trade your rice with many people to get all the things that you wanted or needed. Unfortunately, the people from whom you needed things might not want your rice. Isn't it nice to just go to the store and buy candy instead of having to trade rice for it?*

Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

Skim the passages given below and write the important points in 4 lines for each passage.

CLIMATE CHANGE

Climate change can occur naturally over extended periods, involving fluctuations in temperature, rainfall, wind patterns, and other environmental factors. Throughout millions of years, our planet has experienced periods of both warmer and colder conditions compared to the





present. However, presently, we are witnessing a swift increase in global temperatures due to human activities, predominantly the burning of fossil fuels, which leads to the emission of greenhouse gases.

Human activities that result in the escalation of greenhouse gas emissions create a metaphorical “blanket” enveloping the Earth. This “blanket” traps the heat from the sun within the atmosphere, causing a rise in temperatures.

Climate change is primarily driven by the release of greenhouse gases, such as carbon dioxide (CO₂) and methane (CH₄), into the atmosphere. These gases originate from various human activities, including the combustion of fossil fuels like gasoline for transportation and coal for heating purposes. Another significant contributor is deforestation, as clearing land and forests releases large amounts of carbon dioxide. Additionally, landfills, where garbage is deposited, are another notable source of greenhouse gas emissions. Sectors such as energy production, industrial processes, agriculture, and waste management are major contributors to these emissions.

The concentration of greenhouse gases in the atmosphere has reached its highest levels in approximately 2 million years and continues to increase. Consequently, the Earth’s average temperature has risen by approximately 1.1°C compared to the 1800s. The previous decade has been recorded as the warmest in history, indicating a clear trend of increasing global temperatures. These observations highlight the ongoing impact of climate change and the urgent need for mitigation and adaptation efforts.

While many associate climate change primarily with rising temperatures, it is essential to recognize that temperature increase is just the initial aspect of a broader narrative. The Earth operates as a complex system, where interconnectedness prevails, meaning that alterations in one region can trigger cascading effects in all others. The consequences of climate change encompass a wide array of issues. These include but are not limited to, more frequent and intense droughts, water scarcity, devastating wildfires, elevated sea levels, flooding, the melting of polar ice, destructive storms, and the alarming decline of biodiversity. It is crucial to understand the multifaceted nature of climate change and its profound impact on various aspects of our planet’s ecosystems and human societies.

IMPORTANT POINTS

1. _____
2. _____
3. _____
4. _____
5. _____

PHYSICAL HEALTH AND EXERCISE



Exercise improves physical health. Physically active individuals have a much better health outlook than their sedentary peers. Even modest regular physical activity has a positive influence on people’s health and vitality. A minimum of 20 to 30 minutes of moderate activity a day most days of the



week will benefit health and assist with weight loss. A formal workout is not necessary to have these benefits; a brisk walk will suffice (although a more vigorous workout will suffice that much more).

Exercise reduces risks for serious illness. Exercise reduces people's chances of developing and dying of illnesses such as heart disease. It does this by lowering illness risk factors such as triglyceride and overall cholesterol levels, while improving the level of HDL (the "good" cholesterol which is thought to reduce the risk of heart disease). Weight-bearing exercise and strength training activities help to maintain or increase bone mass, reducing a person's risk for osteoarthritis and associated bone fractures. Regular exercise also lowers resting blood pressure rates for hours after an exercise session is over. In addition, moderate exercise may significantly reduce the risk of developing type II diabetes. Arthritics who exercise often experience more strength and flexibility in their affected joints as well as a reduced pain levels. Furthermore, exercise may delay or prevent the development of arthritis in other joints. Regular walking of over a mile a day has been shown to reduce the risk of stroke significantly. Exercise even appears to reduce the risk of developing some cancers, especially cancers of the breast and colon.

Exercise increases energy and vitality feelings. Sedentary individuals often complain of being too tired to work out. Ironically, exercise improves people's capacity for work so that people who exercise on a regular basis actually have more energy and greater strength and endurance for daily activities than do their sedentary peers. The feeling of increased energy, and vitality is one of the first things people tend to notice a few weeks after beginning to working out on a regular basis.

Exercise helps people perform activities of daily life more easily. Physically fit people are stronger, healthier and more energetic than sedentary people. They are able to solve problems more readily, deal with stress more effectively, think faster and remember things more efficiently. Overall, activities of daily life become less of a chore for active people.

IMPORTANT POINTS

1. _____
2. _____
3. _____
4. _____
5. _____



Writing Skills

HINTS DEVELOPING



The process of transforming individual words and phrases into complete sentences and organizing them into cohesive paragraphs is known as the process of hints development.

This involves expanding on a central idea or topic by providing supporting details, examples, and explanations to create a coherent and logical flow of information.

The process of hint development involves transforming individual words and phrases into complete sentences, creating coherent paragraphs in the process.

There are some basic rules to be followed while developing hints:

1. First read all the hints given thoroughly.
2. Try to understand the tone and flow of the passage.



3. Make use of all the hints; do not leave any point.
4. Be clear and easy to understand while writing.
5. Arrange the points sequentially, one leading to the other.
6. Ensure relevance to the topic or concept.
7. Maintain consistency in tone and style.
8. Make two or three paragraphs, as required.
9. Look for the tense in the hints, follow the same in the paragraph.
10. Avoid ambiguity or confusion.
11. Make an introduction, body and conclusion for the paragraph.
12. Give a suitable title.

Develop a story from the hints, The first one is done for you

Ex.01

Lion - sleeping in a forest - mouse - playing on it - angry lion - threatened to kill the mouse - mouse asked to forgive - promised to save him one day - lion laughed - let him off - another day - lion caught by hunter - in net - mouse heard the lion roar - mouse cut the net with his teeth - lion escaped - thanked the mouse.

