

**IILM University- Greater Noida**  
**Centre for Career Service**  
**Verbal Ability and Speaking Skills -Workbook**



## Contents

Unit- 1 Applied Grammar Skills .....	4
Common Errors in English Language .....	4
Exercise: .....	4
Tenses .....	10
Exercise: .....	17
Voice and Narration .....	20
Exercise: .....	26
Narration: Direct and Indirect Speech .....	28
Exercise: .....	35
Modifiers .....	8
Exercises: .....	11
Unit-2 Reading Skills .....	13
Paragraph Analysis: .....	13
Exercise .....	15
Vocabulary-Rootwords, Prefix, Suffix, One word, Fill in the blanks.....	21
Unit-3 Communication Skills.....	45
Greetings and Goodbye – Starting and Ending Conversation.....	45
Exercise: .....	47
Non-Verbal Communication and Small Talks .....	49
Exercise: .....	50
The world Around Us.....	55
Describing Daily Events .....	55
Exercise: .....	55
Professional Space and Communication .....	61
Exercise: .....	61
Portfolio Making.....	64
Notes.....	65
Media and Entertainment- Speaking Talking about films/T.V Programs.....	65
Exercise: .....	65
Improving Mother Tongue Influence .....	66
Exercise: .....	68
Essay Writing- .....	70
Essay Writing Topics for Practice:.....	71
Burning Issues: Reading Newspaper, Discussion on Issues and Young Leaders: .....	71
Exercise: .....	72

Young Leaders: .....	73
Exercise: .....	73
Unit-4 Inter-Intra Personal Skills .....	87
Attitude Building.....	87
Portfolio Making:.....	93
Exercise: .....	95
Etiquette and Cultural Awareness:.....	96
Exercise: .....	97
Gender Perception, Work Ethics, Writing Business Emails.....	100
Exercise: .....	100
.....	101
Exercise: .....	102
Listening Skills:.....	103
Exercise: .....	106
React and Respond:.....	107
Exercise: .....	107
Presentation Skills: .....	110

**Unit- 1 Applied Grammar Skills**  
**Common Errors in English Language**

**Exercise:**

**1. After let, if a pronoun is used, that noun must be in the Objective Case.**

- **Let he do it**
- **Let him do it.**

**2. When two or more personal plural pronouns come together, the correct order starts with First person (we) followed by second person (you) and third person (they) respectively.**

- **You they and we must go together.**
- **We, you and they must go together.**

**3. When two or more singular personal pronouns are used together, the sequence must be second person(you) followed by third person (he) and first person (I) respectively. (It must be used in positive sentences)**

- **I, you and he must help the needy.**
- **You, he and I must help the need.**

**4. Singular nouns combines by either or, neither nor pronoun must be singular.**

- **Neither Sudha nor Rama did their homework.**
- **Neither Sudha nor Rama did her homework.**

**5. When two singular nouns are combined by and refer to the same person/thing, the pronoun used must be singular.**

- **The director and vice chancellor is not intelligent in their duties.**
- **The director and vice chancellor is not intelligent in his duties.**

**6. When two singular nouns are combined using “and” the pronoun used must be plural.**

- **Rama and Sudha are not honest in her dealings**
- **Rama and Sudha are not honest in their dealing.**

**7. Each of or None of + Plural noun/pronoun is takes singular pronoun/helping verb**

- **Each of the boys have participated in the game.**
- **Each of the boys has participated in the game.**

**8. Either/Neither are used for referring to two persons/things; any, none and no one is used for more than two things/persons**

- **Neither of the three girls was presented in the class.**
- **Neither of the two girls was presented in the class.**

**9. If+ she/I/you+ were takes nominative cases of the pronoun.**

- **If you were him, you would have accepted the proposal.**
- **If you were he, you would have accepted the proposal.**

**10. If a principle verb is used after: about, before, for, from, in, on, use verb+ ing form.**

- **You must tell me before taking any decision.** You must inform the examiner after completing your exam

**11. Say/suggest/ propose/speak/reply/explain/listen/write is always followed by to.**

- **I suggest you take some rest.**
- I suggest you to take some rest.

**12. After transitive verbs; discuss, describe, reach, order, tell, demand, attack, resemble, ridicule, no preposition is used.**

- **He ordered for the food.**
- He ordered the food.
- **He demands to his release.**
- He demands his release.

**13. No preposition is used after today, tomorrow, yesterday.**

- **I met him on yesterday.**
- I met him yesterday.

**14. Verb used after “about, after, at, before, for, in on” must be in V+ing form.**

- **He will meet his parents before leave for France.**
- He will meet his parents before leaving for France.

**15. The preposition used after two words must be made clear if these two words take some preposition or not.**

- **He is aware and prepare for his duties.**
- He is aware of and prepare for his duties.

**16. Hardly is followed by then and inversion of the sentences is used. Scarcely is used with when**

- **Hardly had we step out of the home, when it began to rain.**
- Hardly had we step out of the home, then it began to rain.
- **Scarcely had we step out of the home, then it began to rain.**
- Scarcely had we step out of the home, when it began to rain.

**17. Correct use of not only but also**

- **He lost not only his shoes but also his books.**
- He not only lost his shoes but also his books.

**18. Ago is always used in past indefinite tense.**

- **He had met him two years ago**
- He met him two years ago.

**19. Much is used with past participle and adjective and adverbs of comparative degree. Very is used with present participle.**

- **The news is much surprising. (present participle)**
- The news is very surprising.
- **I was very surprised at his behavior.**
- I was much surprised (past participle) at his behavior.

**20. Too means more than required which is used in negative sentences. It cannot be used in positive sense like too glad, too pleasant, too healthy.**

- **The palace is too pleasant to look at.**
- The palace is very pleasant to look at.

**21. Too----To and so----- that should not be intertwined**

- **He is too weak that he cannot walk.**
- He is too weak to walk
- **He is so weak to walk**
- He is so weak that he cannot walk.

**22. Elder and eldest must be used for persons (strictly these are used for the members of the same family) Older is used to refer to a person who ahead of age.**

- **My older brother is very protective.**
- My elder brother is very protective.
- **He is two years elder to me**
- He is two years older to me

**23. All the adjectives referring to the same noun must be in the same degree of comparison.**

- **He is the most handsome and wiser student of the class.**
- He is the most handsome and wisest student of the class.

**24. Adjectives like “unique, ideal, perfect, complete, universal, entire, extreme, chief, do not admit the comparative degrees because they represent their superlative degree themselves.**

- **He is the most perfect boy.**
- He is the perfect boy.
- **It is the most complete assignment.**
- It is the complete assignment.

**25. The adjectives inferior, superior, senior, junior, prior etc. take the preposition to, not than.**

- **He always felt inferior than her younger sister.**
- He always felt inferior to her younger sister.

**26. When the subjects joined by nor/or are of different numbers, the verb must be plural and the plural verb must be placed next to the verb.**

- **Neither teachers nor principal was present in the assembly.**
- Neither principal nor the teachers were present in the assembly.

**27. The words like “together with, along with, as well as, in addition to” do not make the subject plural.**

- **Alisha along with Anil are going for a picnic.**
- Alisha along with Anil is going for a picnic.

**28. Rule for dependent clause----- if we are mentioned a plural subject in the independent clause which is necessary for the sentence, the verb must agree with that subject.**

- **She is one of the best teachers who has ever taught me.**
- She is one of the best teachers who have ever taught me.

**29. When the helping verbs like am, is, was, were used with the personal pronouns, the other pronoun must be nominative case.**

- **I am him.**
- I am he.
- **He was me**
- He was I.

**30. Know followed by how, where, when, why takes to+V1**

- **I know to drive.**
- I know how to drive.

**31. After bid, let, behold, watch, see, feel, we use bare infinitive (without to)**

- **I watched him to grow.**
- I watched him grow.
- **I let him to cry.**
- I let him cry.

**32. To+V1 is not used after can could may might should will would must dare not need not.**

- **He dare not to speak to me.**
- He dare not speak to me
- **He could not to write.**
- He could not write a letter.

**33. Than is always followed by bare infinitive.**

- **He had better leave than to stay.**
- He had better leave than stay.

**34. When but is used as a preposition and followed by a verb “to” is not used.**

- **He did nothing but to weep.**
- He did nothing but weep.

**35. Some Nouns always remain singular. The verb and pronoun associated with these nouns are also always singular.**

Hair, information, aircraft, furniture, money, advice, sheep, fish, bread.

**36. Some nouns are always in the plural form.**

Scissors, trousers, spectacles, gloves, socks,

**37. If the main topic, jist or crux of the sentence is singular, the verb and pronoun will also be singular.**

Knowledge of maths, science, social studies and economics are 10th class students.

Pronunciation of Worcestershire, Choir, Penguin are very confusing.

**38. Normally we treat all collective nouns singularly.**

- The group of students has come first.
- My team has won the match.
- A bunch of keys was found in the trash.



**39. When the subject of the collective noun comes before the collective noun its usage will be plural.**

- A band of robbers has attacked the city.
- Robbers of a band have attacked the city.

**40. All material nouns are treated singularly.**

- Gold is expensive.
- Water is healthy.
- Oxygen is important.

**41. When the material noun is countable, its usage becomes plural too.**

- Diamonds are a woman's best friend.
- Please pick up all bricks and stones from the floor.
- My house is made of bricks and stones
- My house is made of brick and stone

**42. Similar Sounding Words**

- Practice and Practise
- Advice and Advise

**There are a few pairs of words like the above in English vocabulary that have difference of 'c' and 's'. We must remember that there is a grammatical difference between these words.**

- Advice is a noun. E.g. Thank you for your valuable advice.
- Advise is a verb. E.g. Thank you for advising me
- Practice is a noun. Eg How is your football practice going?
- Practise is a verb. E.g. Are you practising football everyday?

**43. Both 'a' and 'an' are used to identify anything that is generalised in a statement. 'A book' means any book and 'an umbrella' means any umbrella, rather than a specific book or umbrella.**

- 'A' is always used before nouns starting with a consonant sound.
- 'An' is always used before nouns starting with a vowel sound.

**44. Usage of 'the'**

***(a) Anything specific stated in a sentence should be preceded by 'the'***

Eg. Amitabh, the actor of the movie, is the favorite of the director who says he is nothing but the best.

E.g. the best, the most hardworking, the most beautiful etc

***(b) Any natural resources will always have 'the'.***

Eg. the sun, the moon, the Ganga, the Himalayas etc.

***(c) Superlative degree of adjectives will always have 'the'.***

E.g. the best, the most hardworking, the most beautiful etc

**The' is never used before proper nouns but can be used before common nouns.**



## 1. Proper Nouns

I love the India. (Incorrect)

My name is the Anshika. (Incorrect)

## 2. Common Nouns

The girl is waiting for us. (Correct)

The class needs to be adjourned. (Correct)

**Only when a proper noun is treated as a common noun, especially in case of metaphors/ allusions, we can use 'the before these nouns.**

Ram is the Sachin Tendulkar of my team. (Correct)

Radha is the Hitler of her class. (Correct)

## Tenses

Tenses denote the time of action. They show when the work is done. They are:

(1) Present Tense

(2) Past Tense

(3) Future Tense

They are further divided into:

(1) **Simple Present-** It is used to denote scientific facts, universal truths and work done on daily basis.

**ASSERTIVE RULE --- sub + V1 + s/es + object**

**Example** – She writes a letter.

**NEGATIVE RULE --- sub + does not + v1 + s/es + object**

**Example** – She does not write a letter.

**INTERROGATIVE RULE --- Does + sub + v1 + s/es + object**

**Example** – Does she write a letter?

**INTERROGATIVE NEGATIVE ASSERTIVE --- Does + sub + not + v1 + s/es + object**

**Example** – Does she not write a letter?

(2) **Present Continuous-** It is used to express an action taking place at the time of speaking.

**ASSERTIVE RULE --- sub + is/am/are + v1 + ing + object**

**Example** – she is writing a letter.

**NEGATIVE RULE --- sub + is/am/are + not + v1 + ing + object**

**Example** – She is not writing a letter.

**INTERROGATIVE RULE --- is/am/are + sub + v1 + ing + object**

**Example** – Is she writing a letter?

**INTERROGATIVE NEGATIVE RULE --- is/am/are + sub + not + v1 + ing + object**

**Example** – Is she not writing a letter?

(3) **Present Perfect**– It is used to show an action that started in the past and has just finished.

**ASSERTIVE RULE --- sub + has/have + v3 + object**

**Example-** She has written a letter.

**NEGATIVE RULE --- sub + has/have + not + v3 + object**

**Example** – She has not written a letter.

**INTERROGATIVE RULE --- has/have + sub + v3 + object**

**Example-** Has she written a letter?

**INTERROGATIVE NEGATIVE RULE ---has/have + sub + not + v3 + object**

**Example**– Has she not written a letter?

(4) **Present Perfect Continuous**– This tense shows the action which started in the past and is still

**ASSERTIVE RULE --- sub + has/have + been + v1 + ing + object**

continuing.

**Example** – She has been writing a letter.

**NEGATIVE RULE --- sub + has/have + not been + v1 + ing + object**

**Example**– She has not been writing a letter.

**INTERROGATIVE RULE ---has/have + sub + been + v1 + ing + object**

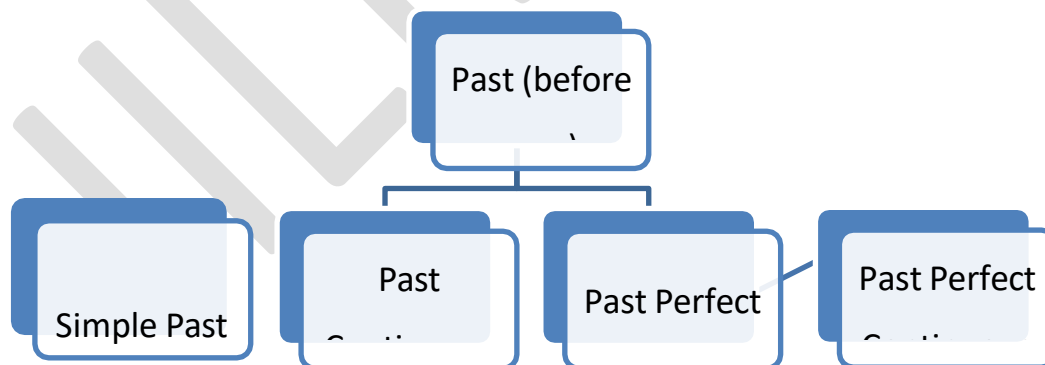
**Example** – Has she been writing a letter?

**INTERROGATIVE NEGATIVE RULE --- has/have + she + not + been + v1 + ing + object**

**Example** – Has she not been writing a letter?

### Past Tense

Tense symbolizes the ever moving, non-stop wheel of time which is forever busy gathering moments of future and throwing them into the dustbin of past



### Simple Past

Used to indicate an action completed in the past. It often occurs with adverb of time. Sometimes it is used without an adverb of time.

Used for past habits.

Eg. I played football when I was a child. Rule: **Subject + V2**

Eg She wrote a letter

1. Assertive Sentences – **Subject + V2 + Object + (.)** She wrote a letter.
2. Negative Sentences- **Subject + didn't + V1 + Object + (.)** She didn't write a letter.
3. Interrogative Sentences- **Did + Subject + V1 + Object + (?)** Did she write a letter?
4. Interrogative Negative Sentences- **Did + Subject + not + V1 + Object + (?)** Did she not write a letter?

### **Past Continuous Tense**

Used to denote an action going on at some time in the past.

e.g. I was driving a car. Rule: was/were + ing

1. Assertive Sentences – **Subject + was/were + V1 + ing + Object + (.)** She was writing a letter.
2. Negative Sentences- **Subject + was/were + not + ing + Object + (.)** She was not writing a letter.
3. Interrogative Sentences- **Was/were + Subject + ing + Object + (?)** Was she writing a letter?
4. Interrogative Negative Sentences- **Was/were + Subject + not + ing + Object + (?)** Was she not writing a letter?

### **Past Perfect Tense**

Used to describe an action completed before a certain moment in the past, usually a long time ago. If two actions happened in the past, past perfect is used to show the action that took place earlier.

e.g. The patient had died before the doctor came.

1. Assertive Sentences – **Subject + had + V3 + Object + (.)** She had written a letter.
2. Negative Sentences- **Subject + had + not + Object + (.)** She had not written a letter.
3. Interrogative Sentences- **Had + Subject + V3 + Object + (?)** Had she written a letter?
4. Interrogative Negative Sentences- **Had + Subject + not + V3 + Object + (?)** Had she not written a letter?

### **Past Perfect Continuous Tense**

Used to denote an action that began before a certain point in the past and continued up to some time in past.

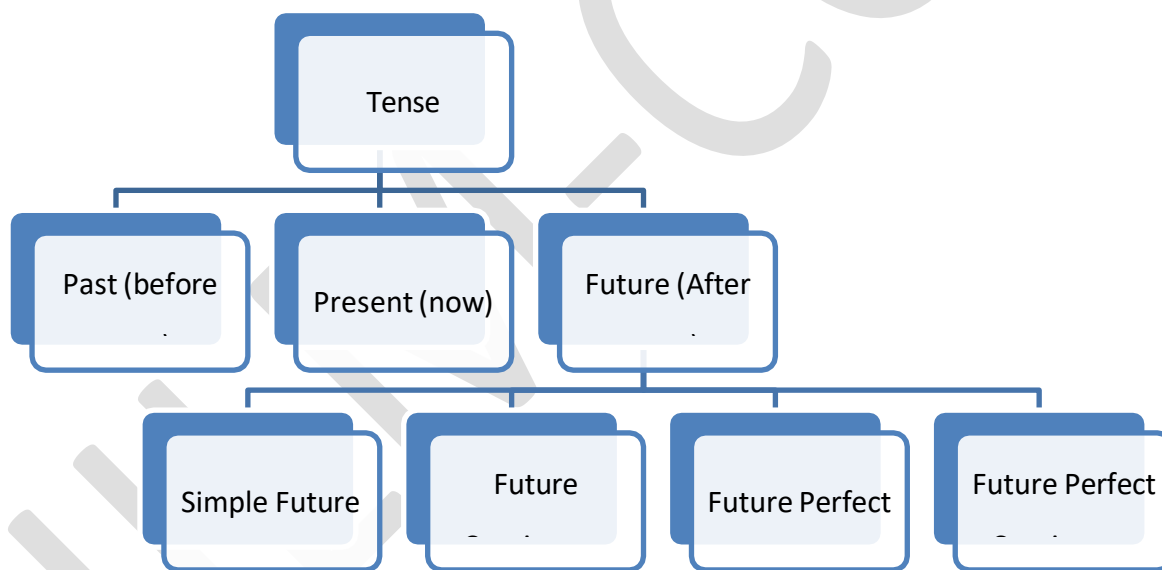
e.g. I had been learning English in this school for 20 days.

1. Assertive Sentences – **Subject + had been + V1 + ing + Object + (.)** She had been writing a letter.
2. Negative Sentences- **Subject + had + not been + V1+ ing + Object + (.)** She had not been writing a letter.
3. Interrogative Sentences- **Had + Subject+ been+ V1 + ing + Object + (?)** Had she been writing a letter?
4. Interrogative Negative Sentences- **Had + Subject +not + been + V1 + ing + Object + (?)** Had she not been writing a letter?

### **FUTURE TENSE**

Time and tide wait for no man. So, a period of time following the moment of speaking or writing is called as future tense.

For e.g- She will write a letter.



### **Simple Future**

This tense tells us about an action which has not occurred yet and will occur after saying or in future

Rule – **Will/Shall + Verb (Ist form)**

In Future Tense helping verb ‘Shall’ is used with ‘I’ and ‘We’. Helping verb ‘Will’ is used with all others. When you are to make a commitment or warn someone or emphasize something, use of 'will/shall' is reversed. ‘Will’ is used with ‘I’ & ‘We’ and 'shall' is used with others. In general speaking there is hardly any difference between 'shall & will' and normally ‘Will’ is used with all. Now, let us use this rule in various forms of sentences;

1. Positive / Affirmative Sentences – **Subject + Will/Shall + Verb (Ist form) + Object + (.)** She will write a letter.
2. Negative Sentences- **Subject + Will/Shall + Not + Verb (Ist form) + Object + (.)** She will not write a letter.
3. Interrogative Sentences- **Will/Shall + Subject + Verb (Ist form) + Object + (?)** Will she write a letter?
4. Interrogative Negative Sentences- **Will/Shall + Subject + Not + Verb (Ist form) + Object + (?)** Will she not write a letter?

### **Future Continuous Tense**

It is used to express an ongoing or continued action in future. e.g. **He will be distributing sweets in temple tomorrow at 12 o'clock.** In the example, the action will start in future (tomorrow) and action is thought to be continued till sometime in future.

We use the future continuous to talk about something that will be in progress at or around a time in the future.

Rule: **Will/Shall + Be + Verb (Ist form) + Ing**

Now, let us use this rule in various forms of sentences;

1. Positive / Affirmative Sentences – **Subject + Will/Shall + Be + Verb (Ist form) + Ing + Object + (.)** She will be writing a letter.
2. Negative Sentences- **Subject + Will/Shall + Not + Be + Verb (Ist form) + Ing + Object + (.)** She will not be writing a letter.
3. Interrogative Sentences- **Will/Shall + Subject + Be + Verb (Ist form) + Ing + Object + (?)** will she be writing a letter?
4. Interrogative Negative Sentences- **Will/Shall + Subject + Not + Be + Verb (Ist form) + Ing + Object + (?)** Will she not be writing a letter?

### **Future Perfect Tense**

It is used to express an action which will happen/occur in future and will be completed by a certain time in future. We use the future perfect to say that something will be finished by a particular time in the future. e.g. They will have shifted the house by Sunday morning. Rule: **Will/Shall + Have + Verb (3rd form)** Now, let us use this rule in various forms of sentences;



1. Positive / Affirmative Sentences – **Subject + Will/Shall + Have + Verb (3rd form) + Object + (.)** She will have written a letter.
2. Negative Sentences- **Subject + Will/Shall + Not + Have + Verb (3rd form) + Object + (.)** She will not have written a letter.
3. Interrogative Sentences- **Will/Shall + Subject + Have + Verb (3rd form) + Object + (?)** Will she have written a letter?
4. Interrogative Negative Sentences- **Will/Shall + Subject + Not + Have + Verb (3rd form) + Object + (?)** Will she not have written a letter

**Future Perfect Continuous Tense** It is used to talk about actions that will commence at a fix time in future and will continue for some time in future. If there is no time reference, then it is not a Future perfect continuous tense. Without continued time reference, such sentences are Future Continuous Tense. Continued time reference only differentiates between Future Continuous Tense and Future Perfect Continuous Tense. The future perfect progressive emphasize the duration of an activity that will be in progress before another time or event in the future.

e.g. This time tomorrow, I will be enjoying the cricket match in the stadium. It is also used to talk about planned actions or actions expected to happen.

e.g. They will be staying for a week's

The future perfect progressive emphasize the duration of an activity that will be in progress before another time or event in the future.

**Rule: Will/Shall + Have been + Verb (1st form) + Ing**

Now, let us use this rule in various forms of sentences;

1. Positive / Affirmative Sentences – **Subject + Will/Shall + Have been + Verb (1st form) + Ing + Object + (.)** She will have been writing a letter.
2. Negative Sentences- **Subject + Will/Shall + Not + Have been + Verb (1st form) + Ing + Object+ (.)** She will not have been writing a letter.
3. Interrogative Sentences- **Will/Shall + Subject + Have been + Verb (1st form) + Ing + Object + (?)** Will she have been writing a letter?
4. Interrogative Negative Sentences- **Will/Shall + Subject + Not + Have been + Verb (1st form) + Ing + Object + (?)** Will she not have been writing a letter?

## Exercise:

### Error Related to Tenses

**Read each sentence to find out whether there is any error in it. The error, if any, will be in one part of the sentence. The alphabet number(a/b/c/d) of that part is the answer. If there is no error, then the answer is E.**

1. The students sitting on the dais,/ studied here/ for three years, but/ they have never created any problem.
2. A philogynist is a person/ who loves woman / but a misogynist is a person/ who is hating woman.
3. It is appearing to me/ that you are/ trying to destabilize/the present committee.
4. I have been knowing her/ for many years/but I don't know/ where she works.
5. If he would have done this,/he would have done wrong/ and would have deceived/many of his relatives
6. The victim tried to tell us/what has happened/but his words/were not audible.
7. I want you to/ pick up the box of eggs gently/and kept it in/ the corner carefully/
8. She came to/ the party much/later than/I expect.
9. I lived here/ for five years/ so I know about the problems of this colony.
10. The chairman had not taken/any decision until/he had studied/the case thoroughly/
11. They got everything/ ready for the visitors/long before/they reached there.
12. He switched on/ the light before/ he entered /the room
13. I have been admiring/ her for the/voice with which/she is gifted
14. He was with me/uptil now,/so don't/ punish him for the delay
15. Several survey reports/ indicate that/ the number of/ drug addicts is grown gradually/
16. "Here is coming up Bachchan!"/ said he/when he was/waiting for him/
17. I could not recall/ when she has told me/ about her/ affair with Gopal.
18. Four and four/ always made eight/, cannot/be questioned by anyone.
19. She hopes to/ become an engineer/ after she will complete/ her education
20. Shreya /gave/me/ the watch
21. When you will find/ a solution to this problem,/ you will be able/ to get this project.
22. The teacher told us/ that we should remain/ in the hostel/if it rains.
23. I could not recall/what she has/ advised me/ in this matter.
24. By this time tomorrow/she has had/reached there positively
25. I will inform/you as soon as/I will get any news/ about his health.
26. A recent survey/ indicates/ that the number of drug addicts/ grew day by day/
27. Before the alarm/ had stopped ringing,/ Reena had pulled up the shade.
28. If I was you/ I would have told / the principal / to keep his mouth shut.
29. I want you / to pick up the box / of glasses gently / and kept it on the table carefully.
30. The victim tried / to tell us what has happened / but his words/ were not audible.

**Answers:**

- |              |              |
|--------------|--------------|
| 1) <b>B</b>  | 16) <b>A</b> |
| 2) <b>D</b>  | 17) <b>B</b> |
| 3) <b>A</b>  | 18) <b>B</b> |
| 4) <b>A</b>  | 19) <b>C</b> |
| 5) <b>A</b>  | 20) <b>D</b> |
| 6) <b>B</b>  | 21) <b>B</b> |
| 7) <b>C</b>  | 22) <b>D</b> |
| 8) <b>D</b>  | 23) <b>B</b> |
| 9) <b>A</b>  | 24) <b>B</b> |
| 10) <b>A</b> | 25) <b>C</b> |
| 11) <b>A</b> | 26) <b>D</b> |
| 12) <b>E</b> | 27) <b>B</b> |
| 13) <b>A</b> | 28) <b>A</b> |
| 14) <b>A</b> | 29) <b>D</b> |
| 15) <b>A</b> | 30) <b>B</b> |

**Explanation:**

- 1) Write, 'have studied'. The sentence is in present tense.
- 2) Hates,
- 3) It appears
- 4) I have known. Do not use progressive form with know
- 5) If he had done this. It is a conditional structure.
- 6) Had happened. The sentence is in past tense.
- 7) Write 'keep it'
- 8) Write 'I had expected'.
- 9) Write 'I have lived'. The sentence is in present tense.
- 10) The chairman did not take
- 11) They had got.
- 12) No error
- 13) Write 'I admire'. In general Know, admire, adore, trust, hope, rely are not used in progressive form.
- 14) 'He has been'. Sentence is in present perfect tense
- 15) Is growing. Present progressive form should be used.
- 16) 'Here comes'. This is an exclamatory construction.
- 17) 'she had told'. The sentence is in past tense.
- 18) Makes.
- 19) She has completed. Present Perfect tense is used in the sentence.
- 20) A watch
- 21) Remove will. In Future tense we remove will immediately after conditional word.
- 22) If it rained. When reporting verb is in past, the reported speech will also be in past.
- 23) She had. Past Perfect tense will be followed
- 24) Will have reached. The sentence should be in future perfect.

- 25) Delete will after as soon as (same as sentence 21)
- 26) Is growing. The sentence is in present progressive.
- 27) Stopped (delete had)
- 28) If I were. (conditional structure)
- 29) Keep (sentence is in present tense.)
- 30) What had happened. The sentence is in past.

UNIVERSITY

## Voice and Narration

Objectives:

Identify active and passive voice constructions Explain the functions of active and passive voice Use voice correctly

What is voice?

Voice is a grammatical category that applies to the verb in a sentence. It shows the relationship between the doer of an action (subject) and the receiver of that action (object).

The action remains the same, but the focus changes depending upon the context.

For example: *Do not cross the line. (direct, crisp and to the point)*

*You must not cross the line. (indirect & polite with firmness)*

There are two types of voices in English- active voice and passive voice.

ACTIVE VOICE	PASSIVE VOICE
Focuses on the subject	Subject is unknown
Direct	Indirect
Unambiguous	Ambiguous
Easy to understand	Unclear Usage
Useful in delegating responsibilities, giving orders to an individual or to a small group	When the subject is unknown, unimportant and obvious
<i>Using active voice makes meaning clear for the readers/listeners and keeps the sentence from being complicated and wordy.</i>	To make polite statement and is used for general announcements. For example, in airports, railway station etc. Risk of sounding boastful

When the action is more important than the “Agent” [Agent = one who does the action]

We don’t mention the *Agent* in a passive voice when:

1. if we don’t know who has done what we are talking about. *Our car was stolen last night.* (We don’t know who stole it)
2. if we are not interested in who has done what we are talking about or it is not important to mention it. *He has been taken to the hospital.* (What we are interested in is the fact that he has been taken to the hospital and not who has taken him.)
3. if it is easy to understand who did something without it being mentioned. *The murderer was arrested last night.* (It is not necessary to mention that he has been arrested by the police because it is self-evident.)
4. if the subject of the active voice sentence is something like somebody, people, they, you, etc. *Someone broke the window.* → The window was broken.

## Active Voice and Passive Voice in different Tenses:

Active Voice	Different Verbs and tenses	Passive Voice	Structural Patterns when changed into Passive
<i>He writes the letters</i>	<i>Present Simple</i>	<i>The letters are written by him</i>	<i>S+ am /is/are+ ptcp</i>
<i>He wrote the letters</i>	<i>Past simple</i>	<i>The letters were written by him.</i>	<i>S+ was/were+ ptcp</i>
<i>He is writing the letters</i>	<i>Present Continuous</i>	<i>The letters are being written by him</i>	<i>S+ is/are being+ ptcp</i>
<i>He was writing the letters</i>	<i>Past Continuous</i>	<i>The letters were being written by him.</i>	<i>S+ were being+ Ptcp</i>
<i>He will write the letters</i>	<i>Future Simple</i>	<i>The letters will be written by him.</i>	<i>S+ will be + ptcp</i>
<i>He is going to write the letters</i>	<i>Going to</i>	<i>The letters are going to be written.</i>	<i>S+V to be (am/is/are)going to+ ptcp</i>
<i>He has written the letters</i>	<i>Present Perfect Tense</i>	<i>The letters have been written by him.</i>	<i>S+ have/has +been+ ptcp</i>
<i>He had written the letters</i>	<i>Past Perfect Tense</i>	<i>The letters had been written by him.</i>	<i>S+ had +been +ptcp</i>
<i>He has to write the letters</i>	<i>to-Infinitive</i>	<i>The letters have to be written by him.</i>	<i>S + have + to+be +ptcp</i>
<i>He must write the letters</i>	<i>Modal</i>	<i>The letters must be written by him.</i>	<i>S+ must+ be +ptcp</i>

## RULES:

Only sentences containing *transitive verbs* [verbs that takes one or more than one object(s). For example, *paint, write, eat, clean, etc.*] can be changed from active voice to passive voice. A subject—that is, a ‘doer’ of the action—is required to change a sentence from the passive to the active voice.

