

ENGLISH FOR TECHNICAL COMMUNICATION

N.R.SUDHARSHANA - G.SAVITHA

included

ENGLISH FOR TECHNICAL COMMUNICATION

N P SUDHARSHANA

C SAVITHA

University Visvesvaraya Engg.

LIBRARY BANGALORE

Assession No..... **1136**

Section/Class No.....

Date.....



CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, **Cambridge** CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, **USA**

477 Williamstown Road, **Port Melbourne, VIC 3207, Australia**

Cambridge University Press India **Pvt Ltd, 314 to 321, 3rd Floor, Plot No.3,**
Splendor Forum, Jasola District Centre, New Delhi – **110025, India**

79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of
education, learning and research at the highest international levels of excellence.

www.cambridge.org

www.cambridgeindia.org

Information for this title: www.cambridgeindia.org/9781316640081

© Cambridge University Press 2016

This publication is in copyright. Subject to statutory exception
and to the provision of relevant collective licensing agreements,
no reproduction of any part may take place without the written
permission of Cambridge University Press.

First Published 2016

Reprinted 2017, 2018

Printed in India by International Print – O – Pac Limited, Noida, U.P.

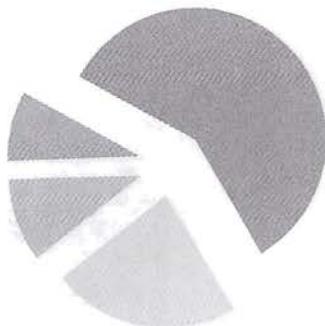
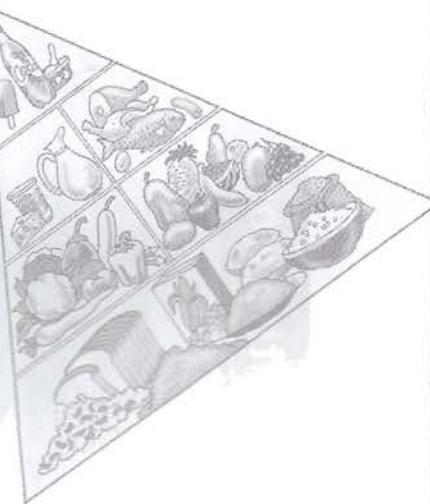
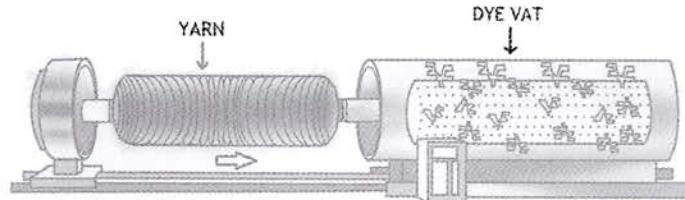
ISBN 978-13-16640-08-1

Cambridge University Press has no responsibility for the persistence or accuracy
of URLs for external or third-party internet websites referred to in this publication,
and does not guarantee that any content on such websites is, or will remain,
accurate or appropriate. Information regarding prices, travel timetables, and other
factual information given in this work is correct at the time of first printing but
Cambridge University Press does not guarantee the accuracy of such information thereafter.

Contents

<i>MAP OF THE BOOK</i>	IV
<i>INTRODUCTION</i>	VI
<i>ACKNOWLEDGMENTS</i>	VIII
1. SOCIAL MEDIA	1
2. SUPERHEROES	18
3. HISTORY	31
4. ALIENS	48
5. INVENTORS	64
6. INDIAN ARCHITECTURE	77
7. WAR	92
8. SPORTS	109
9. ADVERTISING	122
10. FASHION	138
11. HEALTH AND NUTRITION	154
12. GENETICS	169
13. NEW-AGE ENTREPRENEURS	184
14. TRAVEL	196
<i>APPENDIX 1: PUNCTUATION</i>	207
<i>APPENDIX 2: PREPOSITIONS</i>	212
<i>AUDIO TRACKS</i>	215

DYEING



Map of the Book

Unit	Reading	Writing	Listening	Speaking	Grammar	Vocabulary/ Pronunciation	Communication/ Technical communication
1. Social Media	Comprehension and inferencing, reading for facts and opinions	Email, email etiquette	Listening and filling in information	Introducing oneself	Present tense	Speech units	Importance of good communication, social media etiquette
2. Superheroes	Reading for comprehension	Gadget review	Identifying main and secondary points	Asking questions	Question tags	Idiomatic expressions	Verbal and non-verbal communication
3. History	Scanning, reading for comprehension	Types of paragraphs	Taking notes from a discussion	Retelling an incident	Prepositions	Prefixes and Suffixes	Process of communication
4. Aliens	Comprehension and inference	Description	Listening for specific information	Small talk	Articles	One-word substitutes	Channels of communication
5. Inventors	Skimming	Information transfer – describing trends	Identifying parts from a description	Disagreeing	Past tense	Contracted forms of verbs	Barriers to communication
6. Indian Architecture	Understanding a historical essay	Describing structures	Listening to a documentary and making notes	Expressing preferences	Conjunctions	Emphasis	Making an oral presentation
7. War	Reading to summarise	Letter of enquiry	Taking a message	Asking for and giving directions	Subject-verb agreement	Homonyms and homophones	Using visual aids

Map of the Book

Unit	Reading	Writing	Listening	Speaking	Grammar	Vocabulary/ Pronunciation	Communication/ Technical communication
8. Sports	Scanning a text	Letters of complaint	Listening to a match commentary and filling in a table	Apologising	The future	Word stress	PowerPoint presentations
9. Advertising	Reading for local and global comprehension	Résumé and cover letter	Listening to a lecture and sorting information	Discussing an advertisement	Reported speech	Tone in questions	Group discussion
10. Fashion	Reading a procedure	Types of essays, argumentative essay	Listening to and sorting information	Presenting a point of view	Active and passive voice	Words often confused	Cross-cultural communication
11. Health and Nutrition	Reading for information, researching for supporting evidence	Describing a process	Listening and filling a mind map	Giving advice and suggestions	If-clause	Intonation in statements and orders	Technical Communication: Modes of technology-based communication
12. Genetics	Categorising information	Report writing	Listening for key points	Asking for and giving permission	Common errors in tenses	Abbreviations and acronyms	Technical Communication: Effective use of technology-based communication
13. New-age Entrepreneurs	Comprehending a biography	Writing a proposal	Listening to an interview to create a bio-sketch	Responding to questions at a job interview	Modal verbs	Business and job-related vocabulary	Technical Communication: Product description
14. Travel	Reading a travelogue for information, reading an itinerary	Writing a travelogue for a website	Listening for information	Telephone conversation	Verb-preposition combinations	Linking words in speech	Technical Communication: User manuals

Introduction

A large number of students enter the job market with an engineering degree every year. With a limited number of employment opportunities, communication and language skills play a key role in increasing the employability of these candidates. Besides, the use of English has extended to all spheres of present-day living.

The primary objective of this book is to prepare learners to use English effectively and communicate confidently, especially in the context of Engineering courses. The syllabus takes into account, not just the academic needs of learners, but also the language skills required for the workplace as well as for social interaction.

The authors of this book believe that language learning is facilitated through engaging and thematically relevant tasks. Fourteen units of the book thus deal with fourteen contemporary themes covering a wide-range of interests. Each of these themes has been exploited to introduce language skills and communication concepts. A conscious effort has been made to focus on hands-on learning through tasks, keeping theory-based teaching to the minimum. The tasks here have been drawn from authentic and real-life situations to ensure that the learning is of immediate relevance. To make the learning comprehensive and thematically integrated, each unit has been divided into the following sections:

- **Reading:** Texts from authentic sources such as journals, newspapers, blogs, academic and professional books are used to teach skimming, scanning, making inferences etc. Inclusion of a variety of text types – technical procedures and processes, biographies, tweets, blogs, extract from a work of science fiction, travelogue, historical essays et cetera – provide a wide exposure to the first year students.
- **Writing:** This section includes both general and technical writing tasks such as drafting emails, writing reports and proposals, which are useful for both academic and professional careers. Extensive guidelines or worked out samples of various writing types encourage self-learning.
- **Listening:** A range of functional tasks prepare learners for both their academic requirements as well as future professional careers. The accompanying audio CD covers a variety of real-life situations, such as listening to lectures, radio interviews, description of an equipment, enabling learners to practise skills like taking notes, taking a message, identifying key points, global and local comprehension etc.
- **Speaking:** Activities range from introducing oneself to attending a job interview. Different task types like role-plays, pair and group work have been integrated to encourage greater participation. Additional support has been provided in the form of useful phrases, sentence structures and guidelines for many of the tasks.
- **Grammar:** The emphasis has been on effective learning of useful grammatical concepts both for technical and professional purposes. Therefore key areas of grammar have been presented with clear teaching and practice.
- **Vocabulary:** Learners are helped to work out contextualised meanings of new words, and are introduced to the processes of word formation, one word substitutes, homophones etc.

- **Pronunciation:** Activities provide practice in word stress, sentence intonation, linking words in speech etc. Audio support has been provided to make the learning effective and accurate.
- **Communication/Technical Communication:** This section introduces learners to the nuances of communication within various professional and social contexts, thereby enabling effective communication. Technical communication presents ways of effective technology-based communication, along with creating user manuals, product descriptions, gadget reviews etc.

We hope that this book, with its learner-centred approach, will provide an enhanced teaching-learning experience.

Acknowledgments

The authors and publishers of this book would like to thank

- © The Nemours Foundation/KidsHealth for All about Genetics on page 170;
- www.dst.gov.in (Department of Science and Technology) for the graphs on pages 69 and 70;
- www.dnaindia.com for the script of the interview with A K Madhavan carried on track 24 on the Audio CD;
- www.amul.com for the advertisement carried on page 131;
- Techastra Solutions Private Limited for typesetting;
- Listenama for audio recording;
- Partha Sengupta for illustrations;
- Shutterstock for photographs on pages 1, 18, 31, 48, 64, 77, 78, 80, 83, 84, 85, 86, 92, 109, 122, 138, 154, 169, 184, 194, 198;
- Pixabay for the photograph on page 196;
- Ishthaar for cover design and CD face design.

UNIT 01



Reading: Comprehension and inferencing, reading for facts and opinions
Listening: Listening and filling in information
Writing: Email, email etiquette
Speaking: Introducing oneself
Grammar: Present tense
Pronunciation: Speech units
Communication: Importance of good communication, social media etiquette

Warm-up

Match these social media sites/apps with their year of launch and founders.

Social media sites/apps	Year of launch	Founders
Twitter	2009	Mark Zuckerberg
Olkut	2003	Reid Hoffman
Instagram	2006	Orkut Buyukkokten
WhatsApp	2010	Jack Dorsey
	2004	Brian Acton
	2004	Kevin Systrom

Reading 1

COMPREHENSION AND INFERENCE

Inferencing is a useful reading skill. The information in some reading texts is implied and not directly stated. We draw conclusions from 'what is stated' to understand 'what is implied'. Thus, inferencing is a process by which we interpret facts and apply our reasoning and knowledge to reach conclusions. Read the given passage and answer the questions that follow, to check your inferencing skills.

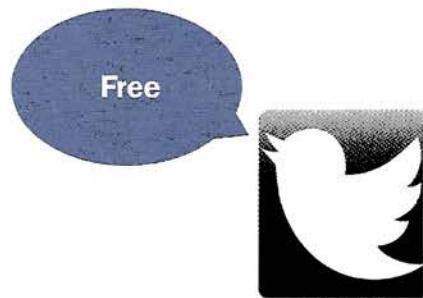
A Single Tweet



James Buck, a graduate student of University of Berkeley, chose an interesting topic for his Master's thesis: 'The New Leftists and the Blogosphere'. As a part of his project, he found himself covering an anti-government protest in Mahalia, Egypt, on 10 April 2008, when he was arrested by the government. Before being taken away, he managed to tweet a single word 'Arrested'. Hossam-el-Hamalaway, a student at the same university and fellow-blogger noticed the tweet. He and his other fellow-bloggers immediately contacted University of California, which arranged for a lawyer to

secure his release and informed the embassy officials as well. More importantly, they also contacted media organisations. The digital SOS worked and Buck was eventually released. James Buck announced this to the world through a single word: 'Free'.

This was one of the earliest instances which demonstrated the power of social media to inform and act.



Post-reading

Choose the best alternative/s.

1. James Buck was arrested for
 - a. his views on social media
 - b. covering an anti-government protest
 - c. his choice of topic for his Master's thesis
2. What does the phrase 'digital SOS' mean?
 - a. a kind of technology
 - b. name of a social media
 - c. a plea for help sent using digital media
3. When Buck tweeted a single word 'Arrested', he was
 - a. expressing his anger
 - b. calling attention to his plight
 - c. using a strategy in line with his views on social media

4. What alternate media could Buck have used to attract the same kind of attention to his condition? Examine the reach of social media vis-a-vis traditional media.

Reading 2

FACTS AND OPINIONS

You will come across all kinds of information on social media, especially in the form of blogposts, news items etc. While reading them, it is important to distinguish between facts and opinions.

Fact: It is a statement that can be proved. Such statements are usually backed by supporting evidence which usually takes the form of a quotation, an example, a statistic, a personal experience or a research finding.

Opinion: A statement that says something about the author's attitude towards the subject (what he believes or feels). Opinions do not require supporting evidence.

Post-reading

Identify the facts and the opinions used in the following extracts from essays posted on social media sites. One has been done for you.

- Opinion → 1. [Social media can be very addictive.] [A study conducted last year by an American university showed that features such as 'Like' and actions such as sharing and retweeting release the addictive neurotransmitter dopamine.] → Fact
[It was also found that the lack of endorsement and acknowledgment on social media often provoked jealousy and anxiety.] → Fact
2. I am getting out of the loop that is social media while I still can. There was a time when social media used to be a happy place where we could share pleasant things with our friends and family. We could share a post, upload a photo or link to a blog. It was quite safe. Now, social media sites have become like marketplaces where people are always trying to sell products or ideas. All of our private information is out there for sale.
3. We live in an age where we cannot simply wish away the presence of social media. We are surrounded by these media-sites all the time. In the beginning, it all sounded very exciting, until a large number of people got hooked on and things started getting out of hand. For instance, in a recent study sponsored by a major media house, it was found that 13-year-olds check their social media feeds about 100 times a day, around 90 per cent of teens have used social media and 75 per cent of them have profiles on social networking sites. More than 50 per cent of them reported experiencing anxiety while using social media.



Listening

LISTENING AND FILLING IN INFORMATION

While surfing the Internet for information, it is common to come across a variety of forms to fill. Whether it is placing a request for a brochure or seeking information for an online course, one has to fill in a detailed form with the required information. Here are some pointers on filling such online forms which can make the experience less cumbersome:

- Scroll through the entire form once before starting to fill it in.
- Note the fields that are mandatory. These are often marked with asterisks.
- Decide which of the optional fields you want to fill in.
- Check the filled-in information carefully, before you click submit.

Task 1

One of the areas in which social media has made a huge impact is the travel industry. People nowadays decide on their travel destinations using social media.

While surfing a site, Priya comes across a link for a popular travel destination – a plantation resort – on one of her friend's profiles. Since Priya is a naturalist, she decides to visit the resort and hence calls up the customer care executive to make a booking.

Glance through this online form. Listen to the conversation between Priya and the customer care executive to gather the relevant information. Fill in the form.

A. Personal details:

*Name:

Type of traveller: Travelling alone Travelling in a group

(If travelling in a group, please attach the details regarding age, nationality, food preferences etcetera of the members of the group.)

*Contact no:

Email id:

*Nationality:

Passport details:

B. Details regarding travel:

*Proposed period of visit: From: To:

Duration:

Taxi pickup: Bengaluru Mysore Mangalore Not required

C. Details regarding stay:

Food preference: Vegetarian Non-vegetarian

Any allergies to specific food items:

Preference of activities:

- Mojo plantation tour Treks (half-day or full-day) Birdwatching
 Elephant camp (half-day or full-day) Visit to the Golden Temple at Kushalnagar

Volunteering preferences:

- Baking Art work Vanilla pollination (seasonal)
 Coffee bean picking (seasonal) Not interested

*These fields are mandatory.

Submit

Writing

EMAILS

Most of us have experienced the convenience of using emails as a means of communication with our friends, family and acquaintances. It is also a preferred mode of communication in today's workplace, given its advantages over other the other forms.

Advantages of using email:

- speed
- mobility
- ease of use and archiving
- eco-friendliness
- possibility of multi-mailing and attachments



Since emails are used for personal as well as professional requirements, they can be both formal and informal in tone.

The level of formality of an email depends on the following:

- The recipient
- The reason for writing
- The kind of language used

Task 2

Given below are two emails a and b, followed by a list of features of formal/informal communication. Find examples of these features within the mails. Based on the examples, label the emails as formal/informal.

a.

From: Priya Krishna <Priya.Krishna@gmail.com>
Sent: 19 May 2016 2:33
To: Aparaajitha Bhattacharjee <Aparaajitha@gmail.com>
Subject: Vacation and stuff!

Hi Appu!

I've been having a great time in Madikeri with vanilla pollination, wild brinjals, wild geese and all that stuff! The people on the plantation are good. My only real problem was reaching Madikeri from Mumbai. That can work out to be quite tiring if you don't book the ticket in advance. Also, if you plan a trip to Madikeri, it might be a good idea to book the taxi from Mysuru rather than depend on public transport.

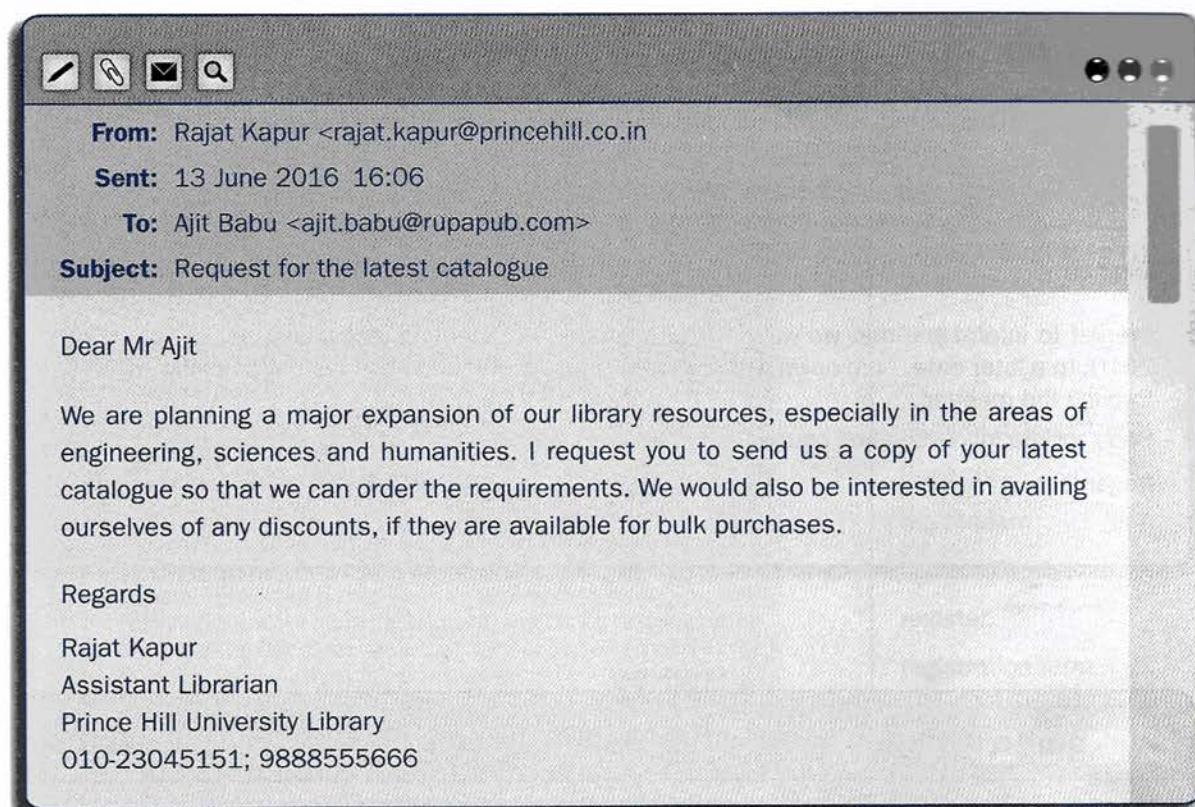
The place is so beautiful and serene that it makes you forget our urban jungles. This is probably the best vacation of my life.

You must make a trip here, Appu! The charges work out to be very economical and there are loads of things to do. BTW, as a mark of your visit, you can also paint a mural here, or probably bake a cake :) Only remember to carry a torch with you since there is a distinct possibility that you might run into a snake at night!

Cheers and see you soon.

Priya

b.



Features of formal/informal communication

Formal	Informal
Use of standard language	Informal start
Neutral tone	Personal tone
Formal expressions	Contracted verb forms
Formal salutation and close	Colloquial vocabulary
Designation and contact detail	Non-standard grammar Use of acronyms

Task 3

Here are two possible versions of an email written by the president of a school science club to cancel a meeting. Based on the following criteria, decide, which version is more suitable.

.....
Guidelines

- The email should cover all the important points to be conveyed.
 - It should maintain a suitable tone for the situation.
 - It should not be cluttered with unnecessary details.
-



To: david.mp@bd.com; simran.kaur@mhl.com; kishor.reddy@sym.com
Subject: Postponement of meeting

Dear all

I regret to inform you that we will have to postpone our meeting, scheduled on 21 May 2016, to a later date. I am down with a severe stomach infection and cannot possibly sit through the meeting.

Sorry for the inconvenience caused.

Regards
Anil

To: david.mp@bd.com;simran.kaur@mhl.com;kishor.reddy@sym.com
Subject: Postponement of meeting

Dear all

I regret to inform you that our meeting scheduled for 21 May 2016 has to be postponed to a later date. This is because I am down with a severe stomach infection and I need to see a doctor urgently. I sincerely apologise for this inconvenience caused, since most of you will have to change your travel plans. Hopefully, we can have the meeting on 25 May 2016. The time and the venue will remain the same. Let me know whether this would be convenient for you.

Thanks
Anil

Task 4

You have seen the following advertisement and want to book places for yourself and your classmates. Complete the draft of the mail using information from the box.



**Case-Method
TEACHING SEMINARS**
THE ART AND CRAFT OF DISCUSSION LEADERSHIP

Attend a case-method teaching seminar
Offered by Youth Foundation
Hosted by Mehra's Leadership Academy

Join us on May 29–30 for a Case-Method Teaching Seminar in Hyderabad. All participants are assigned a number of cases before the program so that they may experience the method in action and participate in facilitated discussions. Playing dual roles – that of instructor and student – the participants experience learning by the case method at the same time that they observe techniques for planning and teaching a participant-centered class.

[REGISTER NOW](#)

PhD students
Case-Method Teaching Seminar
request
15
student discount
Regards
Sir/Madam
Symbiosis, Hyderabad
register
registration form

To:

Subject: Request for registration form

Dear (1)_____

We are a group of (2)_____ from (3)_____. We would like to (4)_____ for the (5)_____. Hence, we (6)_____ you to send a (7)_____.

Since (8) _____ of us are planning to attend the seminar, would it be possible for us to avail ourselves of any (9)_____?

(10)_____

Madhavan
Research Scholar
Symbiosis
Hyderabad
9000533354

EMAIL ETIQUETTE

Social media and emails are evolving forms of communication and this throws up a few challenges for the users, especially with regard to etiquette. Therefore, it helps to follow some basic rules of etiquette while communicating on these mediums.

Etiquette: a set of rules or customs that are generally accepted and followed in a given context

Task 5

Here are a few pointers on email etiquette. In pairs, sort them into 'dos' and 'don'ts'. One has been done for you.

- Check spellings and punctuation.
 - Be brief wherever possible.
 - Write anything that can't be said face-to-face.
 - Use capitals to emphasize points.
 - Use abbreviations like asap, eod, etc. to make your message short.
 - Use a short and easily recognisable subject line.
 - Use the word 'Urgent' in the subject line only when it is absolutely required.
 - Discuss confidential matters in emails.
 - Use exclamatory marks and emoticons in official mails.
 - Use a proper structure for the format and content of official mails.
 - Use official mail ids wherever necessary.
 - While replying to a mail, send a copy of the previous message.
 - While sending a mail to a group of people, use the BCC field to keep the mail ids private.
 - Avoid emotional outbursts on mails.
 - Use active voice in your mails.

Speaking

INTRODUCING ONESELF

Think about the last time you had introduced yourself. Why did you have to introduce yourself? What did you speak about? Why do you think self-introduction is important?

While introducing yourself:

- Keep your introduction short and focused
- Include only the relevant biographical details
- Sequence the details appropriately
- Adjust the level of formality to suit the purpose and occasion

Task 6

Read the following self-introduction and complete the task that follows.

Hello everyone. I'm Ahan Parekh from Mumbai and I am really glad to be here today.

My early schooling was at The Cathedral and John Connor School in Mumbai. I wanted to experience a different culture, and of course, life in a boarding school. So, I completed my International Baccalaureate (IB) from the Seven Oaks school in the UK. My favourite subject while in school was Physics. I visited the International Thermonuclear Reactor in France and the Fulham Centre for Fusion Energy in the UK. I'm specifically interested in renewable energy and during the course of an internship with a solar energy firm, I invented the Eco-Solar Bicycle. It comes with three different usage options – solar-powered, battery-powered and manual. It is cheaper than a bike and more efficient than a regular bicycle. To make this available to the people in delivery jobs, I founded Urban Toilers, a self-sustaining social start-up. It facilitates corporate sponsorships so that the Eco-Solar Bicycle can be made available to home delivery vendors at very low rates of interest. The bicycle is now being used by home delivery vendors in Mumbai. My aim is to make new technologies accessible to people at affordable rates, and through that, do my own bit for our community and environment.

Thank you.

Answer these questions.

1. What kind of information has Ahan included in his self-introduction?

2. Do you think Ahan is introducing himself in a formal or an informal context? Give reasons for your answer.

3. What impression do you form about Ahan Parekh from his self-introductory speech?

Task 7

You have to introduce yourself to your peers. Draft a self-introductory note and present it in class. You may follow the template given overleaf.

Step 1	Organise those details about yourself that you would want to include in your self-introduction. You can group your content under the following headings: <ul style="list-style-type: none">• Where do you live?• Your family• Your college/university• Areas of interest/achievement• What do you do in your free time?• Your plans for the future
Step 2	Use the following words and phrases to draft your self-introduction: <ul style="list-style-type: none">• My name's ... I'm ... (remember to use contractions while using these phrases)• I'm from ... (don't say 'I'm living in ...' while referring to your city or state)• I'm a student of ... (subject or area of study) at ... (college/university)• I'm interested in ... because ...• In future, I would like to ...
Step 3	Practise your self-introduction with a friend. Get feedback. Also check if your self-introduction sounds interesting.
Step 4	Introduce yourself to your class.

Grammar

INTRODUCTION TO TENSES

Read the following sentence.

We are going to the workshop.

The verb 'are going' indicates that the action is taking place right now. The time of the action is in the present.

Now read the following sentence.

We went to the workshop yesterday.

The verb 'went' indicates that the action took place earlier. Here, it happened on the previous day. In other words, the time of the action is in the past.

Now go through this sentence.

We will go to the workshop tomorrow.

'Will go' indicates that the time of this action is in the future.

Tense refers to the form of the verb which indicates the time of action. There are three kinds of tenses – the present, the past and the future.

Task 8

Identify whether the underlined verbs are in the present, the past or the future.

1. The earth goes around the sun. ()
2. We went to Agra yesterday. ()
3. I will become a pilot. ()
4. I wrote a letter to Saira last week. ()
5. Shikha visits the library frequently. ()

PRESENT TENSE

This table gives the various forms of present tense, their uses and examples.

Tense and structure	Usage	Example
Simple Present Verb in the base form (Example: Children <u>play</u> in the park.); if the subject is 'he/ she/ it' '-s/-es' is added (Example: Sita <u>plays</u> in the park.)	1. universal facts and generalisations 2. proverbs and sayings which are believed to be true always 3. things we do regularly or general habits and practices Note: We use present continuous to refer to an activity we are doing at the moment of speaking. It may not be a regular habit. Example: I <u>am working</u> on my assignment at present.	1. The earth <u>revolves</u> around the Sun. 2a. Honesty <u>is</u> the best policy. 2b. A stitch in time <u>saves</u> nine. 3a. I <u>travel</u> by bus every day. 3b. We <u>live</u> in Hyderabad.

Tense and structure	Usage	Example
	7. events in future, which are certain to happen; usually a word indicating the future time is used (Example: tomorrow, the coming week)	7a. My train <u>leaves</u> at 6 pm. 7b. My wife's birthday <u>falls</u> on a Friday next year.
Present Continuous am/ is/ are + verb + -ing (Example: I <u>am</u> watching TV.)	1. ongoing events at the moment Note: Some English verbs are not used in the continuous tense. I <u>am agreeing</u> with you on this issue. ✗ I <u>agree</u> with you on this issue. ✓ 2. temporary practices Note: For regular practices, we use the Simple Present tense.	1. They <u>are discussing</u> the matter now. 2a. My brother <u>is living</u> with me now but he will soon move out. 2b. She <u>is working</u> on this project at the moment.
	3. gradually changing events	3. My grandmother <u>is recovering</u> slowly after her surgery.
	4. plans and arrangements made for the future; usually words indicating future time (Example: next year, in 2020) are used	4. We <u>are moving</u> to Vishakhapatnam next year.
Present Perfect has + past participle form of the verb (when the subject is 'he/ she/ it') have + past participle form of the verb (in all other contexts)	1. experiences till date; we often use general time expressions like ever, never, before, in my life, so far, up until now 2. a recently completed event 3. an event completed in the past but has relevance for the present Note: We use the simple past to describe events completed with no relevance for the present 4. a situation that began at a specific time in the past and is still continuing at the moment; we often use the prepositions <u>for</u> (to refer to the duration) and <u>since</u> (to refer to the starting point) with time expressions.	1. This is the worst film I <u>have watched</u> so far. 2. Nikhil and Nitin <u>have just come</u> back from their trip abroad. 3. My friend <u>has lost</u> his identity card. (he has not found it yet) 4a. She <u>has lived</u> in Ranchi for three years. 4b. Kiran <u>has been</u> here since 2 pm.

Tense and structure	Usage	Example
Present Perfect Continuous has been + verb + -ing (when the subject is 'he/ she/ it') have been + verb + -ing (in all other contexts)	1. an activity that began at a point in the past and is still continuing	1. She <u>has been writing</u> her autobiography since 2013.
	2. repeated continuous events	2. The company <u>has been introducing</u> new models of cars almost every month since 2015.

Task 9

Identify the tense forms of the underlined verbs in these sentences.

1. How long have you known Ajay?
2. I have been cleaning the house all morning.
3. The students are writing their annual exams.
4. We have seen this film already.
5. Kangaroos live in Australia.

Task 10

Fill in the blanks using the correct present tense form of the verbs given in brackets.

1. Every Sunday, Suma _____ her children to the park. (drive)
2. This is the best novel that I _____ so far. (read)
3. You cannot meet any of the faculty members now. They _____ a meeting. (attend)
4. Raghu _____ in Banaras Hindu University for two years now. (study)
5. Throughout this semester, Reema _____ her assignments on time. So, her Professor appreciated her. (submit)

Pronunciation**SPEECH UNITS**

While speaking, we often divide what we are saying into speech units. Speech units are groups of words that form separate units of information. Most often, they depend on the meaning, the content and the points that the speaker wants to emphasise. Breaks in speech are usually marked by the symbol //.

In a speech break, a single speech unit conveys an idea or an item of information to the listener. Remember, speech breaks do not always coincide with punctuation breaks.

 Listen and observe how the speaker divides up what she is saying. Notice how // is used to indicate a break between the speech units.

If you remember that first decade of the Internet // it was really a static place //. You could go online // you could look at pages // and they were put up either by organisations who had teams to do it // or by individuals who were really tech-savvy for the time //.

Task 11

 Listen to these extracts from a lecture and mark the break between the speech units with //.

1. And with the rise of social media and social networks after the turn of the millennium, the Web has become a completely new place, where a vast majority of content we interact with is created and uploaded by average users either in the form of social media postings, blog posts, product reviews or YouTube videos.
2. And what I've found is that mobile phones, those little 'smart' devices in our pockets, are so psychologically powerful that they don't only change what we do, they even change who we are.
3. As part of a study, the conversations of individuals in Mumbai were monitored using popular social networking sites. The objective of the study was to find out what kind of individuals talk a lot and how far the message spreads. Surprisingly, most of the subjects opted in to the study very willingly and were also ready to share this information on a public platform.

Try repeating the activity with extracts from other talks, interviews etc.

Communication

IMPORTANCE OF GOOD COMMUNICATION

When you start working, whatever is the nature of your work, you will find that it involves three aspects: thinking, doing and communicating. Each of these three deserves equal attention. This means that while it is important for people to be technically well-equipped and trained and also creative and analytical in their thinking, it is equally important for them to be good communicators. Several incidents in human history have proved this theory right.

Task 12

Read these extracts from an article based on the sinking of the iconic ship the *Titanic* and answer the questions that follow.

Extract 1

The captain of the *Titanic* understood the seriousness of the situation. But unfortunately, he did not communicate his concerns to the crew and the passengers on board. This created a lot of confusion. As far as the crew were concerned, they did not know how to respond. For instance, the engine room sent some engineers to the boat deck to assess the damage, but the bridge sent them back to the engine room. On the other hand, the passengers were still under the impression that the ship would remain afloat and hence, in the crucial initial stages, did not sense the need for safety.

Extract 2

Numerous studies have established that the evacuation plan on the *Titanic* was so poorly organised that even if there had been enough lifeboats for everybody, the lack of leadership would have ensured that it hardly made a difference. For instance, about 40 minutes after the collision, Captain Smith ordered that the women and children on board must be put into lifeboats. The ambiguity in this instruction led to disastrous consequences. While one officer thought that women and children must be first put into the lifeboats, another officer interpreted the message differently: he thought that only women and children must be put into the lifeboats. As a result, while the first officer allowed men to board the lifeboats if the women and children had embarked, the second officer lowered the lifeboats with empty seats if there were no women and children waiting to board. Moreover, both of them did not know the correct capacity of the lifeboats. As a result, while the passengers on the ship were looking at almost certain death, many seats went empty on the lifeboats. Hence, it can be said that the breakdown in communication led to a higher number of casualties.

Discuss the following with your friends.

1. What is the common idea in both the extracts?
2. Poor communication practices within a team can adversely affect its output.
3. Narrate any real-life instance where you witnessed a communication breakdown.

Social media etiquette

Social media, as platforms for communication, have become so popular that many organisations now have official social media handles. These are used to showcase products and services, deal with customers, handle enquiries and in some cases, even troubleshoot problems. Hence, whether we use social media personally or professionally, it has become imperative that we follow the right etiquette while interacting on these media.

Task 13

Here are some aspects of social media etiquette. Discuss them with your classmates.

1. It is safer to add only people we are familiar with to our personal social media accounts.
2. It is important to restrict the sharing of content amongst the various groups in our profile.
3. It pays to avoid emotional outbursts on social media accounts.
4. Social media activity can be tracked by organisations, and hence, it is wise to avoid negativity, in the form of trolls and distasteful comments, in all our posts.
5. Emoticons are best avoided while using these media for professional reasons, as they can distort our messages.
6. We need to be careful while participating in online conversations about current, especially controversial topics.
7. Communication must be kept strictly professional, especially if we are representing an organisation.
8. If you are an employee, it is advisable to avoid checking your personal social media accounts during working hours.

SUPERHEROES

02



Reading: Reading for comprehension

Grammar: Question tags

Speaking: Asking questions

Listening: Identifying main and secondary points

Vocabulary: Idiomatic expressions

Writing: Gadget review

Communication: Verbal and non-verbal communication

Warm-up

Discuss in pairs and complete this table on superheroes, using the options from the box below.

Name of the superhero	Original name	Superpower
Superman		
Spiderman		
Ironman		
Chakra		
The Incredible Hulk		

Names

Raju Rai

Bruce Banner

Peter Parker

Clark Kent

Tony Stark

Superpowers

Has a powered armour that gives super strength

Has a suit that activates all the mystical chakras of the body

Gets energy from the Sun and has X-ray vision

Has the ability to cling to walls and has sixth sense

Possesses unlimited strength and has accelerated healing

Reading

READING FOR COMPREHENSION

The strategy a reader employs to read and understand a passage changes from one text type to another. We've all read comics at some point. We may have loved the action, the graphics, the costumes and the world of fantasy that we escape into through these comics, especially the ones that are about superheroes. But, have you paid attention to the science present in these comics? Read this excerpt from an article to learn more.

The Science Behind Superheroes

We've all, at some time or the other, heard this tale before: a scientist, working in a secret laboratory buried deep in the heart of an extinct volcano, suffers an unfortunate mishap and is doused in radioactive chemicals, gamma rays, mutagenic DNA or some other such harmful substance. Lo and behold, before you know, he is transformed into a crime-fighting guardian of justice. Hence, we can say that science has always played a leading role in our superhero myths, from the cosmic rays that turned a team of space pioneers into the Fantastic Four, to the alien roots of Superman. It's no accident that many superheroes themselves are scientists, like Bruce Banner (*The Incredible Hulk*) and Reed Richards (*Mr Fantastic*).

Science plays a significant part in the origin stories of superheroes precisely because such stories are really an extension of science fiction as a genre. The first superhero stories were published in the 1930s (the earliest superhero stories were titled *Amazing Stories #1* and featured Superman), which was the time of the Great Depression. The timing is significant because America and the rest of the world were reeling under an economic depression. People were surrounded by unemployment, poverty, suffering and a failing free-market economy. They needed heroes who could pull them out of this morass, and newspaper comic strips provided them. The early 20th century also had scientific and technological breakthroughs that regularly reached the front pages of the newspapers, from Albert Einstein and his revolutionary perspective on the nature of the universe, to the pioneering activities of the first airmen and women. These developments promised that science and technology could help find answers to humanity's troubles.

Hence, the time was right for superheroes to enter. While they possessed the super heroic character which promoted a utopian world view in which evil was to be battled tirelessly in defense of the common man, they also came with pseudoscientific backgrounds. For instance, Superman came from Krypton, a planet which circled a distant red sun. He could draw his superhuman energy from sunlight. Peter Parker was bitten by a radioactive spider, which caused genetic mutations and gave him the characteristics of a spider. Such stories, which were to some extent grounded in science, made the superheroes more realistic and believable to their audience. This was indeed the 'golden age of superheroes' as they gained immense popularity. However, in the aftermath of World War II, interest in superheroes declined.

Nevertheless, they made a comeback in the 1950s, in what has been described as the 'silver age of superheroes'. While science was seen to offer a solution to the world's problems, it was also quite clear that humanity now possessed the power to extinguish all life on the planet. The idea of a nuclear war became a distinct possibility. In such an environment, superheroes were needed once again.

Many of the superheroes from the 'golden age' were reinvented with new back-stories that involved a greater quantity of science. Their origins reflected the concerns of the day, such as the radiation and gamma rays emitted from atomic bombs or the cosmic rays recently discovered on man's first foray into space. The new tales also took inspiration from contemporary science fiction novels by giants of the genre such as Arthur C Clarke and Isaac Asimov, with plots involving aliens, weather control, doomsday devices and mad scientists.

A good example of such a back story is that of the Incredible Hulk. Different versions give different reasons for the transformation of Bruce Banner into the Incredible Hulk. One says that he was accidentally exposed to gamma rays when testing a gamma bomb, thereby triggering an unusual transformation in himself. Another version says that his father Brian Banner had acquired the mutant DNA due to his exposure to

radiation at Los Alamos, where the first atom bombs were developed. The more recent movie version gives a very contemporary explanation: Bruce's father while experimenting with genetics, modifies his own DNA, which is then passed down to Bruce. Then, Bruce's own experiments with nanotechnology go haywire after a massive dose of gamma radiation.

Post-reading

- 1. Given below are five words from the passage. Match each of these words in meaning with a word from the box.**

present-day	category	perfect
fallout	modern	explorers
class	ideal	after-effects

- a. contemporary _____
- b. utopian _____
- c. aftermath _____
- d. pioneers _____
- e. genre _____

- 2. Do the following statements agree with the information given in the passage? Write 'true' if they do, 'false' if they don't and 'can't say' if there is no information regarding the statement in the passage.**

- a. According to this passage, many superheroes are scientists by profession or possess a knowledge of science.
- b. The origin stories of superheroes usually involve some element of science.
- c. Superhero stories developed in the 1930s directly because of the Great Depression.
- d. Superheroes always possess superhuman powers and super heroic characters.
- e. Arthur C Clarke and Isaac Asimov were well-established writers of science fiction stories.
- f. The different versions of the origin story of the Incredible Hulk give the same explanation for his transformation.

Grammar

QUESTIONS TAGS

A question tag is a short question added to the end of a positive or negative statement. Question tags are used mainly for:

- verifying information which we think is true
- checking information which we are not very sure about
- making a strong point or conveying sarcasm.

These are used mostly in spoken English.

Task 1

Read these snatches of conversation and answer the questions that follow, indicating the purpose of the sentences.

A: You've watched *Iron Man 3*, haven't you?

B: No, I've watched only *Iron Man 2*.

1. What is the purpose of the question tag?

- a) verifying information that is true
- b) checking information that you are not sure about
- c) making a strong point

A: *Wolverine* was one of the best-made superhero films that released in 2013, wasn't it?

B: Yes, it was.

2. What is the purpose of the question tag?

- a) verifying information that is true
- b) checking information that you are not sure about
- c) making a strong point

Study the rules and examples for the use of question tags.

	Rule	Example
1.	A positive statement is followed by a negative tag.	You are coming for the movie, aren't you?
2.	A negative statement is followed by a positive tag.	You <u>aren't</u> attending classes tomorrow, <u>are</u> you?
3.	The statement and the tagged question are always separated by a comma.	The movie <u>was</u> interesting, <u>wasn't</u> it?
4.	The verb in the statement and the verb in the question tag must be in the same tense.	Arvind <u>has been</u> to Singapore, <u>hasn't</u> he? Arvind <u>had been</u> to Singapore, <u>hadn't</u> he?
5.	The modals and the auxiliaries used in the statements and the tags must be consistent.	My supervisor <u>wouldn't</u> agree with the idea of extending the deadline, <u>would</u> she? The movie <u>was</u> interesting, <u>wasn't</u> it?
6.	When the statement does not carry an auxiliary verb before the main verb, the question tag carries 'do'.	He <u>prepares</u> for classes regularly, <u>doesn't</u> he?
7.	Statements with words like 'nobody', 'nothing' et cetera are treated as negative statements.	<u>Nobody</u> admitted to the theft, <u>did</u> they? I can make out <u>nothing</u> from this abstract, <u>can</u> I?
8.	If the statement begins with 'let', 'shall we' is used as the question tag.	<u>Let's</u> discuss the annual report, <u>shall</u> we?
9.	When 'don't' is used in the statement, the question tag uses 'will you'.	<u>Don't</u> forget to lock the door before <u>you leave</u> , <u>will</u> you?
10.	If 'I'm' is used in the statement, the tag would be 'aren't I'?	<u>I'm</u> good at getting things done, <u>aren't</u> I?

Task 2

Complete the statements using suitable question tags.

1. Rashid plays football very well, _____?
2. You were very busy yesterday, _____?
3. The book was extremely interesting, _____?
4. Arun wasn't planning to fly down to Bhopal, _____?
5. This talk isn't very interesting, _____?
6. Don't forget to deliver the message to the Head of the Department, _____?
7. I'm a little confused about this equation, _____?
8. Nobody from this group volunteered for the Clean Environment initiative, _____?
9. Let's go for the talk on Li-Fi, _____?
10. It's difficult to complete this assignment in two days, _____?

Task 3

Form sentences on these situations using question tags. In some cases, it may be possible to have more than one correct answer. One has been done for you.

1. You are working on a project with your friend and are worried about whether you will be able to meet the deadline the next day. What would you ask your friend?
*We will meet the deadline, won't we? OR
We can complete the project by the deadline, can't we?*
2. You have not returned a library book that has been due for a long time. You may have to pay a hefty fine. What would you ask your friend?
3. You are assembling the pieces of a jigsaw puzzle and have noticed that some of them are missing. What would you ask your friend?
4. You and your friend have just attended a research presentation and you found it very interesting. What would you ask your friend?
5. You have made an online purchase of a new mobile phone. You are hoping that you got a better deal than you would have in a regular store. What would you ask your friend?

Speaking**ASKING QUESTIONS**

Imagine you are attending a seminar on superheroes. Here are some questions that you may wish to ask the speaker. Note that each question has a different purpose and hence is framed differently.

Asking for some information:

How can the Indian comic book fan participate in international superhero events?

Seeking a confirmation:

Is it true that Marvel is now rewriting the backstories of some of its superheroes?

Providing choices while asking questions:

Should we ask you questions now or should we wait till the end of the talk?

Asking for opinion on something:

Do you think the anti-hero is now more popular than the superhero?

Each of the questions above has their own structure. These have been listed below with examples.

Purpose	Framing the question	Example
Confirmation (yes/no is the answer)	auxiliary + subject + main verb	Are you coming to the workshop today? Yes, I am. Shall we call up Kishore and ask him to bring the books? Yes, we shall.
Finding out information	question word (what, how, why, where etc.) + auxiliary + subject + main verb The question word 'who' acts as the subject. Sometimes, when the main verb is in the present simple or the past, the auxiliary is not used.	Where are you going for your vacation? To Singapore. Who is the actor in the movie? I don't know. Who likes playing cricket? Who drew this painting?
Indicating choice	auxiliary verb + subject + main verb + or	Do you want pizza or burger? Burger, please. Do we go by train or by bus? I would prefer bus.
Seeking opinion	question word + auxiliary + subject + main verb	How did you feel about writing this essay? I felt very good about it, although I feel that I could have been more specific. What do you think of this book? I think it's an interesting read.

Task 4

Using the structures given above, role-play these situations.

1. Your friend has returned after a long leave of absence. Enquire and find out what happened.
2. You are appearing for a viva as a part of your practical exam. Assume roles as examiner and student and ask relevant questions.

3. You are requesting your librarian to hold a couple of books in reserve for you. Assume roles and ask relevant questions.
4. You have made a product demonstration, at the end of which your employer asks you questions on how the product works. Assume roles and ask relevant questions.

Listening

IDENTIFYING THE MAIN AND SECONDARY POINTS

It is very important to take notes while listening to a lecture. One of the most popular methods of note-taking is the Cornell Method. Divide the paper that you are writing on, by drawing a vertical line (about one-third of the page). On the left hand side, put down all the key terms and ideas, and on the right hand side, take down the lecture notes in point form. If you have missed out any information, you can add it on the left-hand side later. Further, the following words and phrases will help you recognise the various aspects of the lecture.

- Words signalling emphasis or importance, e.g. essential, crucial, critical, significantly
- Words signalling order or scope of the lecture, e.g. firstly, secondly, thirdly, initially, finally, for instance, for example
- Words signalling that the lecture is moving in a new direction or words indicating a contrast, e.g. however, nonetheless, whereas, in contrast
- Words indicating that parts of the lecture may not be exactly relevant, e.g. incidentally, as a digression, by the way

Task 5

 Listen to this lecture on ‘The Success of Batman as a Superhero’ and identify the words/phrases in the listening track which are used:

1. to signal emphasis
2. to indicate the order/scope
3. to signal that the lecture is moving in a new direction
4. to indicate that some parts of the lecture may not be relevant

Task 6

 Listen to the track once again and take down notes using the Cornell Method discussed above. You can do this activity in pairs.

Task 7

The following are the list of points from the lecture on ‘The Success of Batman as a Superhero’. Identify whether they are main or secondary points.

1. Batman is an ordinary man who developed his skills with training and hard work.
2. To begin with, Batman’s look was unique.

3. Bob Kane introduced the history of Batman in the December 1939 issue of *Detective Comics*.
4. The actual violence in the Batman comics was kept to a minimum because a majority of the readers were kids.
5. The next major step was the addition of the sidekick, Robin.
6. The final key to the success of Batman was the strange group of villains whom he battled every month.
7. All that criminals required to become worthy opponents for Batman were some good gimmicks.
8. Appearance, history, a teen sidekick and intriguing villains made Batman one of the most popular superheroes in history.

Vocabulary

IDIOMATIC EXPRESSIONS

Task 8

Match the highlighted phrases with their meanings given in the box.

instantly/without any hesitation	being optimistic
very expensive	avoiding the main topic

1. To buy the latest iPhone, I will have to **pay an arm and a leg**.
2. The actor had to change his role in the movie **at the drop of a hat**.
3. The speaker was **just beating around the bush** instead of coming to the main point.
4. We will have to believe that **every cloud has a silver lining**, especially in times of difficulty.

Idioms are expressions peculiar to a language. These are phrases whose meaning as a whole differs from what the individual words suggest. For instance, when you say you are 'paying an arm and a leg' for an item, it means that the item is very expensive.

Here are examples of a few other common idioms in English with their meanings.

Idiom	Meaning
to make both ends meet	to work hard to survive
to be in hot water	to be in trouble
to turn a deaf ear	not to listen to someone's pleadings
by hook or by crook	at any cost
to fight tooth and nail	to fight with all your might
to be hand in glove with	to be in cahoots with

However, as idioms have specific meanings and usage, it becomes a challenge to understand the ones that you are not already familiar with. In such cases, you can try these:

- Guess the meaning from the context.

- Classify the idioms into groups, for ease of learning. For example:
 - Idioms with body parts: hand to mouth, an eye for an eye, foot in mouth, fight tooth and nail etc.
 - Idioms with animal references: black sheep, taking the bull by the horns, stirring the hornet's nest etc.
 - Idioms with reference to colours: green with envy, being in the red, blue-eyed boy etc.
 - Idioms with religious references: in seventh heaven, to hell and back, giving the devil its due etc.

Task 9

Given below are a few idioms according to their classification. Add two more idioms to each of the categories and write their meanings.

	Category	Idiom
1.	Age-related	act one's age (being mature and not childish), age out of something (no longer eligible for something), young at heart (having a youthful spirit), over the hill (past one's best, usually owing to age) 1. _____ 2. _____
2.	Using animal references	a little bird told me (when the source of the information is not to be revealed), as gentle as a lamb (innocent and kind), flog a dead horse (to continue beyond any purpose), big fish in a small pond (achieving something significant within a restricted context) 1. _____ 2. _____
3.	Using colours	in black and white (clearly written down), black sheep (somebody without a respectable character), golden opportunity (a favourable set of circumstances to do something), green light (permission to begin something) 1. _____ 2. _____
4.	Food	apple of somebody's eye (somebody who is loved a lot), put all eggs in one basket (devoting energy or resources to one thing), bear fruit (efforts resulting in success), carrot and stick (a reward countered by a threat) 1. _____ 2. _____

Category	Idiom
5. Money	a dime's worth (negligible quantity), bank on (to rely on somebody/something), blank cheque (unlimited freedom), pick up the tab (paying the bill)
	1. _____
	2. _____

Task 10

Fill the blanks in the sentences using suitable idioms from the table on the previous page.

