



FUNCTIONAL ENGLISH - 1

Course Code: SOC101

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FUNCTIONAL ENGLISH - 1

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Contents

UNIT 1: VOCABULARY/ DAILY ROUTINE, SENTENCE STRUCTURE	6
UNIT 2: TENSES	13
UNIT 3: MODAL VERBS	29
UNIT 4: PART OF SPEECH	42
UNIT 5: WRITING SKILLS	52
UNIT 6: GRANDMA MOSSES—THE ARTIST OF HOPE	65
UNIT 7: TAGORE—A MULTITALENTED ARTIST	74
UNIT 8: MUSIC MAKES US BETTER PEOPLE	82
UNIT 9: INDIAN FILMS- STRENGTHENING CULTURAL TIES BETWEEN JAPAN	91
UNIT 10: LOOK FOR THE STARS IN YOUR LIFE	102
UNIT 11: THE POWER OF SHORT STORIES	112
UNIT 12: JUDGE YE NOT	121
UNIT 13: LISTENING	135
UNIT 14: IDIOMS AND EXPRESSIONS	144

FUNCTIONAL ENGLISH – AN INTRODUCTION

CONTENTS

- *Objectives*

What Is Functional English?

Importance of Functional English

Some Situations Where You Need Functional Language

Assignment

Further Reading

OBJECTIVES

After studying this, we will be able to:

- Describe Functional English
- Importance of Functional English
- List a few situations where you need Functional English

WHAT IS FUNCTIONAL LANGUAGE? WHAT IS FUNCTIONAL ENGLISH? WHAT IS ENGLISH FOR SPECIFIC PEOPLE?

Functional language is a language that we need in different day-to-day situations. It consists of phrasal verbs and expressions that are used in specific situations. These phrases and expressions are essential for fluency in a language because they give us vast knowledge of situations. But before learning phrases and expressions, we also should know how to say a sentence correctly, for which we need to study a bit of grammar.

Functional English is the study of how the English language is spoken, written, listened to, and read in real life. We require functional English to carry out a specific function.

Business English may be required for a specific job. Such specialised usage is known as English for Specific Purposes (ESP). ESP is more of teachings of English Language to the learners for specific goals. These objectives could be academic, scientific, or professional in nature. So, in ESP, it is not the specific discipline that is important, but rather the specific goal of specific learners.

WHY IS IT IMPORTANT TO LEARN FUNCTIONAL ENGLISH?

A good knowledge of functional English enables one to effectively interact in real-life situations. You need to learn different grammatical rules. After the rules, some expressions are more suitable for a formal situation than an informal one. There are some expressions that you use with your friends, and there are some expressions that you use with strangers. So, functional English involves interaction, dialogue, and grammatical rules. Certainly, it is as important to learn functional English as it is to learn vocabulary or even grammar.

SOME SITUATIONS WHERE YOU NEED FUNCTIONAL LANGUAGE

Let's look at some examples of when you might need functional English.

- Correct usage of grammar
- Asking for or giving advice
- Explaining rules
- Making suggestion

- Drawing someone's attention
- Contrasting two things

Any one of these functions can have several fixed expressions. When giving advice, for example, we could say: "I believe you should..." or "Why not..."" How about ...? Have you thought about...? Or, to explain rules, we can say: We can't..., we're not allowed to..., and we have to..."

We can generalise by saying: As a general rule(As a general rule, the workers we appoint to run our subsidiaries in each country must be local nationals.) As a rule ... Generally... In general, employees work at least 36 hours per week. Normally... On the whole, we are very satisfied with the quality of...

Making a suggestion, we could say: "I/we propose that you arrange a meeting to discuss ways to prevent future late deliveries."We or I would suggest that... It is suggested that... I/We strongly advise you (I/We strongly advise you to fly to London via...)...It is advisable to... You might want to think about (you might want to think about flying to London via... It is in your interest to...

We could draw someone's attention by saying: I'd like to draw your attention to... May I/We draw your attention to... We would like to point out that... It should be noted that... Please note that...

When we want to make a contrast between two things, we can say: In spite of poor short-term forecasts, we expect positive results in the long term. ... In contrast to... Regardless of (Despite...Despite...)... While the level of processing errors has been reduced, it is still far too high. Although ... Even though... However, ... On the other hand, the Australian suppliers have made an intriguing proposal. On the other hand, having a supplier in India would be much more practical.

ASSIGNMENT

Answer the following questions:

- a. What is Functional English? Why is it important?
- b. What expressions can be used to get someone's attention?

- c. What expressions can be used to get someone to listen to you?
- d. What expressions can be used to direct someone's attention to an object?
- e. What expressions can be used to confirm that you are paying attention?

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UNIT 1: VOCABULARY, DAILY ROUTINE, SENTENCE STRUCTURE

CONTENTS:

- *Objectives*
- Vocabulary*
- Synonyms*
- Daily Routine*
- Sentence structure*
- Expression for the Day*
- Assignment*
- Further Reading*

OBJECTIVE

After studying this, we will be able to:

- Improve vocabulary
- use synonyms
- Describe ideas and thoughts in proper structure.

- Explain the daily routine.

Communication skills are the ability to send and receive ideas in different ways, both verbally and nonverbally. Good communication skills include not only being able to say what you want and explain it clearly but also listening carefully, understanding other people's points of view, and changing your communication style to fit different situations and audiences.

VOCABULARY

1: "Exacerbated"

to make the situation worse.

For instance, rising costs exacerbated financial stress in families.

2: "Conundrum"

a confusing problem or question. It's a noun.

Examples: Nowadays, balancing work and personal life is a common challenge.

Note: While using easy words in writing and speaking, replace them with a synonym for better writing and speaking.

SYNONYMS

These are words or phrases with the same meaning as the word mentioned in a single language. For instance, "big" which also means "huge", in some contexts.

Use the word "huge" instead of "big" to avoid repetition in conversation.

Synonyms of the given vocabulary words

1. exacerbating: making worse; aggravating
2. Conundrum: difficulty, dilemma

Before using synonyms, make sure that the word you are choosing should go with the context of the sentence.

DAILY ROUTINE

Daily routine means the things you do every day, and we use the present tense when saying or telling our daily routine.

I wake up at 4 o'clock in the morning,

Then I go for a walk and come back after an hour.

While getting ready for the day, I listen to my playlist.

Then I cook my breakfast and eat it with my dog.

Following this, I take a bath and get dressed up.

Later, I walk to my office and do my work.

Sometimes I gossip and use my phone to release my stress.

I take my lunch around 2 o'clock.

Then I finish my work and go home.

After reaching my destination, I take some time to rest and cook dinner.

Around 9, I eat my dinner and sleep.

Now for the practise part: write and speak your daily routine in a detailed way and speak it aloud. And for the vocabulary part, replace the daily-used words with synonyms.

Expressions

How do you say "I have completed the work"?

- I have accomplished the assignment.
- The project has been completed successfully.
- The job is now complete.
- I have wrapped up the work.
- I have finished my work.

SENTENCE STRUCTURE

A sentence is one or more words that express a thought and is used to convey a statement, question, command, or exclamation.

A sentence typically includes two essential elements: a subject and a predicate.

Subject: The subject is what the sentence is about. It can be a noun, a pronoun, or a group of words functioning as a noun. For example, the name of the person, like Priyanka, or pronouns like "he" or "she." For example, in "The man slept on the couch," the subject is "the man."

Predicate: The predicate expresses what the subject is or does. It includes the verb and any additional information about the subject. In the sentence "the man slept on the couch," the predicate is "slept on the couch."

Moreover, a sentence also includes objects, adjectives, adverbs, and other modifying words or phrases that provide more information or description. However, a sentence can still be complete and grammatically correct with only a subject and a predicate.

TYPES OF SENTENCES

There are four main types of sentences based on their structure and purpose:

Declarative sentences: These make a statement that provides information about something or expresses an opinion and end with a full stop or a period. Example: "It is a nice evening."

Interrogative sentence: The sentences which ask a question and ends with a question mark are called Interrogative sentence. Example: "Where are you heading to?"

Imperative sentences: These give a command or make a request, offer advice, and end with a period or exclamation point. Example: "Please pass the paper and pen."

Exclamatory sentences: These express sudden and strong emotion and end with an exclamation point. Example: "What a beautiful day it is!" To add to this, sentences can also be categorized based on their length (simple, compound, complex, compound-complex) and based on the structure of their clauses (independent and dependent).

A simple sentence: sentences that are consists of a single independent clause or is complete with a subject and a verb. It does not have any dependent clauses or phrases.

A complex sentence is a sentence structure that has one independent clause and more dependent clauses. A complex sentence often tells a story of cause-and-effect, contrast, or condition.

Example of a complex sentence: "Although she likes to read novels, she does not choose literature." (The independent clause is "she does not choose literature," and the dependent clause is "although she likes to read novels,"

WHAT IS AN INDEPENDENT AND DEPENDENT CLAUSE?

An independent clause is a complete sentence that can make sense or stand-alone and is grammatically correct.

In contrast, a dependent clause is a clause that cannot stand alone as a full sentence. It relies on an independent clause to make sense. A dependent clause often starts with a subordinating conjunction such as "because," "since," "although," "if," etc.

Example:

Independent clause: "She completed her work."

Dependent clause: "Because she wants to go for a walk.

Compound sentences consist of at least two separate clauses joined by a conjunction. For instance, "I went to the grocery shop and purchased milk."

Complex sentences comprise one independent clause and one or more dependent clauses. For example, "When I got home, I realised I had lost my keys."

Compound-complex sentences have at least two independent clauses and one dependent clause. For example, "I went to the market to buy a gift, but I realised I had forgotten to lock the door, so I had to go back home." But, so are conjunctions which make a sentence a lot bigger and better to write and hear. Hence, you can use conjunctions to make your sentences comprehend.

Question

Do we call a sentence that is without a subject and a predicate a complete sentence?

No, for a sentence to be deemed complete, it must have a subject and a predicate.

For example, "WORKING ON THE PROJECT." Who is working on the project, we do not know. On the other hand, " he is working on the project" is a complete sentence as it has both a subject ("he") and a predicate ("is working on the project).

Sentences or phrases without a subject and a predicate are typically called phrases or clause fragments. That's why they are always used while speaking informally. They do not express a complete thought and are considered grammatically incorrect. However, use them as part of a larger sentence to give more information.

For example, "going to the market" is not complete because it does not have a subject. It can be combined with another clause to form a complete sentence, such as "I like going to the market." In this case, "I" is the subject, and "going to the market" is the predicate.

EXPRESSION

How to say "walk" in different ways

1 to stroll: walk slowly and happily

For example, you should take a stroll after dinner.

2 to wander: going from one place to another without purpose

For example, she was wandering around the house.

3 to amble: to walk in a relaxed way:

For example, she ambles on the roads, waiting for a car to come.

4: to strut: to walk proudly

For example, after winning a competition, my daughter struts in front of the mirror for hours.

5: to stride: walking with long steps

For example, he strides across the road.

ASSIGNMENT

1. Make five sentences using the vocabulary and expression.

2. Convert each sentence into interrogative, imperative, exclamatory, and interrogative.

1. The dog is sleeping on the couch.
2. Pinky ate breakfast this morning.
3. The concert was amazing.
4. Reena is going to the store.
5. The sun is shining today.
6. The movie starts at 7 pm.
7. My friend has a new house.

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UNIT 2: TENSE

CONTENTS

- ***Objectives***

- Tense***

- Present Tense***

- Past Tense***

- Future Tense***

- Expression***

- Assignment***

- Further Reading***

OBJECTIVES

After reading this chapter, we will know

- Tenses
- Grammatical rules
- Correct English

TENSE

Tense expresses a time reference divided into three parts, each having four sub-parts. Present, past, and future.

PRESENT SIMPLE TENSE

We use this tense to explain daily habits, general truths, and daily activities.

Structure: subject + verb + object

Structure of the present simple tense if it starts with the third person singular: Subject+ V1st + s/es+ object

When the sentence starts with the subject "he, "she, "it, and the name of the person, we use s at the end of the verb. She likes to work at night. And if the verb is ending with any vowel or H word, then use es with the verb.

Example: She teaches at the school.

Use the first form of the verb when the subject is I, us, you, or them.

Example: I play tennis every day.

For negative sentences, use the auxiliary verb "do" when our subject is I, WE, YOU, THEY.

For instance, I do not play tennis every day.

She do not want to work. Does that sound right?

If yes, then it's grammatically wrong.

Does not is applied when the subject is in the third person singular, such as he, she, it, or the person's name.

Like: She does not play tennis.

Now, read the story given below, find the mistakes, correct them, and read it aloud.

There is a beautiful city called Pew where there is a girl named Kriya who enjoys spending time with her best friend, Leena. One sunny day, as they goes to the market, Kriya asks Leena, "Hey, Leena, what are some of the things you like to do in your free time?"

Leena smiles and replies, "Oh, I like to do a lot of things! I cherish reading books, especially mystery and fictional novels. I also like to go on hikes where I can see beautiful trees and different creatures. Also, while heading toward the destination, I like the silence the environment gives me."

Kriya nods and says "That's cool! What else do you like to do?"

Leena continues, "I also love to paint and draw. It's therapeutic for me to create something beautiful on a canvas. And I'm really into movies and series."

Kriya smiles, "Wow, you have so many hobbies! Is there anything else you like to do?"

Leena grins and says "not really, but sometimes I like dancing! Do you like dancing?"

Kriya says, "no, I do not like dancing but I will learn from you."

Leena blushes, "You are such a sweetheart, Kriya. I just love to do things that make me happy."

The two friends continue to walk and talk, enjoying each other's company and sharing stories of their hobbies and interests.

Find mistakes in the story and correct them using the present simple.

Answers

The mistakes are: they goes (1st paragraph)

2. I likes (2nd paragraph)

3. kriya say (3rd paragraph)

4. I does not

PRESENT CONTINUOUS

Use the rule of this tense when explaining something that is still in progress.

Structure: subject +is, am, are + verb +ing + object

If the subject is "I," use "am."

If the subject is "he," "she," "it," or the name, use "is."

If the subject is "we," "you," or "they," use "are."

For example, I am working in the office.

She is going to the fair.

We are planning to have a trip.

Some sentences

I am currently typing on my phone, trying to make my friends understand that I do not like the party, and my friend is asking me if we can leave. She is complaining about the food as well as the environment that this party is giving her. We are putting our luggage in the car and hoping to see everyone soon.

In this paragraph, find the subjects

Answer: I am, my friend, she is, this party, we are.

PRESENT PERFECT

The verb tense known as the present perfect is used to talk about things in the past that are still relevant in the here and now.

Subject + has/have + 3rd verb + object

If a sentence starts with the third person singular, like "he," "she," "it," or a name, then use the auxiliary verb "has" before the third form of the verb.

If the sentence starts with "I," "we," "you," or "they," then use "have."

Some dialogues in the Present Perfect Tense

find the mistakes.

Neema: Have you completed your task?

Prema: Yes, I have done my work. Now, I am planning to visit my friend she have made cheesecake for me.

Neema: Oh, have you tried Lichy cake?

Prema: No, she has promised me to make that too. Though I have tried, it never got that perfection.

Neema: It's okay, Mother have cooked a delicious pudding for all of us. Get back home as soon as possible. And yeah, you has left the umbrella in her place, bring that back too.

Prema: Okay!

Mistakes

1. She have
2. Mother have
3. You has

These are the mistake. Try to correct them and make the sentence correct.

PRESENT PERFECT CONTINUOUS

When referring to a process or event that began at some point in the past but is either still ongoing or has only recently come to a close, the present perfect continuous tense is employed.

Subject + has/have been + verb +ing + since/for

I have been writing since this morning.

She has been working on the project for two hours.

"Since tells where the action, event, or situation being talked about in the present perfect continuous tense began,

"For" is used to show how long an action, event, or situation has been going on up until the present time. It indicates the length of time that has elapsed since the starting point of the action, event, or situation specified with "since".

Let's have some dialogue and find out the mistakes.

A: Have you seen the new Star Wars movie?

B: Yes, I have. It's amazing. I've seen it twice already.

A: What have you been up to lately?

B: I've been studying for my exams. They're coming up next week.

A: How long have you been reading French?

B: I've been studying French for six months now.

Why is Jane so tired?

B: She's been working on her thesis for two weeks straight.

Why is Tom so dirty?

B: He has been playing soccer with his friends for the past two hours.

Expression

How to say “I like” in different ways.

Cherish: I cherish my friend’s company.

Enjoy: I enjoy spending time with my family and friends.

Appreciate: I appreciate the effort you put into making this dinner.

Admire: I admire the way you handle difficult situations with grace.

Favor: I favor the blue shirt over the green one.

Love: I love going to the beach on a sunny day.

Prefer: I prefer tea over coffee in the morning.

Relish: I relish the feeling of accomplishment after finishing a challenging project.

Delight in: I delight in the sound of birds chirping in the morning.

Take pleasure in: I take pleasure in reading a good book before bed.

PAST SIMPLE

The past tense indicates that an action or event occurred in the past. Here, we use only the second form of the verb and the auxiliary verb "did" with negative and interrogative sentences.

The structure: Subject + 2nd verb + object

Subject + did not + verb1 + object (in the case of negative and interrogative sentences)

As a result, whenever we use "did" in a sentence, our verb comes first rather than second.

For example, she did not finish the food. But when we have to make affirmative sentences, we use the second form of the verb.

She finished the food.

I walked to the school the day before yesterday.

She ate dinner around 8 p.m.

STORY

When Shikha was 16, she decided to go abroad to learn a new language and experience a whole new culture. She travelled to Nepal, where she decided to stay with a local family and attend language classes.

During her time there, Shikha had a plethora of experiences. She tried their cultural dress and food for the first time and found herself in a new world. She also learned new activities and work ethics, which helped her improve her life. She learned about religion and its way of enjoying life.

But a single difficulty she found was that she knew she was a slow learner; however, she did not let this thought overcome her passion and did her best to excel in the language. Not only that, she started talking to strangers and made many friends. She used to go to her friend's home and gather knowledge about the areas.

In the end, when she had to come home, it became very difficult for her to leave such a vibrant place and people.

Now, I have underlined the second form of the verbs. Like this, you have to make sentences and read them.

PAST CONTINUOUS

The past continuous tense describes an action or an activity that was going on or in progress in the past. We use the auxiliary verbs was and were.

Subject + was/were + verb 1st + ing + object

We use "was" with I, he, she, it, and the names of the place and person.

and "were" with we, you, and they.

I was reading my favourite book last night.

They were playing cricket when I reached there.

She was cooking food for the guest when her mother asked her to bring coffee.

Negative:

He wasn't doing his work when I called him yesterday.

They weren't going to attend the meeting.

We weren't writing our research proposals.

A: What were you doing yesterday?

I was watching a fantasy movie with my family. What about you?

A: I was practising dance. Did you like the movie?

B: Yeah, it was fun to watch. We were all really into it.

A: That sounds amazing; we should sit with our family members sometimes.

The next dialogues are

A: Why were you late yesterday?

B: I was making food for the family and lost track of time.

A: What were you cooking?

B: I wanted my family to taste the Korean food Kimchi. It took a while to make

Leave all of this aside and tell me about the party last night.

B: It was fun.

A: What else were you guys doing?

B: We were dancing and enjoying the food.

A: were you at Sheena's place at night?

B: Yeah, I was there as I got late for my home, you know, how far it is.

A: Yeah, you did right.

B: So, I was telling Sheena that you were praising how good she sings.

A: Oh, yeah, I saw her video, and I must tell you, I was amazed!

B: I also asked her to sing a song for me, and it was amazing to hear in reality.

A: that's nice.

PAST PERFECT

The past perfect tense describes something that occurred before another event.

I came back to the house and saw somebody had washed my car.

Structure: subject + had + v3rd + object

Dialogues for Speaking

Ali: I had not witnessed you at the party yesterday, man. Where were you?

Mike: "I had come but left early.

ALI: oh, I see. Though you missed the perfect part of the party,

Mike: "Yeah, I had already seen it before, so no regrets

Ali: did you hear about the road accident? I was driving from there before it happened.

Mike: Hm, the road seemed quite spooky. You never know what can happen there.

Ali: After hearing that, I closed myself in on my friend's home. I tried to enjoy it, but, you know, it was still on my mind.

Relax, Mike; just don't take that road again. Now, tell me, did you complete the work?

Ali: Yes, I had completed all of my work.

Mike: "Hmm, and you know, I heard that Sam and Milly got married."

Ali: Yes, they were friends before they decided to marry.

FILL IN THE BLANKS

By the time I arrived at the party, everyone _____ (leave).

The train _____ (already depart) when we got to the station.