<i>Active Voice</i>	<i>Passive Voice</i>
Agatha Christie wrote the book.	The book was written by Agatha Christie.

**For the Simple Present Tense use *am, is* or *are* with a *Past Participle* to form the Passive Voice.**

<i>Active voice</i>	<i>Passive voice</i>
Once a week, Tom cleans the house.	Once a week, the house is cleaned by Tom.
The waiter carries the trays.	The trays are carried by the waiter.

**For the Simple Past Tense, uses *was* or *were* with a *Past Participle* to form the Passive Voice.**

<i>Active voice</i>	<i>Passive voice</i>
Dad drove us home.	We were driven home by Dad.
He caught the ball.	The ball was caught by him.

**For the Present Continuous Tense, use *am, is* or *are* with *being* followed by a *Past Participle*, to form the Passive Voice.**

<i>Active voice</i>	<i>Passive voice</i>
The waves are washing away the sandcastle.	The Sandcastle is being washed away by the waves.
She is working on the computer.	The computer is being worked upon by her.

**For the Past Continuous Tense, use *was* or *were* with *being*, followed by a *Past Participle*, to form the passive voice.**

<i>Active voice</i>	<i>Passive voice</i>
Jimmy was making our costumes.	Our costumes were being made by Jimmy.
She was reading a book.	The book was being read by her.

**For the Future Tense, use *shall* or *will* with *be*, followed by a *Past Participle*, to form the Passive Voice.**

<i>Active voice</i>	<i>Passive voice</i>
The choir will sing the next hymn.	The next hymn will be sung by the choir.
We will celebrate her birthday.	Her birthday will be celebrated by us.

**For the Present Perfect Tense, use *have* or *has* with *been*, followed by a *Past Participle*, to form the Passive Voice.**

<i>Active voice</i>	<i>Passive voice</i>
Ali has scored two goals.	Two goals have been scored by Ali.
I have seen that movie.	That movie has been seen by me.



For the Past Perfect Tense, use *had* with *been*, followed by a *Part Participle*, to form the passive voice.

<i>Active voice</i>	<i>Passive voice</i>
The hunter had caught a fox.	A fox had been caught by the hunter.
Sheila had given a gift to Rina.	A gift had been given to Rina by Sheila.

### “Do” verbs:

The *do-verb* is used for interrogative and negative sentences. To change an interrogative sentence with ‘do’ from active voice form into passive voice form, use –

*Is/are/am + object of the active verb + past participle form of the verb + by + subject of the passive verb*

<i>Active Voice</i>	<i>Passive Voice</i>
Do you speak French?	Is French spoken by you?
Does she speak French?	Is French spoken by her?
Does she do her duties?	Are her duties done by her?
Did you speak in French with her?	Was she spoken in French by you?
Did Alice invite you?	Were you invited by Alice?
Don’t you speak French?	Isn’t French spoken by you?
I don’t speak French.	French is not spoken by me.

### Interrogatives:

Wh- questions and how

In *wh- questions* and *how*, do not change their beginning position when the sentence is changed from the active to the passive. Except for, *who* changes to *by whom* in the passive; *(by) whom* changes to *who* in the passive.

<i>Active Voice</i>	<i>Passive Voice</i>
Whom did you laugh at?	Who was laughed at by you?
Who took the book?	By whom was the book taken?
Why did he punish you?	Why were you punished by him?
Why are they tearing down the old theatre hall?	Why is the old theatre being torn down?
How was the experiment finished?	How did you finish the experiment?
How do you write that word?	How is that word written by you?

### Can-

<i>Active Voice</i>	<i>Passive Voice</i>
Can you play a violin?	Can a violin be played by you?
Can anyone cure it?	Can it be cured?

**a) Imperatives: request, order, advice, suggestion, prohibition**

The imperative sentence in the passive voice has the following structure: *Let + object + be + past participle*

<i>Active Voice</i>	<i>Passive Voice</i>
Pick up the box.	Let the box be picked up.
Bring it home.	Let it be brought home.
Do it at once.	Let it be done once again.

When the emphasis is on the person addressed to, the sentence can begin with *you*.

<i>Active Voice</i>	<i>Passive Voice</i>
Be patient, please!	You are requested to be patient.
Be in the queue.	You are requested to be in the queue.

When the active voice begins with *do not*, the passive voice has the following structure: *Let not + object + be + past participle*

<i>Active Voice</i>	<i>Passive Voice</i>
Don't let the door open.	Let not the door be opened.
Do not beat the dog.	Let the dog not be beaten.
Let me do it.	Let it be done by me. <i>OR</i> Let me be allowed to do it.
Don't touch it.	Let it not be touched.

The passive form has to begin with *you*, when the object of the verb in the active voice is not given.

<i>Active</i>	<i>Passive</i>
Work hard. (No object)	You are advised to work hard
Please lend me some money.	You are requested to lend me some money.
Kindly do this work.	You are requested to do this work.
Get me a glass of water	You are ordered to get me a glass of water.
You ought to respect your parents.	Your parents ought to be respected by you.
You should learn your lessons.	Your lessons should be learned by you.

**In sentences where God is invoked the passive voice will be as follows:**

<i>Active:</i>	<i>Passive:</i>
May God bless you!	May you be blessed by God!

**By you or with you**

In the passive voice, we use: *by/ with* with the agent to refer to by whom the action is being done.

The door was opened *by* Mr Black. (Mr Black = agent)

*with* -is used to refer to the instrument, object or material that was used for something to be done.

The door was opened *with* a key. (a key = the object that was used)

The omelette was made *with* eggs, cheese and peppers. (eggs, cheese and peppers = the material that was used)

If the indirect object of the active voice sentence is a personal pronoun it has to be changed into a subject pronoun to be the subject of the passive voice sentence.

Subject	Object
I	Me
You	You
He/ she	Him/her
It	It

Subject	Object
We	Us
You	You
They	Them

**DOUBLE OBJECT VERBS-** When we have verbs that take two objects like, for example, *give somebody, something*, we can convert the active sentence into a passive one in two ways:

by making the indirect (animate) object the subject of the passive voice sentence, which is also the way that we usually prefer. By making the direct (inanimate) object the subject of the passive voice.

Rick gave me (indirect object) this book (direct object).

*I was given this book by Rick.*

*This book was given to me by Rick.*

Some of the verbs that take two objects are: *give, tell, send, show, bring, write, offer, pay, etc.*

#### TAKE AWAY POINTS

Transitive verbs have two voices

Voices: Active and Passive

Active: projects the subject

Direct

Unambiguous

Passive: hides the subject

Used only when you can't project the subject for pragmatic reasons

In passive voice the receiver of the action is highlighted

In active voice the doer of the action is highlighted

**Exercise:****Change the following sentences into passive voice**

1. You should switch off the electricity when changing a fuse.
2. The bottle contains milk
3. The government is spending too much money on Operation Pink.
4. I know his father.
5. They have built six new helipads at Naila.
6. The report alarmed us.
7. She always gives me calendars and diaries at New Year.
8. My progress satisfied my teachers.
9. You will have to amuse him with riddles and bed-time stories.
10. You cannot please everybody.
11. They discovered a new pill to simulate the appetite.
12. It fascinated me.
13. A duke of the sixteenth century had killed his wife in this room.
14. He performed his symphony for the first time last week.
15. The owner himself showed them the house.
16. Have they carried out his instructions?
17. We have to pick the fruit very early in the morning.
18. They allowed Harry to go but they did not allow Hemant.
19. Fear of death oppresses some old people.
20. The judge advised me to settle the matter out of court.
21. Rajeev chose his words with care.
22. If in the sixteenth century, they could make history by building monuments, in the twentieth century they can make it by selling and reselling them.
23. They promised Mary a new doll on her birthday.
24. No one ever taught me the rudiments of music
25. They have proved all his calculations wrong.
26. Who is bothering you?
27. One must do one's duty.
28. He asked me to wait
29. Let them do it now.
30. You must understand clearly that this is the last time I shall allow it.

**Answers**

1. The electricity should be switched off while changing a fuse.
2. Milk is contained in this bottle.
3. Too much money is being spent by the government on operation pink.
4. His father is known by me.
5. Six new helipads have been built at Naila.
6. We were alarmed at the report.
7. I am always given calendars and diaries at new year by her.
8. My teacher were satisfied with my progress.
9. He will have to be amused with riddles and bed time stories.

10. Everybody cannot be pleased with you.
11. A new pill to simulate the appetite was discovered.
12. I was fascinated at it.
13. The wife of a duke of the sixteenth century was killed by him in this room.
14. His symphony was performed for the first time last week
15. They were shown the house by the owner himself.
16. Have his instruction been carried out by them?
17. The fruit have to be picked very early in the morning.
18. Harry was allowed to go but Hemant was not (allowed to go)
19. Some old people are oppressed with fear of death
20. I was advised by the judge to settle the matter out of court.
21. Words were chosen with care by Rajiv.
22. If history could be made by building monuments in the sixteenth century it can be made by selling and reselling them in the twentieth century.
23. Mary was promised a new doll on her birthday
24. I was never taught the rudiments of music
25. All his calculations have been proved wrong.
26. By whom are you being bothered?
27. Duty must be done.
28. I was asked to wait
29. Let it be done by them now.
30. It must be understood clearly that this is the last time you will be allowed.

## Narration: Direct and Indirect Speech

Understand narration in English Grammar.

Why is narration used?

### Rules.

**NARRATION:** in writing or speech, the process of giving an account of a sequence of events, real or imagined; storytelling. The person who recounts the events is called a narrator. The account itself is called a narrative.

In narration, when we use reported speech, we usually talk about the past (because obviously the person who spoke originally spoke in the past). The verbs therefore usually have to be in the past too.

There are two ways of narrating events or story telling- direct speech and indirect speech.

In Direct speech the exact remarks or the speech of the narrator is presented by using the exact words or expression of the narrator.

In Indirect speech the exact meaning of the remark or the speech is presented without using the narrator's exact words.

For example- Ravi said, "I am having lunch with my family." [Direct Speech]

Ravi said that he was having breakfast with his family. [Indirect speech]

### RULES:

Pronouns and Adjectives must change while transforming into a reported speech. First and second person pronouns and possessive adjectives normally change to the third person except when the speaker is reporting his own words. (I = he, she; me = him, her; my = his, her; mine

= his, hers; we = they...)

Abhishek said, "*I am a teacher.*"

*I* becomes *He* Abhishek said that *he was* a teacher.

*Am* becomes *was* She said, "Aditya *is my* son".

*Is* becomes *was*

She said that Aditya *was her* son.

*My* becomes *her*

THIS / THESE/ THAT: *This* used in time expressions becomes *that*.

For example- She said, "*She's coming this* week".

This becomes that She said that *she was coming that* week. *This and That* used as adjectives usually change to *The*.

For example- He said, "I bought *this* pearl/these pearls for my mother".

He said that he had bought the pearl/the pearls for his mother.

*This* and *These* used as pronouns can become *it, they/them*.

For example- He came back with two knives and said, “I found *these* beside the king’s bed”.

He came back with two knives and said he had found *them* beside the king’s bed. He said, “We will discuss *this* tomorrow”.

He said that they would discuss *it* (the matter) the next day.

### CHANGES IN THE VERB FORM:

<b>Simple present</b> Ravi said, “ <i>I play</i> the guitar”	<b>Simple past</b> <i>Ravi said that he plays</i> the guitar.
<b>Present Continuous</b> S/he said, “ <i>I am</i> writing a letter”.	<b>Past continuous</b> She said that <i>s/he was</i> writing a letter.
<b>Present perfect simple</b> Mukul said, “ <i>I have</i> received an invitation letter to attend a seminar.”	<b>Past perfect simple</b> Mukul said that he <i>had</i> received an invitation letter to attend a seminar.
<b>Present perfect continuous</b> Shruti confided, “ <i>I have been</i> busy writing a book on different food habits.”	<b>Past perfect continuous</b> Shruti confided that <i>she had been</i> busy writing a book on different food habits.
<b>Simple past</b> Madhu said, “ <i>I went</i> to the school yesterday”	<b>Past perfect</b> Madhu said that she <i>had gone</i> to the school the previous day.
<b>Past continuous</b> Rudra said, “ <i>I was</i> reading an article on the importance of life skills”	<b>Past perfect continuous</b> Rudra said that he had been reading an article on the importance of life skills.
<b>Past perfect</b> Raktim said, “ the play had started when I reached the theatre”	No Change in the verb. Only the pronoun changes from <i>I</i> to <i>he</i> here.
<b>Future Time (Simple)</b> Rudra said, “ <i>I shall/ will</i> meet Suman on tuesday over dinner”	<b>Conditional</b> Rudra said that <i>would</i> meet Suman on tuesday over dinner.
<b>Future Continuous</b> “ <i>I will/shall be using</i> the car myself on the 24h”, she said.	<b>Conditional Continuous</b> She said (that) <i>she’d be using</i> the car herself on the 24th.



## MODAL VERBS CHANGE:

<b>Will-</b> He said, “Ravi <i>will</i> speak on time”.	<b>Would-</b> He said that Ravi <i>would</i> speak on the importance of English.
<b>Can-</b> He said, “I <i>can</i> swim under water for two minutes.”	<b>Could-</b> He said that he <i>could</i> swim under water for two minutes.
<b>Must-</b> Smriti said, “ the books <i>must</i> be returned to the library co-ordinator”	<b>Had to -</b> Smriti said that the books <i>had to</i> be returned to the library co-ordinator.
<b>Shall -</b> He said, “We <i>shall</i> meet for lunch sometime soon.”	<b>Should -</b> He said that we <i>should</i> meet for lunch sometime soon.
<b>May-</b> Rudra asked, “ <i>May</i> I take the pictures?”	<b>Might-</b> Rudra asked if <i>he might</i> take the pictures.

NOTE: Past modal verbs (could, might, ought to, should, used to, etc. ) do not normally change in reported speech.

He said, “I might come”.

He said that he might come.

He said, “I would help him if I could”.

He said that he would help him if he could.

He said, “You needn’t wait”.

He said that I needn’t wait.

## IMPERATIVES:

Positive imperative Shut up!	Tell + infinitive He told me to shut up.
Negative imperative Don’t do that again!	Tell+ not +infinitive He told me not to do that again.
Imperatives as requests Please give a glass of water.	Ask + imperatives He asked me to give him a glass of water.

## EXPRESSION OF *TIME* AND *PLACE* IN INDIRECT SPEECH:

Direct Speech	Indirect Speech
Today	That day
Yesterday	The day before
The day before yesterday	Two days before
Tomorrow	The next day/the following day
The day after tomorrow	In two day's time
Next week/year	The following week/ year
Last week/ year	The previous week/ year
A year ago	A year before/ the previous year
ago	Previously/ before
2 weeks ago	2 weeks previously/2 weeks before
tonight	that night
last Saturday	the previous Saturday/ the Saturday before
next Saturday	the following Saturday/ the Saturday after that Saturday

Examples:

“I went to the theatre *last night*.”

He said he had gone to the theatre *the night before*. “I'm having a party *next weekend*.”

He said he was having a party *the next weekend*. “I'm staying here until *next week*.”

He said he was staying there until *the following week*. “I came over from London *3 years ago*.”

He said he had come over from London *3 years before*.

### QUESTIONS IN INDIRECT SPEECH

Direct question: He said, “Where is she going?” Indirect question: He asked where she was going.

### RULES:

When we turn direct questions into indirect speech, the following changes are necessary:

*Tenses, Pronouns and Possessive Adjectives, and Adverbs of time and place* change as in statements.

The *interrogative form* of the verb changes to the *affirmative form*.

The *question mark* is omitted in *indirect questions*.

If the introductory verb is *say*, it must be changed to a verb of *inquiry*, e.g. *ask, wonder, want to know etc.*

He *said*, "Where is the station?" He *asked* where the station was.

*Ask* can be followed by the person addressed (*indirect object*): He *asked*, "What have you got in your bag?"

He *asked (me)* what I had got in my bag. (But *wonder* and *want to know* cannot take an *indirect object*, so if we wish to report a question where the person addressed is mentioned, we must use *ask*.)

He *said*, "Mary, when is the next train?" He *asked* Mary when the next train was.

If the direct question begins with a question word (*when, where, who, how, why* etc.) the question word is repeated in the indirect question:

He *said*, "Why didn't you put on the brake?" He *asked (her)* why she hadn't put on the brake. She *said*, "What do you want?"

She *asked (them)* what they wanted.

6. If there is no question word, *if* or *whether* must be used:

"Is anyone there?" he *asked*

He *asked if/whether* anyone was there.

### **COMMANDS, REQUESTS, ADVICE IN INDIRECT SPEECH:**

Direct command: He *said*, "Lie down, Tom". Indirect command: He *told* Tom to lie down.

*Indirect commands, requests, advice* are usually expressed by a verb of command/request/advice + object + infinitive.

The following verbs can be used: *advise, ask, beg, command, order, remind, tell, warn etc.*

For example- He *said*, "take your medicines regularly, Tom." He *advised* Tom to take his medicines regularly.

*Negative commands, requests etc.* are usually reported by not + infinitive:

"Don't swim out too far, boys", I *said*

I *warned/told* the boys not to swim out too far.

### **EXCLAMATIONS IN INDIRECT SPEECH:**

Exclamations usually become statements in indirect speech. The exclamation mark disappears.

Exclamations beginning with *What (a) ... or How ...* can be reported by: - *exclaim/say* that:

He *said*, "What a dreadful idea!" or "How dreadful!" He *exclaimed* that it was a dreadful idea/was dreadful.

To give an exclamation of delight/disgust/horror/relief/surprise etc. if the exclamation is followed by an action we can use the construction with an exclamation of delight/disgust etc.

+ he/she etc. + verb.

Other types of exclamation such as *Good! Marvellous! Splendid! Heavens! Oh! Ugh!* etc. can be reported as in (b) or (c) above:

“Good!” he *exclaimed*.

He gave an *exclamation of pleasure/satisfaction*. “Ugh!” she *exclaimed*, and turned the programme off.

With an *exclamation of disgust* she turned the programme off.

Note also: He *said*, “Thank you!”

He *thanked me*.

He *said*, “Good luck!”

He *wished me luck*.

He *said*, “Happy Christmas!”

He *wished me a happy Christmas*.

He *said*, “Congratulations!”

He *congratulated me*.

He *said*, “Liar!”

He *called me a liar*.

He *said*, “Damn!”

He *swore*.

The *notice said*: WELCOME TO WALES!

The *notice welcomed visitors to Wales*.

## **YES AND NO IN INDIRECT SPEECH**

“yes” and “no” are expressed in indirect speech by subject + appropriate auxiliary verb. He *said*, “Can you swim?” and I *said* “No”

He *asked* (me) if I *could* swim and I *said* I *couldn't*.

He *said*, “Will you have time to do it?” and I *said* “Yes”

He *asked* if I *would* have time to do it and I *said* that I *would*.

## **OFFERS AND SUGGESTIONS IN INDIRECT SPEECH**

### **OFFERS:**

“Shall I bring you some tea?” could be reported as He *offered* to bring me some tea.

### **SUGGESTIONS:**

“Shall we meet at the theatre?” could be reported He *suggested* meeting at the theatre.

## INDIRECT SPEECH: MIXED TYPES:

Direct speech may consist of statement + question, question + command, command + statement, or all three together.

Normally each requires its own introductory verb. "I don't know the way. Do you?" he asked.

He said he didn't know the way and asked her if she did/if she knew it.

He said, "Someone is coming. Get behind the screen."

He said that someone was coming and told me to get behind the screen.

## SAY AND TELL AS INTRODUCTORY VERBS:

a. *say* and *tell* with direct speech.

*say* can introduce a statement or follow it.

Tom *said*, "I've just heard the news". or

"I've just heard the news", Tom *said*.

Inversion of *say* and *noun subject* is possible when *say* follows the statement. "I've just heard the news", said Tom.

*say* + to + person addressed is possible, but this phrase must follow the direct statement; *it cannot introduce it*.

"I'm leaving at once", Tom said to me. Inversion is not possible here.

*Tell* requires the person addressed. *Tell me. He told us. I'll tell Tom.* Except with *tell lies/stories/the truth/the time*, when the person addressed need not be mentioned.

He told (me) lies.

I'll tell (you) a story.

*Tell* used with direct speech must be placed after the direct statement: "I'm leaving at once", Tom told me.

Inversion is not possible with *tell*.

*Say* and *Tell with indirect speech*, Indirect statements are normally introduced by *say*, or *tell*

+ object. *Say* + to + object is possible but less usual than *tell* + object. He *said* he'd just heard the news.

He *told* me that he'd just heard the news.

NOTE: *tell* ... how/about:

He *told us how he had crossed* the mountains. He *told us about crossing* the mountains.

He *told us about his* journeys.

**Exercise:**

1. "Please don't leave me alone here", the kid told her mother.

- Ⓐ The kid begged her mother not to leave her alone there.
- Ⓑ The kid begs her mother not to leave her alone there.
- Ⓒ The kid begged her mother not to leave her alone here.
- Ⓓ The kid begs her mother not to leave her alone here.

2. Rohit said, "I take a bath daily with cold water."

- Ⓐ Rohit says that he were taking a bath daily with cold water,
- Ⓑ Rohit said that he has had been taking a bath daily with cold water.
- Ⓒ Rohit said that he is taking a bath daily with cold water.
- Ⓓ Rohit said that he took a bath daily with cold water.

3. The teacher said to the students, "I will not tolerate such behavior."

- Ⓐ The teacher said to the students that he would not tolerate such behavior.
- Ⓑ The teacher said to the students that he would not be tolerating such behavior.
- Ⓒ The teacher said to the students that he will not tolerate such behavior.
- Ⓓ The teacher said to the students that he will not be tolerating such behavior.

4. Vaibhav said to me, "Has your father returned from work"?

- Ⓐ Vaibhav asked me whether my father has returned from work.
- Ⓑ Vaibhav asked me whether my father had returned from work.
- Ⓒ Vaibhav asked me whether my father has had returned from work.
- Ⓓ Vaibhav asked me whether my father had been returning from work.

5. Sahil said to me, "Where will you go this holiday"?

- Ⓐ Sahil asked me where I would go that holiday.
- Ⓑ Sahil asked me where I will go that holiday.
- Ⓒ Sahil asked me where I will be going that holiday.
- Ⓓ Sahil asked me where I would gone that holiday.

6. Heena said, "I bought a dress yesterday".

- Ⓐ Heena said that she has bought a dress the day before.
- Ⓑ Heena said that she had bought a dress the day before.
- Ⓒ Heena said that she has bought a dress the day before yesterday.
- Ⓓ Heena said that she had bought a dress the day before yesterday.

7. The manager said to the executive, "Today you will come along with me to meet the client".

- Ⓐ The manager said to the executive this, that day he would have to go along with him to meet the client.
- Ⓑ The manager said to the executive that, that day he would have to go along with him to meet the client.
- Ⓒ The manager said to the executive that, that day he will have to go along with him to meet the client.
- Ⓓ The manager said to the executive this, that day he will have to go along with him to meet the client.

8. Vaibhav said to me, "We have to win this game".

- Ⓐ Vaibhav said to me that they have to win that game.
- Ⓑ Vaibhav said to me that we had to win that game.
- Ⓒ Vaibhav said to me that we have to win that game.
- Ⓓ Vaibhav said to me that they had to win that game.

9. Naveen asked his tutor, "Do I need to learn these formulas"?

- Ⓐ Naveen asked his tutor if he has to learn those formulas.
- Ⓑ Naveen asked his tutor if he had to learn those formulas.
- Ⓒ Naveen asked his tutor didn't he had to learn those formulas.
- Ⓓ Naveen asked his tutor hadn't he have to learn those formulas.

10. Pritam said, "These pastries are yummy."

- Ⓐ Pritam said that those pastries are yummy.
- Ⓑ Pritam said this that those pastries were yummy.
- Ⓒ Pritam said that those pastries were yummy.
- Ⓓ Pritam said that these pastries are yummy.



11. Mother said to my sister, "Tell him sorry right now".

- Ⓐ Mother said to my sister to tell him sorry right then.
- Ⓑ Mother said to my sister to tell him sorry right now.
- Ⓒ Mother says to my sister to tell him sorry right then.
- Ⓓ Mother says to my sister to tell him sorry right now.

12. The teacher told us that we all were intelligent children but were not sincere in our work.

- Ⓐ The teacher said to us, "You all were intelligent children but were not sincere in your work."
- Ⓑ The teacher said to us, "We all are intelligent children but are not sincere in our work."
- Ⓒ The teacher said to us, "We all were intelligent children but were not sincere in your work."
- Ⓓ The teacher said to us, "You all are intelligent children but are not sincere in your work."

13. Taru asked me, "what did you buy from the mall yesterday?"

- Ⓐ Taru asked me what I had bought from the Mall the previous day.
- Ⓑ Taru asked me what did you buy from the Mall the yesterday.
- Ⓒ Taru asked me what I was buying from the Mall the previous day.
- Ⓓ Taru asked me what had I bought from the Mall the previous day.

14. Standing in front of Taj Mahal, Raju said that he had always wanted to see the Taj Mahal.

- Ⓐ Standing in front of Taj Mahal Raju wondered, "I have always wanted to see the Taj Mahal".
- Ⓑ Standing in front of Taj Mahal Raju said, "I had want to see the Taj Mahal".
- Ⓒ Standing in front of Taj Mahal Raju said, "I have always wanted to see the Taj Mahal".
- Ⓓ Standing in front of Taj Mahal Raju told me, "I have been always wanting to see the Taj Mahal."

15. The airline official said, "We are extremely sorry that the flight has been delayed due to heavy floods."

- Ⓐ The airline official announced the airline is extremely sorry that the flight will be delayed due to heavy floods.
- Ⓑ The airline official announces they are extremely sorry that the flight has been delayed due to heavy floods.
- Ⓒ The airline official announced that they were extremely sorry that the flight had been delayed due to heavy floods.
- Ⓓ The airline official announced that we are extremely sorry that the flight has been delayed due to heavy floods.

16. Let's go out for dinner. I've been home this whole week," said Anna

- Ⓐ Anna said to me that we must go out for dinner as she has been home that whole week.
- Ⓑ Anna told me she was wanting to go out for dinner and had been home this whole week.
- Ⓒ Anna told me she is at home the whole week and would like to go out for dinner.
- Ⓓ Anna suggested that we go out for dinner as she had been home that whole week.

17. Sumit said, "I will be leaving for London this summer so I can meet you only when I return."

- Ⓐ Sumit said he will be leaving for London this summer and he could meet me only when he returned.
- Ⓑ Sumit said he will go to London this summer and he would meet me only when he will be returning.
- Ⓒ Sumit said that he would be leaving for London that summer and he could meet me only when he returned.
- Ⓓ Sumit said he will have gone to London that summer and could meet me only when he returned.

18. Pushpa said, "I arrived at the workshop an hour ago but nothing much is happening here."

- Ⓐ Pushpa observed that though she had arrived at the workshop an hour ago but nothing much is happening there.
- Ⓑ Pushpa said that she has arrived at the workshop an hour earlier but nothing much is happening here.
- Ⓒ Pushpa asked why she had to arrive at the workshop an hour before when nothing much was happening there.
- Ⓓ Pushpa said that she had arrived at the workshop an hour before but nothing much was happening there.

19. The officer ordered the fellow to be arrested.

- Ⓐ The officer said, "Why don't we arrest the fellow?"
- Ⓑ The officer said, "Arrest the fellow."
- Ⓒ The officer requested, "The fellow may be arrested."
- Ⓓ The officer said to the fellow, "Arrest him."

20. She told the villagers that she would not rest till she had solved their water problem.

- Ⓐ She said to the villagers, "She would not rest till she has solved their water problem."
- Ⓑ She said to the villagers, "She will not rest till she has solved my water problem."
- Ⓒ She said to the villagers, "I will not rest till I have solved your water problem."
- Ⓓ She said to the villagers, "I would not rest till I am solving our water problem."

21. The saint prayed that God might pour all his blessings on the newly married couple.

- Ⓐ The saint said to the newly married couple, “God must pour all his blessings on you.”
- Ⓑ The saint said to the newly married couple, “May God pour all his blessings on you”.
- Ⓒ The saint requested God, “Pour all your blessings on the newly married couple
- Ⓓ The saint blessed the newly married couple, “God will pour all his blessing on you”.

22. The Finance Minister said, “The Government will trim the corporate tax gradually to 25 percent for all companies”.

- Ⓐ The Finance Minister said that the Government would trim the corporate tax gradually to 25 per cent for all companies.
- Ⓑ The Finance Minister asked the Government if it would trim the corporate tax gradually to 25 per cent for all companies.
- Ⓒ The Finance Minister ordered the Government to trim the corporate tax gradually to 25 per cent for all companies.
- Ⓓ The Finance Minister told that the Government will trim the corporate tax gradually to 25 per cent for all companies.

23. Her mother advised her not to go too fast while reciting her poem.

- Ⓐ Her mother said, “Why are you going so fast while reciting your poem?”
- Ⓑ Her mother said, “Don’t go too fast while reciting your poem.”
- Ⓒ Her mother said, “You needn’t go too fast while reciting your poem.”
- Ⓓ Her mother said, “Don’t go too fast while reciting their poem”

24. The officer told me that I needed to work harder to meet my targets otherwise I would have to leave the company.

- Ⓐ The officer said to me, “I need to work harder to meet my targets otherwise I will have to leave the company.”
- Ⓑ The officer said to me, “work harder to meet your targets otherwise be ready to leave the company”.
- Ⓒ The officer said to me, You have to work harder to meet our targets otherwise I will have to leave the company.”
- Ⓓ The officer said to me, “You need to work harder to meet your target otherwise you will have to leave the company”

25. Mr. Lucas told his wife not to wait for him as he would be late at the studio that night.

- Ⓐ His wife said to Mr. Lucas, "Don't wait for him as he will be late at the studio that night".
- Ⓑ Mr. Lucas said to his wife, "Not to wait for him as I would be late at the studio tonight".
- Ⓒ Mr. Lucas said to his wife, "Don't wait for me as I will be late at the studio that night"
- Ⓓ Mr. Lucas said to his wife, "Don't wait for him as he will be late at the studio that".

26) My father says, "Prices are shooting up alarmingly."

- Ⓐ My father says that prices shoot up alarmingly.
- Ⓑ My father says that the price was shooting up alarmingly.
- Ⓒ My father says that prices shot up alarmingly.
- Ⓓ My father said that the prices were shooting up alarmingly

27) The teacher said, "The Earth revolves around the sun."

- Ⓐ The teacher said that the Earth is being revolving around the sun.
- Ⓑ The teacher said that the Earth revolves around the sun.
- Ⓒ The teacher said that the Earth revolved around the sun.
- Ⓓ The teacher said that the Earth had been revolving around the sun.

28) I said to my friends, "let us go to a picnic for a change".

- Ⓐ I asked my friends if they would go to a picnic for a change.
- Ⓑ I asked my friends to go to a picnic for a change.
- Ⓒ I permitted my friends to go to a picnic for a change.
- Ⓓ (d) I suggested to my friends that we should go to a picnic for a change.

29) He said, "I saw a snake here."

- Ⓐ He said that he had seen a snake there.
- Ⓑ He said that he saw a snake here.
- Ⓒ He said that he saw a snake there.
- Ⓓ He said that he had seen a snake.

30) The teacher said, "Nobody can solve the problem."

- Ⓐ The teacher said that nobody can solve the problem.
- Ⓑ The teacher said that nobody should solve the problem.
- Ⓒ The teacher said that somebody can solve the problem.
- Ⓓ The teacher said that nobody could solve the problem

31) Neha said, "Need I write a letter?"

- Ⓐ Neha asked if she have to write a letter.
- Ⓑ Neha asked if she had been writing a letter.

- ⦿ Neha asked of writing a letter.
- ⦿ Neha asked if she had to write a letter.

32) The doctor said, "well, what can I do for you?"