- After checking the results of the experiments, my supervisor gave me the green light to write my thesis report.
- _____ in the office told me that our end-semester exams might be advanced. So let us start preparing for them.
- How I wish I had a _____ to do whatever I wanted.
- While obtaining insurance for my vehicle, I ensured that the agent put down everything in _____.
- He ran a marathon at the age of eighty. This was possible because he is truly _____.

Writing**GADGET REVIEW**

A gadget review is a descriptive composition where the writer critically evaluates a gadget and offers his/her opinion on it. This opinion helps the readers make an informed decision. A good gadget review is always objective and analytical.

A review should be objective and unbiased. Using factual evidence to support your claims about a product or service increases your credibility as a reviewer.

Task 11

You found these announcement on a website.

Have you bought a new gadget recently? You have the opportunity of winning a Zipkart voucher worth Rs 500. Just write a review of the gadget (300–400 words), clearly telling us why you bought it, whether it meets your requirements and if you would recommend it to other people.

Jot down the answers to the questions below.

- Which gadget would you want to write about?

- What are the things you must mention in your review?

3. Which features of the gadget would you like to focus on?
-

Task 12

Read this review of a gadget and answer the questions that follow.

Simple Streaming with Google Chromecast

I recently bought a new Chromecast made by Google. This is a wireless streaming accessory and is used to connect a laptop or a phone to a television set. I bought it for three reasons.

To begin with, the device is very portable. It is no bigger than your thumb; and the design and build are well ahead of the competition. It feels like a premium gadget and has an easy-to-use interface. Further, the device works by connecting to the home Wi-Fi network through a simple pairing process. The steps are neatly explained when you first connect it to your television and are very easy to follow. Once you've done that, you can 'cast' videos from other devices on the same Wi-Fi network to the Chromecast. I found that there are two ways in which the gadget works. Firstly, there are videos being streamed off the Internet. So, for example, if you go to YouTube on a connected phone or PC and press the cast button, the video is downloaded to the Chromecast directly, instead of being downloaded to your device and then streamed to the Chromecast locally. Secondly, there's a 'screen mirroring' option which works only on phones that have Android version 4.4.2 or later. This allows you to duplicate anything from your phone to your TV screen, whether you are browsing social networking sites or want to show your friends your game. However, there is a small time lag, a consistent half a second or so, between your mobile and your TV screen. Finally, the Chromecast ensures that you don't have to keep a computer hooked up to the television all the time. If your TV comes with USB ports like mine does, you can power the dongle directly from the TV.

The Chromecast is not very useful in case you already have a smart TV, or if you use a smart box like Apple TV. It doesn't really allow you to do anything you can't accomplish with any of those devices. However, it allows me to easily get content from my phone/laptop to the television. At Rs. 2999, I think its price is very reasonable, though it's hard to describe the Chromecast as a must-have gadget. It's cheap enough that you can buy it just to play around with something new, and its value emerges over time.

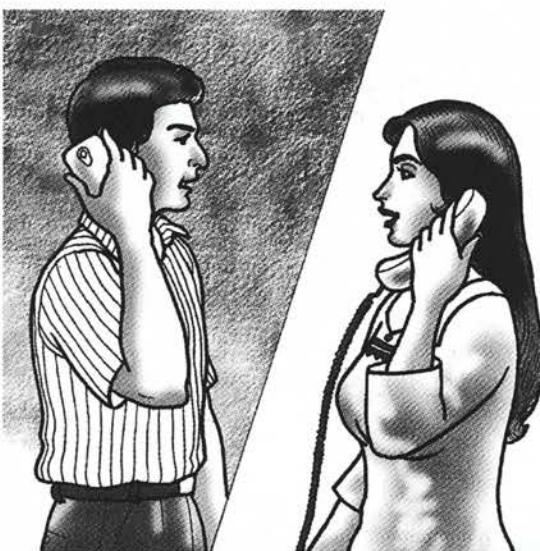
1. Tick the correct alternatives.

- a. In the first paragraph, the writer:
 - i. explains briefly the utility of the Chromecast
 - ii. explains briefly how the Chromecast works
- b. In the second paragraph, the writer:
 - i. explains in detail why he/she bought the Chromecast (the advantages of Chromecast)
 - ii. talks about the disadvantages of the Chromecast
- c. In the second paragraph, the writer gives an example of:
 - i. an operating system
 - ii. the content that can be mirrored from a phone
- d. In the second paragraph, the writer:
 - i. mentions why the Chromecast is not very useful while 'screen mirroring'
 - ii. explains how Chromecast is more useful than other similar streaming gadgets

- e. In the third paragraph the writer:
- states whether the gadget meets his requirements
 - compares the gadget with other similar ones
- f. In the third paragraph, the writer:
- makes a clear recommendation as to when and how the gadget will be useful
 - earnestly recommends the gadget to his readers
- 2. In response to the announcement in Task 11, write a review of a gadget of your choice. Ensure that your review covers:**
- the description of the device (physical dimensions, appearance, portability etc.)
 - the benefits of the device
 - the conditions under which the device may not be very useful.

Communication

VERBAL AND NON-VERBAL COMMUNICATION



Communication can be of two types – verbal and non-verbal. Verbal communication is based on language and takes place using words and expressions. Verbal communication can be of two types – spoken and written.

Examples of spoken communication would include one-to-one conversations, telephone conversations, group discussions, debates etc. A few examples of written communication would be e-mails, letters, notes, notices, posters etc.

Verbal communication, while being an important medium of communication, has its own limitations. Words can convey only a part of the message effectively. The tone and tenor of a message is best expressed when verbal communication is accompanied by suitable

non-verbal cues. Hence, verbal messages are often supported and enhanced by visuals to make the communication more impactful. For instance, the colourful and larger-than-life images used on hoardings catch the public eye far better than captions alone. For the same reason, misunderstandings occur more frequently over the telephone as compared to face-to-face communication. A spoken apology or an expression of gratitude delivered in person can often sound more sincere than a written note. Both as senders and receivers, we often focus solely on the verbal message and do not pay sufficient attention to non-verbal cues and this leads to misunderstandings and communication gaps.

Non-verbal communication includes body language, facial expressions, gestures, eye contact, touch etc. Effective spoken communication happens when words are supported by the right non-verbal cues, such as gestures, facial expressions and bodily postures. Further, clarity of speech, remaining calm and focused, being polite and following some basic rules of etiquette will all aid the process of spoken communication.

To be a successful communicator, one has to learn to use his/her body language effectively and also read the non-verbal messages coming from the people one is communicating with. To do this, let us first understand how non-verbal communication aids overall communication.

Importance of non-verbal communication

- Reinforces the verbal message (example: we point while giving directions)
- Complements the verbal message (example: a nod reinforces a positive message)
- May also contradict the verbal message (example: a wink may contradict a stated positive message)
- Regulates interactions (example: non-verbal cues can indicate when the other person should/should not speak)
- Can be a substitute for a verbal message, especially when the verbal message is blocked by noise, interruption, etc. (example: the gesture 'index finger to lips' indicates the need for silence)

Types of non-verbal communication

Facial expressions: There are a large number of facial expressions that support verbal communication, but these may vary from culture to culture. Yet, certain facial expressions like scowl, frown and smile are known to be fairly universal. Smiles convey a positive attitude. It helps to relax an individual in a tense situation. Similarly, our scowls and frowns show our inner tension clearly on our faces.

Eye contact: Eye contact is an important factor in interpersonal relationships, but the intensity of it may vary from culture to culture. Here are a few commonly-faced situations for eye contact:

- While listening to someone intensely, you look into his/her eyes
- When greeting one another
- In a formal meeting like a job interview, you make eye contact with the board members

Gestures: Hands, fingers, palms, arms and legs contribute to gestures. Observe that the more tense you are, the less flexible your hand movements will be. When you are nervous, your hands come together and fingers clasp one another. As you start to relax, your hands and fingers loosen and the grip slackens.

Task 13

Choose the right body language in each of these situations.

1. You are greeting participants at a business meeting.
 - a. frown at them
 - b. convey the tension within you
 - c. look into each one's eyes
2. You are listening to a participant in an one-on-one tense situation:
 - a. convey the fear within you
 - b. look into his/her eyes
 - c. smile at the individual
3. You are at an interview:
 - a. lock your two palms (intensely)
 - b. let your hands lay in an open-hand gesture
 - c. clasp your hands together with your fingers intertwined



Reading: Scanning,
reading for
comprehension

Speaking: Retelling an
incident

Listening: Taking notes
from a discussion

Writing: Types of
paragraphs

Grammar: Prepositions

Vocabulary: Prefixes
and suffixes

Communication:
Process of
communication

Warm-up

On each of the dates given below, an important historical event took place. Match the events with the dates. Discuss the significance of these events.

Date	Event
11 September 2001	Vasco da Gama landed in Calicut, India
28 June 1914	Malaysian Airliner MH370 went missing
08 March 2014	Archduke Franz Ferdinand of Austria was assassinated
26 January 1950	The World Trade Centre in New York was attacked by terrorists
20 May 1498	India became a Republic country

Reading 1

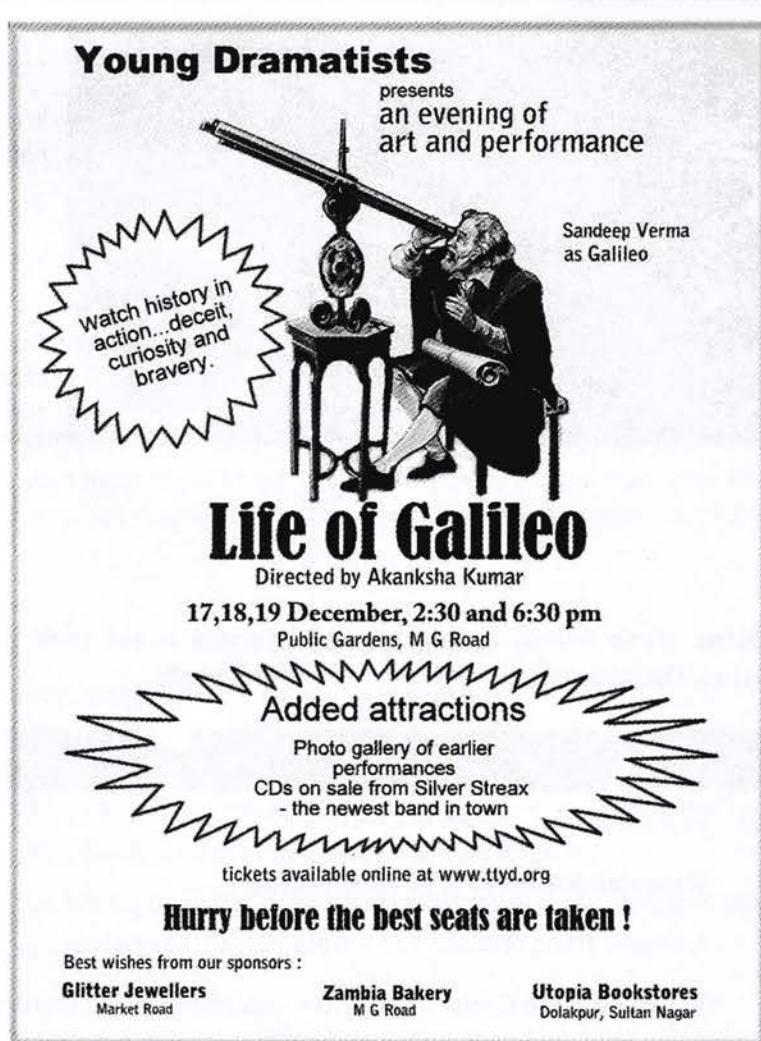
SCANNING

Scanning is a skill in reading that requires the reader to quickly read through a text in order to locate specific pieces of information that one is looking for.

Do you find history fascinating? Have you ever found yourself wondering about the various ways in which history is recorded?

We learn about the distant past from coins, metal seals, items of pottery, inscriptions on cave walls etc. It is also possible to know more about past events, particularly those happening after the advent of the printing press, through newspaper reports. Additionally, archival material can be used to discuss historical events.

We also learn about history by watching documentaries or plays that re-enact events from the past. Below is a flier that advertises a play on the life of Galileo.



archival material: a collection of historical documents providing information about a place, institution, event or people

flier: a small handbill advertising a product or an event; in this case, the flier is advertising a play

Post-reading

1. Scan the flier to fill in the gaps below.

Venue of the play: _____

Dates of the play: _____

Time of the play: _____

Actor who plays Galileo: _____

Director of the play: _____

Company/group that is staging the play: _____

Tickets can be bought at: _____

Sponsors: _____

Added attractions: _____

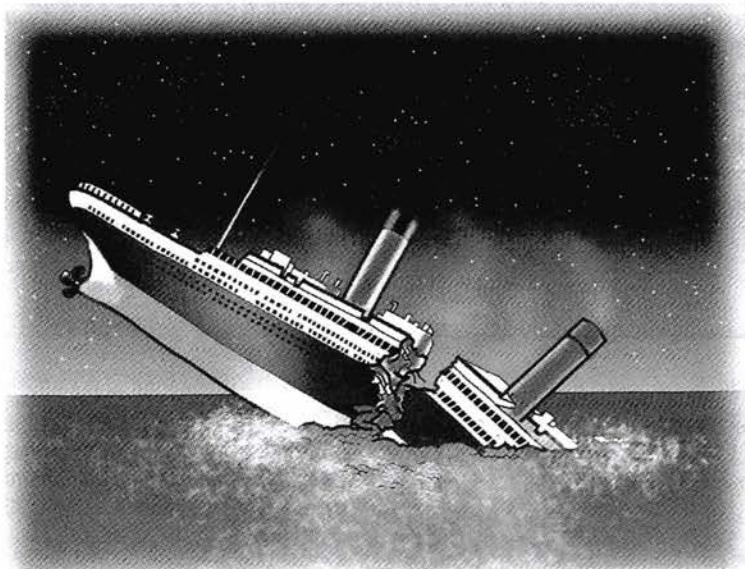
Reading 2

READING FOR COMPREHENSION

In case of historical events or disasters like that of the *Titanic*, an inquiry commission is set up to establish the sequence of events, fix responsibility and to suggest measures that would prevent the disasters from occurring in future. Here is an article based on the inquiry commission report that outlines the sequence of events leading up to the disaster.

The Sinking of the Titanic

It was a clear and balmy day on 10 April 1912. A motley crowd of passengers, eager to start on the journey of their lives, were waiting expectantly at the pier to embark the vessel. Finally, at approximately 12 pm, the new Royal Mail Steamer *Titanic*, the flagship of the White Star Line, cast off from Southampton, England, on her maiden voyage to New York. She stopped at Cherbourg, France, and Queenstown, Ireland, to pick up additional passengers and mail, as well as to disembark cross-channel passengers.



Sailing merrily west from Queenstown, the *Titanic* carried 2,208 passengers and crew – an eclectic mix of Edwardian society, from the affluent first class, to the largely forgotten third class and crew – each with their own unique story to tell.

The sailing speed of the *Titanic* had been steadily increasing during the voyage as additional boilers were brought online, and on Sunday, 14 April, the vessel was making approximately 21.5 knots. Throughout the day and late into the night, the temperature outside had been falling steadily. Sometime shortly before the collision, it dipped below the freezing point.

On the fateful night, at 11.40 pm, Frederick Fleet, one of the lookouts stationed in the crow's nest, noticed something in the distance. He rang the warning bell thrice, alerting the bridge to an object directly ahead, and subsequently, made a call over the crow's-nest telephone. A terse exchange over the telephone, with the officer on duty at the bridge, effectively warned the bridge of the impending danger. However, unfortunately, the warning had come too late to avert a collision.

First Officer William Murdoch was just entering the bridge from the starboard wing when the warning came. He quickly ordered that the ship's helm be turned hard starboard. He was hoping to manoeuvre the *Titanic*'s bow away from the impending danger, then attempt to work the stern around. But the iceberg was too close. The ship brushed along a submerged iceberg, opening several holes of varying sizes along her length. There was a consequent inrush of water into the ship.

Thomas Andrews, the ship's designer, informed Captain Smith that the pumps were incapable of keeping up with the amount of water entering the vessel and would only buy them some extra time. The crew began hastily uncovering and readying the lifeboats to evacuate the vessel. Being aware that there was barely enough lifeboat accommodation for slightly more than half of those on board must have weighed heavily on the captain's mind.

Carpathian, another steamer, arrived on the disaster scene shortly after four in the morning. Her captain, Arthur Henry Rostron, expected to see the *Titanic*, but was instead confronted with a lone green light lying low on the water; this was one of the ill-fated *Titanic*'s boats.

As daylight crept over the disaster area, lifeboat after lifeboat was sighted. The following hours were spent in rescuing the survivors and retrieving what little remained of the *Titanic* – her boats.

Shortly after sunrise, another steamer, the *Californian*, commanded by Captain Stanley Lord, arrived. Rostron requested that the *Californian* continue searching the area for any survivors. He then turned the *Carpathian* west and steamed for New York with 705 survivors.

That morning, the world morning woke up to the news of the collision. Early stories of the disaster were often rushed and erroneous, relying on fragmented information coming from various stations listening to the tragedy unfold.

The arrival of the *Carpathian* on the scene hadn't helped matters very much. The ship's Marconi operator began sending out lists of survivors and ignored requests for details of the disaster. During the following days, question followed question, with very few answers coming forth. Both in America and England, pressure rapidly built to determine the factors leading to this disaster.

eclectic: varied; diverse

Edwardian society: The Edwardian era is generally considered to extend from the 1890s to the outbreak of the First World War in 1914.

affluent: wealthy

crow's nest: a lookout point on a ship

turned hard starboard: (in nautical terminology) to turn the ship towards the port

Marconi: refers to The Wireless Telegraph and Signal Company, otherwise called the Marconi Company established by Guglielmo Marconi (1874–1937), the inventor of the radio

Post-reading

1. Match the following terms related to shipping with their correct definitions.

	Term	Definition
a.	embark	another word for a ship
b.	disembark	the rearmost part of a ship
c.	bridge	leave a ship
d.	crow's nest	the raised platform on a ship from which the captain and his officers control its operation
e.	vessel	the lookout point on a ship
f.	stern	board a ship

2. Infer the contextual meanings of the highlighted words.

- a. Sailing merrily west from Queenstown, the *Titanic* carried 2,208 passengers and crew – an **eclectic** mix of Edwardian society.
 - i. varied
 - ii. liberal
 - iii. assorted
 - iv. multi-faceted
- b. He was hoping to **manoeuvre** the *Titanic*'s bow away from the impending danger, then attempt to work the stern around.
 - i. conspire
 - ii. navigate
 - iii. activity
 - iv. operation
- c. The crew began hastily uncovering and readying the lifeboats to **evacuate** the vessel.
 - i. expel
 - ii. remove
 - iii. leave
 - iv. evict
- d. Early stories of the disaster were often rushed and **erroneous**, relying on fragmented information coming from various stations listening to the tragedy unfold.
 - i. dodgy
 - ii. inaccurate
 - iii. bogus
 - iv. illogical

3. Here are the notes made by a member of the inquiry commission about the events leading to the disaster. However, they are not in the right order. Sequence them correctly.

- a. The *Carpathian* arrived after 4 in the morning only to find a few lifeboats and survivors.
- b. Thomas Andrews informed the Captain about the inability of the pumps to keep up with the amount of water entering the ship.
- c. 10 April 1912 – the *Titanic* cast off from Southampton.
- d. At 11.40 pm, Frederick Fleet noticed a distant object. It turned out to be an iceberg.
- e. The ship steadily increased speed. Sunday, 14 April – it was doing 21.5 knots.
- f. Picked up additional passengers, mail and disembarked cross-channel passengers at Cherbourg and Queenstown.

- g. William Murdoch tried to manoeuvre the *Titanic's* bow away from danger.
- h. Captain worried – knew that lifeboats were not enough for everybody on the ship.

Speaking

RETELLING AN INCIDENT

Retelling something is a useful skill. While retelling incidents, you need to use the right strategy to make sure your listener is able to understand exactly how an event happened. In order to ensure clarity while retelling something, remember to:

- maintain the right sequence of events
- use suitable sequencing phrases
- include all the important details.

Task 1

Read these extracts from an essay on the events leading up to the sinking of the *Titanic*.

1. The passengers who were present on the deck on the afternoon of 14 April were probably the first people who noticed the patches of drifting ice. This observation, if taken seriously by them, could have hinted at the presence of icebergs in their path. However, even the more seasoned travellers amongst them did not get alarmed by the floating ice. They explained to the other passengers that ships on the northern express route often encountered ice during April.
2. Between 9 am–11 pm of the fateful day it sank, the *Titanic* received half-a-dozen wireless messages from the other ships in the vicinity, warning them about the danger of ice floating around. However, since the Marconi operator and others were busy communicating numerous messages to the passengers in the first class, they could not understand the implications of these warnings.
3. It has been observed that, generally, while at sea, icebergs can be spotted from a distance, by the outline of waves breaking at their base. However, on that particular night, when the *Titanic* sank, the sea was very calm and hence the lookouts could not depend on this particular method to locate the presence of icebergs.
4. At around 11.40 pm on the fateful night, the *Titanic* collided with the iceberg. The impact was so sudden and immediate that the ship was sliced open for about 10 feet above the level of the keel for a distance of about 300 feet. Ten minutes after the collision, the water had risen to 10 feet above the keel in most of the compartments.

Make notes on the paragraphs above.

Include the following details:

- what were the main events
- when did the events happen
- what happened as a result of each event

vicinity: the area near or surrounding a particular place

keel: a beam around which the hull of the ship is built; the spine of the ship

Task 2

- Using the table that you completed in Task 1, narrate the sequence of events that led to the sinking of the *Titanic*, in your own words. You can use these sequencing phrases to help you.

.....
Useful words/phrases
.....

.....
Sequencing phrases:
.....

.....
As a result ... Therefore ... Despite ... However ... Subsequently ...
Then ... Next ... Firstly ... Secondly ... Finally ...
.....

- Can the various stages in an experiment or a process be sequenced? Identify any one experiment or process from your domain subjects and try to outline the various stages in a similar way. Alternately, you can also choose an event from history or an incident from your own life and retell it.

Listening**TAKING NOTES FROM A DISCUSSION**

Do you take notes while you are listening to lectures in class? Why is it necessary to take notes? What are the important points that you might note down? Do you write notes in complete sentences? Are you allowed to use short forms and abbreviations in your notes? Will it help if your notes are structured?

Task 3

-  You are going to listen to a podcast. Before you listen to the track, discuss with a partner and decide in which of these situations you would take notes.

- While listening to a lecture in the class
- While listening to a lecture on the TV/Web
- While listening to an academic talk
- While listening to an interview
- While interviewing someone

- Listen to Part 1 of the podcast. What do you think the rest of the discussion is going to be about?
- Find the notes taken during the second part of the discussion on the next page. Fill in the gaps with relevant information.

- While listening to lectures in class, effective note-taking skills are required.
- You must identify the main idea and all the important details so that you can review them when required.
 - Further, you must learn to recognise when the speaker is making an important point. He may pause, give examples, repeat his statements, change the volume or pitch of his voice etc.
 - You must listen for main ideas, central facts and also identify the organisation of the talk/lecture.

About the *Titanic*:

- A triumvirate of ships were planned: *Titanic*, _____ and _____.
- The ships were 1. fast 2. _____. Therefore, the passengers could travel in comfort.
- Three categories of passengers: _____, second-class and steerage.
- Cost of a first class ticket on the *Titanic* today would be _____.
- Amenities for first-class passengers included _____, _____ and _____.

Physical details about the *Titanic*:

- Details about the ship's physical structure – number of decks: _____, engines: _____ height: _____ three-blade propellers: _____
- Designer: _____
- Why was the ship considered unsinkable? Water-tight doors between _____ compartments. Even if _____ compartments were flooded, the ship would not sink.

Why did the ship sink?

- Use of substandard _____.
- _____ technology could not be understood by people.
- Not enough _____, plus they were not tightened properly.
- The ship had never been tested at its _____ speed.
- Old-fashioned design for the _____, which restricted _____.

Writing

TYPES OF PARAGRAPHS

There are different types of paragraphs based on the purpose and function of the paragraph. Here are some common types of paragraphs:

- narrative
- cause-effect
- comparative
- descriptive

In this unit, we will discuss the narrative and cause-effect patterns.

Let's look at a narrative paragraph.

On Wednesday, 10 April, the Titanic started from Southampton in England. She stopped at Cherbourg in France and then carried on to the port of Queenstown in Ireland. On Thursday, 11 April, shortly after noon, the ship left Queenstown and sailed smoothly over the North Atlantic. The weather was almost perfect, with nothing to indicate an approaching storm except for a brief fog. In fact, the passengers remarked that the sailing was proving to be quite smooth. On the first day, the Titanic sailed for 484 miles, the second day, 510 miles, and the third day 549 miles.

Some common features of a narrative paragraph:

- Information is arranged in a chronological order.
- Suitable verbs and adverbs are used to talk about the actions.
- Transition words like **after, first, second** et cetera are used.

Task 4

1. Here is a sequence of events leading up to India becoming a Republic. Write a narrative paragraph based on these points. Remember to use suitable sequencing words.

- 15 August 1947 – India became an independent country
- At this time, the country did not have a constitution of its own
- 28 August 1947 – drafting committee appointed to draft a permanent constitution for the country with Dr B R Ambedkar as the head
- Drafting committee submitted its report on 4 Nov 1947
- Followed by discussions and revisions – signed by the Constituent Assembly on 24 Jan 1950
- Two days later, the constitution came into effect
- India – now a truly sovereign country with a constitution of its own

Let us now look at a paragraph where the cause-effect relationship between two events is established.

Many scholars are now convinced that the destruction of the Indus Valley civilisation was caused by climate change. Some believe that the climate change was triggered by the drying of the Saraswati river upon which the economy of the Indus Valley civilisation depended, while others are convinced that a great flood had not only changed the course of the river, but also altered the climatic conditions, leading to the waning of the cities. Scholars have also pointed out that the eastward shift of the monsoons could have reduced the water supply, thereby forcing the Harappans to migrate. This is because the monsoons brought by the eastward winds supported the vegetation, agriculture and economy of Harappa. The Harappans, hence, depended on these monsoons and as they shifted, the water supply might have dried up, resulting in large-scale migrations.

Some features of cause-effect paragraphs:

- The direct reason for an event to occur is stated as the cause of that event.
- Sometimes, multiple causes are mentioned, with arguments supporting how each cause could have led to the event.
- Words that show connection like **because of**, **as a result of**, **a consequence of**, **owing to** are used.

Task 5

Historical records show that the *Titanic* had the best wireless signalling system of the times. However, when the disaster struck, help could not reach the *Titanic* on time. Use these notes to write a paragraph on why the radio signalling system might have failed.

- The *Titanic* – had the most powerful radio signalling system of the times
- Designed by the inventor of the radio, Marconi, and managed by The Wireless and Telegraph Company owned by Marconi
- All messages were sent wirelessly via Morse Code and could be accessed by anybody on that particular frequency
- One reason why it failed – the operators on the *Titanic* were busy handling communication of high-profile passengers on board – hence did not receive the warnings about the icebergs
- Many ships received the distress call from the *Titanic* – but the messages were transmitted and re-transmitted, leading to a confusion in the messages

Grammar

PREPOSITIONS

Look at the examples given below.

The ship docked at the harbor before sunrise.

The passengers waited on the deck for further announcements.

The captain was in his cabin when the storm struck.

The liner is going to Southampton.

A preposition is a word that shows the relation between a noun or pronoun and the rest of the sentence.

Task 6

Read this paragraph and underline the prepositions.

In the 1920s, radios became smaller and more portable, leading to an improvement in military communication. As telecommunications developed, the late 20th century saw the development of computer and satellite technologies, creating what is known as a Revolution in Military Affairs (RMA) – the results of which can be seen in the wars being fought in the world today. Despite these

achievements, communications in war can, and often do, still break down – often due as much to human as to technological failings and errors.

Types of prepositions

There are four main types of prepositions, as shown in the table below.

Prepositions of time	Used for	Example
at	specific time	at 4.00 am
	precise time	at noon of the day
on	for days and dates	on Wednesday; on 25 June 2016
in	for longer periods like months, years, seasons etc.	in January; in 2017; in summer
for	duration of time	for three days, for a year
Prepositions of place	Used for	Example
at	a specific place	at the library
on	referring to an area or surface	on the ceiling
in	a place with a boundary	in a room; in the sea
Prepositions of direction	Used for	Example
toward, into, up, across, around, in etc.	expressing a direction	towards the church; across the street; around the corner etc.
Prepositions of agent	Used for/to	Example
by	show how something has been done	manufactured by machines
	show how somebody commutes	travels by bus
	indicate the agent in passive voice	We were informed by the authorities.
	works written/done by people	built by Visvesvaraya

Check Appendix 2 for a comprehensive list of prepositions, their meanings and examples, before you attempt Tasks 7 and 8.

Task 7

Fill in the blanks using the correct prepositions.

- General Cariappa, the first Indian Commander-in-Chief of the Indian Army, was born _____ 15 January 1949, _____ Kodagu, Karnataka.
- _____ the 21st century, war will move _____ cyberspace with the development of specialised weapons, tactics and defences.
- DRC-Hubo, a robot developed _____ the Korean Institute for Science and Technology, was the first robot to get an ID card at the World Economic Forum at Davos.

4. War has often been described as a conflict among political groups, carried on _____ armed forces for a considerable period of time.
5. _____ the fourth century BC, Alexander the Great conquered the entire stretch of territories extending from the Indus to Egypt and from Iran to Greece.

Task 8

Fill in the blanks using the correct prepositions.

1. Military technology refers _____ the range of weapons, equipment, structures and vehicles used specifically _____ the purpose of fighting.
2. The earliest gunpowder invented _____ man exploded on contact _____ an open flame or a red-hot fire.
3. There is a possibility that _____ future, a large part of war may be fought in the skies, and hence, there will be less requirement _____ humans on the ground.
4. The shrinking of the world, _____ improved communication and transportation, has increased the probability that hostilities anywhere will affect people everywhere.
5. _____ the initial phase of the project, the robotic soldier would be required to be told _____ the human soldier to identify an enemy. But in due course of time, the roles would change.

Vocabulary

PREFIXES AND SUFFIXES

Prefixes and suffixes are called affixes and they are elements added to existing words to form new words. The process of adding affixes is called affixation and the words to which these elements are added are called root words.

Examples:

Prefixes	Suffixes
re- + write = rewrite	read + -ing = reading
in- + capable = incapable	nation + -al = national
un- + acceptable = unacceptable	modern + -ity = modernity

Prefix	Meaning	Example
pre	before	prelude, precondition
un	not	unacceptable, unreal
dis	not	disadvantage, dismount
re	again	reawaken, rewrite

Prefix	Meaning	Example
mis	not, wrongly	misunderstand, misbehave
im (also in)	not	impossible, inappropriate
bi	two	bicycle, biannual
inter	between	interact, interchange
super	above	superannuate
sub	under	submarine, subsoil
anti	opposing, opposite	antibiotic, anticlimax

Suffix	Meaning	Example
er	comparative	higher, lower
er	doer	worker
able	can be done	doable, usable
ous	full of	joyous
ness	state of being	kindness
ful	full of	peaceful
y or ly	like	happy, similarly
ment	state of	enjoyment
ed	past tense verbs	hopped

Small changes in spelling are to be carried out while adding some suffixes.

Examples:

fame + -ous = famous	torture + -ous = torturous
happy + -ness = happiness	sacrifice + -al = sacrificial
justify + -ication = justification	confuse + -ion = confusion

Task 9

Change the grammatical category of the words in Column A, using an appropriate suffix from the box below

-fy	-able	-ment	-ise	-ism
-ic	-ity	-y	-ion	-ious
	-ive	-en	-ing	

	Column A: Word	Column B: Grammatical category	Column C: New word
1.	solid	verb	<i>solidify</i>
2.	move	adjective	
3.	crystal	verb	
4.	magnet	adjective	
5.	national	noun	
6.	deliver	noun	
7.	advertise	noun	
8.	space	adjective	
9.	fright	verb	
10.	assess	noun	

Task 10

Add suitable affixes to form what is indicated within brackets. One has been done for you.

- | | |
|-------------------------|-------------------------------------------|
| 1. adequate (antonym) | <i>in-</i> + adequate = <i>inadequate</i> |
| 2. palatable (antonym) | _____ |
| 3. suffocate (noun) | _____ |
| 4. attract (adjective) | _____ |
| 5. additional (adverb) | _____ |
| 6. activate (noun) | _____ |
| 7. capable (noun) | _____ |
| 8. logical (antonym) | _____ |
| 9. torrent (adjective) | _____ |
| 10. corrode (adjective) | _____ |

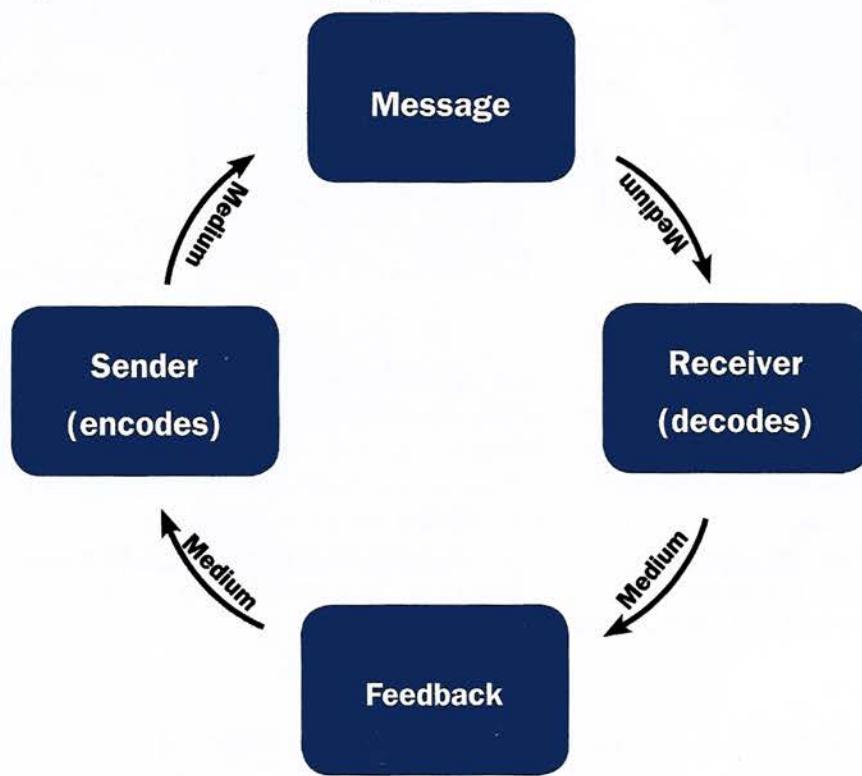
Communication**PROCESS OF COMMUNICATION**

Communication is a process in which a sender sends a message to a recipient and gets some action performed by him/her, or receives a response from him/her in the form of feedback. The process is deemed completed only when the recipient has understood the message and has either performed the expected action or given the required feedback to the sender.

Let us understand the various stages involved in the process of communication with the help of this diagram.

Step 1: The sender sends a message encoded in a medium (a suitable language) based on his/her understanding of the receiver's attributes.

- Step 2:** The receiver receives the message and tries to decode it using the same medium that the sender has used to encode it.
- Step 3:** If the receiver is successful in decoding the message, he/she acts upon it, or sends the required feedback to the sender. If the receiver is unable to decode the message, he/she sends a message back to the sender, seeking clarification.



Challenges faced in the process of communication

Often the process of communication is impeded by these challenges:

- Inappropriate choice of medium: If the sender selects the wrong medium, say a language not understood by the receiver, or a more difficult level of language, the receiver finds it challenging to decode the message.

Example: excess of technical jargon used in user manuals

- Noise: At times, if there is noise in the environment, it can adversely affect the transmission of the message.

Example: a phone conversation held in a noisy environment

- Disturbance in the channel: If the channel being used to communicate has disturbances, it can affect the transmission of the message.

Example: a faulty telephone line used for a call; illegible handwriting in a written note

- Assumptions made by the receiver: If the receiver makes baseless assumptions and jumps to conclusions about the meaning of a message, communication suffers. Example:

Sender: I have a flat! I need help. (This means the vehicle has a flat tyre.)

Receiver: Oh that's great! But why do you need help? (The 'receiver' assumes that the sender owns an apartment.)

**Task 11**

Here is an email sent by a Sales Manager to a client and the latter's response to it. Read both the mails and list the reasons why this communication fails.

The image shows a simulated email inbox interface. At the top, there are icons for reply, forward, delete, and search. Below that is the message header:

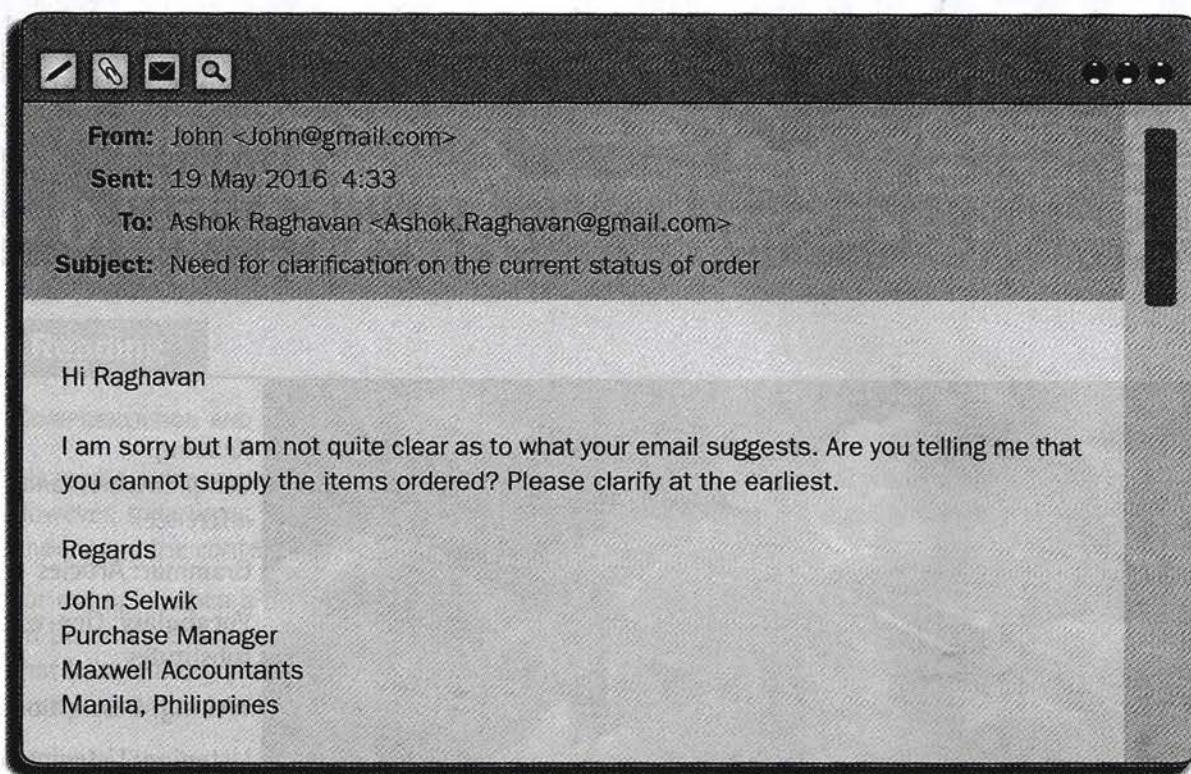
From: Ashok Raghavan <Ashok.Raghavan@gmail.com>
Sent: 19 May 2016 2:33
To: John <John@gmail.com>
Subject: Order for computer peripherals

The main body of the email reads:

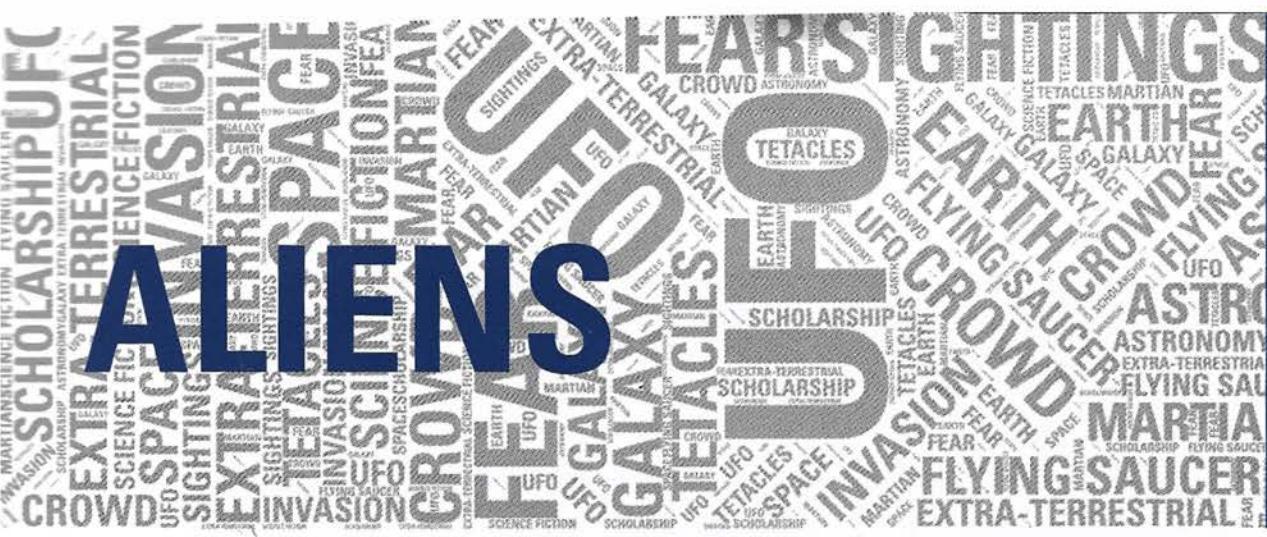
Hi John
This is in connection with the order that you had placed for computer peripherals for your office. We would like to inform you that our ability to service this request is severely constrained by the delay in the availability of raw material for the manufacture of the components by our supplier, despite which we are trying our best to comply with your order at the earliest possible date, failing which we will cancel the order and communicate to you but we are being able to supply some of the items for which you have placed an order and you can expect a complete delivery of these partial items at the earliest. We will inform you if and when the items are being shipped.

Regards

Ashok Raghavan
Sales Manager
Zicon Computer Peripherals
Annasalai, Chennai
Tamil Nadu, India

**Task 12**

Rewrite the email written by Ashok Raghavan in Task 11 in simple, straightforward language.



Reading:
Comprehension and inference

Grammar: Articles

Vocabulary: One-word substitutes

Writing: Description

Listening: Listening for specific information

Speaking: Small talk

Communication:
Channels of communication

Warm-up

Look at these newspaper headlines.

Encrypted communication means we may never find aliens, says Snowden

Super-intelligent aliens could be trying to contact Earth, but humans may not be able to pick up the signals yet, says SETI's top scientist

America's first 'Alien Abduction' to finally get its big screen debut

In pairs, discuss these questions.

1. What are these headlines about?
2. Do you think aliens exist? Why/why not?
3. Have you seen any movies or read any texts about aliens? How are aliens depicted in them?
4. What do you think they look like – as they are described in the movies/texts, or different?
5. What do you think may happen if they visit the Earth?

Reading

COMPREHENSION AND INFERENCE

We read a sentence and make meaning out of it by analysing individual words and the structure used. However, sometimes, a sentence may include a meaning that is not directly stated. The reader has to understand the context and 'infer' the intended but unstated meaning.

For example, when a person says 'I had only two bananas in the morning for breakfast', this sentence on the surface means that the speaker had only two bananas. But the speaker may actually be hinting that (s)he is hungry and needs food immediately! This meaning is 'inferred' from the context. Inference is also known as 'reading between the lines' or 'reading beyond the lines'.

Here is an extract from Chapter 4 of *The War of the Worlds*, a novel by H G Wells. Born in England in 1866, H G Wells wrote several works of science fiction including *The Time Machine* and *The War of the Worlds*. In the novel *The War of the Worlds*, Martians invade the Earth. Initial attempts to defeat them fail. Finally, the Martians get infected with bacteria, which human beings are immune to, and die. In this extract, the narrator's first encounter with the Martians is described.

The Cylinder Opens

When I returned to the common the sun was setting. Scattered groups were hurrying from the direction of Woking, and one or two persons were returning. The crowd about the pit had increased, and stood out black against the lemon yellow of the sky—a couple of hundred people, perhaps. There were raised voices, and some sort of struggle appeared to be going on about the pit. Strange imaginings passed through my mind. As I drew nearer I heard Stent's voice:

'Keep back! Keep back!'

A boy came running towards me.

'It's a-movin', ' he said to me as he passed; 'a-screwin' and a-screwin' out. I don't like it. I'm a-goin' 'ome, I am.'

- What did the narrator feel when he saw the crowd?
- Who said that he was going home? Why do you think he wanted to go home?

I went on to the crowd. There were really, I should think, two or three hundred people elbowing and jostling one another, the one or two ladies there being by no means the least active.

'He's fallen in the pit!' cried someone.

'Keep back!' said several.

common: an area of grass which everyone in a village can use

Woking: a town in Surrey, England

imaginings: mental pictures or ideas about something

Stent: an astronomer in the novel

jostling: pushing, elbowing or bumping roughly against others in a crowd

The crowd swayed a little, and I elbowed my way through. Everyone seemed greatly excited. I heard a peculiar humming sound from the pit.

'I say!' said Ogilvy, 'help keep these idiots back. We don't know what's in the confounded thing, you know!'

I saw a young man, a shop assistant in Woking I believe he was, standing on the cylinder and trying to scramble out of the hole again. The crowd had pushed him in.

- What did the narrator refer to as 'the confounded thing' and why?
- Who fell into the pit? Why do you think he fell into the pit? Did he come out?

The end of the cylinder was being screwed out from within. Nearly two feet of shining screw projected. Somebody blundered against me, and I narrowly missed being pitched onto the top of the screw. I turned, and as I did so the screw must have come out, for the lid of the cylinder fell upon the gravel with a ringing concussion. I stuck my elbow into the person behind me, and turned my head towards the Thing again. For a moment that circular cavity seemed perfectly black. I had the sunset in my eyes.

I think everyone expected to see a man emerge—possibly something a little unlike us terrestrial men, but in all essentials a man. I know I did. But, looking, I presently saw something stirring within the shadow: greyish billowy movements, one above another, and then two luminous disks—like eyes. Then something resembling a little grey snake, about the thickness of a walking stick, coiled up out of the writhing middle, and wriggled in the air towards me—and then another.

A sudden chill came over me. There was a loud shriek from a woman behind. I half turned, keeping my eyes fixed upon the cylinder still, from which other tentacles were now projecting, and began pushing my way back from the edge of the pit. I saw astonishment giving place to horror on the faces of the people about me. I heard inarticulate exclamations on all sides. There was a general movement backwards. I saw the shop man struggling still on the edge of the pit. I found myself alone, and saw the people on the other side of the pit running off, Stent among them. I looked again at the cylinder, and ungovernable terror gripped me. I stood petrified and staring.

- What did the people expect would come out of the cylinder?
- 'I stood petrified and staring' – what made the narrator feel petrified?

A big greyish rounded bulk, the size, perhaps, of a bear, was rising slowly and painfully out of the cylinder. As it bulged up and caught the light, it glistened like wet leather.

Two large dark-coloured eyes were regarding me steadfastly. The mass that framed them, the head of the thing, was rounded, and had, one might say, a face. There was a mouth under the eyes, the lipless brim of which quivered and panted, and dropped saliva. The whole creature heaved and pulsated convulsively. A lank tentacular appendage gripped the edge of the cylinder, another swayed in the air.

Those who have never seen a living Martian can scarcely imagine the strange horror of its appearance. The peculiar V-shaped mouth with its pointed upper lip, the absence of brow ridges, the absence of a chin

Ogilvy: an astronomer in the novel

petrified: so frightened that one is unable to move

scramble: move quickly

glistened: shone

blundered: moved in an awkward way

quivered: shook slightly

concussion: a heavy blow

convulsively: shook violently

billowy: wind-like movements

lank: unattractive (because something is very straight and thin)

wriggling: making large twisting movements

tentacular appendage: body parts which are long and thin, like the ones seen on octopuses or squids

wriggled: moved somewhere using short, quick, twisting movements

beneath the wedgelike lower lip, the incessant quivering of this mouth, the Gorgon groups of tentacles, the tumultuous breathing of the lungs in a strange atmosphere, the evident heaviness and painfulness of movement due to the greater gravitational energy of the earth—above all, the extraordinary intensity of the immense eyes—were at once vital, intense, inhuman, crippled and monstrous.



There was something fungoid in the oily brown skin, something in the clumsy deliberation of the tedious movements. It was unspeakably nasty. Even at this first encounter, this first glimpse, I was overcome with disgust and dread.

By H G Wells
The War of the Worlds

Post-reading

Choose the best answer for each of these questions.

1. 'I know I did' – What did the narrator do?
 - a. he narrowly missed falling into the pit
 - b. he stuck his elbow into the person right behind him
 - c. he expected to see a man emerge from the pit
 - d. he had gone completely blank
2. '...wriggled in the air towards me – What wriggled in the air?
 - a. a little grey snake
 - b. a walking stick
 - c. a tentacle
 - d. none of the above

Gorgon: a reference to the three sisters, from Greek mythology, with snakes for hair
tumultuous: very noisy

crippled: looked paralysed or badly damaged, unable to move on its own, sickly
fungoid: like a fungus

3. '...other tentacles were now projecting' – what does 'projecting' mean here?
 - a. calculate an amount expected in the future
 - b. speak loudly and clearly
 - c. make a film appear on a screen
 - d. extend over an edge

4. At the end, the narrator was _____
 - a. disgusted with the ugly appearance of the Martian
 - b. scared of the horrible appearance of the Martian
 - c. both a. and b.
 - d. none of the above

Grammar

ARTICLES

Read the paragraph and note the underlined words.

The primary purpose of a USB was to simplify the process of connecting peripherals to a computer. Today, the USB has evolved into a technology that can work across different software platforms. It is also used to run and recharge mobile phones.

1. What is the difference in the meaning conveyed by 'a USB' and 'the USB'?
-
-

2. Grammatically, what are words like 'a' and 'the' called?
-
-

What are articles?

In English, articles define/modify the nouns in a sentence. There are two kinds of articles: 'a', 'an' (indefinite) and 'the' (definite)

Eg. Let's go to a movie. (any movie)

Eg. The movie at Big Cinema is getting good reviews. (that particular movie)

The use of indefinite article 'a/an'

The indefinite articles are used:

- before a noun which has not been introduced earlier

Example: Once upon a time there lived a farmer in the village. (The speaker is introducing the 'farmer' for the first time in the story)

- before an unspecified singular noun
Example: Can you get me a book? (The speaker not asking for any particular book)
- before a singular noun while defining essential properties of a class/species
Example: A bird has a beak, wings and feathers. (defining essential features of the entire class of birds)
- before a singular object in the sense of 'one'
Example: She earns Rs 10,00,000 in a year. (in one year)
- with some phrases indicating quantity
Example: a few days, a lot of money

What is the difference between 'a' and 'an'?

Both 'a' and 'an' are indefinite articles. But they are used in different contexts depending on the sound patterns and not spellings.