She _____ (not study) for the exam, so she failed it.

He _____ (forget) his keys at home, so he had to go back to get them.

We _____ (finish) the project before the deadline, so we could relax.

Answers:

had left

had already departed

had not studied

had forgotten

had finished

PAST PERFECT CONTINUOUS TENSE

Something that happened in the past before something else happened is said to have happened in the past perfect continuous tense.

Here are some dialogues using the past perfect continuous tense:

A: Why were you so tired in the morning?

B: I had been going to the gym, and I didn't get proper rest.

A: How long had you been going there?

B: I had been going there for about two months.

A: Why were you thinking of joining yoga classes when you knew that you get tired?

B: I had been thinking a lot lately, so I thought!

A: Okay, also, I did not see you for quite a long time.

B: I had been working on projects for weeks.

A: ohh, I see.

So, this was all.

What you need to do is read all the sentences and categorize them into their subparts.

Expression

Useful alternatives to say “**I am hungry**”

1. I am famished = when you are quite hungry
2. I am peckish= when you are a little hungry
3. I am starving= when you are really hungry
4. I am ravenous
5. I could eat a horse
6. My stomach is growling
7. Hungry As a Wolf

FUTURE SIMPLE

These are sentences that are used to describe an activity or event in the future.

Structure: subject+ will+ verb1+ object.

For example

Future Plans

Person 1: Hey, have you given a thought about what you're going to do after your studies?

Person 2: Yeah, I will do my master's degree.

Person 1: That's awesome! Which university do you think would be perfect for your studies?

Person 2: I'm still researching, let's see.

Person 1: hmm, I will give a chance for myself as well and prepare for some government exams.

Person 2: That sounds amazing! What are you planning to do?

Person 1: I haven't decided yet, but I will do something in the Art field.

Practice using future simple rules.

I _____ (to meet) my colleagues tomorrow for dinner.

She _____ (to travel) to her home in the mountains.

We _____ (to watch) the horror movie.

They _____ (to study) for their entrance exam.

He _____ (to start) his new business very soon.

You _____ (to take) the bus to visit your aunty.

The weather _____ (to be) okay tomorrow.

My parents _____ (to celebrate) my grandparent's birthday tomorrow.

The concert _____ (to start) at 8 pm tonight.

I _____ (to call) you later this evening

Answer

Will meet

will travel

will watch

will study

will start

will take

will be

will celebrate

will start

will call

FUTURE CONTINUOUS

An activity that will take place in the future is described by the future continuous.

Structure: subject + will+be+v1st +ing +object

She will be sending the emails tomorrow.

Some dialogues

Person 1: What are you doing tomorrow?

Person 2: I'll be completing my assignment.

Person 1: Oh, work haan?

Person 2: I will be starting my work from morning to evening.

Person 1: Well, best wishes! I hope it pays off.

Travel Plans

Person 1: hi, have you planned where are you going next month?

Person 2: Yes, I will be going to Manali with my family.

Person 1: That's amazing! What are your plans to do there?

Person 2: We will be going on treks, one of my favorite activities.

Person 1: Sounds like an amazing getaway. Have fun!

Job Interview

Person 1: How did your interview go?

Person 2: oh, quite amazing. I will be having another interview next week.

Person 1: Another one?

Person 2: yes, I have to impress them.

Person 1: Good. I'm sure you will nail it.

Party Planning

Person 1: What are you planning for next Friday?

Person 2: my whole class will be hosting a fresher party for our juniors.

Person 1: That sounds fun! Are you showing any talent?

Person 2: I will be writing a poem for them or maybe singing.

Person 1: Yum, boring, though singing seems quite a good idea.

Person 2: Thanks for the motivation!

FUTURE PERFECT TENSE

The future Perfect is used to describe an action that will have been completed in the future. Structure: Sub + will have + v3rd+ object

Some sentences

"I'm sure that by the time we arrive, the movie will have already started."

"By the time we finish this project, we will have worked together for six months."

FUTURE PERFECT CONTINUOUS

When describing a situation that will have been going on for some time in the future, the future perfect continuous is employed.

It is formed using sub + will have been + v1st + ing + object

Here are some examples of dialogues using the future perfect continuous tense:

"By the time we arrive at the function, they will have been enjoying for hours."

"I will have been working on this project for six months by the time it's due."

STORY FOR THE SPEAKING PRACTICE

A boy named Sameer is a happy child who likes adventures and reading fictional stories. He loves to play out in the woods with his dog, Timmy. They go there more often and know every path. One day, he woke up early in the morning and decided to go into the woods all alone. As he heard some kind of voice and saw some sparkly lights, he got attracted to them. He got ready and left for the forest alone.

As he walked into the forest, he felt something on his skin and heard a voice. He turned his back and saw a gigantic bear, from which he tried to escape but could not. Then a bear spoke a word, calling his name; he closed his eyes and did not face him. He just stood still and listened to him. The bear started speaking to him and told him that he had been seeing Sammer for quite a long time in the forest and wanted to talk to him as he trusted him more than any human being. Sameer still did not open his eyes and bagged to leave him. The bear was convincing him that he wanted no harm, but he did not listen and ran towards his home. After some time, he came out of his room. It was a big shock for him, but as he had always been a fantasy person, he accepted it. Later, when he was explaining the whole story to his friend, the latter mentioned that it could be true and that he should go back to the forest to check. He listened to his friend and visited the place again. Tried to find the bear but could not and visited again and again and finally found one day started talking to the bear. The bear came towards him to eat him, but he escaped and reached home, where he told the whole story to his friend. His friend laughed and said sorry. He did not understand it and asked what he was sorry for. The friend answered that he had worn a bear costume that day and tried to prank him. He stayed angry with him for a few months as he played with his emotions, but got over it later.

EXPRESSION

Many ways to say, "In My Opinion"

1. As I see it

2. As far as I can tell
3. If you ask me
4. As far as I am concerned
5. I think
6. I reckon
7. I believe
8. It seems to me

ASSIGNMENT

- Write the story using the tenses.
- Watch a movie in English and explain it on a piece of paper.

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UNIT 3: MODAL VERBS

CONTENTS

- *Objectives*

What are Modal Verbs?

Types of Modal Verbs

Assignment

Further Reading

OBJECTIVES

After reading this, you will be able to

- Importance of Modal verbs
- Right usage of them in writing and speaking the language

MODAL VERB

A modal verb is a kind of auxiliary verb that expresses various shades of meaning, like possibility, ability, request, obligation, permission, and prediction. It makes your speech a little polite and formal.

The modal verbs are: can, could, may, might, shall, should, will, would, must, ought to, used to, need, and dare.

Let's see how it can be used in daily conversation and use them well.

Can

Can express many meanings in a sentence. Let's use some utilization.

Permission:

"Can" is used for permission, showing that one can do any work. For example, "Can I go to the market tomorrow?" or "you can buy a book from that shop."

ability or possibility:

"Can" is used to mean that someone or something can do any task or that there is a possibility that something can happen. For example, "My child can walk properly" or "It can rain tonight."

Offer or suggestion:

"Can" is used to offer or suggest, showing a willingness to lend a hand or contribute. For example, "Can I help you in making your lesson plans?" or "Can you shut the door so I cannot hear the noise from outside?

Request:

Again, "can" is often used by people to make a request, where the speaker wants to be polite. For example, "Can you please pass the pen?" or "Can I answer your questions?"

Probability: "Can" is sometimes used to express probability or likelihood. For example, "He can be a bit rude when unknown people talk to him" means that there is a probability that he might sound rude to new people who meet him.

In the end, can is a model verb that is used for various things and frequently used in formal and informal language.

Could

"Could" is used to describe many different meanings and functions. Some of the common usages of "could" as a model verb include:

Less Possibility: "Could" expresses the lesser possibility of something happening. For example:

It could snow later today.

The new song could be a hit.

In these examples, "could" shows that something is possible but not probably sure. When you doubt anything or you are assuming something.

could for past ability:

"Could" is used as the past equivalent of "can and tells the ability of the person in the past. For example:

When I was in school, I could score good marks on exams.

She could run very fast in the race.

Negative sentences

I could not score well on my 10th board exam.

In these instances, the word "could", indicates that a capability or skill once existed, but it does not imply that it does so at present.

Polite request:

A polite request or ask for permission by using could in the language. For example:

Could you pass the glass of water, please?

Could I take your car today?

In these examples, "could" is used to request politely rather than just simply ordering anyone.

Sometimes "could" can also be used in conditional sentences to tell a hypothetical story.

If I could afford it, I would buy a new car.

You could pass the exam if you study harder.

Suggestions or advice:

"Could" is also used to make a suggestion or offer advice.

For example:

You could say sorry, forget, and clear everything with your friend.

You could call me whenever you are in trouble.

"Could" can be used in various contexts and situations to express different meanings and functions.

Rewrite the sentences using could and can, here are some sentences

- 1. I am able to dance.**
- 2. Would you help me in improving my speaking skills?**
- 3. He cannot run like me in his childhood.**
- 4. Can you bring my books?**
- 5. She can sing.**
- 6. I am able to complete the task in the given time.**

Answers:

1. I could dance.
2. Could you help me in improving my speaking skills?
3. He could not run like me in his childhood.
4. Could you bring my book?
5. She can sing.
6. I can complete the task in the given time.

May:

The modal verb "may" again has several meanings and uses in the English language. Let's see what's on our plate.

Polite request: "may" is used to make a polite request. For instance:

May I have your mobile number, please? (Asking for a number politely)

Giving Permission: "May" can be used to give permission.

For example, you may leave in the morning.

Asking permission: Now, for asking permission also, we use the modal verb can.

For example:

May I go stay at my friend's place, Mom? I am sure this one has been everyone's request in their life.

You may borrow my car for the weekend. (Permitting to borrow the car.)

Possibility or uncertainty: "May" expresses a possibility or uncertainty about something. For example:

My friend may come for a night out. There is a possibility that her friend can come.

She may complete her work by tomorrow. There is a possibility that the work will be done.

Expressing a wish or hope: "May" expresses wish and hope. For example:

May you enjoy your day! (Wishing someone to have a good day.)

May God be with you. (I hope that the person will be having God's grace.)

You may reach the heights of success in your field!

It's essential to note that "may" is more formal and polite than "can", or "could" when it comes to expressing your ideas. Using "may" can make a request or suggestion sound more polite.

EXPRESSION

How to say Boring in different ways

1 Tedious: tiring and boring

For example: waking up early in the morning and doing all work is tedious.

2 Monotonous: a repeated pattern that makes one activity boring

The lecture was so monotonous that I started dozing off.

3. Watch the grass grow: an activity that takes time

For example, the meeting was not good, it felt like watching grass grow.

4. watch paint dry: again, something that takes time and becomes boring.

For example: In school days waiting for a friend used to feel like watching paint dry.

5: mind-numbing: boring

For example, repetition in the lecture was so mind-numbing.

These were some ways to express boredom. But remember that a single word can have different meanings and can be used according to context.

Might:

"Might" expresses the potential that something may or may not occur.

For example: "If the weather is nice this weekend, I may go to Shimla."

Future occurrence uncertainty: "might" is sometimes used to convey future occurrence uncertainty or skepticism.

For instance, "I am uncertain about my ability to finish the project on time." "I might want a little extra time."

Request: Moreover, "might" is used to make courteous requests.

For example: "Might I ask a favor of you?"

Some examples:

If you ask her respectfully, she might be able to assist you with your writing assignment.

I might leave my clothes in the vehicle.

If the rain stops, she might visit the hospital.

"He might not have finished the assignment on time."

"I might dine at that new restaurant tonight."

She might have forgotten about our appointment, so I will email her a gentle reminder.

It is possible that he might be late for the movie, so let's wait a few more minutes before beginning.

If I had worked more, I might have performed better on the exam.

Shall:

The word "shall" may be used to make recommendations or give assistance.

For instance, "Will we have lunch?"

The word "shall" may also be used to request instructions or advice.

For instance, "Shall I send the documents over Messenger or email?"

Elegant invitations: In some formal circumstances, the word "shall" is used to issue invitations.

For instance, "Shall we sing?" or "Shall the event be held on Monday?":

- "Shall we go for a walk?"
- "I shall do my best to come first in the race."
- "If you need any help, you shall let me know."
- "We shall not expect this from anyone."
- "Shall I book a room for all the people?"
- "We shall be there in a minute or so."
- "You shall not work for the people who do not respect you."
- "The Company shall provide all the facilities to its employees."

Should:

Giving advice: "should" is used to give advice or make a recommendation.

For example: "You should go to the hospital and take rest."

Expressing obligation: "Should" is also

used to express obligation or expectation.

For example, "Employees should reach their office on time."

Making assumptions: "Should" can be used to make assumptions or deductions.

For example: "He's been studying all week, so he should do well on the exam."

It's important to note that the usage of these modal verbs can vary depending on context, tone, and region.

"You should eat a healthy breakfast every day."

- "If you're feeling sick, you should see a doctor."
- "I should have left earlier to avoid traffic."
- "We should not be late for the meeting."
- "You should study hard if you want to pass the exam."
- He should apologize for what he said.
- "We should take the train instead of driving to save time."
- "She should be more careful when crossing the street."

Will:

Use the word "will" if you want to imply a future event. In the future tense, we use the word "will." For example, I will pay a visit to my grandparents the following week.

Employ the word "will" to indicate that you are willing to participate in a certain activity. To give you an example, I will assist you with your assigned task.

Would:

For the purpose of expressing hypothetical circumstances, you may use the word "would" to depict hypothetical or fictional scenarios that are very unlikely to occur. If I were to win the lottery, for instance, I would use the money to purchase a home.

To ask for something in a kind manner or to make a polite request, you should use the word "would."

For instance, would you mind handing the salt to me, please?

Employ the word "would" if you need to describe a habit from the past or an activity that was performed often in the past.

For instance, he had the habit of getting up at six o'clock in the morning and going for a run.

Must:

When there is a strong responsibility or demand to do something, the word "must" should be used to convey the level of the obligation involved. Example: If you want to do well on your tests, you must put in the effort to prepare for them.

To communicate a deduction or conclusion that you have made based on the information that is available to you, you might use the word "must" to describe that deduction or conclusion. He must be sick; that's why he has not been up to work for three consecutive days.

Ought to:

When giving advice or making a suggestion, the word "ought to" is the appropriate expression to use. For instance, you ought to take a break and get some rest.

To convey the idea of a responsibility or obligation based on moral principles, you might use the phrase "one ought to." For instance, we ought to help those in need.

Used to: Use "used to" to refer to activities or routines that occurred in the past but are no longer the case when you want to explain something that was once the case but is no longer the case. A typical Saturday for me used to be spent playing tennis, but these days I just don't have the time.

To describe a situation or condition that was present in the past but is no longer the case, you may use the phrase "used to" to indicate that state or condition. Example: He used to be in such great shape, but as of late, he has become rather unfit.

Need:

The word "need" is what you should use when you want to convey the idea that something is required or necessary. While riding a bicycle, it is mandatory for you to wear a helmet at all times.

When you want anything that is essential or necessary, you should ask for it by stating that you "need" it. To give you an example, I really need your assistance with this project.

Dare:

When you want to issue a challenge or invite someone to participate in an activity, you might use the word "dare." Do you dare to eat something really spicy?

When you want to show skepticism or disbelief in someone else's actions or assertions, you might use the word "dare." How dare you lie to me in such a brazen manner?

conversation for speaking

Read the dialogues of person two given below.

Friend 1: Hey, how are you doing today?

Friend 2: "Not so good. I've been facing a lot of issues, something related to my mental health lately.

Friend 1: "Oh, I'm sorry to hear that. If I may ask, what happened?

Friend 2: "I have been sleeping a lot and getting upset about small things."

Friend 1: That sounds miserable. Did you get it checked?

Friend 2: Yeah, I started seeing a therapist a few weeks ago. It's been a little help, but I am hoping it gets better with time.

Friend 1: I hope you get well soon. Why are you feeling this way? Has something serious happened lately?

Friend 2: "Not really, nothing serious happened.

Friend 1: Okay, I am not a therapist, but I think that even if you have small changes in your life, you still feel lonely and not alive.

Friend 2: Honestly, I can't figure out what those small events are. I have been like this only for

quite a long time.

Friend 1: I'm not your therapist, but could you please tell me when you were an active person? Tell me how it used to be when you had a different lifestyle.

Friend 2: I used to wake up early and study and go to college. I used to hang out with friends. Then I came back home and used to watch series.

Friend 1: Hmm, so you've been busy and don't usually enjoy your friend's company. If I may ask, where are these friends now, and how often do you chat with them?

Friend 2: One of my best friends has moved out and is living in England. She was quite close to me, and I try to have conversations with her, but you know how hard it is to manage time there. I miss her sometimes.

Friend 1: "Hmm, I feel you, and that might be the reason that you feel lonely.

Friend 2: Yeah, I also feel this sometimes, but this is what it is. I have to make a good living here; otherwise, that would not be good for me.

Friend 1: I hope you get over all the problems you are facing right now.

NOW expression, greeting a person you have not seen in a long time in different ways

1. It's been quite a long time.
2. I have not seen you in ages.
3. Long time no see (informal)
4. I have not seen you in years.
5. It's been ages since we last saw each other!

6. I haven't laid eyes on you in forever.
7. Time flies; it's been so long since we've seen each other.
8. We haven't crossed paths in what seems like an eternity.
9. I can't believe how long it's been since we last caught up!
10. It's been so long since our last encounter, I almost forgot how to talk to you!

EXPRESSING YOUR STATE OF HEALTH AND HAPPINESS IN DIFFERENT WAYS

1. I'm feeling fantastic today! My health and happiness are at an all-time high!
2. Today, I'm feeling fresh and cool.
3. could not be any better.
4. I feel refreshed!
5. The energy has come back.
6. I'm feeling healthy and content today, which is always a good feeling.
7. My health and happiness are thriving today—it's a great day!

There are now different ways to say "I do not have time".

1. Unfortunately, my schedule is too full.
2. My plate is full at the moment.
3. I'm swamped.
4. I'm currently preoccupied with other things.
5. My schedule is jam-packed at the moment.
6. I'm up to my ears at work.

ASSIGNMENT

- Write some conversations using the phrase.
- Use each modal verb in a sentence.

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UNIT 4: PARTS OF SPEECH

CONTENTS

▪ *Objectives*

What are Parts of Speech?

Eight types of Parts of speech

Vocabulary word for the Day

Expressions

Assignment

Further Reading

OBJECTIVES

After reading this chapter, you will be able to

- Identify each part of the speech
- Improve your vocabulary
- Use the right words and phrases

The components of speech allow the development of sentences that effectively convey their meaning in a clear and succinct way. If we fully understand how each part of speech works, we can put together sentences that are easy to understand and use correct grammar.

By learning more about the different parts of communication, you can improve your writing and speaking skills. Because we know which words can be used as nouns, verbs, adjectives, etc., we can use them in the right way to say what we want to say.

Understanding the components of speech assists in linguistic analysis and interpretation as well. By identifying the many parts of speech inside a phrase or text, we may acquire a better grasp of how the words work together to convey meaning. This is particularly beneficial for analysing complicated texts, such as legal or literary works.

NOUN

A noun is a word that identifies a particular person, location, thing, or idea. The subparts listed below are examples of categories that may be used to categorise nouns:

Common nouns

Common nouns refer to generic people, places, things, or ideas. Examples of such words are "dog," "love," "car," and "teacher."

Proper nouns

Proper nouns are distinctive nouns that refer to a certain person, place, or thing and often begin with a capital letter. Always capitalise proper nouns. This is shown by the names John, Paris, and Coca-Cola.

Concrete nouns

Concrete nouns are words that refer to objects that can be seen, touched, or felt by a person. This may include "chair," "tree," and "ice cream," as examples.

Abstract nouns

Abstract nouns are ones that hint at intangible concepts or sentiments. Also known as immaterial concepts. Examples of such ideas include "pleasure," "justice," and "freedom."

Countable nouns

Countable nouns are nouns that may be counted as distinct units on their own. This includes "book," "apple," and "car," among others.

Uncountable Nouns

Uncountable nouns are nouns that cannot be counted as discrete units under any circumstances. Water, sand, and the word "pleasure" are examples of such nouns.

Examples:

The little child loved playing with his dog.

The prior summer's journey to Paris by John

She attained the desired state of inner tranquilly.

He had two apples in his stomach.

I managed to drench the floor with water.

PRONOUN

Pronouns are words used in place of nouns and noun phrases. The following subcategories of pronouns may be distinguished:

Personal pronouns: "I," "you," "he," "she," "it," and "we" are some examples of pronouns.

Possessive Pronouns:

They denote ownership or possession. "Mine," "yours," "his," "hers," "its," "ours," and "theirs" are examples of possessive pronouns.