Answer:

The Lion and the Mouse

Once upon a time, in a dense forest, a lion slept under a big tree. Nearby, a playful mouse climbed and played on the lion's back. Startled, the lion got angry and threatened to kill the mouse. But the mouse pleaded for forgiveness and promised to help the lion someday. The lion laughed but spared the mouse.

Another day, the lion got caught in a hunter's net. Unable to escape, the lion roared for help. Hearing the roar, the mouse rushed to the lion's side. With its sharp teeth, the mouse cut the net and freed the lion. Grateful, the lion thanked the mouse. Their friendship showed the power of kindness, no matter how small the act.

Ex.02

Tortoise - hare - forest - tortoise walking- seen by a hare- hare laughs - tortoise speed - tortoise sad - bet - race tortoise moving- slow speed -hare moves - fast - sleeps- tortoise - reaches winning point - first - wins the bet.

Answer:

ICT JUNCTION

Spotting the Errors

<https://www.grammarinenglish.com/spottingerrors/>



Conversation

(75 Audio Lessons) Daily English Conversation Practice | Questions and Answers By Topics - Basic English Speaking



Introducing Oneself / Others

Powerful Ways of Introducing Yourself and Others in English - English Study Online



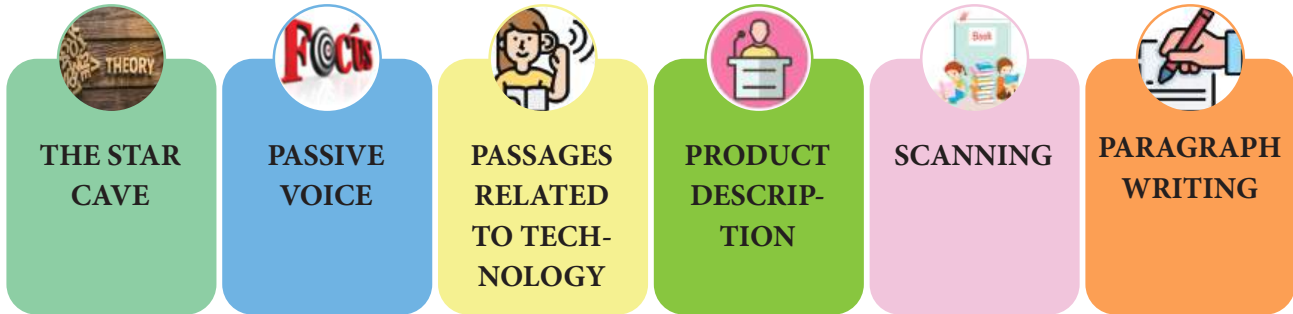
Hints Development

https://www.brainkart.com/article/Writing_42895/



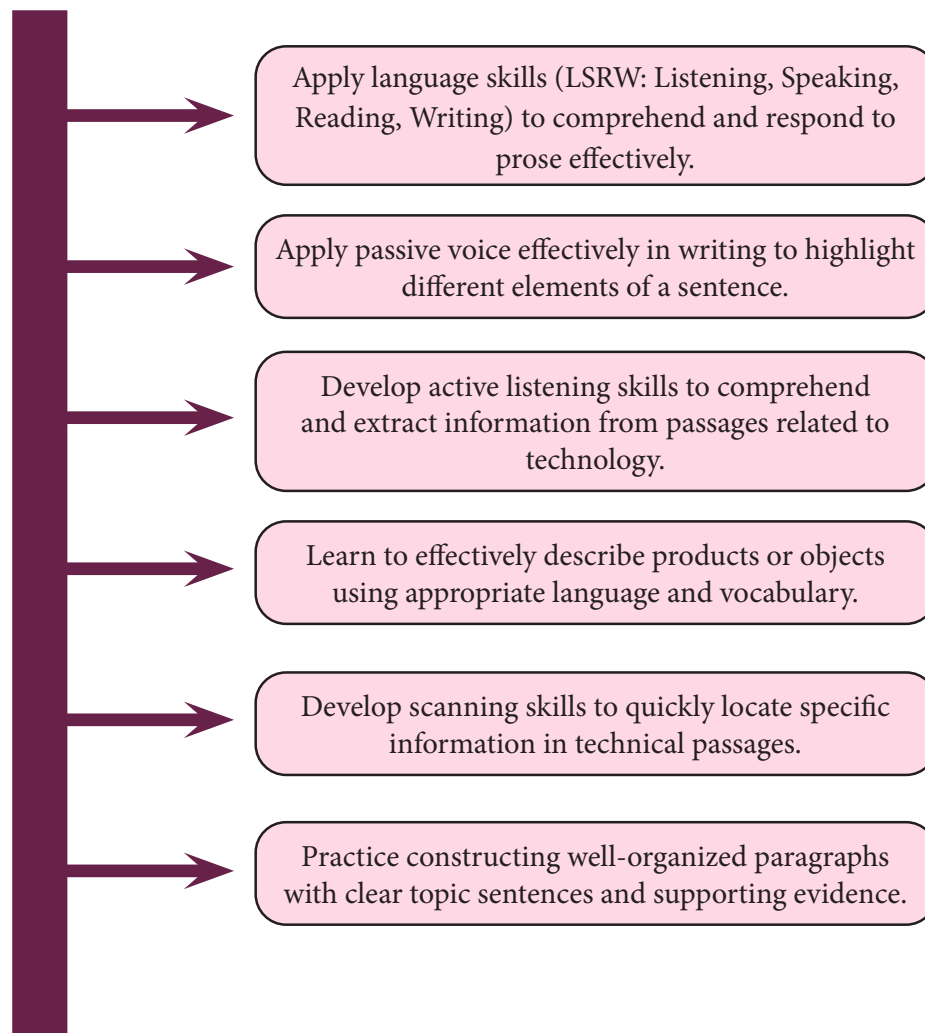
UNIT V

FUNCTIONAL ENGLISH



Learning Objectives:

At the end of this unit, the students shall be able to –





THE STAR CAVE

Preparatory Task

Look at the image and the heading 'The Star Cave'.