- The article 'a' is used when the noun starts with a consonant sound (Examples: a table, a girl, a BSc degree). It is also used in cases where the word beginning with a vowel letter has a consonant sound (Example: a university, a European country).
- The article 'an' is used when the noun starts with a vowel sound (Examples: an eye, an undercover agent). It is also used where a word beginning with a consonant letter has a vowel sound. (Examples: an hour, an MLA).

Task 1

Underline the indefinite articles in these sentences.

1. Ahan Parekh was interested in renewable energy; he completed an internship with a company dealing in solar energy last year.
2. A great deal of time and effort has been devoted to finding a cure for cancer.
3. The nucleus of an atom holds a positive charge and has a specific number of protons and neutrons.

The use of the definite article 'the'

The definite article 'the' is used:

- before a noun which has already been introduced earlier
Example: Once upon a time, there lived a farmer in the village. The farmer had a son and a daughter. (In the first reference an indefinite article is used, while in the second one, the definite article gets used.)
- before some geographical areas and entities like seas, rivers, oceans, groups of islands, mountain ranges which do not have clear political boundaries
Example: the Himalayas, the Deccan Plateau, the Pacific Ocean
- with the names of some countries which are historically a group of territories (Example: the United States of America, the Netherlands)
- before nouns which are unique and only one of their kind (Example: the Sun, the Internet)
- before superlative adjectives (Example: the most difficult question, the highest peak)
- before common nouns which are made unique by the use of adjectives such as 'first', 'primary', 'main' etc. (Example: the main reason, the primary target)

- before nouns when they refer to the entire class or species in order to make the referent of the noun generic (Example: The tiger is in danger of becoming extinct.)
- before socio-cultural institutions and industries (Example: the media, the government, the newspaper)
- before adjectives which are used as nouns (Example: using 'the poor' to mean 'the poor people')

Task 2

Underline the definite articles in these sentences.

1. Farmers used the constellations in the night sky for predicting the seasons.
2. The man who invented the USB technology didn't make any money out of it.
3. The primary advantage of Li-Fi technology is that it allows for faster transmission of data as compared to the existing Wi-Fi technology.
4. The Netherlands is a beautiful country.
5. The integrated circuits used in computers were replaced by microprocessors in the 1970s.
6. The only way to account for the variations in the readings was to repeat the procedure a number of times.

Omission of the articles

Articles are not required:

- before proper names of people, languages, countries, cities, towns, streets and single mountains

Examples: India is known for unity in diversity.

I speak Telugu.

- before the names of academic subjects

Example: I study biology.

- before plural nouns (mainly biology, animals, birds, people) in the generic sense

Examples: Tigers are in danger of becoming extinct.

Indians are very caring.

- before abstract and material nouns in the general sense

Examples: Life is full of surprises.

Tourism is destroying many beautiful natural spots.

Platinum is costlier than gold.

- before singular countable nouns when they are used in the generic sense

Example: I travel by bus. (the 'bus' here is a means of transport)

My younger brother goes to school everyday. (general habit of my younger brother)

We have rice for lunch and rotis for dinner. (general food habits and not restricted to a particular lunch or dinner)

Indefinite articles are not used before uncountable nouns. We need to first use expressions such as 'a piece of', 'a bit of' or refer to a specific measure.

Examples:

We buy a milk every day. ✗ We buy a litre of milk every day. ✓

I have a luggage to be booked. ✗ I have a piece of luggage to be booked. ✓

She gave me an information. ✗ She gave me a piece of information. ✓

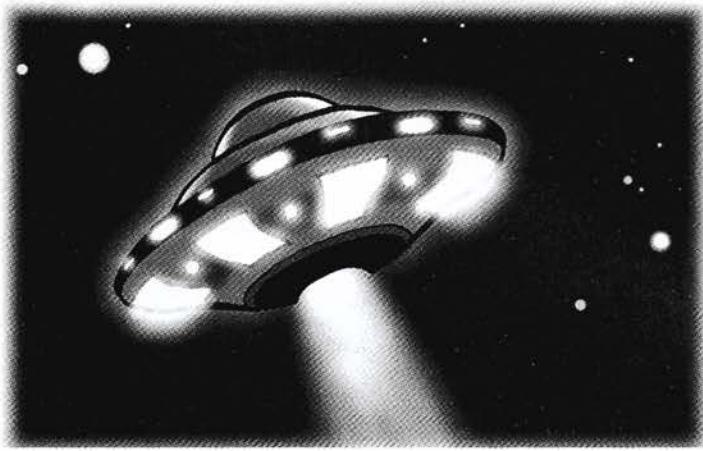
We do not use an article along with a possessive pronoun (Example: my, our, their) or with other modifiers (Examples: many, some)

Examples: This is a my pen. ✗ This is my pen. ✓

I have the many friends. ✗ I have many friends ✓

Task 3

Fill in the blanks using the correct articles where required.



1. This instance was one of _____ first UFO sightings reported by _____ pilots anywhere in the world. Whilst flying from one city to another, in _____ USA, two pilots encountered _____ large, cigar-shaped craft, flying close to them, barely missing them at times. At one point, _____ object appeared to stop abruptly before vanishing into thin air. The pilots concurred that it was _____ long, thin craft, with two rows of tiny windows that emitted _____ blueish-green glow. It was moving really fast and leaving behind it a trail of orange exhaust.
2. Several witnesses at _____ American airbase claimed to have seen _____ identical object half _____ hour before what _____ pilots' experienced. Officials from _____ US government were able to rule out _____ possibility of it being _____ military or commercial flight as there were no such flights scheduled at that time.
3. After _____ prolonged investigation, government officials wrote off _____ sightings as _____ illusion caused by _____ temperature changes. They later changed their minds and claimed that it was _____ meteor. However, experts later decided that, as _____ description of the object does not at all fit that of a meteor, this sighting will be classified as '_____ unexplained phenomenon'.

Task 4

Correct the errors in the use of articles in this paragraph.

In the year 2005, Arvind Thiagarajan was an 25-year-old inventor with the couple of patents to his credit. By 2011, he managed to file for about 40 patents. When the President Abdul Kalam presented

him with a Junior Scientist Award in 2001, he inspired Arvind to invent and, more importantly, also patent his inventions. His most interesting invention is HDFonoDoc, a first device in the world which can analyse and document heart murmurs in real time. It was an replacement for the mechanical and digital stethoscopes used by the doctors worldwide.

Vocabulary

ONE-WORD SUBSTITUTES

In both writing and in speech, it is always a good practice to use the most accurate word in a given situation. This makes your communication short, precise and to-the-point. As a result, your message is conveyed more effectively. One of the useful techniques to sharpen your vocabulary is to practise finding one-word substitutes for longer descriptions.

For example, in the reading passage, instead of saying 'produces or reflects bright light', the word 'luminous' is used.

Task 5

Find one-word substitutes for these descriptions from the reading passage. The first one has been done for you.

1. Having a hole or an empty space inside hollow
2. Knock or push roughly against someone in a crowd to get more space _____
3. Move somewhere using short, quick twisting movements _____
4. Small, rounded stones often mixed with sand _____
5. Loud and confused _____
6. Too long and slow _____
7. An arm, leg or other body part _____
8. A hole or an empty space between two surfaces _____

Writing

DESCRIPTION

We usually write a description of a person, place or an object. A good description uses images from all five senses – sight, sound, touch, smell and taste. A key to good description is close observation of the subject and choosing important images to create a dominant mood. The dominant mood may be positive or negative. In the text taken from *The War of the Worlds*, the writer describes a Martian. The dominant mood is that of disgust and horror. The writer uses mainly visual (the Martian's appearance) and some auditory perceptions (sound of its breathing).

The nature of a description varies according to the purpose. For instance, look at the two descriptions that follow. Both are about dogs, but are they similar?

Description 1

Missing!

Lola, a five-year old Dalmatian, lost on Monday (6 June). Last seen near Jaya Bakery. Has a black spot over her right ear and a scar on her left paw. If you find her, please call 9872237289.

Description 2

Alsatians, also known as German Shepherds, are such a contrary bunch. Yes, they're faithful companions, but I find that there's a dark side to them sometimes.

My guy (Bruno is his name) will be lying on a rug by the fire on a wintery night, dreaming his doggy dreams when suddenly, out of nowhere, he will emit a blood-curdling growl. He looks scarily wolfish when he does that, with his teeth bared and the hackles rising on his neck. I often wonder if he is chasing an imaginary rabbit or a burglar when he's dreaming. Maybe it's just the last remnants of wofdom coming to the surface. Of course, he's never shown aggression towards me but one can't be too sure when his wofish self would surface.

However, when he switches back to the Alsatian mode, he is quite the character. His eyes become mellow and warm again and they glow with a calm blue sheen. He has great physical qualities also. His fur is glossy and brown, almost coppery, and he bounces along with a lively energy on those soft pads of his. Blessed with a streamlined tail for balance, he is the most hyperactive and agile dog I've ever had for a companion.

He is an athlete, or thinks he is, when we take him to the park. His speciality is the Frisbee. It doesn't seem to matter from how far away, or at what angle, you throw it to him, he will contort his body in impossible ways just to jump up and pluck it out of the air. My opinion is that we should have an Animals' Olympics to celebrate these wonderful specimens of the animal world.

Let us now compare the two descriptions.

First description	Second description
It is a notice about a lost dog.	It is a creative description of a dog.
Its purpose is to help find the missing dog.	Its purpose is to create soft feelings for the dog in the minds of readers.
It is short and objective in nature and includes only those details that will help people identify the missing dog.	It is longer and includes personal opinions and subjective impressions.

Writing a description

These are some common steps which you should remember when writing a description.

- Familiarise yourself with the topic.
- Make close observations.
- Decide on the dominant mood that you want to create.
- Gather images from as many senses as possible.
- Arrange the images in an order.

Tips on language

- Choose adjectives carefully, depending on the dominant mood that you want to create. Remember, similar adjectives may have different connotations. For instance, compare 'slender', 'thin' and 'underweight'.
- Use simple present tense. For instance, look at the underlined words in this sentence from Description 2.

His fur is glossy and brown, almost coppery, and he bounces along with a lively energy on those soft pads of his.

Task 6

Choose one of the topics and write a description in about 200–250 words.

1. A restaurant
2. An outdoor place of special importance to you (for example, a park)
3. An advertisement

Listening

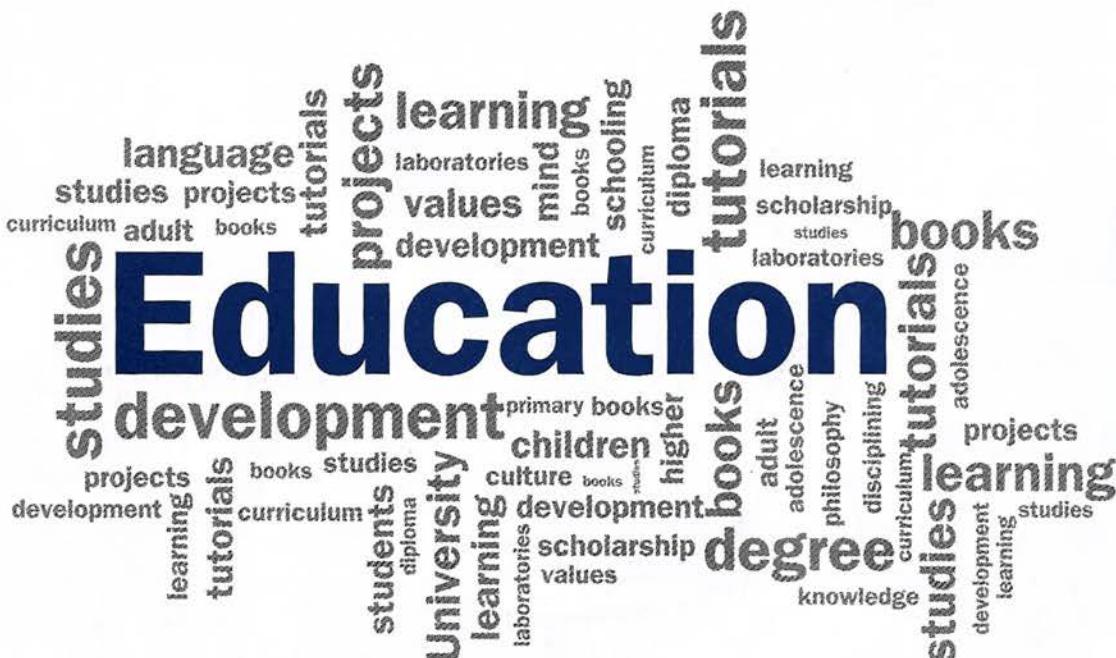
LISTENING FOR SPECIFIC INFORMATION

Task 7

 Listen to an interview on UFOs (Unidentified Flying Objects). Then, answer these questions.

1. What reasons does the speaker give to show that UFOs are real?

2. Decide what an alien looks like, based on the speaker's description. Draw a word cloud like the one shown below.



Speaking

SMALL TALK

Task 8

Read this extract from an article on small talk.

Why is Small Talk Such a Big Deal?

Imagine that you are attending your first office party. You enter a hall filled with colleagues from various departments of your organisation. There is a general buzz of conversation all around. You feel utterly lost in this sea of fraternal humanity and find yourself longing to belong! The very thought of walking up to someone you barely know strikes terror in your heart. You hide in a corner or loiter around the hall aimlessly, or worse still, dart in and out of the washroom to escape the awkwardness. You are forced to do all this just because you do not know how to chit chat.

Small talk is what will come to your rescue. 'Mastering the art of small talk is essential for professional success and personal gain', says a well-known expert on etiquette.



Mastering the art of small talk can make you feel comfortable in any social situation, from a lunch with the boss to a cocktail party where you have to deal with complete strangers. Small talk is a harmless and effective way of making connections. It's all about elegantly starting, sustaining and ending social conversations with strangers and acquaintances.

Why engage in small talk?

Think of all the non-familial relationships that you have established over the years. How did they all begin? Whether it was a chance encounter with a stranger at a coffee shop or a gym, or a brief chat with a person standing behind you in a queue at a bank, the stranger would have gone on to become your life partner,

boss, coach, business partner, guide and mentor or friend-for-life. A little chat that you thought was a waste of time took your life in a new direction. Small talk has the unimaginable power of expanding your social circle and initiating lasting relationships.

Small talk is not trivial or pointless. It can help you establish, build and maintain social relationships.

Now, answer these questions below.

1. What is small talk?
2. In which situations can you make small talk?
3. Have you made small talk anywhere? Describe the situation and give details of your small talk.
4. What are the advantages of small talk?

While indulging in small talk, you need to be careful about your choice of topic. Topics which are sensitive and personal in nature are best avoided, as we may inadvertently hurt people with our words.

Acceptable topics for small talk 	Unacceptable topics for small talk 
weather films work travel food/restaurants fashion health upcoming events hobbies	money salary gossip religion race caste physical appearance

Task 9

Given below are some examples of small talk. Discuss with your friends and identify whether these would be considered acceptable or unacceptable, and the reason why they would be considered so.

1. A: Are you waiting for the nine o'clock bus?
B: Yes. It seems to be running late. It is such a pain waiting in this heat.
A: The weather is really too hot for this time of the year.

Acceptable <input type="checkbox"/>	Unacceptable <input checked="" type="checkbox"/>
Reason:	

2. A: Did you catch the IPL semifinals last night?
B: No, I was working late.
A: What a thrilling game it was! Chennai Super Kings won due to the free hit that they got on the last ball.
B: Actually, I am not familiar with those teams. I don't follow IPL, you see.
A: Tell me one thing ... Chennai Super Kings ... are they going to win the finals this year?

Acceptable <input type="checkbox"/>	Unacceptable <input checked="" type="checkbox"/>
Reason:	

3. A: What do you think about our new cubicles?
 B: They look posh, but I would rather be paid for the additional work I am putting in, than have new cubicles.

Acceptable Unacceptable

Reason:

Task 10

Role-play the following situations in pairs.

1. You run into your school friend at the local shopping mall.
2. You meet your co-worker at a restaurant.
3. You chance upon your neighbour at a bookshop.
4. You talk to a guest at a party.

Communication

CHANNELS OF COMMUNICATION

Channels of communication refers to the way in which information flows within the organisation. The following table gives various channels of communication, along with examples.

Can you add one more example illustrating a channel of communication?

Channel of communication	The way the channel works	Examples
Formal	<ul style="list-style-type: none"> • transmits organisational information e.g. goals, policies, procedures • messages follow a chain of command 	<ul style="list-style-type: none"> • flow of information from a manager to a subordinate • receiving the annual performance report of a company • informing investors about new projects through newsletters, emails etc. • employee manuals detailing the code of conduct and professional ethics
Informal	<ul style="list-style-type: none"> • organisational information is transmitted, but the messages do not always follow a chain of command/hierarchy • flow of information happens in a relaxed atmosphere 	discussing company policies over lunch break/tea time
Unofficial	<ul style="list-style-type: none"> • also called the grapevine because there is no definite route through which the information flows 	predicting a change in the organisation's policy et cetera, unofficially with peers or others

Channel of communication	The way the channel works	Examples
	<ul style="list-style-type: none"> mostly rumours/gossip are circulated using this channel often false information can flow through this channel a major advantage of the grapevine is the speed with which messages are transmitted 	

Flow of communication

Flow of communication refers to the direction in which the information flows in an organisation. The following table illustrates the various types along with examples.

Type	The way the communication flows	Examples
Upward	information flows to the higher level; provides feedback on the performance of the organisation	<ul style="list-style-type: none"> job-satisfaction surveys feedback on processes discussions with employees
Downward	communication from superiors to subordinates; follows a downward chain of command	<ul style="list-style-type: none"> giving job instructions providing performance-related feedback/appraisals to employees
Sideward	<ul style="list-style-type: none"> takes place at the same level of hierarchy in an organisation communication between peers 	discussing a project with a peer

Task 11

Form a group along with your friends. Imagine that your team has been entrusted with the task of organising a college event. Role-play these situations.

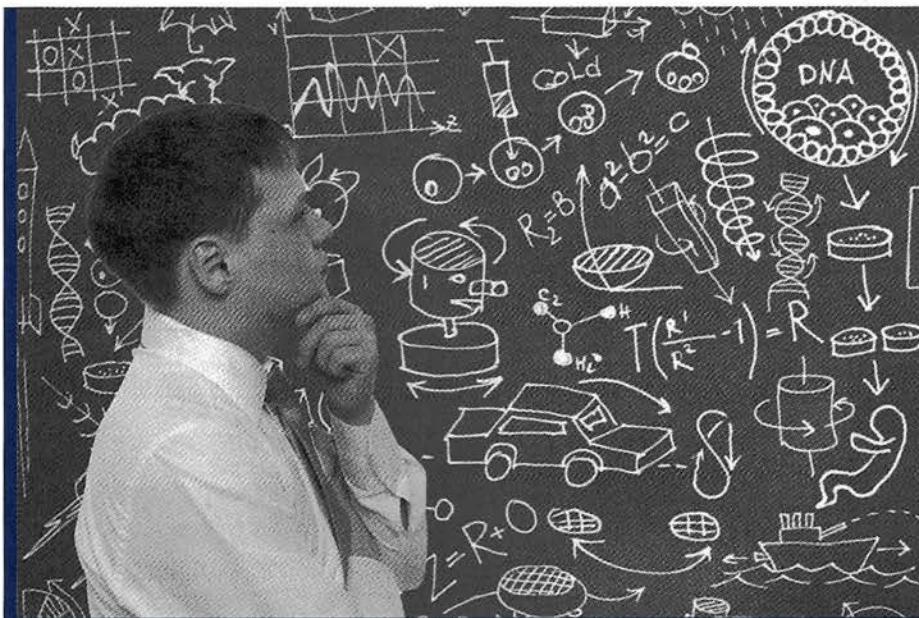
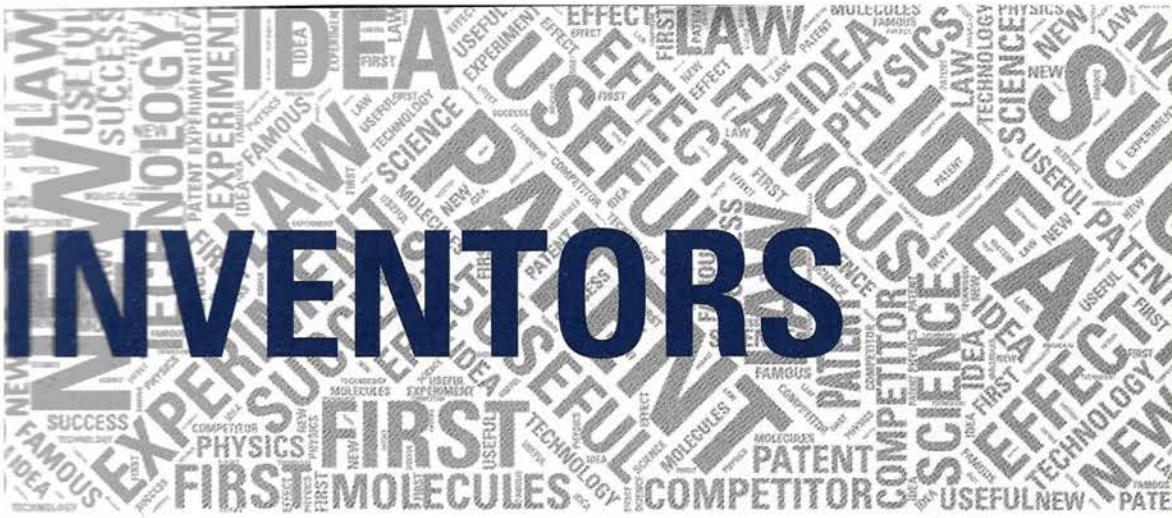
- Imagine that one of you is the team leader and the rest are your teammates. Conduct an initial briefing session for your teammates to plan the event. The team members may ask questions seeking clarification. (downward communication)
- In the absence of your team leader, discuss as a team, the ways in which you are going to act on the initial briefing. (sideward communication)

You can discuss these:

- the division of work
- timelines
- manner of communication.

- As a post-event appraisal activity, report as a team, to your team leader the challenges that you faced while organising the event. (upward communication)

INVENTORS



Reading: Skimming

Listening: Identifying parts from a description

Writing: Information transfer – describing trends

Grammar: Past tense

Speaking: Disagreeing

Pronunciation: Contracted forms of verbs

Communication: Barriers to communication

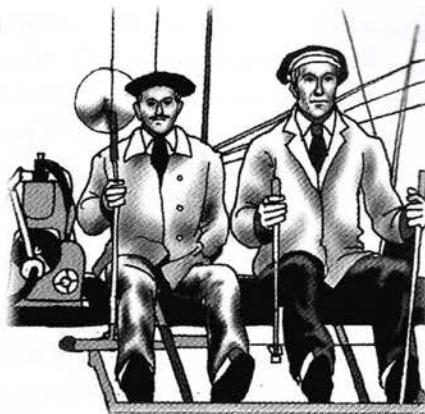
Warm-up

Can you identify the following three inventors from the details provided?

1. Around the year 1440, this man, a goldsmith by profession introduced a printing system by creating a metal movable type and adapting the existing technologies to create imprints. By 1500, the device that he invented was in operation through Europe. It was used to print copies of books in large numbers. Its major advantage was that this technology considerably reduced the cost of printing. Who is he?



2. These brothers believed that an unstable vehicle like a flying machine is capable of being controlled by skill. They designed and built a gasoline engine, light and powerful enough to propel a plane. They built the first powered aircraft and tested it successfully on 17 December 1903. The skills they had learnt from their gliding practice helped them to control the aircraft. With each flight, they covered an increased amount of distance and their final flight lasted for nearly a minute. Who are they?



3. On 3 April 1973, the passers-by on the Sixth Avenue in New York witnessed something very strange: an employee of Motorola making a phone call using a very big, handheld device. He then walked into a scheduled press conference and called his chief competitor at AT&T, thereby announcing the arrival of the handheld, portable cell phone. Who is he?



Reading

SKIMMING

You have already been introduced to the concept of 'scanning' in an earlier chapter where you scanned a flier for relevant information. While scanning is done to locate specific information within a text, skimming is used to quickly identify the main ideas. We often skim when we have a large amount of text to read in a limited time in hand.

An important first step while reading a text is to skim through it to understand what the passage is about.

Once you have oriented yourself to a text, it is important to identify the main ideas in the passage. Often, each paragraph within a text focusses on a different aspect of the topic. It helps if you can quickly identify these main ideas from the key words.

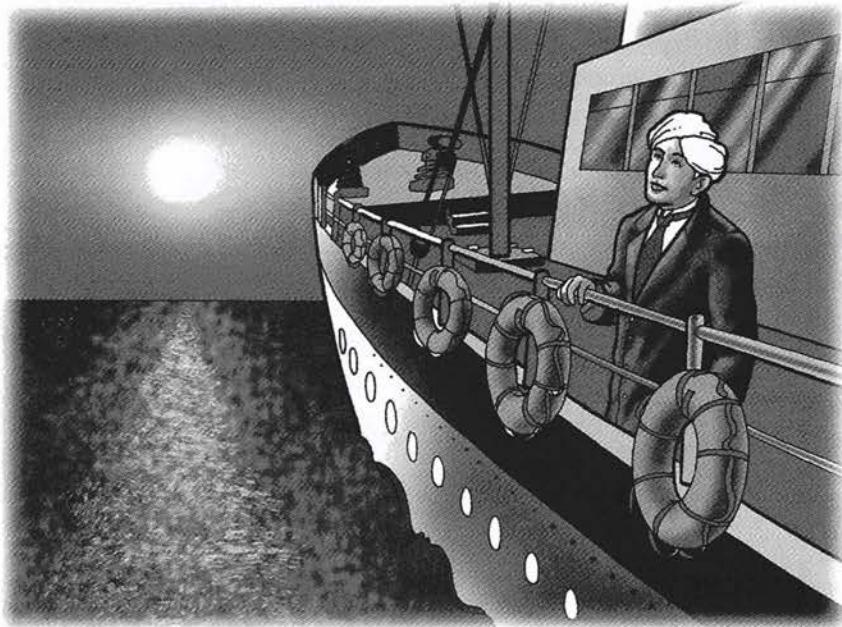
The Raman Effect

- A. In the year 1930, the most unexpected thing happened in the world of science. A young Indian researcher, Venkat Raman, won the Nobel Prize for Physics for his ground-breaking discovery of the phenomenon

called the Raman Effect. Hailing from Tiruchirapalli in Tamil Nadu, Raman completed his early education in Presidency College, Chennai. Such was his interest in Physics (his father had been a Physics teacher), that despite clearing the Civil Service Competitive Exam and becoming the Deputy Accountant General in Calcutta, he still found the time to pursue scientific research at the Indian Association for the Cultivation of Sciences. In 1917, he finally gave up his administrative position to become a Professor of Physics at Calcutta University.



- B. By the time he embarked on his first trip overseas to London as a delegate at the Universities' Congress in 1921, leading physicists of the time like J J Thompson and Lord Rutherford were already acquainted with Raman's significant study in the field of optics and acoustics. Raman had studied classical percussion instruments like the *tabla* and the *mridangam*, more specifically, the mathematical relationships that produced the pleasing effects of the sounds.



- C. It was during this particular sea voyage to London that he was struck by the 'blue' colour of the Mediterranean Sea. Till that time, it was generally accepted that the blue colour of the sea was actually a reflection of the sky. This was confirmed by the celebrated physicist Lord Rayleigh, who had proposed that the minute particles in the air scattered the blue wavelength from the Sun's white rays. However, Raman was not convinced by this explanation. He speculated that the blue colour of the sea could be caused by the scattering of sunlight by the water molecules. To verify his speculations, he used a polarised Nicol prism on a sample of sea water to show that light was indeed scattered by the water molecules – a phenomenon that he called molecular diffraction.
- D. On his return to India, he initiated research in three areas: the scattering of light by liquids, the scattering of X-rays by liquids and the viscosity of liquids. Of these three, it was the work in the first area that fetched him the Nobel Prize. Over the next seven years, he along with his distinguished associates like K R Ramanathan and K S Krishnan, conducted and supervised many experiments along these lines. On the morning of 28 February, Raman and his associates had irrefutable proof about the modified radiations observed in the scattering experiments due to molecular fluctuations. The discovery was announced through the Associated Press on 29 February and 8 March. Raman sent a detailed note along with an

embarked: started

irrefutable: impossible to prove wrong

explanation to *Nature*. It was with a sense of affirmation that he addressed the gathering at the South Indian Science Association on 16 March 1928, with the following words: 'I propose to speak to you this evening on a new kind of radiation or light emission from atoms and molecules.' By this time, the experiments were replicated and the findings were confirmed, thereby leading Raman to the inevitable Nobel Prize. Raman had achieved what he had claimed in 1924. At a meeting of the Royal Society of Fellows – he had announced that he would win the Nobel Prize in Physics within the next five years.

- E. So, what essentially is the 'Raman Effect'? Raman discovered that when a light beam travels through a medium, it is deflected by the molecules in the medium. Very interestingly, a small part of the emerging light beam, after being deflected by the molecules, had a different wave length and colour from the phenomenon, which initiated the study called Raman spectroscopy. Today, Raman spectroscopy finds a lot of applications in various areas such as the study of the molecular structure of compounds, handheld scanners for detecting drugs and explosives, the pharmaceutical industry and medical diagnostics.

Post-reading

1. Choose the sentence that best summarises the main idea in each paragraph of the text.

Paragraph A:	1. Sir C V Raman gave up his administrative career for Physics. 2. Sir C V Raman won a Nobel Prize in Physics in the year 1930. 3. Sir C V Raman was born in Tiruchirapalli in Tamilnadu.
Paragraph B:	1. Raman's significant work on classical percussion instruments was well known to the major physicists of the time like Lord Rutherford and J J Thompson. 2. In the year 1921, Raman made his first trip abroad as a delegate for the Universities' Congress. 3. J J Thompson and Lord Rutherford were the leading physicists of the day.
Paragraph C:	1. During the trip, Raman showed through his experiments with the Nicol prism that sunlight was scattered by the water molecules of the sea. 2. Lord Rayleigh had proposed that the air particles scattered the blue wavelength from the Sun's rays. 3. Raman showed that the blue colour of the sea was actually a reflection of the sky.
Paragraph D:	1. Raman had claimed at the Royal Society of Fellows that he would win a Nobel Prize within the next five years. 2. It was his work with the scattering of light by liquids which fetched him the Nobel Prize for Physics. 3. Raman and his associates performed many experiments and finally showed that modified radiations appeared in scattering experiments due to molecular fluctuations.
Paragraph E:	1. The discovery of the 'Raman Effect' led to Raman spectroscopy, a field of study that has a lot of practical applications. 2. While travelling through a medium, a light beam is deflected by the molecules in the medium. 3. Raman spectroscopy is used in handheld scanners and in the pharmaceutical industry.

2. Answer these questions.

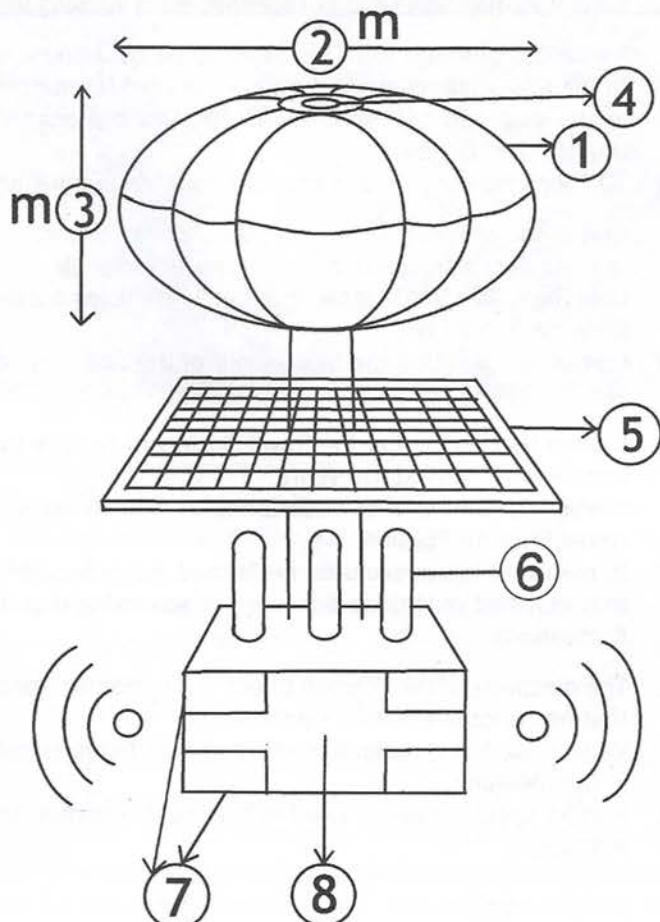
- Why was Raman awarded the Nobel Prize?
- According to Raman, why is the sea blue in colour?

Listening**IDENTIFYING PARTS FROM A DESCRIPTION****Task 1**

- 🎧 You are going to listen to a description of the equipment required for Project Loon. Look at the diagram below and label the parts.

What is Project Loon?

Project Loon is a network of balloons traveling on the edge of space, designed to connect people in rural and remote areas to the Internet. It is useful in filling coverage gaps and brings people back online after disasters.

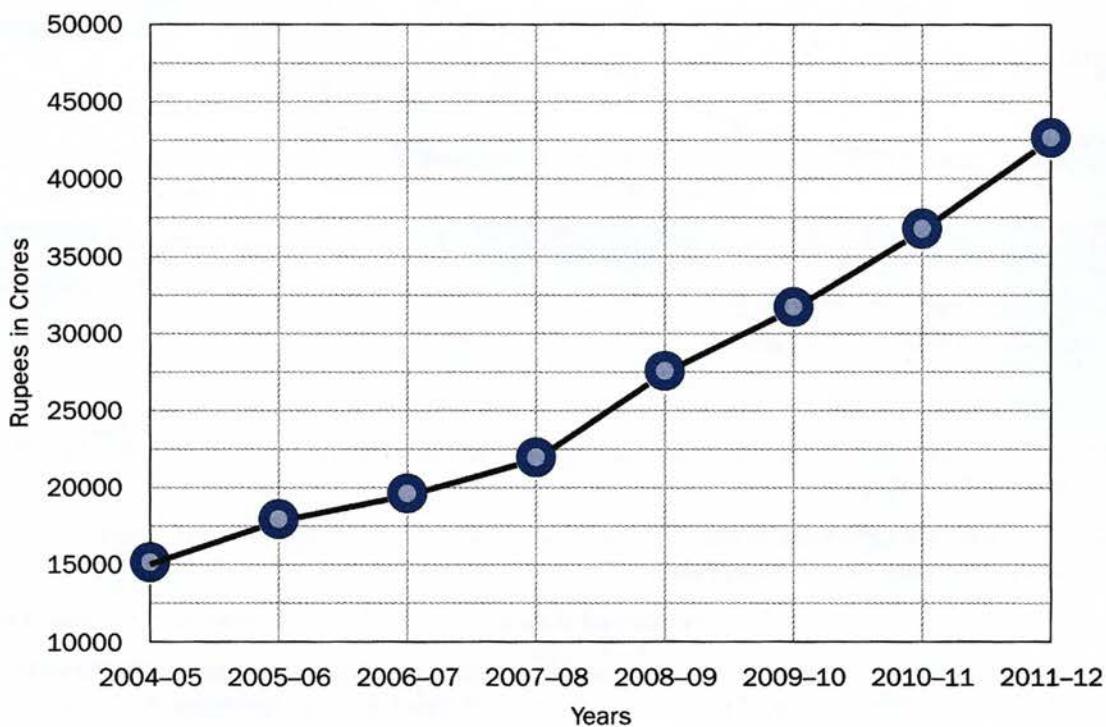


Writing**INFORMATION TRANSFER: DESCRIBING TRENDS**

Tables, graphs and charts are often used to present numerical data in an easy-to-assimilate form. We can also draw useful inferences from these visuals. However, it is very important to describe the information as accurately and as objectively as possible. In this section, you will learn how to transfer information from tables, charts and diagrams to text form.

Task 2

This graph shows the increase in expenditure of the central government on research and development from 2004–2005 to 2011–2012. Study the graph carefully. Fill the gaps in the paragraph using suitable words and phrases from the box.

National Expenditure on Research and Development in the Central Sector

significant increase

sharply increased

similar trend

a sharp increase

a steady increase

the most significant increase

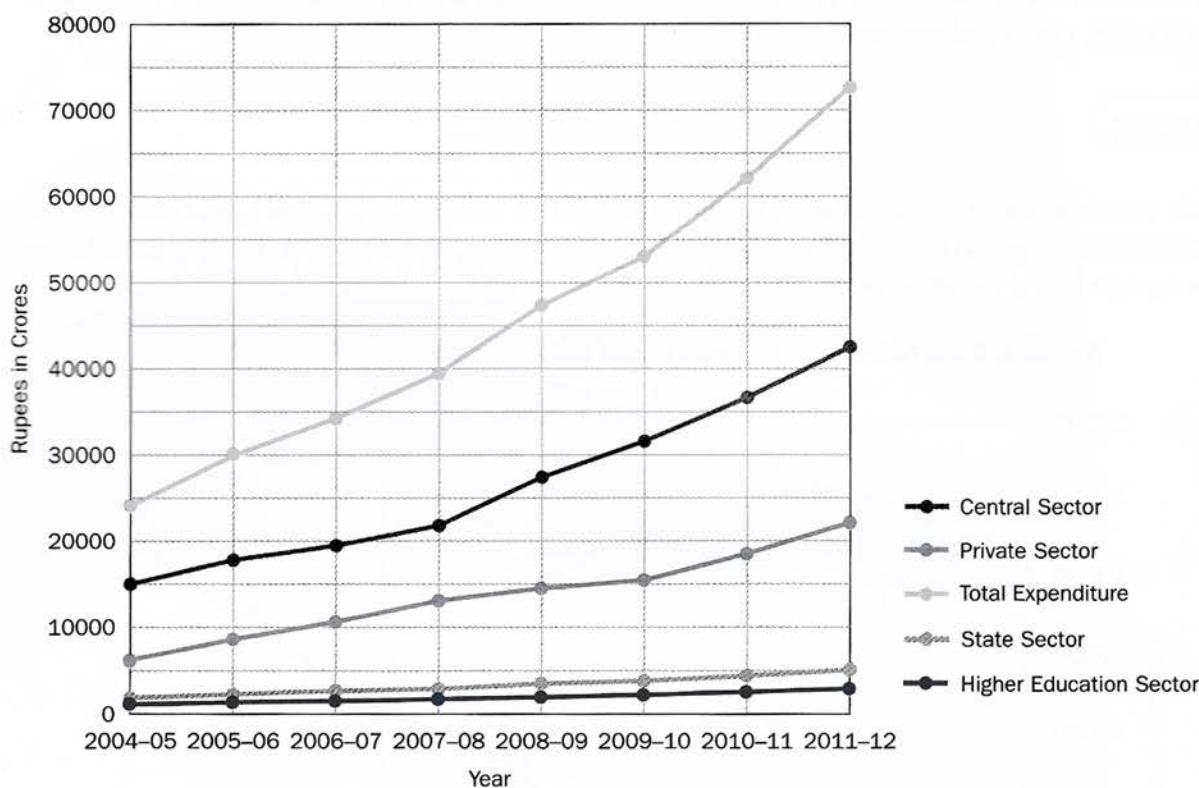
From 2004–2008, there was (1) _____ in the expenditure by about 2000 crores every year. Therefore, the expenditure increased from 15,000 crores in 2004 to 21,000 crores in 2008. However, in 2009, there was (2) _____ in the expenditure to about 27,000 crores. A (3) _____ can also be observed in the year 2012, when the expenditure again (4) _____ by 6000 crores.

To sum up, it can be seen from the graph that with every passing year, there is a (5) _____ in the expenditure on research and development in the central sector, (6) _____ being in the years 2009 and 2012.

Task 3

This graph shows the sector-wise expenditure incurred on research and development in education. Study the graph and say whether the following statements are true or false.

National Expenditure on Research and Development by Sector



1. The national expenditure on research and development **gradually grew** from 2004 to 2012 in all the five sectors. **True/False**
2. There is a **marginal difference** in the increase in national expenditure between the Higher Education Sector and the State Sector. **True/False**
3. The expenditure by the Central Sector **remained stable** as compared to the other sectors. **True/False**
4. In the year 2008, the total expenditure on research and development **increased significantly**, as compared to the other years. This happened because there was a **significant increase** in the expenditure incurred by the Higher Education sector. **True/False**
5. The total expenditure on research and development by all the sectors **steadily increased** from about 24,000 crores in 2004, to around 75,000 crores in 2012. **True/False**

Task 4

Note the words and phrases used to talk about trends in the tasks given above. The following is a report based on the graph given in Task 3. Refer to the graph and fill the gaps in the report, choosing suitable words/phrases from the options provided.

This graph shows the expenditure of the Central, State, Private and Higher Education sectors on research and development from 2004 to 2012. It also shows the total national expenditure for that period of

time. While there seems to have been a (1) _____ (steady increase / sharp increase) in the expenditure, different trends can be observed for the individual sectors.

For instance, while the overall expenditure of the Central Sector (2) _____ (marginally increased / significantly increased) from about 20,000 crores in 2004 to 43,000 crores in 2012, the corresponding figures for the State Sector showed only a (3) _____ (marginal increase / significant increase) from about 2,000 crores to 5,000 crores. The Higher Education sector appears to have spent the (4) _____ (less / least) amount of money on research and development, as the trends show only a marginal increase to about 3000 crores in 2012 from 1000 crores in 2004. Interestingly, the Private Sector appears to have (5) _____ (moderately increased / substantially increased) its expenditure from around 6000 crores in 2004 to around 22,000 crores in 2012. On the other hand, the Central Sector appears to have (6) _____ (minimally spent / consistently spent) the highest amount of money on research and development. In addition to this, the expenditure appears to have (7) _____ (sharply increased / consistently increased) by around 6000 crores in 2008 and 2012.

To sum up, it can be seen that the overall expenditure of the country on research and development appears to have consistently increased from 2004 to 2012, with the Central Sector spending the highest amount of money for this purpose.

Grammar

PAST TENSE

Study this table that gives the various forms of the past tense, their uses and examples.

Tense and structure	Usage	Example
Simple Past verb + -ed in case of regular verbs, for example: 'clean' changes to 'cleaned'; irregular verbs have different forms, example: 'sing' changes to 'sang'	<p>1. events at a definite time in the past with no relevance to the present; a word indicating the past time is used (for example: yesterday, the last week, in 1998)</p> <p>Note: When the past events have relevance at the moment, present perfect is used. Example: I <u>have seen</u> that movie twice. (I don't want to watch it now)</p> <p>2. historic events which happened in the past without a word indicating time</p> <p>Note: If we change the order of sentences, the meaning changes.</p> <p>3. events in a narrative in their chronological order</p> <p>Note: We can also use 'used to' and 'would' to refer to the past habits Example: When I was a child, I <u>used to hate</u> vegetables.</p> <p>4. habits in the past</p>	<p>1. I <u>went</u> to a movie yesterday.</p> <p>2. Charles Darwin <u>visited</u> the Galapagos Islands.</p> <p>3. The car <u>hit</u> a divider. The people inside <u>escaped</u> unhurt.</p> <p>4. When I was a child, I <u>did not eat</u> vegetables.</p>

Past Continuous was + verb + -ing (when the subject is singular) were + verb + -ing (when the subject is plural)	1. ongoing events at a particular time in the past 2. an ongoing background event while the focus is on another event 3. a regular or repeated event in the past Note: In this example, there are two events – the neighbours were fighting and we moved out. The first one is a background event, which explains the reason for the main event. If there is only one event, it is more common to use the Simple Past or the phrases 'used to/would' to refer to repeated events. Example: We <u>would go</u> to Shimla for our summer holidays every year.	1. Children <u>were playing</u> in the park last evening. 2a. When my wife and I <u>were going</u> to our offices, we saw an accident. 2b. When I <u>was travelling</u> to Mumbai, I suddenly fell ill. 3. Our neighbours <u>were fighting</u> day after day and finally we decided to <u>move</u> to another place.
	1. when talking about more than one event in the past, Past Perfect is used to refer to the earliest of the events	1. When we reached the station yesterday, the train <u>had already left</u> .
	2. experiences till a particular time in the past 3. used in reported speech, in place of Simple Past in direct speech	2. I <u>had been</u> to several countries in Europe by 2001. 3. Sneha said, 'I did not attend any class.' Sneha said that she <u>had not attended</u> any class.
Past Perfect Continuous had + past participle form of the verb	events that began before a certain point of time in the past and continued up to that time	I <u>had been waiting</u> nearly for an hour before the bus came.
	had + been + verb + -ing	

Task 5

Identify the tense of the underlined verbs.

- They went for shopping last week.
- When he reached the bus stop, the bus had left.
- Suddenly he remembered where he had hidden the money.
- Naira was crossing the road when Susan noticed her.
- He had been working with Amazon for nearly two years before he left for the US.

Task 6

Fill in the blanks using verbs in the correct tense.

1. I _____ a new phone last week. (buy)
2. Natasha _____ to dance very quickly. (learn)
3. When we _____ in Mumbai, we would visit Marine Drive every weekend. (live)
4. When I arrived at the hall, the film _____ (start).
5. She _____ (take) coaching for two years when she appeared for the GRE.

Speaking**DISAGREEING**

While communicating orally with your friends and colleagues, you might come across situations in which you have to disagree with the opinions expressed by others. In informal communication, it is easier to express your disagreement in comparison to formal situations. In formal situations, you need to maintain an agreeable and polite tone even while disagreeing on contentious issues. Carefully choosing expressions when disagreeing can go a long way in making your point without offending the people you work with.

Here are some useful expressions to indicate disagreement in a polite and pleasant manner.

- I'm sorry but I only partially agree with you on this ... (partial agreement)
- I agree up to this point but ... (partial agreement)
- I see your point but ...
- I look at things slightly differently ...
- Let's look at it another way ...
- Shall we look at it this way ...
- I'm sorry but I would like to differ on this ...
- Why don't we look at it this way ...?
- I don't think we are on the same page on this ...
- Let's reconsider the issue from another angle ...
- I beg to differ on this ...

Disagreeing in an agreeable manner is an art worth cultivating and can help you avoid conflict in both personal and professional situations.

With practice, these expressions will become a part of your communicative behaviour and will stand you in good stead at debates, group discussions, interviews, meetings. Remember, a rude rebuttal can kill an idea, whereas a polite disagreement can enrich it with newer angles.

Task 7

Form pairs and hold short debates on the following contentious topics. You can take sides but make sure you express your disagreement politely.

1. Should mobile phones be banned on all college campuses?
2. Should juveniles be tried as adults in case they commit heinous crimes?
3. Should mercy killing be made legal in all countries?
4. Should there be censorship on films?
5. Should there be parental control on the use of the Internet?

Competitive debating is a fun activity, like a game of public speaking with two participants or two teams, in which we examine ideas and policies with the aim of persuading people within an organisation. Formal debating is carried out in assemblies of various types to discuss matters in support of or against a topic with the hope to arrive at a resolution.

Pronunciation**CONTRACTED FORMS OF VERBS****Task 8**

Observe the pronunciation of the highlighted words within these sentences. Write their full forms.

1. If **he'd** prepared well for his presentation, he **would've** been more confident.
2. I **would've** helped you with the shopping, but **I've** got to complete this report in the next one hour.
3. This is an easy dish to cook, but **we've** run out of eggs and flour.
4. **Tom's** already invested in a house and a car.

You must have noticed that the highlighted verbs have been contracted. Contractions usually combine a noun/pronoun with a verb. When the words are contracted, you will observe that some of the letters in their spelling are dropped. Contractions lend both speed and a characteristic flavour to spoken English.

Now match your answers in Task 8 with the following and try to pronounce the contracted forms:

he + had: he'd

would + have: would've

I + have: I've

we + have: we've

Tom + has: Tom's

Contracted forms are used in everyday speech. They distinguish the spoken form of English from its written form.

Task 9

 Listen to these commonly-used contractions in English and repeat them.

Full form	Contracted form	Full form	Contracted form
I am	I'm	she is/has	she's
I will	I'll	she will	she'll
I have	I've	she had/would	she'd
I had/would	I'd	they are	they're
he is/has	he's	they will	they'll
he will	he'll	they have	they've
he would	he'd	they had/would	they'd
we are	we're	are not	aren't
we will	we'll	is not	isn't
we have	we've	will not	won't
we had/would	we'd	does not	doesn't
you are	you're	did not	didn't
you will	you'll	would not	wouldn't
you have	you've	could not	couldn't
you had/would	you'd	should not	shouldn't
could have	could've	must not	mustn't
should have	should've	she is/has	she's
would have	would've	cannot	can't

Task 10

Pronounce the highlighted contractions correctly in these sentences.

1. You're expected to register for the event before the weekend. We've been allotted the fifth room on this floor for our presentation.
2. It's a surprise that the students are not complaining about the shortened vacation.
3. I would've wanted to watch the movie tonight. Too bad that we couldn't get the tickets.
4. The shopkeeper's helping me get the book. In fact, he's agreed to check with publishers if it's available.

Communication

BARRIERS TO COMMUNICATION

Communication is a two-way process which is considered successful when the message is transmitted from a sender to a receiver with little or no distortion. However, we often see that there are a few common barriers to communication which cause a distortion of the message and interfere with its effective transmission. Let us look at a few common types of barriers and analyse the distortion that they cause.

Types of barriers to communication

Semantic: Factors like incoherence, poor sentence structure, use of jargon/technical language, colloquialisms et cetera cause transmission of the wrong meaning of the message.

Interpersonal: This is caused by limitations in the communication skills of the sender. Emotional stress, selective communication, limited vocabulary and clash of verbal and non-verbal messages and interpersonal barriers can take a heavy toll on communication.

Organisational: Such barriers arise in an organisation owing to the existence of multiple points of communication, a fear of hierarchies, the use of inappropriate channels/forms of communication or an overload of information.

Cross-cultural: The language (diction and tone) used in one culture may not be acceptable in another; values and norms of behaviour may also differ across cultures. This can create problems in communicating across cultures.

Intrapersonal: Different individuals have different kinds of perceptions, education and experience, all of which can impact their ability to receive/send messages effectively. Wrong assumptions about the content, drawing of faulty inferences and categorical thinking are some of the challenges faced.

Physical: The presence of background noise, space constraints, distractions, disturbances in phone lines and other such physical factors can obstruct communication, making it ineffective.

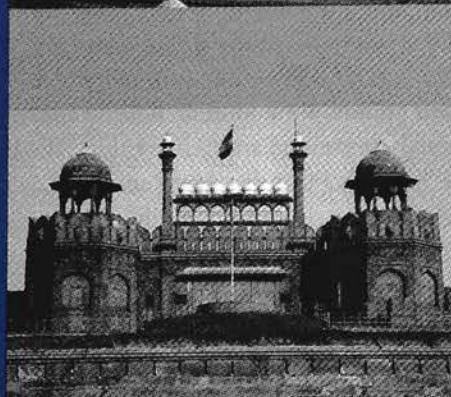
Task 11

Identify the type of barrier that obstructs communication in these situations.