- ⦿ The doctor wanted to know what he could do for her.
- ⦿ The doctor said that he couldn't do anything for her.
- ⦿ The doctor asked what he couldn't do for her.
- ⦿ The doctor wondered what he could do for her.

33) Rohan said, "Where shall I be this time next month"

- ⦿ Rohan contemplated where shall he be that time the following month.
- ⦿ Rohan asked that where should be that time next month.
- ⦿ Rohan wondered where he should be that time the next month.
- ⦿ Rohan wondered where he would be that time the following month.

34) Rashmi said to me, "Where is the telephone exchange"?

- ⦿ Rashmi asked me that where the telephone exchange was.
- ⦿ Rashmi asked me where the telephone exchange was.
- ⦿ Rashmi asked me where was the telephone exchange.
- ⦿ Rashmi wanted to know where the telephone exchange was.

35) He said, "Let it rain I have to go."

- ⦿ He persisted that he did not care for the rain and he had to go.
- ⦿ He said that rain can't stop him to go out.
- ⦿ He exclaimed that let it rain but he will go.
- ⦿ He said that he can't go just because it is raining.

36) Mother said, "Will you tell me what it means, Pritam?"

- ⦿ Mother asked Pritam if he will tell her what it meant.
- ⦿ Mother asked Pritam that he would tell her what it meant.
- ⦿ Mother asked Pritam if he would tell her what it meant.
- ⦿ Mother asked Pritam that he will tell her what it meant.

37) Nisha said to Swati, " Will you help me in my project just now?"

- ⦿ Nisha told Swati whether she will help her in her project just now.
- ⦿ Nisha asked Swati if she would help her in her project just then.
- ⦿ Nisha questioned to Swati that will you help me in my project just now.
- ⦿ Nisha asked to Swati that will she help her in her work just now.

38) Ram said to Rohan, "Don't run so fast."

- ⦿ Ram advised Rohan don't run so fast.
- ⦿ Ram asked Rohan why is he running so fast.

- ⦿ Ram requested Rohan not to run so fast.
- ⦿ Ram told Rohan not to run so fast.

39) The foreman said to his workers "I cannot pay you higher wages."

- ⦿ The foreman warned his workers that he cannot pay them higher wages.
- ⦿ The foreman told his workers that he could not pay them higher wages.
- ⦿ The foreman told his workers that they could not be paid higher wages.
- ⦿ The foreman forbid his workers to pay higher wages.

40) "I don't know the answer. Do you"? She asked.

- ⦿ She asked me if I knew the answer which she didn't.
- ⦿ She said that she didn't know the answer and did I know it.
- ⦿ She said that she didn't know the answer and asked me if i did.
- ⦿ She told that she was not knowing the answer but wondered if I know.

41) The teacher said to the student, "Have you brought your lunch?"

- ⦿ The student was asked by the teacher about bringing his lunch.
- ⦿ The teacher asked the student if he would be bringing his lunch.
- ⦿ The teacher asked the student if he had brought his lunch.
- ⦿ The teacher asked the student if he has brought his lunch.

42) Rajesh ordered his driver to do as he was told.

- ⦿ Rajesh ordered his driver "Do as you are told".
- ⦿ Rajesh said to his driver "Do as I told you".
- ⦿ Rajesh said to his driver "Do as you are told".
- ⦿ Rajesh said to his driver "Do as you were told".

43) "Do you want some more chocolates?" asked my cousin.

- ⦿ My cousin asked me if I want some more chocolates.
- ⦿ My cousin said to me if I wanted some more chocolates.
- ⦿ My cousin asked me that I wanted some more chocolates.
- ⦿ My cousin asked me whether I wanted some more chocolates.

44) The old man said, "Thanks I shall never forget this kindness, Ankit."

- ⦿ The old man applauded Ankit for his kindness and he shall never forget Ankit.
- ⦿ The old man thanked Ankit and assured him that he would never forget his kindness.
- ⦿ Ankit was being thanked by the old man for his kindness towards an old man.
- ⦿ The old man said thank you to Ankit for his kindness.

45) Gopal's mother reminded him to take his wallet.

- ⦿ "Are you going to take your wallet or not?" said Gopal to his mother.
- ⦿ "Don't forget to take your wallet, Gopal" said his mother.

- Gopal's mother said, "Remember your wallet, Gopal?"
- "Here is your wallet Gopal" said his mother.

WUOLNCCS

## **Modifiers**

A Modifier describes and provides a more accurate definitional meaning to another element in a sentence.

For example: John is a good student

**In this sentence, good is said to be modifying student i.e. it is telling us what type of a student John is.**

### **1. Adjectives modify Nouns & Pronouns**

- I am a good boy. (Adjective good modifies the noun boy)
- The drink is in the tall glass. (Adjective 'tall' modifies the noun 'glass')

### **2. Adverbs modify Verbs**

- He walked slowly. (Adverb 'slowly' modifies verb 'walked')
- Jake accepted the new task unwillingly. (Adverb 'unwillingly' modifies verb 'accepted')
- Michael slept soundly. (Adverb 'soundly' modifies verb 'slept')

### **3. Adverbs modify Adjectives**

- They were really happy. (Adverb 'really' modifies adjective 'happy')
- My father is completely fearless. (Adverb 'completely' modifies adjective 'fearless')
- I know he is very careful. (Adverb 'very' modifies adjective 'careful')

### **4. Adverbs modify other Adverbs**

- He is almost always hungry. (Adverb 'almost' modifies adverb 'always')
- John plays tennis very well. (Adverb 'very' modifies adverb 'well')
- You never can work too carefully. (Adverb 'too' modifies adverb 'carefully')

### **5. Adverbs modify clauses**

- Perhaps you are correct, but not at first glance. (Adverb 'perhaps' modifies the clause 'you are correct')
- Surely he will be on time, but I hope not. (Adverb 'surely' modifies the clause 'he will be on time')

### **6. Adverbs modify sentences**

- Suddenly, she went home. (Adverb 'suddenly' modifies the entire sentence)
- Finally, he will be on time. (Adverb 'finally' modifies the entire sentence)
- Today, we can take a vacation. (Adverb 'today' modifies the entire sentence)



## Rule for Modification

The modifier should be placed as close as possible to what it modifies. If the above rule is not followed, the entire meaning of the sentence can change.

For example

- Only John can eat the pizza
- John can only eat the pizza
- John can eat the pizza only

Only' is the modifier in the above sentences. Depending on what 'only' modifies (John or eat or pizza) the entire meaning of the sentence changes.

## How will Modifications be tested?

Usually set off by a comma, modifying phrases provide more information about the subject or object in the main clause of the sentence without naming it directly. In order for a modifying phrase to be used correctly, it must be as close as possible to the object or person that it modifies.

### 1) Misplaced Modifiers

In an effort to do well in the exam, ten hours of study were put in everyday by John.

The phrase 'In an effort to do well on the exam' is called a modifying phrase because it is modifying a subject (which is not contained within the phrase). The person who is making the effort is the subject of the sentence i.e. John.

As per the modification rule mentioned above, the modifier must be as close as possible to what it modifies but in the above sentence the modifying phrase is followed by 'ten hours'. Hence, this is a case of a misplaced modifier and the correct sentence should have the subject i.e. John, immediately after the comma. In an effort to do well in the exam, John put in ten hours of study every day. It is usually quite easy to identify misplaced modifiers – whenever a sentence begins with a modifying phrase (especially one that starts with an -ing' word) followed by a comma, the noun or pronoun following the comma should be what the phrase is referring to. However, do not assume that a modifying phrase can come only at the beginning of a sentence; it can come in the middle or even at the end.

### Modifying phrase in the middle,

John, a laptop mechanic, came to my house yesterday. (modifying phrase 'a laptop mechanic' is modifying the subject 'John')  
Modifying phrase at the end,

Jack is travelling to Japan, the land of the rising sun. (modifying phrase 'the land of the rising sun' is modifying 'Japan')

Here are two common forms of Misplaced Modifiers

**i) Participial Phrase** – A phrase that starts with a present or a past participle (may or may not be preceded by a preposition). Whenever a sentence starts with a participial phrase there will almost always be a misplaced modifier lurking around the corner.

### Examples

**Incorrect:** Educated at Eton and then at Oxford, it was surprising that George could not get into a decent business school.

(Sentence starts with the past participle 'educated'. The one who was educated i.e. George should come after the comma and not 'it')

**Correct:** Educated at Eton and then at Oxford, George surprisingly could not get into a decent business school.

**Incorrect:** Coming out of the house, John's laptop was stolen. Even though this sentence may sound correct, it is actually incorrect because the subject is John's laptop and not John. So, the modifying phrase 'Coming out of the house' is incorrectly modifying John's laptop in the original sentence making it appear as though John's laptop was coming out of the house.

**Correct:** Coming out of the house, John was robbed of his laptop.

### ii) Adjectives or Adjectival Phrase

#### Examples,

**Incorrect:** Tall and handsome, a striking figure was cut by John.

**Correct:** Tall and handsome, John cut a striking figure.

An adjectival phrase is a group of words that acts as an adjective by modifying a noun

**Incorrect:** A conglomerate known for its strong sense of ethics, one of India's most respected conglomerates is the Tata group.

**Correct:** A conglomerate known for its strong sense of ethics, the Tata group is one of India's most respected conglomerates.

### 2) Dangling Modifiers & Introducing new words

Usually, it is suggested that you do not add additional words to the original sentence, but sometimes you may have to add in new words to make the meaning clear, especially on Modification questions.

#### For example

Using a stethoscope, heartbeats can be detected This sentence sounds ok but, using the knowledge of Modification that you have acquired in this chapter, you know that this cannot be correct, since what follows the comma should be the person who is using the stethoscope. Since no such person is mentioned in the original sentence, the modifying phrase using a stethoscope is called a dangling modifier. To correct this error, you will

have to add in a new word to the sentence to make it correct, such as Using a stethoscope, a doctor can detect heartbeats

Tip – Whenever a sentence starts with an ‘-ing’ word

(Technically called a participial phrase), it will almost always be a modification question with whatever noun that is doing the action of the ‘-ing’ word coming immediately after the comma.

For example

Rivalling the Taj Mahal in beauty,..... (whatever is rivalling the Taj should come after the comma)

Running the first mile quickly,..... (whoever is running the first mile quickly should come after the comma)

Looking fitter than ever, .....(whoever is looking fitter)

**Exercises:**

**Choose the correct sentences from the pair of sentences given below.**

- 1)a) He had almost lost all the buttons off his coat.  
b) He had lost almost all the buttons off his coat.

Ans: b

- 2)a) Convicted of murdering his wife, he was sentenced by the judge to life imprisonment.  
b) Convicted of murdering his wife, the judge sentenced him to life imprisonment.

Ans: a

- 3) a)When at University, my high marks in mathematics attracted the attention of my professor.  
b) When at University, I earned high marks in mathematics, attracting the attention of my professor.

Ans: b

- 3) a)Previously viewed as an exploration of the unconscious, critics now also see Alice in Wonderland as social and political satire.  
b)Previously viewed as an exploration of the unconscious, Alice in Wonderland is now also seen by critics as social and political satire.

Ans: b

- 4) a)Standing at the hotel window, I could see the yachts with their colourful spinnakers racing across the bay.  
b) Standing at the hotel window, the yachts with their colourful spinnakers raced across the bay.

Ans: a

- 5) a) Vacations abroad are very inexpensive when one works for a hotel chain.  
b) Vacations abroad are very inexpensive when working for a hotel chain

Ans: a

- 6) a) I saw descending a fire escape a policeman.  
b)I saw a policeman descending a fire escape.

Ans: b

7. a) Stored under a tarp in the old barn, the farmer showed us a perfectly preserved Model A Ford.

b). The farmer showed us a perfectly preserved Model A Ford stored under a tarp in the old barn.

8. a) Hearing the good news of the success of my son, I felt myself as the happiest soul on the earth.

b) I felt myself as the happiest soul on the earth, hearing the good news of the success on my son.

Ans: a

9. a) Entering the room, the light was found off by me

b) Entering the room, I found the light off.

Ans: a

10. a). Having been served lunch, a discussion of the problem was made by the members of the committee.

b). Having been served lunch, the members of the committee discussed the problem.

Ans: b

11. a). While running in the park, it was his hand that dislocated.

b). while running in the park, he dislocated his hand.

Ans: b

12. a). She picked up the scarf and tied it around her head which was gifted by her friend.

b). She picked up the scarf, which was gifted by her friend and tied it around her head.

Ans: b

13. a). The boy who broke his leg, was riding the elephant.

b). The boy was riding the elephant who broke his leg.

14. a). Chicken is ready to eat.

b) . Chicken is ready to be eaten.

Ans: b

15. a). I listened to almost the whole album.

b). I almost listened to the whole album.

Ans: a

## Unit-2 Reading Skills

### Paragraph Analysis:

#### Reading Comprehension study Guide

Reading is one of the most important skills for any student in any program. Students are required to read a variety of different texts and reading materials from novels to blue prints, labels to poetry (depending on your program!)

It isn't just a matter of reading words. Students need to be able to make sense of what they read, make inferences, communicate the information clearly to others, and more.

You can improve your reading skills by reading as much and as widely as possible; read

newspapers, magazines, adverts, stories, poetry, song lyrics...Challenge yourself by learning new vocabulary or by reading something then repeating back (without looking) what you have just read.

#### Tips to get started:

- Look over the whole piece of writing. Notice its title.
- Notice its length.
- Read the first line of each paragraph to get an idea of how the writer has organized the piece.
- Read the first line of the last paragraph to get an idea of how it may finish.

#### Read with concentration.

Concentrate on the words **AND** the meaning of groups of words. If there are vocabulary words that are unknown to you, read the sentence and try to understand what is meant by the sentence, so that you can guess at the meaning of the word.

#### When concentrating is challenging, try these strategies:

- Read the questions **before** you read the piece. It may help to know what you are looking for!
- Read **out loud**. Your own voice can sometimes focus your mind **AND** eliminate outside distractions.
- Discuss the meaning **as if** you were telling someone else what you think it means. Sometimes having to express your thoughts can clarify them.

#### Practice specific reading skills:

- Recalling details/facts/information
- Understanding main ideas
- Making inferences

### **Reading Skill: Recalling Details, Facts, and Information**

- Start by quickly scanning the text. Look at titles, sub-titles, pictures etc. This prepares your brain to receive the information
- When doing multiple choice quizzes, read the questions first before reading the text – then you'll know what information you are looking for
- Try to **get interested** in the details (readers recall what they are interested in)
- Decide what is **most important** and what is probably not worth remembering (you can't remember everything)
- **Reread** if you need to
- Go back and reread **after** you have read the question

### **Reading Skill: Understanding Main Ideas**

The **main idea**:

- is the most important idea in the passage.
- can be found at the beginning, in the middle or at the end of the passage.
- may be stated clearly or it may be implied.
- is supported by all the sentences in the passage.

#### **Sample Question:**

If you, like most people, have trouble recalling the names of those people you have just met, try this. The next time you are introduced, plan to remember the names. Say to yourself, "I'll listen carefully; I'll repeat each person's name to be sure I've got it, and I will remember." You'll discover how effective the technique is and probably recall those names for the rest of your life.

The main idea of this passage maintains that memory

- A. always operates at peak efficiency
- B. breaks down early in the day
- C. improves if new information is used immediately
- D. becomes unreliable when a person is tired

**Answers:** 1. C Supports are "discover how effective"; "probably recall those names for the rest ..."

### **Reading Skill: Making Inferences**

Sometimes when you are reading you must go beyond the printed word on the page, to what is hinted at or likely to be true, given the set of facts. Inferences can only be made when there are facts to back them.

Example: The old man staggered along the sidewalk, his torn, grey coat flapping in the wind.

You might **infer** that the man is drunk, but really the facts don't substantiate that inference. That would be a guess. It could be that the man has been mugged, that he is sick, or that he has had a medical crisis such as a heart attack. All of these could be the case, or some other explanation may be possible. Unless the facts support the inference, it could be incorrect.

You can make accurate inferences when you:

- think about all the ideas that are presented.
- think about the suggested or implied meaning of the words used.
- ensure they are supported by facts.

The following words in a reading may suggest you need to make an inference:

"implies that ..."  
"indicates that ..."  
..."suggests ..."

"infers that ..."  
"seems to be ..."  
"probably ..."

"might be described as..."  
"can assume that"  
"can conclude that ..."

## Exercise

**Directions:** Circle the correct answer (answers are at the end of the assessment)

### **Part A: Reading Skill: Recalling Details, Facts, and Information**

1. An adult drinks from one and one half to five, or more, quarts of water a day. Total daily intake depends on climate, workload, body size, and many other factors.  
One of the factors that determines the amount of water an adult drinks per day is  
  
A. state of health  
B. body size  
C. age  
D. gender
2. Most of us think that the water we drink is safe. It usually is, but some of us are using poorly treated drinking water which has been spoiled by bacteria, toxic chemicals, metal, and a possible wide range of other pollutants.  
Most of the time our drinking water is  
  
A. contaminated by bacteria  
B. contaminated by metals  
C. undrinkable  
D. safe to drink
3. At least 4,000 cases of water-borne illnesses occur each year in the U.S.A. The actual total may be ten times greater. Further, medical science has not yet determined the effects on people of long-term exposure to contaminated drinking water.  
Medical science does not know

- A. how to protect people from contaminated drinking water
- B. why some drinking water is improperly treated
- C. the long-term effects of unsafe drinking water on people
- D. how much water is required for the average person

**Read the following and answer the questions:**

There are several things that every defensive driver should learn. To begin with, the defensive driver should learn to drive courteously. That is, he should always let the other person have the right-of-way if there is any doubt. Also, the defensive driver should learn to anticipate, or guess, what the other driver is going to do next. This gives him time to get his car into a safer position, if necessary. Furthermore, every defensive driver should learn to give the proper signal before changing directions, allowing enough time for other drivers to react to it. Lastly, every defensive driver should learn to keep a safe distance between his car and the car ahead.

- 4. A defensive driver is
  - A. courteous
  - B. an aggressive driver
  - C. a slow driver
  - D. a night driver
- 5. The motto of the defensive driver should be:
  - a. If you drink, don't drive.
  - b. A safe driver is a relaxed driver.
  - c. Safe driving does not just happen; you have to work at it.
  - d. When in doubt, give the other person the right-of-way.
- 6. A defensive driver
  - a. should learn to anticipate the actions of others
  - b. should maintain a steady speed at all times
  - c. never stops to pick up hitchhikers
  - d. always checks the tires for air pressure

**Part B: Reading Skill: Understanding Main Ideas Read**

**the following and answer the questions:**

It seems that everyone you meet these days knows something about astrology. Go to a party nowadays and chances are that the first stranger you meet will ask you, "What's your sign?" This question comes even before, "What is your name?" The stranger means, of course, "What sign of the zodiac are you born under?" You would answer "Virgo" or "Pisces" or whatever your sign is. But astrology is nothing new. It has been around for thousands of years. In the Orient, it has long been a part of religion and daily life.

- 1. Which sentence expresses the main idea of the paragraph?



- A. Go to a party nowadays and chances are that the first stranger you meet will ask you, "What's your sign?"
- B. It has been around for thousands of years.
- C. It seems that everyone you meet these days knows something about astrology.
- D. In the Orient, it has long been a part of religion and daily life.

2. The author is most interested in
- A. the newness of astrology
  - B. the widespread interest in astrology
  - C. the ancient forms of astrology
  - D. the magic of astrology

3. This paragraph could be titled
- A. What's in a Star?
  - B. Magic in its Many Forms
  - C. Parties
  - D. Religion of the Orient

### **Part C: Reading Skill: Making Inferences**

**Read the following passage and answer the questions that follow it.**

Of all the farm animals a person might own, the goat is the best personal pet. For one thing, you can keep it for a longer time than other farm animals. Even after a doe is fully-grown and you are milking her, she will remain your pet. She will not lose her love of adventure or her "sense of humor". Goats nose over everything they see and they eat so many different things that people long ago thought that goats ate tin cans. A doe, often called a nanny goat, usually has a single birth. Sometimes, however, twins or even triplets are born. By the time a young kid is five months old; it may be taken from its mother and kept as a pet.

1. The writer implies that most farm animals
- A. are hard to train
  - B. enjoy being with people
  - C. become independent as they grow older
  - D. like to live with other animals
2. The above paragraph suggests that goats are
- A. stubborn
  - B. patient
  - C. curious
  - D. intelligent
3. According to the paragraph, the idea that goats can eat tin cans
- A. is based on a fact
  - B. was argued many years ago

- C. is untrue
- D. is certainly possible

**Read the following passage and answer the questions that follow it.**

### **A Daily Record**

A diary is a daily personal record. In it the writer is free to record anything at all. This may include events, comments, ideas, reading notes, or any subject on one's mind. Diaries may be kept for various purposes – to record the experiences of one's life so as not to forget them, to record ideas that might prove useful, or simply to express oneself through the medium of the printed word. In past centuries people in public life often kept diaries. These have become valuable sources of fact and interpretation for later historians. The private candid observations set down in these personal journals often provide truer pictures of an age than do records or other books, which may have been censored during that time. For the most part, these diaries were never intended to be read by others. The entries were made simply as aids to memory or as a form of relaxation. In modern times, however, politicians and other people realize that their diaries will likely be read by historians or, in published form, by the public. Thus they may make entries with these readers in mind. As a result, their diaries may lose the confidential, intimate nature of the older ones. On the other hand, their entries may tend to be more complete and self-explanatory.

The most famous diary ever written in English was that kept by Samuel Pepys. A civilian official of the British army, Pepys made regular entries between 1660 and 1669. His diary starts at the beginning of the Restoration period in English history and describes many of the court intrigues and scandals of his day. The diary reveals Pepys as a man with many human weaknesses but one who was honest with himself. He wrote his entries in a combined code and shorthand that was not solved until more than 100 years after his death. The most famous diary of the 20<sup>th</sup> century was published with the simple title Diary of a Young Girl. It was more commonly known as The Diary of Anne Frank. Anne was a young Jewish girl whose diary records the two years her family spent in hiding, mostly in the Netherlands, trying to escape the Nazi persecutors of the Jews. She and her family were finally caught in August 1944. She was imprisoned and died at a concentration camp in Germany in March 1945.

- 4. A diary is
  - A. a report on world events
  - B. a daily personal record
  - C. a documentary
- 5. The most famous diary ever written in English was kept by
  - A. Samuel Johnson
  - B. Samuel Pepys

- C. Anne Frank
6. Diary of a Young Girl was written
- A. during the civil war
  - B. in the 1940s
  - C. during the 19<sup>th</sup> century
7. Anne Frank's diary describes
- A. the years her family spent hiding from the Nazis
  - B. a German concentration camp
  - C. the life of an average young girl
8. Diaries of the past may give a truer picture of an age than published books because
- A. diaries are uncensored
  - B. published books give only one point of view
  - C. amateur writers were more thorough than professional writers
9. Today's diarists may not be as confidential as those in the past because
- A. they expect that their diaries will be read by others
  - B. they have more secrets to hide
  - C. people today are harsher critics
10. You may conclude from the article that Samuel Pepys wrote his diary in code and shorthand because
- A. he was fond of mysteries
  - B. he did not want his diary to be read by the wrong people
  - C. he could not write in proper English
11. It is probable that most people keep diaries in order to
- A. become famous
  - B. keep personal records
  - C. practice their writing skills

## **Answers**

Part A: Reading Skill: Recalling Details, Facts, and Information

1. B 2. D 3. C 4. A 5. D 6. A

Part B: Reading Skill: Understanding Main Ideas

1. C 2. B 3. A

Part C: Reading Skill: Making Inferences

1. C 2. C 3. C 4. B 5. B 6. B 7. A 8. A 9. A 10. B 11. B

## Vocabulary-Rootwords, Prefix, Suffix, One word, Fill in the blanks

- A prefix is a group of letters attached to the beginning of a word to partly demonstrate its definition.
- A root word is a base or stem of a word that conveys meaning
- A suffix is a group of letters added to the end of a word to adjust its meaning or change its part of speech.

Sr. No.	Word Part	Meaning	Example Words
1	ab	away	absent, abnormal, absorb
2	ab	away	absent, abnormal, absorb
3	able/ible	capable of	reversible, breakable, visible
4	ad	to; toward	adhere, adjoin, adapt
5	al	having to do with	herbal, factual, seasonal
6	amb/ambi	around; both	ambient, ambiguous, amble
7	ante	before	anterior, antebellum, antecedent
8	anthrop	human	anthropology, misanthrope, philanthropist
9	anti	against	antibiotic, antisocial, antifreeze
10	aqu	water	aquarium, aqueduct, aquifer
11	ast	star	astronomy, astrology, asteroid
12	aud	hear	audio, audience, auditorium
13	auto	self	autograph, automobile, autobiography
14	ben/bene	good	benefit, benign, benevolent
15	bi	two	bicycle, bilingual, bisect
16	bio	life	biology, biography, biopsy
17	cent	hundred	century, percent, centipede
18	chrono	time	chronic, chronological, chronicle
19	circum	around	circumvent, circumscribe, circumference
20	co/con	with; together	construct, collaborate, confer
21	counter	opposing	counterbalance, counterfeit, counteract
22	cred	believe	incredible, discredit, credence
23	cycl	circle	recycle, bicycle, cyclone
24	dec	ten	decade, decimal, decibel
25	dem/demo	people	democracy, demographics, epidemic
26	di/du	two	duet, dissect, dialogue
27	dia	across; through	dialogue, diameter, diagnosis
28	dic/dict	speak; say	dictionary, dictate, contradict

29	dis	not	disagree, disinfect, disobey
30	ence/ance	state; condition	performance, conference, insurance
31	equ	equal	equator, equality, equation
32	ex	former; past	ex-girlfriend, ex-president, ex-mayor
33	fer	carry	transfer, conifer, aquifer
34	frac/frag	break	fraction, fragment, fragile
35	ful	full of	thoughtful, painful, helpful
36	gen	born	gene, gender, genesis
37	geo	earth	geology, geode, geography
38	grad	step	graduation, graduate, gradual
39	graph	write	paragraph, calligraphy, autograph
40	hydro/hydra	water	hydrate, hydrogen, hydroplane
41	hyper	over; beyond	hyperactive, hyperlink, hyperventilate
42	ian	related to; like	librarian, pedestrian, historian
43	ic/tic	having to do with	realistic, organic, metallic
44	ile	related to	reptile, sterile, juvenile
45	in	not	incapable, incomplete, inaudible
46	inter	between	internet, intermission, international
47	intra	within	intrastate, intramural, intrapersonal
48	ism	condition; belief in	racism, tourism, journalism
49	ist	person who does	soloist, artist, cyclist
50	ity	state of being	creativity, disability, equality
51	ject	throw	eject, reject, interject
52	junct	join	juncture, junction, adjunct
53	less	without	homeless, useless, wireless
54	log	word	monologue, prologue, eulogy
55	ly	how; how often	quickly, hourly, carefully
56	magn	large; great	magnify, magnitude, magnificent
57	mal	bad; evil	malady, malaria, malice
58	man	hand	manicure, manage, manual
59	medi	middle	mediocre, medium, medieval
60	mega	large	megabyte, megaphone, megalith
61	meter	measure	diameter, perimeter, thermometer
62	micro	small	microscope, microwave, microbe
63	min	small	miniature, minute, minimum
64	mis	wrong	misbehave, misspell, miscount
65	miss/mit	send	missile, transmit, dismiss
66	mon/mono	one	monument, monologue, monorail

67	mort	death	immortal, mortify, mortuary
68	multi	many	multicolored, multicolored, multigrain
69	non	not	nonviolent, nonstop, nonfiction
70	oct/octo	eight	octopus, octagon, octave
71	ology	study of	biology, zoology, psychology
72	ortho	straight	orthodontist, orthopedic, orthodox
73	ous	having	virtuous, adventurous, hazardous
74	pan	all	panorama, pandemic, pantheon
75	para	beside; related	parallel, parasite, paramedic
76	path	disease; feeling	pathogen, psychopath, sympathy
77	ped	foot	pedal, pedestrian, pedometer
78	phobia	fear	claustrophobia, hydrophobia, arachnophobia
79	phon	sound	telephone, saxophone, microphone
80	photo	light	photon, photography, photosynthesis
81	phys	body; nature	physician, physical, physique
82	plex	parts; units	complex, cineplex, duplex
83	poly	many	polygon, polytheism, polygraph
84	port	carry	airport, transport, import
85	pos	put; place	position, compose, deposit
86	post	after	posterior, postscript, postpone
87	pre	before	pregame, preview, prepay
88	psych	mind	psychology, psychic, psychiatrist
89	quad	four	quadruple, quadrant, quadratic
90	re	again	rebuild, refund, renew
91	retro	back; backwards	retrospect, retroactive, retrograde
92	rupt	break	disrupt, interrupt, erupt
93	scope	look; see	periscope, telescope, microscope
94	script/scrib	write	scribble, prescribe, manuscript
95	sect	cut	section, dissect, intersect
96	semi	half	semicircle, semifinal, semicolon
97	sens/sent	to feel	sentimental, sensitive, consent
98	soci	people	sociology, social, associate
99	sol	alone	solo, solitary, desolate
100	spec	see	inspect, spectacle, spectator
101	spir	breathe	conspire, inspire, respiratory
102	struct	build	construction, structure, instruct
103	sub	under	subway, submarine, subtitle

104	super	over; greater	superior, supervisor, superimpose
105	syn/sym	with; together	sympathy, synonym, symptom
106	tech	craft; skill	technique, technology, technician
107	tele	far	television, telephone, telescope
108	terr/terra	land; earth	terrain, terrace, territory
109	the/theo	god	theology, monotheism, polytheism
110	therm	heat	thermometer, thermos, hypothermia
111	tion	action; state of being	infection, addition, celebration
112	tract	drag; pull	attract, subtract, contraction
113	trans	across; through	transform, transaction, translate
114	tri	three	tripod, tricycle, triple
115	un	not	unhappy, unhealthy, unsafe
116	uni	one	unicycle, uniform, united
117	vac	empty	vacuum, vacant, evacuate
118	ven	come	prevent, venue, invent
119	vert/vers	turn	conversation, introvert, reverse
120	vid/vis	see	visible, video, television
121	zoo	animal	zoology, zookeeper, zoo

### **ONE WORD SUBSTITUTION**

One-word substitution is the use of one word in place of a wordy phrase in order to make the sentence structure clearer. The meaning, with the replacement of the phrase remains identical while the sentence becomes shorter.