How do you think this woman is able to see this image?

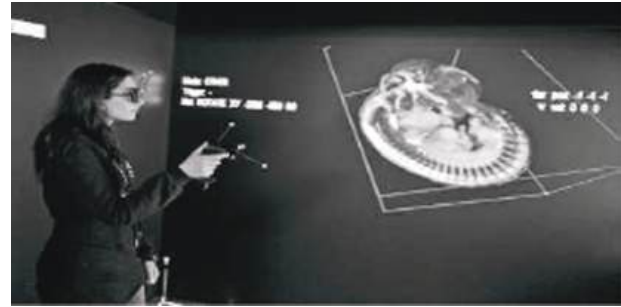
THE STAR CAVE

(A blog about Albert Yu Min and the Star Cave.)

There's a paradox about technology. It's generally thought to be a positive thing, something that solves problems and helps us to be healthier and live more comfortably. But at the same time, it's also created a lot of problems for our planet: emissions from industrial plants are changing our atmosphere and plastic debris in our oceans is believed to be changing marine ecosystems irreparably as we speak.

So I was fascinated to read the other day about a use of new technology that combines exploration with conservation. An archaeologist called Albert Yu-Min Lin is doing archaeology in a kind of virtual reality way. Working with the California Institute for Telecommunications and Information Technology, Lin uses an array of digital 3D immersive technologies. What this allows him to do is to gather, synthesize, and visualize data using cutting-edge tools such as satellite imagery and ground-penetrating radar. This means he can make discoveries in areas where physical excavations would be either physically difficult or highly sensitive.

Lin works in a lab called the Star Cave, which is a totally immersive virtual reality room where scientists and historians can navigate, fly, and manipulate their way through landscapes. Backlit screens project images on the ground and walls,



and special eyewear creates the 3D effect. Virtual explorers zoom over mountains, down slopes. So when Lin learns from an ancient text where a particular mountain or tomb was supposed to have been in the past, he can go into the Star Cave and travel around that region to find evidence of its existence.

Source: Life Level 6 Workbook published by National Geographic Learning / Cengage Learning, USA

Language Focus

Write these sentences from the blog using passive reporting verbs.

- Technology (generally / think / be) a positive thing.

- Plastic debris in our oceans (believe / change) marine ecosystems irreparably as we speak.

- The quest (know / frustrate) scientists and historians for centuries.

- The tomb (consider / be) an extremely sacred place.



5. Lin learns from an ancient text where a particular mountain (suppose / be) in the past.

6. These new approaches (expect / benefit) all kinds of projects in future.

Give short answers to the following questions.

1. What is Lin's job, and how does he do it differently from others in his profession?

2. What is the Star Cave?

Voice, mood, tense, person, and number are the five qualities of verbs in English grammar; we're only concerned with voice here. Voice refers to the form of a verb that indicates when a subject acts or is the receiver of the action.

When we transform a sentence from active to passive voice, the verb form changes. An auxiliary verb is usually used in conjunction with the main verb. The auxiliary verb, such as "be, do, or have", expresses the verb's tense.

Eg: Reena wrote a letter.

The verb is in past tense. Without changing the tense, we can write the verb as was/were + V₃ (past participle form)

A letter was written by Reena.

Similarly, 'She cooks food', can be written as, 'Food is cooked by her'. The tense remains the same. Here the auxiliary verb expressing present tense is am/is/are.

Now, what is the need for changing into passive voice, when the active voice by itself is clear, strong and more effective. There is a point here, there are times, when the passive voice is useful and sometimes more elegant. Passive voice is used when the doer of the action is not known and the focus of the sentence is on the action and not on the subject, like when you want your reader to focus on the action being described or on the action's target rather than on who or what is performing the action. That is why the passive voice is used in lab reports conveying scientific objectivity. In news reports about crime the passive voice is used to emphasize the action because the criminal isn't known or hasn't been found guilty yet. Similarly, historical report too need to focus on what has happened or is happening. In all the above it's either the subject is implied or irrelevant or unknown.

Focus PASSIVE VOICE

The cat / killed / the rat.
S V O

Without changing the meaning, the above sentence can be written as,

The rat was killed by the cat.
O V S

Here, the cat, the subject is the doer of the action kill. The rat is receiving the action.

When an action performed by the subject is expressed by the verb, it is **an active voice**. When the action expressed by the verb is received by the subject, it is **passive voice**.



The voice of a verb expresses whether the subject in the sentence has performed or received the action. Hence the first sentence is active voice. Note the structure of the sentence is S V O. whereas the second sentence is passive voice. The structure is O V S. Though the structure changes, the meaning remains the same.

GET IT RIGHT

Only sentences with transitive verb (the one that has an object) can change the voice.