1. You are talking to your project supervisor over the telephone in a noisy restaurant. She is unable to hear your message where you tell her that you will send your project report by the end of the day.
2. You are part of a team that handles customer service queries for an e-commerce portal. Your specific area of concern is handling complaints related to mobile phones. But as the organisational policy mandates, you are copied into complaint mails for all electronic items. This irks you so much that you start ignoring those mails.
3. You spend a few years in a foreign country, working on a project. At the end of the project, you want to show your appreciation for the members of your team who belong to that country, hence you gift them expensive watches. They are offended and see this as an affront to them.
4. You are orally presenting a proposal to design a fuel-efficient engine for four wheelers to a group of venture capitalists and financiers. To make the presentation impactful, you include a number of technical details. However, the listeners are not impressed.
5. You have been asked to give a speech on 'Positivity in Life' to a group of young teenagers. You go armed with a list of do's and don'ts. They appear to be bored and unconvinced.

INDIAN ARCHITECTURE

06



Reading:
Understanding a historical essay

Listening: Listening to a documentary and making notes

Speaking: Expressing preferences

Writing: Describing structures

Grammar:
Conjunctions

Pronunciation:
Emphasis

Communication:
Making an oral presentation

Warm-up

Work in pairs and look at the pictures above. Choose the names of the architectural constructions from the box below. Can you think of one fact about each of these places?

Red Fort

Mahabalipuram

Golden Temple

Ellora Caves



Reading

UNDERSTANDING A HISTORICAL ESSAY

Ancient India witnessed the rise and fall of several dynasties. Many kings and emperors were great patrons of art and architecture. Here is a short historical essay about ancient Indian architecture.

Ancient Architecture in India

An important phase of Indian architecture began with the Mauryan period. The material prosperity of the Mauryans and a new religious consciousness led to achievements in all fields. Megasthenes, the Greek ambassador of Seleucus Nicator who visited the Mauryan court, described Chandragupta Maurya's palace as an excellent architectural achievement. It was a large palace carved out of wood.



Dhamek Stupa at Sarnath

There were significant advancements in the field of architecture during Ashoka's reign (c. 268 – 232 BC). Mauryan art and architecture imbibed the influence of the Persians and the Greeks. During the reign of Ashoka, many monolithic stone pillars were erected, on which teachings of 'Dhamma' were inscribed. The highly-polished pillars with animal figures adorning the top (capitals) are unique and remarkable. The lion capital of the Sarnath Pillar has been accepted as the emblem of the Indian Republic. Each pillar weighs about 50 tonnes and is about 50 feet high.

The stupas of Sanchi and Sarnath are symbols of the achievement of Mauryan architecture. The gateways of the Sanchi Stupa with the beautiful sculptures depicting scenes from the *Jataka* stories bear testimony to the skill and aesthetic sense of the artisans.

The blending of Greek and Indian art led to the development of Gandhara art later. The other schools of art and architecture were the indigenous Mathura school and Amaravati school. A large number of statues of the Buddha were built by the artisans of these schools, specially after AD first century under the influence of the Kushanas. Under the Gandhara school of art, life-like statues of the Buddha and Bodhisattvas were made in the likeness of Greek gods, even though the ideas, inspirations and subjects were all Indian. Rich ornaments, costumes and drapery were used to impart physical beauty. The sculptures were in stone, terracotta, cement-like material and clay.

The figures of the Mathura school were made of spotted red stone. They had a distinct spiritual look about them. Here, along with the Buddha we find sculptures of Jaina deities too.

- 'The lion capital of the Sarnath Pillar' – what does 'capital' mean here?
- What is a 'stupa'?
- What is a *Jataka* story?

- How did the Gandhara style emerge?
- What are the characteristics of the Gandhara style?
- Name two other indigenous styles of architecture?

monolithic: a type of art in which shapes are cut from a single solid block of stone; or a work of art created in this way

Bodhisattva: a person capable of attaining nirvana but delays it in order to serve the suffering humanity

The Amaravati school developed under the patronage of the Satavahanas of the Andhra region. A great stupa was built at Amaravati in the Lower Godavari region. The walls of the stupa were adorned with bas-relief; these had a carved medallion and decorative panels. Nagarjunakonda is another place that is famous for its Buddhist architecture.

The Gupta period marks the beginning of the construction of free-standing Hindu temples. The temple at Deogarh (Jhansi district), which has a central shrine or *garbhagriha* where the image of the deity is placed and another temple at Bhitargaon (Kanpur district), are two fine examples of this period.

Cave architecture

The development of cave architecture is another unique feature and marks an important phase in the history of Indian architecture. More than a thousand caves have been excavated where archaeologists have discovered sculptures that were created in the second century BC and AD tenth century. Famous among these were the Ajanta and Ellora Caves of Maharashtra, and the Udayagiri Caves of Odisha. These caves hold Buddhist viharas, chaityas as well as *mandapas* and pillared-temples of Hindu gods and goddesses.

Rock-cut temples

Temples were hewn out of huge rocks. The earliest rock-cut temples were built in the western Deccan in the early years of the Christian era. The *chaitya* at the Karle Caves with fine high halls and a polished decorative wall is a remarkable example of rock-cut architecture. The Kailash temple at Ellora built by the Rashtrakutas and the *ratha* temples of Mahabalipuram built by the Pallavas are other examples of rock-cut temples.

Most probably the stability and permanence of rocks attracted the patrons of art and builders, who decorated these temples with beautiful sculptures.

- Name some places known for their cave architecture.
- What are rock-cut temples? Name some famous rock-cut temples.

Free-standing temples

The temple-building activities that began during the Gupta rule continued to flourish in later periods. In southern India, the Pallavas, Cholas, Pandavas, Hoysalas and later, the rulers of the Vijayanagara kingdom, were great builders of temples. The Pallava rulers built the shore temple at Mahabalipuram. The Pallavas also built other structural temples like the Kailasanathar temple and the Vaikunta Perumal temples at Kanchipuram. The Cholas built many temples, the most famous being the Brihadeśhwara temple at Thanjavur. The Cholas developed a typical style of temple architecture of South India called the Dravida style, complete with *vimana* or *shikha*, high walls and the gateway topped by a *gopuram*. Magnificent temples were built at Belur and Halebidu, where the stone engravings reached even greater heights. In northern and eastern India magnificent temples were constructed as well, and the style followed by them is referred to as the Nagara style. Most of them consisted of the *shikara* (spiral roof), the *garbhagriha* (sanctum) and the *mandap* (pillared-hall).

- Name some of the major dynasties of South India.
- What are the differences between the Dravida style and the Nagara style?

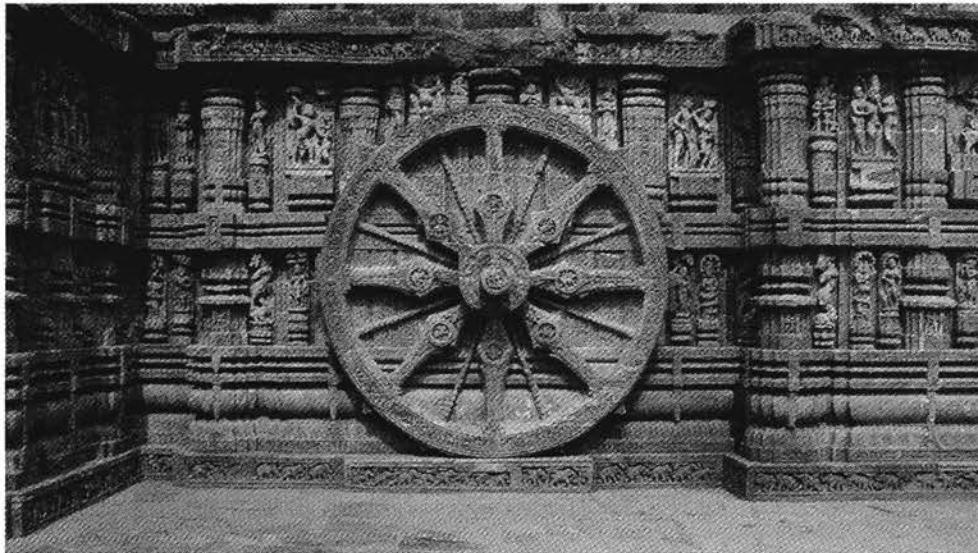
bas-relief: a type of art in which shapes are cut from the surrounding stone so that they stand out slightly against a flat surface, or a work of art done in this way

carved medallion: an oval or circular panel, or design carved on the walls or ceiling

viharas: shelters for Buddhist monks

chaityas: halls of worship

gopuram: a large, often richly decorated tower, at the entrance of temples in Southern India



Carved wheel from The Sun Temple, Konark

Odisha has some of the most beautiful temples such as the Lingaraja Temple which was built by the Somavamsi kings, with additions by the Ganga rulers, the Muktesvara Temple in Bhubaneswar and the Jagannath Temple in Puri are also instances of exemplary temple art. The Sun Temple in Konark was built in the thirteenth century by the Eastern Ganga ruler Narasimhadeva I. The temple is dedicated to Surya (the sun god) and has been designed as a twelve-wheeled chariot.

The temple complex at Khajuraho was built by the Chandela rulers between the tenth and eleventh centuries in the Bundelkhand region of Madhya Pradesh. Most important among them is the Kandariya Mahadeva Temple.

Mount Abu in Rajasthan is known for the Dilwara temples dedicated to Jain *tirthankaras*. These were built in pure white marble and adorned with exquisite sculptures. They were built under the patronage of the Solanki rulers.

The Somnath temple in Gujarat, the Kashi Vishvanath Temple in Varanasi, the Govinda Devji Temple in Mathura, Kamakhya Temple in Guwahati, Shankaracharya Temple in Kashmir and the Kali Temple at Kalighat, in Kolkata, are some other important temples which bear testimony to the temple-building activities of the Indian sub-continent.

Post-reading

1. Choose the correct answer.

- a. _____ visited the Mauryan court.
 - i. Chandragupta ii. Seleucus Nicator iii. Megasthenes

- b. Mauryan art and architecture depicted the influence of the _____.
 - i. Persians ii. Persians and Greeks iii. Greeks

- c. Art and architecture flourished under the Mauryas because
 - i. they had material prosperity
 - ii. there was a heightened religious consciousness
 - iii. there was a huge availability of artisans
 - iv. there was an influence of the Persians and Greeks

only (i) both (i) and (ii) (i), (ii) and (iii) all of the above

- d. The Dilwara temples in Mount Abu are dedicated to _____.
- i. Jain *thirthankaras* ii. Buddha iii. the Sun god iv. Mahadev
- e. Stone engravings are seen in the temples of _____ and _____.
- i. Mahabalipuram, Kanchipuram
ii. Bhubaneswar, Puri
iii. Konark, Khajuraho
iv. Belur, Halebidu

2. Complete the table by mentioning the architectural contributions of the various dynasties. Two have been done for you.

Dynasties	Architectural contributions
Mauryas	Monolithic stone pillars
Kushanas	Statues of the Buddha and Bodhisattvas in Greek style
Satavahanas	
Guptas	
Rashtrakutas	
Pallavas	
Cholas	
Eastern Ganga	
Chandelas	
Solankis	

3. Using your own knowledge of Indian history, discuss why temples were the most important architectural achievements of various dynasties that ruled India.

-
- Guidelines**
- Importance of religious rituals at every occasion in life
 - The necessity of offering prayers before and after wars
 - Temples were centres of art, dance and music.
 - They sometimes functioned as treasuries.
-

Listening

LISTENING TO A DOCUMENTARY AND MAKING NOTES

When we attend lectures or presentations, we often come across important information in the form of facts and numerical data. It becomes difficult to remember all of this information and use it from memory later. For this reason, you will often find the audience taking down notes at such events.

It is neither possible nor helpful to write down every line spoken by the speaker. It helps to jot down only those points that are relevant to you or those that carry the most important information. This will help you make sense of the information later and also spot the required bits of information at a glance.

For example, when you listen to an audio track or a podcast, or a webinar that carries useful information, you may want to make a note of the important points.

Here are some pointers to help you make notes:

- Note down information that is the most difficult to remember. Example: sales figures, deadlines, names of persons etc.
- If you are listening to a procedure, note down the steps in short phrases.
- Use mind maps, diagrams and arrows in place of full sentences to save time.
- Use abbreviations that you would later understand.
- Give clear headings so that you can find the relevant information easily.

Task 1

Listen to a radio documentary and make notes. Then write down what the numbers below relate to. One has been done for you.

- | | |
|-------------------|------------------------------|
| 1. 61 centimetres | the track gauge of the train |
| 2. 10 kilometres | _____ |
| 3. 2143 metres | _____ |
| 4. 1926 | _____ |
| 5. 114 metres | _____ |

Speaking

Expressing preferences

Often when we make choices, we may feel the need to justify them. When we discuss our choice with another person, we think of reasons or points that made us select one option over another. It helps the listener to understand and even approve of our choice.

You can use these phrases to express your preferences:

- I'd like to ...
- I prefer ... to ...
- It would be better to ...
- A better choice would be to ...
- I find it more convenient to ...
- When compared to ...
- Will go with ... rather than with ...
- Out of these options, this may be the most suitable because ...
- This is better than ... because of the following reasons ...

We usually provide a comparison of the choices to validate our own decision to go with a certain option. For example, if you have chosen to schedule a meeting for the afternoon instead of the morning, you may provide your reasons for doing so in this manner:

I thought it would be better to move the meeting to the afternoon. This is mostly because the venue for the meeting is a little far from the city and it would take the delegates an hour of travel to get there. Having to get to this place in the morning may make it very inconvenient for them. I chose the afternoon for another reason as well. The weather report says that it is likely to be stormy that morning, but the skies will clear by the afternoon.

Task 2

You and your friend are in Delhi and plan to go sightseeing. But you only have half a day. Here are two sightseeing packages offered by Delhi Tourism. Discuss in pairs, choose a package and present your choice in class. Give reasons for your choice.

Delhi Tourism

Morning tour (New Delhi): 9:00 am to 1:45 pm (AC bus, Rs. 259/- per head)

Places covered-

Laxmi Narayan Temple: Popularly known as Birla Mandir, this is a large Hindu temple built in the Nagara style by the renowned Birla family. The construction of this temple was started in 1933 and completed in 1939. People of all faiths can worship at this temple.

Qutub Minar: This seems to have been inspired by the Minaret of Jam in western Afghanistan. The minar is a 72.5m-high victory tower, the construction of which began in the final year of the 12th century by Qutb-ud-din Aibak and was later completed by his successors. It has been given the status of a World Heritage Site.



Old Fort: The Old Fort, or the *Purana Qila*, is one of the oldest forts in Delhi. The existing structure was built by the Afghan king Sher Shah Suri. Legend has it that the fort was constructed on the site of Indraprastha, the alternate capital of the Pandavas. (Monday only)

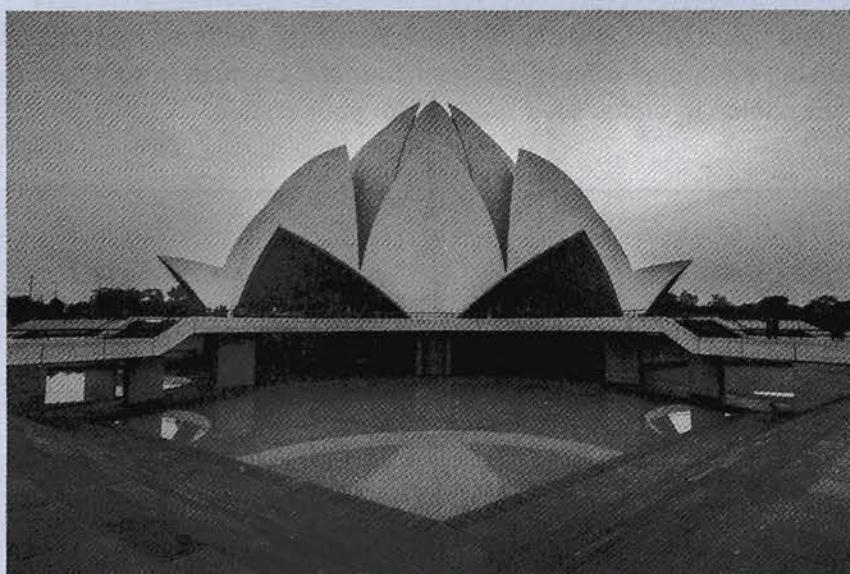
Gandhi Smriti: This is a museum dedicated to the memory of Mahatma Gandhi. A Martyr's Column stands at the place where Gandhi was assassinated. The museum houses photographs, sculptures, paintings, frescos, inscriptions on rocks and relics of the years Mahatma Gandhi spent there.

Drive past: India Gate, Parliament House, Embassies Area etc.

Afternoon tour (New Delhi): 02:15 pm to 6:00 pm (AC bus, Rs. 259/- per head)

Places covered-

Red Fort: Built by Shah Jahan, the construction lasted from 1639 to 1648. (Monday closed)



Lotus Temple: This is a Bahai House of Worship, situated atop the Kalkaji Hill. It is known as the Lotus Temple due to its distinctive lotus-shaped design in marble. It was built in 1986 by the followers of the Bahai faith. The temple signifies the purity and equality of all religions. (Monday closed)

Raj Ghat: Raj Ghat is a memorial to Mahatma Gandhi. The simple square platform of black marble marks the place where Mahatma Gandhi was cremated.

Humayun's Tomb: Built by Humayun's widow, Queen Haji Begum, in the 16th century, it is famed to be the prototype of the Taj Mahal in Agra.

Drive past: Feroz Shah Kotla Ground, Indira Gandhi Indoor Stadium, Shakti Sthal, etc.

Writing

DESCRIBING STRUCTURES

It is often easier to admire beautiful architecture than it is to describe it accurately. Describing a structure requires a keen sense of observation and a good vocabulary.

When describing a structure like a building or a monument, we usually describe these aspects:

- the shape (round, tower-like, flat, angular)
- the materials (stone, sand, glass, concrete, wood)
- the texture (rough, smooth, sharp)
- the surface (transparent, glossy, opaque)
- features (arches, minars, minarettes (smaller minars), pillars, domes)
- details (carving, paint, ridges)

If you are aware of the dimensions or the style of architecture used, you could use that information in your description.

Task 3

Read the description of the structure seen in the image. Mark which of the aspects is described in each line.

This is the Lingaraja Temple of Bhubaneshwar. It is made of sandstone. The tallest spire is in the shape of an elongated dome. The structure next to this dome is pyramid shaped and has horizontal layers of sandstone. Sturdy pillars support the triangular, temple-like roof of this structure. The outer walls of these structures are covered in sculptures of animals and humans.



Task 4

In pairs, think of other details that you can add to the description by just looking at the image from the previous task.

While describing structures, you would need to know the right word for their shapes and parts. Here is some vocabulary to get you started.

turrets: a small tower at an angle of a building

rampart: a broad wall surrounding a building to protect it

bastion: a projection coming out from a rampart, usually used by guards to aim gunfire

pavilion: a light, usually open building used for concerts and ceremonies

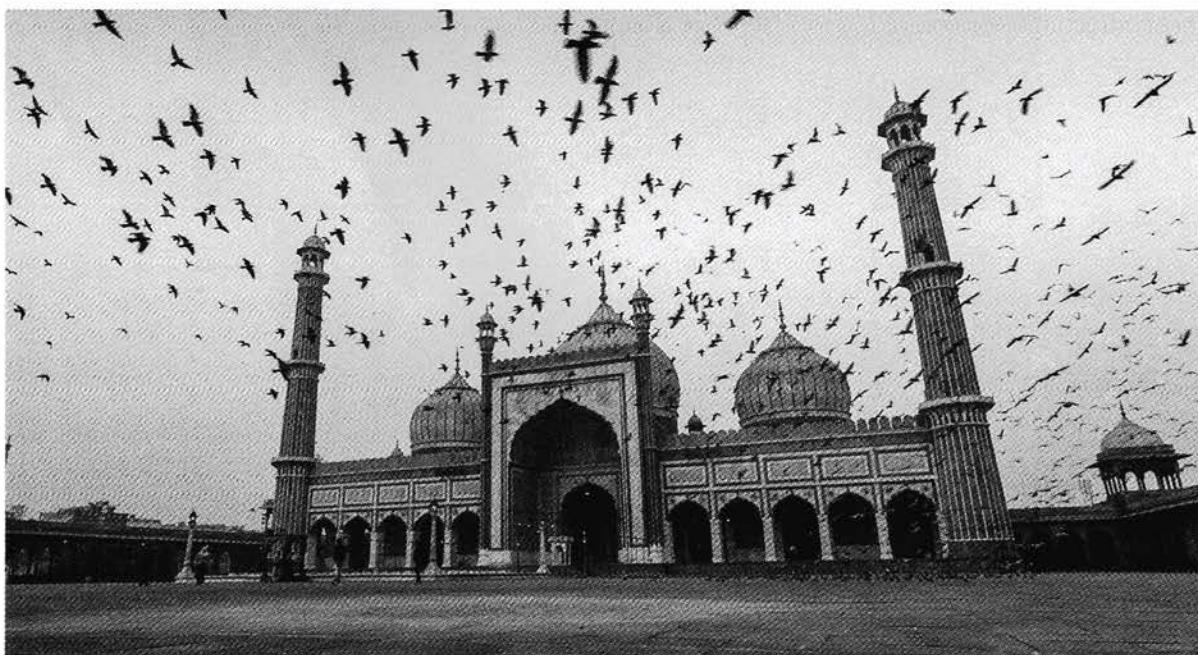
courtyard: a place enclosed by four walls and open to the sky

corridor: a passage joining different parts of a building

dome: a roof shaped like a part of a sphere

Task 5

Look at the image carefully. Describe this structure in about five lines.

**Grammar****CONJUNCTIONS**

Look at the underlined words in the following sentences.

- Under the Gandhara School of Art, life-like statues of the Buddha and Bodhisattvas were made in the likeness of Greek gods, even though the ideas, inspirations and subjects were all Indian.

2. The development of cave architecture is another unique feature and marks an important phase in the history of Indian architecture.

Sentence 1 actually has two clauses – (i) Under the Gandhara School of Art, life-like statues of the Buddha and *Bodhisattvas* were made in the likeness of Greek gods; and (ii) (the) ideas, inspirations and subjects were all Indian. The conjunction 'even though' connects these two clauses. Similarly, in Sentence 2, the conjunction 'and' connects the two clauses: (i) The development of cave architecture is another unique feature; and (ii) (It) marks an important phase in the history of Indian architecture.

However, the relationship between the clauses in the above sentences is not the same. In Sentence 1, the conjunction 'even though' indicates a contrasting relationship between two clauses, whereas in Sentence 2, the conjunction 'and' shows continuation of the same idea.

Conjunctions are words that join clauses or sentences together, or sometimes even words.

These are some of the commonly-used conjunctions categorised as per their functions.

Addition	Options	Contrast	Reason	Result/conclusion
and	or	but	since	therefore
also	either ... or	though	as	so
in addition	neither ... nor	even though	because	thus
moreover		still	because of	
as well		however		
as well as		nevertheless		
both		in spite of		
		despite		

Task 6

Use the most appropriate conjunctions and combine the clauses in each set. Also mention the relationship between the clauses in each set. Note that, in some cases, more than one conjunction can be used. One has been done for you.

1. Most tourists go to the Goa beaches. The Goa beaches are among the most polluted in the country.

Most tourists go to the Goa beaches but the Goa beaches are among the most polluted in the country. (Relationship – contrast)

2. I am not interested in autobiographies. I am interested in science fiction.

3. I'm not very good at English. I'm going to do a course in English next year.

4. The traffic was terrible this morning. I was about 25 minutes late for college.

5. I don't think Chintan would be a good candidate for this job. He is hardworking and reliable. He has no experience in this area. He has never shown the slightest interest in this kind of work.

Task 7

Tick the sentence in which the conjunction has been correctly used.

1. a. I plan to invite my family as well as my friends.
b. I plan to invite my family as well my friends.
2. a. The invigilator can either ask for your hall ticket, your ID card or your question paper.
b. The invigilator can ask for your hall ticket, your ID card or your question paper.
3. a. I was late because the rains.
b. I was late because of the rains.
4. a. Apart from training in soft skills, I am also studying Project Management.
b. Apart from training in soft skills, I am studying Project Management also.
5. a. I have neither any work experience, nor any letters of recommendation.
b. I have neither any work experience, or any letters of recommendation.

Pronunciation

EMPHASIS

During lectures, or while making presentations, when one point has to be emphasised over another, the speaker uses a contrasting intonation to indicate the change in emphasis. This makes it easier to draw the listeners' attention to the points that the speaker thinks are particularly relevant.

Look at the following utterances. The underlined words are the ones that the speaker would emphasise to make her point.

I repeated the experiment five times before I finalised the report. However, I would have been happier if the results had been consistent with the original hypothesis.

I have recorded the results of the survey faithfully but I have mentioned very clearly in my conclusion that more studies would be needed to confirm the initial findings.

Task 8

 Listen to the following extracts from presentations. Identify the information that the speaker wishes to emphasise. Practise saying the sentences aloud with the correct intonation.

1. If 97.5 percent of the world's water is saltwater, then 2.5 percent is fresh water. Less than half of that is accessible for human use. But 60 percent of the population is dependent on that 1 percent.
2. It's the perfect driving mechanism. We've driven in cities, we've encountered joggers, busy highways, toll booths, and this is without a person in the loop; the car just drives itself. In fact, while we drove 14,000 miles, people didn't even notice.
3. Early visions of wireless power were actually thought of by Nikola Tesla in the 1900s. The thought that you can transfer electric power wirelessly – no one ever thought of that. And so, Tesla built the Tesla Coil, which was supposed to transfer power anywhere on Earth.
4. Cars and trucks are an easy and visible target of concern, but there is more global warming pollution that comes from buildings than from cars and trucks.

Communication

MAKING AN ORAL PRESENTATION

Imagine that you have to make a presentation on emerging technologies. Let's begin by choosing a topic for your presentation.

- Option 1:** A new invention called the Smart Cane that helps the visually challenged detect above-the-knee obstructions from a distance of three metres.
- Option 2:** A driverless car that uses sensory and map information to drive without any human intervention.
- Option 3:** LiFi: A technology by which high speed information can be transmitted from an LED light bulb.

Task 9

Once you have selected a topic, complete the following table using the given questions. You can use the Internet to find the information.

	Heading	Points
1.	What is LiFi/Driverless Car/Smart Cane?	
2.	Who invented it and when?	

	Heading	Points
3.	What is it used for?	
4.	How does it work? (process)	
5.	Advantages (performance, cost, user-friendliness)	
6.	Disadvantages (performance, cost, user-friendliness)	
7.	Any further information related to that particular technology/invention	
8.	Your views regarding the practical utility of the technology	

To prepare your presentation, you must:

- structure your material in a logical manner
- state your main ideas clearly
- Use supporting examples/evidence wherever necessary
- provide explanations wherever necessary.

Task 10

Using the directions given in the following table and the information that you have collected, organise your presentation.

Guidelines	Examples
Introduction	In this presentation, I will ...
a. State your purpose clearly (to get the attention of your audience, you can use a short anecdote, a joke, a statistic, a rhetorical question or an example: Imagine how nice it would feel if you could just sit in your car while it drives by itself!)	
b. Give a brief outline of your presentation	I will concentrate on ... I will primarily focus on ...
Body	Who invented the technology and when? What is it used for?
a. First main point	
b. Second main point	How does the technology work?
c. Applications of this technology	This technology can be used in/for ...
d. Advantages	The main advantages of this technology are ... (List out the advantages in terms of performance and cost. Mention if it is user-friendly or not.)

Guidelines	Examples
e. Disadvantages	However, this technology has a few disadvantages. For instance ... (List out the disadvantages in terms of performance, cost and user-friendliness.)
Conclusion a. Give a brief summary of your presentation (state the main points) b. Evaluate the importance of the information that you have presented (your view) c. Leave the audience with a strong take-home message (you can predict the manner in which the technology might be used in the future, or a statistic in favour/against) etc. Example: Despite the disadvantages, LiFi is all set to become a \$113 billion industry by 2022.	In this presentation, we have seen that ... To sum up ... While there are significant advantages ... the major disadvantages cannot be ignored ...

Task 11

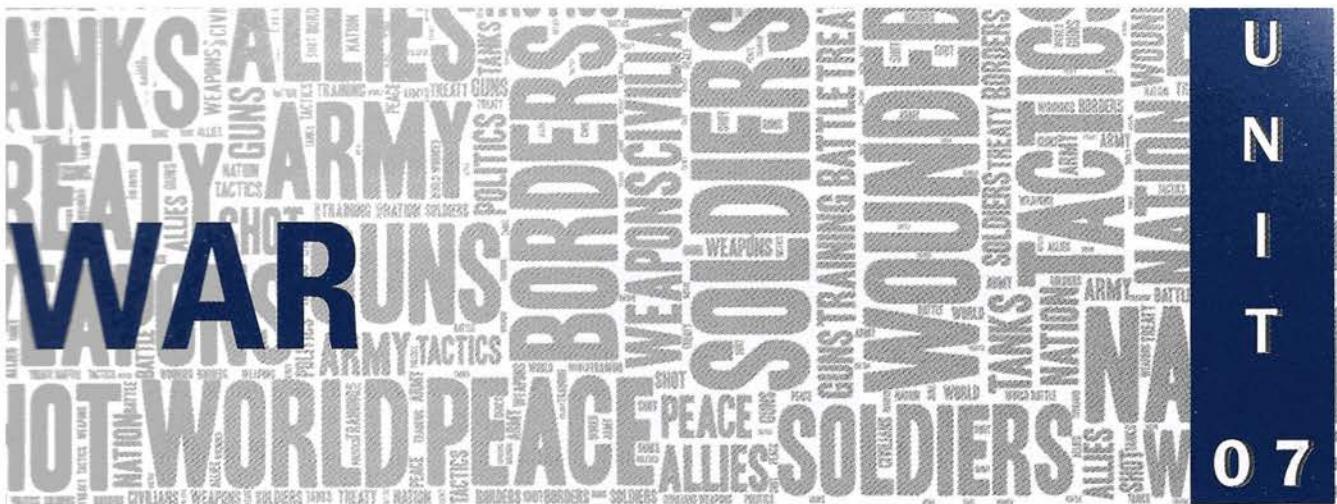
Discuss in pairs and decide if the following behaviours are suitable (S) / unsuitable (U) for making a presentation.

1. During your presentation, you must walk up and down frequently.
2. To emphasise a point, you can use contrasts in intonation.
3. You must speak in a volume loud enough for all the members of the audience to hear you.
4. You must pace your speech in such a way that you are speaking neither too fast nor too slow.
5. While addressing the audience, you can use hand gestures and movements which are purposeful.
6. You must guide your audience using signalling words/transition signals during your presentation.
7. You must pause at the end of each and every sentence in your presentation.
8. You must take care that you are facing the audience at all times while making your presentation.
9. You must greet your audience in a cheerful manner before beginning your presentation.
10. You must be ready to take questions from the audience.
11. You must be aware of how your audience is reacting to your presentation. (Are they involved? Or, are they getting bored/disinterested?)
12. You can place your hands in the pockets of your trousers while making the presentation.

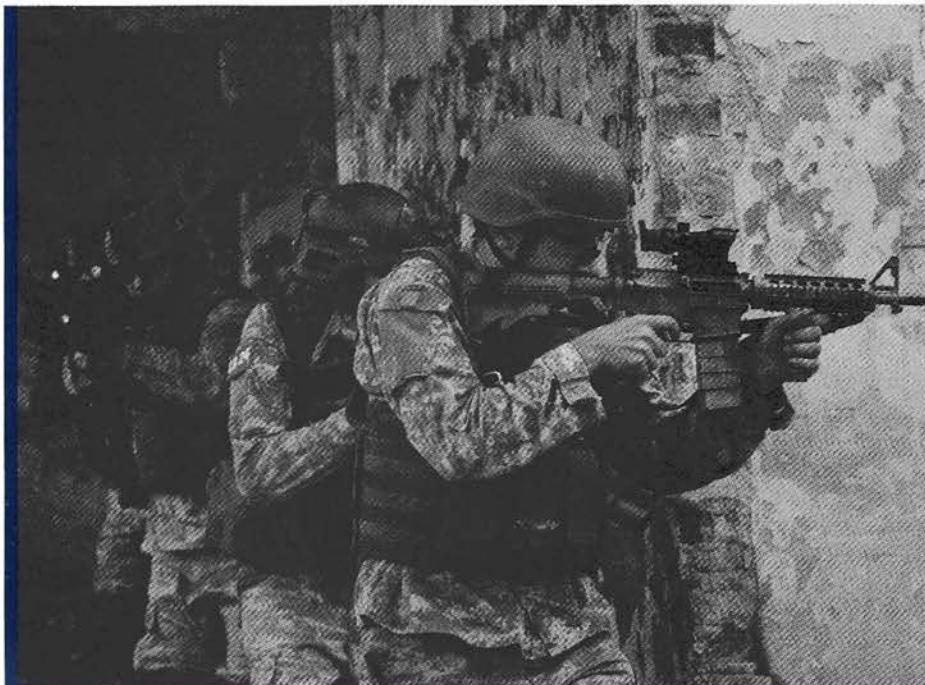
Some of the non-verbal behaviours that you must take care of during your presentation:

- Maintaining the right body posture
- Using appropriate movements/gestures
- Establishing and maintaining suitable eye contact with the audience

Now make your presentation in class.



07



Reading: Reading to summarise

Vocabulary:
Homonyms and homophones

Writing: Letter of enquiry

Speaking: Taking a message

Listening: Asking for and giving directions

Grammar: Subject-verb agreement

Communication: Using visual aids

Warm-up

The following are some of the well-known wars in the history of mankind. Match the wars with the years in which they were fought. Do you know why these wars were fought?

War	Year
First World War	1999
Second World War	261 BC
American Civil War	1757
Kalinga War (conquest of Kalinga by Ashoka)	1939–1945
Battle of Plassey (Nawab of Bengal defeated by the East India Company)	1861–1865
Kargil War	1914–1918

Reading

READING TO SUMMARISE

Summarising is presenting, in clear and coherent language, the main points of a text. It is a skill that tests learners on their abilities of reading, comprehension, identifying the key points of the text and putting the points together coherently. In the passage that follows, the history and evolution of warfare through centuries are discussed. In order to summarise the events of the different eras, you should be able to read and focus on the essential points of each paragraph.

War – Then and Now

- A. The first recorded war happened in 2700 BC between Sumer and Elam. The Sumerians defeated the Elamites and carried away the weapons of Elam. This war witnessed the earliest use of military technology in the form of helmets, spears and chariots and the first use of wheels for military purposes. The Pharaohs of Egypt defended their territories with highly structured army units comprising bowmen, spearmen and archers. They were also the earliest users of the mud fortresses to secure their cities. However, they were no match for the Hyksos, who used horse-drawn carriages, wore body armour and helmets, and carried quivers for reloading their bows. This was the period when most of the weapons used in battle were made from bronze. This period, from 3300 BC to 600 BC, is known as the Bronze Age.
- B. The discovery and use of iron between 1500 BC and AD 100, led to a revolution in the methods of warfare. Iron was cheap, strong and was commonly available. There were plenty of reasons for war. With the increase in the size of armies, the demand for weapons also increased. One of the major innovations of this period was the siege-craft used to deal with fortified cities. Implements like battering rams and scaling ladders were used to breach and scale the walls of fortresses. Artillery in the form of catapults was used to destroy the fortifications. The Iron Age, a period that lasted from about 1500 BC to AD 800, was marked by almost constant war.
- C. During this period, there were two main reasons for people to fight wars – to defend their territory or to expand it. Consequently, the use of military maps became a standard practice. To enable better communication during wars, roads were constructed. For instance, the Romans built over 2,40,000 miles of roads, out of which 50,000 were paved and permanent roadways. Some of them exist even today.
- D. The discovery of gunpowder in China in the ninth century led to the invention of fireworks. By the 13th century, this knowledge of fireworks had travelled through the Middle East and had reached Europe, where it was first used extensively in The Hundred Years War (1337–1457). This marked the dawn of modern warfare. Fireworks led to the development of the primitive cannon. Further innovations included small cannons mounted on wheels, carriages and horse-drawn artillery. With this, the costs of war increased substantially and failure in war meant financial collapse. Notwithstanding this, nations still found reasons to fight large and protracted battles, sometimes raging over years.
- E. The Industrial Revolution, accompanied by scientific and technological progress, rapidly led to an exponential development in the methods and technology of warfare. Ships were initially used for carrying weapons. Later, they were also utilised as basic gun platforms. By the early 20th century, the introduction of H.M.S. *Dreadnought* revolutionised the use of ships in battles. During the Turko-Italian war (1911–1912), an aircraft was first used for a military purpose.

Sumer: historical region of Southern Mesopotamia

Elam: an ancient pre-Iranic civilisation

Hyksos: people of mixed origins from Western Asia who settled in the Nile delta

fortified: protected a territory

primitive: early

protracted: lasting for a long time

- F. By the end of World War II, the world had woken up to the destructive potential of nuclear bombs. The bombs that fell over Hiroshima and Nagasaki had the potential to obliterate millions of people and destroy the environment in a matter of seconds. Since then, new and more advanced technologies like that of chemical and biological weapons and precision targeting using GPS and drones to annihilate possible targets have been developed. All of these have the potential to systematically annihilate large numbers of people.
- G. The recent advancements in war-related technology have been in the area of electronic warfare, which involves the use of devices like radar warning receivers, missile trackers and communication jammers. Considerable research effort is being devoted to developing smart robots that can replace traditional soldiers. Another area being explored is that of cyber warfare, which includes internet attack tools like denial of service, country or network-specific viruses/worms, Trojans that eavesdrop on networks and disabling of large parts of the Internet.

Post-reading

1. Identify the sections of the passage where these examples can be found. One has been done for you.

a. One of the methods of siege-craft

B

b. The first use of aeroplanes for military purposes

c. The earliest use of military technology

d. An innovation to enable better communication during the wars

e. An example of a cyber warfare tool

f. One of the earliest groups of people to use mud fortresses to protect their territories

g. The earliest use of gunpowder in Europe

2. Here are some notes made from the reading passage. Match the notes with the section that they best summarise.

Section	Notes
A	i. There have been recent advancements in the area of electronic warfare. ii. Research efforts are on to develop smart robots that have the ability to replace traditional soldiers.
B	i. Precision targeting using GPS is a modern innovation in the methods of warfare. ii. Nuclear, chemical and biological warfare and precision targeting have the potential to kill large numbers of people.
C	i. The Industrial Revolution led to rapid developments in the methods of warfare. ii. An aircraft was first used for a military purpose during the Turko-Italian war of 1911–1912.
D	i. The Romans built the earliest roads. ii. Military maps and construction of roads were very helpful in defending/expanding territories.
E	i. During the Bronze Age, most of the weapons were made out of Bronze. ii. The Hyksos were more powerful than the Pharaohs during ancient times.
F	i. From 1500 BC to AD 100, the size of armies increased and people found more reasons to fight wars. ii. The discovery of iron was very important because it was cheap, strong and commonly available and hence could address the demand for a larger supply of weapons.
G	i. In the modern period, the costs of war increased substantially. ii. The discovery of gunpowder changed the manner in which wars were fought.

Vocabulary

HOMONYMS AND HOMOPHONES

Words that have the same spelling and pronunciation but differ in meaning are called homonyms.

Examples:

match	find something similar/connected (say, match two colours)
match	a contest (say, a cricket match)
tie	a necktie
tie	attach or fasten
arm	part of the body
arm	to equip with weapons

drone	low, continuous noise like that made by bees
drone	aircraft without a pilot, controlled from the ground
plant	a living organism that absorbs water and inorganic substances through its roots and releases oxygen by photosynthesis
plant	a place where an industrial or manufacturing process takes place

Task 1

Here are some words from the reading passage that have homonyms. One possible meaning is given. Write another one. One has been done for you.

Word	Meaning 1	Meaning 2
craft	a vehicle	<i>a skill</i>
bow	a weapon for shooting arrows	
major	more important than others of the same type	
scale	to climb up a steep surface	
platform	a flat raised structure	

Homophones are words that have the same sound, even though they differ in spelling and meaning.

Examples:

waist, waste	prey, pray
cease, seize	maze, maize
brake, break	sole, soul
vein, vain	rain, reign

Task 2

Find homophones from the reading passage for these words. One has been done for you.

Word	Homophone
bough	<i>bow</i>
lead	
bean	
there	
sins	

Writing

LETTER OF ENQUIRY

Task 3

During your summer vacation, you are planning to take up an internship with a leading organisation in your city and you need to write a letter of enquiry to the HR Manager. What kind of a letter would this be – formal or informal?

1. Tick the points that you would include in the letter.

- a. A brief self-introduction
- b. An enquiry about the annual profit the company makes
- c. A request for internship
- d. Details about your medical history
- e. When you would be available for work
- f. The reason why you want this internship
- g. Details about your participation in sports/cultural activities
- h. Technical knowledge about the nature of the work
- i. Your contact details
- j. Enquiry about the availability of internship opportunities/positions

A letter of enquiry asks someone for specific information. Hence, the tone and the content of the letter must make it easy for the recipient to identify and provide the information that you require.

Task 4

Here is a letter based on the situation in task 3. Read the letter carefully, identify and label its parts. Choose from the options in the box.

receiver's address	sender's address	subject line
signing off	opening salutation	date

Chitra K
4/73, Aparna County
Miyapur
Hyderabad - 500049



a.

1 April 2016



b.

In a formal letter, the layout and organisation are very important. Note the alignment and spacing in this sample letter.

Mr H S D Srinivas
Associate Director (Human Resources)
L & T Metro Services
Miyapur
Hyderabad - 500049



c.

Dear Sir →

d.

Sub: Enquiry regarding internship opportunities at L&T Metro

→

e.

I am a student of Mechanical Engineering, studying at IIT, Hyderabad. I am in the second year of my course. I would like to know about the internship opportunities available at your organisation. (Paragraph 1 – self-introduction and stating of purpose)

I am interested in studying the mechanism involved in the running of electric trains. In fact, I intend to take it up as the focus area of research for my project this year. In this connection, an internship with L & T Metro will give me valuable hands-on experience with reference to my area of study. (Paragraph 2 – further details about the enquiry)

My summer break extends from 10 April to 30 June. Please do let me know if opportunities are available to intern with L&T Metro. I have attached my brief profile with this letter, for your reference. (Paragraph 3 – timelines and follow up)

Regards,

f.

Yours faithfully

(Chitra Kallil)

Answer these questions.

1. Is the subject line clear and concise?
2. How can the receiver contact the sender?

Task 5

Write letters of enquiry for these situations.

1. You have decided to take an insurance policy to avail yourself of tax benefits. Write a letter to the branch manager of an insurance agency, requesting a brochure with the details of schemes available.
2. Write a letter to a local bookseller enquiring if copies of the books prescribed in your syllabus are available with him/her. Find out about the mode of purchase available.
3. Write a letter to the Chairman of the Airports Authority of India, enquiring whether students of Aeronautical Engineering would be permitted a field visit to the aircraft maintenance facility at a nearby airport.

Speaking

TAKING A MESSAGE

Read this conversation between Helen and Ravi and note the statements in bold.

Ravi: Good morning. Is this English Educational Services?

Helen: Yes. Good morning. How may I help you?

Ravi: Can I speak to Mr Neil Pulman of the Exams department?

Helen: Would you be able to tell me what this is regarding?

Ravi: I want to discuss a business proposal with him.

Helen: I'm sorry. Mr Pulman is on leave today. **Should I take a message for him?**

Ravi: That would be very nice. **Could you please tell him that Ravi Koripati from DC Educational Consultants had called regarding the possibility of a collaboration for Business English Exams?**

Helen: **I'm sorry, I didn't quite catch your name. Could you spell it, please?**

Ravi: **Sure. R-A-V-I K-O-R-I-P-A-T-I.**

Helen: Thank you. **And how can Mr Pulman revert to you?**

Ravi. **He can either call me on 9000533354, or mail me at R-a-v-i-dot-k-o-r-i-p-a-t-i-at-gmail-dot-com. (Ravi.koripati@gmail.com)**

Helen: **Let me repeat that once again. The number is 900 533354....**

Ravi: I'm, sorry. The number is 9-0-0-0-5-3-3-5-4.

Helen: Yes. And the mail id is ravi.koripati@gmail.com. **The mail id is in lower case, right?**

Ravi: Sorry. **The R in Ravi is capitalised.**

Helen: Okay, Mr Koripati. I will pass on your message to Mr Pulman.

Ravi: Thank you and have a good day.

Let us look more closely at each of the highlighted statements and understand their function within the conversation.

Statement/s	Function
Should I take a message for him?	<p>This is a statement made by the receiver indicating that he or she is willing to take a message. Other possible phrases are:</p> <p>May I take a message? Would you like to leave a message? I can take a message for ...</p> <p>Alternatively, the caller can ask if it would be possible to leave a message. Some phrases for doing this would be:</p> <p>Can I leave a message for ...? Could you tell ... that ...?</p>

113603

University Visvesvaraya Engg. College
LIBRARY BANGALORE
Assessment No..... 113603
Section/Class No.....
Date.....

Statement/s	Function
Can you please tell him that Ravi Koripati from DC Educational Consultants had called regarding the possibility of a collaboration for Business English Exams?	While making calls, the caller needs to clearly mention: 1. The purpose of calling. 2. His/her affiliation. In this case, the caller identifies himself as Ravi Koripati from DC Educational Consultants and wishes to discuss the possibility of a collaboration over Business English Exams.
I'm sorry, I didn't quite catch your name. Could you spell it, please? Sure. R-A-V-I K-O-R-I-P-A-T-I.	It is possible that sometimes names may be misspelt. Therefore, the information is often checked. Hence, if requested, the caller must spell out his/her name.
And how can Mr Neil revert to you? He can either call me on 9000533354, or mail me at R-a-v-i-dot-k-o-r-i-p-a-t-i-at-gmail-dot-com. (Ravi.koripati@gmail.com)	The contact information must enable the receiver to get in touch with the caller. Hence, both the caller and the receiver must ensure that accurate information is noted down by the receiver.
Sorry. The R in Ravi is capitalised.	While clarifying information, as in this case, it is important to maintain politeness.

Task 6

Look at the conversation. Work along with a partner and choose the more polite/suitable option. Take turns and role-play the conversation.

Option 1	Option 2
A: Hello, Good Morning. Can I speak to Jane from the Hospitality department?	A: Hello. Connect me to Jane from the Hospitality department.
B: Who is this?	B: May I know who is on the line?
A: This is Raj from Elektra Advertising Associates.	A: I am Raj speaking.
B: Right, Mr Raj ... and this call is regarding ... ?	B: Why do you want to speak to Jane?
A: It is personal.	A: This is regarding a booking that I have made for a conference next month.
B. I am sorry, but Jane is not in today. Do you want me to take a message, or should I connect you to somebody else?	B: Jane did not report for work today.

Option 1	Option 2
A: Hmm. I would prefer to leave a message for Jane.	A: Then take a message for Jane.
B: That's fine. Let me take it down.	B: Yes, tell.
A: Tell her that the conference has been postponed by three days. Hence, she should change the booking accordingly.	A: Please tell her that the conference dates have been postponed by three days. So it will start on the 25th and not the 22nd of April, as I had stated at the time of the booking.
B: And how can she contact you, if required?	B: Can you provide your contact information? She may wish to get in touch with you.
A: My number is 8000822244. My mail id is Raj26@gmail.com. Did you note it correctly?	A: My number is 8-0-0-8-2-2-4-4. And my mail id is capital R-a-j-2-6-at-gmail-dot-com.
B: Noted.	B: Can I confirm the details again, Mr Raj? Your number is 8-0-0-8-2-2-4-4. And your mail id is capital R-a-j-2-6-at-gmail-dot-com. Is that correct?
A. Thanks.	A: Yes.
B: I will pass on the information to Jane. Thank you for calling Ashoka Event Management.	B. Then bye.
A: Thanks. Bye	A: Thank you.

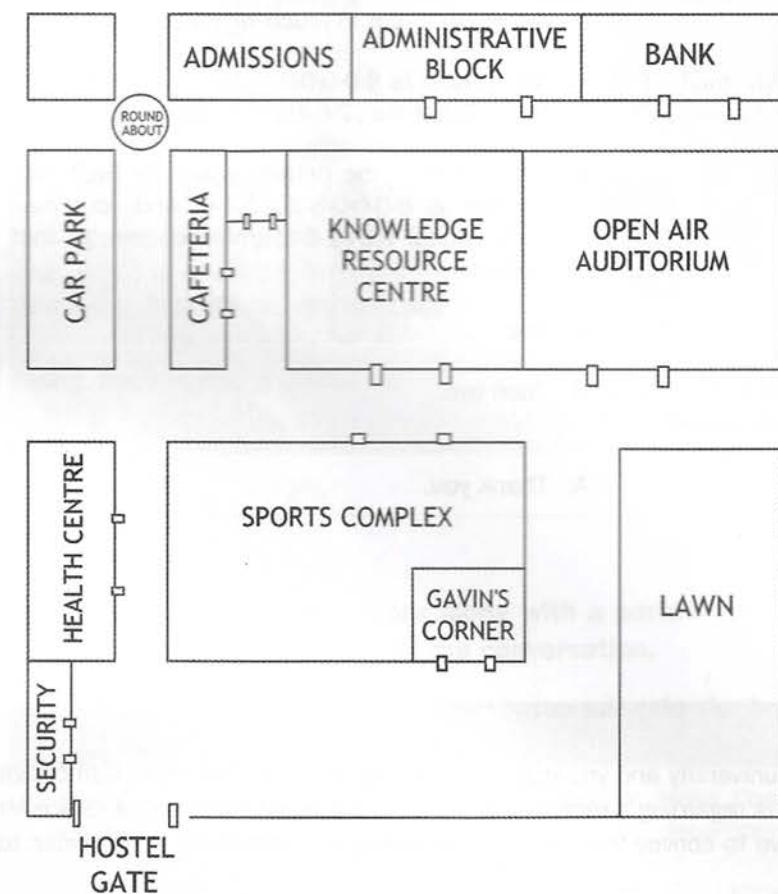
Task 7

Pick any one of the situations and role-play the conversation in pairs.

1. You are the Chief Librarian of a university and you need to speak to Mr John Ratnam of Cambridge University Press, India. Your call is regarding a recent order for books that you had placed. Since Mr Ratnam is not available, you have to convey the message, regarding a modification in the order, to his colleague from the Press.
2. You have obtained permission for a field visit to the Army Museum. However, the dates of the visit have to be changed. You have to convey this message to the station officer, who is not available at the moment.

Listening**ASKING FOR AND GIVING DIRECTIONS****Task 8**

 Listen to this conversation carefully and mark Raghu's route on the map below.



.....
• Useful phrases in asking
for direction

- Can you help me find ... ?
 - Is there a ... near here?
 - What is the best way to ... ?
 - Could you direct me to ... ?
 - How far is ... ?
-

.....
• Useful phrases in giving
directions

- Go straight on
 - Cross ...
 - Turn back ...
 - Turn left/right
 - Take the first/second... turn
 - At the traffic light /
intersection ...
 - The ... is near, opposite, next
to, in between, behind, in
front of, around the corner
-

Task 9

Fill in the gaps in these sentences.