#### **Categories of One-word Substitution**

- Generic Terms
- Government/Systems
- Venue/Spots
- Group/Collection
- People/Person
- Murder/Death
- Profession/Research
- Sound

#### **One Word Substitution for Generic Terms**

An act of abdicating or renouncing the throne	Abdication
---	------------



An annual calendar containing important dates and statistical information such as astronomical data and tide tables	Almanac
A cold-blooded vertebrate animal that is born in water and breathes with gills	Amphibian
A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one	Allegory
A statement or proposition on which an abstractly defined structure is based	Axiom
A nation or person engaged in war or conflict, as recognized by international law	Belligerent
An examination of tissue removed from a living body to discover the presence, cause, or extent of a disease	Biopsy
The action or offence of speaking sacrilegiously about God or sacred things; profane talk	Blasphemy
The arrangement of events or dates in the order of their occurrence	Chronology
A vigorous campaign for political, social, or religious change	Crusade
Lasting for a very short time	Ephemeral
Spoken or done without preparation	Extempore
Release someone from a duty or obligation	Exonerate
Fond of company	Gregarious
Making marks that cannot be removed	Indelible
Incapable of making mistakes or being wrong	Infallible
Certain to happen	Inevitable
A sentimental longing or wistful affection for a period in the past	Nostalgia
A solution or remedy for all difficulties or diseases	Panacea
A doctrine which identifies God with the universe	Pantheism

Excessively concerned with minor details or rules	Pedantic
The practice of taking someone else's work or ideas and passing them off as one's own	Plagiarism
Safe to drink	Potable
The emblems or insignia of royalty	Regalia
Violation or misuse of what is regarded as sacred	Sacrilege
A position requiring little or no work but giving the holder status or financial benefit	Sinecure
A thing that is kept as a reminder of a person, place, or event	Souvenir
An imaginary ideal society free of poverty and suffering	Utopia
Denoting a sin that is not regarded as depriving the soul of divine grace	Venial
In exactly the same words as were used originally	Verbatim

### One Word Substitution for Government/Systems

A state of disorder due to absence or non-recognition of authority or other controlling systems	Anarchy
A form of government in which power is held by the nobility	Aristocracy
A system of government by one person with absolute power	Autocracy
A self-governing country or region	Autonomy
A system of government in which most of the important decisions are taken by state officials rather than by elected representatives	Bureaucracy
A system of government by the whole population or all the eligible members of a state, typically through elected representatives	Democracy
A state, society, or group governed by old people	Gerontocracy
A state or country run by the worst, least qualified, or most unscrupulous citizens	Kakistocracy
Government by new or inexperienced hands	Neocracy

Government by the populace	Ochlocracy
A small group of people having control of a country or organization	Oligarchy
Government by the wealthy	Plutocracy
Government not connected with religious or spiritual matters	Secular
A form of government with a monarch at the head	Monarchy
A political system based on government of men by God	Thearchy

### One Word Substitution for Venue OR Spot

A collection of historical documents or records providing information about a place, institution, or group of people	Archives
A large cage, building, or enclosure for keeping birds in	Aviary
A building where animals are butchered	Abattoir
A place where bees are kept; a collection of beehives	Apiary
A building containing tanks of live fish of different species	Aquarium
A place or scene of activity, debate, or conflict	Arena
A collection of weapons and military equipment	Arsenal
An institution for the care of people who are mentally ill	Asylum
A hole or tunnel dug by a small animal, especially a rabbit, as a dwelling	Burrow
A collection of items of the same type stored in a hidden or inaccessible place	Cache
A public room or building where gambling games are played	Casino
A large burial ground, especially one not in a churchyard	Cemetery
A room in a public building where outdoor clothes or luggage may be left	Cloakroom

A place where a dead person's body is cremated	Crematorium
A Christian community of nuns living together under monastic vows	Convent
Nursery where babies and young children are cared for during the working day	Creche
A stoppered glass container into which wine or spirit is decanted	Decanter
A large bedroom for a number of people in a school or institution	Dormitory
The nest of a squirrel, typically in the form of a mass of twigs in a tree	Drey
A room or building equipped for gymnastics, games, and other physical exercise	Gymnasium
A storehouse for threshed grain	Granary
A large building with an extensive floor area, typically for housing aircraft.	Hangar
A box or cage, typically with a wire mesh front, for keeping rabbits or other small domesticated animals	Hutch
A place in a large institution for the care of those who are ill	Infirmary
A small shelter for a dog	Kennel
A place where wild animal live	Lair
A place where coins, medals, or tokens are made	Mint
A collection of wild animals kept in captivity for exhibition	Menagerie
A building or buildings occupied by a community of monks living under religious vows	Monastery
A place where bodies are kept for identification	Morgue
A piece of enclosed land planted with fruit trees	Orchard
A large natural or artificial lake used as a source of water supply	Reservoir

A small kitchen or room at the back of a house used for washing dishes and another dirty household work	Scullery
A close-fitting cover for the blade of a knife or sword	Sheath
A room or building for sick children in a boarding school	Sanatorium
A place where animal hides are tanned	Tannery
A large, tall cupboard in which clothes may be hung or stored	Wardrobe

### One Word Substitution for Group/Collection

A group of guns or missile launchers operated together at one place	Battery
A large bundle bound for storage or transport	Bale
A large gathering of people of a particular type	Bevy
An arrangement of flowers that is usually given as a present	Bouquet
A family of young animals	Brood
A group of things that have been hidden in a secret place	Cache
A group of people, typically with vehicles or animals travelling together	Caravan
A closed political meeting	Caucus
An exclusive circle of people with a common purpose	Clique
A group of followers hired to applaud at a performance	Claque
A series of stars	Constellation
A funeral procession	Cortege
A group of worshippers	Congregation
A herd or flock of animals being driven in a body	Drove

A small fleet of ships or boats	Flotilla
A small growth of trees without underbrush	Grove
A community of people smaller than a village	Hamlet
A group of cattle or sheep or other domestic mammals	Herd
A large group of people	Horde
A temporary police force	Posse
A large number of fish swimming together	Shoal
A strong and fast-moving stream of water or other liquid	Torrent

### One Word Substitution List for Person or People

One who is not sure about God's existence	Agnostic
A person who deliberately sets fire to a building	Arsonist
One who does a thing for pleasure and not as a profession	Amateur
One who can use either hand with ease	Ambidextrous
One who makes an official examination of accounts	Auditor
A person who believes in or tries to bring about a state of lawlessness	Anarchist
A person who has changed his faith	Apostate
One who does not believe in the existence of God	Atheist
A person appointed by two parties to solve a dispute	Arbitrator
One who leads an austere life	Ascetic

One who does a thing for pleasure and not as a profession	Amateur
One who can either hand with ease	Ambidextrous
An unconventional style of living	Bohemian
One who is bad in spellings	Cacographer
One who feeds on human flesh	Cannibal
A person who is blindly devoted to an idea/ A person displaying aggressive or exaggerated patriotism	Chauvinist
A critical judge of any art and craft	Connoisseur
Persons living at the same time	Contemporaries
One who is recovering health after illness	Convalescent
A girl/woman who flirts with man	Coquette
A person who regards the whole world as his country	Cosmopolitan
One who is a centre of attraction	Cynosure
One who sneers at the beliefs of others	Cynic
A leader or orator who espoused the cause of the common people	Demagogue
A person having a sophisticated charm	Debonair
A leader who sways his followers by his oratory	Demagogue
A dabbler (not serious) in art, science and literature	Dilettante
One who is for pleasure of eating and drinking	Epicure
One who often talks of his achievements	Egotist
Someone who leaves one country to settle in another	Emigrant

A man who is womanish in his habits	Effeminate
One hard to please (very selective in his habits)	Fastidious
One who runs away from justice	Fugitive
One who is filled with excessive enthusiasm in religious matters	Fanatic
One who believes in fate	Fatalist
A lover of good food	Gourmand
Conferred as an honour	Honorary
A person who acts against religion	Heretic
A person of intellectual or erudite tastes	Highbrow
A patient with imaginary symptoms and ailments	Hypochondriac
A person who is controlled by wife	Henpeck
One who shows sustained enthusiastic action with unflagging vitality	Indefatigable
Someone who attacks cherished ideas or traditional institutions	Iconoclast
One who does not express himself freely	Introvert
Who behaves without moral principles	Immoral
A person who is incapable of being tampered with	Impregnable
One who is unable to pay his debts	Insolvent
A person who is mentally ill	Lunatic
A person who dislikes humankind and avoids human society	Misanthrope
A person who is primarily concerned with making money at the expense of ethics	Mercenary



Someone in love with himself	Narcissist
One who collect coins as hobby	Numismatist
A person who likes or admires women	Philogynist
A lover of mankind	Philanthropist
A person who speaks more than one language	Polyglot
One who lives in solitude	Recluse
Someone who walks in sleep	Somnambulist
A person who is indifferent to the pains and pleasures of life	Stoic
A scolding nagging bad-tempered woman	Termagant
A person who shows a great or excessive fondness for one's wife	Uxorious
One who possesses outstanding technical ability in a particular art or field	Virtuoso

### One Word Substitution for Death/Murder

A solemn procession, especially for a funeral	Cortege
A poem of serious reflection, typically a lament for the dead	Elegy
A phrase or form of words written in memory of a person who has died	Epitaph
Killing of one's son or daughter	Filicide
Destruction or abortion of a fetus	Foeticide
Killing of one's brother or sister	Fratricide
Killing of a large group of people	Genocide

Killing of one person by another	Homicide
Killing of infants	Infanticide
Burial of a corpse in a grave or tomb	Interment
Killing of one's mother	Matricide
A room or building in which dead bodies are kept	Mortuary
A news article that reports the recent death of a person	Obituary
Killing of a parent or other near relative	Parricide
Killing of one's father	Patricide
An examination of a dead body to determine the cause of death	Postmortem
Action of killing a king	Regicide
Killing of one's sister	Sororicide
Act of intentionally causing one's own death	Suicide
Killing of one's wife	Uxoricide

#### List of One Word Substitutes for Profession/Research

The medieval forerunner of chemistry	Alchemy
A person who presents a radio/television programme	Anchor
One who studies the evolution of mankind	Anthropologist
A person who is trained to travel in a spacecraft	Astronaut
The scientific study of the physiology, structure, genetics, ecology, distribution, classification, and economic importance of plants	Botany

A person who draws or produces maps	Cartographer
A person who writes beautiful writing	Calligrapher
A person who composes the sequence of steps and moves for a performance of dance	Choreographer
A person employed to drive a private or hired car	Chauffeur
A person who introduces the performers or contestants in a variety show	Compere
A keeper or custodian of a museum or other collection	Curator
The branch of biology concerned with cyclical physiological phenomena	Chronobiology
A secret or disguised way of writing	Cypher
The study of statistics	Demography
The use of the fingers and hands to communicate and convey ideas	Dactylology
A person who sells and arranges cut flowers	Florist
A line of descent traced continuously from an ancestor	Genealogy
The therapeutic use of sunlight	Heliotherapy
The art or practice of garden cultivation and management	Horticulture
One who supervises in the examination hall	Invigilator
The theory or philosophy of law	Jurisprudence
A person who compiles dictionaries	Lexicographer
The scientific study of the structure and diseases of teeth	Odontology
One who presents a radio programme	Radio Jockey
The art of effective or persuasive speaking or writing	Rhetoric

The branch of science concerned with the origin, structure, and composition of rocks	Petrology
One who study the elections and trends in voting	Psephologist
An artist who makes sculptures.	Sculptor
The scientific study of the behaviour, structure, physiology, classification, and distribution of animals	Zoology

### One Word Substitution for Sound

The branch of physics concerned with the properties of sound	Acoustics
The sound of Alligators	Bellow
The sound of Deers	Bell
The sound of Crows	Caw
The sound of Geese	Cackle
The sound of Hens	Cluck
The sound of Dolphins	Click
The sound of Frogs	Croak
The sound of Crickets	Creak
The sound of Monkeys	Gibber
The sound of Camels	Grunt
The sound of Owls	Hoot
The sound of Penguins	Honk
The sound of Cattle	Moo

The sound of Horses	Neigh
The sound of Nightingales	Pipe
The sound of Ducks	Quack
The sound of Parrots	Screech
The sound of Rats	Squeak
The sound of Birds	Twitter
The sound of Elephants	Trumpet
The sound of Mosquitoes	Whine

### Exercises:

**Directions (1-111): In the following questions, out of the four alternatives choose the one which can be substituted for the given words / sentence.**

1. A fourteen-line poem

(1) sonnet (2) lyric (3) ballad (4) ode

2. The plants and vegetation of a region

(1) flora (2) landscape (3) ornamental (4) fauna

3. Constant effort to achieve some thing

(1) attempt (2) enthusiasm (3) vigour (4) perseverance

4. Wildly unreasonable, illogical or ridiculous

(1) Abject (2) Adept (3) Arid (4) Absurd

5. A vivacious and lively experience Is said to be

(1) scintillating (2) soothing (3) scenic (4) synthetic

6. To try to settle a dispute between two other parties

(1) medicate (2) mediate (3) meddle (4) meditate

7. To secure a boat by attaching it to an anchor

(1) moor (2) moot (3) morose (4) moose

8. To free a person by a verdict of 'not guilty'.

(1) acquaint (2) acquit (3) acquiesce (4) acquire

9. One who hates mankind?

(1) philanthropist (2) misogynist (3) humanitarian (4) misanthrope

10. Imposed a restriction on

(1) constipated (2) conserved (3) constrained (4) construed

11. Unwelcome aspect of a situation

(1) flippant (2) flip side (3) flip-flop (4) flintlock

12. Feeling annoyed at the sight of unfair treatment

(1) indifferent (2) indisposed (3) Indignant (4) Indigent

13. Walking in sleep

(1) Somnambulism (2) Insomnia (3) Somnolence (4) Sleepyhead

14. Artistic, musical or dramatic interpretation.

(1) Rendition (2) Report (3) Imitation (4) Reparation

15. That which cannot be avoided

(1) Infallible (2) Inestimable (3) Indifferent (4) Inevitable

16. A person who leaves his own country In order to go and live in another.

(1) Emigrant (2) Refugee (3) Immigrant (4) Expatriate

17. Showing a dislike of anything Improper.

(1) Strict (2) Crude (3) Prim (4) Rude

18. A planned route or journey

(1) Iterate (2) itinerary (3) Itinerant (4) isolate

19. A man who helps a stranger or a person in difficulties is

(1) a Samaritan (2) a mercenary (3) a stoic (4) an altruist

20. Speech of great importance and gravity

(1) maiden (2) momentous (3) monumental (4) momentary

21. Continuing for a long period of time without interruption

(1) continuum (2) recurring (3) perpetual (4) frequenting

22. Specially skilled in story - telling

(1) a compositor (2) a raconteur (3) a vocalist (4) a narrator

23. Medical study of skin and its diseases.

(1) Orthopaedics (2) Dermatology (3) Endocrinology (4) Gynaecology

24. A process involving too much official formality.

(1) Nepotism (2) Diplomacy (3) Bureaucracy (4) Red-tapism

25. A person who enters without any invitation.

(1) Vandal (2) Burglar (3) Intruder (4) Thief

26. Not suitable for eating

(1) Spicy (2) Tasteless (3) Uneatable (4) Inedible

27. A recurrent compulsive urge to steal.

(1) Kleptomania (2) Pneumonia (3) Insomnia (4) Nymphomania

28. Act of injuring another's reputation by any slanderous communication.

(1) Defamation (2) Orchestration (3) Aberration (4) Misrepresentation

29. A story in which animals or objects speak and give wholesome moral lesson.

(1) Legend (2) Fable (3) Parable (4) Allegory

30. One who does not believe in the existence of God

(1) Atheist (2) Theist (3) Mystic (4) Cynic

### Fill the Blanks:

1. Although I \_\_\_\_\_ (finish) my homework I still don't understand this.

- a. Finishes
- b. Finished
- c. Have finished
- d. Had finished

Ans. c

2. What \_\_\_\_\_ (you do) when you saw her?

- a. Will you do
- b. Had you do
- c. Have you did
- d. Did you do

Ans. d

3. I \_\_\_\_\_ (not know) she used to be married.

- a. Did not know
- b. Had not known
- c. Have not know
- d. Has not known

Ans. a

4. I \_\_\_\_\_ (move) in this house in 2003.

- a. Had moved
- b. Have moved
- c. Moved
- d. Moves

Ans. c

5. Before I \_\_\_\_\_ (meet) him I was very lonely.

- a. Met
- b. Have met
- c. Meet
- d. Had meet

Ans. a

6. Amit \_\_\_\_\_ (be) in Africa.

- a. am
- b. Have been
- c. Has been
- d. Will has been

Ans. c

7. I think she \_\_\_\_\_ (not see) us yesterday at the movie.

- a. Have not saw
- b. Not seen
- c. Did not see
- d. Had not seen

Ans. c

8. I \_\_\_\_\_ (just think) of a good idea! Let's....

- a. Just thought
- b. Have just thought
- c. Just think
- d. Had just thought

Ans. b

9. I \_\_\_\_\_ (not be) at school last week.

- a. Am not
- b. Did not
- c. Was not
- d. Be not

Ans. c

10. How long \_\_\_\_\_ (you/live) there before coming here?

- a. Did you live
- b. Have you lived
- c. Had you lived
- d. You lived

Ans. a

11. She \_\_\_\_\_ (never eaten) an octopus.

- a. Have not eaten
- b. Have never eaten
- c. Has ever eaten
- d. Had never eaten

Ans. D

12. I don't think she \_\_\_\_\_ (do) her homework.

- a. Had been done
- b. Has done
- c. Done
- d. Was done

Ans. B

13. Anita \_\_\_\_\_ (believe) that for ages.

- a. Believed
- b. Had been believed
- c. Has believed
- d. Have believed

Ans. C

14. I am not hungry. I \_\_\_\_\_ (eat/already).

- a. Was already eaten
- b. Have already eaten
- c. Had already eaten
- d. Had eaten already

Ans. b

15. I \_\_\_\_\_ (work) here for 3 years now.

- a. Worked
- b. Working
- c. Have been working
- d. Had been working

Ans. c

16. I cannot remember when was the last time I \_\_\_\_\_ (be) here.

- a. Be
- b. Become
- c. Was
- d. Was being

Ans. c

17. He \_\_\_\_\_ (live) here since 1990.

- a. Had lived
- b. Have lived
- c. Lived
- d. Has lived

Ans. d

18. When was the last time you \_\_\_\_\_ (call) her?

- a. Have called
- b. Called
- c. Had called
- d. Has called

Ans. b

19. Yesterday she \_\_\_\_\_ (get) a new bed.

- a. Gets
- b. Had get
- c. Got
- d. Have got

Ans. c

20. \_\_\_\_\_ (ever be) in Chicago?

- a. Ever been
- b. Has ever been
- c. Have you ever been
- d. Had you ever been

Ans. C

21) The brilliant students will be.....scholarships.

**A) Honored**

**B) Awarded**



- C) Rewarded
- D) Forwarded
- E) None of these

**Ans: B**

22) The dictionary of a language.....usage.

- A) Prescribes
- B) Describes
- C) Decides
- D) Imbibes
- E) None of these

**Ans: B**

23) 'Mind your own business', he said .....

- A) Meekly
- B) Heavily
- C) Sharply
- D) Clumsily
- E) None of these

**Ans: C**

24) He had incurred such heavy debts that nothing short of a.....could save him from bankruptcy.

- A) Loan
- B) Windfall
- C) Lottery
- D) Miracle
- E) None of these

**Ans: D**

25) According to corporate circles, Datta is pushing through the merger to create a financially .....company in the processed foods business, the group's thrust area for the coming years.

- A) Straight
- B) Powerful
- C) Leading
- D) Acceptable
- E) None of these

**Ans: B**

26) One of the most.....events in the history of India was the attainment of its freedom.

- A) Efferminate
- B) Epochal
- C) Enterprising
- D) Greatest
- E) None of these

**Ans: B**

27) The glib ..... of the sales girl helped her a lot in her profession.

- A) patter
- B) chatter
- C) tapping
- D) jabber
- E) None of these

**Ans: A**

28) A stone that goes on rolling.....no moss.

- A) gets

- B) accumulates
- C) collects
- D) gathers
- E) None of these

**Ans: D**

29) Even after a long discussion, the committee could not reach a .....decision.

- A) cordial
- B) joint
- C) unanimous
- D) common
- E) None of these

**Ans: C**

30) The British are generally .....as a far more inventive collection of individuals.

- A) consigned
- B) characterized
- C) expected
- D) recognized
- E) None of these

**Ans: D**

31) The doctor gave the woman a.....to calm her down.

- A) tonic
- B) sedative
- C) antiseptic
- D) antidote
- E) None of these

**Ans: B**

32) He was extremely .....he would believe anything you told him.

- A) believable
- B) gullible
- C) affable
- D) reliable
- E) None of these

**Ans: B**

33) Several of our players were injured so our losing the match was almost .....

- A) necessary
- B) indispensable
- C) inevitable
- D) inexcusable
- E) None of these

**Ans: C**

34) The naked human eye cannot .....minute flaws in complicated mechanisms.

- A) understand
- B) detect
- C) comprehend
- D) visualize
- E) None of these

**Ans: B**

35) There could have been a war on it, but in the end reason .....

- A) persisted

- B) counted**
- C) prevailed**
- D) survived**
- E) None of these**

**Ans: C**

**36)** My friend says that he drinks tea because it is the best .....in the world.

- A) fluid**
- B) drink**
- C) beverage**
- D) liquid**
- E) None of these**

**Ans: C**

**37)** Every human being in the developed country .....over five pounds of solid wastes per day in various forms.

- A) contributes**
- B) fosters**
- C) produces**
- D) develops**
- E) None of these**

**Ans: C**

**38)** By sheer hard work, Sushil has .....out a niche for himself in the field of journalism.

- A) carved**
- B) worked**
- C) derived**
- D) accomplished**

- E) None of these**

**Ans: A**

**39)** The President of the Students' Union played in to the hands of some political leaders and.....the students to go on a stike.

- A) invited**
- B) ignited**
- C) instigated**
- D) inspired**
- E) None of these**

**Ans: C**

**40)** We should not mix with those men who have an.....reputation.

- A) unsafe**
- B) unsavoury**
- C) unsteady**
- D) unsanctified**
- E) None of these**

**Ans: B**

**41)** They are refugees in need of .....

- A) renovation**
- B) recapitulation**
- C) restoration**
- D) rehabilitation**
- E) None of these**

**Ans: D**

Vie)

**42)** The teacher promised to.....a prize to the boy who stood first in the class.

- A) reward
- B) award
- C) promote
- D) secure
- E) None of these

**Ans: B**

View

**43)** If our friends are not able to take us in their car, we must make.....arrangements to go to the airports.

- A) possible
- B) alternate
- C) another
- D) alternative
- E) None of these

**Ans: D**

**44-** Please do not.....the offer made by the Chairman.

- A) refrain
- B) refute
- C) refuse
- D) refuge
- E) None of these

**Ans: C**

**45)** It is generally believed that the rats are the first to leave a.....ship.

- A) moving
- B) anchored
- C) sinking
- D) drowning
- E) None of these

**Ans: C**

### **Unit-3 Communication Skills**

#### **Greetings and Goodbye – Starting and Ending Conversation.**

Communication Skills especially designed programme for learners who wish to improve their English so that they can communicate in their daily life. It is meant for those of you who already have some basic skills in the language and are now ready to acquire greater proficiency in it. The Course aims to improve your command over the English language by giving you extensive practice in reading, writing, speaking and listening. To improve your accuracy in the language, we have given you practice in grammatical structures. This will also help you in editing your work as well. Most of the activities we have given in the units encourage you to interact and communicate. Extensive research informs us that ‘fluency’ precedes “accuracy” We have used a wide variety of text types to make you fluent in the use of everyday English. Our selections (both for reading and listening) deal with issues of contemporary relevance and include topics such as greetings and introductions, travel, health and fitness, the workplace, social values (class, caste, gender, peace, etc.) and the future. By drawing examples from day to day life and by involving issues that concern all thinking people, our programme aim not only to raise your social awareness but also to give you command over the language to express your ideas and concerns. We suggest that you read and reread the passages set in the reading comprehension section, and as you continue reading and make sense of what you read, you will gain fluency in the language. The comprehension questions are a teaching device to check your own understanding of the passage. Do not look at the answers until you have attempted the exercise. The vocabulary section will enhance your word power. We suggest that you try to guess the meaning of the difficult words from the context of the reading passage and use the dictionary for the exact meaning. While attempting the listening activities, it is a good idea to make notes as you listen. You must listen to each listening text at least twice. In the pronunciation and speaking section it would be a good idea to listen first and then repeat after the teacher. In the writing section we have given you practice in a variety of text types ranging from a short descriptive paragraph to essays, letters, reports, posters, speeches, emails and so on. We have given you a sample answer in each case – treat it as a model on which you may base your own writing. The answer key contains answers to all the exercises. For some answers variations are possible which are also correct. If you don’t understand why some of your answers are wrong or different from the model answers given, you may need to consult your tutor at the study center. It is a good idea to look at the answers AFTER you have completed the exercise—you will learn much better in this way. We have not preached to you about ‘how to be proficient’ but given you different activities and exercises which will help both in making you “fluent” and “accurate” in the language. We request you to earnestly attempt all the activities, exercises and questions we have set you. Only the use of a language in reading, writing, listening and speaking can facilitate language proficiency.

#### **Warm-up Activity**

Answer the questions below to know how well you manage your conversations.

Answer each question with Yes/No/Sometimes:-

- i) I feel shy and never open a dialogue with strangers.
- ii) At a party, I never introduce my friends to my family and colleagues.

iii) I feel nervous and confused if I am left alone with unfamiliar people.

iv) I have often left parties unnoticed without thanking the host.

**If your answer has been 'Yes' for all the four questions, then this lesson will especially help you to open up and become more social. Best of luck!**

**Starting a conversation involves making people feel relaxed and comfortable.**

You may have to start a conversation while welcoming visitors. And, when you don't know others at a meeting, party or social gathering, you may have to start a conversation.

Starting a conversation involves three steps:-

(a) greeting; (b) introducing yourself; (c) asking after the other person's well-being.

The formulas for these are fixed and usually carry no literal meaning. We say 'Good morning' even if it is not a good morning and the answer for 'How are you?' is 'Fine, thanks,' even if you are not well. No one except your close friends really wants to know about your troubles. These are routine courtesies that are followed. The expression you use will vary according to your relationship. You could use some of these expressions when you are introducing:

**Informal Introduction:**

Renu: Have you met Gita? Gita this is

Ahmed, a friend of mine from the office.

Gita: Hello Ahmed!

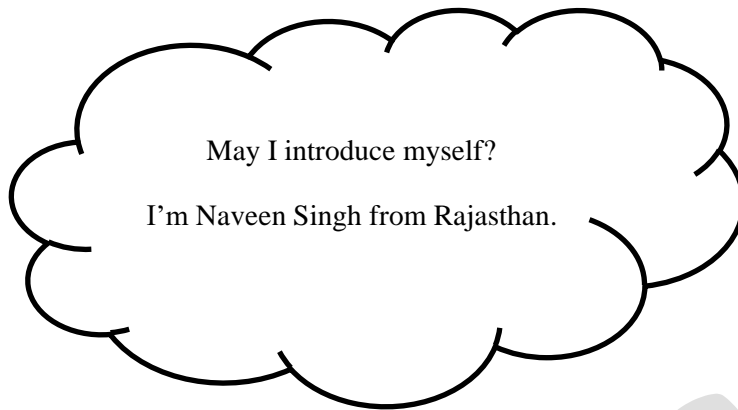
Ahmed: Hello, nice to meet you.

**Formal Introduction:**

Mukti: Mr. Parikh, May I introduce you to my husband Subhash? Subhash this is Mr. Parikh our Manager.

Mr. Parikh: How do you do?

Subhash: How do you do?



**Exercise:**

(1) Read the short pieces below and decide on the following for each dialogue:-

- Where is the conversation taking place?
- What is their relationship? Strangers/friends/family/acquaintances/colleagues/neighbours
- Underline the words/ expressions that tell you about their relationship.

**Ramesh Dixit:** What a pleasure to see you, Mr. Sharma! How are you keeping?

**Vikram Sharma:** Not bad. How are you doing, Mr. Dixit?

**Nitoo:** Good morning. Welcome to Fergusson College, ma'am. The seminar is in Room number 16 down this corridor.

**Krishan Kumar:** Mr. Peter Walsh, how do you do? I'm Krishna Kumar, Personnel officer. Welcome to BHEL.

**Peter Walsh:** Thank you, Mr. Kumar. How do you do?

**Vikram Sharma:** Good morning, Sir!

**Anil Ratan:** Good morning, Vikram. I didn't see you in class yesterday. Are you keeping well?

**Vikram Sharma:** Yes Sir, thank you very much.

**Amrita Gill:** Hi! I'm Amrita Gill. We've just moved into this locality.

**RK:** Hi! I'm RK and this is Anu. Anu's in the ninth at Sprindale's and I'm in the twelfth at Father Agnel. What about you?

**Students:** Good morning, ma'am.

**Teacher:** Good morning? It's well past 12 o' clock.

**Visitor:** Good evening, I have an appointment with David Lee.

**Reception:** Good evening, could you sit down for a moment? I'll find out whether Mr. Lee is in.

**Visitor:** Of course, I'm Ajay Makeja from ICICI.

**(2) Starting a conversation with a stranger is a rather difficult task. Let us practice some situations where you may be required to begin conversations.**

Think of a comment you could make in the following situations. It needn't be more than a sentence or so.

1. You're waiting on a platform at the railway station. A foreigner who is also waiting says 'It's a nice day, isn't it? What would you say?
2. You are traveling on the train to a conference in Jaipur. You notice that the man sitting opposite you is also traveling to Jaipur and probably staying at the same guest house as you and attending the same conference. Speak to him.
3. The presentation of one of the speakers at the conference was very interesting. You want to tell her about it and you find yourself standing next to her during the tea break. What would you say?
4. You sit down at the conference dinner next to someone you don't know. start a conversation.
5. You are at a movie theater. You recognize the man sitting in front of you, but cannot remember where you met him. Speak to him.

Reply to the different remarks in a sentence. It is a good idea to learn these remarks; you may often use them in your interactions.

1. What are your career goals in engineering?
2. Have you considered any internships or co-op opportunities?
3. Do you need any advice on job applications or interviews?
4. Do you have any feedback on my teaching methods?
5. How can I make the course more engaging or helpful for you?
6. Is there anything specific you'd like to see covered in future lectures?
7. Have you been able to participate in any engineering clubs or activities?
8. Are there any topics or areas you'd like to explore further?

**Listen to the conversation between three friends on how to end a conversation.** Answer the questions that follow. You will notice that the conversation is in informal style. Can you suggest some reasons for this?



Before you listen, you must read the questions below.

**Say whether the following statements are True (T) or False (F):-**

1. Dev signals that the conversation is drawing to a close.
2. Dev uses an inappropriate parting salutation (greeting).
3. Rinku feels that Neha is good at ending a conversation.
4. You can use body language (signs and gestures) to indicate that you wish to close a conversation.
5. Age and status are of no importance in closing conversations.
6. An apology or an excuse can be a polite way of drawing a conversation to a close.

2) Find the exact words, phrase or sentence that is used in the dialogue to do the following:

<b>i) Expression used by Dev to signal end of conversation:</b>
---

<b>Answer: So long then!</b>
------------------------------

ii) Parting salutation used by Dev:

iii) Parting salutation used by Rinku:

iv) Body language to signal the end of conversation:

v) Example of excuse to close conversation:

As you listen to the dialogue, you have to note down specific information from it, and ignore other parts of it. This reproduces a common 'real-life' situation, where we "listen" for what we want to know and treat the rest of the information as redundant.

### **Non-Verbal Communication and Small Talks**

Understanding body language and non-verbal communication is just as important as understanding verbal communication.

- What is body language?
- The importance of understanding body language in day-to-day life.
- How different people convey things not only through what they say but also through non-verbal communication.
- Vocabulary related to communication.
- How to write a description.
- How to join sentences so that there is a flow of ideas in your written communication.
- How to role-play.
- To develop your speaking and listening skills.

Non-verbal communication is just as important as verbal communication in day- to-day interaction with people.

Body language and facial expressions can speak a lot about you as a person. Our dress, our appearance, the way we sit or stand, the way we touch other people, our gestures – all these have something to say about us. It is important to understand what our body language conveys about us so that we are conscious of it. We could make some changes in it for our own benefit and for better interaction and communication. In this unit you will read all about body language.

**Exercise:**

**Answer the following questions truthfully:**

What does your body language say about you?

**1) You're in the middle of an argument and getting very angry. What are you doing with your arms?**

• waving them wildly • holding them at your side • they are crossed

**2) Your friends are supposed to meet you at a party but they are late. You decide to:**

• strike up a conversation with the nearest person • pour yourself a drink and take a seat • wait for your friends outside

**3) You're in a job interview and all of a sudden things get very quiet. What do you do?**

• ask the interviewer a bunch of questions • show and/or discuss another example of your past work • stare back at the interviewers, waiting for them to proceed

**4) When you're in a crowded place, for instance a Shopping Mall, how would you describe your walk?**

• slow, looking at everything • medium, stopping only where you need to • fast, getting what you need and leaving

**5) You're standing in the rain waiting for a bus when a car drives through a huge puddle and soaks you with muddy water. You would:**

• yell at the driver and kick the side of the car • buy yourself a new outfit on the way to work • hide in your cubicle all day.