Reflexive Pronouns:

They relate back to the sentence's topic. Included are "myself," "yourself," "himself," "herself," "itself," "ourselves," and "themselves."

Demonstrative Pronoun

They represent a specific person, location, or item. This, that, these, and those

Interrogative Pronouns:

They are used when posing queries. Who, whom, whose, what, and which?

Relative Pronouns

Words that connect a sentence or phrase to a noun or pronoun are known as relative pronouns. "Who," "whom," "whose," "that," and "which" are examples of pronouns.

Who will attend the celebration?

The individual who got the reward was overjoyed.

VERB

A verb is a term that conveys an action, occurrence, or condition. Verbs can be subdivided into the following components:

Action verbs are words that represent a physical or mental activity. "Run," "jump," "think," and "write" are some examples.

ADVERB

The function of an adverb is to modify or describe a verb, an adjective, or another adverb. It offers extra details on how, when, where, why, or to what extent an action is occurring.

There are several types of adverbs:

Adverbs of manner: These adverbs describe how something is done. For example: quickly; slowly; carefully; happily.

Adverbs of time: These adverbs describe when something happens. For example yesterday, now, soon, later.

Adverbs of place: These adverbs describe where something happens. For example: here, there, everywhere, outside.

Adverbs of frequency: These adverbs describe how often something happens. For example: always, often, rarely, never.

Adverbs of degree - These adverbs describe the extent or intensity of something. For example: very, extremely, quiet, too.

Adverbs of affirmation and negation - These adverbs express whether something is true or false. For example: certainly, definitely, surely, not.

Adverbs of probability - These adverbs describe how likely something is to happen. For example: probably, possibly, certainly not, definitely not.

Adverbs of reason - These adverbs describe why something happens. For example: therefore, consequently, because, since

ADJECTIVES

Adjectives characterise or alter nouns and pronouns. They describe the qualities or aspects of a person, place, object, or idea. Here are numerous examples:

Giving a physical description: the tall, handsome man.

Giving a colour description: the apple's vibrant ruby hue.

Size-based description: a little kitten

Adjectives may be subdivided into the following subcategories:

The appropriate descriptors are French, Chinese, and American.

The possessive adjectives my, your, and his are examples.

The demonstrative adjectives this, that, these, and those are examples.

Quantitative adjectives include the terms one, two, many, and few.

CONJUNCTIONS

Conjunctions are words used to connect words, phrases, and clauses. They highlight the relationship between sentence components. Here are numerous examples:

And, but, and or are conjunctions that connect words, phrases, or sentences of equal weight.

Because, while, and other subordinating conjunctions connect a dependent sentence to an independent phrase.

Correlative conjunctions, such as either...or and neither...nor, connect two words or sentences.

Conjunctive adverbs, like still, so, and also, link two different phrases and show how they relate to each other.

PREPOSITIONS

Prepositions define the relationship between a noun or pronoun and other words in a sentence. They often represent direction, location, time, or manner. Here are numerous examples:

She made her way towards the door.

The location of the book is on the table.

Prepositions may be classified into the following subcategories:

Simple prepositions, including in, on, and at, imply a single relationship.

Compound prepositions, like according to, before, and next to, are made up of two or more words.

Phrasal prepositions consist of a verb and a preposition, such as care for, depart, and endure.

INTERJECTIONS

Interjections are words or phrases that show strong emotions, like surprise, joy, or anger. They are often used to punctuate a sentence, but they may also stand alone or be paired with other words. Here are numerous examples:

Amazing: Wow! It is fantastic.

Joy: Hurrah! We won the competition.

Anger: Ugh! I cannot believe he would commit such a crime.

Interjections may be subdivided into the following subcategories:

"Hello," "hi," and "hey" are examples of greetings and acknowledgements.

These are examples of exclamations: wow, oh, and yikes.

Fillers include uh, ah, and er; they are used to fill gaps in speech.

ASSIGNMENT

1. Sunrise occurs in the east.
2. John participated in basketball with his peers.
3. I like eating pizza every Friday.
4. She wrapped the present with care in colorful wrapping.
5. The film was very enjoyable.
6. The dog barked at the mailman loudly.
7. The instructor handed the pupils a challenging exam.
8. We had a lengthy stroll in the park.
9. He raced rapidly to catch the bus.
10. The garden's flowers are magnificent.

Find out part of speech in these sentences

Answers:

Sunrise occurs in the east.

- Sunrise: noun
- occurs: verb
- in preposition
- the: article
- east: noun

John participated in basketball with his peers.

- John: noun
- participated: verb
- in: preposition
- basketball: noun
- with: preposition
- his: possessive adjective
- peers: noun

I like eating pizza every Friday.

- I: pronoun
- like: verb
- eating: gerund
- pizza: noun
- every: adjective
- Friday: noun

She wrapped the present with care in colourful wrapping.

- She: pronoun
- wrapped: verb
- the: article
- present: noun
- with: preposition
- care: noun
- in: preposition
- colourful: adjective
- wrapping: noun

The film was very enjoyable.

- The: article
- film: noun
- was: verb
- very: adverb
- enjoyable: adjective

The dog barked at the mailman loudly.

- The: article
- dog: noun
- barked: verb
- at: preposition
- the: article

- mailman: noun
- loudly: adverb

The instructor handed the pupils a challenging exam.

- The: article
- instructor: noun
- handed: verb
- the: article
- pupils: noun
- a: article
- challenging: adjective
- exam: noun

We had a lengthy stroll in the park.

- We: pronoun
- had: verb
- a: article
- lengthy: adjective
- stroll: noun
- in: preposition
- the: article
- park: noun

He raced rapidly to catch the bus.

- He: pronoun
- raced: verb
- rapidly: adverb
- to: preposition
- catch: verb
- the: article
- bus: noun

The garden's flowers are magnificent.

- The: article
- garden's: possessive noun
- flowers: noun
- are: verb
- magnificent: adjective

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UNIT 5: WRITING SKILLS

CONTENTS

- ***Objectives***

- Academic Writing***

- Conversational skills***

- Presentational Skills***

- Public Speaking Skills***

- Assignment***

- Further Reading***

OBJECTIVE

After reading this, we will be able

- To write Academic papers
- To converse without hesitation
- To become a public speaker

Writing skill is the ability to express thoughts and ideas in writing in a clear, concise, and effective manner. There are essential purposes for writing skills such as academic, professional, and personal communication.

ACADEMIC WRITING:

Academic writing refers to the writing style used in academic and scholarly work. It is characterized by a formal tone, a clear and concise style, and a focus on using evidence to support arguments. Academic writing is used in a variety of contexts, including research papers, essays, dissertations, and academic articles.

There are several types of academic writing, including:

Research papers: Research papers are a type of academic writing that involves conducting original research and presenting findings in a structured format. They typically include an introduction, literature review, methodology, results, and discussion sections.

Dissertations: Dissertations are a type of academic writing that is typically completed as part of a doctoral program. They involve conducting original research and presenting the findings in a detailed, structured format.

Academic articles: Academic articles are a type of academic writing that is published in scholarly journals. They typically involve presenting original research or analysis on a particular topic, and are subject to a rigorous peer-review process.

Case studies: Case studies are a type of academic writing that involves presenting a detailed analysis of a particular case or situation. They can be used in a variety of fields, including business, law, and social sciences, and require a high level of detail and precision in presenting the facts of the case and analyzing the implications.

Literature reviews: Literature reviews are a type of academic writing that involves summarizing and analyzing existing research on a particular topic. \

They typically involve a comprehensive review of the literature on a particular topic, and require a high level of precision in analyzing and synthesizing the research.

ESSAY WRITING:

Essay writing is a written piece that tells a particular idea, opinion, or argument. It is a common form of academic writing that is used to assess the writer's understanding of a topic, critical thinking skills, and ability to articulate their thoughts clearly and coherently. There

are some essential components of essay writing and the steps involved in writing a well-structured essay.

Components of Essay Writing:

Introduction: The introduction is the first part of the essay, and it should grab the reader's attention by introducing the topic and providing some background information. The introduction should also include a thesis statement, which is the main idea or argument that the essay will explore.

Body: The body of the essay is where the writer develops their argument or idea. Each paragraph in the body should contain a topic sentence that relates to the thesis statement, supporting evidence, and a concluding sentence that ties the paragraph back to the main idea.

Conclusion: The conclusion is the final part of the essay, and it should summarize the main points of the essay and restate the thesis statement in a new way. The conclusion should also provide some final thoughts or insights on the topic.

Steps involved in Essay Writing:

Choose a Topic: The first step in essay writing is to choose a topic that is interesting and relevant. The writer should conduct some research to gather information and generate ideas.

Plan and Outline: The next step is to plan and outline the essay. This involves organizing the ideas and information into a logical structure and creating a rough outline of the essay.

Write the Introduction: The writer should start by writing the introduction, which should grab the reader's attention, provide background information, and include the thesis statement.

Write the Body: The writer should then write the body of the essay, which should develop the argument or idea with supporting evidence.

Write the Conclusion: Finally, the writer should write the conclusion, which should summarize the main points of the essay, restate the thesis statement in a new way, and provide some final thoughts or insights.

Revise and Edit: Once the essay is complete, the writer should revise and edit it for grammar, spelling, and punctuation errors. They should also check that the essay is well-structured and that the arguments and ideas are presented clearly and coherently.

CREATIVE WRITING

Creative writing is a form of writing that allows the writer to use their imagination and creativity to tell a story, express their emotions, or convey an idea. It is a medium that allows writer to break free from the constraints of formal writing and explore their thoughts and ideas more freely. However, there are still some rules and suggestions that can help writers create more effective and engaging creative writing pieces.

"Show, don't tell"

is a common rule in creative writing that emphasizes the importance of demonstrating emotions, actions, and events through descriptive language, sensory details, and action. Instead of simply telling the reader what is happening, show it to them through vivid imagery, dialogue, and other elements. For example, instead of saying "She was sad," show the reader how the character is sad by describing the tears streaming down her face, the quivering of her lip, or the slump of her shoulders.

Use descriptive language:

Descriptive language is crucial in creating a vivid and engaging image in the reader's mind. Use sensory details such as sight, sound, taste, touch, and smell to create a more immersive experience for the reader. For example, instead of saying "The room was dark," describe the darkness by saying "The room was shrouded in a blackness so thick, it felt like a tangible thing pressing against my skin."

Create interesting characters:

Characters are the driving force of any creative writing piece. To create interesting characters, give them depth, backstory, and unique characteristics. Avoid creating one-dimensional characters that are stereotypical or flat. Instead, develop your characters with complexities and contradictions that make them feel real and relatable.

Use dialogue effectively:

Dialogue is an effective tool in bringing your characters to life and creating tension and conflict. Use it to reveal character traits, advance the plot, and create emotional connections between characters. Be sure to make each character's voice distinct, so readers can

differentiate between them. Additionally, use dialogue tags, action beats, and body language to make the dialogue more dynamic and engaging.

Pay attention to structure:

The structure of your creative writing piece is important in keeping the reader engaged. Consider using a beginning, middle, and end structure or breaking your story into chapters or sections. Be sure to include an inciting incident, rising action, climax, falling action, and resolution to create a satisfying narrative arc. Experiment with different structures to find the one that works best for your story.

Revise and edit:

The revision and editing process is crucial to improving the quality of your creative writing piece. Take time to revise and edit your work to ensure it is polished and effective. This includes checking for grammar, spelling, and punctuation errors, as well as evaluating the clarity and consistency of your writing.

Experiment with different styles and forms:

Don't be afraid to experiment with different styles and forms of creative writing. Try writing in different genres, forms, and styles to explore your creativity and expand your skills. For example, if you typically write in the first person, try writing in the third person. Or if you usually write novels, try writing short stories or poetry. Experimenting with different styles and forms can help you find your voice as a writer and discover new ways to tell your stories.

OFFICIAL WRITING:

Official writing refers to any type of writing that is used in a formal or professional setting. It is characterized by a formal tone, attention to detail, and adherence to established conventions and rules. Official writing can take many different forms, depending on the context in which it is used. Some common types of official writing include:

Business letters: Business letters are a type of official writing used in a business context. They are typically used to communicate with clients, customers, or other businesses, and may cover a range of topics, including sales, orders, complaints, and inquiries.

Memos: Memos are a type of official writing used in a business or organizational context. They are typically used to communicate information within an organization, such as to announce a new policy or to provide updates on a project.

Reports: Reports are a type of official writing used to communicate the results of research or analysis. They may be used in a variety of contexts, including academic, business, and government settings. Reports should be well-organized, clearly written, and supported by evidence, and should adhere to established conventions for formatting and style.

Report writing often involves the steps:

Planning: Determine the purpose of the report, the target audience, and the scope of the report.

Research: Gather relevant information on the topic, including data, facts, and other supporting evidence.

Analysis: Evaluate the information and data collected to draw conclusions and make recommendations.

Organization: Structure the report in a logical and easy-to-follow format, using headings, subheadings, and bullet points as necessary.

Writing: Use clear, concise, and objective language to present the information in the report.

Reviewing and editing: Check for accuracy, consistency, and readability, and make revisions as necessary.

Reports may be used in a variety of contexts, such as business, government, education, and research.

They may also be written for internal or external audiences, such as employees, managers, clients, or stakeholders.

Resumes and Cover letters: Resumes and cover letters are a type of official writing used in a job application context. They are used to communicate an applicant's qualifications, skills, and experience to potential employers. Resumes should be well-organized and focused, and should highlight the applicant's most relevant experience and skills. Cover letters should be clear, concise, and tailored to the specific job application.

Rules for official writing:

Use a formal tone: Official writing should be written in a formal tone, using appropriate language and avoiding colloquialisms or slang.

Be clear and concise: Official writing should be clear and concise, with a focus on conveying information in a straightforward manner.

Use proper formatting: Official writing should follow established conventions for formatting and style, including the use of appropriate headings, margins, and fonts.

Use appropriate grammar and punctuation: Official writing should adhere to the rules of grammar and punctuation, with a focus on accuracy and precision.

Use evidence to support claims: Official writing should be supported by evidence, whether in the form of research data or other sources.

E-MAIL WRITING

Mail writing refers to the process of writing an email or electronic message to a person or organization.

Emails are a common form of communication in both personal and professional settings and require careful attention to detail in order to be effective. Here are some rules for writing a professional email:

Use a clear subject line: The subject line should clearly and concisely summarize the content of the email. It should be specific and relevant to the recipient.

Begin with a greeting: Start the email with a formal greeting, using the recipient's name if possible. Use appropriate titles such as Mr., Mrs., or Dr. if applicable.

Use a professional tone: Emails should be written in a professional tone, using appropriate language and avoiding slang or colloquialisms.

Be concise and to the point: Emails should be clear and concise, with a focus on conveying information in a straightforward manner. Avoid lengthy paragraphs or unnecessary details.

Use proper grammar and punctuation: Emails should adhere to the rules of grammar and punctuation, with a focus on accuracy and precision.

Use a clear structure: Organize the email with a clear introduction, body, and conclusion. Use headings or bullet points if appropriate to help break up the text.

End with a closing: End the email with a polite closing, such as "Sincerely," "Best regards," or "Thank you." Use an appropriate signature that includes your name and contact information.

Use an appropriate salutation: Use a salutation that is appropriate for the recipient, such as "Dear," "Hello," or "Good morning/afternoon/evening."

Proofread before sending: Review the email carefully for errors or typos before sending it. Make sure all the necessary information is included and the email is clear and easy to understand.

TECHNICAL WRITING: This type of writing involves writing technical manuals, reports, and other technical documents. Technical writing requires the ability to communicate technical information in a way that is easy to understand for non-technical readers.

PERSUASIVE WRITING: This type of writing involves writing essays, articles, and other documents to persuade readers to take a particular position on a topic.

Persuasive writing requires the ability to present arguments in a convincing manner, as well as the ability to anticipate and address counterarguments.

EDITING AND PROOFREADING: These skills involve reviewing and correcting written documents for grammar, punctuation, spelling, and other errors. Good editing and proofreading skills are essential for producing high-quality writing.

CONVERSATIONAL SKILLS

Conversation skills are essential in all aspects of our lives, whether it is at work, with friends, or in social settings. The ability to communicate effectively and build relationships through conversation is critical for success in personal and professional settings. Here are some of the conversation skills in detail:

Active Listening: Active listening means paying attention to the speaker, showing interest, and responding appropriately. This includes making eye contact, nodding your head, asking clarifying questions, and reflecting back on what you have heard. Active listening also involves being present in the moment and avoiding distractions such as phones or other devices.

Empathy: Empathy is the ability to understand and acknowledge the other person's feelings, thoughts, and perspectives. This includes being aware of their emotional state, acknowledging their point of view, and responding in a way that shows that you understand where they are coming from.

Clarity: Clarity means using clear and concise language, avoiding jargon, and expressing ideas in a logical and organized way. This includes using simple language, avoiding slang, and explaining complex concepts in a way that is easy to understand.

Nonverbal Communication: Nonverbal communication refers to the use of facial expressions, tone of voice, and body language to convey your message and show your interest in the conversation. This includes making eye contact, using appropriate facial expressions, using a confident and relaxed posture, and using appropriate gestures.

Flexibility: Flexibility means being able to adapt your communication style and content based on the situation and the person you are speaking with. This includes adjusting your tone, vocabulary, and content to suit the other person's communication style and level of understanding.

Open-mindedness: Open-mindedness means being open to new ideas, perspectives, and opinions, and avoiding judgment or criticism. This includes being respectful of other people's beliefs and values, listening to their ideas and opinions, and considering them with an open mind.

Conflict Resolution: Conflict resolution means being able to handle disagreements or misunderstandings in a constructive and respectful manner. This includes listening to the other person's point of view, expressing your own perspective clearly and respectfully, and working together to find a mutually agreeable solution.

Humor: Humor can be an effective tool for building rapport and making connections with others. Using appropriate humor can help to lighten the mood, build a sense of camaraderie, and make others feel more comfortable and at ease.

PRESENTATION SKILLS

Presentational skills refer to the ability to effectively communicate and deliver information to an audience, whether it be in a professional, academic, or personal setting.

tips on how to improve your presentational skills:

Prepare and practice: Prepare your presentation well in advance and practice delivering it several times. This will help you feel more comfortable and confident when it comes time to present.

Know your audience: Tailor your presentation to your audience, taking into account their knowledge, interests, and level of expertise. This will help ensure that your message is well-received and understood.

Use visual aids: Visual aids, such as slides or diagrams, can help illustrate your points and keep your audience engaged. Just be sure to keep them simple and easy to understand.

Speak clearly and confidently: Speak slowly and clearly, and use a confident tone of voice. This will help ensure that your audience can understand you and that you come across as knowledgeable and authoritative.

Engage with your audience: Engage with your audience by making eye contact, asking questions, and encouraging feedback. This will help keep them interested and involved in your presentation.

Be mindful of body language: Use positive body language, such as smiling and standing up straight, to help convey confidence and professionalism. Avoid fidgeting or slouching, which can make you appear nervous or unprepared.

Remember, developing strong presentational skills takes practice and patience. With time and effort, you can become a confident and effective communicator.

Define your objective: The first step is to define the objective of your presentation. Ask yourself what you want to achieve with this presentation and what message you want to convey to your audience.

Know your audience: Understand who your audience is and what they need to know. This will help you tailor your presentation to their interests, knowledge, and expectations.

Research your topic: Gather as much information as possible about your topic. This will help you create a more informative and engaging presentation.

Create an outline: Create an outline for your presentation, including an introduction, main points, and conclusion. This will help you organize your thoughts and ensure that your presentation flows smoothly.

Choose your visuals: Decide on the type of visuals you want to use, such as slides, images, or videos. Make sure they are relevant to your topic and help reinforce your message.

Write your script: Write a script for your presentation, including what you will say and how you will say it. Practice your script several times to become familiar with it.

Design your slides: Create visually appealing slides that complement your presentation. Use easy-to-read fonts, clear visuals, and consistent design elements.

Rehearse: Rehearse your presentation several times to become comfortable with your material and delivery.

Deliver your presentation: Deliver your presentation confidently and engagingly, using your script and visuals as a guide. Be sure to engage your audience by asking questions or encouraging feedback.

Follow up: After your presentation, follow up with your audience to answer any questions they may have or provide additional resources if necessary.

Example: A sales pitch presentation

Objective: To persuade potential customers to purchase a product or service.

Steps:

Define the benefits of the product or service

Research the target audience and understand their needs

Create an outline that highlights the benefits of the product or service

Use visuals to support the benefits, such as graphs, charts, or product images

Write a script that highlights the benefits and addresses potential objections

Rehearse the presentation to become comfortable with the material and delivery

Deliver the presentation confidently and engage the audience with questions or feedback.