1. If Raghu wants to go to Gavin's Corner, he must take the _____ from his hostel gate.
2. To reach the Open Air Auditorium, Raghu must take the left from _____.
3. To reach the Car Park, Raghu must take the _____ from the Knowledge Resource Centre.
4. If Raghu walks _____ ahead from the Car Park, he will reach the roundabout.
5. Once he reaches the roundabout, Raghu must take the _____ to reach the Administrative Block.

Grammar

SUBJECT–VERB AGREEMENT

Task 10

1. Spot and correct the errors in these sentences.

- The movie were a good watch, though at times the scenes was a bit dragging.
- Coal are so cheap that trying to generate electricity without it would be economic suicide, especially for developing countries.
- A dragonfly keep itself airborne by creating whirlwinds and vortices in the air.

2. Answer these questions.

- Did these errors have anything in common?
- How did you correct them?

While working on the three sentences under task 10, you must have noticed that the verb in a sentence has to agree with the subject, both in terms of number and person. This is called 'subject–verb agreement'.

A verb must agree with its subject in number and person.

In sentence (a), the subject is singular (movie) and hence it takes a singular verb (was).

One challenge you might face in making your verbs agree with their subjects is that, at times, it becomes difficult to decide whether a subject is singular or plural. Here are some typical scenarios in which you might face such a challenge and the possible solutions.

Scenario	Example	Solution
The noun has the same singular and plural forms. Example: sheep, deer, species	The restless sheep <u>were</u> herded into the pen. (plural verb) This sheep <u>was</u> lost. (singular verb)	Decide from the context if the subject is singular or plural.
Some nouns appear to be plural but are used in the singular sense. Example: politics, mathematics	Mathematics <u>is</u> a compulsory subject till class 10. (singular verb) Politics <u>is</u> not everyone's cup of tea. (singular verb)	Use a singular verb.
Some nouns appear to be plural but can be used in the plural as well as the singular sense. Example: jeans, scissors	This pair of jeans <u>belongs</u> to me. (singular verb) Those jeans <u>are</u> too tight for me. (plural verb)	Use the context to check whether the noun has been used in a singular sense or a plural sense.

Scenario	Example	Solution
Compound subjects (connected by 'and') Example: Mickey and Donald, Ram and Shyam	Mickey Mouse and Donald Duck <u>are</u> the best of friends. (plural verb)	Use a plural verb as the subject is plural.
Compound subjects connected by 'and' which suggest one idea to the mind Example: bread and butter, time and tide	Bread and butter <u>is</u> a popular breakfast item. (singular verb) Time and tide <u>waits</u> for no man. (singular verb)	Use a singular verb as the subject is considered singular.
One of the subjects joined by 'or' or 'nor' is plural Example: David or his brothers	Either David or his brothers <u>are</u> going for the party. (plural verb)	Place the plural subject closer to the verb and make the verb agree with it.
Collective nouns Example: orchestra, band	The orchestra <u>is</u> going to perform before a live audience. (singular verb)	The subject remains singular.
The subject is a collective noun that can be treated as a singular entity as well as a plural one. Example: jury, committee	The jury <u>is</u> unanimous in its decision. (singular verb) The jury <u>differ</u> in their opinions. (plural verb)	Use a singular verb when the collection is thought of as a whole. Use a plural verb when the collection is thought of as a plural entity.

Task 11

Correct the errors related to subject–verb agreement in these sentences.

1. Emergencies is by their nature unexpected events and requires a prompt and proper response. If you follows the advice and guidance given in this book you will undoubtedly be able to give early and effective help when needed.
2. Lungs does not have any muscles, so they cannot move air on their own. Instead, muscles in the chest makes the lungs expand, or blow up like a balloon as air is sucked in.
3. Certain days of the week and selected times of a day is better than others for holding meetings.
4. People has been on the move since before historical records began, whether fleeing from their enemies or looking for new land to settle in. In fact, there is numerous historical evidence that show this.
5. That bouquet of roses were probably the most meaningful gift that Della received on such an important day in her life. It were her birthday and she knew very well that Jim would not be able to buy an expensive gift.

Task 12

Correct the errors in these sentences.

1. Neither the project manager nor his assistant are attending the meeting.
2. Logistics are not my area of expertise.
3. These pliers is not strong enough for the job.
4. Our team are going to work overtime to meet the deadline.
5. The committee have decided to pass the budget proposal in this session.
6. They does not know the reason for the postponement of the event.
7. Printers and scanners needs regular maintenance for trouble-free service.
8. *The Seven Habits of Highly Effective People* have been written by Stephen Covey.
9. Each of the employees have been rewarded for contributing to the growth of the business.
10. *Conjuring 2* were one of the scariest films to be released this year.

Communication

USING VISUAL AIDS

While making presentations and compiling reports and other official documents, information can be presented through either text or visual aids. Let us compare these two modes.

Text

Asian equity markets ended mostly higher on Tuesday, as gains in healthcare shares overshadowed losses in raw material producers. Chinese stocks closed higher after lawmakers approved a proposal to reform stock listings and the People's Bank of China said it would 'flexibly' use various policy tools to maintain appropriate liquidity and keep the Yuan stable. Japanese shares ended a choppy session higher, as investors bought domestically-focused stocks and avoided taking large positions, as the year draws to a close. Hong Kong stocks ended modestly higher, helped by calmer trading in mainland China after a sharp fall in the previous session.

Table

Asian Indices	Last Trade	Change in Points	Change in %
Shanghai Composite	3,563.74	29.96	0.85
Hang Seng	21,999.62	80	0.36
Jakarta Composite	4,569.36	12.01	0.26
KLSE Composite	1,685.36	14.63	0.88
Nikkei 225	18,982.23	108.88	0.58
Straits Times	2,888.22	12.9	0.45
KOSPI Composite	1,966.31	2.25	0.11
Taiwan Weighted	8,293.91	-64.58	-0.77

We can see that the information in the table is easier to read and understand. Trends are easier to visualise in graph form. We can use different forms of graphs for different purposes. The table below lists different graph forms.

Purpose	Preferred visual
Organise numerical data	tables
Show comparative data	table, bar graph, line graph
Show a trend	line graph
Introduce a new object	photo or labelled diagrams
Show how something is organised	organisation chart
Give instructions	flow chart
Explain a process	flow chart
Data about a geographic region	maps
Percentage data	pie chart

Let us look at some graph forms in detail.

Tables

As mentioned earlier, tables are best suited to represent numerical data, such as marks scored by students on multiple tests, performance of various stock markets on any given day, number of units of a product sold over the last few years etc. While preparing tables, what goes into rows and columns should be carefully decided. Otherwise, readers may find them hard to understand. Let us compare tables 1 and 2 to understand this. Both show the number of TV units sold by different companies in a year.

Name of the company	Company A	Company B	Company C	Company D
Number of units sold	2567	4980	1442	2355

Table 1

Name of the company	Number of units sold
Company A	2567
Company B	4980
Company C	1442
Company D	2355

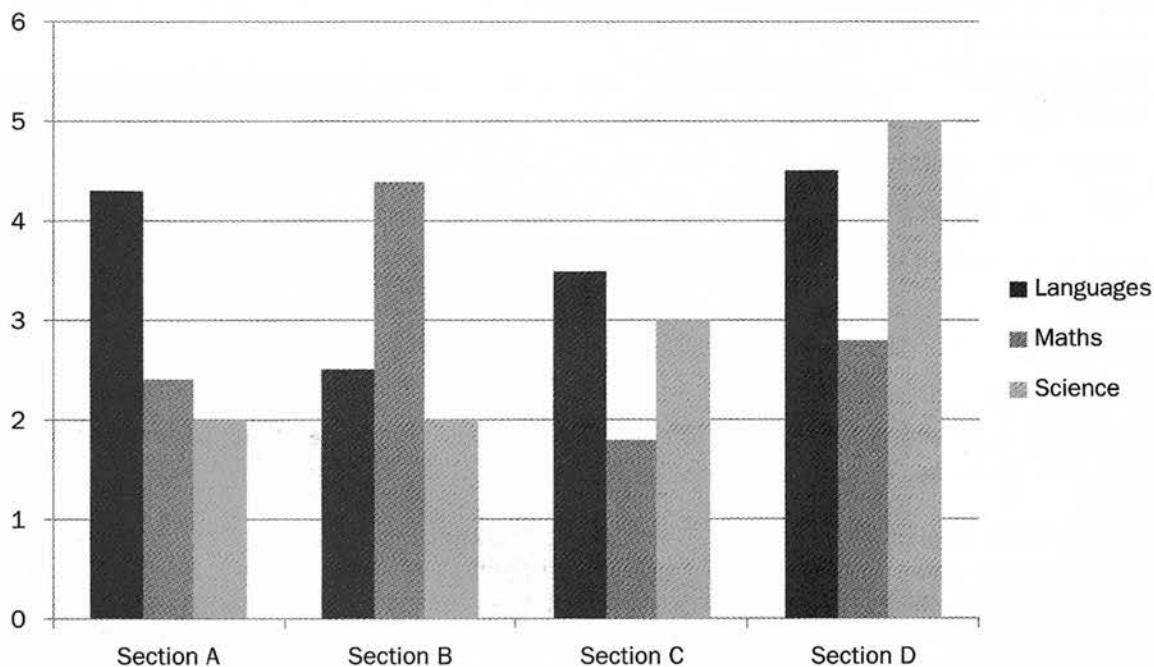
Table 2

We can clearly see that Table 1 is difficult to read and understand. Here, our purpose is to compare the performance of different companies using the numerical data. For this purpose, Table 2 is a better and more logical representation of the data.

Bar graph

A bar graph is particularly useful in comparing different data sets. If there are multiple data sets, tables may become messy. In such cases, using a suitable colour scheme, the data can be represented through bar graphs. Let us look at an example below.

We are comparing the performance of students from four sections on three tests. It is represented in the graph below.



From the graph, we can compare performances across sections and across curricular areas as well. For instance, we can see that Section A and C perform best in languages, Section B in Maths and Section D in Science. Overall, the scores in languages are the highest, followed by those in Science and Maths respectively.

For bar graphs, it is important not to clutter the area with too many details. Also, choose an appropriate colour scheme and layout.

Pie chart

A pie chart is used to represent data in percentage shares, such as different sources of income for a family, different sources of energy for a state etc. Let us look at an example.



The pie chart clearly shows that hydroelectricity is the largest source of power, followed by thermal, solar and wind.

Task 13

Choose a suitable type of graph for each of these situations.

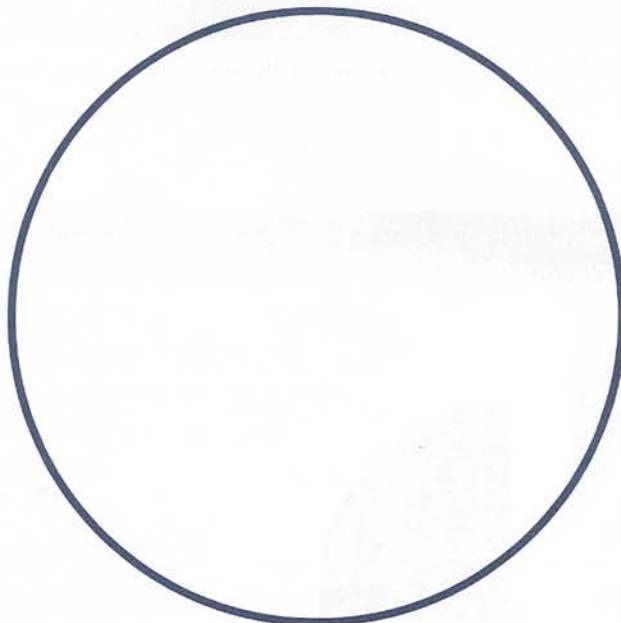
1. Profits made by a company over ten years
2. Proportion of different expenditure heads such as salary, maintenance, advertisement et cetera within total expenditure of a company in a year
3. Student placements in a college over the last five years
4. The number of postgraduate applicants versus the number of graduate applicants for the same job
5. Increase in revenue of a company from the previous year to the current year

Task 14

Read the passage and visually represent the information using a pie chart. Create segments in the circle given below and enter the data.

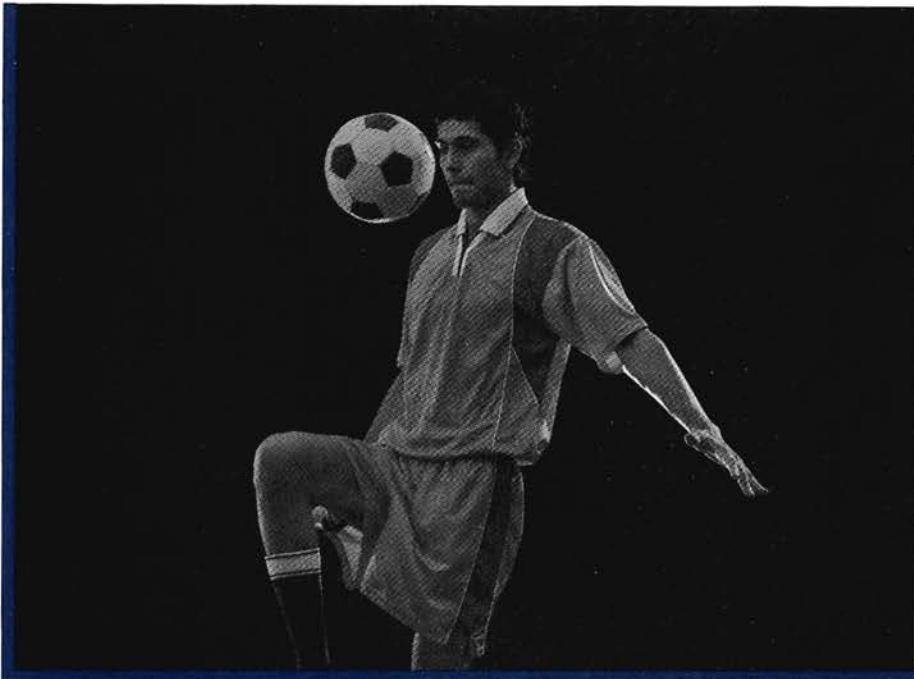
India is the fourth-largest energy consumer in the world. The consumption of coal, which stands at 41% of the total energy consumption in India, is more than that of any other form of fuel. At 23% of its total energy consumption, India is the fourth largest consumer of oil and petroleum products in the world. The percentage consumption of biomass and natural gas stands at 23% and 8% respectively. The consumption of nuclear and other renewable forms of energy, which stands at 5%, is the least.

Total Energy Consumption in India





UNIT
08



Reading: Scanning a text

Writing: Letters of complaint

Listening: Listening to a match commentary and filling in a table

Speaking: Apologising

Pronunciation: Word stress

Grammar: The future

Communication:
PowerPoint presentations

Warm-up

Guess which sports are being described below.

1. A sport played using racquets to hit a shuttlecock across a net
2. Two teams play this game on a rectangular court with the objective of shooting a ball through a hoop
3. Using an inflatable boat to navigate a rough water body such as a fast-flowing river
4. A bat and ball game, played between two teams of nine players each, popular in the USA
5. An indoor sport that replicates the strategies and tactics followed by military forces

Reading

SCANNING A TEXT

When we have a definite purpose in our mind for reading something, we run our eyes quickly over the text to locate specific words or phrases that are of interest to us. For instance, in a job advertisement, we look for specific details such as the position, salary, requisite qualification and experience and location of the job, among other things. In a TV programme guide, we focus on a specific time slot to see which programmes are on. The key to successful scanning is being absolutely clear about what we are looking for and where we might find it. When we are not sure about the exact location, we might first want to skim through the material and then scan for specific details.

Tips for scanning:

- Identify the information you are looking for.
- Think about which part of the text this information is most likely to be found in.
- Run your eye through the text looking for key words or phrases.
- Read the sentences in which the key words appear; the answer is likely to be found there.

Sports in Ancient India

Though not much has been written on sports in ancient India, there is enough evidence to infer that sports and games were an essential part of the culture. A L Basham, in his book *The Wonder That was India*, states that both polo and hockey, in some form, were played in ancient India. Boxing and wrestling were also popular, though they were not general hobbies of respectable young men 'but the preserve of low professional pugilists, who performed for the amusement of the audience'. Archery, however, was a much-loved sport of the warrior class, and vivid descriptions of such contests occur in the epics. In the classical sources, there is a reference to gladiatorial contests at the court of Chandragupta Maurya (321BC–297 BC) and later in the medieval Deccan when duelling became frequent. Fern Nuniz, the Portuguese traveller in the mid-fourteenth century, mentions in his writings that when two nobles of Vijayanagar quarrelled, they would fight to the death in the presence of the king and his court. Despite the doctrine of non-violence, animal fights remained a popular sport. Indian quail, cocks and rams were the animals commonly used for the fights. There are also references to fights between buffaloes and elephants. Another form of animal contest, which was confined to South India, was the bullfight. Unlike the Spanish bullfight, where the scales are heavily weighed against the bull, here the bull appears to have the advantage. The fights were popular among herdsmen 'who entered the arena unarmed, and embraced the bull in an attempt to master it, rather like the cowpunchers of an American rodeo'. The bullfight was looked on as an ordeal to test the manhood of young men, since



it is stated that the girls who watched the performance would choose their husbands from amongst the successful competitors.

The game of chess (*shatranj*) probably also evolved in this period. Basham states that certain board games were played with the help of dice. With time, one such game developed into a complex game ‘with a king-piece, and pieces of four other types, corresponding to the corps of the ancient Indian army – an elephant, a horse, a chariot or ship and four footmen’. As the game was played with pieces representing military forces and its strategy suggested that of campaigning armies, it was known as *chaturanga* or ‘four corps’. In the sixth century, the Persians learnt the game, and when Persia was conquered by the Arabs, it quickly spread all over the Middle East, under the name of *shatranj*. However, the most famous indoor sport in ancient India was gambling. The plot of the epic *Mahabharata* revolves around a gambling tournament of *chausar* (a game of dice), at which Yudhishtira loses his kingdom to his cousin Duryodhana.



Post-reading

1. Now, read the passage above again and find words that match these definitions.

- storyline or a sequence of events
- consisting of many different parts
- a painful experience
- conclude from evidence and through reasoning
- producing strong and clear images
- developed gradually
- a plan of action
- a boxer

2. Answer these questions.

- a. What was the status of boxing and wrestling in ancient India?
-

- b. What would motivate men to participate in dangerous bullfights?
-

- c. Gambling was the most popular indoor game in ancient India. True or false?
-

- d. How many of these sports have survived the test of time and are still enjoyed in India today?
-

Writing

LETTERS OF COMPLAINT

Which one of these goods and services have you complained about in the past?

Poor service at a restaurant	Manufacturing defect of an item purchased
Public transport amenities that were not up to the mark	A package that has been incorrectly delivered by an e-commerce website
Overcharged mobile bill	Poor facilities at a hospital
Non-availability of water	Delayed or unsatisfactory servicing of an equipment

What was the mode in which you registered your complaint – in person, over the telephone, email, letter etc.? Discuss with your friends and peers.

A letter of complaint is a formal letter/mail which is used to draw attention to things like poor quality of service or any other such issue. It is used very often in official correspondence. In a letter of complaint, whatever the nature of the distress or annoyance, one must maintain a polite but firm tone at all times.

Task 1

1. Gautam had seen the following advertisement at his workplace regarding a new sporting facility for the employees. Underline the important points in the advertisement.

Wizsports Centre



Having corporate connections with more than 40 business houses, **Wizsports** is proud to offer the employees of **D & B Innovations** the following facilities in the sports centre:

- A fully equipped gym with qualified instructors
- A hygienic swimming pool for both the beginners and the trained
- Full-sized tennis and shuttle courts
- An indoor basketball court
- A restaurant offering diet-friendly cuisine from our experienced chefs

2. Gautam visited the sports centre and took up a membership. After a couple of weeks, he realised that he was not satisfied with the facilities and the quality of service. Here is the letter of complaint that he wrote to the management on this matter. Read the letter and discuss the following questions with your friends.

Gautam Kapoor
Research Associate
D & B Innovations
Sector 14
Gurugram
Haryana

18 April 2016

Peter Malhotra
Head—Customer Service
Wizsports International Limited
Sector 56
Gurugram
Haryana

Dear Sir,

Sub: Complaint regarding the poor quality of services at Wizsports Centre
D & B Innovations

This letter is to inform you about the poor quality of the services that are → **General statement of the problem** being provided at Wizsports Centre, D & B Innovations, Gurugram.

Last month, Wizsports inaugurated its centre on our campus, promising a range of facilities. More importantly, an inaugural discount of 10% was promised on all annual subscriptions. Being an employee of D & B, I wanted to use the facility and hence spoke to Mr Aarav Gupta, the customer service representative. However, he informed me that the inaugural discount was applicable only if I introduced another prospective member. I took the membership at a steep fee of Rs 12,000 per year. → **Specific details of the problem**

However, I noticed that the facilities offered were of a poor quality. To begin with, qualified instructors are never available at the gym. Further, the equipment in the gym appears to be second-hand, with almost all of the grooves and the nuts falling apart. The swimming pool is not being cleaned regularly and the restaurant is serving stale food. I tried contacting Mr Gupta regarding these issues on numerous occasions, but his number remains inaccessible. Considering the amount that has been charged as annual membership, I feel that better facilities should have been provided. → **Further details**

Hence, I request you to look into the matter and resolve the issues raised. → **Request for action** I look forward to hearing from you on this.

Yours sincerely,
Gautam Kapoor
Research Associate
D & B Innovations

1. Is this a formal letter or an informal letter? Which features of the letter tell you this?
2. What does the writer say in the first paragraph?
3. In which paragraphs of the letter does he give the specific details of the problems?
4. What is the significance of the last paragraph? Do you think it must be included in a letter of complaint?
5. Briefly discuss the tone of the letter. (polite, rude, firm, pleasant etc.)

While writing a letter of complaint, think about the following questions and organise the paragraphs in your letter accordingly.

- Why are you writing this letter? (state the problem)
- What is your specific complaint? (specific details of the complaint; you must include dates for reference)
- What do you want the recipient to do? (request for action – you must be clear as to what you are expecting from the recipient of your complaint)

Task 2

Danish had purchased some sports equipment for his college from Bharath Sports Pvt. Ltd., Patna. However, he faced some problems with the delivery. These are the notes he made regarding this. Using the notes and the format of the complaint letter given in Task 1, write a letter of complaint.

- Order was placed for 15 badminton racquets, 20 cricket kits and 50 roller skates. Delivered – 10 shuttle rackets, 25 cricket kids and 100 roller skates.
- Packaging was open. Some of the cricket kits had been tampered with.
- Delivery was promised on 30th April. Equipment actually delivered on 15th May.
- Promised discount of 10 percent was not given.

Task 3

Write letters of complaint on these situations for further practice.

1. You had purchased a mobile phone from an e-commerce website during a discount sale. However, you received a damaged phone (the screen was broken and the battery appeared to have been removed from the box). Write a letter to the website asking for a replacement or refund.
2. You had subscribed to a magazine called *Sports Outlook* and paid Rs 2000 towards an annual subscription. But you haven't received your magazine yet. Write a letter to the Circulation Manager requesting him to resolve the issue.

Listening

LISTENING TO A MATCH COMMENTARY AND FILLING IN A TABLE

You may have watched cricket matches on television many times. If you are not an avid follower of cricket, you could familiarise yourself with some of the terms discussed below.

Task 4

Form groups of four. At least one person in each group should be familiar with cricketing terminology. Try and explain these terms to one another.

defensive shot	third umpire	innings	leg-side	off-side	keeper	no loss
----------------	--------------	---------	----------	----------	--------	---------

Sports tend to have very specific terminology that influences the way we speak of them. Sometimes, certain language structures are used only for describing certain sports. For example, in cricket, when a batsman 'hits' a ball in a specific way, he is said to have 'cut' the ball. Listening to commentaries or discussions about the game helps you pick up these terms.

Task 5

-  1. Listen to the cricket commentary and complete the score board at the end of three overs.

Aus Vs _____
Overs: _____
Runs: _____ / _____

2. Now, mark these statements as true or false.

- Rohit Sharma faced the first ball of the match.
- Josh Hazelwood was batting.
- No wickets were lost in the first three overs.
- Each over contained six balls.
- India opened its innings with a six.

-  3. Listen to the audio again and see if you can identify what these phrases mean in cricket. How are these different from their literal meaning? Discuss in groups of four.

- ... the fourth ball carried to Watson ...
- ... the ball rips through the field ...
- ... Rohit played it defensively ...
- ... a close call ...

Speaking

APOLOGISING

Look at this extract of a conversation between Sidharth and his supervisor Dr Gupta. Underline the expression that Sidharth uses to apologise.

- Sidharth: I'm really sorry but I don't think I can submit my project report for this semester by this evening, Sir.
- Dr Gupta: I see. Why not?
- Sidharth: The network is down and due to power shortage, none of the systems in the lab are working for me to take a printout, Sir. Can I hand in my report by tomorrow?
- Dr Gupta: How are you planning to do that?
- Sidharth: The network administrator says that the power will be restored by tomorrow morning, Sir.
- Dr Gupta: Okay. That should be fine.

While apologising, you may often be required to explain yourself or suggest an alternative, in which case, the explanation/alternative follows the apology.

Task 6

Read these exchanges and identify what is missing.

- I am very sorry that the phone was delivered in a broken condition.
- There was a delay in the delivery of your order. Our personnel were caught in a traffic jam and hence could not reach you on time.
- I broke your window pane. This happened inadvertently while I was trying to fix your refrigerator.

Some of the expressions used for apologising are:

I'm really sorry ...
 I'd like to apologise for ...
 I am so sorry for ...
 Excuse me for ...
 Please accept my apologies for ...

Task 7

Match the situations listed below with the apologies.

Situation	Apology
1. You have arrived late for a party.	a. I am sorry. I misunderstood the instructions.
2. You have to inform your team that your group presentation has been postponed.	b. Excuse me, could I just ...
3. You didn't hear someone and want them to repeat what they have just said.	c. Sorry to trouble you again, but I require a clarification regarding ...

Situation	Apology
4. You are calling up someone to ask for a clarification.	d. Sorry, I'm late. Have you been waiting long?
5. You are asking someone to move so that you can get off the bus.	e. I regret to inform you that due to some unforeseen circumstances, our presentation has been postponed to next week.
6. You did not follow your supervisor's instructions.	f. Pardon, but could you please repeat what you said just now?

Task 8

In groups of two, role-play these situations.

1. You have lost your mobile phone and require money from your parents to buy a new one.
2. You have not finished your assignment and require more time for submission.
3. You have not been able to attend an important meeting scheduled with your team at your office.

Pronunciation**WORD STRESS**

Every English word is made up of one or more syllables. For instance, the word 'dictation' has three syllables – 'dic', 'ta' and 'tion'. However, when we pronounce the word, we do not emphasise equally on all syllables. We emphasise slightly more on the second syllable 'ta' and we mark the stress in the following way:

dic'tation

Here are some more examples of words with the stress marked.

mag'netic 'logic sub'missive de'cision a'bility 'station

In certain words, the stress shifts according to the meaning and the grammatical category of the word. For example, the word 'record' can be used as a noun as well as a verb. As a noun it could mean 'an achievement' (say in sports) and as a verb it could mean 'the action of storing a sound/sounds on a recording device'. The stress in this case varies in the manner shown below.

'record (noun)

re'cord (verb)

Here the stress is shifting on the basis of the meaning of the word or the part of speech it belongs to. In most disyllabic words which can be used as nouns as well as verbs, it is observed that when the word is used as a noun, the first syllable gets stressed, whereas, when it is used as a verb, the stress shifts to the second syllable. Let us look at a few more such examples.

'present (noun)

pre'sent (verb)

'project (noun)

pro'ject (verb)

Task 9

 Listen to these sentences and mark the stress in the following words based on their use within the sentences. The first one has been done for you.

1. object 'object
2. conduct
3. produce
4. refuse
5. refund

Grammar**THE FUTURE**

You already know that we use the future to refer to actions or events in the future. The table below gives us some ways of using the future.

Structure	Usage	Example
Simple future		
1. will/ shall + verb in the base form Note: Traditionally, the modal verb 'shall' is used with 'I' and 'we', whereas 'will' is used with all the other subjects. Examples: We <u>shall</u> go to Goa next week. They <u>will</u> go to Goa next week. However, increasingly only 'will' is used in all contexts to refer to future events, while 'shall' is used only in more formal contexts. Example: We <u>shall</u> move our business to the US next year.	1. predictions or facts about the future 2. decisions about actions/ events in the future	1a. Hyderabad <u>will receive</u> heavier rains tomorrow. (prediction) 1b. Our company <u>will celebrate</u> its 25 th anniversary in 2020. (a fact about future) 2. Out of these two shirts, I <u>will buy</u> the red one.
2. be + going + to	predictions about future	The software industry <u>is going to suffer</u> losses on account of the economic slowdown.
3. Use of Simple Present	planned events and intentions	The match <u>starts</u> at 11.00 am.
4. Use of Present Continuous	for events scheduled for the future	I <u>am going</u> to New Delhi next Monday.

Structure	Usage	Example
Future Continuous		
will + be + verb + -ing	ongoing events in the future	At the same time, next Monday, I <u>will be writing</u> my exams.
Future Perfect		
will + have + past participle form of the verb	events that are going to be completed by a certain time in the future	By next March, we <u>will have built</u> our new house.
Future Perfect Continuous		
will + have + been + verb + -ing	This form is not frequent in common usage. When it is used, it refers to events that are predicted to be continuing over a long period in the future.	Both Rafa and Roger are strong players. When they face each other next week, the match <u>will have been going</u> on for hours and we <u>will have just been waiting</u> for it to be over.

Task 10

Identify the tense of the underlined verbs in these sentences.

1. It will be dark soon.
2. By the end of the month, she will have completed her fashion designing course.
3. My father will be waiting for me at the station.
4. We will not be using the computer lab for the next two weeks.
5. She will have been waiting for two hours by the time the bus arrives.

Task 11

Fill in the blanks in these sentences using the given verbs in the correct tense.

1. A: We don't have wheat flour.
B: I _____ some on my way home this evening. (get)
2. At three o'clock tomorrow, I _____ my exam. (write)
3. By June next year, I _____ in this college for two years. (study)
4. A: Are you going to the party tonight?
B: Yes. Don't worry. I _____ you a lift. (give)
5. By 10 pm tonight, I _____ my assignment. (finish)

Communication

POWERPOINT PRESENTATIONS

Often, in the workplace, you are expected to present new ideas, reports, findings et cetera using software like Microsoft PowerPoint. You could start with a little background research.

1. Analyse your listeners –

- Who are your listeners?
- Why would they want to listen to you?
- What do they already know about the subject?
- What are their expectations from your presentation?
- What kind of questions are they likely to ask you?

2. Research the topic –

- What is your purpose? Why are you presenting this topic?
- How should your presentation help your listeners?
- Collect the required information.
- Check for accuracy of facts.
- Be prepared to answer any queries.

Once you have completed the background work, you may want to jot down the main points or areas that you will be covering in your presentations. Preparing the slides would be the next phase. Also, if it is a group presentation, you will have to decide who is going to prepare which part of the presentation. Once that is decided, you can divide the work amongst the members of the team. Just make sure that when you are putting the presentation together and finalising the slides, the formatting is consistent.

3. Prepare the slides –

- Outline the presentation in one of the first slides.
- Use phrases in place of full sentences. Do not fill the slide with text, as it will be difficult for the audience to read a lot of text from a slide.
- Ensure that the font size is big enough to be read by everyone in the room. However, it should not dominate the slides.
- Use creative but simple backgrounds. Colour and design-heavy backgrounds may affect readability and distract the audience from what you are saying.
- Use charts and graphs wherever you can. The table shows you what kind of diagrams you could use for each type of data.

Purpose	Preferred visual
to organise numerical data	Table
to show comparative data	Table, bar graph, line graph
to show a trend	Line graph
to introduce a new object	Photo or labelled diagrams

Purpose	Preferred visual
to show how something is organised	Organisation chart
to give instructions	Flow chart
to explain a process	Flow chart
to present data about a geographic region	Maps
to present data in percentages	Pie-chart

- Remember to summarise towards the end of your presentation.
 - Proof your presentation for spelling and grammatical errors.
4. Make the presentation –
- Avoid reading the lines off the slides. Instead, make eye contact with your listeners as you talk.
 - Keep detailed notes with you as you may need to provide clarifications if questioned.
 - You may face power cuts or other technical problems. Have a back-up plan so that you can continue with your talk even without the slides.
 - Invite questions at the end of your presentation.

Task 12

In groups of five, make a PowerPoint presentation on any one these topics in class.

1. Protecting ourselves from cyber crimes
2. Ten ways to avoid stress and lead a healthy lifestyle
3. Cricket versus other sports in India
4. Reading habits of present-day students
5. How smartphones have changed our lives

ADVERTISING



Reading: Reading for local and global comprehension

Writing: Résumé and cover letter

Grammar: Reported speech

Speaking: Discussing an advertisement

Listening: Listening to a lecture and sorting information

Pronunciation: Tone in questions

Communication: Group discussion

Warm-up

In pairs, look at this advertisement.

Is your daughter ready to begin her new life?

Our panel of experts can prepare her to be a shining star in her new home. We offer:

- Cooking classes – Indian and continental dishes, along with baking and preparing salads; taught by acclaimed chefs
- Housekeeping – cleaning and maintenance of the modern home
- Grooming – make-up and beauty regimens taught by senior beauticians
- Event planning – training on creating invitations, planning menus, party décor and gifting by hoteliers and event managers provide

New batch to start next month! Contact us at 09558958476.



La Belle Femme

Finishing School for Young Ladies

Discuss the following and share your conclusions with the class.

1. What is the 'new life' being referred to in this advertisement? How do you know?
2. According to this advertisement, what sort of skills does a woman need for this 'new life'? Do you agree?
3. Can you imagine a similar ad for young men? What sort of skills would they need for their 'new life'?
4. Does this ad assume that the role of a man and a woman are very different in a family? Is this assumption realistic?
5. In your opinion, is this ad offensive towards women?

Reading

READING FOR LOCAL AND GLOBAL COMPREHENSION

In reading a text for meaning, it is desirable to go from the whole to the parts. An efficient reader will first try to form an overall picture of the entire text (global comprehension), before getting into its details (local comprehension). Given below is an informative article on the choice of media for advertising, to help you practice these reading skills.

Reaching the Target Audience

Advertising is an effective way of promoting your products and services to your target audience. It is usually a paid form of promotion. When you advertise, you tell prospective customers who you are, where you are and what you can do for them.

Good advertising should:

- build the image of your business
- explain the benefits of your products and services
- increase awareness of new products and services before, when and after they are launched
- generate interest from your target market as, well as from new audiences or prospective customers
- encourage customers to ask for information about your business and provide options so that they can contact you
- increase the demand from customers and push up your sales.

Understanding the wide range of advertising strategies available will allow you to use the one that is best for your business. You may find that using a combination of strategies gives you the strongest results.

- What are the essential qualities of a good advertisement?
- How do we usually decide the most suitable advertising option?

The most suitable advertising option for your business will depend on your target audience and the most cost-effective way to reach as many of them as possible, as many times as possible. The advertising option chosen should also reflect the right environment for your product or service. For example, if you know that your target market reads a particular magazine, you should advertise in that publication.

The following list is an introduction to advertising tactics that you could use. Remember, you can always be creative (within advertising regulations) to get noticed.

Newspapers

Newspaper advertising can promote your business to a wide range of customers. Display advertisements are carried throughout the paper, while classified listings are placed under subject headings in a specific section.

You may find that a combination of advertising in your state/metropolitan newspapers and your local papers gives you the best results.

Magazines

Advertising in a specialised magazine can reach your target market quickly and easily. Readers (your potential customers) tend to read magazines in their leisure time and keep them for longer, giving your advertisement multiple chances to attract attention. Magazines generally serve consumers (by interest group, example: women) and trade (by industry/business type, example: hospitality).

If your products need to be displayed in colour, then glossy advertisements in a magazine can be ideal, although these are generally more expensive than newspaper advertisements.

- What are the similarities and differences between a newspaper ad and a magazine ad?
- What are classifieds? Why are they called so?

Magazines do not usually serve a small area such as a specific town. If your target market is only a small percentage of the circulation, then this kind of advertising may not be cost-effective.

Radio

Advertising on the radio is a great way to reach your target audience. If your target market listens to a particular station, then regular advertising can attract new customers.

However, sound has its limitations. Listeners can find it difficult to remember what they have heard and sometimes the impact of radio advertising is lost. The best way to overcome this is to repeat your message regularly. This, however, increases your costs significantly. If you cannot afford to play your advertisement regularly, you may find radio advertising ineffective.

Television

Television has an extensive reach and advertising through this medium is ideal if you cater to a large market over a large area. Television advertisements have the advantage of the use of sight, sound, movement and colour to persuade a customer to buy your products. They are particularly useful if you need to demonstrate how your product or service works.

Producing a television advertisement and then buying an advertising slot is generally expensive. Advertising is sold in units (example, 20, 30, 60 seconds) and costs vary according to:

- the time slot
- the television programme
- the reach of the ad, regional or national
- whether you want to buy slots on multiple networks.

Have you ever listened to an ad on an FM radio station?
How is it different from an ad that you see on TV?

Hoarding and transit posters

There are many ways to advertise outdoors and on-the-go. Outdoor billboards can be signs by the road or hoardings at sport stadiums. Transit advertising can be posters on buses, taxis and bicycles. Large billboards

can get your message across with a lot of impact. If the same customers pass by your billboard every day as they travel to work, you are likely to be the first business that they think of when they want to buy a product.

Even the largest of billboards usually contain a limited amount of information. Otherwise, they can be difficult to read. Including your website address makes it easy for customers to follow up and find out more about your business. Outdoor advertising can be very expensive, especially for prime locations and supersized billboards.

Direct mail, catalogues and leaflets

Direct mail means writing to customers directly. The more precise your mailing list or distribution area is, the more of your target market you will reach. A direct mail approach is more personal, as you can select your audience and plan the timing to suit your business. A cost-effective form of direct mailing is to send your newsletters or flyers electronically to an email database.

Catalogues, brochures and leaflets can also be distributed to your target area. A brochure with your direct mail address is a great way to give an interested customer more information about your products and services.

Online

Being on the Internet can be a cost-effective way to attract new customers. You can reach a global audience at a low cost. Many customers research businesses online before deciding whom to buy from.

- Are online ads more effective than printed ones? Why/why not?
- Imagine that you are starting a new school in your area. What advertising options would you use? Why?

A well-designed website can entice customers to buy from you. There are a number of ways in which you can promote your business online via paid advertising, or by improving your search engine rankings.

Other ways to advertise your business online include promoting your products or services on social media sites, blogs, search engines and other websites that your target audience visits.

Post-reading

1. Complete this table.

Type	Media	Pros	Cons
Newspaper	print	wide range cost-effective	short shelf-life less attractive

2. Here are a few statements. Think of three reasons for each of these statements. Discuss in pairs to see if your reasons match. One has been done for you.

- a. Magazine advertising is more successful in metropolitan cities as compared to smaller towns or villages.

Reasons: higher rate of literacy in metropolitan cities, better standard of living in these cities allows more people to buy magazines, better distribution channels like large bookstores ensure better sales of magazines

- b. Television ads are more expensive to produce than radio ads.

- c. Newspaper advertising is declining in importance.

- d. Direct mail as a form of advertising may lead to a lot of wastage.

- e. Online advertising is increasingly gaining importance.

Writing

RÉSUMÉ AND COVER LETTER

One type of advertisements that you commonly find in newspapers and on online portals is job-related. When looking for new job opportunities, it becomes important to be able to understand and respond to these advertisements. Although many corporations use online forms to access applicants' information, knowing how to create a résumé and a cover letter is still an important skill.

A résumé tells the employers what they would like to know about an applicant before they can shortlist them for an interview. It usually carries information pertaining to the candidate's educational qualifications, professional experience, achievements and strengths. It is basically an advertisement of yourself and your suitability for the job in question.

Sample résumé

Pavan Verma
34 Dayal Bagh, Agra, Uttar Pradesh
pverma@gmail.com

Academic qualifications:

Degree/ certificate	Institute	Board/university	Year	Percentage/ GPA
B Tech in Computer Science	Dev Institute of Information Technology, Noida	UP Technological University, Lucknow	2016	75%
12th	St Patrick's Junior College, Agra	CBSE	2012	84.4%
10 th	St Marks High School, Agra	CBSE	2010	89.3%

Training/projects undertaken:

Name of the institute/ organisation	Project details	Duration
Jaya Institute of Technology, Chennai	Database Management System The project involved designing a Database Management System for the billing and inventory management of a garage. The aim was to make inventory, payment, account and workforce management a simple task.	2 months
KITS, Chittoor	Data Structures The project involved a study of various kinds of data structures, involving different kinds of file types and their implementation in a particular domain, viz. a shopping mall.	1 month

Computer proficiency:

- C, C++, PL/SQL, HTML
- Turbo C, Oracle 8i, Adobe Image Ready, Abode Photoshop, Abode Illustrator, Flash
- UNIX, LINUX, Windows XP/Vista/10, DOS

Achievements:

- Meritorious position in the Mathematics Olympiad in Class 10
- Certificate of Credit in Mathematics, in the International Competition for Schools organised by the CBSE
- Participated in and organised cultural events in the college fest

Personal details:

Date of birth : 27 December 1995
 Gender : Male
 Languages known : English, Punjabi, Hindi

Cover letter

A cover letter is what goes with a résumé. It is used to introduce yourself in short. In it, you will state what job you are interested in and why you think you are suitable for that job. A cover letter should motivate the employer to read further about you in your résumé. An impressive cover letter and résumé are the first steps towards bagging the job that you want.

Sample cover letter

Ankita Ghosh 55 Tollygunge Kolkata	→ The place you are writing from
23 March 2016	→ Date
The Manager Human Resources Department JKL Technologies	→ The name, designation and address of the person you are writing to
Dear Sir/Madam,	→ You can put in their name here in place of Sir/Madam
Sub: Applying for the post of Data Entry Assistant with reference to the advertisement in <i>Hindustan News</i> , dated 10 March 2016.	→ The subject line helps the reader to know what the letter is about immediately
I am writing in response to your advertisement for the post of Data Entry Assistant. After carefully reviewing the requirements in the job description, I feel that I am a suitable candidate for the job. I have held several data entry positions that entailed inputting customer requests and enquiries and tracking codes of products. I have also performed administrative duties, including copying and faxing documents, answering the phone, transferring data, web research and reporting to the immediate supervisor.	→ Explain why you are suitable for the job
I feel that I can add professionalism and accuracy to your current team. With extensive experience in supporting all levels of a department and working directly with external vendors, I feel that I can complete projects on time and under minimal supervision.	→ Conclude by mentioning your key strengths as per the job requirements
If you feel that there is a mutual interest, I would welcome the opportunity to meet with you to learn more about your company, the requirements of the position and whether my qualifications would be a good fit.	
Thank you in advance for your time and consideration. I look forward to hearing from you soon.	→ Thank the reader
Yours faithfully, Ankita Ghosh	→ Sign off in a formal manner
Enclosure: Résumé	

Task 1

Based on the models discussed in this unit, create a résumé and cover letter for this job advertisement.

Imagine the excitement of working in a company which offers you a learning experience every second. Will you be interested in joining a team that has the skill and determination to scale new heights and is making history across the globe? Powered by intellect and driven by values, **Softech** is the face of new India.

A world leader in consulting and information technology services, Softech partners with 2000 global companies to provide business consulting, systems integration, application development and product engineering services.

We are looking for **Software Engineers** for our development centres at Bangalore, Bhubaneshwar, Chennai, Hyderabad, Mangalore, Chandigarh, Mysore, Pune and Tiruvananthapuram. As a Software Engineer, you must have 1 to 3 years of relevant software experience in a reputed IT organisation. You will need to work towards the execution of assigned project tasks (coding, testing, reviewing, planning, design etc.). You should be a BE with a consistently excellent academic record. Expertise in Spanish/German/French will be an added advantage. Proven expertise in any of these skills is necessary.

Web Technologies: Java, EJB

Databases: Oracle, Sybase

Open Systems: C++, Linux, Unix

To apply, please email your resume, mentioning your date of birth, contact number and personal email id. Send in your resumes to careers_hrd@softech.com.

Task 2

In pairs, exchange the cover letter and résumé that you have created. Check your partner's work to see if all the required information has been provided. Suggest improvements where possible.

Grammar**REPORTED SPEECH**

We use reported speech to talk about what was said or thought in the past. Here are some examples of reported speech.

I thought that you were in America.

My mother always told me that I spoke too much.

I heard him say that he would read the book.

Converting direct speech to reported speech can be done in a few simple steps. Let's take an example of direct speech.

'I cannot accept your resignation today.'

Step 1: You have to know who the speaker of this sentence is. Let us say that it was a supervisor who said that line. Sometimes, you may need to replace the noun with a pronoun like 'I', 'she', 'he', 'they' etc.

Step 2: You will need to know who the speech was addressed to. This is not always required, but some verbs like 'told' need to have this information accompanying them. Let us assume that the example sentence in direct speech was addressed to you.

Step 3: You will need a reporting verb like 'tell', 'say', 'shout', 'whisper', 'mumble' etc. You will need to change the tense of this sentence depending upon when it was said and by whom.

Step 4: Pronouns used in direct speech may need to be changed in reported speech in order to keep the meaning unchanged. For example, 'you' may become 'me', 'her' may become 'you' etc.

Step 5: You may need to change any reference to time within the sentence. For example, 'today' in direct speech may change to 'that day', unless it was being reported on the same day.

Step 6: You will need to remove the quotation marks, exclamation marks or question marks that were a part of the sentence in direct speech.

So the same sentence in reported speech reads:

The supervisor told me that he could not accept my resignation that day.

Here are some more examples of such conversions. Pay attention to the underlined words.

Direct speech	Reported speech
He said, 'Why are you late?'	He asked her why she <u>was</u> late.
I said, 'Could you please help me?'	I asked her <u>if</u> she could help me.
The mayor said, 'Sit down!'	The mayor <u>ordered</u> him to sit down.
I said to them, 'I will see you this afternoon.'	I told them that I would see them <u>that</u> afternoon.
The tailor said, 'Will you come back tomorrow?'	The tailor <u>asked</u> me <u>if</u> I <u>would</u> come back <u>the next day</u> .

Conversion from reported speech to direct speech

Look at this example of a sentence in reported speech being converted to direct speech.

Reported speech:

He exclaimed that he was alarmed at the insensitivity of the politician's remarks.

Direct speech:

He exclaimed, 'I am alarmed at the insensitivity of the politician's remarks'.

Note the changes made:

1. Deletion of 'that'
2. Placing of a comma between the reporting part and the reported part of the sentence
3. Change in the pronoun 'he' to 'I'
4. Change in the tense of the verb 'alarm'
5. Use of quotation marks to indicate the reported part of the sentence

Task 3

Convert these sentences to reported speech.

1. The reporter said, 'The elections will be held tomorrow.'
2. The teacher said, 'You need to hurry.'

3. She said, 'I will speak with you later.'
4. Julie's brother said, 'I haven't seen my sister all day today.'
5. The student said, 'Are marks more important than learning?'

Task 4

Convert these sentences to direct speech.

1. He said that he had checked the calculations.
2. She claimed that she was a qualified graphic designer.
3. My colleague told the client that our company would bear the transportation cost.
4. I requested the air hostess to bring me a cup of coffee.
5. The guest remarked that he was humbled by the warm reception given to him by the hosts.

Speaking

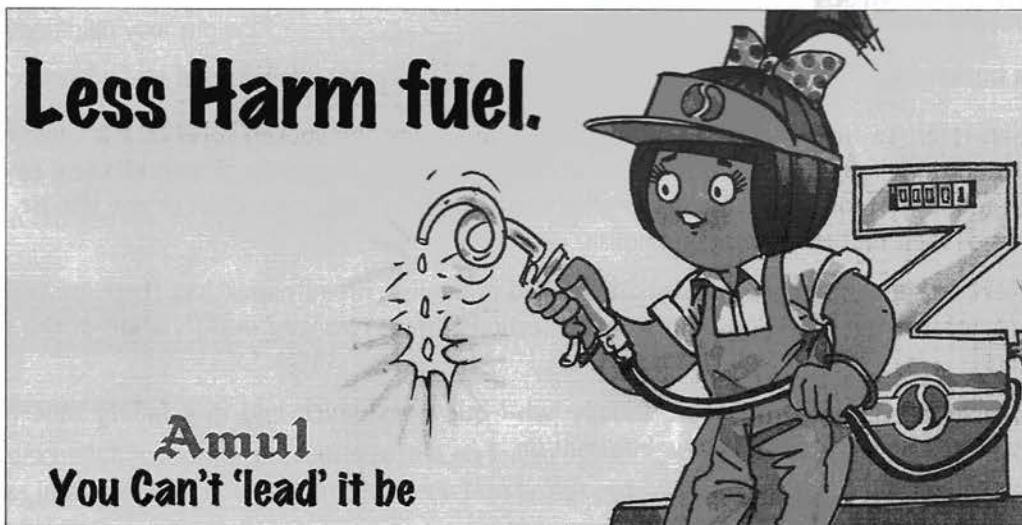
DISCUSSING AN ADVERTISEMENT

Advertisements are a powerful means of communication. The most successful ads are those which help the product/service/idea sell. However, there are also some ads which are impactful in other ways. Such advertisements remain in public memory for a long time. Also, depending upon the medium, advertisements are a combination of the visual, auditory and verbal. For successful communication, these elements have to work in tandem to deliver the message.

Let us analyse an advertisement to understand how this means of communication works. Analysing the advertisement in a group will give you an opportunity to practise your group-interaction skills.

Task 5

In groups, discuss this advertisement.



1. What is this ad about?
2. What is a pun? Use a dictionary to help you answer this question.

3. Would this ad help increase the sales of products from Amul? Why or why not?
4. If this ad had a long paragraph explaining the product, would it have had a better impact?

Listening

LISTENING TO A LECTURE AND SORTING INFORMATION

Task 6

 Listen to the lecture and note the phrases in the box. Sort the phrases under the right heading.

equivalent of television	ad inside newsfeed
played before other videos	more expensive
targets customer who visit your website	

Facebook	YouTube	Google	Retargeting

Pronunciation

TONE IN QUESTIONS

Intonation refers to the tones and rhythms that characterise the spoken form of a language. English has a distinct tonal quality, which native speakers use to convey a variety of attitudes and emotions. It has been found that Indian speakers of English either falter in their intonation or else impose the tonal variations of their mother tongue on English.

For starters, let's look at how questions are intoned in English. Broadly speaking, there are two kinds of questions, information questions and yes/no questions. These two vary in intonation in the following way:

1. **Information questions:** These are usually 'wh-' questions which end in a falling tone (indicated by ↘). The speaker here seeks new information.
Example: What's your name?↘
2. **Yes/no questions:** These questions end in a rising tone (indicated by ↗). These questions are often used to seek confirmation from the listener on what is being stated.
Example: Do you play the guitar?↗

Task 7

 Listen to these sentences and mark the intonation. One has been done for you.

1. How are you travelling to Bengaluru? ↘
2. Do you like watching tennis?
3. Why are you early from work?
4. Are you going to the match tonight?
5. Which book do you want to buy?
6. Did Virat Kohli open the innings yesterday?