**6) The last picture you saw of yourself was:**

• so nice-you framed it • not that bad, actually • the worst photo ever

Greetings and Goodbye If you have ticked the second option in at least four of the six questions asked, your body language suggests that you are quite a balanced person and do not get nervous or agitated easily: For example, showing and discussing another example of your past work when things get very quiet all of a sudden, suggests that you are quite a balanced person and know how to tackle such a situation. Instead of staring back at the interviewers, you get into conversation about something that is likely to benefit you. Yelling at the driver and kicking the side of the car when a car drives through a puddle and soaks you or waving your hands wildly if you are upset in the middle of an argument are non-verbal ways of communicating that you get upset easily.

**Read the questions again and consider what should be done in each of the situations.**

## READING COMPREHENSION: FIVE SITUATIONS

The meaning of any reading material operates at least four levels: literal, interpretive, critical and creative. In the reading passages of this unit, you will come across the literal and the interpretive or inferential levels. The literal level involves comprehension of the information which is directly stated in the text. At the inferential level, we read “between the lines” and recognize ideas and information which is not directly stated.

**Read the following passage and answer the questions that follow in brief:**

### **Situation 1: Ravi hides his disappointment.**

Ravi has just been told that he has not received the promotion that he had expected. He feels very disappointed and angry, but manages to control his expression and gestures. Back at his desk, he is aware that his eyes are smarting, and he can feel his mouth trembling. Ravi needs a little time alone. His mannerisms indicate that he does not want to talk to anyone. He looks down at his desk with his hands on either side of his face and spreads his elbows so that they create a physical barrier. This gives the signal that he is concentrating and does not want to be disturbed. He reinforces this impression by surrounding himself with piles of books and paper. Throughout the day he does not communicate with anyone. Amit his friend tries to speak to him a couple of times, but Ravi does not respond.

- 1) What sort of body language does Ravi use to keep others away?
- 2) Why does Ravi want to keep others away?
- 3) Without using words Ravi conveys something to his colleagues. What does he convey through his body language?

### **Situation 2: Robert is evasive about his previous career**

Vikram is interviewing Robert for a job as a supervisor in the packaging department. Robert has answered his questions openly and confidently. Vikram moves on to discuss Robert's previous experience. “Can you tell me something about managing the team at Softcell?” Robert clears his throat and does not respond as fluently as before. “Well, I .....er....let me see... I was there for three years and got on very well with everyone.” His hand goes up to his face and he shifts in his seat tentatively. Vikram can see that Robert's foot is twitching. He is not as confident as he appeared at the beginning of the interview. Vikram thinks that Robert is hiding something, and feels that it is important to find out what it is. Vikram decides to adopt a confrontational approach to make Robert reveal what it is he is hiding. He leans forward into Robert's space and engages him in eye contact for a longer period than usual ‘I'd like to hear a bit more about your time at Softcell, he says. Robert goes red and says, ‘There is not much more to say.’ He clears his throat and gives brief answers to Vikram's further questions.

Answer the following questions:-

- 1) What sort of body language does Vikram observe when he asks Robert about his job at Softcell?
- 2) Why does Robert behave this way?

- 3) If Vikram had to make inquiries about Robert's job at Softcell, what would he find out?
- 4) Robert goes red and says, 'There is not much more to say'. Why does he go red and why does he make this statement?
- 5) Which words/phrases in the text mean the opposite of:

i) Conceal

ii) Harmonious

### **Situation 3: Rama joins the group**

Rama has just joined the telesales team and would like to be friendly with the group who have lunch together each day. They look as if they are having good fun, that is why they always come back laughing and joking from the lunch room. The problem is that they seem very established as a group, and rather off-putting to outsiders. Rama begins by staying on the edge of the group, and building rapport with them by matching their body language. The first time that she joins them for lunch she is careful to follow rather than take the lead. Because of this she holds back from sitting down until everyone has taken their place. She knows that such a well established group will have habits and rituals that she must respect if she wants to establish a good relationship with them. She makes sure that her posture and gestures are open and neither defensive nor pushy, and she takes care not to invade any one's space. At first she listens, showing attention and interest with her use of eye contact and facial expressions. She notices that most of the laughter follows something that Wendy has said. Rama begins to contribute gradually to the conversation. She makes careful observations of the others' responses. She sees that they listen to her without turning away or fidgeting, and that they make eye contact as she speaks. She feels accepted and able to make a greater contribution.

### **Answer the following questions:-**

- 1) What are the indications that the group is a cohesive one?
- 2) Notice that Rama treads very carefully in her effort to be accepted by the group. What are the things she does?

Greetings and Goodbye 3) Write two positive steps taken by Rama so that she gets accepted by the group.

.....

.....

.....

- 4) Write two things about Rama that impress you. Do you think she will get along with the group she is joining? Give reasons for your answer.

Situation 4: Amelia is agitated.

Amelia knocks on the Head's door. 'Can I talk to you about that incident yesterday?' 'Come in and sit down,' says Lesley. She notices that Amelia seems agitated. She is breathing rapidly and twisting her hands together and when she starts to explain what happened, her voice is shrill and shaky. Lesley feels very sympathetic towards Amelia's nervous state, but wants her to calm down so that they can discuss the matter. She speaks to Amelia in a low and calm voice, and sits in a relaxed position with her hands open, hoping that Amelia will respond to these cues and behave in a less agitated way. Lesley is very surprised when Amelia gets up and goes to the door. 'I knew you would not understand,' she says. I knew it would be a waste of time trying to talk to you.' Lesley is baffled.

**Answer the following questions:-**

- 1) What are the indications that Amelia is very disturbed?
- 2) What went wrong even though Lesley was sympathetic and wanted to be helpful?
- 3) What makes Amelia think that Lesley is not sympathetic towards her?
- 4) Why is Lesley baffled?

**Situation 5: The angry customer.**

Luke is furious because the supposedly 'fixed' fault in his car has recurred. Before he says a word, it is clear to everyone in the garage workshop that he is very angry. He drums his fingers on the counter and looks around impatiently. His mouth and jaw are tight and his eyebrows are drawn together. Sridhar is sitting behind the counter. He does not stand up or come round immediately, which may appear confrontational, but instead lets Luke talk. Sridhar sits upright with head forward and a slight frown, in order to show that he is acknowledging Luke's anger. He does not interrupt or argue, but gives little nods to show that he is taking in what Luke is saying, with his whole body turned towards him. Sridhar speaks a little faster than he would normally, matching Luke's pace of speech, then gradually slows down. Luke's rate of speaking becomes less rapid. Sridhar makes a point of using Luke's name, and keeps his body language still and non-threatening.

**Answer the following questions:-**

- 1) Why is Luke angry and upset?
- 2) How does everyone in the garage come to know that Luke is very upset and angry?
- 3) Sridhar seems to understand how to handle Luke. List five things Sridhar does to tackle Luke cleverly.
- 4) What would Sridhar have lost if he had come out from behind the counter and stood in front of Luke?

**2) Answer the following questions by giving supporting examples from the situations you have read about.**

- i) What body language and facial expressions does a person use when s/ he is very upset? Quote examples from the situations you have read.
- ii) How do we know that a person is lying? Which of the persons described in the preceding passages seems to be lying?

iii) How does one convey that he is angry without saying anything? Which of the five persons you have read about is angry?

**Greetings and Goodbye iv) ‘You can tackle people better if you understand body language and expressions well’. Elaborate by giving examples from the passages you’ve read. Write at least one example from your own experience.**

WUOLN-CCS

## The world Around Us

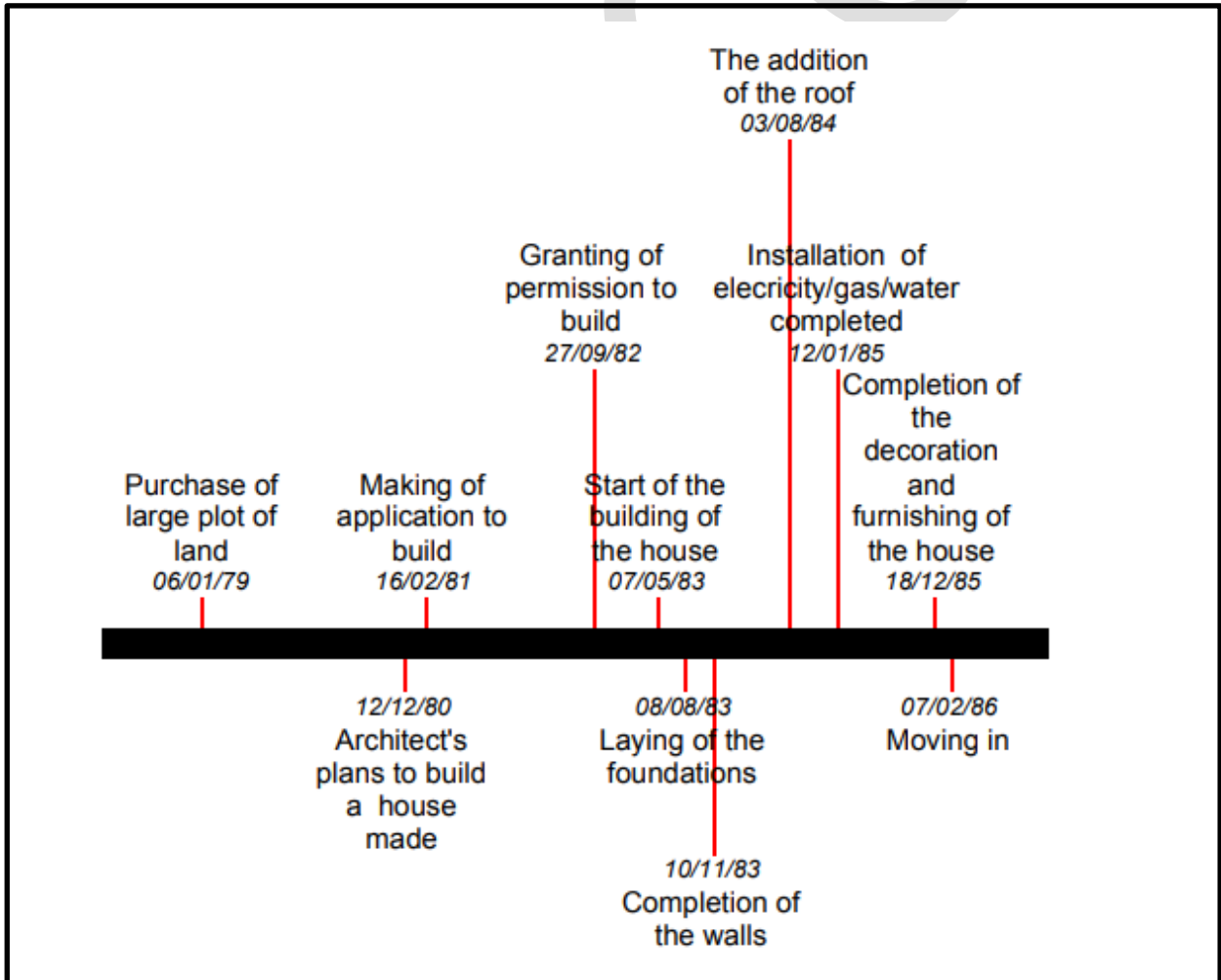
### Describing Daily Events

We all know the importance of maintaining discipline on our daily lives. Sticking to a time schedule and managing out time in the most effective and constructive manner produces amazing results. In this unit, you will read a Engineering students daily routine. The benefits of a well regulated life style are immense as can be seen in the unit.

This world goes on with the help of people who do what their jobs demand of them. They manage their time efficiently and with consistency and regularity go about their work in the most disciplined manner. Think about someone (anyone) it could be a newsreader, a newspaper delivery boy, a postman, your teacher, the butcher in the market. Write a paragraph about his or her life. Use your conversation skills taught to you in the previous unit and Interview them asking about their daily life. Create a video and use it to draft a paragraph.

#### Exercise:

Study the timeline below. It shows the sequence of steps that took place when a family bought some land to build a 10 bedroom house.



Now look at the text without verbs below. You can see that the verbs are missing. Put the verbs on the right into the appropriate place in the text. The verbs are in the order that they occur.

The first one has been done for you as an example.

### **Text without verbs Verbs**

First of all, the family a large plot of land at the beginning of 1979 with a view to a ten bedroom house. Then, approximately two years after that, once designs for the dwelling by an architect, in February 1981 they to the relevant authority for approval.

After about one and a half years, permission to build the house, but the construction until half way through the following year. In August 1983, the foundations with the walls three months later, in October 1983.

In August 1984, the roof the house with the installation of the electricity, water and gas in January the following year. Before the family into the dwelling in February 1986, the house, which in mid-December 1985.

**Options** - A. bought B. building C. were drawn up D. were submitted E. was given F. did not start G. were laid H. being completed I. was put on J. being finished K. moved L. was decorated and furnished M. took place

**ANS-** First of all, the family a large plot of land at the beginning of 1979 with a view to a ten bedroom house. Then, approximately two years after that, once designs for the dwelling by an architect, in February 1981 they to the relevant authority for approval, After about one and a half years, permission to build the house but the construction until half way through the following year. In August 1983, the foundations with the walls three months later, in October 1983. In August 1984, the roof the house with the installation of the electricity, water and gas in January the following year. Before the family into the dwelling in February 1986, the house which in mid-December 1985.

(1) Reading: From Dawn to Dusk

**Read the passage and answer the questions below:**

“Early to bed and early to rise makes Jack healthy wealthy and wise”. My life revolves around this concept and I wake up around 6 o’ clock in the morning, switch off the alarm clock and spring out of bed. After drinking a nice hot cup of tea and preparing my lunch I set out to face what the day has in store for me. I am a florist by profession and am self-employed. Right in the middle of the hustle bustle of a metropolis. I own a little shop. which stocks flowers, called Flourish Founa. At around 7:30 I go to the suburbs to buy beautiful fresh flowers at cheap rates so as to get more variety there at reasonable rates. As soon as I reach the city, it is no longer as I had left it. It is bustling with activity. At my shop, my assistants, Hamid and Abdul, help me open and decorate it with the beautiful flowers procured by me. As the arm of the clock strikes 9, the shutters of my shop open with customers pouring in from all over the city – women buying flowers to decorate their houses with the colorful blooms, students wanting to gift their teachers, or fellow shop keepers drop in to have a little chat or buy something for their girls friends/wives or mothers. But the first to entry every alternate day is Mrs. Bose the grandmother of a little boy in my neighborhood, called sumit, who always buys white roses with ferns. Lunch for me beings at around 2:30 or 3:00 depending upon the customers. Joseph my friend, who works in the shop next to mine selling electrical fittings, joins me for lunch. Since the number of customers



reduces in the afternoon due to the overhead blazing sun, we have a nice chat as well. I close my shop at around 8:30 in the evening after closing the shutters and bidding my assistants goodbye. I reach home in an hour's time. I prepare my dinner which is usually the lightest meal of my day. After watching the 10 o' clock news, I switch off the TV to retire for the night. Although my day begins early and I wind up late, I love my work and I want to keep on expanding my business. Despite my mundane routine I am thankful to god for giving me the gift called life. I believe in punctuality and regularity in work. Along with this, I also believe in honesty and sincerity, which is why, perhaps, I am successful. Above all I love being surrounded by nature, in all its colors and contours.

**Answer the question based on the passage.**

- 1) What kind of work does the author do?
- 2) Who buys flowers regularly from her? What does he or she buy?
- 3) What is the name of the shop?
- 4) What makes you think that author is a social person? Pick out a sentence from the text to support your answer.
- 5) How does the writer relax once she gets home?
- 6) Why does the writer go to the suburbs to buy the flowers?
- 7) What is the author's philosophy of life?
- 8) What is her ambition?

**Just a Minute Activity:**

The contestants are split into teams where they attempt to speak for one minute about a variety of possibly mundane and possibly bizarre topics. As they speak, there are three golden rules:

1. No hesitation
2. No repetition
3. No deviation

If any of the rules are broken, the opposing team is allowed to challenge the speaker. If the challenge is deemed correct, the challenger receives a point. If it is deemed incorrect, the speaker gets a point.

If a player challenges correctly, they take over the remaining time to finish the topic.

The team who finishes the minute is awarded a point.

If a player is able to talk for the entire minute without being challenged they are awarded an extra point.

Just a Minute is a speech game that challenges speakers to talk about a topic for one minute without hesitation, deviation, or repetition. The goal is simple: keep talking for 60 seconds straight on any given subject.

Players must be quick-thinking and articulate to succeed. This exercise sharpens impromptu speaking skills and boosts confidence in front of an audience.

Incorporating Just a Minute in the ESL classroom can work wonders for language learners. It encourages students to think on their feet and practice English in an engaging, low-pressure setting.

Through this game, participants improve vocabulary, fluency, and public speaking abilities all at once. Now let's move on to how you can give a successful Just a Minute speech.

### **Tips to share with students:**

1. Stand confidently with good posture.
2. Make eye contact with the audience.
3. Speak clearly and at a moderate pace.
4. Use gestures to emphasize points.
5. Control nervousness by taking deep breaths.
6. Practice your speech multiple times for fluency.
7. Record yourself to identify areas for improvement.
8. Pay attention to your tone and pitch while speaking.
9. Be enthusiastic and passionate about your topic.
10. Engage the audience by asking questions or involving them in your speech.

### **Sample speech outline template**

To effectively deliver a just a minute speech, it's important to have a well-structured outline. Here's a sample speech outline template to guide you:

1. Introduction
  - Hook: Start with an attention-grabbing statement or question
  - Introduce the topic and its relevance
  - Thesis statement: Clearly state the main idea or purpose of your speech
2. Body
  - Point 1: Present your first key point or argument
    - Supporting detail 1: Provide evidence, examples, or statistics
    - Supporting detail 2: Further elaborate on the first point
  - Point 2: Introduce the second key point or argument
    - Supporting detail 1: Provide evidence, examples, or statistics

- Supporting detail 2: Add depth to the second point

### 3. Conclusion

- Summary of key points: Recap the main points discussed in the speech
- Restate thesis: Reinforce the main idea
- Closing statement: End with a memorable and impactful concluding remark

This structured approach will help you deliver an engaging and effective just a minute speech that captivates your audience.

#### Topics for Discussion:

##### Fun and nonsensical topics:

1. If animals could talk, which would be the funniest?
2. Why do superheroes wear their underwear over their pants?
3. What if the sky was green and grass was blue?
4. If you could have any superpower, but it only worked on Tuesdays, what would it be?
5. Is cereal soup? Why or why not?

##### Relevant and popular topics:

1. **Social media impact** on society
2. The importance of **mental health awareness**
3. **Climate change** and its global effects
4. **Gender equality** in the workplace
5. The future of **technology and artificial intelligence**
6. **Cultural diversity** and inclusion in today's world
7. **Cybersecurity concerns** in the digital age
8. The influence of pop culture on youth
9. Health benefits of regular exercise and nutrition
10. The significance of volunteer work in communities

##### Topics for a giggle or a laugh

1. **Silly superstitions** that people believe in
2. The **funniest thing** that ever happened to me

3. How to survive a zombie apocalypse with humor
4. The most **embarrassing moment** in my life
5. My favorite jokes and why they always make me laugh
6. A **funny story** about my pet
7. Hilarious things kids say and do
8. The most ridiculous fashion trends throughout history
9. Awkward first date experiences and what I learned from them
10. Unusual foods from around the world that will make you chuckle

#### Social issues

1. The impact of **social media** on **mental health** and well-being
2. Addressing **homelessness** in our communities
3. The importance of promoting **diversity and inclusion** in society
4. Strategies to combat **bullying** in schools and workplaces
5. Raising awareness about the significance of **environmental conservation** efforts
6. Exploring the effects of **poverty** on individuals and communities
7. Advocating for better mental health support services
8. The role of technology in addressing societal challenges
9. Examining the stigma surrounding mental illness and ways to combat it
10. Promoting **gender equality and women's rights initiatives**

Whether you're stepping onto the stage for the first time or looking to refine your skills, this collection offers something valuable.

These topics fit seamlessly into our daily lives as well—be it classroom education, Toastmasters meetings, or personal development practices at home.

## Professional Space and Communication

In this unit, which is the introductory unit for the block, you will learn

- About the qualities necessary at the workplace
- How to behave when you go to a new office/work place
- How to write a profile of another person using clues/hints given
- To read a profile of a successful person and understand the qualities required
- Vocabulary related to personal/social/professional qualities/business
- To understand language structures required for asking and answering questions related to the workplace.

### Exercise:

Warm-up Session

Look at these sentences from a conversation between two friends looking for a Job:

Salman: "You know, final year of college is almost getting over, and I am so confused about life. I don't know what kind of job I want. What about you?"
--

Amir: "I know that I want a job with a decent salary."
--

Salman: "But you must be having some job objectives?"
---

Amir: "My objectives are very simple. I want security of service and an opportunity to do well in life."
--

Salman: "But everyone tells me one should have long-term as well as short-term goals. Have you thought about that?"
---

Now, enact a Role-play. One of you takes the role of Salman, and the other plays Amir. You may add more lines

### (2) READING COMPREHENSION: A PROFILE

You must have heard of William (Bill) H. Gates, Chairman of Microsoft Corporation, who is among the world's richest people. Read his profile and answer the questions that follow. William (Bill) H. Gates is the principal founder of Microsoft Corporation, the worldwide leader in software, services and solutions, that help people and businesses realize their full potential. Microsoft had revenues of US\$ 39.79 billion for the fiscal year ending June 2005, and employs more than 61,000 people in 102 countries and regions. On June 15, 2006, Microsoft announced that effective July 2008 Gates will move out of a day-to-day role in the company and spend more time on his global health and education work at the Bill and Melinda Gates Foundation. After July 2008, Gates served as Microsoft's Chairman till February 2014. Subsequently he took on the post of Technology Advisor to support the newly appointed CEO Satya Nadella. Born on Oct. 28, 1955, Gates grew up in Seattle with his two sisters. Their father, William H. Gates II, is a Seattle attorney. Their late mother, Mary Gates, was a schoolteacher, University of Washington Regent, and Chairwoman of United Way International. Gates attended a public elementary school and the private Lakeside School. There, he discovered his interest in software and began programming computers at the young age of 13. In 1973, Gates entered Harvard University as a freshman. While at Harvard, Gates developed a version of the programming language BASIC for the first microcomputer – the MITS Altair. In his junior year, Gates left Harvard to devote his energies to Microsoft, a company he had begun in 1975 with his childhood friend Paul Allen. Guided by a belief that the computer would be a valuable tool on every office

desktop and in every home, they began developing software for personal computers. Gates' foresight and his vision for personal computing have been central to the success of Microsoft and the software industry. Under Gates' leadership, Microsoft's mission has been to continually advance and improve software technology, and to make it easier, more cost-effective and more enjoyable for people to use computers. The company is committed to a long-term view, reflected in its investment of approximately \$6.2 billion on research and development in the 2005 fiscal year. In 1999, Gates wrote *Business @ the Speed of Thought*, a book that shows how computer technology can solve business problems in fundamentally new ways. The book was published in 25 languages and is available in more than 60 countries. *Business @ the Speed of Thought* has received wide critical acclaim, and was listed on the best-seller lists of the New York Times, USA Today, the Wall Street Journal and Amazon.com. Gates' previous book, *The Road Ahead*, published in 1995, held the No. 1 spot on the New York Times' bestseller list for seven weeks. Profiling oneself for the JobGates has donated the proceeds of the book to non-profit organizations that support the use of technology in education and skills development. In addition to this love of computers and software, Gates founded Corbis, which is developing one of the world's largest resources of visual information – a comprehensive digital archive of art and photography from public and private collections around the globe. Philanthropy is also important to Gates. He and his wife, Melinda, have endowed a foundation with more than \$28.8 billion (as of January 2005) to support philanthropic initiatives in the areas of global health and learning, with the hope that in the 21st century, advances in these critical areas will be available for all people. Gates was married on Jan. 1, 1994, to Melinda French Gates. They have three children. Gates is an avid reader, and enjoys playing golf and bridge. (from the Internet last updated June 2006)

- i) Who is William (Bill) Gates?
- ii) What is Microsoft Corporation?
- iii) Why did Gates start Microsoft Corporation?
- iv) What is the Mission of Microsoft?
- v) Besides being interested in Computers, what are the two other things Gates is known for?
- vi) What are the things Gates likes to do in his leisure time?

**Complete the following sentences.**

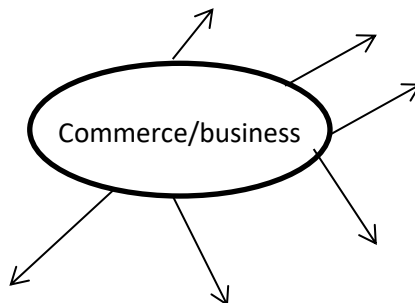
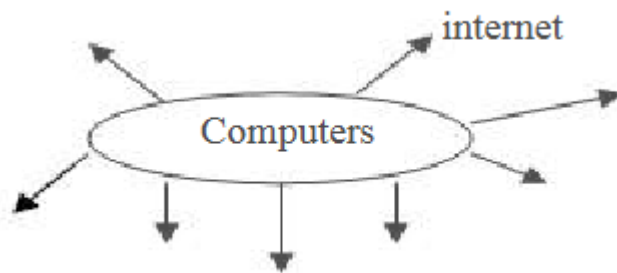
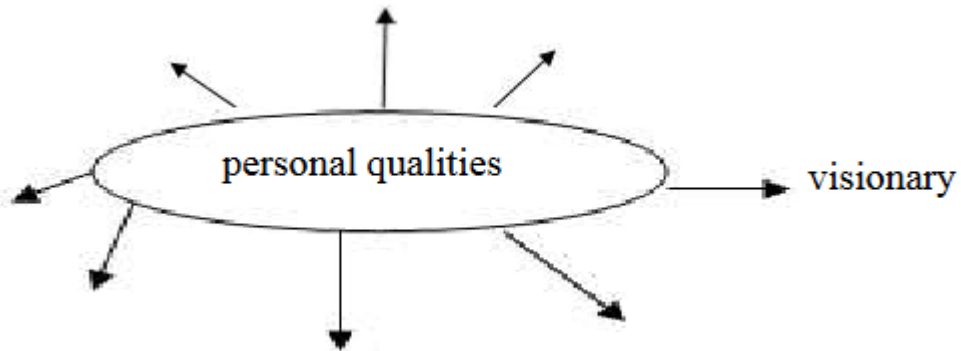
- i) Bill Gates was born.....
- ii) He started showing interest in .....when.....
- iii) Gates went to Harvard University .....and while studying at Harvard, Gates .....
- iv) In 1975, Gates started.....
- v) In 1999 he wrote ..... The book tells the reader.....
- vi) In 1994, Gates married ..... and they have .....

**(3) VOCABULARY : PERSONAL, SOCIAL AND PROFESSIONAL QUALITIES**

Talking about people, the business world, and computers

1) Look at the following jumbled words which are taken from the profile of Bill Gates. Put them in their appropriate webs. Add more words of your own

leadership	revenue	software programming	internet	access	visionary	BASIC
fiscal year	philanthropic	chairperson	organization	foresight	cost effective	global company
personal computer	language	Microsoft				



In order to be successful at the workplace you need personal, social and professional qualities. You will find words related to these qualities in the box given below. Put the words in their appropriate lists. You will find that some words fit into more than one list.

team leader	motivator	leadership
soft spoken	open minded	conflict resolution
disciplined r	ceptive to new ideas	ability to empathize
friendly	helpful	approachable
hardworking	persuasive	dedicated
creative	firm	able to meet deadlines
punctual	role model	inspiring others

Personal	Social	Professional
Hardworking	Friendly	leadership

From the list above, say which three qualities from each list are important at the workplace. Why are they important according to you?

### Portfolio Making

Speak about yourself using the following hints:

Give your full name, age, date of birth, etc.

Tell something about your educational background-schooling/college, etc).

Say what you wish to do in life.

Talk about a special achievement and how you managed to get success.

Describe some of your personality traits/qualities.

Talk about your hobbies/interests in life and any secret wish or desire you may have.



**Use the notes given below to write about V. Narayan Murthy, Chairman, Infosys India.**

Notes

- is an icon of new India
- is the greatest businessman of recent times
- creates a culture of discipline at the workplace
- creates wealth and shares wealth
- eye for perfection
- global citizen
- listens to others patiently
- respects all people
- believes in simplicity-lives in a 3 bedroom house

**Media and Entertainment- Speaking Talking about films/T.V Programs.**

Using films in English Language Teaching (ELT) is an engaging way to improve students' language skills, including speaking, listening, and comprehension. Below is a section on how to effectively integrate speaking about films into an ELT curriculum.

**Exercise:**

**Using Speaking About Films in ELT Teaching:**

**Introduction**

Films are a powerful medium that can captivate students' interest and provide a rich context for language learning. By discussing films, students can enhance their speaking skills, expand their vocabulary, and gain a deeper understanding of different cultures and perspectives.

- To improve students' speaking and listening skills through film discussions.
  - To expand students' vocabulary related to film and entertainment.
  - To enhance critical thinking and analytical skills.
  - To foster an appreciation for different cultures and storytelling methods.
1. **Engagement:** Films are engaging and can capture students' attention more effectively than traditional teaching materials.
  2. **Authentic Language:** Films provide exposure to authentic language, including slang, idioms, and various accents.
  3. **Cultural Insight:** Films offer insights into different cultures, societal norms, and historical contexts.
  4. **Emotional Connection:** Films can evoke emotions, making discussions more dynamic and memorable.

**Steps for Integrating Films into ELT**

## 1. Selection of Films

Choose films that are suitable for the students' language level and cultural background. Consider the following criteria:

- **Language Complexity:** Ensure the dialogue is appropriate for the students' proficiency level.
- **Cultural Relevance:** Select films that are culturally appropriate and relatable.
- **Educational Value:** Look for films with themes that can stimulate discussion and critical thinking.

## 2. Pre-Viewing Activities

Prepare students for the film by providing context and activating prior knowledge.

- **Introduce Key Vocabulary:** Teach important words and phrases that will appear in the film.
- **Background Information:** Give a brief overview of the film's plot, setting, and characters.
- **Discussion Questions:** Pose questions related to the film's themes to spark interest.

## 3. Viewing the Film

Decide whether to show the entire film or selected clips. Consider the following approaches:

- **Whole Film:** Watching the entire film can provide a comprehensive understanding but may be time-consuming.
- **Selected Clips:** Use specific scenes to focus on particular language points or themes.

## 4. Post-Viewing Activities

Engage students in activities that promote speaking and critical thinking.

- **Discussion:** Facilitate a class discussion using open-ended questions about the film

### Improving Mother Tongue Influence

Understanding MTI: How Does it Affect Spoken English?

Mother Tongue Influence (MTI) refers to the impact that one's native language has on pronunciation and overall communication in English. For Indian learners, MTI can pose certain challenges due to the differences between their native languages, such as Hindi or other regional languages, and English. Certain sounds in Indian languages may not exist in English or may have different pronunciations. For example, the retroflex sounds (/ɖ/ and /ɳ/) commonly found in Hindi can be difficult for Indian learners to pronounce correctly in English words. As a result, words like "dance" or "think" might be pronounced as "dans" or "tink". One common error is the substitution of the 'v' sound with a 'w' sound, as there is no 'v' sound in many Indian languages. This leads to pronouncing words like "very" as "wery". Another common error is omitting or mispronouncing word-final consonant sounds, such as saying "ram" instead of "ramp". Additionally, the influence of regional accents can affect pronunciation, making it harder for non-native speakers to be understood. The thought process and sentence structure in one's native language can influence their spoken English. For example, Indian languages often use postpositions (words placed after nouns) instead of prepositions (words placed before nouns), which can result in incorrect sentence construction when speaking English. Native speakers may say phrases like

"Give me that pen please" instead of "Please give me that pen." It is important to understand the impact of MTI on spoken English and how it can be overcome. A study published in an academic journal titled "A Study on Mother Tongue Influence in English Communication" delves deeper into this topic. The study provides insights, strategies, and exercises to help individuals overcome MTI and improve their communication skills in English. By understanding the specific challenges posed by MTI, Indian learners can take targeted steps to improve their pronunciation and overall spoken English proficiency.