PUBLIC SPEAKING

This is the act of delivering a speech or presentation to an audience in a live setting. It can take many forms, including speeches, presentations, lectures, and debates.

If you want to improve your public speaking skills, here are some tips:

Practice, practice, practice: The more you practice your speech or presentation, the more comfortable and confident you will become. Practice in front of a mirror or with friends and family to get feedback.

Know your audience: Understand who your audience is and what they need to know. This will help you tailor your speech or presentation to their interests, knowledge, and expectations.

Use visual aids. Using slides, pictures, or videos can help your message stick and keep your audience interested. Use them to illustrate your points and make your presentation more interesting.

Speak slowly and clearly. Speak slowly and clearly so that your audience can understand you. Enunciate your words and use pauses to emphasise key points.

Be confident: Project confidence in your body language, tone of voice, and demeanour. Stand up straight, make eye contact, and speak with authority.

Engage your audience. Engage your audience by asking questions or encouraging feedback. This will help keep them interested and involved in your presentation.

Manage your nerves by taking deep breaths, practising relaxation techniques, and visualising success.

Seek feedback. Seek feedback from your audience or peers to identify areas for improvement. Use this feedback to make adjustments for your next presentation.

ASSIGNMENT

- Write an email to your principal about conducting an event in the college.
- Write an essay on computers and their uses for Students and the Public.

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UNIT 6: GRANDMA MOSES – THE ARTIST OF HOPE (TEXT)

CONTENTS

- *Objectives*

Collocation

Grandma Moses – the Artist of Hope

Comprehension

Vocabulary

Composition

Phrases Peculiar to Everyday Conversation

Assignment

Further Reading

OBJECTIVES

After studying this unit, you will be able to:

- Explain how to pronounce specific words and what is collocation.
- Explain the meaning of specific words
- List specific phrases peculiar to everyday conversation

COLLOCATION

Collocation refers to the regular juxtaposition of a single word with another or more terms, with the two or more words appearing often together in a language. In other terms, collocation refers to the manner in which words tend to appear in phrases or sentences. Collocations can be viewed as permanent or semi-fixed combinations of words that are widespread in a given language or certain fields of knowledge, and which frequently convey a distinct meaning or connotation from the constituent words. "Make a decision," "take a chance," "heavy rain," and "strong coffee" are examples of popular collocations in English. Collocations can aid language learners in gaining a better grasp of natural language usage and context by enhancing their comprehension of natural language usage.

GRANDMA MOSES – THE ARTIST OF HOPE

Anna Mary Robertson Moses, popularly known by her nickname Grandma Moses, was born in Greenwich, New York, on September 7, 1860. She was an important practitioner of visual culture in New England. Her paintings were so endearing that they were made into many products like saleable greeting cards, tiles, and fabrics and marketed to sell cigarettes, lipstick and coffee. Her painting titled “Sugaring Off” was sold for US\$1.2 million! Although Moses appeared on magazine covers and television, her fame did not go to her head. She continued living a simple life.

Anna's paintings illustrate day-to-day farm activities such as preparing maple syrup, shearing and washing sheep, and making soap and butter. In most of her paintings, Moses presented these activities as genuinely creative acts in themselves. Her paintings also often have a three-dimensional quality that recalls her talents as a yarn embroiderer. All the things she made in her life were replete with wonderful artistry and originality. She opened up a simple, innocent, and authentic window onto American countryside activities. According to The New York Times, "the simple realism, nostalgic atmosphere and luminous color with which Grandma Moses portrayed simple farm life and rural countryside won her a wide following. She was able to capture the excitement of winter's first snow, Thanksgiving preparations, and the new, young green of oncoming spring. In person, Grandma Moses charmed wherever she went. A tiny, lively woman with mischievous gray eyes and a quick wit, she could be sharp-tongued with a sycophant and stern with an errant grandchild."

When one looks at Moses' paintings, one finds it hard to believe that she had no formal training as a painter. Solitude, hope and positivity was her mentors. She was an exceptionally imaginative artist who loved working in isolation; and in her solitude, she focused on joy, nostalgia, and the things that make everyday life beautiful.

It is also hard to believe that Moses began painting in earnest at the age of 78. She is a perfect example of an individual who successfully began a career in the arts at an advanced age.

Interestingly, her first long foray into art wasn't made with paint but with worsted yarn. Not long after her husband's death, she went to Bennington to care for her daughter Anna who was terminally ill with tuberculosis. Anna had seen an embroidered picture somewhere and she asked her mother to make one like it.

She made a picture and everybody liked it. When people admired her embroidery, she made more. But her hands were so stiff with arthritis that she found it difficult to hold the needle and yarn. She was 76 years old. One day her sister Celestia suggested that she tried painting instead. So, she did. She painted for pleasure to keep busy and pass the time away. Soon, she had more pictures than she knew what to do with. So, she took a few to the local country fair along with her canned fruits and jellies, which she was accustomed to exhibiting.

Carolyn Thomas, the widow of the druggist in the neighbouring village of Hoosick Falls, New York, wanted to help local homemakers by giving them an outlet to sell things that they had made. Moses left her paintings at the drugstore so that more people could see them.

Moses' paintings languished in the drugstore window for quite some time gathering dust until one day during the Easter holiday of 1938, a New York art collector named Louis Caldor chanced on Hoosick Falls. On his travels, Caldor liked to pick up local arts and crafts. He saw Mosses' paintings in the drugstore window and asked to see more and ended up buying the whole lot. He also got Moses' address from the druggist and went to see her in person. Moses was astounded when Caldor offered to buy everything, she had on hand. Later, Caldor sent her paints and brushes and encouraged her in the pursuit of her hobby.

Caldor began visiting New York galleries with Moses' work. In October of 1939 luck was on his side: Three of these paintings were exhibited at the "Contemporary Unknown Painters" show at New York's Museum of Modern Art, and Moses' first one-woman show was held in New York City in 1940. Her second one-woman show, which was also held in New York City, came two years later. By 1943 there was a huge demand for her paintings. Moses was a

celebrity! She continued to paint well into her 101st year. When she died in 1961, critics everywhere eulogised her as a unique artistic phenomenon.

What made Moses a great artist was her zest for life and her knack for making something out of nothing. Besides, she never failed to show endurance in the face of pain and, above all, she never turned to despair. Even in her old age, she was full of hope for the future. "The Rainbow", which is generally considered her last finished picture, is a celebration of life. It serves as a befitting farewell message for an artist whose central theme is hope. According to a collector of the artist's work, a physician, who happens to specialize in geriatrics, "at the age of 101 and all she had endured, Grandma Moses was still painting rainbows."

1 Listen to the recording and mark the pronunciation and intonation. After listening to the recording, read the text aloud and record your narration. Spot the words you have mispronounced and learn how to pronounce them correctly.

2 Write a summary of the write-up on Grandma Moses.

COMPREHENSION - INTENSIVE QUESTIONING: YES-NO QUESTIONS

a) Was Grandma Moses a painter? Yes, she was

b) Was Moses born in 1860? _____

c) Did Moses die in 1960? _____

d) Can we regard Moses as an "Artist of Hope"?

e) Was "Sugaring Off" sold for US \$1.7 million?

f) Did Moses live a simple life?

g) Did Moses' paintings illustrate day-to-day farm activities? _____

h) Did Moses' paintings often have a three-dimensional quality? _____

i) Was Moses a yarn embroiderer as well?

j) Moses did not care for originality. Is it true?

k) Did Moses have a formal training as a painter?

l) Did Moses love working in isolation?

m) Moses focused on joy and nostalgia. Is it true?

n) Did Moses begin painting in earnest at the age of 70?

o) Moses had arthritis when she was old. Is it true?

p) Did Moses leave her paintings at a drugstore?

q) Mosses' paintings did not languish in the drugstore window. Is it true? _____

r) Did Caldor like to pick up local arts and crafts?

s) Caldor did not send Moses paints and brushes. Is it true?

t) By 1940 there was a huge demand for her paintings. Is it true? _____

u) Did Moses continue to paint well into her 101st year?

v) "The Rainbow" is a celebration of life. Is it true?

VOCABULARY

Look up the words given in the box in the dictionary.

Make sentences using the words given in the box.

worsted, will (noun), cremation, obituary,

contemporary, geriatrics, nostalgia,

obsolescence, sycophant

COMPOSITION

a) Write a paragraph on the topic "Celebration of Life."

b) Write a paragraph on the topic "Rainbow."

PHRASES PECULIAR TO EVERYDAY CONVERSATION

a) Make sentences using the idioms given below:

1. get on in years

2. knee-high to a grasshopper

3. (be) over the hill

4. (live to a) ripe old age

5. put years on someone

b) Make sentences using the phrasal verbs given below:

1. be/get bogged down (in something)

2. bolster something/somebody up

3. botch something up

4. bounce back (from something)

5. chanced on

c) Make sentences using the collocations given below:

1. early ages

2. live to

3. between the ages

4. the age of consent

5. a different age

ASSIGNMENT

1. List the collocations that have to do with hope, success,

passion and satisfaction.

2. List the phrasal verbs that have to do with work.

3. List the idioms that have to do with work.

Collocations help us in communicating more effectively and sounding more like native speakers. Decide which word is missing from each collocation.

1. Ravi will graduate ____ college within the next

three years.

A. from B. in C. by D. for

2. Before beginning his research career, my uncle went to college and graduated _____ a degree in biology.

A. with B. in C. for D. to

3. Prices dropped sharply in Japan when the real estate bubble _____.

A. burst B. hit C. Rose D. flew away

4. Mohan decided to minor _____ American literature.

A. into B. for C. at D. in

5. I asked Jyotsana if I was being considered for the position, but I couldn't get an _____ answer out of her.

A. straight B. open C. hidden D.

wrong

6. Ravi arrived at exactly 12 P.M., _____ on time.

A. correct B. exactly C. right D.

punctual

7. Mohan and Ravi couldn't finish because they _____ time.

A. ran out of B. short on time C. hated
D. liked wasting

8. Susan and Ravi are really busy. They work

- _____ dusk.
 A. until B. evening and C. from dawn
 till D. morning and
 9. Ravi is planning to _____ a holiday in
 December or January.

A. try B. buy C. have D.
 open

10. Paris is a _____ destination for art love
 A. silly B. popular C. wicked D.
 windy

Answer key: 1A, 2A, 3A, 4D, 5A, 6C, 7A, 8C, 9C,

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UNIT 7: TAGORE – A MULTITALENTED ARTIST

CONTENTS

- *Objectives*

Tagore – A Multitalented Artist

Comprehension

Vocabulary

Composition

Phrases Peculiar to Everyday Conversation

Assignment

Further Reading

OBJECTIVES

After studying this unit, you will be able to:

- Explain how to pronounce specific words
- Explain the meaning of specific words
- List phrases peculiar to everyday conversation

TAGORE – A MULTITALENTED ARTIST

In today's world of specialization, it is vital to remember those geniuses who have been masters in many fields—the great talents not limited to one form of artistic expression. Michelangelo was a painter, sculptor, architect, poet, and engineer. Goethe, one of the greatest men of letters, was also an accomplished horseman, swimmer and skater. He loved to dance and act and was an amateur cellist. There was no discipline or activity alien to him, from archaeology to zoology. His works span the fields of poetry, drama, literature, theology, philosophy, humanism and science. Leonardo da Vinci was a polymath, scientist, mathematician, engineer, inventor, anatomist, painter, sculptor, architect, botanist, musician and writer. Salvador Dalí, whose expansive artistic repertoire includes film, sculpture and photography, was not only a great painter, but also a skilled draftsman and an interesting writer. Pablo Picasso was a painter, draughtsman and sculptor.

India has also produced quite a few multitalented geniuses. Talents like Satyajit Ray and Rabindranath Tagore can never be forgotten. Ray was an excellent filmmaker, a fiction writer, publisher, illustrator, graphic designer and film critic. Tagore, a man with a multidimensional personality, was an outstanding poet, painter, prose-writer, composer and politician. These creative men had so much to give to the world.

Imagine a man bed-ridden due to sickness and yet writing fine pieces of prose and poetry. That is exactly what Tagore did in the last few months of his life. His pen remained active till the very end. Four new volumes were published in his last days, which included three of poems entitled Navajatak (The New-born), Sanai (The Flute) and Rogasajay (From Sick-bed) and one of prose entitled Chhelebela (Boyhood Days). Tagore was a prolific genius. He wrote about fifty plays, a hundred books of verse, many of which he set to music, and forty volumes of novels, short stories and essays. Later, he painted portraits with warm, sweeping brushstrokes.

What was the secret of Tagore's creativity? Where did this "Creative vitality" spring from? D.T. Suzuki's interpretation of Zen may help us in finding answers to these questions. From this interpretation we learn that Nature is spontaneous and creative, and that man being a part of Nature, acts best when he acts with freedom.

Tagore valued spontaneity and treasured "freedom from constraining patterns." As we know, Tagore stopped going to school altogether at the age of thirteen. No amount of family

pressure could make him face the eternal grind of the school mill, which he described as a “combination of hospital and jail.” But Tagore did not play footsie with life. Writes Krishna Kriplani: “But though he played truant from school, he did not idle away his time. He was a born devotee of Saraswati, the goddess of learning and the arts, but he refused to be led to her altar by any priest. He must woo her in his own fashion. Like a wild horse he would not be yoked; he must graze at will in what pasture he liked.”

Rinzai (Lin-Chu), a prominent master during the T'ang dynasty (618-905) in China and high priest of the Zen movement, stresses in his sayings that only faith in your Self leads to true understanding. When faith is lacking, you find yourself hurried by others and unable to be your master. To be one's own master, whether walking or standing or standing still, is all that matters. God created the world out of his free will... He was his own master, and each of us has something of this in him, ‘the same in essence as the divine will.’ Tagore is a rare example of a man who has "mastered true understanding." His talents extended far beyond those of the poet, novelist, and artist. His life's work was art. All of his poetry was a representation of his true self. Both his personal and professional lives were spotless and exemplary.

For him, writing was more of a leap of faith than a grammatical trick. His manner was an expression of who he was. Instead of writing for money or fame, he did it because he felt blessed by God to have such a unique talent. divine, and its purpose is to benefit humanity.

Written by Rajesh Williams, Assistant Professor, Shoolini University.

- Listen to the recording and mark the pronunciation and intonation. After listening to the recording, read the text aloud and record your narration. Spot the words you have mispronounced and learn how to pronounce them correctly.
- Write a summary of the write-up on Tagore.
- Comprehension - Intensive Questioning: Yes-No

QUESTIONS

- a) Is Goethe regarded as one of the best writers of all time? In a word, yes.
-

b) Was Salvador Dalí a great painter?

c) Pablo Picasso was not only a painter, but also a sculptor.

Is it true? _____

d) Was Satyajit Ray an excellent filmmaker?

e) Tagore was not an outstanding poet and cook. Is it true?

f) Tagore did not write fine pieces of prose and poetry. Is it true? _____

g) Is it true that when given the opportunity, man performs at his best?

h) Was Tagore referring to the labour and discipline required in the school mill when he used such phrase?

i) Play footsie means to not to flirt. Is it true?

j) Was writing for Tagore an act of belief?

k) Is it true that Tagore wrote fine pieces of prose and poetry even when he was bed-ridden?

l) Did Tagore value spontaneity?

m) When Tagore was ten years old, did he decide to stop attending school altogether? _____

n) Did Tagore play truant from school?

o) Was Tagore a born devotee of Saraswati?

p) Did Tagore graze at will in the pastures he liked?

q) Can you merely have faith in yourself and arrive at the truth?

r) Tagore's verses are not a reflection of his inner self. Is it true? _____

s) Can it be confirmed that Tagore's private life was just as virtuous and blameless as his writings? _____

t) Is it true that writing for Tagore was a trick of grammar?

u) Is it true that Tagore wrote out of joy?

v) Tagore did not regard his genius as a gift from the divine. Is it true? _____

VOCABULARY

Look up the words given in the box in the dictionary. Make sentences using the words given in the box.

truant, spontaneity, grind, pasture,
homiletics, artmobile, distemper, arty,
fresco, paleoart, miniaturist, decoupage,
kitsch, hyperrealism, montage, hieroglyph,
latex, dauber, origami, tempera

COMPOSITION

Write essays on the following topics:

1. Which is more important – hard work or talent?
2. Creativity is not enough in the modern world

PHRASES PECULIAR TO EVERYDAY CONVERSATION

d) Make sentences using the idioms given below:

1. break new ground
2. your own lights
3. end in itself
4. lose yourself
5. road less travelled

e) Make sentences using the phrasal verbs given below:

1. head out
2. split up
3. thin out
4. open up
5. freeze up

f) Make sentences using the collocations given below:

1. get a rave review
2. a good cast
3. to publish a book
4. an exhibition by Ravi Verma
5. give a fantastic performance

ASSIGNMENT

Find the correct definition for each idiom by writing the corresponding letter of the definition on the line provided.

1. _____ come over a. to admit
2. _____ come upon b. you receive it
3. _____ come within sight c. to meet someone to find something by chance
4. _____ come out of d. to visit you at your house
5. _____ come to power e. to think of an idea, plan, solution, or answer
7. _____ come up with f. to be close enough to something to see it
8. _____ come through g. not to develop into something successful
9. _____ come up against h. to stop being in a particular situation or state
10. _____ be composed of I. to officially give a title or honor to someone
11. _____ confer upon j. to be faced with a problem or a difficult situation
12. _____ confess to k. to officially start to rule a country
13. _____ come to nothing l. to be made of a particular substance or substances

Answer key: 1d, 2c, 3f, 4h, 5k, 6e, 7b, 8j, 9l, 10i, 11a,

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UNIT 8: MUSIC MAKES US BETTER PEOPLE

CONTENTS

- ***Objectives***

Music Makes Us Better People

Comprehension

Vocabulary

Composition

Phrases Peculiar to Everyday Conversation

Assignment

Further Reading

OBJECTIVES

After studying this unit, you will be able to:

- Explain how to pronounce specific words
- Explain the meaning of specific words
- List specific phrases peculiar to everyday conversation

MUSIC MAKES US BETTER PEOPLE

Academic curricula must include quality music education, even though most of the students do not become musicians. Music must become an integral part of the learning experience, and fundings for music education should be raised at all costs and never be cut. There is nothing more important than understanding how valuable the arts are – those human practices of creative expression, storytelling, and cultural participation.

If you want to understand the importance of music, look at all those public figures – people who are recognizable in your community. You will realise that most of them had a music education when they were young but chose not to go into it. Most of the public figures in America received quality music education when they were growing up. Music was an integral part of how they grew up.

Let us consider a few examples. Condoleezza Rice, an American diplomat, political scientist, civil servant, and professor and the current director of the Hoover Institution at Stanford University, began piano classes at the age of fifteen. Her name, Condoleezza, derives from the music-related term con dolcezza, which in Italian means, "with sweetness". Rice began to learn French, music, figure skating, and ballet at the age of three. Alan Greenspan, who served five terms as the 13th chair of the Federal Reserve in the United States from 1987 to 2006, played clarinet and saxophone along with Stan Getz – the famous American jazz saxophonist. He further studied clarinet at the Juilliard School from 1943 to 1944.

Bill Clinton, the 42nd president of the United States, was an active student leader, avid reader, and musician when he was a schoolboy. He was in the school chorus and played the tenor saxophone, winning the first chair in the state band's saxophone section. He even considered dedicating his life to music. Woody Allen, the famous American film director, writer, actor, comedian, and musician, whose career spans more than six decades and multiple Academy Award-winning films began playing the clarinet as a child and took his stage name from clarinetist Woody Herman.

Why are music and the arts so important to us? The arts and music is necessary for an all-around existence. Music reaches us on a primal level. It inspires us; it makes us better people; it makes us appreciate what the world is. It has an extraordinary capacity to evoke memories; it has an extraordinary power to stimulate our emotions. One feels so much better and energetic and energised when one sings a song or plays in a band. You get a rewarding or

addictive response. When you hear the music that you like, you want to move. You want to maybe get up and dance or tap your feet or fingers. Music also affects us at the biological level. Internally, it can affect blood pressure, heart rate, and hormones; externally, it can give us goosebumps or spine-tingling chills, or it can drive us to tears. What kind of music should students listen to? It is not necessary to have what we call classical education. Young students do not need it necessarily. However, they should be exposed to what is happening in the music world in total – whether it is Beyoncé or Beethoven, Willie Nelson, or Mozart. There are only two kinds of music: good music and other music.