Next, Let us look into how an active voice is transformed to its passive voice

- The structure changes from S V O to O V S.
- The subject in the passive voice is preceded by the preposition 'by' 'at' 'with' according to the verb used.
- The main verb while changing, takes the past participle form conjugated with the auxiliary verb (am/is/was/were/has/have/had/will) to maintain the tense of the sentence.
- Do not drop any adverb used in the sentence while changing the voice
- The structure for passive voice is

O + Auxiliary verb (Be Verbs / Modal Verbs) + V3 (Past participle form) + by S

- In case of pronouns used as subject and object the changes to passive are as follows:

Active Voice	Passive Voice
I	Me
You	You
He	Him
She	Her
It	It
We	Us
They	Them

Let us look into the changes in the verb forms for each of the eight tenses that have passive form.

Tense	Active voice	Passive voice
Simple present	The teacher teaches English grammar. (V/Vs)	English grammar is taught by the teacher. (am/is/are+V ₃)
Present continuous	The teacher is teaching grammar. (am/is/are +V ing form)	English grammar is being taught by the teacher. (am/is/are+being+V ₃)
Present perfect	The teacher has taught English grammar. (has/have+V ₃)	English grammar has been taught by the teacher. (has/have+been+V ₃)
Simple past	The teacher taught English grammar. (V ₂)	English grammar was taught by the teacher. (was/were+V ₃)
Past continuous	The teacher was teaching English grammar. (was/were +V ing)	English grammar was being taught by the teacher. (was/were+being+V ₃)
Past perfect	The teacher had taught English grammar. (had+V ₃)	English grammar had been taught by the teacher. (had+been+V ₃)
Simple future	The teacher will teach English grammar. (will+V ₁)	English grammar will be taught by the teacher. (will+be+V ₃)
Future perfect	The teacher will have taught English grammar. (will+have+V ₃)	English grammar will have been taught by the teacher. (will+have+been+V ₃)

GET IT RIGHT

The option of am/is/are/has/have is in agreement with the subject and its number.

In case of imperative sentences, the structure of the passive voice will be:

Let +object+be+V3

Eg: Open the door. (A.V)

Let the door be opened. (P.V)

In case of interrogative sentences, the structure is:

Wh-word+ auxiliary verb +object + passive verb +by subject

Eg: Will she sing a song? (A.V)

Will a song be sung by her? (P.V)

How do you make a cake? (A.V)

How is a cake made by you? (P.V)



Listening Skills

LISTENING TO PASSAGES RELATED TO TECHNOLOGY

Comprehension

Comprehension means the ability to understand something. Comprehension exercises help the readers to understand the meaning of the passage. Technical passages for comprehension will serve a dual function for engineering students. By reading these passages, students will come to know of the content related to their field of study. Another advantage is that they can improve their language skills.

Listen to the following passage and answer the questions that follow.

Liberty Shoes starts feedback mechanism to keep customers satisfied

Liberty Shoes has initiated feedback system for its Warrior safety shoes to keep its customers satisfied. The company has always believed in customer satisfaction as its Credo and hence customers take centre stage in whatever it does. The concept of customer satisfaction, profit and loyalty are important. For this reason the Institutional Sales team invests its time and energy in three key initiatives. In a competitive market place where there are businesses that compete for customers, customer's satisfaction can often be seen as a key differentiator and therefore it has increasingly become a key element of business strategy. Customer satisfaction rating and feedback has had powerful effects. The team at Liberty always focuses on fulfilling the customer expectation through its footwear in the best possible way. The Warrior Feedback form is a key element developed to get feedback and improve the customer satisfaction. This feedback form is inserted in all footwear variants of the Warrior brand in both Hindi and English language. The customers are incentivised for sharing feedback by giving them gifts at their doorstep. The feedback form can be sent through email or through a prepaid postal service. The initiative has been a very successful marketing tool.

Source: Industrial Products Finder (Vol 47- No 10) July 2019 (Page No: 174)

Questions:

1. What are important, according to Liberty Shoes?

2. What is the key element of business strategy?

3. Who always focuses on fulfilling the customer?

4. What are the two languages used in the feedback form?

5. How can the customers send their feedback?

Answers :

1. According to the Liberty shoes, the concept of customer satisfaction, profit and loyalty are important.
2. Customer satisfaction is the key element of business strategy.
3. The team at Liberty always focuses on fulfilling the customer.
4. Hindi and English are the two languages used in the feedback form.
5. The customers can send their feedback form through email or through a prepaid postal

Fybos strengthens presence in India

Fybos, modern electrical goods brand in India, announces its launch in Guwahati and Bihar. A partner's meet was held in Guwahati in December'22 to officially announce the market entrance. The brand also participated in the mega 'Bihar Electrical Trade Expo (BETA), which bookmarked its official launch in Bihar.

Parasmal Jain, Director, Fybos, said, "We are proud to embark on our journey in Bihar and Guwahati officially. Our participation has allowed us to understand market needs and the pain points of the consumer sector. We are confident that our commitment to quality, innovations and customer service will also stand us in good stead in these markets."

Fybos exhibited its entire product range, including wires and cables, switches and accessories, switchgears, and lighting systems. Representatives from Fybos explained the practical application of its modular switches categories, such as the four- X and wood-em series. Attendees were also provided with in-depth knowledge of lighting, wires and cables, switchgears, and other smart accessories.

Source: Industrial Products Finder (Vol 51- No 5) February 2023 (Page no: 88)

Questions:

1. Where did Fybos announce its launch?

2. When was the partner's meet held?

3. Write the expansion of BETA.

4. Parasmal Jain is _____ of Fybos.

5. Mention the products exhibited by Fybos.(any two)



Speaking Skills

PRODUCT DESCRIPTION

A product description is a form of marketing copy used to describe and explain the benefits of your product. In other words, it provides all the information and details of your product on your ecommerce site. These product details can be one sentence, a short paragraph or bulleted. They can be serious, funny or quirky. Product descriptions are commonly found on websites, in catalogs, on product packaging, and in advertisements.