**Some Common Challenges Faced Due to MTI:**

MTI, or Mother Tongue Influence, can present various challenges for non-native English speakers. Let's explore some of the common challenges faced by non-native speakers due to MTI, along with real-life examples for each:

**1. Pronunciation Difficulties:**

One of the primary challenges is incorrect pronunciation influenced by the sounds of one's native language. This often leads to difficulty in understanding and being understood by others. For example, pronouncing "beach" as "bitch" or "ship" as "sheep" can result in confusion during conversations.

**2. Word Stress and Intonation:**

Non-native speakers may struggle with placing stress on the correct syllables in words and using appropriate intonation patterns while speaking. As a result, their speech may sound flat or monotonous, making it harder for others to follow their meaning. For instance, saying "record" (noun) with stress on the first syllable instead of "record" (verb) with stress on the second syllable can alter the intended message.

**3. Grammar and Sentence Structure:**

Mother tongue influence often affects sentence structure and grammar usage in English. This can lead to errors such as incorrect verb tenses, subject-verb agreement issues, and improper sentence formation. Such errors can hinder effective communication and impact overall fluency.

**4. Vocabulary Limitations:**

Limited exposure to English vocabulary due to MTI can restrict a non-native speaker's ability to express themselves accurately and precisely. A narrower range of words may cause them to struggle while finding appropriate terms or using synonyms effectively. Here's a quick contrast of correct vs incorrect pronunciations influenced by MTI:

Correct Pronunciation	Incorrect Pronunciation
"Th" sound in "think"	"T" sound in "think"
"V" sound in "very"	"W" sound in "very"
Pronouncing the "-ed" ending properly (e.g., played)	Pronouncing the "-ed" ending as "-t" (e.g., playt)
Stressing the correct syllable in words like "photograph", with stress on the second syllable	Stressing the incorrect syllable, like saying "photoGRAPH", with stress on the first syllable

## **How to Get Rid Of MTI and Hesitation While Speaking English?**

Let us discuss various techniques that can help you reduce the influence of your mother tongue and get rid of hesitation while speaking English.

### **1. Phonetic Learning:**

Learn the correct pronunciation of English sounds by using phonetic symbols. Practice pronouncing words with similar sounds to improve your accent. Use online resources and apps specifically designed for phonetic learning.

### **2. Mirror Practice:**

Stand in front of a mirror and practice speaking English sentences. Observe your facial expressions, mouth movements, and body language. Focus on improving your pronunciation, intonation, and rhythm.

### **3. Listening and Repeating English Sounds:**

Listen to native speakers or audio recordings of fluent English speakers. Pay attention to the way they pronounce words and imitate their pronunciation. Record yourself repeating the sounds and compare it with the original audio. By incorporating these techniques into your language learning journey, you can gradually reduce the influence of your mother tongue and improve your spoken English skills.

### **Exercise:**

#### **Practical Exercises to Remove MTI**

#### **Some practical exercises that can help you overcome this challenge:**

1. **Tongue Twisters:** Tongue twisters are a fun and effective way to improve pronunciation and reduce MTI. Practice saying phrases like "Peter Piper picked a peck of pickled peppers" or "She sells seashells by the seashore" repeatedly, focusing on clarity and accuracy.
2. **Mimicking Native English Speakers:** Listening to native English speakers and imitating their pronunciation is another great exercise. Pay attention to their intonation, stress patterns, and word connections. You can find videos or podcasts featuring native speakers online and practice speaking along with them.
3. **Watching English-language Movies:** Watching movies in English can expose you to different accents, vocabulary, and sentence structures. It helps you familiarize yourself with the natural flow of conversation in English. Check out Clapango's article "30 English Movies To Learn English: Know How The Language Works" for further learning resources.
4. **Consistent Practice:** Consistency is key when it comes to improving your spoken English. Set aside dedicated time each day for practicing pronunciation exercises, listening comprehension, and speaking activities. Regular practice will help you develop muscle memory for correct pronunciation, reducing the influence of your mother tongue.

#### **List of Tongue Twisters for Practice.**

Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers Peter Piper picked.

If Peter Piper picked a peck of pickled peppers,

Where's the peck of pickled peppers Peter Piper picked?

Betty Botter bought some butter

But she said the butter's bitter

If I put it in my batter, it will make my batter bitter

But a bit of better butter will make my batter better

So 'twas better Betty Botter bought a bit of better butter

How much wood would a woodchuck chuck if a woodchuck could chuck wood?

He would chuck, he would, as much as he could, and chuck as much wood

As a woodchuck would if a woodchuck could chuck wood

She sells seashells by the seashore.

How can a clam cram in a clean cream can?

I scream, you scream, we all scream for ice cream.

I saw Susie sitting in a shoeshine shop.

Susie works in a shoeshine shop. Where she shines she sits, and where she sits she shines.

Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he?

Can you can a can as a canner can can a can?

I have got a date at a quarter to eight; I'll see you at the gate, so don't be late.

You know New York, you need New York, you know you need unique New York.

I saw a kitten eating chicken in the kitchen.

If a dog chews shoes, whose shoes does he choose?

I thought I thought of thinking of thanking you.

I wish to wash my Irish wristwatch.

Near an ear, a nearer ear, a nearly eerie ear.

Eddie edited it.

Willie's really weary.

A big black bear sat on a big black rug.

Tom threw Tim three thumbtacks.

He threw three free throws.

Nine nice night nurses nursing nicely.

So, this is the sushi chef.

Four fine fresh fish for you.

Wayne went to wales to watch walruses.

Six sticky skeletons. (x3)

Which witch is which? (x3)

Snap crackle pop. (x3)

Flash message. (x3)

Red Buick, blue Buick. (x3)

Red lorry, yellow lorry. (x3)

Thin sticks, thick bricks. (x3)

Stupid superstition. (x3)

Eleven benevolent elephants. (x3)

Two tried and true tridents. (x3)

Rolling red wagons. (x3)

Black back bat. (x3)

She sees cheese. (x3)

Truly rural. (x3)

Good blood, bad blood. (x3)

Pre-shrunk silk shirts. (x3)

Ed had edited it. (x3)

We surely shall see the sun shine soon.

Which wristwatches are Swiss wristwatches?

Fred fed Ted bread, and Ted fed Fred bread.

I slit the sheet, the sheet I slit, and on the slitted sheet I sit.

A skunk sat on a stump and thunk the stump stunk, but the stump thunk the skunk stunk.

Lesser leather never weathered wetter weather better.

### Essay Writing-

1) The essay should ideally be of **300-400 words**. Less than 300 words is not advisable. Once you get the topic, spend a few minutes to put some points. Once you are done, start framing the essay.

2) It is advisable to write the essay in **simple English**. Avoid using very long sentences with unnecessary use of conjunctions.

3) Make sure there are **no grammatical mistakes** in your essay. Always use Active Voice in Essays, wherein the subjects direct actions rather than let the actions "happen to" them. Never use Personal Pronouns like I, Me, My in your Essay.

4) Do not write the essay as 1 paragraph with 300-400 words. Rather **divide it into several paragraphs**. This gives a structured impression when someone reads your essay.

6) Try to write the essay in the following **structure**:

a) Introduction/Definition

b) Body (Focusing on main points followed by the supporting ideas such as examples and facts)

c) Conclusion- It should be crisp and clear. Please do not add any new point in conclusion. Just conclude the points discussed in the body.

### Evaluation parameters in essay writing

- Spellings/Diction
- Punctuations
- Grammar
- Vocabulary- Words/Phrases
- Organization of thought
- Innovative and Unique idea
- Paragraphisation (Divide in 2/3 Para)

### Do's and Don'ts in Essay writing/ Tips

- Once you get the topic, spend some time to put some points.

- Once the points are in place, start framing the essay.
- Avoid Using heavy words and clichés & jargons
- Use of professional phrases and Idioms is advisable
- Using facts to support your points so that no one can deny
- Do not write the essay as 1 paragraph with 300-400 words. Rather **divide it into several paragraphs.**
- Try to write the essay in the following **structure**:
  - a) Introduction/Definition
  - b) Body (Focusing on main points)
  - c) Conclusion (Crisp and clear)
- Do not use very long sentences with multiple conjunctions.
- Keep your Tenses, Grammar, and Punctuation in check.
- Avoid repetition of sentences.
- Understand the difference between the usage of Active Voice and Passive Voice.
- Always use Active Voice in Essays, wherein the subjects direct actions rather than let the actions “happen to” them.
- Avoid use of Personal Pronouns like I, Me, My in your Essay.
- Try to be more general. Avoid involve complex and supernatural theories in your essays

### **Essay Writing Topics for Practice:**

- Have we become slave to our new creation- Social Media? Explain your reasoning for agreeing or disagreeing.
- Present situation of Agriculture in India compare to ancient days
- Unity in Diversity – Often Discussed, Rarely Practiced
- What are the ways the IT people to help an uneducated Public?
- Impact of western culture on Indians.
- Should Euthanasia be accepted or be kept banned.
- “How important is it to have a personal-professional balance in life to be happy? What do you do to achieve that?”
- Discuss, what are the factors to influence fate and life choice of those kids? Is it their environments, parents, society or something else?
- Is it necessary kids to have any other duties at home except their homework? Use your personal experience to explain your point of view.
- How globalization affects economy. Express your views on this topic and give suggestion.
- Religious Freedom. Is it good or bad? Support your point.
- Indian Model of Secularism. Use your personal experience to explain your point of view.
- Demonetization was good or bad.

### **Burning Issues: Reading Newspaper, Discussion on Issues and Young Leaders:**

Newspapers are one of the most important documents. They can be said to be the powerhouse of information. Moreover, they offer us other benefits as well which helps us in our lives. You become better informed through newspaper reading and it also broadens your perspective. However, newspaper reading is becoming a dying habit. As the world progresses towards digitalization, no one reads the newspaper. At least not the present generation. The readership is maintained mostly because of the older generations only.

Newspaper reading is one of the most beneficial habits. It helps us get acquainted with the current affairs of the world. We get to know about the latest happenings through a reliable source. Similarly, we also get an insight

into the different domains including politics, cinema, business, sports and many more. Furthermore, newspaper reading also results in opening doors to new employment opportunities. Reliable companies post their ads in the newspaper for business and employment opportunities so we see how it is a good place to seek jobs. Furthermore, we can easily promote our brands and products with the help of newspapers. The consumers learn about the latest deals and launch which connects them to businesses.

### **Exercise:**

#### Guess the headline

Cut out a number of headlines and from each one remove an interesting word (e.g. Missing Painting Found In \_\_\_\_\_). Stick the incomplete headlines on a piece of paper, photocopy and distribute to teams of 3-4 students. Ask each team to come up with two possible answers for each headline: the most likely word and the funniest word. Collect all the responses and give each team a point for any correct answer, and for the funniest answers. Get everyone involved by holding a vote for the funniest / most original answer for each headline.

#### Guess the article

Select an interesting newspaper article, preferably one which involves an exciting / unusual story. Choose eight key words from the article and write them on the board. Ask students to work in teams of 3-4 to come up with a story including these words. When they have finished, read out / tell them about the original article. Get students to read aloud their own versions - this can create a lot of laughs!

#### Newspaper lies

Ask students to select a short item of news and to summarise it to a partner / team, changing some of the details. Partners need to try and guess which of the facts are true and which have been changed.

#### Wall quiz

Write a list of questions based on a selection of newspaper articles, and distribute the quiz to teams of 2-3 students. Pin up the articles around the room and ask students to walk around the room trying to find the answers. The winning team is the first to find all the answers. This can be quite a lively activity!

#### Presentations

To encourage students to read newspapers in English on a more regular basis, organise short presentations at the beginning of each class. Ask a different student at the end of each class to find an interesting newspaper article and to summarise it to the other students during the next class, explaining why they chose it. This can lead to interesting discussions about current issues.

#### Newspaper treasure hunt

For this activity you will need a pile of old newspapers, enough to distribute amongst teams of 4-5 students. Write a list of articles / words / pictures which the students need to find, and give teams a copy of the list. Tell them to cut out their 'treasures' and glue them next to the appropriate word in the list (or make a note of the page number). Possible list:

#### A job advert



Some good news

Some bad news

Reference to a famous political figure

News about a star

Weather forecast

News about a sport

Name of a country

Favourite news item

Gossip

This is an easy activity for helping students to summarise articles. For this activity it is best to use tabloid newspapers or articles involving a bit of scandal, perhaps about famous people. Teach students useful phrases for chatting or gossiping, e.g. 'Have you heard about...?', 'Did you know that...?', 'Guess what?' etc. Use appropriate gestures and intonation. Ask students to choose an article of their choice, underline or jot down important parts of the article and report it to a friend, as though having an informal chat. They could then go round the class, chatting with different people about their news article. You could also teach students some useful phrases for responding, e.g. 'Really? I don't believe it!', 'Are you joking?', 'How / when did it happen?'

News programmes

This is a great team activity for both reading and speaking practice. Put students into small teams and give them one or two recent newspapers. Tell them that they are going to work together to produce a news programme, including the headlines, special reports, interviews, perhaps some footage from a story (if students like acting!), perhaps the weather forecast. Their programme should be based on news items from the papers, and everyone must be involved in some way. If you have the equipment, you might like to film the programmes, or if not, each team could act out their programme to the rest of the class.

**Young Leaders:**

**Exercise:**

### **(1) TOWER BUILDING EXERCISE**

**OVERVIEW:**

This is an exercise where groups construct a tower made from drinking straws.

**AIM OF EXERCISE:**

To help groups open communication channels and build team spirit. It is a good exercise to run straight after groups have been formed.

## PROCEDURE:

- 1 Have members of each group sitting together.
- 2 Groups are briefed on the objective of the exercise (i.e. competition to build the tallest tower) and the rules (i.e. towers must be free standing).
- 3 Groups are issued with materials.
- 4 Groups are given 15 minutes to complete the task. Alternatively, groups can be given 5 minutes to plan their tower and 10 minutes build it.
- 5 When finished, towers are brought to the front of the classroom for judging.
- 6 The group with the tallest tower is judged the winner.

## MATERIALS REQUIRED:

Drinking straws: 30 per group.
Masking tape: 1 roll per group. Rolls can be shared between groups.
Small prize for winning group if feasible

## DE-BRIEFING:

By the end of the exercise, most group members will now be talking to each other (and hopefully laughing). It is important to point your observations out to the class. Discuss how the objective of the exercise was to open communication channels and this has been achieved. The aim for groups is to continue to keep the channels open. It is also important to point out that this was an icebreaking game and that all groups performed well. Some people don't like to lose at anything and may be quick to blame other members for not winning.

If time permits, it is good idea to allow groups to discuss the strengths of their effort. The aim here is to help students focus on the "good aspects" of their group and get into the habit of providing encouragement and continuous improvement. For example groups should discuss:

- What aspects of the task they completed most successfully?
- When was "teamwork" evident in the group (e.g. when ideas were expanded by other members helped each other, members provided encouragement or gave praise for a good idea)?
- Which aspects might the group change next time?

You might want to write these questions on the board and have a class discussion after 5- 10 minutes. **THINGS TO CONSIDER** Some people take longer than others to "warm up" to working with new people. It is important that this is pointed out to all groups before the exercise begins. Members should not only be paying attention to the task, but also to their fellow group members. Groups need to make sure that everyone is participating (that's the goal of the exercise). If a member is sitting back, it is important that the other members encourage this person to "have a say" or play an active role (e.g. dispense the masking tape).

## (2) T-P Leadership Questionnaire Directions:

The following items describe aspects of leadership behaviour. Respond to each item according to the way you would most likely act if you were the leader of a work group. Check whether you would most likely behave in the described way: always (A), frequently (F), occasionally (O), seldom (S), or never (N).

1. I would most likely act as the spokesman of the group.	A	F	O	S	N
2. I would encourage overtime work.					
3. I would allow members complete freedom in their work.					
4. I would encourage the use of uniform procedures.					
5. I would permit the members to use their own judgment in solving problems.					
6. I would stress being ahead of competing groups.					
7. I would speak as a representative of the group.					
8. I would needle members for greater effort.					
9. I would try out my ideas in the group.					
10. I would let the members do their work the way they think best.					
11. I would be working hard for a promotion.					
12. I would tolerate postponement and uncertainty.					
13. I would speak for the group if there were visitors present.					
14. I would keep the work moving at a rapid pace.					
15. I would turn the members loose on a job and let them go to it.					
16. I would settle conflicts when they occur in the group.					
17. I would get swamped by details.					
18. I would represent the group at outside meetings.					
19. I would be reluctant to allow the members any freedom of action.					
20. I would decide what should be done and how it should be done.					
21. I would push for increased production.					
22. I would let some members have authority, which I could keep.					
23. Things would usually turn out as I predicted.					
24. I would allow the group a high degree of initiative.					
25. I would assign group members to particular tasks.					
26. I would be willing to make changes.					
27. I would ask the group members to work harder.					
28. I would trust the group members to exercise good judgment.					
29. I would schedule the work to be done.					
30. I would refuse to explain my actions.					
31. I would persuade others that my ideas are to their advantage.					
32. I would permit the group to set its own pace.					
33. I would urge the group to beat its previous record.					
34. I would act without consulting the group.					
35. I would ask that group members follow standard rules and regulations.					

### **Instructions for Scoring the T P Leadership Questionnaire**

Use the following instructions to determine your score.

1. Circle the item number for items 8, 12, 17, 18, 19, 30, 34, and 35.
2. Write the number 1 in front of a circled item number if you responded S (seldom) or N (never) to that item.
3. Also write a number 1 in front of all other item numbers not circled if you responded A (always) or F (frequently)
4. Circle the number 1's which you have written in front of the following questions: 3, 4, 8, 10, 15, 18, 19, 22, 24, 26, 30, 32, 34, and 35.
5. Count the circled number 1's. This is your score for Concern for People. Record the score in the blank following the letter P at the bottom of the questionnaire.
6. Count the uncircled number 1's. This is your score for Concern for Task. Record this number in the blank following the letter T at the bottom of the questionnaire.
7. Continue to the Profile Sheet on the next page.

### **Group Dynamics and Team Building:**

#### **(3) "LOST AT SEA" A Consensus-Seeking Task**

The following are the main objectives of this exercise.

1. Experiencing and developing insight in the process of making a decision in a group.
2. Experiencing and understanding the process of and the factors contributing to the development of consensus.
3. Developing an insight in the various processes involved in decision making groupsproblem solving processes, task facilitating processes, and group building processes.
4. Becoming sensitive to the resources available in the group, and the need to make use of such resources.
5. Developing insight into the conflict between the concern for evolving an effective decision (achievement motive) and the concern to get one's own point of view or solution accepted in the group (power motive).

**RATIONALE** The exercise essentially consists in comparing the decision made by individual members with that made by them as a group. The idea of involving a group in decision making is that the collective "wisdom" of a number of individuals will produce a more effective decision than one made by a single individual, howsoever competent he may be. This is the idea of synergy- Synergy or synergism is the simultaneous action of separate agencies which, together, have greater total effect than the sum of their individual effects. Typical examples of synergy are the combined or cooperative action or force of different organs of the body, as of muscles working together, which is much greater than the arithmetic sum of the forces of the individual organs/parts had they been working separately of one another.

## **AIMS**

1. To explore the effectiveness of consensus-seeking behaviour in groups through experiences with individual decision making and group decision-making.
2. To explore the concept of synergy through group decision making.

## **GROUP SIZE**

Any size group split into syndicates of five to twelve participants. Several syndicates may be directed simultaneously. (Synergistic outcomes are more likely to be achieved by smaller / groups, e.g. five to seven participants.)

## **MATERIALS**

1. Pencils.
2. Two copies of the Lost at Sea Individual Worksheet for each participant.
3. A copy of the Lost at Sea Group Worksheet for each syndicate.
4. A copy of the Lost at Sea Answer and Rationale Sheet for each participant.
5. Flipchart paper and felt-tipped markers. **PHYSICAL SETTING** Facilities for both privacy in individual work, and for syndicates to hold discussions without interrupting each other.

## **PROCESS**

1. The facilitator distributes two copies of the Lost at Sea Individual Worksheet to each participant and asks each person to complete the forms in duplicate including their name. Emphasise that participants are to work independently during this phase and that they have a maximum of fifteen minutes to complete the worksheet.
2. After fifteen minutes, the facilitator collects one copy from each participant. The other copy is for use in the syndicate.
3. The facilitator forms syndicates of five to twelve participants and tells them to work in specific areas either in the room or in syndicate rooms. The membership of each syndicate is worth planning in advance so that it can be organised smoothly. Listing the members of the syndicates on a flipchart is an effective way to do this.
4. A representative of each syndicate is given a Lost at Sea Group Worksheet. The trainer then reads the instructions to the group, emphasising that each member of a syndicate should partially agree with the syndicate choices to establish consensus, but that they are not to use such techniques as averaging, majority voting, or trading to reach agreement. The syndicates should be asked to make serious efforts to achieve success in this task.
5. The syndicates should then be sent to complete the task with a time limit of thirty minutes.
6. While the syndicates are engaged in their task, the facilitator marks the individual ranking sheets. The score is the sum of the differences between the "correct" rank for each item and its rank on the Individual Worksheet (all differences should be made positive and added). Higher scores have greater negative implications.

all individual scores for each syndicate and divides by the number of members to obtain the average individual score for each syndicate.

7. After thirty minutes, the facilitator collects the Group Worksheets making sure that they are named for each syndicate and invites the syndicates to come back together. The participants should be invited to discuss their consensus-seeking approaches to performing the task. The following questions may be written up on a flipchart/board for the group to consider. What difficulties did they encounter? How did they resolve them? How happy were they with their result? Did they use the time effectively?

8. The facilitator then scores the Group Worksheets as was done for the Individual Worksheets. If there are two facilitators one may mark the Worksheets while the other leads the discussion.

9. The facilitator then prepares a chart such as the one following, summarizing the statistics.

#### **BEFORE GROUP DISCUSSION**

Group	Average Individual Score	Score of Most Accurate Individual
Example	55	45
1		
2		
3		
4		
Average for all group		

#### **AFTER GROUP DISCUSSION**

Group	Score for Group Consensus	Gain/Loss over average Individual	Gain/Loss over most accurate Individual	Synergy
Example	40	15	5	Yes
1.				
2.				
3.				
4.				
Average for all groups				

\* Synergy is defined as having occurred when the consensus score is lower than the lowest individual score in the syndicate.

**10. The facilitator returns all Individual and Group Worksheets and distributes a copy of the Lost at Sea Answer and Rationale Sheet to each participant. After allowing the group a few minutes to discuss the answers and rationale, the facilitator analyses the statistics and explains the synergy factor.**

11. The facilitator leads a discussion of the comparative outcomes of individual rankings and group consensus rankings. Discussion questions such as the following might be suggested by the facilitator:-

- What behaviours helped or hindered the consensus-seeking process?
- What patterns of decision-making occurred?

- Who were the influential members and how were they influential?
- How did the group discover and use its information resources? Were these resources fully utilised?
- What are the implications of consensus-seeking and synergistic outcomes for intact task groups such as committees and staff of institutions?
- What might be the consequences of such a process for the group's attitudes?

### **Processing the Exercise**

The following dimensions need to be brought out during the processing of the experience in the exercise.

**1. Motivational Dimensions of Consensus:** The trainer may ask the volunteers from the various groups to share with others what they thought was the main focus of the group while it was involved in decision making. What was the prevailing meta-climate, one of arriving at an effective decision or one of getting one's opinion accepted? The first orientation is that of achievement motivation, and the second that of power motivation. In the process of decision-making the group may range between two extremes. One extreme may be the main concern of getting one's own point of view accepted. On this extreme the members are concerned about whose views will be accepted, instead of being concerned with the problem on which a decision is to be made; they are more concerned about the personal influence they can wield and they use various methods of testing the strength and power which different members have. On the other extreme is the focus on making good decision, generating resources in the group, and pooling and using the resources. The decision making process can be near one of these two points in a continuum. We can broadly say that the decision making in a group can be either by the process of division (power, or by the process of consensus (achievement),

In the process of division, the strength of various members is tested and the group gets divided. In the process of consensus the strength of various members is brought to bear on the best possible decision. Consensus does not necessarily mean unanimity. It means the sharing of differences, listening to one another accepting the final choice in spite of the difference which may still exist. As a result of consensus, all members of the group do not come to the same conclusion. The differences may continue. However, members have an opportunity to express such differences, discuss the rationale behind the different points of view, and have the satisfaction that the members of the group have listened to them and they in turn listened to the logic put forward by the other members. At the end of such discussion the members come to a conclusion that one optimum solution is to be selected. And this helps them to accept one solution out of several alternatives, even though' some of them may not agree with that alternative completely. However, the commitment of the members to the implementation of the solution is assured.

**2. Facilitating and Hindering Factors in Consensus Building:** The trainer may probe two contrasting group to find out what factors helped one group to move towards consensus, and what factors hindered such a movement in the case of the other group. Usually the following factors hinder consensus building:

- (a) Domination by a few: When there is a tendency by some members to dominate in a group, and influence the decision, consensus is difficult to develop.
- (b) Withdrawal: The natural result of domination by, a few is withdrawal by several other members when they do not see an opportunity to express themselves freely and influence the process of decision making.

(c) Tendency to make quick decision: When members of the group rush to make decision very fast the possibility of consensus decreases. Consensus would require patience, and members' tendency to pay attention to the opinions of other members. This takes time.

(d) Testing strength: In the process of decision making, when some ways are used to test the strength and take a decision according to the strength either on the basis of numerical strength or on the strength of argument, the group splits. Instead of moving towards a consensus there is always a tendency to break the group into divisions. Voting in a group to find the majority and minority opinion, does not help the group to move towards a consensus because the members holding the minority view usually fail to commit themselves to the decision taken by the majority.

(e) Avoiding confrontation: When the members of a group avoid confronting differences in making the choice by continuous discussion, the possibility of consensus decreases. One way to avoid confrontation is to use a third party intervention or decided: by chance like flipping a coin.

(f) Trading or compromising: Sometimes, people in order to get their suggestion or point of view accepted, trade their own point of view with some others; this way they come to an agreement that the suggestion given by one member will be accepted in exchange of another suggestion given by another member. This kind of trading or compromising reduces the possibility of consensus.

The following factors have usually been reported to help build consensus.

(a) Concern for others: The basis of consensus is respect and concern people have for one another. This also helps them to look for expertise and the resources available with the different members.

(b) Listening: A consequence of respect and concern for others leads people to listen carefully to what others say, rather than being obsessed with their own ideas about a problem.

(c) Identifying and using resources: People in the group realise that each member is a special resource. In order to make a good decision it is necessary that all the resources are utilised. The group takes active steps, to find out what the dimensions of the problem are, and if anyone in the group seem to have necessary resources on the various dimensions. It is recognised that different members have different skills. Without necessarily formal discussions on the matters an effective group brings to use these skills in order to perform its task effectively.

(d) Discussing underlying assumptions and logic: When people discuss not only their own suggestions and ideas - but also why they are proposing these and what the underlying rationale of these suggestions and ideas is the movement towards a common understanding becomes easier and the group is able to move towards consensus.

(e) Testing consensus and disagreements: A consensus is reinforced when after some amount of discussion the members of the group examine if there are still some disagreements; and such disagreements are allowed to be expressed and discussed. However, if agreements are not discussed and avoided, or are not voiced it would be difficult to develop a consensus. From time to time the group may stop and see whether enough consensus about what is being decided exists.

(f) Process orientation: The group which spends some time on the process is able to develop consensus faster. Instead of being concerned only with the task, the group is also concerned about how people are feeling,



whether some people have withdrawn as a result of some hot exchange of feelings, how many people are speaking and how many are silent, how fast the group has been going etc. Such questions, when discussed from time to time, will help the group to move towards consensus.

3. The Problem Solving Process: In developing a consensus it is necessary that enough attention is paid to the process of problem solving. The process involves several aspects like the following. The trainer may elicit these by the appropriate probing of the groups and may emphasise their importance. As will be seen from the following discussion the consensus involves both generating alternatives, as well as the narrowing down of the choices, resulting in an agreement amongst members of the group.

(a) Deciding priorities: The effective groups in such exercises have been found to spend enough time discussing the main priorities. For example, in this exercise they debate about the priorities of survival, locomotion, and communication (being spotted out by a search party). Such a discussion may narrow the objectives for the members, and they may take the first step of moving towards consensus by agreeing on the objectives.

(b) Analysing the problem at several levels: The problem may seem to be single, but it may have several aspects. For example, in this exercise the problem need to be analysed at these levels: the psychological conditions of the survivors; the conditions of the desert; implications of these conditions for survival, locomotion, and communication; effect of dehydration and so on. When the time is spent on the discussion of such dimensions, the various aspects of the problem are clarified, and the issues for decision-making get considerably narrowed.

(c) Generating alternatives: Before the final decision making, a number of alternatives need to be considered. When members give different opinions, or advance what may be called "theories" on which action will be based, the possibility of making a more rational choice increases.

(d) Discussing consequences of each alternative: Before the group makes the final decision, two processes are important. One is to consider the consequences of the various alternatives generated. For example, one alternative here may be locomotion. If this is accepted what are the consequences: how long can a person walk during the day/during the night; how much energy he will be left with to take other actions etc.

(e) Developing criteria for discussion: An effective group does not rush into the final decision but spends enough time on deciding on the criteria against which the decision will be judged. The priorities discussed will help in generating the criteria.

(f) Reviewing: In the end, the group gets an opportunity to make the necessary corrections and modifications if it plans some time to review the decision in the light of the accepted criteria.

4. Task Facilitating Processes: Several processes help in making effective decisions. Some of these relate to task accomplishment. The following aspects are worth mentioning in this connection.

(a) Initiative: Unless members of the group take the initiative to discuss no task can be properly accomplished. It needs to be stressed that the responsibility of effective group functioning lies on each member in terms of his initiative in various matters. It may be discussed why some people took initiative and others did not.

(b) Information seeking: Members, who ask for more and more information in the group, help in discovering new things that may help in decision-making. For example, in this exercise, questions like the following may be

helpful: "Who in this group has lived in a desert? How long can a man survive without food? After how long of deprivation of water does dehydration set in? How far can the reflection of a mirror be seen? Why?"

(c) Information giving: The complimentary part of seeking information is giving information. Information would also include opinions, doubts, special knowledge One has. what one has read, etc. Generating such information by the various members may help in clarifying the issues, and narrowing (zeroing in on) the choices.

(d) Summarising: As the proceedings move on, people tend to forget what has been discussed, what have been agreed, and where the differences persist. A member who summarises the Position at such a point of time plays an important role, and facilitates the task process.

(e) Synthesising: Synthesising helps in reaching and pointing out the underlying similarities in the apparently different opinions expressed by two or more members. Consensus building is helped by the revelations of such implicit agreements and common understanding.

(f) Time keeping: When the priorities are discussed, a group may also discuss how they would like to utilise their time, and will distribute the available time. Some members may remind the group how much time has already been spent on some aspects, and how much work remains to be done. Such reminders help the group take timely Corrective actions.

5. Group Building Processes: While the task processes help in effective completion of the task, attention to the group building processes has to be paid, otherwise the group does not function as a cohesive and mutually supportive group. The following are some of the important group processes.

(a) Listening: Listening indicates the regard members have for one another Listening by one member to what the other member is saying will generate reciprocal listening and the important contributions by various members can be brought out.

(b) Expressing and responding to feelings: Even when the group is seriously discussing a task, paying attention to the feelings of the members is important. In effective groups members both freely express their feelings ("I feel confused," "I feel I have not been listened to") and respond to others' feelings ("can you elaborate on your feeling that you have been ignored?" "I also feel confused now"). Such expressions help in the faster accomplishment of the task.