Music is also an effective therapy that can be used within the medical community. But it is perhaps in the field of education that the power of music is most important. A growing body of research suggests that at least some musical education has a positive impact on the social and cognitive development of children.

These effects are long-lasting – better hearing, better motor skills, improved memory, better verbal and literacy skills, better skills in mathematics, etc. Learning music makes the student a faster and better academic learner. Neuroscientists have confirmed that when one does academic tasks like reading, mathematics, science, or history, one has a specific area of one's brain that lights up. But when one learns music, multiple areas of the brain light up at the same time, which means that one's brain is replicating the equivalent of an intensive and comprehensive gym workout – a fact that neuroscientists have confirmed with the help of fMRI and PET scans. Learning music engages the visual, auditory, and motor parts of the brain simultaneously, resulting in the overall strengthening of the brain, which allows the learner to excel in many other academic activities. Learning music combines the power of one's left brain's mathematical and linguistic capabilities with the right brain's creative and emotional capabilities. It, therefore, develops the left and the right brain at the same time making the student an overall stronger and more creative learner. It has been proved that learning music helps students create, store, and retrieve memories really efficiently leaving them doing far better academically. Perhaps this is why musicians are known to solve problems more effectively and creatively in both academic and social settings.

Yet music is disappearing from academic curricula in most parts of the world. We need to push hard enough to get music and the arts into as many academic institutions as possible. The adults who went on to successful careers must inspire others to get to academic systems

to ensure that every student receives quality musical education. It will make the world better; it will make all of us better.

Written by Rajesh William, Assistant Professor, Shoolini University.

- Listen to the recording and mark the pronunciation and intonation. After listening to the recording, read the text aloud and record your narration. Spot the words you have mispronounced and learn how to pronounce them correctly.
- Write a summary of the write-up titled “Music Makes Us Better People.”

COMPREHENSION – INTENSIVE QUESTIONING: YES-NO QUESTIONS

w) Music must become an integral part of the learning

experience. _____

x) Fundings for music education should be raised at all

costs and never be cut? _____

y) Most public figures had music education when

they were young. Is it true? _____

z) Is it true that most of the public figures in America did

not receive quality music education when they were

growing up? _____

aa) Condoleezza Rice began piano classes at the age of

twenty. Is it true? _____

bb) Did Alan Greenspan play clarinet and saxophone along

with Stan Getz? _____

cc) Bill Clinton was an active student leader, avid reader,

and musician when he was a schoolboy. Is it true?

dd) Is it true that Woody Allen began playing the clarinet as
a teenager? _____

ee) Woody Allen did not take his stage name from
clarinettist Woody Herman. Is it true? _____

ff) Music and the arts are not so important to us. Is it true?

gg) Is it true that the arts and music are necessary for an
all-around existence? _____

hh) Does music reach us on a primal level?

ii) Does music inspire us and make us better people?

jj) Is it true that music does not affect us at the biological
level? _____

kk) There are only two kinds of music: good music and bad
music. Is it true? _____

ll) Is it true that music is an effective therapy?

mm) Musical education does not have a positive impact on
the social and cognitive development of children. Is it true?

nn) Is it true that learning music makes the student a faster

and better academic learner?

oo) When one learns music, multiple areas of the brain do not light up at the same time. Is it true?

pp) Is it true that music is disappearing from academic curricula in most parts of the world? _____

qq) Can music make the world better?

rr) Is it true that learning music does not engage the visual, auditory, and motor parts of the brain simultaneously?

VOCABULARY

Look up the words given in the box in the dictionary. Make sentences using the words given in the box.

vibration, ultrasound, fathom, quaver,
chirrup, susurration, cacophony, tootle,
jangle, strum, vibrato, skirl, gurgle, decibel,
acoustics, twang

COMPOSITION

Write essays on the following topics:

3. Music Can Make the World Better
4. Music in Films

PHRASES PECULIAR TO EVERYDAY CONVERSATION

g) Make sentences using the idioms given below:

1. to make the world go round
2. as fit as a fiddle
3. sound like a broken record
4. blow your own trumpet
5. face the music

h) Make sentences using the phrasal verbs given below:

1. clown about
2. play along
3. act out
4. act up
5. play up

i) Make sentences using the collocations given below:

1. set to music
2. write music
3. hear music
4. record music
5. music drifted up

ASSIGNMENT

- a) What are idioms? Why are they important?
- b) List the idioms that have to do with art.

Match the idiom to its definition by writing the letter of the definition on the line next to the idiom number.

1. _____ before long a. to have a

fever

2. _____ on the mend b. to verify

3. _____ from head-to-toe c. to become

ill with a cold

4. _____ check-up d. to rest

5. _____ to run a temperature e. feeling

better

6. _____ to catch cold f. to

become sick with

7. _____ to take care of g. shortly

8. _____ out of sorts h. the

complete body

9. _____ under the weather i.

examination

10. _____ to take it easy j. to attend

to

11. _____ to come down with k. unhappy

12. _____ to make sure l. feeling

ill

Answer key: 1g, 2e, 3h, 4i, 5a, 6c, 7j, 8k or l, 9l or k,

FURTHER READING

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UNIT 9: INDIAN FILMS— STRENGTHENING CULTURAL TIES BETWEEN JAPAN AND INDIA

CONTENTS

▪ *Objectives*

Indian Films— Strengthening Cultural Ties between Japan and India

Comprehension

Vocabulary

Composition

Phrases Peculiar to Everyday Conversation

Assignment

Further Reading

OBJECTIVES

After studying this unit, you will be able to:

- Explain how to pronounce specific words
- Explain the meaning of specific words
- List specific phrases peculiar to everyday conversation

INDIAN FILMS— STRENGTHENING CULTURAL TIES BETWEEN JAPAN AND INDIA

The cultural relations between Japan and India have been enhanced in recent decades by Indian cinema. It is increasingly usual for young Japanese women to study abroad in India.

Indian film musical choreography. Young ladies, in particular, are drawn to Indian films for their frequent use of elaborate dance sequences, which are a staple of most Bollywood films.

Some young women have gone on to make careers out of dancing after taking up Bollywood as a hobby.

In Japan, young women have been especially impressed by Indian performers, and many of them believe that they can return to the stage as dancers after only a few days of training. Those who witness their successes are motivated to pursue education of their own.

Indian youth find the Japanese cultural perspective fascinating.

Many teenagers and young people in Nagaland, India, are fascinated by Japan and its culture. Recently,

Hemant Gaba, a filmmaker, recently debuted a film titled Japan in Nagaland. This documentary focuses on Nagaland's fixation on Japan via the lens of a cosfest (a cosplay event) in Kohima. Hemant's documentary provides an insight into the Japanese culture that is highly regarded in Nagaland. The documentary follows the members of the Facebook group Nagaland Anime Junkies, all of whom are dedicated fans of Japanese animation, or anime. Kohima hosted the second annual anime-themed cosfest before the film was ever made. In Kohima, a large number of young people dressed as their favorite anime characters. Two sisters from Itanagar, Arunachal Pradesh, make an appearance in the documentary as Sasha Braus and Hange Zoe, two of the main characters from the Attack on Titan anime.

Interestingly, a man from India was inspired by the Japanese social and cultural outlook to create a film in the Japanese language. The 2018 production of Bad Poetry by Anshul Chauhan did well in Japan's capital.

After its initial run in Tokyo, the picture was transferred to Yokohama, where it played for a week with English subtitles. Anshul, born in India and now based in Japan, received numerous accolades for his first feature film.

Best Actress at the Osaka Asian Film Festival went to Anshul's brilliant leading lady, Shuna Iijima.

The Japanese Wife (2010) is another film having ties to Japan. This film is a romance drama set in India and Japan and directed by Bengali director Aparna Sen. Rahul Bose, Raima Sen, Moushumi Chatterjee, and Chigusa Takaku (from Japan) star. The movie is trilingual, with Japanese and Bengali subtitles. The protagonist, Rahul Bose, is a young Bengali rural schoolteacher who meets and falls in love with Chigusa Takaku, a Japanese pen pal, through their correspondence. He never has the chance to see her in person, yet he never stops being loyal to her. Many Indian film critics gave the film favorable reviews. Actor Chigusa Takaku has made several appearances in Japanese films and television shows.

Originally released in India under the title Mukti Bhawan, Hotel Salvation (2016) was written and directed by Sanjay Bhutiani and produced by his brother, Shubhashish Bhutiani. The film is a comedy/drama about a man who quits his job to travel with his father to Varanasi, India's ancient religious capital. Foreign markets, and Japan in particular, have responded positively to the film's release. This is the second Indian film in recent years, after Ganges Ni Kaeru, to find success in Japan, a country that has not been a typical market for Indian films.

In the middle of the 1950s, thanks to the artistic relationship of two great Japanese and Indian filmmakers, a film connection was developed between the two countries. Directors Satyajit Ray and Akira Kurosawa. Satyajit Ray was a huge fan of Japanese cinema, particularly that of his contemporary and close friend Akira Kurosawa. Kurosawa, too, was a big admirer of the Bengali director.

The First Time Bollywood Met the Japanese Love In Tokyo (1966) is the earliest example of a Bollywood film with a Japanese link. Pramod Chakravorty both directed and produced this romantic comedy. The picture did very well at the box office. Tokyo, Ueno, Ginza, the Tokyo Tower, the Tokyo International Airport, and Hiroshima were only few of the many locales used.

Sayonara is the name of the song. Sayonara did quite well in that country. Many Indians first heard the Japanese parting term sayonara in this song. This tune is still played at restaurants and social gatherings across the country. The majority of the film's soundtrack was also extremely popular.

Another Bollywood film with ties to Japan was released a year after Love in Tokyo was, and it was called Aman. Mohan Kumar helms the anti-war film Aman, set in India. This movie mostly took place in Japan.

Indian films are becoming increasingly popular in Japan. The popularity of Indian cinema has grown in several Japanese cities. The film industry in is growing steadily, although Indian filmmakers are finding a safe haven in Japan. Hollywood movies, and to a lesser extent those from China and Korea, no longer enjoy a monopoly on box office success. The Indian film industry is booming, and that includes the South Indian film market's regional offerings. The popularity of Indian mainstream films in Japan has increased dramatically in recent years, especially in 2018 and 2019.

Some Japanese advertisers are interested in Bollywood as well, hoping to cash in on its rising popularity. Promotional curry flavored rice crackers and other items featuring the likenesses of male and female Indian superstars are commonplace. In addition, Indian cinema and dance-themed cartoons and images are frequently used to embellish the packaging of spicy foods.

Conclusion

Japan and India have had solid ties for many years. The shared practice of Buddhism is a major cultural link between the two nations. The 1990s saw the beginning of a revival of ties between Tokyo and New Delhi. After the Cold War, New Delhi's economic liberalization measures made India an attractive market for Japanese goods. The two countries have begun to view each other as prospective strategic partners due to China's rise to power.

Since the mid-1950s, when film production between Japan and India began, the cultural exchange between the two countries has flourished. This alliance has the potential to increase as people in both countries gain a deeper understanding of one another through the medium of film.

India and Japan share many commonalities with regards to their cultural and social philosophies. The Japanese audience really like Indian films that are over the top. Both Indian filmmakers and Japanese moviegoers find inspiration in Japan's cultural traditions and aesthetics, and vice versa. In the not-too-distant future, a film produced jointly by India and Japan could attract a larger audience in both countries.

Excerpts from an article written by Rajesh Williams, Assistant Professor, Shoolini University.

- Listen to the recording and mark the pronunciation and intonation. After listening to the recording, read the text aloud and record your narration. Spot the words you have mispronounced and learn how to pronounce them correctly.
- Write a summary of the write-up titled “Indian Films— Strengthening Cultural Ties between Japan and India.”
- Comprehension – Intensive Questioning: Yes-No

QUESTIONS

a) Have the relations between Japan and India been

traditionally strong? Yes, they have _____

b) Do people in Japan find the excitement and action in

Indian films appealing? _____

c) Young Japanese ladies frequently visit India in search

of Bollywood dance instruction. Would that really be the case?

d) Do dance scenes draw many young Japanese women

towards Indian films? _____

e) Is it true that Japanese culture is quite popular in

Nagaland? _____

f) Bad Poetry Tokyo (2018) had a good run in Tokyo. Is it

true? _____

g) Is it true that Shuna Iijima is a Japanese actress?

h) Did Ravi Shankar direct the film The Japanese Wife

(2010)? _____

i) Is it true that Hotel Salvation (2016) has done well at the

Japanese box office? _____

j) The mid-1960s marked the beginning of Japanese and

Indian collaboration in the film industry. Have you verified this?

k) Do we really believe that Satyajit Ray did not enjoy Japanese cinema?

l) Was Kurosawa a huge fan of the Bengali director

Satyajit Ray? _____

m) Love in Tokyo (1966) is the second film from Bollywood

having a Japanese link. Have you verified this?

n) Is it true that Sayonara Sayonara was an immensely popular

song in Indonesia?

o) Does the Bollywood film Aman have a connection with

China? _____

p) Is it true that Indian filmmakers are finding refuge in the

Japanese cinema market? _____

q) Did the popularity of Indian mainstream films in Japan

rise phenomenally during 2018-2019?

r) Is it true that several African ad directors find Bollywood to be a source of inspiration?

s) The practice of Buddhism is a shared cultural heritage that links India and Australia. Would that really be the case?

t) Are India and Japan now more open to working together as a result of China's rise?

u) Do India and Japan have comparable cultural and social worldviews?

VOCABULARY

burlesque, showdown, multiplex,
cinematography, premiere, moviegoer,
cinematic, auditorium, filmography, zombie,
melodrama, impresario, animated,
acclaimed

COMPOSITION

Write essays on the following topics:

1. Watching Movies in Cinemas and in Theatres
2. The Impact of Films on Society

PHRASES PECULIAR TO EVERYDAY CONVERSATION

j) Make sentences using the idioms given below:

6. to make a clown of yourself

7. to be in the limelight

8. museum piece

9. a dog and pony show

10. to run the show

k) Make sentences using the phrasal verbs given below:

6. clown about

7. play along

8. play up

9. act up

10. act out

l) Make sentences using the collocations given below:

6. a big-budget movie

7. a smash-hit movie

8. an in-flight movie

9. a successful movie

10. a gangster movie

ASSIGNMENT

a) List the idioms that have to do with English movies.

b) List the phrasal verbs that have to do with the word

‘Look.’

c) List the collocations that have to do with words such

as ‘resolve’, ‘motivation’, ‘implement’, and ‘focus’.

- One-word substitutions make communication of the English language is much more concise and lucid. Find one-word substitutes for the following phrases:

1. to accustom oneself
2. words uttered impiously and contemptuously against God
3. the use of many words to express an idea that might be expressed by a few
4. one who is well-versed in any subject; a critical judge of any art
5. to violate the sacred character of anything
6. extreme old age when a person behaves in a childish and foolish manner
7. a disease that is peculiar to a locality or a class of persons
8. capable of being done
9. a noisy and bombastic speech addressed to a large assembly
10. that which is incapable of error or fault
11. that which cannot be imitated
12. incapable of feeling tired or exhausted
13. that is out of place (a remark, etc.)
14. one who travels from place to place

15. that which cannot be overcome

16. talk too much

Vocabulary

acclimatize, loquacious, blasphemy,

circumlocution, indefatigable, desecrate,

endemic, feasible, harangue, dotage,

infallible, inimitable, indefatigable, inept,

itinerant, insuperable, connoisseur

Answer key: 1 acclimatize, 2 blasphemy, 3 circumlocutions, 4

connoisseur, 5 desecrate, 6 dotages, 7 endemics, 8 feasible, 9

harangue, 10 infallible, 11 inimitable, 12 indefatigable, 13 inept,

14 itinerant, 15 insuperable, 16 loquacious

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UNIT 10: LOOK FOR THE STAR IN YOUR LIFE

CONTENTS

▪ *Objectives*

Look for the Star in Your Life

Comprehension

Vocabulary

Composition

Phrases Peculiar to Everyday Conversation

Assignment

Further Reading

OBJECTIVES

After studying this unit, you will be able to:

- Explain how to pronounce specific words
- Explain the meaning of specific words
- List specific phrases peculiar to everyday conversation

LOOK FOR THE STAR IN YOUR LIFE

"Oh, would that Christmas last the whole year through, as it ought. Would that the spirit of Christmas could live within our hearts every day of the year." – Charles Dickens

Delhi and the surrounding National Capital Region's shopping malls and centers don a glisteningly prosperous look during the holiday season, with most stores decked up in colorful lights, Christmas trees, Santa Claus cutouts, tinsel, glossy glass balls, and other seasonal decorations. As is the case with most large-scale celebrations, this revamped area has seen an increase in foot traffic, commerce is booming, and everyone seems to be in a good mood.

Christmas is no longer just a Christian holiday; the general upbeat mood in the retail sector attests to that. Many people visit these retail centers on Christmas Eve and Christmas Day to indulge in their favorite Christmas traditions, such as eating, drinking, splurging, or just window shopping. Joyous tunes and the gentle chatter of revelers fill the air. The holiday season has returned!

After the excitement of the New Year has died down, most people return to their regular routines, remembering only dimly the good times they had with friends and family. This year, Christmas will be like any other day on the calendar.

Few people take time to reflect on the genuine meaning of Christmas either after the holiday season has ended or even during all the celebrations. It is commonly held that December 25th marks the celebration of Christmas, the festival honoring the birth of Jesus Christ; that many people attend church on that day; that many people take time off from work or school; that businesses see a surge in sales during the week leading up to Christmas; and that people exchange gifts, eat festive foods, decorate their homes with lights and ornaments, and spend time with their loved ones. The question remains, though, what constitutes the true Christmas spirit.

In one of his Christmas tales, Charles Dickens offers a heartfelt response to this question: "There are many things from which I might have derived good, by which I have not profited, I dare say," replied the nephew. Christmas with the other religions. However, I know that whenever Christmas has rolled around, I have always thought of it as a good time; a kind, forgiving, charitable, pleasant time; the only time I know of, in the long calendar of the year,

when men and women seem by one consent to open their shut-up hearts freely and think of people below them as if they were really fellow-passengers to the great journey of life. So, Uncle, even if it hasn't made me rich by any stretch of the imagination, I still think it's done me some good, and if it has, then God bless it. (Taken from Charles Dickens's "A Christmas Carol").

Putting others' needs before one's own is at the heart of the Christmas spirit. When we treat people with kindness and compassion, we enrich our own lives by learning from them and growing in strength and understanding. Mother Teresa always had a little of the holiday spirit about her. If you have a lot, give from your money; if you don't, give from your heart; this is an Arab saying that captures the essence of Christmas.

Yes, that's exactly right! In giving his life so that we can have eternal life, Jesus exemplifies love and compassion beyond compare. Because of what he went through, we know that we shouldn't build our identities around fleeting things like money, status, and recognition. We need to build our lives on kindness, empathy, and giving.

Additionally, Christmas teaches us that there are moments when all we need to do is be. Spending our lives trying to amass more and more material possessions, while simultaneously giving ourselves less and less value, is a common way to go through life. Like Herod, we therefore fill our days to the brim with activity. The downside of leading a highly busy life is well shown by the Nativity tale.

This is why it has relevance to the here and now.

Herod missed the star because, like the rest of us, he was too busy living his life to look up at the sky. Even the intelligent ones who offered him the information he sought received nothing from his cold hands.

The wise men, on the other hand, paid close attention to their surroundings and took the time to undertake the slow voyage through the desert. And their hearts weren't cold since they gave the infant Jesus gifts of gold, frankincense, and myrrh. The sages exemplified genuineness and simplicity.

People in today's action-driven culture are empty suits who have no idea what they're living for. The Nativity narrative teaches us that living an honest life is the key to fulfillment. Like Godot, we spend our lives waiting for happiness to come along when it never does, losing

ourselves in work because we believe that 'activity' would bring us bliss. So, it's up to us to figure out what makes us happy on a daily basis. Good food, classic literature, email management, and intellectual breakthroughs all fit under this category.

Think about what brings you the most satisfaction, and then embrace that feeling. Savoring genuine experiences brings us happiness and fulfillment, thus we should do it whenever possible. Just go back to the last time you tried a new cake recipe or carefully arranged a bouquet of flowers so you could take in their aroma and beauty. Relax with your dog by your side while you sip tea and peruse the morning paper or a novel you picked up at a secondhand book sale. What a blast! What a delight! Enjoy the little things in life; you deserve it.

Though many lament their inability to break free, relatively few actually take the necessary steps to do so.