Task 8

Role-play these conversations with a partner with the correct intonation.

1. **A:** How are you travelling to Bengaluru? **B:** By car.
2. **A:** Which book do you want to buy? **B:** Harry Potter and the Deathly Hallows.
3. **A:** Why are you early from work? **B:** I need to buy groceries.
4. **A:** Are you going to the match tonight? **B:** No, I told you I'm working.
5. **A:** Do you like watching tennis? **B:** Yes, I told you that I like watching Pete Sampras play.
6. **A:** Did Virat Kohli play in the match yesterday? **B:** No, I told you that he had been rested.

Task 9

Work in pairs. Ask your partner these questions using the correct intonation. Let him/her answer. Then, let your partner ask you the same questions.

Note: You need to distinguish between questions used for 'finding out' and 'making sure'.

1. Did you finish your project?
2. Why were you late for the class today?
3. Whose cricket bat is this?
4. Are you going to visit Golconda this weekend?
5. When did you return from Delhi?

Communication

GROUP DISCUSSION

A group discussion is a formal procedure, often preferred as a mode of selection for jobs and for admission to courses in higher education. A group interaction brings out several qualities of the participants, such as their:

- ability to communicate (both verbally and non-verbally)
- interpersonal skills

- leadership skills
- problem-solving ability
- analytical skills
- creativity.

Procedurally speaking, there are certain conventions to be followed in a group discussion. Candidates are grouped into teams and given a topic to discuss within a set time limit. The discussion is generally conducted by a chairperson. The responsibilities of the chairperson are to:

- initiate the discussion with a brief comment on the purpose of the discussion
- invite speakers to express their views
- give the participants turns to speak
- link one speaker's views to another's
- ensure that the participants do not veer away from the topic of discussion
- maintain the tone and tenor of the discussion
- conclude the discussion with a summary of the points discussed
- thank the participants.

The role of the participants is to:

- accept turns to speak
- listen to others' opinions
- respond to previous speakers
- suggest that somebody else may have a more informed opinion
- seek clarifications
- offer explanations
- thank the chair.

Participants should refrain from:

- not paying attention to the discussion
- talking at the same time
- abruptly changing the topic
- interrupting another speaker rudely
- expressing disagreement aggressively
- disregarding the chairperson and fellow participants
- talking out of turn
- dominating the discussion
- not talking at all
- showing non-verbal signs of irritation or anger.

Here are some useful phrases employed for the functions that participants in a group discussion perform – taking and giving turns, polite interruptions, agreeing, disagreeing, seeking clarification, initiating and summarising.

When you agree with someone and wish to add a point to what has already been said:

- I completely/totally agree with you
- I think it's a valid point
- I think you are right in saying that ...
- I think X ... is right
- I would like to add to what X ... said
- I would like to continue from where X ... ended

When you partially agree with someone:

- I agree partially with you
- I think you are right but I do not think ...
- I think you are right but only in some cases

When you do not agree with someone:

- I am afraid I do not think so
- I have a different opinion on the issue
- I do not think the issue is so simple
- I am of a different opinion on the matter
- I would like to look at it from a totally different perspective

Turn taking:

- What do you think about it X ...
- X ... seems to have a point. Let's hear that
- I would like to say something in this regard
- I would like to add a point
- Can I say something?

Task 10

Here are some statements from group discussions. Classify them under the most appropriate function. One has been done for you.

Checking for understanding	Asking for an opinion	Getting attention	Keeping your turn	Emphasising a point	Summarising
	1.				

1. How do you feel about merit being the criteria for awarding promotions?
2. It seems to me that the real problem the company is facing is the high attrition rate and not the competition from overseas manufacturers.

3. Could I say something here?
4. In brief, media can serve both the purposes of entertainment as well as education at one and the same time.
5. If you could wait for a second, I am just about to finish my point.
6. I hope that you all agree with me thus far.
7. What is your reaction to the setting up of an association in IT and IT Enabled Services sector?
8. The main point is that all of us should get equal opportunity to express our ideas on the subject.
9. Let me quickly go over what we have discussed so far.
10. Do you see what I mean by the requirement of minimum CGPA to continue the training?
11. Well, I do have a humble submission to make.
12. Could I just finish my point, please?

Task 11

 Listen to the group discussion and answer these questions.

1. Would you like to add some more points to the discussion?
2. What did you notice about the way in which the group discussion was conducted?
3. Did you find any digressions?
4. How would you rate the discussion in terms of quantity, quality, relevance and manner?
5. How did the moderator begin and end the discussion?

Task 12

Work in groups of five. Choose any of the topics below and have a group discussion.

1. Do celebrities get away with crimes easily?
2. Violence on TV has a direct impact on our children's behaviour.
3. Advantages and disadvantages of playing video games
4. How to deal with terrorism?
5. Electronic media versus print media
6. Examinations – have they killed the education system?
7. The younger generation is more practical than the older one.
8. Parents do not understand children.
9. Unemployment among educated youth
10. Does having more money make people happier?

Participants in a group discussion are judged on the basis of some widely-accepted criteria. The following checklist will give you a fair idea about what to aim for, while participating in a group discussion.

When your friends are discussing the topic, assess their performance using the checklist given below.

Checklist

Quantity –

- Did the person participate actively?
- Did he/she add useful points to the discussion?
- Did he/she add a fresh perspective or did they just repeat what others had already said?
- Did he/she show confidence in giving opinions?

Quality –

- Did the person speak fluently?
- Was he/she audible?
- Was his/her language grammatically correct?
- Was his/her choice of words appropriate in the situation?
- Did he/she speak too fast or too slow?
- Did he/she keep within the time limit?
- Did he/she give examples, state facts and figures?

Relevance –

- Did he/she speak only on relevant points?

Manners –

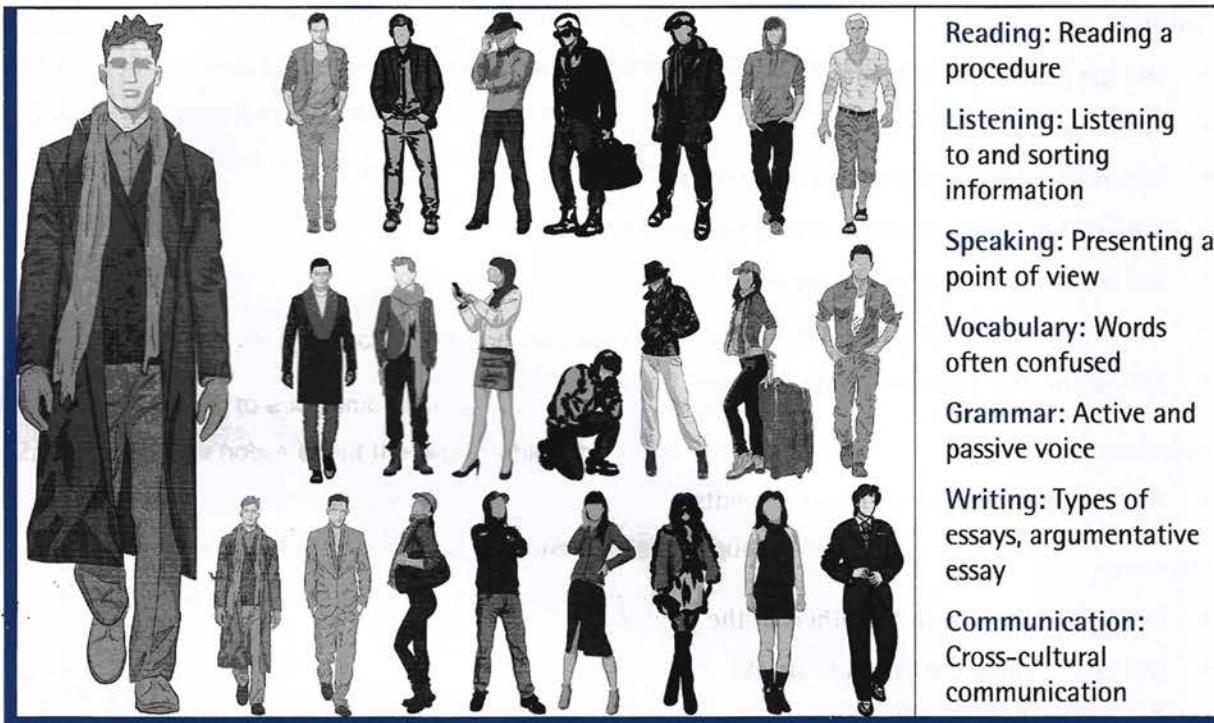
- Did he/she argue with the others in the group?
- Did he/she allow the others to speak?
- Did he/she disagree with the others in a polite manner?
- Did he/she start talking when another person was still speaking?
- Did he/she make a personal comment on any of the others?
- Did he/she add anything after the summary?

Body language –

- Did he/she point fingers at the others while speaking?
- Did he/she keep swinging his/her feet?
- Did he/she keep playing with pens or books?
- Was he/she seated properly?
- Did he/she make any physical move towards the others, as if to threaten them?
- Did he/she smile or was he/she too serious?

UNIT 10

FASHION



Warm-up

Here are some statements. Indicate whether you agree/disagree with each statement. In pairs, discuss the reasons for your answers.

Statements	Agree	Disagree
You need to wear jeans if you want to look more fashionable.	<input type="checkbox"/>	<input type="checkbox"/>
Women are more beauty-conscious than men.	<input type="checkbox"/>	<input type="checkbox"/>
People with fair skin are more beautiful and attractive.	<input type="checkbox"/>	<input type="checkbox"/>
People look more beautiful in modern outfits than in traditional dresses.	<input type="checkbox"/>	<input type="checkbox"/>
Married women should not wear jeans.	<input type="checkbox"/>	<input type="checkbox"/>

Reading

READING A PROCEDURE

While reading procedural texts and documents, one needs to glean information by following some of these steps:

- Follow multi-step directions, making use of picture cues wherever available.
- Understand the meaning of specific signs, symbols, maps etc. For example, common symbols such as arrows, flow charts, caution signs.
- Know that materials are often presented in bullet points or lined lists without numbers.
- Directions, however, are numbered to indicate the right sequence to be followed.

Here is an article on how jeans are manufactured. You will also read briefly about the history of jeans – how they were invented and how they became popular.

Blue Jeans

How they were invented

Denim cloth has an unusual history. The name comes from *serge de Nimes*, a city in southern France. Originally, it was a strong material made from wool. By the 1700s, it was made from wool and cotton. Only later was it made solely from cotton. Originally, this material was used only to make sails, but eventually, some innovative Genovese sailors thought that such fine, strong material would make great pants.

1. What were the steps denim went through before being used as pants?
2. List out the evolution of blue jeans discussed in paragraphs 2 and 3.

Blue jeans, in the form that we know them today, did not come about until the middle of the nineteenth century. Levi Strauss, an enterprising immigrant who happened to have a few bolts of blue denim cloth on hand, recognised a need for strong work pants in the mining communities of California. He first designed and marketed 'Levi's' in 1850, and they have stayed essentially the same ever since; there have been only minor alterations to the original design.

The original Levi's did not contain rivets. A tailor by the name of Jacob Davis invented riveted pants at the request of a miner who complained that regular pants were not rugged enough to hold his mining tools. Davis subsequently granted Strauss the use of his rivet idea, which was patented on 20 May 1873. A few other changes were made over the next century. Zippers replaced buttons in 1920. In 1937, the rivets on the back pockets were moved inside, in response to complaints from school boards that the jeans students wore were damaging chairs, and from cowboys that their jeans were damaging their saddles. In the 1960s, they were removed entirely from the back pockets.

Raw materials

True blue jeans are made out of 100 percent cotton, including the threads used for stitching them. The most common dye used is synthetic indigo. The belt loops, waistband, back panel, pockets and leggings are all made of indigo-dyed denim. Other features of blue jeans include the zipper, the buttons, the rivets, and the label. Rivets have been traditionally made of copper, but the zipper and the buttons are usually steel.

sails: sheets of material attached to a pole on a boat to catch the wind and make the boat move

Genovese: from Genoa, Italy
bolts: (here) rolls of fabric

Designers' labels are often tags made out of cloth, leather, or plastic, while others are embroidered on with cotton thread.

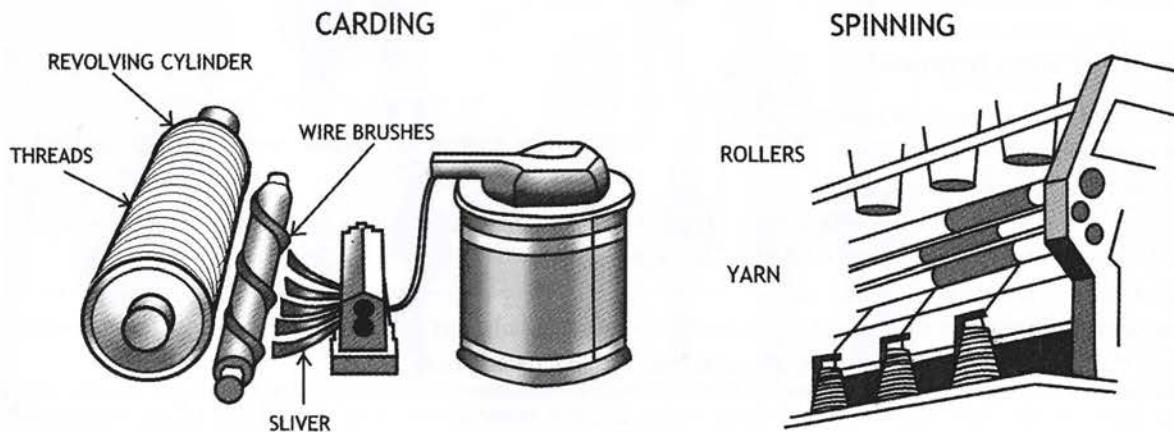
Manufacturing denim cloth

In order to manufacture trousers, first the fabric has to be prepared. This is done in three stages: i) preparing the cotton yarn; ii) dyeing the yarn; and iii) weaving the yarn.

(i) Preparing the cotton yarn

There are several steps to be taken before the ginned cotton (that has been picked from fields and processed), becomes cotton yarn. The incoming cotton is removed from tightly packed bales and inspected, before undergoing a process known as carding. In this process, the cotton is put through machines that contain brushes with bent wire teeth. These brushes – called cards – clean, disentangle, straighten, and gather together the cotton fibers. At this point, the fibers are called slivers.

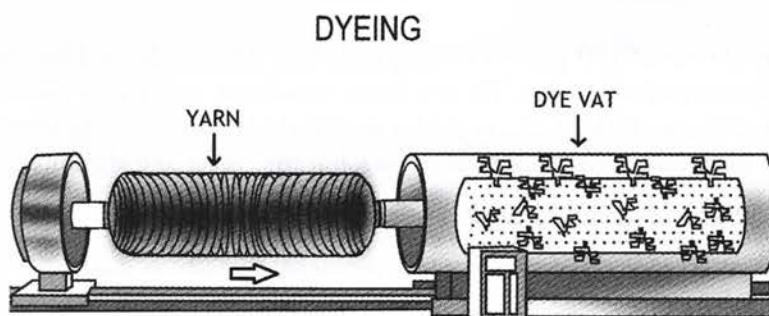
Other machines join several slivers together, and these slivers are then pulled and twisted, which serves to make the threads stronger. Next, these ropes are put on spinning machines that further twist and stretch the fibers to form yarn.



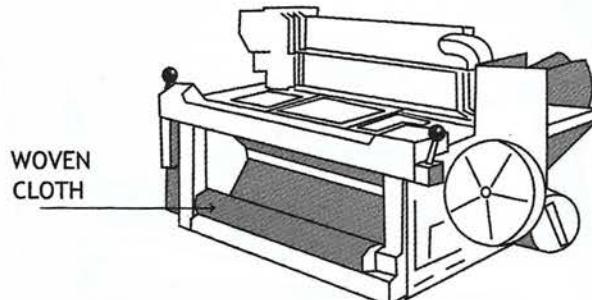
(ii) Dyeing the yarn

Some fabrics are woven and then dyed, but denim is usually dyed with chemically synthesized indigo before being woven. Large balls of yarn, called ball warps, are dipped in the indigo mixture several times so that the dye covers the yarn in layers. These many layers of indigo dye explain why blue jeans fade slightly with each washing.

The dyed yarn is then slashed; that is, it is coated with sizing (any one of a variety of starchy substances) to make the threads stronger and stiffer. Once this operation is complete, the yarn threads are ready to be woven with undyed filling yarn threads.



WEAVING



(iii) Weaving the yarn

The yarn is then woven on large mechanical looms. Denim is not a hundred per cent blue, as the blue dyed threads forming the warp (long, vertical threads) are combined with white threads forming the weft (shorter, horizontal threads). Because denim is woven with the blue threads packed closer together than the white threads and with the blue threads covering three out of four white threads, the blue colour dominates. Although mechanised looms make use of the same basic weaving procedure as a simple handloom, they are much larger and faster.

1. What are the steps in manufacturing the denim fabric?
2. What is carding?
3. Denim is dyed _____ (before being woven/ after being woven).
4. How is denim dyed?
5. What is slashing? Why is it done?
6. The yarn is woven on _____ (mechanized looms / handlooms).
7. What is sanforising? Why is it done?

At this point, the denim is ready for finishing. The cloth is brushed to remove loose threads and lint, and the denim is usually skewed in a way that will prevent it from twisting when it is made into clothing. The denim may then be sanforised or pre-shrunk. Pre-shrunk denim should shrink no more than three per cent after three washings.

Making the blue jeans

Once the desired design is selected, patterns from the design are cut from heavy paper or cardboard. Up to 80 different sizes are possible from one pattern. The pieces of denim are then cut with high-speed cutting machines from stacks 100 layers thick. Excluding rivets, buttons, and zippers, a pair of blue jeans contains about ten different pieces, like the pockets, the leg panels, the waistband and the belt loops.

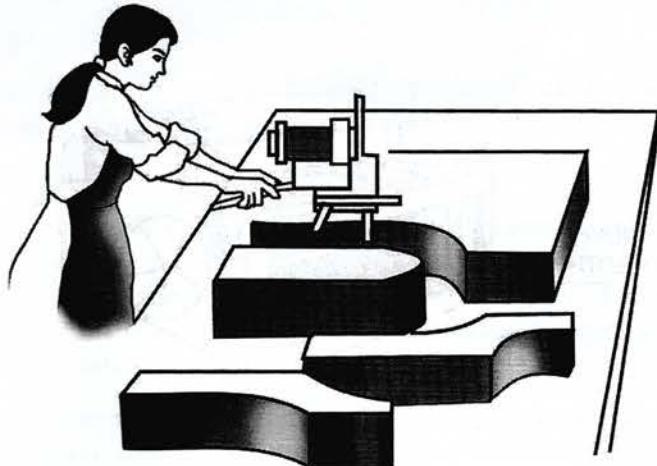
The pieces of denim are ready to be sewn at this point. Sewing is done in an assembly line fashion, with rows of industrial human-operated sewing machines. Each assembly line worker is assigned a specific function, such as making only back pockets. First, the various pockets and belt loops are assembled. Next, one worker attaches the pockets to the leg seams, another then sews the leg seams together, and still another attaches the

looms: equipment for weaving

lint: short, fine fibres which separate from the surface of cloth or yarn during processing

skewed: turned or placed at an angle

pre-shrunk: made smaller by washing before being sold

CUTTING

waist-band. Once the waistband is secure, the belt loops may be stitched on and the buttons attached. If the jeans include a zipper, it is then sewn into place, and the pants are hemmed. Finally, the rivets are placed in the appropriate places and the maker's label is sewn on last.

Some jeans are pre-washed and/or stonewashed to alter the appearance or texture of the finished jeans. Pre-washing involves washing the jeans in industrial detergent for a short time to soften the denim. Stonewashing also means washing the jeans, but pumice is added to the load, resulting in a faded appearance. Small stones produce an even abrasion, while large stones highlight the seams and pockets and produce a more uneven appearance.

The completed pair of blue jeans is then pressed. They are placed into a large pressing machine that steam irons the entire garment at once in about a minute. A size tag is punched into the material and the jeans are folded, stacked, and placed in boxes according to style, colour, and size, before being sent to the warehouse for storage.

Quality control

Blue jeans are inspected after they are completed. If a problem can be corrected, the jeans are sent back for re-sewing. The pair is then inspected again and passed. The buttons are inspected to ensure that they, and the buttonholes, are of the proper size. Metal buttons and rivets are checked for durability and their ability to withstand rust. The zippers must be strong enough to withstand the greater pressures of heavy cloth, and the durability of their teeth must be checked as well. This is done by subjecting a sample zipper to a lifetime of openings and closings.

1. How is sewing done?
2. What is the difference between pre-washing and stonewashing?

Post-reading**1. Choose the correct answer.**

- a. Denim was originally made of _____.
i. wool and cotton ii. only wool iii. only cotton iv. polyester

- b. Levi Strauss thought of making pants from denim for _____.
i. sailors ii. immigrants iii. himself iv. mining workers
- c. What is ginned cotton?
i. cotton which has been converted to thin fibres called slivers
ii. cotton which has been picked from fields and processed
iii. cotton fibres which have been dyed
iv. none of the above
- d. Blue jeans fade slightly with each washing because _____.
i. they are pre-shrunk ii. they are pre-washed
iii. they are dyed multiple times iv. they are slashed

2. Here are the different stages in manufacturing jeans. Arrange them in the right sequence.

- a. The completed pair of blue jeans is steam pressed.
b. The pieces of denim are sewn in an assembly line.
c. The cotton is picked from fields and processed.
d. Once sewing is complete, some jeans are pre-washed and/or stonewashed to alter the texture and to produce abrasion.
e. The ginned cotton undergoes carding and dyeing before being woven into denim fabric.
f. The jeans are inspected for the quality of sewing and of metal buttons, zippers and rivets.
g. Patterns from the design are cut from heavy paper or cardboard.
h. After being woven, the fabric is skewed and sanforised.
i. The pieces of denim are cut with high speed cutting machines.
j. After dyeing, but before being woven, the fibers are coated with starch.

Listening

LISTENING AND SORTING INFORMATION

While listening to lectures and talks, you often have to cope with a huge volume of information. This makes it challenging for you to both record it, as well as to recall it later on. Hence, it helps if you sort the information carefully while recording it in your notes. This categorising and sorting of information makes it easier to assimilate and use the information later on.

Task 1

-  Listen to this talk and categorise the information under the three headings. Complete the table in bullet points. One has been done for you.

Perception of Beauty		
Korea	India	Arab countries
<ul style="list-style-type: none"> Korean men and women like fair skin. 		

Speaking

PRESENTING A POINT OF VIEW

Before presenting your point of view on a topic, you need to plan your points and perhaps jot these down:

- Your thoughts on the topic and the possible points of view
- Which point of view would you go with? Why?
- How will you support your point of view? Data, quotes, specific examples etc.

In India, we still find a lot of people who hold on to the notion that only those with fair skin are beautiful. Advertisements often depict fair-skinned men and women as attractive and more successful in life. Do you agree with this perception? Why or why not?

Task 2

Form pairs and discuss the issue raised above. The following questions will help you form your ideas. Use appropriate phrases from the box.

- Is there any co-relation between fair skin and success in life?
- Can the dark-complexioned not dream of a career in films or the glamour industry? Will the industry and the audience not accept them?

I feel ... / I think ...	I have a slightly different take on this.
In my view ...	I partially agree with this point of view.
In my opinion ...	I don't quite agree with this ...
I would like to add that ...	I don't think we are on the same page on this.
Let's look at it this way ...	I beg to differ on this.
I look at it a little differently.	

Vocabulary

WORDS OFTEN CONFUSED

Look at the underlined words in the sentences given below.

A tailor by the name of Jacob Davis invented riveted pants.

Columbus discovered the West Indies.

Both the words 'invent' and 'discover' mean 'to arrive at something new'. However, there is a subtle difference between these words: 'invent' means 'to create a new product/machine/technology which did not exist before', while 'discover' means 'to find something (which already exists) for the first time'. In the above examples, the riveted pants did not exist before Jacob Davis created them, but the West Indies existed even before Columbus reached the place; only that the Europeans did not know about the islands.

There are several such words in English which are confused with other, often similar, words. Let us look at a few such words in the following task.

Task 3

Read the sentences carefully and choose the correct options.

1. The actor's lawyers are _____ (pouring over/poring over) the small print in the contract.
2. If no appropriate actions are taken, the company may _____ (loose/lose) its customers to rival companies.
3. Your offer letter is enclosed in a sealed _____ (envelop/envelope) along with this letter.
4. The literary club does not meet every Sunday, but only on _____ (alternate/alternative) ones.
5. 'Hold the horse's reins while I climb on _____ (its/it's) back', Mary told John.
6. These days _____ (fewer/less) students are opting to study pure sciences.
7. Do not forget to _____ (cite/sight) all sources for your assertions.
8. A judge is expected to be _____ (uninterested/disinterested), unbiased and impartial.
9. The government is proposing a new legislation to _____ (ensure/insure) equal opportunities for all.
10. We are eager to _____ (flaunt/flout) every new gadget that we buy before others.

Grammar

ACTIVE AND PASSIVE VOICE

Compare these two sentences, focusing on the underlined parts.

1. A size tag is punched into the material and the jeans are folded, stacked, and placed in boxes according to style, colour, and size, before being sent to the warehouse for storage.

2. Workers punch a size tag into the material and fold, stack and place the jeans in boxes according to style, colour, and size, before sending them to the warehouse for storage.

Both the sentences give the same information. But they are structured differently. If we look at the underlined parts, this difference becomes clear. In Sentence 1, the objects (first 'a size tag' and then 'the jeans') are in focus. As a result, the subject performing the actions ('punching a size tag into the jeans', 'folding, stacking and placing the jeans in a box' and 'sending the jeans to the warehouse') is not mentioned at all. The focus is on the work done rather than on the doer of the action. Sentence 1 is said to be in the passive voice. In contrast, Sentence 2 is in the 'active voice'. Here, the focus is on the actual subject or the doers of the action – 'the workers'.

Sentences in the passive voice, thus, have the object appearing at the beginning of the sentence, while the subject may be moved to the end of the sentence or dropped (if not very significant). If the subject is retained, it is introduced with the preposition 'by' (e.g. a size tag is punched into the material 'by' the workers). Also, the participle form of the verb is used along with an appropriate form of the verb 'be'. The forms of the verb 'be' include **am, is, are, was, were, been, being** and **be**. The table below illustrates the use of different forms of 'be' along with the participles.

Tense	Active	Passive
Simple Present	They <u>supply</u> notebooks.	Notebooks <u>are supplied</u> by them.
	My brother always <u>irritates</u> me.	I <u>am</u> always <u>irritated</u> by my brother.
	The Principal <u>uses</u> a green pen.	A green pen <u>is used</u> by the Principal.
Simple Past	They <u>supplied</u> notebooks.	Notebooks <u>were supplied</u> by them.
	My brother always <u>irritated</u> me.	I <u>was</u> always <u>irritated</u> by my brother.
	The Principal <u>used</u> a green pen.	A green pen <u>was used</u> by the Principal.
Present Continuous	They <u>are supplying</u> notebooks.	Notebooks <u>are being supplied</u> by them.
	My brother <u>is irritating</u> me.	I <u>am</u> always <u>being irritated</u> by my brother.
	The Principal <u>is using</u> a green pen.	A green pen <u>is being used</u> by the Principal.
Past Continuous	They <u>were supplying</u> notebooks.	Notebooks <u>were being supplied</u> by them.
	My brother <u>was always irritating</u> me.	I <u>was</u> always <u>being irritated</u> by my brother.
	The Principal <u>was using</u> a green pen.	A green pen <u>was being used</u> by the Principal.
Present Perfect	They <u>have supplied</u> notebooks.	Notebooks <u>have been supplied</u> by them.
	My brother <u>has always irritated</u> me.	I <u>have</u> always <u>been irritated</u> by my brother.
	The Principal <u>has used</u> a green pen.	A green pen <u>has been used</u> by the Principal.

Tense	Active	Passive
Past Perfect	They <u>had supplied</u> notebooks. My brother <u>had always irritated</u> me. The Principal <u>had used</u> a green pen.	Notebooks <u>had been supplied</u> by them. I <u>had always been irritated</u> by my brother. A green pen <u>had been used</u> by the Principal.

Use of passive voice

The passive voice is usually used in the following situations:

1. When the focus is on the object: e.g. Our bank has been robbed!
2. The subject is general or is irrelevant: e.g. The shops were forcibly shut today during the *bandh*.
3. The speaker wants to hide the identity of the subject: e.g. The window pane was broken today.
4. The subject has too many details and the speaker wants to introduce the subject later in the sentence: e.g. This part of the programme was sponsored by ABC Motors, Jingal Spices, Digizone Smartphone Network and Dreamz Computers.

Task 4

Change the voice of these sentences.

1. The fashion sensibilities shown by the upcoming designers amazed us.
2. The fabric has been cut and styled by the contestants.
3. The hair stylist has demanded a huge sum to participate in the reality show.
4. Her innate sense of style has been widely appreciated by the fashion police.
5. This designer has made a conscious decision to stay away from leather and pure silk.
6. They sold shopping bags made out of leftover pieces of cloth to discourage the use of plastic.
7. The khadi and village industries board is promoting the use of natural fabrics.
8. Corporate organisations expect employees to turn up for work well-groomed and suitably attired.

Task 5

Fill in the blanks with suitable forms of the verbs given in brackets. Note that all verbs are in passive voice.

Animals whose skins _____ (turn) into leather _____ (kill) either directly for their hides or for their flesh, and other parts of the body. After pigs and cows have suffered from the over-crowding, confinement, stressful transport, and frightening slaughter at the hands of the meat and dairy producers, their skins _____ (make) into shoes, boots, belts, gloves, and furniture covers. Skin accounts for a major part of the total by-product value of cattle. Horses, sheep, lambs and goats

_____ (slaughter) for their meat, as well as for their skin. Many people believe that leather is just a by-product of the meat industry and that animals _____ (not, kill) solely for their skin, but this is not always the case. Some of the leather in athletic shoes, for example, comes from kangaroos which are killed only for their skin.

Leather production is also hazardous to the environment. Toxins that _____ (emit) from leather tanneries endanger both human and ecological health by polluting waterbodies. Residents of towns where tanneries _____ (situate) have a greater-than-average chance of developing leukaemia, and a high percentage of tannery workers develop cancer.

Most leather items have readily available alternatives. Most cars are available without leather interiors. Pleather (fake leather) jackets are also easily available. Leather in bags and briefcases _____ (can, replace) with nylon, canvas, jute, vinyl etc. Today, most running shoes and many cross-trainers are all-synthetic.

Writing

TYPES OF ESSAYS

An essay is a piece of writing on a particular topic. It is divided into paragraphs, each dealing with one aspect of the topic.

Essays can be of different types, depending on the purpose they achieve. Given below are some quick features of the major essay types:

- Descriptive
- Narrative
- Informative/Expository
- Argumentative
- Exploratory

These types differ in terms of treatment of a topic. Let us look at the features of each of these types.

Descriptive	Narrative
<ul style="list-style-type: none"> • Can be a description of a place or a thing • Need not be limited to a visual description • Should include the other senses of perception like hearing, smelling, touch etc. • Can be structured based on the different aspects of the description <p>Example: My city at rush hour</p>	<ul style="list-style-type: none"> • Recounts an event, an incident or an experience, or retells a story • Often written from the writer's personal perspective • The thoughts, feelings and attitudes of the writer towards the subject matter are conveyed to the reader <p>Example: The day the tsunami struck</p>

Informative/Expository	Exploratory
<ul style="list-style-type: none"> Conveys information to the readers Focusses on factual details Requires some amount of research The type of information will determine the structure Should avoid overload of information, technical jargon and complex detailing <p>Example: Wearable technology</p>	<ul style="list-style-type: none"> Takes a subject matter, often a problem statement and analyses it in detail Unravels the layers of complexity and goes to the heart of the problem Tries to find a solution to the problem or, at the very least, makes suggestions to help find one <p>Example: Disaster management practices in India: challenges and solutions</p>
Argumentative	
<ul style="list-style-type: none"> Seeks to convince the reader to accept the writer's point of view Arguments need to be constructed carefully and supported by evidence Often takes a stand but can also accommodate opposing points of view <p>Example: Should Indian industry shift its focus from the services sector to manufacturing?</p>	

Now let us look at argumentative essays in detail.

ARGUMENTATIVE ESSAYS

An argumentative essay is based on a debatable topic and attempts to convince the reader to accept an opinion, or to take some action, or both. In such an essay, the authors usually explore an issue fully and consider different perspectives, assumptions, reasons and evidence to reach an informed position.

Sample argumentative essay

Exploitation in Child Beauty Pageants	The title
<p>It is 6 am on a Friday morning and Marie is about to awaken her eighteen-month-old baby, Sarah, to prepare her for a long weekend of make-up, hairspray, and gowns. Sarah is one of the thousands of babies forced into the many children's beauty pageants that are held all over America each year. Marie is among the many over-demanding and pushy parents who pressure their budding, innocent children into beauty pageants each year. This whole obsession with beauty pageants, and the severe distress it causes the young children, is wrong.</p>	<p>The thesis statement (that 'child beauty pageants are wrong') is made, citing an individual case.</p>
<p>Beauty pageants started in America many years ago, but became more prominent in the 1920s, when a hotel owner started a contest to keep tourists in town past Labour Day. The winner of this contest would be called Miss America. Miss America pageants have been a yearly event since then, except during the Great Depression. Then, in the 1960s, when these pageants were getting very popular, one of them, Little Miss America, was started for children.</p>	<p>An account of the events that led to the starting of children's beauty pageants in America.</p>

<p>Children's beauty pageants are judged on the following criteria: modelling, sportswear and evening wear, how well the girls dance, and how much talent they have. Approximately 250,000 children participate in pageants each year. Parents, whose children enter these contests, claim that their wards gain confidence through performing. They also claim that they are better prepared for life and will be more socially comfortable. They further boast that these children mature at a younger age than 'normal' children do. Why would any parent want their children to grow up any faster than they already do, one wonders! Moreover, beauty pageants are not the only way in which a child at such a young age can gain confidence.</p>	<p>An argument in favour of pageants for children (that children gain confidence and they mature early) is mentioned and refuted. A counterpoint (that such contests may damage the self-confidence of children) is made.</p>
<p>The only confidence that a child at eighteen months needs to gain is eating on her own, standing up on her own and the confidence that her family loves her. If these children learn these three things, they will most likely have great self-confidence. On the other hand, take the child who loses the pageant. There are visible effects that the child shows. She thinks less of herself and feels that she has let her parents down.</p>	
<p>Parents entering children into beauty pageants to help pay for college is also terribly wrong. They are teaching their kids that the only way to get money is through flaunting their looks.</p>	<p>A second argument for child beauty contests (that such contests help fund college education) is mentioned and refuted.</p>
<p>Even the argument that the children themselves want it, sounds unconvincing, as it is difficult to believe that a child wants to be a doll on display when she can barely even talk. Yet the hours that the child and her parents spend together while preparing for, and participating in, these contests, are a great way for them to bond, as long as they are both happy in what they are doing.</p>	<p>A third argument for child beauty contests (that children participate in them out of their own interest) is mentioned and refuted.</p>
<p>With all of the time that the child is putting into practising and reciting, she has very little time to play with other children and learn important life skills. Also, if children are spending so much time on pageants, they are missing out on years of joyful childhood activities, like trick-or-treat and Easter egg hunting, because they are too busy watching their figures.</p>	<p>A second counterpoint (that child models lose out on their childhood) is made.</p>
<p>An alarming number of children these days develop eating disorders because they feel that their body is not perfect. The girls in pageants will do anything to get to the perfect size, often ending up as bulimics and anorexics. According to a well-known clinical psychologist, children's beauty pageants can indeed cause eating disorders. Children begin to think that appearance is everything and forget that true beauty comes from the heart and personality. A truly beautiful girl does not need make-up and hairspray, or to be paraded around in a gown. She is, in fact, learning false lessons on how to act around other people and not to be herself. Further, she learns to think that other children are in some way inferior to her.</p>	<p>A third counterpoint (that beauty contests may lead to eating disorders) is supported by an expert's views.</p>

It is now 5 pm on Friday, and Marie and Sarah are done with the first of the three long days. As little Sarah walks off the stage empty-handed, she looks at her mom with teary eyes, as if she has failed both herself and her mom. As stated before, many children like Sarah, around the world, are forced into beauty pageants each year. Children at such a young age do not have the ability to handle failure. All little Sarah sees are other children leaving the stage with a sparkling trophy and their parents running over and giving them a big hug, while she walks off the stage with nothing and sees her parents turning away. Children's beauty pageants have been blown way out of proportion, and are causing irreparable harm to these little 'young' women. Hence, there is a need, for all the stakeholders involved, to work towards saving these girls' futures.

The author goes back to the individual case mentioned in the first paragraph and makes the concluding statement.

Note: This long essay has been used to show you how a detailed argumentative essay is built-up. When you start writing essays yourself, you can start with shorter (400-500 word) compositions.

Task 6

Select any one of these topics and write an argumentative essay in about 400 words.

1. 'Bollywood is extremely male-centric' – do you agree with this statement made by an actor? Why or why not?
2. Does more money mean more happiness?
3. Should there be a dress code on college campuses?
4. Is cheerleading important for cricket matches in India?

Communication

CROSS-CULTURAL COMMUNICATION

Today's workplace is characterised by a diverse workforce hailing from different geographic locations and cultures. This makes effective cross-cultural communication imperative. However, communicating across cultures comes with its own set of challenges. One needs to understand:

- the ground rules of communication in other cultures
- their business customs and beliefs
- their non-verbal communication
- the social distance to be maintained
- gender-related sensitivities within that culture.

Let us look at a case study presented from the perspective of three individuals, to understand the challenges that arise while working in a cross-cultural environment.

Task 7

In groups of four, read the case study and discuss the questions that follow.

Anirban: I had looked forward to this assignment. There was so much I could do in terms of developing the technology that would have enabled better cloud computing systems. I was told that the engineers of country B were quite brilliant and that the project would progress hassle-free. But, they just wouldn't talk. We would hold meetings and discuss the various stages of completion of projects and the related deadlines. Never once did they voice their concerns. Nor did they tell me about the problems that they were facing with the implementation. When the project went live, the bugs were discovered. This dented my credibility to a large extent and I had to quit.

Anirban's friend: Anirban is a good friend of mine. He is a genius at cloud computing technologies, and hence, it was no surprise when he told me about his promotion and relocation to Country B. He was going to head the Cloud Computing division there. He was a perfect fit for the job. He was honest and would not mind calling a 'spade' a 'spade'. He was hardworking and often ate his lunch at his desk, so as to save on his work time. Most importantly, he never interacted with his colleagues outside of work, because he was working most of the time. It was with a lot of expectations about the future that Anirban had shifted to Country B. However, after a mere 18 months, he quit his job and returned to India, a frustrated man.

A team member: This new team lead from India was a capable person but he just could not communicate! At meetings, he would look at us so steadily in the eye while discussing deadlines that we could never tell him about our inability to meet them. He did not have a clue about our local holidays and festivals and he expected us to work on those days. Before he arrived on the scene, we used to lunch together as a team. Seeing him eat at his desk, we felt compelled to do the same. Most of the time when he spoke at meetings, he was pretty direct, and at times his manner almost bordered on screaming. I still remember, when at a meeting, matters came to a head. He cracked a joke ... and it was in such bad taste that it left us red-faced. All in all, though we felt sad that he had to quit so soon, we were kind of relieved when he left.

1. Was Anirban a bad boss? Why or why not?
2. Do you think the team members contributed to the problem? What could they have done differently?
3. Identify at least two ways in which Anirban could have interacted better with his team.

It may not be possible for us to get into the finer details of all cultures here. However, there are a few ways in which we can equip ourselves to deal with a multi-cultural work environment. The following table gives you some useful pointers.

Cross-cultural communication: some useful pointers	
What you can do	Factors involved
<p>a. Make an effort to acquire knowledge about the different cultures that you may have to interact with.</p>	<ul style="list-style-type: none"> i. Physical distance: Maintain a reasonable distance from people while communicating. Social distance varies from culture to culture. ii. Eye-contact: It is important to establish and maintain eye contact while speaking. However, do not overdo it. The thumb rule is to look at people in the eye for about half the time while communicating. iii. Gestures: While it may be normal for people in some cultures to gesticulate while communicating, it is better to use a neutral and objective manner to convey information.

Cross-cultural communication: some useful pointers	
What you can do	Factors involved
	<p>iv. Greetings/gifting: Find out about the greeting and gifting-related protocol followed in the various cultures that you may encounter.</p>
b. Adjust your behaviour to the cultural context	<p>i. Humour: You must be careful with humour, especially around people you do not know well enough. Use it judiciously.</p> <p>ii. Off-the-cuff remarks: It is best to avoid them.</p> <p>iii. Digressions: Avoid digressions of all kinds during meetings and other interactions.</p>
c. Listen carefully and clarify any misunderstandings	There could be variations in the use of language across cultures. So, listen to the message carefully; clarify/seek clarification where necessary; recognise the importance of silence.
d. Keep personal beliefs to yourself	Avoid discussions on sensitive topics like politics and religion. Do not make sweeping statements. Avoid stereotypes.

HEALTH AND NUTRITION



Reading: Reading for information, researching for supporting evidence

Listening: Listening and filling a mind map

Speaking: Giving advice and suggestions

Grammar: If-clause

Writing: Describing a process

Pronunciation:
Intonation in statements and orders

Technical Communication: Modes of technology-based communication

Warm-up

Plan a balanced meal using the table. The meal should have adequate amounts of carbohydrates, protein, dairy, fibre and vitamins. The total number of calories in the meal should not exceed 700.

Food item	Quantity	Calories
buttermilk (skimmed)	200 ml	38
skimmed milk or curd	200 ml	58
papaya	½ cup	30
<i>idli</i>	115 gm	155
chicken	100 gm	109
<i>rasgulla</i>	2	110
boiled egg	1	80
vegetable kofta curry	100 gm	147
stuffed tomato	100 gm	85
<i>shahi paneer</i>	95 gm	263

Food item	Quantity	Calories
potato curry	100 gm	165
vegetable korma	100 gm	88
<i>puri</i>	1	75
<i>dosa</i> (plain)	1	120
<i>dosa</i> (masala)	1	250
<i>phulka</i>	1	60
<i>dal</i>	1	150
cooked rice (plain)	1 cup	120
cooked rice (fried)	1 cup	150
milkshake	1 glass	200

Meals	Breakfast	Lunch	Dinner
Food Items			
Quantity			

Reading 1

READING FOR INFORMATION

A lot of reading in everyday life, especially in academic and professional set-ups, is undertaken to access specific information. How does one ensure accessing information from a text?

- Identifying key ideas in a text
- Supporting details for the idea

Information may sometimes be available at surface level and sometimes one may need to infer from the text.

Food pyramids are diagrams used to show the ideal amounts of food we should include in our diet, from each food category, to be healthy. Here is a research article about the food pyramid.

What Should You Be Eating?

The weight loss industry is a very large, profitable and growing industry. Modern lifestyles often cause weight gain and obesity, leading to an influx of weight loss plans and products into the market. It is widely accepted that weight gain or loss depends on food intake and exercise. To put it briefly, weight change = calories in – calories out. A Healthy Eating Pyramid helps to demonstrate how a balanced diet can be achieved. The following form the bricks of a Healthy Eating Pyramid.

Whole grains

Healthy carbohydrates take longer for the body to digest. This helps to prevent any sudden rise and fall of blood sugar levels and insulin in the body. Healthy carbohydrates help prevent Type 2 diabetes and heart diseases. The benefits of healthy carbohydrates are the reason why they are placed at the base of the food pyramid.



Some sources of healthy carbohydrates are oatmeal, brown rice and whole-wheat bread.

- What are the two main factors that change your body weight?
- What is the connection between whole grains and insulin?

Healthy fats and oils

It is a myth that all fats should be avoided. Some fats are healthy and required for a balanced diet. They help control cholesterol and prevent heart diseases. This explains why fats appear so close to the base of the food pyramid.

Healthy fats can be found in olives, nuts, seeds, sunflower, peanuts and fatty fish, such as Salmon.

Fruits and vegetables

The next group of food items to appear on the food pyramid are fruits and vegetables. A diet rich in fruits and vegetables has innumerable benefits. It can decrease the chances of having a heart attack or stroke, possibly protect against some types of cancers, lower blood pressure, help you avoid the painful intestinal ailment called diverticulitis and guard against cataract and macular degeneration, the major causes of vision loss amongst people over the age of 65.

Potatoes do not belong to this category on the food pyramid. This is because their effect on blood sugar is similar to that of grains and sweets.

Fish, poultry and eggs

Fish is an important source of protein and is rich in Omega-3 fatty acids, which are known to prevent heart disease. Chicken and turkey are low in saturated fats when compared to red meat. Eggs, too, provide protein and are a good supplement to breakfasts. Those suffering from diabetes or heart ailments should avoid the yolk of the egg and consume only the egg whites in omelettes and baked products.

- How are potatoes different from other vegetables?
- What do you know about Omega-3?

Dairy

For generations, we have believed that dairy products are good for growing bones as they contain calcium and Vitamin D. Then why are they placed near the narrow part of the food pyramid, suggesting limited intake? The primary reason for this is that the body needs more Vitamin D than even three glasses of milk can provide. At the same time, three glasses of milk contain more calcium than is required for the human body. It is now understood that there are better sources of Vitamin D for the body than milk and cheese, which may also be high in saturated fats. Two servings of dairy a day should be sufficient.

Red meats, processed meats and butter

These foods should be consumed very sparingly. Red meats and processed meats like bacon and sausages contain high levels of sodium. They increase the risk of diabetes, heart diseases and colon cancer. Switching to fish, chicken, nuts and beans is a much healthier choice.

Similarly, switching from butter to olive oil is also a healthier option.

- Why should dairy products be consumed in moderation?
- Do you know of other sources of Vitamin D than the ones listed here?



Refined grains, sugary drinks, sweets and salt

Refined grains include white bread, rice and pasta. Potatoes too fall into this category of foods that should be eaten very sparingly. These items are high in sodium and increase the risk of heart diseases and result in weight gain. This is because refined grains and sugary drinks cause an accelerated increase in blood sugar levels. Whole grains like wheat and brown rice cause a more gradual increase in blood sugar. The body is better equipped to handle a gradual rise in blood sugar levels.

Foods that are rich in salt like potato chips, cheese and sauces contain high sodium levels that may lead to heart attack and stroke. When buying food, check the labels and choose the ones with the lowest sodium content.

- What happens in the body when you consume sugary drinks?
- List foods that contain high amounts of sodium.

You'll notice that the Healthy Eating Pyramid does not give specific advice about the number of cups or ounces of specific food items that one should have on a daily basis. That's because it's not meant to be a rigid road map, and the amounts can vary depending on your body size and physical activity. It's a simple, general and flexible guide to how you should eat when you eat.

Post-reading

1. Fill in the blanks.

- _____ form the base of the health pyramid.
 - Vegetables and fruits
 - Healthy fats
 - Vitamin supplements
 - Whole grains
- In order to control your weight _____.
 - exercise regularly
 - burn as many calories as you consume in a day
 - include more food items from the lower levels of pyramid than from the higher levels
 - eat healthy and burn as many calories as you consume in a day by exercising regularly
- Most of the salt in our diet is from _____.
 - dairy products
 - refined flour
 - processed foods
 - sugary sodas

2. Why are processed foods and drinks popular among the youth, even though they are harmful? List atleast 4–5 reasons.

Reading 2

RESEARCHING FOR SUPPORTING EVIDENCE

Once you arrive at a point of view, you need to be able to support your position with evidence. For this, you need to:

- find the right kind of evidence
- try to determine from the context of the reading / class assignment, whether any specific source will give you a better understanding of evidences required
- use evidences effectively
- have an appropriate amount of evidence

Eating disorders are mental disorders that involve abnormal eating habits which affect a person's health. Apart from physical health, eating disorders also impact emotions and the person's ability to function normally in everyday life. The article talks of a link between such disorders and social media usage.

Does Social Media Increase the Risk of Eating Disorders?

According to a new study by the School of Medicine of the University of Pittsburgh, spending hours every day on social media sites leads to body image issues and a higher risk of eating disorders.

While traditional media like television and glossy magazines are known to cause body image issues by promoting 'thin' models as attractive, social media seems to have an even more powerful impact. This may be due to the fact that it enables users to interact with each other.

1,765 adults in the age group 19 to 35 were given questionnaires to assess the relationship between social media usage and eating disorders. It was found that regular users of social media were 22 times more likely to experience eating disorders like bulimia, binge eating, anorexia and body image issues. They were more likely to be critical of the shape and size of their body and consider themselves obese, even when they were not so.

It's commonly known that, on social media, users share images of themselves that are more flattering, rather than realistic and accurate depictions of themselves. This creates an illusion that the average weight is far less than what it really is. In an effort to battle social media-fuelled eating disorders, Instagram has banned the hashtags 'thinspiration' and 'thinspo', but users easily circumvented these barriers by spelling the words slightly differently. YouTube videos about anorexia that could be classified as 'pro-anorexia', received more views and positive ratings than informative videos highlighting the negative consequences of the eating disorder.

Post-reading

1. The above article tries to show a relation between social media usage and eating disorders. Now, find posts or articles to prove or disprove the views stated here.

-
- **Useful guidelines**
- First, shortlist the different social media websites that you will search for similar articles/posts. (Facebook, Twitter, online news websites, scientific research-based websites etc.)
 - Select the key words that you can use on search engines like Google to find related information. Example – social media, anorexia, body-image etc.
-

- Compile a list of all the relevant articles and images that you find. Separate the research-heavy articles from mere opinions.
- Sort the articles/posts based on their conclusions or findings.
- Based on your research, you may choose to support or oppose the findings stated in the above article. Share your own findings in class and back your opinion by quoting from the scientific data that you have gathered through your research.