(c) Gate keeping: When several members enthusiastically speak at the same time, confusion is created. A member may point out that he cannot hear when so many persons speak simultaneously, and may request a particular person to speak first, and then may invite the next one to say what he has to say. This is called gate keeping function, which can be taken up by any member in the group-in fact, the more the members perform this function from time to time, the better it is likely to be for the group.

(d) Supporting: The more the members support one another, the more effective the group is. Support is provided by reinforcing a member's point of view or information by another, and also includes encouraging silent members, and those who are shy, to contribute to the discussion.

(e) Process reviewing: The group may from time to time review what has been done and how the group has functioned. For example, a member may raise a question as to how the various members feel about the decision, or if there are still some members whose opinion has not been taken, etc.

6. Decision by Consensus: The exercise focuses attention on the process of effective decision making, the process of development of consensus. The- trainer may like to summarise the learning from the experience in the exercise. Decision-making involves making a choice from the available or generated alternatives. When a decision is made by a face-to-face group (a task group or a committee, or a departmental team) every member is a- potential contributor to the process of decision making which involves understanding the problem or the issue, breaking down the problem or the issue into its meaningful components which indicate the real problems on which the decisions are required, formulating a general strategy in terms of the sequence of action steps, generating alternatives, providing and pooling required information, generating favourable and unfavourable points for each alternative, coming to a shared understanding, making a final choice, and getting commitment of all members to the choice made. The main advantage of a group is that it has more resources than a single individual has, and as the saying goes no one of us is as bright as all of us.

Decision by consensus creates synergy in the group. When members listen to one another, use the resources represented by one another and arrive at the decision to which they seem to be committed in spite of their personal differences of opinion, we may find that the decision made may be even better than taken by the most capable person in the group. The group in a way is able to produce even more than the total sum of .the resources represented in the group. This is the concept of synergy. The group can move towards synergy by taking steps to continuously mobilise the group as a team and identify and use the various available resources.

The following learning points may emerge from the exercise and discussion:

- Synergy may happen, resulting in the team answer being better than any individual answer.
- Decision making in teams is often difficult and time consuming.
- Negotiating group decisions after individuals have made decisions is difficult.
- It is tempting to compromise rather than negotiate.
- Time pressures lead to bigger compromises.
- Dominant individuals may reduce team synergy
- Effective teams recognise and value the expertise of individual members.
- Teams tend not to manage their time effectively.
- Finding the reasons for individual team member's decisions is a better strategy than arguing over details (such as the positions of particular items).
- Effective teams foster commitment to team success. When leading the discussion the trainer should be careful to ask questions based on observed behaviours.

The group should identify their own learning points from what happened. They should not be told what should have happened or which learning points they ought to have identified. If the group is told what they should have learned there is a risk that they will reject the learning.

When leading the discussion the trainer should be careful to ask questions based on observed behaviours. The group should identify their own learning points from what happened. They should not be told what should have happened or which learning points they ought to have identified. If the groups are told what they should have learned there is a risk that they will reject the learning.

## VARIATIONS

1. Observers can be used to give feedback about either group behaviour or individual behaviour.
2. A lecturette on synergy and consensus-seeking can immediately precede the group problem-solving phase to establish a mental set toward co-operation.
3. Participants can be given only one copy each of the Lost at Sea Individual Worksheet and instructed to score their own sheets.
4. Participants can be asked to complete their selection again after the group decision to see whether they have improved their personal score.

### LOST AT SEA INDIVIDUAL WORKSHEET

Name \_\_\_\_\_

Group \_\_\_\_\_

Instructions: You are adrift on a private yacht in the South Pacific. As a consequence of a fire of unknown origin, much of the yacht and its contents have been destroyed. The yacht is now slowly sinking. Your location is unclear because of the destruction of critical navigational equipment and because you and the crew were distracted trying to bring the fire under control. Your best estimate is that you are approximately one thousand miles south-southwest of the nearest land. Below is a list of fifteen items that are intact and undamaged after the fire. In addition to these articles, you have a serviceable, rubber life raft with oars large enough to carry yourself, the crew, and all the items listed below. The total contents of all survivors' pockets are a package of cigarettes, several books of matches, and five one-dollar bills. Your task is to rank the fifteen items below in terms of their importance to your survival. Place the number 1 by the most important item, the number 2 by the second most important, and so on to number 15, the least important.

#### Individual Sheet

**Your score**

**Item**

Sextant (A navigation instrument for measuring angular distances)

Shaving mirror

Five-gallon can of water

Mosquito netting

One case of army rations

Maps of the Pacific Ocean  
Seat Cushion (flotation device approved by the Coast Guard)

Two-gallon can of oil-gas mixture

Small transistor radio

Shark repellent

Twenty square feet of opaque plastic

One quart of 160-proof Puerto Rican rum

Fifteen feet of nylon rope

Two boxes of chocolate bars

Fishing kit

### **LOST AT SEA ANSWER AND RATIONALE SHEET**

Officers of the United States Merchant Marines ranked the fifteen items and provided the "correct" solution to the task.

According to these "experts", the basic supplies needed when a person is stranded in mid ocean are articles to attract attention and articles to aid survival until rescuers arrive.

Articles for navigation are of little importance. Even if a small life raft were capable of reaching land, it would be impossible to store enough food and water to survive during that period of time. Therefore, of primary importance are the shaving mirror and the twogallon can of oil-gas mixture. These items could be used for signalling air-sea rescue. Of secondary importance are water and food, e.g., the army rations.

A brief explanation is provided for the ranking of each item. These obviously do not represent all of the potential uses for the specified items but, rather, the primary importance of each.

1. Shaving mirror Critical for signalling air-sea rescue.
2. Two-gallon can of oil-gas mixture Critical for signalling - the oil-gas mixture will float on the water and could be ignited with a dollar bill and a match (obviously, outside the raft).
- 3 Five-gallon can of water Necessary to replenish loss by perspiring, etc.
4. One case of army rations Provides basic food intake.
5. Twenty square feet of opaque plastic Used to collect rain water, provide shelter from the elements.
6. Two boxes of chocolate bars A reserve food supply.
7. Fishing kit Ranked lower than the chocolate bars because "a bird in the hand is worth two in the bush". There is no assurance that you will catch any fish.
8. Fifteen feet of nylon rope May be used to lash equipment together to prevent it from falling overboard.
9. Floating seat cushion If someone fell overboard, it could function as a life preserver.
10. Shark repellent Obvious.

11. One quart of 160-proof Puerto Rican rum Contains 80 percent alcohol - enough to use as a potential antiseptic for any injuries sustained; of little value otherwise; will cause dehydration if ingested
12. Small transistor radio Of little value since there is no transmitter (unfortunately, you are out of range of you favourite AM radio stations).
13. Maps of the Pacific Ocean Worthless without additional navigational equipment -it does not really matter where you are but where the rescuers are.
14. Mosquito netting There are no mosquitoes in the mid Pacific.
15. Sextant Without tables and a chronometer, relatively useless. The basic rationale for ranking signalling devices above life-sustaining items (food and water) is that without signaling devices there is almost no chance of being spotted and rescued. Furthermore, most rescues occur during the first thirty-six hours, and one can survive without food and water during this period.

## Unit-4 Inter-Intra Personal Skills

### Attitude Building

#### The Significance of a Positive Attitude

An attitude is a thought, feeling, or belief, while a behavior is an action that others can see you doing. Attitudes are internal, and behaviors are external. The attitudes and behaviors of a healthy, reasonable person are usually in harmony. The previous lesson also discussed the difference between negative attitudes and positive attitudes. You learned that you can control your attitude. Will you have a positive attitude or a negative one? The choice is yours. This lesson will help you learn more about positive attitudes and how to develop your own. Why do you need a positive attitude? For one thing, it will make you a happier and more successful family member, student, employee, and citizen. People are attracted to individuals with a positive attitude who can solve problems for themselves and others.

People with a positive attitude make things happen— or, as baseball executive Branch Rickey once noted, “Luck is the residue of design.” He meant that if you plan things right and have the right attitude, you’ll be prepared if things fall into place. It’s not really luck at all. You made it happen. Think about it. Do you want to hang around with people who are always saying things like, “I’m no good at anything,” “I never get a break,” or “I don’t feel like doing anything”? That kind of thinking is not only depressing: It’s contagious. If you want to be a winner (and who doesn’t?), you need to think like a winner. And thinking like a winner starts with taking some concrete steps toward your goal. Let’s look at a few things you can do to develop a winning attitude

#### Why People Use Defense Mechanisms

Everyone has faults and weaknesses. It’s part of being human. So the first step to developing a positive attitude is to accept that you won’t always succeed at everything you do. The second step is to realize that trial and error provide a wonderful opportunity to keep improving. In the business world, professionals set goals for themselves. Salespeople, for example, have sales targets. Their employers often reward them when they reach these targets. But failing to meet a goal—in business or anywhere else— doesn’t mean that you are a failure. If a baseball player doesn’t make every hit, or a lawyer loses a case, or a doctor can’t cure every illness, we don’t label them failures. People talk about the “practice” of law and medicine because those professionals are constantly improving their art. Of course, some professions have a zero tolerance for failure—and it’s a good thing they do. Take an architect designing a bridge, for example, or a pilot flying an airliner. You don’t want them to make any big mistakes. But even the pilot isn’t always on schedule. And even the best architect doesn’t win every contract. Within reason, everyone is entitled to follow a learning curve—the time necessary to get better at a task or to reach a goal. Why do some people handle their mistakes well, and even learn from them, while others don’t? The difference often lies in a person’s defense mechanisms. These are behaviors and mental processes people use to deal with mental or emotional pain— with anxiety, shame, loss of self-esteem, conflict, or other negatives feelings and thoughts. Defense mechanisms are normal. Everyone has anxieties, and defense mechanisms provide a way to deal with them. They can be healthy or unhealthy—it all depends on when and how much you use them. If you’re not careful, defense mechanisms can turn into excuses. People use them, often without even realizing it, to blame others or to divert responsibility from their own actions or inactions. They also use them when they’ve made a mistake or failed to meet expectations. You probably don’t respect the athlete, for example, who constantly makes excuses for his or her shortfalls—blaming the media, the coaches, the opposing team’s noisy fans, and so on. Or how about the singer who throws a tantrum on stage and blames

her band when the sound isn't just right? Constantly using defense mechanisms is a sign of an immature personality. It's the hallmark of someone who still has some growing up to do, no matter what his or her age may be. Psychologists have identified and studied a number of defense mechanisms people use. Consider the situation of Tyler, Donna, and Tawana, as related on the next page under "How Defense Mechanisms Affect Relationships." Tyler, Donna, and Tawana are all members of the high school cheerleading squad. They practice hard, but sometimes they make mistakes that embarrass them in front of the school or cost them points in state competition. The squad members often feel as though they are doing things right, but that their teammates aren't trying hard enough. They risk using one or more of the following defense mechanisms instead of addressing the real problems and improving the squad's performance.

- Displacement—Transferring a feeling about a person or an object to another, less threatening object

Example: Tyler has a crush on Tawana, but he's upset that she sometimes misses practices or arrives late. So he yells at Donna instead.

- Repression—Pushing disturbing thoughts, wishes, or experiences from one's conscious awareness while the feeling continues to operate on an unconscious level

Example: Donna doesn't think she's doing anything wrong, but she puts up with Tyler yelling at her. However, she's seething with resentment at both Tawana—who she thinks is the real problem—and Tyler.

- Rationalization—Concealing the true motivations for one's thoughts, actions, or feelings by offering reassuring but incorrect explanations

Example: Tawana is doing her best to get to practice, but she sometimes loses track of the time. She doesn't think her mistakes are hurting the team, however, so she figures missing a practice here or there is no big deal.

- Projection—Falsely attributing to others your own unacceptable feelings, impulses, or thoughts

Example: Tyler assumes that Donna feels the same way he does about Tawana's behavior, and accuses her of criticizing Tawana unfairly.

- Acting out—Using actions rather than words to express the emotional conflict Example: Tyler hides Tawana's knapsack, but makes it look like Donna did it.

- Denial—Refusing to acknowledge some painful aspect of external reality or one's own experience that would be apparent to others

Example: Tyler doesn't realize that his inability to confront Tawana about her attendance is creating conflict within the squad and hurting its performance even more.

How many of these defense mechanisms do you recognize? Have you ever used any of them yourself? Because defense mechanisms can be unconscious, people sometimes use them without even knowing it. If the cheerleading squad is to work through its issues and improve its performance, Tyler needs to realize that he needs to talk to Tawana about showing up for practice; Tawana needs to understand that her absences are hurting the squad's performance; and Donna needs to talk to Tyler about his treatment of her.



Mature people don't fall back on defense mechanisms—mainly because they don't need them. They confront their problems directly and try to solve them. That doesn't mean they're always successful. Many times, you simply have to “grin and bear it.” But growing up and developing a positive, productive attitude requires a willingness to keep working to solve an issue rather than dodge it. Nobody comes into this world with a guaranteed perfect life. But the attitude you develop once you get here is under your control. A positive attitude can make it easier to handle life's troubles. As Norman Vincent Peale, who authored several books about positive thinking and attitudes, once wrote, “How you think about a problem is more important than the problem itself—so always think positively.”

People with positive attitudes usually have other personality traits that help them meet life's challenges, frustrations, and disappointments. These people can call these traits into action to solve problems and to succeed. Some of the most important of these traits are integrity, credibility, humility, patience, respect, appreciation, and the ability to focus on task completion and on people.

### **The Importance of Integrity and Credibility**

Who are your heroes? Whom do you admire most? What is it about those people that holds your attention and inspires you? Is it their good looks? Their wealth? The cars they drive? Their ability to make three-pointers on the basketball court? Or maybe it's something else. If you tend to admire people who always seem to say and do the right thing, you're admiring their winning attitude.

A person with a winning attitude sees the world as a whole rather than in bits and pieces. Such a person meets life's challenges in an orderly, calm, and unified way. He or she is an integrated person. There is harmony between the way that person feels, thinks, and acts. If you say that your friend Steve “has his act together,” he is probably an integrated person. An integrated person, in turn, expresses integrity. Integrity is a commitment to a code of values or beliefs that results in a unified, positive attitude and approach to life. For many people, their integrity is their most prized possession. They value honesty and a straightforward manner in dealing with others and events. People with integrity are trustworthy. If you are trustworthy, people believe that what you say and do has value. In other words, you have credibility. Credibility is a quality of character that inspires others to trust and have confidence in you—when you say or do something, people believe you. People learn integrity and credibility from role models. A positive role model is a person with integrity and credibility on whom others base their own attitudes and actions. A role model's values and behaviors, good or bad, rub off on others. Role models can be parents, guardians, grandparents, aunts, uncles, big brothers or sisters, neighbors, teachers, coaches, counselors, club advisers, community leaders, religious leaders—just about anyone. You usually pick your role models out privately. They may not even know you are holding them up as a model unless you tell them. But when a role model knows you respect him or her, and when that person takes an active interest in your development, he or she becomes your mentor. A mentor is a life coach who guides, advises, and advocates for you in your individual life path. A mentor can be your guide in school, sports, work, and community service—in every aspect of your life. A mentor doesn't judge or criticize you, but provides positive feedback that helps you grow. A mentor is your custom-made role model. A mentor can also become a lifelong friend. Do you have positive role models? Do you have a mentor? Some people say that to learn anything, you have to be willing to admit that you don't know everything. They're demonstrating humility. Humility can be hard to define. You could say that humility is not thinking you are superior to or better than other people. It's the opposite of pride and arrogance. A humble person is willing to learn from others. People with humility don't

think they have all the answers. This attitude puts them in a frame of mind where they can grasp new concepts and ideas.

But several mental states can block your ability to learn. These include fear, pride, and indifference.

### **Fear**

Suppose you're taking an advanced math class. It's the first day of class. You page through the text and realize that you'll have many new concepts to master. If you're not a math whiz, one result might be a fear of failure. Lots of people become "math phobic" because of this fear. Fear is an emotion that people may feel when they face something new or unknown. Fear can freeze your ability to respond. It cuts off the learning process. If you're math phobic, a good teacher can help you overcome this fear. Such a teacher will help you realize that mastering any new subject takes time and patience. Overcoming other fears, such as fear of driving in heavy traffic or flying, also requires time and patience. Patience is the ability to bear difficulty, delay, frustration, or pain calmly and without complaint. A patient person calmly awaits the outcome or result. He or she is not hasty or impulsive. According to the old expression, "Patience is a virtue." But it's also a learning tool. If you don't understand something, you have to give it time to sink in.

### **Pride**

Pride is an exaggerated feeling of self-worth. It can also be a barrier to learning. It can be both positive and negative. On the negative side, pride is the inner voice in some people that says, "I'm better than this. I know all about this. No one can tell me anything!" Pride can lead to negative attitudes about learning, about people, and about life in general. Self-esteem and confidence are fine, but pride goes a step further. A person who is proud ignores the needs and wants of others.

### **Indifference**

The worst hurdle to learning is indifference—sometimes labeled the "whatever" mindset. Someone who is indifferent has no desire to get better at anything—whether it is playing an instrument, mastering a sports skill, meeting new people, completing a project, or being a good student or employee. The indifferent person is bored. He or she can't be bothered to pitch in or even to pretend to be interested in what's going on—in class, on the field, or at work. Indifference has nothing to do with aptitude or intelligence. In fact, sometimes the people who exhibit this attitude are the smartest people in the group. They have the most to contribute in terms of helping others understand and learn. But they just don't want to. Humility and patience are the keys to defeating fear, pride, and indifference. You can learn to be humbler and more patient if you want to. How does this benefit you? The answer to that question is complex but richly rewarding. When you show interest in other people, they will show interest in you. You will make connections with them. Remember Maslow's hierarchy of needs? By being a participant, an interested party to the business of life, you move up in the hierarchy from the basic needs, such as food and sleep, to the higher levels of human functioning. You belong. You learn to love and to be loved.

### **The Importance of Respect and Appreciation:**

Unfortunately, there aren't many prestigious awards for being a nice person. You'll never win a Nobel Prize simply for being a decent human being. But you can earn intangible awards for your attitudes toward others. If

you accept responsibility for yourself and show concern for others—in other words, if you do your duty to others—people will reward you with their respect and appreciation.

## Respect

Respect is the esteem, regard, and consideration that you pay others and that you earn from them. The way some people talk about respect, you'd think it was one of Maslow's first-level needs, right there with food and water. "Graham dissed me yesterday about my jump shot." "Patti dissed her mother right out in public." You know the story: "dissing" someone means you pay him or her no respect—in fact, you insult the person by "disrespecting" him or her. Getting dissed hurts, doesn't it? It makes you angry and frustrated. Why? Because respect is like food and water. Every human being feels a deep-seated need for respect. It's in your nature to want it. How do you get respect? The answer is simple: You earn it by respecting others. Here are some basic ways you show respect for others:

- **Listen**—People who listen in conversation are attractive to others—especially to people who like to talk.
- **Be polite**—Don't interrupt people when they're talking. Wait for a pause in the conversation before plunging ahead with what you think. Always say "please" and "thank you."
- **Keep your word**—When you say you're going to do something, have the integrity to do it.
- **Be on time**—When you agree to be somewhere at a set time, show up on time. Don't keep people waiting—their time is as valuable as yours.
- **Don't spread gossip, rumors, or loose talk about anyone—even if you have firsthand experience**—Your listeners will wonder what you're saying about them behind their backs.
- **Always give people the benefit of the doubt**—Before you judge people, consider how you'd feel if you were in their shoes. Realize they may be facing challenges you know nothing about.
- **Practice the "abundance theory"**—That way of thinking says there's enough of everything to go around—credit, glory, admiration, friendship, smiles, laughter, and compliments. Everybody needs them, and you can dispense them for free. Encourage other people and help them feel important.
- **Stick with what's important: people, their feelings, and their needs**—Pay particular attention to the person who's helpless or disadvantaged.
- **Don't take yourself too seriously**—Lighten up any situation with a joke about yourself. Help everyone in a conflict preserve his or her dignity.
- **Keep a flexible mindset**—you'll be better able to bend without breaking when life and other people draw on your time and energies

## Appreciation

A wise teacher once said, "It's hard to be grateful and unhappy at the same time." Appreciation is the admiration, approval, or gratitude that you express to others and receive from them. You show your respect for people when you express appreciation for what they do. They will be grateful, and show you their appreciation in return. This aspect of a positive attitude has a practical side, as illustrated by the anecdote that follows. A

young woman applied for a job and got an interview. The next day, she wrote a note of appreciation to the employer, thanking him for the interview and the chance to talk about the job. The employer interviewed five people that day. All were well qualified. But this young woman was the only interviewee to send a follow-up note. Guess who got the job? Showing your appreciation—especially by writing a note, letter, or e-mail—is not corny or old-fashioned. It is a wonderful way to demonstrate your maturity and positive outlook. And it may one day land you that position you want.

### **The Importance of Focusing on Task Completion and People**

By now you've learned that teachers, parents, and employers value a positive attitude. You've also found out that a positive attitude includes personality traits such as integrity, credibility, humility, patience, respect, and appreciation. Two more things round out the picture: a focus on task completion and a focus on people. Task completion is the process of doing things expected of you in a timely, orderly, accurate, and honest manner. To complete a task successfully you must set aside enough time for each of your classes, sports, and other activities. Doing this efficiently requires that you:

- Recognize things that waste your time
- Set goals that will reduce patterns of wasted time
- Adopt a system that will move you toward your personal, educational, and career goals

### **Keeping Calendars**

To begin this process, you must first gain control of your greatest asset: time. Start by creating your own semester calendar that includes all classes, key assignments, fitness workouts, sports events, extracurricular activities, social events, and other important activities. In addition to keeping a daybook or calendar, make daily or weekly "to do" lists. Your computer, tablet, or smartphone may have calendar and other apps to help you do this.

### **Avoiding Black Holes**

Once you start keeping a calendar, you may become aware of a strange entity: the black hole. Astronomers originated this term. For them, it's a point in outer space where a massive object pulls in all the light near it. In theory, nothing can escape the tug of the black hole. In your schedule, a black hole is a period of time that eats into your productivity and prevents you from reaching your goals. Black holes devour your productive time. Being able to identify black holes is one of the most important aspects of task completion. To identify your black holes, make a list or diagram of how you use your time in a typical week. Within that week, chart a typical day. Most people are surprised at how much time disappears into a black hole. That time is unfocused and unstructured. It has no specific goal or purpose. It is wasted. One main cause of black holes is procrastination—the process of putting things off. A second cause is distraction, or anything that takes you away from your planned activities. If you can overcome these two sources of black holes in your life, you'll be a lot closer to making better use of your time. And again, success breeds success. The better you get at doing things on time, the better you'll get at scheduling time for fun, such as hobbies, sports, social activities, and other things you enjoy.

## Devoting Time to People

If you're able to stop wasting time, you'll have more time to devote to people. People you care about—your family, friends, relatives, classmates, and neighbors— know you best by the time you devote to them. The time you're willing to spend with others, more than any other single thing you say or do, shows your focus on people. According to Maslow's hierarchy of needs, people begin their journey toward self-actualization by focusing on physical and safety needs. The middle stages in the journey focus on relationships with people and your place in society. Only when you move beyond these can you arrive at the fifth level, self-actualization. So what does a positive attitude have to do with those middle stages, in which you form relationships with others? Having a positive attitude means trying to be on good terms with everyone. You must be able to work with other people in teams and focus on helping others. You need these skills to get along in high school and later in life— no matter what kind of a career you have. A team, group, or organization of any type can succeed only when its members can get along. When you're talking with others, be a good listener: Ask about their families, interests, and hobbies. Don't hog the conversation. Stay away from controversial topics—such as politics and religion—and avoid off-color jokes. At some point, you'll find yourself dealing with people of questionable character. It's best to distance yourself from such people and be careful about including them among your friends. Never do something that you know is wrong just because others are doing it. You always have the option of saying "No," and of going to a family member, teacher, counselor, clergy member, or neighbor and talking to him or her in confidence about how you're feeling. Relationships with other people are often complicated. By following the suggestions in this lesson for getting along with and respecting others and yourself, you'll find that developing a positive attitude isn't as hard as you might have thought. And any work it does require will be worthwhile—the benefits are lifelong and enormous.

### Portfolio Making:

#### Pre-reading

Before you read the text on Portfolios attempt the following questions. Then read the passage and check your answers.

- 1) Is a portfolio just another name for a resume?
- 2) Is a resume included in a portfolio?
- 3) Can one put pictures into a portfolio?
- 4) How long does it take to collect documents for a portfolio?

Usually, when you talk to someone who is preparing for an interview and ask him/her if his/her portfolio is up-to-date, the response you get is that of bewilderment. People more often than not question the need of a portfolio. Perhaps the answer to their question is, "No, a portfolio is not absolutely necessary." But if you want to give proof of your skills, get an edge, make an impact, or in short do everything possible to procure a job, then yes, you really do need a portfolio when you are called for an interview for a professional position.

How is a portfolio different from a resume?

- A portfolio is not a resume. The first personal document in the portfolio is the resume.
- Portfolio contains tangible evidence of your skills and abilities.

- It may contain colorful graphics relevant to the skills required for the position sought.
- A portfolio is not sent out like a resume; it is usually taken along at the time of the interview.

A portfolio is a powerful interviewing tool for just about all job seekers. It is a visual representation of your abilities, skills, capabilities, knowledge, qualities and it represents your potential. It presents tangible proof of your skills and abilities. Physically, it is a collection of things that represent work-related events in your life. Remember that while pursuing hobbies or volunteer activities, or simply pursuing your interests, you probably developed skills that can now be extremely useful in a work-related environment. The portfolio provides “evidence” of your potential by demonstrating what you accomplished in the past.

### **Why is a portfolio worth the work?**

It helps you to:

- Make focused preparation for interviews.
- Convince others of your skills, abilities and qualities pertaining to the job requirement.
- Showcase and hence communicate your skills clearly.
- Demonstrate the results of your work.
- Establish the habit of documenting your accomplishments and results.
- Create a personal database.
- Assess your own progress in your career development.

A portfolio can be an important learning tool for job seekers to help them assess their learning and to compare it to the employer’s need for skilled and capable employees.

How do you make a portfolio?

You start by developing a portfolio “collection” that contains all of your artifacts. If you have written, developed, created or earned anything, you can file, print, frame, photocopy, photograph or digitize it. This is the stuff of which portfolios are made. These may include any of the following:

- |                                   |                           |                               |
|-----------------------------------|---------------------------|-------------------------------|
| • Articles                        | • Grants                  | • Photographs                 |
| • Awards                          | • Letters of commendation | • Presentations               |
| • Brochures                       | • Letters of reference    | • Programming examples        |
| • College transcripts and degrees | • Manuals and handbooks   | Project summaries and reviews |
| • Drawings and designs            | • Merit reviews           | • Scholarships                |
|                                   |                           | • Training certificates       |

These should be used according to their relevance to the position currently being sought, and should appear in chronological order. The portfolio should be housed in a sturdy 3 ring binder with not more than 20 pages. This will allow you to add or subtract documents as needed. The binder should be neat and orderly, and the contents well organized. The first page of the portfolio should be the index. This will give the interviewer a concise overview of what is actually contained in the portfolio. It will enable him/her to look at the documents of interest, and quickly get an idea of your achievements.

The first personal document should be your personal resume or curriculum vitae. This concise document should outline all relevant credentials, education, work experiences, and activities. The next section of the portfolio will include all certificates, commendations and other credentials. The most relevant or the most recently gained document should come first in this section. Following this should be educational degrees, achievements, club recognition, or volunteer acknowledgments. This section may come prior to the credential file if a person is just entering the professional world, or just graduating from college. The remainder of the portfolio can be personalized from here. The ideal portfolio is organized, neat, and presents a clear picture of who this person is that is applying for the position. It is important to remember that the interviewer is busy, so the portfolio should present a person in the best light without too many frills or time-consuming inclusions. The portfolio, like the resume, should be fluid. Adjustments need to be made in it for each position sought. It is important to keep the portfolio updated and complete. At the back of your mind, keep looking for documents to add to your notebook. The portfolio is your best chance of demonstrating skills and experience to a prospective employer. Make sure you have one

**Exercise:**

Answer the following questions based on the reading text:

- 1) How would you define a portfolio?
- 2) What are the basic differences between a portfolio and a resume?
- 3) Name four qualities that a portfolio can represent
- 4) How does building a portfolio act as a learning tool for students?
- 5) How should artifacts be placed in a portfolio?
- 6) When should a person start collecting artifacts for his portfolio?

Now write a brief, one-page profile of yourself. You may add this profile to your portfolio. If you are not working yet, you may write a profile of a friend who does. Use the framework below as a guideline:

Current job profile
Responsibilities you are required to undertake in this job
Skills required to fulfill these responsibilities
Brief outline of previous jobs and special skills developed in the period
Educational qualifications
Extra-curricular activities in college and school, highlighting the skills they helped develop
Awards, scholarships, special commendations received during student life
Career path you would like to chart out for yourself in the next five years

Note: With relevant changes corresponding to each job you apply for, this profile may also be used as a cover letter. If you already have a job or have held one earlier, you should highlight the first four points mentioned above and mention the others briefly. For first-time job seekers, however, it is important to emphasize your educational background, field work, surveys, projects and major activities. You should be able to highlight how everything you did honed some skills, which can now be used to advantage in a professional environment.

### **Etiquette and Cultural Awareness:**

What is Etiquette?

**The Oxford dictionary defines etiquette as ‘the customary code of polite behavior in society or among members of a particular professional group’.** Adhering to a behavior code at work helps to create a work environment that is conducive to positive interaction among employees; this makes for a productive and efficient workforce. What is this code of polite behavior that we speak about? The list of things that constitute good workplace etiquette could go on and on. We can broadly classify this into:

- professional appearance,
- behavior code or office etiquette.

### **Professional appearance:**

When you step into the job market, your first impression is created by your appearance at the interview. At the workplace too, your appearance plays an important part in how you are perceived as a professional. Good grooming, which includes maintaining good personal hygiene, is fundamental to a professional appearance. It shows that you care about the image of the organization you represent, and that cleanliness and neatness are important to you. Here are some fundamentals that you need to bear in mind:

- Choose a wardrobe suitable to your workplace. Some offices specify a dress code – abide by it, footwear included.
- It is not necessary to have hair styled according to current trends, but ensure that hair is well groomed at all times.
- Never appear sloppy.
- Keep nails clean and neatly clipped.
- Take care of your dental hygiene. Bad breath isn’t just unhealthy for you; it is very bad manners to subject others to it.
- Use fragrance or deodorant to get rid of fowl body odor, but do not overdo the fragrance.
- See that footwear is polished and clean always.
- Wear a pleasant expression instead of a frowning one.



**Behavior code:**

In addition to your professional appearance, there is a way of conducting yourself at work which we refer to as office etiquette. Here are some features of office etiquette that you need to bear in mind and practise at work:

- Say 'Good morning' to colleagues when you enter office.
- Say 'thank you' when someone offers help or does something for you.
- Remember to speak softly instead of shouting and disturbing others.
- Listen patiently while others are speaking instead of interrupting them.
- Respect others' opinions even if you don't agree with them.
- Remember to return things you have borrowed from colleagues.
- Keep your office table/cubicle neat, especially if you are sharing it with someone.
- Avoid gossiping about colleagues to other office workers.
- Avoid using foul language, however angry you are.

Limit personal phone calls during office hours to emergency situations only.

- Avoid surfing on the net/checking your Facebook posts or Whatsapp messages during work hours

**How does etiquette benefit you?**

Etiquette differentiates you from others in a competitive job market. Good social skills, of which etiquette is a large part, help you make a great first impression in the job market. However skilled you are professionally, if you do not create the impression of being well groomed, well mannered and polite, and someone who other office workers could easily get along with, your chances of getting a good job are reduced drastically.