The main purpose of a product description is to inform and persuade customers about the value and advantages of the product. It helps customers understand what the product is, how it works, and why it is beneficial to them. A well-written product description can also create an emotional connection with the customer and influence their purchasing decision.

Product descriptions are tailored to the target audience, and they should be clear, concise, and engaging. They often include important details like the product's name, key features, technical specifications, usage instructions, and any unique selling points that set it apart from other similar products in the market.

9 Easy Rules to Write Product Descriptions That Sell

1. Know who your target audience is.
2. Focus on the product benefits.
3. Tell the full story.
4. Use natural language and tone.
5. Use power words that sell.
6. Make it easy to scan.
7. Optimize for search engines.
8. Use good images.



How to make a presentation

- Maintain eye contact while presenting and smile. ...
- Use of gestures and facial expressions. ...
- Avoid distractions. ...
- Be prepared: Practice makes perfect. ...
- Be confident.

THE PRODUCT DESCRIPTION OF A SMARTPHONE:

Product: XYZ Smartphone

1. Name of the Product: XYZ Smartphone

The product description begins by clearly stating the name of the smartphone, which is "XYZ Smartphone."

2. Main Features:

- High-resolution 6.5-inch Super AMOLED display for stunning visuals.
- Powerful octa-core processor for seamless multitasking and smooth performance.
- Dual rear cameras (12MP + 8MP) with AI technology for capturing professional-quality photos.
- Long-lasting 4000mAh battery to keep you connected all day.
- Fingerprint sensor and face unlock for enhanced security.
- 128GB internal storage to store all your photos, videos, and apps.

3. Specifications:

- Display: 6.5-inch Super AMOLED, 2400 x 1080 pixels
- Processor: Octa-core, 2.0 GHz
- RAM: 4GB

- Storage: 128GB (expandable up to 512GB via microSD)
- Rear Cameras: 12MP (main) + 8MP (ultra-wide)
- Front Camera: 16MP
- Battery: 4000mAh
- Operating System: Android 11 with XYZ UI

4. How It Can Be Used:

- Stay connected with friends and family through calls, messaging, and social media.
- Capture and share life's moments with high-quality photos and videos.
- Access your favourite apps, games, and content with smooth performance.
- Stay productive on the go with email, documents, and productivity apps.
- Enjoy entertainment on the vibrant display for movies, videos, and gaming.

5. Unique Selling Points (USPs):

- XYZ AI Camera technology for stunning photos in any lighting condition.
- XYZ SecureLock for advanced security and data protection.
- XYZ PowerSave mode to extend battery life when needed most.
- XYZ SmartDisplay with adaptive brightness for optimal viewing in any environment.
- XYZ FastCharge technology for quick charging on the go.

With its impressive display, powerful performance, advanced camera features, and unique selling points, the XYZ Smartphone stands out as an excellent choice for users seeking a versatile and reliable mobile device.



Reading Skills

Reading Technical Passages and Identifying Specific Points - Scanning

To go through a passage quickly in order to get the specific information is called scanning. It is the ability to understand the passage in a given time. It is the process of reading quickly across the lines in order to locate the specific information and answering the questions quickly. While scanning a passage, it is not necessary to waste time reading each and every word in the passage carefully and students have to find out where the relevant information is.

Communicative Activities

Scan the passages given below and write down the specific points

Technology for Effective Water Supply

Dr Ramnath Sonawane, Secretary, Maharashtra Water Resource regulatory Authority, identifies the scope of improvement that technology has in the urban water distribution supply of the country. Conventionally, water supply includes lifting, purifying and supplying water through pipes. The solution to the problem of scarcity is to pump more water when demand increases. However, the role of technology would be imperative.

In larger cities such as Mumbai, Pune and Nagpur, the water losses are about 55 per cent. Mumbai's daily requirement is about 3,000 MLD, whereas the water pumped is about 3,700 MLD. This is observed in most cities- where water gets pumped more than what is required.

Gati Shakti will give an impetus to technology and water delivery systems will be improved with the use of sensors and metres that measure the pressure, flow and more. The quality of water can also be measured through these sensors, which allow immediate intervention to improve it.

Source: Shortened version - Construction World (CW) (Vol 25- No 1) October 2022 (Page No: 54)

Answer: (Scanning the Specific Points)

- ✍ Dr Ramnath Sonawane, Secretary, Maharashtra Water Resource regulatory Authority
- ✍ The solution to the problem of water scarcity
- ✍ The role of technology
- ✍ In most cities - water pumped more than requirement
- ✍ How water delivery system can be improved by using technology

Robot Arms for Simple Automation Tasks

Robotics and automation technology is an important subject within higher- education institutions in India and not only in Germany. The governments of the two countries are working together in order to boost research in these areas. During a workshop in Aachen, professors from India gained direct, first- hand experience of how easy it is to use the low- cost robots from igus.

The higher- education institutions are to learn how simple automation tasks in industry can be performed with the robot arms. In the framework of a delegation trip, 24 Indian professors familiarised themselves with the robolink system. The trip was organised by APS GmbH. The company has dedicated itself to the transfer of robotics knowledge and research between the countries. The professors were trained by the igus low- cost robotics experts, Alexander Muhlens and Kai Schmitz, during an event in the Aachen Digital Capability Centre. Dr. Christian Meyer, the developer of the robolink DCi software from Commonplace Robotics, instructed the professors on how to use the intuitive software.