Most of us are so caught up in the music's seductive vibe that we neglect to exercise our imaginations. Jack Forster explains that one method to break free of our concept conditioning is to "learn how to see." Buy a notebook tomorrow on your way to work or during your first coffee break, as he suggests in his book *How to Get Ideas*. Get a ledger, or something equally permanent, to keep track of your finances. Then, each day, jot down an observation about the world around you. Day after day. What is important is that you see something and write it down, regardless of what it is. (Feel free to provide your thoughts on the footage as well. True, but so did Thomas Wolfe and countless other authors before and after him. You should review your ledger after it is complete. Proceed to fill up yet another container. And yet another. Plus another. Always and forever."

Look for the 'star' in your life.

Written by Rajesh Williams, Assistant Professor, Shoolini University.

- Listen to the recording and mark the pronunciation and intonation. After listening to the recording, read the text aloud and record your narration. Spot the words you have mispronounced and learn how to pronounce them correctly.
- Write a summary of the write-up titled "Look for the Star in Your Life."
- Comprehension – Intensive Questioning: Yes-No

QUESTIONS

v) Is it true that shops are not busy and business does not look up during Christmas time? _____

w) Is it true that Christmas represents selflessness, generosity, and care for others?

x) We mature and improve when we suppress our want to offer affection to others. Isn't accurate?

y) Mother Teresa had a genuine concern for others.

z) Things like name, fame and wealth are short-lived it true? _____

aa) Is it true that we can only find fulfillment in the life we currently lead if we completely immerse ourselves in our work?

bb) Is it true that we should center our lives around kindness, mercy, and giving? _____

cc) Should we give a lot of importance to ourselves?

dd) Herod was able to relax and enjoy the night sky.
What do you think? _____

ee) Hollow men are people leading meaningless lives. Is it true? _____

ff) Is it possible to find fulfillment by pretending to be

someone one is not? _____

gg) Should we make efforts to get out of rut?

hh) Should we give creativity a chance?

ii) Should we try to pin down what makes us happy

on a regular basis? _____

jj) Savoring authentic moments does not bring contentment

to our hearts. Is it true? _____

kk) We should not go for simple pleasures. Is it true?

ll) Is it true that Jack Forster never advised us to “learn how

to see”?

mm) Is it true that Tagore has written the book How To

Get Ideas? _____

nn) Jack Forster never advised us to buy a notebook. Is it

true? _____

oo) Is it true that when we see something, we must record it?

pp) We must not idea-condition our mind. Is it true?

qq) Is it true that the wise men were simple, authentic

people? _____

VOCABULARY

Make sentences using the words given.

carnival, jamboree, revelry, festivity, fiesta,
jollification, merriment, jollity [British],
rejoicing, gala

COMPOSITION

Write essays on the following topics:

- Diwali – A Festival of Lights
- Colourful Holi
- Phrases Peculiar to Everyday Conversation

m) Make sentences using the idioms given below:

1. with flying colours
2. black and blue
3. blackout
4. gray area
5. the green light

Make sentences using the phrasal verbs given below:

11. colour up
12. colour in
13. bring out
14. come about
15. let down

n) Make sentences using the collocations given below:

11. off colour

12. add colour

13. colour runs

14. heightened colour

15. colour returned

ASSIGNMENT

a) What are the ways of improving your vocabulary?

Complete each sentence with an adjective from the list on the left and a preposition from the list on the right. You must use each adjective once only but you can use each preposition more than once.

accustomed, afraid, ashamed, aware, capable, dependent, famous, full, good, jealous,

proud, ready, relevant, responsible, sensitive

at, for, of, on, to

1. This waste paper bin is _____ crumpled sheets of paper.

2. This city is especially _____ its elegant
architecture.

3. Ravi felt very _____ making such a silly
mistake.

4. Ravi, could you add this up for me? I'm not very
_____ maths.

5. Who is _____ writing those words on the wall?

6. Susan was so _____ her son's achievement that
she couldn't stop talking

about it.

7. Are you _____ any reason why she should be

late?

8. They built nuclear power stations so as not to

be _____ coal as their main

source of energy.

9. Susan sleeps with the light on because she is

_____ the dark.

10. Be careful what you say to Susan. She is

very _____ criticism and sulks for days.

Answer key: 1 full of, 2 famous for, 3 ashamed of, 4

good at, 5 responsible for, 6 proud of, 7 aware of, 8

dependent on, 9 afraid of, 10 sensitive to

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UNIT 11: THE POWER OF SHORT STORIES

CONTENTS

- *Objectives*

The Power of Short Stories

Comprehension

Vocabulary

Composition

Phrases Peculiar to Everyday Conversation

Assignment

Further Reading

OBJECTIVES

After studying this unit, you will be able to:

- Explain how to pronounce specific words
- Explain the meaning of specific words
- List specific phrases peculiar to everyday conversation

THE POWER OF SHORT STORIES

Many people tell a funny story at a dinner party or a thrilling tale at a family gathering. The listeners' eyes roll as they laugh or groan. Stories always carry power to stimulate the imagination and give shape to reality.

A short story has a moral purpose, but it also entertains. With the rise of creative writing classes, the short story has become an important medium of literary experience. Literature holds the power to transform reality. It disturbs and frightens us. It is an introduction to a new world of experience and understanding.

Literature possesses strangeness and originality. It is both structure and event working within the paradox of stability and change. The modern short story is primarily a nineteenth-century phenomenon though there were other forms of storytelling before like the tale and the sketch. Stories always carry the power to stimulate the imagination and give shape to reality.

Literature and short stories possess the power to imagine the identity of a nation. A short story is fictional prose that gives a single effect through few episodes and scenes. Usually, a short story carries a sting in the tail or a surprising ending. A short story is intense, concise and omits a complex plot and characterization.

Most short story writers are concerned with the technique of writing. The two words, 'sketch' and 'tale' were often used before the words, 'novel' and 'fiction'. A tale is more culturally rooted like Chaucer's Canterbury Tales and Poe's Tales of the Grotesque, while sketch is more intercultural like Addison and Steele's The Spectator and Washington Irving's The Sketch Book.

A tale is usually oral, while a sketch is written. Short stories renew a culture by giving it new insights. The short story is a by-product of modernism and imagines an intelligent reader who can fill in the gaps and draw his or her own conclusions. Often the story begins from the middle of a person's lived life or in medias res. The postmodern short story is more fragmented, often representing the instability of the world and the lack of a centre. The mixing of fact and fiction, opening multiple windows of interpretation, and inter-textuality are some of the techniques of post-modern story.

The tradition of storytelling is part of the oral history of every culture and dates to ancient times. The oral tradition is usually anecdotal and illustrative in nature. It is often a vignette

covering a short period of time and has a moral ending. The didactic element continues to motivate a lot of modern short stories which are written in form. The didactic tales of Joseph Addison and Richard Steele in *The Tatler* and *The Spectator* in the eighteenth century do not attempt to convince the reader but to appeal to his sense of right and wrong. Usually, a short story is read in one sitting and is between 5 to 20 pages long. A short story is usually a prose fiction that introduces a narrative situation or a problem and sets out to resolve it, such as Shirley Jackson's *The Lottery*. A short story can also depict a mood or an atmosphere, such as Ernest Hemingway's *A Clean Well-Lighted Place*. Guy de Maupassant and Anton Chekhov may be considered as the two important initiators of the modern short story.

A novel requires a clear structure while a short story can arise from a single image, line or character. The linked stories are somewhere in the middle—they feature the same character but do not follow progression of the novel. They pick up different situations. Short stories are just a way of exploring characterization, narrative, and plot. The genre of short story is altering to suit the demands of publishing and changing readership. More and more writers are now dividing their short stories into little chapters, further breaking down the traditional form. As the short story becomes discursive, it returns to the more classic form by restructuring itself in this way. This could be a return to the longer, well-constructed short story that captures much more human experience than legitimately possible.

Excerpts taken from a presentation made by Prof. Mukesh Williams, Adviser, South Asia Research Center, Soka University, Japan.

- Listen to the recording and mark the pronunciation and intonation. After listening to the recording, read the text aloud and record your narration. Spot the words you have mispronounced and learn how to pronounce them correctly.
- Write a summary of the write-up on the power of short stories.

COMPREHENSION - INTENSIVE QUESTIONING: YES-NO QUESTIONS

w) Do stories carry the power to stimulate the imagination?

x) Do stories lack the power to give shape to reality?

y) A short story has a moral purpose; it also entertains. Is it
true? _____

z) Does literature hold the power to disturb and frighten us?

aa) Is the modern short story primarily a twentieth-century
phenomenon? _____

bb) Usually, a short story carries a surprising ending. Is it
true? _____

cc) Is it true that a short story is not fictional prose?

dd) Is it true that a short story gives a single effect through
few episodes and scenes? _____

ee) Is it true that a short story omits a complex plot and
characterization? _____

ff) Is a tale usually oral? _____

gg) Do short stories renew a culture by giving it new values?

hh) The short story is not a by-product of modernism. Is it
true? _____

ii) The postmodern short story is not fragmented. Is it true?

jj) Is inter-textuality one of the techniques of post-modern

story? _____

kk) The tradition of storytelling does not date to ancient

times. Is it true? _____

ll) Is the oral tradition usually anecdotal and illustrative in

nature? _____

mm) The didactic tales of Addison and Steele attempt to

appeal to the reader's sense of right and wrong. Is it true?

nn) Usually, a short story is read in one sitting and is

between 1 to 2 pages long. Is it true? _____

oo) A short story does not depict a mood or an atmosphere.

Is it true? _____

pp) Is it true that a novel does not require a clear structure?

qq) Is it true that short stories are just a way of exploring

characterization, narrative, and plot?

rr) Is it true that the short story is becoming discursive?

VOCABULARY

Make sentences using the words given.

transform, paradox, in medias res,

arch-villain, farce, deconstruction,
belles-lettres, canon, metafiction,
pantomime, monologue, protagonist,
tragicomedy

COMPOSITION

- c) Write a short story.
- d) Write a paragraph on the topic

PHRASES PECULIAR TO EVERYDAY CONVERSATION

- o) Make sentences using the idioms given below:

12 a closed book

13 an open book

14 book smart

15 by the book

16 in my book

- p) Make sentences using the phrasal verbs given below:

6. flicking through

7. leafing through

8. thumb through

9. read through

10. pore over

- q) Make sentences using the collocations given below:

1. body of literature

2. burgeoning literature
3. anthropological literature
4. classical literature
5. comparative literature

ASSIGNMENT

- a) List the idioms that have to do with books and reading.
- b) List the phrasal verbs that have to do with books and reading.
- c) List the collocations that have to do with literature.

Look at the following formal and informal expressions. Write formal or informal in the spaces given.

1. I regret to inform you of.... _____
2. I'm sorry to tell you that... _____
3. Kindly state your business _____
4. Can I help you? _____
5. In light of the fact that... _____
6. Because... _____
7. I think... _____
8. It is my opinion that... _____
9. It is necessary for me to... _____
10. I need to... _____
11. It is not necessary for you to... _____
12. You don't have to... _____

13. It is recommended... _____
14. We recommend _____
15. Please accept our apologies for... _____
16. Sorry... _____
17. Secondly or Furthermore, _____
18. Another good thing is... _____
19. What's more... _____
20. And one of the best things is... _____
21. The most important thing is.. _____
22. Susan has the ability... _____
23. Susan can... _____
24. The plan was implemented. _____
25. They put the plan into action. _____
26. Their destination... _____
27. The place where they want to go... _____

Answer key: 1f, 2i, 3f, 4i, 5f, 6i, 7i, 8f, 9f, 10i, 11f, 12i,

13f, 14i, 15f, 16i, 17f, 18f, 19i, 20f, 21i, 22f, 23i, 24f, 25i,

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UNIT 12: JUDGE YE NOT

CONTENTS

- *Objectives*

Judge Ye Not

Comprehension

Vocabulary

Composition

Phrases Peculiar to Everyday Conversation

Assignment

Further Reading

OBJECTIVES

After studying this unit, you will be able to:

- Explain how to pronounce specific words
- Explain the meaning of specific words
- List specific phrases peculiar to everyday conversation.

JUDGE YE NOT (TEXT)

David Miller, Josh's father, operated one of Lexington's largest horse farms. This farm was a member of a rapidly dwindling group of suburban stables dedicated to the breeding, nurturing, and training of powerful horses. Alfred Jones possessed the second largest farm, in addition to a modest dwelling and a collection of five firearms. A close confidant of David's. Molly, Josh's mom, stayed inside most of the time because she authored children's books. Her prominent cheekbones created an alluring oval shape to her face. Since Josh was her only kid, she doted on him and made sure he did well in school, especially in English. She also pushed him to read the great works of English literature. Josh felt especially close to David, though. Both because David looked like the famous New Yorker actor Alec Baldwin and because he was the one who taught Josh to ride classically, Josh was very close to his father.

He warned Josh, "If there is no understanding between you and your horse, you can never be a good horseman." before he ever mounted a horse. The ability to bike is only part of the picture. It's all about your horsemanship skills. In order to be a skilled horseman, you must have a mutual understanding with your mount.

Josh's father was the single most inspirational figure in his life. To him, it was impossible to imagine life without him. Plus, it was difficult to fathom a universe without Big Ben.

Ben, a powerful stallion with a thick dark brown coat that glistened in the sun, was Josh's favorite horse. During their morning rides to school, Josh would pet Ben's wavy haunches and nuzzle his soft, dark mane. Jack, the scrawny lad who helped out around the stables, was impressed by how well Josh got along with the animal. Josh saw a reflection of his father in Ben, and in those sad eyes of the animal he saw some of his father's warmth and generosity, so their relationship went beyond simple companionship.

That Josh and Ben shared a birthday only cemented their friendship. The Millers have been throwing joint birthday parties in Rose Cottage, a beautiful cottage on the outskirts of the farm, ever since Josh was born.

David's dad bought it long before David was even conceived. When Josh turned seven, after he had finished reading The Fellowship of the Ring, his family began setting off fireworks as a birthday celebration.

Josh, on his seventh birthday, announced with a gleam in his eye that "Bilbo Baggins is celebrating his eleventy-first birthday."

The partygoers' shrieks of delight were accompanied by hearty rounds of applause. Josh was always enthusing to the local youth about the books he had read. He liked to repeat passages from his favorite authors to the farm's visiting children as a way to show them how smart he was. When he delivered poetry or a literary passage, he felt a tremendous sense of accomplishment. It made him feel invincible, like he could do anything. In his mind, he was miles ahead of most of his friends and acquaintances.

The two treats Ben looked forward to the most were molasses and crisp, fresh apples. While David and Fred relaxed in comfortable chairs on the balcony and enjoyed a few beers out of steins with a side of bacon and steak, Josh would pose on his back for the camera. Shots rang out in the field, signaling the end of the celebration. That Fred shot his rifle into the air was his own fault is obvious.

Josh had a major dislike for Fred. The way he burped after a meal of beer and steak was the final straw for him. His breath was so offensive that it smelled like rotten eggs. Josh hated having to endure Fred's cheek kisses on his birthday and Christmas. And his thick mutton chop whiskers and bright red hair were really repulsive. He despised having to respond to his inane inquiries about his classmates and educators.

And he could never like someone who wasn't enthusiastic about riding. Josh used to be mystified as to how anyone could avoid horses. The evil are the only ones who can loathe animals.

Fred's wife passed away not long after they wed. How she passed away was a mystery. When Molly gave birth, she thought she died. Josh didn't put much stock in Molly's assessment of Fred's character because he believed her to be emotionally weak. Fred would stop by the Millers' house frequently to chat. He talked to Molly about the novel she was working on or her most recent short story.

He suggested that she publish a book about his hunting adventures in Tasmania. He'd spent some formative years of his adolescence at his seaside uncle's property.

The topics of his talk with David were primarily culinary and alcoholic. Both Fred and David enjoyed fine dining. When the conversation turned to horses, though, Fred would always

change the subject. A man with such a large acreage and no experience with horses baffles me. Josh was perplexed. The animals on Fred's farm were cared for by his housekeeper and an efficient stable lad. Fred, though, was no idle ranch hand. He was in charge of the books and was renowned for his ability to close agreements.

The time Josh spent in Ben's oak stable was some of his favorite. Ben's stable was located just next to the backyard. Rose Cottage was about a mile from the other stables. Also nearby was Jack's log cottage. Josh liked to relax by the stable on the long oak bench and play guitar or read.

His housekeeper, Nancy, was another one of his favorite people to spend time with. She was a middle-aged woman with a round, plump face, rosy cheeks, and bright eyes. Even Jack, who didn't have many acquaintances, liked her.

Every day, she would sit Josh down on her lap and read him a few lines or tell him a captivating Bible story. She was a devout Christian who attended services frequently. She was one of only a handful of devout parishioners. She enjoyed spreading rumors and was generally pleasant company, but she had no idea who Fred was or where he came from. His father was a decent man, a devout Christian, and that was all she knew about him.

He always took up the cause of the weak and defenseless.

"And he donated a sizable sum to a Kentucky children's home," Nancy chimed in.

Josh questioned carefully, "Fred is not even half as good as he was, is he?"

"Never pass judgment on God's own children. Nancy snapped back, "That's a bad thing to do!"

Do you know that he murdered his wife for her money? He is a very bad person.

A shrill "Sh! The Bible warns us not to pass judgment on others lest we be judged as well. For with the same standard you use to evaluate others, you will find that the same standard will be applied to you. How often do you read the Bible?

Josh, oblivious to the inquiry, instead asked, "Tell me, how many times have you read the Bible—the whole thing?"

I can't say for sure, son, but I've read it many times from start to finish. My closest confidant is the Bible.

Time had passed for whatever reason. A cold January morning is when Josh learned his father had passed away. David had died the night before in his sleep. The doctor said he died of a heart attack. When Josh went to see how his dad was doing, he saw his mother and Nancy in the next room, both sniffling and wiping their eyes. Jack looked at the dead man's face thoughtfully for a long time. A small group of people gathered near David's bed as word of his illness spread. They looked at the body together, in disbelief. Nobody saw his impending death coming.

For what reason, David? "Why now?" Under his breath, Fred said something.

Even as he kissed his father's chilly forehead for the last time, moments before they hoisted his casket, Josh kept his composure. At a later time, he visited the stable. Jack had just restocked Ben's refrigerator and water bottle. He didn't greet him with a grin like he usually did. His expression betrayed his gloomy mood.

He was such a model guy! They were always generous in giving me additional money to buy cigarettes. All excellent men must eventually perish," he moaned.

Josh experienced a lump in his throat at that precise moment. He wanted to hop on Ben and go on an adventure.

Fred kept coming back to Rose Cottage like clockwork. His phone calls eventually go up in frequency. He started to see Molly frequently after that. Josh made a concerted effort to ignore him.

But Fred kept interrupting him without meaning to. He would routinely enter Josh's room and try to strike up a discussion with him. Josh began avoiding him by disappearing from sight. He started spending an increasing amount of time at the stable. Molly and Fred's wedding was scheduled for a month before Christmas, which was the worst possible timing. For a while, Josh was at a loss for words. He couldn't fathom why his mom would marry a bully like Fred. He will never be able to replace his dad. Wishing his father were present, he said to himself.

The ceremony was held in a small church in the area.

For Josh, it was just another day of sadness. Back at the stable, his new permanent residence, he trudged. It had become routine for Josh to go for a ride first thing in the morning. He found solace in taking long rides over the property, taking in the fresh air, and observing the trees and wildlife. Normal procedure calls for him to gallop Ben back to the stable, where Jack awaits.

Since it was a long weekend, Molly reasoned that taking Josh out might help him warm up to Fred. When Josh came to join them for breakfast, she suggested a trip to the zoo. It's been a very long time since our last visit. Even Fred wants to go to the zoo.

Josh said nothing.

Molly responded, "Josh, you have not answered the question," trying to contain her annoyance.

"Unfortunately, zoos do not pique my attention. Also," said Josh curtly, "I've been trying to catch up on my reading.

"Josh, how can you be so inconsiderate?" Molly yelled.

"Aw, come on, Molly," Fred said abruptly.

The young man protests his departure. Get off his back, would ya?

We'll visit that place another time.

"You are impossible, Josh," she cried, her cheeks red with rage.

Josh stood up and walked away angrily.

Josh arrived at the stable on a foggy morning. The door to Jack's cabin was locked, but the stable door was wide open. Before his arrival, someone had already been to the stable. Jack was nowhere to be found.

Screaming, "Jack! Jack! Josh yelled, "Where are you?" However, I received no response.

Josh yelled into the stable, "Jack, are you there?" He was sporting the riding boots that Molly had given him for the holidays. Nobody was home, and nobody had saddled Ben. The horse's sleeping eyes bore a peculiar expression, as if he were experiencing some kind of dizziness. Ben shook his head angrily in response to his pat on the haunch.

"Hey, man up!" What exactly is your problem? "It's ride time," Josh stated as he cinched the saddle around the horse's neck.