Furthermore, workplace etiquette helps you create and perpetuate a comfortable, warm and friendly work relationship with your colleagues

**Exercise:**

You have read many examples of what constitutes professional etiquette. Here are more examples of what we commonly see in offices. Some of them constitute acceptable and some unacceptable office behavior. Classify each of these as 'acceptable' or 'unacceptable'.

- 1) Arriving late for meetings.
- 2) Cleaning up after using the office kitchen or snack area.
- 3) Talking while someone is making her/his presentation.
- 4) Offering to help when a new colleague is in need.
- 5) Making promises to help but not really keeping them.

- 6) Talking about personal problems with colleagues at work.
- 7) Talking about personal problems with colleagues after work hours.
- 8) Gossiping to other office workers about a colleague's problems with handling his/her work.
- 9) Offering a colleague help with work that is new to him/her.
- 10) Flirting with co-workers.
- 11) Coming to a colleague's work station while they are working and start chatting.
- 12) Speaking so loudly on the phone that others cannot focus on their work

**(2) Now answer these questions based on the reading passage:**

- 1) What does your appearance say about your professional attitude?
- 2) Why is it important to follow a behavior code?

**(3) Here are some examples of inappropriate language/body language use. Change them and give an alternative that you think will not be rude, offensive or embarrassing to the listener.**

A) Something people said that was unacceptable:

- 1) Meena: Shut up, Madhuri. You're disturbing me with your loud chatter.
- 2) Mohit: Hi Geeta. You're looking really hot today.
- 3) Lalit: Prem, give me Rs. 500/-.
- 4) Madhuri: Prem, throw that paper cup in the dustbin. I hate your habit of littering the office.
- 5) Amit: Mohit, the boss wants you in his office. You're in for some fireworks because he's very angry with your stupid mistakes.

B) Some things people did that were unacceptable. Offer acceptable alternatives.

- 6) Mohit wanted some help from Geeta in understanding a document. He went up to her table and bent so close to her while speaking that it made her uncomfortable.
- 7) Prem forgot to bring lunch from home, but he was so hungry he ate up most of Mohan's food.
- 8) Hemant's colleagues gifted him a perfume for his birthday. They then told him loudly to use lots of it every day.
- 9) Hemant burst out laughing when Reena made a mistake in her presentation.
- 10) Rakesh cracked a joke about women that embarrassed all his female colleagues.
- 11) Just after lunch, Prem put his finger in his mouth to dislodge some food stuck between his teeth.

12) Jatin takes too many breaks and goes to his colleagues and starts chatting with them and distracting them from their work.

### **C) Speaking: Expressing opinion about workplace Etiquette:**

We often need to speak out when things get unpleasant. But we must convey our feelings with tact, taking care not to cause offence. Let us practice the scenarios given below.

Presented below are two scenarios where a few employees have made the workplace atmosphere unpleasant for others. Write and speak out solutions for these situations.

#### Scenario 1

The official language of this organization is English. However, a few employees who speak a language other than English often communicate with one another in that language. Some employees think there is no problem with this and it is none of their business. Other employees feel uncomfortable and left out when in the presence of these coworkers. What is your opinion? Do you believe that workplace etiquette demands that employees should always speak in a language that everyone can understand?

#### Scenario 2

This office has provided its employees with a spacious, well equipped kitchen with a refrigerator, a microwave oven, and a coffee maker. While most employees clean up after using these services and do not leave stale food in the refrigerator or the kitchen counter, throw used disposables in the trash can and keep the microwave clean, a few employees are careless. The behavior of these careless coworkers has led to both resentment among their tidier coworkers and annoyance that everyone else has to clean up their trash. What do you think can be done to improve this situation?

#### Scenario 1 Possible solution

This is a common issue, especially in India where there are many regional languages. One solution is to establish a code of conduct that requires you to use only official language at work, whether in writing or while speaking. In spite of this if some people persist in using another language, they should be gently but firmly dissuaded from doing so. It should be explained to them that this isolates their colleagues and would also not be good for their own image at work.

#### Scenario 2 Possible solution

There will generally be a few people in office who need to be given lessons in cleanliness and tidiness. They may not mean to be messy, but perhaps have never learnt or been taught the importance of being neat and clean. There is no harm in enforcing a strict code of conduct. If they still do not learn their lesson, daily or weekly duties may be assigned to keep the kitchen clean. This way the culprits will not be able to ignore their duties towards keeping the place clean.

## Gender Perception, Work Ethics, Writing Business Emails.

### Gender Perception:

**Read the following paragraphs and attempt the task given below. Gender and the workplace**

Although economic roles between men and women have become more similar over time, sex differences are still prevalent and tensions still exist in the workplace. Organizations across countries are increasingly implementing nondiscriminatory hiring practices where women are given opportunities equal to men. We do find that there are certain types of jobs such as those of police officers, fire fighters, truck drivers, etc., which are generally preferred by men, and there are other occupations like nursing, teaching, etc., which are preferred by women. These are personal preferences which may be dictated by nature or the way boys and girls are nurtured. However it is the duty of organizations to give equal opportunities to people of both sexes, based only on a person's credentials. Although the number of women in all types of work fields has been steadily rising, there is still a gap between women and men regarding compensation for producing similar work in many fields. Also since women are the primary care givers at home, the entire workforce needs to be sensitized to certain needs that may arise from time to time as a result of the dual role they are necessitated to play throughout life. Additionally, their vulnerability where personal security is concerned needs to be understood and taken care of.

### Exercise:

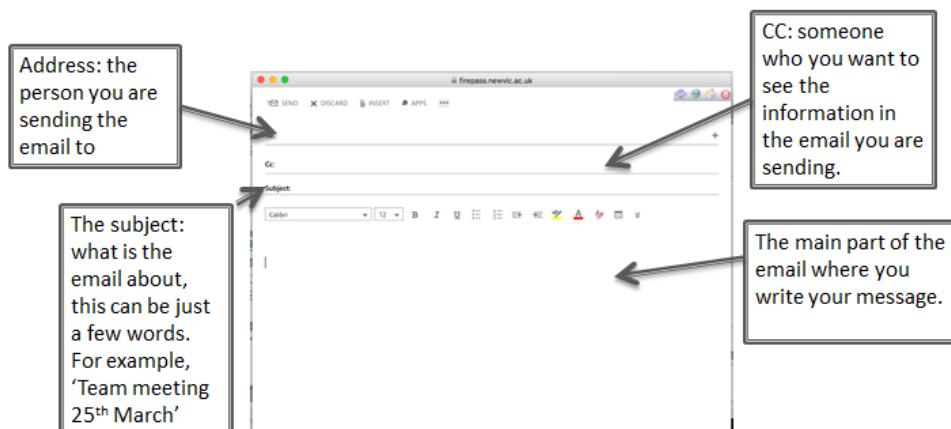
**What is your opinion about the kind of challenges women face at the workplace and how do you think their organizations can help them in overcoming these challenges?**

ANS \_\_\_\_\_

### Business Emails: Writing at work – emails

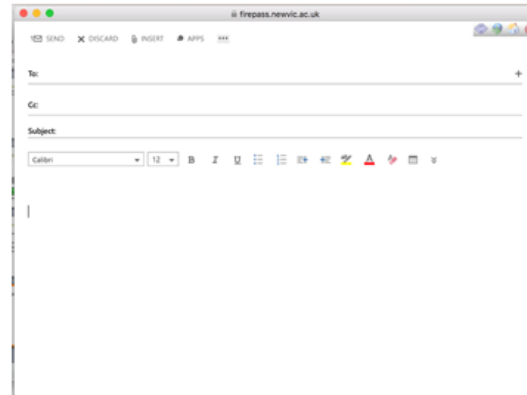
- Emails are one of the most common ways people communicate at work
- Emails to friends or family can be informal. At work, emails should always be formal, even with colleagues you may get along with well

## Emails – the basics



# Emails – the basics

- You must always have a subject, as well as an email address in the “To” box.



## Formal email example

Dear Mandeep Gill,

I am writing to complain about the condition of the RECEPTION. Over the last two weeks, I have noticed a great deal of litter.

It is my opinion that this litter is a health hazard. For example, yesterday a service user fell over and cut his hand on a broken bottle. The service user in question needed four stitches.

I believe that there are a number of things that you could do to rectify this problem. Firstly, it may be possible for you to purchase additional litterbins. This would help prevent service users discarding their litter recklessly.

In addition, I think that our hospital needs more adequate security to prevent vandals littering.

In conclusion, I hope you will take my concerns seriously and I look forward to your reply.

Yours sincerely,

John Smith

The purpose of the email and the main subject.

Why you are writing this email.

What you need to tell the manager to rectify the problem.

End your email.

Offer solution.



### Exercise:

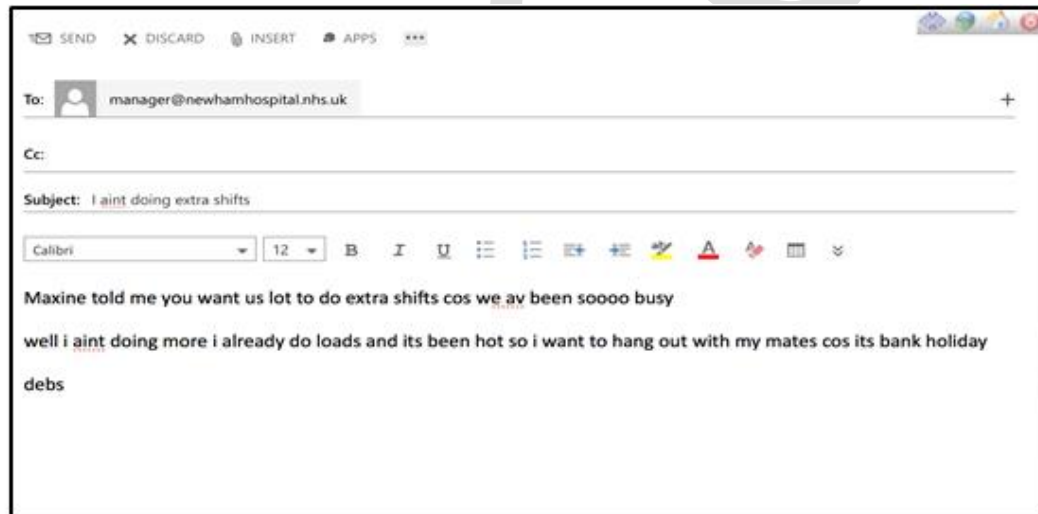
- Read the email on the next slide and spot the mistakes.
- What should not be included in a work email?

### Rewrite the email:

Rewrite the email to make it more appropriate for work.

Think about:

- It is addressed to your manager
- You are asking if your manager wants you to do extra work shifts over the bank holiday weekend.
- You are unable to work an extra shift. How could you tell them in a formal way?
- Remember to include a subject



Write a list of the mistakes:

## **Listening Skills:**

According to John Marshall "Listening is as powerful a means of communication and as much an influence as to talk well." We were given two ears but only one mouth. This is because God knew that listening was twice as hard as talking. People need to practice and acquire skills to be good listeners, because a speaker cannot throw you information in the same manner that a dart player tosses a dart at a passive dartboard. Information is an intangible substance that must be sent by the speaker and received by an active listener. Many people are familiar with the scene of the child standing in front of dad, just bursting to tell him what happened in school that day. Unfortunately, dad has the paper in front of his face and even when he drops the paper down half-way, it is visibly apparent that he is not really listening. A student solved the problem of getting dad to listen from behind his protective paper wall. Her solution was to say, "Move your face, dad, when I'm talking to you." This simple solution will force even the poorest listener to adopt effective listening skills because it captures the essence of good listening. According to a recent survey conducted in a top blue chip company in India on how members spent their time communicating, 63% of their time was spent in listening to one another, while reading took 4%, writing 1%, and speaking 22% of their time. Listening is an important aid to communication. Undoubtedly, if people are bad listeners, they will also make bad communicators. Listening is not the end result of the exercise. As Charles Gragg, Professor at Harvard, states, 'It can be said flatly the mere act of listening to wise statements and sound advice does little for anyone'. In this unit, you will learn about the meaning of listening, its process and benefits. You will further learn about poor listening habits, active listening, types of listening, and barriers of effective listening.

## **What is Listening:**

Listening is the process of receiving messages from oral, verbal and non verbal communication and interpreting the same. It is necessary here to differentiate hearing and listening. Hearing is receiving the sounds through ears without evaluation and interpretation. Listening is a very broad concept. Hearing is just a part of listening. We listen through ears, eyes, mind and heart (empathy). Listening takes not only the current input and also the matter that already exists in the memory. Listening takes the total environment into consideration. Listening in a classroom is different from that of listening to the same teacher privately. People feel listening is very hard and in many instances people avoid to listen or try to break a listening process. Culturally listening is considered as an inferior status and sender a superior status. Therefore, every one tries to be a sender most of the time. When somebody is communicating a message, people try to obstruct and try to communicate something from their side. In fact, when you are listening you will gain many things. You can understand the other person totally and also you will find time to respond effectively. Therefore, one has to practice listening. Good listening skills are essential to become a good communicator.

## **The Process of Listening and Good Listening Habits**

Real listening is an active process that has three basic steps.

1. **Hearing:** Hearing just means listening enough to catch what the speaker is saying. For example, say you were listening to a report on zebras, and the speaker mentioned that no two are alike. If you can repeat the fact, then you have heard what has been said.
2. **Understanding:** The next part of listening happens when you take what you have heard and understand it in your own way. Let's go back to that report on zebras. When you hear that no two are alike, think about what that might mean. You might think, "Maybe this means that the pattern of stripes is different for each zebra."

3. Judging: After you are sure you understand what the speaker has said, think about whether it makes sense. Do you believe what you have heard? You might think, "How could the stripes be different for every zebra? But then again, the fingerprints are different for every person. I think this seems believable.

In the process of listening some of the tips for being a good listener are:

Give your full attention on the person who is speaking. Don't look out the window or at what else is going on in the room.

2. Make sure your mind is focused, too. It can be easy to let your mind wander if you think you know what the person is going to say next. But you might be wrong! If you feel your mind wandering, change the position of your body and try to concentrate on the speaker's words.

3. Let the speaker finish before you begin to talk. Speakers appreciate having the chance to say everything they would like to say without being interrupted. When you interrupt, it looks like you aren't listening, even if you really are.

4. Let yourself finish listening before you begin to speak! You can't really listen if you are busy thinking about what you want to say next.

5. Listen for main ideas. The main ideas are the most important points the speaker wants to get across. They may be mentioned at the start or end of a talk, and repeated a number of times. Pay special attention to statements that begin with phrases such as "My point is..." or "The thing to remember is ..."

6. Ask questions. If you are not sure you understand what the speaker has said, just ask. It is a good idea to repeat in your own words what the speaker said so that you can be sure your understanding is correct. For example, you might say, "When you said that no two zebras are alike, did you mean that the stripes are different on each one? "

7. Give feedback. Sit up straight and look directly at the speaker. Now and then, nod to show that you understand. At appropriate points you may also smile, frown, laugh, or be silent. These are all ways to let the speaker know that you are really listening. Remember, you listen with your face as well as your ears!

### **Essentials to become a good listener**

Maintain eye contact with the instructor. Of course you will need to look at your notebook to write your notes, but eye contact keeps you focused on the job at hand and keeps you involved in the speech.

Focus on content, not delivery. Have you ever counted the number of times a speaker clears his/her throat in a fifteen minute period? If so, you weren't focusing on content.

Avoid emotional involvement. When you are too emotionally involved in listening, you tend to hear what you want to hear-not what is actually being said. Try to remain objective and open-minded.

Avoid distractions. Don't let your mind wander or be distracted by the person shuffling papers near you. If the room is too hot or too cold try to remedy that situation if you can. The solution may require that you dress more appropriately to the room temperature.



Treat listening as a challenging mental task. Listening to a presentation of an Listening Skills officer or a customer is not a passive act—at least it shouldn't be. You need to concentrate on what is said so that you can process the information into your notes.

Stay active by asking mental questions. Active listening keeps you on your toes. Here are some questions you can ask yourself as you listen. What key point is the speaker making? How does this fit with what I know earlier or what I experienced? How is this presentation organized?

Use the gap between the rate of speech and your rate of thought. You can think faster than the delivery of the speech. That's one reason your mind may tend to wander. All the above suggestions will help you keep your mind occupied and focused on what being said. You can actually begin to anticipate what the speaker is going to say as a way to keep your mind from straying. Your mind does have the capacity to listen, think, write and ponder at the same time.

### **Active Listening:**

There are three types of active listening. They are discussed as below.

1. Paraphrasing: To paraphrase, one simply rewords what another individual has said. For example, the speaker might say, "She was foolish to quit her job." The listener might respond, "I hear you saying that you believe she shouldn't have quit." What has occurred is paraphrasing where the listener has clarified what the speaker has said.

Example: Speaker: It just wasn't the right thing for him to do.

Listener: You believe he shouldn't have done that.

2. Open questions: An open question explores a person's statement without requiring a simple "yes" or "no" answer. The basic difference between an open question and a closed question is what they provide the person being asked. When you are asked an open question it helps you think more about an issue. A closed question will not do that. It may force you to answer before you are ready, or require a "yes" or "no" answer that doesn't allow more thinking about the issue. Closed questions close the door on further thought, while open questions open the door. For example, the speaker might say, "I don't like my job." The listener might respond, "What is your job and why don't you like?" or, "Tell me more about your feelings regarding your job."

Example: Speaker: I didn't like that show.

Listener: What didn't you like about it?

3. Feeling Reflection: Feeling reflection is a response in which you express a Listening Skills feeling or emotion you have experienced in reference to a particular statement. For example, the speaker might say, "I get sick of working so much overtime!" The listener might respond, "I hear you are angry and resentful at being asked to work so much overtime." Feeling reflections are perhaps the most difficult active listening responses to make. Not only do you actively listen to what is being said but also you actively listen for what is being felt. When you make a feeling reflection, you are reflecting back what you hear of another's feelings. It is similar to paraphrasing; however, you repeat what you heard them feeling instead of what you heard them saying. To understand what individuals are feeling, you must listen to their words, to their tone of voice, and watch their body signals. By observing all three you can begin to guess their feelings.

Example: Speaker: I can't stand to be kept waiting!

Listener: You're pacing the floor and your tone of voice tells me that you feel this abuse of your time.

### Exercise:

Listening Skills self-evaluation: How well you and your partner listen is critical to effective communication. Effective communication is the life-blood of all good relationships.

These listening skills rating is a self-evaluation of current level of your listening skills as well as what you perceive your partner's listening skills to be. Please complete the form at this time and, if your partner is working along with you, he/she should do so as well. Take the evaluations separately review the scoring which follows on a page indicated at the bottom, and then get together to discuss the results. We suggest that you print the evaluations and complete them on paper so you will have print copies to compare. Be sure to keep an open mind so you may learn and grow.

### Instructions:

Think about how often you do the following and write in the number that you think matches that frequency?

On a scale from 1 to 5, give yourself a score as follows: 1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = very often

Behavior	Score
I avoid staying on any one subject with my partner	
I make assumptions about my partners' feelings or thoughts.	
I respond to my partner's suggestions or opinions with, "Yes, but."	
I bring up past issues during current disagreements.	
I interrupt my partner's conversation.	
I use sarcasm or jokes to respond when my partner talks	
I respond to a complaint with a complaint.	
I insult and criticize my partner.	
I respond to my partner with phrases like, "That's ridiculous."	
I see only my point of view.	

### (2) Listening Role Play

You and a friend can practice effective listening on one another. Practice with these ten suggested topics.

#### Step-1:

One partner takes a turn as speaker, the other as listener. For five minutes the speaker elaborates on one of the ten topics. The listener uses effective listening and makes appropriate responses back to the speaker.

#### Step-2:

After the five minute role play is completed, the speaker spends two minutes giving feedback to the listening partner on the effective listener skills used.

### Step-3:

After the first practice and feedback session, switch roles until all topics have been covered. Use the material on listening in section 1 and 2 as a tool to make improvements in your listening and feedback skills

### React and Respond:

Read the two advertisements given and discuss the following:

- 1) Who put in the advertisement?
- 2) What is the person/organization looking for?
- 3) What are the skills required for the job?
- 4) If you were interested in the job mentioned what would you want to know?
- 5) What is the basic difference between the two advertisements?

### Exercise:

#### Advertisement 1

Positions of two full time Senior Consultants in Physics

Location: IILM University, Greater Noida

Date Listed: 01-Aug-2...

The School of Sciences invites application from candidates for the positions of two full-time Senior Consultants in Physics. They will be involved in helping the faculty in developing theory and practical components of Physics electives of B. Sc. (CBCS) programme, IGNOU Vacancy Details: No of posts: 02 Name of the post: Sr Consultant

**Age Limit:** The maximum age limit for these posts is 68 years on the date of advertisement.

**Essential Qualifications:** PhD. in Physics with minimum 10 years teaching experience at UG/PG level.

**Desirable:** 1. Teaching of Electronics, Optics, Electromagnetic Theory, Nuclear Physics, Quantum Mechanics, Thermodynamics and Statistical Mechanics at UG/PG level along with other Physics Courses.

2. Experience of writing text books and SLMs at UG/PG level.

**Selection Process:** Candidates will be selected through an Interview.

**How to Apply:** Eligible candidates can attend the interview along with application in the prescribed format with original documents and zerox copies of the same on 31.11.2024

Last date of receipt of application: 31.12.24

#### Advertisement 2

**Hotel Jobs in London Ad ID: 5849316**

Location: London

Date Listed: 12-Aug-2025

A BRITISH MULTINATIONAL COMPANY IN HOTEL INDUSTRY BUSINESS IS LOOKING FOR WORKERS TO WORK IN BRITAIN. FLIGHT TICKETS AND ACCOMODATION IN LONDON WILL BE PROVIDED. VACANCY FOR CLEANERS, GARDENERS, STEWARDS, DRIVERS, BAR ATTENDANTS, PLUMBERS, P.R.MANAGERS, LANGUAGE TRANSLATORS, WATCHMAN, RECEPTIONIST, CLERKS, COOKS, ACCOUNTANTS, TECHNICIANS, WEB DESIGNERS, PROGRAMMERS, etc.

Interested? Contact: P.N.Suresh. (for Langdith Hotels Ltd)

### **Reading Comprehension: Responding to Job Ads**

Read the guidelines given for responding to an advertisement and then extract the relevant information from the advertisement that follows.

Thousands of employers use classified ads as a means to advertise vacancies and even more people respond to these ads, but only a few applicants ever get a positive response. You may think, so why bother with these ads? If you consider the competition for one job, it may seem a futile operation, but there are a few secrets for responding to job ads and if you make use of these tips, your chances of landing the job increase tremendously. The job ads are the ideal place to find a comprehensive directory of businesses that are looking for employees. There is normally a bit of information about the company and the best of all - you get an idea of what the companies are looking for, what they expect, and in some cases, what they are willing to pay. How to use the classified ads It is better not to look for entry level jobs since these types of ads will be in the minority, rather scan the ads to find who is hiring and where possible, to find the names of the recruitment officers

#### **Step 1: Select the advertising vehicle**

Subscribe or purchase newspapers that run job ads for the area where you would like to locate a job as well as any national papers or magazines that focus on your particular job industry. Make a list of Internet sites that run classified job ads and browse them regularly as well.

#### **Step 2: The scanning process**

If you are a beginner, mark the entry level jobs and respond to them first. You should be prepared to be at the company first thing in the morning. You secondly, must also mark entry level openings in other job fields. They may not directly apply to you, but it indicates that the enterprise is willing to employ at the entry level. Thirdly, scan the ads that indicate that experience and higher qualifications are needed. Even though you won't get the advertised job, you get valuable information such as who the manager is, the name of the recruitment officer, and the types of job responsibilities that you can expect.

#### **Step 3 Make a list**

Before you start responding to job ads, you need to make a list of all the relevant hiring companies and the positions advertised.

## Best time for responding to job ads

If you saw a job ad in a weekend paper, you should respond on Monday. Don't mail your CV since it will only arrive later in the week. Emails only get read around Tuesday or Wednesday, so you need to be at their offices on Monday before the rest of the applicants respond. If the ad doesn't say "No calls" then you can make a phone call to enquire, but if it states that calls are not welcome, you should pay them a personal visit. Most employers urgently look for replacements and will be too happy not to deal with thousands of applicants and that is why you should help them out by responding on Monday. You need not call for an interview or meeting, just arrive at their offices with your CV and well prepared for an interview. Now look at the advertisement given below

# WE ARE HIRING

## Inviting Fresher Engineers for Global Career Opportunities

**Date: March 30-31 | Timing: 10 am to 3 pm | Location: Noida**

**ELIGIBILITY**

- B. E. / B. Tech / BCA / B.Sc. / M. E. / M. Tech / MCA / M.Sc. (IT/CS) with min. 65% marks in graduation, 12th and 10th.
- Year of Graduation should be 2019, 2018, 2017, 2016 or 2015
- Local residents of Delhi/ Noida/ Greater Noida/ Ghaziabad/ Gurugram/ Faridabad only

Selected fresher candidates will undergo fee-based training & hiring program for skill enhancement. Details of the training & hiring program are available on HCL TSS website and will also be shared during the Recruitment Drive. Post successful completion of the training program, candidates will be deployed with HCL Technologies.

Please carry your updated resume, passport size photograph, govt. photo ID proof for the walk-in drive.

**WALK-IN ADDRESS:**  
HCL Technologies Ltd.  
SEZ, Café 3, Plot No. 3A,  
Gate No. 4, Sec 126, Noida.  
Nearest Metro Station:  
Okhla Bird Sanctuary

For Enquiries:  
Give a Missed Call:  
**844 8386 396**

Visit: [bit.ly/RDNoa](http://bit.ly/RDNoa)  
Website: [www.hcltss.com](http://www.hcltss.com)

**HCL**

\$ 8.5 BILLION / 125,000 MINDS / 41 COUNTRIES

You have just listened to a conversation between a candidate for a job and the office staff of the company. Now play the roles of the following persons in pairs.

### Role 1

Geoffrey Baldwin: is aspiring to become a Sales Officer in a publishing house, called Indigo Publishers. Has a post graduate degree in commerce. Has experience of working as a Sales Executive in a firm that deals in

computer parts (three years and five months, one year and seven months less than the 5- 7 years mentioned in the advertisement). Wishes to change his line a bit. Willing to learn how to market books.

## **Role 2**

Mary Thomas is the front office assistant. She receives the call and after the initial talk transfers it to Usmaan Khan, the Sales Manager. Usmaan Khan enquires about his qualifications. He also asks him about his experience. Asks him why he wants to shift. Asks him whether he would be able to learn how to market books

## **WRITING: RESPONDING TO AN ADVERTISEMENT**

After you have decided that you would like to apply for a particular post you need to send them your CV or resume which you will read about in a later unit. You would need to prepare a covering letter with your application. You will now read a covering letter in response to a job advertisement. The important thing in this letter is that you need to show that your skills match the job you are applying for.

## **Activity 6**

Imagine that you have received training in film scripting from the Institute of Mass Communication, Ireland after getting a degree in Film Production. You have worked as an assistant with a Scriptwriter at Ronald and Smith Studios for over five years.

You are applying for the job of Junior Script Writer at Worldwide Films, Riverwalk, and Tampa, Florida. Say you are looking for an opportunity to work with a big film company. Also mention that since you have a special degree and five years of experience you would be happy to assist with the script of a full-fledged film. Say that you can be reached at the above address and telephone number. Tell them when you would call to find out about the status of your application. Your language needs to be polite but not ingratiating.

## **Presentation Skills:**

Effective Presentation skills are important because they help keep a presentation interesting, help the presenter communicate with confidence, and motivate the audience to listen. Some essential presentation skills are: Creating variety. Speaking with optimal audibility.

1. Master Your Presentation Knowing the ins and outs of your presentation will help build your confidence. You should know what each slide on your presentation says, and you should also know what you're going to say about each slide. You don't want to read off of your slides. Instead, do your best to learn your presentation's subject matter by heart. Your accompanying PowerPoint presentation is just a visual aid. Don't spend too much time fine-tuning your slide animations and transitions. Rather, focus on perfecting your message and making sure it's easy enough for your audience to understand.
2. Practice, Practice, Practice As the popular saying goes, practice makes perfect. While you don't have to aim for 'perfect,' delivering a presentation that actually meets your goals should be at the top of your list. There's no definite number on how many times you should practice your presentation. But practicing once or twice probably won't suffice.

3. **Know Your Audience** Knowing who you're speaking to will help you deliver a presentation that will resonate with your audience. Find something that's common with your audience and mention that in your presentation. You may not know your audience on an individual level (this will be impossible if you're presenting to hundreds or thousands of people), but finding common ground is certainly possible.

4. **Arrive Early At the Venue** Coming to your presentation prepared is one of the best ways to ensure your presentation's success. You'll be able to survey the venue, double and triple check all equipment you're going to use and make sure everything's working perfectly. You can even try squeezing in one last practice, if possible.

5. **Think Positively** Thinking positively can go a long way in helping you overcome presentation fear. If you think your presentation's going to be a disaster, then it is going to be a disaster. However, if you think it's going to be a smashing success, then you're going to do your absolute best to make sure that happens. When you're optimistic, you tend to project your optimism while you're presenting.

6. **Make Eye Contact** No one wants to sit through a presentation where the presenter is fixated on his or her shoes, his computer screen, or anywhere else but the audience. The truth is most of us would think the presenter is being disrespectful. If you don't want your audience to think of you that way, then you should start working on making eye contact with the crowd.

7. **Have a Sense of Humor** Having a sense of humor is great. Learning how to put that to good use in your presentations is even better. No one wants to sit through a dry and boring presentation. Even if you're presenting a serious subject matter, saying a well-timed joke can help break the ice. What's even better is that when you know who your audience is, you'll be able to think of jokes that they'll find funny.

8. **Be Flexible** Knowing your presentation's subject matter by heart is more important than writing a speech word-for-word. When you've got an entire speech laid out in front of you, you can easily fall into the trap of reading it out loud.

9. **Be Confident** When you're a nervous wreck on stage, your audience is not going to believe a word you say. In fact, they probably will tune you out shortly after you open your mouth. If you want your audience to give you the time of day, then you're going to have to work hard for it.

10. **Don't Be Afraid To Pause Every Now And Then** Don't you just love dramatic pauses? That moment of silence right before the presenter delivers a punchline? You can practically feel the anticipation building up inside you, and your thoughts turn towards guessing what the presenter is going to say.

11. **Engage With Your Audience** Your audience is going to be spending their time listening to you. Make it worth their while. Respect them and address them as fellow human beings. Don't disrespect them by ignoring them and not engaging with them. When you engage with your audience, you not only gain their attention, but you also help ensure they understand your message perfectly. After all, if they get nothing from your presentation, then they might as well have been absent from your presentation.

12. **Stop Making Excuses** When you're already making excuses long before you've even given your presentation, then you're setting yourself up for failure. You're not giving yourself a chance to succeed. If you truly want to impress your audience, then you're going to give it all you've got. You're going to throw those excuses out the window. You're going to prepare for your presentation, you'll study the materials, you'll make an effort to know more about your audience, and you'll keep on practicing.

### 13.Study Other Presenters

Try your best to attend as many live presentations as possible. However, if you can't, there are plenty of recorded presentations on YouTube. Write down what you like and what you don't like. Study the presenters' body language, their speech, and their presentation slides. What's the crowd's reaction? Are they enjoying it? How do you feel? Do you think you can do it better? Knowing the answers to these questions will help you improve your presentation skills greatly.

14 Final Words Try your best to attend as many live presentations as possible. However, if you can't, there are plenty of recorded presentations on YouTube. Write down what you like and what you don't like. Study the presenters' body language, their speech, and their presentation slides. What's the crowd's reaction? Are they enjoying it? How do you feel? Do you think you can do it better? Knowing the answers to these questions will help you improve your presentation skills greatly. Improving your presentation skills is not going to happen overnight. It's going to take a lot of hard work and effort from you. Follow the tricks we've outlined in this article and you'll be well on your way to being a presenter your audiences will love!