Source: Shortened version - Industrial Automation (Vol XVII- Issue IX) May 2019 (Page No: 80)

Answer: (Scanning the Specific Points)

- ✍
- ✍
- ✍



Writing Skills

Writing: Paragraph Writing Using TEEL Model

A well-crafted paragraph captivates the reader's attention, communicates a clear message, and maintains coherence throughout. Here are some key aspects to consider when constructing a paragraph.

A paragraph should have a central idea or theme that is expressed in a concise topic sentence. All sentences within the paragraph should relate showcase and support this main idea, ensuring unity and coherence. Each sentence should be clear, concise and precise.

In paragraph writing TEEL is an important technique. TEEL stands for

Topic Sentence - It is always the first sentence in a paragraph. It tells about the paragraph or it will state an argument

Explanation - It is an expansion of the topic sentence.

Evidence - It provides some evidence to support the argument given in the topic sentence.

Link - It is similar to a topic sentence and it offers a conclusion to the evidence.

Here's a step-by-step guide on how to write a paragraph using the TEEL model:

1. **Topic sentence:** Start by choosing a simple topic or idea to write about. The topic sentence should introduce the main point of your paragraph in a clear and concise manner. For example, if the topic is "My favourite hobby," the topic sentence could be: "My favourite hobby is playing Kabadi."
2. **Explanation:** Explain your topic sentence in a way that is easy to understand. Provide simple and straightforward explanations to support your main point. For example, you could say, "I enjoy playing Kabadi because it allows me to be active and have fun with my friends."

3. **Evidence:** Provide basic evidence or examples to support your explanation. This can be a personal experience or a general statement. For example, you could say, "When I play kabaddi, I feel energized and happy. I get excited, while scoring a point and hearing my teammates cheer for that."
4. **Link:** Connect your evidence back to the main point and wrap up the paragraph. Reinforce the importance or significance of your topic. For example, you could say, "Playing Kabaddi not only keeps me fit but also brings me joy and helps me build strong bonding."

With practice, you can gradually improve your paragraph writing skills using the TEEL model.

Here is a sample paragraph, written using TEEL model

Topic Sentence Explanation Evidence Link

Regular physical exercise is crucial for maintaining overall health and well-being. Exercise provides numerous health benefits such as boosting cardiovascular health, enhancing mental health, and reducing the risk of various diseases. According to the World Health Organization, adults should engage in at least 150 minutes of moderate-intensity aerobic physical activity or 75 minutes of vigorous-intensity activity throughout the week. Studies have shown that adhering to these guidelines can reduce the risk of heart disease by 35% and the risk of type 2 diabetes by 40%. Therefore, it's clear that incorporating regular exercise into one's routine can significantly improve their health and quality of life.

Task - Based Activities

Identity the topic sentence in the following paragraph

Happiness is both an aspiration and a commodity. For all the smart phones, cars, clothes and real estate our money can buy, we still yearn for our happy place, that somewhere beyond the rainbow. We all want to be happy, but, happiness, at the best of times, proves to be woefully short-lived, and at the worst of times, wholly elusive. While modern psychiatry sometimes reduces happiness to chemicals -we'd be happy only if we had the

right amount of oxytocin and serotonin coursing through our brain-pills, we know, can make us feel good , but they do little to repair heartbreak and hardship.

(Source: Reader’s Digest)

Topic **Sentence**

Make use of the hints and attempt a paragraph in each of the following topics by applying the TEEL model:

1. **My Favourite Animal:** Describe your favourite animal and explain why you like it. Provide details about its appearance, behaviour, and any interesting facts you know.
2. **My Family:** Introduce your family members and talk about what you enjoy doing together. Describe their personalities and explain why they are important to you.
3. **My Best Friend:** Write about your best friend and why you consider them your closest companion. Talk about the activities you enjoy doing together and the qualities that make them special.
4. **My Favourite Food:** Describe your favourite food and explain why you enjoy it. Talk about its taste, texture, and any memories associated with it.
5. **My School Day:** Describe a typical day at school, including your favourite subjects, activities, and any special moments. Discuss why you enjoy going to school and learning new things.
6. **My Dream Vacation:** Imagine your ideal vacation destination and describe it in detail. Talk about the activities you would do, the places you would visit, and why it is your dream vacation.
7. **My Favourite Book:** Write about a book you love and explain why it is your favourite. Discuss the characters, the story, and how it made you feel.
8. **My Favourite Season:** Describe your favourite season and explain why you like it. Discuss the weather, activities, and any special traditions associated with that season.
9. **My Hero:** Write about someone you admire and consider your hero. Explain their qualities, achievements, and how they inspire you.
10. **My Hobby:** Talk about a hobby you enjoy and why it brings you happiness. Describe the activities involved and any skills you have developed through pursuing this hobby.

ICT JUNCTION

<p>Passive Voice Passive Voice: What Passive Voice Is and When to Use It Grammarly</p> 	<p>Passages Related to Technology Technology & Engineering Passages (readworks.org)</p> 
<p>Product Description How to Write Good Product Descriptions [With Examples] - Lightspeed (lightspeedhq.com)</p> 	<p>Paragraph Writing (TEEL) TEEL Paragraph Structure Explained with Example and Use (peachyessay.com)</p> 



COMMUNICATIVE ENGLISH – I

BLUEPRINT OF CONTINUOUS ASSESSMENT TESTS

CONTINUOUS ASSESSMENT – I (Unit 1 & 2)

Time: 2 hours

Written Test

Max. Marks:30

Part A (20 Marks)