Ben kept shaking his head as though a swarm of killer bees had attacked him. He made a loud neighing sound once or twice.

He had very high-pitched neighs.

The reassuring words of Josh were, "Calm down, big boy!"

Because he was constantly on the go, saddling him proved to be a formidable challenge. Josh rode up on the horse, but the animal just stopped there. Because of their mutual understanding, Josh had never found it necessary to issue vocal directives to Ben.

Josh exclaimed, "Gee up!" in disgust. But it made no difference; Ben continued to freeze.

He yelled, "Gee up!" once more. Then, without warning, the terrified animal sprinted from the barn, cleared a fence that was only five feet high, and galloped out through the fields.

His mouth was frothing like a bloodhound's.

Ben continued his monstrous gallop as Josh hurriedly pulled back on the reins. Those resounding hooves might have gone wherever they wanted to go. Josh's face suddenly took on a look of terror. He tried everything, but he couldn't get the animal under control.

They were descending a hill. Again, Josh jerked on the reins.

He exclaimed in dismay, "Oh, stop, for heaven's sake!"

Then catastrophe struck. Ben's forelegs began to sag, and Josh realized they were about to fall. With a dull thud, Josh's head landed on a little bump as he slid down the grassy hill.

A dark fog descended upon him, and he remained comatose on that bed of green velvet for some time.

When he regained consciousness, he was in his own bed. On the left side of his forehead, he experienced a dull, throbbing discomfort. His head wound up in a lot of bandages. While resting on the couch, Molly passed out. Josh examined the lump on his forehead as he gazed at her. Subtly, he groan. Molly blinked her eyes wide and stared at him with surprise.

"It's cool, Josh. She moved into Josh's bed beside him and reassured him, "You are out of danger." She gave him a passionate kiss on the cheek and a gentle rub of the shoulder.

The doctor has scheduled a follow-up appointment for that night. Honey, don't worry; it's just a speed bump. Within a couple of days, it will be gone.

Josh looked at her in awe.

He inquired, "How's Ben?"

Oh, Fred took him in to the vet. Dr. Thomas, the top vet in town, is caring for him. It appears that the unfortunate creature sustained some serious injuries. Both of his front legs were broken. But don't fret. Soon, he, too, would feel better. He could be hospitalized for a week or more. If I had to guess, they wouldn't send him back until he was fully recovered. That's what Fred said to me just now when we talked on the phone. When they were rushing Ben to the emergency room, he looked absolutely unhappy.

He's going to kill us all, Mom. "Get him out of here," Josh snarled.

To quote Josh: "Why?" Just what is he going to get? Take a look at this, Josh. I realize now is not the time to bring things up... Stop making snap judgments about him without knowing the full story. He really cares about you, Josh, and he is a good person. Since he moved in with us, he's been making every effort to win your affection. Nonetheless, you wouldn't give in to him. I tried to tell him numerous times to stop pushing himself so hard, but he never listened. And he didn't want to marry me so he could steal my stuff. He has enough of money already. In Tasmania, he owns a far larger farm than he does in our country. Have I told you that I finally made up my mind to sell our house and move in with him? Fred cautioned me against making such a hasty decision, saying that he thought making yet another adjustment would just make things worse. I considered enrolling you in a city boarding school. It was him again that prevented me from going through with it. He supposedly didn't want to be without you. Don't be so mean, Molly, he'd tell me. He's a youngster of only ten. To cope with the changes, he requires some time. He cared deeply for his father. I don't know why you don't get it. You've got me baffled as to your animosity toward him. Josh, he's not a bad guy.

But he did something to Ben, Josh said under his breath.

"You're totally right. What he did to him was real. Early this morning, he injected him with rum. In other words, "I knew it. Josh argued, "He just wants Ben to get out of his way."

No, you are totally wrong about it. He might as well have poisoned him. That, however, would have left you heartbroken. He was concerned that the animal would perish. Certainly, his actions were a foolish one. However, he did what you asked because of you. Josh, if you truly are a nice person at your core, you can't help but attract more good into your life. Inevitably, a moron will attract other moron. Whoever you are, be as excellent as you can. Fred reasoned that you wouldn't be as invested in Ben and the stable if he started acting negatively toward you. He thought this plan would work wonders in making you his friend, his best friend. So he

gave him an injection once a day for a week. That wasn't how things turned out, unfortunately. He hadn't counted on the animal reacting so violently to the shot. Since he messed up, Fred has felt an overwhelming sense of shame.

Josh said, "Well," but it came out more like a mumble.

"Don't believe everything you see. You have a poor sense of judgment, Josh. But that's fine, too. No need to act so maturely around me. Did I mention that Fred has left you all of his property in his will? And I'm sure you already know this, but Fred will never be able to have kids of his own. You're too young to grasp the gravity of the situation...After the death of Fred's first wife, he was involved in a terrible car accident. They told him he'd never be able to have children, but he did it anyway. You've been completely wrong about everything. In reality, he ought to be terrified of being murdered..."

After a little pause, Molly asked, "So why did he marry me?" So, in his opinion, I am the smartest woman he has ever encountered. He's read everything I've written and thinks authors need a lot of brains.

Josh didn't say a word.

She sprang to her feet and announced, "I think the phone is ringing."

"Mom," Josh called out as Molly left the room.

She halted and swung around to face us.

"Sweetie, yes"

Please let Fred know that I am eager to speak with him upon his return. Josh continued, "I have so many questions for you," as he studied her intently.

"Sure," said Molly with a hint of laughter in her eyes.

- Listen to the recording and mark the pronunciation and intonation. After listening to the recording, read the text aloud and record your narration. Spot the words you have mispronounced and learn how to pronounce them correctly.
- Write a summary of the short story titled "Judge Ye Not."

COMPREHENSION - INTENSIVE QUESTIONING: YES-NO QUESTIONS

ss) Did Josh own the largest farms in Lexington? No he didn't

tt) Did the second largest farm belong to David Miller?

uu) Is it true that Alfred owned five hunting guns?

vv) Is it true that Molly did not write stories for children?

ww) Is it true that Molly encouraged Josh him read

English classics?

xx) Did Josh say that "to be a good horseman, you need to

know your horse well"? _____

yy) Did Josh see the shadow of his father in Ben?

zz) Did Fred lose his wife soon after his marriage?

aaa) Did Josh hate spending his time at Ben's oak stable?

bbb) Was Nancy a plump woman with ruddy cheeks and

sparkling eyes? _____

ccc) Is it true that David was a gourmet?

ddd) Is it true that David had an uncanny knack for

clinching deals? _____

eee) Did Fred start seeing Molly every day?

fff) Did Josh refuse to go to the zoo?

ggg) Did Fred marry Molly because he wanted to take
Molly's possessions? _____

hhh) Fred as a wicked man. Is it true?

iii) It was Molly who gave Ben a shot of rum. Is it true?

jjj) Was Josh a good judge of character?

VOCABULARY

Look up the words given in the box in your dictionary.

Make sentences using the words given in the box.

adjudicate, molasses, steak, gourmet,

invigorating, frantic, thunderous

COMPOSITION

e) Write a paragraph on the topic “Horsemanship.”

f) Write a paragraph on the topic “Stop Judging Others.”

PHRASES PECULIAR TO EVERYDAY CONVERSATION

r) Make sentences using the idioms given below:

17 take someone's part/side

18 take oneself seriously

19 take steps

20 take something lying down

21 take liberties (with)

s) Make sentences using the phrasal verbs given below:

1. look up to somebody

2. to buckle up

3. to pull over

4. to fill up

5. to slow down

t) Make sentences using the collocations given below:

1. deep respect

2. respected for

3. really respect

4. be highly respected

5. much respected

ASSIGNMENT

- List the idioms that have to do with animals.
- List the phrasal verbs that have to do with the word 'Break.'
- List the collocations that have to do with animals, farm, gallop and attraction.

Match the idiom to its definition by writing the letter of the

definition on the line next to the idiom number.

1. _____ to look for a. to select
2. _____ to cut corners b. ding things quickly
3. _____ to keep in mind c. rushing
4. _____ to run short d. to be economical
5. _____ to pick out e. liking something
6. _____ in a hurry f. to remember
7. _____ mouth-watering g. to purchase
8. _____ on the run h. beforehand
9. _____ to pick up i. to seek
10. _____ fond of j. to have less than enough
11. _____ to run out k. taste exceptionally good
12. _____ in advance l. to have no more

Answer Key: 1 i, 2 d, 3 f, 4 j, 5 a, 6 c or b, 7 k, 8 b or c, 9 g 10 e, 11 l, 12 h

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UNIT 13: LISTENING

CONTENTS

- ***Objectives***

Listening And Its Importance

Audios For Listening

Keywords

Assignment

Further Reading

OBJECTIVES

After completing this unit, you will be able to

- learn from listening to audio.
- Active listening, passive listening
- Pronunciation of words
- Conversational Tone

LISTENING AND ITS IMPORTANCE

Listening is the receiving, interpretation, and comprehension of auditory information. It is an essential component of effective communication and consists of a number of elements. These are the several listening components:

The practice of listening begins with receiving. It involves hearing spoken sounds or words. This takes intentional listening and presence at the moment. In addition, you must eliminate any physical or mental distractions that might prevent you from hearing what is being said in full.

Following hearing comes comprehension in listening. It includes comprehending the meaning of the speaker's words. This entails actively analysing the presented content and establishing links to existing knowledge.

The third phase of the listening process is remembering. It requires retaining the offered knowledge. This requires actively engaging your memory and storing the information in a manner that improves future recall.

Assessing is the fourth component of listening. It requires critically evaluating the information provided. This involves analysing the facts in a rational and impartial manner as well as drawing on your own experiences and knowledge to form an opinion or make a decision.

The response is the third component of listening. It involves responding to the speaker to indicate that you have understood and assimilated the information they have delivered. This may be performed through verbal communication, body language, or actions.

Good hearing involves absorbing, processing, recalling, analysing, and responding to auditory information. Excellent listening abilities may improve communication, create connections, and increase productivity.

Hearing and listening are sometimes used interchangeably, yet they relate to distinct processes. Hearing refers to the physical act of hearing sound via the ears, whereas listening refers to the active process of generating meaning out of what is heard.

Active listening involves paying full attention to what the speaker is saying, asking questions, and clarifying facts. Passive listening, on the other hand, is a more relaxed kind of hearing in which the listener is not necessarily actively engaged with the speaker.

There are several important differences between hearing and listening, as well as between active and passive listening:

Listening is active, whereas hearing is passive. Hearing is only the physical process of perceiving sound waves, whereas listening needs attention and participation. While passive listening is more comfortable, active listening requires focused concentration. Active listening needs the listener to be completely present and engaged with the speaker, whereas passive listening can occur when the listener is engaged in other tasks, such as driving or working. Passive listening does not include feedback and explanation, but active listening does. With active listening, the listener may ask clarifying questions or repeat back what they heard to ensure they get the speaker's message. In passive listening, the listener merely absorbs the information without actively participating with the speaker. Passive listening is less tiring than active hearing. Active hearing requires considerable mental work and can be tiresome, whereas passive listening requires less mental effort.

Hearing is a physical process, but listening is an active process that requires the person to take part and make sense of what they hear. Active listening involves concentrated attention and feedback, whereas passive listening is more relaxing.

AUDIO 1: LIFE/ MIND

The two academics sat across from each other in the dimly lit study, surrounded by shelves of dusty old tomes and the musty scent of aging paper.

1. "So, what do you think the nature of the mind is?"

"Well, I feel that consciousness is a basic part of the cosmos. It is not reducible to solely physical processes, nor does it exist independently of the physical universe."

1. "Interesting, ". So, in your opinion, consciousness is an emergent characteristic of the physical world?

2. "Absolutely," It cannot be reduced to a single physical process or structure but originates from the intricate interactions of physical systems.

1. "I see. And what consequences do you believe this has for the question of life's significance?"
 2. "Well, now we're getting down to business. Personally, I feel that the meaning of life is something that each of us must establish for ourselves. It is not something that is waiting to be discovered outside of ourselves. Instead, it is the result of our conscious experience, wants, beliefs, and interpersonal interactions."
1. "But if awareness is a product of the physical universe, doesn't that suggest that the meaning of existence is ultimately decided by physical rules and processes?"
 2. "Not at all. True, human awareness comes from physical processes, but it does not imply that it is controlled by them. Consciousness is an open system that is always interacting with and responding to the external environment. It is the result of both nature and nurture, biology and culture. Thus, we must individually discover the meaning of life via our own experiences and interactions with the environment.
1. "I get your argument. But what about the issue of free will? If awareness is ultimately determined by physical processes, does it not imply that our decisions and acts are also ultimately determined?"
 2. "Oh, free will. That's a hard one. Yet, I do not believe that determinism necessarily rules out free will. Indeed, a variety of conscious and unconscious, internal and external forces impact our decisions and behaviours. Yet, this does not imply that they are present. We still retain the capacity to consider our options, ponder, and make meaningful decisions. So, while bodily processes impact our decisions and behaviours, they do not dictate them."
1. "I'm starting to get your perspective, I believe. But what about the morals question? If we construct our own meaning for life, does it not imply that there is no objective basis for morality?"
 2. "Not at all. Even while we construct our own meaning for life, this does not entail that there is no objective basis for morality. In fact, I believe that some moral concepts are fundamental to our existence as aware creatures. I believe, for instance, that empathy, compassion, and respect for the dignity of others are intrinsic to our nature as social creatures. And thus, while the purpose of life

1. Well, it is another way to look at things. Nonetheless, I hope that everyone realises that our time on earth

AUDIO 2: ADDICTION

Parent: Hi buddy, I wanted to speak with you about something crucial. That is not an easy issue, but I believe it is essential that we debate it.

Child: Yeah, what is it?

Parent: It's about addiction. Do you understand what addiction is?

Child: Can you explain it to me, please?

Parent: Addiction occurs when a person gets so reliant on a drug or habit that it negatively impacts their lives. It might be drugs, alcohol, or even gambling.

Child: Okay, I see. Why is it vital to discuss this?

Parent: Addiction may be extremely destructive and dangerous. It can harm both the addict and others around them. And sadly, it's something that a lot of people suffer with.

Child: Do you know someone who is addicted?

Parent: Sure, I do. And it is difficult to see a loved one battle with addiction. Yet it's vital to remember that addiction is a disease and not a choice. And it is never too late to get assistance.

Child: How can individuals become addicted?

Parent: Everyone's situation is unique. To deal with stress or tough emotions, some people turn to drugs or alcohol. And they may develop reliant on such substances over time. Other times, people may develop an addiction to something like gambling because they like the thrill of winning.

Child: What can we do to assist an addict?

Parent: It is an excellent inquiry. The most essential thing we can do is support them and urge them to get assistance. We can let them know that we care about them and wish to assist them

in getting healthier. We can also assist them in locating options, such as therapy or support groups.

Child: What if someone doesn't want help?

Parent: Regrettably, not many addicts are willing to seek treatment. It may be extremely difficult to see a loved one suffer, but it is essential to remember that we cannot force someone to recover. All we can do is let them know we're here for them and hope they'll be ready to receive assistance one day.

Child: Thank you for speaking with me about this. It's not an easy issue, but I'm pleased we discussed it.

Parent: Of sure, youngster. No matter what, it's necessary to discuss challenging topics and offer support to one another.

AUDIO 3: ENVIRONMENT

Environmentalist 1: It's incredibly depressing to watch how people are harming the natural beauty of tourism areas. The effects of people's actions on the environment and ecology are frequently underestimated.

Environmentalists 2: I wholeheartedly concur. The huge quantity of people visiting these locations is one of the main challenges. They frequently leave a trail of trash, exploit resources recklessly, and destroy local flora and animals.

Environmentalists 1: Indeed, and the lack of education and awareness among travelers regarding ethical tourism activities also plays a key part in this. We must convince people of the need of conserving the natural beauty of these areas.

Environmentalists 2: Without a doubt. It is crucial to educate tourists about the fragility of these ecosystems and how their activities might have long-lasting effects on them. This may be accomplished through a variety of techniques, including signs, guides, pamphlets, and even internet platforms.

Environmentalists 1: We must also encourage sustainable tourist practises, such as the use of eco-friendly items, the reduction of plastic waste, the conservation of water, and the reduction

of the carbon footprint. This will not only aid in the preservation of the ecosystem but will also raise visitor awareness.

Environmentalists 2: Another crucial factor is regulating the number of visitors that visit these areas. This will help reduce environmental pressure and allow local residents to benefit from tourism without damaging the ecology.

Environmentalists Indeed, and incorporating local people in the tourist business may also result in a more sustainable strategy.

This would not only give economic possibilities for the community but also foster a feeling of environmental ownership and responsibility.

Environmentalists 2: In conclusion, we must recognise that tourism may have a huge influence on the environment and take a responsible stance towards it.

By educating visitors, supporting sustainable behaviours, limiting the number of tourists, and incorporating local communities, we can guarantee that tourism does not destroy the environment and instead becomes a method of conservation and preservation.

AUDIO 4: SOCIAL MEDIA

Person A: Hey, have you observed how much time we waste on the internet these days? It's insane.

Person B: I get what you mean. That may be rather addicting.

Person A: Without a doubt. Yet there are some positives to social media, right?

Person B: Of course, of course. Especially if they live far away, it may be a terrific way to keep in touch with friends and family.

Person A: It's also a terrific method to network and make professional connections.

Person B: Without a doubt. Social networking may help us locate new employment prospects and even market our own enterprises.

Person A: But what about the drawbacks? I believe that social networking has many disadvantages as well.

Person B: Without a doubt. One of the greatest disadvantages of social media is that it can be a significant time waste. It's so simple to spend hours upon hours reading through our feeds.

Person A: There is also the issue of cyberbullying. It's incredibly upsetting to see how people can be so hateful to one another online.

Person B: It's a serious issue, yes. And then there's the problem of privacy. Our personal information is so easily disseminated without our agreement.

Person A: And don't forget about the influence social media can have on mental health. Observing other people's flawless lifestyles might make us feel like we're not good enough.

Person B: Sure. Also, there is the issue of false information. On social media, incorrect information may spread like wildfire.

Person A: It is accurate. And sometimes it might be difficult to determine what is genuine and what is not.

Person B: I believe social media has both advantages and disadvantages. It's up to us.

ASSIGNMENT

- After hearing the audio, write down the new words and phrases.
- Write a paragraph about what has been talked about in the audio.

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UNIT 14: IDIOMS AND EXPRESSIONS

CONTENTS

- *Objectives*

- Idioms*

- Daily used Idioms*

- Expressions for Greetings*

- Expression for Talk*

- Assignment*

- Further Reading*

OBJECTIVES

After reading this unit, you will be able to

- Use idioms in daily language
- Use Expressions in speaking

IDIOMS

An idiom is a phrase or saying that is commonly used in everyday English to express certain ideas or opinions. It is an expression with a figurative meaning that differs from the literal meaning. Idioms can amplify messages in a way that draws readers in and helps to awaken their senses. Use idioms to give power to your writing. Native speakers use idioms to make their speeches more colorful and alive. Understanding English idioms is important because they require a deeper familiarity with the English language to comprehend what someone means when they use them in conversation. There are estimated to be at least 25,000 idiomatic expressions in the English language.

Examples

put cards on the table

Meaning: be open and honest

When Ravi met up with Priya on their first date, Ravi laid his cards on the table for Priya to know what he wanted.

back to the wall

Meaning: to be in a difficult situation

They have him with his back to the wall and now he has no more options but to pay back the debtors or go to jail for fraud.

sweep under the rug

Meaning: try to hide a problem or keep a problem secret instead of dealing with it

My father has helped me deal with things instead of sweeping them under the rug.

know on which side bread is buttered

Meaning: know what is to one's advantage

Pratiksha is far too clever to irritate her employer as she knows which side her bread is buttered on.

EASY AND DAILY USED IDIOMS

1. Break a leg: good luck. Example: "Break a leg on your big presentation today!"
2. Bite the bullet: To face a difficult or unpleasant situation. Example: "I know you're nervous about the exam, but you just need to bite the bullet and study harder."