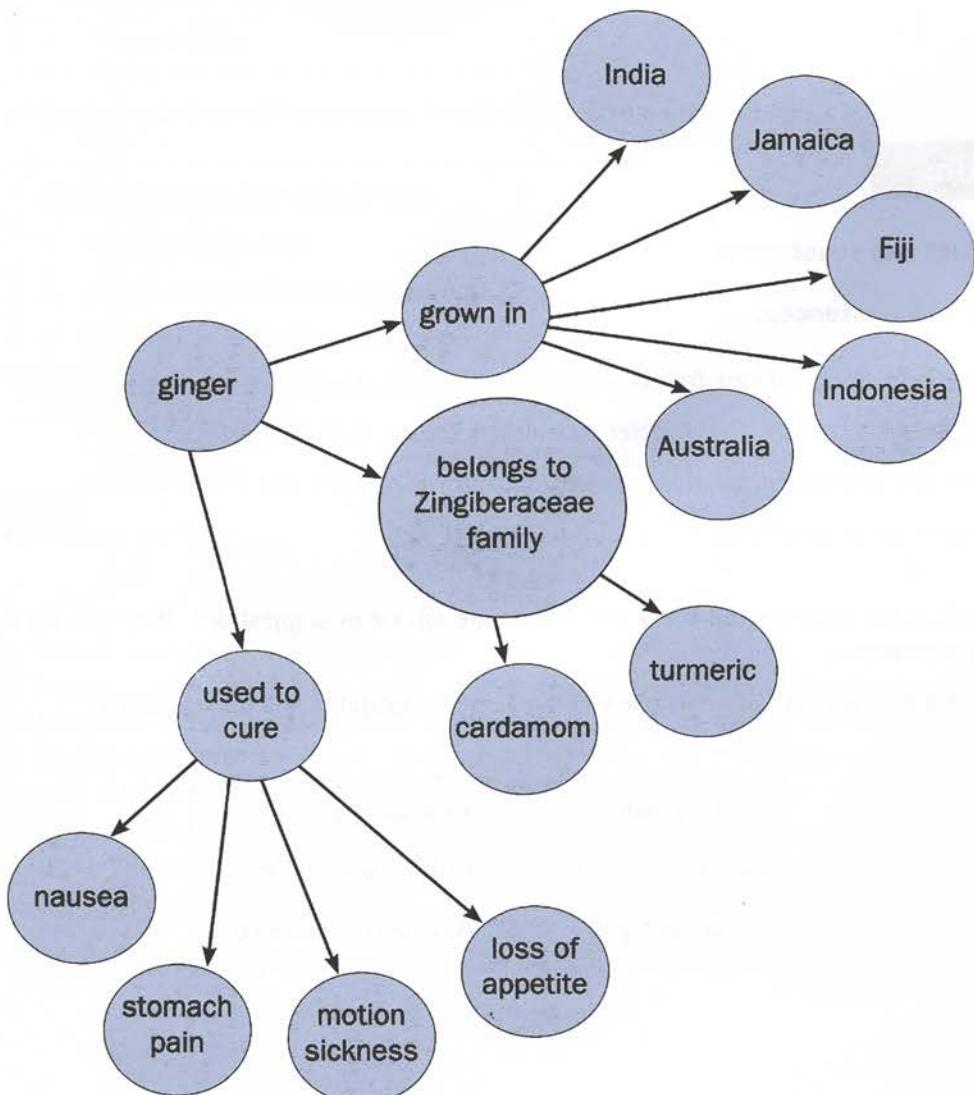
Listening

LISTENING AND FILLING A MIND MAP

Mind maps are pictorial representations of information. They help us understand the relationship between different factors. They also make information easier to remember, for exams and presentations.

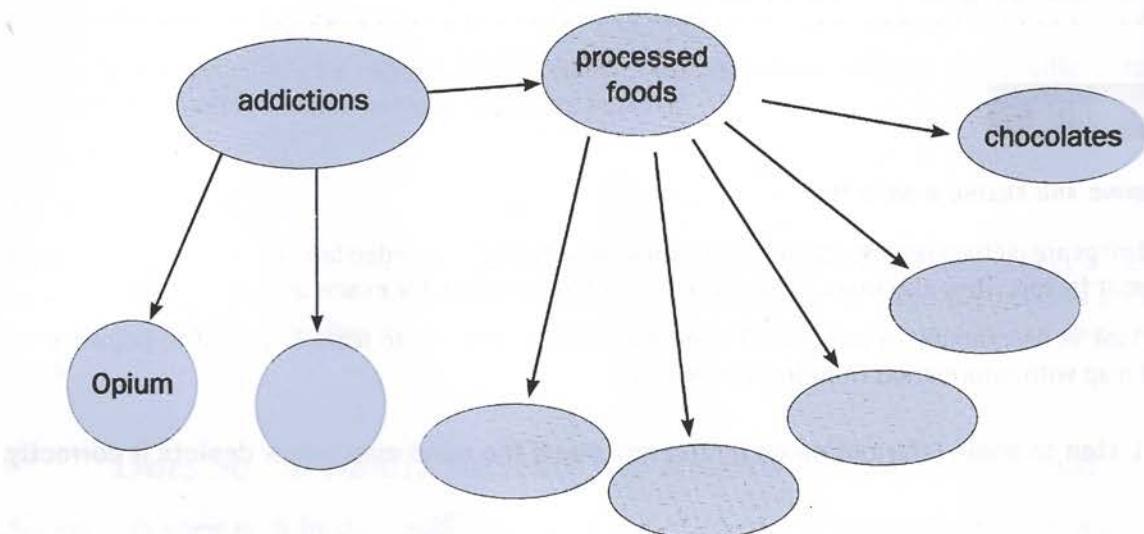
Let's look at an example to understand mind maps better and also to learn how best to populate the mind map with information from the listening cue.

Listen to some information on ginger and see if the mind map below depicts it correctly.



Task 1

-  Listen to a radio broadcast and fill in the mind map below. Before you start doing Task 1, study the map to determine where the gaps are. This will help you plan how to listen to the audio file for specific information that you require.

**Speaking****GIVING ADVICE AND SUGGESTIONS**

Look at these sentences.

Why don't you try this medicine for your back pain? This has worked for me.

Your cough seems to persist. You'd better consult a doctor as soon as possible.

You need to stop going for a swim in the evening. You will catch a cold in this weather.

You could perhaps avoid oily and spicy food till you get well.

As you might have observed, all these statements are advice or suggestions. They are less direct than orders or commands.

Here are some phrases that you may use when making suggestions and giving advice.

You may want to ...	Why don't you ...
Would you like to ...	Perhaps you could ...
You could try ...	Have you considered ...

Task 2

Role-play these situations in pairs.

1. Person A wants to stop eating unhealthy snacks. Person B suggests ways to do so.

Here are some ideas to help you:

- Switch to healthy snacks like fruits.
- Eat smaller, more regular meals.
- Stop visiting restaurants.
- Avoid stocking chocolates, chips et cetera at home.

2. Person B wants to make more friends. Person A suggests ways to do this.

Here are some ideas to help you:

- Join a book club or drama club.
- Take part in group sports like football or volleyball.
- Find people who share your interests.
- Throw a party.

3. Person A wants to improve his/her grades. Person B has some advice on this.

Here are some ideas to help you:

- Take notes in class.
- Plan a study schedule and stick to it.
- Get a tutor to clarify your doubts.
- Identify difficult topics and spend more time on those.

Grammar**IF-CLAUSE**

What if your actions depend on a condition? What do you do when you need to convey something you could do, would do, could have done, would have done or would never do again? When expressing something that has not actually happened or that could or might happen in the future, we use 'if-clauses'. Such clauses have two main parts. The first part is called the conditional clause and almost always begins with the words if, were or had (example: if I had; were they there; had she known). The second part, called the result clause, contains modal verbs such as could, would or will. Depending on the nature of the condition in the first part, if-clauses are divided into three types.

Type I

Here, the first part includes a simple condition, a prediction about a future event or action. The conditional clause includes: If + Subject + Verb in simple present. The result clause includes:

Subject + will/can/may + Verb

Examples:

If it rains, I will carry an umbrella.

If I pass the exams, I will go on a holiday.

Type II

Here, the first part includes a hypothetical condition, a situation that is not true or possible at the moment or in the near future. The conditional clause has the structure: If/Were + Subject + Verb in subjunctive form. The result clause has the structure:

Subject + would/could + Verb

Examples:

Were I the PM, I would abolish all exams.

If they studied properly, they could perform well.

If I violated the ethical standards, I would risk losing my licence.

Type III

Here, the first part includes an imagined condition, a situation possible in the past but not in the present. The condition clause has the structure: If/Had + Subject + Had + Verb in past participle form. The result clause has the structure:

Subject + would/could + have + Verb in past participle form

Examples:

If you had studied well, you would have been working with me.

If I had applied for the college, I could have got the seat.

Task 3

Fill the blanks using suitable forms of the words given in brackets.

1. If Amy had cleaned her room, her mother _____ (be) happy.
2. You will get an immediate reply if you _____ (write) a mail to the Customer Relations Officer.
3. If you _____ (read) books all night long, you would not be able to get up early.
4. If you throw a party while your parents are gone, you _____ (be) in big trouble.
5. If I _____ (be) you, I would listen to the advice and go to a dentist immediately.

Task 4

Spot the errors in these sentences and correct them.

1. If it will be sunny, the guests will want some lemonade.
2. If I am having more money, I would bought a house.
3. If you had been sleeping on time, you would be able to wake up early.
4. If I will be stuck in traffic, I will let you know.
5. If my brother will be moving to Singapore, I will visit him there.
6. If they would want to, they can host the event.

Writing**DESCRIBING A PROCESS**

Can you recollect an experience when you had to read the description of a process? It could have been about how paper or steel is made, a chemical experiment, or the description of how a computer or a smartphone works. While the best way to understand a process is often an actual demonstration of the process, it is not always possible to do this. We often have to rely on written descriptions to understand the steps involved. Badly written descriptions often confuse the users and undermine the very purpose of such descriptions.

It would be useful to follow a pattern when writing a description. These points will help you write better descriptions.

- **Reader:** First, determine the reader for whom the description is intended. Is it intended for people with little or no understanding of the process, or for those who are already familiar with it? The language and the extent of the jargon to be used would depend on the audience.
- **Purpose:** Next, decide on the purpose for which it is intended. For example, if you want to give your audience a general understanding of the process, a broad description should be enough. On the other hand, if you want to explain the process in depth, the description should be more specific and precise.
- **Sequencing:** The third point to consider is the sequencing of our description based on the audience and purpose. A spatial sequencing works well when you need to give a physical description. It is used when the writer wants to describe where a part or object is placed in relation to the others. A functional sequencing works well when you need to describe the function of the various parts of an object or gadget. A chronological approach is useful when writing about the steps in a process. Giving the reader information about what to do first and how to follow it up thereafter, helps him/her to understand the process best.
- **Language:** Liberal use of technical jargon and abbreviations is best avoided, unless the audience is technically qualified and well-versed with the technicalities. Most processes are described in the simple present tense and in either the active or the passive voice. (Refer to examples 1 and 2 for descriptions in the active voice)
- **Structure:** Like in any other written communication, it is good to structure the description of the process into three parts – a brief introduction, the body of the description and a conclusion.

- **Use of linkers and sequencers:** Use words that clearly show the relation between the different steps in the process. Examples:
in the beginning, initially, first of all, firstly, then, next, beforehand, previously, earlier, on the other hand, at the same time, simultaneously, comparatively, later, following this, eventually, subsequently, finally, lastly
- **Use of visuals:** Most people are visual learners. Illustrations, pictures or videos definitely help in understanding a process much better than when it is explained in just words.

Examples 1 and 2 given below describe the process of making glass bottles. Study them for differences and similarities.

Example 1

Have you ever thought about how glass bottles are made? We'll take you through a brief description of the making of a glass bottle. Going by the fact that glass bottles come in different shapes and sizes, you must have guessed that they are made in moulds. So think about this, if you were to take a mould and pour molten glass into it, what would it look like? Would it be a bottle or just a solid mass of glass? You are right, it would just be a mass in the shape of a bottle, but it would be solid and not hollow like a bottle. What we can do is to use a solid mould which is shaped like the interior of the bottle, so that when we pour the molten glass it takes the shape of the hollow bottle. So far, so good. But how do we take the mould out of the bottle? A hole at the top would be too small for the mould to be taken out of the bottle. So, instead of a mould, air is used to do what a mould would do and this process is called 'blow moulding'.

Example 2

The following is the process of making glass bottles by blow moulding. In this process, the bottle is given its shape by pressurising air into the glass and by pushing the glass against the mould, thereby leaving the interior empty. Follow the steps given below to make the glass bottles.

1. Melt the glass into a gob.
2. Then, mould it into an intermediate shape close to the desired shape of the bottle.
3. Use either the 'blow and blow' process or the 'blow and press' process to give the bottle its final shape.
4. Put the bottle through the heating process.
5. Next, put it through the cooling process.
6. Lubricate the bottle so that it does not rub against other bottles.
7. Check for quality.
8. Pack the bottles.
9. Ship them to destination.

Of the two examples, the first one is more suitable for a general audience. It is intended for people interested in acquiring general information about the process and those who will never make glass bottles in their entire life. The second description is more like a list of instructions and is better suited to a reader with a deeper understanding of the process and who is perhaps involved in the manufacture of glass bottles.

Task 5

Rewrite the process given in example 2 using the passive voice. You can use the linkers and sequencers given as examples to frame your sentences. The first sentence has been done for you.

To make glass bottles using the blow moulding method, glass is first melted into a gob. Then it is moulded ...

Task 6

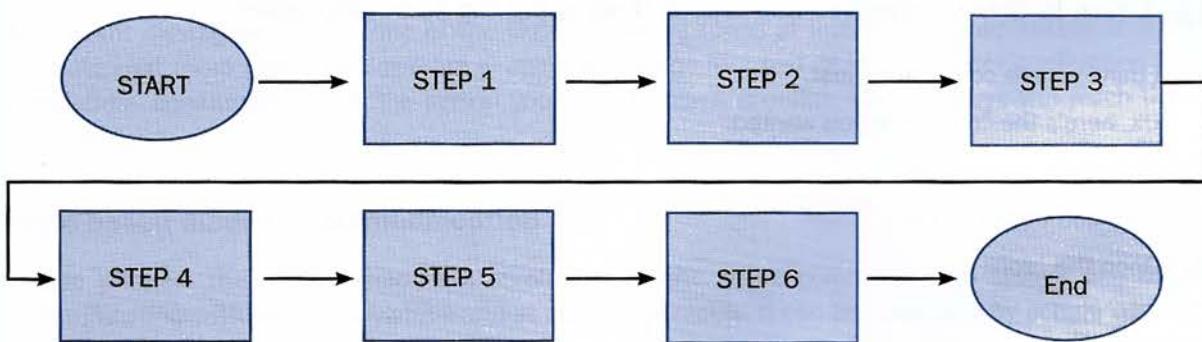
1. Write a description of the process of booting up a computer for an elderly neighbour who has never worked on one.

Note: You need to decide which sequencing would be more suitable – spatial or functional.

2. Write the steps involved in the unboxing and setting up of a new android smartphone for use.

Task 7

Use a flow chart like the one given below to show the steps involved in seeking admission to a master's programme at a reputed university in the USA. You can add more steps if required.

**Pronunciation****INTONATION IN STATEMENTS AND ORDERS**

We know that a sentence can be a statement (example: I am going to the market.), a question (example: Where are you going? Are you going to the market?), a request (example: Could you pass the salt, please? Please help me.), an order (example: Get out of my room!) or an exclamation (example: What a pity! Oh, my god!).

In English, different intonation patterns are used with different types of sentences. What does intonation mean? Intonation refers to the sound changes produced by the rise and fall of the voice when speaking. Such changes usually have an effect on the meaning of sentences. Three main kinds of intonation patterns, namely, falling, rising and fall-rise, are used in English. In this section, we will look at intonation patterns of statements and commands.

Statements

Statements in English usually have a falling tone. A falling tone indicates a sense of completion. This tone is marked with the symbol (') before the most stressed word/syllable in a particular statement.

Examples:

India won the 'match.

Samara completed the work 'in time.

Sarbjit scored the goal in the 'fortieth minute of the match.

'Lalitha attended the party.

Akram sang a 'beautiful song.

Commands

Orders also usually have a falling tone. Here, the falling tone indicates a sense of authority.

Examples:

'Stop it!

Sit 'down!

Close your books and 'listen.

Turn left at the 'post office.

Task 8

 Listen to these sentences and repeat them using the same intonation.

1. I think we are completely `lost.
2. Ok, here's the `magazine you wanted.
3. We live in `Hyderabad.
4. They don't have a `car.
5. Open the `door.
6. Get `lost!
7. Stand `up!
8. Take the second `left.
9. Go past the `bank.
10. Come `along!

Technical Communication

MODES OF TECHNOLOGY-BASED COMMUNICATION

Communication is key in any business. Whether communicating with customers, vendors or even with employees, information must come through in an accurate and timely manner. While earlier modes of communication were restricted to meeting in person, writing letters or making calls using landline phones, today we have a variety of other modes that use technology for faster and more accurate communication.

Technology has now made several alternative modes of communication possible, providing businesses a wide array of options to choose from. Traditional letter writing now has a modern touch with options like email, SMS, instant messaging, fax machines, blogs etc. The traditional option of using a landline for voice-based communication has been modernised, with options like mobile phones, voice mails and teleconferences. Video conferencing and video calling have reduced the need to travel long distances to meet people. Instant communication, breaking all barriers of distance, is the order of the day. A few of the more commonly-used and popular technology-based modes of communication have been briefly discussed below.

Text-based modes of communication

Email: Correspondence that once took several weeks to reach, can now be sent just by the touch of a button via electronic mail (email). Using email clients like Outlook, Gmail, Rediffmail et cetera, messages can be composed and sent to a recipient's email ID with documents or pictures as attachments. The recipient receives the mail instantly. The email is suitable for both formal and informal communication and can be sent to multiple recipients at the same time, making it an effective tool for sending messages in bulk.

Fax: A fax or facsimile is the transmission of printed material using a telephone line to a telephone number associated with a printer or other output device. The material is first scanned and then transmitted, making it particularly useful for sending handwritten texts, images or documents containing signatures across distances instantly.

SMS: The Short Message Service (SMS) is a service provided by phone or mobile communication system that allows users to exchange short text messages instantly. It is a 'store and forward' service and reaches the recipient's phone whenever it is turned on, or is in the network coverage area. It is a very popular marketing tool and is less time-consuming compared to long telephone calls or lengthy emails.

IM: Instant messaging or IM is one of the fastest-growing forms of internet communication. It is like a private chat room where two or more people can engage in a text-based computer conference. It is a 'real-time' communication. If the person you want to reach is online, your message will reach them instantly.

Voice-based modes of communication

Mobile phones: The mobile phone has revolutionised the entire communication system and made communicating with people, anywhere and at anytime, a reality. It can be used even by people who are not literate enough to compose and send text-based messages. The mobility that it provides and the availability of mobile devices at low cost, make it one of the most widely-used modes of communication.

Voice mail: The term is used to denote any system of conveying stored telecommunication voice messages. It allows users to exchange personal messages in their own voices, so that the recipients receive the message intact, without any omissions or additions. It allows the users the freedom to send messages at any time of the day.

Teleconference: This is an audio conference between two or more people using technology, more enhanced, than a simple two-way phone connection. No matter where the participants are geographically located, they can interact with one another using the telephone.

Video-based modes of communication

Video calls: Modern technology has made it possible to add the video element to mobile calls. This enables the user to see and hear the person on the other end of the telephone line. Video calling often refers to calls which are on a one-on-one basis, compared to the conference calling options. Skype is a very popular service in the video calling segment.

Video conference: This is a very popular form of distance communication. It is an audio-visual conference between two or more people at different locations. The participants have video cameras, microphones and speakers connected to their computers. This form of communication has the added advantage of visuals and is emerging as a very effective tool, particularly in the fields of business and education.

Technological advancements are making it possible for us to reach out to people anywhere in the world. To be part of this seamless communication chain, it is very important for us to be able to use modern communication channels effectively.

Task 9

Which mode of communication is the most suited in these situations?

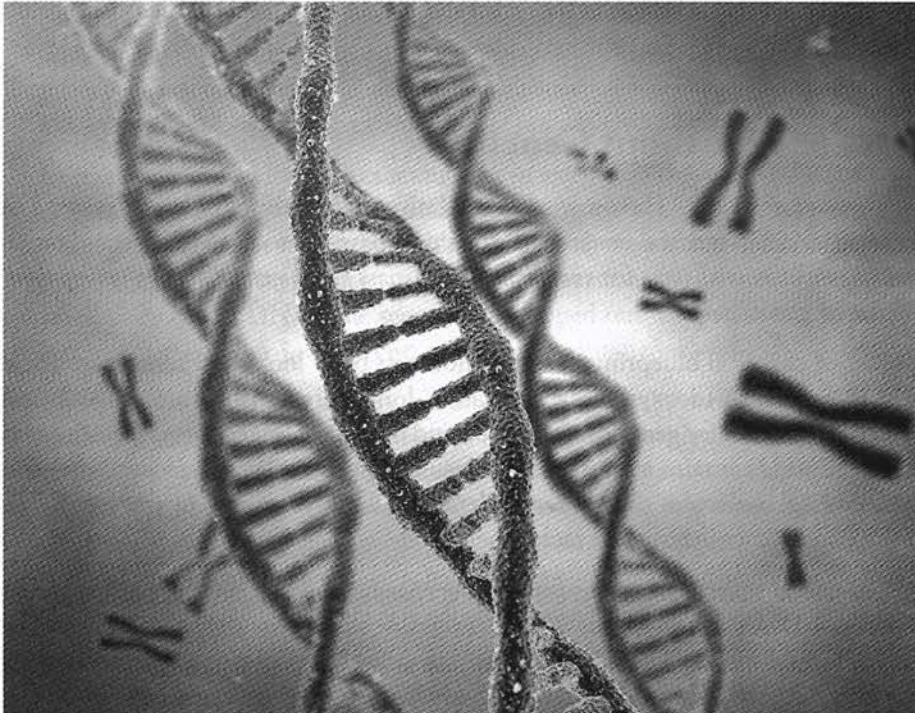
1. Nitin resides in Ahmedabad. He needs to authorise his friend to collect documents on his behalf from a bank in Mumbai. The bank manager insists on a letter of authorisation from Nitin, with his signature on it.
2. Rahul has informed all his team members about a meeting on Wednesday through a detailed email. He, however, wishes to send them a quick reminder once again about the date, venue and time.
3. Shreya is trying to apply for a student loan through the website of a bank. She has a few queries and would like to get help online.

Task 10

It is said that 'a picture speaks louder than words'. However, can you think of at least two situations where audio communication works better than audio-visual communication?

GENETICS

A collage of words related to Genetics, including: DNA, genes, chromosomes, mutation, hybrid, doctor, scientist, research, diseases, family, healthy, vegetable, features, and mutation.



Reading: Categorising information

Listening: Listening for key points

Writing: Report writing

Grammar: Common errors in tenses

Speaking: Asking for and giving permission

Vocabulary: Abbreviations and acronyms

Technical communication: Effective use of technology-based communication

Warm-up

Try and match these common biological terms with their descriptions.

Term	Description
pea	a part of the DNA in a cell that controls the traits you inherit from your parents
pollen	the structure of DNA
double helix	the type of plant used by Gregor Mendel, the father of Genetics, for his experiments on hybridisation
genes	the most common pollinator of flowering plants
honeybees	a powder produced by the stamen in the flower which causes it to produce seeds

Reading

CATEGORISING INFORMATION

Here is an article on genetics. Though it has been written for the lay reader, it still has a few terms that might be difficult to understand at first glance. Mark the difficult terms as you come across them. Read one paragraph at a time and stop and reflect on what the paragraph is trying to convey. Categorising information within a passage helps in better understanding. As you read, try and categorise the information in your mind to follow the passage better. For example, In paragraph B, the information can be categorised under the heading 'genes and chromosomes'.

All about Genetics

- A. What do you know about your family tree? Have any of your relatives had health problems that tend to run in families? Thanks to advances in medical research, doctors now have the tools to understand much about how certain illnesses, or increased risks for certain illnesses, pass from generation to generation. Here are some of the basics of genetics.
- B. Each of us has a unique set of chemical blueprints affecting how our body looks and functions. These blueprints are contained in our DNA (deoxyribonucleic acid) – long, spiral-shaped molecules found inside every cell. DNA carries the codes for genetic information and is made of linked pieces (or subunits) called nucleotides. Each nucleotide contains a phosphate molecule, a sugar molecule (deoxyribose) and one of the four so-called 'coding' molecules called bases (adenine, guanine, cytosine or thymine). The order (or sequence) of these four bases determines each genetic code.

The segments of DNA that contain the instructions for making specific body proteins are called genes. Scientists believe that human DNA carries about 25,000 protein-coding genes. Each gene may be thought of as a 'recipe' you would find in a cookbook. Some are recipes for creating physical features, like brown eyes or curly hair. Others are recipes to tell the body how to produce important chemicals called enzymes (which help control the chemical reactions in the body).

Along the segments of our DNA, genes are neatly packaged within structures called chromosomes. Every human cell contains 46 chromosomes, arranged as 23 pairs (called autosomes), with one member of each pair inherited from each parent at the time of conception. After conception (when a sperm cell and an egg come together to make a baby), the chromosomes duplicate again and again to pass on the same genetic information to each new cell in the developing child. Twenty-two autosomes are the same in males and females. In addition, females have two X chromosomes and males have one X and one Y chromosome. The X and the Y are known as sex chromosomes.

Human chromosomes are large enough to be seen with a high-powered microscope, and the 23 pairs can be identified according to differences in their size, shape, and the way they pick up special laboratory dyes.

- C. Errors in the genetic code or 'gene recipe' can happen in a variety of ways. Sometimes information is missing from the code, while at other times codes have too much information, or have information that's in the wrong order. These errors can be big or small. Regardless of this, the outcomes can be significant and can cause a person to have a disability or be at the risk of a shortened life span.
- D. When there is an anomaly in the process of cell division, it can cause an error in the number of chromosomes a person has. The developing embryo then grows from cells that have either too many chromosomes or not enough.

In Trisomy, for example, there are three copies of one particular chromosome instead of the normal two (one from each parent). Trisomy 21 (Down syndrome), Trisomy 18 (Edwards syndrome), and Trisomy 13 (Patau syndrome) are examples of this type of genetic problem.

In Monosomy, another form of numerical error, one member of a chromosome pair is missing. So, there are too few chromosomes rather than too many. A baby with a missing autosome has little chance of survival. However, a baby with a missing sex chromosome can survive in certain cases.

- E. Sometimes, the chromosomes have something wrong with them, like an extra or missing part. When a part is missing, it's called a deletion (if it's visible under a microscope) and a microdeletion (if it's too tiny to be visible). Microdeletions are so small that they may involve only a few genes of a chromosome. Some genetic disorders caused by deletions and microdeletions include Wolf-Hirschhorn syndrome (affects chromosome 4), Cri du chat syndrome (affects chromosome 5), DiGeorge syndrome (affects chromosome 22) and Williams syndrome (affects chromosome 7).

In translocations (which affect about one in every 400 newborns), bits of chromosomes shift from one chromosome to another. Most translocations are 'balanced', which means that there is no gain or loss of genetic material. But some are 'unbalanced', which means that there may be too much genetic material in some places and not enough in others. With inversions (which affect about one in every 100 newborns), small parts of the DNA code seem to be snipped out, flipped over and reinserted. Translocations may be either inherited from a parent, or happen spontaneously in a child's own chromosomes.

Both balanced translocations and inversions typically cause no malformations or developmental problems in the kids who have them. However, those with either translocations or inversions who wish to become parents may have an increased risk of miscarriage or chromosome abnormalities in their own children. Unbalanced translocations or inversions are associated with developmental and/or physical abnormalities.

- F. Some genetic problems are caused by a single gene that is present but altered in some way. Such changes in genes are called mutations. When there is a mutation in a gene, the number and appearance of the chromosomes is usually still normal.

Although experts used to think that no more than 3% of all human diseases were caused by errors in a single gene, new research shows that this is an underestimate. Within the last few years, scientists have discovered genetic links to many different diseases that weren't originally thought of as genetic, including Parkinson's disease, Alzheimer's disease, heart disease, diabetes and several different types of cancer. Alterations in these genes are thought to increase one's risk of developing these conditions.

- G. Researchers have identified about 50 cancer-causing genes (oncogenes) that greatly increase a person's odds of developing cancer. By using sophisticated tests, doctors may be able to identify who has these. For example, scientists have determined that colorectal cancer is sometimes associated with mutations in a gene called APC. They've also discovered that abnormalities in the BRCA1 and BRCA2 genes give women a 50% chance of developing breast cancer and an increased risk for ovarian tumors.

People who are known to have these gene mutations can now be carefully monitored by their doctors. If problems develop, they're more likely to get treated for cancer earlier than if they hadn't known of their risk, and this can increase their odds of survival.

- H. Scientists have made major strides in the field of genetics over the last two decades. The mapping of the human genome and the discovery of many disease-causing genes has led to a better understanding of the human body. This has enabled doctors to provide better care to their patients and to increase the quality of life for people (and their families) living with genetic conditions.

Post-reading

1. Locate these terms within the passage and write their definitions/meanings. One has been done for you.

	Term	Definition/meaning
a.	DNA	deoxyribonucleic acid
b.	nucleotides	
c.	bases	
d.	genes	
e.	chromosomes	
f.	autosomes	
g.	trisomy	
h.	monosomy	
i.	deletion	
j.	microdeletion	
k.	translocations	
l.	inversions	
m.	mutation	

2. The passage has been divided into eight sections (A–H). These are some of the suggested sub-headings for the different sections. Match the headings with the paragraphs.

New discoveries in genetics	Abnormal number of chromosomes
Deletions, translocations and inversions	Gene mutation
Introduction	Genes and chromosomes
Oncogenes	Genetic problems

A	
B	
C	
D	
E	
F	
G	
H	

Listening

LISTENING FOR KEY POINTS

Task 1

 **Tina, Rohit and Tariq are talking about the types of reports they have to write. Focus on the strategies they employ for writing each types of reports and fill the gaps below.**

Guidelines

- Step 1: look at the table to identify the type of report.
- Step 2: look at the information provided already and the gaps that remain.
- Step 3: Listen to part 1/2/3 of the audio and focus on the key points they describe.
- Step 4: Make note of the strategies and use them to fill the gaps.

Part 1 – Data interpretation report	Part 2 – Business report	Part 3 – Technical report
Observe the trends in the given data		Select a problem in a specific area of the subject
	Collect the required data and analyse it	
Write in distinct paragraphs		

Writing

REPORT WRITING

Reports can be of various types as you have seen in Task 1. The most common types of reports that you will come across are:

- Reports interpreting data – These reports include inferences from statistics and other data. They are used to present findings and inferences based on numerical/factual information.
- Business reports – These reports analyse business case-studies/scenarios and apply a range of theories and recommendations. For example, how to increase the productivity of employees in an organisation
- Scientific/technical reports – These reports are used for to present findings for research, investigations and as a design solution. At the academic level, they are used to assess the ability of students to apply practical solutions to real-life problems related to science and engineering.

Reports are highly-structured documents. Whether technical or business reports, it is the structure that helps readers understand the reports effortlessly and act on their conclusions and recommendations. Hence, before you learn to write a report, you must have a clear understanding of its various sections and their functional value within the document.

Here is a table that shows the different sections of a report and what they include. The sections are listed in the sequence in which they appear in a report. This information will be immensely useful when you work on reports as a part of the coursework in your domain subjects.

	Section of the report	What it includes
1.	Title page	Title of the report, author's name, ID number (if necessary), course name and number, department and university/college and date of submission
2.	Abstract/summary	A brief overview of the report with all the key features (what was done, how it was done and the main outcomes of the work)
3.	Acknowledgements	An expression of gratitude towards the people who have helped in carrying out of the study and writing of the report
4.	Table of contents	Sections and subsections of the report along with their page numbers
5.	Introduction	A background to the topic, a statement regarding the purpose of the report, the technical background necessary to understand the report and a brief outline of its structure
6.	Methods	A list of equipment and material used, procedures followed, sources of the material used, necessary preparations made and problems encountered (particularly if they resulted in changes in procedure)
7.	Discussion of results	A summary of the results of the investigation/experiment/study along with supporting diagrams/graphs/tables
8.	Conclusion	A statement specifying whether the purpose of the study has been met, the key findings and the major outcomes of the research
9.	References	A list of all the sources (books, journals, websites etc.) used, in the suggested format of referencing
10.	Appendices/annexure	Additional tables, graphs, questionnaires, et cetera, which are not central to the report but play a useful role

Task 2

These extracts are from a report on Bt Brinjal. Decide which section of the report each extract has been taken from.

	Extract	Section
1.	Brinjal, <i>Solanum melongena</i> Linn., is one of the principal vegetable crops grown in many parts of India. The area under brinjal cultivation is estimated to be 0.512 million ha with production of 8.4 million metric tonnes in 2007. This accounts for 8.14% of area under vegetable cultivation with a contribution of 9% towards total vegetable production within the country.	
2.	The GEAC permitted the conduct of large scale trials of Bt brinjal for two seasons under the direct supervision of the Director, Indian Institute of Vegetable Research (IIVR), Varanasi, and to conduct some additional studies related to biosafety by M/s Mahyco. The field trials were subject to the compliance of the following conditions: maintaining an isolated distance of 300 metres and designating a lead scientist who would be responsible for all aspects of the trials, including regulatory requirements. To review the findings, the GEAC has constituted an expert committee.	
3.	The purpose of this report is to review the findings of the data generated during large-scale trials, review the biosafety data of Bt brinjal in the light of the available scientific evidence, and make appropriate recommendations to the GEAC on the basis of the above review.	
4.	The authors of this report would like to thank all the members of EC-II who have provided valuable insights to the team while reviewing the findings.	
5.	In view of the above-stated facts, EC-II concludes that the benefits of Bt brinjal event EE-I developed by M/s Mahyco, on the whole, far outweigh the perceived and projected risks. The EC-II also suggests that the need for prescribing additional studies should be determined on a case-by-case basis.	
6.	Agarwal, S K. 2009. <i>Pesticide Pollution</i> . New Delhi: A P H Publishing Corporation.	
7.	Report of the Expert Committee (EC-II) on Bt Brinjal Event EE-1; developed by M/s Maharashtra Hybrid Seeds Company Ltd. (Mahyco), Mumbai, University of Agricultural Sciences (UAS), Dharwad and Tamil Nadu Agricultural University (TNAU), Coimbatore.	
8.	Some wild <i>Solanum</i> species showed high levels of resistance, but it has proved to be impossible to incorporate the genes for resistance from wild species into commercial cultivars due to breeding incompatibilities. It is evident from the above results that the current practices of using extensive pesticides are not only harmful to health and the environment, but also non-sustainable for future control of FSB in brinjal crop. In view of the above, there is an urgent need to develop alternative control strategies.	

Task 3

Read and decide if these sentences are suitable or unsuitable, based on their construction, for inclusion in a report. Give reasons for your choice. One has been done for you.

	Options	Suitable/ unsuitable	Reason
1.	Chandigarh was surprisingly blessed with beautiful thundershowers and endless streaks of lightning in the evening yesterday.	✗	Uses emotive language
	Chandigarh experienced sudden thundershowers, incessant streaks of lightning and 8 mm of rain over a period of two hours last evening.	✓	Factual and precise
2.	The sky cleared up by 9 pm but the moon wasn't visible until 9:30.		
	The sky cleared up by 9 pm but the moon was not visible until 9:30.		
3.	LASER (Light Amplification by Stimulated Emission Radiation) treatment was found to be very effective in treating the condition.		
	LASER treatment was found to be very effective in treating the condition.		
4.	I have statistically analysed the responses given by the students with reference to their music preferences.		
	The responses of the students regarding their music preferences were statistically analysed.		
5.	This report studies the cause-effect relationship that exists between environmental factors and crop yield.		
	Through this report it was our intention to study the relationship that exists between environmental factors and crop yield and how these factors have an adverse or supportive effect on the yield that we get from crops.		

Task 4

Select a simple topic/problem from your domain area and write a report with the guidance of your teacher.

.....

Useful phrases for report writing

.....

- The purpose of this report is ... (for stating the aim)
 - On the whole ... (for making a generalisation)
 - There is an urgent need to ... (for making a recommendation)
 - The data suggests that ... (for making inferences)
-

Grammar

COMMON ERRORS IN TENSES

The table lists and explains some of the common errors that occur in the use of tenses.

	Type of error	Sentence	Explanation
1.	Use of present continuous tense instead of present perfect continuous	The exams <u>are going</u> on for two days. ✗ The exams <u>have been going</u> on for two days. ✓	The present continuous tense is used for ongoing action at the time of speaking. Whereas, present perfect continuous tense is used for past activity that extends to the present.
2.	Use of present perfect tense instead of simple past tense	I <u>have met</u> my project supervisor yesterday. ✗ I <u>met</u> my project supervisor yesterday. ✓	Present perfect tense cannot be used with adverbs of the past.
3.	Use of future tense in the subordinate clause when the verb in the main clause is in the imperative mood	<u>Ensure that you will submit</u> your project reports on time. ✗ <u>Ensure that you submit</u> your project reports on time. ✓	When the imperative mood (a command or request verb) is used in the main clause, the verb in the subordinate clause should be in the present tense.
4.	Use of future tense in the subordinate clause when the verb in the main clause is in the future tense	I <u>will call</u> you when the results of the exam <u>will be declared</u> . ✗ I <u>will call</u> you when the results of the exam <u>are declared</u> . ✓	When the verb in the main clause is in the future tense, the verb in the subordinate clause should be in the present tense.
5.	Use of past perfect tense instead of simple past	We <u>had visited</u> my aunt yesterday. ✗ We <u>visited</u> my aunt yesterday. ✓	The simple past tense is used to indicate single past events, whereas the past perfect tense is to be used only when there is a suggestion of more than one action in the past.
6.	Use of simple past instead of past perfect	The man <u>complained</u> that he <u>lost</u> his mobile phone that morning. ✗ The man <u>complained</u> that he <u>had lost</u> his mobile phone that morning. ✓	Here the past perfect tense is used to indicate that there were two actions in the past and that one took place before the other.
7.	Use of past continuous instead of past perfect continuous	He <u>was surprised</u> to receive the bench orders, because <u>he was working</u> on this project for the past three months. ✗ He <u>was surprised</u> to receive the bench orders because <u>he had been working</u> on this project for the past three months. ✓	Here the past perfect continuous tense is used to indicate that the action continued up to a certain point in the past.

Task 5

Correct the highlighted errors in these sentences.

1. Neanderthals have received a lot of attention over the years and studies **concluded** that all people of European and Asian heritage are related to the Neanderthals.
2. In 1866, Gregor Mendel **had published** the results of years of experimentation in breeding pea plants, which demonstrated that natural variations could lead to new traits in a population or even to new species.
3. Our sun **has** probably **reached** its peak brightness about 800 million years ago, and should continue to glow with the same intensity for another 1.5 billion years before beginning to fade.
4. He was delighted to hear that his proposal had been accepted because he **was experimenting** with the yield of genetically modified crops for the past three years.
5. The lead scientist will provide updates regarding the progress of the experiments as soon as they **will get** quantifiable results.
6. Note that the flow of electrons out of the lead electrode **will give** it a negative charge.
7. The experiments on reusable space shuttles **are going on** for the past three years.
8. Please make sure that you **will follow** all the safety precautions while conducting the experiments.

Task 6

Fill the gaps in these extracts from scientific reports using the correct form of the given verbs.

1. According to a report _____ (publish) in the New York Times, genetically engineered crops _____ (appear) to be safe and do not harm the environment. However, it is somewhat unclear whether the technology _____ (increase) the crop yields.
2. The report also _____ (say) that new techniques, like a way to make small genetic changes in plants using genome-editing, _____ (blur) the distinction between genetic engineering and conventional plant breeding.
3. A university research team _____ (work) with a chain of cafés to convert their bakery and coffee waste into succinic acid or other useful products. Succinic acid can be _____ (use) to make biodegradable plastics. In order to produce succinic acid, the research team _____ (devise) a biorefinery that uses fungi to break down food scraps into simple sugars that are then fed to bacteria. The researchers _____ (not/able) to extract as much succinic acid from coffee as from baked goods. They _____ (hope) to interest private partners to facilitate extracting higher quantities of succinic acid from larger amounts of food waste.

Speaking**ASKING FOR AND GIVING PERMISSION**

Both in your personal and professional lives, you will find yourself seeking permission for a variety of reasons. Whether it is asking your professor for permission to use the department library or asking permission from your parents to go on a college trip. It pays to know some polite phrases that can be used to keep the conversation pleasant and effective.

Here are some useful phrases to help you form polite expressions for seeking permission.

Can I ...	Would it be possible for me to ...
Could I ...	Would you mind my ...ing ...
Would you mind if I ...	Would it be okay if I ...
Do you think I can/could ...	Would it be alright if I ...

Task 7

Make sentences seeking permission in these situations. Use the phrases from the box below.

1. You want to use the Internet.
2. You want to make some tea for yourself.
3. You want to go out with some common friends to the nearby mall.
4. You want to use the washing machine.

Can I Could I Would you mind if I Do you think I can/could Would it be possible for me Would you mind my Would it be okay if I Would it be alright if I	make/made/making go out/going out/went out use/using/used	some tea for myself? the Internet for some time? with my friends? your washing machine?
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------	--------------------------------------------------------------------------------------------------

You also need to know how to give or deny permission when asked. Here are some pointers.

- While denying permission, it is important to be polite. (I'm sorry but ...)
- It also helps if you can state the reason for your inability to give the permission sought. (Any other day, I would have gladly given you my scooter but today I need it urgently for myself.)
- Another possibility is to offer a viable alternative. (I'm sorry I can't lend you my copy of the book but why don't you try borrowing it from the library?)
- At times, you can give conditional permission. (You can use my mobile phone to make a call or two.)

Giving permission	Denying permission
Sure, no problem.	I'm afraid you can't ...
Go right ahead.	Sorry, but I'd rather you don't ...
Of course, you may ...	Unfortunately, I need to say no ...
Please feel free to ...	I'm afraid that's not possible.

Task 8

Role-play these situations in pairs.

1. You ask your instructor for permission to submit your assignment a little late and he denies the permission while giving a valid reason.
2. You want to apply for leave from work for a couple of days and ask your boss for permission. He sanctions the leave willingly.
3. You are requesting permission from your librarian to make a copy of a journal article. She gives you permission but asks you to return the journal in an hour's time.
4. You want to use lab facilities after college hours. You seek the Dean's permission. He denies the permission, but gives a viable alternative.

Vocabulary**ABBREVIATIONS AND ACRONYMS**

An abbreviation is the shortened form of a word or a phrase. Whereas, an acronym is an abbreviation formed from the initial letters of other words and pronounced as a word.

Examples:

Abbreviations	Jan, USA, Mr, UNO, Attn, Ctrl
Acronyms	NATO, SAARC, RADAR, NASSCOM, FICCI

Task 9

Sort these words in the table into acronyms and abbreviations and write their full forms.

	Abbreviation/acronym	Full forms
AIDS	acronym	acquired immune deficiency syndrome
RAM		
Mr		
LASER		
St		
Dec		
BBC		
cent		

Task 10

Find out what these abbreviations/acronyms stand for.

DNA		LAN	
SONAR		FYI	
Sci-fi		approx	
EU		LPG	
sitcom		laser	
scuba		e.g.	
NASA		GIF	
DNA		cont	
i.e.		RSVP	
TNT		VAT	

Technical Communication

EFFECTIVE USE OF TECHNOLOGY-BASED COMMUNICATION

Information technology and advances in telecommunication have changed the way the world goes about its business. People from geographically diverse locations can now confer in a virtual environment to meet and discuss both day-to-day issues, as well as the more strategic ones. Technologies such as videoconferencing, texting and smart phones, allow users to communicate instantly in exchange for a nominal fee. Although there are many benefits of technology-based communication, there are also a few disadvantages. Let us briefly study the pros and cons of using the new communication methods that we discussed in the previous unit.

Positive impact of technology-based communication

Bridges distance: The location of the participants in a communication process is no longer significant today. No matter how far they are from each other, messages get transferred almost instantly. This has opened up opportunities and options that were unimaginable in the past. Businesses have expanded and flourished across continents because of the seamless transfer of information using technology-based communication systems.

Resolves challenges of the new work place: Traditional channels of communication in organisations were generally aligned vertically – from the top management down to the employees and vice versa. Modern communication and the requirement for information in a new work setup throws up more challenges. Globalisation, project-based assignments and work teams with members spread across multiple locations require information to be shared instantly with multiple recipients. Modern modes of communication have definitely made this possible.

Improves efficiency: With the use of technology, information can be conveyed on time and in the most effective way. It is now possible to share data and high-quality visuals anywhere and in a matter of seconds. This has contributed towards improving the efficiency of organisations in delivering better professional services to their customers.

Reduces cost of communication: With more advancement and standardisation of technology, there is a reduction in the effective cost of using technology for communication. While the actual cost of mailing a letter is far less than that of using an email, the additional cost due to delays or unreliability escalates it. Extensive use of the Internet in communication has considerably reduced the cost of reaching out to a larger audience.

Helps in better documentation: With the use of databases and several other inexpensive options for data storage (like cloud-based storage), documentation and archiving of communication has become easier and more organised. In order to store physical data, there is a requirement for considerable space and expensive filing cabinets. With the help of modern storage options, documentation has become far more economical and efficient.

Negative impact of technology-based communication

Security issues: The biggest drawback of extensively using technology for communication is the threat of hacking and cyber theft. Sensitive information suffers from vulnerability to hackers and other individuals who should not have access to such information. Users often share personal or sensitive information, which can be accessed by others using illegal means. This causes serious security issues and can translate into huge financial losses to companies. Companies must create internal security controls to safeguard information from being misused.

Difficulty in training employees: Businesses can face difficulty in training older employees to use modern communication technology methods. They may need to spend time and resources to train such employees in the use of technology. Owing to ongoing technological advancements, such training needs to be conducted on a periodic basis.

Invasion of personal/family time: Modern technology and Internet has resulted in 24x7 connectivity. The flip side of this is that employees are on call all the time. They no longer have the liberty of leaving behind the challenges at work and unwinding away from it. The line between their personal and professional lives has blurred.

Excessive dependence on technology for communication: People are communicating more via SMS, chats, mobiles, video and audio sharing and less through physical interactions. People hardly take out time to meet others in person. Even businesses are turning impersonal with their customers and are often relying on auto-generated email replies. The personal touch is definitely on the decline.

There is no denying the fact that the positives far outweigh the negatives when it comes to technology-based communication. It is up to you, as users, to decide which mode suits you best. Making intelligent choices in the use of technology in communication can truly transform the workplace.

Task 11

Do you agree that our dependence on technology for communication has reached a stage where we are addicted to it? Discuss in a small group how this has affected our lives.

Task 12

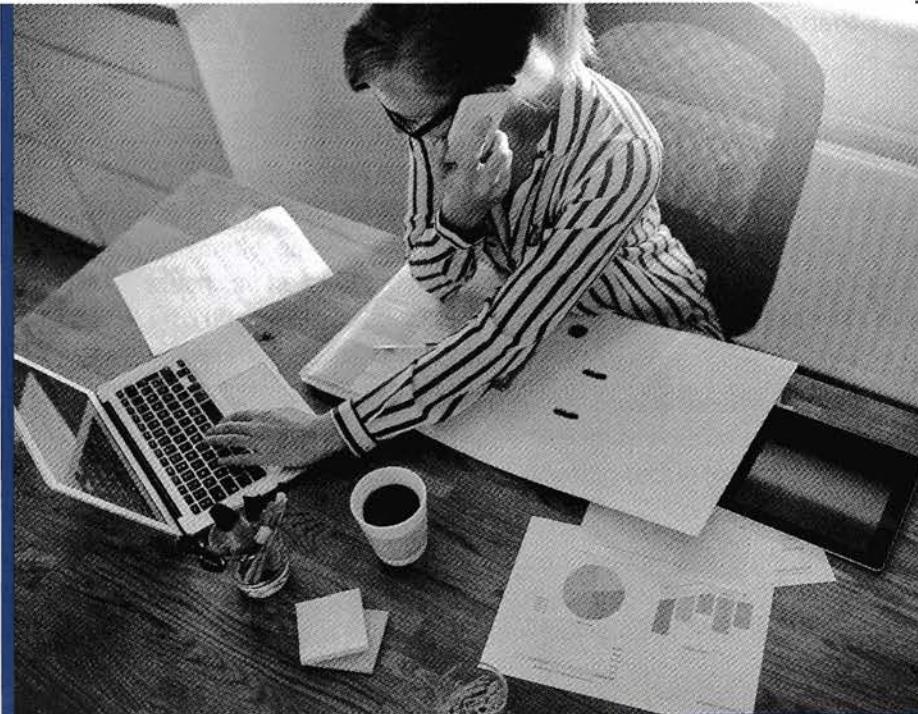
Discuss in groups of four how we can avoid misuse and overuse of modern modes of communication.

Task 13

Work in pairs and complete the table. You should be able to write one advantage and disadvantage for each mode of communication. One has been done for you.

Mode of communication	Advantages	Drawbacks
Email	<i>Can be used to communicate simultaneously with more than one person</i>	<i>Emails accounts can be hacked; hence, not advisable for confidential communication</i>
Fax		
SMS		
IM		
Mobile calls		
Voicemail		
Teleconferencing		
Video calls		
Video conferencing		

NEW-AGEGY ENTREPRENEURS



Reading: Comprehending a biography
Speaking: Responding to questions at a job interview
Vocabulary: Business and job-related vocabulary
Listening: Listening to an interview to create a bio-sketch
Grammar: Modal verbs
Writing: Writing a proposal
Technical Communication: Product description

Warm-up

In groups of five, choose any one of the names in the box. Then, think of five interesting facts you know about this person. Share the facts with the rest of the class.

Larry Page

Mark Zuckerberg

Binny Bansal

Laxmi Mittal

Rupert Murdoch

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



Reading

COMPREHENDING A BIOGRAPHY

Have you heard of rags-to-riches stories? Here is the story of a Chinese woman entrepreneur who owns a multi-billion dollar business now but earlier was just an ordinary worker in a factory. Read it to find out how she became a successful business woman.

How a Chinese Billionaire Built Her Fortune

Meet Zhou Qunfei, the world's richest self-made woman. She is the founder of Lens Technology and counts a \$27 million estate in Hong Kong among her acquisitions. But she is most at home on the floor of her factory, dipping her hands in a tray of water to ensure it is of the right temperature, or taking the place of one of her technicians for a while. If you met her, you would instantly notice her neatness of appearance, her round, owl-like glasses and her cherubic face.

The youngest of three children, Qunfei was born in a tiny village in China. She lost her mother when she was five. Her father was a skilled craftsman. He lost his eyesight and a finger in an industrial accident. Young Qunfei helped her family raise pigs and ducks for their livelihood.

- Who is the world's richest self-made woman? What is the name of the company she started?
- Where is she 'most at home'? What does it mean to be 'most at home'?
- Where was she born? What was her childhood like?

Despite being a brilliant student, Qunfei dropped out of school at the age of 16. She landed a job that required her to work from 8 am to 12 pm, polishing glass. The hours were long and the work, monotonous. After three months, she decided to quit. She wrote her letter of resignation to her boss, in which she complained of the long hours and the boredom. But she also said that she was grateful for the job and was willing to learn more. Her boss was impressed with the letter. He asked her to stay on and promoted her.

When she had saved enough money, she took the help of her relatives and set up a workshop for making watch lenses. Much of what she knew about making lenses was self-taught. She now began to try out different ways of improving the quality of the lenses that she sold. She began to acquire a reputation for making the finest watch lens available in the market. Along the way, she married and had a child. She then divorced, married again and had another child.

The advent of the mobile phone made Ms Zhou a billionaire. In 2003, she was still making watch lenses when she received a call from the mobile giant Motorola. They wanted her to make screens for mobile phones. Until then, mobile screens were made of plastic. But glass would have been more resistant to scratches and provide sharper images for texts and multimedia. Zhou got on board and created the screens for Motorola's Razr V3.

Soon, HTC, Nokia and Samsung placed orders with her. Then, in 2007, Apple entered the market with the iPhone which has a keyboard-enabled glass touch screen. Apple picked Zhou's Lens Technology as its supplier. Consequently, Ms Zhou invested heavily in new facilities and skilled technicians. Within five years, she set up manufacturing plants in three cities.