Answer any FOUR Questions. All questions carry equal Marks

- I. Answer the following appreciation questions: (5 x 1 = 5)
(Night of the Scorpion by Nissim Ezekiel & The River by A.K. Ramanujan)
(Five one-line answers, each carrying one mark)
- II. Read the given stanza (6-8 lines) of the poem(textual) and identify nouns, adjectives, and verbs in the poem. (5 x 1 = 5)
- III. Academic Letters (Request- Leave /Bona fide certificate /T.C & Conduct certificate) (any one) (1 x 5 = 5)
- IV. Fill in the blanks by choosing the appropriate Modal Verbs given in the brackets. (Two options to be given) (5 x 1 = 5)
- V. Identify the tense forms of verbs, in the poem (Night of the Scorpion by Nissim Ezekiel / A River by A.K. Ramanujan) (6-8 lines) (5 x 1 = 5)
- VI. Write appropriate expressions for the given situations. (Five situations) (5 x 1 = 5)

Part B (10 Marks)

Continuous Assessment of Record Writing

Ex.No. 1 and Ex.No.2 – Each to be awarded 10 marks and the average is to be marked for 10.



CONTINUOUS ASSESSMENT – II (Unit 3 & 4)

Time: 2 hours

Written Test

Max. Marks:30

Part A (20 Marks)

Answer any FOUR Questions. All questions carry equal Marks

- I. Fill in the blanks using linkers/connectives in the short story.
(Short story with five linkers to be given) (5 x 1 = 5)
- II. Spot the errors in the given sentences. (Five sentences to be given) (5 x 1 = 5)
- III. Summarize the given passage. (General paragraph) (1 x 5 = 5)
- IV. Read the conversation and frame 5 sentences using the underlined words. (5 x 1 = 5)
- V. Skim the given passage and identify the main point(s). (5 x 1 = 5)
- VI. Write a paragraph using the hints and give an appropriate title.
(General paragraph) (5 x 1 = 5)

Part B (10 Marks)

Continuous Assessment of Record Writing

Ex.No. 3 and Ex.No. 4 – Each to be awarded 10 marks and the average is to be marked for 10.



CONTINUOUS ASSESSMENT – III (All Units)

Time: 2 hours

Lab Test

Max. Marks:30

(LISTENING SKILL /SPEAKING SKILL / READING SKILL) (30 Marks)

I. LISTENING SKILL (10 Marks)

a) Listen to the passage played/read and answer the given questions.

(3 WH- questions, 1- True or False and 1- fill up)

II. SPEAKING SKILL (10 Marks)

a) Introductions - (Oneself / Family / Relatives / Friends)

III. READING SKILL (10 Marks)

a) Read the conversation given. (Reading 5 exchanges)





CONTINUOUS ASSESSMENT – IV (All Units)

Time: 1 hour

Max. Marks:10

The institute/facilitator can select any of the assessment methods like Quiz / MCQ / Activity / Assignment .



Blue Print

BOARD PRACTICAL EXAMINATION

COMMUNICATIVE ENGLISH – I

Time: 3 hours

Max. Marks: 100

(Written Exam – 90 minutes + Oral Exam – 90 minutes)

WRITTEN EXAM (50 MARKS)

A. LISTENING SKILLS (15 marks)

- I. Listen to the given poem played/read and complete the information gaps.
(Selected poems on Motivation) (5 x 1 = 5 marks)
- II. Listen to the poem played/read and identify the nouns, adjectives, and rhyming words from the poem. (Selected poems based on Nature) (5 x 1 = 5 marks)
- III. Listen to the passage played/read and answer the following questions. (5 x 1 = 5 marks)

B. GRAMMAR SKILLS (15 marks)

- IV. Choose the correct form of tense, from the options given and fill in the blanks
(3 options to be given). (5 x 1 = 5 marks)
- V. Frame a sentence in passive voice using the words given. (5marks)
- VI. Spot the errors in the given sentences. (5 x 1 = 5 marks)

C. WRITING SKILLS (20 marks)

- VII. Frame five sentences using the substitution table. (5 x 1 = 5 marks)
- VIII. Make notes and summarize the given passage. (5marks)
- IX. Develop the following hints into a paragraph and give a suitable title (5marks)
- X. Write a letter (Academic Letters – Requisition for Leave /Bona fide certificate /
T.C & Conduct certificate) (any one) (5marks)

ORAL EXAM (50 MARKS)

D. READING SKILLS (20 marks)

- I. Read out the Tongue twisters. (From the selected list) (5 x 1 = 5 marks)
- II. Read the conversation in the given Comic Strip with proper stress and intonations.
(From the selected comic strips) (5 marks)
- III. Read the given paragraph based on moral values (5 marks)
- IV. Scan the given passage on technology and list out the specific points. (5 marks)

E. SPEAKING SKILLS (30 marks)

- V. Say the appropriate expressions for the given situations.
(Five situations) (5 marks)
- VI. Introduce Yourself / Family / Relatives / Friends) (5marks)
- VII. Give a small talk for one minute on the given topic
(from selected topics) (10 marks)
- VIII. Describe the given product (10 marks)



BOARD PRACTICAL EXAMINATION COMMUNICATIVE ENGLISH – I

Time: 3 hours

Max. Marks: 100

(Written Exam – 90 minutes + Oral Exam – 90 minutes)

Name:

Register Number:

Class:

Exam Date:

Student's Signature:

Marks Awarded

Sl. No.	Topic	Marks
1	Part A - Listening Skills (15)	
2	Part B - Grammar Skills (15)	
3	Part C - Writing Skills (20)	
4	Part D - Reading Skills (20)	
5	Part E - Speaking Skills (30)	
Total (100)		