3. Hit the nail on the head: To say or do something exactly right. Example: "You hit the nail on the head with your analysis of the situation."
4. Spill the beans: To reveal a secret. Example: "I accidentally spilled the beans about the surprise party."
5. Barking up the wrong tree: To pursue the wrong course of action or direction. Example: "If you think I'm the one who ate your sandwich, you're barking up the wrong tree."
6. Cut to the chase: To get to the point. Example: "Let's cut to the chase and discuss the issue at hand."
7. Head over heels: To be completely in love or infatuated. Example: "She's head over heels in love with her new boyfriend."
8. Under the weather: To be feeling sick or unwell. Example: "I can't come to the meeting today; I'm feeling a bit under the weather."
9. A piece of cake: Something that is very easy to do. Example: "That exam was a piece of cake."
10. Catch someone's eye: To get someone's attention. Example: "Her new haircut caught everyone's eye."
11. The ball is in your court: It's your turn to take action or make a decision. Example: "I've given you all the information you need, now the ball is in your court to make a decision."
12. Once in a blue moon: Something that happens very rarely. Example: "I only see my old friend from college once in a blue moon."
13. A taste of your own medicine: To experience the same treatment that you have given to others. Example: "After always playing pranks on his co-workers, he finally got a taste of his own medicine."
14. All ears: Listening attentively. Example: "Tell me more, I'm all ears."
15. A penny for your thoughts: Asking someone what they are thinking or feeling. Example: "You seem lost in thought, a penny for your thoughts?"
16. A chip on your shoulder: Holding a grudge or feeling angry about something. Example: "He always seems to have a chip on his shoulder about the smallest things."
17. Don't put all your eggs in one basket: Don't risk everything for one opportunity. Example: "Investing all your money in one stock is a risky move. Don't put all your eggs in one basket."

18. In the heat of the moment: Doing or saying something without thinking in a high-pressure situation. Example: "I didn't mean to say that, it was just in the heat of the moment."
19. Kill two birds with one stone: Accomplishing two things at once. Example: "By going to the grocery store on my way home, I can kill two birds with one stone."
20. Pull someone's leg: To tease or joke with someone. Example: "Don't take me seriously, I was just pulling your leg."

ASSIGNMENT

Create a story or a conversation adding these idioms in writing and speaking.

Now idioms which include body parts

1. Head in the clouds: To be absent-minded or not focused on reality. Example: "She's always got her head in the clouds and forgets about everything else."
2. Keep your head above water: To manage to stay out of trouble or debt. Example: "With all my expenses, it's hard to keep my head above water financially."
3. Put your heads together: To work together to solve a problem. Example: "Let's put our heads together and figure out a solution to this issue."
4. On your head be it: Taking responsibility for the consequences of your actions. Example: "If you decide to skip class, on your head be it if you fail the exam."
5. Head over heels: To be completely in love or infatuated. Example: "He fell head over heels for the new girl in his office."
6. Head start: An advantage or opportunity to begin something before others. Example: "She had a head start on the project and was able to finish it early."
7. A head of steam: Having momentum or making progress. Example: "With all the positive feedback, the project is gaining a head of steam."
8. Go over someone's head: To appeal to a higher authority when someone is not willing to help. Example: "If your manager is not willing to help, you may have to go over their head to get the issue resolved."
9. Keep a level head: To remain calm and composed in a stressful situation. Example: "Even though the situation was chaotic, she kept a level head and was able to handle it."

10. Have a good head on your shoulders: To be smart and make good decisions. Example: "She's always been a good problem-solver and has a good head on her shoulders."

EYES

1. Keep an eye on: To watch or monitor something closely. Example: "Can you keep an eye on my bag while I use the restroom?"
2. Have eyes in the back of your head: To be aware of everything that's happening around you. Example: "She always knows what's going on in the classroom – it's like she has eyes in the back of her head."
3. Turn a blind eye: To ignore something deliberately. Example: "The manager turned a blind eye to his employees coming in late because he didn't want to confront them."
4. Give someone the evil eye: To give someone a disapproving or angry look. Example: "When the customer was rude to her, she gave him the evil eye."
5. See eye to eye: To agree with someone. Example: "We finally see eye to eye on how to approach the project."
6. Keep your eyes peeled: To pay close attention and be alert. Example: "When you're walking around the city at night, keep your eyes peeled for any suspicious activity."
7. The apple of your eye: Someone or something that is cherished above all others. Example: "Her children are the apple of her eye."
8. Feast your eyes on: To enjoy looking at something. Example: "When I went to Paris, I feasted my eyes on all the beautiful architecture."
9. Cry your eyes out: To cry excessively. Example: "After her breakup, she cried her eyes out for days."

NOSE

1. Keep your nose to the grindstone: To work hard and stay focused on a task. Example: "If you want to finish the project on time, you need to keep your nose to the grindstone."
2. Cut off your nose to spite your face: To do something that is harmful to yourself in order to get revenge or prove a point. Example: "He refused to work with his co-worker and ended up cutting off his nose to spite his face when the project fell behind."
3. Stick your nose in something: To become involved in something that is not your business. Example: "I don't want to stick my nose in their relationship problems."

4. Get up someone's nose: To irritate or annoy someone. Example: "Her constant complaining gets up my nose."
5. Follow your nose: To go in a certain direction based on your intuition or instinct. Example: "I don't know exactly where the restaurant is, but I'll follow my nose and see if I can find it."
6. Brown-nose: To flatter someone excessively in order to gain favor. Example: "He's always brown-nosing the boss, hoping to get a promotion."
7. Keep your nose clean: To avoid getting into trouble or doing anything wrong. Example: "If you want to stay out of trouble, you need to keep your nose clean."
8. Look down your nose at someone: To feel superior to someone and treat them as inferior. Example: "He always looks down his nose at people who have less money than him."
9. Lead someone by the nose: To control or manipulate someone. Example: "He's so easily manipulated; she can lead him by the nose."
10. Put someone's nose out of joint: To upset or offend someone. Example: "She put his nose out of joint when she criticized his work in front of everyone."

NECK

1. Stick your neck out: To take a risk or make yourself vulnerable. Example: "I know it's a risky move, but I'm going to stick my neck out and invest in that startup."
2. Neck and neck: To be in a close race or competition. Example: "The two runners are neck and neck as they approach the finish line."
3. Neck of the woods: A particular area or region. Example: "I haven't seen her since she moved to a different neck of the woods."
4. Neck-deep in something: To be heavily involved or deeply immersed in something. Example: "After the merger, we were neck-deep in paperwork for months."
5. Save your neck: To avoid getting into trouble or being harmed. Example: "He managed to save his neck by giving the correct answer during the job interview."
6. Breathe down someone's neck: To closely monitor or supervise someone. Example: "Her boss is always breathing down her neck, making her feel anxious and uncomfortable."
7. Pain in the neck: Something or someone that is annoying or frustrating. Example: "The long commute to work is a real pain in the neck."

8. Risk your neck: To put yourself in danger or harm's way. Example: "He risked his neck by climbing the tall tree without any safety equipment."
9. Break your neck: To work very hard or put in a lot of effort. Example: "I had to break my neck to finish the project before the deadline."
10. A stiff neck: A stubborn or inflexible attitude. Example: "He has a stiff neck and is unwilling to consider other people's ideas."

HAND

1. Give a hand: To help or assist someone. Example: "Can you give me a hand carrying these boxes?"
2. On one hand...on the other hand: Used to express two contrasting ideas or opinions. Example: "On one hand, I really want to go on vacation, but on the other hand, I can't afford it."
3. Bite the hand that feeds you: To harm or betray someone who has helped you. Example: "I can't believe he criticized his boss like that – he's biting the hand that feeds him."
4. Wash your hands off: To distance oneself from responsibility or involvement in something. Example: "After the project failed, she washed her hands of it and moved on to something else."
5. Have your hands full: To be very busy or have a lot to deal with. Example: "I can't help you right now – I have my hands full with this project."
6. Twist someone's arm: To persuade or pressure someone to do something. Example: "I didn't want to go out tonight, but my friends twisted my arm and convinced me to come."
7. All hands-on deck: Used to indicate that everyone is needed to help with a task or project. Example: "We have a big deadline coming up, so we need all hands on deck."
8. Get your hands dirty: To involve oneself in a difficult or unpleasant task. Example: "I don't mind getting my hands dirty and doing the dirty work if it means getting the job done."
9. Hand in hand: To be closely related or connected. Example: "Good communication and teamwork go hand in hand."
10. First-hand: From direct personal experience. Example: "I know what it's like to lose a job first-hand."

LEG

1. Get a leg up: To receive assistance or an advantage. Example: "Her previous work experience really helped her get a leg up in the new job."
2. Pull someone's leg: To tease or joke with someone. Example: "I was just pulling your leg – I don't actually believe that conspiracy theory."
3. Stand on your own two legs: To be independent and self-sufficient. Example: "It's time for you to stand on your own two legs and start paying your own bills."
4. Shake a leg: To hurry up or move quickly. Example: "We need to shake a leg if we're going to make it to the movie on time."
5. Get your legs under you: To establish yourself in a new situation or environment. Example: "It took me a few weeks to get my legs under me when I started my new job."
6. Cut off your nose to spite your face: To harm oneself in an attempt to hurt someone else. Example: "By refusing to apologize, he's cutting off his nose to spite his face and damaging his reputation."
7. Keep a leg up on: To maintain an advantage over someone else. Example: "I need to keep a leg up on the competition by constantly improving my skills."
8. Stretch your legs: To take a break from sitting or lying down by standing up and walking around. Example: "Let's stop at this rest area and stretch our legs for a few minutes."
9. Be on someone's leg: To closely monitor or follow someone. Example: "The boss is always on my leg about getting my reports in on time."

EXPRESSIONS**Greetings**

How are you? /How is everything?

How have you been?

What's new? (informal)

What's up? (informal)

Greeting a person, you haven't seen in a long time

I haven't seen you in years!

Long time no see! (informal)

I haven't seen you in an age!

Expressing surprise at meeting someone

What a surprise to meet you here!

Fancy meeting you here. (cliché)

Never thought I'd see you here!

What are you doing in this part of town?

Where've you been hiding yourself?

What are you doing out of the office?

Have you been keeping busy?

After you have greeted someone

We seem to keep running into each other.

Haven't we met before?

I'm sorry; I've forgotten your name.

I've been meaning to call you.

SMALL TALK**Expressing your state of health and happiness**

I'm fine

I'm cool (slang)

Great.

Fine and dandy.

Couldn't be better.

No complaints.

I have nothing to complain about.

Telling how you have been doing – positive

Keeping busy. / Keeping myself busy. / Been keeping myself busy.

Been keeping out of trouble.

Telling how you have been doing – neutral

Getting by.

Could be worse. / Could be better.

Same as always. / Same as usual.

Telling how you have been doing – negative

Not good. / Not so good. / Not too good.

I've seen better days. / I've had better days.

I've been better. / I've been under the weather.

Explaining that you have been busy

I'm busy. / Keeping busy. / Keeping myself busy.

I'm swamped. Swamped = overwhelmed, as with a swamped boat

I don't have time to breathe.

Not a moment to spare.

Inviting a friend for a drink or coffee

Do you have time for coffee?

How about a cup of coffee?

Let's go get coffee. Do you have any time?

Let's go for a drink / Let's go for a beer.

INTRODUCTIONS

Introducing someone to someone else

I'd like you to meet my friend Priyanka. / I'd like you to meet Priyanka.

This is my friend Priyanka.

Ravi (this is) Priyanka. Priyanka Ravi.

Priyanka, do you know Ravi?

Priyanka, shake hands with Ravi Gupta.

Do you know each other? / Have you met?

Have you two been introduced?

Priyanka, Ravi is the guy I was telling you about. (informal)

You two have a lot in common.

When you have just been introduced to someone

Nice to meet you. / Nice meeting you.

How nice to meet you (formal)

What a pleasure to meet you. (formal)

I'm glad to meet you.

After you have been introduced to someone

Ravi has told me all about you.

Ravi has told me so much about you.

I've heard so much about you.

So we finally meet face-to-face.

I didn't catch your name. I'm terrible at names.

I'm sorry, what was your name again?

Asking how someone is

How are you?

How are you doing? / How are you doing today?

How are you feeling? / Are you feeling better today?

How have you been?

Asking someone how things are going

How are things? / How are things with you?

How's business?

How's everything? / How's everything going?

How's it going?

ENDING A CONVERSATION

Signalling the end of a conversation

Oh, look at the time!

Well, Ravi, it's really good to see you, but I really must go.

It's been fun talking to you.

It's been nice chatting with you.

It's so good to see you again.

We have to make plans to get together sometime.

Let's do lunch sometime.

Ending a telephone conversation

I really have to go now. We'll talk sometime.

The doorbell is ringing. I'll call you back.

There's someone on the other line. I must say good-bye now.

Can I call you back? Something has come up.

Can we continue this later? My other line is ringing.

I have to get back to my work. I'll call again later.

I won't keep you any longer.

I have to get back to work before the boss sees me.

Ending a conversation abruptly

Look at the time. I really must go.

It's been great talking to you, but I have to go.

Let's continue this another time. I really must go.

Sorry, but I have to leave now.

Goodbyes

See you later. / See you later, alligator. (*slang*)

I'll catch you later. / Catch you later.

I'll be seeing you.

See you soon.

See you real soon.

See you around.

Taking leave of someone

Nice talking to you.

Take care.

(It was) good to see you.

(It was) nice to see you.

Nice meeting you.

It was a pleasure meeting you. (*formal*)

Leaving a place

Are you ready to go?

Are you about finished?

Are we ready to leave?

Let's split. (*slang*)

Making plans to keep in touch with someone

Call when you get there.

I'll call you when I get home.

Don't forget to call.

I'll be in touch.

AGREEING, ACCEPTING AND UNDERSTANDING

Yes. / You're right.

You bet. / You got it.

Absolutely. / By all means.

Stating your concurrence

That's true. / You're right.

That's right. / That's for certain.

I agree with you 100%.

I couldn't agree with you more.

You took the words right out of my mouth.

Expressing acceptance

I think it's fine. / It's good enough.

It's satisfactory.

It'll serve the purpose.

I like it. / I love it.

I think it's great.

It's wonderful / fabulous.

I like the colour/ texture/ flavour.

It's perfect. It's A-1.

This is second to none.

It couldn't be better.

This is the crème de la crème. (*cliché*)

= *This is the best of the best.*

That's just what the doctor ordered.

That's it.

That suits me fine.

I give it four stars.

Stating that you understand

Point well-taken.

I see what you mean.

I know what you are talking about.

I follow you.

I'm with you.

Read you loud and clear.

Making sure you are understood

Do you know what I am talking about?

Know what I mean?

Does that make any sense?

Are you following me?

Do you see what I mean?

See what I mean?

Do you get the message?

Do you get the picture?

Do you follow me?

Do you understand?

Do you agree?

Are you with me on this?

ASSIGNMENT

- a. List the expressions that have to do with disagreement and refusal.
- b. List the expressions that have to do with arguing about the facts.

EXPRESSIONS HAVING TO DO WITH TELEPHONES

a. Answering the telephone – residential

Hello!

Hello, the Chancellor's residence.

Hello, this is Ravi Gupta (speaking).

b. Asking whom a telephone caller wants to talk to

Who do you want to talk to?

Who do you want to speak with?

Who do you wish to speak to?

Whom do you wish to speak to?

With whom do you wish to speak? (*formal*)

c. Screening someone's telephone calls

May I tell him who's calling?

May I ask who is calling?

Whom may I say is calling? (*formal*)

Who shall I say is calling?

Whom shall I say is calling?

Who's calling?

Is he expecting your call?

d. Connecting or transferring a telephone caller

I will see if he's in the building.

Let me connect you with that department.

e. Putting a telephone caller on hold

He is on another line. Will you hold?

Would you care to hold? (*formal*)

Would you like to hold?

Just a moment please.

Please hold.

Hold the line (*informal*).

Can you hold?

f. Interrupting a telephone call with other business

Just a moment. I have another call.

Hang on a moment. (*to hang on = to wait*)

Hang on a sec(ond).

g. Taking a call off hold

For whom are you holding? (*formal*)

Whom are you holding for? (*formal*)

Who are you holding for?

Who's on the line?

Are you being helped?

Have you been helped?

May I help you?

Can I help you?

h. Offering to take a message from a telephone caller

He's not in; would you like to call back?

He is not available. Can I take a message?

He is away from his desk. Can I take a message?

May I take a message? (*formal*)

Could I take a message?

Could I have someone call you?

i. Offering to help a telephone caller

Is there anyone else who could help you?

I would be happy to try to answer your questions?

Would you care to talk to his secretary?

Could I help you?

j. Bringing a telephone call to an end

I have to get back to work before the boss sees me.

I have to get back to my work. I will call again later.

There is someone on the other line. I must say good-bye now.

I really have to go now.

I'll have to take your number and call you back.

Can I call you back? Something has come up.

Can we continue this later? My other line is ringing.

The doorbell is ringing. I'll call you back.

k. Requesting a telephone number from directory assistance

I'd like the number for Dr. Rakesh Gupta on K. G. Marg.

I need the number for Dr. Rakesh Gupta on K. G. Marg.

Can you give me the number for Dr. Rakesh Gupta on K. G. Marg?

What is the area code for Los Angeles?

I need the area code for Los Angeles.

l. Request to a telephone operator

I can't get through to this number. Would you dial it for me?

Could you help me place a call?

I'd like this billed to my home number.

Could you dial it for me, please?

m. Making emergency calls

I want to report a fire.

I want to report a robbery in progress.

There is a house on fire at 406 Rajinder Nagar.

There's been an accident and we need an ambulance.

This is an emergency.

I need the police.

Please connect me with the police.

Get me the police and hurry.

n. Making complaints about unwanted telephone calls

I've been getting prank calls. (*prank = joke*)

I've been getting harassing calls.

I've been getting obscene phone calls.

o. Expressions used by a telephone repair service

It sounds like a problem with our lines.

It sounds like a problem in your house wiring.

There is a charge if the problem is with the wiring inside your house.

I can have a repair person come out tomorrow.

Let me connect you with my supervisor.

p. Asking about store hours over the telephone

What time do you open?

When do you open?

When are you open?

What are your hours?

When do you close today?

How late are you open (today)?

Are you open on weekends?

Are you open on Saturday?

Are you open after five?

q. Asking about the location of some place

Where are you located?

What are the nearest cross streets?

Where is your store?

What's your nearest location?

Do you have any locations in the suburbs?

What mall are you in?

How do I get there?

r. Asking how to place a merchandise order over the telephone

Do you have a catalogue?

I'd like to place an order.

Can I fax my order in?

Can I fax my order to you?

s. Asking about payment for goods ordered over the telephone

Do you accept credit cards?

Which credit cards do you take?

Do you take cheques?

Do you accept cheques?

t. When you are interrupted by a telephone solicitor

I'm sorry, but I'm not interested.

I don't have time to talk right now.

I can't talk right now.

You caught me in the middle of dinner.

No, thank you.

u. Telephone solicitor – more expressions

I'm sorry, I don't give out my credit card number over the phone.

I'm sorry, but I don't place orders over the phone.

I never do business with telephone solicitors.

Please take me off your list.

USING THE TELEPHONE

Conversation 1

S1: Could you give me the number of the Best Wallet Company?

S2: Is that in the city or in the suburbs?

S1: In the city. On Parliament Street.

S2: Just a moment, please

Conversation 2

S1: What's the telephone number of Indian Airlines?

S2: Just a moment, please.

S1: Thank you, operator.

S2: The number is 011 26448101.

Conversation 3

S1: I'd like to speak to Ravi, please.

S2: What number are you calling?

S1: Zero-one-one-two-six-four-four-eight-one-zero-one.

S2: Sorry. You've got the wrong number.*Conversation 4*

S1: May I speak to the director, please?

S2: Who's calling, please?

S1: Tell him it's his friend from California.

S2: Just a moment, please.

Conversation 5

S1: I'd like to speak to Mr. Gupta, please.

S2: May I ask who's calling, please?

S1: Tell him it's his assistant.

S2: Please hold the line while I see if he's in.

KEYWORDS

telephone, conversation, collocations, phrasal verbs, idioms

ASSIGNMENT

- **List the phrasal verbs that have to do with eyes.**
- **List the idioms that have to do with legs.**

Match the idiom to its definition by writing the letter of the definition on the line next to the idiom number.

- | | |
|--------------------------------|------------------------------|
| 1. _____ to pay off | a. a lot |
| 2. _____ to talk over | b. thoroughly |
| 3. _____ to tangle with | c. to discuss together |
| 4. _____ a good deal | d. to think about |
| 5. _____ to make up one's mind | e. to forgo |
| 6. _____ to save up | f. to complete |
| 7. _____ at length | g. to decide |
| 8. _____ to write out | h. to accumulate |
| 9. _____ to make out | i. to examine all aspects of |
| 10. _____ to think over | j. to struggle with |
| 11. _____ to take into account | k. to be worthwhile |
| 12. _____ to do without | l. to write in full |

Answer key: 1k, 2c, 3j, 4a, 5g, 6h, 7b, 8l or f, 9f or l, 10d, 11i, 12e

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