- What does Lens Technology produce? Who are its biggest customers?
- Why do you think Motorola approached Lens Technology and not any other lens maker?



Today, there are several competitors in this area, but Lens Technology still remains a tier-one player. Ms Zhou is very hands-on with her job. She still tours the factory floor and sits down at the machines to work them herself. This is her way of finding any faults in the process or equipment that are in use. She expects the same amount of dedication from her employees as well. Most of the labour that she employs for checking glass are women.

In the factory, glass is cut, ground down to size, bored and polished to give each plate a transparent finish. Then the plates are strengthened in a potassium ion bath, painted and cured. Finally, they are cleaned and coated with anti-smudge and anti-reflection films. Zhou is obsessive about the standards maintained in her factory. From her office, a door leads to an apartment. She uses this apartment to rest,

so that she can have access to the factory floor day and night.

In spite of all the success she has achieved, Zhou is relatively less-known, even in her own country, China. She rarely grants any interviews or makes public appearances. Her employees know her to be fastidious and observant of the smallest details. She notices a manager slouching at a meeting and asks him to sit straight. Yet, she exudes charm and humility. She remembers where she comes from and does not take her present position for granted. She recalls that in her village most girls did not have the option of going to middle school. They would be engaged or married at a very early age. Zhou chose to work and run a business. And it is a choice she never regrets.

- What are the processes that glass is put through in the factory?
- What are the factors that helped make Ms Zhou successful?

Post-reading

1. Arrange the sentences in the order in which they appear in the passage.

- a. Zhou invested heavily in facilities and skilled technicians.
- b. Zhou worked in a factory from 8 am to 12 pm.
- c. Motorola asked Zhou to make glass screens for Razr V3.
- d. Apple brought the iPhone into the market.
- e. Zhou helped her family raise pigs and ducks.
- f. Zhou started her own watch lens company.
- g. HTC, Nokia and Samsung placed their orders with Lens Technology.

2. Circle the qualities that Zhou Qunfei is seen to possess. Then find the lines in the passage that support it.

hard-working religious demanding obsessive positive humorous arrogant

Speaking

RESPONDING TO QUESTIONS AT A JOB INTERVIEW

At job interviews, you are often faced with seemingly simple and straightforward questions, which you feel you can answer effortlessly. However, you need to be careful about how you word your responses, as your answers give away your real attitude. The positive side of your personality needs to be projected through your answers and the few weaknesses you mention must be carefully presented so as not to take away from an overall positive impression.

At job interviews, candidates who have a positive personality and show a readiness to take on the challenges of the workplace are appreciated and valued.

Task 1

Read these interview questions and their respective answers, given by some candidates. Rate the answers as ‘most appropriate’, ‘appropriate’ and ‘least appropriate’. When you rate the answers as most/least appropriate, give reasons. The first one has been done for you.

1. Why do you choose to work with our company?

- a. I would like to join your organisation because your business and activities match my interests and beliefs. The job profile offered by your organisation seems very interesting and challenging.
- b. Yours is a premier and a highly-reputed engineering consultancy organisation making history across the globe, besides providing an excellent work environment.
- c. I would like to join your company because the remuneration offered is the best in the industry.

Most appropriate – (a) This answer indicates that the candidate is very focused about his/her career interests and has applied for the current position after thorough research. The employers may consider such a candidate to be serious and a potential asset to the organisation. A candidate like this has higher chances of getting the job.

Appropriate – (b) In this answer, the candidate says that he/she is impressed by the company and therefore wants to work with it. This answer does not indicate whether the candidate is genuinely interested in the work profile or not. Nevertheless, this is better than answer (c), since it shows that the candidate has some information about the company.

Least appropriate – (c) Here the candidate knows little about the company except for the remuneration. Though the remuneration is crucial in choosing a job, there are other factors, such as a candidate's interest areas, the work profile and the work culture, which are more important criteria in deciding on a job. Also, in some cases the remuneration may not be significant, but the organisation may offer good perks and other benefits to the employees.

2. What do you think makes you suitable for the post of a manager in our Energy Distribution Department?

- a. It is my opinion that I have the potential to become a good manager because I possess good communication skills and managerial abilities. During my graduation, I led a team that was working on a database management-related project.

- b. I think I am suitable for this post because I have an in-depth knowledge of the planning and implementation aspects of electric metering, billing, collection and distribution. I also have a fair idea of asset and network management. Besides this, I also possess good negotiation skills when dealing with utility organisations, government agencies and regulatory bodies.
- c. I am suitable for this post because I hold a degree in Electrical Engineering from a reputed regional college and I have always been interested in the concerns of the power distribution sector. I also have the ability to work with others and respond positively to changes, crises and added responsibilities.

3. What is your biggest strength and your biggest weakness?

- a. I am an extreme extrovert. I like talking to and meeting people. But, I am extremely scared of speaking in public.
- b. I can confidently say that public relations are my forte and I have a vast network of contacts from diverse fields. But unfortunately I lack the confidence to make presentations in front of large audiences.
- c. My biggest strength is that I get along with people very easily and can adjust very well with people who have attitudes and potential different from mine. My only weakness is that I get nervous when I have to give a public speech.

4. What are some of your achievements as a student?

- a. All through my academic years I have been an outstanding student. I have received many scholarships and have won many prizes in debates and essay writing competitions.
- b. I secured the highest marks in the intermediate examinations and received a certificate of credit in mathematics in an international competition for schools, organised by the University of New South Wales. I was also the cultural coordinator for the annual college fest, Jive during 2005–06.
- c. I have been a reasonably good student and was extremely popular in college. I was an active member of the students' welfare association. I also won the national-level table tennis tournament in 2015.

5. As you said earlier, you have already received an offer from one of the top companies in India, whereas ours is a young, upcoming organisation. Can you justify your choice of preferring our company over the other ones?

- a. I would like to join your company because I can achieve a higher position in less time and make my mark easily.
- b. I would like to join a young firm because I hate the hierarchy of large companies, where the voice of an employee goes unheard and his ideas have to be approved at several levels before they finally get implemented.
- c. I would like to join a young firm like yours where I can be a part of the company's overall growth and success, rather than just being a micro component in a large setup. I believe being a part of your company will offer me broader authority and responsibility, a closer working relationship with the top management, and consequently a better learning opportunity.

Vocabulary

BUSINESS AND JOB-RELATED VOCABULARY

Every field has its own specialised vocabulary. Just as technology has its jargon, the world of business too has its own set of specialised words, which makes communication faster and more effective. For

instance, in any business discussion, a few words and phrases that are specific to that field are bound to crop up. These may sound alien to those who are not familiar with the context of the business. But a working knowledge of such terms would help a beginner successfully carry out such business-related conversations.

In today's times, where the worlds of technology and business are closely related, it pays for technologists to build up their business vocabulary.

Task 2

Read the business-related terms in this box. In pairs, discuss their meanings. Then, fill the blanks with the most suitable option from the box.

production pipeline	hands-on knowledge	production costs
service providers	entrepreneurial class	stakeholders
stock market	hypercompetitive market	detail-oriented approach

1. While on internship programmes, students gain _____ from working professionals.
2. The basics of a 3D _____ are essential for any student or new artist looking to either start learning the entire process or focus on one of the steps.
3. The company helps _____ build flexible, scalable and highly secure networks that deliver profitable services for sustainable success.
4. *Star Wars: The Force Awakens* discusses winning strategies in a _____ where growth at all costs is everyone's motto.
5. In an interview, candidates are usually asked to demonstrate their _____ with examples.
6. Some economists feel that with the great democratisation of the start-up, there will be the rise of a new _____.
7. To effect a change, the _____ recommended that government policy on agriculture should begin to give attention to plant pests and disease management, by providing adequate funding for research on biodegradable pesticides and the development of plants resistant to pests and diseases, through application of biotechnology.
8. In a healthy company, the difference between income from sales and other sources and _____ indicates the gross profit.
9. India's _____ rose on Monday, tracking gains in Asian equities following an upbeat US jobs report, but caution prevailed a day before the Reserve Bank of India's policy meeting at which it is expected to cut interest rates by at least 25 basis points.

Listening

LISTENING TO AN INTERVIEW TO CREATE A BIO-SKETCH

- Listen to the interview of A K Madhavan. He started one of India's leading animation film production houses. He has produced two international animation movies – *Blinky Bill* and *Norm of the North*.

What is a bio-sketch?

A bio-sketch is a shorter version of a biography. It gives the most important achievements and events in a person's life. Bio-sketches are used in résumés, presentations and projects.

Here are some tips to help you create bio-sketches.

- Start with a title. This could be the name of the person or a creative title that sums up their achievements or talents.
- Then, decide which achievements or events in this person's life are the most important or relevant.
- You could also include some major failures or setbacks that need to be mentioned to give a complete and objective picture of the person.
- Now draft a short paragraph summing up the achievements and events.
- Remember to put down any information that you have about the growing-up years of this person, especially if it has had a bearing on their adult life.
- Finally, read through the bio-sketch to ensure that there are no important facts missing. It should read smoothly and not move abruptly from one event to the next.

The key to writing a good bio-sketch is to first gather as much information about the person as possible and then deciding on what needs to be included.

Task 3

Listen to the interview again and create a bio-sketch of A K Madhavan.

Grammar

MODAL VERBS

Look at these sentences.

I will study tonight.

I could order a pizza if I get hungry.

I may have to borrow your textbook.

I should visit the library.

The underlined words are called modal verbs. They show necessity or possibility. These modal verbs are often used to seek permission, make offers or talk about abilities.

Examples:

May I take the day off? (permission)

I can drive to the hospital. (ability)

Should I call you later? (offer)



Task 4

Choose the correct modal verbs in brackets to fill in the blanks. You could use a dictionary for help.

1. I _____ ask for some money from my father. But I don't want to do that. (may/could/shall)
2. I _____ apologise for what I said yesterday. I'm sorry! (must/could/might)
3. Ranbir is unable to speak with you right now. I _____ take a message for him, if you like. (must/can/may)
4. You _____ work out regularly if you want to lose weight. (could/should/can)
5. _____ you help me with this form please? (should/would/may)

Task 5

Spot and correct the errors in the use of modals in these sentences.

1. It will rain this evening. You may take an umbrella if you don't want to get wet.
2. You have been a great help to me. I can be grateful to you forever.
3. I want to go to M G Road. Would I take this bus?
4. Couldn't you be in school? What are you doing in the park?
5. They are very particular about punctuality. They told me that I can never be late.

Writing

WRITING A PROPOSAL

Writing a good proposal is important, be it for your project in class, to start a new business venture or for research. A proposal is an essential document that outlines your plan and seeks permission to pursue it. You will need to be clear about what your plan is and persuade the reader to approve it.

Here are the steps for writing an effective proposal.

- Step 1:** Start your proposal with an introduction to the area you want to work in or the plan you have in mind.
- Step 2:** Underline the problem clearly. Be it a hypothesis for a research programme or a problem with the current facilities at work, you need to explain the problem before you get to what your solution for it is.
- Step 3:** Once the problem has been stated, you can propose your ideas for solving it. Maybe you already know the best solution, or perhaps you could suggest a few solutions to see which one works best.
- Step 4:** You will need to provide the time span that this project is expected to take. You can also list out any expenses that will be incurred during this project.
- Step 5:** You can conclude the proposal by mentioning any additional consequences or benefits that your plan might have. Present the crux of your argument once again, in short. Summarise how useful the results could be.

Sample proposal

Situation: Your client wants to redesign his webpage. Create a proposal for him.



Proposal for: Pristine Constructions Ltd
116 A Malad
Mumbai 400023

Proposal by: Supernova Technology Solutions
27 Andheri West
Mumbai 400102

Executive summary → This gives the overall aim of the project

An attractive website opens doors to increased opportunities. In the last 16 months, Pristine Constructions has seen a drop in sales and a decrease in the number of visitors to their company website. There is a strong possibility of a correlation between the two. We propose to present to you a new and improved design for your website, along with a plan for better visibility and an enhanced user experience. We propose to provide to you a sample of the design by 25 August and will thereafter proceed based on your feedback.

Assessment → This gives the assessment procedures that will be carried out during the project.

We will first study the website requirements of Pristine Constructions Ltd, with a view to understand the additional features and the modifications that the existing website will require. This will be done in collaboration with the marketing and branding teams of Pristine Constructions. After this, a new design will be presented to them for further feedback.

Timeline → This gives the details of how much time each process will take.

This is the timeline for the project:

Phase	Time
Planning	up to two weeks
Development	up to two weeks
Testing and Beta	up to three weeks
Launch	up to two weeks
Post-redesign services	six months

Pricing

→ This gives the details of the price or expenses in the currency preferred by the client.

Process	Price
Planning	₹ 20,000
User interface	₹ 33,000
Content	₹ 13,000
Testing	₹ 67,000
Programming	₹ 1,34,000
Post-redesign services	₹ 67,000
Total	₹ 3,34,000

Acceptance

By signing here you are agreeing to the proposal stated above.

On behalf of Pristine Constructions Ltd
116 A Malad, Mumbai 400023

On behalf of Supernova Technology Solutions
27 Andheri West, Mumbai 400102

Task 6

Create a proposal for any one of these situations.

1. You feel your company needs to move towards e-commerce. Submit a proposal to research this possibility further.
2. Present a proposal to carry out a social media campaign for an app that you have developed.
3. You want to organise an event in your office on the occasion of Independence Day. Submit a proposal for this.

Technical Communication**PRODUCT DESCRIPTION**

When you want to buy a new product online, you may want to read a description of the product before making your choice. For example, if you wanted to buy a new phone, you would want to first read about the different models available in the market. Before you decide which model you want to buy, you will look to compare the features and prices of different models. Product descriptions posted by different phone companies or e-commerce websites will help you gather the information that you require for this purpose.

Product descriptions play a very important role in influencing a customer to arrive at a purchase decision. The description needs to make the product look more attractive than that of its competitors, but the information provided should also be accurate.

Let's look at a product description of a trolley suitcase.

Sample product description



This new rolling carry-on from Perfecto is the most awaited piece of luggage this year. Other expandable luggage may give you a few inches of extra space, but this one nearly doubles in volume and, amazingly, has rigid walls, even when fully expanded. The transformation is made possible by rock-solid hinges which lock firmly into one of the three positions. With a hard shell exterior, you've got a suitcase that will outwit even the most reckless baggage handler. It will be available in the market from March this year, so plan your travels accordingly.

What features make this description attractive?

- **Focused audience:** A good description is always targeted at a specific audience and uses all aspects related to the target group to make the description attractive. This description is clearly aimed at frequent fliers; it highlights their luggage problems and asserts that the product is designed specifically to address such issues.
- **Specific and rich details:** You might have observed that this description of a trolley bag does not include general phrases such as 'very good and sturdy', 'large space', 'elegant design' etc. Instead, the description includes unique selling points (USP) of the product –'nearly doubles in volume', 'a hard shell exterior' etc.
- **Simple language:** The description is aimed at the general public and therefore it is free of any jargon, complex structures or redundant details.

In addition to these factors, a writer of product descriptions needs to avoid spelling and grammatical mistakes and must use appropriate punctuation.

Task 7

Imagine that you are planning to sell some of your old belongings online. Choose any one of these items and write a short description in about 250–300 words.

1. cell phone
2. motor bike
3. laptop
4. car
5. study table

Task 8

Here are some features of a smartwatch. Write a brief product description for a website that promotes this gadget.

- clock, pedometer, sleep monitor, sedentary reminder, calendar
- battery: 380 mAh
- talk time: 3 hours
- standby time: 160 hours
- SMS: supported
- USB port: mini USB 5-pin interface
- colour: black
- size: 41.5 × 42 × 11.5 (mm)
- product weight: 85g
- gravity sensor
- package: with user manual



Reading: Reading a travelogue for information, reading an itinerary

Listening: Listening for information

Speaking: Telephone conversation

Grammar: Verb-preposition combinations

Writing: Writing a travelogue for a website

Pronunciation: Linking words in speech

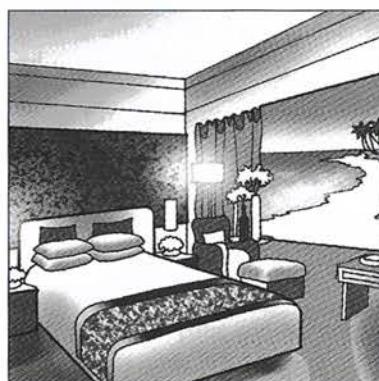
Technical Communication: User manuals

Warm-up

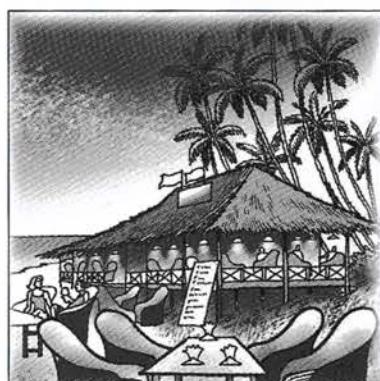
Let's imagine that you are planning your perfect holiday. Pick your destination from these options. In pairs, discuss why your choice of holiday appeals to you the most.



Option A



Option B



Option C

Option A: An adventurous trip to a jungle, involving rafting, trekking and camping ... you will need to cook your own food and make your own campfire.

Option B: A luxurious stay at a five-star hotel ... soft bed, warm towels, delicious meals, spa and a tour of the best shopping centres in the city.

Option C: A laid-back holiday on a beach, where you can spend the day swimming, sleeping, reading and playing on the beach.

Reading 1

READING A TRAVELOGUE FOR INFORMATION

A travelogue is an account of a person's trip or journey. Though it is a personalised account, it includes information that could be useful for a reader who is planning a similar trip. Here is a travelogue about a visit to an allegedly haunted place in Rajasthan.

The Mysterious Bhanger Fort

On a clear day, we decided to take the 300 kilometre drive outside Delhi to see the Bhanger Fort. Although it is close to Delhi, not much information seemed to be available about this fort. As we started out on our journey, we were wondering what to expect from this lesser-known fort. It is said to be haunted, but we city folks find it difficult to believe in ghosts anymore.

We crossed Gurugram and drove through the Sariska Reserve in the Alwar district of Rajasthan. Suddenly, the clear sky turned dark. It was only afternoon, but the sky had turned completely dark. It was an unsettling feeling. Clouds gathered rapidly and it began to rain. Everything was dark. Fortunately, we were carrying umbrellas and a torch. We decided to go ahead in spite of the darkness and the rain.

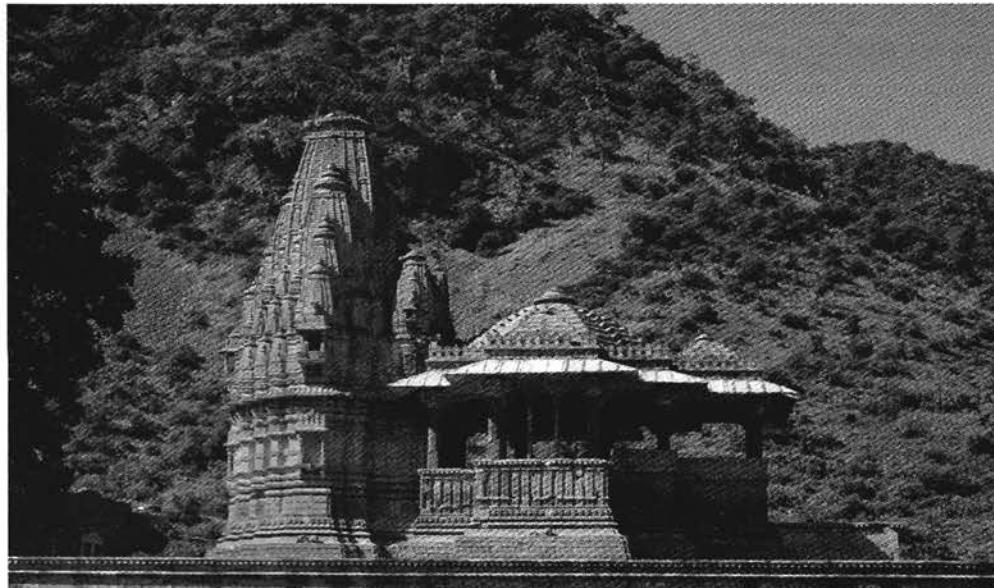
The way ahead was difficult. The road was bad and driving in the rain was difficult. We braved the bumpy ride and finally arrived at our destination.

There were a few other tourists there, mostly youngsters who had also heard of the fort's mysterious reputation. It is said that the inhabitants of the surrounding township were all obliterated in a single day. No written records can be found as to what happened to the town. Once a place full of people, it now lies empty and in ruins.

We discovered that there is no electricity at the fort and we had to use our torch to feel our way around the dilapidated place. Some of the tourists shared some tales of paranormal activities that were said to have been observed here. Yet the place was full of temples. There was a Hanuman temple, a Gopinath temple, a Someswar temple, a Keshav Rai temple, a Mangla Devi temple, a Ganesh temple, a Naveen temple and a very strategically positioned *Purohitji ki Haveli* (the mansion of the priest). How could ghosts live in a place like this, we wondered. Yet, there was something eerie about this place. The palace and the *Jauhari Bazaar* (market place) were in ruins and were deserted.

- Why do think the writer decided to visit this fort?
- Where is the Sariska Reserve? What is the meaning of a 'reserve' here?

- What sort of a mood is set by the heavy rains and the darkness? Do you think the sense of 'mystery' would have been as much if the Sun had been shining brightly at this time?
- What sort of reputation does the fort have?



Gopinath temple at Bhangarh Fort

All around the fort, we could see the Aravalli Hills. As dusk was settling, the grey skies were now becoming one with these hills. A board put up by the tourism department warned tourists against staying on in the fort after dark. It was likely that the animals from the hills descended here in the darkness of the night. Some of the tourists said that people who had dared to stay back after dark were never found again. There were other such tales making the rounds among the tourists and a chill ran down my spine.

We decided to make our journey back to the city. Like the other visitors, we left the fort with more questions than answers.

Route: Delhi-Gurgaon-Bhiwadi-Alwar-Sariska-Thanagazhi-Pratapgarh-Ajabgarh-Bhangarh. It's nearly a 300-km drive. Best to travel in an SUV and to always carry a spare tyre, as there are stretches where for kilometres there are no petrol pumps or habitations.

Always carry some dry food as good *dhabas* and eateries are rare. Carry a torch with you as the fort does not have electricity, and even during the day a torch will come in handy to explore some parts of the fort better.

- What is the meaning of 'paranormal activities'?
- '... we left the fort with more questions ...' What sort of questions were these?

Post-reading

1. Choose the correct answer for each of the these questions.

- Which mountain range did the narrator talk about in the travelogue?
 - Himalayas
 - Aravalli
 - Vindhya
- While travelling to Bhangarh, _____ is the best option.
 - SUV
 - bus
 - flight
- How would you best describe the narrator?
 - a skeptic who wants to disprove the existence of ghosts
 - a person who is genuinely interested in ghosts

- iii. a person who is just curious about the place
 - iv. a person who wants to collect evidence about the presence of ghosts
- d. What is the main purpose of the travelogue?
- i. to warn people not to visit Bhangarh
 - ii. to inform people about the detailed preparation needed to visit Bhangarh
 - iii. to focus on the archaeological significance of Bhangarh
 - iv. none of the above
- e. What do you think the narrator would do if he were to visit Bhangarh again?
- i. stay beyond sunset at the fort and verify claims about ghosts
 - ii. talk to people who have experienced paranormal activities at the fort
 - iii. contact the Archaeological Survey of India for more information
 - iv. all of the above
2. Many people visit websites to read up about the place that they are planning to visit. Travelogues help these people plan their visit better. Write down five ways in which the above travelogue can help someone who plans to visit the Bhangarh Fort.

Reading 2

READING AN ITINERARY

An itinerary is the plan of a journey. It could include details of the places to be visited, the timetable of activities and any special instructions about transportation. Read the itinerary for a holiday in Hyderabad offered by a travel agent.

Two-Day Holiday in the Land of Nizams

Day 1:

- 7:30 am: Buffet breakfast at the hotel, all South Indian breakfast delicacies like *dosa*, *idli*, *uttapam*, *upma* included
- 8:30 am: Climbing the marble steps of the Birla Mandir for a view of the city
- 10:00 am: Visit to the Birla Planetarium to see the planets and the stars
- 12:30 pm: Lunch in traditional Telangana style
- 3:00 pm: Visit to Charminar and Laad Bazaar
- 6:30 pm: A stroll around Necklace Road and NTR Gardens
- 8:00 pm: Dinner includes the famous Hyderabadi *biryani*

Day 2:

- 7:30 am: Buffet breakfast at the hotel includes continental and Indian delicacies
- 9:30 am: A guided tour of the Golconda Fort
- 12:30 pm: Lunch would include traditional Telangana preparations
- 3:30 pm: A visit to the Salarjung Museum

- 5:30 pm: A guided tour of the Chowmahalla Palace, with a session on the history of the palace
8:30 pm: Return to the hotel for dinner

Departure at 7 am the next day.

Post-reading

Now, create a similar itinerary for a visit to your city/town/village.

Listening

LISTENING FOR INFORMATION

Task 1

 **Sahil wants to visit his sister in Paris. Listen to a conversation between a travel agent and Sahil and write true or false against these statements.**

1. Sahil prefers to travel by Air France.
2. During the conversation, Sahil agrees to pay \$1150 for his tickets.
3. Sahil paid \$968 for a round trip to Paris.
4. Sahil finally decides to catch a flight on 10 May instead of 12 May.
5. Sahil was not happy about the six-hour wait in Dubai.

Task 2

 **Listen to a conversation between a customer and a hotel receptionist. Then, discuss these questions in groups of four.**

1. What is the source of the misunderstanding between the customer and the receptionist? Do you think the customer is comfortable conversing in English?
2. Do you think the receptionist dealt with the situation well?
3. What does the phrase 'fully committed' mean here?
4. What are the usual pieces of information you need to provide while:
 - a. booking a table at a restaurant (date and time of booking, number of persons ...)
 - b. booking a train ticket
 - c. booking a taxi

Speaking

TELEPHONE CONVERSATION

You have already heard two telephone calls in the listening section. Communicating over the telephone is different from communicating face-to-face, because you cannot see the person's facial expressions or body language. Hence, you can judge their mood or reactions only through verbal cues.

Here are a few points to keep in mind when communicating over the telephone.

- Ensure that background noise and disturbances are kept to a minimum when you are on the phone. This will enable clearer communication.
- When giving out names and phone numbers over the phone, you may need to repeat them slowly.
- Spell out names using the spelling alphabet given alongside. These are internationally-accepted words to represent each alphabet. It helps to differentiate between similar sounds like 'm' and 'n', 's' and 'f' etc.
- If you need to refer to something or consult someone else quickly while on a call, you may need to put the caller on hold. Always inform the caller that you are putting them on hold. Thank them for holding the line when you return to the conversation.
- Avoid dead air. Dead air refers to silence. If you need a few seconds to check something or think about your response, inform the caller accordingly. Silence confuses the caller and gives them the impression that the call has ended.

Spelling alphabet	
A – Alpha	N – November
B – Bravo	O – Oscar
C – Charlie	P – Papa
D – Delta	Q – Quebec
E – Echo	R – Romeo
F – Foxtrot	S – Sierra
G – Golf	T – Tango
H – Hotel	U – Uniform
I – India	V – Victor
J – Juliet	W – Whiskey
K – Kilo	X – X-ray
L – Lima	Y – Yankee
M – Mike	Z – Zulu

Task 3

Role-play these situations in pairs.

1. You have called a florist to place an order. Provide the delivery address over the phone using the phonetic alphabet.
2. You have called a lawyer. Her assistant informs you that she is currently unavailable. Leave your name and number for the lawyer to call you back.
3. You work for a software company. A client calls to ask if your office will be working on a certain date. Put the customer on hold, check with a colleague and then provide the answer to the client.

Grammar

VERB-PREPOSITION COMBINATIONS

Look at the underlined words in these sentences.

1. He threatened the village with grave consequences if they did not adhere to his wish.
2. Instead of submitting to the order of the tyrant, the townsfolk decided to confront him.
3. He put on an accent while speaking to his American clients.

Some verbs in English occur regularly with the selected prepositions. In sentence 1, the verb 'threaten' occurs with the preposition 'with' and the verb 'adhere' with the preposition 'to'. Similarly, the other verb plus preposition combinations include 'submit ~ to', 'to ~ confront', 'put ~ on' and 'speak ~ to'.

Other such combinations include:

agree ~ with, to

believe ~ in

contribute ~ to

depend ~ on

decide ~ on, about

fight ~ against

insist ~ on

lead ~ to

pay ~ for

think ~ about

Task 4

Complete these sentences selecting the most appropriate verb–preposition combinations from the box.

apologise for	call up	topped in	prefer ... to	brought out
turn up	bought ... for	given up	meddle in	got over

1. People who had _____ smoking even for a few weeks had better lung function than people who continued to smoke.
2. The flight to New Delhi is delayed by three hours. We _____ any inconvenience caused.
3. Jagat _____ some flowers _____ his wife every day.
4. They were afraid to _____ the volume of music in case it annoyed their neighbours.
5. I can always _____ my mother in a crisis.
6. Rebecca always _____ languages at school. She teaches English at a college now.
7. The country warned its neighbours not to _____ its internal affairs.
8. I _____ tea _____ coffee.
9. He never really _____ the shock of his wife dying.
10. The university _____ several international journals.

Writing

WRITING A TRAVELOGUE FOR A WEBSITE

We read a travelogue in the reading section of this unit. Did you notice the following features of the travelogue?

- A person's account of a journey or a visit to a place
- Contains factual details (the location of the place, distance from important cities, attractions etc.)
- Contains personal impressions and experiences (whether the narrator liked the place or not, what is good or bad about it etc.)
- Includes images
- Provides useful information to those who want to visit the place (how to reach it, where to stay, what precautions to take etc.)

Tips for writing a travelogue

- First decide what you wish to write about. You may have visited several places in the recent past; choose a place about which you have strong feelings and good memories.
- Remember, your travelogue will be read by people from different backgrounds. So keep the language simple.
- Do not include only facts; it will make your travelogue boring to read.
- Add your personal impressions and feelings.
- Include authentic details about local customs and traditions.
- Add a touch of humour to your writing.
- Include details for a prospective traveller, such as, how to reach the place, what to do there, information about hotels and restaurants etc.
- Use a judicious mix of narration and description techniques. Refer to the unit 'Aliens' for techniques of description and the unit 'History' for narration.

Task 5

Choose a place you have visited recently and write a travelogue in about 250–300 words. Once you have written it, exchange it with your friend and ask for suggestions/comments. After reworking it, present it before the class.

Pronunciation

LINKING WORDS IN SPEECH

'Linking' in phonetics means joining the pronunciation of two words so that they are easy to say and flow together smoothly. There are two types of linking –

Consonant to vowel linking: When a consonant sound is followed by a vowel sound, then the consonant sound is shifted to the next word.

Example: worked out is pronounced as 'work dout' in connected speech.

Vowel to vowel linking: When a vowel sound is followed by a vowel sound, then a 'y' or a 'w' sound is inserted between the two sounds, depending on the vowel sound.

Example: Too expensive (joined by w)

Task 6

 Listen to these sentences and observe how the underlined speech units are pronounced.
Practise saying these sentences with particular attention to the underlined speech units.

1. Although the goals are different, the tactics used in different kinds of wars are the same.
2. Just as war moved into the air with the development of kites, balloons and aircraft, and into space with satellites and ballistic missiles, war will move into cyberspace with the development of specialised weapons, tactics and defences.

Task 7

 Listen to these sentences and observe how the underlined speech units are pronounced.
Read them aloud in class.

1. Very soon, we are going to work on developing a prototype for a robotic soldier.
2. The officer said that this would be a role-specific training programme for surveillance and precision targeting.
3. You are often repeating the point that Artificial Intelligence is a dangerous thing, but have you considered its potential applications in defence?

Technical Communication

USER MANUALS

A user manual, a technical manual or a user document is a document consisting of information about a product or service. It also gives instructions to the end users regarding installation, use, maintenance and troubleshooting of a particular product or service. For instance, when you buy a television set, the user manual contains information about the model and technical specifications and also instructions to operate the TV and the remote. If the product is more complicated, the manual will contain more details and specific warnings and precautions that one needs to take while installing and using it.

Let's look at some parts of a user manual.

Contents

We begin with the contents page. This page helps you locate the information that you need. Look at the sample on the next page.

Contents

1.0	Introduction	1
2.0	Materials, tools and skills	2
3.0	Preparing the site.....	5
4.0	Mounting the unit.....	6
5.0	Troubleshooting.....	8
6.0	Contacting the factory.....	10

The listing of the content helps you turn to the page which hosts the information most relevant to you. Many user manuals also carry a list of different figures and tables in the book. It is useful for the users of the manual to have access to the full forms of any acronyms that are used in the manual or meanings of any technical terms used. You have to remember that the users may not be technical experts, so the content needs to be simple and easy to follow.

Warning notices

If the product requires electricity, or if it gets heated when working, then it is important to inform the user of the dangers involved. Some other circumstances where you would need to warn the user are:

- if there are small parts that can be swallowed by children
- in case of harmful chemicals used or emitted
- if there is a possibility of contamination in case the packaging is tampered with
- the effects of voltage fluctuations on the product
- the need to back-up work in case power supply is cut off
- for possible allergies and side effects of substances used in the product.

These are a few instances where the user needs to be warned of the concerns related to the product. There could be several others. It is also mandatory to inform the user if the product is harmful to the environment. For example, the user needs to know if a product is not biodegradable, so that it can be disposed of in a safe manner after use.

Introduction

A manual usually starts with an introduction. This section informs the user of the make, model and specifications of the product. This information helps the user purchase any spare parts or lodge any complaints with the manufacturer.

Processes

A user manual will also contain the step-by-step procedure for unboxing and installing the product. This is particularly important if the product is sold in a flat pack and the consumer is expected to assemble it. Each part of the product is labelled and the installation process is demonstrated with the help of diagrams. It is now common for user manuals to be uploaded online; this allows the use of installation videos and the sharing of user experiences.

Troubleshooting

This section tells the user what to do in case the product does not function properly. For example, if a refrigerator does not start up after installation, the user manual may ask the user to check the voltage of the electric current entering the unit. It may also advise them to contact customer service via phone or email.

Most manuals contain a set of Frequently Asked Questions or FAQs with answers, to help users find solutions to the problems that they may face while installing or using the product.

Contacts

Finally, the manual also comes with addresses and contact details for users who would like to learn more about the product. These may also be useful when lodging complaints or claiming refunds, if applicable.

Task 8

Imagine you are writing a user manual for an electric iron box. What are the possible warnings that you will need to provide? Discuss in pairs and come up with three warnings.

1. _____
2. _____
3. _____

Task 9

Bring a user manual to class. You could download one from the Internet as well. In pairs, mark the above sections in the manual. List out additional sections that you find in it.

Task 10

In groups of four, discuss what FAQs could be included in the user manuals for these products.

1. smartphone
2. vacuum cleaner
3. hair dryer
4. microwave

Appendix 1: Punctuation

What are punctuation marks?

Punctuation marks are symbols which:

- help organise the structure of written language
- indicate intonation and pauses to be observed when reading aloud
- help avoid ambiguity in expression.

In this age of instant messaging and chatting, punctuation is often neglected. This becomes a major problem, especially when you are required to write essays, proposals, letters etc. The correct use of punctuation marks lends accuracy to a written text, while incorrect usage of punctuation can lead to miscommunication and confusion.

Here is a quick reference guide to some commonly-used punctuation marks. A few tasks have been included to help you practise their correct usage.

Study the rules and the examples given below. Attempt the tasks and check your answers against the answer key provided at the end of this Appendix.

Comma (,)

Common use	Example
1. to separate elements in a list of three or more items	She is active on LinkedIn, Facebook, Instagram and several other lesser-known social networking sites.
2. before certain conjunctions like 'but', 'else', 'so' etc.	She is a good writer, but she doesn't like blogging. He needs to stop surfing the Internet during working hours, else he will lose his job.
3. to separate introductory elements in a sentence	Given the increasing number of people preferring to buy phablets, it is not surprising that the usage of mobile data is increasing.
4. to separate parenthetical elements in a sentence	According to a survey, Hubpages, a site that hosts user-created content, was ranked the 104th most visited site in the US.

Note: Comma splice is a general error that occurs when a comma is used to connect two independent clauses.

Example: Jenny regularly posts updates on her Facebook wall, all her friends regularly comment on her updates. ✗

Task 1

Insert commas at the correct places in these sentences.

1. The recipe required flour sugar eggs and cream.
2. Once the storm had subsided the people returned home from the makeshift shelters.
3. We intended to visit Coorg as well however we couldn't for lack of time.
4. Sanghavi an avid social media user decided to spread awareness about the air pollution in her city.
5. I cannot afford a house in Bandra so I am moving to Malad.

Apostrophe (')

Common use	Example
1. in contracted words	I am – I'm ; who is – who's
2. to indicate possession	This actor's movies are hugely popular.

Note: When using the apostrophe to indicate possession, it is important to place it in the correct position.

For example:

The student's marks were satisfactory. (indicates one student)

The students' marks were satisfactory. (indicates more than one student)

Task 2

Insert apostrophes at the correct places in these sentences.

1. Raja Ravi Varma's paintings have become a part of the Indian imagination of the epics.
2. My friend's flat is located in one of the most expensive localities in the city.
3. The senior surgeon's opinion was to go ahead with the surgery.
4. Whose taken the books that were on my table?
5. The children's section is located on the right-hand side of this bookstore.

Colon (:)

Common use	Example
1. to introduce an idea that is an explanation or confirmation of the one that comes before it	He was very happy with the results: he had put in a lot of hard work.
2. to introduce a list	I need a research assistant who can do the following: assist me in lectures, check and compile journal articles and maintain the equipment in the lab.
3. to introduce quoted material	Gandhi said: 'You must be the change you wish to see in the world.'

Note: In uses 1 and 2, if the initial clause cannot stand on its own, then the colon must not be used.

For example:

He is active on Facebook, Twitter and WhatsApp. ✓

He is active on: Facebook, Twitter and WhatsApp. ✗

Task 3

Insert colons at the correct places in these sentences.

1. You have only one lifeline use it while you can.
2. On your Facebook profile, you can do the following upload a profile photo, indicate your likes and interests, create albums of your favourite moments and include a cover photo.
3. I can understand just one thing from Satwik's tweets he is travelling all over the world.
4. The scientist said 'We need to increase our focus on research to encourage the spirit of innovation among the youth.'
5. Make a note of the items you need to carry to the camp a torch, sleeping bag and safety kit.

Semicolon (;)

Common use	Example
1. in complicated lists	In the seminar today, we have Prof Raj, IIT Delhi; Prof Swarup, NIT Warangal; Dr Madhusudhan, Director of Forensic Research Institute Hyderabad and Dr Swathi, Chairman of Legal Aid Cell.
2. for separating closely-related independent clauses	Social media sites permit greater sharing of information; they also put one's privacy at risk.

Note: The difference between use 1 of colon and use 2 of semicolon is that while the colon is used for explanatory and supportive information, the semicolon is used to introduce additional or contrary information.

Task 4

Check if the semicolon has been used properly in these sentences and correct it where required.

1. I'm allergic to cottage cheese-based curries; milk-based products do not agree with me.
2. Kerala is a lovely place, it has beautiful beaches and lovely weather.
3. The social media usage fell sharply in the hostel last week; many students were preparing for exams.
4. In the meeting today we have; Mr Sachit Bhagat, CEO, MediaTech, Mr Piyush Gorakh, Director, Soltex Marketing, Ms Pratima Shah, Chairperson, Women Entrepreneurs' Association of Hyderabad and; Mr Satish Sehgal, Assistant Manager, Latitude Software Solutions.
5. The librarian placed an order for books; journals; magazines and newspapers.

Dash (-)

There are three types of dashes – hyphen (-), en dash (–) and em dash (—). The table below gives their uses and examples.

Common use	Example
1. Hyphen It is used to: <ul style="list-style-type: none"> i. join words to indicate that they have a combined meaning ii. separate words in established compound adjectives. 	low-budget, first-class, self-evident state-of-the-art, tongue-in-cheek
2. En dash It is used to indicate: <ul style="list-style-type: none"> i. a range like that of pages, dates, chronological time etc. ii. 'and' in phrases such as 'Democratic-Republican alliance', 'India-Sri Lanka pact' etc. 	1966–2000, 34–100, July–September gas–liquid chromatography, Hindi–Tamil bilingual
3. Em dash It is used in speech to indicate a break in thought or shift in tone.	When the book was finally delivered — nearly three weeks after she had ordered it — she decided to return it.

Task 5

Insert the correct dashes inside the brackets in these sentences.

1. We are expecting around 1000 [] 2000 people at the wedding.
2. You may think this solution will work [] it won't.
3. This is a one [] way street.
4. Conan Doyle was a famous nineteenth [] century novelist.
5. India [] China relations have seen many ups and downs over the years.

ANSWER KEY**Task 1**

1. The recipe required flour, sugar, eggs and cream.
2. Once the storm had subsided, the people returned home from the makeshift shelters.
3. Sanghavi, an avid social media user, decided to spread awareness about the air pollution in her city.
4. We intended to visit Coorg as well, however, we couldn't for lack of time.
5. I cannot afford a house in Bandra, so I am moving to Malad.

Task 2

1. Raja Ravi Varma's paintings have become a part of the Indian imagination of the epics.
2. My friend's flat is located in one of the most expensive localities in the city.
3. The senior surgeon's opinion was to go ahead with the surgery.
4. Who's taken the library books that were on my table?
5. The children's section is located on the right-hand side of this bookstore.

Task 3

1. You have only one lifeline: use it while you can.
2. On your Facebook profile, you can do the following: upload a profile photo, indicate your likes and interests, create albums of your favourite moments and include a cover photo.
3. I can understand one thing from Satwik's tweets: he is travelling all over the world.
4. The scientist said: 'We need to increase our focus on research to encourage the spirit of innovation among the youth.'
5. Make a note of the items you need to carry to the camp: a torch, sleeping bag and safety kit.

Task 4

1. I'm allergic to cottage cheese-based curries; milk-based products do not agree with me.
2. Kerala is a lovely place; it has beautiful beaches and lovely weather.
3. The social media usage fell sharply in the hostel last week; many students were preparing for exams.
4. In the meeting today we have: Mr. Sachit Bhagat, CEO, MediaTech; Mr Piyush Gorakh, Director, Soltex Marketing; Ms Pratima Shah, Chairperson, Women Entrepreneur's Association of Hyderabad and Mr Satish Sehgal, Assistant Manager, Latitude Software Solutions.
5. The librarian placed an order for books, journals, magazines and newspapers.

Task 5

1. We are expecting around 1000–2000 people for the wedding.
2. You may think this solution will work—it won't.
3. This is a one-way street.
4. Conan Doyle was a famous nineteenth-century novelist.
5. India–China relations have seen many ups and downs over the years.

Appendix 2: Prepositions

Here is a list of some commonly-used prepositions with meanings and examples. Use this for a quick brush-up of their usage.

	Preposition	Meaning	Examples
1.	about	a. on the subject of b. approximately	a. This movie is <u>about</u> three students in a college. b. Take <u>about</u> five grams of copper dioxide.
2.	across	from one side to the other	We walked <u>across</u> the road to the ice-cream parlour.
3.	against	a. opposed to b. in contact with	a. It is <u>against</u> the law to obstruct government officials while they are performing their duty. b. Place the refrigerator <u>against</u> the wall.
4.	after	a. later in time b. later in a group c. follow somebody or something	a. Please meet me <u>after</u> 5 o'clock. b. The dancers will come <u>after</u> singers in the procession. c. The policemen ran <u>after</u> the thieves.
5.	along	following	Walk <u>along</u> the road till you see the bus-stop on the right.
6.	at	a. a specific location b. at a point of time c. an activity d. towards somebody or something	a. Please deliver this parcel <u>at</u> 12, Trundle Street. b. The instructor specifically told us to submit the assignment <u>at</u> 9.00 pm. c. The students are busy <u>at</u> work. d. The bull charged <u>at</u> the crowd.
7.	before	a. earlier in time b. earlier in a group of things	a. Deliver this parcel <u>before</u> 9 pm. b. R comes <u>before</u> S in the alphabet.
8.	between	a. between, in terms of location b. between, in terms of time c. between, with reference to two things	a. The station lies <u>between</u> the mountain and the river. b. I will try and visit you <u>between</u> Christmas and the New Year. c. The property was divided equally <u>between</u> the two brothers.
9.	but	except	I have packed everything <u>but</u> the food.

	Preposition	Meaning	Examples
10.	by	a. near b. within a certain time c. through	a. I live <u>by</u> the seashore. b. Try to finish this project <u>by</u> next week. c. We are travelling <u>by</u> plane to Delhi.
11.	down	a. towards a lower position b. further along	a. Jack rolled <u>down</u> the hill. b. Raghu lives <u>down</u> this road.
12.	during	a. throughout a period b. sometime in the course of the period	a. BPO staff work <u>during</u> the night. b. It rained heavily sometime <u>during</u> the night.
13.	for	a. duration of time b. distance c. purpose	a. We played football <u>for</u> two hours. b. You have to walk <u>for</u> two kilometres to reach the bank. c. These bananas are <u>for</u> the custard.
14.	from	a. place of origin b. source c. cause	a. We started <u>from</u> Varanasi yesterday. b. We heard about the accident <u>from</u> Rohan. c. She suffers <u>from</u> migraine. That's why she gets frequent headaches.
15.	in	a. place b. within a place c. a member of	a. London is <u>in</u> England. b. I left my bag <u>in</u> the room. c. He is <u>in</u> the army.
16.	inside	within	They are <u>inside</u> the room.
17.	into	to the inside of	We stepped <u>into</u> the hall.
18.	like	a. resembling b. possibility	a. He looks <u>like</u> a movie actor. b. It appears <u>like</u> rain.
19.	near	close to	The park is <u>near</u> the school.
20.	of	a. location b. possession c. part of group d. measurement	a. Don't stand in the middle <u>of</u> the road. b. Rohan is a good friend <u>of</u> mine. c. Vikrant is a part <u>of</u> the music band. d. Take two cups <u>of</u> milk.
21.	off	a. not on b. at some distance from	a. Please keep <u>off</u> the grass. b. The island is <u>off</u> the coast.
22.	onto	reaching the position	The dog climbed <u>onto</u> the table.
23.	over	a. above b. across c. more than	a. There are shelves <u>over</u> the sink. b. He tried to jump <u>over</u> the wall. c. This phone is <u>over</u> two thousand rupees.

	Preposition	Meaning	Examples
24.	since	a. from a specific time in the past b. from a past time until now	a. I have been working on this assignment <u>since</u> 2 pm. b. I have been waiting for the courier <u>since</u> morning.
25.	through	a. for a period of time b. by means of	a. I slept <u>through</u> the night. b. He started drawing well <u>through</u> practice.
26.	to	a. in the direction of b. destination c. purpose	a. Turn <u>to</u> your right. b. I am going <u>to</u> Varanasi. c. I went shopping <u>to</u> buy new clothes.
27.	toward	a. in the direction of b. just before the time	a. She started walking <u>towards</u> the temple. b. It started raining <u>towards</u> night.
28.	under	a. beneath b. in the present condition	a. The books are <u>under</u> the table. b. My car is <u>under</u> repair.
29.	until	upto a certain point of time	She will stay <u>until</u> 4 pm.
30.	up	a. to a higher place b. in a higher place	a. We walked <u>up</u> the stairs. b. The temple is <u>up</u> the hill.
31.	with	a. accompanying b. by means of c. as a result of	a. I went to the party <u>with</u> my parents. b. He stuck the paper <u>with</u> glue. c. My mother was very happy <u>with</u> my performance.
32.	within	a. inside of, in terms of distance b. before the end of a time period	a. My college is <u>within</u> one kilometre from here. b. I will come back <u>within</u> an hour.

Audio Tracks

Track number	Unit
Track 02	Unit 1, Listening, Task 1
Track 03	Unit 1, Pronunciation
Track 04	Unit 1, Pronunciation, Task 11
Track 05	Unit 2, Listening, Task 5
Track 06	Unit 3, Listening, Task 3, Part 1
Track 07	Unit 3, Listening, Task 3, Part 2
Track 08	Unit 4, Listening, Task 7
Track 09	Unit 5, Listening, Task 1
Track 10	Unit 5, Pronunciation, Task 9
Track 11	Unit 6, Listening, Task 1
Track 12	Unit 6, Pronunciation, Task 8
Track 13	Unit 7, Listening, Task 8
Track 14	Unit 8, Listening, Task 5
Track 15	Unit 8, Pronunciation, Task 9
Track 16	Unit 9, Listening, Task 6
Track 17	Unit 9, Pronunciation, Task 7
Track 18	Unit 9, Communication, Task 11
Track 19	Unit 10, Listening, Task 1
Track 20	Unit 11, Listening
Track 21	Unit 11, Listening, Task 1
Track 22	Unit 11, Pronunciation, Task 8
Track 23	Unit 12, Listening, Task 1
Track 24	Unit 13, Listening, Task 3
Track 25	Unit 14, Listening, Task 1
Track 26	Unit 14, Listening, Task 2
Track 27	Unit 14, Pronunciation, Task 6
Track 28	Unit 14, Pronunciation, Task 7

ENGLISH FOR TECHNICAL COMMUNICATION

English for Technical Communication is a comprehensive task-based coursebook for undergraduate students of Engineering. The book fulfils the curricular needs of language and communication skills courses offered by most colleges of Engineering and Technical Universities in India. It focuses on basic and technical communication skills, besides equipping the learners with the four language skills, grammar, vocabulary and pronunciation. The book, with engaging theme-based units, and integrated skills, addresses the learners' immediate academic needs as well as their future career-related requirements.

Key features:

- A task-based approach that provides for immediate reinforcement of concepts learnt
- Brief teaching and ample scope for practice that make this book both teacher- and learner-friendly
- An accompanying Audio CD for accurate pronunciation and contextualised listening and speaking, including lectures, interviews, discussions, podcasts etc.
- Useful inputs for communicating in academic, professional and social contexts – presentation skills, interview skills, group discussion, social media etiquette, small talk, cross-cultural communication etc.
- Focus on technical communication for immediate help with coursework as well as future professional career

Web resources for teachers:

- Guidelines for classroom activities
- Additional tasks
- Audio scripts
- Answer key

The contexts and themes of the book are relevant and engaging to students of engineering. It's wonderful to see a book that encourages active learning.

— Dr A Sandhya Reddy
CBIT, Hyderabad

The task-based approach makes the book stand out from the other books which are usually too verbose and theoretical. The tasks help learners understand the teaching points faster.

— Kavita Iyer
Sharda University,
Greater Noida

N P Sudharshana is currently on the faculty of the Department of Humanities and Social Sciences, IIT Kanpur. With his research experience at the English and Foreign Languages University, Hyderabad, he specialises in curriculum designing, creating learning material and language testing.

C Savitha presently teaches at ICFAI Foundation for Higher Education, Hyderabad. An experienced teacher of language and communication skills, Savitha has authored several books on English Language Teaching.

Cambridge University Press India Pvt. Ltd.
314 to 321, 3rd Floor, Plot No.3
Splendor Forum, Jasola District Centre
New Delhi 110025



ISBN 978-1-316-64008-1