INTERNAL EXAMINER

EXTERNAL EXAMINER

WRITTEN EXAM (50 MARKS)

A. LISTENING SKILLS (15 marks)

I. Listen to the given poem played/read and complete the information gaps.

(5 x 1 = 5 marks)

Two _____ diverged in a yellow wood,
And sorry I could not travel both
And be one _____, long I stood
And looked down one as far as I could
To where it _____ in the undergrowth;
Then took the other, as just as fair,
And having perhaps the better _____,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them _____ about the same,

- II. Listen to the poem played/read and identify the nouns, adjectives, and rhyming words from the poem. (Selected poems based on Nature) (5 x 1 = 5 marks)

Nouns	
Adjectives	
Rhyming Words	

- III. Listen to the passage played/read and answer the following questions. (5 x 1 = 5 marks)

1. What are the two types of thinking?
2. What is the hindrance for one's progress?
3. What helps us to achieve success in life?
4. Mark: True or False - Anger, tension and hatred are positive thoughts.
5. Complete it : The positive things are _____, _____.

B. GRAMMAR SKILLS (15 marks)

- IV. Choose the correct form of tense, from the options given and fill in the blanks (5 x 1 = 5 marks)

1. The children _____ (were playing / Are playing / Play) in the ground now.
2. We _____ (visited / have visited / will visit) Ooty next summer.
3. I usually _____ (Go / Goes / Went) to college by bus.
4. He _____ (Has lived / Has been living / Have been living) here for ten years.
5. Yesterday our teacher _____ (Gives / Gave / Give) a test.

- V. Frame a sentence in passive voice using the words given. (5marks)

The holiday, Collector, Declared.

- VI. Spot the errors in the given sentences. (5 x 1 = 5 marks)

1. I go to the bed (a) / at eight (b) / every night (c) / no error (d)
2. Slow and Steady (a) / win (b) / the race (c) / no error (d) .
3. Ragul sings (a) / very sweet (b) / no error (c)
4. I am confident (a) / about my success (b) / aren't I ? (c) / no error (d)
5. Do you know (a) / the importance (b) / for clean water (c) no error (d)

C. WRITING SKILLS (20 marks)

VII. Frame five sentences using the substitution table. (5 x 1 = 5 marks)

Ram	are	the product.
Latha	Made	To Delhi
Divya	completes	The months of the year.
Akhil	goes	Next month.
May and July	will leave	Her homework.

VIII. Make notes and summarize the given passage. (5 marks)

Most video games present changing colourful visual effects and complicated sound effects. A video game is controlled by a microprocessor. All video games have a programme. They are connected to viewing screen or video screen, that is why these games are called video games. Video games are of two types, namely arcade games and home games. Arcade games are designed to play one kind of game while home games are programmable, i.e. they can be programmed to play different kind of games. Equipment for typical video game consists basically of a microprocessor module connected to a television set. A cartridge inserted into the module provides the programme for the games action. The cartridge contains a ROM chip. This chip has all the instructions for playing the game and its accompanying sound. The action circuit board connects the ROM to the game console. A keyboard, keypad, rotary knob or joystick control the action. A home computer can also be used for playing these games.

IX. Develop the following hints into a paragraph and give a suitable title. (5 marks)

Madurai – city of temples – famous for Meenakshi temple –tourist spots – Nayakkar Mahal – Azhagar Koil – Thirupparankundram – lots of hotels – of various categories – ordinary to 5 star hotels – parks, play grounds – gyms, swimming pools – shops, malls – bus stands, railway station , airport.

X. Imagine you are Surya of first year Civil Engineering department. Write a letter to your HoD requesting him / her to grant you leave for two days. (5 marks)



ORAL EXAM (50 Marks)

D. READING SKILLS (20 marks)

IX. Read out the Tongue twisters. (5 x 1 = 5 marks)

- a) Little Lola Lop licked a lollipop.
- b) A box of biscuits, a box of mixed biscuits and biscuit mixer.
- c) A proper copper coffee pot.
- d) How can a clam cram in a clean cream can?
- e) She sells sea shells by the sea shore.

X. Read the conversation in the given Comic Strip with proper stress and intonations. (5marks)

XI. Read the given paragraph based on moral values (5 marks)

Ethics are basic standards or ideals that regulate the actions of a person or a community. This is not a responsibility to bear, but a wise and successful guide to existence and progress. Ethics is essential in business, as well as in academic institutions and social structures because it is a crucial cornerstone on which an enlightened system is built.

XII. Scan the given passage on technology and list out the specific points. (5 marks)

One of the greatest advances in modern technology has been the invention of computers. They are widely used in industries and in universities. Now there is hardly any sphere of human life where computers have not been pressed into service of man. We are heading fast towards the day when a computer will be as much part of man's daily life as a telephone or a calculator. Computers are capable of doing extremely complicated work in all branches of learning. They can solve the most complex mathematical problems or put thousands of unrelated facts in order. These machines can be put to varied uses. For instance, they can provide information on the best way to prevent traffic jams. This whole process by which machines can be used to work for us has been called 'automation'. In the future automation may enable human beings to enjoy more leisure than they do today. The coming of automation is bound to have important social consequences.





E. SPEAKING SKILL (30 Marks)

XIII. Say the appropriate expressions for the given situations. (5 marks)

- a. Request your teacher for a book.
- b. Greet your friend for his birthday
- c. Apologize to your teacher for your absence.
- d. Thank your friend for his timely help.
- e. Ask permission to enter the class.

XIV. Introduce Yourself to your classmates (5 marks)

XV. Give a small talk for one minute on "Pollution" (10 marks)

XVI. Describe a mobile phone. (10 marks)





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